ATTACHMENT I

Project/Initiative Status Report
FY14

Project/Initiative Title: Care Team Coordinator
$ Awarded: $102,428
Org #: 15135
Contact: Dawn Dooley
E-mail: dpdooley@uaa.alaska.edu

This document is intended to provide basic assessment information for each special project or initiative program funded in FY14 (identified in Attachment II). This includes priority program funding from the Legislature, base funding through the UAA internal reallocation process, or one-time funds received. This evaluation will be used to assess the effectiveness of funded projects and programs and as part of the internal scan for the upcoming accreditation process.

Please provide a brief paragraph on each question, with the total document totaling no more than two pages.

1. **What were the original objectives of this initiative?**
   
   The U.S. Secret Service stated in the Safe School Initiative Report that in 93 percent of school shootings “there was evidence from the attacker’s behavior prior to the attack that the attacker has a plan or was preparing to harm the target(s).” The Care Team Coordinator was hired to assure that UAA community members know how and where to report students who are exhibiting concerning behavior.

   The Care Team Coordinator was expected to create a “culture of reporting” at UAA through advertising the existence and work of the Care Team by developing a branding campaign, creating a top level Care Team website for accessibility, designing an online portal for report intake and providing informational presentations to the UAA community to share how and why to report students of concern. The Care Team Coordinator was expected to triage reports of concern, assign care team members for follow up and provide case management to appropriate care referrals.

2. **What was accomplished?**

   The Care Team Coordinator continues to promote the branding campaign, maintains a top level Care Team website, promotes, maintains, and trains the community to use an online portal for report intakes, distributes and displays Care Team advertising on campus and provided 93 informational presentations to academic and professional services departments as well as student affairs departments and student organizations from July 1, 2013 to present.

   The six new Care Team members and their Chair attended a national training on Behavior Intervention Teams and continues to utilize the National Behavioral Intervention Team Association (NaBITA) Threat Assessment Risk Rubric, as the standard for Best Practices, to help track the level of severity for each case and for consistency in our responses.

   To keep in line with best practices, the Care Team has expanded its focus from that of threat assessment to that of preventative care as outlined by the Handbook of Campus Threat Assessment Management teams which states: “The earlier a concern is reported to the team, the easier it is to address and resolve. Early identification also allows for a broader range of intervention options, especially those that are less punitive or control oriented”. This expansion seeks to address students concerning behavior that impact their engagement with the academic process by removing barriers to student progress and wellbeing and addressing intellectual, emotional & physical crisis.

   A new goal is for the Care Team Coordinator to continue an emerging partnership with MapWorks Coordinator to clarify the difference in reporting for each program and provide community trainings to faculty.

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2 *Handbook for Campus Threat Assessment and Management Teams*, (Deisinger, Randazzo, O’Neil & Savage, 2008, p. 31)
and staff on the overlap and interaction of both systems to identify and support student concerns to promote progress and success.

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

The Goals of increased reports and outreach have continued to emerge as the impact of the Care Team Coordinator on the UAA community. In FY13 the Care Team received 236 reports compared to 193 reports in FY12 and 185 reports in FY11. Care Team members conducted 586 follow-up actions in response to the reports received. In the 2013 Biannual Students of Concern and Their Behavior report the top 7 referral reasons are outlined in the chart below.

![Chart showing top 7 reasons why individuals reported students to the Care Team in FY13](chart.png)

A 36% increase in reports/referrals has occurred from July 1, 2013 to present date (April 24, 2014). The current data shows 320 reports/referrals to the Care Team with a 160% increase in follow up rate from 504 follow ups in 2013 to 1,312 follow up actions this fiscal year (2014) which were provided either directly to students or supporting the referral source with a response by the combined Care Team members.

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

A “culture of reporting” will continue to develop at UAA and community members, including students, will utilize all forms of reporting including the online portal to report concerns regarding the wellbeing and behavior of students. When community members from across campus submit reports it allows the Care Team to gain a composite view of the student and provide a comprehensive response.

The Care Team Coordinator will increase community supports by establishing partnerships with Providence and the Psych ER, Southcentral Foundation’s Behavior Urgent Response team and conduct regular follow up meetings with students of concern who are evaluated to be elevated, severe, or extreme on the NaBITA Risk Rubric.

The Care Team Coordinator will work with the team to develop formal policies and procedures. The Care Team Coordinator will be able to contribute to student retention and satisfaction if the behavior reported is addressed and student needs are met.

The Care Coordinator will explore options for Training on Reporting at new hire orientation through partnership with Human Resources.

Care Team members will be trained as trainers to provide Gatekeeper suicide prevention trainings due to end of ISPI grant; Increase partnership/consultation with other MAU’s to create care resources. Care Coordinator, DOSO Counselors, and ADWE to offer increased screenings for depressions, anxiety, and substance abuse and initiate programs for students on time and stress management and homesickness to improve retention.

5. **Amount Spent.** (As of month end: March 31, 2014)

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Project/Initiative Status Report
FY14

Project/Initiative Title: Career Cluster & Educational Pathway Publications
$ Awarded: $20,000
Org #: 15147
Contact: Eric Pedersen, Enrollment Services
E-mail: erpederson@uaa.alaska.edu

Please provide a brief paragraph on each question, with the total document totaling no more than two pages.

