Performance Based Budgeting:
An Assessment of Progress in Institutionalizing it at the University of Alaska Anchorage

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Section 1. Executive Summary

This report outlines UAA's performance on five metrics identified for annual review in response to Senate Bill 281. These metrics are part of the University of Alaska's Performance Based Budgeting (PBB) process. It begins with a brief introduction, a description of methodology, and a discussion of the evolution of strategic planning at UAA over the past five years. Progress on all five metrics at the MAU level is detailed in Section 5; progress at the campus, school, and college level is detailed in Section 6. The report concludes with a description of the steps UAA has taken to institutionalize the PBB process and a summary of proposed actions the university expects to implement in future years.

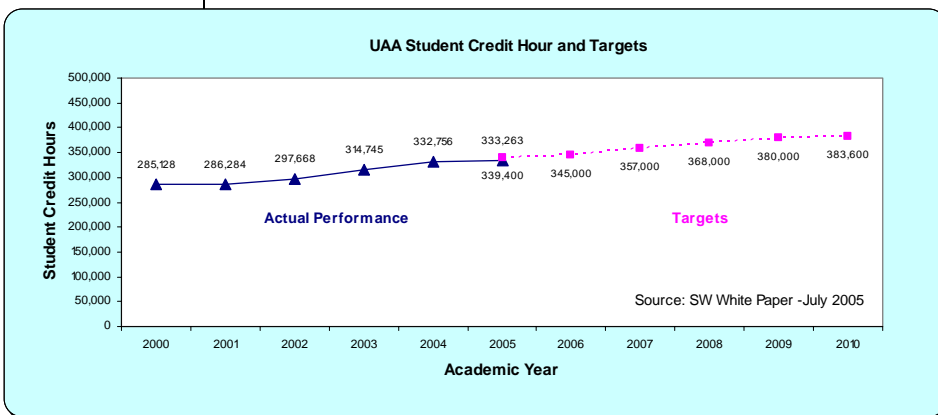## REPORT HIGHLIGHTS

Status of five metrics at MAU Level

1. Student Credit Hours & Headcount

Student credit hours have been steadily increasing since AY2000, reaching a high of 333,263 in AY2005. The strongest rates of growth (nearly 6%) occurred in AY2003 and AY2004. Growth flattened out in AY2005, with the Anchorage campus achieving a 3% increase while the community campuses experienced a 10% decrease. This recent enrollment slowdown is campus-specific, and may be influenced by a variety of factors, among them increased military deployments in Afghanistan and Iraq, shrinking workforce bases in Kenai and Valdez, the troubled fishing industry in Kodiak, and possibly rising tuition rates and stricter residency requirements.

2. Retention Rate for Undergraduate Freshmen

Retention rates, measured fall to fall for first-time, full-time degree-seeking, cohorts of freshmen, have improved steadily since 1997, reaching a combined associate and

baccalaureate high of 66% in AY2005. As expected, baccalaureate rates exceed associate rates; however, associate rates have shown the most dramatic improvements, from 36% for the Fall 1997 cohort to over 50% for every cohort entering since Fall 2000. Recent improvements are associated with deliberate and strategic efforts by the MAU to more successfully acclimate new

UAA Student Credit Hour and Targets

UAA Freshmen Retention Rate and Targets

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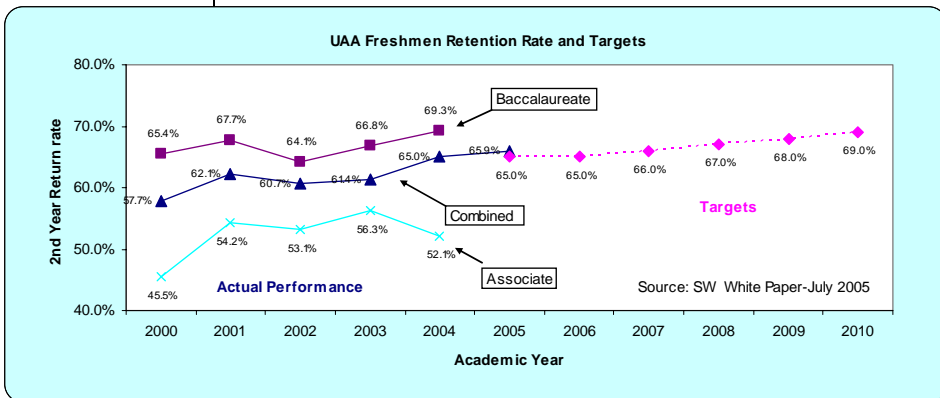
students to the university through its First Year Experience program and to increase student success and reduce student attrition in the classroom.

3. High Demand Job Area Degrees Awarded

High demand program awards have been increasing steadily since AY2001, reaching a high of 1,249 awards in AY2005 and paralleling a similar increase in all awards throughout the period. High demand program awards constitute approximately 70% of all UAA awards and are thus a major driver of graduation rates throughout the MAU. Successes in this metric are directly related to partnerships with local business, industry, and health care providers as well as earlier successes in increasing enrollment and retention across the MAU.

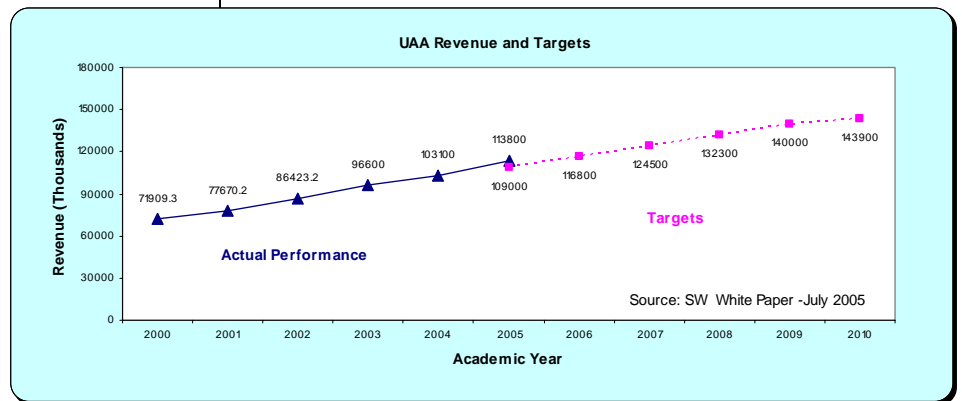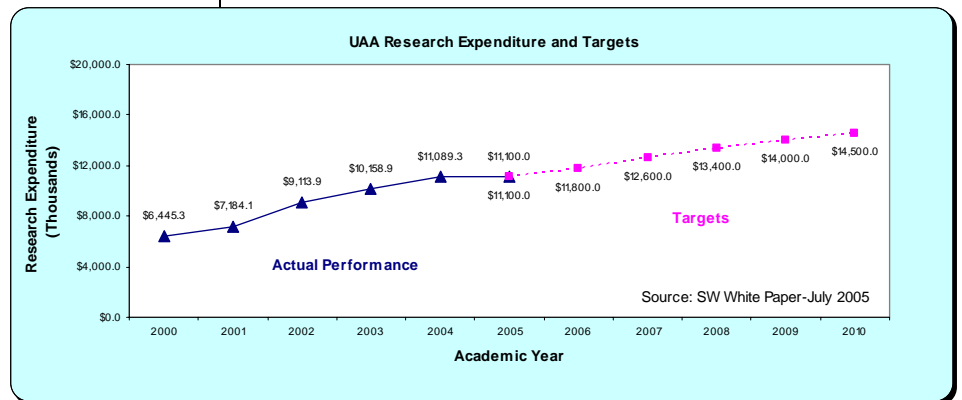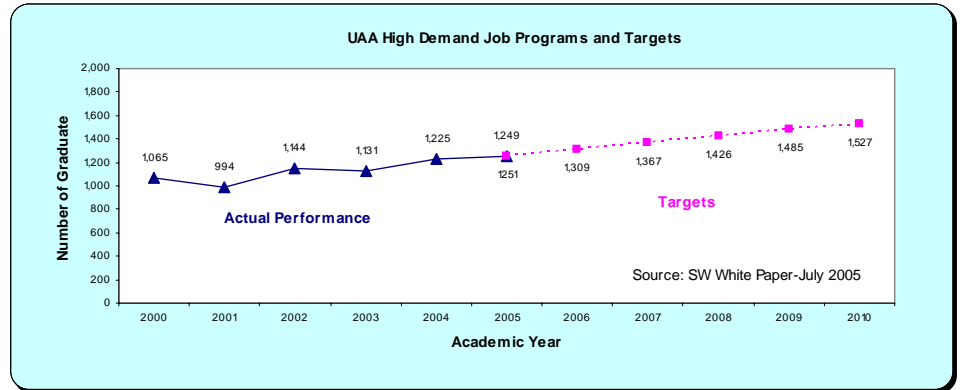### 4. Research Focus

Organized Research awards increased 12% in quantity and 4% in dollars between FY2003 and FY2004, while Other Sponsored Activities increased 22% in quantity and 93% in dollars. The establishment of data for historical trend analysis has proved to be a tricky task; therefore, this metric is most reliable for the years since FY2003. In recent years, research has grown mostly through individual and local initiatives and the influence of such programs as the Experimental Program to Stimulate Competitive Infrastructure Network (EPSCoR) and Biomedical Research Infrastructure Network (BRIN) rather than through comprehensive strategic planning on a campus-wide scale. However, the Office of the Vice Provost for Research will initiate a

UAA High Demand Job Programs and Targets

Number of Graduate / Academic Year

1,065 · 994 · 1,144 · 1,131 · 1,225 · 1,249 · 1,251 · 1,309 · 1,367 · 1,426 · 1,485 · 1,527

Actual Performance · Targets

Source: SW White Paper-July 2005

UAA Research Expenditure and Targets

Research Expenditure (Thousands) / Academic Year

$6,445.3 · $7,184.1 · $9,113.9 · $10,158.9 · $11,089.3 · $11,100.0 · $11,100.0 · $11,800.0 · $12,600.0 · $13,400.0 · $14,000.0 · $14,500.0

Actual Performance · Targets

Source: SW White Paper-July 2005

UAA Revenue and Targets

Revenue (Thousands) / Academic Year

71909.3 · 77670.2 · 86423.2 · 96600 · 103100 · 113800 · 109000 · 116800 · 124500 · 132300 · 140000 · 143900

Actual Performance · Targets

Source: SW White Paper -July 2005

comprehensive strategic planning initiative beginning in FY2005.

5. University Generated Revenue

University generated revenue has increased considerably since FY2000, with the most dramatic increases (approaching 12%) occurring in FY2004 and FY2005. These increases are mainly the result of increases in tuition (rate increases combined with enrollment increases as detailed in sections 5.1 and 6.1) and restricted revenues (as detailed in Section 5.4).

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Campus/College Highlights

- **Student Credit Hour Production** has increased across nearly all the schools, colleges and campuses over the last five years (AY2000 to AY2005). Top performers include the College of Health and Social Welfare (58% increase), the Community and Technical College (47% increase) and the College of Arts and Sciences (20% increase and the consistent generation of about 50% of the Anchorage campus credit hours). The College of Education showed steady declines from AY2000 to AY2004 following elimination and/or restructuring of most of its degree programs, but rebounded 20% in AY2005.

The community campuses showed steady increases during the early years of this period, then declined by a combined average of 10% in 2005. The Campus directors attribute this decline to tuition increases, lack of affordable student housing, high fuel costs, and course scheduling challenges caused by over-reliance on adjunct faculty.

- **Retention Rates** vary considerably between schools, colleges, and campuses. Top performers in 2004 include the School of Engineering (84%) and the College of Health and Social Welfare (78%), both of which operate customized retention programs that target at-risk populations (Alaska Native Science and Engineering Program; Recruitment and Retention of Alaska Natives in Nursing). The Community and Technical College, which is weighted very heavily toward certificate and associate degree programs, also achieved an impressive 65.5% retention rate in AY2004, up from 56% in AY2000. There is widespread agreement that pressures to increase class size (at least partly in response to metric #1) tend to have a negative impact on student retention, but also that good advising is a key to freshman retention and can overcome this and other negative factors. UAA's strategy of placing Academic Advising Coordinators in each school and college seems to be having its anticipated positive impact on this metric, as have campus-wide initiatives in First Year Experiences.

Retention rates tend to fluctuate widely on the community campuses, largely due to their very small cohort sizes; as such, this metric is less reliable at the community campus level.

- **High Demand Program** graduation rates have increased in recent years for almost all of the schools, colleges, and campuses. Top performers between AY2000 and AY2005 include the College of Health and Social Welfare (55% increase) and the College of Business and Public Policy (20% increase), which together produce nearly half of all UAA high demand program graduates. The College of Education continues to experience declines following recent program restructurings (down 55% over five years), but enrollment has at last begun to rise again, which should begin to impact degree awards over the next few years. The Armed Forces to Academia (A2A) initiative, providing a distance-delivered secondary education program that targets retiring service personnel, holds additional promise for the future of UAA's Education awards.

Community campus trends show a high point reached in AY2002, followed by a 19% overall decline by AY2004. Geographic isolation combined with declines in local economies and the oil, gas, and fishing industries have had negative impacts on the Kenai, Valdez, and Kodiak communities. Kenai is responding with new programs (Paramedic Technology, Occupational Safety and Health), Kodiak with a rotation of high demand job courses to reduce market saturation, and PWSCC with increased marketing, recruitment, and partnerships with local health care providers.

- **Research** expenditures in Anchorage have increased 72% between FY2000 and FY2004. Top performers include the College of Business and Public Policy (88% increase), the College of Arts and Sciences (57% increase), and the College of Health and Social Welfare (53% increase). Together, these three colleges and the Centers and Institutes they operate generate 90% of all research dollars. Further expansion may be limited by a shortage of adequate laboratory space combined with overtaxed faculty and the increasingly competitive funding environment. The only community campus with grant-funded research expenditures is the Kenai Peninsula College. Scholarly research does take place at the

community campuses, but at reduced levels and generally as part of faculty's service workload and/or as professional development. This metric is therefore of limited use at the community campus level.

- **University Generated Revenues** in Anchorage increased 36% overall between AY2000 and AY2004. The top performers were the College of Health and Social Welfare (58% increase), the College of Business and Public Policy (41% increase), and the College of Arts and Sciences (33% increase). Community and Technical College performance paralleled CAS's in early years of this period but took a sharp drop of 26% in AY2004, mostly due to a series of structural reorganizations that included the closure of the Adult Learning Center, changes in the way self-support courses were credited, and the transfer of the Mining and Petroleum Training Services (MAPTS) unit and the Occupational Safety and Health program to Kenai. The College of Health and Social Welfare is unique in generating nearly half its operating budget from external sources. The College of Education was recently awarded a $9.3 million AEIN grant, the largest grant ever awarded to UAA.

The community campuses have increased their overall university-generated revenues by 61% in the past five years. Kodiak College has had the largest increase (261%), followed by Prince William Sound Community College (PWSCC) (78%), Matanuska-Susitna College (MSC) (45%) and Kenai Peninsula College (KPC) (44%). Three of these colleges (KPC, Kodiak, and PWSCC) receive supplemental funding from their host borough or city, and the Mat-Su Borough is currently considering similar appropriations. Campus directors stress, however, that these funds are precarious and cannot be used to offset further reductions in support from UA or the MAU without jeopardizing existing programs, operations, and services. Local economies in Kenai, Kodiak, and Valdez are shrinking as the gas, oil, and fishing industries decline; no clear solutions appear on the immediate horizon.

Institutionalization

Institutionalization of Performance-Based Budgeting has been slowly but steadily underway throughout the institution, but with varying degrees of fit, commitment, and strategies at the school, college, and campus levels.

- **College of Arts and Sciences:** PBB strategies are being integrated with existing department-level management, which tends to be focused on balancing growth with quality and cost.

- **College of Business and Public Policy:** PBB strategies are being integrated with other industry, partnership, and accreditation-based strategic planning goals.

- **Community and Technical College:** CTC has made the most progress to date in implementing PBB concepts. The college uses metric-driven strategies to reallocate resources, has implemented sophisticated software to prioritize its programs based on their value to the college, and has established a fund to reward performance that exceeds targets.

- **College of Education:** Efforts are focused on raising awareness of metrics and the faculty's responsibility for and contribution to the college's success, including the development of "scoring guides" to assist faculty in knowing what counts and why from a performance management perspective.

- **School of Engineering:** PBB strategies were a driver in the school's recent comprehensive restructuring.

- **College of Health and Social Welfare:** PBB strategies are being integrated with existing strategic planning processes, which tend to be partner- and industry-specific, and heavily influenced by national market forces and trends.

- **Matanuska-Susitna College:** MSC is just beginning to involve departments in PBB strategic planning, integrating these metrics with local goals of quality, reputation, learning outcomes, and effectiveness.

- **Kenai Peninsula College:** KPC is developing an incentive budget model, convening campus leaders twice a semester to review progress toward goals, and putting considerable energy toward increasing metric values for student credit hours and retention.

- **Kodiak:** PBB strategies are helping Kodiak take a major step forward in its evolution, reformulating its image, revamping its course scheduling to move students through its programs, and focusing major efforts on improving PBB metrics in student credit hours, retention, and university-generated revenue.

- **Prince William Sound Community College:** For the first time ever, PWSCC involved all full-time faculty in planning for the Fall 2005 semester, setting the stage for greater involvement and commitment in future years.

Summary of Proposed Actions

This report concludes with 11 proposed actions that UAA intends to take to further institutionalize Performance-Based Budgeting.

1. Institutionalization will continue at a rate consistent with the institution's ability to meaningfully adapt.

2. Units developing their own metrics will be asked to map those metrics with PBB metrics.

3. Units using software or other tools that facilitate PBB processes will be asked to share these ideas with the PBAC.

4. UAA will identify conflicts between metrics and search for ways to mitigate them.

5. An effort will be made to develop a retention metric that more appropriately meets the needs of community campuses and professional programs.

6. An effort will be made to develop a student credit hour metric that applies to industry and licensure training.

7. UAA plans to review with UA Statewide the role of headcount in a metric.

8. UAA plans to hold discussions with community campuses to identify potential mappings between meeting local needs and more global PBB metrics.

9. UAA plans to offer suggestions on the UA PBB web pages.

10. UAA will confer with UA Statewide on synchronizing databases.

11. UAA will work with UA Statewide to create a mechanism for the MAUs to share lessons learned from this process.

Section 2. Introduction

Performance-Based Budgeting (PBB) at the University of Alaska (UA) is mandated by Senate Bill 281 which requires that the University annually measure and report on its progress.

Since the passage of Senate Bill 281 in 2000, PBB has evolved into an important management tool for communicating, directing, and measuring progress toward strategic goals. To be effective, PBB principles must be institutionalized throughout the university. This white paper summarizes the University of Alaska Anchorage's (UAA) progress toward this end and is the first of two such papers; the second will address, in more detail, the meeting of FY2005 performance targets and UAA's plan for meeting targets thereafter to FY2010.

This white paper begins with an Executive Summary (Section 1) followed by this brief introduction (Section 2) and a short description of methodology (Section 3). UAA is committed to performance-based management and began developing its own system several years ago (Section 4). As a result, UAA understood early the level of effort required to implement PBB processes and has, this last academic year, put in place considerable organizational structure to facilitate this institutionalization (again, see Section 4).

Sections 5 and 6 detail implementation activities at the university and college/school/community campus levels, respectively. In particular, these two sections address each of the first five UA Statewide metrics by examining corresponding operating assumptions, environmental conditions, recent strategies and impacts, near-term (future) activities and strategies, unintended consequences, and metric gaps, if any. While graphics are provided in these two sections illustrating UAA's performance against specified targets, target specific discussions are generally reserved for the second white paper, as noted above.

Section 7 provides the status of each college, school, and community campus as it institutionalizes PBB principles and is followed by a set of proposed actions (Section 8). Supporting Appendices, beginning with a list of acronyms, conclude this white paper.

Section 3. White Paper Methodology

Throughout AY2005 UAA's Planning and Budget Advisory Council (PBAC) and its Performance-Based Budgeting (PBB) Subcommittee have monitored the institutionalization of PBB principles into UAA's culture. In mid-May 2005, UAA's Office of the Vice Chancellor for Administrative Services assembled a team to author a white paper summarizing AY2005 PBB progress. The team began by reviewing with Pat Pitney, Associate Vice President, UA Statewide Planning & Budget Development, items and concerns that UA Statewide wished addressed in such a white paper. Thereafter, the team briefed UAA's Council of Deans and Directors on the needs of the upcoming study and its timeline. An initial list of questions was compiled for UAA's deans and directors (Appendix B). These questions were subsequently reviewed with each dean and director individually by the white paper team. The deans and directors were also provided a large volume of supporting documentation. Thereafter the deans and directors requested that the original set of questions (Appendix B) be reformulated into a more useable set of brief templates (Appendix C). During this process, the white paper team reviewed the original list of questions and subsequent templates (Appendices B and C) and the white paper's outline with Pat Pitney who provided valuable comments and edits.

This white paper relies heavily on the templates completed by the deans and directors; for future use, these completed templates are archived in UAA's Office of the Vice Chancellor for Administrative Services. Given the white paper's goal of ascertaining PBB implementation at the college, school, and community campus level, white paper drafts were frequently reviewed by appropriate deans and directors. As such, this white paper has become more useful to UAA, both in process and outcome, than was originally envisioned.

Successful performance of a large organization is rarely the outcome of happenstance and accident. Rather, it follows a strategic plan coupled with metrics to direct midcourse corrections, assess performance, etc. UAA has been involved in a number of efforts that reflect the principles of performance based budgeting (PBB). This Section summarizes several of these efforts and notes how they dovetail with UA Statewide's PBB development. These UAA efforts include:

- UAA's Evolution from "Big Rocks" to the "Flywheel"(2000 - 4).
- UAA Governance participation in developing the UA Statewide metrics (2003 - 4).
- UAA Enrollment Management Plan (2002 - 4).
- UAA Attrition Report & Faculty Senate Follow-on Study (2002 - 4).
- UAA Academic Plan (2003 – 5).
- UAA Planning and Budget Advisory Council (PBAC) & PBB Subcommittee (2004 – current).
- ISER Study of Enrollment Patterns at Community Campuses (2005).

The anticipated end product of these loosely integrated efforts is no less than a paradigm shift in how UAA advances itself in spite of retreating resources. This Section briefly describes the above planning processes, organizations, and activities, and how they are integral to PBB.

Section 4.1 UAA's Evolution from "Big Rocks" to the "Flywheel"

UAA's evolution into performance management began in AY2000 when it developed institutional priorities then designated as the "Big Rocks" by UAA's Chancellor. Thereafter, UAA invited Jo Ann DeMott to advise campus leaders on continuous quality improvement, wherein the initial "Big Rocks" concept morphed into a more mature planning, acting, assessing, and revising (PAAR) process. These developments were accompanied by a steady increase in faculty, staff, and student interest and inclusion; moreover, this evolution toward performance based budgeting was a major topic at annual Chancellor's Leadership Retreats. By late AY2003 UAA had committed itself to developing a set of measures, metrics, and accompanying targets. The envisioned system was formally referred to as the "Flywheel" because of the intra-relationships between the measures and the overall "spinning up" of university performance. The resulting year-

long development project brought together university leaders and outside experts to identify and formally define the measures and corresponding metrics. The three overarching goals were: reverse Alaska's "brain-drain" and build its talent pool; respond to State and student needs; and build research and programs of distinction. By April 2004 twenty two candidate measures had been formulated, seven of which had formal metrics. The mantra of this project was "bottom up", i.e., faculty, staff, students, and stakeholders were involved in refining metric definitions, initial discussions on targets, etc. UA Statewide was frequently briefed on UAA's progress, often via faculty governance. This initial attempt at a metric-based performance management system has greatly facilitated the on-going "bottom up" progress of UA Statewide's PBB concepts at UAA, particularly since UA Statewide's metrics have counterparts already

familiar to UAA's faculty and staff via the "Flywheel" model. A shortcoming of the "Flywheel" project was insufficient early on inclusion of UAA's Deans and Directors. The PBAC, as described below in Section 4.6, has profited from this lesson learned.

Section 4.2 UAA Governance and UA PBB Development

During AY2004 UAA's Faculty Senate leadership took a central role in the development of the university's own metric system, commonly known at that time as the "Flywheel". Through a set of workshops including outside facilitators, a UAA team identified a set of synergistic metrics. UAA's Faculty Senate President briefed the UA Faculty Alliance on UAA's approach and initial metrics; the Alliance subsequently narrowed this metric list and simplified the metric definitions. Thereafter, the Alliance met with UA Statewide metric designers to review the Alliance's metric list which included, in principle, many of the current metrics. These initial discussions were followed by numerous meetings and teleconferences between the Faculty Alliance and UA Statewide as the latter's metrics matured. During this period Pat Pitney, Assoc. Vice President, UA Statewide Planning & Budget Development was invited to brief UAA's Faculty Senate on PBB in general and the candidate metrics in particular. Simultaneously, UA Statewide was identifying initial metric targets out to FY2009. UAA Faculty Senate leadership, as part of the UA Faculty Alliance, maintained a lengthy and fruitful dialogue with UA Statewide as these targets and metrics evolved to the point of Board of Regents approval. During this entire period UAA faculty were engaged through their Senate on these developments. This dialogue has continued via the PBAC (Section 4.6 below).

