



University of Alaska Systemwide Attainment Framework

Prepared for the Board of Regents
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Table of Contents

Project Overview	3
Recruitment Methodology and Approach	4
New Student Recruitment—Previous Performance	5
Undergraduate Enrollment Outlook—Previous Performance and Looking Forward . . .	6
New Student Recruitment—Building a New Model	15
University of Alaska Future Enrollment Projections	17
What is the University of Alaska’s Best Path Forward to Serve the State?	20
Assigning Attainment Framework Implementation Authority and Accountability . . .	22
Board of Regents Performance Metrics and Dashboard	24
System Recruitment Observations and Recommendations	25
Secondary Observations and Recommendations	37
University of Alaska Recruitment Roadmap: From Present State to Future Growth .	43
Situation Analysis and Recommendations: University of Alaska Anchorage	48
Situation Analysis and Recommendations: University of Alaska Fairbanks	54
Situation Analysis and Recommendations: University of Alaska Southeast	60
Focus on Retention	66
Methodology and Approach	67
Findings in Nine Key Areas	69
Improving Retention Outcomes Across Alaska	71
Recommendations for the Board of Regents and University of Alaska System .	72
University of Alaska Anchorage	75
Retention Findings	76
Navigage360 UAA	86
Strengthening Retention at University of Alaska Anchorage	87

Table of Contents, continued

University of Alaska Fairbanks88
Retention Findings89
Navigate360 at University of Alaska Fairbanks	99
Strengthening Retention at University of Alaska Fairbanks	100
University of Alaska Southeast	101
Retention Findings	102
Navigate360 at University of Alaska Southeast.	113
Strengthening Retention at University of Alaska Southeast	114
Appendix	115
Exhibit 1 – Proposed Board of Regents Metrics and Dashboard.	116
Exhibit 2 – Current Near Final Billed Tuition & Fees	120
Exhibit 3 – Proposed Near Final Billed Tuition & Fees	121
Exhibit 4—UA Academic Program Demand.	122
Exhibit 5—UA Academic Program Demand & Yield.	135

Project Overview

The University of Alaska Board of Regents retained EAB to recommend proven strategies, best practices, and tactics that will inform the development and implementation of a University of Alaska systemwide attainment framework. The framework will enhance recruitment, retention, and graduation results to serve Alaska residents, meet state workforce needs, and benefit the state economy even better. EAB commends the Board of Regents' leadership in choosing to identify how best to support distinct institutional missions while addressing pressing state education and training needs.

This is an exciting project because the University of Alaska System is comprised of three unique universities with attendant community campuses. The comprehensive array of certificate, technical, two-year, baccalaureate, and graduate programs is unparalleled in the United States. EAB appreciates the attendant complexities and applauds the faculty and staff providing this breadth and depth of opportunity. The Universities programs and the students they serve are critical in a state where the geographic reach is immense, college-degree and CTE attainment is below workforce needs, and the economy is evolving over time. Increasing the college-going rate in Alaska and ensuring that students have the support they need to persist through graduation (30.7% of Alaska residents over the age of 25 hold college degrees – US Census Community Survey 2021) are important state priorities.

The Alaska Commission on Postsecondary Education's Higher Education Almanac provides excellent environmental context for UA's enrollment situation today. Members of the UA System leadership team have provided critical data and immensely helpful high-level insights. EAB also acknowledges the dedicated work of those tasked with recruitment and retention and their partners across campus; everyone with whom we spoke cares deeply about the University and the students they serve. We were impressed with their commitment and innovation in challenging circumstances.

This report provides an in-depth analysis of the current state of recruitment and retention practices accompanied by recommendations on necessary next steps. There are multiple paths to consider as the Board of Regents, the System leadership, and the three Universities work together to fulfill their missions and the promise of educational opportunities for Alaska residents and beyond. The recommendations reflect EAB's best advice, grounded in nationwide research and extensive Alaska data analysis, about the resources required to grow enrollment over time and what the State should expect with greater investment. With the right plan, leadership buy-in to effect culture and operational change, and added resources to fund the recommendations that follow, EAB is optimistic that the University of Alaska will grow enrollment and improve graduation and retention rates.

Recruitment Methodology and Approach

EAB conducted a series of in-person meetings at UAA, UAF and UAS, with additional meetings via Zoom and telephone. The discussions focused on learning about the current state of practice, the internal sense of strengths and opportunities, and any “wish list” items the participants wished to share that would improve overall enrollment.

The conversations with more than 85 individuals included executive leaders, faculty and staff, plus deans and directors who represent many areas of the University that impact enrollment and persistence. EAB was fortunate to also have conversations with the Alaska Commission for Postsecondary Education (ACPE) and the University of Alaska Foundation to better understand the process regarding need and merit-based scholarships. There were multiple discussions with executive leaders at the Universities and in the System office, and guidance from the UA Board of Regents Special Ad Hoc Committee for Recruitment, Retention, and Graduation.

EAB reviewed admission and financial aid data provided by the Universities, ACPE, the System, and hundreds of publicly-available documents. EAB also reviewed the University of Alaska website plus the three University websites plus all available print and digital recruitment communications. The recruitment analysis and policy recommendations derive from this comprehensive discovery process.

The conversations included leaders and staff from the following areas.

- Chancellors
- Provosts
- Vice Chancellors of Student Affairs and Enrollment Management
- Deans (including the Community and Technical Colleges)
- Admissions (recruitment, processing, campus visits)
- Regional Recruiters
- Financial Aid
- Institutional Effectiveness
- Orientation Team
- Student Affairs
- Student Services
- Alaska Native Support Services
- Rural Student Services
- First-Year Experience
- Athletics
- Residence Life
- Bursar

New Student Recruitment—Previous Performance

The University of Alaska has experienced enrollment declines since 2012, with variation amongst the three Universities. Unfortunately, and for a variety of reasons mostly outside the Universities' control, the recruitment environment has changed. Starting well before the Pandemic, a smaller percentage of high school graduates chose to attend college continuing the high school graduation rate rising across the country. In Alaska between 2013-2022,

- The percentage of high school graduates going directly to college or technical training dropped from 52% to 34%.
- The percentage of high school graduates enrolling in out-of-state institutions grew from 37% to 54% (includes online and in-person programs).
- Between the ages of 18-24, high school graduates pursuing additional education declined from 63% to 57%.

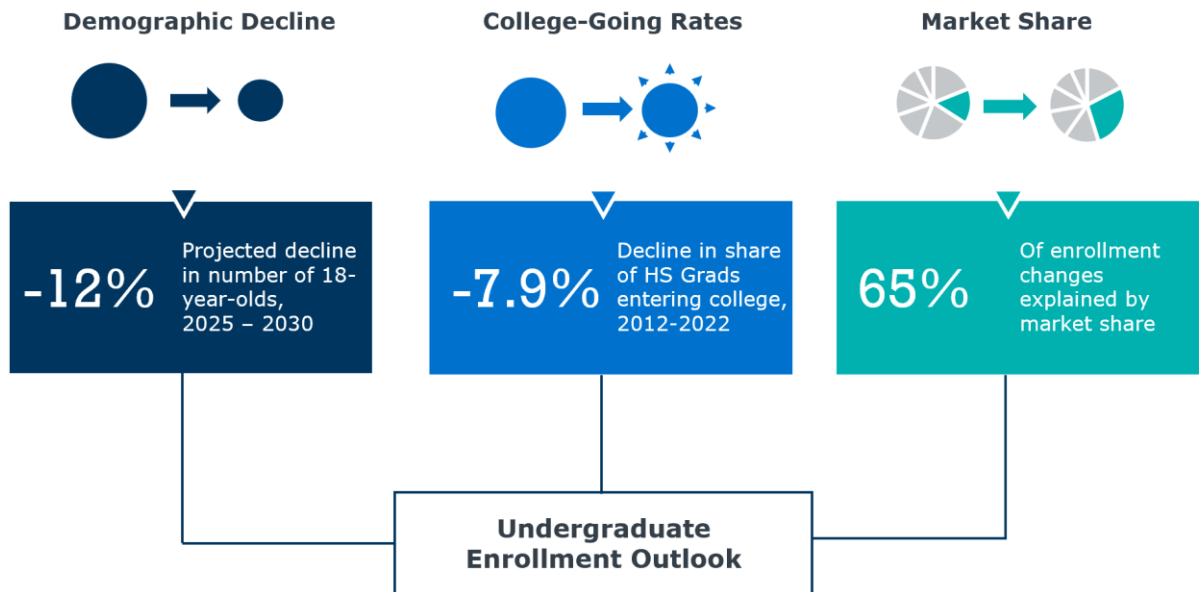
The projected decline in the number of Alaska high school graduates coupled with fewer students choosing to attend college at all and the increasing draw of out-of-state university options has a compounding impact on recruitment potential.

Reversing the University of Alaska's current trajectory requires organizational shifts and new investments; continuing the current path will produce the kind of enrollment declines detailed in our University of Alaska Undergraduate Enrollment Outlook.

Undergraduate Enrollment Outlook— Previous Performance and Looking Forward

Your Enrollment: More Than Demographic Decline

The Critical Threats That Continuously Shape Your Enrollment



A Specific Scenario Based on A Few What-Ifs:

Key Assumptions in Our Scenario:

- Past immigration & migration trends hold steady
- Trends in college-going rates persist
- Changes in NAEP¹ scores provide an accurate gauge of the impact of COVID-19 learning loss
- Market share trends persist



The University of Alaska's Personalized Enrollment Scenario

We use your institution's historical data and our state-by-state projections to estimate which forces will have the largest impact on your future enrollment.

What Do We Need to Prioritize?

What This Analysis Can Tell You

- 1** How do we make sense of the three threats to our future enrollment?
- 2** What enrollment forces should we focus on when developing strategy?
- 3** What could be the cumulative impact of the three enrollment forces on our institution?

1) National Assessment of Educational Progress

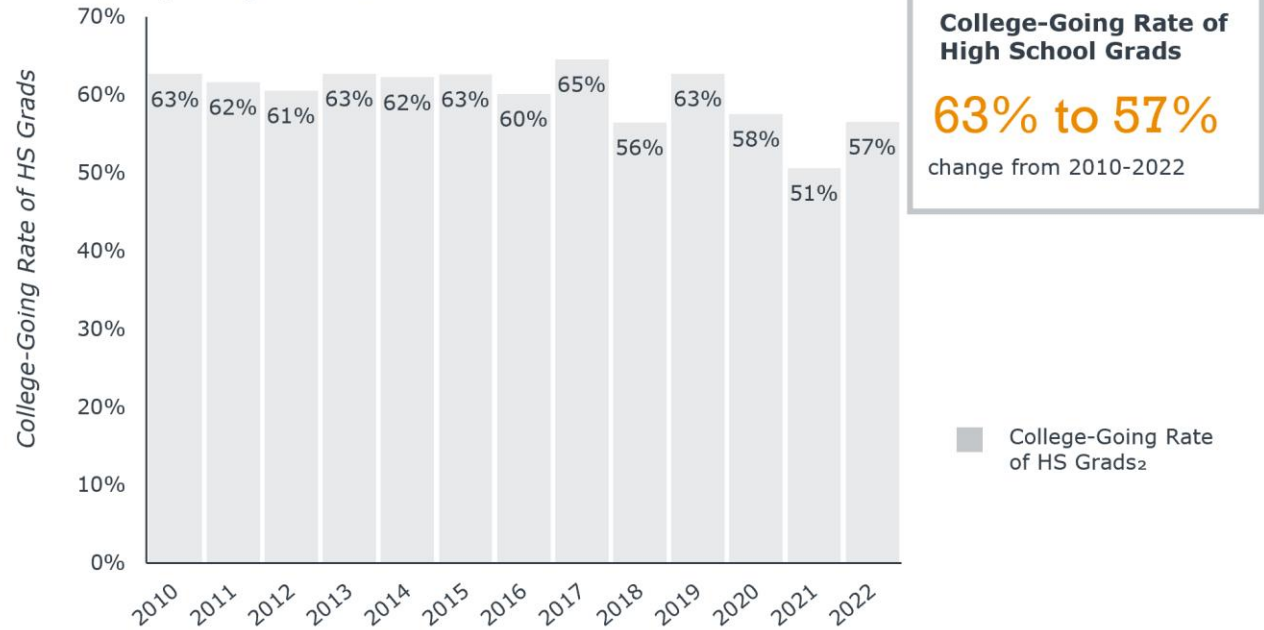
Undergraduate Enrollment Outlook—Alaska

Previous Performance and Looking Forward

Alaska's College-Going Rate Changes

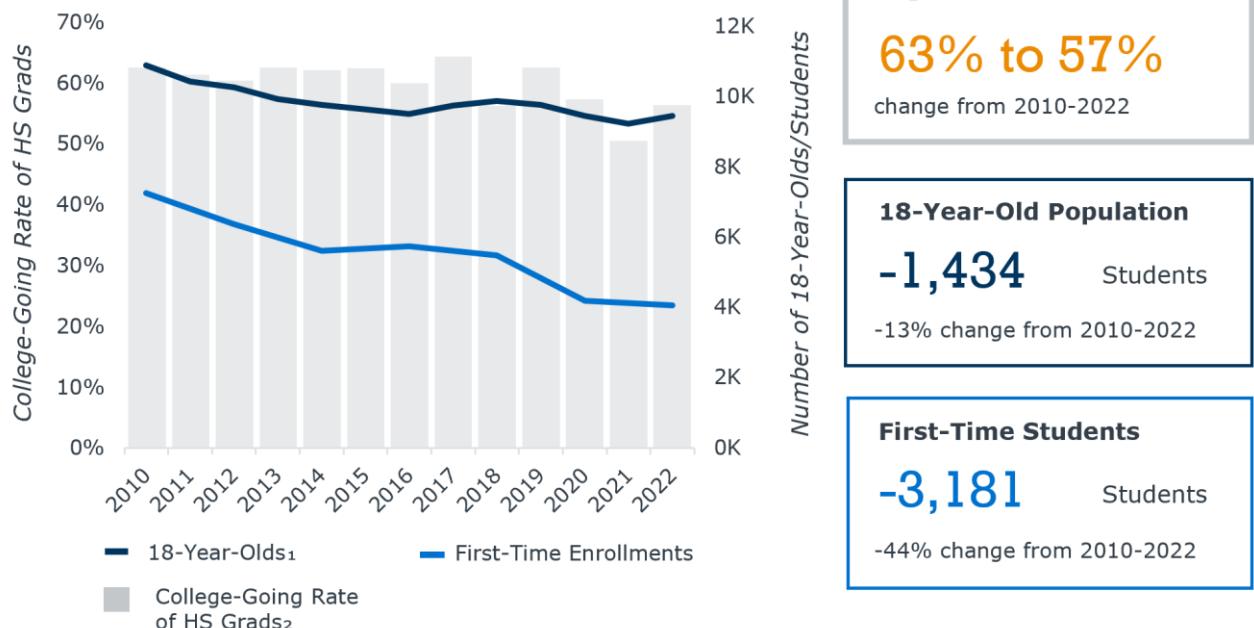
What Percentage of High School Grads From Alaska End Up Enrolling In College?

HS Grad College-Going Rates for Alaska



Connecting Historical College-Going Rates To First-Time Enrollment Changes in Alaska

Total 18-Year-Old Population, First-Time Students & HS Grad College-Going Rates for Alaska



1) Estimated using WICHE 10th Grade Total Enrollments from 2-Years Previous

2) College going rate calculated using representative sample from ACS 2010-2022 1-Year data on state residents 19-24-years old that have graduated high school (GED or equivalent included).

EAB analysis of IPEDS Fall Enrollment by State of Residence Data, American Communities Survey data, WICHE 10th Grade Enrollment Data, and National Assessment of Educational Progress data; EAB interviews and analysis.

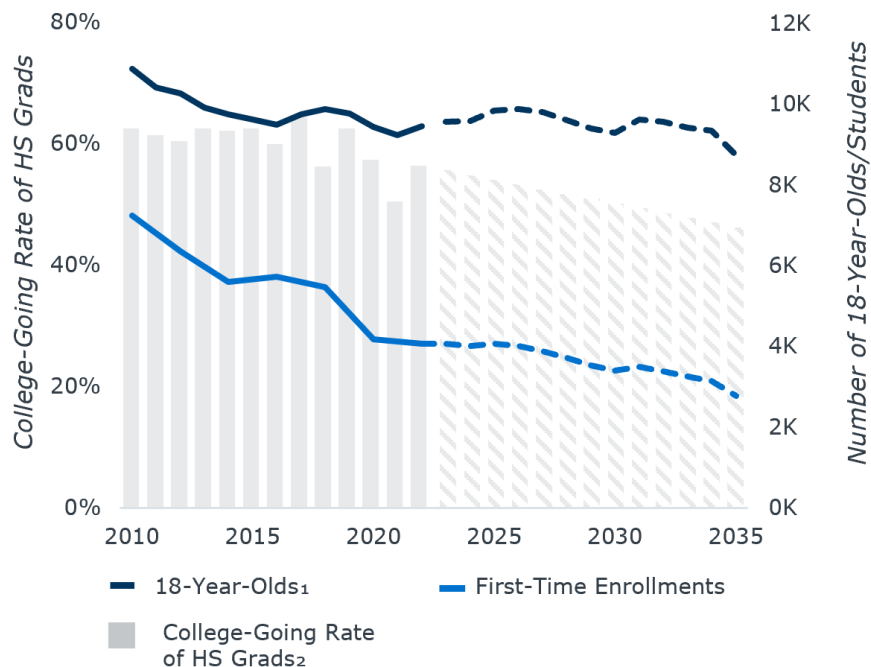
Undergraduate Enrollment Outlook—Alaska

Previous Performance and Looking Forward

Future Non-Consumption in Alaska

What If Past College-Going Trends Persist? Our Projection for Alaska

Total 18-Year-Old Population, First-Time Students & HS Grad College-Going Rates for Alaska



College-Going Rate of High School Grads

57% to 46%

change from 2022-2035

18-Year-Old Population

-717 Students

-8% change from 2022-2035

First-Time Students

-1,279 Students

-31% change from 2022-2035

- 1) Estimated using WICHE 10th Grade Total Enrollments from 2-Years Previous
2) College going rate calculated using representative sample from ACS 2010-2022 1-Year data on state residents 19-24-years old that have graduated high school (GED or equivalent included).

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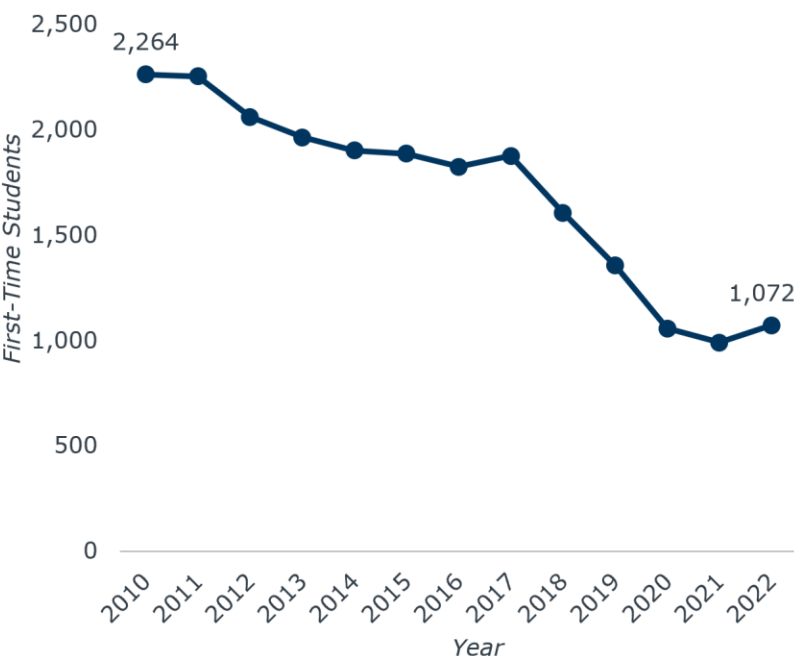
Undergraduate Enrollment Outlook—UAA

Previous Performance and Looking Forward

Looking Back to Look Forward

Where Our Analysis Starts: Historical Enrollments of First-Time Undergrads at University of Alaska Anchorage

Fall First-Time Undergraduate Students 2010 to 2022



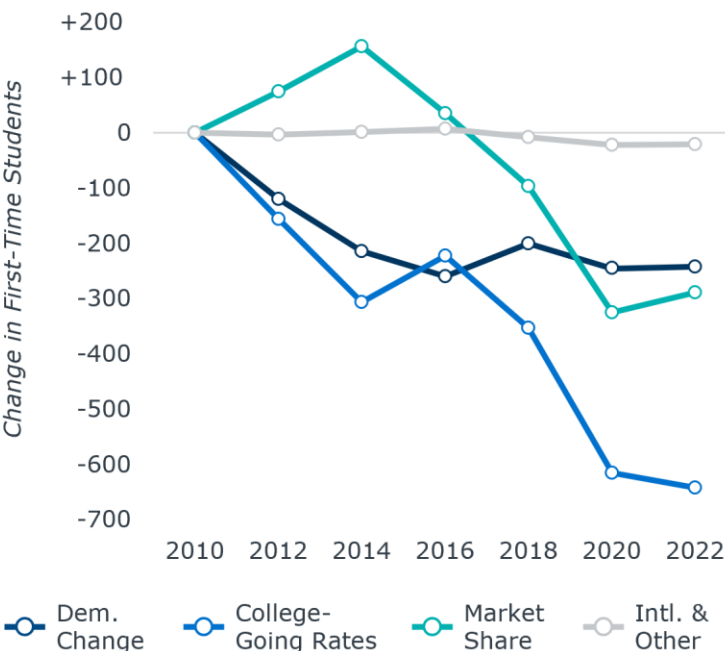
Historical Enrollments	
2010-2022	
-1,192	Students
-53%	Pct. Chg.

- Included in This Analysis
- Fall first-time degree/for-credit certificate seeking undergrad enrollments
 - Full-time and part-time students
 - Students who enrolled in college courses during high school

Source: EAB Analysis of IPEDS Fall Enrollment Data.

How Demographics, College-Going Rates, and Market Share Help Explain Past Enrollment Trends For University of Alaska Anchorage

Cumulative Change From 2010 by Enrollment Force



Cumulative Impact of Each Force from 2010-2022

Demographic Change	
-242	Students
College-Going Rate	
-642	Students
Market Share Change	
-288	Students
International & Unknown Origin	
-20	Students
Overall Enrollment Change	
-1,192	Students
-53% change from 2010 levels	

Source: EAB Analysis of IPEDS Fall Enrollment Data, WICHE Knocking at the College Door Data, and American Community Survey Data; EAB Interviews and Analysis.

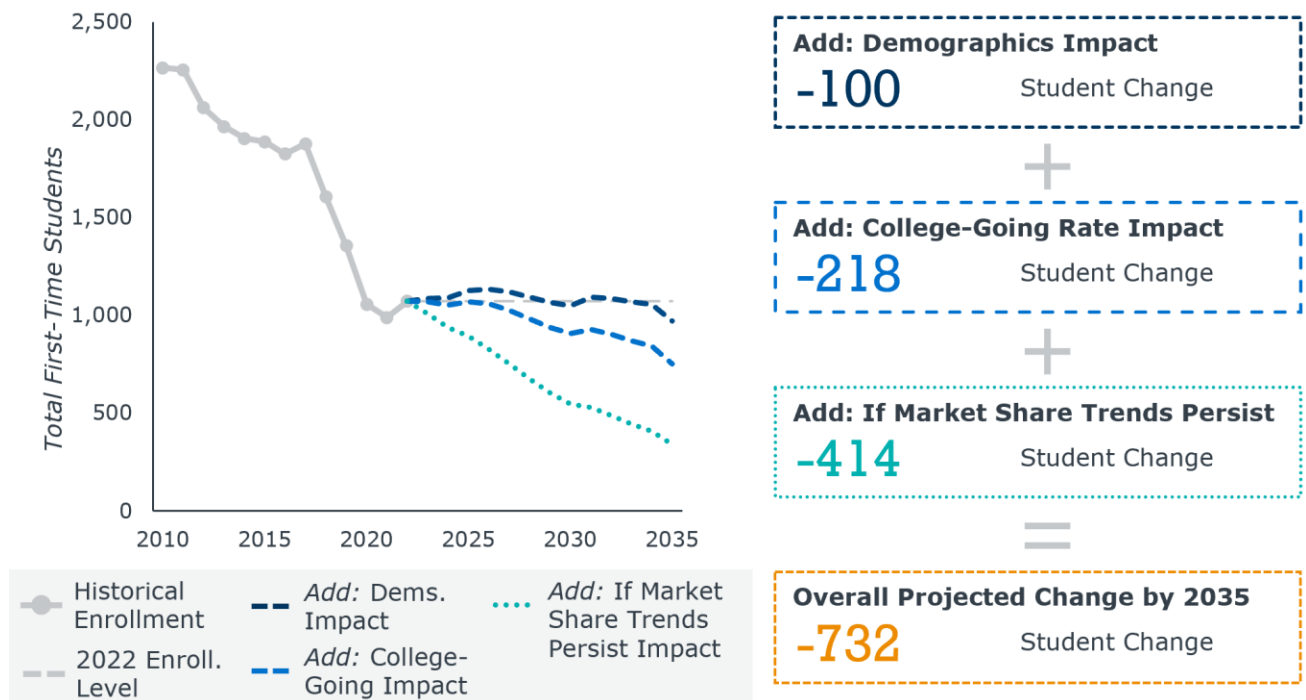
Undergraduate Enrollment Outlook—UAA

Previous Performance and Looking Forward

Baseline UAA Future Enrollment Scenario

Adding Up Our Projections for University of Alaska Anchorage Through 2035

Cumulative Estimates for Demographics, College-Going Rates, and if Market Share Trends Persist



Source: EAB Analysis of IPEDS Fall Enrollment Data, WICHE Knocking at the College Door Data, and American Community Survey Data; Grawe, Nathan, *The Agile College* (Data file); EAB Interviews and Analysis.

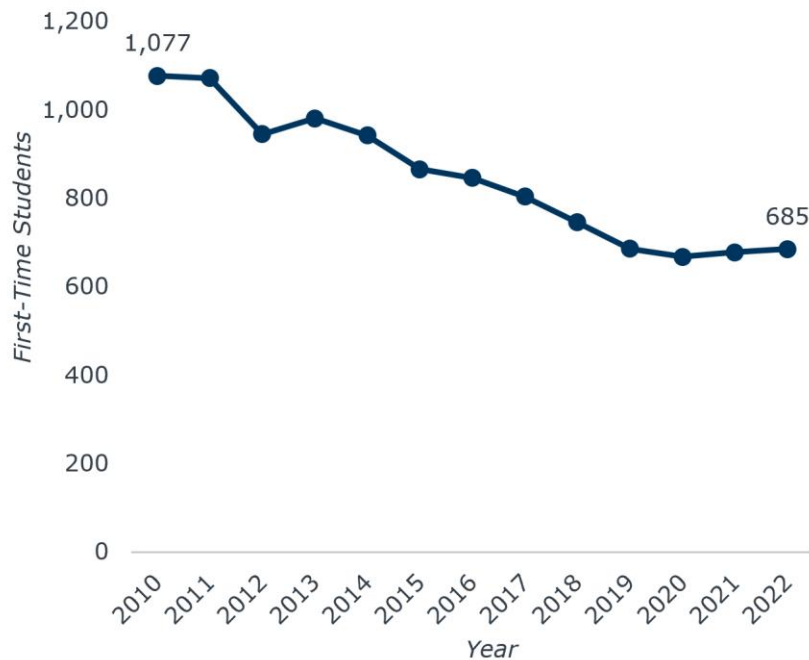
Undergraduate Enrollment Outlook—UAF

Previous Performance and Looking Forward

Looking Back to Look Forward

Where Our Analysis Starts: Historical Enrollments of First-Time Undergrads at University of Alaska Fairbanks

Fall First-Time Undergraduate Students 2010 to 2022



Historical Enrollments

2010-2022

-392 Students

-36% Pct. Chg.

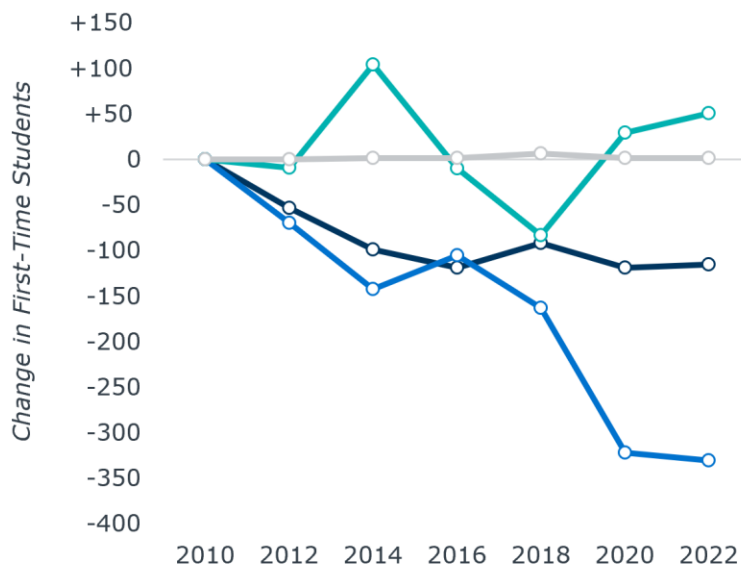
Included in This Analysis

- Fall first-time degree/for-credit certificate seeking undergrad enrollments
- Full-time and part-time students
- Students who enrolled in college courses during high school

Source: EAB Analysis of IPEDS Fall Enrollment Data.

How Demographics, College-Going Rates, and Market Share Help Explain Past Enrollment Trends For University of Alaska Fairbanks

Cumulative Change From 2010 by Enrollment Force



Cumulative Impact of Each Force from 2010-2022

Demographic Change

-115 Students

College-Going Rate

-330 Students

Market Share Change

+51 Students

International & Unknown Origin

+2 Students

Overall Enrollment Change

-392 Students

-36% change from 2010 levels

Source: EAB Analysis of IPEDS Fall Enrollment Data, WICHE Knocking at the College Door Data, and American Community Survey Data; EAB Interviews and Analysis.

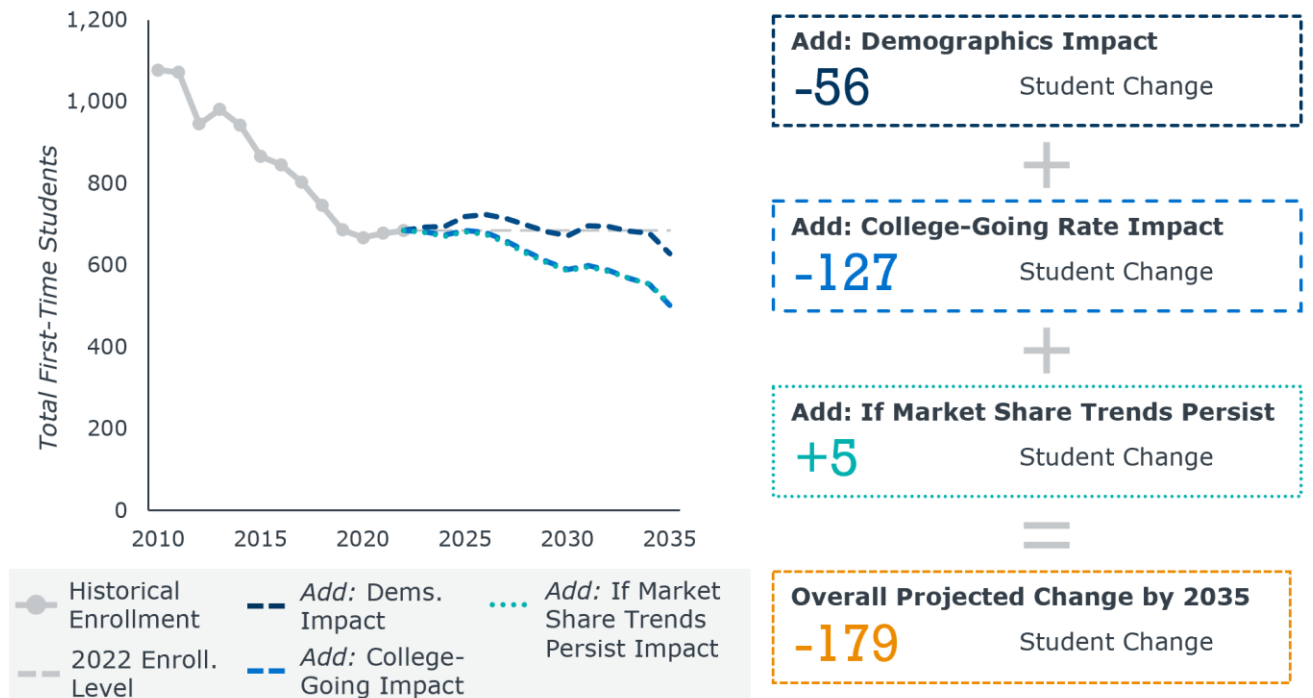
Undergraduate Enrollment Outlook—UAF

Previous Performance and Looking Forward

Baseline UAF Future Enrollment Scenario

Adding Up Our Projections for University of Alaska Fairbanks Through 2035

Cumulative Estimates for Demographics, College-Going Rates, and if Market Share Trends Persist



Source: EAB Analysis of IPEDS Fall Enrollment Data, WICHE Knocking at the College Door Data, and American Community Survey Data; Grawe, Nathan, *The Agile College* (Data file); EAB Interviews and Analysis.

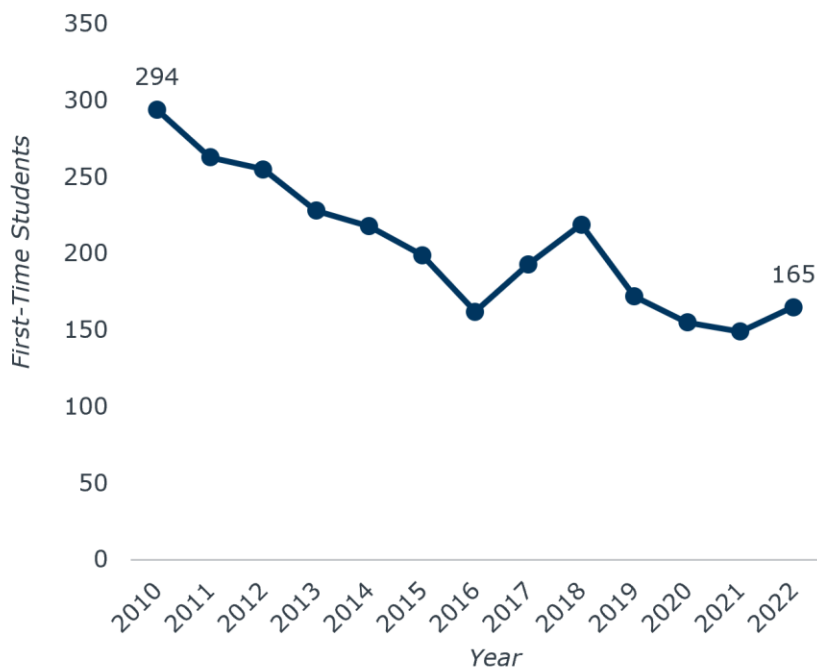
Undergraduate Enrollment Outlook—UAS

Previous Performance and Looking Forward

Looking Back to Look Forward

Where Our Analysis Starts: Historical Enrollments of First-Time Undergrads at University of Alaska Southeast

Fall First-Time Undergraduate Students 2010 to 2022



Historical Enrollments

2010-2022

-129 Students

-44% Pct. Chg.

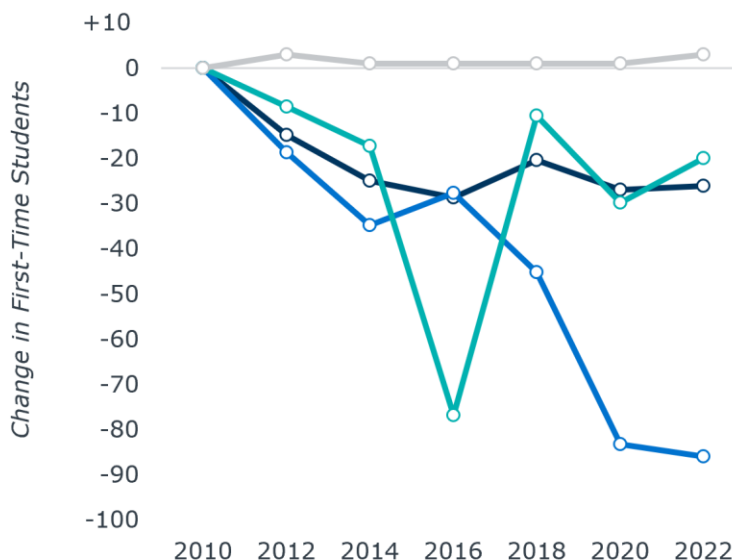
Included in This Analysis

- Fall first-time degree/for-credit certificate seeking undergrad enrollments
- Full-time and part-time students
- Students who enrolled in college courses during high school

Source: EAB Analysis of IPEDS Fall Enrollment Data.