1. **What were the original objectives of this initiative?** *(Include goals, expected outcomes, what you hoped to accomplish.)*

   The purpose of the 134 Education Pathway Publications (aka Career Cluster Individual Program Flyers) is to publicize the breadth of UAA programs offered to prospective students, aid them in entering a degree program that will propel them toward their desired career, and to guide them in their progress toward graduation through knowledge of degree program requirements. The flyers also illustrate clear pathways in career progression so students can visualize a longitudinal education/career plan for years in the future. This aids the student in timely degree attainment and in beginning early to plan for future education.

   The funds were used to provide the publications for free and remove the burden off of departmental budgets. By providing the sheets to departments, programs, and outside agencies, we can ensure quality and accuracy by the use of publications that are:

   - Original (not photo copies)
   - Most accurate
   - UAA branded

2. **What was accomplished?** *(What actually happened? Include personnel hiring, status of funds spent, and any changes to original plans, goals, or objectives. What goals were met? Include specific outcomes of the project or initiative.)*

   UAA’s Office of New Student Recruitment and individual degree programs throughout the UAA main campus and community campuses heavily utilize the Education Pathway Publications. The publications promote UAA programs to prospective students and to advise current students in staying on track to complete their degrees. The publications are located around the UAA campuses and in all Alaska high schools and job centers. Further access to the flyers for degree/career information is also achieved by the presence of
these publications on the web, both on the prospective student pages on the UAA web site, and on individual department/college web pages.

3. **What has been the impact?** (How has UAA benefited from this initiative? Were additional courses offered or students served? What research was completed, what knowledge gained? What are the indicators that point to the impacts? How do the results further the strategic objectives of UAA 2017? How has the initiative affected UA Performance Measures?)

In the words of one UAA staff member upon recently receiving 300 reprinted flyers for her program, “these brochures fly off the shelves.” Programs frequently articulate that they find it immensely useful to have access to flyers specific to their degree programs with accurate and comprehensive curriculum information for program promotion and student advising purposes. High school counselors throughout Alaska have expressed the usefulness in having a comprehensive binder of UAA’s degree programs, related to careers. UAA’s Office of New Student Recruitment is the heaviest user of the flyers, using them to respond to thousands of prospective student requests for information annually. By receiving program-specific, education pathway information early in the prospective student’s college planning process, students are farther ahead in their understanding of what is required to graduate on time with a degree that leads to their desired career or further education. These efforts increases student access to UAA and helps them graduate in a timely manner which supports UA Performance Measure increase degrees awarded and the number of high demand job area awards.

4. **What are the expected future outcomes of this initiative?** (Where is this initiative going next? How will this initiative continue to benefit UAA and its constituents? What is the anticipated future impact on UA Performance Measures?)

Currently there are insufficient funding to continue the initiative. However, the guides in their current form can serve as a resource for students until changes are made in the highlighted programs or we run out of the brochures.

5. **Amount Spent.** (As of month end: October)

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Project/Initiative Status Report
FY14

Project/Initiative Title: Mandatory Comprehensive Student Advising
$ Awarded: $23,000
Org #: 15399
Contact: Lacy Karpilo, Student Access, Advising and Transition
E-mail: lacy@uaa.alaska.edu

This document is intended to provide basic assessment information for each special project or initiative program funded in FY14 (identified in Attachment II). This includes priority program funding from the Legislature, base funding through the UAA internal reallocation process, or one-time funds received. This evaluation will be used to assess the effectiveness of funded projects and programs and as part of the internal scan for the upcoming accreditation process.

Please provide a brief paragraph on each question, with the total document totaling no more than two pages.

1. **What were the original objectives of this initiative?** *(Include goals, expected outcomes, what you hoped to accomplish.)*

   The objective was to take a temporary 11-month professional advisor position in the Advising and Testing Center and make it a 12-month term position to increase the number of professional advisors available to students. By increasing the number of available advisors student wait times would be decreased and more students will be able to be advised.

2. **What was accomplished?** *(What actually happened? Include personnel hiring, status of funds spent, and any changes to original plans, goals, or objectives. What goals were met? Include specific outcomes of the project or initiative.)*

   A professional advisor was hired for 12 months. During the past year the advisor has meet with over 665 students from August 2013 until April 2014. Specifically during the summer (June and July) the advisor saw 173 students.

3. **What has been the impact?** *(How has UAA benefited from this initiative? Were additional courses offered or students served? What research was completed, what knowledge gained? What are the indicators that point to the impacts? How do the results further the strategic objectives of UAA 2017? How has the initiative affected UA Performance Measures?)*

   In June and July of 2013, the Advising and Testing Center provided 572 advising appointments. By increasing the employment term, (June and July) Advising and Testing Center was able to increase the number of completed appointments.
advising appointment by 30.2% for the summer. As a result, 173 additional students were able to receive academic advising in summer 2013.

4. What are the expected future outcomes of this initiative? (Where is this initiative going next? How will this initiative continue to benefit UAA and its constituents? What is the anticipated future impact on UA Performance Measures?)

This advisor will continue to provide service to students to increase persistence and retention, which will positively impact UA Performance Measure to increase undergraduate retention. Academic advising is one important key to student success and retention as found in UAA’s Fall 2013 Mandatory Advising Pilot initiative were students part of the pilot were 10% more likely to persistence form fall to spring than students not in the pilot.