Section 4.3 UAA Enrollment Management Plan

UAA's Enrollment Management Plan had its roots in AY1998 – 2001 administrative realignments in which key enrollment management operations (broadly taken here to include enrollment, financial aid, and advising) were consolidated into a new division under a Vice Provost. During this time UAA assembled key data bases on retention, attrition, and graduation efficiency; equally important, the university was engaged in open discussions on student success. Thereafter UAA convened a Strategic Enrollment Management (SEM) Task Force in AY2002 to develop its first enrollment management work plan. During this period UAA hosted a Statewide Enrollment Management Symposium, bringing together representatives from UA Statewide and all three MAUs to discuss enrollment management concepts.

The Plan's development became a major topic at the Chancellor's Leadership Retreats (Fall 2002, Spring 2003, and Fall 2003). UAA's Faculty Senate took an active role in this process through its Advising, Placement, and Assessment Committee with the Senate itself endorsing ten enrollment management recommendations in Spring 2003. Simultaneously, UAA was producing a study on student attrition (Section 4.4 below).

Key to both the Plan's development and current implementation are the first two UA Statewide metrics: Student Credit Hours (SCH) and Headcount, and Retention of Undergraduate Freshmen. Indeed, the focus on these two metrics constitutes a bulk of the Plan's documentation. Of equal importance, the Plan includes draft SCH targets at the UAA college and school levels and an initial enrollment strategy addressing marketing, recruitment, services, and capacity. In addition, the Plan addresses retention targets and associated academic support, student development, and educational quality issues. The role of faculty, particularly with respect to retention, is clearly noted in the Plan.

Section 4.4 UAA Attrition Report & Faculty Senate Follow-on Study

Student retention is influenced by course attrition, i.e., students who are unsuccessful in their coursework are less likely to continue their degree programs, thus impacting the retention metric. UAA began examining the causes of course attrition in the fall of 2001. The initial findings revealed basic attrition rates and a few predictive student and course characteristics. Nevertheless, many questions remained and, most important, a strategic plan was lacking. Therefore, in AY2003 UAA's Chancellor tasked a team of faculty and administrators to develop a trend analysis of student attrition patterns, and to create, administer, and analyze both student and faculty surveys. As a result, UAA had benchmarks against which it could develop a strategy to reduce course attrition. Following the issuance of the *Increasing Student Success: Focus on Attrition* report in August 2003, the UAA Faculty Senate assembled an ad hoc committee to develop a set of recommendations for implementing the attrition report's findings. The Senate's recommendations were accepted in Spring 2004. UAA will continue to assess the impact of these recommendations on reducing attrition and increasing retention. This particular study illustrates the value of including faculty early when advancing PBB principles.

Section 4.5 UAA Draft Academic Plan

The Draft Academic Plan maps the major themes and emphases for UAA to 2009. Now in its final draft and awaiting adoption early in Fall 2005, it is designed to guide program development and improvement; faculty, staff and student recruitment; resource allocation; development of information technology (IT) and physical facilities; and library and information resources. The development of the Plan began jointly with the Office of Academic Affairs and UAA's Faculty Senate in the fall of 2003. The Plan was developed to be in line with UA Statewide metrics and the embedding of PBB into UAA's mainstream. Its four priorities (undergraduate education and scholarship; research, discovery, and graduate education; workforce, career, and professional development; and community engagement) directly reflect UA Statewide's first four metrics (SCH, retention, high demand jobs, and research). The Plan includes a commitment to strengthen program assessment and community partnerships (aligned with two other UA Statewide metrics). Moreover it specifies that each college, school, and community campus will establish a focused enrollment management plan aimed at targeted recruitment and student retention (consistent with the UA enrollment management metric). The Plan includes UA Statewide PBB documents in its reference section. Many of the Plan's developers are active proponents of PBB.

Section 4.6 UAA Planning and Budget Advisory Council & Performance Based Budgeting Subcommittee

In September 2004 UAA's Chancellor established the Planning and Budget Advisory Council (PBAC) to:

- Provide overall guidance and leadership of UAA's planning and budget processes, policies, practices, etc.

- Provide guidance and direction on implementing performance based budgeting principles and methodologies, including the development of performance measures.

- Advise the campus administration on specific budget principles, priorities, and allocations criteria that guide UAA's annual resource allocation decisions.

- Review and advise on UAA's auxiliary service and recharge center fees and rates.

To demystify the budget process, transparency is the Council's first principle. The Council broadly represents the UAA community and includes the Provost, various Vice Chancellors, Deans and Directors, governance leaders, senior faculty and staff, and student government leadership. During its first year the Council met regularly to review budget principles and recommend allocations, organize and hold college and community campus budget reviews and presentations, etc.

The Council includes a subcommittee to advance PBB into UAA's operational culture. Its first task was to solicit and review proposals for advancing PBB across the MAU while simultaneously contributing to UAA's meeting of metric targets. In particular, it was under this subcommittee's direction that UAA developed guidelines and processes for the competitive distribution of performance bonus funds during the AY2005. The subcommittee selected proposals representing all aspects of university life. Funding levels ranged from $3.8K to $50K; the funding sources were $500K from a UA / UAA matched pool (27 projects) and $233.5K from internal UAA funds (7 projects).

A sample of funded projects includes:

• Supplemental Instruction Program; awarded to Governance & CAS to provide tutoring, etc. in GER courses with typically high attrition rates; $50K (Metric: Retention).

• Information Security (IS) Programs; awarded to CBPP to develop marketable and needed IS program; $25K (Metrics: Student Credit Hours, High Demand Jobs, and Research).

• Air Force to Academia (A2A); awarded to COE to develop and implement an accelerated teacher certification program attractive to personnel leaving the military; $40K (Metric: Student Credit Hours, High Demand Jobs, and University Generated Revenue).

• Securing Funding for Research Project on Strong-Motion Instrumentation and Seismic Study of the Port Access Bridge in Anchorage; awarded to SOE to pursue funding opportunities and research on a proposed Anchorage bridge; $5K (Metric: Research).

4.7 ISER (UAA) Study of Enrollment Patterns at Community Campuses

UAA's Institute of Social and Economic Research (ISER) has begun a study for UA Statewide on enrollment patterns at community campuses across Alaska. UAA will use this study to identify and understand factors contributing to declining enrollment trends at its community campuses. This study has both quantitative/statistical and qualitative phases. During the former, ISER will investigate affordability, financial aid, age and racial demographics, historical trends, composition of course offerings, types of enrollment (traditional, part-time, etc.), among other descriptors. The latter phase will employ telephone surveys to collect information not easily quantified but nonetheless important when explaining enrollment patterns.

The findings and conclusions from this important study will be incorporated into enrollment management plans developed by UAA's community campuses. Increased enrollment and retention are expected outcomes, and hence this study is important to UAA's PBB process.

This Section sketches UAA's progress toward institutionalizing PBB. The first five UA Statewide metrics are addressed in each of its five subsections. Each subsection includes a short note on historical trends followed by relevant operating assumptions, recent and future strategies, unintended consequences, and metric gaps. Given UAA's push to embed PBB into its daily operational culture, Section 6 provides an overview of progress at the college, school, and community campus level while following the general themes of this section.
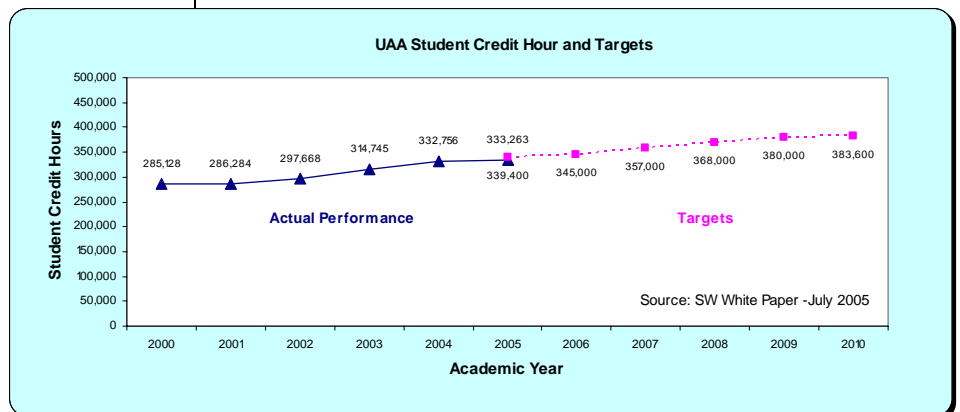
Section 5.1 Student Credit Hours & Headcount

Historical Trends. Strategies for increasing and absorbing Student Credit Hours (SCH) & Headcount are dovetailed with UAA's focus on student success as measured in retention rates (another Statewide metric addressed in Section 5.2), outcomes assessment (a new Statewide metric), etc.

One factor that appears to have influenced recent enrollment trends on the Anchorage campus relates to international students. In the aftermath of September 11th, international students have had a more difficult time obtaining visas. As a result, many have the impression they will be denied and therefore do not apply.

UAA SCH has increased considerably since AY2000 with the most dramatic increases occurring for AY2003 and AY2004 where rates of increase approached 6%. AY2005 growth was stalled, with the modest Anchorage growth rate of roughly 3% being counterbalanced by a significant decrease for the community campuses of over 10%. These early improvements followed by a slowing trend may be attributed to many causes, including a changing marketplace, changing demographics, etc. Growth trends in Student Credit Hours from AY2000 through AY2004 are illustrated above.

UAA Student Credit Hour and Targets

Actual Performance: 285,128 (2000), 286,284 (2001), 297,668 (2002), 314,745 (2003), 332,756 (2004), 333,263 (2005)

Targets: 339,400 (2005), 345,000 (2006), 357,000 (2007), 368,000 (2008), 380,000 (2009), 383,600 (2010)

Source: SW White Paper -July 2005

Environmental Conditions and Operating Assumptions. The recent slowdown in credit hour growth is campus specific. Moreover, it is uncertain if this trend is transitory or long-term. Last, this trend is so recent that its underlying drivers have yet to be completely understood.

Candidate drivers for the Anchorage campus are as follows.

Another factor, which may apply to all of UAA's campuses and programs, relates to military personnel. Military SCH has reduced 25% this year, most likely as a combination of Alaska military's involvement in both Afghanistan and Iraq. In addition to those already deployed, military personnel remaining in Alaska are likely delaying their education in light of deployment uncertainties. Moreover, their family members are moving out of state while their spouses are deployed or simply lack scheduling flexibility to attend UAA.

Other reasons for declining enrollments vary significantly across the four community

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campuses. Regional economic downturns are thought to be major factors, as are noted further in Section 6.2. Briefly, these include:

- Employment opportunities in the Kenai, Valdez, and Kodiak areas are limited and decreasing. For example, Alyeska Pipeline Service Company has cut back on Valdez jobs, in Kodiak the fishing industry has been in decline, and in Kenai reductions in natural gas and oil exploration and news of plant closures threaten a long term economic slump. In addition, some industries are offering internal training rather than using university programs.

- Fuel costs are impacting enrollment in Kenai due to its large number of student commuters dispersed over a huge service area.

- Some areas may be experiencing market saturation while others may be suffering from program limitations that reduce course and certificate opportunities.

Over time students are increasingly seeking distance education as alternatives to traditional enrollments. This is particularly true for rural communities.

Recent changes in residency requirements are not believed to have adversely impacted enrollment at the MAU level; however, such may not be the case at the community campus level as is noted by some of UAA's community campus directors (see Section 6.2). The same is probably true for recent tuition increases; as noted earlier a detailed analysis is underway to determine the extent to which, if any, tuition and fee increases put into effect over the last two years might have contributed to the enrollment declines observed at the community campuses.

To better serve the learning needs of specific student populations and be more accurate in enrollment forecasting, the University's new enrollment management plan includes a new admissions policy that admits all students to the University and asks them to state their enrollment intentions. The admissions categories include non-degree seeking, certificate seeking or degree seeking. Overall Fall credit hour production was

up 4.2% when comparing Fall 2004 to Fall 2003. Non-degree seeking students went from 32.9% of the population in Fall 2003 to 20.5% of the population in Fall 2004. Nevertheless, credit hours actually increased in the developmental classes by 5.6% and in the lower division classes by 4.2%. The goal of this strategy was to encourage students to declare their educational intentions early so that they could be channeled to their appropriate academic advisors if they intended on pursuing a certificate or degree. It appears that UAA has been initially successful in moving students who actually intend to pursue a certificate or degree from "non-degree" status to certificate- or degree-seeking status on the Anchorage campus. Although not formally demonstrated, it is reasonable to assume that this policy has contributed to improvements in UAA's retention rates, as recently observed. However, the application of this policy at the community campuses may be counterproductive (see Section 6.2.1).

From a planning perspective, the Anchorage campus may not be offering sufficient GER classes in the proper mix with convenient scheduling, or may not be adjusting course-specific enrollment caps early enough in the registration window, to positively impact enrollment.

Recent Strategies and Impacts. Section 4 outlines some specific actions UAA has taken with respect to this metric. In addition:

- In Spring 2005, Chancellor Maimon reorganized all of student services under one major unit headed by a Vice Chancellor for *Student Affairs*. This reorganization will facilitate both speedy realignments and long-term strategic planning. Long-term planning includes enrollment generation and remodeling the university for alternate forms of delivery. Moreover, these long-term planning activities are being done in concert with similar planning for other metrics, most notably retention.

- In Fall 2002 the Anchorage campus opened a First-Year Experience (FYE) program with a living and learning community sited in its North Hall student housing facility. UAA also expanded

the University Honors residential learning community in Fall 2003 with a FYE Honors Wing, and expanded the Alaska Native Science and Engineering Program (ANSEP) Alyeska House residential learning community with a FYE Engineering Wing in Fall 2004. While these community approaches to learning are aimed primarily at retention, they do attract new enrollees.

With increasing enrollments, UAA is facing a shortage in classroom and laboratory space. Recognizing this, the Chancellor's advisory University Facilities Board undertook a one year study to identify ways to improve UAA's instructional space utilization. The Board's recommendations are currently being assessed with several already implemented, all aimed at optimizing use of instructional space on the Anchorage Campus.

Last year UAA successfully met early metric targets. Subsequently, monies were made available from Statewide, along with UAA matching funds, for internal mini-grants focused on meeting future metric targets. Several of these mini-grants addressed SCH generation, including, among others:

- Development of class offerings for Ted Stevens International Anchorage Airport.
- Information Security (IS) Programs.
- Air Force to Academia (A2A) for retiring military seeking fast-track teaching certification.
- Support for the rapidly expanding Architectural Engineering and Technology program.
- 500-Level Weekend Recertification Courses.
- Professional Student Services Marketing Materials.

This partial list illustrates the coupling between increased SCH production and High Demand Jobs programs (see Section 5.3), another performance metric. Indeed, most of UAA's performance-based budgeting (PBB) actions encompass multiple metrics simultaneously.

UAA is also continuing its more traditional enrollment management activities. In particular, the Anchorage campus is continuing to recruit both in and outside the State. Enrollment officers have increased their attendance at NACAC Fairs by two-fold compared to FY04, have increased their visits to regional fairs by a factor of 21, have increased their high school visits seven-fold and have reduced out-of-state community college visits to concentrate on higher yielding activities. Moreover, UAA's community campuses are all stepping up their own recruitment activities (see Section 6.2 for details).

Near-term Activities / Strategies. To ensure meeting retention targets, the following actions are/will be implemented:

- Expand the Strategic Enrollment Management Team to include more faculty and members from the UAA community campuses.

- Continue to monitor the cost effectiveness of recruitment visits over a two to three year period and make adjustments as indicated by enrollment data.

- Continue to improve, both in content and ease of navigation, UAA's website (the initial front door for many prospective students).

Enrollment planning will continue to address attracting higher-achieving students via marketing of the UA Scholars program, a more visible emphasis on undergraduate research and scholarship, and advertisement of UAA's University Honors Program.

Unintended Consequences. While advancing this SCH and Headcount metric, several unintended consequences have arisen, particularly among faculty who remain concerned that SCH targets necessarily imply a lowering of academic quality. The principal reason appears to be pressure, perceived or real, to raise class caps. The solution lies in a continued "bottom-up" implementation of Performance-Based Budgeting, as suggested in Section 7.

Moreover, in the short run PBB has had an adverse impact on credit hour production as schools and colleges work to achieve balanced budgets. Upper division classes have been cancelled in order to shift to lower division

courses with demonstrated greater demand. This has the potential to impact retention and graduation rates. If so, it could erode faculty faith in the planning utility and educational effectiveness of this particular metric.

Metric Gaps. See Sections 6.1.1 and 6.2.1
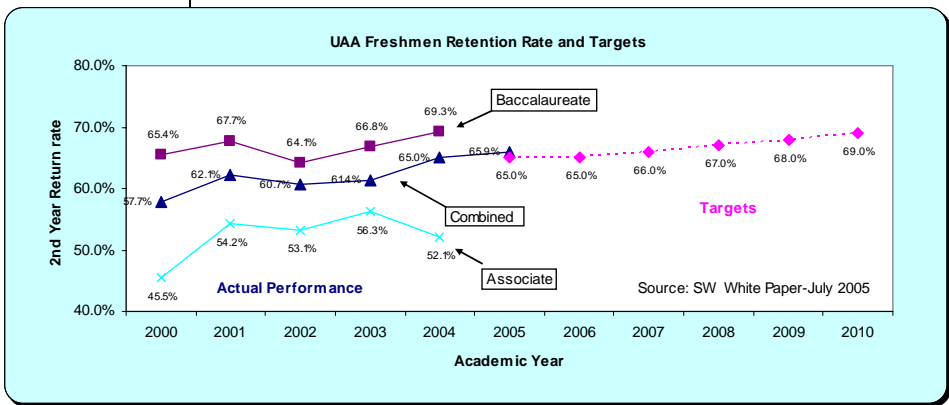
Section 5.2 Retention Rate for Undergraduate Freshmen

Historical Trends. Strategies for improving UAA's retention rates, particularly for freshmen, are central to the institution's focus on student success. In parallel, UAA is developing strategies for reducing course attrition, e.g., reducing course withdrawal or failure. As noted in Section 4, UAA's Faculty Senate (AY04) took the lead in developing an attrition strategy recognizing that students who successfully complete their freshmen courses are more likely to return as 2nd year students.

Retention rates, measured Fall to Fall for first-time full-time degree-seeking freshman cohorts, have steadily improved since 2000. The most dramatic improvements have come from associate degree-seeking students who went from a 36% retention rate (Fall 97 cohort) to nearly a 55% retention rate for the last four years. These improvements may be attributed to many causes, including a changing marketplace, changing demographics, and changes UAA has made to strengthen advising and provide degree programs relevant to Alaska's employment needs.

Retention rates from AY2000 through AY2004 are illustrated to the right. As expected, the baccalaureate-seeking rates exceed that of the associate-seeking rates. The recent downturn in this latter rate is addressed in Section 6.2. Overall, UAA retention rate improvements are associated with deliberate and strategic efforts by the MAU to reduce student attrition, more successfully acclimate students to a university environment, particularly through its First-Year Experience Program, and increase student success in the classroom.

Trends for subpopulations of UAA students showed similar improvement, e.g., retention rates for 2003 Black, Hispanic, and Asian student cohorts increased from 57.1% to 70.8%, 65.5% to 70.8%, and 64.9% to 86.2%, respectively. The 2003 Alaska Native/American Indian student cohort rate decreased slightly from 58.5% to 57.5%; UAA is reassessing its strategies for this particular student population. The second year retention rate for the 2003 UA Scholars cohort was 88%.

Environmental Conditions and Operating Assumptions. The fundamental operating assumption influencing recent and current planning relative to this metric is that student success is a top priority for UAA. Based on proven research, it is known that students are most vulnerable to dropping out during their first year, in particular their first term, of college. From this premise, UAA collected data, planned and

UAA Freshmen Retention Rate and Targets

implemented "best practices" in college retention, and changed university processes that hindered freshmen student success. This approach is validated by demonstrated increases in student retention.

Recent Strategies and Impacts. Recognizing the interplay between SCH production and retention, Sections 4 and 5.1 outline some specific actions

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that also address this metric. In addition, improvements in retention rates typically have multi-year delays between study/action and measurable results, requiring both sustained planning and implementation of well developed strategies. Examples of recent planning efforts, actions and expected outcomes include:

- During the past four years UAA has developed an advising model that places professional Advising Coordinators into each college, so all entering students have a single point of contact for academic advising. These Coordinators also assist faculty with student advising questions. This decentralized advising model within each college is expected to reduce student frustration with advising and reduce enrollment errors, particularly with course-of-study planning. Students are also assisted with longer-term career advising.

- In 2003, the UAA Academic Center for Excellence won a national Noel-Levitz Retention Excellence Award for an intervention program developed for the UA Scholars.

- UAA opened its first computer-adaptive testing center in the University Center in April 2004, with Accuplacer replacing ASSET as the test of choice for entry-level English and Math course placement. Such testing reduces student anxiety while improving proper placement in these typically high-attrition rate subject areas.

- The UAA Academic Center for Excellence was awarded $1.15 million from the U.S. Department of Education for a TRIO Program Student Support Services grant beginning in Fall 2005. Many of the activities of this 5-year grant will focus on retention and course attrition issues.

The leadership of UAA's Faculty Senate has been very supportive of and actively involved in the Performance-Based Budgeting process, both with Statewide and at UAA. This early buy-in coincided with UAA's success in meeting early targets. Subsequently, monies were made available from Statewide, along with UAA matching funds, for grants focused on meeting future targets. Several of these grants addressed retention drivers, as are next noted.

- The development of a Peer Advising course (GUID 101) to train peer advisors, peer mentors, and resident advisors in Spring 2005. Peer advisors will be deployed to student high traffic areas and serve as orientation leaders, peer academic advisors, and enrollment services student advisors.

- A pilot project for increasing the wellness of Alaska Native students living on campus.

- A supplemental learning and instruction program which includes the training of faculty mentors.

Another key component to UAA's retention strategy is its New Student Orientation (NSO) Program. A strengthened NSO was one of the primary strategic recommendations in the AY04 Faculty Senate Course Attrition study (*"Recommendations and Findings"*) and appears to be providing early success. For example, first year students who attended FY04 orientations achieved almost a full grade point (0.8) higher than first year students who did not participate in orientation. Moreover, first year students who attended FY04 orientations achieved higher course completion rates than those who did not. In parallel to NSO, UAA will host its first Freshmen Convocation event at the beginning of this upcoming academic year. Universities with such activities typically have higher freshman retention rates.

Near-term Activities / Strategies. To ensure meeting retention targets, the following actions will be implemented:

- Expand the Strategic Enrollment Management Team to include more faculty and members from the UAA community campuses.

- Increase Alaska Native/American Indian first year student retention and graduation rates. UAA is in the process of establishing a Council on Alaska Native and American Indian Student Success as one of several efforts towards this end. It will also be implementing the recommendations of the wellness pilot project for Alaska Native and American Indian students living in the residence halls and apartments. In addition, UAA will

complete the Commons CAMAI room to provide a sense of "home" for rural students and a place to provide academic support services.

- Develop a plan to base fund a UAA peer advising program that includes recruiting, training and deploying new peer advisors to work with students throughout the campus.

- Develop a plan to address Faculty Senate recommendations for priority registration, mandatory orientations, and mandatory advising for at-risk students. Develop tracking mechanisms to assess outcomes of voluntary and mandatory advising and orientation programs.

- Co-enroll first year students living in the residence halls in common GER courses, thus providing more of a learning community.

- Continue Anchorage School District and UAA Disability Support Services collaboration on the provision of materials in common alternative formats and adaptive computer software.

- Establish Summer offerings of GUID 150 sections, and encourage high school seniors to enroll in GUID 150 courses in their final semester of high school.

- Implement the new U.S. Department of Education Student Support Services TRIO grant to reach 160 at-risk students.

While this retention metric focuses on returning freshmen, retaining all students to degree completion is of equal importance. While several key functions await funding, near-term activities include adding a student internship coordinator, and conducting surveys of UAA alumni in high demand jobs to determine their level of satisfaction with their academic preparation at UAA.

Given UAA's large non-traditional student population, continued retention of adult students can be assisted by increasing family participation in evening childcare services at the on-campus Tanaina Child Development Center. UAA is also seeking donations and grants for a needs-based childcare tuition discount fund, and continued funding and support of the Tanaina Center.

Strategic planning on retention has also addressed keeping higher-achieving students from transferring out to other institutions following their freshmen year. An increased emphasis on undergraduate research and a rapid growth in UAA's University Honors Program has helped attract and retain exceptional students.

Unintended Consequences. While advancing this retention metric, several unintended consequences have arisen. In spite of common knowledge of this metric by senior UAA administrators and faculty, the targeted and actual retention rates have not been broadly communicated. Moreover, retention rate targets have not been developed through broad discussion across the MAU. As a result, data on this metric have not been well known or understood by a broader audience. For example, many faculty remain concerned that enforcement of retention targets necessarily imply a lowering of academic quality, i.e., increased retention mandates decreased attrition through lowered academic standards. As a consequence, the strategic potential of this metric is only partially realized. The solution lies in a continued "bottom-up" implementation of Performance-Based Budgeting, as suggested in Section 7.

Metric Gaps. The aggregate retention metric for UAA provides a broad outcome measurement for the retention of first-time, full-time certificate, associates, and bachelors degree seeking student cohorts. Nevertheless, the metric does present a "metric gap" when applied at a campus level (as will be discussed further in Section 6 with a focus on community campuses).

Reporting second year retention rates using measures that take into account institution type and admission selectivity provides more meaningful information that can be used to compare performance at similar institutions and set realistic performance goals. According to the ACT Report: *National Collegiate Retention and Persistence to Degree Rates 2005*, the overall national average second year retention rate at public, masters granting institutions with liberal

selectivity is 65.1% (the Anchorage campus falls within this group of institutions). The national average second year retention rate at public two-year institutions with open selectivity is 50.9% (UAA's community campuses fall within this group of institutions). UAA is currently assessing the use of such sub-metrics for strategic planning. For additional metric gaps, see the last two paragraphs of Section 6.1.2.

