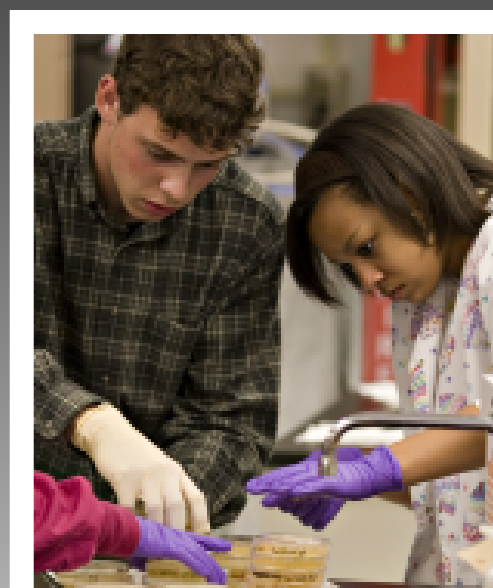




PERFORMANCE '07

Measures · Targets · Strategies



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.

Fran Ulmer, INTERIM CHANCELLOR

Michael A. Driscoll, PROVOST

William Spindle, INTERIM VICE CHANCELLOR, ADMINISTRATIVE SERVICES

Linda Lazzell, VICE CHANCELLOR, STUDENT AFFAIRS

Megan Olson, INTERIM VICE CHANCELLOR, UNIVERSITY ADVANCEMENT

Renee Carter-Chapman, VICE CHANCELLOR, COMMUNITY PARTNERSHIPS

COLLEGE OF ARTS AND SCIENCES

James Liszka, Dean

COLLEGE OF BUSINESS AND PUBLIC POLICY

Thomas Case, Dean

COLLEGE OF HEALTH AND SOCIAL WELFARE

Cheryl Easley, Dean

COLLEGE OF EDUCATION

Mary Snyder, Dean

COMMUNITY AND TECHNICAL COLLEGE

Jan Gehler, Dean

CONSORTIUM LIBRARY

Steve Rollins, Dean

SCHOOL OF ENGINEERING

Robert Lang, Dean

UNIVERSITY HONORS COLLEGE

Ronald Spatz, Dean

FACULTY SENATE

Bogdan Hoanca, President, 2007-08

Kerri Morris, President, 2006-07

CLASSIFIED COUNCIL

Megan Carlson, President, 2007-08

Kim Stanford, President, 2006-07

APT COUNCIL

Dave Smith, President, 2007-08

Bob Kizer, President, 2006-07

KENAI PENINSULA COLLEGE

Gary Turner, Director

KODIAK COLLEGE

Barbara Bolson, Director

MATANUSKA-SUSITNA COLLEGE

Dennis Clark, Director

PRINCE WILLIAM SOUND COMMUNITY COLLEGE

Doug Desorcie, Campus President

ASSEMBLY

Kim Stanford, President, 2006-08

SPECIAL ACKNOWLEDGEMENTS

Special thanks to the following units for their contributions to this report

OFFICE OF ACADEMIC AFFAIRS

OFFICE OF BUDGET AND FINANCE

OFFICE OF COMMUNITY PARTNERSHIPS

OFFICE OF INSTITUTIONAL PLANNING,
RESEARCH & ASSESSMENT

STUDENT AFFAIRS

ACRONYMS

A2A	Armed Forces to Academia
AAS	Associate of Applied Science
ACCFT	Alaska Community College Federation of Teachers
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
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
FAA	Federal Aviation Administration
FAFSA	Free Application for Federal Student Aid
FTFT	First Time Full Time
FY07	Fiscal Year 2007 (Summer 06, Fall 06, Spring 07)
GER	General Education Requirements
GPA	Grade Point Average
HUMS	Human Services
INBRE	Idea Network of Biomedical Research Excellence
IPY	International Polar Year
ISER	Institute of Social and Economic Research
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
NIH	National Institute of Health
NRC	National Research Council (National Academy of Sciences)
NSF	National Science Foundation
NWCCU	Northwest Commission on Colleges and Universities
OAA	Office of Academic Affairs
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
PM	Project Management
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
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)

Produced by the Office of Community Partnerships

Renee Carter-Chapman, Vice Chancellor

John Dede, Analyst

Kay Landis, Editor

In Partnership with the Office of Institutional Planning, Research & Assessment

Gary Rice, Director

Design by David Freeman

Photos by Michael Dinneen and Alejandro Barragan

EXECUTIVE SUMMARY

UAA Performance '07

SUCCESS!

Strategic Emphasis on Student Success Pays Off

Our seven-year focus on student success yielded some big results in 2006-07, helping to make this one of the best years ever at UAA. We celebrated the largest graduating class in UAA history. We achieved our highest freshman retention rate ever. Credit hours and university-generated revenues continued seven-year patterns of growth. Virtually all of our active programs engage in outcomes assessments, and all of our campuses are working their strategic enrollment management plans. The only performance measure to decline was grant-funded research expenditures.

Performance '07

This report describes how UAA performed during the 2006-07 fiscal year (FY07) on seven statewide performance measures. Short one-page summaries are followed by full chapters on each measure, describing performance, strategies, and conditions in the operating environment that affect both plans and outcomes.

The seven measures are defined by the University of Alaska Statewide System (UA) for its Performance-based Budgeting (PBB) system. They are sometimes referred to as performance measures, PBB measures, or simply "the metrics."

Performance-based budgeting is a statewide strategy to reward the universities for achieving or exceeding planned performance targets in areas of strategic importance. The university's statewide administration (SW) requires the three Major Administrative Units (MAUs) — the University of Alaska Anchorage (UAA), University of Alaska Fairbanks (UAF), and University of Alaska Southeast (UAS) — to report annually on these measures.

The universities are accountable to the statewide administration, which in turn is accountable to the Alaska State Legislature. Senate Bill 281 (also known as *Missions and Measures*) requires UA to report annually on seventeen closely related performance measures and indicators of success.

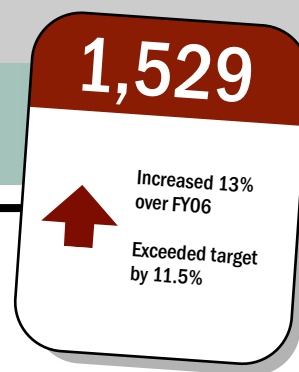
Taken together, these measures help us both understand and demonstrate how effectively we are achieving our goals.

CONTENTS

		PAGE
	Executive Summary	3
↑	High Demand Job Area Degrees Awarded	11
↑	First-Time Full-Time Undergraduate Retention	19
↔	Student Credit Hours and Headcount	29
↓	Grant-Funded Research Expenditures	37
↔	University-Generated Revenue	43
↑	Academic Programs Outcomes Assessment	49
↑	Strategic Enrollment Management Plans	55

HIGH DEMAND DEGREES AWARDED

STRATEGIC IMPORTANCE: CRITICAL



06 PERFORMANCE	1,350
07 PERFORMANCE	1,529
TARGET	1,371

PERFORMANCE

UAA graduated record numbers of students again this year: 2,022 overall, with 1,529 of them (76%) in programs classified as meeting high demand job areas. The number of high demand job area graduates increased 13% over FY06 and 25% over FY04, exceeding our FY07 target by nearly 12%.

Seven out of 10 units increased their awards over FY04, three of them quite dramatically:

- ◆ College of Education, up 174%
- ◆ Community and Technical College, up 46%
- ◆ College of Health and Social Welfare, up 22%

The increases occurred largely in the high demand job areas of teacher education, transportation (especially aviation), and health.

UAA's multi-year emphasis on advising, retention, and other student success strategies has begun to yield dramatic and measurable results.

STRATEGIES

Major strategies link UAA's programs more directly to the world of work through partnerships, program development, recruitment, advising, distance delivery, and resource allocation.

- ◆ **Partnerships** have been particularly important in the development of Nursing, Aviation, Teacher Education, Project Management, Process Technology, and Computer Information and Office Systems programs.
- ◆ **New programs** in Project Management and Educational Leadership are beginning to yield significant numbers of graduates; others will begin to impact performance in FY08 and beyond.

- ◆ **Improved program articulation.** Several programs have realigned their offerings to create a seamless progression from one degree to the next, and we are encouraging all programs to follow these examples.
- ◆ **Distance delivery of degree programs.** Nine degree programs are now delivered entirely via distance, and others incorporate distance modalities to expand their reach throughout the state.
- ◆ **Career Pathways recruitment campaign.** The Anchorage campus is rolling out a series of 12 *Career Connections* brochures and 76 *Career and Educational Pathways* flyers in FY08.
- ◆ **Resource re-allocations** of over \$3 million in FY08 will fund faculty positions that support high demand job area programs.
- ◆ **Implementation of *Degreeworks*** in FY08 will enhance advising, retention, and ultimately high demand job area awards.
- ◆ **Fundraising efforts** will focus on Engineering and Business programs in FY08.
- ◆ **A five-year \$2.5 million Title III grant** will support PWSCC's delivery of the Nursing program in Valdez.

TARGETS AND PROJECTIONS

This year's performance was so outstanding that it sets a new standard of excellence, exceeding the targets set last year for FY07, FY08, and FY09. Maintaining 1500+ graduates a year will be a significant challenge; therefore, we recommend setting a new FY08 target identical to our FY07 performance (1,529). We project a nominal growth rate of 2% in the years thereafter.

	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	THIS YEAR 2006-07	TARGET 2006-07
HIGH DEMAND JOB AREA DEGREES AWARDED	1,065	994	1,144	1,131	1,224	1,258	1,350	1,529	1,371
OTHER MEASURES									
ALL AWARDS	1,499	1,478	1,581	1,632	1,739	1,702	1,842	2,022	
% HD AWARDS	71.0%	67.3%	72.4%	69.3%	70.4%	73.9%	73.3%	75.6%	

UNDERGRADUATE RETENTION

STRATEGIC IMPORTANCE: VERY IMPORTANT

67.6%



Increased 3 percentage points from FY06

Met target

06 PERFORMANCE	64.6%
07 PERFORMANCE	67.6%
TARGET	68%

PERFORMANCE

UAA achieved its highest retention rate ever this year, with 67.6% of the Fall 05 entering cohort returning in Fall 2006. This retention rate exceeded both our nominal and high projections, and fell only 0.4% short of the UA-designated target of 68%.

The School of Engineering had the highest retention rate of all units at 81.4%. CAS, CBPP, Mat-Su, and PWSCC all had their best years ever on this measure, and five out of six Anchorage-based units did better than last year's aggregate rate of 64.6%. Even some of our most at-risk populations achieved their highest retention rates ever, including Alaska Natives (60.8%) and African Americans (65.1%).

This performance is especially remarkable considering the fact that nearly a third of our entering cohort is enrolled in certificate and associate degree programs. Two-year institutions simply do not have the same retention rates as four-year and master's institutions, yet UAA has met the national average for open admission master's institutions — even with a large group of more at-risk students.

STRATEGIES

UAA's healthy retention rates are due to the cumulative impact of many strategies that we've been growing over the last seven years.

- ◆ **Tiered admission** gives us a better chance to identify and advise potential degree-seeking students.
- ◆ **Computerized assessment and placement.** The switch was completed in Anchorage in FY06 and got underway at Kodiak in FY07.
- ◆ **Student Success Coordinators** operate successfully in our three largest colleges (CAS, CTC, and CHSW).
- ◆ **Residential learning communities.** Two new communities opened in FY06 (Aviation and Psychology); a Community Service community is under consideration.

- ◆ **Supplemental Instruction** is increasing student success in gateway courses in Biology, Chemistry, and Math.
- ◆ **Freshman Seminar course (Guidance 150).** UAA offers more sections every year, including on-line sections and sections offered exclusively in the residence halls.
- ◆ **Orientation.** The 2007 program was the biggest ever. Each participant received a copy of one of UAA's Books of the Year.
- ◆ **Freshman Convocation.** The successful annual event is being considered for base funding in FY08.
- ◆ **Alaska Native and Rural Student Transition program.** The Cama'i Room in the residence halls has provided a study center and social gathering place for many homesick students and is being considered for base funding in FY08.
- ◆ **Degreeworks.** A new software program will provide sophisticated advising and degree auditing tools beginning in FY08.
- ◆ **The Academic Advising Committee** is preparing for mandatory advising and orientation in FY09.

TARGETS AND PROJECTIONS

As pleased as we are with this year's performance, and as committed as we are to student success, we nevertheless approach the future with a healthy dose of caution. Using a three-year average as the basis of our projections, we would like to set targets of sustainable 66% retention rates for FY08 and beyond. The rate of 68% remains our aspiration and goal, but given national averages for institutions like ours (with sizeable certificate and associate-level populations, and a majority of commuters and part-time students), it may not be sustainable over the long term.

Note: By definition, the FY07 Retention metric describes activities that took place in FY06 for the first-time full-time cohort entering in Fall 05.

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	THIS YEAR 2006-07	TARGET 2006-07
FIRST TIME FULL TIME UNDERGRADUATE RETENTION	57.7%	61.9%	61.4%	65.0%	65.9%	64.6%	67.6%	68%
OTHER COHORTS								
1ST TIME FT BACHELOR	65.8%	69.2%	64.9%	68.6%	70.7%	68.7%	71.5%	
1ST TIME FT ASSOCIATE	47.9%	53.6%	55.2%	57.9%	56.6%	54.2%	59.4%	
1ST TIME FT CERTIFICATE	26.1%	48.6%	51.7%	48.0%	35.5%	38.9%	51.9%	

STUDENT CREDIT HOURS

STRATEGIC IMPORTANCE: VERY IMPORTANT

338,878



Increased 1%
over FY06



Missed target

06 PERFORMANCE

336

07 PERFORMANCE

339

TARGET

343

PERFORMANCE

A steady pattern of growth continued for the seventh year in a row, with FY07 increasing about 1% over FY06 and 2% over FY04. UAA did not achieve the Statewide-set target of 2% annual growth, but we did land within our range of projections.

Strong performers for the year included the College of Education, the School of Engineering, Kenai Peninsula College, and Prince William Sound Community College. Together, these four units generated about 4,500 additional credit hours over FY06.

STRATEGIES

Strategies that strengthen instruction, expand delivery options, and improve student services and recruitment are the main reasons UAA's enrollment has continued to grow.

- ◆ **New programs.** Thirty new programs were approved between FY04 and FY07, most of them in high demand job areas.
- ◆ **New classroom space** was completed at Kenai Peninsula College in FY06 and FY07, and the ANSEP building in Anchorage opened in FY07. The Integrated Science Building will add needed space by FY10.
- ◆ **Distance-delivered instruction** has more than doubled since FY04, with more sections offered and more students enrolled.
- ◆ **Student Service improvements** include dramatically reduced wait times for financial aid processing, new admission and registration policies, and elimination of the add/drop fee. Future improvements include direct deposit of financial aid checks, implementation of *Degreeworks* degree-auditing software, and online scholarship applications.