5. Amount Spent. (As of month end: __September___)

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ATTACHMENT III

Incremental Request Form
FY15/FY16

Title: Student Recruiters

MBU Priority Ranking #: 1

1. Request Description/Strategic Purpose.

UAA is well above the median recruitment staff-to-student ratio for four-year public institutions of its size. In 2013, the benchmark for large four-year public institutions was 1 staff member for every 111 new students; UAA’s staff-to-student ratio was 1 staff member for every 575 new students.*

UAA is limited in the type and scope of recruitment efforts based on the high staff-to-student ratio. To increase recruitment efforts and the visibility of UAA in Alaska and the lower 48 additional recruiters need to be hired.

General Recruiter (FY15)
Enhancing the recruitment of non-resident students would provide the opportunity to increase tuition revenue. In 2012-2013, 9% of total UAA enrollment was non-resident; a relatively small percentage for a campus our size. Due to budget constraints and the high cost of travel, the Office of New Student Recruitment cannot optimize out-of-state recruitment efforts. Our out-of-state efforts focus on WUE states in which we have successfully attracted and enrolled the highest number of students over the last several years (WA, OR, CA, and CO). If additional funding for out-of-state recruitment became available, focusing more on the non-resident market could prove to be a very lucrative investment for the university, with a high rate of return for funding spent. For example, if 100 new out-of-state students were recruited and ultimately enrolled, nearly a million dollars of additional tuition revenue would be realized annually.

*2013-2014 undergraduate full-time tuition

Transfer Student Recruiter (FY16)
According to a 2011 report from College Board, 4 out of 5 community college students in the U.S. want to transfer to a four-year institution. About 1 in 3 students enrolled in either a 4-year or 2-year college plan to transfer. In fall 2013 transfer students made up 23% of UAA’s new student cohort without an active transfer student recruitment plan. A transfer student is more likely to graduate and not stop out. With declining enrollments at UAA (declining high school graduates from Alaska), there is great opportunity to recruit from the large pool of transfer applicants across the U.S.

A strategic recruitment plan focused on this market could show significant enrollment gains and will require the support of the greater campus community as we strive to be identified as “transfer-friendly.” Office of New Student Recruitment has not been able to effectively recruit this market with our current staffing because of the time that must be devoted to individual transfer prospects and the necessary level of knowledge of academic program requirements. A dedicated Transfer Student Recruiter would allow us to create a targeted transfer market segment and would work directly with
the community campuses within the MAU and build relationships (including the creation of articulation agreements) with community colleges outside of Alaska that have complimentary 2-year programs.

UAA needs a year to establish appropriate procedures, policies and pathways for transfer students (articulation agreements, transcript evaluations, etc) before hiring a new transfer recruiter. Therefore, the request for funds is for FY16.

Both recruiting positions support the Cabinet Strategic C to “Expand educational opportunity and increase student success . . . improve transition to higher education . . . continue to improve the rates at which students attain their educational goals; and substantially increase the number of our students who achieve the highest academic distinction.”

2. Internal MBU Reallocation. (Will any funds be reallocated internally to support this effort?)

There are no current funds available within the Division of Student Access, Advising and Transition to reallocate to these positions. Other critical programs would have to be eliminated to fund this position internally.

3. Statewide System Performance Measures.1 What is the anticipated impact of the requested increment on one or more of the SWS performance measures? If there is no obvious link between the request and an existing SWS Performance Measure, it is not necessary to fill out this section.

The recruiters would improve student access to UAA and help increase enrollment. The transfer student and out-of-state population could fill the gaps in UAA’s enrollment numbers and improve student transition into the University.

4. Other Output Measures. If no SWS Performance Measure is applicable, what measure will you use to assess the effectiveness of this investment? What change in the measure, from what baseline, within what time frame? Provide specific estimates.)

The General Recruiter will:
• Promote UAA through a wide variety of activities designed to showcase the University.
• Plan, coordinate, and present special events.
• Develop and deliver formal presentations to high school students, college students, community groups and organizations.
• Maintain comprehensive expertise in university policies, procedures, calendars, deadlines, requirements, services, organizations, and personnel in order to serve as a reliable information resource to the campus community.
• Travel extensively and willingly, in and out of state, often to remote locations under difficult conditions (requires driving).
• Design and develop programs to support the University's recruitment plan.
• Assist in designing recruitment materials including a series of prospective student mailings.

1 For reference, please see UAA Performance ‘13, beginning page 16
search and orientation pieces, and audio-visual aids.

- Meet with prospective students and families regarding admission and enrollment procedures, and academic requirements for 2 year/4 year full time/part time, and academic/vocational programs (may require driving).
- Provide a general introduction to UAA academic programs and student services.
- Establish and maintain positive contacts with school counselors and community representatives.
- Respond in person and in writing to routine admission and enrollment inquiries from prospective students, parents, counselors, faculty and staff.

The Transfer Recruiter will:

- Follow a client-centered management philosophy and effectively create, sustain, and transition meaningful relationships with UAA’s transfer students and outside universities and institutions.
- Work closely with academic departments to establish articulation agreements with outside universities and institutions.
- Support transfer students through the transfer process.
- Ensure all aspects of their admissions, financial aid, testing, advising, registration, orientation, tuition/fees, and on- and off-campus housing are complete and clear.
- Use predictive analytic tools to ensure each student receives customized support appropriate to their development and college transition experience.
- Travel to outside institutions and attend college fairs to meet with prospective students and outside universities.
- Provide statistical analysis of transfer students’ enrollment and academic performance data.