5.3 High Demand Job Area Degrees Awarded

Historical trends In AY2004, 70% of all UAA certificates and degrees awarded were in programs identified as High Demand (HD). This proportion has varied only slightly over the last seven years, from a low of 67% in AY2001 to a high of 72% in AY2002. The seven-year average is 69%. Clearly, UAA's overall focus on graduating students from high demand programs has been, and continues to be, very strong.

High demand program awards have been increasing steadily since AY2001, paralleling a similar increase in all awards. This upward trend follows a three year decline of 15% between AY1998 and AY2001 (again, paralleling a similar decline in all awards). The decline was due in large part to trends in College of Education and Community and Technical College programs. Since AY2001, however, high demand awards have increased 23%, reaching an all-time high of 1,224 awards in AY2004. The only college to have declined further during the last three years is the College of Education.

93% of high demand awards are made by the Anchorage campus. The community campuses range from 32% of their awards in high demand programs (Kodiak) to 55% (Kenai). The Anchorage campus awards 73% of its certificates and degrees in high demand programs.

The majority of UAA's high demand awards fall into the job areas of Health (37%) and Business/Management/Finance (25%). Teacher Education (9%) and Information Technology (8%) are the largest of the remaining areas, followed by Natural Resources at 6%, and

Engineering, Process Technology, and Transportation at 5% each.

Environmental Conditions and Operating Assumptions. The university bases its designation of high demand programs in large part on economic forecasts and occupational projections
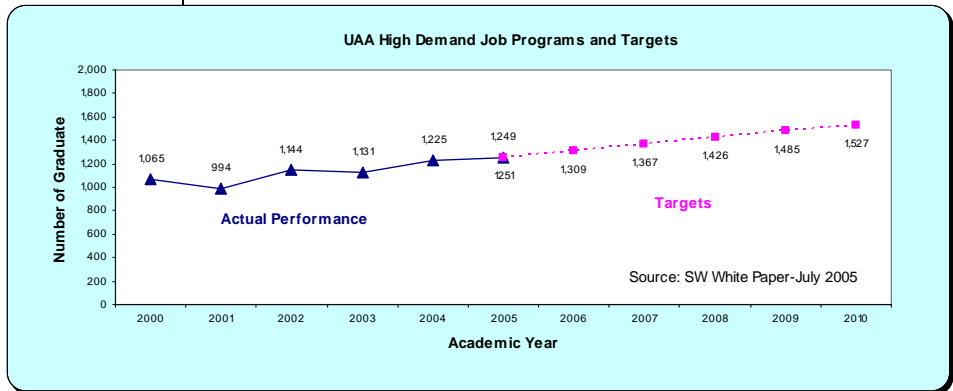
make by the State of Alaska Department of Labor (DOL). The clear majority of all high wage/high demand/fastest growing jobs forecast by the DOL are in the area of Health, which also has the highest concentration of UAA high demand awards (37%). UAA awarded 463 Health-related degrees and certificates in AY2004, from the College of Health and Social Welfare (62%), the Community and Technical College (18%), the College of Arts and Sciences (16%), Matanuska Susitna College (3%), and Prince William Sound Community College (1%). Nearly every award in this area corresponds directly or indirectly to an occupation that the DOL considers to be a "Best Bet," "Top Job," or one of the state's fastest growing occupations.

A few remaining opportunities may exist in the Health field. In several surveys in 2003 and 2004, the DOL identified high wage and/or fast growing health occupations that UAA currently does not have programs for, including Dispensing Opticians, Pharmacists, Physical Therapists,

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Respiratory Therapists, and Surgical Technologists. It is not clear from preliminary research whether the demand is high enough to justify creating certificates or degrees in these areas. However, the colleges will continue to monitor the needs of the Alaskan health care providers, and consider adding new programs as appropriate.

In other areas, DOL projections are less well matched to university programs and resources. In particular, the labor market is a moving target. Occupations that were projected as "Best Bets" in 2003, such as many in the field of Information Technology, are no longer projected as fast growing in later forecasts. In addition, many of Alaska's highest demand occupations (such as painters, carpenters, plumbers, electricians, truck drivers, heavy equipment operators, etc.) do not require higher education or training, but rather on-the-job training more appropriate to the crafts and trades. UAA has only limited ability to meet the projected demand in areas such as these.

Finally, the economic downturn in the fishing and oil/natural gas industries is causing challenges to the community campuses serving the Prince William Sound region, the Kenai Peninsula, and Kodiak Island. Plant closures in Kenai, layoffs and cutbacks in Valdez, and lower fish prices in Kodiak have all had negative effects on the populations and economies of these communities. The campuses are taking steps to diversify their offerings and adjust their schedules to adapt to these changes, but the economic conditions combined with low population bases will continue to be a major driver of enrollment changes in Kodiak, PWSCC, and on the Kenai Peninsula.

Recent Strategies and Impacts. Optimizing the performance in high demand programs has been a strategic priority for the MAU, particularly since 2003. It has also been a priority for many of the individual schools, colleges, and campuses in the years before that, fueling the upward growth trend since 2001. The College of Health and Social Welfare has been a particularly strong leader in these efforts. See the individual campus and college analyses in Sections 6.1.3 and 6.2.3 for more details.

Coordinated marketing and recruitment strategies have been in place across the MAU for at least the past three years, resulting in upward trends in enrollment across the board and setting the stage for future increases in high demand program enrollment and completion. These strategies are detailed in Sections 5.1, 6.1.1, and 6.2.1 on the Student Credit Hours metric. Individual schools and colleges have also supplemented these efforts with activities targeting specific high demand fields, including recruitment campaigns for Allied Health programs, career and job fairs in business and industry, and career pathways in CTC programs.

Retention strategies also impact high demand awards, and those strategies are detailed in the Sections 5.2, 6.1.2, and 6.2.2 on Retention. The establishment of academic advising offices in each school and college has greatly improved all students' access to advising services specific to their career interests. Individual schools, colleges, and campuses have also targeted intensive retention programs at selected populations in high demand career fields such as Nursing (e.g., Recruitment and Retention of Alaska Natives in Nursing Program) and Engineering (e.g., Alaska Native Science and Engineering Program).

Outreach strategies that most of UAA's schools, colleges and campuses have employed include working with their local constituencies through advisory boards, alumni relations, or participation in regional or statewide professional consortia. This collaboration is essential to maintaining relevant curricula in a rapidly changing job market. It will continue to be a major strategy going forward.

Many units have also expanded distance delivery options as a way of opening their high demand programs to participants statewide. Examples include Nursing programs (AAS and BS), the Master of Social Work, Medical Technology, and Radiological Technology programs.

Near Term Strategies, Activities, and Forecasts. Strategic planning has long been a keystone at the MAU and campus levels, and it is beginning to be widespread amongst the schools,

colleges, and even academic departments as well. Growing numbers of faculty are participating in assessments of course completion, degree completions, advising, and other strategies, and are becoming actively engaged in goal-setting and other planning activities. As this continues to spread across the MAU, increased buy-in and participation in setting and meeting strategic goals is expected. This evolution is further described in Section 7.

Units are beginning to develop individual strategic enrollment plans during this academic year. Some are building on existing marketing, recruitment, retention, and outreach strategies while others are developing new ones and formalizing their plans for the first time. By the end of the year, all campuses are expected to have completed plans. Preliminary individual school, college, and campus strategies are outlined in Sections 6.1.3 and 6.2.3.

Finally, new programs being developed and implemented in the near term are expected to have longer term effects on the numbers of high demand program graduates. Examples of new programs or revised curricula include Paramedic Technology (KPC), Mining Technology (KPC), Certified Nursing Assistant (PWSCC), School Psychology (COE), and Vocational Education (CTC).

Unintended Consequences The focus on "awards", defined as Regent's approved certificates and degrees, fails to measure some credit instruction that prepares students to sit for state or national board tests (e.g. phlebotomy, welding, etc.). Non credit and CEU training, and instruction for recertification or relicensure are also not recognized.

Successful growth of this metric can result in resource problems. New program start-up funds, space and equipment purchase, upgrade or replacement funds may not exist, and are often greater than what can be addressed with tuition revenue.

Metric Gaps By focusing on graduates, this metric tends to privilege the schools, colleges, and campuses that award the credential, while seeming to ignore the significant supporting contributions made by other units. For example, the College of Arts and Sciences provides the General Education Requirements without which many high demand degrees could not be awarded. Yet that contribution is not measured through this metric. Likewise, a community campus may deliver most or even all of the courses to meet a particular degree. But if the degree is "offered" only by the Anchorage campus (as is true for all baccalaureate degrees and some associate degrees), then the contribution of the community campus is invisible, and therefore unrecognized, in this metric.

Also, the reliance on DOL-supplied statewide job forecasts as a determinant of "high demand" does not reflect the community campus mission of meeting needs specific to their individual communities. As discussed specifically in Section 6.2.3, additional metrics should be developed to more accurately reflect the contributions of the community campuses in achieving their mission in their local service areas.

The lists of High Demand Programs upon which this white paper is based do not include all programs that might be considered high demand. For example, the Heavy Duty Transportation Equipment certificate and AAS degree do not appear on the Statewide lists, nor does Matanuska Susitna College's Refrigeration and Heating program. The Culinary Arts AAS program does not appear, but the Hospitality and Restaurant Management (BA) program does. Anomalies such as these may have some effect on the metric.

Section 5.4 Research Focus

Historical Trends. Research is becoming an increasingly important facet of UAA's culture, due in large part to new faculty hiring over the past decade, to increased emphasis on UAA's research institutes and centers, and to increased collaboration with UAF and UAS. Until 2004 the

University's pursuit of research dollars was somewhat decentralized and thus not focused institutionally. To foster research development, UAA established an Office of Sponsored Programs. To ensure its director (inaugurally, Dr. Kim Peterson) carried an appropriate level of autonomy and authority, the position was that of Vice Provost. Since that time, the Office has worked to streamline and optimize proposal submission and compliance procedures, and to enhance the research environment of the university.

Historical metric data is inconsistent through time: before December 2004, values represent research funds received; after December 2004, values represent research funds spent. Furthermore, current research metric is based on the NCHEMS description of Research ("Expenditures for activities directly related to scientific and academic research"). However, a cursory review of metric values suggests that some legitimate research activities at UAA are unreported because of this NCHEMS limitation.

FY03 and FY04 provide the most complete data available for recent research activity at UAA. In FY04, new Organized Research awards increased to 102 grants, an increase of 11 (12%) from FY03 and $6.72 million (4%). Other Sponsored Activities increased to 164 awards from 134 (or an increase of 22%) and $22.15 million from $11.45 million (representing a 93% increase). This represented a slight proportional decrease in numbers of Organized Research grants (-5%) compared to Other Sponsored Activities (+4%), accompanied by a strongly disproportionate decrease in award size between years (i.e., -35% Organized Research, +20% Other Sponsored Activities). In other words, from FY03 to FY04, numbers of grants and total research expenditures increased, but this was mostly due to grants categorized as Other Sponsored Research.

Environmental Conditions and Operating Assumptions. The research environment at UAA

has developed through the activities of its affiliated institutes and centers, by individual research foci of faculty, and through the influence and support of programs like EPSCoR (Experimental Program to Stimulate Competitive Research) and BRIN (Biomedical Research Infrastructure Network). The latter two programs are federal initiatives operated through several agencies, including Department of Defense, National Science Foundation, and the National Institutes of Health. Except for these programs, which are administered under a system-wide organization and operation plan, research at UAA has grown through individual and local initiatives rather than by strategic planning on a campus-wide scale. As an initial solution, the Office of the Vice Provost for Research will conduct in FY2005 comprehensive strategic planning for research enhancement at UAA.

Research expenditures from non-General Fund sources include grants from Federal, State, and private agencies. The patterns of funding from Federal sources over FY01 to FY04 reveal several distinct trends among agencies. Funding remained approximately constant over four fiscal years for three agencies (DOE, USDA, NOAA) and increased over these years for three others (DOD, NIH, Dept. of Education). Two agencies (HHS, NSF) showed mixed patterns but with decreases in recent years. The data are inadequate

UAA Research Expenditure and Targets
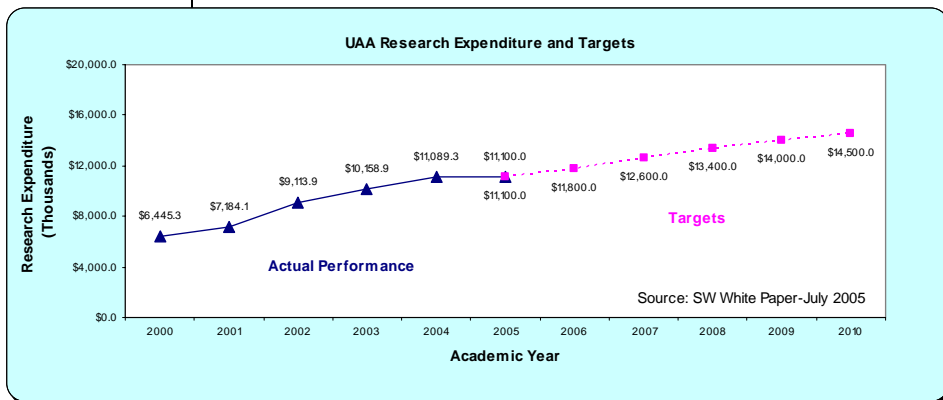
for detailed analysis, but the general patterns seem to indicate that the agencies with the greatest increase in UAA funding are those responsible for total research expenditures between $100,000 and $1 million per year.

Funding from state and private sources over the same time scale show similar but more complex

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patterns. Funding remained constant or decreased for three state agencies (DNR, Health, and DOT) and strongly decreased for State Mental Health Services and "other State agencies". Funding increased from the private sector (Native Corporations) and the University Foundation, but Non-Profit funding fell in recent years. It appears that there has been a significant change in sector resources over time, with private sources assuming a greater proportion of funding through time.

For FY2004, more detailed data is available. Organized Research represents 41.5% of the number of New Awards obtained by competitive process, but only 25% of the total funds. Other Sponsored Activities accounted for 58.5% and 75% respectively. The pattern is similar for funds received through Federal Initiative and other non-competitive process.

Comparison of average award size and grants received can indicate choice in research projects. For example, a low average award amount coupled with a relatively high number of awards received suggests much greater effort with smaller return, compared to large awards obtained from fewer grants. Average award sizes received through competitive processes were $78,000 for organized research (68 awards) and $167,000 (96 awards) for Other Sponsored Activities. Average amounts were approximately half when received from non-competitive processes ($44,000 from 30 awards in organized research and $105,000 from 50 awards in other sponsored activities).

Recent Strategies and Impacts. Until the formation of the Office of Sponsored Programs strategic planning for research development at a campus level was minimal at best. A brief analysis suggests several general trends over the recent four years:

• Sector funding has decreased substantially from state agencies, mixed results with federal agencies, and increased from private sources.
• Agency funding has decreased through the years with the general exception being those obtained by competitive process.
• Non-profit funding appears to rank lower in recent years than previously, but it is not clear

whether this is related to a submission of fewer proposals.
• Awards received through non-competitive processes have always been a minor part of the research portfolio at UAA, and average amounts are decreasing.

Within the last two years:

• Organized Research represents less than half the number of awards and one-fourth the amount of New Awards.
• Average Award size is highest for Other Sponsored Activities obtained competitively and lowest for Organized Research obtained non-competitively.
• Non-competitive awards continue to be a small part of the UAA portfolio.
• Proportionately more small awards than large awards are made compared to UAF, but proportionately less are non-competitive.

The Advisory Committee for UAA's Center for Advancing Faculty Excellence (CAFE) recently requested that CAFE develop and host a series of workshops designed to aid faculty in identifying appropriate grant opportunities, in proposal development and authorship, in grant management, etc. This series will continue and includes a mentorship component matching young faculty with seasoned proposal authors.

Near-term Activities / Strategies. The University is relatively new at developing overarching research strategies. In the immediate future, UAA will:

• Clarify definitions and descriptions for categories of research expenditures.
• Review Statewide data categories that appear to be non-representative of UAA research activities.
• Clarify issues noted in Paragraph #2 of the above "Historical Trends" discussion.
• Most importantly, continue developing specific strategies and action plans directed at strengthening UAA's research infrastructure and improving faculty productivity in competitive research.

Unintended Consequences. The advancement of this metric must be balanced against teaching and the pursuit of grants not classified as research by NCHEMS. For example, a gain in research dollars will likely imply at least a short-term reduction in student credit hour production through regular, tenured/tenure track faculty.

Metric Gaps. Accompanying contextual information (e.g., source of funds, type of expenditure, etc.) is required if this metric is to have strategic value. Moreover, as noted by senior faculty and several UAA deans, this metric should be expanded to include application-based research for education and other disciplines; by doing so, the metric becomes more useful as a strategic planning tool.

Section 5.5 University Generated Revenue

Historical Trends. Strategies for increasing University Generated Revenue (UGR) are diverse given the many different activities at UAA that generate such revenue. In addition most of the strategies directed toward the other PBB metrics also dovetail with UGR.

The second largest category of university generated revenue is restricted revenue, which includes federal, state, local and private grants. As noted in Section 5.4, increasing production of grants is a major focus of the Office of Sponsored Programs. Indirect cost recovery or ICR is a

UGR has increased considerably since FY2000 with the most dramatic increases occurring for FY2004 and FY2005 where rates of increase approached 12%. This increase is mainly the result of increases in tuition and restricted revenues. The restricted revenue increase is related to the UAA wide emphasis on increasing grants and contracts, as discussed, in part, in Section 5.4.
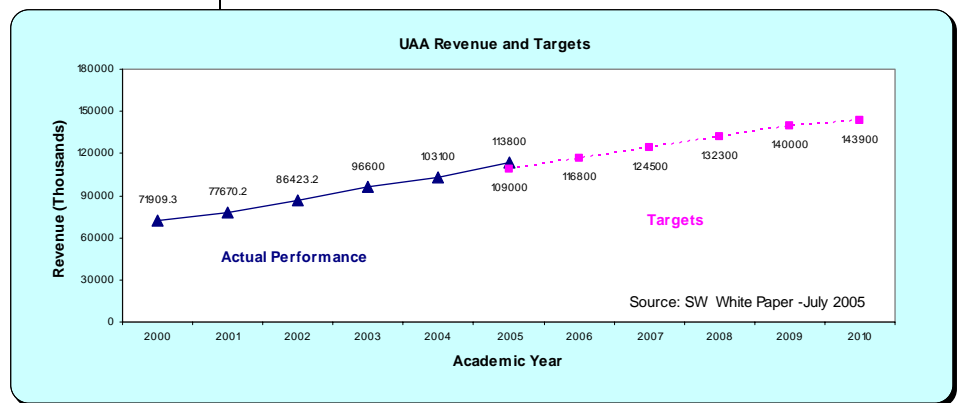
Environmental Conditions and Operating Assumptions. This metric is composed of the following revenue categories: University Receipts (Interest Income, Auxiliary Receipts, Gross Tuition/Fees, and Indirect Cost Recovery), Federal Receipts, CIP Receipts, and State Inter-Agency Receipts. University generated revenue does not include UA Intra-Agency Receipts, which are duplicated. Other measures that directly relate to this metric include: student credit hours (SCH), which impacts student tuition and fees revenue, and research, which is seen in federal receipts, university receipts, and state inter-agency receipts. For UAA tuition and fees have the biggest impact on this metric. Currently UAA produces approximately 57% of the total tuition and fees generated by UA.

product of such pursuits. Although relatively small at this time for UAA, ICR could increase significantly over the next few years if properly managed.

Another major contributor of UGR for UAA is auxiliary revenue which includes housing & dining revenue, the bookstore and the student health center. As long as enrollment increases these sources of revenue will have a positive impact on this metric. However, at this time housing is near full capacity. Thus, even if enrollment increases, housing/dining revenue will not increase materially beyond inflation unless additional housing units are added; UAA is currently exploring various options to do so.

Recent Strategies and Impacts. In addition to the Strategies noted above in Sections 5.1 – 5.4 which directly or indirectly impact on UGR, UAA

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has taken some specific steps to enhance university generated revenue, as noted below.

UA has increased tuition by 10% annually for FY04-06. When this strategy was first implemented it was done with the intent to bring UA's ratio of state appropriation to university generated revenue more in line with national averages. However, when UA started on its three year plan to raise tuition there was a simultaneous wave of funding crises for public universities nation-wide as their funding was either held flat or cut by their respective state legislature. Most of these public universities were forced to offset this loss through large tuition increases. Thus, although UA had 10% increases in FY04 and FY05 and has a scheduled 10% increase for FY06, UA has actually lost ground on this ratio when compared to other public universities.

At one point in time UAA generated approximately 25% of its tuition revenue by credit courses designated as "self-support". These self-support courses were actively managed to maximize revenue, while the remaining 75% of the tuition generating courses were not managed to the same degree. For FY04 UAA removed the self-support designation from all academic credit courses and implemented an incentive budget system whereby the unit generating the tuition could keep 100% of tuition revenue in excess of their established target. After review of the revenue results for FY04, it became apparent that this new model, although a step in the right direction, was somewhat confusing to schools and colleges. For FY05 this model was changed to an 80/20 tuition sharing model wherein 80% of the tuition revenue generated went to the unit generating the revenue and 20% went into a central account. This redirection assumed that if the units have a direct positive incentive to increase tuition revenue they will do so in the most cost effective manner possible. It is too early at this point to determine if this new tuition incentive model is working as intended. It is apparent that not all the academic units fully understand how this new model works and more time is needed for them to gain an understanding of this model. UAA's Planning and Budget Advisory Council has recently recommended to the Chancellor, and she agreed, to use this same 80/20 tuition sharing model for FY06.

At one time, Summer School was operated like a separate academic unit that controlled its course schedule, decided what classes to offer, and negotiated with the academic units for faculty to teach summer courses. Simultaneously, the academic units were allowed to offer summer courses that competed with those offered by Summer School. Upon analysis of summer courses it appeared that some academic units offered 50% of the courses listed for the summer and Summer School the other 50%. There was no cohesive strategy or incentive for the academic units on summer classes. As a part of the change in the tuition sharing model discussed above, UAA eliminated this separate Summer School unit. Summer classes now belong totally to their respective academic units and generate additional tuition revenue for these units per the 80/20 model. The units are expected to analyze where it makes financial sense to offer courses in the summer. (i.e., where the tuition revenue generated equals or exceeded the cost of instruction). At this time 2005 summer class enrollments are flat compared to those of 2004, which provided a large increase over 2003 enrollments. Since the new 80/20 model was implemented for the 2004 summer term, the model at first appeared to be working. With the 2005 summer production flat, further analysis will be conducted. However, it is likely that this flattened summer enrollment is not related to the change in the summer school model.

Distance Delivery, like summer school, was until recently treated like a separate academic unit. It kept 100% of the revenue it generated and negotiated with academic units for faculty to develop and teach its courses. Meanwhile, some academic units were developing their own distance delivery programs. With the new tuition incentive model UAA allowed its major academic units to develop and teach distance delivered courses while the distance delivery unit provided the infrastructure for such courses. Thus distance delivered courses, like summer courses, are another means the academic units may choose to maximize their tuition revenue production. It is currently premature to evaluate the impact of this change.

Near-term Activities / Strategies. In addition to the activities and strategies outlined in Sections 5.1 – 5.4 that collaterally impact UGR, the following actions are/will be implemented:

- UAA will continue to use the incentive budget model wherein tuition is shared 80/20; the academic units determine the proper mix of Fall, Spring, Summer and distance delivery courses.

- As a part of plans developed by the Office of Sponsored Programs there will be an in-depth analysis of ICR with recommendations on how to maximize and allocate these funds to further enhance UAA's ability to improve research productivity and generate increased research funds from competitive grants.

- Currently demand exceeds capacity for on-campus housing. UAA will be reviewing various models for building financially feasible housing.

Unintended Consequences. Under proper management the cost of generating additional revenue should not exceed the revenue generated. This is particularly important for restricted revenue. For example, some grants with large match or special facility requirements can become net loses to the university in spite of their positive contribution to this metric. Hence, UAA must be selective in the grants it pursues.

An analysis of restricted funds and ICR reveals that restricted revenue is growing at a faster rate than ICR. This is an ominous trend that must be reversed. Simply put, a significant number of grants UAA accepts cost money. The ratio of ICR to restricted funds for UAA is substantially lower in comparison to UAF. This is partially explained by the high number of training and application-based grants UAA has versus UAF. Another factor contributing to the relatively low rates of ICR funds generated at UAA is the constant push by PI's to waive ICR. There is misunderstanding and confusion about ICR by researchers and staff, and many do not appreciate how it relates to the research mission of the university. The office of the Vice Provost for Research is working to educate the university community and to resolve internal inconsistencies in how F&A funds are recovered and allocated, and to develop strategies to improve the mix of high ICR-rate generating research grant activities.

Metric Gaps. None.

Section 6. PBB Progress at the College & School Level

This Section continues the themes of Section 5 focusing at the college and school level. Subsection 6.1 focuses on the Anchorage campus and begins with a short overview of its colleges and schools followed by metric specific materials. Because the operating environments, histories, missions, and service areas of UAA's community campuses are very different from those of the Anchorage campus, the community campuses are covered in a separate subsection (6.2).