How Demographics, College-Going Rates, and Market Share Help Explain Past Enrollment Trends For University of Alaska Southeast

Cumulative Change From 2010 by Enrollment Force



Cumulative Impact of Each Force from 2010-2022

Demographic Change

-26 Students

College-Going Rate

-86 Students

Market Share Change

-20 Students

International & Unknown Origin

+3 Students

Overall Enrollment Change

-129 Students

-44% change from 2010 levels

Dem. Change College-Going Rates Market Share Intl. & Other

Source: EAB Analysis of IPEDS Fall Enrollment Data, WICHE Knocking at the College Door Data, and American Community Survey Data; EAB Interviews and Analysis.

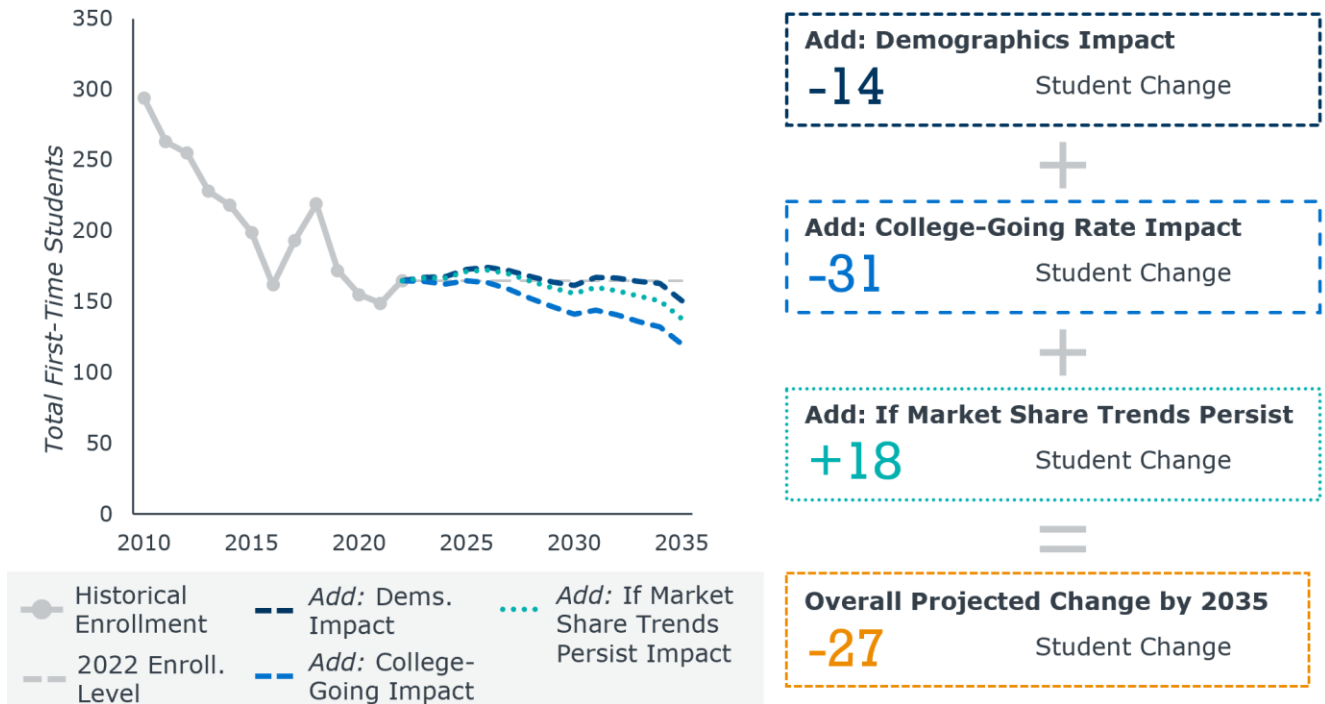
Undergraduate Enrollment Outlook—UAS

Previous Performance and Looking Forward

Baseline UAS Future Enrollment Scenario

Adding Up Our Projections for University of Alaska Southeast Through 2035

Cumulative Estimates for Demographics, College-Going Rates, and if Market Share Trends Persist



Source: EAB Analysis of IPEDS Fall Enrollment Data, WICHE Knocking at the College Door Data, and American Community Survey Data; Grawe, Nathan, *The Agile College* (Data file); EAB Interviews and Analysis.

New Student Recruitment—Building a New Model

From the inception of this project, it is clear that the University of Alaska has multiple paths to increase overall enrollment. The gaps identified result from multiple factors: too few staff, insufficient operating budgets, outdated business processes, siloed administrative and academic units focused on individual objectives, and knowledge gaps about the most effective ways to reach and persuade today's students to enroll. Reallocated resources will fund a portion of new human and financial investments to build robust recruiting operations, but preventing further recruitment declines and jump-starting growth means immediate support for additional staff and operating budget directly tied to recruitment and retention growth.

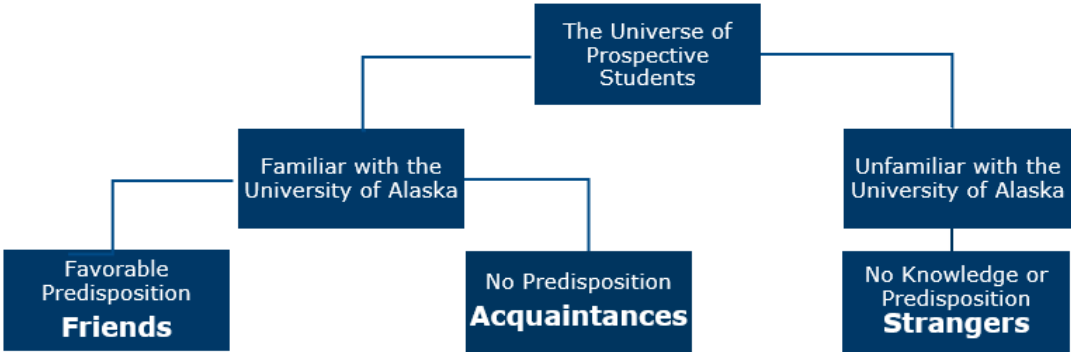
One of the University of Alaska's key opportunities is transitioning from admission outreach (describing the University to prospective students) to recruitment – a series of targeted, data-informed, personalized interactions that sell the University. The three Universities are currently organized, staffed and funded to share information and provide helpful support to prospective students. Moving to a recruitment model means intentional web, email and social media communications and events that highlight distinctive advantages, address student needs, and help them begin to see themselves on campus. Recruitment is personal and includes one-on-one interactions to drive enrollments. Put another way, it is active engagement to persuade vs. sharing information.

Historically, the current outreach model makes good sense. The Universities offer excellent academic programs at an affordable cost and are accessible for in-person and online instruction. The University of Alaska application opened, students applied, were admitted, and enrolled. The small admission team focused on helping students and high school/transfer counselors with the application process and filing the FAFSA. And it worked well! The Universities enjoyed strong enrollment so there was no impetus to approach admission differently. But the enrollment market has changed, and so must the ways the Universities identify, communicate with, woo, and fund students to win them over. The admission teams are ready to recruit, but they lack sufficient staff and funding to do so.

To increase enrollment, the Universities need to cast a bigger net. Building a bigger universe of prospective students means finding more of them to engage in conversation about how the University of Alaska will meet their future needs. Purchasing student names from one or more sources is an effective way to expand each University's prospect pool. It also requires different approaches as you are communicating with students who know little about you.

New Student Recruitment—Building a New Model

The following is a great visualization to understand what building a pool looks like. Right now, the University of Alaska is primarily enrolling its friends as evidenced by exceedingly high yield rates on offers of admission.



Degree of Difficulty	Easy	Challenging	Very Challenging
Available Quantity	Very Low	High	Very High

If they are strangers to you, they are friends with another institution

The Systemwide enrollment decline from 33,000+ students in 2012 to about 20,000 today happened over time, and rebuilding to a future optimal enrollment will also take time. Moreover, it will require more human and financial capital to make the goal a reality. What the three universities need most is a visionary plan that moves them beyond fears about what happened in the past – a plan that engenders excitement and optimism about the future. Moving the plan from a roadmap to successful outcomes will require steady leadership, consistent strategy, the time necessary to build and implement new recruitment practices, actionable real-time data intelligence, patience to stay the course while making appropriate adjustments along the way, and sufficient time to rebuild.

In addition to reviewing benchmarks and recommending future enrollment goals, EAB’s role is to appreciate the current state of recruitment activity and those doing it, and to make strong recommendations that will result in higher enrollment numbers. In the University of Alaska, we see three exceptional institutions full of people dedicated to students and their futures. These Universities, and the communities they serve, deserve the investment of time, resources, strategy, and support to flourish again. EAB is confident that, with support, the University of Alaska will achieve enrollment growth and prosper into the future.

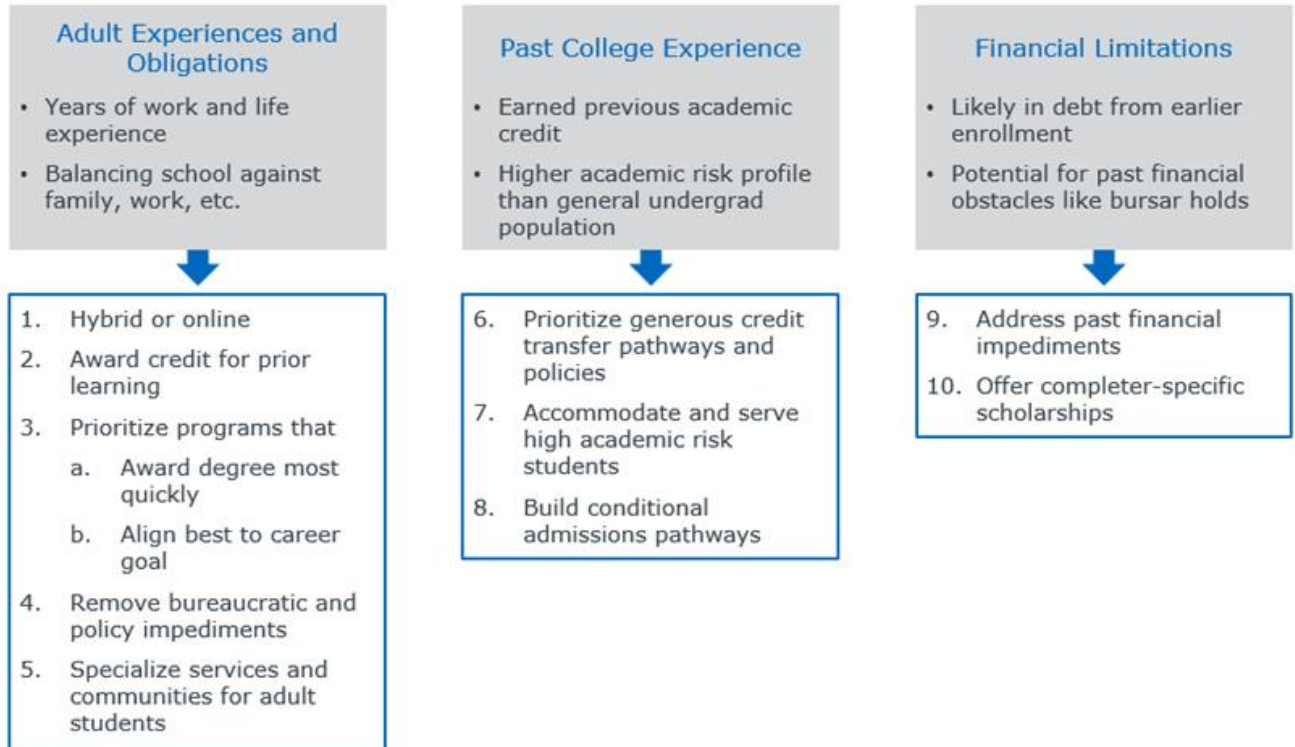
University of Alaska Future Enrollment Projections

As detailed above, there are multiple demographic forces impacting the future prognosis for post-secondary enrollment. Although small solace, this is an almost universal problem across the United States. Alaska is experiencing greater headwinds as a small population state located some distance from the lower forty-eight states. Growing enrollment will require material progress in changing how prospective students in and out-of-state see the value proposition and career utility of post-secondary education in Alaska. EAB identified these possibilities:

- Increasing the percentage of Alaska students enrolling in college after high school—hard to achieve in a blue-collar state with immediate lucrative employment opportunities that do not require post-secondary work.
- Reducing the percentage of Alaska residents who choose colleges in other states, in residence or online – requires building the reputation of the System as a whole and persuading students that they will get an excellent, affordable, respected college education in-state. This is “the grass isn’t greener” campaign.
- Increasing the number of students coming to Alaska for education from the rest of the United States and international markets – challenging given that universities nationwide are competing for a smaller pool of students, and that Alaska is a long plane ride from the lower 48 when most students attend college within 150 miles of home.
- Recapturing Alaska students taking online courses from out-of-state providers – exceedingly difficult to overcome brand awareness and market consolidation in major players like Western Governors, Liberty, Grand Canyon, and Walden Universities. In addition to name recognition, these questions are the key factors driving online enrollment choices. Does UA offer a portfolio of courses/programs that students are seeking and what are the differentiators? Is it easier to apply and enroll? Is it less expensive? Is the UA online technology platform intuitive and user-friendly?
- Increasing the number of out-of-state students choosing University of Alaska online programs – the same challenges as above.
- Reenrolling students who stopped out for any length of time, making it easy to return by removing any barriers including forgiving small balances – requires institutional will, authority, faculty and staff buy-in, and financial support.
- Finding an effective way to reach and engage the 120,000 Alaska residents with college credit but no credential and persuade them to finish their program at UA – requires programs designed to meet their needs.

University of Alaska Future Enrollment Projections

Key Characteristics of Adult Degree Completers



Taken together, these are a challenging set of opportunities for the University of Alaska to impact through new strategies and tactics.

Negative external forces notwithstanding, the Universities have adapted to multiple external challenges including the Pandemic and achieved equilibrium. This chart details past enrollment results, reflecting a stable base from which to build upon going forward.

University of Alaska Fall Close Enrollment 2012 - 2024														
Undergraduate Enrollment		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Residency at Entry	Alaska	27,983	27,260	26,279	25,346.0	24,288	23,101	22,046	20,540	17,979	16,474	16,189	16,385	15,347
	Non-Resident	2,980	2,819	2,849	2,849.0	2,658	2,608	2,567	2,499	2,250	2,212	2,334	2,555	2,430
	Total	30,963	30,079	29,128	28,195	26,946	25,709	24,613	23,039	20,229	18,686	18,523	18,940	17,777
Graduate Enrollment		2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Residency at Entry	Alaska	1,838	1,861	1,690	1,596	1,544	1,467	1,406	1,319	1,291	1,219	1,129	1,222	1,249
	Non-Resident	780	756	704	705	681	647	622	585	573	567	576	583	603
	Total	2,618	2,617	2,394	2,301	2,225	2,114	2,028	1,904	1,864	1,786	1,705	1,805	1,852
Total Enrollment		33,581	32,696	31,522	30,496	29,171	27,823	26,641	24,943	22,093	20,472	20,228	20,745	19,629*
Non resident enrollment includes out-of- state and international students														
*Starting in 2024, UAA reclassified select, for-credit courses to non-credit status, and they are no longer reported in Banner which accounts for the negative variance in this number.														

University of Alaska Future Enrollment Projections

These projected new student goals from 2026-2030 are predicated on additional funds (whether from reallocation or new investment) to fund productive recruitment activity. They also assume material improvement in IT and data support functions that live in units and departments to acquire and report data necessary to tie recruitment activities to enrollment growth.

UA New Undergraduate Headcount Goals 2026-2030 at Close						
Excludes International Students						
University of Alaska Anchorage						
New First-Time Students		2026	2027	2028	2029	2030
Residency at Entry	Alaska	1300	1340	1380	1435	1478
	Non-Resident	125	130	135	141	146
Total		1425	1470	1515	1576	1625
New Transfer Students		2026	2027	2028	2029	2030
Residency at Entry	Alaska	475	489	504	519	535
	Non-Resident	135	139	143	148	152
Total		610	628	647	667	687
UAA New Undergrad Target		2035	2098	2163	2243	2311
University of Alaska Fairbanks						
New First-Time Students		2026	2027	2028	2029	2030
Residency at Entry	Alaska	650	670	690	710	732
	Non-Resident	160	165	173	182	191
Total		810	834	863	892	922
New Transfer Students		2026	2027	2028	2029	2030
Residency at Entry	Alaska	270	284	298	313	328
	Non-Resident	150	155	155	162	170
Total		420	438	452	475	499
UAF New Undergrad Target		1230	1272	1315	1367	1421
University of Alaska Southeast						
New First-Time Students		2026	2027	2028	2029	2030
Residency at Entry	Alaska	125	131	138	145	152
	Non-Resident	35	39	40	44	49
Total		160	170	178	189	201
New Transfer Students		2026	2027	2028	2029	2030
Residency at Entry	Alaska	130	137	143	150	158
	Non-Resident	35	39	42	47	51
Total		165	175	186	197	209
UAS New Undergrad Target		325	345	364	386	410
Combined UA New Undergraduate Student Growth From 2023 Close is 910						

The anticipated growth potential reflects that the University of Alaska is playing catch-up in negative market conditions. There is work to be done to create and operationalize a new recruitment paradigm in admission and across the University communities.

What is the University of Alaska's Best Path Forward to Serve the State?

EAB's discovery work to produce this report has identified critical choices for the Board of Regents to consider prioritizing in the attainment framework. The shrinking number of high school graduates nationwide, and fewer students choosing to pursue post-secondary education of any kind will negatively impact UA's ability to sustain *current* recruitment results. If the Board of Regents intends to pursue growth, increasing new first-time and transfer student enrollment will require an ongoing multi-million-dollar investment in the range of \$6-\$10 million depending upon the goals. Stabilizing new first-time and transfer enrollment results with the potential for incremental growth over time also requires investment, but less so. The current state budget and other legislative priorities may preclude the magnitude of investment required to achieve more than incremental total enrollment growth.

Given the external environment, it is reasonable to look toward improved retention as the most direct route to achieve higher total enrollment. It is much less expensive to retain a current student than it is to recruit a replacement. Beyond cost, there simply is not a ready supply of prospective new students who are eager to enroll. Deciding where to allocate precious resources in support of recruitment and retention efforts is a challenge and an opportunity.

The University of Alaska's goal to enroll 26,000 students by 2027 is not achievable in three years with a 6,000-student gap to that intent. Considering all external market factors impacting future new student potential and the incremental opportunities to improve retention, a stable future University of Alaska enrollment may be 22,000 to 23,000 students. This presupposes additional investment in recruitment and retention efforts, a portion of which may be funded through resource reallocation. As the Board of Regents is well aware, reallocation is difficult to achieve at the University level

Putting what students need to successfully enter, persist, and complete their programs at the center, EAB recommends that the Board of Regents direct the Universities to evaluate how all human and financial resources are presently distributed, and identify and implement internal adjustments to reflect current and future enrollment needs. Find and eliminate unnecessary duplication and establish a rubric of conditions that must be met before new programs or initiatives may advance for approval.

What is the University of Alaska's Best Path Forward to Serve the State?

Over a ten-year period, the University of Alaska System experienced a \$104 million reduction in funding from the state and lost approximately \$30 million in tuition revenue as enrollments declined. To balance budgets, the Universities reduced personnel, primarily staff and administrators. EAB observed that some key units supporting new and continuing student enrollment do not have sufficient staff and operating capital to perform core responsibilities. Conversely, there may be campus units that are resourced today as they were when the Universities enrolled 33,000 students. This imbalance is putting significant strain on aspects of the Universities' work and may negatively impact student satisfaction. The marketing strategies, tactics, and resources necessary to recruit and enroll students, plus providing the support they need to persist and graduate, have changed over time. Meeting those evolving needs requires long-term financial flexibility to redirect resources toward activities that sustain and grow enrollment. It is time to review how departments across the Universities are staffed and funded vis-à-vis the number of students served, adjusting as necessary to achieve the Board of Regents and state priorities.

Assigning Attainment Framework Implementation Authority and Accountability

Once the Attainment Framework is created and approved, significant shifts in thinking, culture, cooperation, and behavior will be required across the System to move the University of Alaska forward. As Peter Drucker famously said, “Culture eats strategy for breakfast,” and organizational culture will be one of the challenges to successful implementation. It will not be easy to help the community writ large reorganize people and business processes to focus on enrollment priorities over departmental priorities. EAB recommends identifying incentives that reward individuals and programs for aligning their strategies and tactics with Attainment Framework goals, and disincentives that make pursuing the status quo less comfortable.

For example, one model is creating financial bonus incentives for Chancellors. In this case it might be 50% tied to progress on their specific university’s goals, 25% tied to progress on their university’s contribution to meeting Attainment Framework goals, and 25% tied to the overall University of Alaska progress toward meeting Attainment Framework goals. This structure incentivizes achieving institutional goals and promotes collaboration between universities to achieve the overarching goals. In addition, you might consider incentivizing faculty support for recruitment and retention by creating departmental goals that each faculty member teaches X number of students and contributes to retaining Y% of students from one year to the next. Faculty support for recruitment and retention should be a required element of their annual activity reports.

To bring all the pieces together, EAB recommends designating an Attainment Framework Project Leader to manage the implementation process. This person must have the full support of the Board of Regents and UA System leadership, and by the Chancellors and Provosts of each University to create the operational plan that will move the goals from directives to reality. Top-down and lateral support that puts the full force of the University of Alaska behind the change agenda is necessary. Without it, this project will fail. It will be too easy for individuals and units to think “I’ve been through change initiatives before – we rarely stay the course so I will just wait this out until new leadership arrives and takes us in a different direction.”

Assigning Attainment Framework Implementation Authority and Accountability

Working under the guidance of the Board of Regents and UA leadership, the project leader will develop timelines to complete each aspect of the Framework. This includes determining the most effective way to organize to achieve each goal, who participates, assigning responsibility for necessary work, and holding the individuals and working groups accountable for producing excellent results, on time and on budget (if one is allocated). The options to increase enrollment are adaptive and involve people, so it is critical that front-line personnel participate to identify real barriers and contribute to solutions. It will also help to build a culture of experimentation predicated on the standard that since every solution will not work, those responsible will iterate or move on to other options – trying something new and learning from it is not a failure.

Given the complex nature of the University of Alaska System, it will be most efficient to select someone inside the System to lead this effort. An insider will not waste time getting up to speed on your situation and the history surrounding where the Universities are today. Plus, someone who already understands the politics, the culture and the feelings of fear and frustration that surfaced in this project is more equipped to lead the process.

Finally, please recognize that successful Attainment Framework implementation, regardless of the specific goals selected, is an exercise in change management. Success requires transformational leadership at the System and University levels. What the three Universities need most is an exciting and optimistic future vision for the University of Alaska that allows people to let go of the past and embrace new possibilities. UA is comprised of good people who are dedicated to serving students and doing the best that they can with what they have. Transformative leadership, a compelling vision, and the commitment to see it through, and the right processes will empower individuals to support change for the greater good.

Board of Regents Performance Metrics and Dashboard

The Board of Regents is currently tracking a variety of metrics relevant to the success of the System. Focusing on what and when to benchmark is complicated due to the variety of programs offered, start dates, and completion terms. Although the initial thought was to streamline the measurements, the proposed revision adds benchmarks to address perceived gaps. Whatever metrics the Regents choose to track, EAB recommends that each of the categories (enrollment, retention, degree conferral/program completion, budget stability, and financial access) roll up to a website dashboard where they are green, yellow, or red against the individual category targets. EAB recommends continuing the current practice of assembling this information annually using Close or fiscal year numbers as appropriate. EAB recommends that the Board of Regents devote time to review progress against the goals, celebrating progress and if there are areas of concern learning about the remediation efforts underway. It is also a good practice to reevaluate long-term goals annually and adjust as warranted. The draft reporting metrics are in **Exhibit 1**.

Although there are a few missing data points that EAB sees frequently at other universities, there is no lack of data that is reported at various levels. The Universities certainly should maintain their own internal reports as desired, but the System staff should carefully review all the current data reports and formats to determine the audience and efficacy. The goal would be to eliminate duplication or time spent reporting information no longer necessary or captured elsewhere. It would help future projects like this one if there was a single comprehensive data repository at the System level that is easily accessible. EAB has additional data recommendations in the following section.



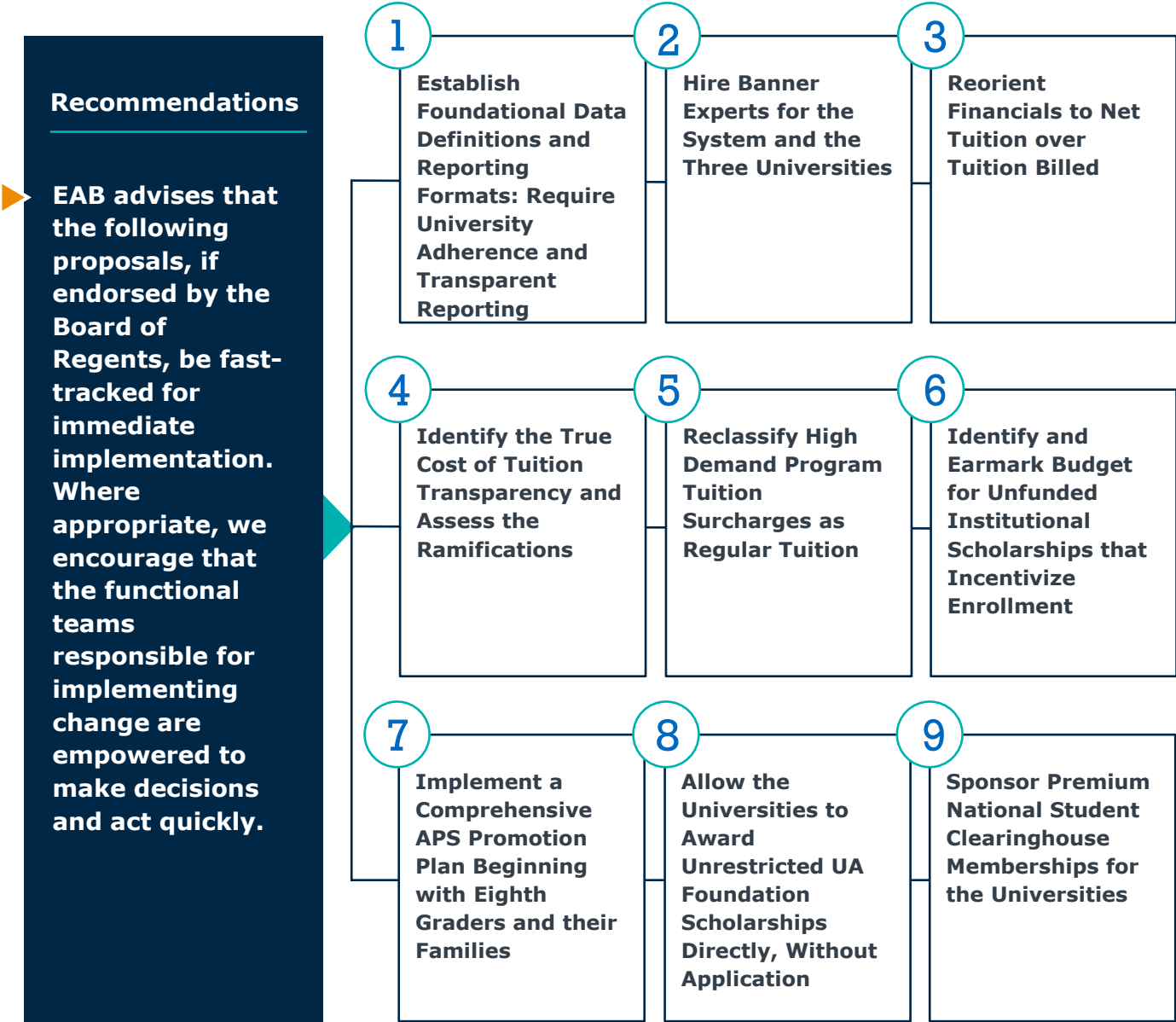
System Recruitment Observations and Recommendations

System Recruitment Observations and Recommendations

The three universities in the System share a common mission to prepare their students for the future. They do so via affordable and accessible programs that advance knowledge and provide relevant job training. The University of Alaska is educating students of all backgrounds, ages, and identities to shape Alaska's economy of tomorrow. How this manifests at the three Universities differs due to location, specific program emphasis, and institutional autonomy in how they meet student and state needs. As work on the Attainment Framework commences, it will be important to elucidate common goals while allowing for implementation that maintains the unique character of each institution.

The Board of Regent's involvement in identifying what is working well in recruitment and retention, and where shifts in strategy, tactics, staffing, and resources will increase the University of Alaska's enrollment is commendable. It has been a complex review process to understand the current state at the three universities plus other important related programs managed by the Alaska Commission on Postsecondary Education and the University of Alaska Foundation. There are many stakeholders who want the University of Alaska to succeed; the question is whether there is the will to make changes endorsed by the Board of Regents? The Universities agree that decision-making is a lengthy, laborious, and slow process, and implementing change is even slower. There are legitimate reasons for this including very lean University staffing which leaves little time for communication and collaboration. But the time to move is now.

System Recruitment Observations and Recommendations



System Recruitment Observations and Recommendations

1

Establish Foundational Data Definitions and Reporting Formats: Require University Adherence and Transparent Reporting

The kind of data readily available to guide decision making and projects like the Attainment Framework is not at the level it must be to inform the Board of Regents and the System as they seek to advance the University's interests. Differing definitions, how data is captured and displayed, and the ability to extract that information in ways that benchmark performance are material deficits. Extracting information from the three Universities to understand historic performance has been complicated at best, and there is worry that specific information may not portray aspects of an institution in a favorable light. This may be true, but the Board of Regents deserves transparent information regardless.

The System staff should be able to easily pull enrollment, retention, financial performance, and academic program utilization data from Banner for the three Universities and present institutional system performance on a variety of measures. How the information is coded, tracked, and reported should be uniform across the Universities. The desired result is that everything related to student enrollment, persistence and graduation should be easy to access and evaluate at the University and System levels.

It is important to note that there are multiple systems that house critical recruitment and retention information, includes Salesforce, Blackboard/Canvas, RPTP (the data warehouse), the UA Foundation database, and others where additional data expert support is required to combine data across systems to support operational decision-making.

EAB recommends that the Board of Regents direct the System staff to establish a process and timeline to achieve uniform data definitions, reporting formats and implementation. Further, the data definitions and reporting formats must represent the Board of Regents interests and decision-making metrics, so EAB suggests one or more Regents participate in the process. Finally, although EAB honors the Universities' autonomy, no University may enact any data definition or category shifts without prior approval at the System level.

2

Hire Banner Experts for the System and the Three Universities

In search of uniform data that is easily accessible and transparent, the migration to Banner 9 is the perfect opportunity to reinvest in technology support at every level.

System Recruitment Observations and Recommendations

Systems like Banner are excellent data repositories, but extracting and manipulating that data is not intuitive. To get the full power of this upgrade investment and support for creating and implementing new data definitions and reports requires additional expert staff, user training, and new programming to automate manual processes.

As referenced above, receiving data from the Universities and System was time-consuming and difficult to produce. What should have been simple data extractions took an inordinate amount of time – time that was a distraction from other important University work. For example, it is not easily possible to correlate institutional scholarships awarded to out-of-state students to calculate the net tuition received.

This kind of blindness to what EAB believes are key metrics is impeding the ability to do more than track high-level numbers. The Board of Regents needs accurate data that may be quickly extracted to support the critical business decisions ahead. Budget contraction impacted System and University choices about technology and support, which today means staff are entering data because routine tasks are not automated vs. working with students. The unintended consequence of choosing to save money in IT support has created bottlenecks and inefficient business processes across all the campuses. Now is the time to invest in technology expertise to effectively implement Banner and train users.

3

Reorient Financials to Net Tuition Over Tuition Billed

At present, the UA System's focus on tuition dollars received without full accounting of scholarship discounts applied by the three Universities leads to inaccurate information about the operating revenue received. In the financials EAB reviewed there is a focus on tuition dollars billed, and less attention paid to net tuition revenue. For example, in the *December 2023 – December 2024 Near-Final Billed Tuition and Fees—Estimated Revenue (\$)* (**Exhibit 2**), the only discounts against tuition noted are Come Home to Alaska and WUE. Beyond these two awards, there is no present means to capture and report the multitude of institutional scholarships awarded to resident and non-resident students. These institutional awards are unbudgeted (and unaccounted for) discounts that require administrative units to cover them by cutting other expenditures.

EAB is interested in a full accounting of those institutional scholarships, so the Board of Regents sees net the tuition revenue received vs. billed. At present, the person-level, cross-module data required to create a comprehensive Banner report on institutional scholarships does not exist. Work to align data entry and processes to report the impact of institutional scholarship must be completed to populate **Exhibit 3**, a proposed revision of the Billed Tuition and Fees analysis that includes these institutional scholarships.

System Recruitment Observations and Recommendations

4

Identify the True Cost of Tuition Transparency & Assess the Ramifications

Tuition transparency, as discussed at the last meeting of the Ad Hoc Committee, is an opportunity well worth considering. Survey after survey says that the top concern students and their family supporters have about going to college is cost and that they do not want to borrow money to pay for college. Unless the college-participation rate of Alaska students changes dramatically, there are not enough residents to meet enrollment goals. Thus, it makes sense to consider every way to attract out-of-state students. The University of Alaska is in a perfect position to expand on their current practice of charging in-state tuition for most online courses, regardless of where the student resides.

The historic expectation that non-residents expect to and will pay a premium to attend an out-of-state public university has changed in a buyers' market that increasingly questions college cost. There are certainly high-demand flagship universities who command that premium but in general, paying a significant surcharge – unless the program is unique to Alaska—for the privilege of attending is a deterrent. Consider, for example, that the 2024-25 estimated cost for a WUE student at UAF is \$27,260 before travel, and \$39,980 for an out-of-state student not eligible for WUE. It is increasingly difficult to persuade prospective families that the education and anticipated outcomes are worth the additional expense.

A careful review of universities in the lower forty-eight that offer in-state tuition to non-residents revealed a wide variety of practices. In Illinois, for example, five of the state universities offer in-state tuition to all 50 states and others offer it to IN, IA, KY, MI, MO, and WI. Other states offer in-state tuition to adjacent states, or proximal counties. Choosing to charge a flat domestic undergraduate tuition rate by program is a bold move, and a way to gain market advantage against lower forty-eight institutions who are not able or willing to replicate.

Charging undergraduate (not international, CTE or graduate) students resident tuition makes the experience better for UA students and staff in multiple ways:

- It is a great marketing tool for prospective students living out of state and helps mitigate the higher travel costs they incur getting to and from Alaska.
- Increased out-of-state enrollment could potentially mitigate the net loss of actual out-of-state tuition dollars received and may become revenue positive.
- Prospective and current students are able to calculate their tuition cost per course without so many variables.

System Recruitment Observations and Recommendations

- The financial aid staff will provide more definitive financial aid packages to prospective and continuing students because they are based on the program tuition rate the student is pursuing (see below regarding differential tuition rates).
- This eliminates the financial incentive to choose less expensive online courses, particularly for students who prefer face-to-face instruction which supports retention.
- Staff members and advisers across campus who work with students and support them as they register will not waste time calculating the class-by-class cost by modality.
- This simplifies the process for the business office in assigning charges per course and should facilitate automation – no longer will it be necessary to determine if the class is online or in-person.
- This dramatically reduces the number of financial aid changes required each time a student's course fees change due to online or in-person instruction.
- It eliminates the inequity of a student registering for an online class only to have the instruction modality switch to in-person which costs more.
- It reduces confusion for out-of-state students who may be considering the WUE discount but do not want to be locked into that rate for four years vs. establishing Alaska residency after one year. All of this requires extensive time to explain and monitor – and adds complexity to student and family decision-making.

EAB examined the potential loss of UAF *net tuition revenue* if all out-of-state undergraduate students received resident tuition—except for CTE and international students.

- In total, 590 UAF students had non-resident charges on their student accounts.
- 340 of the 590 are undergraduates in AA/BA/BS programs.
- The total non-resident charges were \$1.5 million.
- A WUE discount of \$700,000 was applied.
- There was \$600,000 in Come Home to Alaska and Nanook Pledge scholarship discounts.
- The total net undergraduate non-resident tuition collected for the Fall 2024 semester was approximately \$200,000.
- Assuming second semester undergraduate enrollment is similar, the net loss for the academic year is \$420,000.