- ◆ **Academic Enrichment for Rural Alaska program** staff traveled to rural high schools, establishing relationships with the communities, providing scholarship workshops, attending college fairs, and facilitating pre-college computer building programs.
- ◆ **TRIO pre-college programs** provided academic enrichment and college advising for low-income first-generation high school students, strengthening the pipeline to UAA.
- ◆ **New resources for instruction.** Over \$3 million in FY08 base funding was re-allocated to faculty positions that support high demand job areas.
- ◆ **Career Pathways campaign.** Two new sets of marketing materials linking UAA programs to the world of work are in production for FY08. These materials are part of a campaign to highlight UAA's role as an economic driver in Alaska, link all academic programs to career clusters, and develop a consistent career-oriented approach in all recruitment, advising, and promotional materials.

TARGETS AND PROJECTIONS

Based on past history and current conditions, UAA is projecting a nominal growth rate of 0.75% a year for the next several years, and recommends setting the FY08 target at 341,420. This is lower than targets set last year, but also more realistic, given limited classrooms during peak demand periods, difficulties in hiring adjunct faculty in key areas, and on-going economic challenges that limit growth in some of our community campuses.

Note: UA Statewide typically lists UAA's FY06 performance as 339 and FY07 target at 346. These numbers are based on calculations that do not adjust for the transfer of statewide military programs to UAF in the summer of 2005. UAA uses adjusted figures to calculate FY06 performance and targets.

	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	THIS YEAR 2006-07	TARGET 2006-07
STUDENT CREDIT HOURS	285,128	286,284	297,668	314,746	332,757	333,263	336,146	338,878	343,000
BY COURSE LEVEL									
050-099	12,716	12,576	13,024	13,647	13,765	12,477	12,483	12,439	
100-299	192,519	194,237	207,154	223,220	238,455	237,060	238,322	238,824	
300-499	54,182	54,020	54,587	53,404	57,601	60,008	62,088	63,171	
500-599	12,341	11,454	8,231	7,647	7,407	8,819	8,268	8,630	
600-699	13,370	13,997	14,671	16,827	15,528	14,899	14,985	15,815	

GRANT-FUNDED RESEARCH EXPENDITURES

STRATEGIC IMPORTANCE: IMPORTANT

\$10.3 million

Decreased 25%
from FY06
Missed target

06 PERFORMANCE	13.6
07 PERFORMANCE	10.3
TARGET	13.4

PERFORMANCE

It was a disappointing year for this metric, with research expenditures down 25% from FY06 and 7% from FY04. We missed our target of \$13.4 million by 23%.

Federal funding for basic research has been shrinking for several years now, and all the big contributors to this metric were down, some of them quite sharply. CBPP declined due to changes in Supply Chain Management funding. CHSW declined due to changes in Title VIII funding for health programs. These decreases were not completely unexpected, but hitting as they did in the same year, they proved impossible for smaller gains in other areas to offset.

The one bright spot was in the School of Engineering, which had its best year ever on this measure, more than doubling from their FY06 performance. Unfortunately their numbers were too small to significantly affect the overall total.

Kenai Peninsula College was the only community campus with research expenditures, and their total was very small. Although they had over \$1.2 million in externally funded projects in FY07, almost none of that activity fits the narrow definition of this metric.

STRATEGIES

UAA will continue to support strategies that have created strong research programs in previous years.

- ◆ **Research administration.** The merging of Grants and Contracts with the Office of Sponsored Programs strengthened grant administration.
- ◆ **Experimental Program to Stimulate Competitive Research (EPSCoR).** Phase III funding was awarded in FY07 for another three-year period. UAA's Dr. Lillian Alessa is a co-director of the statewide project.

- ◆ **Idea Network of Biomedical Research Excellence (INBRE).** UAA's Dr. Doug Causey is part of a statewide action group developing a strategic plan and operation direction for a new INBRE proposal to the National Institute of Health.
- ◆ **International Polar Year (IPY).** UAA has two IPY post doctoral researchers, one of them funded externally by the National Oceanic and Atmospheric Administration (NOAA). Over \$2.5M in federal funds have been awarded since the beginning of IPY in March 2007.
- ◆ **Institutional support.** The Chancellor's Research Fund made thirteen awards to faculty in FY07 in support of research, scholarship, and creative activities. In addition, the Office of Research and Graduate Studies provided new sources of funds for faculty and graduate student travel, pilot projects, grants-in-aid, and equipment purchase, maintenance, and repair.
- ◆ **Growing capacity.** We will continue to strengthen faculty and institutional expertise in health-related research, arctic- and earthquake-related engineering research, coastal engineering, and other Alaska-relevant areas.

TARGETS AND PROJECTIONS

UAA's grant-funded research had been growing at a moderate and steady pace prior to the sharp increase of FY06 and the sharp decline of FY07. Assuming those two to be anomalous years, we are projecting a return to an average of 3% annual growth and recommend setting the FY08 target at \$12.2 million.

IN MILLIONS	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	THIS YEAR 2006-07	TARGET 2006-07
GRANT-FUNDED RESEARCH EXPENDITURES	6,445	7,184	9,114	10,158	11,089	11,249	13,651	10,278	13,300
RESTRICTED EXPENDITURES									
OTHER RESTRICTED EXPEND.		11,317	13,018	15,630	17,721	17,558	27,520	29,108	
TOTAL RESTRICTED EXPEND.		18,501	22,132	25,788	28,810	28,807	41,171	39,386	

UNIVERSITY-GENERATED REVENUE

STRATEGIC IMPORTANCE: IMPORTANT

\$122.1 million



Increased 4%
from FY06



Missed target

06 PERFORMANCE	117.7
07 PERFORMANCE	122.1
TARGET	124

PERFORMANCE

University-generated revenues continued to grow at a healthy pace, up 4% from FY06 and 18% from FY04. We missed the target of \$124 million largely due to a 4% decline in restricted revenues (primarily grants and contracts). All other major revenue categories (including tuition, student fees, and auxiliary services) continued long-standing steady patterns of growth.

Strong performers among the academic units include the College of Arts and Sciences, the College of Education, the School of Engineering, and Kenai Peninsula College. Strong performers among the non-academic units include Business Services and Student Affairs.

STRATEGIES

- ◆ **Increasing enrollment and retention.** Strategies leading to student credit hour and retention rate increases, combined with a 10% rate increase, have helped keep tuition revenues strong.
- ◆ **Partnership development.** Partnerships with public and private agencies have provided an essential source of revenue, particularly for programs in the health, transportation, and construction sectors.
- ◆ **Grant writing** will continue to be a major strategy going forward, even as the funding environment shrinks. The opening of

the Integrated Science Building in FY10 will add laboratory and office capacity. We will continue to streamline procedures and provide seed monies to strengthen research activities.

- ◆ **Increasing Auxiliary revenues.** University housing, conferencing, food service, bookstore, and parking operations each have unique strategies to continue growing their revenues. Athletics will realize an additional \$400,000 in student fee revenue in FY08.
- ◆ **Increasing state and private support.** UAA has a variety of projects to improve student success, enhance the health and well-being of our students, strengthen research, and continue our community support and engagement. We will actively seek state and private dollars to support these needs.

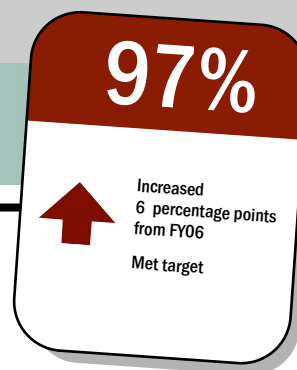
TARGETS AND PROJECTIONS

Under nominal conditions, UAA projects an annual growth rate of 5% over the next five years and recommends setting the FY08 target at \$128 million. However, with reduced tuition rate increases, a shrinking federal funding environment, and unstable economic conditions in some of our communities, it will be a challenge for UAA to continue the revenue growth we've enjoyed over the past five years.

IN MILLIONS	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	THIS YEAR 2006-07	TARGET 2006-07
UNIVERSITY-GENERATED REVENUES	71,909	77,670	86,423	96,644	103,130	107,623	117,673	122,088	124,003
RESTRICTED REVENUES									
FEDERAL		15,150.3	17,248.4	21,161.7	22,544.1	21,640.1	21,755.4	21,249.9	
INTEREST		6.4	3.8	2.3	1.9	2.7	6.1	9.5	
STATE		4,768.6	6,123.7	5,672.9	5,171.5	5,776.0	6,133.6	5,174.4	
STUDENT FEES		3.7	0	0	0	0	0	0	
UA RECEIPTS		5,576.2	6,227.0	7,338.2	7,415.9	7,403.8	9,000.1	8,992.4	
SUBTOTAL, RESTRICTED		25,505.2	29,602.9	34,175.1	35,133.4	34,822.6	36,895.2	35,426.1	
UNRESTRICTED REVENUES									
AUXILIARY		13,615.6	14,520.5	15,888.7	16,853.1	17,793.7	18,738.9	19,910.7	
INDIRECT		2,486.5	3,026.7	3,236.3	3,229.5	3,327.4	3,734.0	3,380.8	
TUITION		23,179.1	25,088.5	27,615.6	31,465.8	34,861.3	39,205.3	43,654.6	
STUDENT FEES		5,282.4	5,714.5	6,644.5	7,197.0	7,828.6	8,887.0	9,079.5	
UA RECEIPTS		6,933.4	7,717.4	8,179.7	8,347.0	8,132.0	9,284.7	9,607.5	
CIP		0	0	0	0	0	722.7	838.5	
INTEREST		0	0	0	0	0	205.0	190.7	
SUBTOTAL, UNRESTRICTED		52,164.9	56,820.2	62,469.1	67,996.2	72,800.1	80,777.4	86,662.3	

OUTCOMES ASSESSMENT

STRATEGIC IMPORTANCE: IMPORTANT



06 PERFORMANCE	91%
07 PERFORMANCE	97%
TARGET	97%

PERFORMANCE

UAA met its target for FY07, and moved significantly closer to full compliance university-wide. By the time of our April report to the Northwest Commission on Colleges & Universities (NWCCU), 97% of all active programs had outcomes assessment plans in place.

The quality and effectiveness of department plans are evaluated by a Peer Review Committee that scores each plan against a defined set of criteria. The highest scoring units in FY07 were Kodiak College, Kenai Peninsula College, and the College of Education.

UAA's outcomes assessment program has been regularly reviewed by the NWCCU over the last seven years. In recognition of the progress we've made, the Commission reaffirmed our accreditation in 2007 and requires no further reporting until 2010.

Prince William Sound Community College reports independently to the Commission. Their accreditation, which included a review of their assessment processes, was reaffirmed in their last major review in 2004.

STRATEGIES

Process standardization, peer review, and training are the core of UAA's outcomes assessment strategies.

- ◆ **Consistent approach.** Our system has been standardized to include central support, assessment coordinators in each college, and common schedules, reporting formats, and scoring systems. The templates will be refined further in FY08 in response to Peer Review Committee recommendations.
- ◆ **Peer review.** A 12-member Peer Review Committee has operated for three years now, systematically evaluating assessment plans and reports, and meeting with units to suggest improvements.

- ◆ **Web access.** All templates, program plans, and reports are available on-line.
- ◆ **Training.** In FY08, we will use a combination of group workshops and individual sessions with assessment coordinators or representatives from Academic Affairs.
- ◆ **On-going improvement of existing plans.** We expect to have all program plans updated to the new assessment template by the end of FY08.
- ◆ **Begin planning and data gathering** for occupational endorsements, capstone courses, and General Education Requirement (GER) assessment.
- ◆ **Assessment handbook.** The Office of Academic Affairs expects to compile UAA's best practices into a handbook, beginning in FY08.

NEW CALCULATION (FY08)

Planning is underway for incorporating a new calculation of this metric in FY08 to include some combination of continued assessment and successful response. UAA has already begun to evaluate the continuous improvement cycle, and we recommend that all the MAUs adopt similar processes and common rubrics before a new definition is applied at the statewide level.

TARGETS AND PROJECTIONS

Because of new programs, suspended programs, and other excusable exceptions, it is unlikely that any university could ever achieve 100% compliance with this goal. Therefore, we recommend setting all future targets at 98%, a worthy aspiration and a challenging but reasonable goal to maintain in the ever-changing world of academic programs.

	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	THIS YEAR 2006-07	TARGET 2006-07
OUTCOMES ASSESSMENT									
MAU TOTAL				74%	n/a	82.3%	91.2%	97%	97%

ENROLLMENT MANAGEMENT PLANNING

STRATEGIC IMPORTANCE: IMPORTANT

100%

All campuses have effective planning processes

All schools and colleges are active participants

06 PERFORMANCE	100%
07 PERFORMANCE	100%
TARGET	100%

PERFORMANCE

All five of UAA's campuses have enrollment management plans in place, and all are in various stages of implementation or review. The Anchorage-based schools and colleges are actively engaged in enrollment management planning and practices as well, with some producing stand-alone enrollment management plans and others incorporating enrollment management strategies into their strategic plans. The Anchorage campus plan will incorporate unit-specific sub-plans and strategies in its next major revision.

A NEW CALCULATION

A new calculation goes into effect this year, measuring the number of units having an effective enrollment management planning process based on MAU-defined criteria.

Campus-wide discussions about how to measure effectiveness are still underway. But for this year, we have adopted the following criteria:

- ◆ It results in the creation or revision of a plan
- ◆ It is based on data and market analyses
- ◆ It involves multiple constituencies
- ◆ It focuses attention on enrollment, retention, and goal attainment
- ◆ It identifies measurable SEM activities
- ◆ It includes a timetable for implementation and assessment

Based on these criteria, all five campus planning processes can be judged effective. All of them have resulted in creation or revision of a formal plan within the last two years, all have been based on data and market analyses involving multiple constituencies, all have raised awareness and focused attention on important and measurable outcomes, and all of them are scheduled for implementation, assessment, and revision over the next few years. The Anchorage plan, in place the longest, also has achieved results. Anchorage campus enrollment, retention, and graduation have all increased in the years since that planning process was initiated.

STRATEGIES

- ◆ **Data support.** The Office of Planning, Research and Assessment (OPRA) provides most of the foundational data for enrollment management planning, including campus profiles, trendbooks, topic papers, and profiles of comparator peers.
- ◆ **Dashboard technology.** Deans and Campus Directors have access to performance data via Dashboard displays that are especially useful for trend analysis and forecasting.
- ◆ **SEM Evaluation Committee.** A new committee will be appointed in FY08 to continue to develop evaluation criteria, to work with the campuses on the review and assessment of their SEM plans, and to promote integration of unit SEM plans across the MAU.
- ◆ **Unit-specific strategies.** Each school, college, and campus has its own specific strategies to manage enrollment and create an effective planning environment.

TARGETS AND PROJECTIONS

UAA would like to revise the definition of "unit" for this particular metric to encompass the five campuses rather than four campuses, five colleges, and a school as in other metrics. We believe it is more effective and efficient — and will lead to a more coordinated campus effort — to include the Anchorage-based colleges and schools within a single campus-wide SEM planning process than to require them to develop stand-alone plans of their own.

With that understanding, UAA remains firmly committed to targets of 100% for all future years. We must have effective enrollment management planning processes on all of our campuses and in all of our schools and colleges if we are to achieve any of our other strategic goals.