The material in this Section summarizes data provided by UAA's Deans and Directors via a collection of templates that are archived in UAA's Office of the Vice Chancellor for Administrative Services. Numerical trends are captured for each metric by simple line charts covering the AY2000 to AY2004 timeframe. UAA anticipates updating this white paper in early Fall 2005 with charts extending through AY2005; such metric data at the college and school levels were not available in early Summer 2005 when the University began this analysis. However, most of the textual material included in this Section does cover AY2005.

Section 6.1 Overview of Anchorage Campus Colleges and Schools

The College of Arts & Sciences (CAS) is the largest college on the Anchorage campus in terms of students served. Nearly all of the General Education Requirement (GER) courses required for all degree-seeking students are taught within in this college. It had an AY 2004-05 enrollment of 48,498 (seats occupied) and produced 138,098 SCH (auditors included) that year (41% of UAA's annual SCH). It currently offers 46 program awards: 1 Certificate program, 1 Associate program, 34 Baccalaureate programs, and 10 Masters programs. In FY 04 the college awarded 115 Associates degrees, 363 Baccalaureates (180 in High Demand (HD) programs), and 51 Masters degrees (19 HD). The college employed 193 regular faculty (42% of UAA's regular faculty) and 159 adjunct faculty (28% of UAA's adjunct faculty) during Spring 2005.

The College of Business & Public Policy (CBPP) had an AY 2004-05 enrollment of 9,422 (seats occupied) and produced 28,011 SCH (auditors included) that year (8% of UAA's annual SCH). It currently offers 18 program awards: 6 Associates programs, 9 Baccalaureate programs, and 3 Masters programs. In FY 04 the college awarded 39 Associates degrees 177 Baccalaureate

degrees, and 62 Masters degrees; all awards were in high demand job areas. The college employed 53 regular faculty (12% of UAA's regular faculty) and 19 adjunct faculty (3% of UAA's adjunct faculty) during Spring 2005.

The Community & Technical College (CTC) had an AY 2004-05 enrollment of 25,418 (seats occupied) and produced 64,964 SCH (auditors included) that year (19% of all UAA annual SCH). It currently offers 55 program awards: 20 Certificate programs, 28 Associate programs, 5 Baccalaureate programs, 1 Graduate Certificate, and 1 Masters program. In FY 04 the college awarded 38 Certificates (all HD), 143 Associates degrees (131 HD), 34 Baccalaureate degrees (all HD), and 7 Masters degrees (all HD). The college employed 62 regular faculty (13% of UAA's regular faculty) and 193 adjunct faculty (34% of UAA's adjunct faculty) during Spring 2005.

The College of Education (COE) was a part of the College of Health and Social Welfare until AY2002 when it was established as a separate college. It had an AY 2004-05 enrollment of 8,254 (seats occupied) and produced 16,174 SCH (auditors included) that year (5% of UAA's

annual SCH). It currently offers 58 program awards: 2 Certificate programs, 2 Associate programs, 6 Baccalaureate programs, 1 Post-Baccalaureate endorsement, 13 Educational endorsements, 18 Licensures, 12 Masters programs, 1 Masters licensure, 2 Post-Graduate certificates, and 1 Post-Graduate endorsement. In FY 04 the college awarded 17 Associates degrees, 8 Baccalaureate degrees, and 72 Masters degrees; all awards were in high demand job areas. The college employed 38 regular faculty (8% of UAA's regular faculty) and 40 adjunct faculty (7% of UAA's adjunct faculty) during Spring 2005.

The School of Engineering (SOE) had an AY 2004-05 enrollment of 1,863 (seats occupied) and produced 5,425 SCH (auditors included) that year (2% of UAA's annual SCH). It currently offers 13 program awards: 1 Certificate program, 1 Associate program, 3 Baccalaureate programs, and 8 Masters programs. In FY 04 the college awarded 5 Certificates, 5 Associates degrees, 23 Baccalaureate degrees, and 22 Masters degrees; all awards were in high demand job areas. The college employed 14 regular faculty (3% of UAA's regular faculty) and 19 adjunct faculty (3% of UAA's adjunct faculty) during Spring 2005.
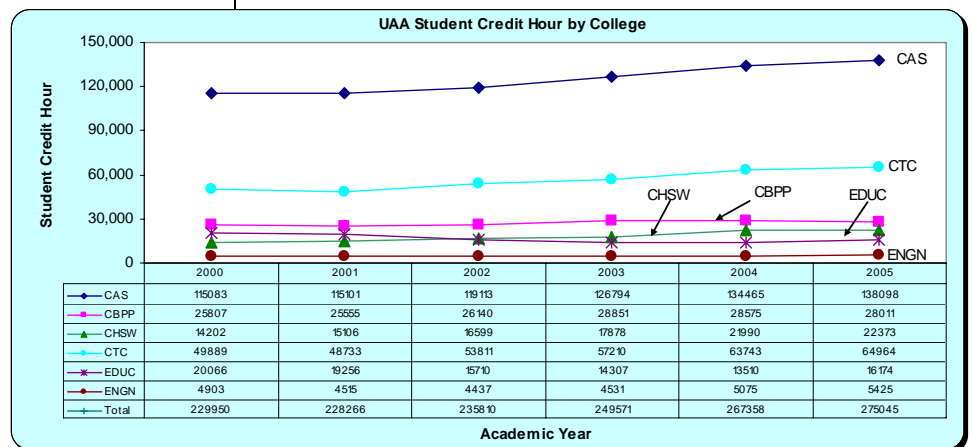
The College of Health & Social Welfare (CHSW) was combined with the School of Education until AY 2003 when it was reestablished as a separate college. It had an AY 2004-05 enrollment of 7,581(seats occupied) and produced 22,373 SCH (auditors included) that year (7% of UAA's annual SCH). It currently offers 17 program awards: 2 Certificate programs, 2 Associate programs, 5 Baccalaureate programs, 1 Graduate certificate, 2 Post-Graduate certificates, 3 Masters programs and 2 Post-Masters certificates. In FY 04 the college awarded 38 Certificates (29 in High Demand programs), 81 Associates degrees (81 HD), 180 Baccalaureate degrees (150 HD), and 27 Masters degrees (all HD). The college employed 78 regular faculty (17% of UAA's regular faculty) and 38 adjunct faculty (7% of UAA's adjunct faculty) during Spring 2005.

Anchorage Environment: For service area information including economics, housing availability, high demand occupations, K-12 education, participation rates, and other demographics, select *Environmental Scan* in http://opra.uaa.alaska.edu/limited%20access.htm.

6.1.1 Anchorage Campus: Student Credit Hours & Headcount

Historical Trends. Student credit hour production at Anchorage campus academic units from AY 2000 through AY 2005 is illustrated to the right. Comparing the schools and colleges during this time period shows an increasing trend, with the exception of the College of Education (which has experienced a recent increase). Overall, top performers are CHSW and CTC with 58% and 47% increases, respectively, over the past 5 years. CAS consistently generates roughly 50% of the Anchorage campus credit hours, as is expected given the number of academic departments and large number of General Education Requirement course offerings.

UAA Student Credit Hour by College

	2000	2001	2002	2003	2004	2005
CAS	115083	115101	119313	126794	134465	138098
CBPP	25807	25555	26140	28851	28575	28011
CHSW	14202	15106	16599	17878	21990	22373
CTC	49889	48733	53811	57210	63743	64964
EDUC	20066	19256	15710	14307	13510	16174
ENGN	4903	4515	4437	4531	5075	5425
Total	229950	228266	235810	249571	267358	275045

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Environmental Conditions and Operating Assumptions.

CAS credit hour increases are due to increasing demands from the growing nursing, engineering and education programs. Moreover, the increasing number of UA scholars positively impacts credit hour production. Negative factors include military deployments from Alaska and increases in the tuition rate, which may constrain students with limited financial resources. Constraints on future growth may be caused by space limitations and a limited number of qualified faculty to teach increased course sections.

Until recently CAS operated in a mode stressing student credit hour production; it now is balancing the costs of instruction against increasing credit hours. Although some of this can be addressed by increasing efficiencies, inherent systemic funding problems cause instructional costs to generally exceed tuition revenue in the college, which limits viable strategies for SCH enhancement. The college is also concerned that increasing credit hour production by increasing course caps has adversely affected student retention by increasing course attrition.

CBPP has recently prioritized all strategic actions around maintaining its AACSB accreditation in preparation for an upcoming review in AY 06. The college's credit hour production is sensitive to faculty reduction (e.g., sabbatical, LWOP, resignation, etc.), changing allocations to 500 level courses, increased tuition costs and inadequate military tuition allowances, competition and aggressive marketing from distance delivered programs from competing institutions (particularly at the graduate level), and Alaska demographics which suggest that dramatic growth in business enrollments is not sustainable.

CBPP has observed increased student interest in accounting and finance, computer and information security, and logistics. These increases are due in part to demand derived from high-profile accounting scandals, Homeland Security foci, and new technologies. Cost and other barriers to creating distance delivered programs have had a negative influence on outreach at the national level.

CBPP's ability to support current and near-term increases in student credit hours could be jeopardized by faculty compensation (both for retention and recruitment), inadequate classroom space, and a low number of distance delivered courses. Moreover, the teaching of multiple sections of high demand courses reduces the college's capacity to offer more advanced coursework, an observation also made by CAS.

CTC began significant growth in 2000 following increased funding and a clear indication of need and demand for CTC programs. Since that time, CTC has generated or renewed 22 programs. CTC's student credit hour production is sensitive to external events and economic cycles. For example, budget reduction targets (simultaneous with increased student credit hour targets) in AY04 resulted in closure of the Adult Learning Center, a 35 year old UAA tradition of service in ABE and GED instruction. Furthermore, while other CTC programs showed significant growth, recent accelerated military troop deployments reduced credit hour production within the Office of Education Services to the Military (OESM) from an average of 14,000 to 15,000 annual student credit hours to approximately 11,000, reducing CTC's AY05 goal of 4% growth to an actual negative 1.7% (as illustrated in this Section's opening graph).

While CTC currently has adequate space and faculty resources, under future plans for growth the college will be very soon constrained by both space limitations and the number of faculty.

COE: In 1998 the Board of Regents eliminated 4-year education degrees in favor of 5-year programs. In addition, new degree requirements significantly increased coursework for future students. Creating new programs required time for both development and student capture (in particular, new students entering after earning an undergraduate degree in a content area, such as mathematics). In AY2002 the education program was reformulated into its own college, which required a restructuring of many of the former school's programs, departments, and policies. The combination of these program shifts caused a severe loss in education enrollments. Because students must now complete significant

coursework or other degrees prior to being admitted to COE, student credit hour production will be constrained until the student supply is renewed.

External factors impacting student credit hour production include State and Federal legislation and policy mandates resulting from the No Child Left Behind act. The COE is now offering coursework and programs to help teachers meet 'highly qualified' status. Moreover, the need for Alaska to produce more teachers is the impetus behind the A2A program, and the College will place additional emphasis on teacher preparation programs that can be delivered at community campuses or via distance delivery.

Special Education and Educational Leadership programs are showing slow but steady growth, a trend that is expected to continue. COE's new joint MS in Speech-Language Pathology (in partnership with East Carolina University) is already showing growth. The College anticipates that Adult Education has tremendous potential for growth and is investing in faculty to redesign curriculum and course delivery systems. Counselor Education has shown declines in enrollment that may be a cyclic phenomenon associated with market saturation.

While the College has marketed itself, it lacks resources for a sustained promotion of its programs.

SOE has significantly increased the headcount and student credit hour production in AY 2004-05, and anticipates continued dramatic increases. The increases result from a number of factors, including 1) a pre-engineering program that helps retain students who come to UAA without the necessary high school math and science courses, 2) the phenomenal recruitment and retention success of ANSEP, 3) the recent passage of the new General Engineering program, and 4) the burgeoning enrollment in graduate programs, particularly the M.S. in Project Management.

The increases in enrollment have exacerbated the classroom, office, and laboratory space shortage already faced by SOE. Some relief from the space shortage will be achieved by Summer 2006

with the construction of the new ANSEP building, which, although dedicated around the needs of the Alaska Native student community, will have significant benefits for the entire School. Longer term, it is the Chancellor's announced intention that if the Integrated Science Facility is built, then the entire Engineering building will be made available to the School of Engineering. This would certainly allow for the outfitting of labs and classrooms to meet space needs for a number of years.

CHSW's major student credit hour producer for the past several years has been the School of Nursing (SON) which is on target to double the number of nursing graduates from the previous 100 to 220 by December 2006. This expansion has required extensive collaboration across the MAU. Five distance delivery sites have been added within the past two years and additional AAS sites will be added in Homer, Mat-Su, and Kotzebue in 2006; other sites will be added as needed.

The need for many graduates of CHSW departments and schools will only increase as the population continues to age. CHSW's ability to provide higher numbers of graduates is limited largely program funding. At present the SON expansion is stable, having reached the desired level of enrollment to produce the projected number of registered nurse graduates. Other units have also reached their optimum, and in some cases, exceeded that level of enrollment based on College faculty positions. CHSW expects some growth in graduate programs and in new initiatives, but programs with growth potential (such as Human Services) will necessarily stall without additional faculty as recommended by the accreditation site visit. For additional data, see Section 6.1.5.

Recent Strategies and Impacts. UAA's colleges and schools have shifted from self-support to a partial tuition-return budget structure (see 80/20, Section 5.5) that encourages increased student credit hour production. This shift was a deliberate strategic action taken by UAA to ensure we meet this metric's targets. It tangibly rewards colleges and schools that exceed internally set targets and comparable MAU targets.

Underlying the need to increase student credit hour production is an increase in the potential student population. Much of the pressure to produce additional credit hours is due to this increased demand, as opposed to simply satisfying targets as some might assume. The strategies adopted by each college and school are specific to their environmental condition and operating assumptions. While not a complete listing, these strategies include:

CAS: Enrollment management actions include: developing a table of instructional cost per instructor and program to make strategic enrollment decisions; increasing hires of full-time faculty; adding new academic advisors (concentrating on upper division students); holding successful majors' fair at UAA; creating several new degree programs; reviewing all course releases to ensure appropriate faculty workloads; reducing faculty overloads; substituting higher enrolling lower division classes for lower-enrolled upper division sections; tightening up program offerings at the upper division levels; boosting sections and appropriate types of courses (monitored closely for self-support) during Summer semester; surveying 1200 sections to determine prior enrollment trends and negotiating with instructors and departments to increase course caps; targeting key science classes to double course enrollment caps to utilize the largest room capacity possible; and adding labs efficiently.

CBPP: Developing a seamless transition of students from certificate to master's coursework has positively impacted student credit hour production. Other positive actives include: outreach to secondary teachers through the Center of Economic Education; an active focus on internships and job placement; and defining student credit hour allocations with outside departments and campuses such as Matanuska-Susitna College and CAS's Justice Department. The College has also recently expanded its degree programs (see Section 6.1.5 under "Environmental Conditions and Operating Assumptions").

CBPP has also instructed its department chairs to limit course releases to specific research support,

required ISER faculty to teach designated workloads, and increased course caps where appropriate.

CTC's enrollment management practices include developing written recruitment targets by unit; creating targeted marketing plans; course/class/section scheduling plans and protocols; customer service training; discipline-specific development of donations for student scholarships; and quasi-need based tuition waiver distributions, among other strategies.

CTC currently employs state-of-the-art, operations research-style models for its resource allocations. These are ultimately driven by performance targets. CTC units apply enrollment management principles, including section break-even analyses, to make go/no-go course offering decisions, section/offering rotations based on assessment of student needs, collaboration with other UA units offering similar instruction, and scheduling sections for maximum use of classroom and lab space and equipment. These activities are key to meeting credit hour production targets and are part of the college's work culture.

COE: A more concerted, aggressive effort to promote all programs in the College (an Academic Success Coordinator, a 'corporate look' for promotional materials, sponsorship of events in the educational community, and targeted work with districts and other stakeholders) have all contributed to the trend of increasing student enrollments. These are a direct result of strategic planning. Departments are developing long-range plans (3-5 years) focusing on course offerings matched to projected student enrollments and faculty availability.

As a new organization COE has struggled to establish departments and determine an appropriate organizational structure. The College is now more stable and ready to decentralize; in the future, departments will have more autonomy and complete responsibility for their own budgets, and chairs will have discretionary funds to use as incentives or rewards.

SOE began a new M.S. program in Project Management using "supertuition" and the Chancellor's commitment to return all tuition and fees generated back to SOE, resulting in a thriving program with funds to contribute to the University for AV equipment, computers and other equipment. The ANSEP program has greatly helped increase student credit hour production, and the new General Engineering program has enrolled many more students than had been anticipated. The demand for engineering graduates in Alaska is so high that UAA is able to increase its enrollments by broadening its set of Engineering course offerings.

CHSW's enrollment growth planning is constrained by resources (including funds raised by CHSW from external resources). In addition, because most of CHSW's programs are professional clinical programs, the College is limited by the number of students that can be safely and ethically managed in clinical practice settings. In the case of nursing, this number is prescribed by State Board of Nursing rules.

Near-term Strategies, Activities and Forecasts. Near-term strategies are college specific and were detailed in the "Student Credit Hours" templates authored by the Anchorage deans and their associates. Some highlights include:

CAS expects to continue the strategies noted above, as appropriate. The College views its science programs as most critical to sustained credit hour production. CAS is moving from strictly maximizing student credit hours to finding an optimal balance between credit hour production and deficit reduction (i.e., producing credits hours with an emphasis on fiscal efficiency). The College recognizes this must be balanced against the cost of its most expensive programs, typically the fine arts and sciences.

CBPP: Considerable interest exists among Pacific Rim students about American business practices. The College will focus on recruiting students from Alaska's trading partners: Japan, Korea, Russia, and China.

CBPP will also invest in faculty and staff excellence (e.g., faculty and staff development, distinguished professorships); connect with the business and policy community to generate prospective student awareness of the College via Distinguished Professors, public lectures, trade shows, civic presentations, and business partners' presence in classrooms and on campus; expand partnerships (within and beyond Alaska) to attract currently employed students into ongoing education opportunities; engage students in active learning (programs of distinction, internships, student research); and increase outreach to high schools.

CBPP is capitalizing on its current Nobel Laureate holder of the Rasmuson Chair of Economics and will press to expand student interest in economics through this Chair. The College notes that this is a long-lead time effort that is hampered by the lack of a Ph.D. level graduate program (graduate research assistants are the prime movers in such activities.). In parallel, CBPP will capitalize on significant research work done by the Alaska Center for Supply Chain Integration, which has increased demand for logistics coursework.

CTC: Each of CTC's divisions showing growth in student credit hours still has unfilled capacity. In AY05 CTC filled approximately 70% of available seats; programs with no remaining physical capacity (without significant costs for space modifications and/or additional faculty lines) include Dental Hygiene (AAS), Air Traffic Control (AAS) and selected Aviation courses, Medical Lab Tech (AAS) and Medical Tech (BS), and selected CPDS courses with accreditation-based class size limits. CTC expects to continue the use of its in-place strategic modeling tools noted above to allocate space and faculty resources to maximize student credit hour production under fiscal constraints.

In particular, CTC will identify low-enrollment programs and class sections and analyze possible causes. For example, the College has recently analyzed enrollments in the Aviation Division. Low enrollments in Aviation Maintenance courses are due to low enrollments in the entire program. CTC will address this through a focused marketing/recruiting campaign. Low enrollments

in upper-division Professional Piloting courses are caused by poor retention, which in turn is caused by a combination of high flying costs to the student and the technical difficulty of successfully learning to fly. The Aviation Division will address the first by adopting new aircraft maintenance and leasing/ownership policies to reduce flight training fees. The Division will address the second cause by investigating better methods to pre-screen piloting applicants.

COE anticipates growth in most, if not all of its programs. Based on student applications COE projects an overall increase of 8.1% in student enrollment for FY 2006. Changes in federal and state mandates will continue to impact education, and the College must remain current to meet new demands. The Masters' degree in Adult Education will be promoted as a growth area and Elementary Education, which accounts for the largest number of students, is anticipated to grow substantially over the next several years.

It is the College's goal to produce at least 25% of all new teachers for the State of Alaska by 2009. Resource assumptions include adequate funding to develop and promote several new initiatives (A2A, Paraprofessional Program, Hot Topics, and Teacher Leader). The College projects that relatively minimal investments in the programs will offer huge dividends in all areas, particularly student credit hour production.

COE is also considering a move to a three-semester year to capitalize on the number of graduate students in the summer, as well as to diversify course load options for undergraduates and create more balanced workload for faculty. In addition, the College is improving technology for use in distance delivery, data management, and student assessment (web-based portfolios).

The COE has noted the need for better data management, which will help inform faculty and administrators on strategic progress.

SOE's the three actions already described, that of offering a new General Engineering degree, expanding the Alaska Native recruitment and retention efforts, and expanding graduate offerings through supertuition, form a foundation

for the School's plan for success. The School is also collaborating with UAF to share graduate courses, and further plans to work with outside agencies such as the Alaska Department of Transportation to increase its offering of training courses.

To offset the needs for financing equipment required for the School's expensive laboratories, partnerships with industry and government sponsors have resulted in extensive equipment donations. The School expects to continue to receive significant donation, particularly in light of strong community support for the recent expansion of engineering programs.

CHSW is assessing/implementing several new initiatives that will favorably impact student credit hour production. These include: the addition of new distance delivery sites in AAS nursing; development of a fully distance delivered BS completion program for registered nurses; a new graduate nurse educator track; a disabilities studies minor or emphasis within the Center for Human Development; expansion of the distance delivered Master of Social Work Program; development of new graduate social work certificates in clinical social work and social work management; sponsored courses for the Office of Children's Services staff; finalization of a joint master's degree program with the Department of Human Services, the CTC, and the COE; development of geriatrics and geropsychiatric specialty options within the Advance Practice Nursing Graduate program; development of program(s) in occupational and/or physical therapy in collaboration with outside institution(s); finalization of a two-plus-two career ladder option for graduates of allied health AAS programs (with CTC); and development of dual/joint MPH/MSN and MPH/MSW degree graduate programs. These initiatives address, in part, projected health and social welfare needs of the State.

CHSW program development has largely been supported by indirect funding (grants and contracts), UA Statewide initiative funding, and outside funding. With limited faculty and staff, CHSW growth cannot be sustained without

committed general fund support. For additional data, see Section 6.1.5.

Others: In addition to the colleges, schools, and community campuses noted above, UAA's Honors Program and the Consortium Library contribute to SCH production. Both also contribute to retention (Section 6.1.2) by providing unique learning environments for UAA's better students (Honors Program) and learning resources (Consortium Library). UAA's Honors Program is expanding its offerings while the Consortium Library's instructional sessions (not counted as SCH but important to retention) continue to grow, e.g., a 70% increase from AY2004 to AY2005. The Consortium Library also contributes to University Generated Revenue (Section 6.1.5) and continues to emphasize education, nursing, engineering, etc. (High Demand Jobs; Section 6.1.3). In support of research activities (Section 6.1.4; Research Focus), the Consortium Library has ambitious plans for upgrading and expanding its library systems and its digital resources in FY2006.

Unintended Consequences. Of all the metrics, student credit hour production has drawn the most negative comments from faculty, many of whom feel that pressure to meet mandated targets negates academic quality. This is particularly true when increasing class caps. Moreover, many faculty are concerned that increased student credit hour production without a corresponding increase

in teaching resources leads to increased course attrition and lower retention. The solution lies in a continued "bottom-up" implementation of Performance-Based Budgeting, as suggested in Section 7.

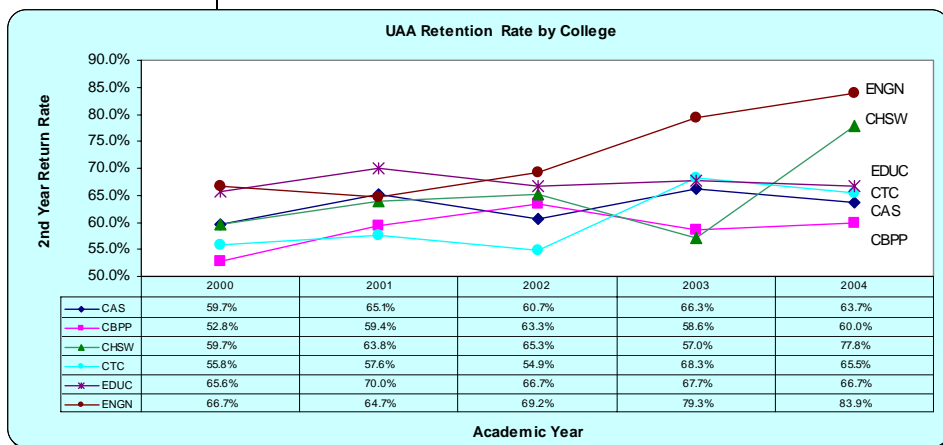In addition, space and faculty limitations are constraining the growth potential for this metric.

Metric Gaps. While this metric provides an excellent indication of growth and is relatively easy to compute, it does not measure optimal operations, (i.e., finding the proper balance between growth and academic quality, growth and cost, etc.). Several colleges are using other metrics for their strategic planning such as cost per unit of instruction, revenue per unit of instruction, students per class, classroom utilization, etc.

Several UAA colleges offer significant numbers of non-credit and CEU courses. This type of instruction satisfies an important need of the state and does require MAU expenditures. However, such instruction is not counted in this metric which penalizes colleges providing such it. Indeed, the metric as presently defined encourages colleges to reduce such offerings. On a positive note, the recent inclusion of certificate and 500 level courses to this metric is viewed very favorably.

