

PERFORMANCE '06

Measures · Targets · Strategies



UNIVERSITY *of* ALASKA ANCHORAGE



UNIVERSITY of ALASKA ANCHORAGE

The University of Alaska Anchorage inspires learning and enriches Alaska, the nation, and the world through UAA teaching, research, creativity, and service. UAA is a comprehensive university that provides opportunities to all who can benefit from education programs of high quality in an inclusive environment rich in diversity. Located in Anchorage and on community campuses serving Southcentral Alaska, UAA is committed and uniquely situated to serve the needs of its communities, the state, and its diverse peoples.

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STUDENT AFFAIRS

ACRONYMS

A2A	Armed Forces to Academia
AAS	Associate of Applied Science
ACCFT	Alaska Community College Federation of Teachers
ADT	Auto Diesel Technology
AEIN	Alaska Educational Innovations Network
AFN	Alaska Federation of Natives
AFROTC	Air Force Reserve Officer Training Corps
AkNOS	Alaska Native Oratory Society
ANPsych	Alaska Natives in Psychology
ANSEP	Alaska Native Science and Engineering Program
ANWR	Arctic National Wildlife Refuge
AQR	Alaska Quarterly Review
BA	Bachelor of Arts
BS	Bachelor of Science
BSE	Bachelor of Science in Engineering
CAS	College of Arts and Sciences
CBPP	College of Business and Public Policy
CEU	Continuing Education Units
CIP	Classification of Instructional Programs
CHSW	College of Health and Social Welfare
CIOs	Computer Information and Office Systems
COE	College of Education
CTC	Community and Technical College
DOL	Department of Labor
EARS	Early Alert Retention System
EDA	Economic Development Administration
EMT	Emergency Medical Technology
EPSCoR	Experimental Program To Stimulate Competitive Research
ESL	English as a Second Language
FAA	Federal Aviation Administration
FAFSA	Free Application for Federal Student Aid
FY06	Fiscal Year 2006 (Summer 05, Fall 05, Spring 06)
GER	General Education Requirements
GPA	Grade Point Average
HUMS	Human Services
IPY	International Polar Year
JPC	Journalism and Public Communication
KBC	Kachemak Bay Campus
KPC	Kenai Peninsula College
MAPTS	Mining and Petroleum Training Services
MAT	Master of Arts in Teaching
MAU	Major Administrative Unit

MBA	Master of Business Administration
MSC	Matanuska-Susitna College
MED	Master of Education
MPH	Master of Public Health
MSW	Master of Social Work
NCATE	National Council for Accreditation of Teacher Education
NCHEMS	National Center for Higher Education Management Systems
NRC	National Research Council (National Academy of Sciences)
NRC	National Resource Center (for American Indians, Alaska Natives, and Native Hawaiian Elders)
NSF	National Science Foundation
NWCCU	Northwest Commission on Colleges and Universities
OCP	Office of Community Partnerships
OPRA	Office of Institutional Planning, Research and Assessment
OSH	Occupational Safety and Health
OSP	Office of Sponsored Programs
OURS	Office of Undergraduate Research and Scholarship
PACE	Professional and Continuing Education
PBAC	Planning and Budget Advisory Council
PBB	Performance-Based Budgeting
POGIL	Process Oriented Guided Inquiry Learning
POP	Professors on Patrol
PWSCC	Prince William Sound Community College
RAC	Research Advisory Council
RRANN	Recruitment and Retention of Alaska Natives in Nursing
SAC	Statewide Academic Council
SCH	Student Credit Hours
SEM	Strategic Enrollment Management
SOE	School of Engineering
SOF	Strategic Opportunity Funds
SSS	Student Support Services
SW	University of Alaska Statewide Administration
UA	University of Alaska Statewide System
UAA	University of Alaska Anchorage
UAF	University of Alaska Fairbanks
UAS	University of Alaska Southeast
WICHE	Western Interstate Commission on Higher Education
WWAMI	Washington, Wyoming, Alaska, Montana, Idaho (Consortium for Medical Education)

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INTRODUCTION

Pipeline or Pipedream?

Achievement Matters

“Pipeline? Or Pipedream?” This question, posed by the Carnegie Foundation for the Advancement of Teaching, fuels our continuing journey toward developing a culture of evidence at UAA. Access and achievement are at the heart of our mission, but how do we know that these ideals are being realized? Where is the proof that we are educating more Alaskans, that we are adding to the knowledge base, that we are fueling the economy? We turn to performance measures to begin answering these questions.








THE MEASURES

This report describes how UAA performed during the 2005-06 fiscal year (FY06) on seven statewide performance measures. These measures have been defined by the University of Alaska Statewide System (UA) for its Performance-based Budgeting (PBB) system.

Performance-based budgeting is a strategy the University of Alaska developed in response to Senate Bill 281 (also known as *Missions and Measures*). This legislation requires UA annually to measure and report on key indicators of success. The university’s statewide administration (SW) monitors seventeen performance measures for the legislature and requires the three Major Administrative Units (MAUs) – the University of Alaska Anchorage, University of Alaska Fairbanks, and University of Alaska Southeast -- to report on seven closely related measures, sometimes referred to as PBB Measures. These seven metrics are used to influence budget distributions at the statewide level, with the idea of rewarding the universities for achieving or exceeding planned performance targets.

PERFORMANCE SUMMARY

FY06 was a good year for UAA. We met or exceeded six of our performance targets and missed the seventh by less than a percentage point. We were especially strong in High Demand Job Area Awards, University-Generated Revenues, and Research Expenditures. Undergraduate Retention experienced a small – but predicted – decline.

CONTENTS		
		PAGE
	Introduction	3
 UP 1%	Student Credit Hours and Headcount	7
 DOWN 1 PERCENTAGE POINT	First-Time Full-Time Undergraduate Retention	15
 UP 7%	High Demand Job Area Degrees Awarded	25
 UP 22%	Grant-Funded Research Expenditures	33
 UP 9%	University-Generated Revenue	39
 UP 9 PERCENTAGE POINTS	Academic Programs Outcomes Assessment	45
 UP 4 CAMPUSES	Strategic Enrollment Management Plans	51

- ◆ Student Credit Hours: 336,146. Up 1%.
- ◆ First-Time Full-Time Undergraduate Retention: 64.6%. Down 1 percentage point.
- ◆ High Demand Job Area Degrees Awarded: 1,350. Up 7%.
- ◆ Research Expenditures: \$13,651,037. Up 22%.
- ◆ University-Generated Revenue: \$117,672,700. Up 9%.
- ◆ Outcomes Assessment: 91%. Up 9 percentage points.
- ◆ Strategic Enrollment Management Planning: 100%. Up four campuses.

VALUE OF THE METRICS

As Community and Technical College Dean Jan Gehler reminds us, “What gets measured, gets focused on. And what gets focused on, gets done.”

Paying attention to these performance metrics can help us achieve key institutional goals, including:

- ◆ More Alaskans benefiting from higher education
- ◆ Fewer students dropping out before they reach their goals
- ◆ More students entering the workplace where Alaska needs them most
- ◆ The creation of new knowledge and new applications of knowledge
- ◆ More dollars flowing into Alaska’s economy

The metrics can help us shift the focus from process to outcomes, reinforce accountability throughout the institution, and provide a framework for recognizing and rewarding outstanding performance. They are also our best defense against misleading anecdotes, hearsay, and cocktail party “one-liners” that might otherwise waylay us.

LIMITS OF THE METRICS

On the other hand, they don’t measure everything. In fact, institutionalization of this particular set of metrics has been slowed by the narrow range of the metrics themselves. As currently defined, they primarily measure quantity and not quality, and they fail to account for many important aspects of our university, campus, and college missions. Among the things not counted, we find:

- ◆ Non-credit and Continuing Education Unit (CEU) activity that is important for the community campus mission and for workforce and professional development programs.
- ◆ Active learning practices such as internships, field experiences, and service learning that are labor-intensive (and hence “inefficient”) for the faculty, but extremely valuable for student learning.

- ◆ Collaborative efforts and support for programs offered by other units, such as the College of Arts and Sciences’ general education curriculum, and community campus support for Anchorage-delivered or other MAU-delivered degree programs.
- ◆ Translational research projects (linking hard science to the workplace or marketplace), which are important to UAA’s mission and offer tremendous opportunities for UAA’s future growth but don’t meet the definition of basic (or “pure”) research.
- ◆ Creative scholarship and research (for example, in the Arts), which is usually not funded by external agencies but represents a significant cultural return on Alaska’s investment in UA.
- ◆ Areas of excellence and national distinction, such as the University Honors Program, Undergraduate Research, the Alaska Native Oratory Society, the Complex Systems series, the Seawolf Speech and Debate Team, Alaska Quarterly Review, and other outstanding faculty, programs, and initiatives.

Eventually, we would like to see these and other priorities acknowledged in statewide performance measures. However, before we add any new measures to the mix, it is important to simplify and streamline the ones we have now.

“UAA benefits from a culture of evidence. We will continue to look without flinching at what we do well and what we might do better.”

— Elaine P. Maimon, Chancellor

Challenges include:

◆ The performance reporting timeframe.

Under the current schedule, UAA must begin its analysis of outcomes before the outcomes themselves are even clear. For this report, for example, interviews with deans and directors needed to begin in June, but closing data on at least three of the measures didn’t appear until September. While it was possible to access preliminary data, and we did, the data point for the research measure swung over 4 million dollars

during one week between cycle 12 and cycle 13. High demand awards and revenue figures also fluctuated significantly. It is difficult to engage in substantive analysis when you don’t know whether to begin the conversation with “Why did you miss your target?” or “How did you achieve such amazing success?”

◆ **Multiple databases and definitions.** Too much time has been spent comparing UAA data to Statewide data and trying to account for discrepancies. While progress has been made, particularly with regard to the retention metric, there remains a clear need for everyone to have access to and be analyzing the same data set.

◆ **Consensus and understanding.** The student credit hour (SCH) metric was perhaps the only metric that we didn’t have to continually redefine for the units, and one of the few metrics where the college deans and campus directors knew exactly where they were and why. As currently defined, most of the other metrics are not universally accepted as the best possible measures of university performance, leading executives to debate the mechanics of measurement as much

as the results. If these measures are to become a basic part of our university conversation, they will need to be better understood, more standardized, and more frequently reported.

METHODOLOGY

This report is based on data provided by the University of Alaska Statewide Office of Institutional Research, UAA's Office of Institutional Planning, Research and Assessment (OPRA), and UAA's Budget and Finance office. For each metric, overall performance was graphed at the MAU level, and unit performance was graphed at the school, college, and campus level. Unit-level charts were distributed to the school and college deans and campus directors in June 2006, and updated repeatedly as new data became available.

The Office of Community Partnerships was asked to compile information from the deans, directors, and other campus experts and to produce the final report. Vice Chancellor Renee Carter-Chapman and Researcher/Writer Kay Landis conducted detailed interviews with the deans and directors to review, explain, and analyze unit performance and strategies. Additional performance review sessions were held for each metric, involving campus personnel with specialized expertise on individual measures. Included in one or more of these discussions were the Executive Vice Chancellor, the Provost, the Vice Provost, the Assistant Provost, the Faculty Senate Executive Board, Student Affairs leaders, OPRA analysts, and other key individuals.

A preliminary "report card" on the metrics was reviewed at the Chancellor's Executive Leadership Retreat on August 11th, at the UAA Faculty Senate Retreat on August 17th, and by others, such as the Community and Technical College at their August 17th "in-service" meeting. Deans and directors across the institution shared these early indicators with faculty and staff as they returned to kick off the new academic year.

"First-read" drafts of each metric-based chapter were shared with experts on that metric. A draft of the entire document was shared with all UAA executives and the Executive Board of the Faculty Senate. A formal comment period was open during the second week in September to receive additions and corrections.

The final report will be submitted to University of Alaska President Mark Hamilton on September 29, 2006 and will be accessible on Chancellor Elaine Maimon's website shortly thereafter. Other access points for the document include the community campuses, OPRA, Academic Affairs, and the Planning and Budget Advisory Council (PBAC). Printed copies are also available to administrative units.

Substantive conversations on the final report, including a focus on strategies to be implemented, are scheduled to begin in earnest in October. The UAA Faculty Senate plans to address their review of the document during Fall 2006. UAA's executive leadership will also be discussing implementation strategies at a mid-year planning retreat session in January 2007.

MOVING FORWARD: STRATEGIES FOR INSTITUTIONALIZING THE METRICS

Improve communication and understanding of the metrics. This annual performance report has the potential to become our single greatest education and communication tool. This year's report reiterates the value of performance measures, explains the meaning behind the metrics, and encourages faculty, staff, and administrators to focus on best practices and strategies for achieving our goals. It is organized by performance measure, and laid out to be informative and easily readable. We hope that it will serve as a major reference tool during the coming year, reminding us all of what the metrics are intended to measure (and what they are not) and focusing our attention on what we can do to improve our performance on behalf of the people we serve.

Develop a streamlined reporting system. We propose the development of a statewide website that deans and directors can go to for quarterly or semester updates on metrics data. This could be a restricted website, if necessary, but needs to contain specific and detailed information.

For example, all units should have access to the names and academic records of the students in their retention cohorts. This should not be a big mystery when year-end reports are due, but a routine part of what we give them in the fall, when the students first enter the university and there's still time to make a difference. This would greatly assist deans' and directors' focus on performance outcomes, as well as reduce the time, and other resources, expended in producing the annual review.

Facilitate meaningful discussions. Before there is action, there is generally a period of broad-based discussion and shared reflection such as those that led to the creation of UAA's Academic Plan in 2005, our Interim Strategic Guidance document in 2006, and a draft document of suggested community campus performance measures, also in 2006. Future discussions UAA plans include:

- ◆ **Strategic Enrollment Management** seminar (to be led by campus directors) to share common plan elements and strategies for involving the community.
- ◆ **Retention seminar** (to be led by Student Affairs), where we share specifics about the cohorts and best practices/strategies for improving performance.

*"Not everything that
counts can be counted.
And not everything that
can be counted counts."*

—Albert Einstein

- ◆ **Faculty Senate** discussions of this performance summary, other measures used by UAA, and assessment tools receiving national attention.
- ◆ **Statewide Community Campus** performance measures taken to the next level of acceptance and implementation (to be led by campus directors following their statewide meeting in September).

Continue linking resources to performance. UAA's Planning and Budget Advisory Council (PBAC), a committee with broad representation from across the university, begins its third year in FY07. The PBAC recommends budget allocations to the Chancellor, basing its recommendations on academic, strategic, and other institutional priorities, including these statewide performance measures. Initiative funding for projects intended to impact these metrics has been allocated through Performance Enhancement Funds (FY06), Strategic Opportunity Funds (FY06-07), and the Chancellor's Research Fund (FY06-07). During Fall 2006, the PBAC is also considering budget requests for FY08, each of which had to be linked to a metric. See *Putting Money Where the Metric Is* at the end of each chapter for more details.

Focus on Retention as the Key. Perhaps the most important point where the culture of evidence meets the culture of student success is at undergraduate retention (see Chapter 2). Whether focusing on statewide-defined cohorts or our own targeted groups, the single best thing we can do is help more students achieve success. This gets at the very heart of our mission, addresses the quality of our university, and has the potential to move the most metrics in a positive direction.

STUDENT CREDIT HOURS

How many students are taking how many classes for how much credit?

336,146

Increased 0.9%
over FY05



Increased 1%
over FY04

Exceeded UAA's target
(nominal projection)
by 0.4%

Course enrollment is a basic measure of quantity for the university's academic mission. Two of the most common enrollment measures are Headcount (the total number of individual students) and Student Credit Hours (a weighted statistic representing the total number of students times the total number of credits they have attempted). This analysis focuses on the latter: Student Credit Hours (SCH).

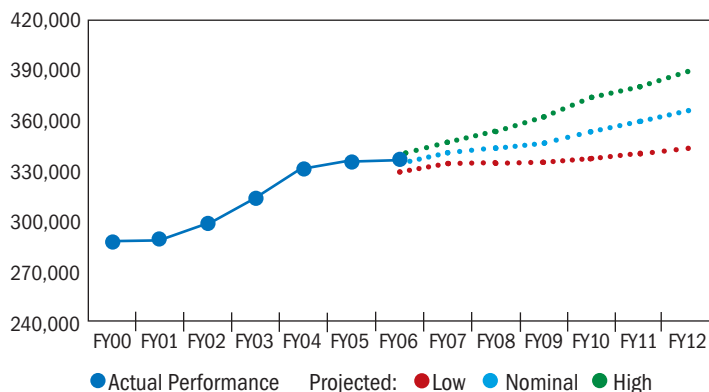
Metric: Student Credit Hours and Headcount

Definition: Number of Student Credit Hours (SCH) attempted

Calculation: Total SCH for students enrolled in credit courses, including audits, developmental, lower division, upper division, graduate, 500-level, distance education, self-support, and correspondence.

Special Features: For this metric, SCH is measured annually; FY06 includes Summer 05, Fall 05, and Spring 06 closing data.

Student Credit Hours - Total UAA



Performance

	FY00	FY01	FY02	FY03	FY04	FY05	FY06
●							339,528
●	285,128	286,284	297,668	314,746	332,757	333,263	336,146
●							334,668
●							329,398

Targets

	FY07	FY08	FY09	FY10	FY11	FY12
●	348,261	355,827	363,835	373,017	381,756	391,939
●	341,541	345,434	349,982	355,730	361,697	367,963
●	335,352	336,061	337,168	339,571	342,992	346,271

PERFORMANCE:

FY04 to FY06

Steady Growth in Anchorage, Continuing Challenges at Community Campuses

Growth continued for the sixth year in a row for UAA as a whole. Overall, Student Credit Hours increased 1% for the MAU in FY06, and UAA exceeded our performance target by 0.4% (as expressed in our nominal projection last year). UAA would have met our highest targets and projections as well, were it not for the transfer of Northern Military programs to the University of Alaska Fairbanks (UAF).

Major Contributors. The Anchorage campus schools and colleges generated 84% of all UAA's SCH in FY06. Two units accounted for 61% of it: the College of Arts and Sciences (CAS) with 41% and the Community and Technical College (CTC) with 20%. Both of these units increased over their FY04 performance: CAS by 3% and CTC by 7%. However, CAS growth flattened last year, with FY06 just 0.3% above FY05, while CTC grew by 5%. Other strong performers include the College of Health and Social Welfare (CHSW) (up 5% since FY04), and the School of Engineering (SOE) with the greatest positive change of all (up 27% since FY04).

Most of the Anchorage campus schools and colleges met their targets or came very close. The exception was the College of Education (COE), which grew 20% between FY04 and FY05 (regaining some of the ground lost when the Board of Regents eliminated the Bachelor of Education programs), but then dropped 6% from FY05 to FY06.

Community Campuses. All four community campuses experienced sharp enrollment declines from FY04 to FY05. Kodiak College, Matanuska-Susitna College, and Prince William Sound Community College (PWSCC) are each down 12-19% from FY04, and Kenai Peninsula College (KPC) is down 1%. Although Kenai and Mat-Su both recovered somewhat in FY06, they are not back to FY04 levels. Together, the community campuses accounted for about 16% of UAA's SCH production in FY06.

ANALYSIS

THE OPERATING ENVIRONMENT

Overall growth was due to a combination of factors.

◆ **Successful marketing and recruitment strategies:**

Although it is difficult to link specific print materials, career fairs, or outreach visits to individual success stories, there is little doubt

that the overall effect of UAA's increased focus on branding, marketing, and recruitment since 1999 has contributed to the consistently positive overall trend.

- ◆ **Service enhancements** over the past several years include improvements in admissions, registration, financial aid, and disbursements that make the processes for entering the university easier, faster, and more convenient than ever before. Anchorage's "one-stop" Student Services Center is an effective model for combining important services for new students in a single location (although the distance from campus does create its own challenges).
- ◆ **Continued demand for General Education courses** to support all degree programs, especially fast-growing undergraduate programs in health, education, and engineering.
- ◆ **Private donations raised millions**, increasing the number of scholarships available to students.
- ◆ **Budget allocations and PBAC Performance Enhancement Funds** bolstered efforts at every college and campus.

UAA would have met our highest targets and projections were it not for three factors in the operating environment.

1. **The transfer of Northern Military programs** to the University of Alaska Fairbanks resulted in a loss of 3,046 credit hours at UAA, about 1% of our total. The transfer occurred at the beginning of the Fall 2005 semester. Tuition and fee revenues for Summer 05 and Fall 05 that UAA had already collected were transferred shortly thereafter.
2. **A serious budget deficit in the College of Arts and Sciences** resulted in a leveling off of credit hour production from UAA's largest college and limited the number of General Education course sections available.
3. **Community campus enrollment challenges** continue to cloud the picture in our smaller and more geographically isolated communities. Among the factors frequently cited are weak local economies and rising tuition and fuel costs. The fishing industry in Kodiak continues its decline. Recent downsizing at Alyeska Pipeline Service Company has cost Valdez both high-paying jobs and the people that go with them. Valdez school district enrollment dropped from over 2,000 to less than 900 last year. The threatened closure of the Agrium plant in Kenai in 2007 may have a similar effect on the Peninsula economy. A good deal of Kenai's FY06 increase stems not from general enrollment strength but from the transfer of the Occupational Safety and Health program from CTC and the creation of new programs in Paramedical Technology and Digital Arts.

Matanuska-Susitna College's downturn is a bit more puzzling because the Valley is the fastest growing region in all of Alaska, yet the population boom has not been reflected in college enrollment. One factor may be the high percentage of Valley residents who are commuters, working in Anchorage or on the North Slope. Another is that the college has been offering fewer sections in recent years than they did at their enrollment peak. A deliberate strategy to raise instructional standards resulted in a tightening of the adjunct faculty pool and fewer sections across the campus. The expiration of a Workforce Development grant cut sections of Computer Networking classes. At the same time, conversion to Compass and E-write placement testing raised the threshold for entry into English 111, discouraging those students who couldn't get into scarce preparatory classes. The combination of these events may have limited Mat-Su's growth over the last couple of years.

Other factors at work in the operating environment include:

New Programs: UAA secured Board of Regents approval for 19 new certificate and degree programs between FY04 and FY06. Many were developed with Presidential Initiative funding; virtually all are in high demand career areas (see Chapter 3). Three associate degree programs were also approved for offering in new locations (Kenai and Kodiak).

New Facilities: KPC's Kenai River Campus classroom addition was completed in January 2006, providing much needed classrooms and space for their Student Health Clinic. The long-awaited ANSEP building opens on the Anchorage campus in Fall 06, and funding was also approved for the Integrated Science Facility which is scheduled for a Fall 09 (FY10) opening. Both will provide space for additional classrooms, laboratories, and faculty offices. KPC's new Mining and Petroleum Training Services (MAPTS) building is under construction and scheduled for completion early in 2007.

STRATEGIES

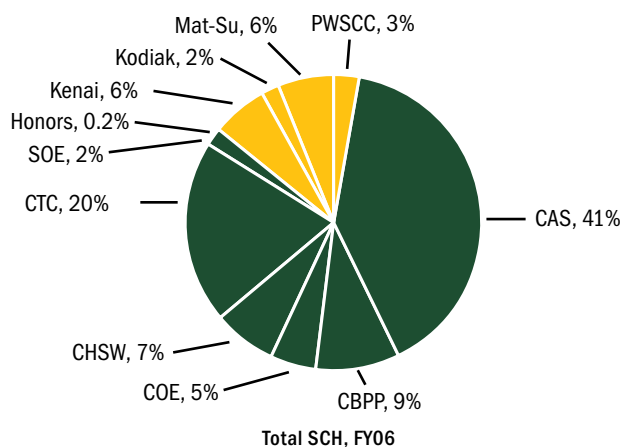
The following strategies have successfully impacted student credit hour production during the past two years:

In-State Marketing and Recruitment. Local markets were well-served during FY05 and FY06.