SEM PLANS	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	This Year 2006-07	TARGET 2006-07
MAU								100%	100%
ANCHORAGE CAMPUS				Completed		Completed			
KENAI PENINSULA COLLEGE							Completed		
KODIAK COLLEGE							Completed		
MATANUSKA-SUSITNA COLLEGE							Completed		
PWSCC							Completed		

HIGH DEMAND PROGRAMS

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

1,529

Increased 13%
over FY06

Increased 25%
over FY04

Exceeded target
by 11.5%

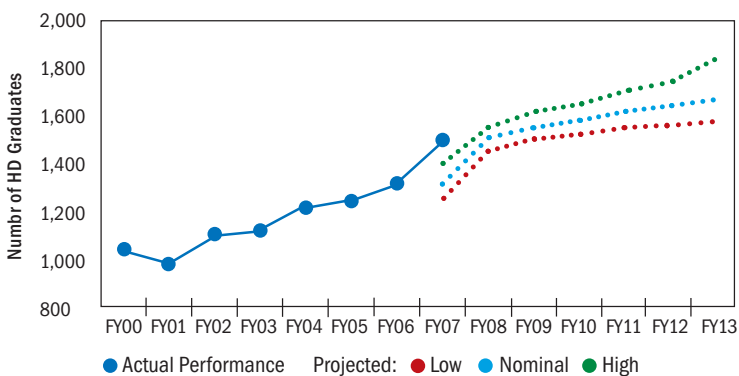
This metric takes a different spin on typical graduation measures by focusing on a subset of programs that meet statewide needs for workers in certain high demand job and career fields. Qualifying programs are determined by a statewide committee and include occupational endorsements through graduate 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 occupational certificates, 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	FY07
	1,065	994	1,144	1,131	1,224	1,258	1,350	1,529

Projections

	FY07	FY08	FY09	FY10	FY11	FY12	FY13
●	1,403	1,575	1,622	1,671	1,721	1,773	1,826
●	1,338	1,529	1,560	1,591	1,623	1,655	1,688
●	1,272	1,498	1,513	1,529	1,544	1,559	1,575

PERFORMANCE:

FY04 to FY07

Beyond Exceptional

UAA graduated record numbers of students again this year: 2,022 overall, with 1,529 of them (76%) in programs classified as meeting high demand job areas. The number of high demand job area graduates increased 13% over FY06 and 25% over FY04, exceeding our FY07 target by nearly 12%.

The exceptional performance is largely due to major increases in the job areas of education, transportation, and health, all three of which had record numbers of awards in FY07. Seven out of ten schools, colleges, and campuses have increased their awards since FY04.

Major Contributors. The Anchorage campus schools and colleges contributed 92% of all high demand awards in FY07, the same proportion as last year. Major contributors include:

- ◆ College of Health and Social Welfare (CHSW): 23%
- ◆ Community and Technical College (CTC): 20%
- ◆ College of Education (COE): 17%
- ◆ College of Business and Public Policy (CBPP): 16%

Three of these colleges increased their awards dramatically between FY04 and FY07. The College of Education increased 174%, climbing back resoundingly from an FY04 low. CTC increased 46% and CHSW increased 22% over the same period. CBPP, however, is down about 12% from a high in FY04.

The community campuses together accounted for about 8% of UAA's high demand awards. Kenai Peninsula College (KPC) and Mat-Su College, the majority contributors among the community campuses, have both grown steadily since FY04. Kodiak College remains consistently within a range of 6-11 awards per year, while Prince William Sound Community College (PWSCC) has declined to the low single digits in the last two years.

ANALYSIS

Job Areas

The majority of FY07 awards (84%) came from four high demand job areas.

- ◆ Health Programs (35%)
- ◆ Business/Management/Finance (21%)
- ◆ Teacher Education (18%)
- ◆ Transportation (10%)

All four have grown substantially since FY04.

Health Programs. Health programs continue to be the largest category of high demand awards at UAA and also continued a strong and steady pattern of growth since FY02. The FY07 total of 539 awards was an all-time high. Strong performers included programs in Psychology (BA/BS), Human Services (AAS), Nursing Science (MS), and Social Work (MSW).

Business, Finance & Management awards have grown steadily since FY02, reaching highs of 315 in FY06 and 316 in FY07. Notable growth has occurred in the Journalism and Public Communications (BA) program.

Teacher Education. The most dramatic increases came from Teacher Education, which has more than doubled since FY04. Graduate programs are the major contributors to growth in this job area, especially the Master of Arts in Teaching (MAT) program and Master of Education (MED) programs in Education, Educational Leadership and Early Childhood Special Education. In addition, the undergraduate program in Elementary Education nearly doubled, from 22 awards in FY06 to 40 in FY07.

Transportation. Virtually all of the growth in Transportation awards comes from aviation programs, especially Air Traffic Control (AAS) and Aviation Technology (BS).

History of High Demand Awards

High Demand Job Areas	FY04	FY05	FY06	FY07
Health	463	471	487	539
Business/Management/Finance	273	296	315	316
Teacher Education	106	168	174	276
Transportation	100	76	93	147
Engineering	62	72	102	89
Information Technology	93	72	68	65
Natural Resources	78	56	63	52
Process Technology	52	56	45	43
Construction			3	2
Total High Demand Awards	1,227	1,267	1,350	1,529

THE OPERATING ENVIRONMENT

A Culture of Student Success. Our seven-year focus on student success is beginning to show real results. Retention rates have been increasing. Graduation rates are soaring. All of our schools, colleges, and campuses are engaged in Strategic Enrollment Management planning and virtually all of our degree programs are engaged in Outcomes Assessment. Throughout the institution,

resources are being shifted to add to our instructional capabilities, and program development is increasingly tied to the world of work. Together, these trends are creating an environment in which student success is no longer merely a goal: increasingly, it is also a reality.

The Alaska Labor Environment: UAA still has a long ways to go, however, to meet our state's needs for skilled labor:

- ◆ Health care and social assistance fields are projected to grow at a rate of 33.5%, creating the most new jobs and demanding the greatest number of new workers over the next ten years. (*Alaska Economic Trends*, November 2006)
- ◆ Of the 50 states, Alaska has the third greatest need for engineers and the 46th greatest capacity for producing them. (*The Alaska Contractor*, Spring 2007)
- ◆ Less than 20% of Alaska's teacher vacancies are filled by new graduates from Alaskan universities. (*Teacher Supply and Demand – A 2005 Snapshot*, ISER, 2005)
- ◆ 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. (*Occupational Outlook Handbook*, 2004-05 Edition, U.S. Bureau of Labor Statistics)
- ◆ The Transportation sector is expected to grow at a rate of 5.8% over the next 10 years, driven by air and pipeline transport. (*Alaska Economic Trends*, November 2006)
- ◆ Record high prices for oil and minerals make worldwide demand for Alaska's natural resources higher than ever before and will drive demand for occupations in the oil, gas, and mining industries and in business, engineering, and project management fields.

STRATEGIES

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

University, Business, and Industry Partnerships. A key strategy in many high demand job areas has been to form university/industry

teams or task forces to jointly develop approaches to critical workforce shortages impacting Alaska.

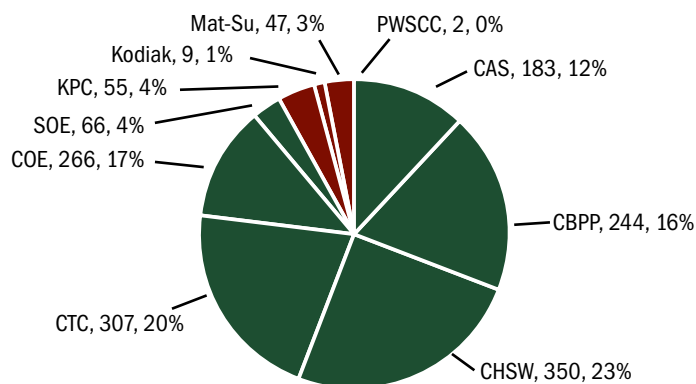
◆ **Nursing.** The University/Industry Nursing Education Task Force was organized in 2002 to address the critical shortage of nurses in Alaska. The university needed to greatly increase its graduates and to find a way to admit rural students without making them relocate to Anchorage. Alaskan hospitals donated over \$3 million to help double the capacity of the School of Nursing, and new program delivery sites were established in Ketchikan, Sitka, Juneau, Kodiak, Kenai, Kotzebue, Bethel, Fairbanks, Homer and the Mat-Su Valley.

◆ **Aviation.** Local industry partners provide training and placement opportunities for Professional Piloting students. ConocoPhillips Shared Services Aviation provides jump-seat rides to the North Slope and back in Boeing 737 aircraft to introduce students and flight instructors to large transport airplane operations. PenAir guarantees job interviews to graduates who complete the UAA Turbine Transition course.

◆ **Teacher Education.** Supported by a multi-year, multi-million dollar Alaska Educational Innovations Network (AEIN) grant, the College of Education is partnering with school districts across the state (including Lower Kuskokwim, Lake and Peninsula, Mat-Su, Anchorage, and Kodiak) to share strategies for student success, and develop learning communities through inquiry, effective use of data, and culturally responsive practice. GCI has also partnered with the KPC and Kodiak campuses to deliver instruction to future teachers.

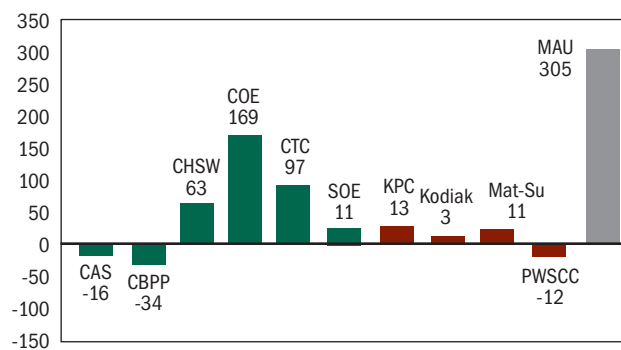
◆ **Project Management.** UAA's graduate-level Project Management (PM) program has had strong and essential ties to industry since it was first approved in 2003. The advisory board includes members from all of Alaska's major industrial sectors, and the coursework is being tailored to fit specific industry needs. Classes in Construction PM and Information Technology PM debuted during FY07, and the first cohort from Alaska

Major Contributors



Total High Demand Degrees Awarded, FY07

Unit Performance



Net Change in High Demand Degrees Awarded between FY04 and FY07

New Programs, FY04 to FY07	
Undergraduate Certificates	Civic Engagement Construction Management Construction Technology Industrial Safety Program Support Industrial Welding Technology Nondestructive Testing Technology Occupational Safety and Health Welding
Associate Degrees	Construction Management Digital Arts
Bachelor Degrees	Construction Management Engineering Geological Sciences International Studies Physical Education
Post-Baccalaureate Certificates	Early Childhood Education Elementary Education
Graduate Certificates	Clinical Social Work Practice Clinical Social Work Management Educational Leadership-Principal Educational Leadership-Superintendent Family Nurse Practitioner Port and Coastal Engineering Psychiatric and Mental Health Nurse Practitioner Special Education Supply Chain Management
Master Degrees	Applied Environmental Science & Technology (M-AEST and MS-AEST) Project Management
Joint PhD (with UAF)	Clinical-Community Psychology (with Rural Indigenous Emphasis)

New Programs: UAA secured Board of Regents approval for a host of new certificate and degree programs between FY04 and FY07. In terms of performance metrics, new programs have their first impact on student credit hours and tuition revenue. Depending on academic level, they may take between one and four years to produce graduates in their respective fields.

Occupational Endorsements . UAA opened 21 Occupational Endorsement (OE) programs in FY07, and awarded its first two OE certificates, both in Phlebotomy.

Improved Program Articulation. Several programs have improved program articulation in recent years and others are currently engaged in doing so, with the goal of creating smooth educational pathways that help students progress toward higher degrees without losing credits.

- ◆ The Global Logistics program has aligned all of their awards into an integrated educational experience from high school preparation through graduate programs, creating a seamless progression of courses and educational accomplishments, each leading to the next logically and efficiently.
- ◆ The College of Education worked with UAA's Graduate Affairs Board to create a new policy allowing certain credits earned in a graduate certificate program to be used toward a graduate degree. It was specifically implemented in Special Education programs this year.
- ◆ The College of Health and Social Welfare and the Community and Technical College are working together to articulate a broad range of health programs.

Distance Delivery. UAA experienced significant growth in distance delivery of courses and programs from FY04 to FY07 (see Student Credit Hours chapter). Nine programs are now delivered entirely via distance technology, and many others incorporate web-based instruction and other distance modalities as strategies for expansion and growth. The first distance-delivered Master of Social Work cohort graduated this year.

Airlines also graduated this year. The Project Management Institute is close to awarding accreditation. The Engineering, Science, and Project Management (ESPM) department moved into expanded space in the University Center mall at the beginning of FY08.

◆ **Computer Information & Office Systems.** The Community & Technical College worked with business and industry to evolve the old Office Management Technology program into the new Computer Information & Office Systems (CIOS) program. The CIOS department now offers an Associate of Applied Science degree, a certificate, occupational endorsements, and several non-transcripted certificates of completion.

◆ **Process Technology.** The Alaska Process Industries Career Consortium (APICC) was instrumental in developing the curriculum for Kenai Peninsula College's Process Technology program, and will continue to guide the program in assessing needs and replacing the workforce in Alaska's oil and gas industries.

MOVING FORWARD:

Targets and Strategies for FY08 and Beyond

TARGETS AND PROJECTIONS

We expect to keep growing our high demand awards over the long term, but not at the same high rates of recent years. Our FY07 performance level is 7% higher than the FY08 target set last year and almost 3% higher than the FY09 target. Maintaining a performance level in excess of 1500 annual awards will be a significant challenge;

continuing to grow at double-digit rates will be next to impossible. Therefore, we are projecting a flat year for FY08, followed by a nominal 2% growth rate in subsequent years. A best case scenario predicts 3% growth; a low case predicts 1%.

Annual targets (nominal projections):

FY08:	1,529
FY09:	1,560
FY10:	1,591
FY11:	1,623
FY12:	1,655
FY13:	1,688

These targets are based on the following assumptions:

- ◆ Enrollment growth is slowing as more programs and courses reach capacity.
- ◆ Retention rates are stabilized in the 65% - 68% range.
- ◆ The first graduates in the BS Engineering and BS Construction Management programs should appear in FY09 and FY10, with continued growth in subsequent years.
- ◆ Nursing will stop growing as it reaches capacity, but the slow-down in Health programs will be offset by increasing distance delivery options in allied health fields such as Dental Assisting and Medical Lab Technology.
- ◆ Education should continue to grow steadily, due to curriculum changes and increases in distance delivered courses.
- ◆ Business program graduation rates will maintain their current trends.
- ◆ New programs will be added to the high demand metric definition in the future.

ISSUES AND CHALLENGES

Capacity Issues. The Health, Process Technology, Engineering, and Transportation (especially aviation) sectors are at or near student capacity, and cannot grow much further without expanded facilities.