System Recruitment Observations and Recommendations

This revenue reduction is significant, so does the potential increased volume of non-resident students choosing UA and the significant gain in staff efficiency and potential automation of financial aid packages and billing statements justify further evaluation? EAB recommends a deeper evaluation and understanding of the true net tuition revenue implications as part of the decision-making process.

There is also the complexity of graduate programs that require courses taught at the undergraduate level. In a tuition simplification model, should graduate students pay the graduate or undergraduate rate?

Finally, EAB appreciates that there are political as well as financial ramifications to consider. The Governor and Legislature may not be enthusiastic, perhaps because there is not widespread understanding that, at the undergraduate level only, there is not a significant dollar amount of out-of-state tuition revenue received.

UA has already set precedent by charging most non-resident students, even if they are on campus at one of the Universities, the in-state tuition rate for online classes, the out-of-state premium is not sacrosanct. And because of the way that tuition information is currently tracked and reported, it is not generally appreciated that billed tuition, whether at the in or out-of-state rate, does not accurately reflect what students pay.

5

Reclassify High Demand Program Tuition Surcharges as Regular Tuition

Under the **REGENTS' POLICY PART V – FINANCE AND BUSINESS MANAGEMENT Chapter 05.10—Tuition and Student Fees**, the Board of Regents sets the regular tuition rates for in- and out-of-state students as is their right and purview. The President has the authority to establish tuition surcharges, or may delegate this authority to the Chancellors, and inform the Board of Regents. The tuition surcharge is billed as a fee, not tuition, which has unintended negative consequences for students.

For example, if a student receives a full-tuition scholarship, and enrolls in a program with a tuition surcharge, it is an unpleasant surprise to learn that their scholarship does not cover that additional cost. This also impacts Veterans using military benefits, and employees using a tuition waiver. It would be helpful, and more transparent, for the Board of Regents to set a higher tuition charge for a designated high-demand, and high-cost to deliver, programs. In fact, there may be an opening for a change in policy as enumerated in (g) below:

System Recruitment Observations and Recommendations

P05.10.030. Authority to Set Tuition Rates.

Regular tuition rates shall be established or changed only by action of the board or as provided in this chapter. Tuition rates may vary to reflect (a) the different missions of the major university units (b) central urban campuses, community colleges, extended community campuses, and other sites, (c) differing costs of instruction by student level (e.g., lower division, upper division, and graduate courses), (d) distinctions between Alaska residents and nonresidents, (e) costs of modes of delivery (e.g., online, face-to-face, hybrid), (f) university standing within a regional or national higher education context with peer institutions, and (g) different program or course costs or demands. Any such proposed differentiation of tuition rates shall be accompanied by an explicit statement of justification or rationale that considers the objectives laid out in P05.10.010., and includes an analysis of the potential impacts of the differential tuition rates on programs, campuses, colleges, and the university system.

6

Identify and Earmark Budget for Unfunded Institutional Scholarships that Incentivize Enrollment

The Universities currently award a variety of institutional scholarships (e.g., Nanook Pledge, Seawolf Start, Chancellor's Award) to yield enrollments. Although UA's tuition rates are low, the System serves students with modest financial resources whose financial needs will not be met with Federal and State grants. And there is increasing pushback on cost—validated by EAB and other research studies—from middle and upper-income families who are looking for the best “deal” when considering colleges. Incentives matter, and the strategic application of scholarships to generate enrollments and support continuing students is now a standard practice at public and private institutions.

These institutional scholarships are not recognized or accounted for as discounts on tuition or housing costs. Instead, they are internal deficits which must be covered by other means. For the Regents to have an accurate understanding of the three University's and aggregate System net tuition revenue vs. tuition billed, there should be institutional budget line items and attendant funding for these scholarships.

System Recruitment Observations and Recommendations

7

Implement a Comprehensive APS Promotion Plan Beginning With Eighth Graders and Their Families

The State of Alaska has one of nation's best academic scholarship programs – that not enough people know about. The scholarship levels are generous, and the opportunities are broad since it applies to a diverse set of post-secondary opportunities. Any student considering college or technical training should be informed about the possibilities in time to start down the path toward earning an award.

As with all great programs, the devil is in the details. APS eligibility requires students to complete a rigorous pattern of courses which includes four full-year credits in multiple subject areas. Thus, it makes sense to proactively inform students about the APS scholarship opportunity before they register for their ninth-grade courses and provide details on the curriculum pathways available to begin meeting the requirements. Doing so may also encourage some students who are on the fence about any post-high school education to reconsider and keep their options open. Early APS promotion will help students begin to think more seriously about their future path and know that the State of Alaska will invest in them and their success. Many students simply do not believe that college is possible – for a variety of reasons. Illustrating the power of what APS funding may help them achieve may be just the right message at the right time to change their thinking.

The way students learn about the program, and when, are ineffective. Having high schools begin sharing information halfway through the ninth grade means that some students will already be behind on credits. It also fails to recognize that a material percentage of Alaska high schools do not have counselors, and even in the schools that do, counselors are overwhelmed with student needs. It makes good sense that high school leaders are partners in promoting APS and support students as they establish eligibility for an award. But since so many students and families seem to be unaware or learn too late about APS, there is opportunity. EAB recommends an early awareness campaign that will inform students and families about the APS opportunity and build goodwill around how the state is investing in student futures and the abundant, high-quality options available to them.

System Recruitment Observations and Recommendations

8

Allow the Universities to Award Unrestricted UA Foundation Scholarships Directly, Without Application

In the difficult recruitment market previously detailed, universities around the country are eliminating any admission and financial aid steps possible to streamline the process for students. One might argue that students should be willing to jump through hoops to receive scholarships, but not in a buyer's market where the UA needs students more than they – at this moment in time – need you. The state scholarship application platform is not particularly user-friendly but serves an important purpose in identifying students who are eligible for restricted scholarships. That said, expecting a student to go through that process without any guarantee of receiving a scholarship is unrealistic for students who are on the fence about going to college at all. This is an excellent time to work with the Foundation to identify unrestricted funds and allocate them to the Universities to award as part of their regular financial aid process. The benefits are that students will receive scholarships without application; it streamlines the process for the Foundation and Universities; and facilitates earlier and more accurate financial aid awards to compete with other admission and financial aid offers.

As a corollary, EAB recommends carefully evaluating the three required application essay responses. Essays of any kind, whether for admission or scholarship consideration, are barriers for students.

The three questions are:

1. Tell us about your educational and career goals.
2. Tell us about your activities outside the classroom. This could include things like volunteer work, sports, clubs, leadership roles, family activities, hobbies, employment, or cultural activities.
3. Tell us anything else that you would like the scholarship selection committee to consider when evaluating you as a scholarship candidate. This could include things like your financial situation, your family or cultural background, honors and awards you have received, challenges you face or have overcome, personal accomplishments or anything else you believe is relevant.

System Recruitment Observations and Recommendations

The application already captures high school activities from a pull-down menu; why not add another pull-down menu for community activities, employment, leadership roles and hobbies? If scholarships require specific work experience, activities, or leadership roles, include them on the list. Managing the information in this way has two benefits: students are more willing to use a pull-down menu than crafting an essay, and it also allows using data fields to match students with scholarships. Using data fields to match students with scholarships is much faster than the personal review required to read and evaluate essays. This matters because some Foundation scholarships are awarded late in the admission cycle when students have already received and are evaluating complete financial aid packages from other institutions. The process is a holdover from when Alaska had a captive audience and few external competitors.

EAB suggests recasting the essay questions as short-answer responses in which bullet points are acceptable. Ask students to share their education and career goals in a few sentences and then offer a second, optional, place for them to share anything else that they wish the scholarship committee to know. These shifts should facilitate greater participation and will generate less stress for the students engaged in the process.

9

Sponsor Premium National Student Clearinghouse Memberships for the Universities

EAB recommends using the National Student Clearinghouse (NSC) StudentTracker Premium Service to gain immediate access to critical recruitment and retention data. Funding StudentTracker Premium for the three Universities provides student-level record data for analysis, improves efficiency in accessing the information, creates signature and snapshot reports to campus UA data with national sectors, and integrates data visualizations and graphics to illustrate critical data trends. In addition to recruitment competitor analysis and feeder schools, StudentTracker Premium measures persistence and completion for multiple student categories and provides national benchmarks. NSC Premium participation also supports federal reporting regulations including Gainful Employment and Financial Value Transparency (FVT) reporting.



Secondary Observations and Recommendations

Secondary Observations and Recommendations

Recommendations

In addition to the most critical actions proposed above, EAB commends these additional steps to strengthen the evolution from outreach to recruitment and retention.

1

Migrate the University of Alaska Application to the Common Application

2

Provide Greater Salesforce Budget and Training Support

3

Establish Recruitment Master Services Agreements

4

Implement a Return on Investment Model to Evaluate Recruitment Activities

5

Evaluate all Student Fees and Create a Standard Policy to Address Proliferation

6

The IT Team's Only Priority is the Annual FAFSA Update When Received

7

Consider Expanding UA Scholarship Eligibility to the Top 15%

8

Use satisfactory Academic Progress as UA Scholars and Alaska Performance Scholarship Renewal Criteria

Secondary Observations and Recommendations

1

Migrate the University of Alaska Application to the Common Application

The current UA application developed by Liaison does not offer the contemporary user-experience that prospective students expect based on feedback given to UA admission teams. All three Universities indicated dissatisfaction with the current shared platform and maintenance challenges, describing it as “clunky” and “not user-friendly.” Without establishing a student ID, EAB is unable to verify. However, and particularly as UA is seeking to mitigate the declining Alaska market with more out-of-state students, transitioning to the Common Application makes sense – *with the appropriate programming interface and staff support.*

As UAF has experienced, joining the Common Application brings national visibility to the UA System and extends your reach in a very cost-efficient way. The benefits include:

- An international pool of more than a million registered annual users
- Data insights to better understand your applicant pool
- Reducing the number of application platforms for school counselors, academic advisers, and community-based organizations
- Connecting applicants to robust set of family resources

The per university cost to participate includes an annual \$2,500 membership fee; new member implements fee from \$5,000–\$10,000; per application fee ranging from \$3.76 to \$4.80; and a \$2.00 application fee processing charge if they take your payment. The investment may be competitive with the annual cost to maintain the current application.

EAB recommends further investigation to determine what it will take to improve the current UA application platform and user-experience, and how the cost and time involved compares with switching to the Common Application’s modern technology platform and national reach. The Common Application is a superior solution if the Universities are committed to increasing national visibility and non-resident enrollment.

Secondary Observations and Recommendations

2

Provide Additional Salesforce Budget and Training Support

Admission offices cannot recruit a class without an effective CRM. At present, the Universities are using Salesforce, but with various degrees of facility due to lack of training and institutional support. For example, there is a key marketing communication module called “student journeys” that is not fully utilized because teams do not have the time or expertise to build them out. It requires a lot of effort to develop a series of messages to students and set them up to be delivered in a student journey. Without an ongoing commitment to fund Salesforce and a Salesforce expert to train the staff – potentially at the System level supporting all three Universities – this critical resource will go underutilized. There is no hope of increasing new student enrollment without a CRM and dedicated expert knowledge to maximize use of all available features.

3

Establish Recruitment Master Services Agreements

Master Services Agreements (MSA’s) should be established with entities like the College Board, Encoura, EAB, Niche, and others who provide a range of recruitment services that may benefit the University of Alaska now or in the future. For example, this may include lists of prospective students available for purchase, digital advertising campaigns, direct marketing, and other services. Public and private universities across the country are purchasing the names of qualified prospective students and reaching out to them in a variety of ways; these are common, and highly effective practices. If one or more recruitment services are the right strategy for UA, MSA’s will allow the Universities to execute contracts quickly without individual procurement process delays. MSA’s may also include advantageous pricing because they are negotiated at the System level.

Secondary Observations and Recommendations

4

Implement a Return on Investment Model to Evaluate Recruitment Activities

There are numerous outreach tactics used by the Universities to generate qualified applicants and move them through the admission process. However, not all of these methods are highly effective and correlated with enrollments. Regardless of resource level, the admission and financial aid teams should evaluate the efficacy of recruitment strategies by tying them to the number of new students. This return on investment of time and money analysis should include the yield rate on admission travel (visiting high schools and attending college fairs, in- and out-of-state), campus visits and events, purchased names, self-initiated inquiries, and institutional scholarships. Every interaction with prospective students should be tracked in the CRM so that it may be correlated with yield. This is a critical data-driven analysis to identify which activities are most likely to drive enrollments, and which are not. Having this information will empower teams to stop activities that are not productive which then frees up resources to enhance their most fruitful efforts and innovate.

5

Evaluate all Student Fees and Create a Standard Policy to Address Proliferation

The Universities have thousands of individual fees, and that number is growing as units implement new ones to cover operating costs. Note on the Estimated Tuition and Fees report the exponential growth in fees over time including the high-demand program surcharges. Although EAB understands why this is happening it is not student friendly. At one University, a staff member called it “the wild, wild, west” as departments may add fees without a formal approval process. Except for academic course fees that cover necessary materials, all fees should be reviewed to determine what they pay for, are they absolutely necessary, and should those costs be covered by a student fee or added into tuition? EAB recommends that once the fee review is completed, UA should develop and implement a standard policy that defines what circumstances warrant adding a student fee and the approval process.

Secondary Observations and Recommendations

6

The IT Team's Only Priority is the Annual FAFSA Update When Received

Internal IT resources are stretched very thin at the Universities, and they juggle competing priorities which has delayed loading FAFSA updates into Banner so financial aid may be packaged. Leadership should clearly articulate to all stakeholders and stand firm that when the FAFSA update is received IT will set aside all other tasks until it is loaded, tested, and fully operational. Without exception.

7

Consider Expanding UA Scholarship Eligibility to the Top 15%

This sentiment was expressed at all three Universities, likely because they believe that UA will be attractive to this broader segment of well-qualified students. Assuming the funds are available, expanding eligibility will increase access and may pull in more Alaska students or keep others from enrolling out-of-state.

8

Use satisfactory Academic Progress as UA Scholars and Alaska Performance Scholarship Renewal Criteria

EAB recommends using Satisfactory Academic Progress (SAP), the renewal standard for federal and Alaska need-based grants, as the criteria for UA Scholars and Alaska Performance Scholarship continuation. Having higher renewal criteria seems like the right approach for state academic merit scholarships, but the practical application of divergent renewal policies negatively impacts persistence. Using SAP as the standard eliminates students' confusion regarding multiple scholarship renewal requirements. It also supports retention by providing more consistent financial support to students who need the funds to continue their education. In service to students and those who support them, aligning UA Scholars and Alaska Performance Scholarship renewal with SAP standards makes good sense.



University of Alaska Recruitment Roadmap: From Present State to Future Growth

University of Alaska Recruitment Roadmap: From Present State to Future Growth

From Outreach to Recruitment:

UAA, UAF and UAS do not lack recruitment activity; what is missing are data-informed strategies and tactics benchmarked against enrollment results *and* the resources for implementation. It will require a significant culture change to evolve every aspect of the admission and financial aid process from outreach to recruitment. This entails rethinking all communications to highlight “why” rather than “what.” Outreach describes the features of a UA education; recruitment identifies what matters most to the individual prospect and focuses on those attributes, why they are great at UA, and what the student can expect from their investment of time and money. Recruiters help prospects understand the value proposition of the program they are considering, what kinds of meaningful work it prepares them for, and why they should choose to pursue it at the University of Alaska. This happens in every touchpoint, from language on the Universities’ websites to emails and texts, what admission counselors and student ambassadors are talking about during campus visits, on-campus admission event programming and content, telephone calls, at high school visits and college fairs. Increasing enrollment will require shifting from describing UA to understanding what drives student decision-making and presenting the case for the three universities in new ways.

Intentional Re-Recruitment:

The Universities have an unused recruitment channel that is students who applied and were admitted but chose to go elsewhere or perhaps enrolled nowhere. These students are ripe for outreach multiple times a year. It is possible that their initial college match is not living up to expectations, particularly students who enrolled out of state. Life happens and plans change, so a friendly email or postcard letting previously admitted students know that the University of Alaska welcomes them with open arms whenever they are ready keeps communication open.

University of Alaska Recruitment Roadmap: From Present State to Future Growth

An effective message in December might look like this:

Hi Madeleine, we really enjoyed getting to know you as a potential UAF student and write to wish you well. It is our hope that your current educational or work experience is everything you'd hoped for and that you are well situated. On the chance that your initial plans have not worked out as anticipated, we want to let you know that enrolling at UAF is as simple as saying YES. We will expedite transfer credit evaluation if you are completing courses and reinstate your financial aid package.

If this sounds good to you, please call or text me at 907-xxx-xxxx. I'm excited to discuss what makes sense for you and support you through the transition. In the meantime, happy holidays, and the best to you in 2025!

Anna

P.S. If now isn't the time but you'd like to keep in touch, please confirm this is a good email address for you and I'll reach out periodically to see how you are doing.

Another message should follow at the end of the academic year offering the same opportunity in different language. When UA has full insight into student enrollments through the National Student Clearinghouse, the messages may be even more tailored for students who are at two-year institutions, enrolled out of state, or chose not to attend college.

When a previously admitted student indicates interest, the University must quickly reinstate any previous scholarships (and need-based aid in the same academic year) previously awarded, and award transfer credit generously. It is a material disincentive if the student has coursework that the University will not accept or does not count towards academic program or distribution requirements. Few students are willing to lose time and money for work completed because another institution does not recognize it.

Individual Recruitment Goals and Accountability:

At the Universities, although the admission division has a total new student goal and leadership may have a granular plan, the admission counselors do not have a specific goal other than "more." Conversely, the most successful admission operations identify individual recruitment territories for each staff member and numeric goals that reflect past performance and current market potential. The staff determines the quantity of applications and admits required to achieve their personal territory goal and develops a work plan to generate those applications and commitments. Each person's performance in achieving their recruitment goals is part of the annual review process.

University of Alaska Recruitment Roadmap: From Present State to Future Growth

EAB recommends that the Universities create specific recruitment territories (or market segments like transfers) and implement individual recruiting goals that roll up into the overall team goal. Job descriptions should be revised, and leadership must be prepared to coach and mentor the team as they build the skills required to establish effective recruiting relationships with prospective students, family supporters, high school and transfer counselors, etc. Moving to the practice of personal accountability for achieving territory and overall recruitment goals is an important mental and operational step that focuses activity around achieving results. This organizational step and intentional planning – plus the training and support required to enact it – will produce results.

Cross-Training:

The admission and financial aid staff, and other University teams, are not currently cross-trained to perform critical work functions when people are ill or go on vacation. EAB heard multiple examples where the work simply stopped when a person was away. This is understandable given the staff is very lean, but it is not a best practice. Cross-training should be a priority so work may progress if someone is absent and also allows staff to flex when individual work processes are terribly busy and others less so, which is a typical ebb and flow in recruitment operations.

Cross-Campus Collaboration and Support:

EAB did not see evidence of strong campus participation in high-impact recruitment activities at the three Universities. This may be the result of siloed departments and programs that focus on their goals coupled with tight resources. Regardless, the result is less cooperation than one hopes to see. There are pockets of deep engagement and examples of successful faculty and staff recruitment collaboration with the admission staff. There are also segments of the University populations unwilling to support admission and onboarding activities critical to enrollment success because they are “not in my job description,” without compensation, or at all. Leadership must clearly articulate that participating in admission work is a top priority with the expectation that “it is your job” so when asked, faculty members and staff will answer the call to help. Enrollment leadership is responsible for using their time effectively, which means clear information about what assistance is needed and when, the goals of each interaction, and what success looks like.

System + Universities Identity and Brand:

The University of Alaska is a complex entity and accountable to multiple interested parties including the Board of Regents, the governor, the legislature, public and private businesses who depend upon the Universities to fuel innovation and meet staffing needs, and the public. It serves the state well to have one organization

University of Alaska Recruitment Roadmap: From Present State to Future Growth

deliver every level of post-secondary education and training, but it is a challenging task to garner attention for specific opportunities inside that big umbrella. EAB observed communications aimed at influential stakeholders which is important, but these stakeholders have different priorities than prospective students. Although the language pays homage to the great people of Alaska, the messages often focus on the state doing well rather than UA's mission to provide a readily available education to Alaskans, wherever and whenever they are ready.

This may be the right time for the System to review and rearticulate a meaningful UA value proposition focused on how state residents benefit from the broad range of opportunities, and that when they succeed professionally, Alaska prospers because of them. It will also be meaningful to create segmented value statements that address workforce training, two- and four-year degrees, graduate studies, and non-degree students. Beneath the overarching University of Alaska brand, each University sets forth how its programs and unique culture meet student needs and their educational goals. There are plenty of venues to earn training and degrees; what sets UAA, UAF and UAS apart are their heritage, locations, and campus communities. EAB recommends realigning the marketing spend, with UA assuming responsibility for state stakeholder messaging, and reallocating a portion of the current System marketing budget to the three Universities to expand their recruitment marketing.

EAB raises brand identity because multiple conversations included unprompted comments akin to "We don't know who we are" or "We're not good at articulating who we are educating." When EAB asked individuals to describe their university to someone who did not know much about them, the responses varied. Often the comments were attributes valued by the internal community and did not reflect what prospective students and other stakeholders prioritize. To further complicate matters, departments are responsible for their own communications which leads to inconsistency. One respondent characterized their institution as "The University is a house of brands." In the face of more immediate priorities, brand identity may not rise to the top. But recruitment will benefit when the admission counselors have a cogent, coherent, differentiated, market-facing value proposition to share.

Elevating the University of Alaska's brand may also serve to mitigate the number of students who leave the state for education. It will not change every mind, but marketing that persuades Alaska students and families that they are not "settling" if they choose one of the Universities is helpful in many ways. EAB encourages the System to develop a strategy to elevate the University of Alaska's reputation such that it is increasingly the first choice for Alaska students rather than a backup plan. This will also help bring back Alaskan transfer students who discover that the grass was not greener out of state, after all.



Situation Analysis and Recommendations: University of Alaska Anchorage

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UAA's Strategic Enrollment Management Plan 2023-2028

(<https://www.uaa.alaska.edu/about/administration/office-of-the-chancellor/strategic-enrollment-management-plan.cshtml>), details strategies to

increase new-student enrollment, retention and student success, operational effectiveness, and reputation. The SEM Plan was developed in collaboration with a wide range of campus stakeholders and there are periodic updates on progress. EAB applauds the work that went into creating the plan, particularly the ongoing cross-campus concentration on improving student outcomes by better meeting their needs. The process is ably managed and is shaping UAA's evolution to an intentional culture of recruitment and retention.

EAB observes that the SEM Plan identifies one-year goals for new first-time and transfer students from Anchorage and UA Scholars with the objective of enrolling 3,000 new students in 2026. There are new and ongoing recruitment activities, communications, financial and marketing efforts intended to achieve that result. What is missing is attaching specific recruitment tactics to individual goals. There is a set of effective and appropriate actions and a separate set of goals without specific connections between the two. UAA is on a strong path to improve recruitment efforts, but they still manifest as outreach: if we do these things we will enroll more students vs. specific tactics implemented against specific goals. A good example is identifying precisely what the team is doing to increase the enrollment of UA Scholars by 10%. New and improved activities are welcome but should be correlated with the desired intermediate and final benchmarks. The next step for UAA should be attaching new and continuing recruitment activities to specific desired results and benchmarking their efficacy annually. Any initiatives that are not producing enrollment gains should cease in order to pursue more effective strategies.

Finally, as UAA acknowledges that more applications are necessary to achieve growth targets, obtaining those applications means persuading students to apply who are not as familiar with the University and not as likely to enroll. The current high yield rate on offers of admission indicates that UAA is recruiting its "friends," students who are already favorably inclined. Growth means identifying and convincing UAA acquaintances and strangers that the University is a wonderful place to accomplish their post-secondary educational goals.

Situation Analysis and Recommendations: University of Alaska Anchorage

Recruitment Strengths

- The Anchorage Academy program collaboration with the Anchorage Public Schools that is rolling out this year affords new opportunities. The multiple academic pathways that get local high school students on campus in front of UAA faculty members should, if managed effectively, produce additional enrollments. The recruitment team should join appropriate Academy activities to start the conversation about UAA as the students' post-high school destination as early as possible to maximize enrollment results.
- The admission recruiters are highly visible in the Anchorage and Mat-Su Valley schools and valued for supporting counselors and students through the admission and financial aid processes.
- The processing team makes admission decisions in two days, an excellent standard.
- There is wonderful planning and collaboration between the admission and financial aid teams. This seems fundamental but is not always the case.
- The Seawolf Start, Seawolf Persist, and 49th Finishers micro-grant scholarships managed by financial aid are innovative and effective. The Seawolf scholarships directly impact new enrollments and persistence, and 49th Finishers is an incentive for people with some college credits but no degree. The results are demonstrable, and UAA would benefit from additional funding to support these highly effective scholarship programs.
- The financial aid staff effectively addressed the consequences of the unfortunate Simplified FAFSA roll out last spring, waiting until they were able to incorporate UA Scholars and APS awards in financial aid offers.
- There are a variety of effective student onboarding programs in place including the in-person orientation day, orientation leaders calling students to remind them about course placement, and multiple Seawolf Ready programs at high schools.
- The University's marketing and communications team housed under Advancement is producing compelling digital ads and advertising. They are in an excellent position to support the admissions communications staff as they develop communication plans and content for multiple audiences.
- The Technical College Dean is entrepreneurial and highly effective. Targeted 60-day marketing campaigns in programs like construction and aviation maintenance produce enrollments.
- The coaches are great recruiters, attracting high quality, college-ready international (33%) and out-of-state (33%) athletes to their teams. One third of athletes are international students and one-third come from out-of-state. They practice the kind of personalized recruiting that the admission team will need to embrace at scale.

Situation Analysis and Recommendations: University of Alaska Anchorage

Recruitment Opportunities

- UAA needs a larger pool of qualified prospects to cultivate over time with the ultimate goal of application and enrollment. With significant additional Salesforce support, EAB recommends that the admission communication team develop and deploy a set of comprehensive, multi-modal recruitment messages to prospective students, their supporters, high school/community college counselors at all stages of the enrollment funnel. The purpose of these messaging campaigns is to get students interested in learning more about the opportunities at UAA and persuade them that it is the right place to pursue their post-secondary plans. Alternately, universities outsource that work to a trusted partner.

EAB encourages UAA to deploy drip email campaigns to:

- Sophomores and juniors (with a complementary set of messages to their supporters) who have indicated their interest with a goal of building that interest up to the point of application.
- Further, sophomore and junior messaging should be segmented by market:
 - Anchorage and the Mat-Su Valley where students should have knowledge of UAA and their local opportunities.
 - Urban Alaskan—Fairbanks and Juneau – for students who know Alaska and are looking for a different in-state city for education.
 - Rural Alaska to introduce UAA and the city of Anchorage, and why the programs may be a good fit for them, either on campus or online.
 - Out of state/WUE/international students are a lower priority given housing constraints on a commuter campus, but worth longer-term consideration.
- A comprehensive series of messages to high school seniors and transfer prospects inviting them to apply.
- A celebratory letter of admission (in addition to email) focused on the applicant's accomplishments and UAA's excitement about their future potential (without next step business processes).
- Communications related to the FAFSA opening, priority filing dates and awarding timeline.
- Invitations to on-campus events of interest to prospective students.
- Communications to persuade admitted students that they should enroll, including personal email messages, texts, and personal phone call/voice messages from their admission counselor.

Situation Analysis and Recommendations: University of Alaska Anchorage

Recruitment Opportunities, continued

- Recruitment messages should take place year-round, with immediate responses to student inquiries.
- If the UAA team purchases names for cultivation, they must go into a different email campaign to help protect the UAA email domain from Gmail algorithms that will label it as spam.

The most effective recruitment communications reflect a deep understanding of what students, and their supporters, need and want from their post-secondary education and deliver the right messages at the right time to address those desires. Enrollment results indicate that simply telling students the application is open is not enough to move the needle. Instead, UAA needs to build affinity over time with authentic information and compelling opportunities that matter to them. The way to accomplish this is through a set of well-thought out and executed communication campaigns. Focus on why a student should apply, file their FAFSA and choose UAA—what are the benefits to them if they do so? In addition to developing these communications, segmenting, and delivering these messages requires significantly greater expertise in Salesforce journeys.

- The admission communications team is eager and industrious but needs coaching to understand what constitutes an effective recruitment comm flow. At present, too much staff time and resources are devoted to print publications. They are time-consuming/labor intensive to develop, expensive to produce, and require mailing or a face-to-face interaction. Most universities have stopped producing viewbooks in favor of a much smaller mail piece because, although print still matters, students use the website for specific information. Adjusting the print/digital continuum will free up time to develop the new email, digital advertising and web content recommended above.
- All marketing communications efforts that exist in individual departments and programs across the University - including social media - should combine into a single operation managed and directed by Advancement to eliminate duplication and ensure coordinated messaging. The admission marketing team remains embedded in admission under the guidance of the central unit because the success of their work depends upon deep understanding of UAA's recruitment markets and the ability to pivot quickly.

Situation Analysis and Recommendations: University of Alaska Anchorage

Recruitment Opportunities, continued

- UAA's distributed web strategy is not serving the University well. Individual units lack the resources or training to produce compelling web content that engages prospective students and supporters. As institutional websites are the top resource students use to learn about academic programs and get admission and financial aid information, UAA will benefit from a comprehensive website content update. Assigning web content management oversight (and authority) to a single individual increases the chance of evolving the content and presentation into a recruitment engine. Specifically, academic department pages need updating to include recent graduate outcomes (ROI) and why a student should pursue this program at UAA.
- UAA needs a defined recruitment strategy and action plan to increase dual-enrollment students' conversion rate.
- What is the long-term strategy for out-of-state student recruitment when the residence halls are close to capacity due to the success of Live and Learn in Alaska? Does that program continue on a more modest scale to keep the halls at capacity?
- Remove the reference to the SAT/ACT from the application checklist. Saying that it is not required for admission but is used for course placement is not relevant at the time of application. Because of the nationwide move to test optional, including APS qualification, including it is an unnecessary barrier. Once the student has decided to enroll is the appropriate time to share all options to meet placement requirements.
- Duolingo is an internationally recognized and accepted means for international students to demonstrate their English proficiency. The University should approve its use and market it as an acceptable entrance exam. This benefits applicants as Duolingo is offered in more locations and is less expensive than the TOEFL.
- Calculate the direct cost (tuition, books, supplies, equipment) for each CTE program along with the available funding sources and use that information for in-person recruitment and on the website.
- Revisit the strategy that led to Mobile Go and benchmark the return on investment goals to affirm that it is producing results that justify the purchase and annual operating cost. The Southern New Hampshire University bus concept is interesting, but EAB wonders if the value for UAA is commensurate with the expense when budgets are tight.
- Make informed choices and stay the course. Resist the temptation to abandon strategies too quickly in favor of the next tempting opportunity. Improve internal communication to keep people informed and part of the process to increase enrollment; on the same page and moving in the same direction. Incentivize collaboration within and across functional units. Honor UAA faculty and staff good intentions and commitment to improve by putting student needs at the center.



Situation Analysis and Recommendations: University of Alaska Fairbanks

Situation Analysis and Recommendations: University of Alaska Fairbanks

UAF's Strategic Enrollment Management Plan (<https://www.uaf.edu/sep/>) is at the implementation and iteration phase, following completion of data collection and analysis; ideation and action planning; and goal setting. It details enrollment initiatives for first-time and transfer students, CTE, the College of Rural and Community Development, dual enrollment, the military, international students, graduate students, and corporate partnerships. There are also efforts underway in retention and student success, and brand awareness and reputation marketing. UAF's plan effectively summarizes internal efforts in play and extends to opportunities under the auspices of the University of Alaska and the state.

EAB applauds UAF's systematic approach, particularly the granular market segments identified for attention, and the actions already undertaken. The next step should be detailing specific enrollment targets for those market segments and attaching specific strategies and tactics to achieve the targets. Benchmarking these on an annual basis provides the rationale for increasing efforts that produce the greatest results and eliminating actions that are ineffective. Further, it appears from conversations with UAF stakeholders, that there is opportunity for continued work to ingrain an institutional culture of shared accountability for new student recruitment, persistence, and completion.

Situation Analysis and Recommendations: University of Alaska Fairbanks

Recruitment Strengths

- UAF has a very well-developed, intentional recruitment plan for all applicant types and strong execution against the plans.
- Enrollment leadership has built an exceptional team with close admission and financial aid collaboration to establish goals and how to achieve them, plus ongoing communication on progress and any required adjustments to succeed.
- The admission staff focused on communications have developed sophisticated messages delivered through Salesforce journeys, with segmentation for first-time first-year students, transfers, and adults. There is additional messaging for PSAT takers, first-generation students, and UA Scholars that stack on the others. The team works closely with the marketing arm of University Relations.
- There is a well-established and effective set of business processes that occur when a student applies for admission to ensure that it is correctly coded, and requests go out for required documents to complete the application for review.
- EAB commends the financial aid team's agility and execution, particularly during last year's unfortunate FAFSA rollout. UAF's financial aid award letter is easy for the recipient to understand, and students do not have to login to view their financial aid award. The excellent videos they developed help students and supporters through the financial aid process.
- Financial aid has evolved from a processing and compliance operation to a strategic enrollment partner, an exemplary shift in support of new and continuing students.
- Moving transfer admission from the registrar to admissions facilitated process improvements including significantly faster credit evaluation, leading to a better student experience and a 10% enrollment gain.
- Rural Student Services outreach may provide a model for other University units. They excel at organized, intentional, and personal contact with students which builds strong relationships that persist once students enroll.
- The Honors Program is leveraged effectively as a strong recruitment and retention tool across the University.
- The [UAF.edu/admissions](https://uaf.edu/admissions) landing page is compelling, as are the multiple pages that support a student's enrollment journey. The messages are tight, the photos are attention-getting, and the overall feel is distinctive and welcoming.

Situation Analysis and Recommendations: University of Alaska Fairbanks

Recruitment Opportunities

- EAB recommended, and UAF has already implemented, the cessation of recalculating GPA's when students apply for admission. It is a time-consuming process that does not benefit prospective students. The next step is to grant the admission counselors authority to recalculate a GPA when it will have a positive impact on scholarship eligibility. The objectives are transparent awarding criteria, ending time spent on work that does not add value, and to advantage every student.
- Post admission, students receive little communication beyond next steps. Filling this gap requires more compelling messages, digital content and embedded videos that double down on UAF's strong value proposition and why the student should choose to enroll. For traditional first-time first-year students, UAF should consider what kind of special on-campus and virtual celebration (and cool swag) is appropriate for May 1, Decision Day.
- The timeline that drops students for non-payment is not friendly to new or continuing students. If the student has an account balance without a payment plan in place two weeks into the semester they receive a \$125 late fee. Six days later the registrar removes students from their classes and their meal cards (if applicable) no longer work if arrangements are not in place. There are inequities as various departments may provide waivers for individual students.
- EAB appreciates that UAF is a fee for service business, but this short timeline puts unnecessary pressure on students, particularly when they do not get their actual net cost until fully registered due to the various tuition charges by modality and College. Most students do find a way to cover their bill but pay a \$100 reinstatement fee and often are not able to re-register for their classes – which negatively impacts satisfaction and persistence.
- A better approach would be to drop students after two weeks for non-participation; if they have not attended class, they are unenrolled after two weeks to avoid incurring additional charges. EAB observed that billing policies and practices prioritize collection over helping students which is a point of friction across campus.
- The variations in the financial aid awarding process and timelines between AA/BA and CTC students should be reevaluated. AA/BA students receive financial aid awards—based upon need—within 3 days of FAFSA receipt. Conversely, CTC maintains a separate financial aid budget and makes financial aid awards later in the process. EAB suggests that CTC scholarship funds be managed by the financial aid staff and awarded much earlier in the process to meet financial need.

Situation Analysis and Recommendations: University of Alaska Fairbanks

Recruitment Opportunities, continued

- Campus admission visits and events need attention. From tour guide selection and training to event programming and delivery, there are opportunities for improvement. EAB recommends that each tour and event tell an intentional story that helps prospects, and their supporters, understand how UAF will support them and help them achieve their goals. The tour narrative focuses on what the individual student is looking for and provides compelling reasons why the individual student should choose UAF vs. the tour guide's story. Scheduling on-campus admission events and reserving space well in advance should be an institutional priority and done in consultation with others to ensure appropriate timing and resources. And when the University hosts student groups on campus, build in time for a brief admission welcome and ask interested students to complete inquiry cards.
- UAF has embedded recruiters in the lower forty-eight; now is the time to evaluate if current new student enrollments and future potential justify those positions, or if it makes sense to bring any of them back to Alaska to support the move from outreach to recruitment.
- Individual interactions, such as meeting a student at his/her high school or at a college fair, are not tracked in Salesforce. This means it is impossible to tie activities to student enrollment results. If one of the OOS admission counselors does 180 high school visits and college fairs, the current state precludes knowing if those interactions caused an individual student to apply or enroll. EAB recommends that UAF create appropriate definitions in Salesforce and begin logging those interactions immediately to build data that may be correlated with the efficacy of discrete activities.
- When a prospective student wants more information about an academic program, sometimes they will get it from an academic adviser and in other cases from a faculty member in the department. It would be more efficient to standardize who students talk to and ensure that those persons are prepared to answer key questions such as "Why should I choose UAF to pursue this program over other schools and will I be job-ready at completion?"