5. Total Amount Requested. *(In the table below, list the general funds requested, any non-general fund revenue that may be generated as a result of new general fund received, and the number of positions requested. Enter the fiscal year(s) for which the request is being made.)*

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Transfer Student Recruiter (FY16)

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<td>Base</td>
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ATTACHMENT III
Incremental Request Form
FY15/FY16

Title: Rural Student Recruiter and Outreach Specialist

MBU Priority Ranking #: 2

1. Request Description/Strategic Purpose.

In order to support the recruitment and transition of rural Alaska students into college UAA created the Rural Student Transition Specialist (RSTS). The RSTS works with rural Alaskan students from their senior year of high school through their second semester of college. Two critical phases affect the retention of first-semester college students: making the transition to college and making connections at college. Making the transition to college can be especially difficult for those students who are the first in their families to attend college as they deal with changing identities, being perceived as different, leaving old friends behind, and living between two worlds. Other challenges may include poor academic preparation, lack of financial planning, and lack of clear goals in relation to college.

The RSTS establishes relationships with rural Alaska school districts, school counselors and students while in high school in order to support the recruitment and initial transition into college. The RSTS works with students individually to provide support in areas of transition including housing, financial aid, meeting with an advisor, campus programs, and general support.

The RSTS also works with existing programs on the following:

- RSTS works with students from rural Alaska individually and on a case-by-case basis when a student information advisor or other campus resource person refers a student.
- Works in collaboration with Native Student Services, Cama’i Room, and UAA programs to support Alaska Native and Rural student’s success on campus. Examples: Alaska Native Scholarship Fair and development of a Native Programs website.
- Works in conjunction with other UAA transition advisors to support student success on campus by providing “Compass: Finding Your Way at UAA” workshops

Continuing Rural Outreach Specialist position supports the Strategic Priority C to “expand educational opportunity and increase student success: improve transition to higher education with an emphasis on serving Alaska Natives . . . continue to improve the rates at which students attain their educational goals; and substantially increase the number of our students who achieve the highest academic distinction.”

Since summer 2012 the RSTS has worked with 64 prospective and current students in cohorts. The RSTS will allow UAA to continue to support the access, success and retention of Alaska Native and rural students.
2. **Internal MBU Reallocation.** *(Will any funds be reallocated internally to support this effort?)*

The RSTS received funding for two years (ending FY14) from a generous gift from the Eyak Corporation as an investment towards UAA’s commitment to the successful transitions of rural Alaskan students into higher education. There are no current funds available within the Division of Student Access, Advising and Transition to reallocate to continue this position. Other critical programs would have to be eliminated to fund this position internally.

3. **Statewide System Performance Measures.**

*What is the anticipated impact of the requested increment on one or more of the SWS performance measures? If there is no obvious link between the request and an existing SWS Performance Measure, it is not necessary to fill out this section.*

Alaska Native students experience an almost 20% lower retention rate from fall to fall when compared to UAA’s overall population of first-time students (FY12 data - Alaska Native = 49%; UAA = 68%). The retention rate has been in decline since 2006. Within the first year the program, the RSTS has demonstrated success, the first cohort of students (fall 2012) had a retention rate of 57% from fall 2012 to fall 2013.

The RSTS contributes to UAA’s overall persistence and retention rates while increasing college access to Alaska Native and rural students. Currently, the specialist serves the following areas: Valdez, Cordova, Copper Center, Glenallen, and Sikta. If funding continues, the RSTS will increase the number of students within the cohort by adding the following regions: Bering Straits School District and Lower Yukon School District.

4. **Other Output Measures.**

*If no SWS Performance Measure is applicable, what measure will you use to assess the effectiveness of this investment? What change in the measure, from what baseline, within what time frame? Provide specific estimates."

The Rural Outreach Specialist will continue to:

- Follow a client-centered management philosophy and effectively create, sustain, and transition meaningful relationships with UAA's first time students from Alaska's rural communities.
- Support students individually and in-group settings from individuals' senior high-school year into their second semester at UAA.
- Ensure all aspects of their admissions, financial aid, testing, advising, registration, orientation, tuition/fees, and on- and off-campus housing are complete and clear.
- Design and implement effective strategies, systems, and mechanisms, including Individual Success Plans (ISP), that regularly and proactively engages students with student success resources throughout their first college year.
- Use predictive analytic tools, such as MAP-Works, to ensure each student receives customized support appropriate to their development and college transition experience.

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1 For reference, please see *UAA Performance ‘13*, beginning page 16

• Monitor each student’s progress and adherence to their ISP.

• Travel to rural communities to meet with prospective students and their families, secondary educators, and community members.

• Conduct and/or coordinate workshops on applying for college, financial aid, campus programs, and college success techniques to increase student readiness and persistence.

• Build and sustain meaningful relationships with key stakeholders in rural communities as a UAA liaison.

• Provide statistical analysis of rural students enrollment and academic performance data.