- ◆ Nursing programs have reached (and exceeded) capacity due to the lack of faculty, lab space, and clinical placements.
- ◆ The opening of the Integrated Science Building on the Anchorage campus in FY10 will alleviate some of the current space constraints but will do little to increase capacity in the health and science professions over the long term.
- ◆ To address the needs in Aviation, UAA has purchased the space next to our existing facility at Merrill Field and is developing a plan to renovate and rebuild it. It will be a number of years, however, before this space will become available for instruction.

Competition for Faculty in High Demand Areas. Program growth continues to be impacted by the availability of qualified faculty, and the base-funded budgets and working conditions to attract, hire, and retain them. 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.

STRATEGIES

Moving forward, a major emphasis will be on program development and marketing strategies that explicitly link university offerings to the world of work.

Implement *Career Pathways* campaign throughout the university. Building on the national Career Cluster framework and CTC's original *Career Pathways* marketing campaign, UAA is producing a series of twelve *Career Connections* brochures and 67 *Career and Educational Pathways* flyers to enhance recruitment and advising. The first pieces, focusing on Anchorage campus programs, will roll out in Fall 07; community campus programs will be incorporated in the next phase of development. (see Spotlight, this chapter)

Encourage more units to improve program articulation.

Building further on the *Pathways* approach, we will encourage more schools, colleges, and departments to integrate their course offerings and program requirements into seamless pathways that include viable progressions of courses and credentials that meet workplace needs and allow students to efficiently progress from one level to another.

Reallocate funding to faculty positions in High Demand areas.

Working together, UA Statewide and UAA's Planning and Budget Advisory Council (PBAC) re-allocated over \$3 million in FY08 base funding for faculty positions that support high demand job areas such as Nursing, Engineering, Construction, and Business Management. The distributions include:

- ◆ College of Arts and Sciences: \$1,280,000
- ◆ Community and Technical College: \$428,100
- ◆ College of Health and Social Welfare: \$750,000
- ◆ College of Education: \$170,000
- ◆ College of Business and Public Policy: \$168,000
- ◆ School of Engineering: \$250,000 (plus a one-time allocation of \$125,000)

Implement *Degreeworks*. In FY08, Enrollment Services will launch a new set of advising and degree auditing tools that show students, faculty, and staff not only what courses have been completed, but also what classes still remain before degree completion.

Degreeworks also contains detailed academic advice for students on future course options. This new software serves as a tool to assist in retention, increase student credit hours, and help in boosting high demand job area degree awards.

Increase awareness of UAA's role in workforce development.

UAA and UA Statewide are working with the Alaska Department of Labor and Workforce Development to obtain current data about our graduates. By the end of FY08, we will know how many of our graduates ('01-'06) have stayed in Alaska, how many have secured a job in a field related to their degree, and how much they are earning. This data will inform future communication campaigns, allow UAA to demonstrate its role in workforce development, and contribute to the enhancement of the outcomes assessment process.

Strengthen support for workforce development. In a move designed to both broaden and deepen our workforce development efforts, Bonnie Nygaard was hired in FY07 to serve as Assistant Provost for Workforce Development and Career Pathways. Her job included developing, implementing, and evaluating career and educational pathway plans that cross college and campus lines and collaborating with the units on delivery systems for extended studies (non-credit, CEU, and contract training) that meet Alaska's workforce needs. This work will continue.

SPOTLIGHT ON

Career Pathways

UAA will roll out a new communication campaign in FY08 that makes direct links between university offerings and the world of work.

Career Connections. A series of twelve brochures corresponding to nationally-recognized career clusters (groups of related careers). Each brochure describes available careers and the kinds of people who choose them plus a number of career pathways (closely linked specialties), grouped by the knowledge, skills, and credentials required on the job.

Career and Educational Pathways. A series of 67 program-specific flyers that describe educational pathways leading to associate, bachelor and master degrees, providing students with a roadmap they can follow to stay on track and achieve their goals. All the flyers include program descriptions, admission requirements, and advising contacts; many also include some combination of recommended high school preparation, talents and abilities, program requirements, and recommended course sequences.



Strengthen fundraising efforts. Capitalizing on UAA's success in developing industry partnerships and relevant programs, University Advancement is working with the Deans and Directors to find new external funding. Emphasis areas for FY08 include:

- ◆ Bachelor of Science in Engineering program (statewide initiative to raise scholarship and other funds)
- ◆ Bachelor of Business Administration in Finance program (building on \$1 million in seed funding for Real Estate and Property Management concentration raised in FY07)
- ◆ CTC programs (a new development officer, embedded within the college, to develop CTC's strategic development plan and work with directors to increase gifts to meet program and student needs)

"A career pathway is a series of connected education and training programs and support services that enable individuals to secure employment within a specific industry or occupational sector, and to advance over time to successively higher levels of education and employment in that sector. Each step on a career pathway is designed explicitly to prepare the participant for the next level of employment and education".

Davis Jenkins (*Career Pathways*, 2006)

Growing a Strategy

College level. This approach was pioneered by the Community and Technical College during FY05 and FY06. Working closely with business and industry, CTC reorganized their academic departments into career cluster areas, incorporated future workforce trends into the planning process, and developed a series of recruitment brochures that laid out career and educational pathways for students to follow.

Campus level. The Enrollment Services recruitment office began to adapt and expand the *Pathways* concept in FY07, working with the schools and colleges to create program flyers and career cluster brochures for Anchorage-based programs. About half of the planned *Pathway* flyers were printed in time for the beginning of the FY08 recruitment season, and the first *Career Connections* brochures are expected by the end of Fall 07.

MAU level. Community campus programs will be incorporated into the project in the next phase of development.

Funding

Seed funding for this strategy was provided by CTC and Enrollment Services. In FY08, UAA is receiving \$76,650 in SB137 funding for a coordinator to update the materials annually, create and maintain a career cluster link on the UAA website, coordinate publication updates with statewide initiatives, and serve as liaison between the Anchorage recruiting office and all UAA programs.

Deliver Nursing program at PWSCC. PWSCC received a five-year \$2.5 million Title III Alaska Native-Serving Institutions grant in FY07 to support delivery of the AAS Nursing degree in the Valdez community. The proposal was developed in partnership between the School of Nursing, Providence Medical Center, and the City of Valdez.

Expand distance delivery options. Distance delivered instruction will continue to be an important strategy for increasing our graduates in all programs. Planning and investment in electronic coursework is occurring in many units at UAA.

BEYOND THE METRIC

Other Measures

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.

Issues with this Metric

Inter-Unit cooperation and support. Many of the campuses and departments teach courses, facilitate events, advise students, and support degree programs offered by another unit. The High Demand Job Area Degrees Awarded metric, as currently defined, neither acknowledges nor rewards this important cooperative activity. Serious consideration should be given to ways to measure the contribution of many units to graduation success. Examples include:

- ◆ Community campus support for student cohorts in Nursing
- ◆ Kenai's and Mat-Su's support for students in the Early Childhood Development and other COE programs
- ◆ CAS's support for all degree programs through the General Education curriculum
- ◆ Collaborative programs between MAUs such as the PhD in Psychology and the proposed "3+1" degree in Engineering
- ◆ 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. This metric also misses the opportunity to demonstrate UA's across-the-board commitment to regional and statewide employment needs. Several significant educational and training programs are not currently reflected in the High Demand Job Area Degrees Awarded measures.

◆ **Mining and Petroleum Training Service (MAPTS).** The non-credit MAPTS program at KPC trains over 1,100 students in the resource extraction industry each year, providing approximately 134 classes involving 23,000 contact hours. It is the largest such training program in North America, and a vital service to the state of Alaska and the region. In October 2006, MAPTS received a \$346,111 Economic Development Administration (EDA) grant to develop a hybrid distance-delivered Professional Miner Certificate and to convert selected courses to hybrid distance delivery format. A new \$3 million MAPTS facility at the Kenai River Campus opened in August 2007. These FY07 accomplishments will help MAPTS to prepare for additional training as the proposed natural gas line and mining developments come into development.

◆ **Hospitality and Nutrition.** CTC offers hospitality and nutrition programs that are high demand areas in Alaska by any functional definition. Students are often hired by hospitals, tourism, and transportation companies before they complete their degrees.

◆ **Professional and Continuing Education (PACE).** COE's PACE program offers non-credit and CEU courses to assist current teachers to keep their credentials.

◆ **Refrigeration and Heating Technology.** According to the U.S. Department of Labor, the heating, ventilation, air conditioning and refrigeration (HVAC/R) industry was expected to grow 24% between 1997 and 2007, with employment opportunities growing faster than average through 2014. Mat-Su College has Alaska's only accredited HVAC/R degree program, with 6-10 graduates a year, yet this program is not considered "high demand" under statewide definitions.

◆ **WWAMI.** In March 2007, Governor Palin signed House Bill 18, doubling the size of UAA's participation in the WWAMI (Washington, Wyoming, Alaska, Montana, and Idaho) program, the University of Washington's highly acclaimed multi-state medical school. About 50% of Alaska's WWAMI graduates return to practice medicine here (the national average is about 40%), and a new payback clause going into effect next year is likely to increase the return rate even more. Although increasing the number of Alaska's doctors is clearly within the intent of this metric, WWAMI graduates are not included in the measure because their degrees are actually awarded by the University of Washington.

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)

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 awarded for performance on the metrics (\$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 Strategic Opportunity Fund Allocations

- ◆ Conversion of three Bachelor of Human Services courses to distance delivery format (\$17,000)
- ◆ Development of English Proficiency program for Aviation Technologies (\$13,409)

FY07 SB 137 Funding

College of Education:	\$145,000
CHSW:	\$140,111
CTC:	\$534,797
KPC (including MAPTS):	\$376,450
MSC:	\$90,000
KOC:	\$47,147
PWSCC:	\$87,920

Total: \$1,421,425

FY08 Initiative Funding

- ◆ Nursing Core Expansion program (\$150,000)
- ◆ WWAMI Program Expansion (\$180,000)

FY08 SB 137 Funding

Academic Affairs: Career and Education	
Pathway Coordinator:	\$75,650
AK Center for Rural Health: Clinical Health Rotations:	\$80,000
AK Center for Rural Health: Clinical Simulation Models:	\$32,793
CTC: Partial Funding for Flight Operations Personnel:	\$131,072
CTC: Expansion of Workforce and Professional Education/ACT Testing Center:	\$53,600
KOC: Workforce Development Construction Training:	\$54,500
KPC: Paramedic Technology Equipment:	\$23,500
KPC: Welding Lab Ventilation Upgrade:	\$88,000
MSC: Workforce Office Start-up Funding:	\$59,710
SOE: Faculty Positions for Geomatics Programs:	\$125,500
Total	\$724,325

RETENTION

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

67.6%

Increased 3
percentage points
from FY06

Increased 2.6
percentage points
from FY04

Met target

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.

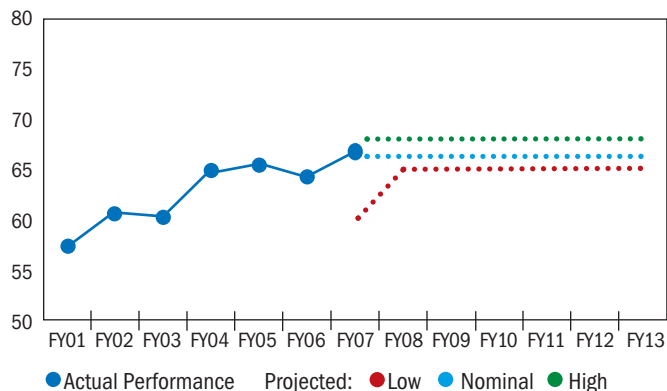
Metric: First-Time Full-Time Undergraduate Retention

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 FY07 rate measures cohorts who entered in Fall 05 and returned – or not – in Fall 06.

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	FY07
●	57.7	61.9	61.4	65.0	65.9	64.6	67.6

Projections

	FY07	FY08	FY09	FY10	FY11	FY12	FY13
●	65	68	68	68	68	68	68
●	65	66	66	66	66	66	66
●	60	65	65	65	65	65	65

PERFORMANCE:

FY04 to FY07

An All-Time High

Our freshmen retention rate hit 67.6% this year, the highest rate ever recorded for UAA. The rate has increased a remarkable ten percentage points since FY01 for both the Anchorage campus and the MAU as a whole, and a surprising eight points for the community campuses. Overall, this retention rate is very good for a university with our student profile and mission.

Retention rates vary, of course, among the colleges and campuses. In Anchorage, rates ranged from 81.4% in the School of Engineering to 60.9% in the College of Education. Rates tend to be lower at the community campuses, consistent with other two-year colleges. For this reporting period, Mat-Su's rate is the highest at 61.9% and Kodiak's the lowest at 50.0%. However, as the unit performance chart shows, the number of students in the Community Campus cohorts is very small, so a relatively slight change can register as a big percentage of the total.

ANALYSIS

Composition of the Cohort. The entry cohort for this metric consisted of 1,212 students, or about 7.1% of our student population in the Fall 05 semester (OPRA, Fall 2005 Opening Summary). About 69% were enrolled in baccalaureate programs, and 31% in certificate and associate programs.

As in past years, the largest portion of the entry cohort (43%) was affiliated with the College of Arts and Sciences (CAS), followed in size by the Community and Technical College (CTC) with 16%, the College of Health and Social Welfare (CHSW) with 12%, and the College of Business of Public Policy (CBPP) with 9%. Together, these four units saw 80% of UAA's entering freshmen. All other units have small entering cohorts (less than 100); community campus cohorts ranged in size from Mat-Su College with 63 to Kodiak College with 10.

Although individual units may vary year to year, the overall size of the entry cohorts has grown 33% since FY00, three times faster than the retention rates.

- ◆ The School of Engineering (SOE) has seen its entry cohort grow from 13 students in Fall 99 to 70 in Fall 05.
- ◆ CTC has more than doubled (93 to 189 students).
- ◆ CHSW has almost doubled (80 to 149 students).

Unquestionably, it was a good year for UAA's entering freshman class. CAS, CBPP, Mat-Su, and PWSCC all had their best years ever on this measure, and none of the largest units fell below last year's aggregate rate of 64.6%. Even some of our most at-risk populations achieved their highest retention rates ever, including Alaska Natives (60.8%) and African Americans (65.1%).

THE OPERATING ENVIRONMENT

UAA has made student success central to our mission. However, Alaska's unique geography and demographics make achieving consistent results an ongoing challenge.

A Culture of Student Success. UAA's culture of student success has been growing steadily for many years. The Anchorage campus initiated its first strategic enrollment management initiative in 2002. Student Success was formally identified as one of the university's highest priorities in 2004, and it has remained at the core of our strategic planning ever since. Retention is just one of several measures we use as indicators of student success; others include course completion/attrition and graduation.

Successful models. We have consistently achieved great success with specialized populations in the Alaska Native Science and Engineering Program (ANSEP), the Recruitment and Retention of Alaska Natives in Nursing (RRANN) program, the UAA University Honors College, and others. These programs employ a comprehensive array of retention strategies and student support systems, including residential learning communities, co-enrollments, peer advising and mentoring, supplemental instruction, and undergraduate research. Many strategies first tested in these specialized programs were later adapted for the greater UAA student population. We continue to search for and adapt retention models appropriate to our campuses.