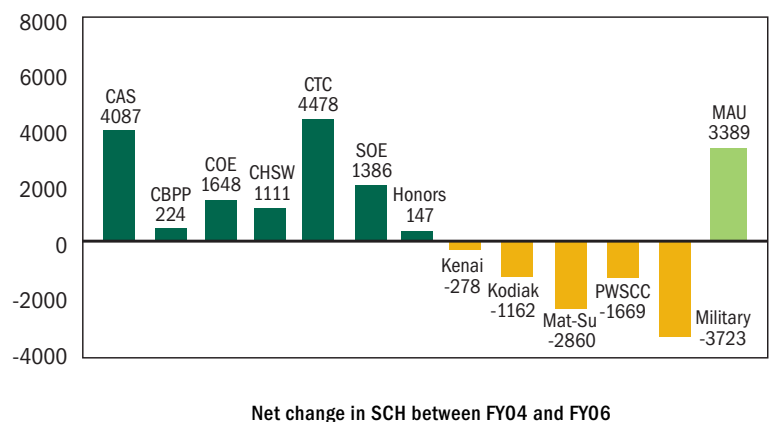
- ◆ In-state high school visits, special events, and outreach efforts all increased in this period.
- ◆ Native student recruitment was strengthened with the involvement of Native Student Services, a statewide high school campaign for ANSEP, and outreach efforts at the Alaska Federation of Natives (AFN) convention, the Southcentral Federation Gathering, and other Native community meetings and conferences.
- ◆ Low income and first generation populations were targeted by several grant-funded TRIO programs.
- ◆ The February FAFSA Frenzy (inaugurated in April 2004) has proved to be an important marketing strategy; in its first 2 years, it has more than doubled early applications for financial aid.
- ◆ The Community and Technical College and the School of Engineering (two of the strongest performers) both implemented targeted marketing strategies that included radio spots, bus signs, newspaper advertising, and high school visits to promote programs in selected high demand career areas. The SOE performed a major statewide high school outreach program to encourage new Engineering students. The College of Education designated part of the workload of a faculty member to meet with groups of middle school and high school students interested in becoming teachers.

New Programs/Expanded Program Delivery. School of Engineering enrollment skyrocketed when the Bachelor of Science in Engineering program opened in Fall 05. The new program attracted 180 new students and fueled the school's strong performance throughout FY06. The carefully planned and executed statewide expansion of the Nursing program has achieved its target of doubling enrollment and is continuing to add outreach sites throughout the

Major Contributors



Unit Performance



state. KPC's new Paramedic and Digital Arts programs, the only ones of their kind in Alaska, are attracting students from across the state.

Student Service improvements. A reorganization of Anchorage's "one-stop" Student Service Center under a single Vice Chancellor for Student Affairs resulted in the creation of a new customer service team. Faster processing has helped reduce the number of phone calls and questions. On-line services such as transcript requests and course withdrawals have increased. The add/drop fee was eliminated. The Admissions webpage was redesigned to lead prospective students through the process more effectively. The delay between admission processing and registration for non degree-seeking students was eliminated. Among the community campuses, KPC has shifted to an earlier web registration and added dedicated computers for students to use; the result is increased web registration rates and decreased staff time dedicated to the registration process.

Increased financial aid greatly improved access for degree-seeking students. Last year, Student Financial Aid certified 6,184 loans (an increase of 24% over the previous year), and delivered \$49.3 million in aid (an increase of 30%). Financial aid processing went from 30 days in FY04 to 10 days in FY05 and to 5 days in FY06, a rate that is the envy of other public universities. On the KPC and PWSCC campuses, the EZ Payment Plan that spreads out tuition payments over the semester has proved very popular with students and has increased access for low-income residents. KPC, for example, has seen a 45% increase in program participants since 2004.

Expansion of Distance Delivery offerings. A fall-to-fall comparison of distance delivered courses reveals tremendous growth in the number of sections, students, and credit hours. Between Fall 03 and Fall 05, the number of sections grew by 58%, while headcount grew 33% and credit hour production grew 30%. Use of Blackboard technology for hosting instructional materials has increased four-fold since 2004, with 29% of all credit courses now using it either as the primary delivery tool or as an instruction enhancement. UAA now offers several degree programs that are completely on-line (such as the Master of Public Health and the Master of Education in Early Childhood Special Education). UAA has also acquired ElluminateLive (E-live), a robust application that includes video to allow students and faculty to interact in real time. A significant number of faculty have been trained, and early adoptors are already using the program.

Active management of the metric. Examples of units that are actively managing the metric include:

- ◆ CAS bases its course schedule on enrollment trends and carefully enforces minimum enrollments, resulting in fewer course cancellations, optimal lower division enrollments, and more viable numbers in upper division courses. CAS Strategic Planning efforts are also based on the metric, and decisions to refill faculty positions

are based in significant part on contributions to the metric.

- ◆ COE is piloting a "marquee" system that uploads on faculty and staff computers upon login and provides the latest data on SCH, retention, and other metrics.
- ◆ CTC actively tracks SCH and capacity by career cluster (see Chapter 3), reviewing the metrics regularly with faculty, staff, and administrators and reporting back on monthly management reports and in the annual planning process.
- ◆ KPC's leadership team reviews the metrics monthly and is using their Strategic Planning process to identify and implement strategies to meet and exceed their targets.

Dual Credit Programs are a common strategy for strengthening ties to local high schools and for increasing enrollment among high school students. Virtually all of KPC's courses (including five new Tech Prep courses) are available for dual credit at district high schools, and their unique JumpStart program attracts many high

New Programs in Development		
Campus	Degree Level	Major
Anchorage	Undergraduate Certificate	Civic Engagement
	Baccalaureate	Construction Management International Studies
	Graduate Certificate	Port and Coastal Engineering* Special Education*
	Master	Information Security Teacher Leader
Kenai Peninsula College	Baccalaureate	Occupational Safety and Health
Kodiak College	Undergraduate Certificate	Construction Management Occupational Safety and Health Welding

* already approved by the Regents

school seniors. Kodiak's dual-credit program has been in place successfully for decades. PWSCC also employs this strategy successfully, offering over 20 classes for eligible students in the Valdez School District. Mat-Su was forced to discontinue its program because of administrative and instructional quality issues that were creating friction with local school districts. They are re-starting the program in FY07 (English 111 at Colony High) under a new agreement and with a new philosophy.

Pre-College and Summer Bridging Programs combine recruitment strategies with student success strategies for targeted student populations. UAA has many fine examples of these programs, including the Della Keats/UDOC program for Alaska Native students who plan to pursue health-related careers, two programs that are part of the Alaska Native Science and Engineering Program (ANSEP), and Project GRAD, a summer institute hosted by KPC's Kachemak Bay

campus for students from low-performing high schools in Native and Russian Old Believer villages on the lower Peninsula. What these programs have in common is academic enrichment experiences, links to faculty and college resources, and a taste of college life. They encourage young people who might not otherwise plan to go to college, and they provide them with some of the academic skills and contacts necessary for their success.

MOVING FORWARD:

Targets and Strategies for FY07 and Beyond

TARGETS

UAA is projecting 1-2% annual growth in student credit hour production over the next six years, reaching a target of 367,963 by FY12. A low case scenario predicts 346,271. A best case scenario predicts 391,939.

Annual Targets (nominal projections)

FY07:	341,541
FY08:	345,434
FY09:	349,982
FY10:	355,730
FY11:	361,697
FY12:	367,963

Assumptions. These targets are based on the following assumptions:

- ◆ The communities of Valdez, Kenai, and Kodiak will continue to experience economic challenges that limit our ability to increase community campus enrollments. Although UAA is responding to these challenges with a variety of outreach and financial aid strategies, these constraints will tend to push enrollment down.
- ◆ The greatest potential for continuing to increase student credit hours in the coming years will be to improve student retention (see Chapter 2). Conventional wisdom says that it is cheaper to keep students you have already attracted than to attract new ones. This is especially true for UAA.
- ◆ UAA has some excess capacity in upper division courses and graduate programs. Recruitment strategies that focus on transfer students and retention strategies that help more students complete long-range educational goals will push enrollment up in the very places where we are best able to accommodate them.
- ◆ Tight fiscal controls required by the CAS deficit reduction plan may continue to limit UAA's ability to grow its major producer of credit hours. Continuing strategic investments to assist CAS in working out of its deficit may take some time to show results.

ISSUES & CHALLENGES

UAA's capacity for continued growth is influenced by the following issues and challenges:

External conditions. External factors exert pressures, both positive and negative, on this metric.

- ◆ **Alaska's high school graduation numbers are expected to decline** starting in 2009, according to a report from the Western Interstate Commission for Higher Education (*Knocking at the College Door*, 1998). This projection, if realized, will create a smaller pool from which to recruit traditional students (one of the fastest growing populations at most campuses over the past several years).
- ◆ **Alaska also has very low rates of high school graduation** in general and large number of young people who decide not to attend college at all. It is part of UAA's mission to reach these people who are now being lost to higher education.
- ◆ **School districts are changing their professional development requirements** for teachers, cutting back on in-service days, offering many courses themselves, and shifting to other providers, all of which has a negative effect on College of Education (COE) programs.
- ◆ **Military deployments have created a challenge** for CTC's instructional sites at Elmendorf and Fort Richardson, and for Mat-Su College.
- ◆ **Major construction projects** now looming on the horizon may change the picture dramatically, and several smaller communities, such as Kenai and Valdez, are holding their breaths for the next boom. If the gas pipeline goes through, if permitting is approved for local mining projects, if major construction projects are funded, these regions will prosper. If those things don't happen, they will continue to shrink. Whether these will be bad or good for enrollment, however, is hard to say.
- ◆ **High fuel prices**, commuting costs, and rising tuition rates may be affecting enrollments, particularly among students taking three credits or less. This effect has not been demonstrated empirically (a study by the Institute of Social and Economic Research was inconclusive), but it remains a concern for community campus directors.

Faculty Hiring issues. College and campus administrators frequently cite faculty hiring issues as a limiting factor to growth. Issues include the availability of appropriate faculty lines and the ability to attract and hire qualified faculty (including adjuncts) at competitive market-based salaries. These issues pose challenges at community campuses such as Kenai, Kodiak, and PWSCC where the population base is very small. They are also challenging in high demand fields (such as Business and Engineering) where the employment market is strong and salaries are high and in technical fields (such as Air Traffic Control) where technical credentials sometimes matter more than academic credentials and there is a shortage of teachers with advanced degrees. They even affect the number of General Education sections that can be offered; we currently have problems finding enough qualified adjuncts to teach Tier 1 GERs. In many

cases, vacancies created by retirements and resignations are going unfilled in order to use those cost savings to pay for benefit rate increases for other faculty. Faculty vacancies, turnover, and failed searches disrupt course offerings, divert scarce resources into time-consuming and costly searches, and delay the development and implementation of strategic plans. In any given year, a reduction in faculty, for whatever reasons, means fewer classes. Fewer classes generate fewer credit hours.

Facilities: Long term growth strategies depend on the availability of sufficient instructional space (especially labs and large classrooms) and the ability to install state-of-the-art equipment. Continued growth depends on completion of the Integrated Science Facility and ANSEP buildings, retrofitting of the Engineering and Science buildings, renewal and expansion of the Fine Arts building, plus additional student housing and recreational facilities.

- ◆ The new ANSEP building opening in Fall 2006 will allow that program to double.
- ◆ The Integrated Science Facility will create enough space to allow for expansion of CAS and Engineering programs beginning in FY10.
- ◆ CTC has identified the Allied Health career cluster as their number one priority for new facilities: classroom, lab, and faculty office spaces are all full, limiting the growth of these high demand programs.
- ◆ A new Nursing and Allied Health Facility is being planned to address growth, student demand, and statewide needs for UAA's health programs.
- ◆ Planning is underway for Aviation and related transportation research programs; the current Aviation facilities at Merrill Field are not adequate to meet demand and program needs.
- ◆ Even with the addition of three new classrooms, KPC is short on instructional space, particularly for evening courses. The Kachemak Bay Campus is still operating out of two locations (one mile apart), and the acquisition of Homer City Hall has yet to be approved by the legislature.
- ◆ Kodiak College's Master Plan will be completed during Fall 06, pointing the way for renovation and/or new construction to support new programs.

CAS deficit reduction plan. The plan to erase CAS's structural deficit combines careful management by CAS leadership with significant investments from both UAA and the UA Statewide system. Under the plan, CAS will show ever-declining deficits each year for the next three years. The tight fiscal controls required to achieve this result mean that CAS will not be able to grow within its current resource base. Because CAS is such a large contributor to UAA's total student credit hours, and because the college provides core courses to support majors in other schools and colleges, UAA's overall potential to grow SCH may be significantly reduced as well.

Internal collaboration and competition. One unfortunate outcome of the emphasis on performance measures at the campus and college level is the way it can foster competition rather than cooperation between units. Many of the colleges and campuses support each

other's programs through course delivery, advising, proctoring exams, and other activities that take their time and resources without seeming to "count" in one or more of the metrics. For example, the statewide expansion of the Nursing program resulted in cohorts at KPC, Kodiak, and Mat-Su Colleges. Those colleges provide classroom space, student support, and other services at their own expense, while the credit hours are counted by CHSW in Anchorage. This issue re-occurs with the High Demand Awards metric, where one campus will actually offer all the courses and support services, but another will get "credit" for the award. Although these differences disappear in university reporting at the MAU level, they remain a source of friction in the performance-based measurement environment.

Distance Education. There is also some evidence that increases in distance delivered courses offered by Anchorage may contribute to enrollment declines at the community campuses. For example, three times as many Kenai Peninsula residents were enrolled in distance delivered courses in 2005 compared to 2001, and OPRA estimates that up to 25% of KPC's enrollment decline can be accounted for by this trend. The distance education environment is further complicated by bandwidth issues. On the one hand, campus directors are encouraging their faculty to teach more distance classes, and the faculty have been responding. But when the bandwidth is not sufficient, interactive video may stall and whole classes can crash. This has negative results for faculty willing to teach distance courses and for students wishing to take them.

STRATEGIES

The following strategies will be employed in FY07 and beyond in order to grow student credit hours.

Develop and implement *Career Pathways* emphasis. The Anchorage campus recruitment office is designing a campus-wide series of brochures and student support materials based on the nationally-recognized Career Pathways model. Each pathway will include a description of available careers, the kinds of people who choose these careers, recommended courses to take in high school, and a variety of pathways leading to certificates, undergraduate degrees, and graduate/professional degrees. Each program will have its own detailed sheet that includes recommended course sequences and can function as a degree checklist to keep students on track. This strategy has been under development throughout FY06, and has been received enthusiastically by both Deans and Advising/Student Success Coordinators who see it as potentially improving high school relations, recruiting well-prepared students, and supporting them in reaching their career goals. The brochures are expected to be ready in Spring 07, in time for the FY08 recruiting season. They are expected to have a positive impact on retention in future years as well.

Establish a pre-college academic enrichment program for rural Alaskans. As one strategy for reaching high school students who would otherwise not go to college, Student Affairs has received base funding through UAA's PBAC process to replicate the ANSEP summer bridging program model for rural Alaskans. The model engages students, parents, high school faculty and administrators, university faculty and staff, and practicing professionals in partner organizations to support the academic, personal, and professional development of each student. It is a clear example of a tested strategy with more than one desirable outcome. It bridges the gap between high school and college, making it easier for students to "come across" (making them more likely to choose college, more likely to choose UAA). It also introduces them to the academic skills they will need to be successful in the college environment, improving course attrition, retention, and graduation rates.

Continue to lead in improving student services. Efficiencies in workflow and processing will continue to make big differences in UAA's front door.

- ◆ **A streamlined admission process** for Associate of Arts applicants (beginning in Fall 06) will move several hundred Anchorage students through the registration process more quickly at a time when most classes are open and available.
- ◆ **The Matrix On Base document imaging system** is in a second round of testing and expected to go live in FY07. This technology for moving student files electronically is expected to have a major impact on both processing speed and staff efficiency.
- ◆ **The Banner Workflow** module will also begin to be implemented in FY07. This is an automated system that will notify students and staff when certain trigger events occur, such as when a class is cancelled or when a student drops below 12 credits. Phase One implementation will focus on the return of federal student loan funds when students totally withdraw from the university.
- ◆ **A new registration policy** going into effect for the Anchorage campus in Fall 06 will prohibit students from holding spaces in more than one section of the same course. We hope that tightening up this loophole will reduce dropped classes and help more students get the classes they need.

Increase distance, on-line, and blended delivery options.

Distance, on-line, and blended delivery will continue to be major strategies going forward, especially in health, business, and graduate programs. On-line MBA programs, for example, are becoming the norm among major universities, and the College of Business and Public Policy (CBPP) is beginning to reconfigure its MBA program to include more innovative delivery. The College of Education is offering almost 1500 credit hours by distance in Fall 06. Anchorage and Mat-Su are both putting greater emphasis on blended courses that are partly face-to-face and partly distance delivered. Mat Su has given an alternate assignment to an English faculty member to help other faculty develop blended courses, an effort that started in FY06 and will continue into FY07. KPC is creating a hybrid Mining Technology certificate program, and converting many of its MAPTS and Digital Arts courses to distance delivery formats. PWSCC has expanded its offerings through interactive video between its three

campuses and has worked with the School of Engineering to provide graduate courses to place-bound students in Valdez.

Evaluate the AK ICE strategy. The community campuses piloted a distance education sharing strategy called AK ICE during FY06. In this approach, all tuition revenues go to the campus that originates a distance education course, but each campus receives the SCH for students in their region who are taking the course. Campus directors will be discussing this strategy and evaluating its potential for application across the UA system.

Notable unit-level strategies include:

- ◆ **CTC:** Expand Professors on Patrol (POP), CTC's innovative program (piloted in FY06) that uses qualified military officers to deliver classes to their units in the field. Also, market re-opened BS in Technology program to airmen completing AAS degrees through the Community College of the Air Force.
- ◆ **COE:** Expand the Master of Arts in Teaching program via distance delivery, and re-tool the Armed Forces to Academia (A2A) program to make it more attractive to a wider number of students. Beginning in FY06, the entire MAT program is being offered via distance delivery. This has huge implications for military personnel deployed outside of Alaska, and allows the college to offer teaching preparation programs to rural and remote Alaska as well. Distance courses combined with internship supervision from community campus partners will extend the reach of secondary education programs beyond the Anchorage bowl.
- ◆ **KPC:** Pilot-test a strategy in Fall 2006 of waiving the non-resident tuition surcharge. KPC and several of the community campuses have felt that non-resident tuition discourages people from registering. This is a chance to test that theory.
- ◆ **Mat-Su:** Convert to a year-long course schedule and in the process reduce conflicts between common required courses offered at the same time. Reallocate an empty faculty line into a position in Developmental Education. Reallocate an empty staff position into a marketing position.
- ◆ **PWSCC:** PWSCC is developing a residential Counselor's Weekend program that invites high school counselors to Valdez in August, puts them up in campus housing, provides them with tours of the college, community, and environs, and provides them with information about financial aid and other services their students can access. PWSCC is also adding a College Life 101 course to their dual credit program with Valdez High. The new course will teach students how to prepare for, and what to expect from, college life. This course is a part of a PWSCC strategy to increase its number of traditional students.
- ◆ **Kodiak:** Use targeted tuition waivers and dedicated Borough funding to support first time enrollees, classes taught on the Coast Guard base, and part-time Village Access coordinators in Old Harbor, Ouzinkie, and Port Lions to assist in recruiting, enrollment, and support of new students.

BEYOND THE METRIC

Other Measures

Student Credit Hours provide an important, but limited, measure of the UAA enrollment picture. In addition to this metric, UAA uses many market surveys, and enrollment, service, and student satisfaction measures for decision-making.

Enrollment measures include

- ◆ Headcount trends
- ◆ Applications for admission (selectivity rate)
- ◆ Admissions to enrollment (yield rate)
- ◆ Financial aid statistics
- ◆ High school graduation rates
- ◆ Recruitment of UA Scholars

Customer service measures that UAA routinely employs include kiosk visits, wait times for processing requests, dropped call rates, comment cards, student satisfaction surveys, and daily student feedback through UA Online.

Measures of academic quality include

- ◆ % of students passing licensure exams
- ◆ National Survey of Student Engagement
- ◆ Faculty Survey of Student Engagement

University of Alaska Scholars Program at UAA

One population that UAA tracks carefully from enrollment through graduation is University of Alaska Scholars who attend UAA. In Fall 05, UAA had 967 Scholars enrolled, or 59% of all Scholars enrolled statewide. Between FY00 and FY06, UAA has enrolled 1,788 UA Scholars, or 28% of all students statewide who were eligible for the program. UA Scholars have the highest retention rates of any undergraduate population at UAA, averaging as much as 10 percentage points higher than the university average (see Chapter 2). As of April 2006, 206 of UAA's UA Scholars had earned certificates or degrees, two-thirds of which were bachelor degrees.

Putting Money Where the Metric is

FY06 Performance Enhancement Funds

- ◆ CAS: Development of the Boreal Forest Environmental Observatory (\$50,000)
- ◆ COE: Development of "Air Force to Academia" program to increase the number of teachers from the ranks of retired military personnel (\$40,000)
- ◆ CTC: Increased capacity for the Architectural Engineering and Technology program (\$14,000); Marketing of UAA courses delivered at the Anchorage FedEx hangar for Federal Express and other airport employees (\$3,800)
- ◆ CBPP: Recruitment and course offerings for the UAA/University of Hong Kong Alaska-China Business Development Summer Seminar and Symposium (\$10,000)
- ◆ KPC: Weekend Recertification Courses (\$19,800); Professional marketing materials (\$10,900); Short courses in Arts and Sciences for non-degree-seeking students (\$6,600)
- ◆ Kodiak: Recruitment and course offerings for the AAS in Accounting program (\$6,100)
- ◆ Mat-Su: Blended/hybrid program development (\$25,000)

FY06-07 Strategic Opportunities Funds

- ◆ Pre-College Academic Enrichment program in rural Alaska (\$50,000)
- ◆ Private Music instruction project (\$4,000)

FY07 Budget Allocations

- ◆ Performance-based one-time allocations awarded for performance on the metrics (\$1,475,000)
- ◆ Base funding for Pre-College Enrichment Program (\$80,000)

FY08 Operating Budget requests (under consideration)

- ◆ Twelve new faculty in CAS to teach GER and other high demand courses (\$1,000,000)
- ◆ Four new faculty for KPC: two for Kachemak Bay campus (Art and GER classes) and two for the Kenai campus (Computer Information Sciences and Process Technology/Instrumentation) (\$340,000)
- ◆ Two new faculty in CHSW: MPH program (\$200,000)
- ◆ Two new faculty in SOE: BSE program (\$200,000)
- ◆ Full-time Developmental Studies position and half-time Student Tracking Specialist at Kodiak (\$80,000)

RETENTION

How many freshmen who come to us in the fall seeking a degree will actually return – to any UA campus – the following fall?