5. Total Amount Requested. *(In the table below, list the general funds requested, any non-general fund revenue that may be generated as a result of new general fund received, and the number of positions requested. Enter the fiscal year(s) for which the request is being made.)*

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Title: Financial Literacy Outreach Specialist

MBU Priority Ranking #: 3

1. Request Description/Strategic Purpose.

This position is needed to fulfill an obligation to provide financial literacy education and loan default counseling to our students. Our goal is to teach students how to budget, manage, and plan for how they will attend school as well as instruct them on wise money management so they have adequate funding for their entire academic career, helping them Stay On Track. Financial issues are the second most popular reason UAA students drop out of college according to the UAA Misses You survey. http://www.uaa.alaska.edu/studentaffairsassesment/upload/2010-UAA-Misses-Survey_pdf.

Our students are not exposed to this kind of instruction prior to entering UAA or applying online for financial assistance. Educating students on how to budget, and navigate UAA’s and Department of Education programs can only improve retention and graduation rates. The financial aid office is always approached to assist at orientation, recruitment functions, ASD back to school nights, International Studies Orientations, and Guidance 150 classes. These requests typically occur during our peak work periods so we are unable to attend these events and provide the needed financial literacy education. An outreach specialist dedicated exclusively to these events and other financial literacy projects, including default aversion, would fulfill our commitment to the institution and to our students by effecting positive change in student experiences in a measurable and proactive way.

This position will also include default aversion to address a growing local and nation student loan default rates. UAA’s default rates have ranged between 8.3% and 10.3% the past 4 years. This parallels changes in the national rates. Schools with consecutive annual default rates above 15% are subject to sanctions and additional requirements with regard to the disbursement and monitoring of federal aid. Schools with default rates below this rate enjoy the additional benefit of disbursement up to 10 days prior to the start of a term as well as single disbursements for a term, benefitting the student and the school. This position would develop a formal default prevention program at UAA which can effect important change with regard to student debt, the way students use aid, and how they interpret their responsibilities as a borrower. Defaulted federal student loans cost taxpayers money. Cohort default rate sanctions and benefits provide an incentive to schools to work with their borrowers to reduce default. Sanctions also can prevent a school with a high percentage of defaulters from continuing to participate in the William D. Ford Federal Direct Loan (Direct Loan) and Federal Pell
Grant programs. As a result, cohort default rates help save taxpayers money.

This position will capitalize on the strengths of the Financial Aid office, that of the institution and the financial strength of the individual student who may be more willing to invest in education if they feel able to maintain a balanced budget and financial stability. We are promoting fiscal responsibility, educational opportunity and ease of navigation through an often maligned and confusing process. The results will be measurable by:

1. A drop in student inquiries on financial aid issues
2. Enhanced use of the resources available to educate our students now
3. Greater enrollment from increased retention
4. Fewer students impacted by Satisfactory Academic Progress violations

A specific position focused on this is needed because it requires a unique skillset not currently in “inventory” in the Office of Student Financial Aid or Enrollment Services as a whole. The design of the financial aid office at UAA does not promote discussion with students directly as our staff are technical processors – hired for their technical skills, not counseling, presentations or teaching. It’s not feasible to change one of the technical positions to a literacy specialist because over the last 5 years the financial office has seen an increase of 42% in students seeking financial assistance through our office with a 41% increase in total federal; state, external and institutional dollars disbursed with no staff increases. The office is doing everything it can now with current staff just to keep up with the increased volume of students and dollars. Student Information Advisors’ core competency is to be generalists tasked with assisting students with any-and-all enrollment issues.

This position aligns with the following Statewide and UAA strategic guidance:

a. This initiative advances one of the Cabinet Strategic Guidance points, namely Student Advancement and Attainment (SDI1), yet also implies Accountability to the people of Alaska (SDI5) in service to students who may also benefit from the Alaska Performance Scholarship, Alaska Advantage Grant, and those who utilize state loan resources. This objective also remains attentive of potential challenges such as the estimation of student headcount and credit hours to remain flat or in decline by promoting the Stay on Track initiative.

b. This initiative advances three Strategic Direction Themes Shaping Alaska’s Future (SDI):
   a) Student Achievement and Attainment by supporting access, retention, and graduation.
   b) Research and Development to Sustain Alaska’s Communities and Economic Growth by promoting access, attainment, and reduced indebtedness (increasing buying power).
   c) Accountability to the People of Alaska though better stewardship of public funds dedicated to financial aid.

c. This position responds to the challenge of increased regulation and accountability from public, governmental, and federal programmatic entities, encouraging more tempered use of
the potentially declining federal resources including student grants and loans. It also responds to the verbiage on the Stay on Track website which refers students to “Talk to the Financial Aid Professionals”. The Financial Literacy Outreach Specialist is available to attend events and class meetings, and to meet with students who need specific guidance one-on-one to get the most out of their financial aid awards, increasing student awareness of the resources available to make a college education more affordable, and avoid the pitfalls of not maintaining academic progress.

2. Internal MBU Reallocation. *(Will any funds be reallocated internally to support this effort?)*

We hired a Term Financial Literacy Outreach Specialist in January 2014 with enough funding from the Student Affairs Strategic Initiative budget to keep the person through June 2014 (the end of FY14). Enrollment Services and the Office of Student Affairs may have funds available to keep the position filled through the August 2014 so the services are available to students as the new semester begins. Beyond that in the University’s budget situation for FY15 we do not foresee the ability internally to sustain this position.