6.1.2 Anchorage Campus: Retention Rate for Undergraduate Freshmen

Historical Trends. Retention rates for the Anchorage campus colleges and schools from AY 2000 through AY 2004 are illustrated to the right. Unlike other Statewide metrics, the retention metric is computed only annually, i.e., it is not amenable to near real-time computation. Comparing AY 2000 to AY 2004, retention trends are generally increasing. Interestingly, considerable variation in retention rates occurred for several colleges

during the intervening years; these variations were associated with specific activities or

UAA Retention Rate by College

Academic Year	2000	2001	2002	2003	2004
CAS	59.7%	65.1%	60.7%	66.3%	63.7%
CBPP	52.8%	59.4%	63.3%	58.6%	60.0%
CHSW	59.7%	63.8%	65.3%	57.0%	77.8%
CTC	55.8%	57.6%	54.9%	68.3%	65.5%
EDUC	65.6%	70.0%	66.7%	67.7%	66.7%
ENGN	66.7%	64.7%	69.2%	79.3%	83.9%

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circumstances including improved advising, professional development, exceptional growth in particular disciplines, and adversely, temporarily suspended programs.

Two of UAA's programs (Aviation Technology within CTC and Justice within CAS) were noted as FY05 Top Performers for retention in UA Statewide's July 1, 2005 Retention White Paper.

Environmental Conditions and Operating Assumptions.   Several colleges, notably CAS with its large number of freshmen, note that pressure to increase class size negatively impacts freshmen retention. This opinion is common among its faculty. The pressure to increase class size is driven by the need to support growth in the professional programs (e.g., engineering and nursing), an increase in the number of incoming freshmen, and high attrition rates in some General Education Requirement courses resulting in students retaking a class several times. In parallel is pressure to meet increasing student credit hour targets.

Most colleges noted that good advising is an important key to freshmen retention. For example, CAS's Psychology Dept. has very good advising, and despite many large classes, has good retention rates. Conversely, CAS's Journalism & Public Communications Dept. is understaffed, has limited advising (the department relies heavily on adjunct instructors) with a corresponding lower retention rate. Nevertheless, this department has shown significant improvement in retention, as recognized in UA Statewide's July 1, 2005 White Paper on this metric.

UAA's open enrollment policy continues to impact retention through course attrition due to variations in a student's secondary preparation for college, and their not enrolling in often overlooked course prerequisites.

CTC reported that its academic programs were generally well supported with adequate faculty, current equipment, adequate space, and engaged industry partners, but it does forecast both faculty and space/equipment shortages. Similarly, other colleges noted increases in programs and student enrollments without accompanying increases in faculty and facilities (principally office and classroom space).

Several colleges, in particular CBPP, reported anecdotally that UAA's use of modern electronic instruction was favorable for retention. These included computer system upgrades, expanded use of Blackboard as a teaching tool, and high-technology classrooms for both traditional and distance delivery. That said, CBPP and other UAA colleges are concerned that distance delivered instruction from other universities are competing for their students and may be impacting both retention and SCH generation.

CBPP is putting considerable energy into reaffirming its AACSB accreditation; the college's strategic plan for this process includes an emphasis on retention.

As a counterpoint, CHSW's School of Nursing already has many more applicants than it can absorb; hence, retention efforts directed toward yet-to-be admitted freshmen could be better directed toward retaining admitted upperclassmen. Similarly, CTC has over one hundred qualified students on aviation program wait lists.

The UA system as a whole graduates undergraduate bachelor's level engineers at about one third the national average, when normed by population.   As a result, there is significant opportunity for engineering graduates in Alaska, resulting in strong market pull. As the limitations to expansion are reduced, SOE anticipates large increases in enrollment at the undergraduate level, potentially doubling in headcount within the foreseeable future. The School will match such additional headcount with a continuance of its already successful retention plan, although some shifting of resources may be required.

Recent Strategies and Impacts.   As noted in Section 5, UAA has a professional Academic Advising Coordinator within each college to provide program-specific initial and intermittent student advising, monitor progress of UA scholars, and provide academic program information to enrollment services, financial aid, advising center, college faculty, and administrative staff. The integration of these

Coordinators into each college varies with college mission and structure. Moreover, several colleges are expanding advising capabilities through additional advisors. Through the Center for Advancing Faculty Excellence (CAFE), faculty training in the art of advising continues with very favorable reports from those attending (the training format includes both information sessions and mentoring); CTC in particular noted the importance of such professional development.

Colleges with a large number of freshmen stressed the need for early advising. For example, even though course prerequisites generally preclude freshmen from enrolling in CBPP courses, the College nevertheless requires face to face academic advising of freshmen immediately following placement testing, and mandatory academic advising for high school seniors with a graduation GPA less than 2.5. CBPP also recognizes student scholarship via its Dean's List and other student awards as a positive strategy for increasing retention.

While a rigorous analysis has yet to be done to measure the impact of these expanded advising efforts, all colleges noted that increases in retention were strongly influenced by expanded advising. It is important to note that UAA's increased emphasis on advising is driven by several strategic plans and studies including the *Enrollment Management Plan*, an *Attrition Study* with follow-on Faculty Senate recommendations, and the draft *UAA Academic Plan* (see Section 4). The creators of these plans and documents were very mindful of the retention metric and targets while developing these plans. Indeed, the *Enrollment Management Plan* was actually organized around the Student Credit Hours and Retention metrics.

Although it is premature to assess statistically, an increased emphasis on a student's formal enrollment and early selection of course of study appears to have a positive impact on retention. As noted by CAS, the university will at least now have better data on the academic plans of its students.

Near-term Strategies, Activities and Forecasts. Near-term strategies are college specific and were

detailed in the "Retention" templates authored by the Anchorage deans and their associates. Some highlights include:

CAS believes that advising is the key to freshmen retention and is currently enhancing the advising process in the College, specifically in terms of coordination between CAS Academic Advising Coordinators and program advisors. It hopes to use the success in Psychology as a model for other programs.

CBPP is developing its own retention plan, developing distance delivered courses for students in the workplace (admittedly, this fits a more global definition of retention than covered by the current metric), increasing collaboration with UAS, promoting the President's Distinguished Professor of Public Policy, and developing an experimental economics laboratory to attract returning students.

CTC is integrating standard measures monitored throughout the year with institutional measures (such as students earning passing grades, attrition rates, UA Scholar performance, and other efficiency indices (class size, SCH/Faculty, etc)); increasing development strategies for new faculty including college-specific new faculty orientation and assigned (trained) mentors, and broader participation in both UAA's New Faculty Seminar Series and CAFE offerings; supporting faculty pedagogical and technical skills upgrades; showcasing faculty excellence and encouraging improvements through peer assessment; developing student-based strategies including continued refinement and support of the Academic Advising Coordinator's role with unit advisors; implementing unit-level enrollment management and intrusive student advising (including mid-term grade checks and application of supplemental instruction where needed); and actively scanning the environment for issues, barriers, concerns, and measures of student satisfaction.

SOE intends to continue and expand its successful strategies of recruitment and retention. It also plans to supplement the ANSEP stream of funding to allow for expansion of the successful advising program to encompass all students in

the School, even those not in the ANSEP program.

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While students admitted to COE and CHSW do not fall under the present retention metric, both colleges are undertaking measures to ensure retention of their admitted students and to provide freshmen access to college resources and activities. In particular:

COE is implementing Native educator assistance in recruitment; expansion of the student educator organizations; and expanded collaboration with other colleges that serve as "pipelines" to COE (e.g., CAS's Mathematical Sciences Department).

CHSW is tracking student attrition trends (typical findings: student losses generally due to personal/family issues rather than academics); and seeking additional funding for the highly successful Recruitment and Retention of Alaska Natives in Nursing (RRANN) program.

Unintended Consequences. As noted above, pressure to increase class size is thought by many faculty and staff to negatively impact student retention. Recommendations are provided in Section 8.

Moreover, the emphasis on formal enrollment and early selection of course of study, while beneficial to the Anchorage campus, does negatively impact the community campuses (Section 6.2).

Last, colleges such as CHSW are penalized under this metric because they have little control of student retention until they are admitted, generally well after their first year.

Metric Gaps. While this metric has great value at the MAU level, it has limited use for the Anchorage campus colleges with profession foci. In particular, the Colleges of Education and Health & Social Welfare do not typically admit students to their programs until a student's second year or thereafter. Hence, their programs and faculty do not generally interact with first year students.

However, all professional colleges and schools routinely monitor upperclassmen retention. With its large freshmen load, CAS suggested the need to monitor its student retention all the way to graduation.

Many UAA students matriculate as freshmen with no intention of returning their second year; these students attend to complete General Education Requirement courses for subsequent transfer to outside institutions for their second year. Understanding this student pattern at UAA will require further study.

Both CTC and CBPP have observed the need for a closer scrutiny of course section offerings, particularly when scheduling courses convenient to non-traditional, fully employed students. While these students generally do not fit into the statistics used for the retention metric, their retention is nevertheless important.

For programs with heavy AAS components, some measure of persistence would be more appropriate for strategic planning (our community campuses have suggested the same).

There is also some misunderstanding in the metric definition, i.e., " …. UAA's Fall-to-Fall retention rate is calculated as the number of UAA first-time, full-time undergraduate freshmen who re-enrolled in an undergraduate degree program at UAA, UAF, or UAS the following Fall. Stop-out students, students that leave for a semester or more and return are included in the rate calculation". If the tracking is Fall to (subsequent) Fall (traditional method of determining retention rate) and a student does not return the 2nd Fall they would not be counted by the first sentence above but could be latter counted as retained if they were tracked when they subsequently returned. Several deans and directors have questioned the strategic utility of this level of detail.

Second, UAA retention statistics are based on UAA students returning to UAA. However, the metric has been very recently revised and states that students are counted if they return to any of the MAU's in the UA system. UAA does not have access to the unit record data files of UAS
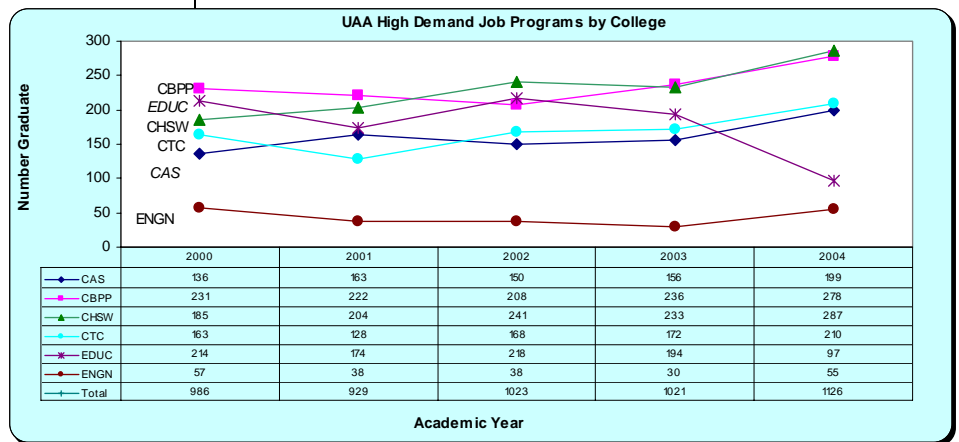
and UAF to determine if students enrolled there. Equally, neither do the various colleges and schools of UAA. Most important, a UAA student transferring to, say, the University of Washington, would not be consider retained but would be so considered if he or she transferred to UAF; from a UAA strategic planning perspective, the transfer destination is unimportant and also beyond the UAA's control. Therefore this new component of the metric has little value as a strategic tool for UAA planning. However, UAA realizes that it does have value at the UA Statewide level. (Note: this component did not exist on the UA website as of 6/23/05 but did on 7/7/05).

6.1.3 Anchorage Campus: High Demand Job Area Degrees Awarded

Historical Trends. The Alaska Department of Labor expects all Alaskan education and training providers to prepare as many Alaskans as possible to meet the workforce needs projected for a "perfect storm" scenario in which, for example, multiple oil, gas, mining and construction projects will commence and/or escalate simultaneously in the near future (similar scenarios exist for other industries and state needs). Four of the five Anchorage campus colleges and schools are primarily focused on delivering graduates for high demand job markets (both present and projected). Anchorage colleges and schools measures for the High Demand Job Programs metric from AY 2000 through AY 2005 are illustrated above. Comparing AY 2000 to AY 2004, these trends are increasing, with the exception of the College of Education and the School of Engineering. Overall, the top performer is CHSW over the past 5 years. CAS also demonstrated a high percentage growth rate over this period; however, this rate must be tempered with the still small number of CAS graduates in these high demand programs compared to overall CAS degree production.

Environmental Conditions and Operating Assumptions.

CAS degree programs do not correlate well with this metric's list of high demand jobs. Nevertheless, the College does provide significant support to those programs in other colleges and schools that do, both through General Education Requirements and more advanced coursework. In addition, many CAS faculty actively collaborate

with programs in these job areas, such as teacher preparation, engineering, and nursing. Despite the fact that many of its major programs do not correlate with high demand areas, as defined in

UAA High Demand Job Programs by College

Academic Year	2000	2001	2002	2003	2004
CAS	136	163	150	156	199
CBPP	231	222	208	236	278
CHSW	185	204	241	233	287
CTC	163	128	168	172	210
EDUC	214	174	218	194	97
ENGN	57	38	38	30	55
Total	986	929	1023	1021	1126

this metric, CAS is seeing a significant growth in the number of majors and graduates.

CBPP has recently prioritized all strategic actions around maintaining its AACSB accreditation prior to the upcoming review in AY 06. College priorities supporting this metric include business community partnerships, internship development, outreach through public presentations, trade exhibits, etc., and strategic planning to strengthen the Finance program. Enrollments in the College's MIS, Accounting, and Logistics programs are increasing, in conjunction with a focus on seamless transition of students from certificate to masters level coursework. The College is responding to outside concerns on workforce preparation for management disciplines, national interest in homeland security through its CIS and Logistics programs, and potential high demand for US certification for international students (in support of expanding trade between Alaska and surrounding Pacific Rim nations). The proliferation of distance delivered programs in

business disciplines is commonplace, and CBPP is including this capability in its strategic planning.

Constraints on college planning include faculty with excellent private sector salary alternatives in the very same high demand job areas, and a flat funding assumption that reduces the College's flexibility to rapidly respond to high demand job area opportunities. This is particularly important given that forecasting trends in demand for business disciplines indicate rapidly changing patterns.

CTC: All but one of CTC's programs and 96% of their awards (degree and certificate) are considered high demand. This is reflected by a 73% increase in high demand awards since 2001, e.g., AAS awards increased 74% due primarily to new Allied Health programs. At the baccalaureate level awards have doubled in Aviation Technology.

Allied Health careers continue to be important to the Alaskan economy as employer-provider numbers and scope of care expand throughout Alaska. Denali Commission funding supports costs related to course conversions to distance delivery format, and provides limited technical/professional staff to serve rural students.

Technical and professional workforce needs in the aviation industries remain high especially for air traffic controllers and piloting graduates. The FAA and other public and private organizations increasingly demand use of Aviation Technology Center resources for applied research, contract training and non-instructional services to the industry. Classroom space and instructional costs remain a challenge.

Alaskan high school and non-UA post-secondary students are benefiting from the statewide Tech Prep initiative. The second year of a Carl Perkins grant for approximately $340K supports Alaskan students in UA high demand programs.

COE With the possible exception of Adult Education, all of COE's programs are high demand job areas. The recent drop in metric measures for COE is discussed in Section 6.1.1; as the student pipeline begins to fill, the numbers

supporting this metric should significantly improve.

The College's Armed Forces to Academia (A2A) initiative creates a distance-delivered secondary education program that provides an alternative route to teacher certification. This program is timely in that it targets service personnel that retire from the armed forces and wish to pursue a second career in teaching. Recent licensure changes in Alaska will positively impact this program's potential to succeed.

SOE: All of SOE's degree programs are in high demand job areas. Although SOE was until recently in an enrollment slump, vigorous recruitment and retention strategies promise to bolster the number of graduates over the next 5 to 10 years. The College has recently restructured its administrative functions to provide better support at each of its Departments: Geomatics, Civil Engineering, General Engineering, and Engineering, Science, and Project Management.

CHSW: A number of CHSW programs produce high demand job graduates including nursing, social work, and human services. In the BS and AAS programs CHSW graduated approximately 90 to 100 students prior to the nursing program expansion. The nursing expansion will more than double CHSW's nursing graduation rate. Students at the new distance delivery sites will graduate in Fall 2005 and 2006 bringing the number of nursing graduates to approximately 220 per year. The production of such metric values is the direct result of in-depth strategic planning at the college level.

Much of this growth is in nursing, driven by a State and worldwide shortage based on demographic trends in aging and current health care delivery demands (particularly for Alaska). The planned expansion in the College's nursing program is closely monitored by its industry partners.

While the need is evident, CHSW constraints are resource based as noted in Sections 6.1.1 and 6.1.2, particularly for behavioral health professionals. The State also has significant behavioral health needs which are not being met

by the current workforce. Enrollment in the graduate program of the School of Social Work is constrained by super tuition, which erects a large financial barrier to many potential students.

Recent Strategies and Impacts.

CAS supports many of the high demand job degree programs offered in other colleges and schools. In particular, CAS plays an integral role in the strategic planning of the professional colleges and schools. For example, during SOE's recent development of a new BSE degree, CAS and SOE collaboratively identified CAS programs that would need additional resources to support SOE, and CAS modified its own strategic plan to support these new needs. As another illustration, CAS faculty were integral to COE's strategic planning and development of a mathematics endorsement for in-place elementary school teachers; this COE task also included considerable coordination with similar colleges at UAF and UAS.

CBPP regularly confers with the Business Policy Advisory Council and CBPP alumni to remain abreast of a rapidly changing job market. The College also collaborates closely with UAA's Career Services office, participates in industry career and job expos, and routinely reaches out to high schools to create interest in high demand job areas.

CTC: With all but College Preparatory and Developmental Studies instruction aimed at preparing students for high demand careers, recent strategies have been to reallocate internally, to seek extramural funds and otherwise shift resources to faculty and program needs where demand is highest, i.e., aviation, allied health and other technology. With recent emphasis on making Radiation Technology and Medical Technology courses available throughout Alaska via distance delivery, concerns about continued high quality service to local students and about market saturation are being discussed among educators and health care providers.

COE & SOE: Given that their graduates are in high demand job areas, recent strategies for

reaching this metric are detailed in Sections 6.1.1 and 6.1.2.

CHSW: The recent expansion of the AAS distance delivered program, as well as the expansion of the BS program in Anchorage, is intended to boost the number of active nurses prepared in Alaska. Currently 350 students are enrolled in clinical courses and over 700 students have declared themselves as pre-majors.   The School of Nursing graduate program recently added a nurse educator track and two post-master's certificate programs to its offerings in an effort to prepare nurses for advance practice in the state.

The Nursing Expansion Advisory Committee (composed of personnel from CHSW, other MAUs, and statewide industry partners) meets on a regular basis to monitor and direct ongoing planning and implementation of the nursing program expansion. Among issues considered by this group are the needs and capacity among partners and other health care providers for new nurse graduates. Surveys of the market for nurses and other health care providers are undertaken frequently to inform this effort.

In addition to nursing, the need for behavioral health professionals and workers has been recognized by a joint funding effort of the Alaska Mental Health Trust Authority and UA Statewide. Funding has supported adding a distance delivered MSW program and providing outreach and bridging services for rural human services students.

Near-term Strategies, Activities and Forecasts.

CAS will continue to develop strategies that balance the demand from professional programs in high demand job areas with the College's own growing demand for its liberal arts programs.

CBPP: To support high demand job areas, CBPP will expand its Student Information Office functions to include student career plan counseling within CBPP for traditional and non-traditional students, organize an internship matching program between business partners and academic departments in collaboration with

UAA's Student Career Services office, provide faculty/business roundtables for discussion and promulgation of ideas on cutting edge business concepts, strengthen networking connections between student professional associations and clubs and professional associations in the business community locally and nationally, support faculty involvement in community business organizations, and continue its outreach activities in local high schools. The College also tracks the employment of its graduates through the Alaska Department of Labor.

CTC will continue to build and enhance well defined and accessible career pathways for students in all high demand career areas. Official UAA approval of and system capacity to offer transcripted certificates of completion will make CTC offerings more desirable and useful to students and employers. Through the MS in Vocational Education degree program, CTC will target Alaskan teachers and career advisers seeking graduate studies, will offer a variety of professional development opportunities, and will market faculty and program expertise for 500 level instruction.

CTC will continue to implement new targeted recruitment and marketing plans, increase access to initial and ongoing student advising, and will engage industry and community partners in internships, scholarships, and sponsored recruitment activities. CTC will form a faculty-staff task force to assess best practices in retention and time-to-completion for part-time and other non-traditional students, both of which impact this metric.

COE: The State of Alaska currently hires 75-80% of new teachers from outside. It is the goal of COE to dramatically increase the number of locally prepared teachers. The need in all programs is high, and the College expects growth in Educational Leadership, Speech-Language Pathology, and Counseling, among others. The College is also exploring adding a graduate program in School Psychology to meet State needs. Such a program would benefit from collaboration with CAS and its new cooperative doctorate in Psychology.

However, recent attention to recruitment and program improvement will increase student enrollments in areas that are already in high demand; these enrollments will, if not already, be impacted by faculty workload constraints which will limit increases in metric value.

SOE and CHSW: Near-term strategies for this metric were provided in Sections 6.1.1 and 6.1.2.

Unintended Consequences. For CAS, focus on high demand job area for Alaska's future diminishes other CAS programs that are in high demand by its students. The professional colleges all reported no adverse unintended consequences.

As a matter of terminology, several deans noted that the metric title should be changed from "jobs" to "careers," which is more in keeping with an academic mission.

Metric Gaps. The metric formula does not give credit to programs that contribute significant resources toward the production of high demand job area degrees but do not actually award the degrees. This is particularly true for CAS.

As was noted previously by COE, the utility of metric values is limited to its context, i.e., textual explanations of metric behavior is always needed if the metric is to serve in strategic planning.

6.1.4 Anchorage Campus: Research Focus

Historical Trends. Revenues from NCHEMS classified research grants and other sources for the Anchorage campus colleges and schools from AY 2000 through AY 2004 are illustrated on the next page. Comparing AY 2000 to AY 2004, these trends are increasing. While this section will stress external funding for research grants, it will also include information provided by the Anchorage colleges and schools on grant monies that are not classified as research per se (following NCHEMS), but nevertheless satisfy the four objectives of this metric: to enhance competitive

capacity, to capture Alaska specific opportunities for the State and the University, to focus on fields where the University has a geographic advantage, and to account for the value and cost of research. The inclusion of such grants in this section is important because their pursuit and execution play an important role in each college's and school's strategic planning; moreover, they provide significant indirect cost recovery (ICR) and frequently fuel important scholarship.

The three principal research dollar producers are CAS, CBPP, and CHSW. This is not surprising, given each have Centers and/or Institutes dedicated to research.

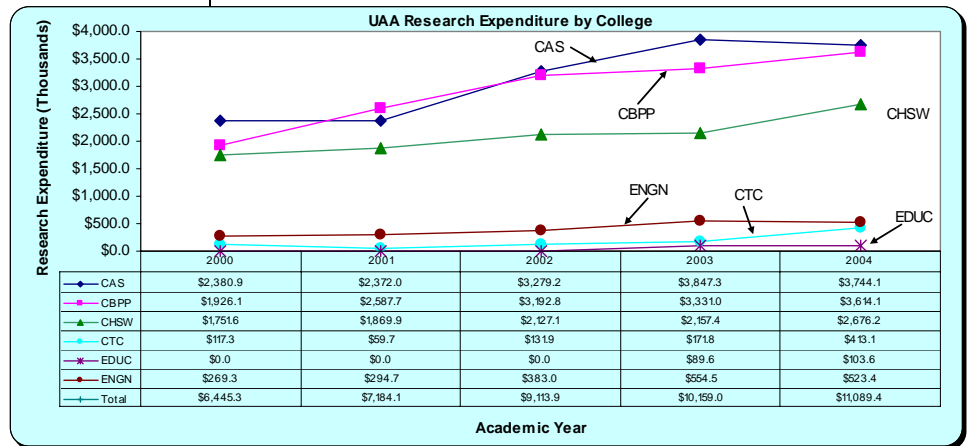**Environmental Conditions and Operating Assumptions**.

CAS: EPSCOR funding has contributed significantly to CAS research funding. While CAS does generate significant research monies, it is also the largest college in the UA system, with a primary mission of teaching. This mission will most likely remain unchanged until the research infrastructure of CAS and UAA is enhanced.

Until then, research productivity is not likely to significantly increase. However, this does not imply that research is unimportant to the College; it is, rather, concentrated in departments with research foci such as biology and psychology. In spite of the recent opening of the Environmental and Biomedical Laboratory (EBL) building, many CAS programs lack equipment, space, faculty, and graduate students to pursue heavy research agendas. A new ENRI director and the reorganization of ENRI will also help expand the College's research productivity.

CBPP: The Institute of Social and Economic Research (ISER) is the primary generator of research expenditures and revenue within CBPP. It has been awarded several major federal grants from, among others, the US Dept of Education, USEPA and the NSF. It also has been the beneficiary of earmarks, including some from UAF. While impacts to research have been

favorable, faculty and staff have been overtaxed and are looking for cooperative work or partnerships with other academic institutions and independent contractors to expand capacity. Two major grants are coming to a close along with the closeout of federal earmarks; in the short-term ISER expects a leveling of funding in 2005 and is pursuing new funding from diverse sources.