64.6%

Decreased 1.3
percentage points
from FY05

Decreased 0.4
percentage points
from FY04

Missed Target
(nominal projection)
by 0.2 percentage
points

Retention metrics address an issue that is central to UAA's mission and strategically important for our schools, colleges, and campuses. When first-time freshmen apply for admission to a certificate or degree program, they are coming to us with a goal and with expectations. Does the experience they have with us in that first year lead them to return to the classroom in the next? If not, why not? Retention rates are the first step in answering these questions. They are a common measure of institutional quality and can be a powerful indicator of student success.

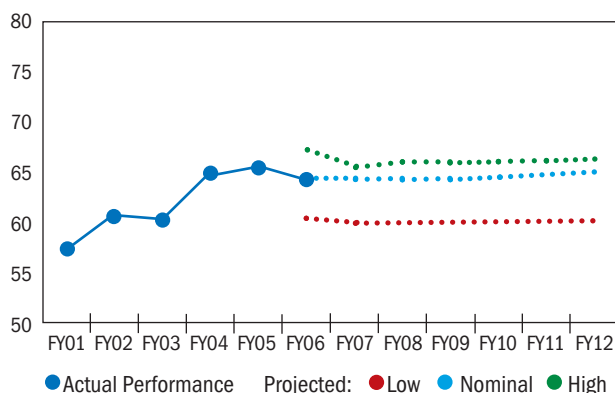
Metric: First-Time Full-Time Undergraduate Retention

Definition: Retention rate for first-time full-time cohorts in undergraduate degree and certificate programs.

Calculation: The proportion of first-time full-time cohorts enrolled in a given fall semester that re-enrolled in an undergraduate program anywhere in the UA system in the following fall semester. Cohort selection and rate calculation occurs at UA Statewide level. The FY06 rate measures cohorts who entered in Fall 04 and returned – or not – in Fall 05.

Special features: The UA metric is an aggregate measure that combines students with certificate, associate, and baccalaureate aspirations into the same entry cohort. This calculation method is unique to the UA system. Most other universities and national sources separate associate students from baccalaureate students. Few measure certificate students at all.

First-time Full-time Undergraduate Retention, Total UAA



Performance

	FY01	FY02	FY03	FY04	FY05	FY06
●						67.8
●						64.8
●	57.7	61.9	61.4	65.0	65.9	64.6
●						61.1

Targets

	FY07	FY08	FY09	FY10	FY11	FY12
●	65.2	65.4	65.6	65.8	66.0	66.2
●	64.7	64.8	64.9	65.0	65.1	65.2
●	60.3	60.4	60.4	60.5	60.5	60.6

PERFORMANCE:

FY04 to FY06

Good – But Not Where We Want to Be

UAA's overall retention rate for first-time full-time freshmen is 64.6%, which is very good for a university with our student population and open access mission. It is six percentage points higher than the national average for open admission masters institutions, but four points lower than our self-selected peers. The rate is very stable, hovering between 64% and 66% for the last three years (for cohorts entering Fall 02, 03, and 04), with the highest year reported in FY05 (for cohorts entering Fall 03). Although it very nearly meets our nominal target for FY06, it's still below what we think it could be.

Major contributors. The entry cohort for this metric consisted of 1,172 students, or about 6% of our student population in the Fall 04 semester (OPRA, Fall 2004 Closing Summary). Nearly half of the entry cohort (49%) was affiliated with the College of Arts and Sciences (CAS), and another 25% was split about equally between the Community and Technical College (CTC) and the College of Health and Social Welfare (CHSW). All other units have small entering cohorts (less than 100); Kodiak and PWSCC have tiny ones (less than 20).

Type of Institution	Median Retention Rate
Public Masters 1	70%
Peer Institutions	69%
UAA Aggregate rate	65%
Public Masters with Open Admissions	59%
Two Year Public	53%
Sources: ACT Institutional Data File 2003, Table 1 and 3; OPRA, Student Persistence at UAA, Table 35	

ANALYSIS

THE OPERATING ENVIRONMENT

The move to tiered admission. We expected that the retention rate might drop slightly for this reporting period because the Fall 04 cohort entered during the semester the Anchorage campus moved to a mandatory tiered admission process. The new process eliminated open registration and required all first-time students to declare their intentions when they entered the university. For the first time, students who were only thinking about degrees were encouraged to apply for admission as degree-seekers. This strategy resulted in a

12% increase in the size of Anchorage's entering cohort, and it may also have increased the number of less-committed students in that cohort.

This inclusive approach, creating a larger and more at-risk pool of freshmen, gives us a better chance to advise and counsel them. Given the tendency of our students to take many more credits than they need to complete certificates and degrees, we are convinced that making a commitment earlier in a student's career will facilitate that student's progress toward certificate or degree completion. National research on student retention and graduation supports this assertion.

A Culture of Student Success. UAA approaches student retention within a larger culture of student success. This culture has been growing steadily since at least 2002, when the Office of Institutional Planning, Research and Assessment (OPRA) began to produce detailed reports on student success topics and the Anchorage campus engaged in its first round of formalized strategic enrollment management planning. Through a series of leadership retreats, campus-wide discussions, and visits from outside consultants in 2003 and 2004, *Student Success* emerged as one of the university's highest priorities. In the last two years we have built on and strengthened that priority.

Focus on retention. We know a lot about retention at UAA. We have studied it locally for many years and have amassed an impressive collection of data, parsed many different ways, that examines persistence and retention in great detail. In addition to this single-year aggregate statewide metric, we define our own cohorts and measure the retention and graduation rates of all our students (full-time, part-time, transfer students, non degree-seeking students, and target populations of particular interest such as Alaska Native and African American students), measuring their persistence out to eight years. Retention metrics have been reported and analyzed at the university, college/campus, and department level for several years now. Among the things we know:

- ◆ Retention rates are significantly higher for our baccalaureate students than for our associate students, and for full-time students than for part-time students. In both cases, this mirrors national trends.
- ◆ Significant predictors of retention include Alaska Scholars, high school GPAs over 3.0, living in on-campus housing, and financial aid. International students have excellent retention rates.
- ◆ Rates are lower for Alaska Native students than for any other ethnic groups. Despite the success of targeted programs such as ANSEP and RRANN, the overall first-time full-time Alaska Native baccalaureate rate went down from 52% to 45% this year. Because small cohorts tend to have greater fluctuations, time will tell if this drop was a true trend or not. However, UAA responded quickly with strategies such as the Cama'i Room and the Alaska Native Rural Outreach program in the residence halls (see Strategies, below).
- ◆ High demand program enrollment is a predictor of retention at the associate and graduate level, but not at the baccalaureate.

- ◆ One out of five (21%) of the students who enter as “non degree-seeking” will earn a degree within five years. This surprising rate was one of the factors that led to the tiered admission strategy.

Focus on course attrition. We have also examined other measures of student success, paying special attention to course completion/attrition rates (how successful students are at the most basic goal of completing the courses they register for) and graduation rates (how successful students are at achieving their certificate and degree goals). Faculty and administrators began addressing these measures in leadership retreats and Faculty Senate committees as early as 2003 and 2004. Continuous Quality Improvement teams identified process changes, later endorsed by the Faculty Senate, that include tiered admission and the first mandatory advising for targeted populations. UAA faculty, staff, and administrators widely recognize all three measures (course attrition, persistence, and graduation) as useful and valid measures of student success.

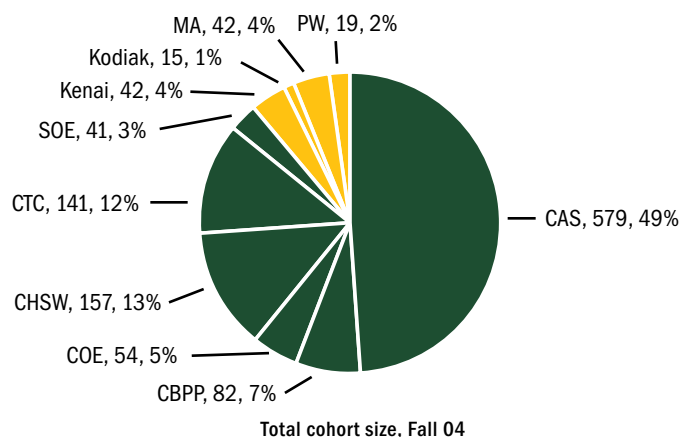
Successful models. We have achieved remarkable success with specialized populations in such programs as the University Honors program, Alaska Native Science and Engineering Program (ANSEP), the Recruitment and Retention of Alaska Natives in Nursing (RRANN) program, and others. These programs successfully use a variety of retention strategies to engage students in academic and campus life. Strategies include residential learning communities, co-enrollments, peer advising and mentoring, supplemental instruction, and opportunities for undergraduate research.

University-level programs have also been very successful. The Academic Center for Excellence won the *Noel-Levitz Retention Excellence* award in 2003 for an intervention program aimed at UA Scholars that includes phone calls; mandatory first year orientation and advising; mentoring; and academic progress reports to keep students on track. The First Year Experience hall and other residential communities have long track records of success. These programs are at least partially responsible for the high retention rates among UA Scholars and students in Anchorage campus housing.

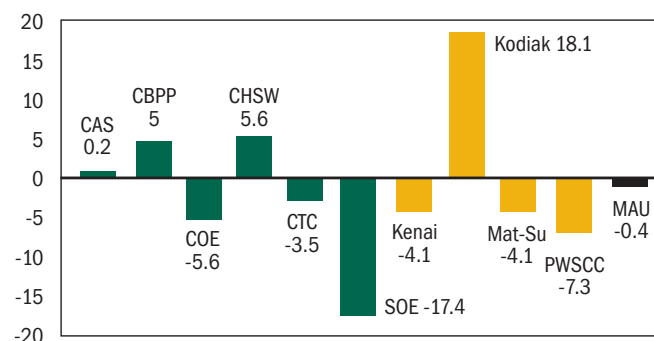
Faculty leadership. Faculty members are strongly engaged and have led initiatives to increase student success within their own departments, through collaborations on special topics, and through activities of the Faculty Senate Advising and Placement Committee. A Faculty Senate ad hoc committee spent a year studying course attrition data and developed a list of recommended strategies that included mandatory assessment and advising. The Undergraduate Research Task Force develops initiatives and programs to encourage faculty-student research partnerships. The Center for Advancing Faculty Excellence (CAFÉ) sponsors a variety of seminars, roundtables, and focused workshops and discussions on student success every year. Two notable fellowship programs (Technology Fellows and the Ford Foundation *Encountering Controversy* fellows) have developed faculty cohorts to build their teaching skills and act as mentors to their colleagues. “Everything we do, really – even our research series -- is focused on making productive connections between students and faculty,” says CAFÉ Director Lauren Bruce. “It all supports the effectiveness of instruction. And that leads to student success, which leads to retention.”

The mechanics of measurement. Even with this emphasis on student outcomes, the concept of retention is still easily misunderstood. We tend to trip over the mechanics of measurement, especially where there are conflicting definitions and methods of cohort selection, and where those methods yield very small numbers of students to measure. Small cohorts mean large swings in percentage based on the behavior of a few students, thus making predictions difficult if not impossible. Freshmen are notorious at changing their majors, and such exploration of academic options is important to their intellectual development. Some deans of professional colleges consider it inefficient to direct scarce resources to retention from freshman to sophomore and are more concerned with program retention at the junior or senior level. The community campus directors are more concerned with the long-term persistence of all students, including part-time and non degree-seeking students. As a university, we embrace the goal of student success, and we are committed to a wide variety of strategies to increase student success. However, we are less unified in our understanding of, and commitment to, individual methods of measuring that success.

Major Contributors



Unit Performance



Net change in retention rate between FY04 and FY06 (in percentage points)
Note: Unit-level variations can be misleading because of small cohort sizes.

Sample: Other First-Time Cohorts	Retention Rate
Full-Time UA Scholars	78%
Full-Time Baccalaureate /Campus Housing	70%
Full-Time Baccalaureate	68%
Full-Time Associate	53%
Part-Time Baccalaureate	49%
Full-Time Baccalaureate/Alaska Native	45%
Part-Time Associate	44%
Source: OPRA, Student Persistence at UAA, Table 37-38, cohorts entering Fall 04	

STRATEGIES

Over the past two years, UAA has implemented a wide range of strategies to influence student retention.

Student Support Services (SSS) grant. SSS was a new retention program implemented in FY06, supported by a grant from the U.S. Department of Education. SSS provides academic support services to students in one or more of three targeted populations: 1) low income; 2) first generation; and/or 3) students who experience a physician-documented disability. Services include academic mentoring, tutorial assistance, supportive workshops, and information sessions. SSS also has a growing partnership with other TRIO pre-college programs and Anchorage School District high schools to ensure a smooth transition of students into UAA. In its first year, the program served 148 eligible participants.

Student Success Coordinators. Over the last three years, Student Success (advising) Coordinators have been jointly appointed to Student Affairs and to the three academic colleges who are majority contributors to this metric. The first two positions were funded by Presidential Initiatives (one to CTC, the other to CHSW), and two later ones by internal Anchorage reallocations (to CAS). This strategy has proved to be very successful, and may help account for the higher than expected retention rates in these colleges. CTC, for example, has a retention rate of 62% this year, a full 10 percentage points above national averages for colleges offering two-year degrees. Acting CTC Dean Bonnie Nygard characterized their coordinator as “a screaming success.” Unfortunately, due to budget constraints, UAA has been unable to extend the strategy to all units. The School of Engineering has an FY08 Budget Request under consideration to add one of these coordinators and participate in the success of this strategy. Similar positions have been funded at KPC by the Kenai Peninsula Borough and at Kodiak by Title III grant money; however, neither of these funding sources will continue indefinitely.

Academic Advising Committee. The Academic Advising Committee includes the above-mentioned student success coordinators along with

- ◆ advising coordinators from the College of Education (COE), the School of Nursing, and the College of Business and Public Policy (CBPP);
 - ◆ faculty advisors from the School of Engineering (SOE) and the community campuses;
 - ◆ and the Associate Director of the University Honors Program.
- The team works together to share advising best practices, consult on common student issues, and review and recommend approaches to improve processes, procedures, and policies impacting advising.

Computerized assessment and placement. Anchorage’s Advising and Testing Center moved to the University Center in FY05 and completed the switch to computerized assessment and placement in FY06. They replaced the ASSET with Accuplacer, extended testing hours, and created a more convenient student-friendly process that serves students more efficiently and also yields better placement results. Kodiak College also switched to Accuplacer.

Learning Communities. UAA’s learning communities have been remarkably successful at enabling student success. University housing itself has become a significant overall predictor of retention, achieving retention rates of 70% (first-time full-time baccalaureate cohorts) with the FY06 cohort (entering Fall 04). The earliest residential communities (ANSEP, Nursing, University Honors, and the First Year Experience hall) continue to grow stronger every year. A First Year Honors community was added in FY04 and a First Year Engineering Wing in FY05.

Supplemental Instruction (SI). UAA’s first SI program involved 565 students in difficult math, science, and English courses during Fall 05 and Spring 06. Preliminary results show clear evidence of success. College Algebra students who participated in SI earned a mean course grade of 2.38 compared to 2.19 for non participants. Calculus students who participated in SI earned a mean course grade of 2.13 compared to 1.57 for non participants.

Freshman Convocation. UAA’s first Freshman Convocation (hosted by the Office of Undergraduate Research and Scholarship in Fall 05) was a smashing success, receiving overwhelmingly positive feedback from faculty, students, and their parents. The program, featuring guest speaker Alan Lightman, was designed to help students connect to the campus and each other, envision the educational journey they were about to embark on, and experience the sense of inquiry, discovery, and creativity that are (or ought to be) integral parts of the undergraduate experience. Convocations are a recognized strategy to introduce students to the educational values and academic expectations of the university. They foster both short-term goals of bonding with the university and long-term goals of graduation and professional careers.

Orientation programs. Orientation programs have been a major strategy on all campuses for the last several years to effectively and efficiently deliver academic advising, skills assessment, and course placement for first-time freshmen. These programs are reaching more and more students all the time, with greater emphasis on developing realistic academic expectations, advising, and college survival skills.

Peer Advisor Training. A Peer Advising course (GUID 101) opened in Spring 05, offering academic credit to train peer advisors, peer mentors, and resident advisors. Trained advisors serve as orientation leaders and student advisors in Enrollment Services.

Service Learning. Service learning and engagement programs are proven to increase student retention. UAA has been recognized for its strength in this area by inclusion in the Princeton Review's *Colleges with a Conscience* publication. KPC's highly successful service learning team has also received national recognition by earning the Community College National Center for Community Engagement's *Collaboration with Social Agencies* award.

Alaska Native Oratory Society (AkNOS). AkNOS is a unique strategy that has supported Alaska Native student retention over the last five years. Through a learning community and a series of competitions, AkNOS helps Alaska Native and American Indian students find their voices, develop their oratory skills, and express themselves on issues of importance to their communities and cultural regions. Participants have reported that AkNOS not only helped keep them enrolled at the university, but also completely transformed their lives. Quentin Simeon, a three-time Original Oratory winner, was UAA's Student Commencement Speaker in 2006.

Notable college/campus programs.

- ◆ CAS's advising strategy relies on Student Success Coordinators (also known as college advisors) to meet with majors during their freshman year, to provide consistent advising for GERs and other basic courses, to provide a continuous support network, and to ensure that incoming students understand basic requirements and other policy issues. The Chemistry program has instituted new NSF-sponsored pedagogies (Process Oriented Guided Inquiry Learning or POGIL) to address low retention rates in its basic chemistry classes.
- ◆ CTC's faculty and advising staff formed a student retention focus group in FY06. In addition to regular meetings and guest speakers, the group coordinated Finals Week celebrations in each building housing CTC classes. They passed out water, cookies, fruit, and encouragement and were a big hit with students.
- ◆ COE started a Club Ed for their undergraduate majors, and actively recruited Ed majors who were not taking COE classes to join. They have created a tracking strategy that pulls together Banner data with other important information such as teaching mentors, internship placements, Praxis scores, etc. And they have created a website with support strategies targeted specifically at adjunct instructors in an effort to provide more consistent instructional quality across the college.

- ◆ SOE completed a major reorganization in FY06 that moved resources to the department level to support advising. New information centers support faculty and serve as hubs for students, and are credited with increasing overall efficiency and faculty productivity.
- ◆ KPC faculty identify students who haven't been attending class at the 2-week, 6-week, and 9-week points. Student Services personnel call these students individually to offer services that might assist them in being successful. Students who drop classes are required to get either the faculty member's signature or the Student Services Director's signature so that they can be counseled on available tutoring and other support services.
- ◆ Mat-Su College has developed an Early Alert Retention System (EARS) intervention strategy designed to keep students who are struggling from dropping out. Student Services staff also hold consolidated open house/information sessions every other Friday to help students and their parents understand how to thrive within the academic environment.
- ◆ PWSCC has developed a student retention program focused on progress reports that are completed bi-weekly by the faculty in conjunction with Student Services.

Initiative funding. UAA funded initiatives to increase retention through the PBAC process, including \$225,000 in Performance Enhancement funds in FY06. More attention needs to be paid to following up on these initiatives, evaluating their outcomes, communicating those outcomes to faculty and staff, and securing base funding to institutionalize the most promising and successful strategies.

Communication of the metric. Our de-facto communication strategy to the units may have over-emphasized compliance and the reporting of numbers rather than a comprehensive understanding of the metric and its relationship to student success. As a result, although we met all our deadlines and produced volumes of data, we still have communication challenges in integrating that data into operations at the college and campus level. We are taking steps, for example, to encourage professional school deans to take greater responsibility in overall UAA retention efforts, especially when large numbers of freshmen enter UAA in a pre-major status. It is essential that those students are well advised and directed to a variety of degree options.

MOVING FORWARD:

Targets and Strategies for FY07 and Beyond

TARGETS

UAA projects slowly and steadily increasing our retention rate by a tenth of a percentage point each year for the next six years, reaching a high of 65.2% in FY12. A worst case scenario predicts 60.6% and a best case scenario predicts 66.2%.

Annual targets (nominal projections):

FY07: 64.7%
 FY08: 64.8%
 FY09: 64.9%
 FY10: 65%
 FY11: 65.1%
 FY12: 65.2%

Assumptions. These targets are based primarily on three important assumptions:

- ◆ UAA will continue to operate as an open access institution committed to serving a comprehensive range of student interests and abilities, including non-traditional and under-prepared students.
- ◆ UA will continue to combine certificate, associate, and baccalaureate students into a single aggregate measure.
- ◆ Student persistence (retention) is a very complex phenomenon, highly resistant to change. As Vincent Tinto, the nationally recognized source for much of the scholarship on retention, has noted, "...the national rate of student persistence and graduation has shown disappointingly little change over the past decade...the fact is that despite our many years of work on this issue, there is still much we do not know and have yet to explore...as the data reveal, it is a journey that has only begun." (*Source: Research and Practice of Student Retention, 2006*)

As long as these assumptions remain accurate, UAA will take a conservative approach to projections and targets with regard to retention.

ISSUES AND CHALLENGES

Mission. It is a continuing challenge for a university like UAA to achieve consistently increasing retention rates. About 19% of our first-time degree-seeking undergraduates (including the entire community campus cohorts) are enrolled in associate degree programs. We know from national retention studies that associate degree students tend to be less committed to obtaining their degrees and to have lower retention rates in general. In addition, the majority of our student body attends part-time, lives off campus, works, and has one or more dependents to support...all variables associated with lower retention rates.

Because of our commitment to a mission of open access, we cannot simply recruit the kind of students who are most likely to persist: traditional-aged full-time students, with top high school GPAs, strong SATs, and affluent families where both parents have attended college. Instead, a good number of UAA students are older and many have multiple priorities and responsibilities, less-than-ideal support, insufficient or inconsistent financial resources, or inadequate pre-college academic preparation. Our mission is to serve all

the people of Alaska, not simply those most likely to succeed. We are striving for excellence, but we won't get there the easy way. We will not compromise our mission.

Freshman courses and support. The heaviest burdens for supporting freshman retention fall on three units:

- ◆ Student Affairs (testing, placement, orientation, advising, academic support, student engagement, learning communities)
- ◆ CTC (Developmental Education for the academically under-prepared)
- ◆ CAS (delivery of General Education courses)

These three units have all received additional FY07 budget allocations; however, we will need to keep a close eye on them going forward in order to ensure that they remain strong enough to meet their challenges.

Students are more likely to persist and graduate in settings that

- ◆ **Expect them to succeed**
- ◆ **Provide clear and consistent information about institutional requirements and effective advising about the choices they have to make regarding their programs of study and future career goals**
- ◆ **Provide academic, social and personal support**
- ◆ **Involve them as valued members of the institution**
- ◆ **Foster learning**

—Vincent Tinto
Taking Students Seriously

Communication of the metric. Although we have achieved notable successes at the program level (University Honors, ANSEP, RRANN, ANPsych) and at the university level (Alaska Scholars, Residence Life), we have yet to achieve a satisfactory level of understanding and ownership for unit-level retention strategies, and the role these might play in college-level strategic enrollment management planning. Most of the Deans are not aware of the exact size or composition of their entry cohorts. Partly this is because of disputes in definition and cohort selection, and partly it's because of issues relating to the mission of the units. For many colleges and campuses, this metric focuses on a very tiny segment of their student population. "It's neither valid nor useful to measure success against less than 1% of our student population," notes Kenai's

Director Gary Turner, voicing an observation shared by his community campus colleagues. This metric focuses on one important cohort of UAA's students, but it does not recognize the work done to ensure the success of other student cohorts.