STRATEGIES

As the timeline on pages 22-23 demonstrates, over the past seven years we've strengthened our assessment and advising strategies, increased our residential learning community options, and initiated new academic support and transition programs. Our rising retention rates are due to the cumulative impact of all these strategies.

ASSESSMENT AND ADVISING STRATEGIES

Tiered admission. The size of the entering degree-seeking cohort has grown 9.3% since tiered admission was introduced in Fall 04. The new process eliminated open registration and required all first-time students to declare their intentions when they entered the university, thus enabling us to identify potential degree-seeking students much earlier in their academic careers than we ever had before. Tiered admission creates a larger and more at-risk pool of freshmen,

but it also gives us a much better chance to assess and advise them. National research has shown that early commitments make a difference in students' progress toward certificate or degree completion.

Computerized assessment and placement. Appropriate course placement depends on effective and convenient assessment. Anchorage's Advising and Testing Center completed the switch to computerized assessment and placement in FY06, replacing the ASSET with Accuplacer, which has proven to be a very effective placement test for most students. Kodiak College also began switching to Accuplacer in Fall 06, and will continue that process into Fall 07.

Student Success Coordinators (SSC's). College-based SSC's, jointly appointed to Student Affairs and to the academic colleges, are located in the three colleges with the largest entering cohorts: CAS, CTC, and CHSW. Their job is to meet with majors during their freshman year, to provide consistent advising for GERs and other basic courses, to ensure that incoming students understand basic requirements and other institutional policies, and to provide a continuous support network. Similar positions have been funded at Kenai Peninsula College by the Kenai Peninsula Borough and at Kodiak College by Title III grant money. Neither of these funding sources will continue indefinitely, however: a cause for concern at these campuses.

The Academic Advising Committee. The Academic Advising Committee works together to share advising best practices, consult on common student issues, and review and recommend approaches to improve processes, procedures, and policies that impact advising. The committee is composed of the SSC's along with

- ◆ Advising coordinators from COE, CBPP, and the School of Nursing
- ◆ Faculty advisors from SOE and the community campuses
- ◆ The Associate Director of the University Honors College

LEARNING COMMUNITIES

Residential learning communities have been remarkably successful at enabling student success. Students living in university housing are among those with the highest of all retention rates (70% for first time full time baccalaureate cohorts entering in 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 Fall 03 and a First Year Engineering wing in Fall 04.

"Student effort and engagement in educationally purposeful activities has a cumulative positive effect on earnings, values development, cognitive development, and lifelong learning outcomes."

-- What Matters to Student Success

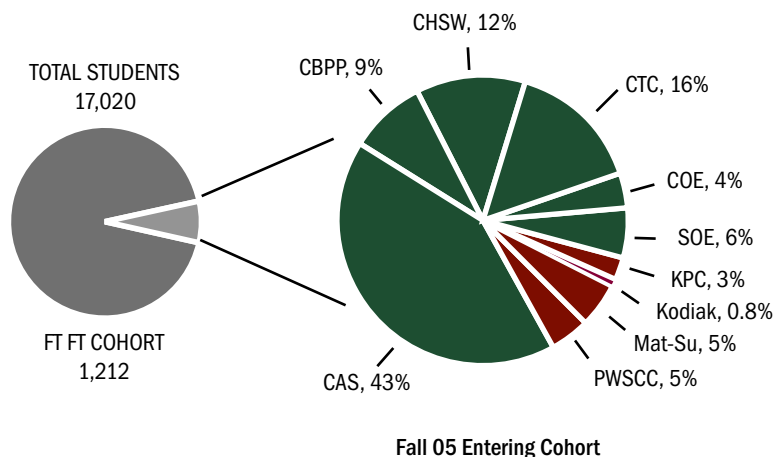
ACADEMIC SUPPORT

Supplemental Instruction (SI). Based on a nationally-designated Exemplary Education program, Supplemental Instruction provides additional tutoring and resources to students in high-attrition math and science courses. UAA piloted the SI program in Fall 2005 with two sections and 28 students, and expanded it in Spring 2006 to five sections and 79 students. Students who participated in SI study sessions earned significantly higher course grades than those who didn't, and we know from our 2003 study on course attrition that this result is likely to have a positive impact on student persistence. Our SI

program was founded on Performance Enhancement funds, and continued with support from a UAA Strategic Opportunity Fund award. See Spotlight, this chapter.

Freshman Seminar courses. UAA expanded its offerings of Guidance 150 (a 3-credit college survival skills course for incoming freshmen) from 10 sections and 204 students in FY05 to 14 sections and 262 students in FY06 (an enrollment increase of 28%). Space was renovated in the First Year Experience residence hall to create a smart classroom; new sections of Guidance 150 were offered there for the first time in Spring 2006.

Major Contributors



Unit Performance, Anchorage Campus

School of Engineering (70)	81.4%
College of Arts and Sciences (524)	70.6%
Anchorage Campus average (1085)	68.8%
College of Business and Public Policy (107)	67.3%
College of Health and Social Welfare (149)	65.1%
Community and Technical College (189)	64.6%
College of Education (46)	60.9%

Unit Performance, Community Campuses

Matanuska-Susitna College (63)	61.9%
Prince William Sound Community College (22)	54.5%
Community Campus average (127)	54.4%
Kenai Peninsula College (32)	53.1%
Kodiak College (10)	50.0%

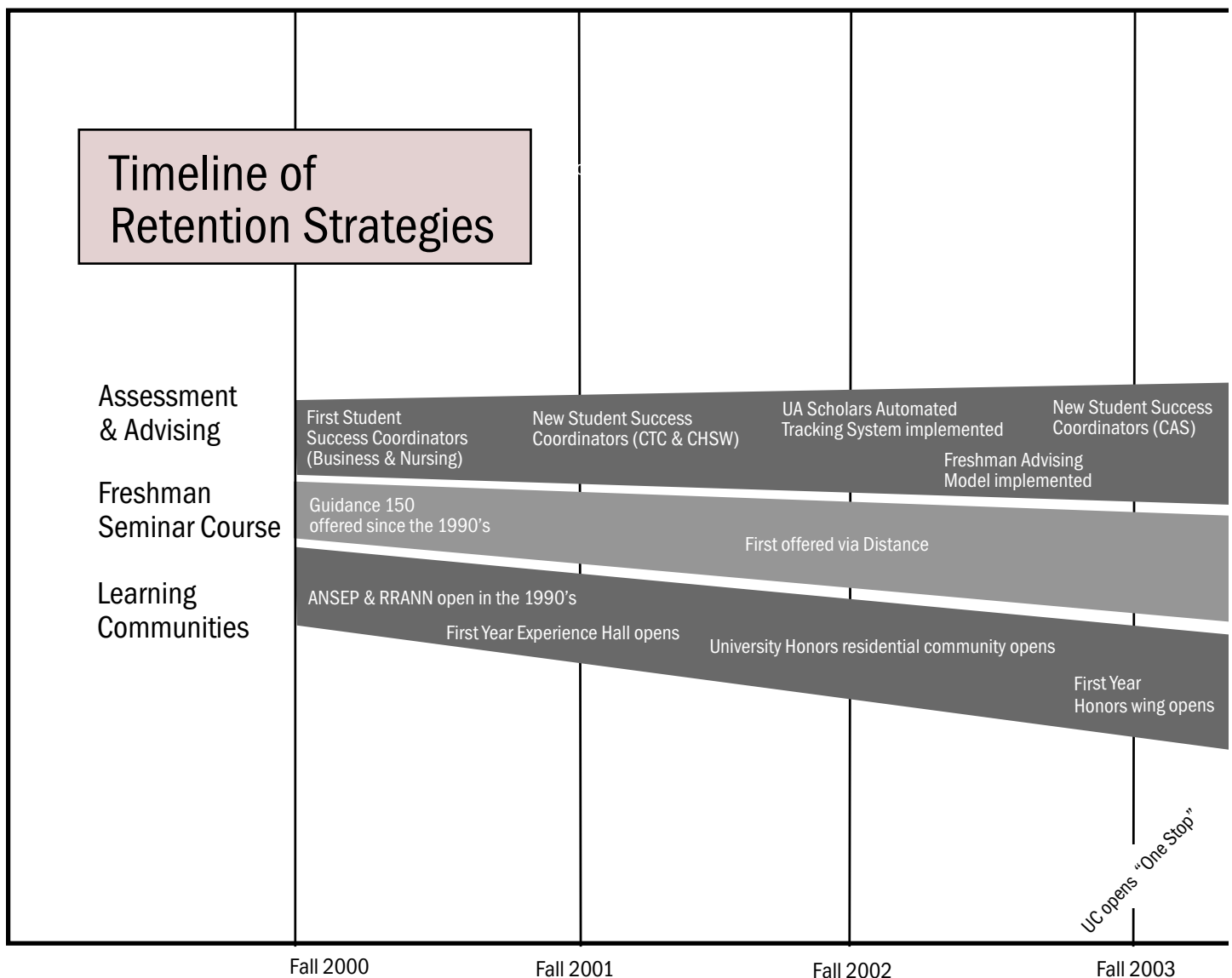
TRANSITION PROGRAMS

Orientation programs. UAA's new student orientation programs grow stronger every year, reaching more students and placing a greater emphasis on developing realistic academic expectations, advising, and college survival skills. The Fall 2005 orientations served 512 people (including 420 students and 92 family members), the largest attendance to that date.

Freshman Convocation. UAA held its first ever Freshman Convocation for the Fall 2005 entering class. The event featured keynote speaker Alan Lightman and was followed by a reception where students and their families could mingle with faculty and staff. A fixture at many campuses across the country, this event at the beginning of the academic year helps students connect to the campus, understand the new environment they are entering, and embrace

the sense of inquiry, discovery, and creativity that are integral parts of the undergraduate experience.

The Alaska Native and Rural Student Transition Program. The Fall 05 cohort was also the first freshman class to have access to the Cama'i Room, a study center and social gathering place in the residence halls. The Cama'i Room was created in response to a study that found rural 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 educational and cultural programs in FY06. It is a contributing factor to a 5% increase this year in Alaska Native student retention.

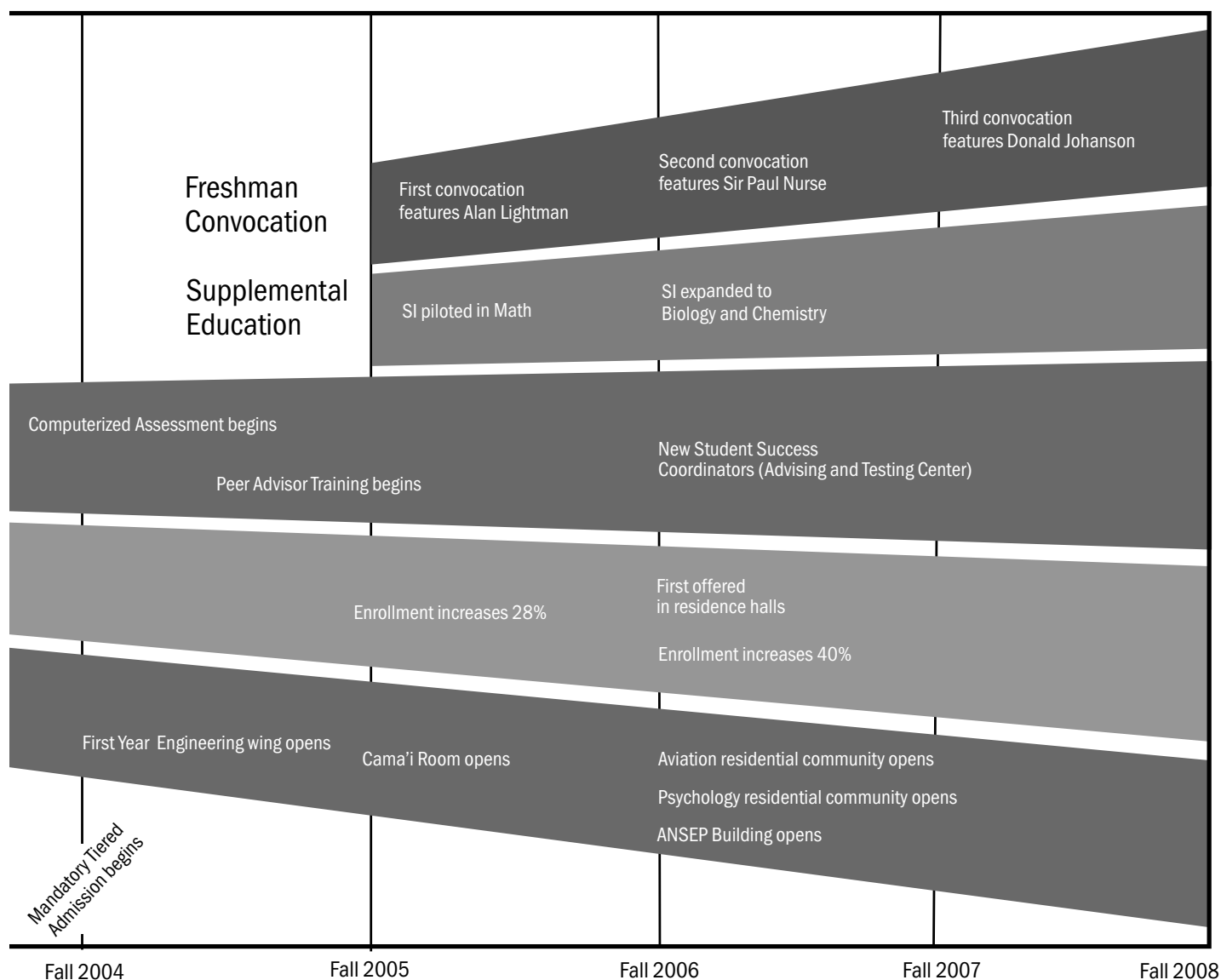


UNIT-SPECIFIC STRATEGIES

In addition to the Anchorage campus-based strategies described above, individual colleges and campuses practiced retention strategies of their own.

- ◆ CTC implemented a retention toolkit strategy in Fall 06 that included a CD with an introduction to the college and links to important campus resources. Student response was underwhelming (they found the toolkit to be too generic and too redundant), so CTC now steers new students to an improved and updated advising website. Being able to revise and improve a retention strategy based on customer feedback is one of the strengths of CTC, and one of the keys to their continuing success.

- ◆ KPC identifies 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 program to identify and target high-risk students early and provide them with assistance they may need. This hands-on approach enables MSC staff to know these individuals and needs before they may experience problems in college.
- ◆ PWSCC has developed a President's Forum that began in FY05, where the College President meets with students once a month to discuss any student concerns. This personalized strategy connects students to "their" campus, and surfaces concerns before they become big issues.