3. Statewide System Performance Measures.\(^1\) *What is the anticipated impact of the requested increment on one or more of the SWS performance measures? If there is no obvious link between the request and an existing SWS Performance Measure, it is not necessary to fill out this section.*

FY14 will include a cohort of graduating students in Spring 2014 who are federal loan borrowers. As a congratulatory measure we are awarding a tuition award to a select number of this group who qualify. In turn we are reducing their loan debt in that same amount.

Our desire is to effect positive influence on this cohort of borrowers so we might see a measurable difference in our cohort default numbers down the road. This is a small drop in the bucket but if effective, we could anticipate further efforts to make this a successful ongoing initiative.

a) The FY14 Spring graduate cohort will be tracked via NSLDS for loan repayment statuses and potential intervention should issues arise with lateness or non-payment. This tracking will review data on repayment status, forbearance or deferment use, return to school, or potential default risk.

b) The FY14 Spring graduate cohort includes a baseline number of approximately 125 loan borrowers. Based on our current default rate figures of 12.2%, this group has a potential to include 16 who will default. On those loans by end of federal fiscal year, September 30, 2015. Our desire is to see a lower instance of default percentage based on our financial literacy efforts.

c) The FY15 cohort of students served will be tracked for financial assistance used, academic progress, and adherence to the Stay on Track initiatives as well as other pertinent criteria established.

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\(^1\) For reference, please see *UAA Performance ‘13*, beginning page 16  
d) The FY15 group will also be reviewed and assessment data will be collected so we can determine which students in a counseled group will be more likely to default. Our desired outcome is to see a definitive decrease in default percentage on the group served by a Financial Literacy Outreach Specialist as compared to those students who do not seek assistance or guidance by that same position. A portion of this group would potentially have final review for federal cohort on September 30, 2016. The desired decrease in specific cohort for the year would be at least 2 percentage points lower.

4. Other Output Measures. If no SWS Performance Measure is applicable, what measure will you use to assess the effectiveness of this investment? What change in the measure, from what baseline, within what time frame? Provide specific estimates.)

- creating goodwill and open communication with the University and our FA Literacy specialist
- reinforcing the students awareness of their obligation to pay
- showing them how easy it is to make a payment
- encouraging responsible communication with their servicers
- providing valuable information on loan repayment options and benefits.

We hired a Term Financial Literacy Outreach Specialist in January 2014 with funding from the Student Affairs Strategic Initiative budget. In the month this position has been filled the employee has developed a brand logo, established an email and contact base with current work on a website, and has met with multiple students one-on-one based on referrals from the transition advisors as well as those from Student Support Services. The general feedback from these offices has been positive. This employee has done the following, showing what a demand there is for a position of this nature:

- Established a Financial Literacy email account for prospective referrals, student queries and for use on materials. Coordinating with marketing on a financial literacy “brand” logo specific to UAA and literacy.
- Working on a FIN LIT website with resources, tips, and schedules for FIN LIT workshops
- Working on a “Savvy Student” series of workshops to encourage students to know their resources, understand budgeting, credit, loan issues, etc. Promote financial literacy as a program, not just a workshop.
- Registration and participation in the credentialed Personal Financial Management Certification program offered through Inceptia: 15 module course.
- Presented at 4 Guidance 150 classes at the request of the instructors, collaboration with residence life for workshops and Commons events.
- Presented 3 well attended workshops at Preview Day for around 100 prospective students
- Made contact with various loan servicers tasked with providing servicing and default prevention for UAA loan borrowers
- Met with students as referred by transition advisors and other staff
- Volunteered at College Goal Alaska with ACPE
- In house training on SAP, return of Title IV processes to understand the financial and academic impacts these two federal requirements have on student success and ability to continue.
Projects in progress:

- Six events planned with transition advisors in March and April. Presenting 2 workshops in conjunction with Student Support Services/Multicultural Center on SAP, impact of withdrawal, and keeping your Title IV eligibility to save money.
- Spring 2014 loan borrowers who have applied for graduation. Working on a list of approximately 200 students for whom we will award tuition waivers and return loan monies as a congratulatory measure and impetus for financial responsibility.
- Documentation for advisors to disseminate to students on SAP policies and the ramifications both financial and academic if SAP is not maintained-in progress.
- Development of a scavenger hunt type document for students to follow and become knowledgeable about the many resources UAA has to offer and the financial literacy opportunities available to them (ties to our departmental SLO).

5. Total Amount Requested.  *(In the table below, list the general funds requested, any non-general fund revenue that may be generated as a result of new general fund received, and the number of positions requested. Enter the fiscal year(s) for which the request is being made.)*

The current Term position is grade 78 and held by an individual at step 14 due to prior UAA employment. The figures below are for grade 78 step 14.

<table>
<thead>
<tr>
<th>Request Type</th>
<th>Fiscal Year</th>
<th>Amount</th>
<th>Non-General Funds Generated</th>
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ATTACHMENT III

Incremental Request Form
FY15/FY16

Title: VA Educational Benefits Certifying Technician

MBU Priority Ranking #: 4

1. Request Description/Strategic Purpose.

The Office of SFA respectfully requests continued funding in order to make the Veterans Educational Benefits Certifying Technician position a permanent one. As UAA’s continued objective is to be the premier campus for serving Veteran students in Alaska, maintaining the current staffing is essential. Continued funding of this position will ensure that UAA can provide the current level of service to students who receive VA educational benefits. This will benefit the university and students by easing the military/veteran’s transition to the civilian sector and the world of higher education as well as the financial burden these students often face due to delayed processing.