Situation Analysis and Recommendations: University of Alaska Fairbanks

Recruitment Opportunities, continued

- Because students and their families tie job outcomes to their college choice, UAF should evaluate whether Career Services is appropriately resourced to support recruiting and retaining students. Collecting and clearly communicating data about the rate of UAF graduates successfully launching into careers, particularly those advancing state workforce objectives should be front and center in all recruiting materials and events. There should be equally robust engagement with current students to ensure they get the guidance they need to achieve their goals. The Career Services website does not include data and stories that engage the imagination about exciting UAF career outcomes or future possibilities.
- At present, UAF does not have an intentional process in place to manage the comprehensive new-student onboarding experience. There are individual tasks such as applying for housing or advising appointments and pre-registration, but these happen in silos without communication across units. To reduce losses between a student indicating she/he intends to enroll and from opening day to freeze, EAB recommends developing an internal operating plan to help students complete the multiple required processes that includes shared weekly lists detailing who is enrolling, who has completed advising and course registrations, and other required activities. Doing so will cross multiple units which necessitates leadership prioritizing these activities and ensuring appropriate staff support. Each unit should have goals tied to collectively reducing the number of students who indicate their intent to enroll and then do not.
- Consider proactively inviting students who meet the Honors College requirements to join vs. including it as an opt-in on the new-student checklist which is not very honorific! This best practice affords UAF another opportunity to celebrate a student's previous academic achievement and to actively recruit them to the Honors College and UAF. The admission office produces the list of eligible students, and the program director crafts the invitation to join Honors which the admission office executes on their behalf. The Honors College staff and faculty are responsible for contacting each student to help recruit them into the program and UAF.



Situation Analysis and Recommendations: University of Alaska Southeast

Situation Analysis and Recommendations: University of Alaska Southeast

The University of Alaska Southeast FY23-FY27 Strategic Enrollment Plan (SEP) (<https://uas.alaska.edu/chancellor/strategic-enrollment-task-force.html>) is focused on increasing overall enrollment, the number of degree-seeking students and retention with goal percentage increases attached. It was developed under the auspices of the Chancellor and Cabinet to guide long-term, data-informed planning and implementation of marketing, recruitment, and retention efforts. The UAS Strategic Enrollment Plan was informed by enrollment management and academic perspectives and there is ongoing communication on progress including the strong FY24 retention results. EAB commends UAS's focused and practical approaches to increase enrollment.

The UAS Plan is based on multiple strategies tied to understanding the student experience from their perspective and eliminating barriers to success. EAB applauds this approach and encourages the Chancellor's Cabinet to revisit the macro strategies around improving pathways and initiatives to attach specific numeric objectives. For example, "increase marketing to Southeast students to reclaim loss in regional enrollment..." is a worthwhile tactic that would benefit from indicating the specific growth goal. We encourage UAS to define benchmarks and assign responsibility and accountability to one person for each of the goals.

UAS's plan is complicated by the fact that there is no lack of promising ideas and opportunities for improvement; the constraint is human time and resources so aligning the plan with current initiatives is a particularly wise step. UAS's future opportunities rest on prioritizing what will produce the most immediate positive results and starting there, moving on to the next set of priorities as bandwidth is available.

Situation Analysis and Recommendations: University of Alaska Southeast

Recruitment Strengths

- Visionary new and ongoing institutional leadership prepared to take the required steps to achieve enrollment growth. Stability in leadership plus the commitment to set and stick with an effective set of enrollment-friendly strategies will produce positive results over time.
- An admission and financial aid culture of experimentation and willingness to pilot new initiatives.
- Proactive financial aid staff and approaches, including sending letter and email financial aid package notifications to FAFSA submitters regardless of application received.
- An effective strategy for awarding (unfunded) institutional scholarships to incentivize enrollment.
- A diverse array of CTE programs that support regional industry and lead to immediate employment.
- A strong record of success recruiting and retaining Alaska Native students – who report feeling seen and valued at UAS. The cross-functional team supporting them are strong advocates who honor the history, traditions, and culture of the students' home communities.
- Positive town-gown relationships in Juneau, Sitka, and Ketchikan as a result of highly visible and engaged faculty and staff participation in the communities.
- Good understanding of the current state of recruiting resources and the next steps required to take it to the next level.
- A close University community with good internal communication and a shared sense of responsibility for students.

Situation Analysis and Recommendations: University of Alaska Southeast

Recruitment Opportunities

- Gaining internal agreement around what is distinctive about UAS and what students stand to gain from their academic and co-curricular experiences. Put another way, understanding who UAS programs will serve most effectively, and what is the unique set of values and opportunities that cause students to enroll. If UAS wants to brand itself as an “intensely personal” education, determining the most effective way to communicate how that manifests and why it matters to a prospective student may be a good starting point.
- Elevate awareness of programs that UAS is uniquely situated to offer and how the University functions as a living laboratory for the region. Taking it one step further, it may be possible to build a lower forty-eight recruitment pipeline by prioritizing two or three programs that leverage UAS’s singular location (e.g., marine science, glacier studies, outdoor studies) for additional investment to create extraordinary experiences tied to career opportunities.
- The recruitment team is well aware of their need to develop a pipeline of prospective students and effectively communicate why UAS may be just the right choice for their educational goals. EAB recommends developing and deploying a set of comprehensive, multi-modal recruitment messages to prospective students, their supporters, and high school/community college counselors at all stages of the enrollment funnel. Achieving new student enrollment growth necessitates building a longer runway to woo prospects and their supporters. Given the state of internal resources, EAB recommends seriously considering an external partner to support that work.
- UAS communication plans should include:
 - Purchasing sophomore and junior names to generate interest and a robust pipeline of prospective students to nurture until the point of application. If possible, capture family contact information as well to engage the students’ supporters.
 - Once there is affirmative interest in UAS, the sophomore and junior messages should be segmented by market:
 - Primary Market: Juneau/Ketchikan/Sitka where students should be aware of the campuses and their local opportunities.
 - Primary Market: Rural communities proximal to UAS to establish their welcome and the programs that support achieving their goals. Urban Alaskan—Fairbanks and Juneau—for students who know Alaska and are looking for a different in-state city for education.

Situation Analysis and Recommendations: University of Alaska Southeast

Recruitment Opportunities, continued

- Secondary Market: the rest of Alaska to raise awareness of the academic opportunities, culture, and climate, and why the programs may be a good fit for them, either on campus or online.
- Tertiary Market: Out of state/WUE/international students are a lower priority because they require more resources to recruit and enroll, but worth future consideration when in-state recruitment is running effectively and producing the desired results.
- Parents/Supporters: Choosing a college is very much a family decision, and students do not enroll without their support. UAS recognizes the need to develop a parallel set of communications that address supporter concerns and make the case for the University.
 - A comprehensive series of messages to high school seniors and transfer prospects inviting them to apply.
 - A celebratory email and admission letter focused solely on the applicant's accomplishments and UAS's belief in their future potential.
 - Multi-modal messages related to the FAFSA opening, priority filing dates and awarding timeline.
 - Invitations to on-campus events of interest to prospective students.
 - Personal recruitment interactions to persuade admitted students that they should enroll, including individualized email messages, texts, and personal phone call/voice messages from their admission counselor.
 - UAS's communications should be active and response-driven year-round.
 - Significant Salesforce training and support is necessary to achieve these objectives.
- Describe UAS programs as welcoming and attainable; make it easy for students to start with something interesting which may open their eyes to other possibilities.
- Capture UAS's version of an Alaska Adventure + Educational Opportunity. Think about language like "University of Alaska Southeast – How Far Will You Go?"
- Identify community events, particularly those involving students, and reach out to host them on campus. Use these opportunities to introduce students to the University as an accessible and welcoming future possibility.

Situation Analysis and Recommendations: University of Alaska Southeast

Recruitment Opportunities, continued

- Use alumni stories, particularly very recent graduates, to illustrate the different career paths students take using their UAS education. Celebrate the training and credential programs that open doors of opportunity in the region.
- UAS will benefit from developing and implementing an intentional onboarding experience for students who have paid their \$50 enrollment deposit; too many students fall away between that point and opening day. One person should be responsible for assembling the team to develop the onboarding process, implementing the onboarding program, holding all associated parties responsible for effectively completing their roles, and accountable, along with the director of admissions, for the number of enrolling students.
- Consider the possibility of investing in a virtual tour that illustrates the beauty of the campus and how UAS's academic programs and campus life reflect its location. As the team is revising and creating new and necessary recruitment collateral, a virtual tour is a great asset to introduce UAS to students and families.



Assessment of Elements Critical to Retention Success

Methodology and Approach

Our findings and recommendations stem from discussion with 125 senior executives, Deans, faculty, student support directors and staff, academic advisors, and students across the University of Alaska systems as well as participation in sessions of the Special Ad Hoc Committee for Recruitment, Retention, and Graduation. We also engaged in significant document and data review—including administering a student success best practice discovery survey, which both informed the questions we posed during subsequent focus groups as well as our analysis overall, as well as looking at historical student success performance data available in Navigate360.

EAB team members conducted a series of in-person focus groups and/or interviews with an array of leaders, staff, and students in October 2024. Our original scope defined a series of virtual discussions, but we felt it important to come onsite and to spend time at each of the universities and with the system team. These discussions were designed to elicit discussion around strengths and opportunities from a wide array of stakeholders who are responsible for or involved with providing services to support students at University of Alaska Anchorage, University of Alaska Fairbanks, and University of Alaska Southeast.

We applied what we learned in these conversations and in our document and data review to nine areas of student retention detailed on the next pages. Broadly, our conversations included leaders and staff from the following areas.

Focus Groups Representatives

- Chancellors
- Provosts
- Vice Chancellors of Student Affairs and/or Enrollment Management
- Deans (including the Community and Technical Colleges as well the Graduate School)
- Department Chairs
- Faculty Senate Chairs
- Student Success
- Library Services
- Academic Advising
- Career Education
- Financial Aid
- Dual Enrollment
- Institutional Effectiveness/Research
- Student Affairs
- Student Engagement
- Residence Life
- Disability Services and Title IX
- Veteran and Military Services
- Equity and Opportunity Programs
- Athletics
- Student Health and Counseling
- Dining Services
- Student Recreation
- Admissions/Enrollment Management
- Student Success Systems
- Students

Methodology and Approach, continued

It was clear from our meetings and conversations that leaders and staff at all levels care deeply about the students they serve, understand and try to be responsive to the various nuances that make their student populations unique, and demonstrate a broad desire to operate in service of their individual missions to serve all students who choose the University of Alaska.

Thus, even as we share back recommendations for consideration--**we acknowledge the commitment** to support a very diverse group of students with a robust array of resources, to **determine what set of best practices** will work best across the state, system, and at individual universities—grounded in their mission and the communities they serve, **and to give kudos** to leaders and to the staff for much good work.

Findings in Nine Key Areas

Objectives and Deliverables



Summary Strengths and Opportunities

Share broad themes of both strengths, challenges, and opportunities gathered from our numerous focus groups, document review, and national best practice expertise on potential policies, practices, and processes as an underlying strategy to improve student retention and experience and close attainment gaps—which, in turn, lead to overall increases in total enrollment



Retention Recommendations and Roadmap

Provide feedback, recommendations, and roadmap steps for further investigation for leaders at the University of Alaska as they continue to provide and improve holistic services to support and continually enroll students



Select Data Analyses

Identify progress and gaps in student success and retention by analyzing the data available to unearth themes and potential areas for further investigation or action

Findings in Nine Key Areas

Findings in Nine Key Areas

Retention Diagnostic Framework

A commitment to improving retention and completion for all students requires a critical examination of both the student success best practices currently in place at a particular campus and the capacity of leaders, faculty, staff, and students to implement new processes and leverage services provided at scale. This analysis assesses the thoroughness of implementation, the reach of selected policies and practices, and their potential to improve student success across the system or within a specific university.



In the following pages, we summarize our findings for the following questions:

- Do policies and partnerships at my institution encourage college access and college readiness?
- How can my institution mitigate the increased financial strain that students are likely to experience in this economy?
- Is my institution prepared to deliver academic and career support to students—including meeting their academic and career needs?
- Has my institution done enough to ensure equitable student learning and bridge new and shifting digital divides?
- How is my campus supporting sense both belonging and engagement alongside helping students with increased basic needs?
- What does it take for us to implement and manage change at scale?

Improving Retention Outcomes Across Alaska

Retention Overview

Trustees, administrators, faculty, staff, and students have all been clear that the University of Alaska is a system comprised of people who are willing to go the extra mile to help and support students. Broadly, faculty and staff are deeply committed to student success and aim to create an environment that responds to the unique needs of various student populations. Accordingly, there are numerous resources made available by mission driven leaders that are committed to high-quality teaching, academic research, and public service commitments to Alaska and beyond.

Improving outcomes in retention and completion is inherently tied to enrollment strategies, as both capacity and investment are critical. However, these efforts differ from traditional enrollment strategies in that much of the work—and its subsequent impact—is longer-term. Best practices are not universally applicable; they depend on the unique populations of individual campuses, as well as the organizational and staffing structures that oversee, implement, and refine them. Success also requires navigating the nuances of policies, practices, processes, and scale. Institutions must adopt a mix of strategies to support all students, such as narrowing focus on more resource-intensive supports for select populations or staff. Retention and graduation rates typically improve incrementally, often measured in tenths of a percentage point at a time

More specifically, graduation rates are largely predictable for the coming years, as progress is shaped by current actions as well as legacy decisions made over the past several years. Some strategies, like stop-out campaigns or balance forgiveness programs, can re-engage students who have left. Others, like retention grants or supportive revisions to dismissal policies, may help students stay enrolled in the short term.

It is important to recognize that in tight budget environments, there are no one-size-fits-all solutions to improve student success. Retention strategies that yield the greatest impact often involve:

- **Scaling implementation efforts** to maximize their potential.
- **Shifting academic and programmatic policies** to remove barriers to persistence.
- **Allocating resources for additional staff** to provide targeted support in priority areas—while making clear decisions about what may not warrant investment at this time.

The Board of Regents, the University of Alaska System, and university and campus leaders have opportunities to shift practices to better support students. This report highlights observations that could guide further examination, offers suggested changes in diagnostic areas, and outlines prioritized recommendations for the Board, System, and individual universities.

Recommendations for the Board of Regents and University of Alaska System

1

Incentivize Shortening Time to Degree with Tuition Discounts

Data on time to degree and feedback from focus groups reveal that many students in Alaska extend their graduation timelines to 200% or even 250% of the expected time to earn a credential. This is often due to competing work and life responsibilities, the unpredictability of tuition costs, and a reluctance to take on additional courses that may increase debt. To address these challenges, the system should incentivize students to take 12 or more credits per term, accelerating their time to degree completion.

One effective approach could be expanding the \$750 incentive credit for students enrolled in over 12 credits. Another option could involve capping tuition costs at a fixed level for students who take a full-time course load. By reducing financial barriers and creating clear incentives for increased enrollment intensity, the institution can help students complete their degrees more efficiently. Shortening time to degree not only benefits students by lowering their overall costs but also improves institutional metrics for graduation rates and student success.

2

Approach Program Review from a System and Statewide Perspective

In a resource-constrained state like Alaska, where budgets are increasingly tight and a demographic cliff looms, some facets of academic program reviews should be conducted at the state level rather than by individual campuses. Centralizing program review ensures a strategic, coordinated approach that aligns offerings across the system, reduces unnecessary redundancies, and fosters collaboration rather than competition among the universities and campuses.

When individual campuses independently review their programs, there is a risk of duplication and inefficiencies as institutions may develop overlapping programs or simply have too many. This approach not only wastes resources but also fragments enrollment, making it harder for any single program to achieve the critical mass of students needed for sustainability. A system-level review can mitigate these challenges by identifying opportunities to consolidate or share programs, ensuring that each institution focuses on its areas of strength while leveraging the resources and expertise of the entire system.

Additionally, system-level program review provides an opportunity to make informed decisions about the most appropriate delivery modes for programs and courses—whether online, hybrid, or in-person. By evaluating statewide needs and student access trends, this approach can ensure that online and hybrid options are strategically deployed to maximize accessibility for remote and rural populations while maintaining high-quality, in-person instruction where needed.

System-level program review also allows for better alignment with workforce needs across the state, ensuring that educational offerings are both relevant and impactful. This approach promotes efficiency, strengthens institutional collaboration, and ensures that limited resources are used strategically to serve students and the state's broader economic and social goals.

Recommendations for the Board of Regents and University of Alaska System

3

Elevate the Two-Year Mission

The University of Alaska System should strategically elevate and invest in its two-year mission to better address the state's workforce needs, improve social and economic mobility, and provide a high return on investment (ROI) for both students and the state. Two-year programs—spanning associate degrees, technical certifications, and workforce training—offer a flexible, cost-effective pathway to higher education that aligns with current trends emphasizing the economic mobility benefits of shorter, workforce-aligned credentials.

By focusing on these pathways, the University of Alaska can empower individuals to gain skills that lead to higher-paying jobs, strengthen Alaska's workforce, and contribute to the state's economic development goals. Furthermore, two-year programs can often be more agile in responding to evolving labor market demands, enabling the university system to better align its offerings with high-demand industries and emerging economic trends.

However, elevating the two-year mission requires navigating tensions inherent in being a comprehensive university system tasked with serving diverse needs. While two-year programs can serve as a critical component of the university's mission, they should complement—not compete with—the broader goals of four-year institutions. This is why it is essential that workforce efforts be coordinated centrally. Balancing these dual purpose requires clarity in role differentiation, collaboration between two- and four-year campuses, and a commitment to ensuring all programs align with the system's strategic goals.

We recommend the University of Alaska System prioritize the following actions to elevate its two-year mission:

- **Strengthen Workforce Partnerships:** Collaborate closely with employers, industry groups, and state agencies to align two-year programs with workforce needs, focusing on high-demand fields
- **Increase Accessibility and Flexibility:** Expand online, hybrid, and evening options for two-year programs to better serve working adults and rural communities with a statewide perspective in mind
- **Build Seamless Pathways:** Ensure that students in two-year programs have clear and supported transfer pathways to four-year programs if they choose to continue their education

By elevating its two-year mission, the University of Alaska System can reinforce its role as a driver of social and economic mobility while maintaining a balanced, collaborative approach that serves the diverse needs of its students and the state. This strategic focus will help the university system maximize its impact.

Recommendations for the Board of Regents and University of Alaska System

4

Provide Guidance on Labor and Bargaining across System

System leaders should provide clear, statewide guidance on what is in scope or out of scope when it comes to student success work and bargaining agreements. Campuses often receive pushback suggesting that certain provisions or practices are not permissible under their contracts, even when this is not accurate. This misinformation perpetuates a reliance on optional, opt-in practices because campuses are reluctant to mandate certain terms or processes.

By offering centralized guidance, system leaders can clarify the parameters of bargaining agreements, dispel misconceptions, and outline where policy requests are within scope. This would empower campuses to move beyond an overreliance on opt-in practices and adopt more consistent policies that align with institutional and system-wide goals. Proactive system-level support would also help ensure that agreements are both flexible and standardized, addressing the unique needs of individual institutions while maintaining consistency across the system.

This approach would foster collaboration and allow leaders to scale and fully implement policies that drive efficiency, impact, and student success.

5

Fund Prioritized Retention Efforts

This recommendation focuses on creating a process-oriented approach to retention. We suggest that the Board establish a dedicated funding stream to support prioritized retention initiatives while simultaneously creating a clear accountability structure to ensure the effective use of these funds. By investing strategically in retention activities, the System can address declining enrollment and enhance student success outcomes across institutions. However, to maximize the impact of these investments, it is crucial to define and systematically monitor these efforts.

The process should begin with identifying and naming specific university-wide retention initiatives and establishing measurable goals and metrics to serve as benchmarks for success. Examples of these benchmarks could include increasing first-to-second-year retention rates or improving leading indicators such as credit accrual. To ensure accountability, the Board should require campuses receiving retention funds to submit regular progress reports. These reports should detail how initiatives are being implemented, the outcomes achieved, and any necessary adjustments.

This approach fosters transparency, enables the evaluation of return on investment, and provides opportunities to scale successful practices across the system. By combining strategic funding with a robust accountability framework, the Board can ensure that retention efforts are both well-resourced and results-oriented. This will ultimately improve student outcomes, bolster institutional sustainability, and strengthen the overall effectiveness of the higher education system.



Retention Situation Analysis and Recommendations: University of Alaska Anchorage

Retention

Observations of Strengths and Opportunities

Highlights and Strengths

Leaders, faculty, and staff at the University of Alaska Anchorage (UAA) demonstrate innovation and commitment in their approaches to student success. This is evident in the broad array of services and support provided to students across its campuses, including Anchorage, the Kenai Peninsula Colleges (River Campus-Soldotna and Kachemak Bay-Homer), Kodiak College, the Mat-Su College in Palmer, and Prince William Sound College in Valdez. UAA stays current with national best practices and has implemented many of them effectively. Notable initiatives include offering microgrants, removing hidden prerequisites, improving course sequencing, and launching an academic concierge strategy, among others.

Collaboration on a plan or path forward is a key strength at UAA. While silos and differing perspectives between academic and student affairs staff persist, teams work well together to address student needs and implement cross-university initiatives when priorities are identified. Participants also highlighted the university's deliberate and sustained outreach efforts to K-12 institutions and the external Anchorage community. Internally, teams demonstrate strong collaboration and the ability to create forward momentum once a strategy is determined.

Importantly, UAA also exhibits a shared flexibility in working with students from diverse ages and backgrounds. Many students are coming to or returning to school at different stages of their lives, often balancing significant life obligations or dealing with transient circumstances. UAA's staff and faculty work with intention to adeptly support students who may have varying intentions for completing credentials or degrees, ensuring access and opportunity for a wide array of learners.

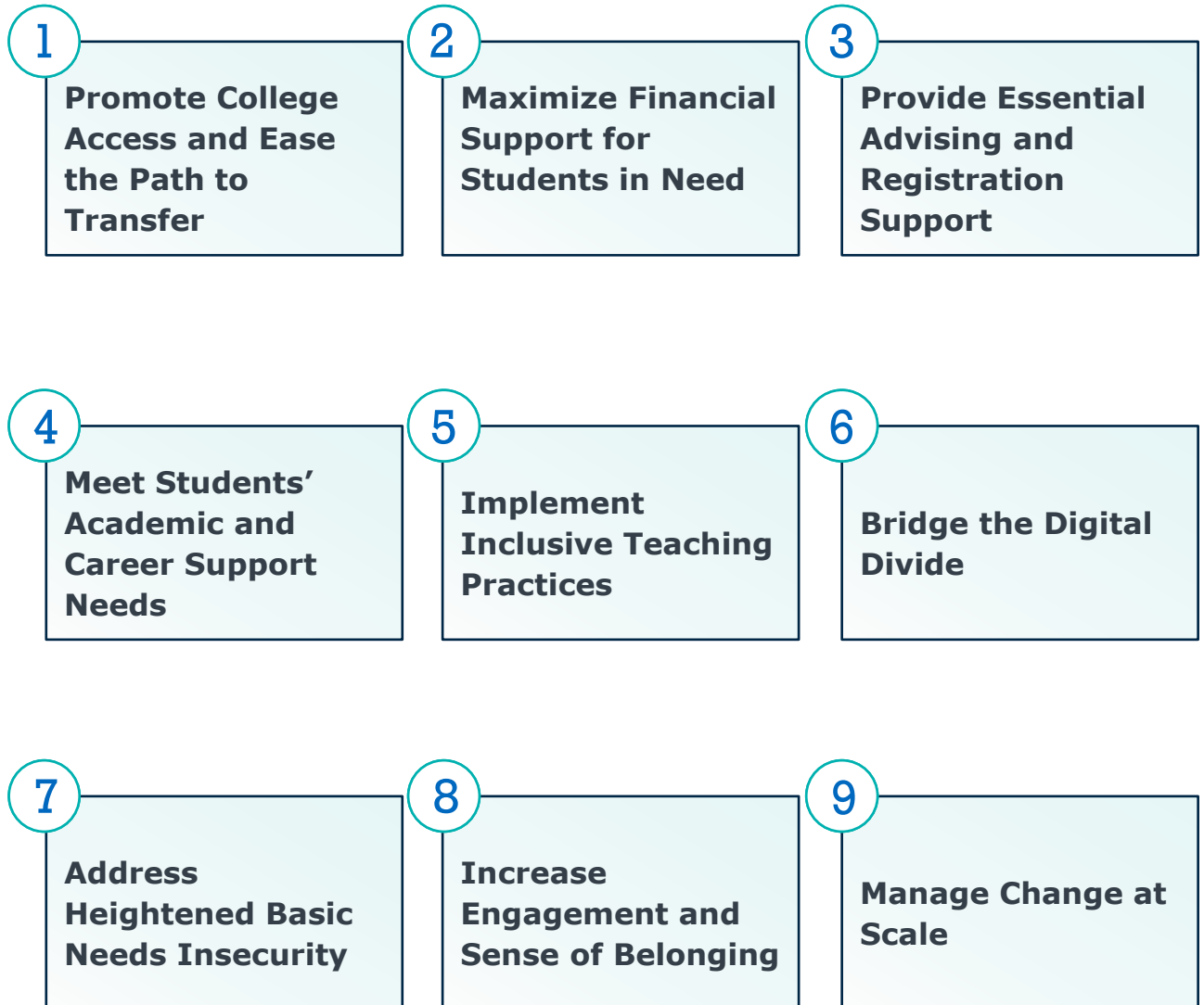
Opportunities

There are so many practices and initiatives happening at UAA that it is not always clear if opportunities are being fully scaled or if rigorous assessment of a strategy, policy, or practice takes place before the priority turns to the next new thing. This has contributed to staff experiencing initiative fatigue and occasional mistrust of new efforts, while students may face confusion in navigating opportunities within the commuter campus environment, where outreach is inherently complex.

Additionally, while UAA teams have made progress in using data for decision-making, some participants noted gaps in access to or awareness of disaggregated data and dashboards. This represents a significant opportunity to develop a cohesive approach to data utilization. UAA could benefit from crafting a set of universal questions to guide data analysis and initiative assessment. These could include exploring how housing impacts course-taking and success patterns, measuring the effect of the learning commons on retention and return rates, and evaluating the impact of Learning Assistants on student outcomes.

Retention

Findings in Nine Key Areas



Retention

Findings in Nine Key Areas

1

Promote College Access and Ease the Path to Transfer

Leaders, faculty, and staff shared pride in serving the diverse array of students that choose UAA—and the “students first” perspective is what draws and keeps many of them at the institution. Many noted that the university focuses on “meeting students where they are” and providing resources and supports accordingly. They consider their accommodation and accessibility support a strength. Programs like Summer Bridge support first-generation, lower socio-economic, multicultural, and Native students, and they have been expanding the TRIO program as well.

More broadly, UAA collaborates effectively with K-12 schools on middle college and dual enrollment programs, which serve as both an introduction and a feeder for many students. Survey data also highlighted that awarding credit for prior learning and promoting pre-college coursework are standard practices at UAA.

Staff shared that they sometimes see a disconnect with faculty regarding beliefs about what students want out of their time at UAA—balancing “working and the pursuit of learning for fun” versus recognizing that “students want jobs.” While not an absolute conflict, this dynamic raises broader questions about the university’s identity and how to best support a largely commuting and working student population. It also highlights the need to prioritize efforts in outreach and support to align with students’ diverse goals and needs.

“These students are my heart!”

“The vast majority of faculty will try anything.”

“Don’t always work on scale. Have a great appetite to start small projects.”

“We’re doing good things in pockets.”

“We do well when we get the right people in the right room with the right resources.”

Retention

Findings in Nine Key Areas

2

Maximize Financial Support for Students in Need

Anecdotally, we heard that 60% of students at UAA are part-time students given work or life responsibilities. Students shared that many students stop or drop out for financial reasons. Across the state, high costs of living and readily available job opportunities create unique pressures to affect student retention and success.

UAA recently received a grant for financial wellness coaching and expect to roll out workshops and other supports around budgeting and investing. Participants shared that scholarships were awarded for attending various open houses or participating in specific activities. We didn't hear about retention focused microgrants targeted at improving retention or likelihood of return although leaders shared some pilot efforts have taken place. UAA recently received a grant to enhance student personal finance knowledge, and this creates an opportunity scale, track, and refine these efforts for maximum impact.

Participants shared that students who thrive at UAA are those "connected to someone" or "involved on campus." Work study is a core way of creating connections and communities, particularly for students at risk of not being retained, but it's not available at UAA. There are some Student Ambassadorship programs or offices that fund student work through their own dollars.

We did not have a strong response to survey questions about financial aid—with most staff answering that they didn't know, which can be telling in and of itself. Questions posed included:

- *We maintain consistent communication with students regarding missing financial aid information and forms through multiple outreach methods until contact is made.*
- *We have introduced additional outreach efforts to address prospective and current students' challenges associated with the new FAFSA.*
- *We have established clear eligibility criteria for proactive grants awarded to address small unpaid balances on student accounts.*

Retention

Findings in Nine Key Areas

3

Provide Essential Advising and Registration Support

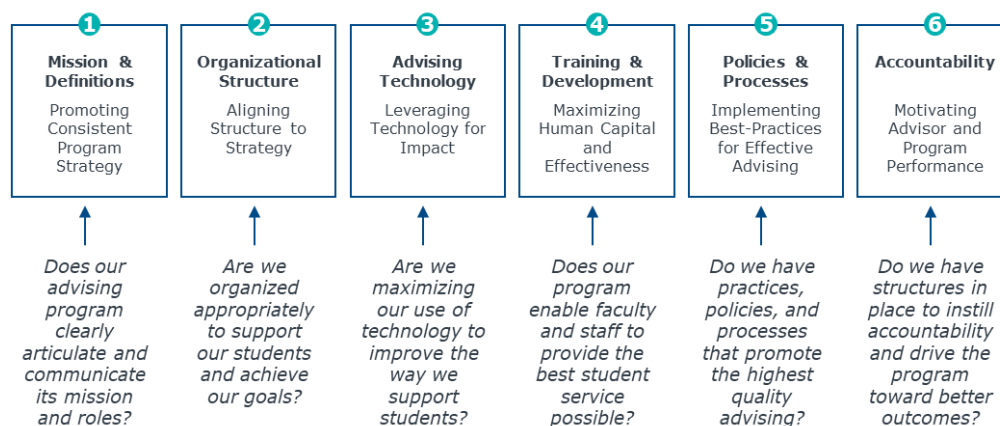
The advising structure at UAA has recently been overhauled to move toward a more centralized model. This shift was driven by the need to address inconsistencies in student experiences across colleges and various parts of the university, as well as the potential for cost savings through standardization and improved efficiencies.

Under the new structure, degree-seeking students are primarily advised by professional advisors, while faculty advisors provide guidance to upper-division students in specific departments. Faculty praised the “outstanding advising core” and recognized the valuable work advisors do to support students. However, advising policies remain inconsistent—mandatory for some students but not others—depending on the program. While data are available on advising usage, it has been more challenging to understand effectiveness.

As the new infrastructure continues to roll out, attention should be given to ensuring smooth hand-offs between professional and faculty advisors. This includes providing training, sharing clear expectations, and utilizing available tools to help students from diverse backgrounds create clear academic roadmaps. These roadmaps should detail what courses to take and the appropriate sequencing based on typical course offering patterns.

Faculty also serve as active mentors and play a critical role in supporting students. However, they expressed the need for additional support to feel more confident in addressing the increasing mental health and life challenges faced by students. By providing faculty with the necessary resources and training, UAA can ensure that the advising model meets the holistic needs of its student population.

EAB's Focus on Advising: Six Areas of Evaluation



Retention

Findings in Nine Key Areas

4

Meet Students' Academic and Career Support Needs

Staff at UAA championed both leadership and their colleagues as caring and student-centered in their approach. Participants emphasized that students who thrive at UAA are often those who are connected to someone or actively involved on campus—"those that have a community." The university provides numerous supports and services designed to help students succeed academically, improve their overall experience, and "seal cracks" to prevent students from falling through them. However, students' need and desire to work, coupled with constrained budgets, make it increasingly challenging to hire students into on-campus positions.

The breadth of supports and services at UAA is robust, though resource constraints limit their ability to serve as many students as they would like. The Learning Commons received widespread praise from participants, and the university leverages technologies like Navigate360 to provide a connected continuum of care, including Career Services. Despite these efforts, offices operate under high levels of fiscal responsibility, requiring staff to manage budgets in detailed ways that detract from their capacity to directly serve students. For example, some offices charge other departments for collaborative work or programming, which creates revenue disparities that complicate cross-departmental efforts to optimize student outcomes.

Participants also shared concerns that while "good things get implemented," they are not always scaled effectively or sustained over time. As new initiatives arise, existing programs are often deprioritized, leading to fragmented efforts. Additionally, staff noted increasing challenges in engaging and communicating with students, despite creative outreach efforts such as offering scholarships for participation in select recruitment and retention activities.

UAA faces nuanced challenges in determining the appropriate balance of online, asynchronous, and in-person course offerings. Some students prefer in-person experiences, including those who have moved to Anchorage for that reason, while others prefer to stay in their home communities. This dynamic complicates the development of a cohesive course schedule that meets the diverse needs of UAA's student population.

Participants would also like to see the campus be more intentional—naming goals for retention, persistence, and graduations. This intentionality would help the university align its efforts with workforce needs and elevate key strategies, such as encouraging faculty to raise early alerts. Such measures would enable the entire university community to adopt a more proactive, rather than reactive, approach to supporting students.

Retention

Findings in Nine Key Areas

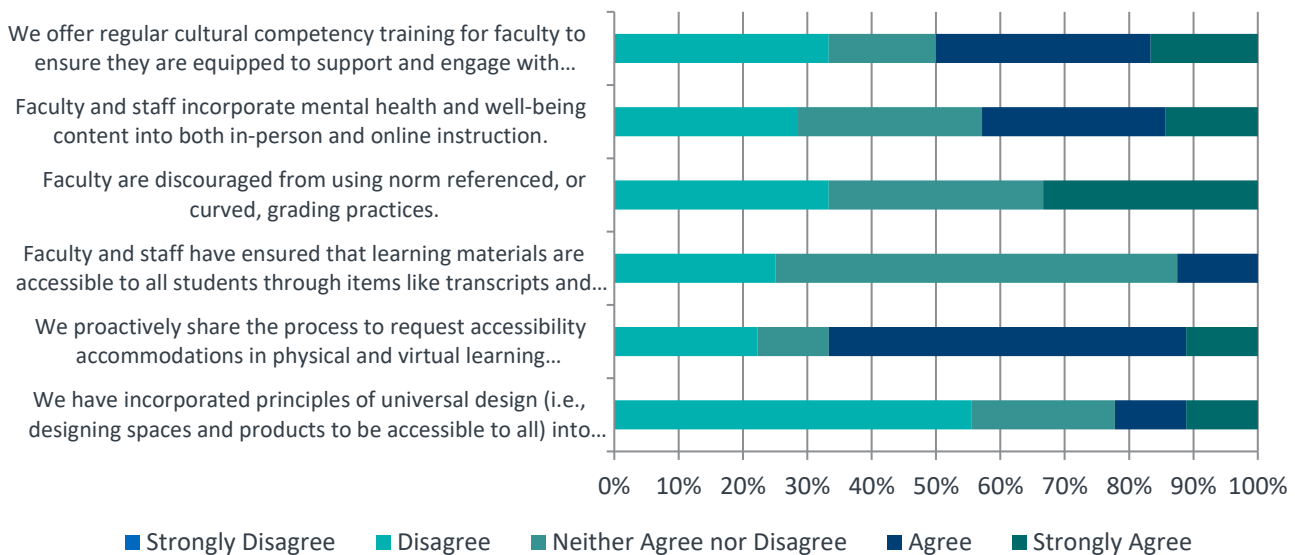
5

Implement Inclusive Teaching Practices

Faculty and academic leaders at UAA are thoughtful and deliberate in their efforts to improve student success. They are described as “extremely committed to students and to teaching” and as faculty who “want them to know that we care.” They expressed a strong commitment to assessment and a willingness to try new strategies to support students—whether redesigning high D/F/W courses, improving academic pathways to facilitate timely graduation, participating in stop-out campaigns, or serving on recruitment and retention committees. Faculty frequently refer students to the CARE team, which they regard as highly responsive, and they often receive follow-up information on how they can continue supporting the student. As noted previously, faculty would like additional resources to address the evolving needs of today’s students effectively.