MOVING FORWARD:

Targets and Strategies for FY08 and Beyond

TARGETS AND PROJECTIONS

UAA is obviously pleased with the increased retention rate for our Fall 2005 entering cohort. Even with nearly a third of them enrolled in certificate or associate degree programs, we were able to achieve a retention rate that meets (and even slightly exceeds) the national average for open admission public universities. Most of the universities in that national category do not have so many students in certificate and associate-level programs, which makes UAA's performance all the more noteworthy.

Type of Institution	Median Retention Rate
Public Masters 1	71.6%
UAA first time full time bachelor	70.3%
UAA aggregate rate	67.6%
Public Masters with Open Admissions	67.3%
UAA first time full time associate	60.6%
Public Two Year	52.5%
Sources: ACT Institutional Data File 2006, Tables 1- 3; OPRA, Trendbook 2007, Table B-9	

Although we've been experiencing a slow and steady increase in the retention rate, it is too early to determine if this latest rate is a one-time surge or the next step in a longer-term trend. Our five-year average is 65%; the three-year average is 66%. Using these averages as a basis for our projections, UAA recommends setting targets that reflect our nominal performance projections of 66%. The rate of 68% remains our aspiration and goal, but given the national averages and our unique characteristics, it may not be sustainable over the long term.

FY08: 66%
 FY09: 66%
 FY10: 66%
 FY11: 66%
 FY12: 66%
 FY13: 66%

ISSUES AND CHALLENGES

Our Student Profile. Nearly a third of our first-time degree-seeking undergraduates are enrolled in certificate and associate degree programs. We know from both local and national data that associate degree students have lower retention rates in general than their baccalaureate counterparts (ranging from 44% to 53% in national studies). 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. These factors weigh especially heavily on our community campus retention rates.

Mission: Because of our commitment to a mission of open access UAA cannot simply recruit students who are most likely to persist: traditional-aged full-time students, with top high school GPAs, strong SATs, and affluent families. In the real world, 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. As a result, it is a continuing challenge for a university like UAA to achieve consistently increasing retention rates. Our peer institutions typically have a retention rate of around 60%. Based on student circumstances that can be beyond our control, our retention could decline in any given year.

STRATEGIES

ASSESSMENT AND ADVISING

Student Success Coordinators. UAA will continue to invest in its "hub and spokes" model of Student Success Coordinators as a critical first line of support for student retention. Student Affairs received \$30,000 in additional base funding to increase the contract length of the jointly-appointed SSC's in FY08. CAS and CBPP are both looking for funding to support additional SSC's in FY09. The Advising Committee, with representation from each major unit, will continue to oversee all advising. This network will be necessary as the university moves to a mandatory orientation and advising environment in FY09.

Degreeworks. In FY08, Enrollment Services will implement a powerful, sophisticated set of advising and auditing tools (Banner Student software) that allow students, faculty, and staff to understand exactly where students stand in relation to their degree requirements. Its Web-based output shows not only what has been completed, but provides easy-to-understand advice on what classes still remain to be completed. *Degreeworks* also contains detailed academic advice for students on future course options.

SPOTLIGHT ON

Supplemental Instruction

Supplemental Instruction (SI) is a highly regarded academic support system that uses structured, peer-assisted study sessions to improve learning, course completion, and retention. The strategy traditionally targets difficult “gateway” academic courses: those that are required of many first and second year students and that have a higher rate of failure or withdrawal. SI leaders attend classes, do the homework, and lead study sessions in consultation with the course instructor. They are hired, trained, monitored, and assessed by an SI Coordinator.

UAA’s SI program is modeled after the successful University of Missouri Kansas City program. The model was specifically developed for a large inner-city commuter campus with minimal entry requirements and high attrition and “stop-out” rates: in other words, an institution much like UAA. It is one of the few postsecondary programs to be designated by the U.S. Department of Education as an Exemplary Education Program.

Combined Results (Spring 05-Spring 07)	SI Group A,B, or C grades	Non SI Group A,B, or C grades
Biol 111 (7 sections)	72% (220 students)	43% (672 students)
Biol 112 (5 sections)	86% (51 students)	61% (342 students)
Chem 105 (1 section)	100% (3 students)	93% (61 students)
Math 107 (2 sections)	75% (12 students)	42% (67 students)
Math 200 (2 sections)	71% (31 students)	47% (55 students)
Math 201 (4 sections)	68% (63 students)	41% (156 students)
Math 272 (2 sections)	41% (29 students)	43% (51 students)
Total	71%	49%

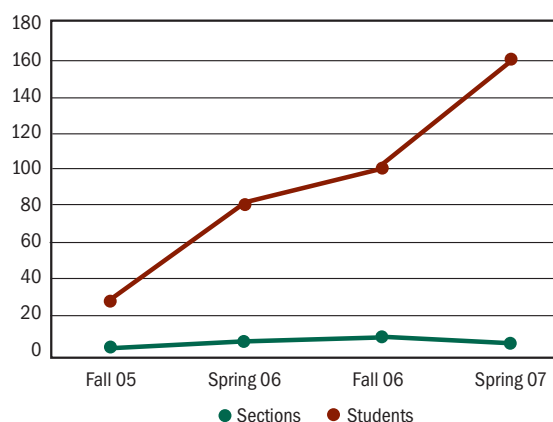
“Supplemental Instruction avoids the remedial stigma often attached to traditional academic assistance programs since it identifies high-risk classes rather than high-risk students.”

—David Arendale

Growing a Strategy

UAA piloted the SI strategy with two Math classes in the Fall of 2005, and added Biology, Chemistry and other Math classes in subsequent semesters. The strategy has grown from seven sections the first year to 16 in the second year and has thus far been applied to seven unique courses in the high attrition disciplines of math and the sciences.

Student participation has increased dramatically, from 28 students the first semester to 166 in the fourth semester of the program.



Results

- ◆ Mean final course grades are consistently higher for students who participate in SI study sessions than for those who don't.
- ◆ The more tutoring sessions the student attends the higher his or her final course grade is likely to be.

Link to Retention

UAA's 2003 report on course attrition revealed that attritors (students who receive a grade of W, F, NP, or AU) are less likely to persist than non-attritors, and the more classes they attrit, the less likely they are to return the following year.

Funding

FY06: Performance Enhancement funding (\$41,000)
 FY07: Strategic Opportunity Funding (\$50,000)
 FY08: Strategic Opportunity Funding (\$80,000)

Faculty advising seminars.

The Advising and Testing Center offered a series of seminars in March and April 2007 that were videotaped and are now available in the Consortium Library:

- ◆ Module I: The Basics: Policies, Rules, and Regulations
 - ◆ Module II: Advising for Student and Institutional Success
 - ◆ Module III: Advising for Student Growth and Development
- Student Affairs also sponsored the Noel-Levitz 2007 Advanced Advising Webinar Series that began in March and continues through October 2007.

With so many courses at the freshman level taught by adjuncts, there is also real potential to move this metric by providing additional training workshops for part-time faculty to introduce best practices and interventions that will increase student success and retention.

LEARNING COMMUNITIES

Expand learning communities. New residential learning communities in Aviation and Psychology opened in Fall 06, as did the new ANSEP building, increasing both capacity and opportunity for the class of entering freshmen whose retention will be measured next year. A Community Service learning community is under consideration.

ACADEMIC SUPPORT

Supplemental Instruction. The SI program received \$50,000 in Strategic Opportunity Funding in FY07 and expanded from seven to 16 sections. A further expansion is planned for FY08, with \$80,000 of SOF funding to support SI leaders in 17 of UAA's highest-attrition courses in math, biology, chemistry, and statistics.

Freshman Seminar courses. Enrollment in Guidance 150 increased dramatically in FY07, from 14 sections and 262 students in FY06 to 18 sections and 368 students in FY07 (an enrollment increase of 40%). New sections were delivered in the First Year Experience hall, and the course became mandatory for new freshmen in the residence halls beginning in Fall 2006. We expect this strategy to have a positive effect on next year's retention rate. Fifteen sections are already scheduled for Fall semester 2007, including two late-starting sections and one on-line section.

TRANSITION PROGRAMS

Orientation programs. We expect the successful Summer/Fall 2006 orientation program to have a positive impact on the students returning this fall. UAA's new Book of the Semester program was introduced at this event and a new student resource guide called *Paw Print* was distributed. In a survey of participants, the overwhelming majority (94%) found the orientation experience to be rewarding and said they were glad they attended.

This year's orientation program (Summer 2007) has been the biggest ever, reaching nearly 1,000 participants (including both students and their parents and supporters). Every student who attended received a copy of one of our Books of the Year as a way of connecting them to that program as well.

For future years, on-line orientation and advising programs are in development and piloting stages. A team of business majors produced a plan for creating and implementing an on-line orientation program that UAA intends to develop in FY08. Planning is also underway to implement mandatory orientation programs (including assessment, academic advising, and introduction to campus) for all new degree-seeking students beginning in FY09.

Freshman Convocation. This very successful program is hosted by UAA's University Honors College. The featured speaker for Fall 06 was Nobel Laureate Dr. Paul Nurse; for Fall 07 it was paleontologist Donald Johanson. Freshman Convocation received funding in the FY08 Strategic Opportunities Fund cycle to continue to inspire and connect students. It will be considered for base budget funding in next year's PBAC discussions. The Convocation has widespread support across the Anchorage campus.

Rural Student Transition. Student Affairs is seeking base funding to hire a retention and cultural coordinator, housed in the Cama'i Room, to continue this successful initiative for Alaska Native, Native American, and other students from rural communities living in the residence halls.

ADMINISTRATIVE STRATEGY

Refine data and reporting capabilities. An effort was begun last year to present deans and campus directors with a meaningful data set that identifies the students in their entering cohorts early enough in the fall to allow them to direct specific strategies toward them. The project got underway too late to be maximally effective for the Fall 06 entering cohort, but we expect to repeat it with further refinements in Fall 07.

BEYOND THE METRIC

Other Measures

In addition to the cohorts and methods defined for this metric, UAA has long measured retention rates for other student populations of interest, with cohorts selected by OPRA and retention defined as those who return the following year to our MAU.

A few observations from FY04 to FY07 include:

- ◆ Retention rates are significantly higher for baccalaureate and full time students than for associate and part-time students. In both cases, this mirrors national trends.
- ◆ Significant predictors of retention include being an Alaska Scholar, having a high school GPA over 3.0, living on campus, and receiving financial aid.
- ◆ International students have excellent retention rates.
- ◆ Retention rates are almost always higher for females, and for students carrying 15 or more credits.
- ◆ Retention rates are lower for Alaska Natives than for any other ethnic group, but they improved markedly in the most recent year.

UAA also tracks many other student success measures, including

- ◆ Placement test scores
- ◆ Course completion/Course attrition
- ◆ 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
- ◆ Community College Survey of Student Engagement
- ◆ Community College Faculty Survey of Student Engagement
- ◆ Student Opinion Surveys
- ◆ UAA Alumni Career Survey

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 the 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 Budget Allocations

- ◆ Honors College; Freshman Convocation (\$50,000)
- ◆ Enhancing Year-round Academic Advising (\$30,000)

FY08 Strategic Opportunities Funding

- ◆ Pre-college Academic Enrichment for Rural Alaska – Phase II (\$75,000)
- ◆ Supplemental Instruction (\$80,363)
- ◆ Developing a Diversity Team at UAA (\$44,465)
- ◆ Creating a Framework for Diversity Outcomes (\$14,119)
- ◆ Civic Engagement Certificate (\$35,850)

FY09 Operating Budget Requests (Tentative List)

- ◆ Mandatory Advising and Orientation (\$235,000)
- ◆ University Honors College (\$130,000)
- ◆ MSC Career Services Center (\$90,000)
- ◆ KOC Rural Access Coordinators (\$65,000)

STUDENT CREDIT HOURS

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

338,878

Increased 0.8%
over FY06

Increased 1.8%
over FY04

Missed target
by 1.2%

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).

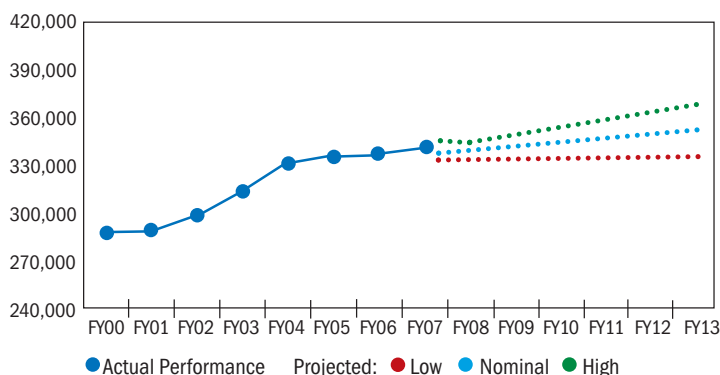
Metric: Student Credit Hours and Headcount

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; FY07 includes Summer 06, Fall 06, and Spring 07 closing data.

Student Credit Hours - Total UAA



Performance

	FY00	FY01	FY02	FY03	FY04	FY05	FY06	FY07
	285,128	286,284	297,668	314,746	332,757	333,263	336,146	338,878

Projections

	FY07	FY08	FY09	FY10	FY11	FY12	FY13
High	348,261	343,961	349,121	354,357	359,673	365,068	370,544
Nominal	341,541	341,420	343,980	346,560	349,159	351,778	354,416
Low	335,352	338,878	338,878	338,878	338,878	338,878	338,878

PERFORMANCE:

FY04 to FY07

Continued Growth

Growth continued for the 7th year in a row for UAA as a whole. Overall, UAA generated 338,878 Student Credit Hours (SCH) in FY07, an increase of 2,732 (0.8%) over FY06 and 6,121 (2%) over FY04, continuing a slow but steady growth pattern. We did not achieve the statewide-set target of 2% annual growth, but we did land within our projections for the year.

Performance varies year by year between the individual campuses and colleges. The majority of the gains last year were generated by the College of Education (COE), the School of Engineering (SOE), Kenai Peninsula College (KPC), and Prince William Sound Community College (PWSCC). Together, these units delivered 4,546 additional credit hours over FY06.

Note: Statewide correspondence sometimes assumes an FY06 performance of 339,000 for UAA (rounded to the nearest thousand). This total includes 3,046 student credit hours from Statewide Military programs that were transferred to UAF at the beginning of that year (summer 05). UAA adjusts our performance number downward to account for this transfer, yielding an actual FY06 performance of 336,146. All analysis in this report is based on the adjusted FY06 value.

ANALYSIS

Major Contributors. The Anchorage campus schools and colleges generated 83% of all UAA's SCH in FY07. As usual, the two largest units were the College of Arts and Sciences (CAS) with 41% and the Community and Technical College (CTC) with 20%. Both colleges increased over their FY04 performance: CAS by almost 3% and CTC by nearly 5%. However, both declined slightly from their FY06 performance: CTC by 1,547 SCH (about 2%) and CAS by 641 SCH (about 0.5%). CTC's decline came partly from lower enrollments in military programs; the CAS decline can be attributed to the transfer of Guidance 150 courses to the Office of Student Affairs.