The mission of UAA’s certifying officials is clear: “UAA’s VA School Certifying Officials are dedicated to providing the highest quality and comprehensive financial support to student veterans and their families using VA educational benefits. Our goal is to support access to funds that will increase the admission, retention and graduation rates of veterans.” In stating this, veterans can and do expect to have their bill paid by those benefits promised when they signed their names and stated their oaths. However, when payment is delayed due to lack of resources to process those benefits in a timely manner, those same veterans are faced with the dilemma of funding their education through alternative means. This encourages additional debt, something the federal government and the Department of Defense are becoming increasingly aware of and concerned with.

The federal creation of Post 9-11 benefits has increased the number of students using VA educational benefits at UAA exponentially over the last five years. Nationally, that growth is expected to continue for several years. According to the Chronicle of Higher Education, 0.5M students are currently using Post 9-11 benefits and another 2M will be using them in the next several years.1 UAA currently has approximately 1,800 students using various types of VA educational benefits each semester. 1,452 students taking courses at the Anchorage campus were certified for VA education benefits during 2012/2013. This number does not include those students who are attending other campuses and we are obligated to submit as a parent letter process. Based on very current events, the announcement Defense Secretary Chuck Hagel made this week about the proposed downsizing of the DOD will definitively impact housing allowances, pay raises, healthcare premiums and other benefits, making financial issues that much more vital for the veteran student population. http://www.cbsnews.com/news/defense-secretary-chuck-hagel-to-recommend-deep-budget-cuts-targeting-pay-benefits/.

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The inception of Post 9-11 benefits has also increased the federal reporting requirements to include tracking of: initial registrations, changes in registrations, recipients on academic probation, academic disqualifications, grades, and graduation information. Certifying student registrations with the VA is a labor-intensive and continuous process. Degree audits must be performed each time a student is certified or their certification is adjusted. Frequent contact with academic departments and students is necessary in order to ensure accurate certifications. The VA’s archaic computer system does not allow electronic batch uploads of student information; therefore, VA certification remains a manual process, requiring schools to continuously monitor and adjust each student’s account over the course of each semester.

Since hiring this additional term-funded VA Certifying Technician, the SFA Office has significantly improved the timeliness of student VA certifications and has increased our ability to communicate and problem-solve individual student issues. This has positively impacted the student experience and has profoundly reduced the numbers of student complaints both internally and externally. In a meeting with Senator Begich’s staff in 2012, it was noted that student complaints to their office regarding UAA and VA educational benefits had virtually ceased. This office audits Post 9-11 student payments, coordinates with the UAA accounting office and the VA, when discrepancies arise, thereby limiting the frequency of student overpayments with the VA. Finally, having this position has allowed the SFA Office to implement other student-friendly improvements, such as the student-initiated VA certification process implemented for fall 2012.

This position supports access, persistence and completion for Veteran students and their families. It also brings federal resources to UAA in the form of Veteran’s tuition benefits and through providing outstanding service contributes to UAA’s repeated recognition as Military Friendly School.

This initiative advances three Strategic Direction Themes Shaping Alaska’s Future (SDI):
• (SD1) Student Achievement and Attainment by supporting access, retention, and graduation.
• (SD 4) Research and Development to Sustain Alaska’s Communities and Economic Growth by promoting access, attainment, and reduced indebtedness (increasing buying power).
• (SD 5) Accountability to the People of Alaska though better stewardship of public funds dedicated to financial aid.

This initiative advances Cabinet Strategic Guidance 2013: Access, Persistence, Completion through continued high levels of service to this student population. Secondarily it supports the priority for resources by bringing in a steady and reliable tuition revenue stream.

2. Internal MBU Reallocation. *(Will any funds be reallocated internally to support this effort?)*

3.
Enrollment Services will in FY15 reallocate funding from the Administrative Assistant to the Associate Vice Chancellor to this position. This position is a Grade 76 part-time position (shared in the past with the AVC for Finance), the total funding is only $30,926.

The Office of Student Financial Assistance cannot reallocate a position because over the last 5 years the financial office has seen an increase of 42% in students seeking financial assistance through our office with a 41% increase in total federal; state, external and institutional dollars disbursed with no
staff increases. The office is doing everything it can now with current staff just to keep up with the increased volume of students and dollars.

3. Statewide System Performance Measures. What is the anticipated impact of the requested increment on one or more of the SWS performance measures? If there is no obvious link between the request and an existing SWS Performance Measure, it is not necessary to fill out this section.

The Office of Student Financial Assistance is in the process of developing Key Performance Indicators (KPIs) to assess this population of students in relation to the following applicable SWS Performance Measures:

- graduation rates,
- student Credit hours,
- total Certificates and Awards, and
- six year graduation rate.