STRATEGIES

The following strategies will be implemented and should affect performance in FY07 and beyond:

Turn the retention cohorts into real people. There is no shortage of information on new students or retention, but it may not always be arranged and presented in ways the deans find useful or meaningful. A major strategy to implement in September/October 2006 is to provide the Deans and Directors with the names of the students in their entry cohorts, in a format that encourages its use, as early in the Fall semester as possible, while there is still time to take actions that will increase the success of these students.

Institutionalize the Alaska Native and Rural Student Transition Program. Student Affairs is seeking base funding to hire a retention and cultural coordinator, housed in the CAMA'I Room, to provide transitional programs for Alaska Native, Native American, and other students coming from rural communities who are living in the residence halls and apartments. The CAMA'I room is a social gathering place and study center. It was piloted in FY06 in response to a study that found students feeling homesick and isolated, unable to stay in tune with their heritage or the Native community, and misunderstood by the university system. The pilot program welcomed 500 visitors and facilitated 150 programs in FY06. Base funding will allow this project to continue providing a much needed sense of “home” for Alaska Native and rural students and increase their persistence and success.

Expand learning communities. Two new learning communities in high demand fields will open in the Anchorage campus residence halls in FY07: one in **Aviation** and the other in **Psychology**. An AFROTC learning community is under discussion. The new ANSEP building opening in Fall 06 will allow that community to double in size while also providing state-of-the-art equipment for engineering-related teaching laboratories. Space has been renovated in the First Year Experience hall to create a smart classroom and faculty office for the purpose of delivering GER courses and sections of a freshman orientation course (GUID A150). Ten GUID A150 sections were added for this Fall 06, and the course will be mandatory for all students living in the First Year Experience Hall. We plan to add GER course sections later in FY07 or certainly by FY08. Student Affairs will also develop a strategic and targeted focus on commuter students in FY08.

Institutionalize Supplemental Instruction. The SI program was founded on Performance Enhancement funds, and will continue into FY07 with partial support from a Strategic Opportunity Fund award. Student Affairs will seek base funding in FY08 to institutionalize this successful strategy.

Expand opportunities for active engaged learning. UAA will continue to expand its range of active and engaged learning opportunities, including:

- ◆ The Bonner Leaders program welcomes new students this fall in the first full year of operation.
- ◆ A variety of mini-grants will go to faculty in support of service learning.
- ◆ A new Civic Engagement certificate opens in the College of Health and Social Welfare.
- ◆ The University Honors Forty-Ninth State Fellows Program enters its second year in FY07, and the Honors program is developing a third track in Natural and Complex Systems for FY08.

- ◆ In addition to Honors offerings, the Office of Undergraduate Research and Scholarship (OURS) provides research and creative project money for students and workshops on applying for major scholarships such as the Truman, Fulbright, and Goldwater scholarships. OURS is seeking funding to expand this Major Scholarships Initiative in FY08.
- ◆ Science courses are piloting a new NSF-sponsored pedagogy called POGIL that puts students together in groups to solve problems.
- ◆ The Cabin Fever debates, piloted in FY06, will continue with new programs in FY07.
- ◆ The Economics program is being transformed by a move to experimental economics inspired by Rasmuson Chair Professor Vernon Smith. Experimental economics is boosting both active learning in the classroom and peer-reviewed faculty research.

“One of the primary factors affecting college retention is the quality of interaction a student has with a concerned person on campus.”

—W.R. Habley
*The Status of Academic Advising
 Findings from the ACT Sixth
 National Survey*

Institutionalize Freshman Convocation. The second annual Freshman Convocation (Fall 06) was even more successful than the first, with Nobel Laureate Sir Paul Nurse inspiring the first-year students and their families on the topic of “The Journey That Never Ends.” The Convocation has widespread support across the Anchorage campus and the Wendy Williamson Auditorium was filled to capacity. Considerations are now underway to base fund the program through next year’s PBAC process.

Institutionalize the Alaska Native Oratory Society. AkNOS was funded for FY07 through Strategic Opportunity Funds. In the long run, the program needs base funding to secure its position as one of UAA’s most important, unique, and successful student success and retention strategies.

Expand Student Success Coordinators. By FY08, Student Affairs plans to add three new Student Success Coordinators to do first year advising, assessment administration, and placement interpretation. The new positions will be appointed to the Advising and Testing Center where they will form the “hub” of the university-wide advising network; coordinators in the colleges will act as “spokes.” The Advising Committee, with representation from each major unit, will oversee all advising. This network will be necessary as the university moves to a mandatory orientation and advising environment in FY09.

Implement College Access Project for Rural Alaska (CAPRA) project. KPC and the Center for Human Development have recently received grant funding to improve retention and educational outcomes for students with disabilities. The grant provides training and support to full-time and adjunct faculty to modify their curricula using Universal Design of Instruction.

Support more effective faculty advising. A series of advising, assessment, and placement seminars will be featured by the Center for Advancing Faculty Excellence in FY07. A certificate of completion will be awarded to faculty who complete the series.

Expand student orientation programs. On-line orientation and advising for students in rural communities and those taking distance-delivered courses will be developed and piloted in FY07. Plans are underway to develop a proposal to implement mandatory orientation programs (including assessment, academic advising, and introduction to campus) for all new degree-seeking students beginning in FY08.

Finalize a priority registration process and implement electronic disbursement of financial aid in FY07.

Continue to provide academic support services for low income/first generation students through the SSS grant program.

Replicate successful ANSEP model. The School of Engineering has a \$250,000 Bureau of Land Management (BLM) grant to expand the ANSEP model to Geomatics over the next five years, and plans to expand the approach to all Engineering students in the next few years as well. The model includes effective strategies such as co-enrollments, social support, and recitation sections for calculus and physics. The ANSEP principle of infusing community values and collaboration in instruction is something that UAA is promoting in all programs.

Secure Title III Strengthening Institutions grant. Kenai has a proposal under consideration for Title III funding. The KPC project is intended to increase retention by strengthening advising and academic support for under-prepared students.

Continue successful TRIO programs. UAA's Student Affairs division was recently awarded \$4.3 million for four more years of funding for the successful Educational Talent Search and Educational Opportunity Center programs. These pre-college programs assist low income, first generation potential college students to prepare for and enter the university, and have positive effects on both Student Credit Hour and Retention metrics. TRIO partnerships are integrated and interdependent with the Anchorage and Mat-Su communities. Performance outcomes are the result of collaborations with 35 partner agencies and 13 target schools in the Anchorage School District.

Extend the UAA/APU *Difficult Dialogues* project into classrooms and Book of the Semester activities. With support from a Ford Foundation grant, UAA and Alaska Pacific University are embarking on a partnership in FY07 to improve our campus learning environments, making them more inclusive of minority voices and ways of knowing and safer places for the free exchange of ideas. The first phase (summer 06) involved an intensive faculty development program to explore effective cross-cultural strategies for encountering controversy. The faculty cohort will put these strategies to work in the classroom throughout the FY07 year. The universities also designated a Book of the Semester for Fall 06 and Spring 07 and plans

to hold a variety of conversations and special activities on the themes raised by the books.

Retention Toolkit. CTC has developed a retention toolkit that they will begin distributing to their new students in Fall 06. All newly admitted students will get a DVD with a welcome letter, introduction to the college, and links to important resources such as financial aid.

Funding Opportunities at the Statewide Level. UAA has entered the System-wide Academic Council's competition for Innovative Program Development and Delivery of Developmental Math and English. College preparatory courses are critically important to student success and retention strategies at all five UAA campuses.

Develop a retention strategies training workshop for adjunct faculty. With so many courses at the freshman level taught by adjuncts, there is real potential to move this metric by developing one or more training workshops to introduce best practices and interventions that will increase student success and retention.

BEYOND THE METRIC

Other Measures

UAA employs a variety of additional measures in support of retention and student success, including:

- ◆ Placement test scores
- ◆ Course Completion/Course Attrition rates
- ◆ Retention/persistence of special populations (Native students, under-represented minority students, UA Scholars, part-time students, etc)
- ◆ Grade point average
- ◆ Certificate/Degree Completion (graduation) rates
- ◆ Graduation Efficiency Index
- ◆ Noel Levitz Student Satisfaction Inventory
- ◆ National Survey of Student Engagement
- ◆ Faculty Survey of Student Engagement
- ◆ Community College Survey of Student Engagement
- ◆ Community College Faculty Survey of Student Engagement
- ◆ Student Opinion Surveys
- ◆ UAA Alumni Career Survey

UA Scholars in particular are a closely monitored group. Routine measures of Scholar participation and success include:

- ◆ Attendance at New Scholars Orientation and at Scholars Briefings
- ◆ Academic Progress checks
- ◆ Persistence, retention, and graduation rates
- ◆ Transfer and exchange options

Putting Money Where the Metric is

FY06 Performance Enhancement Funds

- ◆ Supplemental Instruction for English, Math, and Science (\$50,000)
- ◆ Reading and writing across the curriculum (\$50,000)
- ◆ Peer advising (\$35,000)
- ◆ Freshmen Convocation (\$25,000)
- ◆ Faculty support through Technology Fellows program (\$20,000)
- ◆ Preventive mental health services for Alaska Native/American Indian students (\$15,000)
- ◆ Support for urban family project for Alaska Native freshmen (\$13,000)
- ◆ Laboratory tutors for Computer Science (\$10,000)
- ◆ Pilot program to pair academic and study skills courses at Kodiak College (\$7,000)

FY06-07 Strategic Opportunities Funds

- ◆ Transition and support program for Alaska Native and rural students living on campus (\$53,377)
- ◆ Pre-College Academic Enrichment program in rural Alaska (\$50,000)
- ◆ Bonner Leaders and Civic Engagement Certificate programs (\$50,000)
- ◆ Supplemental Instruction (\$50,000)
- ◆ Alaska Native Oratory Society (\$45,000)
- ◆ Encountering Controversy: faculty development intensive (\$25,000)
- ◆ Cabin Fever intramural debates (\$7,100)
- ◆ Major Scholarship initiative (\$4,500)

FY07 Budget Allocations

- ◆ Performance-based one-time allocations awarded for performance on the metrics (\$1,475,000)
- ◆ Additional base funding for ANSEP (\$75,000)
- ◆ Honors Program support (\$100,000)

FY08 Operating Budget requests (under consideration)

- ◆ Three new Student Success Coordinators for mandatory first year student advising, testing, placement, and outcomes assessment (\$350,000)
- ◆ Permanent and adjunct faculty for Developmental Math and English (\$150,000)
- ◆ Advising/Student Success Coordinator for the School of Engineering (\$115,000)
- ◆ New faculty member for the UAS/UAA “1+3” program in Engineering (\$100,000)
- ◆ Student Services Director at KPC (\$100,000)
- ◆ Advising and tutoring coordinator for Nursing (\$50,000)

HIGH DEMAND PROGRAMS

How well are we meeting the workforce needs that are important to our community and state?

1,350

Increased 7%
over FY05



Increased 10%
over FY04

Exceeded target
by 5%

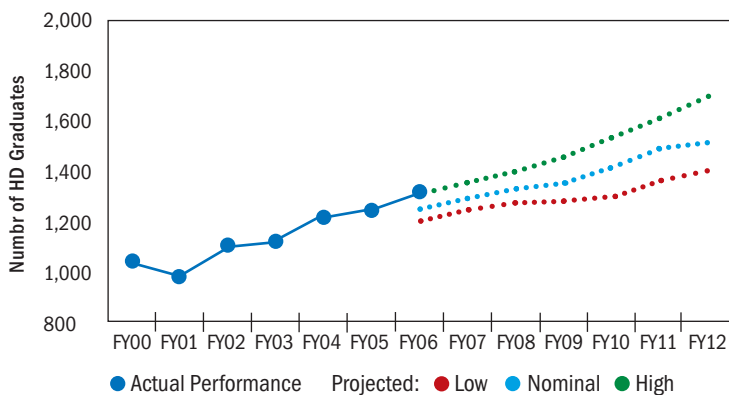
This metric takes a different spin on typical graduation measures by focusing on a subset of programs that meet statewide needs for workers in certain high demand job and career fields. Qualifying programs are determined by a statewide committee and run the gamut from entry-level certificates through graduate degrees.

Metric: High Demand Job Area Degrees Awarded

Definition: The number of certificates and degrees awarded supporting Alaska high demand job areas as defined by the State of Alaska Department of Labor (DOL) during a fiscal year.

Calculation: Original measure was based on headcount; revised measure counts certificates and degrees awarded. List of programs considered to be in High Demand Job Areas established and maintained by the Statewide Academic Council (SAC).

High Demand Job Area Degrees Awarded, Total UAA



Performance

	FY00	FY01	FY02	FY03	FY04	FY05	FY06
●							1,354
●	1,065	994	1,144	1,131	1,224	1,258	1,350
●							1,286
●							1,207

Targets

	FY07	FY08	FY09	FY10	FY11	FY12
●	1,403	1,469	1,542	1,612	1,673	1,736
●	1,338	1,377	1,432	1,472	1,516	1,559
●	1,272	1,292	1,339	1,363	1,392	1,415

PERFORMANCE:

FY04 to FY06

A Record Year for Graduates

UAA graduated record numbers of students in FY06: 1,856 overall, with 1,350 of them (73%) in programs classified as meeting high demand job areas. The number of high demand job area graduates increased 7% over FY05 and 10% over FY04, and exceeded our FY06 target by 5%.

The Anchorage campus schools and colleges contributed 92% of all awards this year:

- ◆ College of Health and Social Welfare (CHSW): 24%
- ◆ Community and Technical College (CTC): 21%
- ◆ College of Business and Public Policy (CBPP): 19%
- ◆ College of Arts and Sciences (CAS): 12%
- ◆ College of Education (COE): 12%
- ◆ School of Engineering (SOE): 3%

Three colleges increased their awards between FY04 and FY06: CHSW (up 15%), CTC (up 31%), and COE (up 71%). Three colleges decreased their awards over the two-year period: SOE (down 16%), CAS (down 16%), and CBPP (down 7%).

The community campuses together accounted for about 8% of UAA's high demand awards. Kenai Peninsula College is the majority contributor among the community campuses, and has increased its awards steadily for the last three years. Kodiak College has increased as well, but at much smaller numbers. Mat-Su College remained about the same. Prince William Sound Community College experienced a sharp decline last year, in part because a cohort of Industrial Technology students had moved through the college in FY04 and FY05 in a special project associated with Alyeska Pipeline.

The majority of high demand awards (73%) came from three job areas:

- ◆ Health (36%)
- ◆ Business/Management/Finance (24%); and
- ◆ Teacher Education (13%).

Four programs were added to the list of qualifying high demand programs between FY05 and FY06, together producing 15 degree awards, or about 1% of the total:

- ◆ Certificate in Heavy Duty Transportation and Equipment
- ◆ AAS in Heavy Duty Transportation and Equipment
- ◆ BA in Early Childhood Education
- ◆ MED in Counselor Education

High Demand Job Areas	Awards
Health	36%
Business/Management/Finance	24%
Teacher Education	13%
Engineering	7%
Transportation	7%
Information Technology	5%
Natural Resources	5%
Process Technology	3%
Total High Demand Awards	1350

ANALYSIS

Strong performance on this metric is primarily the result of two factors: rising graduation rates in general and high quality programs that meet workplace-defined needs.

Rising graduation rates. UAA's emphasis on student success over the past four years has led to rising graduation rates across the board. The 6th year graduation rate for first-time full-time baccalaureate students has reached 24% and the rate for all first-time undergraduates combined (including "non degree-seekers") averaged 12% to 13% (UAA Trendbook, Table B-9). Recruitment efforts that attract more students, the tiered admission policy that encourages students to declare their intentions earlier, and strategies that increase student retention all have contributed to the growing numbers of high demand job area awards (see Chapters 1 and 2).

Programs that meet needs. Many of UAA's programs are so closely aligned with workplace needs and of such high quality that graduates are virtually guaranteed to find good jobs. This is true of certificate programs in Geomatics, of associate programs in the Allied Health sciences and Process Technology, of baccalaureate programs in Nursing, Engineering, and Business, and of graduate programs in Health, Mental Health, Education, and Engineering, among others. Some of these programs have long waiting lists, and students who are accepted to them are highly motivated to complete them.

THE OPERATING ENVIRONMENT

UAA's high demand programs operate in a complex, increasingly global environment.

Global and National Economy. Record high prices for oil and minerals make worldwide demand for Alaska's natural resources higher

than ever before. That situation drives demand for occupations in the oil, gas, and mining industries and in business, engineering, and project management fields. With the impending gas pipeline construction, increased oil/gas exploration on the North Slope and Cook Inlet, and a rapidly increasing mining industry, demand for graduates may grow faster than UAA can supply them. Increased instructional capacity (including both facilities and faculty) must be factored in to UAA strategic planning over the next 3-10 years, when demand is predicted to be greatest.

Alaska labor force. We have no problem identifying areas of great marketplace demand and recognizing the opportunities they create for UAA to meet those demands.

- ◆ The Alaska Department of Labor predicts that health care fields will create the most new jobs and demand the greatest number of new workers over the next ten years.
- ◆ Alaska currently produces only 20% of the teachers it needs.
- ◆ Of the 50 states, Alaska has the third greatest need for engineers and the 49th greatest capacity for producing them.
- ◆ The market for air traffic controllers is expected to be very strong over the next 5-8 years as the current workforce reaches retirement age.

These and other workforce needs are monitored very closely by the schools, colleges, and campuses.

STRATEGIES

UAA has implemented a variety of strategies over the past two years to strengthen high demand programs and increase degree awards.

New Programs: UAA secured Board of Regents approval for 19 new certificate and degree programs between FY04 and FY06. Many were developed with Presidential Initiative funding; virtually all are in high demand career areas. As a strategy to impact these metrics, new programs make their first impacts on student credit hours and tuition revenue. Depending on academic level, they may take between one and four years to start producing graduates.

New programs include:

- ◆ Undergraduate certificates in Industrial Welding Technology, Nondestructive Testing Technology
- ◆ Associate degrees in Construction Management, Digital Arts
- ◆ Baccalaureate degrees in Physical Education, Geological Sciences, Engineering
- ◆ Post-Baccalaureate certificates in Elementary Education, Early Childhood Education
- ◆ Graduate certificates in Clinical Social Work Practice, Clinical Social Work Management, Family Nurse Practitioner, Psychiatric and Mental Health Nurse Practitioner, Supply Chain Management, Educational Leadership-Principal, Educational Leadership-Superintendent
- ◆ Master degrees in Project Management, Applied Environmental Science & Technology
- ◆ Joint PhD in Clinical-Community Psychology with Rural Indigenous Emphasis (with UAF)

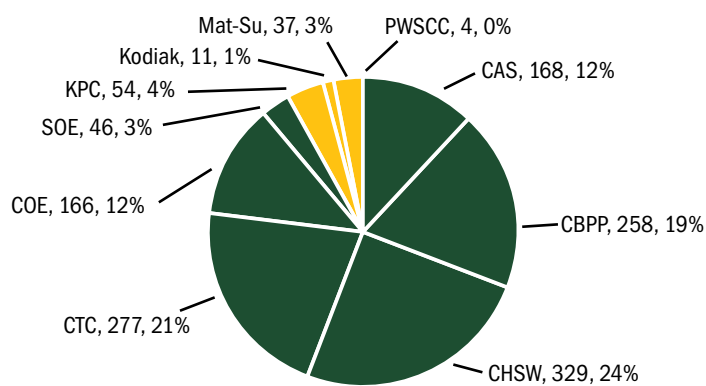
Three associate degree programs were also approved for offering in new locations:

- ◆ Kenai Peninsula College (General Business and Paramedical Technology)
- ◆ Kodiak College (Accounting)

Conscious alignment of programs with workplace. Most of UAA's high demand programs were created with extensive industry or professional involvement and continue to operate under Advisory Boards comprised of influential workplace and community leaders. Powerful examples include Allied Health, Engineering, and Aviation programs, plus:

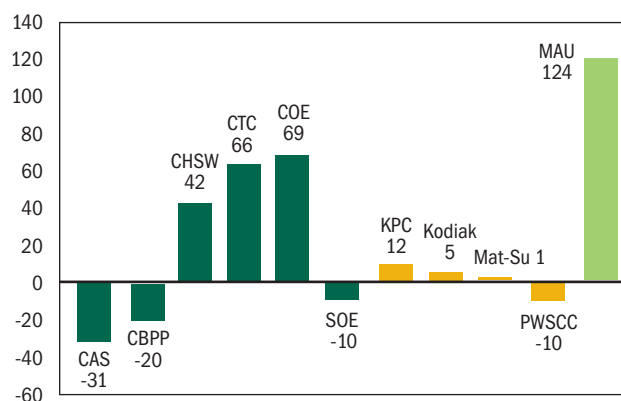
- ◆ **CAS:** The Applied Sciences Lab is working with Providence Hospital, Native Corporations, and the Department of Defense to develop in-flight monitoring technology for emergency air evacuation patients. The Biology and Chemistry programs are working with a number of state agencies such as the Alaska Department of Conservation to create student internships. Although not defined as "high demand" by this metric, the English department has also developed internships with business and industry partners for technical writing students.

Major Contributors



Total High Demand Degrees Awarded, FY06

Unit Performance



Net Change in High Demand Degrees Awarded Between FY04 and FY06

- ◆ **CBPP:** The Logistics program was created through partnerships with industry and the Municipality of Anchorage. It is now helping meet workforce development needs in a key Alaskan industry area and leading the way in helping adopt technology into Alaska's supply chain through the work of the Alaska Center for Supply Chain Integration.
- ◆ **CHSW:** The nursing program expansion grew out of an agency/university collaboration that included cooperation, support, and funding from health care facilities across the state. The Nursing Expansion Committee still meets regularly to assess the progress of the program and ongoing needs for registered nurses in Alaska. The MSW program also owes its development in part to significant support from social work facilities in Alaska.
- ◆ **COE:** The proposed Teacher Leader master's degree program is a direct result of a collaboration with the Anchorage School District, while the impetus for the Speech and Language Pathology program was demand from districts and the Department of Education and Early Development.
- ◆ **CTC:** Industry partners and advisory board members contributed \$50,000 in FY04 to develop the AAS in Construction Management, and again in FY06 contributed over \$100,000 to support the development of a BS in Construction Management anticipating first admissions in Fall '07.
- ◆ **Kenai:** The Alaska Process Industry Careers Consortium (APICC) collaborated with KPC on the Process Technology program and is now assisting with the development of a mining curriculum. The Putting Alaska's Resources to Work (PARW) program brings together industry and education providers across the state to determine workforce development needs, education and training capacities, and what steps need to be taken at a statewide level to train Alaskans for Alaska's jobs.

Partnerships with local government. Kenai, Kodiak, and PWSCC have long-standing successful partnerships with local and Borough governments in their service areas, and Mat-Su College is embarking on a new partnership with the Mat-Su Borough this year. These partnerships generate significant revenues for the campuses (see Chapter 5) and help to support programs and services that are deemed high demand by the communities these campuses serve.

Career Clusters. CTC has developed a powerful career cluster planning model that goes beyond traditional academic departments by grouping programs according to the needs of the industry and the student. Eight career clusters have been identified: Allied Health; Aviation/AFROTC; Career & Technical Education; Construction & Design; Computers & Electronics; Culinary Arts; Health, Physical Education, & Recreation; and Transportation & Power. Programs within each cluster share resources, collaborate, and fundraise as a unit. Industry forums yielded priority projects for each cluster, which now drive college and program decisions and planning.