All of the Anchorage colleges demonstrated growth between FY04 and FY07 except for the College of Business and Public Policy (CBPP), which declined slightly (157 credit hours, less than 1%). Strong performers for the entire reporting period include:

- ◆ College of Health and Social Welfare (CHSW): up 6% since FY04
- ◆ College of Education (COE): up 22% since FY04
- ◆ School of Engineering (SOE): up an impressive 53% since FY04

Community Campuses. Together, the community campuses accounted for about 17% of UAA's SCH production in FY07 – up one percentage point from FY06. Kenai Peninsula College (KPC) is the only community campus with a consistent growth pattern, up 5% from FY06 and 3% from FY04. Prince William Sound Community College (PWSCC) rebounded sharply in FY07 following two years of declines, increasing by 9.7% to its second highest year ever, a surprising and notable achievement considering the economic challenges in the Valdez region. Kodiak College (KOC) and Matanuska-Susitna College (MSC) continued their overall declines since FY04.

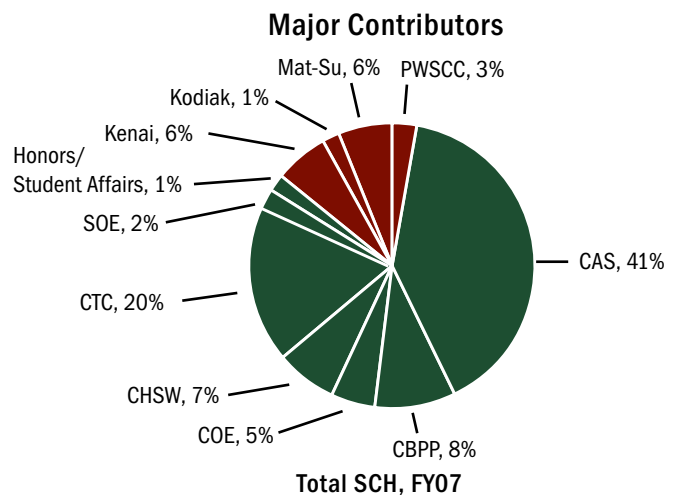
THE OPERATING ENVIRONMENT

Performance on this metric was influenced by a combination of factors, some positive and some negative. Positive factors include:

- ◆ **Continued demand for general education courses**, particularly on the Anchorage campus, to support all degree programs, especially fast-growing undergraduate programs in health, education, and engineering. Course enrollments in the 100-299 level sections in CAS grew by 0.5% in FY07.
- ◆ **Increasing effectiveness of student retention efforts**, including supplemental instruction, increased academic advising, and a growth in residential learning communities (see Retention chapter).

Factors working against growth include:

- ◆ **Tight fiscal controls in response to the CAS budget deficit** resulted in a leveling off of credit hour production from UAA's largest college. 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 was directly linked to the financial health of this college.



- ◆ **Impact of military deployments** continued to cause SCH declines in CTC at Elmendorf, Fort Richardson and Eagle River.
- ◆ **Space constraints** have limited the number of centrally scheduled classrooms in the 5:30 and 6:45 pm time blocks.
- ◆ **No new investment in central recruiting staff.** UAA Enrollment Services has not increased their professional recruiting staff between FY04 and FY07, instead relying on student workers to staff the electronic response systems (phone and email).

STRATEGIES

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

New programs. Thirty new certificate and degrees were approved for UAA by the Board of Regents between FY04 and FY07 – the

majority in high demand career areas. Eleven of these new awards were approved in FY07.

New classrooms. KPC's Kenai River Campus classroom addition was completed in January 2006, providing much needed classrooms and space for their Student Health Clinic. Major renovations also occurred at the Kachemak Bay Campus. The long-awaited Alaska Native Science and Engineering Program (ANSEP) building opened on the Anchorage campus in Fall 06. Instructional spaces on all of the campuses received maintenance and refurbishment throughout the reporting period.

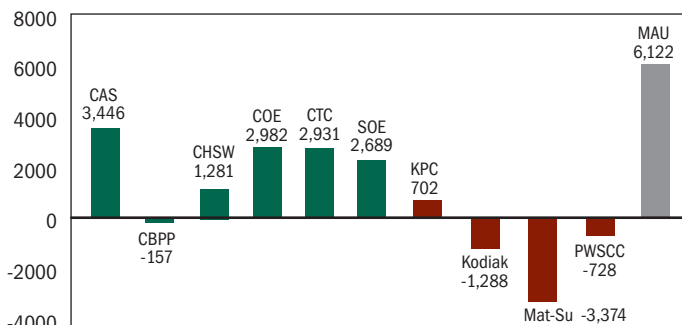
Increased distance delivery. A fall-to-fall comparison of distance delivered courses reveals tremendous growth in the number of sections, students, and credit hours. Between FY04 and FY07, the number of sections almost doubled, headcount grew by 63%, and credit hour production grew by 61%. From FY06 to FY07 alone, student credit hours in distance delivered courses grew by 4,260 (17%). See Spotlight, this chapter.

New Programs in FY07	
Campus	Program
Anchorage	<ul style="list-style-type: none"> ◆ Undergraduate Certificate, Civic Engagement ◆ Bachelor of Science, Construction Management ◆ Bachelor of Arts, International Studies ◆ Graduate Certificate, Port and Coastal Engineering ◆ Graduate Certificate, Special Education ◆ Graduate Certificate, Supply Chain Management ◆ Master of Applied Environmental Science & Technology ◆ Master of Science, Applied Environmental Science & Technology
Kodiak College	<ul style="list-style-type: none"> ◆ Undergraduate Certificate, Construction Management ◆ Undergraduate Certificate, Occupational Safety and Health ◆ Undergraduate Certificate, Welding

Student service improvements. UAA continues to enhance student services. Improvements implemented in '07 include:

- ◆ A new process to drastically reduce the response time for e-mail inquiries.
- ◆ On-line access to printing of enrollment certifications.
- ◆ Elimination of the add/drop fee.
- ◆ New registration policy. Beginning in Fall 06, the Anchorage campus prohibited students from holding spaces in more than one section of the same course, thereby reducing dropped classes and helping more students get the classes they need.
- ◆ Implementation of on-line grading. This has been a huge success. It started in Spring 2006, and by Spring 2007 over 35,000 grades were entered on-line, totally eliminating the use of "bubble" grade sheets.
- ◆ Redesign of the Admissions webpage.
- ◆ Elimination of the delay between admission processing and registration for non degree-seeking students.

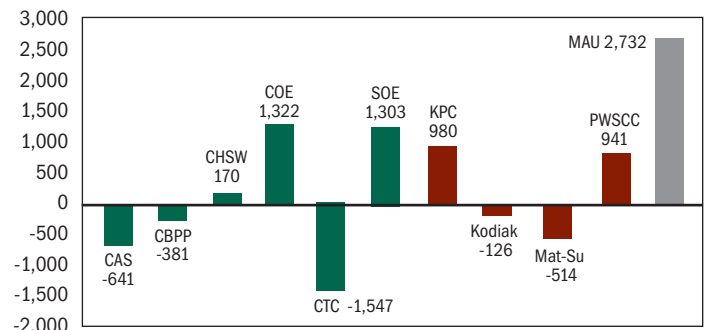
Unit Performance 04-07



Net change in SCH between FY04 and FY07

MAU total includes University Honors College

Unit Performance 06-07



Net change in SCH between FY06 and FY07

MAU total includes University Honors College

- ◆ Shift to earlier web registration and added dedicated computers for students to use at KPC; the result is increased web registration rates and decreased staff time dedicated to the registration process.

Increased access to financial aid for degree-seeking students. For the first time in UAA's history we have received over 10,000 FAFSA applications, reflecting the growth in student demand and the success of the FAFSA Frenzy strategy. In FY07, Student Financial Aid processed 10,699 applications for loans (an increase of 8.2% over the previous year), and delivered \$53,879,365 in financial aid (an increase of 7.5% from FY06). 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, an 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. Since Spring 2004, program participation at KPC has increased 26%, serving 1,666 mostly full-time traditional age students in the last seven semesters.

Pre-college academic enrichment program for rural Alaskans.

In FY07 Student Affairs received base funding and a Strategic Opportunity Fund (SOF) one-time grant to collaborate with schools and colleges on developing pre-college academic enrichment programs for rural Alaskans. Using the ANSEP pre-college program model, the program director engaged 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 rural students. These efforts provide "college readiness" academic enrichment programs, bridging the gap between high school and college and making it easier for rural Alaskans to "come across" (making them more likely to choose college). They introduced students to the academic skills they need to be successful in the college environment, improving course attrition, retention, and graduation rates.

The activities included

- ◆ Awareness and outreach visits to high schools, college/career fairs, and Native corporations in rural villages and rural "hub" cities.
- ◆ "College readiness" pre-college computer labs in rural Alaska and in Anchorage where students built computers and learned computer software applications.

Recruitment of Alaska Native students. Native student recruitment has been strengthened with the involvement of Native Student Services (NSS), a statewide high school campaign for ANSEP, and outreach efforts at the Alaska Federation of Natives convention, the Southcentral Foundation Gathering, the Bilingual and Multicultural Education/Equity Conference, and other Native community meetings and conferences. NSS increased its recruitment efforts from participating in 6 events in FY06 to 17 events in FY07, including college fairs in the Nome School District, Lake and Peninsula School

District (Newhalen), Mt Edgecumbe (Sitka), Dillingham, and Wainwright. NSS also conducted outreach efforts in Fairbanks, Seward, and Valdez, and collaborated with the Bering Straits School District on "electronic outreach" via a two-way video conference with high school students from 4 sites (Diomedea, Savoonga, Shishmaref, and Stebbins).

Career Pathways brochures. This marketing strategy, originally developed in CTC during FY05 and 06, was adopted by Enrollment Services in FY07 and is being expanded to include all the degree programs on the Anchorage campus in FY08, in partnership with each of the colleges and the UA statewide system. See Spotlight in High Demand Programs chapter.

MOVING FORWARD:

Targets and Strategies for FY08 and Beyond

TARGETS AND PROJECTIONS

UAA is projecting from 0% (low) to 1.5% (high) growth in student credit hour production for FY08. Utilizing the nominal projection at 0.75%, we project the following over the next six years:

Annual Targets (nominal projections)

FY08:	341,420
FY09:	343,980
FY10:	346,560
FY11:	349,159
FY12:	351,778
FY13:	354,416

Assumptions. These targets are based on the following assumptions:

- ◆ The "Low" projection (0% growth) is based on current limitations including the availability of qualified adjunct faculty, limited access to instructional rooms during peak demand times, challenges in recruitment and enrollment process staffing, and limited resources for advertising.
- ◆ The "High" projection (1.5% growth) is based on access to more adjunct faculty for GER courses, access to additional classroom space in peak demand times, more late starting and distance education classes to provide more options to students, and a greater investment in advertising and recruitment.
- ◆ The greatest potential for increasing student credit hours in the coming years will be to improve student retention.
- ◆ Smaller communities may continue to experience economic challenges that limit UAA's ability to increase community campus enrollments.

SPOTLIGHT ON

Distance Delivery

Distance delivery is a blanket term that includes any method of instructional delivery that occurs when students and faculty are not at the same location. With 10,265 enrollees in FY07, UAA is the largest provider of distance education in the University of Alaska statewide system.

Snapshot, FY07	
Distance delivered SCH	29,188
% of total SCH	8.6
Number of sections	629
Major contributors	CAS (36%) COE (18%) CBPP (13%) CHSW (12%) CTC (10%)
Course levels	Lower division (59%) Upper division (19%) Graduate (17%)
Modalities	Web-based (56%) Telecourses (18%) Video (8%) Audio (8%)

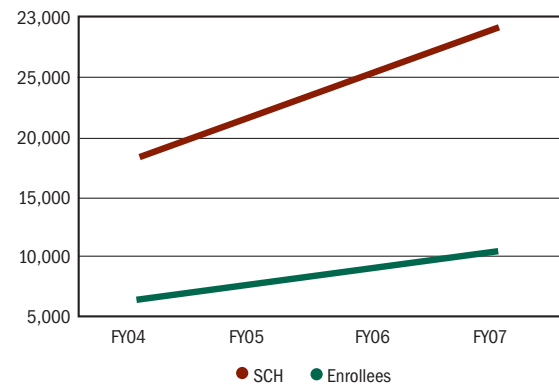
Growing a Strategy

Distance delivery is largely a decentralized strategy at UAA. Technical support is provided by Information and Technology Services, instructional support is provided by the Educational Media Services (eMedia) office, and faculty development and training are provided by the Center for Advancing Faculty Excellence (CAFE) in Anchorage. But for the most part, the growth of this strategy comes from individual faculty, deans, and campus directors who have developed and promoted it within their units.

About 8.6% of UAA's SCH was distance delivered in FY07, up from 7.5% in FY06 and 5.5% in FY04. Since FY04, the number of course sections has nearly doubled (from 319 to 629) and SCH has increased 61% (from 18,034 to 29,045).

Six units have grown their distance offerings dramatically since FY04:

- ◆ Mat-Su - up 517% ◆ Kodiak - up 269%
- ◆ CHSW - up 354% ◆ KPC - up 156%
- ◆ CTC -- up 333% ◆ COE - up 153%



Changing Delivery Modes

Telecourses, once the primary delivery medium, have declined 43% since FY04, while web-based delivery has increased almost three-fold (189%). Blackboard technology is now commonly used even in courses that are not primarily distance-delivered. In the summer of 2007, UAA added new tools to help instructors create Wiki sites and blogs, conduct full-text searching across course content, and integrate pod-casting into their Blackboard sites.

Degree Programs

UAA now offers nine degree programs in three high-demand career fields that can be completed exclusively via distance delivery:

Degrees offered via distance		
Health	Education	Engineering
AAS, Nursing	MED, Early Childhood Special Education	MS, Arctic Engineering
AAS, Radiologic Technology	MED, Educational Leadership	
BS, Nursing (RN)	MED, Special Education	
MS, Nursing (Education option)		
MPH, Public Health		

ISSUES & CHALLENGES

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

Alaska's high school graduation numbers are projected to decline starting in 2009, according to 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, UAA's fastest growing student population since 1998. UAA's Strategic Enrollment Management (SEM) Committee is monitoring WICHE and School District projections.

Alaska has low rates of high school graduation in general and large number of young people who decide not to attend college at all. We will need to work closely with our local school districts to ensure that *Career Pathways* information reaches this population early.

Military deployments will continue to have a significant impact on our second-largest credit hour producer. CTC's instructional centers at Elmendorf Air Force Base, Fort Richardson, and the Chugiak-Eagle River Campus will all be affected. Even with distance delivery options, the number of troops and dependents with the time and energy to dedicate to higher education is more limited than in the past. This situation is likely to continue until there is a change in the level of our military service commitments on foreign soil.

Faculty availability. Growth will continue to be limited by faculty hiring issues such as the availability of appropriate faculty positions 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 Nursing and Engineering) where the employment market is strong and salaries are high, and in technical fields (such as Air Traffic Control) where there is a shortage of teachers with advanced degrees. They also affect the number of General Education sections that can be offered; we currently have problems finding enough qualified adjuncts to teach Tier 1 GERs.