By providing consistently excellent service to Veteran students we create a welcoming environment that is easy for them to navigate – supporting enrollment and completion. Specifically, by providing rapid and accurate certification of their benefits Veteran students are able to register for courses on time – securing scarce seats and access to other benefits from the VA and DoD such as book stipends prior to the start of the semester, contributing to their academic success. As part of the certification function each student’s registration must be verified against his or her degree plan. This in-effect provides another level of “advising” and keeps students on track to graduate on time. Courses not on the degree plan cannot be certified for benefits. Timely certification gives the student a chance to change their registration while courses are still open.

4. Other Output Measures. If no SWS Performance Measure is applicable, what measure will you use to assess the effectiveness of this investment? What change in the measure, from what baseline, within what time frame? Provide specific estimates.)

The Office of Student Financial Assistance is also currently developing KPIs to gather data on this population of students in relation to:

- staff to student ratio regarding the numbers of: times a student is certified each term, emails, phone calls, walk-in students etc.,
- processing times for initial certifications, certification of tuition and fees, and adjustments to certifications,
- student satisfaction.

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2 For reference, please see UAA Performance ‘13, beginning page 16
5. Total Amount Requested. (In the table below, list the general funds requested, any non-general fund revenue that may be generated as a result of new general fund received, and the number of positions requested. Enter the fiscal year(s) for which the request is being made.)

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<th>Amount</th>
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Title: Career Cluster/Educational Pathway Publications Coordinator

MBU Priority Ranking #: 5

1. Request Description/Strategic Purpose.

The purpose of the Career Cluster/Educational Pathway Publications project is to produce and maintain 134 educational pathway academic program brochures, one for every degree and certification program in the Anchorage MAU. The brochures are re-printed continually and updated when curriculum changes warrant.

All UAA academic departments have the brochures available for use in promoting their programs to prospective students and for academic advising of current students. Advising and Testing and other offices such as Native Student Services, Student Support Services, and Disability Support Services utilize the brochures for academic advising purposes.

For over seven years, TVEP grants funded the Publications Coordinator position (0.75 FTE) to keep the brochures updated and to manage printing and distribution of the 134 different brochures. Personnel costs (wages and benefits) for the coordinator ranged from $48K to $61K year. Grant funds exceeding this amount were used to subsidize the cost of printing the Career Cluster/Educational Pathway brochures for academic departments, Advising and Testing, New Student Recruitment, and other departments at UAA.

TVEP Funding History:

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TVEP funding for the publication of the Career Clusters brochures was approved for FY15 for $20,000. If PBAC funding is not granted, the project will have insufficient funds to pay for the Coordinator position and production of the brochures will end. Enrollment Services does not foresee internal funding becoming available to retain the Career Cluster/Educational Pathway Publications Coordinator, nor is there a comparable position within the division to shift the project to.

Discontinuation of the program would leave departments without current high quality career/major guidance materials. Moreover, the Career Cluster/Educational Pathway brochures provide a consistent presentation of UAA academic information, allowing students to effectively compare different programs. This too would be lost if the program closes, making it more difficult for current and future students to compare programs and plan a path to graduation.
Strategic Purpose: This is a strategic initiative to provide career and educational guidance to prospective and current UAA students. It supports access, persistence and completion by helping students choose the UAA program that best leads them to the career they want and helps keep them on track toward that goal. In a spring 2014 survey to academic departments and programs, 93% of respondents shared that they rely on the Career Clusters to provide succinct, accurate, and visually engaging materials to promote UAA’s academic programs with 64% displaying the brochures on their program’s website.

2. Internal MBU Reallocation. (Will any funds be reallocated internally to support this effort?)

Enrollment Services has contributed an average of $6,071 per year between FY09 and FY13 to cover contractual and commodities expenses that exceeded the TVEP grant amount. Internal funds are not available to maintain this position, nor are there other staff/positions available to shift the duties to. If unfunded, the project will close.

3. Statewide System Performance Measures.¹ What is the anticipated impact of the requested increment on one or more of the SWS performance measures? If there is no obvious link between the request and an existing SWS Performance Measure, it is not necessary to fill out this section.

This strategic project supports the following performance measures, in order of impact:
- New student enrollment
- Student credit hours
- Total certificates and awards
- Completion/graduation rate
- On time completion

The Career Cluster/Educational Pathway brochures contain detailed information about each academic or vocational program and the pathways through the program into employment. These publications serve both recruitment and advising functions. The brochures provide detailed up-to-date information about UAA programs and are sent to prospective students based upon interest expressed on inquiry cards. No other publication provides this type or level of information. They are particularly important to parts of the state with limited access to the UAA website. The brochures also clearly illustrate the different pathways a student can take to reach their career goal; many programs offer a choice of pathways: certificate, Associate’s, Bachelor’s, Master’s. Getting on the right path from the start is a key to persistence and completion, i.e. “Stay On Track.”

4. Other Output Measures. If no SWS Performance Measure is applicable, what measure will you use to assess the effectiveness of this investment? What change in the measure, from what baseline, within what time frame? Provide specific estimates.)

Positive community relations with high schools and other entities are enhanced by the assistance these publications provide in counseling and advising students on education and career options.

¹ For reference, please see UAA Performance ‘13, beginning page 16
5. Total Amount Requested. (In the table below, list the general funds requested, any non-general fund revenue that may be generated as a result of new general fund received, and the number of positions requested. Enter the fiscal year(s) for which the request is being made.)

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