ISER has assumed that, as federal budgets for research are reduced or held constant, federal funding will constitute a smaller portion of its grant and contract portfolio, and that future funding will be more competitive. Pursuit of alternative funding sources that pay full F&A require time (unfortunately, many private

UAA Research Expenditure by College

	2000	2001	2002	2003	2004
CAS	$2,380.9	$2,372.0	$3,279.2	$3,847.3	$3,744.1
CBPP	$1,926.1	$2,587.7	$3,192.8	$3,331.0	$3,614.1
CHSW	$1,751.6	$1,869.9	$2,127.1	$2,157.4	$2,676.2
CTC	$117.3	$59.7	$131.9	$171.8	$413.1
EDUC	$0.0	$0.0	$0.0	$89.6	$103.6
ENGN	$269.3	$294.7	$383.0	$554.5	$523.4
Total	$6,445.3	$7,184.1	$9,113.9	$10,159.0	$11,089.4

nonprofit sources pay little or no F&A, and State funds are capped at 25%). Time spent on proposal development has increased significantly impacting research and instruction.

CTC: The College's research funding has more than quadrupled since FY00 and now comprises 20% of its grants and contracts base (FY05). Most of this research is being conducted in the Aviation Technology division in the fields of aviation safety and weather research. This boost follows the College's strategic plan which focused early on key researcher hires.

COE recently won the largest grant ever held by UAA ($9.3M), which impacts over 50% of the State's elementary and secondary education components. While this grant does not fall into the NCHEMS research category, it does include scholarly work and fulfills the scope of this metric (nevertheless, it is not reflected on the above charts).

SOE: When normed against teaching productivity, the School's research and grant activity may arguably be the largest on campus. The expansion of such activity is limited by laboratory space and by the high teaching loads. Facilitating the buyout of teaching loads for faculty with research proclivity would increase the grant activity considerably.

CHSW derives almost one half of its overall budget from external grants and contracts. Hence, the generation of external funding is a recurring fact of life for the College. CHSW has developed a strategic emphasis for enhancing its research and grant funding and for improving its processes of grant writing, implementation, and evaluation. The College has a large number of units engaged in research such as The Justice Center, the Center for Human Development, the Institute for Circumpolar Health, and the Alaska Center for Rural Health, among others. Moreover, the Schools of Nursing and Social Work both have major state and/or federal funding. However, not all of CHSW's external funding is research oriented. Many of its grants are service related; of these, many have evaluation components.

CHSW continues to develop support services within the College to encourage and facilitate research and service grant activity. Units are allowed to keep all of the indirect funding generate through grant activity to enable the development of new grant applications. In addition, the College is providing some funding for new faculty research start-ups.

With grant funding becoming increasingly competitive, CHSW is becoming more adept in competing for diminishing external dollars. For additional data, see Section 6.1.5.

Recent Strategies and Impacts.

 CAS: The development and opening of the Environmental and Biomedical Laboratory Building (EBL) in April of 2004 has been an important part of the College's strategic plan to promote student and faculty research. Strategic planning for the natural sciences has led to laboratory renovation, EBL construction, and on-going preparation for a new Integrated Sciences Building, all of which will ultimately position CAS to pursue large increases in research opportunities and associated funding. In addition, CAS has received internal funding for minigrants to "jump-start" faculty research initiatives; as noted in Section 4, monies for these initiatives were provided by UA Statewide with a UAA match to advance Performance Based Budgeting metrics (late Summer and Fall, 2004) and by funds set aside by the UAA Chancellor to assist young researchers in developing research agendas. Moreover, collocating the Environmental and Natural Resource Institute (ENRI) from downtown Anchorage to the campus will facilitate collaborative research and grant pursuit.

CBPP: During 2000-2004, ISER has received several major federal grants. As these come to a close, ISER has sought to diversify funding sources. In early 2005, a new director of the institute was hired resulting in new initiatives to stabilize funding, increase capacity to fully meet ISER's mission, and to operate on a statewide level.

CTC: With increasing federal and scientific concerns about global warming, increasing funding continues to support AEFF meteorological research. FAA and other sources continue to fund applied research focused on airport and general aviation safety and security. UAA and CTC continue to expand the Aviation Research Center into a newly acquired Merrill Field facility. CTC is seeking industry, government and private funds to support a growing research agenda and to work collaboratively with other UAA and UA schools and colleges toward shared facility use. Additional research opportunities exist in areas of health (nutrition, health and fitness) and promoting success in underserved populations, but CTC currently lacks research faculty in these areas.

COE is making a concerted effort to promote and support research. Strategies include collaboration with ISER, other units across campus, UAS, UAF, and school districts across the state to share research interests and explore partnering on external funding opportunities.

COE has been holding faculty 'Research Roundtable' forums for the past two years; such forums serve as platforms for collaboration among faculty. In addition, the Alaska Educational Innovations Network (AEIN) grant supports such cross-college collaboration. Indeed, COE's faculty have collectively taken collaboration as a trademark of how COE does business on its major external funding initiatives. The College, given funding constraints, has also decided that future grants must align with current efforts in order to optimize their impact.

SOE: Two years ago SOE formed an Advisory Board which has adopted as one of its principal goals the facilitation of graduate teaching of research within the School. Significant resources, time, interest and need are present within the local engineering community to make the necessary changes occur.

CHSW's strategic plan includes the development of a research committee to enhance collaboration across the College's units, to share research and grant development expertise, and to improve the College's research management processes.

Near-term Strategies, Activities and Forecasts.

CAS: In addition to continuing recent strategies noted above, the College will likely shift workload toward research for faculty demonstrating potential for obtaining external research funding. Enhancing research support for the College's most productive research units, Psychology and Biology, will also be pursued. This will be coordinated with UAA's Vice Provost for Research & Graduate Studies who is leading a general strategic plan for research enhancement at UAA.

CBPP: The College will seek to maximize funding from sources that pay full administrative costs; expand foundation and private support; actively engage affiliated faculty in projects, programs and proposals; and partner with other colleges and campuses. CBPP will continue to submit competitive proposals, particularly in collaboration with other units or institutions. This assumes ISER receives additional resources from both UAA and Statewide to expand its capacity.

CTC: The primary research focus will remain on Aviation and those collaborations that will build and sustain the new Aviation Research Center. Key CTC strategies will include private donor development, a capital campaign to reach $2M., and collaborations with the UA Transportation Research Center and other institutions with similar research interests.   Research target for AY07 is an increase of $2M.

COE will assemble a faculty committee in Fall 2005 to define teaching, scholarship and service for the College. The expected products are specific guidelines and scoring guides to assist faculty in knowing 'what counts' in each of the above three areas. For the research focus, these will define journals and activities faculty should target in terms of value to the College. The goal is nothing short of redefining COE's culture.

SOE: In selected areas (Project Management, Arctic Engineering), the School has leveraged additional resources to enhance its graduate and research mission. Building on these successes with the support of UAA Administration and UA Statewide, in concert with SOE's industrial partners, is the School's strategy.

CHSW will be paying particular attention to funded projects with long-term funding potential such as the National Resource Center for American Indian, Alaska Native, and Native Hawaiian Elders (NRC) and the Alaska Geriatric Education Center, and within projects that offer opportunities for increasingly larger initiatives such as the Alaska Native Science Research Partnerships for Health (ANSRPH) grant program. The Alaska Center for Rural Health is awaiting a funding decision for the first Alaska Health Education Center (AHEC) program in the state, and the Department of Health Sciences has applied for a grant to support the development of research infrastructure. Numerous other projects are current under consideration, as is always the case in CHSW. For additional data, see Section 6.1.5.

Unintended Consequences. The advancement of this metric must be balanced against teaching and the pursuit of grants not classified as research by

NCHEMS. For example, a gain in research dollars will likely imply at least a short-term reduction in student credit hour production as faculty workloads are reallocated.

Metric Gaps. Accompanying contextual information (e.g., source of funds, type of expenditure, etc.) is required if this metric is to have strategic value. Moreover, as noted by senior faculty and several UAA deans, this metric should be expanded to include application-based research for education and other disciplines; by doing so, the metric becomes a more useful planning tool.
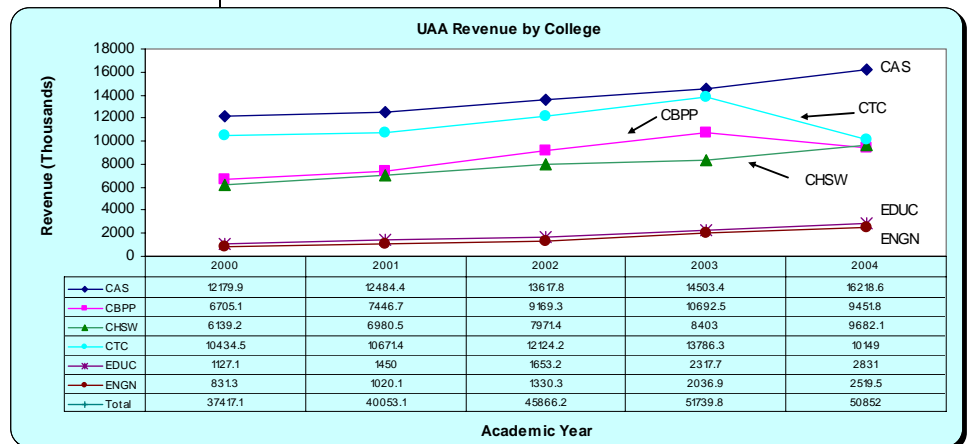
6.1.5 Anchorage Campus: University Generated Revenue

Historical Trends. University Generated Revenue production for Anchorage campus colleges and schools from AY 2000 through AY 2005 is illustrated to the right. Comparing AY 2000 to AY 2004, these trends are generally increasing with the exception of CTC, as discussed below.

Environmental Conditions and Operating Assumptions. For several of the colleges, developing strategies focused on university generated revenue is somewhat of a new enterprise. All colleges and schools track similar types of data, but often in forms that do not mirror the information needed for this metric. These other data types are college specific and used internally for strategic planning and tracking progress toward specific goals. As a general rule, the colleges and schools have made good initial progress toward adding this Statewide metric to their internal culture; indeed, the exercise of tracking this metric is proving useful at the college level by showing college contributions to the MAU targets.

CAS's most significant contributions to university generated revenue are via tuition, grants and contracts. CAS is currently assessing several strategies to enhance its research structure, as discussed in Section 6.1.4. Strategies for increased efficiencies in instructional delivery are being developed, using detailed tables of instructional costs per instructor, and by identifying strategic opportunities to increase break-even or profitable course offerings. Given its systemic

funding problems, the College must determine fixed costs, and develop carefully monitored strategies for offering only break-even or profitable course offerings beyond those fixed costs to offset instructional costs.

UAA Revenue by College

	2000	2001	2002	2003	2004
CAS	12179.9	12484.4	13617.8	14503.4	16218.6
CBPP	6705.1	7446.7	9169.3	10692.5	9451.8
CHSW	6139.2	6980.5	7971.4	8403	9682.1
CTC	10434.5	10671.4	12124.2	13786.3	10149
EDUC	1127.1	1450	1653.2	2317.7	2831
ENGN	831.3	1020.1	1330.3	2036.9	2519.5
Total	37417.1	40053.1	45866.2	51739.8	50852

CBPP: Two significant drivers of the College's contribution to this metric are tuition and revenue through grants and contracts; for details, see Sections 6.1.1, 6.1.2, and 6.1.4. Important contributors to this metric are recently implemented and expanded programs in Logistics (Masters tuition for the MSGSCM; the addition of the new Alaska Center of Supply Chain Integration (ACSCI); and the NEON project (UAA Logistics Supply Chain Management graduate certificate)) and Computer Information Systems (with the addition of a new Masters of Science in Information Security).

Favorable to the College's revenue generating environment are its ongoing expansion of external partnerships, external funding for faculty travel to present papers for AACSB standards ($100K raised to support this effort),

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Chancellor Maimon's research profile and productivity initiatives, and increased efforts and focus on research (with its corresponding indirect revenue generation). Unfavorable to CBPP are lacks of success in taking its MSGSCM instruction outside of Alaska, and management turnover at the Business Enterprise Institute (BEI) resulting in BEI revenues not reaching projections. A review of these areas of concern is currently underway.

The College's development of strategic plans incorporating this metric assume the following conditions: carrying forward all prior fiscal year balances into next fiscal year; base funding at least the prior year's level (using PBAC process to determine minimal needs each year); mandated salary, wage, and staff benefit increases incorporated into the base budget; a continuance of initiative funding; the College's receipt of appropriate indirect cost recovery (ICR) on grants; and funding to reward faculty productivity, innovation and creativity (with a partial correlation to revenue generation).

The College is still assessing the impact of UAA's recently implemented 80/20 division of tuition and fee revenues (80% to the College, 20% to administration) toward improving this metric's value.

CTC has a strategic goal of increasing the College's contribution of non-GF revenue through fees, applied research, and training and service contracts. As noted in Section 6.1.4 above, the College is also generating a limited but increasing amount of research revenue for the university.

The College closely monitors its generation of university revenue for strategic planning purposes. CTC's growth trend has been hardest hit by structural reorganizations, (e.g., $871K no longer received from DPA with the closure of the Adult Learning Center in FY04; $99K transferred to KPC with the Mining and Petroleum Training Services (MAPTS) unit in FY03; $115K transferred to KPC with the Occupational Safety and Health AAS program on July 1, 2005; a decline in aviation non-research dollars following a refocus to research

activities and as Capstone spending declines). All of these are reflected in the above graph.

The effective indirect cost recovery rate for FY05 was approximately 6% of total grants and contracts or $138K. Hence, indirect cost recovery is not currently a significant source of revenue for CTC. Nevertheless, it is sufficient to partially fund administrative assistant positions in the Aviation and Observer Training Center divisions. CTC's initiative funding "exploded" between FY00 and FY02, going from practically zero to over $2M; these dollars decreased in FY04 (contributing to the drop illustrated in the graph), followed by a rise back to just under its peak value. This dip was due to expiring, large, one-time funding. Last, CTC's fees and miscellaneous revenue have remained fairly constant over the past years at an average $2.45M.

Until the end of FY03 CTC was allowed to keep 100% of tuition revenue for self support programs and new courses. In FY04 self support status for credit courses was eliminated, and general fund dollars were substituted for tuition based on FY03 tuition earned plus a 5% target increase. In FY05 tuition was substituted for general fund dollars at 80% of tuition, based on FY05 student credit hours plus a 3% target increase. CTC has continually incorporated these changes into its strategic modeling. In FY05 CTC's tuition target was set too high by approximately $250K, due to the inclusion of Tech Prep and Professional Development credit hours; the College is adjusting its strategies accordingly.

CTC has also begun College fund raising beginning with each division developing case statements. Since FY02 the College's Foundation Funds have averaged $288K with little variance; unspent balances in foundation accounts have also remained rather constant.

COE's recently awarded $9.3M AEIN grant affords the College tremendous opportunities in its ability to impact K-12 schooling. The College has several other sizable external funding possibilities pending. As noted in Section 6.1.4, COE's strategy focuses on pursuing and

supporting research; it is coordinating its efforts with ISER, the other MAUs, school districts, and others. This focus will contribute to COE's generation of non-state revenue.

COE's efforts are rather remarkable given its recent reformulation as a separate College. The availability of internal funds (tuition sharing and Performance Bonus funding) is critical to the College's new program development and subsequent generation of non-state revenue. COE's APTE and AEIN grants have supported some program design and implementation.

SOE: The School's external revenues have increased each year, allowing it to meet more of the unmet engineering needs both in Anchorage and Statewide. The School enjoys and continues to culture strong partnerships with any number of business, academic, and community partners.

One of the main limitations to the School's growth has been the lack of availability of campus space, which dampens the ability of its researchers to perform laboratory experiments and studies.

Strong efforts at recruitment and retention are beginning to ramp up the numbers of students, particularly at the undergraduate level. One graduate program, M.S. Project Management, has had strong success in recruitment. These combined successes have put even more pressure on the School's limited space.

These limitations will eventually impact SOE's generation of UGR.

CHSW: Unique among the Colleges of UAA, CHSW annually raises nearly half of its operating budget from external sources. Units such as the Center for Human Development, the Institute for Circumpolar Health Studies (including the Center for Alcohol and Addiction Studies), the Alaska Center for Rural Health, the Alaska Geriatric Education Center, the Family Health Training Academy (in the School of Social Work), and the National Center for American Indian, Alaska Native and Native Hawaiian Elders are largely or totally grant and/or contract funded. The Justice Center,

while accomplishing important instructional missions, is also a significant research and service entity that is consistently funded by the state and federal government. The School of Nursing, in addition to the federally funded RRANN project, receives significant support from state health care facilities to fund the nursing program expansion. The education programs of the School of Social work are heavily supported by the Alaska Mental Health Trust Authority (AMHTA). The AMHTA has, in partnership with UA, provided grant funding this year for behavioral health education projects to the School of Social Work and the Department of Human Services. In addition to these efforts, individual faculty members in instructional units across the College are active in research grant acquisition. Grant development is continual in CHSW and expertise in proposal writing and grant implementation and management is integral to the College.

With the School of Nursing's drive to double its graduation rate by 2006, the College has exceeded its enrollment goals for the past several academic years. This nursing student ramp-up is now complete and large yearly increases will cease this year. Since nursing is the largest academic unit in the College, the overall College enrollment will remain high and steady. In addition, two of CHSW's graduate programs, the masters' degrees in social work and public health, are supported by super tuition.

The College's strategic enrollment and research foci make CHSW one of UAA's more productive contributors to this metric, particularly given its size compared to other colleges such as CAS.

Recent Strategies and Impacts.

CAS's strategies for its most important revenue generators, tuition and research revenues, are outlined above.

CBPP: Much of the College's activities are already summarized in Sections 6.1.1, 6.1.2, and 6.1.4. The College anticipates that its ability to recruit excellent faculty at a level that is

marketable and retainable should provide long-term payoffs for this metric (indeed, for the previous four metrics also).

CTC, CHSW & COE: Similar to CBPP, university revenue generation for CTC, CHSW and COE is partially covered in Sections 6.1.1, 6.1.2, and 6.1.4. In addition, many of these colleges' recent strategies are covered in the above "Environmental Conditions & Operating Assumptions" subsection.

SOE: The ANSEP program has been successful in bringing in a steady stream of revenue, some of which will be used for the construction of a new 14,000 ft^2 facility dedicated for the use of students in engineering and science.

The ESPM Department has raised significant revenues through the "supertuition" charged to students in the M.S. Project Management program. UAA has helped alleviate the School's space problem by creating an office suite for the ESPM Department in the University Center, a location which is popular with working professionals taking evening graduate classes.

Near-term Strategies, Activities and Forecasts.

CBPP will continue to develop external partnerships and relationships, and pursue opportunities in the areas of RFID, information security, and supply chain integration (providing systems engineering and technical services related to the analysis, design and implementation of supply chain management systems). CBPP is also developing a new masters program in information security. In addition, the College will increase its external activity with the RFE, China and other areas within the Pacific Rim through its NEON project.

CTC: Opportunities to increase revenues through new training and services contracts are marginal in selected areas as federal and state government budgets retract, and business discretionary training budgets decline. However, UA and UAA "initiative" opportunities exist for well-documented

proposals, and new vibrant CTC programs will contribute to increasing tuition.

UAA's decentralized Continuing and Professional Education (CPE) model continues to transition as CTC realigns faculty expertise with industry demands. CTC will seek new revenue streams for CPE in selected high-demand career divisions with a focus on aviation-related opportunities.

International demand for English language instruction for air traffic controllers and pilots is just beginning and will grow into 2008 and beyond. Security and safety needs will create demand for CTC training and services. The College will begin an English language trial program for aviation clients in association with The American Russian Center. CTC will also expand CGAR applied research and industry outreach for student hires, and for professional recertification training and industry service. Additional tuition growth is expected with expansion of AAS-CM, BS-PE (including Adventure Leadership), BS-AT, BA-HRM, and statewide delivery of nutrition education.

Key CTC strategies include building and promoting a business plan to support a UAA English Language Institute, setting CPE revenue targets for each division, marketing division programs based on written business plans, accelerating requests of industry through expanded development roles of advisory committee members, and creating a college level metric-performance fund to reward those programs exceeding specific metric targets.

As part of its internal strategic planning, CTC has set quantitative targets for growth of non-state revenue, based on simple projections within non-state revenue categories (e.g., non-research funding, earned indirect, initiative funding, fees, tuition, foundations, etc.).

COE has a number of initiatives the College hopes will increase enrollment and revenue. The A2A program could eventually reach hundreds of students in an area strategically identified by the College (i.e., military personnel entering a second career in teaching via an accelerated

program). COE's new paraprofessional program will potentially impact hundreds of teaching aides statewide. The recently developed 'Hot Topics' courses could move the College forward significantly through distance-delivered courses that should appeal to a wide variety of users statewide and potentially internationally. Finally, the College is making a concerted effort to improve the use of technology: website, data management, web-based portfolios, electronic student records, and more effective distance delivery of courses. The cumulative impact of this coordinated strategy will greatly increase the College's efficiency and ability to move proactively on a number of fronts, as described above. All of these will contribute to increased non-State revenue.

SOE: The School will continue to attract external funding as it expands its paradigm of success in the ANSEP program to other areas of Engineering. Great attention will be given to the new General Engineering program to be sure it meets and exceeds accreditation requirements. The School will work with UAA Administration to map out and plan for its expanding needs, which are likely to continue to grow for the foreseeable future.

CHSW: Many of the units of the College view proposal writing and the generation of external funds as the usual way of life. College faculty members and staff are alert to funding opportunities and move ahead to develop applications.   Since the College has adopted gerontology as its strategic focus, major collaborative research and grant efforts around this theme are now evident. Recent successes include the awarding of the Alaska Geriatric Education Center with a Quentin Burdick grant that will support multidisciplinary education in gerontology, and the achievement of a record high score for the initial submission of an Area Health Education Center (AHEC) grant by the Alaska Center for Rural Health.   The AHEC

program, if funded, will be the first such program in the state of Alaska and the first AHEC in the nation to be sited in a school of nursing.

A proposal for $6.4M has been submitted by the Institute for Circumpolar Health which builds on a currently successful project funded by NIH to develop research capacity among Alaska Natives and researchers studying Alaska Native health. The Department of Health Sciences has applied for a $250K BRIC grant from the Agency on Health Care Quality and Research to develop research infrastructure and a joint application from the NRC and its sister agency in North Dakota will potentially fund research on Native Elder mistreatment. If awarded, the BRIC grant will include six research components, as defined by the Research Focus metric. In addition to these projects, numerous grant applications, contracts, and RSA's are developed by the College each month. The CHSW strategic plan includes efforts to increase and share its capacity and expertise for project work across the campus and enhance collaborative efforts, thereby fueling this metric.

Unintended Consequences. Each college maintains its own data bases to track revenue. As noted by several deans, the revenue values generated by their internal fiscal officers often do not match those generated at the university and / or Statewide level. This is likely due to using different performance periods, varying interpretations of data descriptors, etc. This suggests the need for college fiscal officers to confer with their MAU counterparts to develop common tracking criteria and tools. By doing so, future strategic planning may be simplified and reporting made consistent. The identification of this problem is a collateral benefit of developing this white paper.

Metric Gaps.   None were identified by the Anchorage Colleges and Schools.

Section 6.2 Overview of UAA Community Campuses

The Matanuska-Susitna College (MSC) is located in, and serves, the Matanuska-Susitna Borough. It

is within a 45-minute drive from Anchorage. The majority (53%) of students are considered non-

traditional college age (25+). Nearly two-thirds (65%) of its student body is female and 11% of the students are minority. Approximately three fourths are part-time students.

MSC had an AY 2005 enrollment of 8,063 (seats occupied) and produced 20,494 SCH (auditors included) that year (6% of UAA's annual SCH). It currently offers 30 program awards: 15 Certificate programs and 15 Associate degree programs. In AY 04 the campus awarded 77 degrees and certificates (36 HD). The campus employed 22 regular faculty (5% of UAA's regular faculty) and 75 adjunct faculty (13% of UAA's adjunct faculty) during Spring 2005.

The Kenai Peninsula College (KPC) is comprised of the Kenai River Campus in Soldotna, the Kachemak Bay Campus in Homer, the Mining and Petroleum Service (MAPTS) in Soldotna and Anchorage, the Resurrection Bay Extension Site in Seward, and the Anchorage Extension Site where select AAS degrees are offered. The majority (62%) of students are considered non-traditional college age (25+). Nearly two-thirds (64%) of its student body is female and 11% of the students are minority. Over eight of every ten students (81%) are part-time.

KPC had an AY 2005 enrollment of 7,334 (seats occupied) and produced 19,134 SCH (auditors included) that year (6% of UAA's annual SCH). It currently offers 18 program awards: 7 Certificate programs and 11 Associate degree programs. In AY04 the campus awarded 77 degrees and certificates (42 HD). The campus employed 32 regular faculty (7% of UAA's regular faculty) and 84 adjunct faculty (15% of UAA's adjunct faculty) during Spring 2005.

Kodiak College is located in, and serves, the Kodiak Island Borough. It is accessible only by air or water. The majority (75%) of students are considered non-traditional college age (25+). Nearly three-fourths (72%) of its student body is female and 23% of the students are minority.

More than nine of every ten students (92%) are part-time.