UAA embraces its mission to make higher education accessible to a diverse array of students—through its unique location, its broad modalities for teaching, and its unique use of Alaska’s environment for experiential learning opportunities. However, faculty sometimes find it challenging to adapt curricula to meet the needs of students who have never been to Alaska or spent significant time in the state. Like many institutions, UAA is “trying to figure out what students want,” particularly when balancing a wide variety of programs and ensuring courses are accessible to students across the state. While this diversity of offerings is a strength, it also makes planning more complex.

Implement Inclusive Teaching Practices



Retention

Findings in Nine Key Areas

6

Bridge the Digital Divide

Starlink has significantly increased internet access across Alaska, though access and stability of service remain challenges for some students. In response, the university has made efforts to provide in-person spaces for exams and other supports to accommodate those facing connectivity issues.

However, participants noted that even with internet access, there are challenges in effectively communicating with students in ways that prompt them to take action. This issue is further complicated by the diverse blend of students at UAA, which includes online learners, traditional college students (ranging from well-prepared to underprepared), older adults returning to education, first-generation students, military-affiliated students and veterans, and many distance learners, among others. The diversity of this student population requires tailored and strategic communication approaches to ensure engagement and support.

7

Address the Heightened Basic Needs Insecurity

Financial struggles are a significant concern for students, many of whom face challenges related to the high cost of living in Anchorage and a reluctance to rely on student loans to finance their education. Housing insecurity is a pressing issue for many, and the university's food pantry is widely utilized, underscoring the need for basic support services.

The CARE team plays a vital role in assisting students who are referred for various needs, including those experiencing basic needs insecurity. Participants consistently described the team as thoughtful and compassionate in addressing students' complex and often overlapping challenges.

Anchorage is also characterized as a highly transient community, with a mix of students who come to the area for school but struggle to remain due to high living costs. This transient nature, coupled with financial pressures, poses significant challenges to retention and persistence efforts at the university.

Retention

Findings in Nine Key Areas

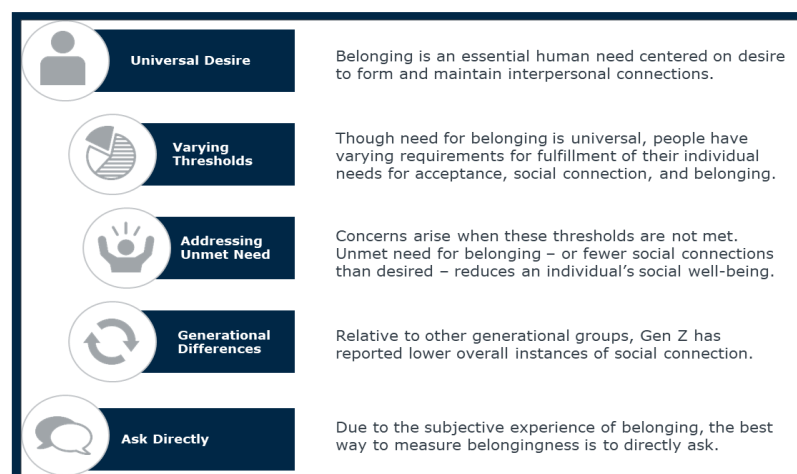
8

Increase Engagement and Sense of Belonging

National best practices highlight the importance of belonging as a core component of retention and persistence, yet creating a sense of belonging is particularly challenging at a “commuter campus.” Despite this, the team at UAA works diligently to offer a robust set of student supports and services aimed at improving the college experience and fostering engagement. Frontline staff noted that offices and departments collaborate well, specifically highlighting the First-Year Experience, Residence Life, the Writing Center, TRIO, and the UAA Community & Technical College as particularly strong contributors to student success.

The “independent spirit” of Alaskan students, combined with the commuter nature of the campus, can make it more difficult for students to feel a sense of place. Participants shared that students who thrive are typically those who “take initiative.” However, in a post-pandemic world, it has become increasingly challenging to find efficient and effective ways to engage students meaningfully. Students who struggle the most tend to be those with some college experience but no degree or those whose families have more recently immigrated or are seeking asylum.

Many participants suggested that it would be valuable for university leaders to clearly define or “name” the typical UAA student. Doing so could help the institution better align its efforts, reduce the sense of “elitism” some staff associate with preconceived notions of what a UAA student should be, and enable the university community to direct its work more strategically—instead of trying to “be everything to everybody.”



Retention

9

Manage Change at Scale

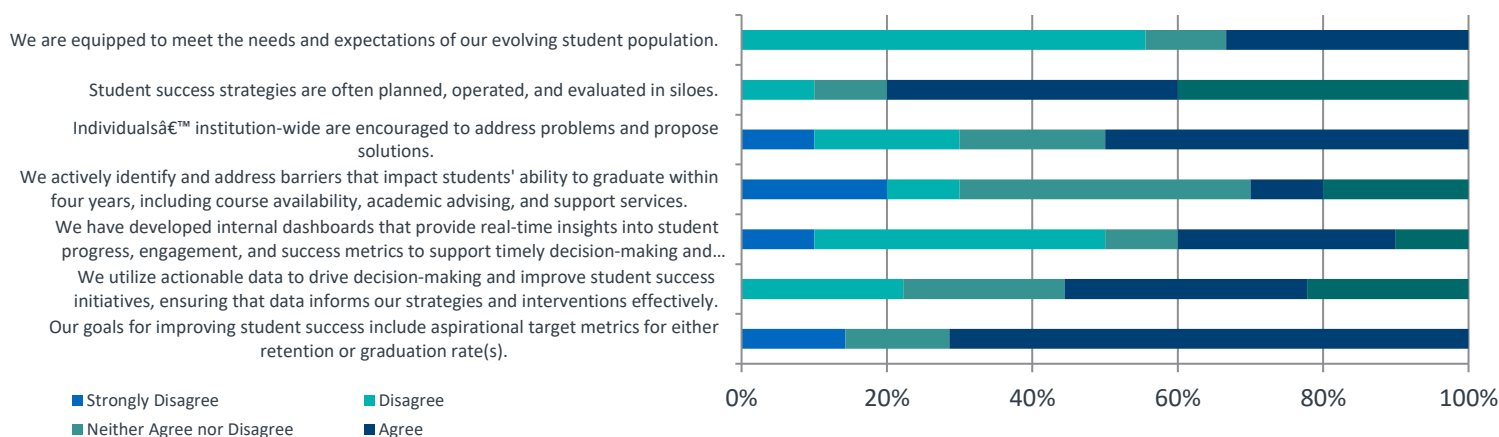
As shared, there is a remarkable amount of student success work underway at UAA—and leaders are eager to do more. However, there are numerous pilots, programs, strategies, initiatives, and new policies and processes aimed at supporting students. Some initiatives are designed to serve all students (e.g., removing hidden prerequisites, improving course sequencing, restructuring advising), while others are intentionally targeted toward specific groups (e.g., microgrants, academic honors programs). While these efforts demonstrate a strong commitment to student success, it was not clear whether the university has the right mix of broad and targeted supports. Participants noted that resources are often divided to serve narrower groups of students, but it is uncertain whether these efforts come together to effectively serve the full student body at scale.

To address this, the university might consider asking critical questions such as:

- What percentage of the student body is likely to have access to a dedicated connection or support through participation in named initiatives?
- What students are being left behind?
- Where are there opportunities to create economies of scale in support structures? For example, do some students have multiple advisors while others lack access to adequate guidance? Are staff and resources optimally allocated?

Regarding data, UAA leaders have access to extensive dashboards with over 240 reports; however, participants noted that only 5-6 reports are used consistently, while others are underutilized. While the university is becoming increasingly data-driven, there is a clear opportunity to improve how data is leveraged for decision-making. Work is already underway across the system to enhance data infrastructure and develop a centralized data warehouse, which could streamline reporting and provide clearer insights to inform strategic initiatives.

Manage and Embrace Change



Navigate360 at UAA

The Navigate360 Student Success CRM is an enterprise-level technology that links administrators, advisors, deans, faculty, other staff, and students in a **coordinated care network** designed to help schools proactively manage student success and deliver a Return on Education. The platform allows for cross-functional teams to support students on their path to graduation via customized interactions, documentation, reporting, and access to data to assist with decision making. Activity within and across these teams is governed by a care unit, which is an entity in Navigate360 that enables staff and faculty users to offer appointment services to students, manage appointment availability, report on student interactions, and view post-visit documentation.

Maximizing Navigate360 as a Student Success Tool

Participants universally recognized its value and potential to improve early intervention academic advising; the tool has demonstrated its value more widely and a larger audience has been willing to try and to take usage more seriously. Focus for the coming year includes getting care units more self sufficient to provide some capacity and relief to an overstretched team.

These tools can improve scalability and reduce reliance on informal relationships that perpetuate silos and inconsistent access to information when used well. UAA should consider expansions into promotions and journeys, including orientation. It will be helpful to improve transparency on outcomes to date and what problems it can solve.

Key projects for this academic year include:

Early Alerts

- Faculty Resources & Training
- Sharing impact with faculty/camp
- Launch student Hand Raise

Differentiated Outreach

- Identify student populations for outreach
- Craft outreach strategy
- Strategically leverage predictive model

Registration Reminders & Resource and Milestone Communications

- Launch centralized Enrollment Campaign
- Update student app content including Intake Survey and better leverage all features of SEH
- Expand promotional strategy of SEH to student body

Expanded Engagement

- Revisit Success Markers strategy
- Expand Coordinated Care Network
- Codify documentation policy of student interactions

Utilization Statistics				
672	8,075	85K/37K	63,590	14K+
Total Number of Users (Staff/Faculty)	Total Number of Students	Total Number of Emails/Texts	Total Number of Appointments	Total Number of Early Alerts
10	Units using Navigate360 today including: Anchorage Campus Advising, Athletics, Community Campus Advising, Humanities Tutoring (Writing, Communication, Languages), New Student Orientation, and Peer Support (Academic Coaching)			
All metrics from AYY 23-24				

Strengthening Retention at University of Alaska Anchorage

Recommendations

Define and Name Priorities and Students

UAA is clearly focused on increasing enrollment and improving student success, with many thoughtful strategies driving this work. Staff are clear when new institutional priorities are launched, but it is not always clear if they stay important, or which divisional strategies or initiatives are most important at any given time. Establishing clear, widely shared goals would help staff and faculty align their work and priorities, especially in a resource-constrained environment. This clarity would also help create boundaries to prioritize high-need projects, reduce initiative fatigue, and foster accountability across the university. As part of this effort, it would be valuable to define the UAA student of today, articulate the university's role within the larger system, and identify strategies to support students in moving toward a credential or degree.

Simplify Departmental Budgeting Infrastructure

Departmental leaders currently dedicate significant time managing their budgets, which includes determining dollar amounts for colleagues and other offices to participate in shared programming and to assess whether work can be coordinated or stand alone. While this approach has the intent of ensuring that time is used wisely and valuably, it feels like the process has become overly burdensome and now hinders collaboration between offices, so that offices can't collaborate in ways that are beneficial to students. We recommend evaluating and simplifying the underlying budgeting processes to allow for more efficient and collaborative work that benefits students.

Scale and Coordinate Efforts for Student Success

UAA has implemented many strategies to improve student outcomes, but it is not always clear if these efforts are fully implemented, scaled effectively, or efficiently coordinated. Additionally, smaller strategies may overlap or lack alignment with broader institutional goals. We recommend a holistic review of existing strategies to identify:

- Which strategies are most impactful and should be scaled to serve larger groups of students?
- Which smaller strategies are critical for vulnerable populations and should be maintained?
- Areas where there is overlap or inefficiency

It would also be helpful to assess which strategies are underutilized or are in place but not fully scaled or reaching their potential implementation and ensure there are clear standards or requirements for their implementation, outreach, and utilization across staff, faculty, and students.

Strengthen Student Communication

Like many institutions, UAA faces challenges in communicating effectively with students to ensure they receive information, understand it, and take timely action. Staff enrolled in courses shared that some outreach felt neither student-centered nor clear about next steps. We recommend a university-wide focus on improving communication strategies, including refining tools such as portals, websites, emails, and texting. Incorporating principles like nudging and strength-based language could significantly enhance the effectiveness of student outreach and communication.



Retention Situation Analysis and Recommendations: University of Alaska Fairbanks

Retention

Findings in Nine Key Areas

Observations of Strengths and Opportunities

Highlights and Strengths

The University of Alaska Fairbanks (UAF) exhibits a "high interaction and high touch" culture that prioritizes student success through personalized engagement. As a land-grant institution, UAF demonstrates a strong commitment to addressing the diverse needs of its student body, offering programs ranging from occupational endorsements to doctoral degrees. Faculty and staff frequently take on dual roles as mentors and advocates, fostering meaningful relationships both inside and outside the classroom.

This culture is further reinforced by small class sizes, which facilitate deeper connections, hands-on research opportunities, and experiential learning through high-impact practices such as internships and study abroad programs. These initiatives serve as compelling recruitment and retention tools, emphasizing the university's dedication to holistic student development.

Academic leaders, including deans and department chairs, play a vital role in aligning faculty and staff efforts with institutional goals. Additionally, student affairs and student services teams demonstrate remarkable resilience and adaptability, embracing a "rise culture" that persists despite the challenges of being resource-constrained. Their dedication and high expectations for themselves reflect a collective commitment to improving enrollment and retention outcomes across the university.

Opportunities

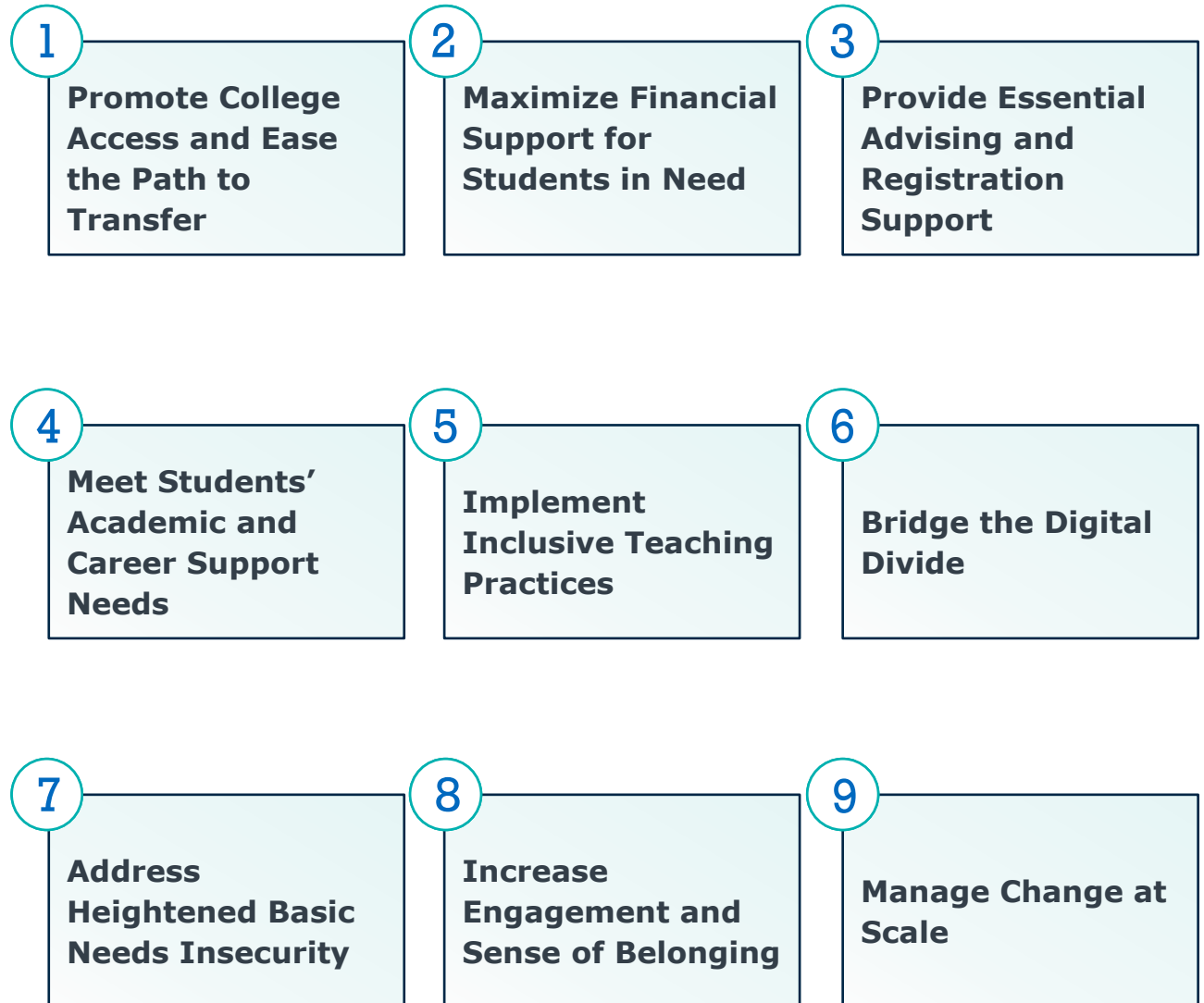
While the university's strengths are noteworthy, they also underscore key challenges. The proactive and entrepreneurial spirit at UAF has led to significant siloed changes—some intentional, others driven by budget constraints. While this autonomy can foster innovation, it often limits collaboration and impedes the development of cohesive, institution-wide strategies for student success.

The university's independent culture also creates inconsistencies in implementing best practices. For example, initiatives such as mid-term grade reporting, consistent use of learning management systems (LMS), and training for tools like Navigate360 are often treated as optional. This opt-in approach places a disproportionate burden on middle management, who lack the authority to enforce standardized practices. As a result, student success initiatives are unevenly applied, creating varied experiences and outcomes across the student body.

To realize its full potential, UAF must address these silos and promote a unified approach to leveraging its resources and tools. Aligning budgeting processes with collaborative priorities and empowering leaders to enforce consistency would create more equitable and impactful student experiences. By taking these steps, UAF can strengthen its ability to deliver on its mission while fostering a more seamless and cohesive institutional culture.

Retention

Findings in Nine Key Areas



Retention

Findings in Nine Key Areas

1

Promote College Access and Ease the Path to Transfer

Efforts to re-enroll students and improve retention have included various enrollment campaigns, with recent successes stemming from the use of texting rather than calling. Initiatives such as the Finish Strong campaign, which targets students with 100+ credits but no degree, and Re-Up efforts aimed at students who have stopped or dropped out, have shown promising results. Additionally, ongoing enrollment campaigns directed at current students continue to bolster retention efforts.

At UAF, there is no typical student; however, many students are broadly characterized as non-traditional and often working while attending school. Many tend to “take a course or two” rather than enrolling full-time. Students may be “college curious,” sometimes uncertain about the value of higher education and often lacking momentum to complete their degree in a timely manner. The average family income for UAF students is nearly half that of their peer institutions, and many students are first-generation college-goers, adding another layer of complexity to their educational journeys.

The Student Success Diagnostic Survey data highlighted transfer student support as a strength at UAF. Participants noted that transfer students often enroll with minimal credit loss, receive articulation estimates promptly, and earn credit for prior learning where appropriate—factors that are frequently challenging for many institutions to achieve at scale.

Students with dual enrollment experience through UAF or who attended Middle College were reported as thriving upon matriculation. These students benefited from a smoother transition and greater familiarity with campus resources and services, which helped them feel better prepared. This includes students who pursue credentials at the Community and Technical College (CTC) as well as those who transition to bachelor’s programs. Such experiences give students a clearer understanding of various career paths and credential options.

However, participants did note concerns about rising tuition and living costs, which can be a deterrent for many students. Some students shared that they began their college journey at one price point but found themselves paying significantly more later in their studies. Despite these challenges, many students are adept at utilizing APS scholarships, Alaska 529 funds, and other financial resources to minimize debt, showcasing their resourcefulness and understanding of financial planning.

Proud of our innovation for students and work at removing equity gaps.

“Everyone is pulling in the same direction.”

Growing against all odds. Feel accountable and supported. We have untapped strength.

“We don’t have a talent problem. We have a staff problem. People are spread too thin.”

“Have supports in place but students don’t know.”

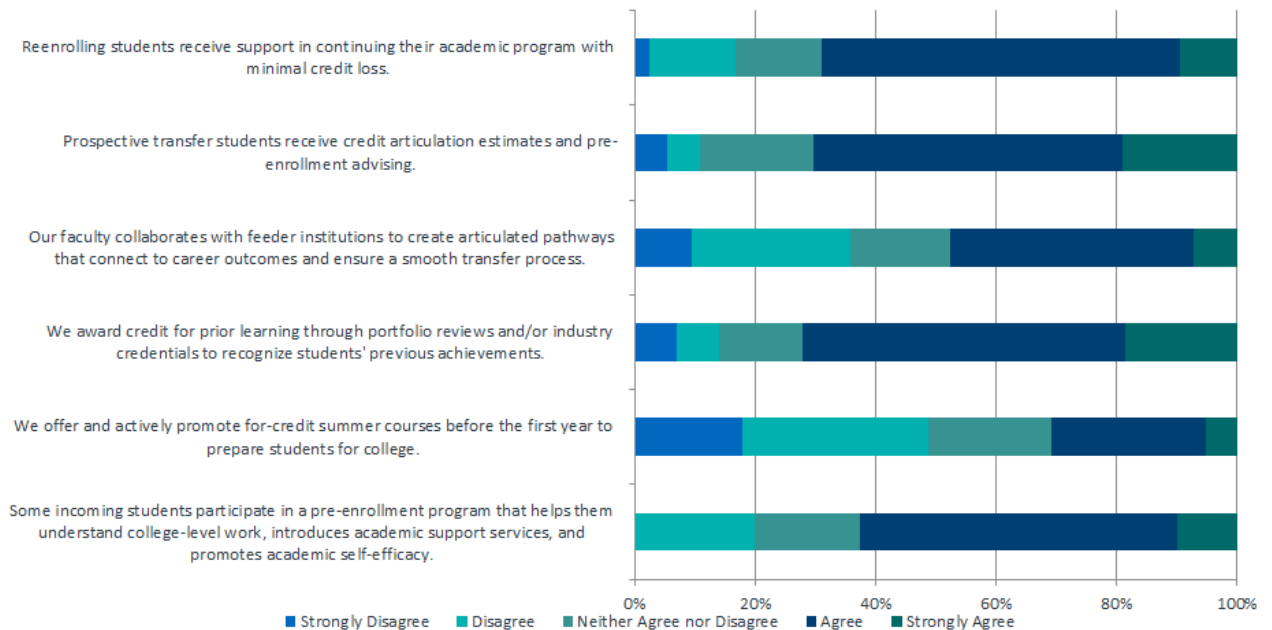
“Have great resources but students don’t know what’s here or what’s available.

We used to do extra outreach to students. Now everyone is in triage mode all of the time.

Retention

1

Promote College Access and Ease the Path to Transfer



2

Maximize Financial Support for Students in Need

Students at UAF often balance work and life obligations and are particularly sensitive to Alaska's high cost of living, as well as the desire to minimize debt. Many students are willing to take their time completing their education, stopping out or taking fewer than a full course load to manage their financial needs. Some students are also called home for family or community obligations, which can conflict with the packaging requirements for maintaining adequate progress. Despite these challenges, out-of-state students noted that UAF's tuition (at an in-state rate) is more affordable compared to similar institutions in the Lower 48.

In addition to statewide scholarships like APS, there are "small pockets" of scholarships and microgrants available to help students re-enroll or pay off smaller balances. However, participants suggested that the university could be more proactive in making these processes seamless and leveraging these resources as a strategy to reduce time to degree. Students also praised the bookstore bundles for improving affordability but pointed to housing, meal plans, and commuting costs as prohibitively expensive for many.

Retention

Findings in Nine Key Areas

3

Provide Essential Advising and Registration Support

Advising at UAF has recently been restructured and includes the appointment of a new Director of Advising to support efforts across the university. By design and in alignment with best practices, students may have both a primary advisor and specialized advisors based on their specific needs. These may include first-year students (with fewer than 30 credits), their college or major, their campus, or identification as an Alaska Native, Indigenous, or Rural Alaskan student. Additional categories include first-generation and/or Pell-eligible status, Honors or Climate scholars, or student-athletes.

Advisors meet with students at varying cadences, and standards for using technology to support advising—such as Navigate360 and Degree Works—are inconsistent. Some advisors reportedly don't use these tools at all. Historically, advising at UAF has been seen as a territorial issue, with participants expressing hope about recent changes but also skepticism. As one participant remarked, “despite many brilliant people [acknowledging the issue], we don't seem to want a solution.”

While there is no perfect advising model, UAF would benefit from establishing clear baseline expectations for all advisors. These could include universal standards such as documenting meeting notes in a shared system, setting annual or term-specific outreach and meeting requirements, and ensuring shared training and ongoing support to disseminate best practices. A shift in focus is needed from customization for specific student groups to creating common advising experiences for all students, with additional supports tailored to those who need them most. Accountability standards across the university would also help create efficiencies and improve consistency.

Despite some structural complexities, students described their advisors as “very helpful” and as individuals who “make it okay if you don't know because they will teach you.” Students particularly value secondary advisors who act as advocates, mentors, and coaches and with whom they can engage frequently. Capturing and analyzing data from advising appointments will be crucial to understanding who is being served, who is not, and how these interactions impact student success.

Students also appreciate access to Degree Works, which helps them plan their courses over multiple years. However, they noted that detailed planning is only feasible for one year ahead due to uncertainties about course availability in subsequent terms, such as courses offered only in the spring or every other year. While many course offerings remain consistent over time, improved transparency in course planning would enhance students' ability to navigate their academic pathways effectively.

Retention

Findings in Nine Key Areas

4

Meet Students' Academic and Career Support Needs

Last fall, Fairbanks opened the UAF Student Success Center to centralize a wide array of student support services in one location. Situated on the top floor of the library, the space is beautiful, airy, and light-filled, offering both in-person and online resources. Students can reserve collaborative workspaces or access services such as:

- First-Year Advising
- Academic Success, Peer, and Communication Coaching
- Tutoring
- Career Services
- Mental Health
- Financial Aid
- Testing Services
- Technology Support

In addition to these services, UAF provides a comprehensive range of supports including Disability Services, Residence Life, Library Services, Nanook Recreation, Student Health and Counseling, Military and Veteran Services, the Center for Student Engagement, the Honors Institute, and programs for Alaska Native, Indigenous, and Rural Students. UAF also offers numerous student clubs, organizations, and activities, which provide students with leadership opportunities to enhance their academic experience and prepare them for the workforce or further study.

Students expressed that being connected to these services or “a part of something helps you from getting lost.” Once students make those connections, they tend to learn about additional opportunities. While portals, email, and slack channels are used to share information, many described students in the “murky middle”—those not part of special programs or the Honors community—as not receiving adequate attention or support.

Despite these challenges, students expressed confidence in their ability to achieve their career goals. They appreciated the availability of internships and felt supported by faculty and instructors who often share valuable information about next steps.

However, some students raised concerns about course availability, noting that many courses are offered only online or that they ended up taking courses that didn’t align with their interests or goals, especially outside of STEM, biology, or climate-focused programs. While some online courses were described as excellent, others lacked innovation in teaching or pedagogy.

Staff also reported challenges in helping students “stack” coursework effectively, such as transitioning from non-credit programs to CTC or bachelor’s degree programs. Additionally, students who continue to enroll without a clear academic path often struggle to progress efficiently, underscoring the need for more structured guidance and pathways.

Retention

Findings in Nine Key Areas

5

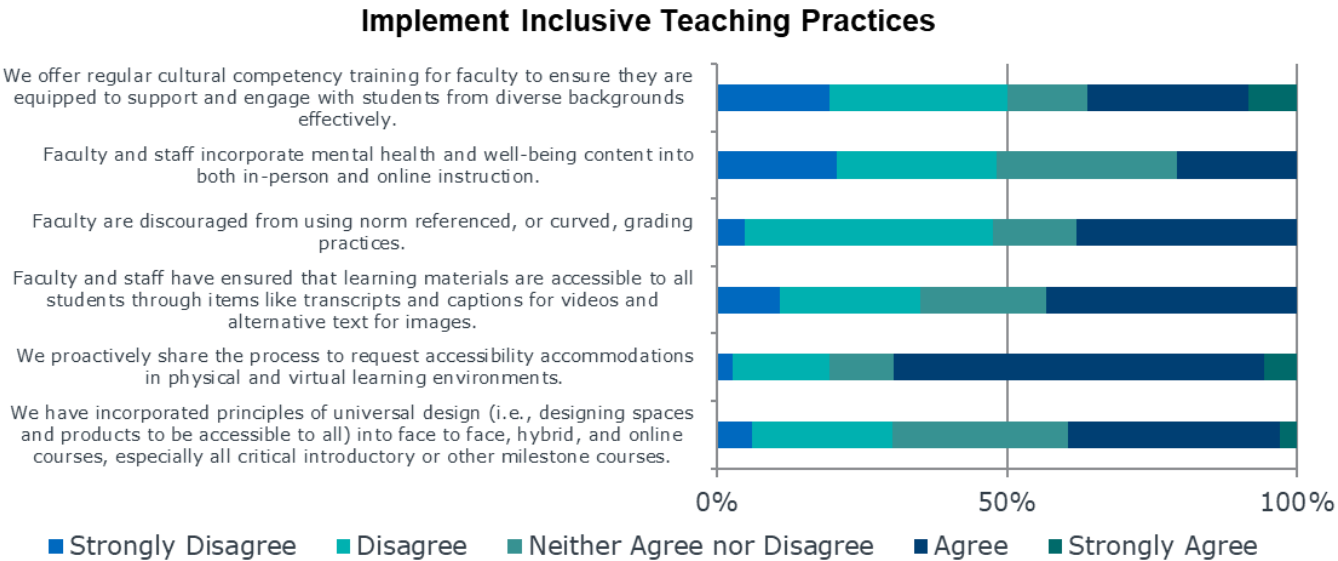
Implement Inclusive Teaching Practices

Focus groups highlighted both opportunities and challenges in fostering student success through improvements in curriculum design, teaching practices, and course accessibility. Faculty leaders noted that Fairbanks has cultivated a culture of inclusive teaching and emphasized the critical role of experiential learning opportunities, stating that students often thrive once they are actively engaged in their coursework.

However, efforts to adopt more student-centered practices often depend on the influence of a Dean or elected Department Chair, whose structural roles limit their ability to enforce changes among colleagues. Participants also cited high DFW rates and the need for developmental education course redesigns as examples of "unacceptable outcomes and a lack of commitment in certain pockets." These observations underscore the need for more cohesive strategies to address systemic barriers, promote inclusive teaching practices, and ensure equitable access to critical resources and support systems.

Concerns were also raised by both students and faculty regarding the shift to online and hybrid learning formats. Many noted that these changes lacked corresponding advancements in instructional design to make courses more impactful. While many students expressed a preference for in-person classes, they also acknowledged the importance of online courses for peers juggling competing schedules and obligations.

Faculty leaders voiced a strong desire to engage in and contribute to student success initiatives. However, diagnostic survey data revealed room for improvement in effectively integrating faculty expertise into broader student success strategies. There is an opportunity to foster greater transparency and collaboration, ensuring faculty can support students in the classroom and participate in structural and university-wide initiatives to enhance learning and equity.



Retention

Findings in Nine Key Areas

6

Bridge the Digital Divide

Starlink has significantly increased internet access across the state, so connectivity was not reported as a major issue. Students have access to emergency technology and support/resources to help with digital literacy. These opportunities are well marketed across campus and include in-person assistance through the Student Success Center.

However, the use of Student Success technologies at Fairbanks could be stronger, particularly among faculty and instructors. While many use Canvas as their learning management system, some opt out of even the minimum requirements. Similarly, the adoption of Navigate360 for early alerts and technology for collecting mid-term grades is inconsistent.

Resources for more dynamic distance learning, including hybrid courses, are either unavailable or have not been prioritized due to competing demands. While instructional design support was more readily available in the past, current capacity cannot meet the growing demand. Additionally, challenges persist in determining which courses and programs should be prioritized for online delivery versus face-to-face instruction.

7

Address the Heightened Basic Needs Insecurity

Students face significant challenges related to the high cost of living and a reluctance to rely on student loans to finance their education. Many students, particularly first-generation learners, struggle to fully understand the financial commitment required to enroll and complete their credentials. Some students may not realize or “conceptualize that they have to pay”—whether in part or in full. These challenges are further compounded by complex fee structures and financial aid packages being offered on a year-to-year basis, making long-term financial planning difficult.

While various services and supports are available, staff and instructors expressed a need for more training and resources to help them identify and address students' basic needs insecurities. This includes better equipping them to support students in distress, particularly around mental health and wellness issues.

Retention

Findings in Nine Key Areas

8

Increase Engagement and Sense of Belonging

National best practices highlight the importance of belonging as a core component of retention and persistence. Moments of disconnection can often become tipping points for students to disengage and not persist. It is helpful that Fairbanks is intentional in leveraging many of its centers and programs to build community for students—"when students are connected, they thrive."

Efforts to foster belonging happen both inside and outside the classroom. Research and national models emphasize that opportunities for experiential learning and research can help students sustain their engagement. While only some colleges at Fairbanks have a First-Year Experience course, it may be valuable to explore whether expanding this practice would benefit all students. Peer tutoring opportunities are also available, but despite these resources, some students expressed that "it's still possible to get lost."

Programs that center Alaska Native and Indigenous students and communities, through scholarships and services, provide critical engagement by supporting cultural identity and inclusion. One participant described these programs as "an extra cushion of support and so helpful." Similarly, student-athletes benefit from robust support systems, including mandatory study halls and early intervention programs, which foster a strong sense of belonging from day one. Students spoke very highly of the staff and their experiences participating in or working with activities across campus. However, they also noted that "it can be very difficult to find out what's available until you are connected to someone or something," despite intentional efforts by staff and student workers to share information widely.

Focus group participants also identified gaps in student-centered practices across campus, observing that some areas or individuals "are student-centered and some are not." This inconsistency means that even when effective processes are in place to support students, "the same people often opt out." Addressing these disparities could enhance the effectiveness of existing programs and ensure equitable support for all students.

Note: Because we promised to share—please note that in addition to sharing what they love about Fairbanks, students shared complaints about parking costs and often disliking the food, vegetarian options, in particular. They also asked for a way to take the chairs of Wickersham when asked about improving their experience.

Retention

Findings in Nine Key Areas

9

Manage Change at Scale

Despite capacity and budget challenges, the team at Fairbanks makes a concerted effort to move with a holistic approach, remaining laser-focused on “moving the needle on retention and graduation.” Staffing challenges and resource limitations were prominent concerns, particularly as they relate to managing change across the entire university.

Many staff described feeling overstretched and highlighted the resulting impact on morale and performance. One faculty leader remarked, “You are going to have a hard time with professors staying all in when they are always being asked to do more.” The inability to move forward with clarity has created uncertainty about direction and contributed to a sense of resignation and further siloing among some staff and faculty. Despite this, both leaders and employees remain committed to “punch above their weight.”

There was also a collective commitment to supporting students and adapting to evolving needs. However, the university will need to focus its efforts. Faculty and staff described feeling caught in the “swirl” of UAF’s efforts to be a “world-class research university, to have an open enrollment mission, to be a community and technical college, and to have a world-class hockey team.” They expressed a need for leaders to provide a clear vision and a “pathway to give us hope for the future” in addressing both enrollment and retention challenges.

Additionally, a focus on data and the transparency of decision-making processes will be crucial. While data are available, many staff noted that accessing it requires significant effort. There are also lingering questions about trusting the data and moving toward deeper, more actionable analyses. As one team member observed, UAF “makes decisions on vibes and not on data,” underscoring the need for more consistent, evidence-based approaches.



Describe Change and Scope

Clearly define the change, the reason for the change, and how that change will positively impact student outcomes and close gaps



Define Success

Explain what the ultimate success will look like—How long it should take? What is the overall impact (financial, process improvement, student success metrics, etc.)?



Clarify Key Actions

Identify key actions and milestones that need to happen—with focus on big actions that will be completed by specific dates in order to move toward success



Understand Climate

Rooting yourself in campus context is key--what is the current state of what you are trying to change? What campus variables need to change for this to be successful?



Define Metrics

What metrics are you going to use to measure change to know you are moving in a positive direction?



Secure Resources

What resources are you going to need to be successful, and who manages those resources?

Sources: Bolman, Lee G. and Terrence E Deal. (1991). *Reframing Organizations*. San Francisco: Jossey-Bass.

Sources: American Council on Education, *The Transformation-Ready Higher Education Institution*; EAB interview and analysis.

Navigate360 at University of Alaska Fairbanks

The Navigate360 Student Success CRM is an enterprise-level technology that links administrators, advisors, deans, faculty, other staff, and students in a **coordinated care network** designed to help schools proactively manage student success and deliver a Return on Education. The platform allows for cross-functional teams to support students on their path to graduation via customized interactions, documentation, reporting, and access to data to assist with decision making. Activity within and across these teams is governed by a care unit, which is an entity in Navigate360 that enables staff and faculty users to offer appointment services to students, manage appointment availability, report on student interactions, and view post-visit documentation.