Distance Education/Blended Courses and Programs. The move to more distance and blended courses and programs has been a growing strategy throughout the university, particularly in graduate programs. The Master of Public Health is completely distance delivered. The Master of Arts in Teaching program will be completely distance delivered in FY07. The Master of Social Work is a blended program, with both on-campus and distance pieces. The undergraduate Nursing program has moved from strictly on-campus to a cohort model with sites throughout the state. The AAS in Radiologic Technology is video broadcast simultaneously to cohorts in Anchorage, Southeast (Ketchikan and Juneau, alternately), Bethel and Kenai.

Active Learning. Internships, practica, clinical practice, and other forms of active learning are key strategies for student success and employer satisfaction. On-site placements give students valuable workplace experience and industry contacts, and are major contributors to the educational and practical quality of many of UAA's high demand programs. Many students are later hired by the organizations where they completed their internships. This strategy is labor intensive for the faculty and costly for the departments, but necessary if UAA is to fulfill its mission of excellence.

Examples of programs that rely on this strategy include:

- ◆ ASSET students are employed by Ford as they complete their five semester technical degree.
- ◆ Air Traffic Control graduates are guaranteed an FAA controller slot as they become available.
- ◆ Management Information Systems students spend up to a year and a half in actual industry environments completing their senior projects.
- ◆ Nine out of ten COE students who completed internships leading to initial teacher certification in AY06 were hired by the Anchorage or Mat-Su Borough School Districts.
- ◆ KPC's Process Technology, Instrumentation, and Occupational Safety and Health students have more than 60 internship opportunities with industry leaders such as BP, ConocoPhillips, and Tesoro. The majority are offered permanent positions upon graduation. The first class of 11 paramedics completed degree requirements in September, and all have been offered paramedic positions in Alaska or the Lower 48.

Aligning policy with industry needs. The College of Education has made policy changes that make it easier to build pathways to credentials for post-baccalaureate teachers. Beginning in FY07, credits earned for graduate certification may also be applied to masters programs, a move that is expected to encourage more students to continue to the graduate degree.

"Those who get the education can participate in the economy. Those who don't, can't."

—Kay McClenney

UA Community Campus Conference, 2006

MOVING FORWARD:

Targets and Strategies for FY07 and Beyond

TARGETS

UAA is projecting a slight one-year decline for this metric, followed by an annual growth rate of 3-4% over the next five years, reaching a target of 1,559 high demand awards in FY12. A low case scenario predicts 1,415 and a best case predicts 1,736.

Annual targets (nominal projections):

FY07:	1,338
FY08:	1,377
FY09:	1,432
FY10:	1,472
FY11:	1,516
FY12:	1,559

These targets are based on the following assumptions.

- ◆ BS Engineering and BS Construction Management graduates should start to show up dramatically in FY09 and FY10.
- ◆ Health fields will continue to reflect steady growth. Nursing will slow somewhat as it begins to reach capacity, but that decline will be offset by new alternative therapies (Occupational Therapy, Physical Therapy, Pharmacy) in CHSW, and increasing distance delivery options in selected Allied Health fields (Dental Assisting, Lab Technology, etc).
- ◆ Education should begin to grow steadily again, due to faculty turnover and increases in distance delivery.
- ◆ Continued growth in aviation, assuming we can relieve their space challenges.
- ◆ Continued or increasing growth in the oil, gas, and mining industries.
- ◆ Business programs should maintain their current trends.
- ◆ New programs will undoubtedly be added to the high demand definition as time goes on.

Obviously, external economic conditions will impact our ability to meet our targets. Assuming no unforeseen catastrophes, we remain confident in these overall projections. It may prove difficult, however, for the community campuses to meet their targets. Many things will have to go just right, including external economic factors beyond the university's control.

ISSUES AND CHALLENGES

Even when there is sufficient internal demand from students and external demand from industry, two issues consistently constrain growth: people and facilities. There is room for thinking differently about faculty workloads, year-round scheduling, and distance deliv-

ery options to increase efficiency and utilization of existing resources. But at some point it simply takes more faculty, more classroom and lab space, more of the right equipment, and more internship placements in the community in order to sustain annual growth.

Space Constraints/Capacity Issues. Allied Health, Aviation, Process Technology, and Transportation are at or near capacity, and cannot grow further without new facilities. Nursing programs have reached (and exceeded) capacity due to the availability of faculty and lab space. Clinical placements and supervision may also be nearing capacity, although Anchorage doctors tell us that they could make more clinical placements available in the urban area. Some programs can expand capacity through distance delivery, but the need for specialized labs in other programs limits this option across the board.

Faculty hiring issues: Continued growth will be limited by the availability of qualified faculty and the budgets (solid resources/base funding) and working conditions to attract, hire, and retain them. All academic units wrestle with these issues at one time or another and for different reasons. In some fields, qualified faculty are scarce and the salaries UAA is able to offer do not compete favorably with other universities. In other fields, it is difficult for UAA to compete with the high salaries available in the private sector. Union issues, especially with ACCFT, limit workload agreements.

External economic conditions: KPC and PWSCC high demand programs are heavily invested in the petroleum, natural gas, and mining industries. If ANWR is opened to exploration and drilling, if the gas pipeline is approved, and if major mines are permitted to begin operations, these programs will increase in demand. KPC's oil and gas courses filled to capacity in June 2006 in both Kenai and Anchorage. Lack of faculty and instructional space are already limiting enrollments in these programs, and the boom has not yet begun. On the other hand, if these major projects are delayed, community campus programs may decline as well.

Marketplace volatility. Market cycles that produce high demand bubbles also have a tendency to deflate over time. Should that occur, some of UAA's graduates may still find places in the global market. But continued overall growth for the university will also depend on UAA's ability to anticipate these changes and to realign faculty and programs in time to meet emerging marketplace needs. Just-in-Time (JIT) training, fast-track funding, or reallocation avenues may be dictated by Alaskan industry demands. Otherwise we risk repeating what UA experienced during the Trans-Alaska Pipeline construction, when the university was not ready to provide skilled workers to meet the demands of the workplace.

Program closures: A recent program review at Mat-Su recommended closing the Telecommunications, Electronics, and Computer Technology (TECT) program and realigning the Telecommunications and Electronics Systems certificate with the Computer Systems Technology program. The college expects to sus-

pend admission to the TECT program beginning in the Fall 06. This action will allow reallocation of resources to align with areas that are still in high demand.

STRATEGIES

UAA will implement the following strategies to grow high demand degree programs in the future.

Develop new programs in response to new opportunities. As existing high demand programs reach capacity, and as new opportunities arise in the marketplace, UAA must be continuously developing new programs in order to sustain growth.

- ◆ CTC is nearing completion on a BS in Construction Management program that has been sponsored and funded 100% by industry partners.
- ◆ CBPP is working on a Master of Science program in Information Security in response to this growing field. The college hopes to obtain Regents' approval in FY07 and open the program to students in FY08.
- ◆ CHSW is engaged in long-range planning and partnership development to meet future statewide health care needs in Occupational Therapy, Physical Therapy, and Pharmacy. The college is also developing a 2+2 program option for Allied Health graduates to articulate into a baccalaureate program in Health Sciences.
- ◆ COE hopes to gain Regents' approval in FY07 for its new Master of Education in Teacher Leader degree. The program is the result of a collaborative effort between COE and the Anchorage and Mat-Su Borough School Districts. It will serve the needs of teachers who want to lead in their schools without leaving the classroom to serve as administrators.
- ◆ SOE's new Bachelor of Science in Engineering program should start producing graduates by 2009 or 2010. A new certificate in Port and Coastal Engineering, based on feedback from SOE's Advisory Board, has been approved by the Regents.
- ◆ KPC's new Paramedic program produced eleven graduates its first year, and should continue to produce 10-15 graduates annually. KPC also hosts Nursing cohorts at its Kenai River and Kachemak Bay campuses that should produce twelve graduates in FY07 and eight more in FY08. The College is also developing a one-year certificate in Mining and a baccalaureate program in Occupational Safety & Health that it expects to present to the Regents in FY07.
- ◆ Prince William Sound Community College is starting to develop an occupational certificate program to train long term care providers. The new program will uniquely link CHSW's Human Service's program with PWSCC's Disabilities program to meet a health care need for the Valdez community. In FY07, they are collaborating with the Center for Human Development to write a DOL grant to support program development.

Expand private fundraising for program development. Schools and colleges will work closely with UAA's Development Office to define areas of need for private donations and to recruit industry representatives to sit on Advisory Boards and to assist in partnerships and fundraising efforts.

Market and deliver new Occupational Endorsement programs.

A total of 21 occupational endorsement certificate programs were approved by the Board of Regents and will be available beginning in the Fall 06. These programs have been designed in response to industry and student needs, and UAA recommends that they be added to the list of approved high demand programs so that we may track the awards using this metric.

New Occupational Endorsements include:

- ◆ **Health:** Community Mental Health Services (CAS); Clinical Assistant (CTC); Phlebotomy (CTC); Conflict Resolution (CHSW). Available on Anchorage campus only.
- ◆ **Information Technology:** Administrative Office Support; Bookkeeping; Desktop Publishing/Graphics; Legal Office Support; Medical Office Support; Office Technology; Web Foundations; Networking. All offered by CTC. Available on Anchorage, Kenai, Kodiak, and Mat-Su campuses.
- ◆ **Transportation:** Brakes, Suspension, Alignment; Electrical; Engine Performance; Power Trains. All offered by CTC. Available on Anchorage campus only.
- ◆ **Other:** Fitness Leadership (CTC); Anchorage campus only. Commercial Refrigeration; Commercial HVAC Systems; Residential Air Conditioning & Refrigeration; Residential Heating/Vent. Available on Mat-Su campus only.

Expand distance delivery options. CBPP is developing new on-line delivery for its MBA program, following the national trends in business schools. COE converted the Master of Arts in Teaching program to total on-line delivery beginning in FY07.

Improve articulation between programs. Using the career pathways model, CBPP is launching an initiative in FY07 to repackage their curriculum and program delivery mechanisms as an integrated educational experience, from high school preparation through graduate programs. They are taking a systematic approach to orienting their certificate, associate, baccalaureate, and graduate offerings so that a student can move seamlessly through the levels. CTC and CHSW will also be working together to develop a more holistic approach to helping students find the best place for themselves across the broad range of health programs offered by UAA.

Secure grant funding for program development. Prince William Sound Community College has a proposal under consideration for a Title III Alaska Native-Serving Institutions grant to support delivery of the AAS Nursing degree in the Valdez community. The proposal was developed in partnership between the Anchorage campus,

Providence Medical Center, and the City of Valdez. The federal grant cycle is late this year; funding decisions are expected in September.

BEYOND THE METRIC

Other Measures

On average, about 70% of all certificates and degrees that UAA awards are in high demand job areas. The proportion has varied from a low of 67% in FY01 to a high of 74% in recent years and is highest on the Anchorage campus.

The growth in high demand degree awards has roughly paralleled growth in overall degree awards. High demand awards grew 27% between FY00 and FY06; total awards grew 24% during the same period.

The *UAA Trendbook* contains many other graduation measures, including Graduation Rates for First-Time Students (Table B-9), Average Terms to Graduation (Tables B-10, 11, and 12), and Awards Granted by Campus, Ethnicity, and Program (Tables B-14, 15, and 16). An in-depth study has also been produced in a topic paper by Dr. Gary Rice (*Graduation Rates at UAA*, 2006). All of these materials may be found on the website of UAA's Office of Institutional Planning, Research, and Assessment.

Suggestions for the New Metrics

Collaboration, Cooperation, Support. College and campus executives point to a need to acknowledge inter-college, inter-campus, and inter-university support for high demand programs. Many of the units teach courses, facilitate events, advise students, and otherwise support high demand and other degree programs that are offered by another unit. The High Demand Job Area Degrees Awarded metric, as currently defined, neither acknowledges nor rewards this very important cooperative activity.

Examples include:

- ◆ Kenai's support for Nursing cohorts and majors in Human Services, Early Childhood Development, and Elementary Education;
- ◆ Mat-Su's support for Nursing cohorts, Human Services majors, and the Early Childhood Development program;
- ◆ Kodiak's support for Nursing cohorts;
- ◆ Developmental education that prepares students to succeed in all other college-level coursework;
- ◆ CAS's support for all degree programs through the General Education curriculum;

- ◆ Collaborative programs between MAUs such as the new PhD in Psychology and the proposed "3+1" in Engineering; and
- ◆ Cooperative agreements outside the UA system such as WWAMI with the University of Washington and the Speech Pathology program with East Carolina University.

Broadening the Definition of High Demand. A second issue has to do with workforce development courses and programs that meet high demand needs in particular communities or industries. This metric, as currently defined, misses the opportunity to demonstrate UA's across-the-board commitment to regional and statewide employment needs. For example:

- ◆ Kenai offers non-credit Mining and Petroleum Training Services (MAPTS) training for workers in the resource extraction industries. This program is UA's lead agency for all non-credit oil, gas, mining, and mechanical technology, yet this activity is reflected only in the University-Generated Revenue metric. In 2005, they taught 134 classes to 1,250 students over 23,000 contact hours, a major effort in high demand training delivery that is not reflected in metrics for student credit hours or degrees awarded.
- ◆ Mat-Su offers a unique program in Refrigeration and Heating Technology that has long been a high demand program for Valley residents.
- ◆ The Community and Technical College offers hospitality and nutrition programs that are also high demand areas by any functional definition. Students are often hired before they complete their degrees.
- ◆ The College of Education offers non-credit and CEU courses for teachers who need to keep their credentials current.
- ◆ The School of Engineering anticipates major growth in demand for CEUs for maintaining engineering licenses.

Putting Money Where the Metric is

FY06 Performance Enhancement Funds

- ◆ Development of certificate, undergraduate, and graduate Information Security programs (\$25,000)
- ◆ Development of the Armed Forces to Academia program (alternate delivery of the MAT program to attract senior military personnel into education careers) (\$45,700)
- ◆ Health Distance Education Partnership (\$45,000)

FY06-07 Strategic Opportunities Funds

- ◆ Health Distance Education Partnership (\$25,000)
- ◆ Enhancing student success in Anatomy and Physiology for health careers (\$20,000)

FY07 Budget Allocations

- ◆ Performance-based one-time allocations for performance on the metric (\$1,475,000)
- ◆ Bachelor of Science in Engineering program (CAS and SOE) (\$500,000)
- ◆ PhD program in Psychology (\$268,000)
- ◆ Construction Tech and Construction Management (\$205,000)
- ◆ Social Work programs (including replacement of MSW super-tuition revenue loss) (\$230,000)
- ◆ Nursing program expansion (\$200,000)

FY08 Operating Budget requests—under consideration

- ◆ New faculty positions in Nursing to serve more students at existing sites and to add new sites as appropriate (\$980,000)
- ◆ Continuation of RRANN funding when current grant funding expires (\$225,000)
- ◆ Coordinator of AAS Nursing program at PWSCC (\$95,000)
- ◆ Double the number of students in the WWAMI program (\$400,000)
- ◆ Continued funding of three faculty positions in Allied Health programs when current grant funding expires (\$400,000)
- ◆ Complete development of Construction Management degree (\$145,000)
- ◆ Permanent and adjunct faculty in the CNT program (\$120,000)
- ◆ Increased off-campus delivery of CTC programs (\$110,000)
- ◆ New faculty position in Process Technology at KPC (\$90,000)
- ◆ Library materials to support high-demand programs (\$150,000)
- ◆ Grantwriter at MSC to seek funding for high demand programs (\$90,000)

RESEARCH

How much of our overall effort goes into basic and applied research?

\$13.6 million

Increased 22%
over FY05

Increased 23%
over FY04

Exceeded target
by 19%

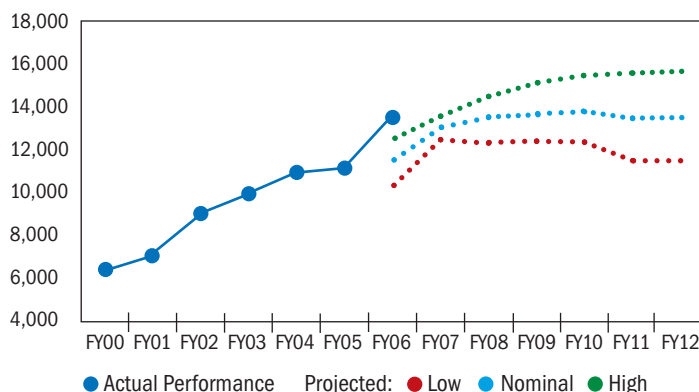
The discovery of new knowledge is fundamental to the mission of any university, and UAA is no exception. This metric measures a narrow range of activities that contribute to the creation of knowledge: grant-funded projects that meet traditional definitions of basic (or “pure”) research. It does not measure scholarly or creative contributions or certain forms of applied, community-based, or translational research.

Metric: Grant-Funded Research Expenditures

Definition: Amount of grant-funded research expenditures

Calculation: Restricted expenditures made from an org with an NCHEMS category of Research, including indirect cost-recovery. Counted at the MAU where the funds are expended, not the MAU associated with the grant award.

Grant-Funded Research Expenditures, Total UAA



Performance

	FY00	FY01	FY02	FY03	FY04	FY05	FY06
●	6,445.3	7,184.1	9,114.0	10,158.0	11,089.0	11,225.9	13,651.0
●							12,434.0
●							11,479.2
●							10,333.9

Targets

	FY07	FY08	FY09	FY10	FY11	FY12
●	13,764.0	14,635.2	15,157.2	15,524.6	15,650.2	15,777.8
●	13,252.4	13,586.1	13,792.5	13,845.6	13,605.5	13,665.0
●	12,414.8	12,298.3	12,331.3	12,266.8	11,523.1	11,508.6

Values expressed in thousands

PERFORMANCE:

FY04 to FY06

Double Digit Growth Rates in the Short Run; Questions of Sustainability in the Long Run.

Research expenditures have grown at double digit rates over the past two years, continuing a consistent growth pattern that has more than doubled basic research activity at UAA since 2000. Expenditures increased 22% from FY05 and 23% from FY04, exceeding UAA's FY06 target by 19% and exceeding even our highest projection by nearly 10%. Clearly, and by all measures and accounts, it was a very good year for basic research at UAA.

Majority contributors to this metric include the colleges with major research centers and institutes:

- ◆ College of Business and Public Policy (CBPP), including the Institute for Social and Economic Research (ISER): 41%
- ◆ College of Arts and Sciences (CAS), including the Environment and Natural Resources Institute (ENRI): 29%
- ◆ College of Health and Social Welfare (CHSW), including the Center for Human Development, the Institute for Circumpolar Health Sciences, and the Justice Center: 24%

Together, these three colleges account for 94% of all activity on this metric.

The impressive growth was fueled most dramatically by the College of Business and Public Policy, which increased over \$1.9 million (54%) between FY04 and FY06. CHSW increased by \$547K (20%) over the same period, while CAS increased a more modest \$215K (6%). The College of Education and the School of Engineering both declined.

The only community campus to have research expenditures during the past five years is Kenai Peninsula College. KPC is also the only community campus to have a tri-partite faculty member whose workload includes research responsibilities. Kenai's research expenditures peaked at \$14,900 in FY04 and declined to near zero in FY06. Current projects funded by the Kenaitze Indian Tribe and the Chancellor's Research Fund do not meet the narrow definition of this metric.

ANALYSIS

Strong increases in research expenditures by the College of Business and Public Policy (CBPP) and the College of Health and Social Welfare (CHSW) were the most significant contributors to UAA's success in exceeding the metric target. Both colleges have robust research institutes and strong portfolios of large research projects.

THE OPERATING ENVIRONMENT

Until recent years, the research enterprise at UAA has been mostly undirected. Past levels of research productivity were primarily limited to the research centers and institutes or resulted from the initiative of individual faculty and staff. With few exceptions, research support and administration were minimal and undeveloped.

This situation began to change two years ago with the designation of a Vice Provost for Research and Graduate Studies and the consolidation of research leadership and support in a single organizational entity. Dr. Kim Peterson served as the first Vice Provost. He was followed by current CAS Dean Dr. James Liszka, who served as Interim Vice Provost. Dr. Douglas Causey was appointed to the position in FY06.

STRATEGIES

The following strategies helped UAA achieve its very strong performance in FY05 and FY06.

Centralized support and compliance. Dr. Douglas Causey was hired in the summer of 2005 to bring leadership and experience to the university's research mission. The Vice Provost was tasked with centralizing research support and providing guidance, vision, and economies of scale to UAA's research activities. Under Causey's leadership, three support operations have been centralized:

- ◆ Office of Sponsored Programs (pre-award planning and compliance);
- ◆ Grants and Contracts (post award budget tracking and compliance);
- ◆ Office of Research and Graduate Studies (grant searches and coordination of research across the campus).

In this process, obsolete policies were revised. New policy is being established where none had existed before. The Research website has been completely redesigned and now is a UAA resource for

*“A university is a public square
when, through research and
advancement of knowledge, it
serves as an indispensable catalyst
for the economic and social devel-
opment and revitalization of its
communities and the state.”*

—Elaine P. Maimon, Chancellor
Installation speech, 2005

research information, relevant forms, policies, and handbooks. The new operation is more efficient and more service-oriented, and will provide a higher quality of support for UAA's research mission.

Chancellor's Research Fund. This Fund was established to support research, scholarship, and creative projects that have potential for further development, grant funding, and/or that will result in noteworthy research products, publications, exhibitions, or performances. A total of \$200K was first made available in FY05. In FY06, a new selection process was instituted by the creation of an independent selection board comprising faculty from UAA's Anchorage and Kodiak campuses and from UAF, with non-participant monitoring by staff of the Office of Academic Affairs and the President of the Faculty Senate. A total of 11 awards were made, ranging from \$1,500 to \$25,000. Final reports from the FY05 competition will be submitted in Fall 2006, and for the FY06 competition in Spring 2007. Preliminary results indicate that these funds have allowed faculty to initiate successful research projects culminating in publications, proposals, and considerable participation by undergraduate and graduate students.

Statewide Research Advisory Council (RAC). The Statewide group organized by Craig Dorman, UA Vice President for Academic Affairs, has been a critical piece in UAA's research development. The group, comprising the VPs for Research at all three universities, works closely together to share expertise and plans, and to achieve a common purpose in research strategy and performance. It was instrumental in helping UAA get three International Polar Year (IPY) post-doctorate researchers who will begin in Fall 06, and is collaborating on the third phase of EPSCoR funding for FY07.

EPSCoR (Experimental Program to Stimulate Competitive Research). This statewide program, funded by the National Science Foundation, provides funds to build capacity in NSF-type research at all institutions. This program makes substantial contributions to faculty salaries and operating costs, provides support for student and faculty research, and sponsors workshops and seminars. In operation

since 1998, the program was partly responsible for the initial spurt of research growth at UAA. EPSCoR support at the UAA campus has diminished considerably in the past two years, however, for a variety of reasons. This has translated into decreased research progress in the College of Arts & Sciences and the School of Engineering. A third phase of the program, EPSCoR III, is being planned to continue the progress initiated in the first two phases; a proposal is planned to be submitted to NSF in October 2006.