Kodiak College had an AY 2005 enrollment of 2,466 (seats occupied) and produced 5,075 SCH (auditors included) that year (2% of UAA's annual SCH). It currently offers 14 program awards: 7 Certificate programs and 7 Associate degree programs. In AY 04 the campus awarded 19 degrees and certificates (6 HD). The campus employed 8 regular faculty (2% of UAA's regular faculty) and 25 adjunct faculty (4% of UAA's adjunct faculty) during Spring 2005.

Prince William Sound Community College's (PWSCC) main campus is in Valdez with sites at Copper River and Cordova. The Valdez campus is accessible by air or a 6 hour drive from Anchorage. It serves an area that wraps around Prince William Sound to include the eastern shore of the Kenai Peninsula, ranging from Paxson in the north to Whittier in the west and Cordova in the south, and includes Glenallen. The majority (67%) of students are considered non-traditional college age (25+). Half of its student body is female and 23% of the students are minority. Nearly all (95%) are part-time.

PWSCC had an AY 2005 enrollment of 5,886 (seats occupied) and produced 10,200 SCH (auditors included) that year (3% of UAA's annual SCH). It currently offers 22 program awards: 11 Certificate programs and 11 Associate degree programs. In AY 04 the college awarded 34 degrees and certificates (14 HD). The college employed 6 regular faculty (1% of UAA's regular faculty) and 37 adjunct faculty (6% of UAA's adjunct faculty) during Spring 2005.

Local & Regional Environments: For service area information including economics, housing availability, high demand occupations, K-12 education, participation rates, and other demographics, select *Environmental Scan* in http://opra.uaa.alaska.edu/limited%20access.htm.

6.2.1 UAA Community Campuses: Student Credit Hours & Headcount

Historical Trends. The overall trends for community campus Student Credit Hour production shows steady growth through AY2004 followed by a 10% reduction in AY2005. Underlying this 10% overall enrollment decline were recent, campus specific declines: Kodiak at 19%, KPC at 3.5%, Mat-Su at 14%, and PWSCC at 10%. Nevertheless, even with this recent decline the combined community campuses still produced nearly 7% more SCH in AY2005 than they did in AY2000 (as illustrated below). The fraction of total MAU SCH produced by each community campus has remained relatively unchanged between 2000 and 2005.
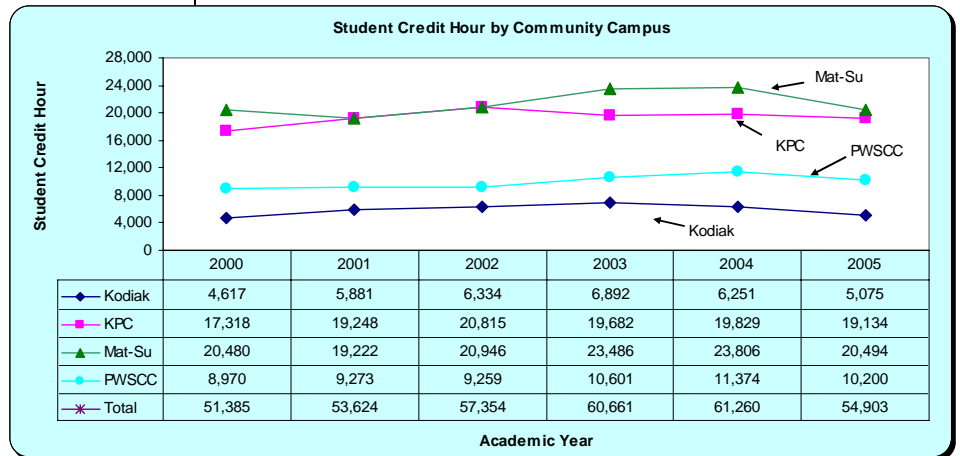
Environmental Conditions and Operating Assumptions. The campus directors noted the following likely causes for these recent enrollment (SCH) declines. First, recurring tuition increases, while appropriate for the Anchorage campus degree seekers, are creating too large a tuition cost for the community college student and are a significant contributing factor in the declining enrollments they are experiencing. Second, affordable campus or local student housing is lacking for students coming from rural Alaska. Third, course scheduling conflicts, caused by a high proportion of adjunct faculty hired to either replace or augment regular faculty, frustrate students, many of whom leave before completing registration. Fourth, higher fuel prices are causing students to take lighter course loads to diminish commutes within service areas that are geographically large with no mass-transit options. For example, KPC notes that its 50,000 borough residents are dispersed over a 25,000 square mile service area, making it difficult for many potential students to attend due to great commuting distances, with some areas only accessible via boat or plane.

The Matanuska-Susitna College's greatest enrollment decline comes mainly from males over 40 taking less than 6 credit hours. Moreover,

there were fewer non-resident students, fewer from non-Alaska high schools, fewer non-degree seekers, fewer males, and fewer non-traditional students. MSC believes the recent UAA policy requiring students to declare their intent upon admission, such as non-degree seeking, certificate-seeking, etc., is also inhibiting student enrollment.

KPC's greatest enrollment increases have been in the 24 and under age group with a 49% increase in the past seven years going from 415 to 805 students, and Alaska Native enrollment increasing 142.5% over the past five years (40 to 97 students).

Student Credit Hour by Community Campus

	2000	2001	2002	2003	2004	2005
Kodiak	4,617	5,881	6,334	6,892	6,251	5,075
KPC	17,318	19,248	20,815	19,682	19,829	19,134
Mat-Su	20,480	19,222	20,946	23,486	23,806	20,494
PWSCC	8,970	9,273	9,259	10,601	11,374	10,200
Total	51,385	53,624	57,354	60,661	61,260	54,903

Both Matanuska-Susitna and Kenai Peninsula Colleges noted that the recent Board of Regents policy lengthening the residency requirement from one to two years is resulting in fewer students willing to pay the higher tuition rates for the additional year of non-residency; such students appear to be opting not to enroll or, for MSC students, are commuting to Anchorage where they find a wider array of course options at the same cost. Moreover, MSC noted that it was not allowed to offer upper division classes (in compliance with Anchorage campus academic policies) even though the local community has expressed a desire for such courses at the MSC.

The main campuses of the three MAUs offer a number of courses/programs at the community campuses both on site and via distance delivery. The community campuses do not receive SCH,

Head Count, or tuition revenue for such courses/programs. As distance delivery proliferates and becomes more acceptable to rural students, it is believed that community campuses will increasingly lose more SCH to the main campuses. The community campuses believe they could be on the path to becoming facilitators of instruction rather than providers.

Kodiak College has experienced a turnover of nearly its entire full-time faculty in the last three years. This loss may have hindered its ability to offer a sustained curriculum that attracts and retains students. However, with all faculty positions filled for Fall 2005, any effects of this condition should soon be mitigated. In addition, geographic isolation and little infusion of new students into the market remains a problem for the campus. Kodiak has observed that enrollment increases and declines appear to follow 2-3 year cycles.

Recent Strategies and Impacts. KPC has been attempting to minimize the impact of increased tuition on its students by implementing and heavily advertising a deferred tuition payment plan. KPC believes this strategy has been successful in stabilizing enrollments, as evidenced by their recent lower SCH deficit when compared with the other community campuses. KPC recently submitted a position paper to Statewide requesting that the tuition rate for community campuses in Alaska be set lower than that of the three MAUs' main campuses (similar to university systems in the Lower 48).

Matanuska-Susitna College believes many previous enrollment problems were related to class scheduling and UAA policies. MSC has taken steps to alter prior practices and raise academic standards. In particular, it has reduced class schedule conflicts for GER courses by removing bottlenecks caused by scheduling similar classes of different levels at the same times.

Kodiak College believes that community engagement and outreach have been underutilized as a mechanism for attracting students and is revitalizing its connections to and public image in the community. It offered public programs

monthly during AY2005 with a cumulative total of over 1,200 participants. In addition, Kodiak College publications, website, and advertisements are undergoing a unified re-design to a more up-to-date, student-centered image.

Near-term Strategies, Activities and Forecasts. Until recently the community campuses were more reactive than proactive in their student credit hour production (e.g., MSC did not have a strategic plan until 2004). The community campuses are now focusing on developing and implementing enrollment management strategies.

PWSCC expects to diversify course offerings and explore additional opportunities to sustain credit hour production. Increasing the number of full-time students over the next three semesters is a priority.

KPC believes that its new AAS degrees in Paramedical Technology, General Business, and Occupational Safety and Health will attract new students and help counteract some of the environmental factors negatively impacting enrollment trends. KPC will be submitting a proposal to the Board of Regents in the Fall for an AAS degree in Digital Arts, which would be the only such program in the state.

Kodiak College is focusing enrollment efforts on three specific populations: KIBSD high school graduates, Coast Guard personnel and dependents, and Alaska Native students, with specific enrollment strategies and programs designed for each group.

Metric Gaps. PWSCC and KPC noted that this metric does not incorporate instruction in non-credit, industry-related courses and training to meet service area and statewide needs, which is an important component of their curriculum. As an example, KPC MAPTS taught 1,504 students with 27,430 seat hours last year (2,194 SCH equivalency), yet these statistics are not reflected in this metric. The directors note that the UA Statewide definition for another metric (High Demand Job Programs) states that, as part of its community campus mission, Statewide will establish a metric subset to track professional development, retraining, recertification, and

continuing education course enrollments; this has yet to be done.

In addition, several community campus directors suggested that Statewide develop metrics appropriately referenced against two-year college comparator peers. While daily tracking of Auditor SCH is frequently excluded from federal and state reporting, its inclusion in this metric is viewed favorably.

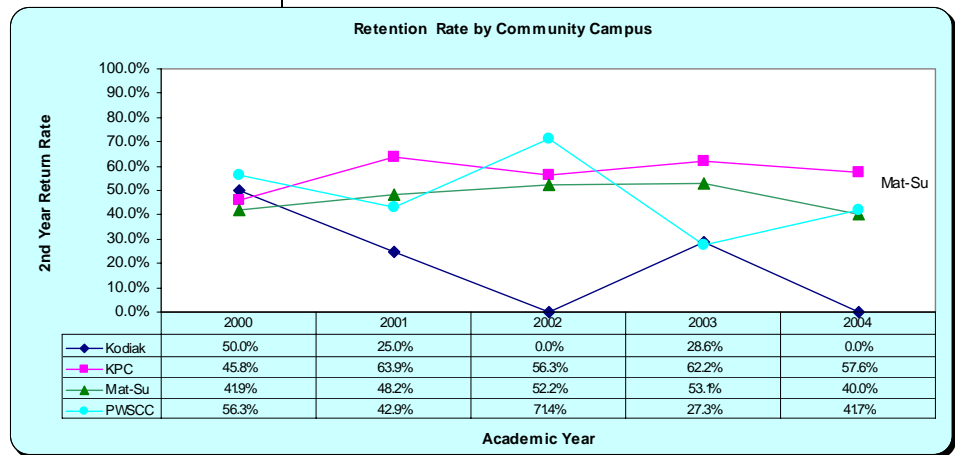## 6.2.2 UAA Community Campuses: Retention Rate for Undergraduate Freshmen

Historical Trends. Retention rates are very college specific as is illustrated to the right. MSC and KPC are similar to the UAA average for Associate degree seekers, with the exception of AY2004. MSC had continuous improvement in its retention rate prior to a 25% drop between AY2003 and AY2004. KPC and MSC maintained the most stable retention rates over this period.

PWSCC is the only college to show an increase in retention between AY2003 and AY2004. However, the reader is cautioned that student populations at both PWSCC and Kodiak College are very small and hence associated short term statistics can exhibit large variations. For example, entering Kodiak College cohorts for this metric from Fall 1997 through Fall 2003 were 2, 5, 2, 4, 1, 7, and 0 students, respectively. Hence, small changes in retainee numbers can significantly swing Kodiak's retention rates.

Environmental Conditions and Operating Assumptions. All campuses noted that the lack of student housing, either on campus or in the local area, is a prime factor in both attracting and retaining students at their campuses. Also, high unemployment and out-migration of population deleteriously impact both enrollment and retention in the Kenai Peninsula, Kodiak, and Valdez service areas. Moreover, all recognize the value of student advising to successful retention and noted the need for additional resources to this end.

Kodiak College has noted several local factors that affect retention: high percentages of part-time

students do not qualify for federal financial aid, despite limited family finances; transient and

Retention Rate by Community Campus

	2000	2001	2002	2003	2004
Kodiak	50.0%	25.0%	0.0%	28.6%	0.0%
KPC	45.8%	63.9%	56.3%	62.2%	57.6%
Mat-Su	41.9%	48.2%	52.2%	53.1%	40.0%
PWSCC	56.3%	42.9%	71.4%	27.3%	41.7%

Academic Year

military residents take classes while in Kodiak and then move on to another institution; the majority of students regularly stop out for one or more semesters then return; Fall start dates work against Fall-to-Fall retention numbers because of the overlap with later Summer/Fall fishing seasons.

Recent Strategies and Impacts. See Section 6.2.1.

Near-term Strategies, Activities and Forecasts. MSC is implementing several retention strategies including limiting late entry into classes, initiating an early alert when students systemically miss classes, and developing a "Hot Tips" series that help students with test-taking, library research, and other issues. This Fall semester an on-line orientation as well as face-to-face orientation is being instituted.

KPC believes student retention will increase since it filled its Student Services director position last year using Kenai Peninsula Borough funding.

PWSCC will expand the capabilities of its Student Services department based on its expected positive impact to both retention and overall student success. The goal is to increase the department's student contact rate by 10% each semester over the next three years.

Kodiak College is increasing its ties to and recruiting efforts in the local high school to increase its drawing power, and will implement strategies to retain them as Kodiak College students.

Kodiak College Student Services staff is using training opportunities to strengthen financial aid and military advising capabilities. The College is also initiating more sophisticated local student tracking capabilities so that students who enroll intermittently for personal reasons can be recognized as retained when appropriate.

Unintended Consequences. MSC is placing a renewed emphasis on academic standards and is requiring greater rigor in its courses. This will lead to a short-term decline in retention but will provide long-term benefits including increased retention at MSC and continued success for its students who subsequently transfer to UAA's Anchorage campus.

Metric Gaps. Several campus directors noted that retention for a degree program is not

necessarily an appropriate metric for the typical community campus student who comes for non-degree seeking reasons. Similarly, retention rates in most certificate programs, by their very nature and purpose in serving the student, will tend to be quite low and different from the measurement of degree retention rates. Certificate-seeking students are not likely to be full-time, are likely to complete their certificate program in one year or less, and are not likely to return immediately thereafter because their goals have been reached.
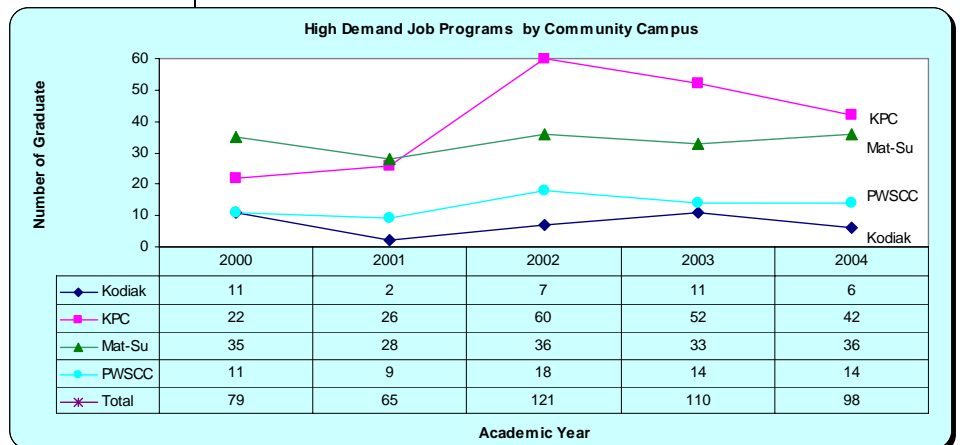
Several community campus directors observed that retention rates combining Baccalaureate and Associate degrees are inappropriate because community campuses do not offer Baccalaureate degrees. It would be more useful for the community campuses to use separate metrics for each degree type rather than merging the degree types.

The community campus directors also noted that the current metric does not account for students who started at their campus before going to UAA's main campus to complete their degree. Under this scenario, the community campus contributes nothing to the student retention metric while nevertheless fulfilling an important part of its mission.

6.2.3 UAA Community Campuses: High Demand Job Area Degrees Awarded

Historical Trends. The trends for high demand degrees awarded at the UAA community campuses are illustrated to the right. Following a drop between 2000 and 2001 the total number of high demand awards rose to a zenith in 2002. This was followed by successive declines in 2003 and 2004 (-19% overall). MSC and Kodiak College maintained their 2002 high point awards in 2004 but had different growth patterns. KPC, by virtue of its recent high numbers, exerts significant influence on the overall trend.

Environmental Conditions and Operating Assumptions. KPC recognizes that its high demand program offerings are tied to the

High Demand Job Programs by Community Campus

Academic Year	2000	2001	2002	2003	2004
Kodiak	11	2	7	11	6
KPC	22	26	60	52	42
Mat-Su	35	28	36	33	36
PWSCC	11	9	18	14	14
Total	79	65	121	110	98

oil/gas/mining industry, and that real growth in this industry (at least oil and gas) is probably 3-7 years away. This will result in a lull in student demand.

Kodiak is geographically isolated with little infusion of new student populations. The campus is sensitive therefore to over-saturation of particular student markets. The campus is in transition within an area that is also in economic transition, due in large part to the decline of commercial fishing. Moreover, Kodiak Island has a limited, place-bound, and financially constrained population base. The campus recognizes the need to identify and serve local market needs in a local economic context. The campus does have low numbers of full-time and degree-seeking students. Because of this, few of their students qualify for financial aid. The campus is exploring a rather novel rotation of high demand job courses of study to reduce market saturation.

The Matanuska-Susitna Borough economy is strong and MSC's Refrigeration & Heating and Architectural Engineering Technology programs are in demand and related employment opportunities are expected to remain high for the foreseeable future.

PWSCC has seen a decline in pipeline industry personnel which has impacted its high demand jobs programs. Decline in the area's economy and population are realities that must be addressed in the College's strategic planning.

Recent Strategies and Impacts. All community campuses stressed that their primary philosophical approach was to design and offer programs based on identified, often changing, community needs, and not specifically to meet targets.

Matanuska-Susitna College is creating courses and programs in a blended or hybrid format in partnership with UAA's Anchorage colleges that will encourage students to remain at MSC longer before going to the Anchorage campus to complete their degrees. MSC expects this cultural shift will require time to affect student patterns.

Kenai Peninsula College's new AAS degree offerings in Paramedical Technology (PMED), General Business, and Occupational Safety and Health will positively impact this metric as evidenced by the PMED program's enrollment of 15 students within weeks of the degree's announcement. New students have already begun submitting applications for the next program that begins in Fall 2006.

Near-term Strategies, Activities and Forecasts. Matanuska-Susitna College plans a more "bottom up" involvement and buy-in with faculty in planning, goal-setting, and implementation of strategies. The campus has changed its class scheduling for Refrigeration & Heating and Architectural Engineering Technology classes to accommodate the construction trades, with the expectation of higher enrollment and graduation rates. The campus will monitor this strategy to determine its utility.

PWSCC began marketing its Certified Nurses Assistant course outside Valdez last year. It has also established a partnership with Valdez Providence Medical Center and is looking to further develop classes in the Health/Nursing field. Increased marketing/recruitment efforts, both in and out of state, are being initiated in these high demand areas.

KPC has written curriculum for a Mining Technology certificate that will be proposed to the Board of Regents in Spring 2006 in order to satisfy the large demand for such a program.

Kodiak College is identifying Workplace Readiness skills from local, regional, and national data in preparation for adding Workplace Readiness to its academic curricula. In addition, the College is partnering with Kodiak High School on developing semester-by-semester career pathways for grades 9-14 and will be proposing a revision to its AAS in Technology degree in 05-06 to address high demand construction and safety needs locally and statewide.

Unintended Consequences. Both PWSCC Kodiak College have found the process of preparing this white paper and the performance

based budgeting process this year to be very informative and beneficial in focusing their long-term strategic planning efforts. As a consequence, for example, MSC's full-time faculty will be fully included in the Fall 2005 planning processes for the first time.

Metric Gaps. While fully recognizing the importance of tracking college contributions to State "high demand" job areas, this metric omits an important dimension that is important to the community campuses. Programs are developed to meet "high demand" needs within their <u>local</u> service areas, which is fundamental to the community campuses' missions, but these job areas may not all be recognized as high demand job priorities throughout the state. Not recognizing the importance of serving local needs by placing sole priority on overall state needs does a disservice to the citizens of a specific, often place bound, service area. Including a separate "local high demand" component to this metric would provide a better planning tool for the community campuses while still contributing to a Statewide metric target.

KPC notes that not all high demand jobs in the State require certificates or degrees but rather recurrency training that may consist of a few credit courses or a selection of non-credit courses. Credit for such high demand job training should be considered for this metric (also noted in Section 6.2.1 – Metric Gaps).

On a side note, PWSCC already employs other metrics such as outreach partnerships, non-credit and CEU classes, and certificates of completion as it seeks to serve area businesses and industries, provide economic development opportunities, and offer community service.

6.2.4 UAA Community Campuses: Research Focus

Historical Trends. KPC is the only UAA community campus to have grant-funded research expenditures. While other bipartite faculty may conduct research in their discipline, it is considered part of their service workload and professional development. Several community campus directors noted that the types of grants they pursue to assist their respective operations typically are small with correspondingly small levels of indirect cost recovery. Moreover, the community campuses do not have the time nor faculty / staff trained to author successful grant proposals without direct support from the Anchorage campus.

Observations. The UAA community campuses currently have no grant-funded research expenditures within the NCHEMS category of research. Nevertheless, scholarly research does take place at the community campuses, albeit at reduced levels. For example, a tripartite KPC faculty member is conducting legitimate scholarship on the Athbascan/Dena'ina native culture and archeology of the Northern and Middle Cook Inlet Region. Likewise, Kodiak College has two bi-partite faculty members engaged in ethnographic research on Alutiiq culture. MSC will have a visiting Fulbright Scholar from Uruguay from January to August 2006.

The community campuses are appropriately positioned to conduct basic research that will advance knowledge and serve the needs of their respective service areas if supported by UA and UAA. The key is partnering with faculty at the larger campuses to "jump-start" such research endeavors; in particular, assistance in pursuing grants is required. From a strategic perspective, the expansion of the metric definition beyond the NCHEMS limitations will boost local desires to pursue external research funding.

6.2.5 UAA Community Campuses: University Generated Revenue

Historical Trends. As illustrated on the next page, the community campuses have increased their university-generated revenue from $7M to $11.3M (an increase of 61%) in the past five

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years. Kodiak College had the largest increase (261%) followed by PWSCC at 78.1%, MSC at 45.1%, and KPC at 43.6%. Historically, revenue sources include borough/city funding, tuition and fees, ancillary revenue, and Title III grants. All of the community campus directors noted that current and continued shortfalls in state appropriations to meet base salary maintenance and operating costs encourage shifting traditionally state-funded positions and costs to internally and externally generated revenue.

Environmental Conditions and Operating Assumptions. Kodiak College is pursuing more collaborative and partnership arrangements within and outside its borough service area. It has pursued and won large Department of Education grants that will have far reaching campus effects. Unfortunately, these grants have low indirect cost recovery.

Kenai-Peninsula Borough economy is closely tied to oil/gas/mining industries and the Agrium fertilizer plant. Barring a turnaround in the decline of these industries, the local economy will continue to decline with corresponding negative impacts on KPC. Kodiak Island's economy is likewise suffering with turndowns in the commercial fishing industry.

Recent Strategies and Impacts. PWSCC, KPC, and Kodiak College are receiving some supplemental funding from either their borough or host city. The Mat-Su Borough is currently considering appropriating similar funds for MSC. All of the community campus directors firmly noted that any attempt to use such funds to offset support from either UAA or UA would almost certainly result in immediate withdrawal of local funding.
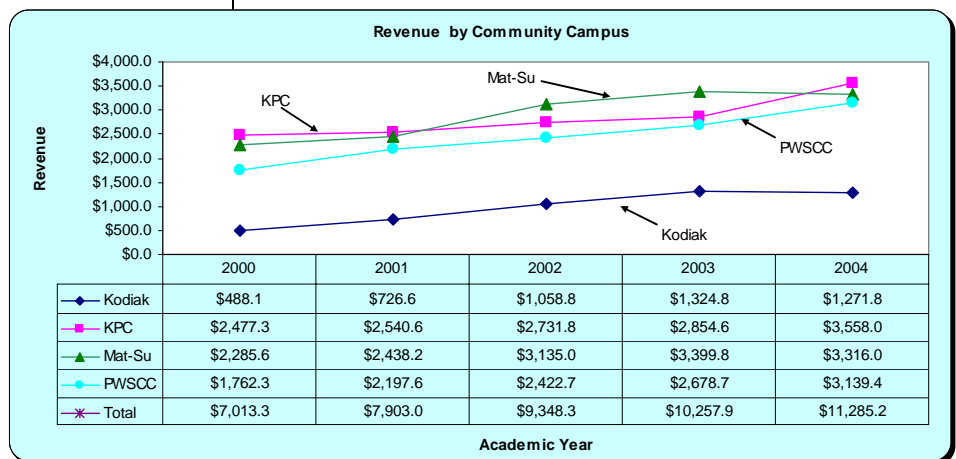
Although level-funded at $60,000 for many years, Kodiak Island Borough is considering a 20% increase to Kodiak College for AY06 and has agreed to change the campus funding category from "non-profit" to "education", which will allow

for higher levels of funding in the future. At PWSCC, city funding has been frozen at $635K for the past four years. PWSCC tuition funding has been flat, although the College projects that tuition rate increases and current recruitment projections should show relative increases in revenue. KPC has received $503K from the Kenai Peninsula Borough each of the past two years (KPC has received borough funding since 1992). This funding may decrease significantly in the near future.