Maximizing Navigate360 as a Student Success Tool

Fairbanks has developed a sophisticated approach to Navigate360, but to maximize the impact of this student success technology, several systemic issues need to be addressed. This includes expanding its usage and establishing shared agreements on how it should be utilized. More robust training and onboarding for front-line staff and instructors will be essential to achieving its full potential.

Finally, reducing territorial conflicts between departments and fostering a culture of collaboration will be critical. A strong communication plan, rooted in shared goals and accountability, can inspire a growth mindset and lead to innovative, equitable solutions for student success. These tools can enhance scalability and effectively bridge the pervasive silos within the university.

	Navigate Best Practice	0 Absent	1 Limited	2 Expanded	3 Strategic
Provide Baseline Support	Standardized Appointment Scheduling and Check-in				
	Consistent Reporting of Student Interactions				
	Intentional Registration Reminders				
	Resource and Milestone Communications				
	Ease of Academic Planning				
	Simplified Student Course Scheduling				
Monitor Student Concerns and Feedback	Feedback Goal Setting and Prioritization				
	Faculty Raised Concerns and Positive Alerts				
	Staff Raised Concerns and Positive Alerts				
	Student Raised Concerns				
	Data Informed Support				
Scale Actions & Differentiate Care	Coordinated Outreach Calendar				
	Differentiated Outreach Calendar				
	Intervention Pathways for Concerns and Alerts				
	Evaluation of Intervention Effectiveness				

Strengthening Retention at University of Alaska Fairbanks

Recommendations

Consistent Advising Workflows for Select Processes

Focus group participants highlighted inefficiencies and inconsistencies in advising policies, practices, and workflows—particularly in areas like technology use, note-taking, and communication. To address these challenges, institutional leaders should define and enforce a streamlined set of consistent policies and processes across the university. Prioritizing these workflows will enhance communication between staff and students, ensure seamless hand-offs, and provide more cohesive student support. Success in this area will require addressing territorialism where it exists, establishing clear priorities, and effectively communicating expectations to all stakeholders. Additionally, standardized training should be implemented to equip staff and faculty with the necessary skills to leverage technology and adhere to best practices.

Prioritize Key Processes to Move Beyond “Opt-In” Adoption

The institution has made significant investments in processes, structures, and technologies such as Canvas, Degree Works, and Navigate360 to support student success. However, these efforts will not reach their full potential without broad adoption of these tools and practices. Leadership should identify a set of high-impact actions and workflows that require mandatory implementation to maximize their effectiveness. A focused and intentional approach to driving adoption, coupled with comprehensive support, will help standardize student success initiatives and ensure equitable access to resources.

Use Data to Drive Action and Communicate Rationale Effectively

While the institution has made strides in data availability through dashboards and tools, many stakeholders lack confidence in using these resources effectively. Leadership should prioritize building data literacy and increasing accessibility for a broader audience. Equally important is the need to communicate the rationale behind data-driven decisions. Leaders should articulate not only the "what" but also the "why," ensuring stakeholders understand the broader context and implications of their actions. Clear communication will foster alignment with institutional priorities and empower staff to leverage data effectively to improve student outcomes.

Clarify and Communicate Structural Expectations for Student Success

Although goals for student success have been established, staff and faculty are seeking a more cohesive vision and actionable guidance. Leaders should provide clear and transparent communication about institutional priorities, including a phased approach to tackling key objectives. A shared rallying point or unified focus for the academic year could help create alignment across departments and teams. By offering a roadmap for structural expectations, leaders can better equip staff and faculty to prioritize efforts, understand the steps required for success, and collaborate more effectively. These strategies can foster shared accountability, improve engagement, and ensure sustained progress toward institutional goals.



Retention Situation Analysis and Recommendations: University of Alaska Southeast

Retention

Findings in Nine Key Areas

Observations of Strengths and Opportunities

Highlights and Strengths

Leaders, faculty, and staff at the University of Alaska Southeast (UAS) take exceptional pride in fostering student success, emphasizing a personalized and student-centered approach as a defining characteristic. Across its three campuses—Juneau, Ketchikan, and Sitka—UAS remains committed to empowering students through its mission to integrate the coastal environments, cultures, economies, and communities of Alaska.

Faculty are deeply engaged in student success initiatives and consistently employ high-impact practices, such as experiential learning. Students at UAS benefit from close relationships with faculty, instructors, and academic leaders, leveraging these connections for mentorship, academic support, access to services, and career opportunities. This strong sense of belonging supports student retention and persistence.

This collaborative and welcoming ethos extends into the university's student support services. At UAS, "people know each other by name," ensuring that handoffs between departments or services are personal and seamless—minimizing the need for students to repeat their stories multiple times and enhancing their overall experience.

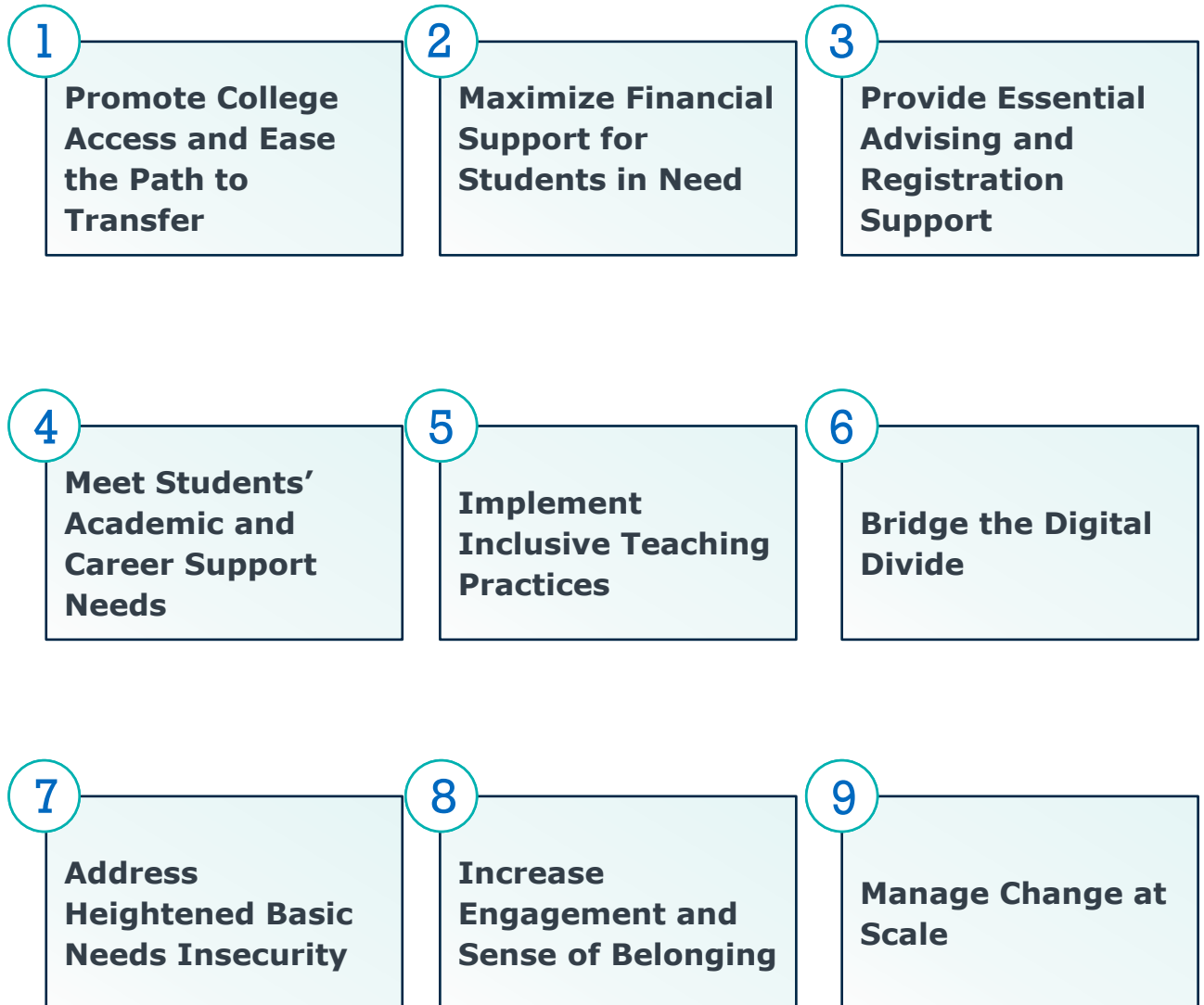
Opportunities

While the collaborative nature of UAS is a strength, it also reveals areas where systems, technologies, and infrastructure could be more effectively utilized to maximize support for students across the university. For example, course schedules and modalities are not always designed with all students in mind—whether at the campus level or across the broader system.

UAS has several opportunities for improvement, particularly in standardizing advising practices, redesigning developmental education courses to make them credit-bearing with supplemental instruction, and better utilizing data and technology for increased measurement and assessment. Addressing inefficiencies in institutional structures and scaling successful practices could help bridge gaps in technological integration and digital accessibility. Efforts such as enhancing the use of platforms like Navigate360 will be critical to improving communication, delivering cohesive support, and elevating the overall student experience.

Retention

Findings in Nine Key Areas



Retention

Findings in Nine Key Areas

1

Promote College Access and Ease the Path to Transfer

Staff and faculty who more routinely support retention are excited about opportunities to further increase college access for first-time and transfer students and are convinced that the university can achieve additional gains with further investments in retention. This includes providing resources to recruit staff with competitive salaries. Many described UAS as a “welcoming campus”—where the small size creates a place where faculty and staff “know who you are and your story.” Survey data revealed a strong focus on minimizing credit loss for transfer students but identified opportunities for better collaboration with feeder institutions through faculty and department chairs. They prioritize meeting students where they are and leveraging the classroom to foster engagement and connection.

UAS could also benefit from greater investments in preparedness activities—such as developing a Summer Bridge Program for specific groups of students, modeled as rigorous on-campus pre-college experiences, or expanding the Sitka model of a 1-credit orientation to help students acclimate. Some stakeholders advocated for a more comprehensive orientation program—beyond a three-day welcome week. Additionally, dual enrollment initiatives could be expanded to engage more students within high schools or districts.

Students also noted that limited social media presence is “not good for recruitment”—with prospective students unable to fully grasp or connect with the UAS experience. They suggested showcasing more “cool opportunities like women taking woodworking for free” through additional YouTube videos and social media content, as current resources felt sparse and outdated.

Retention

Findings in Nine Key Areas

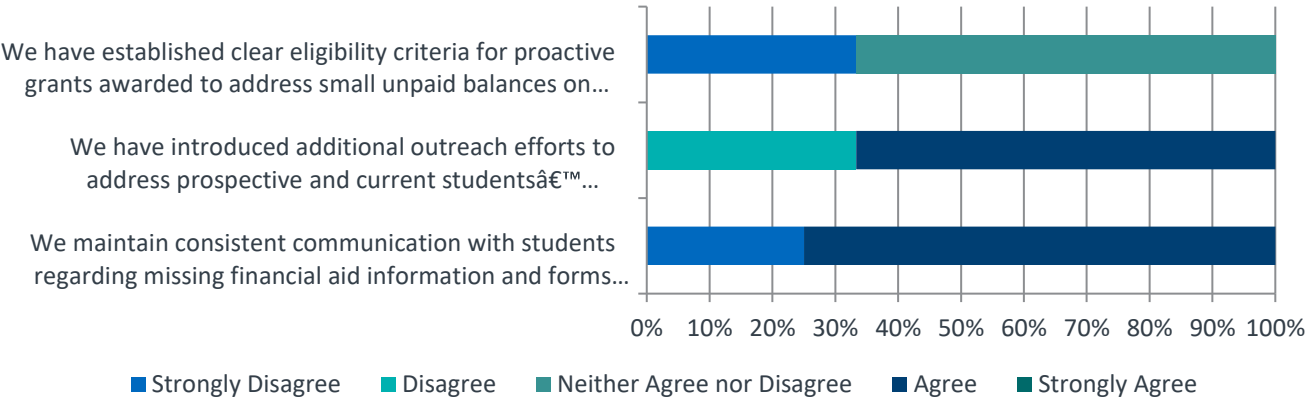
2

Maximize Financial Support for Students in Need

At least 90% of students at UAS are employed, and the combination of Alaska's high cost of living and readily available job opportunities creates significant financial pressures that impact student retention and success. Many students are focused on minimizing loan debt, which often extends their time to degree completion and affects graduation rates.

Despite these concerns, 70% of survey respondents disagreed or strongly disagreed that the university provides “consistent communication with students regarding missing financial aid information and forms through multiple outreach methods until contact is made.” This highlights a clear opportunity for UAS to improve its communication strategies and better support students navigating financial aid challenges.

Student Success Practice Survey: Maximize Financial Support for Students in Need



Retention

Findings in Nine Key Areas

3

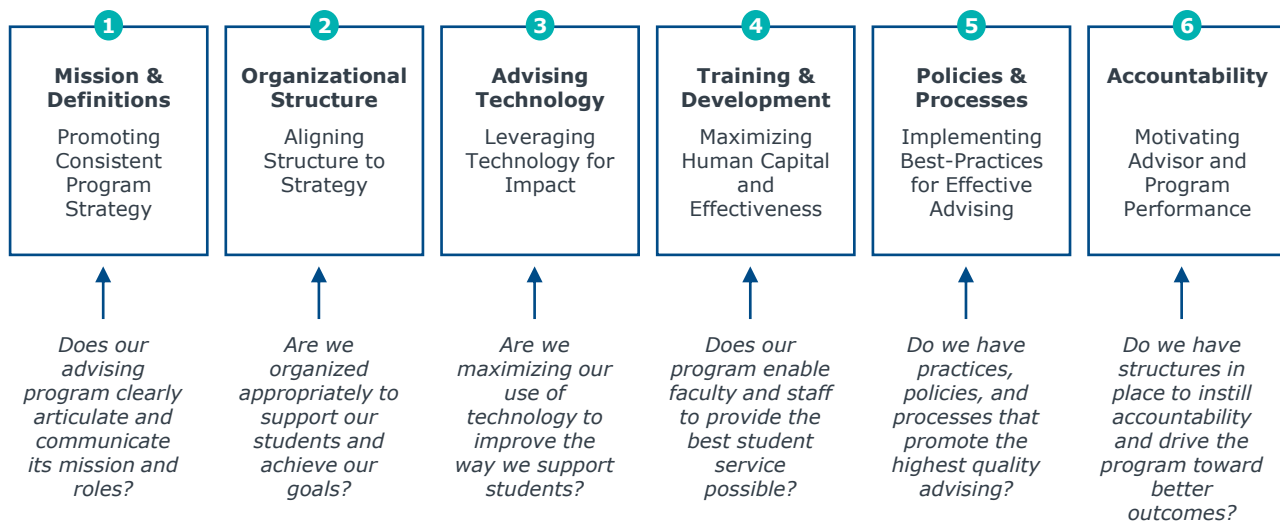
Provide Essential Advising and Registration Support

There is both an opportunity and a strong desire among senior leaders to better leverage advising as a core effort in improving retention at UAS. Opportunities exist for creating a more centralized structure, as well as implementing standardized onboarding and consistent training for both professional and faculty advisors. This area is intended to be a focus for the new provost.

Professional advisors are assigned to all incoming students, including first-year and transfer students. Participants noted a clear connection between advising and UAS's recent retention increases. Currently, UAS has seven advising positions, though one was vacant at the time of our visit. With this staffing level, each advisor serves about 300 students—within the national best practice range. While some students eventually transition to faculty advisors, not all do. This opens up a potential opportunity for UAS to formalize a faculty mentoring function with shared resources, enabling faculty to better support students in navigating next steps, including career opportunities and graduate school decisions.

Broadly, UAS has many opportunities to strengthen advising by refining organizational structures, leveraging technology more effectively, and focusing on training and development as critical inputs. The installation of a new provost presents an ideal moment to prioritize the creation of a more cohesive advising model to better support students.

EAB's Focus on Advising: Six Areas of Evaluation



Retention

Findings in Nine Key Areas

4

Meet Students' Academic and Career Support Needs

UAS offers a robust array of services and supports for students, coupled with a campus community deeply committed to student success. Participants noted that the breadth of services available meets many students' needs, though capacity constraints may limit their reach. Student success support services are highly regarded by staff, faculty, and students and are viewed as essential to reducing barriers and improving outcomes. However, it remains challenging to ensure students are fully accessing the services they need. Usage isn't tracked in a way that provides feedback to leaders, making it difficult to identify where staffing shortages or other issues may limit the reach and effectiveness of these supports.

First and second-year students at UAS face the greatest challenges, while those who persist into their third year are more likely to succeed. Participants suggested that tools like Navigate360 could be more effectively utilized to engage and track specific cohorts of students, as well as to gain insights into how students are navigating the continuum of care—such as learning supports, financial aid, and residence life resources.

Of particular note, participants in focus groups and surveys highlighted that students placed in developmental math and writing courses often lack adequate support. One participant remarked, "Often those classes are only offered online asynchronous, and typically those are the students who would benefit the most from hybrid online or face-to-face support." This presents a clear opportunity to review the success rates of these courses and subsequent credit-bearing courses, with an eye toward redesigning their format or implementing supplemental instruction to better meet students' needs.

Retention

Findings in Nine Key Areas

5

Implement Inclusive Teaching Practices

Faculty and academic leaders at UAS are acutely aware that given the typical work and family obligations of their students, “class is where we have them”—making engagement and connection within the classroom incredibly important. Participants in the focus groups highlighted the excellent work many at UAS have done to drive equity, including supporting diverse student populations, particularly first-generation students, and preparing the highest number of licensed teachers across the state, with a strong emphasis on preparing Indigenous teachers in Alaska.

Many faculty actively promote inclusivity both within the classroom and the broader community. Several examples of experiential learning were shared, such as field trips, real-world projects allowing students to apply knowledge (e.g., working on a diesel engine), and incorporating the environment into programming (e.g., writing about climate change at the glacier). Undergraduate students also have opportunities to assist with research, collect data, and engage in other high-impact practices that promote belongingness. UAS has prioritized efforts to hire more Native faculty as part of the Alaska Native Success Initiative; however, participants noted that the initiative was under-resourced.

While many instructors have taken advantage of training and resources for online teaching, there are concerns that instructors who could most benefit from this support may not be opting in. This was further affirmed in the best practice survey, where half of respondents disagreed that there is regular cultural competency training for faculty—highlighting the need for expanded opportunities or an end to opt-out options.

In line with a challenge faced by institutions nationwide, UAS is grappling with how to balance online, hybrid, and in-person classes. While many students express a preference for in-person classes, online offerings tend to fill quickly. At UAS, this means that many general education requirements are primarily offered online, which can be a shock for new students who intentionally choose an “in-person college experience.”

Retention

Findings in Nine Key Areas

6

Bridge the Digital Divide

Starlink has significantly increased internet access across Alaska, enabling many Native Alaskan students to remain in their home communities while still having reliable digital access. At UAS, 55% of all credit hours are delivered through distance learning, though this varies widely by program. Sitka has been a leader in this space, developing strong practices that could be shared with UAS and across the entire system to enhance online learning strategies.

However, participants noted that both students and staff often need to navigate multiple platforms to access the information they require. The inconsistent marketing of supports and services—academic and beyond—leaves some valuable resources underutilized. UAS has an opportunity to better leverage technologies like Navigate360 to communicate more effectively about available services and supports, while also tracking usage and needs to optimize delivery and engagement.

Retention

Findings in Nine Key Areas

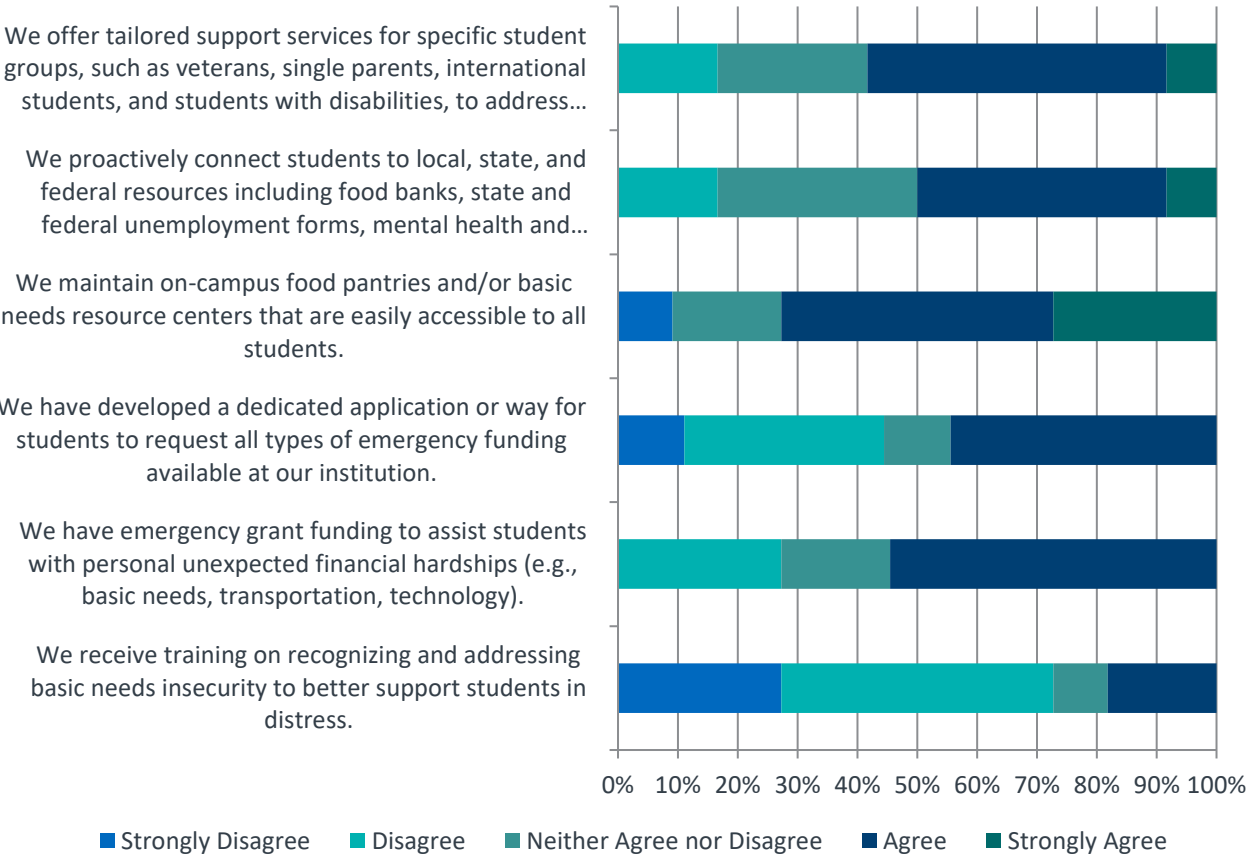
7

Address the Heightened Basic Needs Insecurity

The focus group findings highlight the challenges of supporting a high-touch, high-need student population, which includes individuals with diverse perspectives, backgrounds, and experiences, as well as the unique needs of first-generation students. Students expressed appreciation for their instructors, noting that they are highly responsive to student needs. Additionally, they acknowledged the availability of various resources—such as health, accessibility, and career services—but noted that these resources are not marketed effectively.

Affordable, safe, and clean housing remains a significant concern for many students, particularly given that “Juneau is so expensive.” Financial struggles are evident, with students facing considerable challenges related to the high cost of living and a resistance to utilizing student loans to finance their education.

Address Heightened Basic Needs Insecurity



Retention

Findings in Nine Key Areas

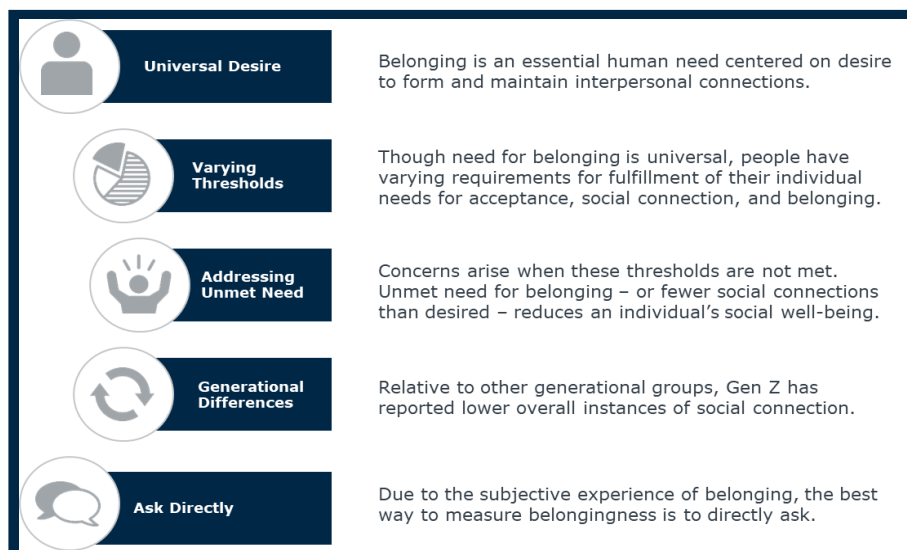
8

Increase Engagement and Sense of Belonging

National best practices emphasize the importance of fostering a sense of belonging as a cornerstone of retention and persistence. UAS benefits from a small and relational campus culture where faculty and staff get to know students quickly. This is exemplified by the proactive support students receive—“calls get answered,” and students are personally walked to an office or connected with the right person. However, while this ad hoc approach is central to UAS’s identity, it also poses challenges, as some students may slip through the cracks. Limited resources mean that many offices operate with only one staff member, which constrains outreach, support, and tracking capabilities.

The Center for Learning and Teaching (CELT) was highlighted as a valuable resource, though there is limited assessment data to determine how it is used or by whom. Efforts are also underway to infuse Alaskan and Indigenous culture into campus spaces. Students from out of state noted they were drawn to UAS by the “mystique of Alaska,” the immersive study environment, and the “real door opening” career opportunities uniquely available in the state.

Survey respondents overwhelmingly agreed that UAS offers “diverse opportunities for students to engage in campus life through student organizations, leadership programs, and extracurricular activities that align with their interests and identities.” While students were enthusiastic about their overall experience, many observed that the university is not fully meeting its potential. Budget cuts and resource limitations, they noted, mean that “leaders are having a rough go” in navigating these challenges.



Retention

Findings in Nine Key Areas

9

Manage Change at Scale

There is incredible effort underway to support students at UAS, but it will take intentional planning, scaled execution, and breaking out of operational siloes to fully meet the evolving needs of the student population. Nearly all survey respondents (83%) shared that the university is not adequately equipped to meet these needs, agreeing that “student success strategies are often planned, operated, and evaluated in siloes.” Leaders, staff, and faculty are stretched thin, often taking on multiple roles due to understaffing. This lack of coordination, despite the goodwill and best intentions of many, leads to inefficiencies that hinder progress.

Senior leaders at UAS recognize these challenges and have identified the new Strategic Enrollment Management (SEM) plan and its working committee as critical tools to advance prioritized retention efforts at UAS. A key element of this work will involve leveraging the university’s robust data infrastructure—including Power BI dashboards, core objective success data, and peer student success comparisons with UAA and UAF—to better understand retention trends. This includes focusing on which groups of students are most likely to stop out, identifying why they do so, and tracking these patterns term over term.

UAS' Office of Institutional Effectiveness is actively collaborating with institutional leaders to refine their analyses, incorporating additional student characteristics such as in-state status, housing arrangements, and distance learning participation to better inform their strategies. For retention to continue improving, the SEM committee must prioritize actionable steps and maintain a strong focus on measurement and impact.



Describe Change and Scope

Clearly define the change, the reason for the change, and how that change will positively impact student outcomes and close gaps



Define Success

Explain what the ultimate success will look like—How long it should take? What is the overall impact (financial, process improvement, student success metrics, etc.)?



Clarify Key Actions

Identify key actions and milestones that need to happen—with focus on big actions that will be completed by specific dates in order to move toward success



Understand Climate

Rooting yourself in campus context is key--what is the current state of what you are trying to change? What campus variables need to change for this to be successful?



Define Metrics

What metrics are you going to use to measure change to know you are moving in a positive direction?



Secure Resources

What resources are you going to need to be successful, and who manages those resources?

Source: Bolman, Lee G., and Terrence E Deal. (1991). *Reframing Organizations*. San Francisco: Jossey-Bass.

Source: American Council on Education, [The Transformation-Ready Higher Education Institution](#); EAB interviews and analysis.

Navigate360 at University of Alaska Southeast

The Navigate360 Student Success CRM is an enterprise-level technology that links administrators, advisors, deans, faculty, other staff, and students in a **coordinated care network** designed to help schools proactively manage student success and deliver a Return on Education. The platform allows for cross-functional teams to support students on their path to graduation via customized interactions, documentation, reporting, and access to data to assist with decision making. Activity within and across these teams is governed by a care unit, which is an entity in Navigate360 that enables staff and faculty users to offer appointment services to students, manage appointment availability, report on student interactions, and view post-visit documentation.

Maximizing Navigate360 as a Student Success Tool

Here's a refined version of the text: Navigate360 was identified as an underutilized tool for supporting student success, with its usage varying significantly across the university. Legacy implementation challenges—such as not involving the right set of leaders at UAS, the absence of a dedicated lead, and complications with data mapping from Banner—have made the system more difficult to use than it should be.

Participants universally recognized Navigate360's value and its potential to enhance early intervention and academic advising. To maximize its impact, the university will need to address these barriers by providing more robust training, ensuring consistent usage, and better integrating the tool with existing systems to create a seamless, student-centered experience.

Such tools can enhance scalability and reduce reliance on informal relationships, which often perpetuate silos and inconsistent access to information. By streamlining communication and facilitating coordinated care, Navigate360 has the potential to improve collaboration across offices and the three campuses. This, in turn, can free up valuable time for faculty and staff, which is particularly critical in a resource-constrained environment.

	Navigate360 Best Practice	0 Absent	1 Limited	2 Expanded	3 Strategic
Provide Baseline Support	Standardized Appointment Scheduling and Check-in				
	Consistent Reporting of Student Interactions				
	Intentional Registration Reminders				
	Resource and Milestone Communications				
	Ease of Academic Planning				
	Simplified Student Course Scheduling				
Monitor Student Concerns and Feedback	Feedback Goal Setting and Prioritization				
	Faculty Raised Concerns and Positive Alerts				
	Staff Raised Concerns and Positive Alerts				
	Student Raised Concerns				
	Data Informed Support				
Scale Actions & Differentiate Care	Coordinated Outreach Calendar				
	Differentiated Outreach Calendar				
	Intervention Pathways for Concerns and Alerts				
	Evaluation of Intervention Effectiveness				

Strengthening Retention at University of Alaska Southeast

Recommendations

Standardize Advising Across the University

Advising at UAS should adopt a more centrally coordinated approach with shared training and clearly defined expectations across the university. This includes standardizing training and development processes and ensuring consistent use of technology. A standardized system would establish foundational practices—many of which exist informally but are not codified—leading to improved operational efficiencies, better resource sharing, and a stronger accountability framework for coordinating care and reviewing data to drive decision-making. Importantly, this approach does not require abandoning specialized support for specific student populations but aims to ensure consistency and equity in the advising experience across all campuses.

Use the SEM Committee to Drive Change

The newly formed SEM (Strategic Enrollment Management) Committee should act as the central body for setting goals, managing progress, and evaluating retention initiatives. By assigning clear ownership to the committee or a designated working group, UAS can ensure greater coordination and accountability for student success initiatives. The SEM Committee should focus on the following priorities:

Understand Use of Resources

Develop ways to track and monitor student use of key services like tutoring, advising, and other supports. At present, there is no comprehensive system for determining which students access services, who might need additional help, or where gaps in resource delivery exist. A tool like Navigate360 could be used to collect and analyze data on resource utilization.

Focus on Stop-outs

Conduct a detailed stop-out analysis to identify patterns among students who leave UAS and those who return. Understanding the motivations for stop-outs—whether financial challenges, academic difficulties, or other barriers—will help shape strategies to support these students and improve re-enrollment rates

Scale and Coordinate Efforts for Student Success

While UAS has implemented various strategies to support student success, these efforts are often limited to individual offices, divisions, or campuses. The recent gains in retention present an opportunity to evaluate which initiatives have been most effective and scale those efforts to reach broader student populations. Scaling successful programs across the university would address concerns that initiatives are “people dependent” rather than “process dependent.”

To strengthen these efforts, UAS should consider hiring a Student Success Coordinator to oversee and connect student success initiatives across the university. This role would help integrate technology solutions like Navigate360, support collaboration among departments, and ensure consistent, data-driven approaches to student success.