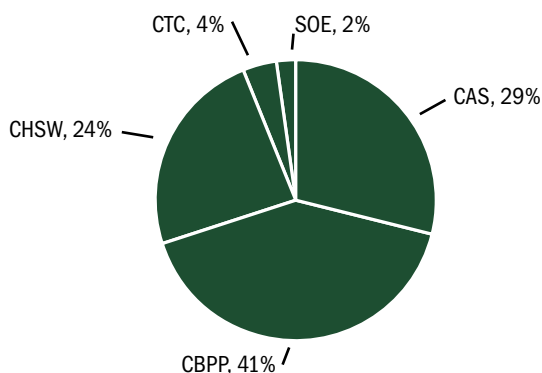
INBRE (Idea Network of Biomedical Research Excellence). This statewide program is analogous to EPSCoR, but it is funded by the National Institutes of Health and is intended to build capacity in biomedical and health sciences research. The program has not worked well at UAA for several reasons, primarily because there have been no senior biomedical faculty to facilitate it locally. UAA was originally slotted for three INBRE-supported positions, but at present only one faculty member is in place. A new funding policy will direct greater support to UAA researchers beginning in Fall 2006.

College-level support. The Office of Research and Graduate Studies has helped fund college and university initiatives to support staff training in grant and research administration. The most active participant is CHSW, which in addition has provided travel and training support to research faculty and support staff.

Research committees and support groups. In FY06, the Center for Advancing Faculty Excellence (CAFÉ), the Office of Community Partnerships, and the Office of Research and Graduate Studies collaborated to support research committees and roundtables focused on general research issues such as the Health Research Think Tank (HearTT) and on specific research issues such as CAS's Ecosystem Research. These efforts have proved helpful in encouraging faculty and staff in pursuing new directions in research.

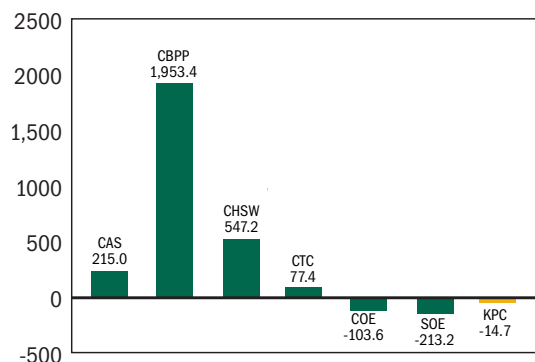
Hiring preferences. Selecting new faculty for their research experience and skills has been a strategy for recent hires in targeted fields such as business, public policy, and health. For NSF-type and NIH-

Major Contributors



Total Grant-Funded Research Expenditures, FY06
(in thousands)

Unit Performance



Net Change in Grant-Funded Research Expenditures
between FY04 and FY06 (in thousands)

type research, new faculty have been supported by the EPSCoR and INBRE programs. UAA must constantly balance the need for tri-partite faculty to fulfill the research mission with bi-partite faculty to support the larger teaching mission. Hiring preferences must be closely monitored in order to strengthen both missions.

MOVING FORWARD:

Targets and Strategies for FY07 and Beyond

TARGETS

UAA is projecting continued growth in research expenditures during the next six years. Our scenarios, based on typical conditions in the past five years, show a nominal target of \$13,665,000 in FY12. A low case scenario predicts \$11,508,600 and a best case predicts \$15,777,800. However, we are revising our projection model to take into account the efficiencies recently achieved in research administration and the rapid increase in grants awarded in the last year. Assuming that this year is not an anomaly, we predict that FY07 will see an increase of at least \$500K in research expenditures over FY06.

Annual targets based on standard conditions (nominal projections):

FY07:	\$13,252,400
FY08:	\$13,586,100
FY09:	\$13,792,500
FY10:	\$13,845,600
FY11:	\$13,605,500
FY12:	\$13,665,000

Assumptions: These projections are based on the following assumptions.

Grant Cycles. Two major grants in the Institute for Social and Economic Research are at or nearing completion. The \$1.1 million Survey of Living Conditions in the Arctic grant ended in August 2006 and the \$4.5 million Alaska-Chukotka Development program grant ends in September 2006. Partially offsetting these losses are on-going grants, including \$500K from the National Science Foundation to study Migration in the Arctic (August 2005 through July 2009) and two grants from the UA Foundation (BP-Conoco Phillips Fund) to expand ISER's capacity and help Alaskans chart a course for the economy of the future (\$2.4 million, no specified end dates).

Health Research. We continue to grow capacity in health-related research, including biomedical and, in particular, infectious disease. Several new initiatives relating to health delivery, pandemic preparedness, and cell-mediated correlates of immune function presage increased funding from NIH and similar agencies.

Engineering Research. We continue to strengthen faculty and institutional expertise in engineering, including earthquake-related research, coastal engineering, transportation, and energy.

Science. In FY10, the Integrated Science Facility will be completed and occupied. This new building will bring science faculty and students together, motivating a healthy cross-fertilization in research activity.

“In a global environment in which prospects for economic growth now depend importantly on a country’s capacity to develop and apply new technologies, our universities are envied around the world. If we are to remain preeminent in transforming knowledge into economic value, the U.S. system of higher education must remain the world’s leader in generating scientific and technological breakthroughs and in preparing workers to meet the evolving demand for skilled labor.”

—Alan Greenspan (2004)

ISSUES AND CHALLENGES

Like all universities, UAA’s capacity for continued growth is limited or influenced by the following issues:

Volatility of funding climate. Even when funding is relatively plentiful, it is difficult to rely on specific programs because of intense competition for awards and shifting policies by funders. Many new funding programs are being offered on a one-time basis, a situation that demands a high level of preparedness and a rapid response to funding announcements.

Availability of federal funding. In bad years, when funding is not available, whole programs may disappear. For example, federal funding for gerontology was decimated in FY06 and is likely to remain at historically low levels for several years. UAA strategically has minimized its reliance on federal initiatives (“earmarks”) in support of

research, a wise tactic since every indication suggests that these will be fewer and more difficult to acquire in the future.

STRATEGIES

Strategies that UAA plans to deploy to strengthen research in FY07 and beyond include:

Develop EPSCoR Phase III. The EPSCoR Statewide Research Advisory Council is collaborating on a new proposal for Alaska’s Phase III, which will be submitted in October 2006. Unlike previous

phases, this one will feature strong collaborations among researchers at all MAUs, thus broadening research expertise and partnerships.

Develop the Aviation Research Center. The Community and Technical College is involved in an in-depth strategic planning initiative to determine the future of the Aviation Technology Division and the addition of an active Aviation Research Center for the state. This planning process will result in a proposed reorganization and determination of required future facilities and resources. It will also drive interactions with industry partners and development and fundraising activities to make the plan a reality.

Strengthen support at the college level. Several critical actions have been initiated to create positive feedback loops between research support functions at the university, college, and center or institute level. The Office of Research and Graduate Studies is now able to assist faculty find and get grants. Vice Provost Causey has formed a Task Force on Research Investments with a focus on redesigning the process of internal recovery of indirect costs derived from research grants.

Participate in International Polar Year (IPY) research. UAA, in partnership with other universities in the system, is participating in research associated with IPY. We anticipate that this will serve as an additional focus for increasing research activities and building expertise and capacity for externally funded research. Already, in FY06, we have received over \$800,000 in external research funds for projects associated with IPY. The three IPY postdocs funded by statewide funds will help increase research in this area.

Bring UAA's Research Centers and Institutes together in a new Public Policy building, located in the center of the Anchorage campus. The new building will centralize all research activities and motivate many faculty who are not now specifically associated with the institutes to collaborate on research projects within the institutes. It will help UAA realize operational efficiencies, encourage interdisciplinary engagement, and allow research faculty and scholars to contribute more effectively to the intellectual life of the university.

"If you think research is expensive, try disease."

—Mary Lasker (2001)

BEYOND THE METRIC

What this Metric Misses

This metric is only one of many that can be used to measure and strengthen the complex enterprise of research. If we are truly to grow a research culture at UAA, we will need to identify and support several other kinds of research activities as well.

UAA's most effective research niche may not be in the basic (or "pure") research that this metric measures. UAA has greater potential to contribute to the creation of knowledge via community-based research and translational research: applied research that helps us get from basic scientific research to practical applications for people in hospitals, civil engineers on construction sites, and community organizations fighting poverty.

UAA is also becoming a leader in research-based teaching ("learn by doing"), a method that has been repeatedly shown in national and regional studies to be far more effective than traditional pedagogy. Led and administered by the Office of Undergraduate Research and Scholarship (OURS), UAA supports a growing culture of undergraduate research through faculty mentors, private donations, and programmatic innovations. Although relatively small in terms of dollars expended, these programs have earned marks of distinction for many UAA students and faculty.

As our research posture strengthens with more and larger awards and greater institutional investment in research-based teaching and undergraduate research, we expect to see concomitant improvements in academic quality, undergraduate retention, and student success.

Chancellor's Research Fund Awards

- ◆ Sharon Araj & Pamela Kelley (Sociology, Justice): "Who will hear us? Domestic violence victims and the courts"
- ◆ Genie Babb (English): "Bodies, Brains, and Souls in Victorian Science and Fiction"
- ◆ Matthew Berman (ISER): "Community Differences, Alcohol Control, and Community Awareness"
- ◆ Alan Boraas (Kenai Peninsula College): "Kahtnuht'ana Qenaga, Kenai People's Language"
- ◆ Jill Flanders Crosby (Theatre & Dance): "Folklorization of Traditional Dance in Pentecostalist Southern Ghana"
- ◆ Herminia Wei-Hsin Din (Art): "Investigating the Effectiveness of Using LearnAlaska in Alaska K-12 Rural and Urban Classroom Settings"
- ◆ Sergei V. Drovetskii (Biology): "History, Evolution, and Conservation of Avian Communities in the Caucasus"

- ◆ Nelta Edwards (Sociology): “Tracking Sprawl in the Fairbanks and Anchorage Metro areas”
- ◆ Diane Erickson, Diane Hirshberg, Suzanne Sharp (Education): “Significant influences in the Pre-K through College Educational Lives of Alaska Native Alumni of UAA”
- ◆ Maria Ippolito (Psychology): “An examination of the Effectiveness of a Coping and Stress Intervention to increase psychological resilience in children from impoverished urban neighborhoods”
- ◆ Mark Johnson (Psychology): “Substance use and sexual risk behaviors among adolescents in mental health treatment”
- ◆ Rhonda Johnson (Health Sciences): “Role of Health Literacy in Cancer Communication with Alaskan Women: a pilot study”
- ◆ Nyree McDonald (Engineering): “The beneficial reuse of coal bed methane produced water in rural Alaska”
- ◆ Frank Moore (Mathematical Sciences): “Improved Image Compression and Reconstruction via Evolutionary Computation and Supercomputing”
- ◆ Orson Smith, Jens Munk (Engineering): “Climate Change-induced Impacts on Alaska Bridge Openings”
- ◆ Amy Swango-Wilson (Nursing): “Attitudes of parents and care-givers toward the sexuality of persons with mental retardation”
- ◆ Dorn Van Dommelen (Geography): “Territorial Institutions and Environmental Change in Anglo-Saxon England”

Putting Money Where the Metric is

FY06 Performance Enhancement Funds

- ◆ Securing Funding for Research Project-- Motion Instrumentation and Seismic Study for the Port Access Bridge in Anchorage, Alaska: Stage II (\$5,000)
- ◆ New Social Science Research Initiatives (\$11,300)
- ◆ The UAA Boreal Forest Environmental Observatory (BFEO) (\$50,000)

FY06-07 Strategic Opportunities Funds

- ◆ Enhancement of the Undergraduate Research curriculum (\$18,000)

FY07 Budget Allocations

- ◆ Performance-based, one-time allocations awarded for performance on the metrics (\$1,475,000)
- ◆ ISER general fund base support (\$230,000)
- ◆ Faculty and Experimental Economics Lab (\$300,000)

FY08 Operating Budget requests (under consideration)

- ◆ Increased undergraduate research opportunities (\$100,000)
- ◆ Two new positions for grant pre-award and compliance operations (\$150,000)
- ◆ Two new positions in environmental health and safety and risk compliance (\$160,000)
- ◆ Two new faculty and partial base funding for other positions within ENRI (\$500,000)
- ◆ Aviation safety and weather research (\$300,000)

UNIVERSITY-GENERATED REVENUE

How much money do we bring in to support UAA's teaching, research, creative activity, and service missions?

\$117.7 million

Increased 9%
from FY05



Increased 14%
from FY04

Exceeded target
by 5%

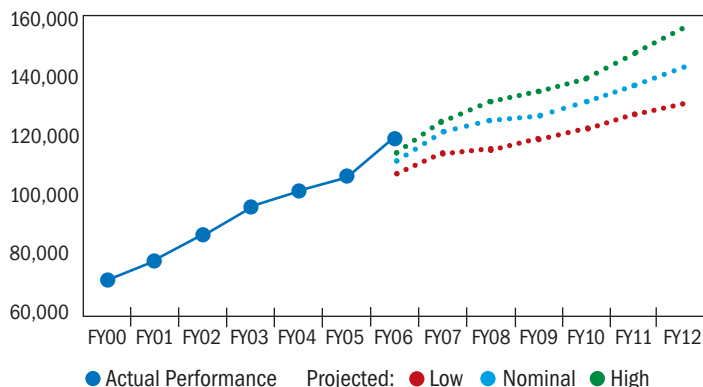
UAA must look to non-state revenue sources to fund an ever-increasing percentage of its overall budget. As both public expectations and operating costs continue to grow, the level of state commitment is not keeping pace with our needs. This metric measures how well we are doing at “fending for ourselves.”

Metric: University-Generated Revenue

Definition: Total amount of university-generated revenue.

Calculation: Includes University Receipts (Interest Income, Auxiliary Receipts, Gross Tuition and Fees, Indirect Cost Recovery, and University Receipts), Federal Receipts, CIP Receipts, and State Inter-agency Receipts. Does not include UA Intra-Agency Receipts, which are duplicated.

University-Generated Revenue, Total UAA



Performance

	FY00	FY01	FY02	FY03	FY04	FY05	FY06
●	71,909.3	77,670.2	86,423.2	96,644.2	103,129.5	107,622.7	117,672.7
●							115,819.4
●							112,356.5
●							108,967.5

Targets

	FY07	FY08	FY09	FY10	FY11	FY12
●	126,673.6	131,938.1	136,350.7	141,252.6	148,569.9	154,624.3
●	121,148.2	125,259.5	128,710.4	132,907.9	138,676.0	143,542.5
●	115,839.7	117,427.1	120,679.4	123,755.2	127,658.3	131,099.8

Values expressed in thousands

PERFORMANCE:

FY04 to FY06

Another Very Strong Year

University-Generated Revenues continue to grow at a healthy pace, increasing 9% over FY05 and 14% over FY04, and exceeding UAA's nominal projection for FY06 by nearly 5%.

More than half of UAA's total revenues are university-generated. Of revenues totaling \$210,961,092 in FY06, only \$90,524,772 or 42.9% came from state-appropriated general funds. This continues a long-term trend of growing reliance on non-state funds.

Eighty-eight percent of university-generated revenues in FY06 came from three sources:

- ◆ Tuition and Fees (41%);
- ◆ Restricted Activity, primarily grants and contracts (31%); and
- ◆ Auxiliary Receipts, including revenues generated by the Bookstore, Housing and Conferencing Services, the Student Health Center, Parking, and other business-related activities (16%).

Twenty-five major budget units contribute to this metric. The ten academic units (one school, five colleges, and four community campuses) together account for 60% of all university-generated revenue, with majority contributors being those that generate the most student credit hours and those with the most grant funding:

- ◆ College of Arts and Sciences (CAS): 17% of the metric, increased 21% over FY04
- ◆ College of Health and Social Welfare (CHSW): 10% of the metric, increased 27% over FY04
- ◆ College of Business and Public Policy (CBPP): 10% of the metric, increased 24% over FY04
- ◆ Kenai Peninsula College (KPC): 4% of the metric, increased 30% over FY04

The remaining 40% is generated by the fifteen other "non-academic" budget units that generate revenues through user fees, training and service grants, auxiliary receipts, and other related activities. Major contributors in this group include:

- ◆ Business (auxiliary) Services: 14%
- ◆ Student Affairs: 8%
- ◆ Athletics: 4%

Northern military programs were transferred from UAA to UAF in the Fall 05 semester, along with all tuition revenues already collected for Summer and Fall. As a result of this move, UAA's metric for Student Credit Hours was adjusted downward (see Chapter 1) and University-Generated Revenues were adjusted downward by \$143,995 in tuition and \$1,720 in student fees.

ANALYSIS

This metric is based upon income from a multitude of sources, and UAA's overall strong performance is the result of efforts throughout the entire institution.

MAJOR REVENUE CATEGORIES

Tuition and Fees. Steady enrollment increases over the past several years have contributed to increases in tuition revenues (see Chapter 1). In addition, tuition rates themselves increased 10% a year between FY04 and FY06, contributing additional revenues. As tuition is collected, 80% of the revenue from Anchorage schools and colleges is distributed back to the academic units who offer the courses, and 20% goes into a centrally managed account to meet various campus obligations.

Noncredit and CEU offerings also generate significant revenue, especially for the College of Education (PACE program), Kenai Peninsula College (MAPTS program), and other professional development programs.

Restricted Funds (grants and contracts) supplied 31% of university-generated revenues and 16% of the total UAA revenues in FY06.

- ◆ Basic research (meeting the NCHEMS definition) accounts for 40% of the total restricted fund activity. UAA's significant growth in research (see Chapter 4) has contributed heavily to increases in university-generated revenue as well.
- ◆ The remaining 60% of restricted fund activity is in the form of training grants, service improvement grants, capital improvement funding, and various forms of support from state and local governments.

All of the schools, colleges, and campuses are supported by restricted funds to a greater or lesser degree. UAA continues to make the necessary investment in support services and staff and faculty training to support grant-writing activities and in community relations to maintain strong partnerships with the communities we serve.

Auxiliary Receipts: An auxiliary enterprise is one that exists to furnish goods and services to the university community and generates revenues that are directly related to the cost of those goods and services. Revenues in this category include those generated from University Housing, Conference and Catering Services, the Bookstore, the Student Health Center, and Parking Services.

Auxiliaries managed by UAA Business Services continued to grow and prosper during FY06. The Housing, Dining, and Conferencing Department revenues grew 4.7% from \$7.54 million to \$7.9 million. For the Bookstore, new textbook sales were down 4% due to increased web-based sales but significant increases in electronic sales made up the gap and the Bookstore still ended the year, up 1.21% over the previous year at \$7.12 million.

SMALLER BUT IMPORTANT UNITS

Anchorage Athletics revenues (4% of all university-generated revenues) are based on ticket sales, student fees, and the leasing of sporting facilities (swimming pool, hockey rink, and gym) to outside groups. Ticket sales declined slightly over the past two years, but revenues increased due to a change in fee structure plus enrollment increases on the Anchorage campus. Leasing activity, too, increased 3% over the last two years. Enrollment growth will continue to impact athletic fee collection (see Chapter 1). The growth pattern in leasing activity, however, may not be sustainable because use of the current facility is now maximized throughout the year.

The Consortium Library accounts for less than 2% of university-generated revenues, but remains a cornerstone of the educational resources of the state and a leader in statewide library cooperative efforts. Library revenues come primarily from partnership agreements with ARLIS and Alaska Pacific University. Restricted funds and revenues are also received from the Alaska State Library, Alaska's healthcare providers, and the Library of Congress. The Consortium Library just completed a three-year one million dollar grant which was awarded by the Rasmuson Foundation for the Alaska Virtual Library and Digital Archives programs.

STRATEGIES

Over the last several years UAA has developed and strengthened systems to enhance our search for and collection of revenue from a variety of funding sources.

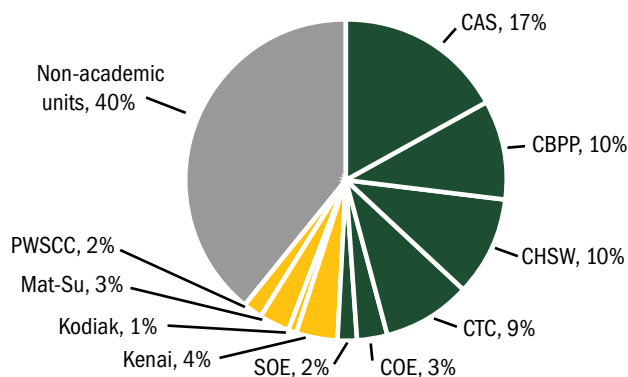
Growing enrollment. All strategies for increasing student credit hours (Chapter 1) and undergraduate retention (Chapter 2) have a major impact on increasing tuition and fee revenues as well.

Active grant-writing. This strategy, long central to UAA's research centers and institutes, was expanded and strengthened throughout the university over the last two years. The office of the Vice Provost for Research and Graduate Studies was created to centralize support and bring grant-writing and post-award administration services together under a single office (see Chapter 4). Individual colleges such as the College of Health and Social Welfare invested heavily in staff training to keep their grant-writing and administrative skills strong.

The "write big grants" strategy has led to many notable successes:

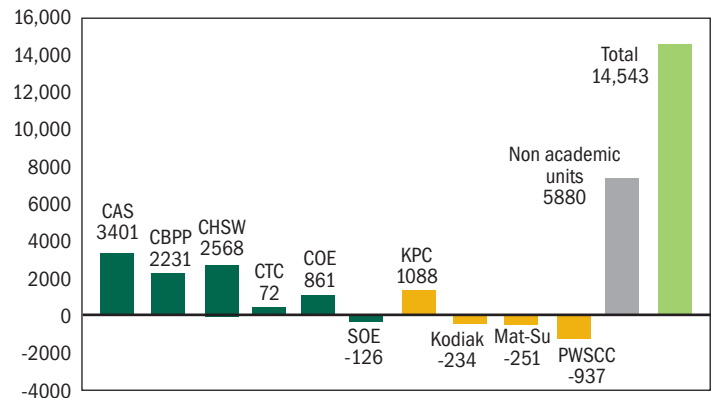
- ◆ **CAS:** Top research projects for FY06 included over \$2.3 million in grants from the National Science Foundation, the National Institutes of Health, the Alaska Department of Administrative Services, and the Alaska Department of Fish and Game.
- ◆ **CBPP:** The Alaska Center for Supply Chain Integration researches logistic solutions for the Department of Defense through a \$4.7 million grant from Chenega Technology Services Corporation. The Sustainable Small and Medium Enterprises (SME) Development Program develops small and medium business enterprises in the Russian Far East through a \$3 million grant from the USAID.
- ◆ **CHSW:** Individual programs such as Recruitment and Retention of Alaska Natives into Nursing (RRANN), Social Work, Nursing, and others have enjoyed extensive grant funding over the years. The Center for Human Development, Institute for Circumpolar Health Studies, Natural Resource Center, and the Justice Center are almost completely grant-funded. "Everyone is constantly writing grants," says Dean Easley. "This is how we survive."
- ◆ **COE:** The big driver is the Alaska Educational Innovation Network (AEIN) grant that will continue for the next three years. A state improvement grant for Special Education and a Partnership for Teacher Technology Training grant both expire this year.
- ◆ **SOE:** The ANSEP program has long attracted significant grant funding from a variety of sources, including the National Science Foundation, the Siemens Foundation, the Rasmuson Foundation, VECO, Alyeska, and others. The new ANSEP building was largely funded by outside sources. This strategy is made possible by

Major Contributors



Total university-generated revenues, FY06

Unit Performance



Net change in university-generated revenue between FY04 and FY06
Values expressed in thousands

the program's demonstrated outstanding success and by what Dean Lang calls "the Herb factor" - Professor Herb Schroeder's ability to make it happen.