MSC implemented a campus strategic plan in 2004; the impacts of this plan on university generated revenue will not be known for at least another year. MSC notes that its Title III grant concludes in FY05.

KPC is increasing its recruiting efforts which should boost tuition revenue. The addition of new high demand job degree programs and increased retention of "at risk" students should also contribute to this metric.

Near-term Strategies, Activities, and Forecasts. Kodiak College has employed a new bookstore manager who is instituting policies and practices to reverse declining auxiliary revenue trends. The campus will focus its enrollment management

Revenue by Community Campus

	2000	2001	2002	2003	2004
Kodiak	$488.1	$726.6	$1,058.8	$1,324.8	$1,271.8
KPC	$2,477.3	$2,540.6	$2,731.8	$2,854.6	$3,558.0
Mat-Su	$2,285.6	$2,438.2	$3,135.0	$3,399.8	$3,316.0
PWSCC	$1,762.3	$2,197.6	$2,422.7	$2,678.7	$3,139.4
Total	$7,013.3	$7,903.0	$9,348.3	$10,257.9	$11,285.2

strategies to stabilize tuition revenue and is working to establish appropriate fees for its Test Center usage. In addition, the campus will pursue non-credit training / workforce development revenues.

KPC is developing the capability to establish revenue and carry-forward targets at the

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department level, along with incentives similar to the current performance based budgeting model.

Unintended Consequences. Kodiak College has ignored its institutional "growing pains" until recently. The campus has now collected good empirical information to support a strategic plan.

Observations. MSC noted that if the students can enroll in the same classes for the same tuition with more student services and other amenities available to them in Anchorage, many of them will (are) cease to attend MSC. This enrollment shift will (is already) impact MSC to a greater degree than the other three community campuses.

Section 7. PBB Institutionalization

The institutionalization of Performance-Based Budgeting at UAA has been slowly but steadily underway with its colleges, schools, and community campuses participating in setting targets, developing internal metrics, involving their faculty and staff in the development and implementation of specific strategies, etc. However, the depth and consistency of understanding and commitment at each college, school, and community campus does vary considerably. Over the next year, UAA's PBAC will provide guidance and monitor progress toward a 'bottom-up' implementation of the PBB process at least at the school/college/community campus level. To ensure effective institutionalization of PBB processes and practices at the school/college/community campus level, the PBAC and its PBB Subcommittee will also monitor changes in targets and metrics at the UA Statewide level and inform UAA's Deans and Directors of these changes on a timely basis.

This 'bottom-up' PBB evolution has been, and will continue to be, very college, school, and community campus specific. Influencing factors include the college mission and size, roles of any centers or institutes, dean's or director's experience with performance-based management, necessary distractions such as accreditation, internal and external partnerships, resource availability (e.g., personnel knowledgeable of PBB methods), etc. Progress made during AY2005 toward this institutionalization is summarized below at the college, school, and community campus level. For ease of reference, the college and campus order follows that of the previous Section.

The College of Arts & Sciences' PBB management currently resides more at the college level than at the department or program level. Incorporating PBB planning at these smaller levels will prove challenging for a number of reasons. First, CAS has a large number of diverse programs to supervise; second, smaller programs have little resources or personnel to devote to strategic planning; third, frequent turnover in chairs requires frequent training in budget, personnel, and other issues; fourth, several core programs within CAS are inherently disadvantaged by the PBB metrics currently in place. From the College's perspective, this last point suggests that PBB implementation at department and program levels will likely employ hybrids that distribute rewards and support that are not directly proportional to metric performance. To mitigate risk, CAS is considering an initial PBB experimentation with a few of its larger programs to gain experience at the unit level. CAS is also exploring a "shadow" PBB for each unit that allows more autonomous planning at the unit level, yet retains a modicum of central control. CAS believes that implementing PBB for its research units will be more straightforward than for its instructional units.

CAS department's currently set instructional goals according to their unit level academic responsibilities and vision; the degree to which performance is measured with metrics similar to UA Statewide's can vary considerably. Indeed, at the department level some of the Statewide metrics are not sufficiently specific, e.g., instead of measuring retention, a department might measure student utilization of its tutoring laboratories and corresponding course grade improvements. The tasks facing CAS's leadership are to ensure that department level academic goals

can be integrated with the College's overall PBB strategy, and to educate department chairs, staff, and faculty on their role in the college's PBB management process.

In regard to PBB planning at the college level, CAS is exploring internal metrics based on 'optimality,' that is, identifying equilibrium points between growth and instructional quality, instructional cost and tuition revenue , etc., rather than linear increases in certain metrics. If these are implemented, CAS will develop a mapping between its own metric concepts and that used at the MAU and Statewide levels.

On a side note, CAS faculty have played pivotal roles in the first six activities listed in Section 4. In addition, CAS has several faculty and staff on UAA's PBAC.

The College of Business and Public Policy's management relies heavily on input from its department chairs and institute/center directors. In addition, there are close partnership arrangements between department chairs and the business/industry community, the Business Policy Advisory Council, and CBPP alumni that help shape CBPP's strategic plans.

CBPP is using its recent AACSB review (accreditation) to further 'drill-down' the College's planning and decision-making processes to department levels. Specific department level activities, as driven by the College's strategic plan, involve fundraising, recruiting and retaining qualified faculty, rewarding faculty productivity and creativity, etc. CBPP's dean has, and will continue, to meet with each faculty member to chart their progress with metrics following CBPP guidelines and standards. A leadership team (Dean, Department Chairs, and Center/Institute Directors) meets monthly to set strategies, goals and objectives, and assessment criteria. Faculty committees address numerous issues that bear on the College's metric performance.

CBPP's dean is a member of UAA's PBAC.

The Community and Technical College has made the most progress in implementing PBB concepts to date at UAA. The College has a

sophisticated and strong emphasis on leadership accountability for college mission and targets that permeates all College levels. CTC's dean, administrators and department leaders regularly engage in business plan and target development, and the monitoring of progress thereto. College units are intimately involved in these activities from the outset and are both given responsibility and held accountable for the outcomes. The College has been working jointly with UAA's Vice Provost for Academic Affairs and Office of Institutional Planning, Research, and Assessment (OPRA) to develop an information map that will provide more accurate and timely metric data.

The use of performance management via metrics has already led to more informed decision-making and actions within the College, e.g., shifts in its tuition-distribution model, closing the Adult Learning Center, setting revenue targets for Physical Education, creating a college-level metric performance fund to reward departments and programs exceeding specific metric targets, etc. CTC is using metric-driven strategies to internally reallocate and shift resources where demand is highest. The College uses Expert Choice software to prioritize its programs based on their value to the College using weighted criteria established jointly by the departments and the Dean. This software employs sophisticated operations research methods and has proven to be a highly useful performance management tool. Following a demonstration of the software by CTC's Dean, several other deans and directors are now seriously considering adopting it for use in their units.

CTC's dean is a PBAC member and provided important leadership to its PBB Subcommittee when reviewing and selecting mini-grants (see Section 4.6 for details).

College of Education. Like CBPP, the College of Education is using its recent experience of preparing for accreditation (NCATE) to implement and expand performance outcomes management. COE is instituting a regularly updated 'dashboard' model for disseminating information to all faculty and staff that appears whenever COE personnel log onto their computers. This daily update reminds COE staff

and faculty of their responsibility for, and contribution to, COE's measured success. A recent benefit of the ongoing PBB process is that faculty are now discussing improved collaboration across the College in order to better use resources. COE's leadership team regularly discusses metrics and is pursuing ways to increase PBB visibility within the College. This team is developing specific guidelines and creating 'scoring guides' to assist faculty in knowing 'what counts' and why from a performance management perspective. The overarching goal is to redefine COE's culture with performance outcomes management at its core. COE is expanding its technology resources to facilitate the envisioned 'bottom-up' implementation of PBB throughout the college.

The School of Engineering has just undergone a comprehensive reorganization, including personnel, as it prepares for the future. An essential foundation of this restructuring will be the implementation of performance-based management with its associated metrics, and a significant ongoing 'bottom-up' involvement and buy in from the School's departments and programs. The reality within the School is that the growing demand for engineering and the offering of new degree programs has resulted in significant increases in enrollment, student credit hours, and all other metrics. As a result, there has been no pressing need to drill-down PBB principles within the School, but rather, the need to manage growth in a way that is sustainable and compatible with the other programs within UAA.

The College of Health & Social Welfare's planning is accomplished with input from its Leadership Team, college-wide strategic planning effort, and individual unit strategic planning processes. The recent major nursing program expansion incorporated an elaborate computer-based planning process custom developed for this program. This successful process has been adapted for the Health Distance Education Partnership. All departments set their own enrollment targets in concert with Leadership Team input. Many of the college programs have constraints established by professional accrediting agencies. The College notes that much of its strategic planning at both college and department

level is dictated more by national trends and market forces than by PPB targets.

Matanuska-Susitna College. While MSC departments attend to daily details, they are currently not organized to support a focused PBB process. As a first step, MSC will employ the PBB model at the campus level to increase overall performance while simultaneously taking steps to improve the campus' reputation for offering quality programs and education. To this end its departments will be intimately involved in all phases of strategic target setting, monitoring progress, and making midcourse corrections.

MSC's internal metrics will focus on learning outcomes and effectiveness, and hence will be at a finer scale than the more global UA Statewide metrics. However, MSC's Director is confident that meeting targets for MSC's own version of PBB will be consistent with meeting MAU and UA Statewide targets.

From a planning perspective, MSC is well positioned to accomplish the above. In 2003, MSC hosted a strategic planning retreat attended by invited administration, faculty, staff, and community leaders to draft a strategic plan for MSC. This plan was subsequently refined by a campus committee chaired by faculty and is being implemented with varying degrees of success. In Fall 2005, separate retreats for staff, faculty, and adjunct faculty will be held prior to revising their strategic plan and setting MSC's agenda for the future. Performance-based management will be a key component of this new agenda. In addition, an enrollment management plan is near finalization and will be implemented this upcoming Fall 2005 (consistent with UA Statewide's enrollment management metric).

MSC's Director is a member of UAA's PBAC.

Kenai Peninsula College's Director notes the campus is just beginning to develop an incentive budget model similar to those being implemented at some of Anchorage's colleges. As an initial step toward a 'bottom-up' approach, KPC is developing a method to establish revenue and carry-forward targets at the department level.

KPC is well positioned to develop appropriate PBB practices. All personnel already convene twice a semester to review progress toward KPC's goals. In addition, its leadership team of division chairs and department heads meet biweekly for planning purposes, which now are beginning to incorporate PBB issues.

Unit heads and faculty members are involved with industry and organizations, and are quick to identify local needs KPC might fill. KPC is now correlating these needs with UA Statewide's metrics. The campus is also concerned with declining enrollments and is putting considerable effort toward increasing metric values for SCH and retention. For example, KPC is marketing financial aid opportunities to its service area and its new Student Services Director is also the campus Retention Team coordinator.

Kodiak College's entire faculty is developing a comprehensive 3-year schedule of course offerings based on moving students through its programs (consistent with SCH, retention, and UGR metrics). The campus is reformulating its look and image, and sees itself entering a major step forward in its evolution. In particular, this step includes more formal planning processes with

strategic planning, enrollment management planning, campus master planning, and academic planning. These integrated efforts will involve all personnel in creating an ongoing, participatory planning culture. Professional development for faculty teams to improve student retention is scheduled. Similarly, a campus-wide focus on enrollment management based on empirical data will drive strategies to stabilize tuition revenue. PBB is becoming a more integral part of the campus culture in spite of the lack of any history of formal planning to build upon. Its Director notes that campus departments will likely be the best units to implement 'bottom-up' planning.

Prince William Sound Community College has stated that its participation in UAA's PPB processes this year has been very informative and beneficial in focusing the college's long-term strategic planning efforts. Its interim president has observed that developing input for this white paper has produced valuable insights for his college. As a consequence, and for the first time, all full-time faculty will be fully included in the Fall 2005 planning processes. It is important that UAA's leadership involve the college's new president in PBB processes as early as possible.

Section 8. Proposed Actions

Last year's push to institutionalize performance-based budgeting throughout UAA has produced impressive results. However, as this white paper demonstrates, this push has not been uniform nor consistent across the MAU. Numerous lessons have been learned and opportunities identified. This concluding section identifies actions that UAA will be taking to capitalize on last year's momentum and to ensure effective institutionalization of PBB.

Proposed Action #1: UAA will continue to institutionalize PBB processes into its culture at a rate consistent with the institution's ability to meaningfully adapt. To ensure progress, consideration will be given to charge UAA's PBAC to confer with the Deans and Directors at the start and end of each academic year on their unit's plans and progress toward implementing PBB principles and practices.

Proposed Action #2: Units developing their own metric systems will be asked to confer with OPRA to develop mappings between their metrics and UA Statewide-mandated metrics.

Proposed Action #3: Colleges, schools or community campuses using software or other tools that speed and/or facilitate PBB implementation will bring these to the PBAC's attention for possible demonstration to other colleges, etc.

Proposed Action #4. Through an appropriate venue, UAA will identify metric components that appear antipodal along with associated mitigations. For example, does increasing student credit hour production through the use of large classes really impact retention? If so, what resources are required to mitigate retention losses while increasing student credit hours? When developing such mitigations, UAA will pay particular attention to unintended consequences.

Proposed Action #5. The current retention definition (freshmen returning) does not fit the enrollment models for several of UAA's professional colleges. Moreover, it is inconsistent with many of the programs at the community campuses. Attempts will be made to develop and offer an appropriate restatement of the retention metric which will then be offered for UA Statewide's consideration.

Proposed Action #6. The current SCH definition does not include some of the class types offered at UAA, in particular, those related to industry and licensure training. Attempts will be made to develop and offer an appropriate restatement of the SCH & HC metric which will then be offered for UA Statewide's consideration.

Proposed Action #7. UAA plans to review with UA Statewide the role of Head Count in its first measure, given that it is not included in the metric computation.

Proposed Action #8. Discussions with the community campuses will occur to determine if mappings exist between their meeting distinct local needs and the more global UA Statewide metrics; findings will be reported to Statewide.

Proposed Action #9. UAA will confer with UA Statewide on suggestions for the UA metric web pages, e.g., methods to identify the dates when targets, metric definitions, and related data bases are changed. Moreover, UAA will confer with UA Statewide on enhancing dialogue on such changes prior to their finalization. UAA will provide an initial list of suggestions to UA Statewide under a separate memorandum.

Proposed Action #10. UAA will confer with UA Statewide on synchronizing UAA and UA Statewide data bases (important for real-time PBB management and reporting).

Proposed Action #11. It would be useful if Statewide were to create a mechanism, perhaps through a conference, that allowed the three

MAU's to share lessons learned, both positive and otherwise, from their respective PBB implementation efforts to-date.

Appendix A. Acronyms

Adult Basic Education (ABE)
Academic Year (AY)
Air Force to Academia (A2A)
Alaska Center of Supply Chain Integration (ACSCI)
Alaska Educational Innovations Network (AEIN)
Alaska Experimental Forecast Facility (AEFF)
Alaska Health Education Center (AHEC)
Alaska Mental Health Trust Authority (AMHTA)
Alaska Native Science and Engineering Program (ANSEP)
Alaska Native Science Research Partnership for Health (ANSRPH)
Area Health Education Center (AHEC)
Administrative Services Senior Executive Team (ASSET)
Associate of Applied Science (AAS)
Associate of Applied Science-Construction Management (AAS-CM)
Association to Advance Collegiate Schools of Business (AACSB)
Bachelor of Arts-Human Resource Management (BA-HRM)
Bachelor of Science-Aviation Technology (BS-AT)
Bachelor of Science-Physical Education (BS-PE)
Bachelors of Science degree (BS)
Biomedical Research Infrastructure Network (BRIN)
Business Enterprise Institute (BEI)
Center for Advancing Faculty Excellence (CAFE)
College of Arts and Sciences (CAS)
College of Business and Public Policy (CBPP)
College of Education (COE)
College of Health and Social Welfare (CHSW)
College Preparatory & Developmental Studies (CPDS)
Community and Technical College (CTC)
Computer Information System (CIS)
Continuing and Professional Education (CPE)
Continuing Education Units (CEU)
Continuing Improvement Process (CIP)
Department of Defense (DOD)
Department of Education (DOE)
Department of Natural Resources (DNR)
Division of Public Assistance (DPA)
Doctor of Philosophy (Ph.D.)
Department of Transportation (DOT)
Engineering, Project, and Science Management (ESPM)
Environmental and Biomedical Laboratory (EBL)
Environmental and Natural Resource Institute (ENRI)
Experimental Program to Stimulate Competitive Research (EPSCoR)
Facilities and Administrative (F&A)
Federal Aviation Administration (FAA)
Fiscal Year (FY)
First Year Experience (FYE)
General Education Diploma (GED)
General Education Requirement (GER)

Grade Point Average (GPA)
Guidance (GUID)
Headcount (HC)
Health and Human Services (HHS)
High Demand (HD)
Indirect Cost Recovery (ICR)
Information Security (IS)
Institute of Social and Economic research (ISER)
Kenai Peninsula College (KPC)
Kodiak Island Borough School District
Masters of Science in Global Supply Chain Management (MSGSCM)
Major Administrative Unit (MAU)
Management Information Systems (MIS)
Master of Public Health/Master of Science in Nursing Education (MPH/MSN)
Master of Public Health/Master of Social Work (MPH/MSW)
Masters degree (M.S.)
Matanuska-Susitna (Mat-Su)
Matanuska-Susitna College (MSC)
Medical Technology (Med Tech)
Mining and Petroleum Engineering Services (MAPTS)
National Association for College Administration Counseling (NACAC)
National Council for Accreditation of Teacher Education (NCATE)
National Environmental Observatory Network (NEON)
National Institutes of Health (NIH)
National Oceanic and Atmospheric Association (NOAA)
National Research Council (NRC)
National Science Foundation (NSF)
Native Hawaiian Elders (NHE)
National Center for Education Management Systems (NCHEMS)
New Student Orientation (NSO)
Office of Education Services to the Military (OESM)
Office of Institutional Planning, Research, and Assessment (OPRA)
Performance Based Budgeting (PBB)
Principle Investigator (PI)
Planning and Budget Advisory Council (PBAC)
Prince William Sound Community College (PWSCC)
Radiological Technology (Rad Tech)
Radio Frequency Identification Device (RFID)
Recruitment and Retention of Alaska Natives in Nursing (RRANN)
Russian Far East (RFE)
School of Nursing (SON)
Strategic Enrollment Management (SEM)
Student Credit Hours (SCH)
United States Department of Agriculture (USDA)
United States Environmental Protection Agency (USEPA)
University Generated Review (UGR)
University of Alaska (UA)
University of Alaska Anchorage (UAA)
University of Alaska Anchorage (UAF)
University of Alaska Southeast (UAS)

Appendix B. Questions Posed to UAA's Deans & Directors

In preparing this white paper, the following questions were asked of UAA's Deans and Directors. This list was reviewed by Pat Pitney, Assoc. Vice President, UA Statewide Planning & Budget Development; her comments and edits were of considerable value. This list is an excerpt from a memorandum to UAA's Deans and Directors.

UAA Analysis of Existing Metrics

1. UAA understanding of metrics:
   a) Your overall view of each metric.
   b) Metric definitions (including desired outcomes); in particular, Statewide is interested in definition clarifications given we now have a year of usage.
   c) Identification of metric deficiencies.
   d) Identification of metric components that may appear overly complex.
   e) Identification of metric components subject to misinterpretation.
   f) Identification of metric components that are proving difficult to compute.

2. Detailed analysis of the current five metrics:
   a) Your current mechanisms for computing metrics.
   b) Your current use of metrics to show progress (or not) toward desired outcomes.
   c) Significant drivers of metric values & their changes.

3. Comparison of metrics and measurable outcomes (as stated in metric templates from SW); in particular, some outcomes require the computation of items not included in the metrics themselves (e.g., see High Demand Job Programs).

4. Drill Down or "Bottom-Up" Plan for each College & School:
   a) Last year's activities to institutionalize PBB at the College & School level.
   b) Near-term plans (within the next year).
   c) Mid-term plans.
   d) Computational needs and limitations for a "Bottom-up" approach.
   e) Mechanisms for tracking "Bottom-up" implementation.
   f) Possible limitations and disadvantages.
   g) Role of stakeholders (in particular, faculty).
   h) Targets setting mechanisms.
   i) Narrative on the "Bottom-up" process to the department level.

5. Use of PBB Metrics in Strategic Planning:
   a) Current status (including examples if possible).
   b) Anticipated near-term activities integrating PBB into your strategic planning processes.
   c) Possible unintended consequences.

d) Future possible drivers of metric values.
- Within your control.
- Beyond your control.

e) Are there a few very well chosen actions that your unit might take that would result in a significant impact to a metric value? Please include in your discussion the resources needed for such actions.

NOTE: Because of their strategic importance, where possible please include Statewide's newest metrics addressing the "number of programs conducting outcomes assessment" and the "number of schools and colleges following active enrollment management plans" in your responses.

6. Re-establishment of UAA targets (goals), including the addition of targets for any sub-metrics employed by UAA:
a) Your method for drafting initial targets at your college or school level (including the use of target ranges as opposed to specific values). Given that faculty will not return before a response must be provided to Statewide, I will stress the draft nature of this item in our August 1st Whitepaper submittal.
b) Draft strategies for meeting targets (including resource requirements); the same faculty caveat as above applies.
c) Identification of areas expected to grow, remain stable, and decline that will impact metric values and desired outcomes.
d) Draft estimates of your targets, fully recognizing that these will change as you continue to refine them over the months of August and September.

7. Plans for integrating PBB principles and targets into college / school Fall Operating Reviews.

8. Discussion of the $1.2M distribution for meeting targets and for advancing PBB goals:
a) Success stories from last year.
b) Plans for FY06.

9. Suggestions for possible future metrics and comments on any needed refinement of current metrics. Discussion of metrics of a qualitative nature are welcome (ideas on how these metrics might be "measured" would be very helpful).

UA Statewide recognizes that the metric process is proving difficult at the Community Campus level. Hence, in addition to the above, the following information from our Community Campus Directors would be very helpful:

10. Current difficulties / deficiencies in computing metrics for your campuses (in particular, issues related to how counts are divided between the Anchorage campus and yours).

11. The use of surrogate measures (current or desired).

	Appendix C. Sample Data Template
	Provided to UAA's Deans & Directors

Performance Based Budgeting White Paper

College/Campus: <u>Arts & Sciences</u>
Metric: <u>University Gen Revenue</u>
Contact Person: <u> </u>

Purpose: This template is designed to aid you in gathering information as you prepare your unit's text for the August 1st 'White Paper' submission to Statewide. Item #1 contains historical/current college/campus values for this metric. (Note: a separate template for re-establishing your long-term target is being designed and will be distributed shortly.)

1. **Historical Trends**

	2000	**2001**	**2002**	**2003**	**2004**	**2005**
Metric Value	12,179.90	12,484.40	13,617.80	14,503.40	16,218.60	
% Change		2.5%	9.1%	6.5%	11.8%	

2. **College Trends**: What recent major institutional and college changes have impacted recent and current metric values? Were these changes the result of strategic planning? Are there specific trends that you are particularly interested in for your strategic planning processes? If so, are there trends associated with one or more of the metrics?

3. **Unit Level -- Recent Trends/Current Status**: What units in your college/campus account for the majority of the trend/current status? What units have been increasing/decreasing metric-wise and why?

4. **Environmental Conditions**: What recent and current environmental conditions, both within and outside your college/campus, have impacted outcomes reflected in this metric? Have such impacts been favorable or unfavorable, and why?

5. **Operating Assumptions**: What are the fundamental operating assumptions/ constraints that influenced your current planning relative to the outcome represented by this metric? What assumptions have been proven to be valid/invalid, and why?

6. **Recent Strategies/Impacts/Modifications**: Briefly, what are your recent planning strategies and their associated goals and objectives, actions taken, outcomes/impacts to date, etc.? What role has PBB played in your strategic planning process?

7. **Key Future Strategies/Action Plans**: Describe your current or expected near-term strategic plan(s) for reaching your 2009 metric targets; please include your estimated resource assumptions and processes for making annual benchmark comparisons and necessary mid-course adjustments. Are there a few well chosen actions that might result in a high payoff for this metric? If so, roughly estimate potential impacts. What strategic plans have you implemented in the near past that have/will yield high pay-offs?

8. **Unintended Consequences:** Have recently implemented PBB strategies yielded unintended consequences, either beneficial or otherwise?

9. **Metric Gaps:** Are the metrics sufficient for your strategic planning? What additional metrics would be useful for your college? Are you already using other metrics for your strategic planning processes?

10. **Line of Sight to Department Level:** How have unit heads in your college/campus been involved in target setting and using PBB as a tool in your college/campus planning process? What are your near-term plans for a continued "Bottom-up" PBB implementation -- please include a list of possible difficulties and some estimate of resource needs. What advice/lessons learned have you heard from your counterparts at other institutions on implementing PBB practices? Internal to your college, are "programs" more appropriate than "departments" when considering a "Bottom-up" approach to PBB implementation?

11. **Additional Comments (Optional):** Please provide additional information you deem pertinent to PBB implementation @ UAA. You may find the "Possible Lines of Inquiry" list provided to you recently useful for this question.