Appendix

Exhibit 1 – Proposed Board of Regents Metrics and Dashboard

Draft University of Alaska Board of Regents Scorecard

Metrics		FY 2020	FY 2021	FY 2022	FY2023	FY 2024	5-Year Change	Trendline - Positive/Neutral/Negative	Target	Timeline	Rationale
Enrollment											
Headcount by Origin											
UAA											
AK Resident											
Out-of-State											
International											
UAF											
AK Resident											
Out-of-State											
International											
UAS											
AK Resident											
Out-of-State											
International											
UA Total											
Headcount by Modality											
UAA											
In-Person											
Online Synchronous											
Online Asynchronous											
UAF											
In-Person											
Online Synchronous											
Online Asynchronous											
UAS											
In-Person											
Online Synchronous											
Online Asynchronous											
UA Total											
System Unduplicated Headcount											
Headcount by Program											
AA and BA Majors											
UAA											
UAF											
UAS											
UA Total											
Workforce Training Programs											
UAA											
UAF											
UAS											
UA Total											
Graduate Students											
UAA											
UAF											
UAS											
UA Total											
Non-Degree Students											
UAA											
UAF											
UAS											
UA Total											
Non-Credit (Industry support credentials)											
UAA											
UAF											
UAS											
UA Total											

Exhibit 1 – Proposed Board of Regents Metrics and Dashboard

Draft University of Alaska Board of Regents Scorecard

Credit Hours by Program												
AA and BA Majors												
UAA												
UAF												
UAS												
UA Total												
Workforce Training												
UAA												
UAF												
UAS												
UA Total												
Graduate Students												
UAA												
UAF												
UAS												
UA Total												
Non-Degree Students												
UAA												
UAF												
UAS												
UA Total												
Non-Credit (Industry support credentials)												
UAA												
UAF												
UAS												
UA Total												
Headcount High Demand Majors (Univ. Defined)												
UAA												
UAF												
UAS												
UA Total												
Headcount All Teacher Education Majors												
UAA												
UAF												
UAS												
UA Total												
Headcount Initial Teacher Licensure Majors												
UAA												
UAF												
UAS												
UA Total												
Headcount Healthcare Majors												
UAA												
UAF												
UAS												
UA Total												
Dual Enrollment Participation												
UAA												
UAF												
UAS												
UA Total												
Capture Rate of UA Scholars												
UAA												
UAF												
UAS												
UA Total												

Exhibit 1 – Proposed Board of Regents Metrics and Dashboard

Draft University of Alaska Board of Regents Scorecard

Retention											
First to Second Year											
UAA											
UAF											
UAS											
UA Total											
Second to Third Year											
UAA											
UAF											
UAS											
UA Total											
6 Year Graduation Rate – All Students											
UAA											
UAF											
UAS											
UA Total											
6 Year Graduation Rate Indigenous Students											
UAA											
UAF											
UAS											
UA Total											
6 Year Graduation Rate Underrepresented Students (not indigenous)											
UAA											
UAF											
UAS											
UA Total											
6 Year Graduation Rate Majority Students											
UAA											
UAF											
UAS											
UA Total											
Degree Conferral or Program Completion by Academic Year											
Non-Credit Credential/Certificate											
UAA											
UAF											
UAS											
UA Total											
CTE Programs											
UAA											
UAF											
UAS											
UA Total											
Associate of Arts											
UAA											
UAF											
UAS											
UA Total											
Undergraduate											
UAA											
UAF											
UAS											
UA Total											
Master's											
UAA											
UAF											
UAS											
UA Total											
Doctoral											
UAA											
UAF											
UAS											
UA Total											
AK Residents Working in AK											
UAA											
UAF											
UAS											
UA Total											

Exhibit 1 – Proposed Board of Regents Metrics and Dashboard

Draft University of Alaska Board of Regents Scorecard

Budget Stability											
Billed Tuition											
UAA											
UAF											
UAS											
UA Total											
Net Tuition Revenue (after all scholarships, discounts and waivers are applied)											
UAA											
UAF											
UAS											
UA Total											
Research Grants & Contracts											
UAA											
UAF											
UAS											
UA Total											
Administrative Cost as % of Expenditures											
UAA											
UAF											
UAS											
UA Total											
Private Philanthropy Dollars											
UAA											
UAF											
UAS											
UA Total											
Total Number of Donors											
UAA											
UAF											
UAS											
UA Total											
Financial Access											
% Students Receiving Non-Loan Financial Aid											
UAA											
UAF											
UAS											
UA Total											
% Students Receiving University Funded Scholarships											
UAA											
UAF											
UAS											
UA Total											
% Students receiving Pell Grants											
UAA											
UAF											
UAS											
UA Total											
Average Non-Loan Financial Aid Package											
UAA											
UAF											
UAS											
UA Total											
Average Financial Aid Gap if Need Not Met											
UAA											
UAF											
UAS											
UA Total											
% Students Graduating Without Debt											
UAA											
UAF											
UAS											
UA Total											
Average Debt at Graduation (borrowers only)											
UAA											
UAF											
UAS											
UA Total											

Exhibit 2 – Current Near Final Billed Tuition & Fees

Near-Final Billed Tuition and Fees—Estimated Revenue (\$) Fall 2023 and Fall 2024 Semester (Dec. 5, 2023 and Dec. 3, 2024)

	UA Anchorage			UA Fairbanks			UA Southeast			UA System		
	Fall 2023	Fall 2024	Percent Change	Fall 2023	Fall 2024	Percent Change	Fall 2023	Fall 2024	Percent Change	Fall 2023	Fall 2024	Percent Change
Tuition												
Undergraduate	\$ 20,951,559	\$ 22,107,516	5.5% ▲	\$ 14,456,760	\$ 15,097,140	4.4% ▲	\$ 2,984,190	\$ 2,962,038	-0.7% —	\$ 38,392,509	\$ 40,166,694	4.6% ▲
Graduate	\$ 1,732,040	\$ 1,937,268	11.8% ▲	\$ 3,228,610	\$ 3,487,869	8.0% ▲	\$ 594,054	\$ 608,967	2.5% ▲	\$ 5,554,704	\$ 6,034,104	8.6% ▲
Come Home to Alaska	\$ (588,640)	\$ (397,332)	-32.5% ▼	\$ (135,840)	\$ (124,520)	-8.3% ▼	\$ (29,998)	\$ (56,034)	86.8% ▲	\$ (754,478)	\$ (577,886)	-23.4% ▼
Western Undergraduate Exchange	\$ (866,795)	\$ (851,529)	-1.8% ▼	\$ (671,826)	\$ (707,841)	5.4% ▲	\$ (288,707)	\$ (326,872)	13.2% ▲	\$ (1,827,328)	\$ (1,886,241)	3.2% ▲
Non—Resident Tuition Differential	\$ 3,816,821	\$ 3,544,858	-7.1% ▼	\$ 2,281,263	\$ 2,643,503	15.9% ▲	\$ 673,540	\$ 708,066	5.1% ▲	\$ 6,771,624	\$ 6,896,427	1.8% ▲
Other Tuition	\$ 641,253	\$ 774,491	20.8% ▲	\$ (591,306)	\$ (543,611)	-8.1% ▼	\$ (111,308)	\$ (113,517)	2.0% ▲	\$ (61,361)	\$ 117,363	-291.3% ▼
Tuition Subtotal	\$ 25,686,238	\$ 27,115,272	5.6% ▲	\$ 18,567,661	\$ 19,852,540	6.9% ▲	\$ 3,821,771	\$ 3,782,648	-1.0% ▼	\$ 48,075,670	\$ 50,750,461	5.6% ▲
Fees	\$ 6,263,322	\$ 6,990,891	11.6% ▲	\$ 5,264,651	\$ 6,162,588	17.1% ▲	\$ 949,850	\$ 956,933	0.7% —	\$ 12,477,823	\$ 14,110,412	13.1% ▲
Total Billed Tuition and Fees	\$ 31,949,560	\$ 34,106,163	6.8% ▲	\$ 23,832,312	\$ 26,015,128	9.2% ▲	\$ 4,771,621	\$ 4,739,581	-0.7% —	\$ 60,553,493	\$ 64,860,873	7.1% ▲

Exhibit 3—Proposed Near Final Billed Tuition and Fees

Near-Final Billed Tuition and Fees—Estimated Net Revenue (\$) Fall 2023 and Fall 2024 Semester (Dec. 5, 2023 and Dec. 3, 2024)

	UA Anchorage			UA Fairbanks			UA Southeast			UA System		
	Fall 2023	Fall 2024	Percent Change	Fall 2023	Fall 2024	Percent Change	Fall 2023	Fall 2024	Percent Change	Fall 2023	Fall 2024	Percent Change
Tuition Billed												
Undergraduate	\$ 20,951,559	\$ 22,107,516	5.5% ▲	\$ 14,456,760	\$ 15,097,140	4.4% ▲	\$ 2,984,190	\$ 2,962,038	-0.7% —	\$ 38,392,509	\$ 40,166,694	4.6% ▲
Graduate	\$ 1,732,040	\$ 1,937,268	11.8% ▲	\$ 3,228,610	\$ 3,487,869	8.0% ▲	\$ 594,054	\$ 608,967	2.5% ▲	\$ 5,554,704	\$ 6,034,104	8.6% ▲
Non—Resident Tuition Differential	\$ 3,816,821	\$ 3,544,858	-7.1% ▼	\$ 2,281,263	\$ 2,643,503	15.9% ▲	\$ 673,540	\$ 708,066	5.1% ▲	\$ 6,771,624	\$ 6,896,427	1.8% ▲
Other Tuition	\$ 641,253	\$ 774,491	20.8% ▲	\$ (591,306)	\$ (543,611)	-8.1% ▼	\$ (111,308)	\$ (113,517)	2.0% ▲	\$ (61,361)	\$ 117,363	-291.3% ▼
Gross Tuition Billed	\$ 27,141,673	\$ 28,364,133	4.5% ▲	\$ 19,375,327	\$ 20,684,901	6.8% ▲	\$ 4,140,476	\$ 4,165,554	0.6% ▼	\$ 50,657,476	\$ 53,214,588	5.0% ▲
Unfunded Institutional Scholarships/Discounts												
Come Home to Alaska	\$ (588,640)	\$ (397,332)	-32.5% ▼	\$ (135,840)	\$ (124,520)	-8.3% ▼	\$ (29,998)	\$ (29,998)	0.0% ▲	\$ (754,478)	\$ (577,886)	-23.4% ▼
Other Institutional Scholarships	\$ (866,795)	\$ (851,529)	-1.8% ▼	\$ (671,826)	\$ (707,841)	5.4% ▲	\$ (288,707)	\$ (288,707)	0.0% ▲	\$ (1,827,328)	\$ (1,886,241)	3.2% ▲
Western Undergraduate Exchange	\$ (1,455,435)	\$ (1,248,861)	11.6% ▲	\$ (807,666)	\$ (832,361)	17.1% ▲	\$ (318,705)	\$ (318,705)	0.0% ▲	\$ (2,581,806)	\$ (2,464,127)	13.1% ▲
Total Scholarships/Discounts Applied	\$ 6,263,322	\$ 6,990,891	11.6% ▲	\$ 5,264,651	\$ 6,162,588	17.1% ▲	\$ 949,850	\$ 956,933	0.7% —	\$ 12,477,823	\$ 14,110,412	13.1% ▲
Fees Billed												
Total Net Revenue from Tuition and Fees	\$31,949,560	\$34,106,163	6.8% ▲	\$ 23,832,312	\$ 26,015,128	9.2% ▲	\$ 4,771,621	\$ 4,803,782	0.7% —	\$ 60,553,493	\$ 64,860,873	7.1% ▲

Other scholarships include any awards funded by the University, including

Nanook Pledge, Nanook Commitment
Chancellor's Award
Seawolf Start, Seawolf Persist
49th Finisher

Academic units receive 100% of their 80/20 billed tuition split, not the discounted rate but then Central is in deficit so they claw money back to cover the deficit

Fee revenue is high because tuition surcharges are conted as fees

At present, the Regents set tuition and the universities do not have the ability to add tuition surcharges. Thus, they are billed as fees, not covered by tuition scholarships, employee tuition benefits, veterans benefits, etc. So not student friendly. Would the BOR consider setting tuition and giving the universities the latitude to charge a higher per credit hour rate for high-cost, high-demand academic programs?

Exhibit 4—UAA Academic Program Demand

University of Alaska Academic Program Enrollments 2020-2024

University of Alaska Anchorage	2020	2021	2022	2023	2024	Change Over Time
BBA Accounting	354	303	266	218	217	-39%
AAS Accounting	170	140	134	119	121	-29%
OEC Bookkeeping		10	21	28	28	180%
AA Alaska Native Studies		6	14	24	24	300%
UC Ahtna Language Instruction				0	1	0%
OEC Bookkeeping				2	3	50%
OECAlutiiq Language	1	2	6	3	6	500%
UC Dena'ina Language Instruction				1	1	0%
OEC Dena'ina Language				0	0	0%
BA Anthropology	56	55	44	48	54	-4%
BS Anthropology	25	19	19	14	23	-8%
OEC Natural Resources Technician				1	4	300%
BS Appld Technologies Leadership (formerly Technology)	55	70	68	59	55	0%
AAS Apprenticeship Technology	1	2	1	1	2	100%
AAS Technology	11	6	5	9	17	55%
AAS Archit & Engr Technology	13	23	23	29	47	262%
BA Art	144	123	115	116	135	-6%
BFA Art	12	8	4	7	5	-58%
OEC Graphic Design				5	11	120%
AAS Automotive Technology	56	45	42	39	34	-39%
UC Automotive Technology	12	9	8	3	12	0%
OEC Automotive Engine Performance			3	1	1	-67%
OEC Automotive Specialist			2	0	0	-100%
AAS Diesel Power Technology	30	26	23	22	16	-47%
UC Diesel Power Technology	14	13	12	16	12	-14%
BS Aviation Technology	260	243	218	196	237	-9%
AAS Air Traffic Control	19	25	19	15	16	-16%
AAS Aviation Maint Technology	43	40	47	38	56	30%
UC Aviation Maint - Airframe	31	18	26	38	32	3%
UC Aviation Maint - Powerplant	26	32	16	16	23	-12%
AAS Professional Piloting	51	24	24	49	52	2%
BS Biological Sciences	398	346	303	268	255	-36%
OEC Conservation Ecology			5	3	11	1000%
OEC Fermentation Science	N/A	N/A	N/A	N/A	N/A	N/A
OEC Marine Mammal Biology			9	18	11	22%
OEC Marine Nat Resource Tech					2	100%
BS Natural Sciences	257	244	189	167	141	-45%
BS Chemistry	70	56	57	55	49	-30%
BS Civil Engineering	237	182	158	126	122	-49%
BA Communication				10	29	190%
AAS Comp Sys & Network Tech (formerly Computer & Networking Tech, Computer Systems Technology, merged)	108	97	67	81	84	-22%
OEC Cisco Cert Network Associate	6	5	3	6	9	50%
OEC IT Support Desk Technician		5	6	4	6	20%
BA Computer Science	41	30	33	47	64	56%
BS Computer Science	237	214	244	273	250	5%
BS Computer Systems Engineering	70	54	50	52	42	-40%

Exhibit 4—UAA Academic Program Demand, cont.

University of Alaska Academic Program Enrollments 2020-2024

University of Alaska Anchorage	2020	2021	2022	2023	2024	Change Over Time
BS Construction Management	94	66	65	62	66	-30%
AAS Construction Management	27	26	20	22	33	22%
OEC Construction Skills			0	0	0	0%
UC Corrections	3	2	1	1	1	-67%
OEC Corrections	1	0	0	0	1	0%
BA Criminology and Criminal Justice (formerly Justice)	67	79	64	71	52	-22%
AAS Culinary Arts	53	41	44	31	44	-17%
OEC Baking & Pastry Arts		1	8	7	6	500%
OEC Culinary Arts		0	6	8	3	300%
BS Dental Hygiene	44	53	45	45	43	-2%
AAS Radiologic Technology	32	34	36	37	38	19%
BS Dietetics	26	19	18	16	18	-31%
BA Early Childhood Education				63	100	59%
PBCT Early Childhood Pre-K - Third Grade	N/A	N/A	N/A	N/A	N/A	N/A
AAS Early Childhood Development	55	58	48	53	54	-2%
OEC Infant & Toddler Development		2	7	9	6	200%
BA Economics	49	49	34	16	19	-61%
BBA Accounting	50	43	36	37	29	-42%
BS Electrical Engineering	144	114	112	88	99	-31%
BA English	169	130	108	100	111	-34%
OEC Professional Writing				0	6	600%
OEC Event Production					0	0%
BBA Finance	122	110	80	84	89	-27%
AAS Fire & Emergency Services Tech	36	28	30	22	25	-31%
OEC Business Leadership		1	6	7	10	900%
OEC Entrepreneurship		3	8	7	6	100%
AA General Program	799	647	585	568	614	-23%
AS General Sciences	N/A	N/A	N/A	N/A	N/A	N/A
BS Geological Sciences	58	54	49	50	65	12%
BS Geomatics	53	45	41	54	48	-9%
AAS Geomatics	11	6	5	7	7	-36%
OEC Geographic Information Systems		1	4	1	4	300%
BS Health Sciences	233	197	255	262	259	11%
OEC Gerontology					0	0%
BA History	134	122	95	91	97	-28%
OEC Hospitality				1	2	100%
BHS Human Services	50	48	58	63	61	22%
AAS Human Services	120	73	66	72	56	-53%
OEC Conflict Resolution	0	1	1	0	2	100%
OEC Diversity & Social Justice			1	1	1	0%
OEC Guardianship	N/A	N/A	N/A	N/A	N/A	N/A
OEC Indian Child Welfare Act					0	0%
BA Interdisciplinary Studies	3	1	0	0	4	33%
BS Interdisciplinary Studies	1	0	0	0	2	100%
BA International Studies	59	54	46	43	34	-42%
BA Journalism & Public Comm	96	96	77	73	68	-29%
BS Kinesiology (formerly Physical Education)	97	116	117	101	108	11%

Exhibit 4—UAA Academic Program Demand, cont.

University of Alaska Academic Program Enrollments 2020-2024

University of Alaska Anchorage	2020	2021	2022	2023	2024	Change Over Time
BA Languages (Single & Dual)	99	88	85	62	52	-47%
BA Legal Studies	53	44	28	44	36	-32%
AAS Paralegal Studies	10	10	8	8	11	10%
BBA Management	475	404	335	315	310	-35%
BBA Business and Data Analytics	N/A	N/A	N/A	N/A	N/A	N/A
OEC AK Native Business Management				6	12	100%
OEC Business Analytics			2	5	6	200%
OEC Marine Service Technology (formerly Marine Service Technician)			6	1	1	-83%
BBA Marketing	127	119	103	88	100	-21%
BA Mathematics	14	11	5	5	7	-50%
BS Mechanical Engineering	304	259	248	222	209	-31%
AAS Medical Assisting	24	20	20	21	19	-21%
OEC Medical Assisting	N/A	N/A	N/A	N/A	N/A	N/A
OEC Medical Office Coding	31	35	33	27	34	10%
BS Medical Laboratory Science	84	70	71	58	42	-50%
AAS Medical Laboratory Technology	5	2	2	4	4	-20%
OEC Phlebotomist	11	14	16	14	15	36%
OEC Millwright	12	8	8	4	2	-83%
BA Music	21	16	14	20	18	-14%
BM Music (formerly Music Ed & Music Perf., merged)	52	46	29	34	45	-13%
BS Nursing (formerly Nursing Science)	413	387	370	351	268	-35%
AAS Nursing	216	206	167	145	109	-50%
BS Occupational Safety & Health	43	42	35	23	19	-56%
AAS Occupational Safety & Health	44	27	23	18	15	-66%
OEC Safety Specialist		1	2	2	4	-300%
AAS Outdoor Leadership	16	16	15	15	14	-13%
UC Outdoor Leadership					3	0%
AAS Paramedical Tech	31	32	28	26	30	-3%
OEC Pharmacy Technology	32	22	19	18	19	-41%
BA Philosophy	31	29	25	20	24	-23%
AAS Physical Therapist Assistant	26	21	21	22	20	-23%
BA Political Science	84	76	71	61	56	-33%
PBCT Pre-Medical Studies			7	22	35	-400%
AAS Process Technology	105	106	85	75	86	-18%
AAS Industrial Proc Instrumentatn	25	18	27	28	18	-28%
UC Petroleum Technology	11	11	4	2	2	-82%
OEC Petroleum Production		2	1	1	1	-50%
OEC Valve Repair and Maintenance			0	0	0	0%
BA Psychology	290	307	314	313	318	10%
BS Psychology	205	180	170	181	170	-17%
OEC Applied Behavior Analysis			1	0	3	200%
OEC Refrigeration & Heating			0	11	12	9%
BSW Social Work	24	25	35	39	22	-8%
OEC Interprofess Child Welfare			0	5	10	100%
PBCT Speech Language Pathology	24	19	26	28	27	13%
AAS Speech-Language Pathology Asst					11	0%

Exhibit 4—UAA Academic Program Demand, cont.

University of Alaska Academic Program Enrollments 2020-2024

University of Alaska Anchorage	2020	2021	2022	2023	2024	Change Over Time
AAS Surgical Technology	10	9	13	10	11	10%
AAS Veterinary Technology	N/A	N/A	N/A	N/A	N/A	N/A
OEC Veterinary Assisting	26	12	17	20	23	-12%
UC Welding	2	0	3	1	2	0%
UC Welding Technology	10	14	15	14	14	40%
OEC Nondestructive Testing Tech	4	1	2	5	2	-50%
OEC Welding	11	16	18	26	17	55%
OEC Welding (Advanced)	0	5	11	5	7	40%
Graduate Programs						
MA Applied Anthropology (formerly Anthropology)	21	18	18	12	12	-43%
MS Applied Geological Sciences	22	13	14	12	6	-73%
MS Biological Sciences	41	33	30	29	34	-17%
MS Civil Engineering	30	26	27	24	25	-17%
PHD Clinical-Community Psychology	33	34	30	28	26	-21%
MS School Psychology - Specialist	N/A	N/A	N/A	N/A	N/A	N/A
GCRT Children's Mental Health	1	10	10	13	4	300%
MS Dietetics & Nutrition	14	15	18	19	23	64%
MED Educational Leadership	29	20	12	16	15	-48%
GCRT Principal	27	22	24	23	24	-11%
MBA General Management	100	93	76	71	76	-24%
GCRT Bus Analytics & Art Intelligence			1	0	3	200%
GCRT Executive Leadership			5	5	7	40%
MA Interdisciplinary Studies	1	0	0	2	2	100%
MS Interdisciplinary Studies	13	16	9	7	11	-15%
GCRT Language & Literacy Education (formerly Language Ed)	19	19	9	33	35	84%
MS Mechanical Engineering	16	15	11	8	11	-31%
DNP Nursing Science	9	7	3	5	5	-44%
MS Nursing Science	62	69	56	57	64	3%
GCRT Family Nurse Practitioner	0	2	2	0	0	0%
GCRT Nursing Education	0	1	0	1	0	0%
GCRT Psychia & Mentl Hlth Nur Pract	0	2	4	5	6	400%
MS Project Management	37	44	57	51	45	22%
GCRT Project Management		2	5	6	5	20%
MPA Public Administration	26	26	23	19	15	-35%
MPP Public Policy		2	6	9	12	500%
MHP Public Health Practice	77	87	57	41	49	-36%
GCRT Public Health					2	0%
MSW Social Work	69	68	66	79	99	43%
MED Educational Leadership	8	5	3	2	3	-63%
GCRT Principal	12	11	14	14	12	0%
MED Teaching and Learning	25	44	36	34	36	44%

Exhibit 4—UAA Academic Program Demand, cont.

University of Alaska Academic Program Enrollments 2020-2024

University of Alaska Anchorage	2020	2021	2022	2023	2024	Change Over Time
Programs with Suspended Admissions						
AAS Business Computer Info Systems (teaching out)	19	17	13	3	2	-89%
AAS Dental Assisting (teaching out)	15	5	5	7	7	-53%
UC Dental Assisting (teaching out)	10	5	1	2	5	-50%
BA Environment and Society (teaching out)	0	0	0	0	0	0%
MS Global Supply Chain Mgmt (temporary suspension)	18	13	15	10	9	-50%
BBA Global Log Supply Chain Mgt (teaching out)	64	49	42	37	30	-53%
AAS Refrig & Heat Technology (teaching out)	10	6	0	0	0	-100%
OEC Commerical Refrigeration Systems (teaching out)	0	0	0	0	0	0%
UC Refrig & Heat Technology (teaching out)	2	1	0	0	0	-100%
OEC Residential Heat/Vent (teaching out)	1	1	0	0	0	-100%
AAS Small Business Administration (teaching out)	51	25	7	4	1	-98%
OEC Web Engineering (temporary suspension)		4	9	3	4	0%

Exhibit 4—UAF Academic Program Demand

University of Alaska Academic Program Enrollments 2020-2024

University of Alaska Fairbanks	2020	2021	2022	2023	2024	Change Over Time
BBA Accounting	143	175	190	174	145	1%
PBCT Accounting		12	23	29	28	133%
CT2 Accounting Technician	22	22	25	16	21	-5%
OEC Administrative Assistant	12	6	8	9	8	-33%
OEC Advanced Emergency Med Tech		1	1	1	4	300%
BS Aerospace Engineering					5	0%
CT2 Airframe			1			-100%
CT2 Airframe and Powerplant	41	36	40	42	37	-10%
BA Alaska Native Language					5	0%
BA Alaska Native Studies	21	23	23	23	23	10%
AAS All Hlth Non-Major	46	27	25	26	25	-46%
BA Anthropology	22	17	23	40	45	105%
BS Anthropology	9	11	8	5	4	-56%
MA Anthropology	16	10	21	19	18	13%
PHD Anthropology	16	14	12	12	17	6%
GCRT Applied & Computational Math					1	0%
AAS Applied Accounting	57	40	39	32	28	-51%
AAS Applied Business	113	95	80	88	100	-12%
CT2 Applied Business Mgmt	29	19	25	15	13	-55%
MA Applied Linguistics	18	12	9	11	14	-22%
BAM Applied Management	43	100	109	102	93	116%
AAS Apprenticeship Technology	1	1			2	100%
BA Arctic and Northern Studies	7	7	9	12	7	0%
GCRT Arctic and Northern Studies				1		-100%
MA Arctic and Northern Studies	29	30	36	38	42	45%
GCRT Arctic Security		1	7	5	4	300%
BA Art	77	86	79	77	92	19%
BFA Art	13	12	19	21	19	46%
MFA Art	10	10	8	7	8	-20%
AS Associate of Science	90	69	66	74	67	-26%
MS Atmospheric Sciences	7	6	3	3	5	-29%
PHD Atmospheric Sciences	11	6	5	4	6	-45%
CT2 Automotive Technology	9	7	19	17	10	11%
AAS Aviation Maintenance	17	16	10	12	19	12%
CT2 Baking and Pastry Arts	2	2	1	3	5	150%
PHD Biochemistry & Neuroscience	15	11	13	12	9	-40%
BA Biological Sciences	22	41	52	55	64	191%
BS Biological Sciences	293	302	318	344	373	27%
MS Biological Sciences	27	30	30	22	24	-11%
PHD Biological Sciences	26	31	35	27	33	27%
OEC Bookkeeping Technician	7	6	6	8	10	43%
BBA Business Administration	304	303	282	295	304	0%
MBA Business Administration	124	131	112	103	115	-7%
GCRT Business Continuity			1			-100%
BS Chemical Engineering	2	2	4	3		-100%
BA Chemistry	3	1				-100%
BS Chemistry	54	49	42	42	40	-26%
MS Chemistry	10	11	8	11	8	-20%
BS Chemistry - Accelerated					1	0%
BA Child Develop & Family Studies	69	82	80	81	67	-3%
BS Civil Engineering	100	95	88	77	88	-12%
MS Civil Engineering	13	8	7	9	9	-31%

Exhibit 4—UAF Academic Program Demand, cont.

University of Alaska Academic Program Enrollments 2020-2024

University of Alaska Fairbanks	2020	2021	2022	2023	2024	Change Over Time
BS Climate & Environmental Change					5	0%
BA Climate and Arctic Sustainability					5	0%
GCRT Climate Security					2	0%
PHD Clinical-Community Psychology	7	5	3	1	3	-57%
BA Communication	43	36	35	39	33	-23%
AAS Community Health	9	6	6	4		-100%
CT2 Community Health	5	3	7			-100%
BS Computer Engineering	30	29	41	29	30	0%
BA Computer Science				5	13	160%
BS Computer Science	108	92	90	93	110	2%
MS Computer Science	7	5	3	4	3	-57%
BS Computer Science-Accelerated	3	3	4	3	3	0%
MS Computer Science-Accelerated	2				1	-50%
AAS Construction Management	32	26	21	16	32	0%
CT2 Construction Management				1		-100%
AAS Construction Trades Technology	1	1				-100%
CT2 Construction Trades Technology	20	12	6			-100%
OEC Content Creation				5	7	40%
GLI Counseling	17	18	9	3	3	-82%
MED Counseling	80	79	70	70	81	1%
MFA Creative Writing	14	15	18	19	18	29%
MAMFA Creative Writing & Literature	3	4	3	5	3	0%
MA Cross-Cultural Studies	3	2	1	1		-100%
CT2 Culinary Arts	9	6	4	8	8	-11%
AAS Culinary Arts and Hospitality	24	13	20	14	26	8%
GCRT Cybersecurity		1		1	1	0%
AAS Dental Assistant	23	22	22	21	18	-22%
CT2 Dental Assistant	21	15	11	11	8	-62%
CT2 Diesel/Heavy Equipment	14	14	19	18	16	14%
BA Digital Journalism	6	14	11	16	12	100%
AAS Drafting Technology	16	6	1			-100%
CT2 Drafting Technology	2	3	5	11	5	150%
OEC Drafting Technology			1	1	1	0%
AAS Early Childhood Education	109	98	77	71	63	-42%
CT2 Early Childhood Education	14	23	21	13	19	36%
BA Earth Science	5	1				-100%
MS Earth System Science					4	0%
PHD Earth System Science					5	0%
BA Economics	4					-100%
MED Education	57	47	27	29	20	-65%
AAS Educator: Para-Professional	1	1	1			-100%
BS Electrical Engineering	76	80	66	61	52	-32%
MS Electrical Engineering	15	11	11	11	10	-33%
BA Elementary Education	247	216	225	203	184	-26%
GLI Elementary Education	7	12	13	10	9	29%
AAS Emergency Services			1			-100%
PHD Engineering	16	21	16	16	17	6%
BS Engineering Undeclared	24	30	33	41	47	96%
MS Engineering: Interdisciplinary	2				1	-50%
PHD Engineering: Interdisciplinary	3	2	2	1	1	-67%
BA English	75	60	56	60	64	-15%
MA English	8	6	5	1	2	-75%

Exhibit 4—UAF Academic Program Demand, cont.

University of Alaska Academic Program Enrollments 2020-2024

University of Alaska Fairbanks	2020	2021	2022	2023	2024	Change Over Time
OEC Entry Level Welder	16	16	14	10	11	-31%
PHD Environmental Chemistry	9	10	9	10	9	0%
CT2 Environmental Studies	2	3				-100%
CT2 Ethnobotany	19	21	2			-100%
OEC Ethnobotany			12	32	30	150%
BA Exploratory Studies					12	0%
BS Exploratory Studies					12	0%
OEC Facility Maintenance	14	10	7	3		-100%
BA Film	7	2	1	1	1	-86%
BA Film and Performing Arts	41	38	40	40	39	-5%
OEC Financial Services Rep					4	0%
AAS Fire Science	67	63	66	71	77	15%
BA Fisheries	13	17	17	14	15	15%
BS Fisheries	52	54	57	65	98	88%
MS Fisheries	40	40	39	46	48	20%
PHD Fisheries	30	31	31	29	29	-3%
BA Foreign Languages	23	15	17	11	12	-48%
AA General Program	352	336	274	228	272	-23%
BS General Science	7	3				-100%
BA General Studies	233	184	151	122	67	-71%
BS General Studies	3	8	20	8	4	33%
BA Geography	7	5	3	1		-100%
BS Geography	6	5	1			-100%
BS Geological Engineering	35	29	21	19	19	-46%
MS Geological Engineering	3	3	3	3	6	100%
MS Geology	8	6	5	4	2	-75%
PHD Geology	8	5	2	1		-100%
PHD Geophysics	19	20	27	26	23	21%
BS Geoscience	57	44	49	50	68	19%
MS Geoscience	32	34	35	34	29	-9%
PHD Geoscience	8	11	14	17	17	113%
CT2 Health Care Reimbursement	56	53	48	34	43	-23%
CT2 High Latitude Range Management			2	1		-100%
OEC High Latitude Range Management				1	2	100%
BA History	41	41	44	45	46	12%
OEC Homeland Security			1			-100%
BSEM Homeland Security & Emerg Mgmt	190	202	183	201	192	1%
MSDM Homeland Security & Emerg Mgmt	1					-100%
AAS Human Services	58	47	42	27	39	-33%
AAS Human Services w/ RHS Cert	1					-100%
MA Indigenous Studies	4	6	5	7	9	125%
PHD Indigenous Studies	35	41	42	47	53	51%
AAS Info Technology Specialist	76	68	69	78	85	12%
CT2 Info Technology Specialist	11	18	11	13	7	-36%
CT2 Instrumentation Technology	6	5	5	1	3	-50%
AAS Interdisciplinary Studies			1	3	3	200%
BA Interdisciplinary Studies	51	54	63	80	80	57%
BAAS Interdisciplinary Studies	18	25	26	29	30	67%
BS Interdisciplinary Studies	19	26	19	27	42	121%
MA Interdisciplinary Studies				1	2	100%
MS Interdisciplinary Studies	1		4	5	6	500%
PHD Interdisciplinary Studies	54	45	41	44	45	-17%

Exhibit 4—UAF Academic Program Demand, cont.

University of Alaska Academic Program Enrollments 2020-2024

University of Alaska Fairbanks	2020	2021	2022	2023	2024	Change Over Time
BA Inupiaq	3	2	3	4	2	-33%
BA Japanese Studies	32	34	27	33	27	-16%
BA Journalism	2		1			-100%
BA Journalism: Science and Enviro					8	0%
BA Justice	153	155	120	119	109	-29%
MA Justice Administration	26	22	22	11	8	-69%
GLI K-12 Art		1	1	4	4	300%
ULC K-12 Art					1	0%
OEC Law Enforcement				9	7	-22%
CT2 Licensed Practical Nurse					4	0%
BA Linguistics	17	18	16	20	26	53%
BA Linguistics - Accelerated				1		-100%
CT2 Local Knowledge Educator Cert				3	1	-67%
MS Marine Biology	12	17	22	25	21	75%
PHD Marine Biology	8	10	10	12	8	0%
MMP Marine Policy				3	16	433%
BA Mathematics	3	5	6	7	4	33%
BS Mathematics	34	40	34	28	22	-35%
MS Mathematics	3	4	4	5	4	33%
PHD Mathematics	5	4	4	3		-100%
BS Mathematics - Accelerated					4	0%
MS Mathematics - Accelerated					1	0%
BS Mech Engineering-Accelerated	3	2	1	7	11	267%
MS Mech Engineering-Accelerated	1	2	5		1	0%
BS Mechanical Engineering	145	159	137	117	131	-10%
MS Mechanical Engineering	10	9	10	7	5	-50%
AAS Medical Assistant	49	38	37	21	22	-55%
CT2 Medical Assistant	42	27	32	26	14	-67%
OEC Medical Billing	3	3	4	4	2	-33%
OEC Medical Coding	12	8	13	9	9	-25%
OEC Medical Office Reception		1	2	1	1	0%
OEC Medical Scribe		1	1			-100%
CT2 Medical Scribe Specialist				1	2	100%
CT2 Medical/Dental Reception	9	6	3	1	3	-67%
BS Mining Engineering	17	19	17	18	14	-18%
MS Mining Engineering	3	2	6	7	10	233%
OEC Mining Mill Operations		1	1	1	3	200%
BA Music	10	6	5	10	11	10%
BM Music Education	17	18	18	20	20	18%
BM Music Performance	6	6	5	5	4	-33%
MMU Music Performance	1		1	2	4	300%
OEC Nanny Caregiving			1			-100%
AAS Native Language Education		2			1	-50%
CT2 Native Language Education	1	1	3		1	0%
PHD Natural Res. & Sustainability	14	11	13	17	19	36%
BS Natural Resources Environment	40	40	39	36	51	28%
MNRE Natural Resources Environment	1	2	5	2	3	200%
MS Natural Resources Environment	3	7	7	9	11	267%
MS Natural Resources Management	6	3	3			-100%
OEC Nurse Aide	16	10	8	10	5	-69%
MS Oceanography	9	9	8	5	4	-56%
PHD Oceanography	9	10	8	10	9	0%

Exhibit 4—UAF Academic Program Demand, cont.

University of Alaska Academic Program Enrollments 2020-2024

University of Alaska Fairbanks	2020	2021	2022	2023	2024	Change Over Time
OHM One Health		20	26	24	33	65%
MED Online Innovation and Design	1					-100%
AAS Paralegal Studies	33	29	26	25	29	-12%
AAS Paramedicine	29	17	25	27	20	-31%
BS Petroleum Engineering	36	25	26	23	17	-53%
MS Petroleum Engineering	20	15	12	6	7	-65%
BA Philosophy	7	6	5	5	10	43%
BS Physics	33	32	30	26	21	-36%
MS Physics	8	3	7	7	6	-25%
PHD Physics	12	11	11	14	10	-17%
BA Political Science	31	36	36	38	31	0%
GLI Post-Bacc K-12 Spec Ed Lic Prg	24	37	33	22	13	-46%
CT2 Powerplant			1	2	2	100%
CT2 Pre-Nursing Qualifications	177	151	110	104	99	-44%
AAS Pre-Paramedicine	17	19	14	24	21	24%
AAS Process Technology	57	40	41	33	26	-54%
MA Professional Communication	9	10	6	8	14	56%
AAS Professional Piloting	18	11	10	6	5	-72%
BA Psychology	175	175	178	182	191	9%
BS Psychology	60	82	65	70	84	40%
MS Resource & Applied Economics	5	1				-100%
OEC RHS Behavioral Health Aide		1	1			-100%
BA Rural Development	40	41	40	37	30	-25%
GCRT Rural Development			1	1	3	200%
MA Rural Development	28	28	26	23	25	-11%
CT2 Rural Human Services	52	20	29	35	49	-6%
OEC Rural Waste Mngmnt Spill Resp				3	8	167%
GCRT Science Teaching & Outreach				1	2	100%
BA Secondary Education	44	46	56	68	58	32%
GLI Secondary Education	34	25	26	31	23	-32%
MSDM Security & Disaster Management	45	51	60	56	53	18%
BA Social Work	117	144	136	125	142	21%
BA Sociology	1					-100%
PHD Space Physics	5	7	9	10	8	60%
MED Special Education	6	6	9	11	5	-17%
BSRB Sport and Recreation Business	19	37	38	34	20	5%
GCRT Statistics					1	0%
MS Statistics	11	9	12	11	7	-36%
MS Statistics & Data Science				1	5	400%
GCRT Strategic Leadership			1	3	7	600%
OEC Supervision & Personnel Mngmnt	3	1	1	1		-100%
OEC Sustainable Energy	9	18	11	7	8	-11%
ULC Teach Cred-Sec Ed	8	6	11	12	9	13%
BA Theatre	2	1	2			-100%
AAS Tribal Governance			8	14	14	75%
CT2 Tribal Governance			6	9	6	0%
OEC Tribal Justice					1	0%
AAS Tribal Management	30	22	18	9	2	-93%
CT2 Tribal Management	20	12	7	3	2	-90%
BS Undeclared		39	63	91	70	79%

Exhibit 4—UAF Academic Program Demand, cont.