- ◆ Student Affairs: The long-running Educational Talent Search and Educational Opportunity Center grants bring in over \$1.2 million each year. A major Student Support Services grant was also awarded in FY06 (see Chapter 2).
- ◆ Other important grant-funded projects include the *Difficult Dialogues* project (funded by the Ford Foundation), and a major upgrade to LitSite Alaska (funded by the Rasmuson Foundation).

Community relations and partnership development. Partnerships with other public and private agencies provide an essential source of funding. Examples include:

- ◆ A partnership between UAA and five major Alaskan hospitals funded the expansion of the Nursing program, allowing UAA to double the number of nursing graduates.
- ◆ The University Development office raised more than \$15.4 million in private and corporate gifts between FY04 and FY06 to fund student scholarships, faculty excellence, programs of distinction, and facilities. This includes a \$1 million pledge to CBPP, a \$500K estate gift to Engineering, and a contribution of \$100K toward undergraduate research.
- ◆ The community campuses rely to varying degrees on Borough funding for program support. Kenai Peninsula Borough funding supplements KPC operating costs, pays for staff positions, supports course delivery in remote locations, and supports a tuition waiver program. Kodiak uses Borough funding to support programs for first-time students, provide educational services to local non-profits, and provide community training to meet local industry needs. The Mat-Su Borough has recently awarded the college \$100K for FY07 and pledged on-going funding in future years to address high demand needs for the Valley as identified in the Borough's Economic Development Survey and Plan. The City of Valdez has provided PWSCC with consistent annual funding for the past decade.

MOVING FORWARD:

Targets and Strategies for FY07 and Beyond

TARGETS

UAA is projecting an annual growth rate of 2-4% over the next five years, reaching a target of \$143,542,500 in university-generated revenues in FY12. A low case scenario predicts \$131,099,800 and a best case predicts \$154,624,300.

Annual targets (nominal projections)

FY07:	\$121,148,200
FY08:	\$125,259,500
FY09:	\$128,710,400
FY10:	\$132,907,900
FY11:	\$138,676,000
FY12:	\$143,542,500

These projections are based on the understanding that many factors influencing this measure are beyond university control. The economic health of our communities is fluctuating, and if the federal funding environment continues to decline, it may be difficult for UAA to continue the revenue growth enjoyed over the past 5 years.

ISSUES AND CHALLENGES:

Growth in Tuition Rates. UA tuition rates have grown significantly over the last six years as the Board of Regents seeks to fund university operations and bring UA more into parity with tuition at other universities. Increased costs, particularly at the community campuses, may impact enrollments.

Re-evaluation of super-tuition. A previous strategy of applying "super-tuition" to support new programs has recently been called into question. Beginning in Spring 2006, super-tuition for the Master of Social Work program was eliminated, and general funds have been reallocated to offset that revenue loss. If super-tuition is phased down or eliminated across the board, university-generated revenues may decline. On the other hand, UAA would like to see a principled super-tuition policy discussed and applied to all of UA for graduate programs such as the MBA which lead to high salaries.

Uncertainty of grant funding makes this metric very hard to forecast, and can leave important programs vulnerable to changes in the funding environment. "Sometimes our ability to attract funding has given us the space to start new programs," says CHSW Dean Cheryl Easley. "On the other hand, it leaves us vulnerable to changing conditions at the state and national levels." For example, the tightening up of Title VII money this year has forced the elimination of the Gerontology Education Center. Other external funding sources in decline include National Science Foundation programs in Education and Social Sciences, the National Endowment for the Humanities, and the Federal Perkins Loan program.

Experienced Research Faculty are the most important variables in acquiring external grants and contracts. As long-term faculty retire, especially from the centers and institutes, their skill and contacts in acquiring funding may be lost. New faculty members have varying abilities to attract funding, and may require "seasoning" to build a grant portfolio. The Chancellor's Research Fund, started in FY05 and continuing in FY06 and FY07, is designed to help faculty jumpstart their grant-funded research careers (see Chapter 4). The Strategic Opportunity Fund, established this past year, may contribute to growth in this area as well.

Support Staff. The same concerns with faculty also apply to skilled staff to support their efforts. The merging of the Office of Sponsored Programs, Grants and Contracts, and the Office of Research and Graduate Studies has helped to streamline grant writing and administration, particularly for the Anchorage campus. But the lack of centralized grant support at the community campuses limits their ability to write, secure, and administer grant-funded projects. Building and supporting skilled staff within the colleges and academic units remains an ongoing challenge.

Economic Uncertainties. Kenai Peninsula College relies on Borough funding to pay staff salaries for much of its student services, academic support, and retention efforts. Borough funding is capped and is dependent on increases in the property tax base. In the near future, Director Turner expects a greater percent of Borough funding to be earmarked for scholarships and vocational education rather than support staff. Kodiak College and Prince William Sound Community College also face potential losses of support from their respective local governments should economic conditions in those communities continue to decline.

Space Constraints. Growth in Conferencing, Catering, and University Housing will be limited by (1) the number of residential rooms for students and conference participants and (2) the capabilities of university space to hold large events. This fall, for example, there were about 200 students on the waiting list for student housing, and the facilities are maximized for summer conferences as well. UAA hopes to secure adequate state support to build additional student housing facilities over the next couple of years to accommodate these growing demands.

Athletic and Recreational Facilities. Growth in Athletics and recreational revenues are also limited by space constraints. The Athletics program has totally outgrown the small and aging Wells Fargo Sports Complex. Our NCAA Division I and II teams demand a new level of technology and infrastructure, and the growth in the Anchorage student population has led to a greater demand for intramural sports as well. The existing complex is inconvenient for students in university housing, and the lack of residential recreational facilities is a major source of student complaint. A new sports complex and recreational facilities for student housing are both needed, and UAA will aggressively pursue state funding for such facilities over the next few years.

Growth in Athletics revenue will further be affected by:

- ◆ Ticket sales, which are heavily influenced by the Seawolf teams' win/loss records, and by UAA's ability to attract notable participants in the Great Alaska Shootout.
- ◆ Booster contributions, which may also remain somewhat flat as they tend to mirror ticket sales.
- ◆ Corporate Sponsorships, which are projected to stay flat over the next few years.

- ◆ Broadcast rights, which may increase if UAA gets a new contract with a national broadcasting network such as ESPN.
- ◆ The Mayor's Marathon fundraiser, which is expected to grow steadily.

Bookstore. University Bookstore revenues are dependent on student enrollment and, to a lesser extent, public events. As UAA enrollment growth slows and competition for inexpensive textbooks increases from on-line sources, Bookstore revenue may flatten as well.

STRATEGIES

Increase student credit hours and undergraduate retention.

All strategies outlined in Chapters 1 and 2 will have a corresponding impact on tuition and fee revenues.

Administer existing grants successfully; acquire new grant funding.

UAA will continue to aggressively pursue grant funding as a major source of revenue and to simplify and make more efficient the administration of research grants and contracts (see Chapter 4). A representative sampler of grant projects that may affect restricted fund revenues in FY07 and beyond includes the following:

- ◆ The College of Health and Social Welfare has a \$2.3 million grant to support statewide projects in Developmental Disabilities, a \$1.5 million grant to bring disadvantaged people into health careers and extend health care into disadvantaged and rural areas, a \$1.1 million grant to train Alaska Natives to conduct health sciences research, and a \$1 million grant to enable students from rural Alaskan communities to earn a master's degree in Special Education (with an emphasis in Early Intervention).
- ◆ The College of Business and Public Policy has an on-going \$3 million grant to support the Alaska Center for Supply Chain Integration, plus \$500K for the Small Business Development Center and \$365K for the Procurement Technical Assistance Center.
- ◆ In June 2006, the School of Engineering's ANSEP program was awarded a \$1.4 million Economic Development Administration (EDA) investment to upgrade teaching equipment for the new ANSEP building opening in September.
- ◆ Kenai Peninsula College and Prince William Sound Community College both have Title III proposals in this year's competitions. Kenai's is a Strengthening Institutions proposal to enhance advising, academic support, and programs for under-prepared students. PWSCC's Alaska Native-Serving Institutions proposal would support cohorts of the AAS Nursing program in Valdez. Title III grants are typically awarded for five years; announcements are expected in September.
- ◆ KPC will learn the outcome in September of a proposed \$338K EDA grant to convert MAPTS courses to distance and hybrid delivery formats.

***"The gods help
them that help
themselves."***

—Aesop, 6th Century BC

- ◆ PWSCC just secured \$100K in funding for a second USDA grant (wellness and nutrition).

Continue partnership development efforts. Partnership development is a long-term strategy of building and maintaining productive relationships. Overall there will be continued growth in this area, but outcomes to individual units may vary from year to year depending on economic conditions and changes to social and demographic trends. Additional funding from the UA Foundation will fill needed staff positions in University Advancement, increasing the effectiveness of partnership development and fundraising efforts.

Market new Occupational Endorsements, Workforce

Credentials, and other job-related training programs. The new Occupational Endorsement certificates (see Chapter 3) and the Workforce Credentials process beginning in FY07 provide a new marketing opportunity for workforce and job-related trainings. UAA will begin transcribing important job-based credentials and skill clusters, which may increase enrollments in these courses and generate more non-credit training fees. The School of Engineering has also been proposing a Project Management Center (SCOPE-Special Center of Project Excellence) to meet the growing national and global trend for requiring research and training for working professionals and managers as a condition of obtaining necessary project management knowledge and skills. CTC, through their Career Cluster model, is actively designing courses for business and industry.

Continue strategies to grow auxiliary revenues. Each of Anchorage's auxiliary operations has its own strategies for growth, including:

- ◆ A new Starbucks coffee shop will debut in Spring 07 replacing the existing Counter Culture venue.
- ◆ With a new Food Service contractor to be chosen next spring, opportunities for improved food services throughout the campus will be explored.
- ◆ A new initiative to consolidate all appropriate non-instructional facility space under the Conferencing department should result in new revenue opportunities, especially for campus facilities that have been underused in previous summers.
- ◆ The Bookstore, as it loses textbook sales to the internet, will continue to grow other retail categories, especially computers and peripherals: now the leading sales category after textbooks.
- ◆ The Parking Services Department has improved visitor parking by installing parking stations that print temporary permits and allow visitors to park in all permitted parking spaces. Parking will also oversee funding for the design and construction of a new parking garage for the new Integrated Science Facility.
- ◆ The Wendy Williamson Auditorium has divested itself of its in-house production company, Theater for Young People (TFYP). TFYP is now part of the Theater and Dance Department. The Williamson Auditorium is now focusing on developing a stronger presence in the local community as a venue for local theater and dance productions.

Secure state and private support for additional facilities to improve student success, enhance the health and well-being of our students, strengthen the research mission, and revitalize community support and engagement. These goals require that UAA address the significant shortage of facilities. At a minimum, we need:

- ◆ New student housing (partially funded by general fund support, partially funded by fees) to accommodate the long waiting list for our existing housing;
- ◆ New Student Recreation Center to address the recreational, health, and wellness needs of our growing residential and commuter student populations;
- ◆ New Sports Arena to link us organically with the city of Anchorage;
- ◆ New Public Policy building to bring the research centers and institutes back to the heart of our Anchorage campus;
- ◆ New Nursing and Allied Health building to enhance the delivery of health education programs throughout the state; and
- ◆ New Joint Library/Auditorium facility at Mat-Su College to address the needs of the fast-growing Valley population for education, arts, and public gathering spaces (in partnership with the Mat-Su Borough).

BEYOND THE METRIC

University Advancement and Development

One very important revenue category that this metric misses is fundraising efforts for the University Foundation. UAA's Development Office uses a variety of strategies to raise money to support student scholarships, programs of distinction, faculty, facilities, and other university needs. Over the past three years, they have achieved impressive results:

FY04: \$6.4 million

FY05: \$3.9 million

FY06: \$5.2 million

Putting Money Where the Metric is

FY06 Performance Enhancement Funds

- ◆ Foundation Center (\$9,500)
- ◆ Purchasing Library Services: Healthcare Providers and Anchorage Business (\$25,000)

FY07 Budget Allocations

- ◆ Matching funds for Foundation support of Development functions (\$100,000)

OUTCOMES ASSESSMENT

Do we know how much our students actually learn, and how successful they are in putting that knowledge to good use?

91%

Increased
9 percentage points
from FY05

Increased
17 percentage points
from FY03

On track to reach
100% by FY09

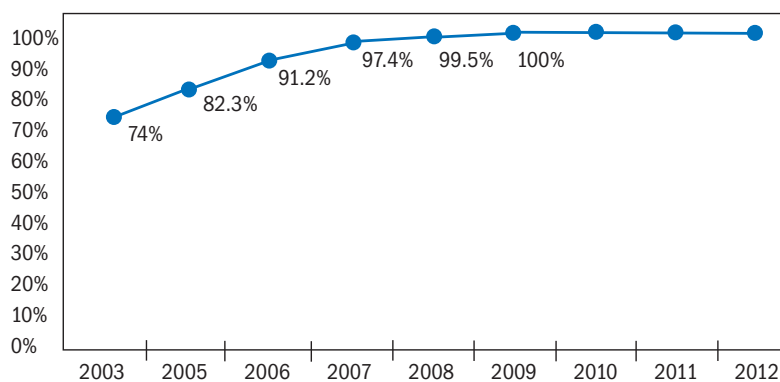
Assessment of student learning outcomes is directly linked to program quality. How well are we accomplishing our academic mission? Are students learning what we expect them to learn? Are they able to use that knowledge in ways that benefit themselves, their professions, and the community at large? This metric provides a basic quantitative measure of how many programs are actively engaged in answering these questions. Future measures will focus on how effectively programs are using the answers to achieve quality improvements.

Metric: Academic Program Outcomes Assessment

Definition: The proportion of programs conducting outcomes assessment and responding according to MAU guidelines.

Calculation: Phase I — the proportion of programs that have identified desirable student learning outcomes and have a plan to regularly measure their attainment. Phase II (anticipated) — some combination of continued assessment and successful response to outcomes assessment findings

Percentage of UAA Programs with Outcomes Assessment Plans



Note: FY04 performance results not available

PERFORMANCE:

FY04 to FY06

Rapidly Approaching Full Participation

UAA moved significantly closer to full compliance in FY06, with 91% of academic programs now having completed outcomes assessment plans. We are solidly on track to our ultimate goal of 100% participation, which we expect to achieve by 2009.

Majority contributors to this success include the College of Arts and Sciences (CAS) and the Community and Technical College (CTC). Together, these two colleges account for 45% of all academic programs. Both colleges achieved over 97% participation in FY06.

Of the community campuses, Kenai Peninsula College, Kodiak College, and Prince William Sound Community College have all achieved 100% participation. Together, these three campuses account for 17% of all academic programs.

UAA also moved ahead on improvement strategies following a faculty review of existing plans and reports. Financial support for assessment activities was linked directly to the promise to act on specific improvements recommended by the faculty review committee. And in June 2006, we began work to identify and assess institutional outcomes that go beyond general education in areas such as engagement and global citizenship.

All these activities led the Northwest Commission on Colleges and Universities (NWCCU) last year to commend UAA for establishing a "culture of assessment."

ANALYSIS

Although this is a new metric for statewide reporting purposes, UAA has been focusing on outcomes assessment since our last major accreditation review in 2000. From the beginning, our goal has been the creation of a formal process that is regularly applied in each department to gather evidence of student achievement. The analysis of this evidence then allows the faculty to determine the effectiveness of their instructional programs and to make program improvements with confidence.

The first – and most important – reviewers and analysts are the program faculty, who then share their analysis and recommendations with their department chairs and deans. Action plans are developed from these recommendations, and program improvements are implemented as time and resources allow. Faculty, department chairs, and administrators have all found the assessment processes and results to be clear and useful for this purpose.

THE OPERATING ENVIRONMENT

Institutional accreditation. UAA's outcomes assessment program has evolved in response to NWCCU recommendations following our last major accreditation review (in 2000). This effort encompasses all programs on the Anchorage campus, plus programs at Kenai Peninsula College, Kodiak College, and Matanuska-Susitna College. (Prince William Sound Community College operates a separate outcomes assessment process. See below). The process has widespread support from academic and administrative units on these campuses. Academic units are actively developing and updating their plans, and analyzing and reporting their findings.

Program accreditation. Many programs engage in outcomes assessment on two levels. All programs are expected to participate in the general assessment process required for institutional accreditation. Those with separate program accreditations complete additional assessments designed to meet professional standards within their fields.

Programs with independent national accreditation include:

- ◆ Art: National Association of Schools of Art and Design
- ◆ Auto Diesel Technology: National Institute for Automotive Service Excellence
- ◆ Aviation Technology: Federal Aviation Administration
- ◆ Business: Association to Advance Collegiate Schools of Business International
- ◆ Civil Engineering/Geomatics: Accreditation Board for Engineering and Technology
- ◆ Dental Assisting/Dental Hygiene: American Dental Association
- ◆ Education: National Council for Accreditation of Teacher Education, approved by Alaska State Department of Education and Early Development
- ◆ Human Services: Council for Standards in Human Service Education
- ◆ Journalism & Public Communications: Accrediting Council on Education in Journalism and Mass Communications
- ◆ Medical Assisting: Commission on Accreditation of Allied Health Education Programs
- ◆ Medical Laboratory Technology/Medical Technology: National Accrediting Agency for Clinical Laboratory Science
- ◆ Music: National Association of Schools of Music
- ◆ Nursing: National League for Nursing Accreditation Commission Approved by Alaska Board of Nursing
- ◆ Paralegal Studies: Approved by the American Bar Association
- ◆ Social Work: Council on Social Work Education

Prince William Sound Community College. Because PWSCC is separately accredited by the NWCCU, they operate and are reviewed on a different schedule. PWSCC's outcomes assessment plan was originally developed between 1994 and 1999, and was reaffirmed in their last major review in 2004. The PWSCC program includes both

educational assessment and institutional assessment processes. The educational assessment is further broken down between general educational outcomes and professional/technical outcomes.

STRATEGIES

Over the past few years, UAA has employed a number of successful strategies to formalize the outcomes assessment process and to increase the number of colleges and departments participating in it.

Planning to Succeed: Setting Goals. Initially, UAA set forth four major goals:

- ◆ *Goal 1: Completion and implementation by each department of an outcomes assessment plan for each degree and certificate program.*
Status: 91% participation achieved
- ◆ *Goal 2: Employ new and existing tools and templates to ensure the inclusion of essential elements in the assessment process and to facilitate its design and implementation.*
Status: Achieved
- ◆ *Goal 3: Develop assessment procedures and timelines that allow and encourage regular, meaningful and sustainable outcomes assessment activity.*
Status: Achieved
- ◆ *Goal 4: Develop methods for extracting data regarding institutional outcomes from program assessment reports and from measures specifically created for that purpose.*
Status: Continuing this work in FY07

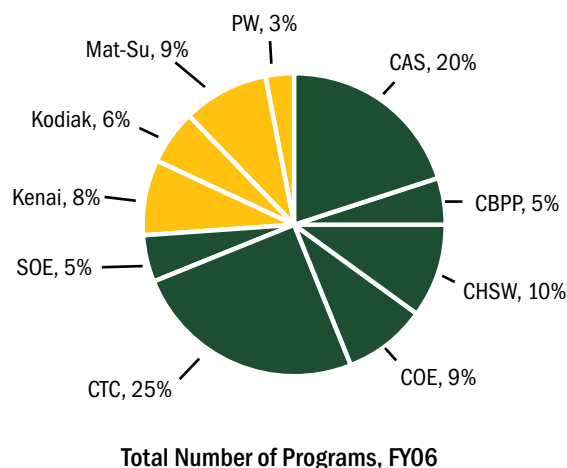
Goals 1, 2, and 3 have largely been achieved and are in “on-going refinement” stages now. Goal 4 expands assessment to the institutional level and includes efforts to measure outcomes for general education and other Academic Plan priorities. This work will be emphasized in FY07 and beyond.

Central Coordination and Support. The outcomes assessment process is directed by Assistant Provost Tom Miller with input from the Assessment Steering Committee – a standing committee with broad faculty representation. Academic Boards of the Faculty Senate, college assessment coordinators, and individual faculty members have cooperated in promoting the value of outcomes assessment, in standardizing the expectations for faculty and departments, and in planning for regular scrutiny, evaluation and adjustment of programs. The Office of Academic Affairs distributes funding to the colleges and directly supports activities such as standardized tests for GER assessment, the formation and operation of related committees, conference travel, and central support staff.

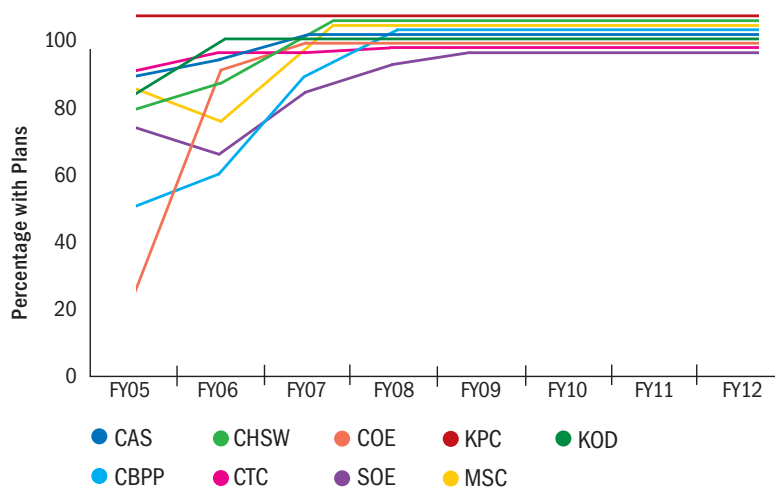
Standardizing the Process. Common planning and reporting formats have been developed in order to standardize the process. The Plan template is based largely on work done originally by Professor Bart Quimby for the Civil Engineering program and has been widely distributed along with examples of model plans and useful tools. The Report template reduces the reporting requirement to a convenient 3-sheet workbook that includes faculty evaluation, explanations of contributing factors, and recommendations for department response. Both templates are revised occasionally as needed; the most current versions are always available on UAA’s assessment website.

A Common Schedule, or outcomes assessment cycle, was designed and timelines established. Plans are updated and Reports are prepared annually as part of the scheduled continuous improvement process. Support from Academic Affairs has been adjusted yearly to promote progress.

Major Contributors



Unit Performance and Projections



Assessment Coordinators have been appointed in each of the colleges.

Workshops and individual help sessions were conducted to assist departments in establishing assessment processes in their colleges.

Rating the Process. A rating system provides a quick indication of the assessment status of academic programs. Up to three points are awarded for each of the six essential elements of the process:

1. Plan Outcomes – Outcomes accurately describe the program and are specific, measurable, and reasonable in quality and depth.
2. Plan Measures – The tools, plus the frequency and method of application of those tools.
3. Plan Process – The process and timeline for compilation and analysis of the evidence collected.
4. Data – Whether data was gathered as outlined in the plan plus the quality of the data presentation.
5. Analysis – Whether the evidence collected was reviewed and analyzed by individual coordinators and collectively by the departmental faculty.
6. Recommendations – Faculty and administrators responsible for the academic program should formulate recommendations and take actions for program improvements.