University of Alaska Academic Program Enrollments 2020-2024

University of Alaska Fairbanks	2020	2021	2022	2023	2024	Change Over Time
MS Water & Environmental Science	3	4	4	3	2	-33%
OEC Wildland Fire Science	1				1	0%
BS Wildlife Biol & Conservation	82	99	109	111	125	52%
MS Wildlife Biol & Conservation	18	14	19	23	29	61%
BA Yup'ik	10	13	9	10	7	-30%
BA Yup'ik Language and Culture				1	4	300%
OEC Yup'ik Language Competency				1		-100%
AAS Yup'ik Language Proficiency			1			-100%
CT2 Yup'ik Language Proficiency			2		1	-50%

Exhibit 4—UAS Academic Program Demand

University of Alaska Academic Program Enrollments 2020-2024

University of Alaska Southeast	2020	2021	2022	2023	2024	Change Over Time
AAS Business Administration	63	61	58	54	56	-11%
BBA Business Administration	256	241	210	177	139	-46%
CT2 Accounting Technician	19	18	17	14	9	-53%
CT2 Small Business Mgmt	5	9	9	6	7	40%
OEC Accountant Endorsement	5	11	5	7	2	-60%
MPA Public Administration	97	85	70	62	52	-46%
AA General Program	157	97	96	109	102	-35%
BA Bachelor Intended	76	71	67	43	46	-39%
BLA Interdisciplinary Studies	63	62	51	45	41	-35%
BA English	18	19	25	30	31	72%
BA Environmental Studies	24	20	12	17	18	-25%
BA Indigenous Studies	0	0	0	9	18	100%
BLA AK Native Lang & Studies	18	29	22	12	13	-28%
BLA Outdoor & Adventure Studies	2	3	3	6	11	450%
BLA Liberal Arts	9	3	1	1	1	-89%
BLA Independent Design	1	2	0	1	0	-100%
CT2 Outdoor Skills & Leadership	4	3	3	5	6	50%
OEC Behavioral Health Assistant	0	16	5	8	6	-63%
CT2 Indigenous Language Speaking	0	0	1	4	2	-50%
CT2 Indigenous Language Teaching	0	0	2	3	4	33%
OEC Northwest Coast Art	2	2	3	1	3	50%
BS Marine Biology	71	62	72	70	84	18%
BS Environmental Science	23	22	24	25	26	13%
AS General Science	28	32	28	22	22	-21%
BS Biology	30	30	28	23	19	-37%
BS Fisheries Science	12	14	14	12	13	8%
BS Environmental Resources	9	5	6	6	8	-11%
BS Mathematics	8	13	12	11	7	-13%
BA Biology	6	6	6	8	5	-17%
BA Social Science	115	112	100	94	80	-30%
AAS Health Science	30	34	44	71	68	127%
AAS Health Information Mgt	35	36	34	29	27	-23%
OEC Law Enforcement	56	55	52	50	36	-36%
OEC Certified Nurses Aide	20	8	34	25	24	20%
CT1 Pre-Nursing	65	55	43	25	23	-65%
OEC Welding	26	20	25	18	22	-15%
AAS Applied Fisheries	23	13	14	14	14	-39%
AAS Power Technology	20	16	15	14	11	-45%
OEC Maritime/Multi Skilled Worker	3	5	3	7	11	267%
AAS Marine Transportation	7	5	5	5	10	43%
CT1 Medical Assisting	22	25	19	19	9	-59%
OEC Alaskan Aquaculture	1	3	3	5	9	800%
AAS Construction Technology	3	10	9	11	8	167%
OEC Power Technology	6	2	6	6	8	33%
OEC Scientific Diving	0	0	16	11	8	-50%
CT1 Pre-Radiologic Technology	7	2	7	10	7	0%
CT2 Health Info Mgt Coding Spec	7	10	8	6	7	0%
OEC Marine Transportation	3	1	0	3	5	67%
CT2 Applied Fisheries	2	1	2	3	3	50%
CT1 Drafting Technology	2	1	1	0	2	0%
OEC Residential Construction	3	2	0	0	2	-33%
OEC Computer Aided Drafting Tech	0	0	1	1	1	0%

Exhibit 4—UAS Academic Program Demand, cont.

University of Alaska Academic Program Enrollments 2020-2024

University of Alaska Southeast	2020	2021	2022	2023	2024	Change Over Time
OEC Fisheries Management	0	3	2	2	0	-300%
OEC Healthcare Information Tech	1	2	2	1	0	-100%
CT2 Healthcare Privacy & Security	2	0	1	0	0	-100%
BA Elementary Education	131	125	128	105	88	-33%
BA Special Education	33	35	34	36	31	-6%
MAT Elementary Education	87	65	62	57	59	-32%
MAT Special Education	19	25	21	24	29	53%
MED Educational Leadership	40	37	31	26	29	-28%
MAT Secondary Education	25	36	28	23	24	-4%
GLI Ed Cert - Superintendent	0	0	0	8	23	2300%
MED Special Education	29	24	29	29	22	-24%
MED Reading	23	30	30	20	18	-22%
GLI Special Education	16	24	22	16	12	-25%
GLI Elementary Education	4	6	6	7	6	50%
GLI Reading	0	4	3	4	2	-50%
GLI Secondary Education	0	2	2	2	5	150%

Exhibit 5—UAA Academic Program Demand & Yield

University of Alaska Admission Yield by Academic Program

University of Alaska Anchorage	Fall 2021 Admit	Fall 2021 Enrolled	Percent Yield	Fall 2022 Admit	Fall 2022 Enrolled	Percent Yield	Fall 2023 Admit	Fall 2023 Enrolled	Percent Yield	Fall 2024 Admit	Fall 2024 Enrolled	Percent Yield
AK Native Business Management - OEC				0	0	0%	12	8	67%	15	9	60%
Accounting - AAS				88	50	57%	75	46	61%	83	46	55%
Accounting - BBA				97	58	60%	87	51	59%	108	62	57%
Advanced Welding - OEC				15	11	73%	12	6	50%	13	6	46%
Ahtna Language - OEC				0	0	0%	2	2	100%	2	2	100%
Ahtna Language Instruction - CT1				0	0	0%	0	0	0%	2	1	50%
Air Traffic Control - AAS				21	10	48%	20	5	25%	9	7	78%
Alaska Native Studies - AA				11	9	82%	15	9	60%	29	15	52%
Alutiiq Language - OEC				10	4	40%	1	1	100%	4	2	50%
Anthropology - BA				10	2	20%	21	11	52%	26	17	65%
Anthropology - BS				14	3	21%	18	3	17%	23	10	43%
Anthropology - MA				7	7	100%	2	0	0%	7	4	57%
Appld Technologies Leadership - BS				24	14	58%	24	16	67%	33	22	67%
Applied Behavior Analysis - OEC				2	1	50%	6	2	33%	11	7	64%
Applied Geological Sciences - MS				7	5	71%	1	0	0%	9	2	22%
Apprenticeship Technology - AAS				4	1	25%	0	0	0%	2	2	100%
Archit & Engr Technology - AAS				22	9	41%	27	16	59%	44	26	59%
Art - BA				53	28	53%	61	39	64%	69	44	64%
Automotive Engine Performance - OEC				6	3	50%	2	0	0%	0	0	0%
Automotive Specialist - OEC				4	2	50%	4	1	25%	4	0	0%
Automotive Technology - AAS				26	14	54%	28	14	50%	31	12	39%
Automotive Technology - CT2				8	2	25%	9	2	22%	17	11	65%
Aviation Maint - Airframe - CT2				33	19	58%	28	17	61%	65	39	60%
Aviation Maint - Powerplant - CT2				25	18	72%	18	10	56%	59	35	59%
Aviation Maint Technology - AAS				37	21	57%	51	21	41%	68	41	60%
Aviation Technology - BS				128	59	46%	129	56	43%	213	103	48%
Baking & Pastry Arts - OEC				14	7	50%	12	5	42%	16	8	50%
Biological Sciences - BA				37	12	32%	26	9	35%	21	13	62%
Biological Sciences - BS				228	100	44%	226	113	50%	233	125	54%
Biological Sciences - MS				8	7	88%	11	8	73%	18	15	83%
Bookkeeping - OEC				44	28	64%	28	17	61%	20	12	60%
Bus Analytics & Art Intlgnc - GCRT				3	1	33%	2	0	0%	7	3	43%
Business Analytics - OEC				6	5	83%	11	6	55%	4	2	50%
Business Computer Info Systems - AAS				8	4	50%	1	1	100%	0	0	0%
Business Leadership - OEC				12	4	33%	15	12	80%	18	10	56%
Chemistry - BS				52	21	40%	34	15	44%	37	15	41%
Children's Behavioral Health - OEC				21	13	62%	16	8	50%	33	23	70%
Children's Mental Health - GCRT				9	7	78%	4	3	75%	12	10	83%
Cisco Cert Network Associate - OEC				10	5	50%	7	3	43%	9	8	89%
Civil Engineering - BS				73	39	53%	68	30	44%	71	46	65%
Civil Engineering - MS				8	7	88%	14	10	71%	12	9	75%
Clinical Psychology - MS				17	17	100%	14	14	100%	17	17	100%
Clinical-Community Psychology - PHD				2	2	100%	3	3	100%	4	4	100%
Communication - BA				0	0	0%	9	5	56%	21	11	52%
Community, Conflict, & Comm - OEC				0	0	0%	0	0	0%	1	1	100%
Comp Sys & Network Tech - AA				0	0	0%	0	0	0%	0	0	0%
Comp Sys & Network Tech - AAS				40	21	53%	59	37	63%	56	34	61%
Computer Science - BA				33	10	30%	40	16	40%	47	28	60%
Computer Science - BS				120	76	63%	137	75	55%	166	82	49%
Computer Systems Engineering - BS				33	16	48%	26	15	58%	29	12	41%
Conflict Resolution - OEC				7	3	43%	4	1	25%	8	7	88%
Conservation Ecology - OEC				4	4	100%	4	4	100%	7	7	100%

Exhibit 5—UAA Academic Program Demand & Yield

University of Alaska Admission Yield by Academic Program

University of Alaska Anchorage	Fall 2021 Admit	Fall 2021 Enrolled	Percent Yield	Fall 2022 Admit	Fall 2022 Enrolled	Percent Yield	Fall 2023 Admit	Fall 2023 Enrolled	Percent Yield	Fall 2024 Admit	Fall 2024 Enrolled	Percent Yield
Construction Management - AAS				16	6	38%	20	10	50%	27	17	63%
Construction Management - BS				21	15	71%	33	20	61%	33	21	64%
Construction Skills - OEC				0	0	0%	1	1	100%	3	1	33%
Corrections - CT1				1	1	100%	0	0	0%	2	0	0%
Corrections - OEC				0	0	0%	1	1	100%	5	2	40%
Culinary Arts - AAS				32	16	50%	24	9	38%	42	24	57%
Culinary Arts - OEC				16	8	50%	11	8	73%	8	5	63%
Dena'ina Language - OEC				0	0	0%	0	0	0%	1	0	0%
Dena'ina Language Instruction - CT1				0	0	0%	2	2	100%	0	0	0%
Diesel Power Technology - AAS				15	7	47%	14	9	64%	12	5	42%
Diesel Power Technology - CT1				12	7	58%	15	7	47%	8	6	75%
Dietetic Internship - GCRT				3	3	100%	0	0	0%	0	0	0%
Dietetics & Nutrition - MS				5	5	100%	4	4	100%	8	8	100%
Diversity & Social Justice - OEC				3	3	100%	2	2	100%	1	1	100%
Early Childhood Development - AAS				43	14	33%	40	19	48%	26	17	65%
Early Childhood Education - BA				0	0	0%	63	38	60%	109	55	50%
Economics - BA				9	4	44%	8	3	38%	9	6	67%
Economics - BBA				15	9	60%	13	9	69%	17	7	41%
Educational Leadership - MED				0	0	0%	1	1	100%	3	3	100%
Electrical Engineering - BS				56	28	50%	54	26	48%	54	28	52%
English - BA				41	18	44%	50	27	54%	60	38	63%
Entrepreneurship - OEC				12	7	58%	10	4	40%	15	8	53%
Event Production - OEC				0	0	0%	0	0	0%	0	0	0%
Executive Leadership - GCRT				5	4	80%	1	1	100%	4	4	100%
Exploratory Major/Undeclared - BA				111	66	59%	149	86	58%	166	91	55%
Family Nurse Practitioner - GCRT				0	0	0%	1	0	0%	0	0	0%
Finance - BBA				38	11	29%	63	30	48%	52	29	56%
Fire & Emergency Services Tech - AAS				43	12	28%	37	12	32%	38	18	47%
General Business - AAS				143	72	50%	166	92	55%	169	74	44%
General Management - MBA				31	19	61%	41	32	78%	39	31	79%
General Program - AA				384	244	64%	414	286	69%	465	292	63%
Geographic Information Systems - OEC				7	5	71%	3	2	67%	6	3	50%
Geological Sciences - BS				28	12	43%	24	13	54%	46	21	46%
Geomatics - AAS				1	1	100%	7	6	86%	8	3	38%
Geomatics - BS				12	8	67%	24	16	67%	18	12	67%
Global Log Supply Chain Mgt - BBA				23	12	52%	23	8	35%	23	12	52%
Global Supply Chain Mgmt - MS				9	7	78%	1	1	100%	4	4	100%
Graphic Design - OEC				0	0	0%	19	9	47%	31	19	61%
Health Sciences - BS				113	67	59%	115	66	57%	117	64	55%
History - BA				46	27	59%	46	20	43%	52	34	65%
Hospitality - OEC				0	0	0%	3	1	33%	5	3	60%
Human Services - AAS				40	20	50%	52	35	67%	38	20	53%
Human Services - BHS				17	6	35%	27	18	67%	30	20	67%
IT Support Desk Technician - OEC				3	3	100%	4	3	75%	7	4	57%
Industrial Proc Instrumentation - AAS				24	18	75%	12	10	83%	12	5	42%
Infant & Toddler Development - OEC				6	5	83%	7	6	86%	8	8	100%
Interdisciplinary Studies - BA				0	0	0%	0	0	0%	0	0	0%
Interdisciplinary Studies - BS				0	0	0%	1	0	0%	1	0	0%
Interdisciplinary Studies - MA				0	0	0%	1	1	100%	0	0	0%
Interdisciplinary Studies - MS				0	0	0%	4	4	100%	6	5	83%
International Studies - BA				21	12	57%	19	10	53%	16	9	56%
Interprofess Child Welfare - OEC				1	0	0%	4	3	75%	15	11	73%
Journalism & Public Comm - BA				43	20	47%	49	24	49%	34	23	68%
Kinesiology - BS				56	28	50%	63	31	49%	110	55	50%

Exhibit 5—UAA Academic Program Demand & Yield

University of Alaska Admission Yield by Academic Program

University of Alaska Anchorage	Fall 2021 Admit	Fall 2021 Enrolled	Percent Yield	Fall 2022 Admit	Fall 2022 Enrolled	Percent Yield	Fall 2023 Admit	Fall 2023 Enrolled	Percent Yield	Fall 2024 Admit	Fall 2024 Enrolled	Percent Yield
Language & Literacy Education - GCRT				0	0	0%	4	4	100%	3	1	33%
Language Education - GCRT				1	1	100%	0	0	0%	0	0	0%
Languages - BA				30	17	57%	28	13	46%	22	13	59%
Management - BBA				132	58	44%	145	87	60%	128	78	61%
Marine Mammal Biology - OEC				5	5	100%	16	16	100%	10	9	90%
Marine Nat Resource Tech - OEC				0	0	0%	0	0	0%	15	11	73%
Marine Service Technician - OEC				0	0	0%	1	1	100%	1	1	100%
Marine Service Technology - OEC				0	0	0%	0	0	0%	1	1	100%
Marketing - BBA				46	22	48%	58	32	55%	67	42	63%
Mathematics - BA				8	3	38%	1	0	0%	3	1	33%
Mathematics - BS				22	13	59%	24	10	42%	28	11	39%
Mechanical Engineering - BS				128	73	57%	127	68	54%	127	65	51%
Mechanical Engineering - MS				5	4	80%	1	0	0%	5	3	60%
Medical Laboratory Science - BS				35	18	51%	30	17	57%	9	5	56%
Medical Office Coding - OEC				25	13	52%	30	17	57%	27	17	63%
Millwright - OEC				4	4	100%	7	5	71%	1	1	100%
Music - BA				10	3	30%	11	7	64%	9	4	44%
Music - BM				27	11	41%	29	19	66%	35	21	60%
Natural Resources Technician - OEC				0	0	0%	1	1	100%	6	4	67%
Natural Sciences - BS				44	29	66%	56	33	59%	37	15	41%
Nondestructive Testing Tech - OEC				5	2	40%	7	4	57%	5	3	60%
Nursing Education - GCRT				0	0	0%	0	0	0%	0	0	0%
Nursing Science - DNP				0	0	0%	0	0	0%	1	1	100%
Nursing Science - MS				9	7	78%	17	16	94%	22	21	95%
Occupational Safety & Health - AAS				8	5	63%	8	4	50%	9	6	67%
Occupational Safety & Health - BS				10	7	70%	8	2	25%	16	8	50%
Outdoor Leadership - AAS				13	7	54%	10	8	80%	10	4	40%
Outdoor Leadership - CT1				0	0	0%	0	0	0%	0	0	0%
Petroleum Production - OEC				3	3	100%	0	0	0%	4	3	75%
Petroleum Technology - CT1				3	2	67%	0	0	0%	2	2	100%
Pharmacy Technology - OEC				36	18	50%	32	16	50%	39	23	59%
Philosophy - BA				10	4	40%	7	2	29%	16	11	69%
Phlebotomist - OEC				25	11	44%	21	14	67%	24	14	58%
Political Science - BA				52	18	35%	39	18	46%	35	18	51%
Pre-Major Dental Assisting - AAS				17	6	35%	10	5	50%	6	4	67%
Pre-Major Dental Assisting - CT1				11	4	36%	10	4	40%	15	6	40%
Pre-Major Dental Hygiene - BS				108	44	41%	102	53	52%	140	87	62%
Pre-Major Diag Med Sonography - AAS				79	35	44%	106	57	54%	183	102	56%
Pre-Major Dietetics - BS				42	27	64%	33	15	45%	54	29	54%
Pre-Major Fine Arts - BFA				29	15	52%	27	14	52%	15	10	67%
Pre-Major Health Sciences - BS				3	0	0%	0	0	0%	0	0	0%
Pre-Major Justice - BA				90	39	43%	76	35	46%	87	37	43%
Pre-Major Legal Studies - BA				33	17	52%	32	18	56%	32	20	63%
Pre-Major Medical Assisting - AAS				37	17	46%	27	16	59%	24	11	46%
Pre-Major Medical Lab Science - BS				0	0	0%	0	0	0%	25	22	88%
Pre-Major Medical Lab Tech - AAS				13	5	38%	16	7	44%	16	7	44%
Pre-Major Nursing - AAS				370	158	43%	290	124	43%	226	110	49%
Pre-Major Nursing - BS				508	267	53%	527	261	50%	498	276	55%
Pre-Major Paralegal Studies - AAS				19	11	58%	14	10	71%	25	17	68%
Pre-Major Paralegal Studies - PBCT				6	4	67%	9	4	44%	5	2	40%
Pre-Major Phys Therapist Asst - AAS				55	35	64%	29	15	52%	55	36	65%
Pre-Major Social Work - BSW				56	29	52%	51	21	41%	58	28	48%
Pre-Medical Studies - PBCT				17	10	59%	15	11	73%	30	16	53%

Exhibit 5—UAA Academic Program Demand & Yield

University of Alaska Admission Yield by Academic Program

University of Alaska Anchorage	Fall 2021 Admit	Fall 2021 Enrolled	Percent Yield	Fall 2022 Admit	Fall 2022 Enrolled	Percent Yield	Fall 2023 Admit	Fall 2023 Enrolled	Percent Yield	Fall 2024 Admit	Fall 2024 Enrolled	Percent Yield
Pre-major Paramedical Tech - AAS				63	34	54%	40	31	78%	38	23	61%
Premajor Radiologic Technology - AAS				99	40	40%	142	72	51%	169	90	53%
Premajor Surgical Technology - AAS				11	8	73%	25	15	60%	47	25	53%
Principal - GCRT				3	2	67%	4	3	75%	5	5	100%
Process Technology - AAS				41	33	80%	36	21	58%	53	28	53%
Professional Piloting - AAS				55	15	27%	80	30	38%	108	43	40%
Professional Writing - OEC				0	0	0%	3	2	67%	13	8	62%
Project Management - GCRT				2	2	100%	2	2	100%	5	3	60%
Project Management - MS				18	17	94%	17	15	88%	15	11	73%
Psychia & Mentl Hlth Nur Pract - GCRT				1	0	0%	0	0	0%	2	0	0%
Psychology - BA				147	78	53%	131	83	63%	106	64	60%
Psychology - BS				109	55	50%	144	71	49%	117	51	44%
Public Administration - MPA				8	5	63%	8	5	63%	4	3	75%
Public Health - GCRT				0	0	0%	0	0	0%	2	2	100%
Public Health Practice - MPH				17	12	71%	16	9	56%	35	24	69%
Public Policy - MPP				2	2	100%	6	5	83%	3	3	100%
Refrigeration & Heating - OEC				2	1	50%	13	9	69%	20	11	55%
Safety Specialist - OEC				2	1	50%	0	0	0%	3	2	67%
Social Work - MSW				0	0	0%	0	0	0%	0	0	0%
Special Education - GCRT				1	1	100%	2	1	50%	4	3	75%
Special Education - MED				3	1	33%	0	0	0%	3	1	33%
Speech Language Pathology - PBCT				21	16	76%	23	12	52%	24	13	54%
Speech-Language Pathology Asst - AAS				0	0	0%	0	0	0%	16	10	63%
Teaching and Learning - MED				12	6	50%	7	7	100%	18	17	94%
Technology - AAS				3	2	67%	3	1	33%	16	10	63%
Valve Repair & Maintenance - OEC				0	0	0%	0	0	0%	0	0	0%
Veterinary Assisting - OEC				28	13	46%	27	18	67%	32	19	59%
Veterinary Technology - AAS				0	0	0%	0	0	0%	0	0	0%
Virtual Com Skills for Success - OEC				0	0	0%	0	0	0%	0	0	0%
Web Engineering - OEC				6	4	67%	2	1	50%	5	2	40%
Welding - CT1				1	1	100%	2	1	50%	1	0	0%
Welding - OEC				36	17	47%	42	15	36%	38	14	37%
Welding Technology - CT1				12	8	67%	15	10	67%	10	9	90%

Exhibit 5—UAF Academic Program Demand & Yield

University of Alaska Admission Yield by Academic Program

University of Alaska Fairbanks	Fall 2021 Admit	Fall 2021 Enrolled	Percent Yield	Fall 2022 Admit	Fall 2022 Enrolled	Percent Yield	Fall 2023 Admit	Fall 2023 Enrolled	Percent Yield	Fall 2024 Admit	Fall 2024 Enrolled	Percent Yield
Business & Security Management	352	168	48%	350	182	52%	299	146	49%	447	173	39%
Business Administration	154	69	45%	156	80	51%	126	68	54%	216	68	31%
Accounting	92	48	52%	72	42	58%	60	21	35%	106	42	40%
Homeland Security/Emergency Mg	67	32	48%	82	43	52%	68	35	51%	85	42	49%
Applied Management	29	15	52%	25	12	48%	34	16	47%	33	17	52%
Other	10	4	40%	15	5	33%	11	6	55%	7	4	57%
Engineering and Mines	333	140	42%	302	125	41%	313	140	45%	610	157	26%
Mechanical Engineering	67	21	31%	67	24	36%	77	29	38%	209	44	21%
Electrical/Computer Engineerng	66	36	55%	36	16	44%	35	21	60%	87	28	32%
Engineering Undeclared	59	16	27%	52	21	40%	58	25	43%	87	18	21%
Computer Science	50	20	40%	65	29	45%	84	29	35%	112	33	29%
Civ Geol Enviro Engineering	46	10	22%	42	14	33%	41	22	54%	77	22	29%
Petroleum Engineering	21	8	38%	15	2	13%	6	1	17%	21	2	10%
Engineering Science	8	2	25%	5		0%				1		0%
Mining & Mineral Engineering	10	2	20%	6	2	33%	7	1	14%	9	4	44%
Other	6	25	417%	14	17	121%	5	12	240%	7	6	86%
Fisheries and Ocean Sciences	46	12	26%	50	20	40%	71	31	44%	175	58	33%
Fisheries	45	11	24%	46	19	41%	69	30	43%	170	56	33%
Others	1	1	100%	4	1	25%	2	1	50%	5	2	40%
Indigenous Studies	153	93	61%	165	90	55%	292	135	46%	191	82	43%
Rural Campuses	101	60	59%	90	61	68%	166	80	48%	90	41	46%
Rural Development	10	8	80%	3	1	33%	12	4	33%	11	6	55%
CRCD Science	9	1	11%	9	1	11%	13	2	15%	3	1	33%
Indigenous, Comm & Tribal Prog	3		0%	7	3	43%	17	3	18%	12	1	8%
Business Systems & Technology	3	3	100%	5	4	80%	17	14	82%	2	1	50%
Other	27	21	78%	51	20	39%	67	32	48%	73	32	44%
Liberal Arts	407	180	44%	407	197	48%	439	223	51%	727	222	31%
Psychology	101	41	41%	99	45	45%	127	63	50%	189	47	25%
Social Work	44	23	52%	39	23	59%	57	31	54%	69	30	43%
Justice	38	19	50%	31	12	39%	37	22	59%	49	21	43%
Anthropology	28	11	39%	20	10	50%	18	7	39%	34	7	21%
Art	26	17	65%	31	16	52%	32	17	53%	45	15	33%
English	26	11	42%	29	12	41%	22	13	59%	51	19	37%
History	24	9	38%	22	11	50%	19	11	58%	35	10	29%
Political Science	22	7	32%	19	10	53%	21	4	19%	68	12	18%
Music	22	8	36%	11	5	45%	25	13	52%	34	11	32%
UAF Theatre Dept	20	10	50%	15	9	60%	19	6	32%	37	19	51%
Foreign Language & Literature	11	5	45%	14	6	43%	6	4	67%	19	7	37%
Communication	8	1	13%	18	9	50%	16	10	63%	20	5	25%
Alaska Native Languages	8	2	25%	4	3	75%	6	3	50%	2		0%
Journalism & Broadcasting	6	3	50%	14	8	57%	4	1	25%	20	5	25%
Linguistics	6	2	33%	15	6	40%	7	4	57%	21	7	33%
Other	17	11	65%	26	12	46%	23	14	61%	34	7	21%
Natural Science and Mathematics	459	190	41%	461	194	42%	467	199	43%	888	219	25%
Biology & Wildlife	311	118	38%	324	138	43%	328	138	42%	648	152	23%
Chemistry	29	9	31%	20	9	45%	23	8	35%	51	9	18%
Geosciences	28	9	32%	39	12	31%	44	20	45%	56	21	38%
Physics	24	11	46%	20	11	55%	21	5	24%	51	13	25%
Dept of Natural Resource & Env	24	9	38%	22	7	32%	27	12	44%	38	8	21%
Mathematics & Statistics	14	9	64%	13	1	8%	6	3	50%	22	1	5%
Biological Sciences	10	10	100%	6	6	100%	9	9	100%	9	9	100%
Other	19	15	79%	17	10	59%	9	4	44%	13	6	46%

Exhibit 5—UAF Academic Program Demand & Yield

University of Alaska Admission Yield by Academic Program

University of Alaska Fairbanks	Fall 2021 Admit	Fall 2021 Enrolled	Percent Yield	Fall 2022 Admit	Fall 2022 Enrolled	Percent Yield	Fall 2023 Admit	Fall 2023 Enrolled	Percent Yield	Fall 2024 Admit	Fall 2024 Enrolled	Percent Yield
Community and Technical College	752	428	57%	658	353	54%	876	390	45%	1127	469	42%
Allied Health	181	103	57%	143	71	50%	207	73	35%	236	62	26%
TVC Academic Programs	93	57	61%	65	40	62%	111	69	62%	99	55	56%
Appl Business Paralegal Acct	66	36	55%	66	41	62%	95	55	58%	98	52	53%
Aviation	34	15	44%	35	7	20%	58	1	2%	116	28	24%
Emergency Svcs & Public Safety	33	17	52%	34	18	53%	9		0%	37	7	19%
Computer Info Tech Systems	31	20	65%	31	17	55%	39	18	46%	62	27	44%
Fire Science	28	5	18%	22		0%	43	15	35%	49	15	31%
Culinary Arts & Hospitality	25	12	48%	18	12	67%	29	11	38%	44	20	45%
Industrial Maint & Transport	24	6	25%	26	7	27%	49	22	45%	37	20	54%
Welding & Materials Technology	21	5	24%	16	3	19%	15		0%	30		0%
Process Technology	19	13	68%	13	7	54%	19	9	47%	33	17	52%
Undeclared	19	15	79%	16	16	100%	9	9	100%	8	7	88%
Applied Business Accounting	17	10	59%	13	4	31%	13	4	31%	41	15	37%
Construction Management	15	5	33%	14	10	71%	24	12	50%	27	10	37%
Early Childhood Education Dept	15	11	73%	14	6	43%	12	8	67%	21	14	67%
Automotive Technology	14	14	100%	5	5	100%				14	7	50%
Diesel/Heavy Equipment	14	14	100%	14	14	100%	3	3	100%	6	6	100%
Aviation & Trade Technologies	11	11	100%	19	19	100%	29	28	97%	1	1	100%
Paralegal Studies	11	2	18%	7	1	14%	7	1	14%	14	3	21%
CTC General Acdmic & CTE Progr	1		0%	2		0%				46	41	89%
Law Enforcement							3	1	33%	7	7	100%
Emergency Medical Services	7	5	71%	11	7	64%	16	8	50%	16	9	56%
Social & Human Development	6		0%	19	7	37%	26	7	27%	31	9	29%
Other	67	52	78%	55	41	75%	60	36	60%	54	37	69%
Interdisciplinary	392	176	45%	398	175	44%	289	126	44%	261	108	41%
Undeclared	341	145	43%	334	140	42%	232	95	41%	213	83	39%
Interdisciplinary Studies	28	17	61%	30	16	53%	39	22	56%	36	21	58%
Other	23	14	61%	34	19	56%	18	9	50%	12	4	33%
School of Education	118	65	55%	107	61	57%	68	36	53%	134	58	43%
Education	111	61	55%	104	59	57%	66	35	53%	128	53	41%
Other	7	4	57%	3	2	67%	2	1	50%	6	5	83%

Exhibit 5—UAS Academic Program Demand & Yield

University of Alaska Admission Yield by Academic Program

University of Alaska Southeast	Fall 2021 Admit	Fall 2021 Enrolled	Percent Yield	Fall 2022 Admit	Fall 2022 Enrolled	Percent Yield	Fall 2023 Admit	Fall 2023 Enrolled	Percent Yield	Fall 2024 Admit	Fall 2024 Enrolled	Percent Yield
Business & Public Administration	66	35	53%	56	36	64%	52	38	73%	50	32	64%
AAS Business Administration	14	9	64%	16	8	50%	15	10	67%	14	12	86%
BBA Business Administration	29	19	66%	23	16	70%	23	19	83%	24	14	58%
CT2 Accounting Technician	7	5	71%	5	3	60%	4	3	75%	6	5	83%
CT2 Small Business Mgmt	3	2	67%	5	4	80%	3	1	33%	0	0	0%
MPA Public Administration	10	0	0%	7	5	71%	6	5	83%	0	0	0%
OEC Accountant Endorsement	3	0	0%	0	0	0%	1	0	0%	3	1	33%
OEC Business Foundations	0	0	0%	0	0	0%	0	0	0%	3	0	0%
Humanities	116	79	68%	118	74	63%	128	78	61%	119	78	66%
AA General Program	39	28	72%	54	41	76%	54	33	61%	49	34	69%
BA Bachelor Intended	43	29	67%	31	14	45%	35	21	60%	30	17	57%
BA English	6	3	50%	9	5	56%	2	1	50%	7	7	100%
BA Environmental Studies	4	4	100%	4	2	50%	2	2	100%	5	2	40%
BA Indigenous Studies	0	0	0%	0	0	0%	3	3	100%	1	0	0%
BLA AK Native Lang & Studies	4	2	50%	5	3	60%	6	4	67%	4	2	50%
BLA Interdisciplinary Studies	8	7	88%	3	2	67%	7	6	86%	8	5	63%
BLA Outdoor & Adventure Studies	0	0	0%	3	3	100%	9	6	67%	3	2	67%
CT2 Indigenous Language Speaking	0	0	0%	2	1	50%	1	0	0%	1	0	0%
CT2 Indigenous Language Teaching	0	0	0%	1	0	0%	0	0	0%	2	2	100%
CT2 Outdoor Skills & Leadership	3	2	67%	2	1	50%	4	1	25%	7	5	71%
OEC Behavioral Health Assistant	5	3	60%	4	2	50%	5	1	20%	1	1	100%
OEC Northwest Coast Art	4	1	25%	0	0	0%	0	0	0%	1	1	100%
Natural Sciences	76	55	72%	58	41	71%	60	44	73%	64	46	72%
AS General Science	16	12	75%	8	6	75%	10	6	60%	15	13	87%
BA Biology	0	0	0%	1	0	0%	0	0	0%	0	0	0%
BS Biology	7	4	57%	5	3	60%	10	5	50%	8	6	75%
BS Environmental Resources	0	0	0%	2	2	100%	0	0	0%	1	0	0%
BS Environmental Science	12	9	75%	6	4	67%	7	4	57%	5	3	60%
BS Fisheries Science	5	2	40%	0	0	0%	5	4	80%	3	2	67%
BS Marine Biology	35	27	77%	36	26	72%	27	24	89%	31	22	71%
BS Mathematics	1	1	100%	0	0	0%	1	1	100%	1	0	0%
Social Sciences	183	105	57%	217	125	58%	182	110	60%	205	120	59%
BA Social Science	23	19	83%	13	9	69%	12	8	67%	16	14	88%
Career Education	148	82	55%	192	109	57%	162	97	60%	181	101	56%
AAS Applied Fisheries	7	4	57%	9	5	56%	5	3	60%	5	3	60%
AAS Construction Technology	5	3	60%	3	2	67%	3	2	67%	3	2	67%
AAS Health Information Mgt	8	4	50%	8	7	88%	7	5	71%	3	3	100%
AAS Health Science	13	6	46%	19	12	63%	13	9	69%	20	14	70%
AAS Marine Transportation	2	1	50%	2	1	50%	2	2	100%	3	1	33%
AAS Power Technology	6	6	100%	3	3	100%	7	5	71%	5	2	40%
CT1 Drafting Technology	0	0	0%	0	0	0%	2	1	50%	0	0	0%
CT1 Medical Assisting	7	6	86%	14	8	57%	7	2	29%	7	3	43%
CT1 Pre-Nursing	21	11	52%	17	4	24%	21	9	43%	24	13	54%
CT1 Pre-Radiologic Technology	3	3	100%	4	2	50%	3	1	33%	10	7	70%
CT2 Applied Fisheries	1	0	0%	2	1	50%	1	1	100%	0	0	0%
CT2 Health Info Mgt Coding Spec	4	3	75%	2	1	50%	4	2	50%	3	1	33%
OEC Alaskan Aquaculture	4	3	75%	6	4	67%	9	9	100%	12	10	83%
OEC Certified Nurses Aide	18	3	17%	23	10	43%	25	13	52%	7	2	29%
OEC Computer Aided Drafting Tech	1	1	100%	2	1	50%	3	1	33%	0	0	0%
OEC Fisheries Management	1	0	0%	4	1	25%	0	0	0%	1	0	0%
OEC Healthcare Information Tech	2	1	50%	1	0	0%	0	0	0%	0	0	0%
OEC Law Enforcement	25	22	88%	42	39	93%	18	17	94%	34	30	88%

Exhibit 5—UAS Academic Program Demand & Yield

University of Alaska Admission Yield by Academic Program

University of Alaska Southeast	Fall 2021 Admit	Fall 2021 Enrolled	Percent Yield	Fall 2022 Admit	Fall 2022 Enrolled	Percent Yield	Fall 2023 Admit	Fall 2023 Enrolled	Percent Yield	Fall 2024 Admit	Fall 2024 Enrolled	Percent Yield
OEC Marine Transportation	0	0	0%	1	1	100%	2	1	50%	3	2	67%
OEC Maritime/Multi Skilled Worker	6	0	0%	2	0	0%	12	8	67%	12	2	17%
OEC Power Technology	4	2	50%	7	3	43%	5	2	40%	8	2	25%
OEC Residential Construction	3	0	0%	2	0	0%	4	1	25%	0	0	0%
OEC Welding	7	3	43%	19	4	21%	9	3	33%	21	4	19%
Education	66	56	85%	51	37	73%	49	40	82%	30	26	87%
BA Elementary Education	36	32	89%	26	15	58%	17	13	76%	10	8	80%
BA Special Education	9	6	67%	8	7	88%	5	3	60%	6	5	83%
GLI Ed Cert - Superintendent	0	0	0%	0	0	0%	1	1	100%	0	0	0%
GLI Elementary Education	1	1	0%	1	1	100%	0	0	0%	0	0	0%
GLI Reading	1	0	0%	0	0	0%	1	1	100%	0	0	0%
GLI Secondary Education	0	0	0%	0	0	0%	2	1	50%	0	0	0%
GLI Special Education	2	2	100%	4	3	75%	0	0	0%	4	4	100%
MAT Elementary Education	9	7	78%	5	5	100%	9	9	100%	2	2	100%
MAT Secondary Education	2	2	100%	0	0	0%	2	2	100%	2	2	100%
MAT Special Education	0	0	0%	4	3	75%	5	5	100%	1	1	100%
MED Reading	1	1	100%	0	0	0%	5	3	60%	5	4	80%
MED Special Education	5	5	100%	3	3	100%	2	2	100%	0	0	0%

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