Peer Evaluation. A formal and comprehensive process of peer evaluation was begun in the summer of 2005 with the formation of a faculty review committee. The committee was comprised of faculty and staff members from each school and college who had experience leading the program assessment for their disciplines or were familiar with assessment processes. Each participant read, rated, and commented on the plans and reports from all of the available academic programs. This review resulted in a set of general university-wide recommendations for improving outcomes, plans, and reports, and a set of specific recommendations for individual program improvements. These were shared with the deans and their assessment coordinators during Fall 2005, with financial support from OAA directly linked to promises to act on those recommendations.

A second Peer Evaluation was conducted over the summer of 2006. The Office of Academic Affairs staff tabulated scores and recommendations by program. A summary and analysis of the results will be shared with the Assessment Steering Committee, deans, and college assessment coordinators during the Fall 2006 semester.

Prince William Sound Community College

PWSCC employs the following strategies to keep their assessment process on track:

- ◆ Expected outcomes are displayed prominently on posters around campus.
- ◆ An assessment calendar makes the process part of campus life.
- ◆ Specially developed tools, surveys, and data collections deliver meaningful information.

- ◆ Faculty members are responsible for analyzing the data, writing reports, and acting on recommendations.
- ◆ Campus President Doug Desorcie brings the information forward at regularly scheduled instructional meetings; other meetings are held with constituent and community groups; recommendations are developed.
- ◆ Program improvement plans are based on reported outcomes.

MOVING FORWARD:

Targets and Strategies for FY07 and Beyond

UAA expects 100% of all academic programs to have assessment plans in place by 2009 and to be using the results to drive program improvements by 2010. The Assessment Steering Committee, in conjunction with the Office of Academic Affairs, will continue to refine procedures, to track progress, and to assist departments and programs until all campuses, schools, colleges, and departments are actively using effective outcomes assessment processes to improve their academic programs.

TARGETS

UAA projects continuously increasing participation over the next two years, reaching 100% in FY09 and maintaining that level in the years after.

Annual targets:

FY07:	97%
FY08:	99%
FY09:	100%
FY10:	100%
FY11:	100%
FY12:	100%

ISSUES AND CHALLENGES

The major issues impacting this metric are overlapping levels of assessment and the difficulties of assessing interdisciplinary programs.

Overlapping levels of assessment. There are inefficiencies in the multiple levels of assessment required for various purposes. Student evaluations (bubble forms) occur in every class every semester. General accreditation compliance requires annual attention. Program reviews are completed for the Regents every five years. And most of UAA's professional programs have separate program accreditations to maintain as well. Add to that reports to the Chancellor, Provost, the PBAC, annual PBB metric reporting, and other institutional reviews, and some administrators feel themselves to be drowning in a sea of assessment.

Professionally accredited programs feel the pinch most acutely. Assessments required by professional accrediting associations are specialized, rigorous and often more meaningful to program faculty than other measures. A tremendous amount of energy goes into maintaining these accreditations. Where there is overlap, similar assessment measures can sometimes satisfy both professional and institutional accreditation standards. Often, however, professional accreditations are based on standards other than student learning or on groups of programs rather than individual programs. In these cases, programs have to complete multiple levels of assessment in order to satisfy both goals.

Interdisciplinary programs. The most difficult programs to assess are those that span several departments or colleges (such as Environmental Studies or Interdisciplinary Studies) and those with a wide range of electives. It is difficult to define clear outcomes for students in programs like these, and difficult to act on the evidence with much confidence. For these types of programs, UAA is considering the possibility of having outcomes specified in the individual plan of studies for each student, and measuring their attainment on an individual basis.

STRATEGIES

Going forward, UAA will implement the following strategies.

Work the Plan. UAA's major strategy is to continually refine and work the plan that has emerged from the past few years of effort. Faculty members are the primary actors in this process, under the guidance of the Assessment Steering Committee and with support from the deans and the Office of Academic Affairs. Peer reviewers evaluate each program's plan and recommend improvements.

Publish program outcomes. Faculty are encouraged to include student learning outcomes in their catalog copy, on their websites, and in informational brochures, using student-friendly language so that students can use them to make informed career and program choices. A growing number of programs are publishing their program outcomes in this manner.

Develop Associate of Arts (AA) program assessment. The Associate of Arts program is officially housed in the College of Arts and Sciences, but it is shared by all the community campuses and assessed separately at each location. In all cases, student performance is evaluated against the same set of program outcomes. However, different evaluation processes are used since an effective process at Kodiak (with 8 AA graduates each year) is not useful in Anchorage (with 500). A CAS committee is reviewing the current AA assessment process, and departments that contribute to the GER courses are piloting new assessment tools in each of their areas. The college, the Assessment Steering Committee, and the Office of Academic Affairs are together engaged in on-going analysis and integration of the evidence obtained from each department.

UAA's Assessment Plan

1. Complete assessment cycles on a regular basis, according to the plan established by faculty, and using the following components:
 - ◆ Identification of course outcomes, published in Course Content Guides and distributed to students. Continued review and revision of program outcomes by faculty and departmental advisors.
 - ◆ Preparation and regular revision of a plan for measurement of achievement of outcomes. Review and acceptance of plans and reports by faculty committee.
 - ◆ Implementation of the plan by faculty and staff.
 - ◆ Data collection, data analysis, and review by faculty and administration.
 - ◆ Formation of conclusions and recommendations.
 - ◆ Program revision based on those recommendations.
2. Establish milestones and timelines for staged implementation of these processes.
3. Establish a sustainable process with assessment workload assigned to faculty and staff, and with resources appropriately distributed to faculty and staff.
4. Assist in development of faculty experts as assessment coordinators in each college and department.
5. Continue with monitoring and workshops for departments to assist with implementation and improvement of plans.
6. Develop website and database for plans, reports and results.
7. Connect institutional assessment to program assessment.
8. Set directions, review unit plans and reports, advise on policy, using the expertise of the Assessment Committee.

Develop outcomes assessment for General Education

Requirements (GERs). GER outcomes represent basic knowledge and skills expected of all associate and baccalaureate degree-seeking students. Outcomes in basic skills and distribution areas were reviewed, clarified, and accepted by the academic boards and Faculty Senate during FY06. The clarified outcomes will ensure the alignment of courses on the GER menu and will be incorporated into assessment plans for the GER program and for the institution itself. A faculty committee is working with contributing departments to determine the best assessment methods for each area.

Develop Institutional Outcomes Assessment. All of our outcomes assessment efforts between 2000 and 2006 were aimed at the

program level. With that process nearing full participation, UAA will turn in FY07 to the development of institutional-level assessments as well. A June 2006 forum got this effort underway by opening a conversation between faculty, staff, and administrators about the core values of our higher education enterprise. Those discussions will continue into Fall 2006 with the goal of identifying, organizing, and articulating our fundamental institutional values and the student outcomes in knowledge, ability, and attributes that support them. UAA plans to use similar strategies to begin developing new measures for other Academic and Strategic Plan priorities, such as:

- ◆ Student engagement in their communities and their professions
- ◆ A commitment to civic and moral values and service activities
- ◆ Knowledge of the global community and abilities to work effectively across cultures
- ◆ Integration of research and discovery with teaching and learning

Putting Money Where the Metric is

FY04 Office of Academic Affairs funding

- ◆ GER assessment (\$8,500)
- ◆ Summer working group (\$7,000)
- ◆ Program reviews (\$29,000)
- ◆ Web development of assessment plan and report templates (\$4,500)

FY05 Office of Academic Affairs funding

- ◆ GER assessment (\$11,000)
- ◆ Peer review committee (\$18,000)
- ◆ Program reviews (\$10,000)
- ◆ Travel and conferences (\$1,500)

FY06 Office of Academic Affairs funding

- ◆ Institutional Outcomes Assessment Forum (\$11,000)
- ◆ GER assessment (\$19,000)
- ◆ Peer review committee (\$27,000)
- ◆ Program reviews (\$6,500)
- ◆ Travel and conference (\$2,400)

ENROLLMENT MANAGEMENT

How are we going to meet our goals for student enrollment, retention, and graduation?

100%



All campuses have completed formal plans

All schools and colleges have planning processes

Do you know your unit's student profile? Have you analyzed your enrollment trends? Do you manage your enrollments? And to what end? Strategic Enrollment Management is a systematic way to help us answer these questions and achieve our enrollment, retention, and graduation goals.

Metric: Strategic Enrollment Management Planning

Definition: The number of academic colleges, schools, and community campuses (units) having and responding to a strategic enrollment planning process, relative to the total number of units.

Calculation: Phase I (FY05 and FY06) – the number of units having an enrollment management planning process

Phase II (FY07) – the number of units having an effective enrollment management planning process based on MAU-defined criteria.

Complete or Nearing Completion	In Progress
Anchorage Campus (2002, 2004, 2006)	College of Arts & Sciences
Kenai Peninsula College (November 2005)	College of Health & Social Welfare
Kodiak College (August 2006)	College of Business & Public Policy
Matanuska-Susitna College (June 2006)	College of Education
Prince William Sound Community College (September 2006)	Community & Technical College
	School of Engineering

PERFORMANCE:

FY04 to FY06

All Campuses Have Completed or Nearly Completed Plans

Strategic Enrollment Management (SEM) plans exist or are near completion at all five of UAA's campuses. UAA has met its target for FY06 and is well on its way to achieving FY07 goals as well.

The Anchorage campus developed its first SEM plan in 2002 and has updated it bi-annually ever since. Recruitment, retention, and campus life strategies are in a constant state of implementation, assessment, and revision. SEM has been an important part of the campus culture for at least six years, and it grows stronger all the time. The campus began working with nationally recognized SEM expert Michael Dolence in 2000, established its first Strategic Enrollment Management Task Force in 2001, and committed itself to this approach at the campus level early in 2002. Performance measures for student credit hours and retention were added during the 2004-05 revision. Performance measures for high demand job area awards are being added in the 2006-07 revision.

Kenai Peninsula College was the first community campus to complete a strategic enrollment management plan. Released at the end of the Fall '05 semester, the KPC plan is titled *Stepping Out for Student Success*. It includes an analysis of Borough population trends, factors in the operating environment that affect enrollment and retention, and performance measures, targets, and strategies going out to FY09.

Kodiak College's strategic enrollment management plan is an outgrowth of new Strategic and Academic Plans, both of which were completed in FY06. Like the first two plans, the SEM plan benefited from extensive community and college input and is designed to be a succinct, defined statement of proposed strategies that will guide institutional decision making, resource allocation, and implementation priorities as they relate to enrollment management. The plan is framed around enrollment management best practices in community colleges, based on the work of Kay McClenney and Kevin Pollock.

Matanuska-Susitna College has produced perhaps the most detailed and extensive analysis of its student profile, service area characteristics, and market penetration in their *Enrollment Management Plan 2006-2010* released in July 2006. This work was done by a commit-

tee comprised of faculty, staff, students, and community members. The plan includes performance measures, strategies, and targets out to FY10 in enrollment (student credit hours), retention, and high demand programs.

The Prince William Sound Community College plan follows on the heels of a new Strategic Plan for the college. The plan is a culmination of resources including Best Practices recognized by the Community College Survey of Student Engagement. It is modeled after exemplary plans from similar community colleges such as Gainesville State College (GA), Sinclair Community College (OH), and St. Phillips College (IL), among others. Additional input was included from members of the PWSCC administrative team, Student Services staff, and students themselves.

Individual schools and colleges on the Anchorage campus are also engaged in strategic enrollment management planning. Enrollment, retention, and graduation practices are being reviewed within each unit's overall strategic framework. The schools and colleges will be incorporating SEM plans into unit Strategic Plans during FY07.

"Strategic Enrollment Management is a comprehensive process designed to help an institution achieve and maintain optimum recruitment, retention, and graduation rates of students. Optimum is defined by the institution."

– Michael Dolence

ANALYSIS

Strategic Enrollment Management planning is business as usual for the Anchorage campus, but it was a new experience for the community campuses in FY06. It will become even more deeply integrated into the Anchorage campus culture as the academic schools and colleges complete their plans in FY07. As the campuses focus on implementing their plans, the schools and colleges will turn their attention to formalizing their processes and creating formal SEM plans for themselves.

THE OPERATING ENVIRONMENT: SCHOOL/COLLEGE STATUS SUMMARY

All of the schools and colleges currently practice a form of enrollment management – some with great rigor – but the degree to which they are "strategic" or could be called a "plan" vary. At this point they can all be said to have **living plans**; that is, they have enough planning processes, strategies, and feedback mechanisms to form a solid foundation. Much of what remains is to bring these activities together under a formal strategic framework.

The College of Arts and Sciences (CAS) actively manages course enrollments to create efficiencies, to reduce course cancellations, and to balance GER demands with support for CAS programs and for high demand programs in other schools and colleges. Semester course schedules are developed based on enrollment trends, with the

result that lower division and GER courses routinely fill to capacity; upper division courses are averaging around 74% of capacity. The college is also employing cost-saving measures to strategic effect. Blended delivery options such as the “low-residency” program in Creative Writing provide cost savings while also increasing the targeted student audience.

The College of Business and Public Policy (CBPP) is engaged in a sweeping effort to restructure the packaging and delivery of their curriculum to create an integrated educational experience for their students. This strategy takes a *Career Pathways* approach from high school preparation to the completion of advanced degrees, and includes active learning experiences, links to business and industry, recruitment and retention strategies and virtually all the major elements of strategic enrollment management planning. A new Process Improvement and Performance-based Metrics Committee begins work in FY07 to link these metrics to college performance.

The College of Health and Social Welfare (CHSW) has successful models at the program level, most notably in Nursing. The RRANN program employs all the major strategies for recruitment, retention, and graduation, and has already achieved remarkable results with a high risk population. The Nursing program also has an expansion committee that meets regularly with industry representatives, carefully planning and monitoring capacity to meet industry needs. The college as a whole completed a strategic planning process in 2004/05, involving faculty, staff, and outside consultants.

The College of Education (COE) has completed market analyses and has a lot of background data measuring demand. They know that only 20% of positions are being filled by UAA graduates, so the market potential is enormous. They have identified areas of highest need such as secondary math, science, and English as a Second Language. They manage course enrollments, they have had a Student Success Coordinator for over a year now to strengthen advising, and their new Club Ed retention strategy is beginning its second year. This year, they are adding metrics to their home screen to increase faculty and staff awareness.

The Community and Technical College (CTC) has all the pieces of a working plan in place, including market analyses, links to industry, marketing and recruitment strategies, student success and retention strategies, and active management of the metrics at the faculty and department chair level. A department chair’s team met throughout FY06 to pull these elements into a formalized strategic plan that will be completed and implemented in FY07.

The School of Engineering (SOE) has completed enough of the data analysis and forecasting, implemented enough strategies, and achieved enough successes in enrollment, retention, and degree awards to be said to have a virtual strategic enrollment management plan in place. Although they have operated within this strategic planning environment for several years now, they have not yet formalized their living plan into a written document.

STRATEGIES

UAA has done a good job of supporting enrollment management planning at the campus level, and will supplement these efforts at the school/college level during the coming year.

Data Support. During the summer of 2005, the Office of Planning, Research, and Assessment (OPRA) collected and analyzed a wide range of unit-specific student profile, enrollment, service area, market penetration, and performance data, and presented each campus director with a report called *Factors Influencing Recent Enrollment Trends* that addressed issues common to the enrollment management planning process. This report, together with campus-level *Trendbooks* and *College Profile* reports, provided most of the foundation data for the campuses to develop their plans.

Dashboards. OPRA also developed an exciting new online technology to create live dashboard data to help campus directors and school/college deans in trend analysis and forecasting. The dashboards contain unit-specific trend data on each PBB performance measure and can be manipulated to test various scenarios.

Collaboration. Vice Chancellor Carter-Chapman engaged the campus directors in strategy discussions and served as a liaison to help them connect to Anchorage resources over the course of the year as they developed their plans. Campus directors shared drafts with each other and with Anchorage and offered suggestions on processes and outcomes. Assistant Vice Chancellor for Enrollment Management Rick Weems met with several of the Anchorage campus deans to begin laying the groundwork for future planning at the school and college level.

Campus Strategies. Each campus employed somewhat different strategies to engage their faculty, staff, and constituents in the planning process.

◆ **Kenai:** KPC used an internal process involving multiple reviews by their three main campuses and extension sites. The KPC Student Services Director worked up an initial draft plan, using the Anchorage campus’s 2004 Enrollment Management Plan (*Increasing Student Success*) as a model, and addressing KPC-specific issues and metrics. This draft was reviewed by the Kachemak Bay Campus and the Anchorage Extension Site, and their comments and suggestions were incorporated into a second draft which was reviewed by the KPC Leadership Team. The final draft was approved by the College Director.

◆ **Mat-Su:** Former Director Paul Dauphinais began the process by creating a draft plan, modeled after the Anchorage campus 2004 plan, during the fall of 2005. Using that draft as a base, Director Dennis Clark convened an SEM committee in the spring and early summer of 2006. The committee included four faculty members, four administrators, and one community representative (the Borough’s Economic Development Director). “This process

helped us look more closely at the composition and expectations of our community,” says Clark. “At first, several of us thought enrollment management just meant marketing and advertising. But working together we learned how much more there was to it. I remember one of those lightbulb moments, when a committee member said, ‘Oh, I get it; this is all about collaboration’.” The resulting plan, released in July, constitutes a significant advance in the college’s focus on enrollment management.

◆ **Kodiak:** The College set out on an SEM planning process in the fall of 2006 but quickly veered off into a larger strategic planning process that involved the entire faculty and many community members in 24 focus groups and regular meetings over the course of the year. The college completed a new Academic Plan in January 2006, a Strategic Plan in March, an SEM plan in August, and expects to complete a Master Plan by Fall 2006. There is obvious overlap and coordination between the plans, and all four benefited greatly from extensive faculty and community involvement.

◆ **PWSCC:** SEM planning was delayed for most of the year due to staff shortages. Two key administrative positions were open for the first half of the year, and once they were filled, the new hires had more immediate priorities to attend to. In spite of these challenges, the college completed a new Strategic Plan in July 2006, and is very close to completing its Strategic Enrollment Management plan in September. The “nearly final” draft is being reviewed by the newly named Academic Dean, whose comments and suggestions will be incorporated into the final plan. Select institutional data are also being added to provide a historical perspective.

MOVING FORWARD:

Targets and Strategies for FY07 and Beyond

TARGETS

UAA’s target for FY07 is to have all the schools and colleges formalize strategic enrollment management plans within the context of larger Strategic Plans for each unit. At that point, all units will have not just planning processes, but actual plans, and the university can begin to assess the effectiveness of those plans based on performance results in enrollment, retention, and graduation.

Annual targets:

- FY07: Campus plans implemented. All school/college plans completed.
- FY08: School/college plans implemented. Campus plans revised (bi-annual review).
- FY09: Effectiveness of plans and strategies demonstrated by enrollment, retention, and graduation measures. School/college plans revised (bi-annual review).
- FY10: Campus plans revised.
- FY11: School/college plans revised.
- FY12: Campus plans revised.

ISSUES AND CHALLENGES

Currently, there is little consensus among college deans as to precisely what a strategic enrollment planning process involves or how much it can help them to achieve their own goals. Individual strategies are commonly practiced and even highly valued, particularly at the program level. But the overarching framework is not universally understood or applied at this point.

◆ **New leadership.** It has been six years now since the Anchorage campus worked extensively with consultant Michael Dolence, and four years since UA invited Don Hossler, Shannon Ellis and Doris Ching to a statewide academy focused on SEM. Many of our current deans and directors came to their positions after this period, and therefore missed out on the background, rationale, and evidence of effectiveness that these experts brought to our campus.

◆ **Overlapping planning processes.** The sheer number of plans and reports required of the deans is also a deterrent. One dean this summer reported that he had 32 reports due within the next two months, for accreditation reviews, outcomes assessment, performance measures, grant performance, and other purposes. Some of the information is common to multiple reporting needs, but much of it is unique or must be presented in unique ways. While the deans are engaged in many SEM practices, they may view the requirement of creating a formal plan to be just one more in a sea of overlapping reports and planning processes.

◆ **Making the right kind of data even more accessible.** As we move from Anchorage to the community campuses and now to the individual school and college level, we are continually refining the kinds of data we need to collect, and the best ways to present that data to executives so that they can make effective use of it. The problem is mostly one of volume and selectivity. If we collect too much information, it can be hard to determine what is most relevant. On the other hand, if we present only summary data, then it’s not detailed enough to see exactly where to direct our attention and resources. Finding the balance is an on-going process, and we expect to continually modify and adjust our data presentation capabilities in the years ahead.

STRATEGIES

The following strategies will be employed during FY07 and beyond in order to achieve our target.

Hold an executive SEM workshop in which the principles and strategies of SEM are reviewed for the benefit of newer leaders. Provide planning templates and examples of campus plans. Arrange the event so that campus directors can share practical experiences and insights gained from recently completing their plans with the school and college deans who are about to complete theirs.

Support and encourage the overall planning process. Units with existing plans will be encouraged to implement, evaluate, and update those plans on an on-going basis. Units writing new plans will be encouraged to develop those plans in accordance with UA's Strategic Plan, UAA's Academic Plan, UAA's new Interim Strategic Guidance document, and the appropriate campus SEM plans. UAA expects to finish its overall Strategic Plan during FY07, and is embarking on an initiative to encourage the deans to develop or update similar Strategic Plans for their units. SEM plans may stand alone or may be incorporated into a unit's Strategic Plan at the dean's discretion.

Refine the Dashboard technology and other data collection and presentation formats to be maximally useful to dean's, directors, and other university executives.

Common Elements of a Strategic Enrollment Management Plan

- ◆ Service area characteristics
- ◆ Market trends and conditions
- ◆ Institutional, academic, and student profiles
- ◆ Target populations and goals
- ◆ Trends and projections for enrollment, retention, and degree programs
- ◆ Strategies, timelines, and accountability
- ◆ Critical factors that affect the performance environment

Goals of Strategic Enrollment Management

- ◆ Stabilize enrollments
- ◆ Link academic programs and SEM
- ◆ Stabilize finances
- ◆ Optimize resources
- ◆ Improve services
- ◆ Improve quality
- ◆ Improve access to information
- ◆ Reduce institutional vulnerability to the environment
- ◆ Evaluate strategies and tactics
- ◆ Reach desired institutional goals

Distinctive Features of SEM

- ◆ **Integration.** A campus-wide approach deeply integrated across all levels of the institution.
- ◆ **Policy.** Starts with recruitment and retention, but eventually encompasses policy formation and review.
- ◆ **Learner-centered relationships.** Establishes a learner-centered relationship with students, their parents, and the community.
- ◆ **Coordination.** Calendars, recruitment publications and events, intervention strategies, and targeted populations all coordinated around the SEM approach.
- ◆ **Fluidity.** Approach is constantly reinvented, honed, revised, and modified in response to changing conditions.

BEYOND THE METRIC

Other Measures

Strategic Enrollment Management is a data-driven approach that uses a wide range of data sources to inform decision-making.

External data describe marketplace characteristics and conditions that are especially useful in recruitment planning (see Chapter 1):

- ◆ Regional economic indicators
- ◆ Regional population trends
- ◆ High school graduation rates
- ◆ Market penetration rates

Internal data provide revealing student profile information, student success measures, and detailed information about important target populations, all critical to planning retention strategies (see Chapter 2).

Measures of academic quality and student engagement along with traditional graduation measures inform degree completion strategies (see Chapter 3).

The results of SEM planning should be evident in increasing numbers of students who enter the university with realistic academic goals and who are successful in achieving those goals.