Connectivity and bandwidth. The distance education environment is complicated by the lack of adequate bandwidth. College deans and campus directors are encouraging their faculty to teach more distance-delivered 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 FY08 and beyond in order to grow student credit hours.

Increase investment in instruction. UAA addressed CAS's structural deficit in FY07, and careful management by CAS leadership, along with a significant investment from UA Statewide system, has mitigated a troubling deficit. However, additional investment is needed to grow and develop the programs in CAS. With continued prudent enrollment management and successful retention efforts, we should see continued credit hour growth from UAA's largest college.

UAA used statewide assistance and the Planning and Budget Advisory Council (PBAC) process to reallocate significant new investments to the colleges to replace "soft dollar" funding for faculty positions in high demand areas such as Nursing, and to invest in new faculty positions in areas of large enrollment growth such as Engineering.

Fill upper division courses. UAA still has excess capacity in upper division courses and graduate programs, and will use undergraduate retention strategies, graduate recruitment strategies, and increased financial aid options to increase enrollments in these classes.

Complete implementation of the *Career Pathways* marketing strategy. The Anchorage campus recruitment office is in the process of creating *Career Connections* brochures and *Career and Educational Pathways* flyers for 67 certificate and degree programs. About a third of them are expected to be ready for the FY08 recruiting season, with the remainder to follow during the year.

Open new 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 Building; retrofitting of the Engineering and Science buildings; renewal and expansion of the Fine Arts building; and additional student housing and recreational facilities.

- ◆ KPC's new Mining and Petroleum Training Services (MAPTS) building will be dedicated on August 23, 2007. This will provide much-needed training space for next academic year.
- ◆ The Integrated Science Building will create enough space to allow for expansion of CAS and Engineering programs beginning in FY10. This building is on schedule for a Fall 2009 opening.
- ◆ In the 2007 legislative season, KPC's Kachemak Bay Campus received \$2.5M to acquire and renovate Homer City Hall to address its operating out of two locations one mile apart. However, the city of Homer is unlikely to move out of the building for two years.
- ◆ Program space is being expanded and improved for the Dental Hygiene program, WWAMI, and the joint PhD in Psychology.

- ◆ Instructional space in the University Center for the Project Management and the Engineering and Science Management programs is more than doubling, reflecting the demand for this essential high-demand job area.
- ◆ 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, as the current Aviation facilities at Merrill Field are not adequate to meet demand and program needs.

Continue the highly successful TRIO Upward Bound programs.

UAA's TRIO programs recently received a new grant for \$1 million over the next four years to continue to provide services to first-generation low-income students in three Anchorage high schools. The Upward Bound program provides after-school tutoring and Saturday instruction in reading, writing, mathematics, study skills, and other necessary subjects. Each summer, the students attend a rigorous six-week academic summer program on the Anchorage campus. The program is extremely successful: 100 per cent of the Upward Bound seniors earned their high school diplomas, and 90 per cent are currently enrolled in post-secondary education.

Build the pre-college academic enrichment program for rural Alaskans. This program has received \$50,000 in SOF funding for FY08 to continue its work in rural Alaska. This funding will provide distance-delivered tablet tutoring support for rural high school students in mathematics and science courses, using UAA students as tutors. The goal is to engage 100 rural high school students for a scheduled two-hour tutoring session each week, using twenty UAA student tutors. This academic assistance is crucial in "making the bridge" between high school and college-level work.

Replicate the ANSEP model. The opening of the ANSEP building on the Anchorage campus in Fall 06 not only increased the capacity of the program, but also provided a physical "home" and locus for the students. The School of Engineering has a \$250,000 Bureau of Land Management (BLM) grant to expand the ANSEP model to Geomatics by 2011, and is in the beginning stages of extending the bridging and mentoring services to all programs within the School. In FY07, ANSEP received \$750,000 over five years to build a workforce career path for rural students interested in the biological sciences.

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

- ◆ Enrollment Services is making progress toward a long-term goal of having student financial aid direct deposited into a student's bank account. Statewide Finance has agreed to begin the process as a pilot project in the Fall of 2007, with full implementation in Spring 2008.

- ◆ Enrollment Services has implemented an on-line scholarship application process for UAA-endowed scholarships. By completing just a few questions on-line, a student can be considered for many different scholarships, with the rest of the necessary information being pulled directly from the student's records. This efficiency should assist in easing the burden of student loans, and helping additional students attend UAA.
- ◆ With the help of UAA Strategic Opportunities funding, Enrollment Services will purchase and implement *Degreeworks* in FY08, which will allow for quick, accurate on-line degree audits. This program may be accessed by both faculty and students, enabling better advising and more focused course planning.
- ◆ New student telecounselors, and an increased use of e-mail to prospective students, will increase efficiency as well as improve communications and help increase our prospective student conversion and yield rates.

BEYOND THE METRIC

University Honors College

The University Honors College became a reality in FY07, marking a new milestone in honors education and undergraduate research at UAA. University Honors enrollment has grown from 20 students in 1988 to 180 students last year, and undergraduate research awards have increased 143%. Disciplinary honors options have grown from two to eighteen departments, and Honors graduates have gone on to some of the best graduate and professional programs in the nation. The change in designation from Program to College highlights the value UAA places on excellence in undergraduate education and on student success. The Honors College will strengthen the culture of active learning, help us attract and retain better students, and improve the overall quality of the educational experience at UAA.

Other Measures

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

Enrollment measures include

- ◆ Headcount trends
- ◆ Applications for admission; yield rates
- ◆ 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

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

Recognizing collaboration and competition.

The colleges and campuses support each other's programs through course delivery, advising, proctoring exams, and other activities that use resources without seeming to "count" in one or more of the performance 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.

Putting Money Where the Metric is

FY06 Performance Enhancement Funds

- ◆ Development of the Boreal Forest Environmental Observatory (\$50,000)
- ◆ Development of Armed Forces to Academia (A2A) program to increase the number of teachers from the ranks of retired military personnel (\$40,000)
- ◆ 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)
- ◆ Recruitment and course offerings for the UAA/University of Hong Kong Alaska-China Business Development Summer Seminar and Symposium (\$10,000)
- ◆ Weekend Recertification Courses (\$13,200)
- ◆ Professional marketing materials (\$10,900)
- ◆ Short courses in Arts and Sciences for non-degree-seeking students (\$6,600)
- ◆ Recruitment and course offerings for the AAS in Accounting program (\$6,100)

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)
- ◆ University Honors Program support (\$100,000)
- ◆ Base funding for Pre-College Academic Enrichment Program (\$80,000)

FY07-08 Strategic Opportunities Funds

- ◆ Purchase of *Degreeworks* degree auditing and advising software (\$112,000)

FY08 Budget Allocations

Reallocation of base funding to academic programs:

- ◆ College of Arts and Sciences (\$1,280,000)
- ◆ Community and Technical College (\$428,100)
- ◆ College of Health and Social Welfare (\$750,000)
- ◆ College of Education (\$170,000)
- ◆ College of Business and Public Policy (\$168,000)
- ◆ School of Engineering (\$250,000)

One-Time Funding

- ◆ Engineering Faculty Position (\$125,000)

RESEARCH

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

\$10.3 million

Decreased 25%
from FY06

Decreased 7%
from FY04

Missed target
by 23%

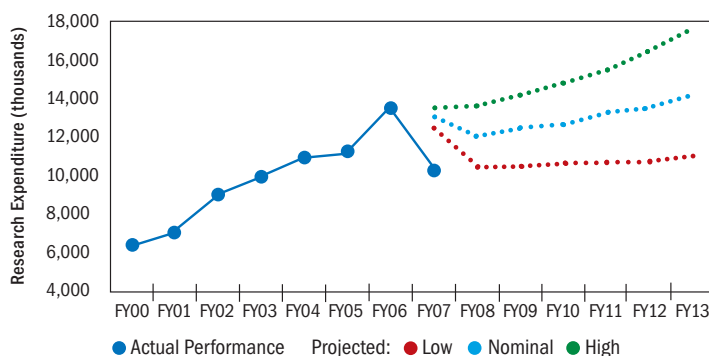
The discovery of new knowledge is fundamental to the mission of any university, and UAA is no exception. This metric measures a narrow range of activities that contribute to the creation of knowledge: grant-funded projects that meet traditional definitions of basic (or “pure”) research. It does not measure 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	FY07
	6,445.3	7,184.1	9,114.0	10,158.0	11,089.0	11,225.9	13,651.0	10,278.2

Projections

	FY07	FY08	FY09	FY10	FY11	FY12	FY13
●	13,764.0	13,708.5	14,393.9	15,113.6	15,869.3	16,662.7	17,495.9
●	13,252.4	12,178.3	12,543.6	12,919.9	13,307.5	13,706.8	14,118.0
●	12,414.8	10,541.6	10,647.0	10,753.5	10,861.0	10,969.6	11,079.3

PERFORMANCE:

FY04 to FY07

Disappointing

It was a disappointing year for this measure. UAA's grant-funded research expenditures for FY07 totaled \$10,278,169: down 7% from FY04 and 25% from FY06. This performance was about 23% below our target of \$13.3 million for the year.

The major contributors to this metric are three colleges with research centers and institutes that together comprise 92% of the total. All three declined this year, two of them very sharply:

- ◆ College of Business and Public Policy (CBPP), including the Institute for Social and Economic Research (ISER): 37% of the total, down 47% from FY06.
- ◆ College of Arts and Sciences (CAS), including the Environment and Natural Resources Institute (ENRI): 36% of the total, down 8% from FY06.
- ◆ College of Health and Social Welfare (CHSW), including the Center for Human Development, the Institute for Circumpolar Health Sciences, and the Justice Center: 19% of the total, down 64% from FY06.

Of the remaining units, the School of Engineering had one of its highest years ever, increasing by 77% from FY06. Unfortunately their numbers were too small to have a significant effect on the overall UAA total.

Kenai Peninsula College was the only community campus with research expenditures, and their total was very small. Although they had over \$1.2 million in externally funded projects in FY07, almost none of that activity fit the narrow definition of this metric.

ANALYSIS

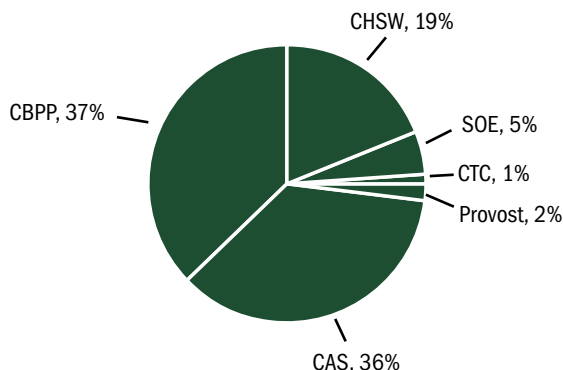
The abrupt drop in FY07 research expenditures was caused primarily by decreases in grant-funded projects in CBPP and CHSW. CBPP declined \$1.2 million in Supply Chain Management funding and CHSW declined \$1.3 million in Title VIII funding for health programs. Combined with a \$700,000 decline in ISER funding and the ending of the Capstone program in the Community and Technical College (-\$400,000), those losses resulted in UAA's weak performance on this metric.

The decreases were not completely unexpected. Federal funding for basic research has been declining for several years now, and sooner or later that decline was bound to have an impact on our ability to grow this activity. Unfortunately, this was a year in which several older grants expired or changed without enough new awards to take their place.

THE OPERATING ENVIRONMENT

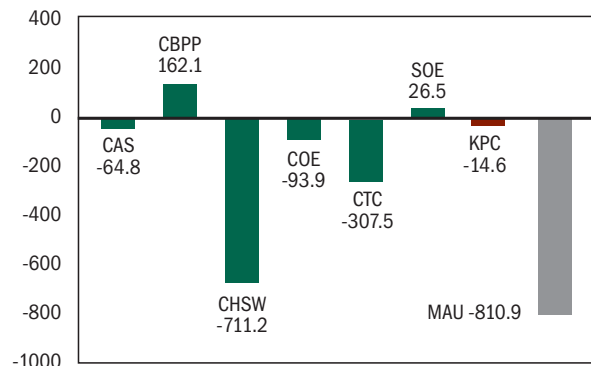
UAA's research enterprise is administered by a strong central office under the leadership of Dr. Douglas Causey, Vice Provost for Research and Graduate Studies. At the start of FY07, the post-award administration office (Office of Grants & Contracts) was merged with the pre-award office (Office of Sponsored Programs), a move designed to increase efficiency and improve service. The office is focused on developing a more standardized and common set of operational policies across the entire campus.

Major Contributors



Total Grant-Funded Research Expenditures, FY07

Unit Performance



Net Change in Grant-Funded Research Expenditures between FY04 and FY07 (in thousands)

STRATEGIES

Research administration. The merger of Grants and Contracts with the Office of Sponsored Programs began in FY06 and was completed in FY07. All of the technician positions were redefined, and a new position—Contract Negotiator and Training Specialist—was created to further strengthen research administration. Policies continue to be examined closely, discarded where they are obsolete or redundant, and reformulated for better service and efficiency. The new office is more efficient and service-oriented, and is evolving into a robust and supportive adjunct to UAA research.

Chancellor's Research Fund. This fund was established to support research, scholarship, and creative projects that have potential for further development, grant funding, publication, exhibition, or performance. Thirteen awards were made in FY07, ranging from \$1,200 to \$25,000.

Statewide Research Advisory Council (RAC). This statewide group is charged with setting policy and supporting collaboration and cooperation among research groups with the University of Alaska system. It includes the statewide Vice President for Academic Affairs and the Vice Chancellor or Vice Provost for research from UAA, UAF, and UAS.

EPSCoR (Experimental Program to Stimulate Competitive Research).

This statewide program, funded by the National Science Foundation (NSF), provides funds to build capacity in NSF-type research at all institutions. Phase III of the program was recently funded by NSF for another 3-year period, and is notable for incorporating social sciences into a predominantly natural sciences mix.

INBRE (Idea Network of Biomedical Research Excellence). This statewide program is analogous to EPSCoR, but is funded by the National Institutes of Health and is intended to build capacity in biomedical and health sciences studies. A redesign of the existing program has enabled a significant increase in funding for UAA, and support of faculty and graduate students already on campus.

MOVING FORWARD:

Targets and Strategies for FY08 and Beyond

TARGETS AND PROJECTIONS

Projecting absolute growth targets is a difficult business, particularly for this metric with its volatile funding climate and expenditures lagging so far behind awards. Based on a retrospective regression of 3-year rolling averages, we are now planning for a much more conservative set of targets than was attempted last year. Past trends indicate that nominal growth is consistently 3% per annum, with low and high growth rates at 1% and 5% respectively.

We believe FY06 and FY07 to be anomalous years. Therefore, we wish to base future targets on the nominal projection we made in FY05 for FY06 (\$11,479,200) and the assumption of a nominal annual 3% growth rate from that point forward. This method yields the following recommended targets:

FY08:	\$12.2M
FY09:	\$12.5M
FY10:	\$12.9M
FY11:	\$13.3M
FY12:	\$13.7M
FY13:	\$14.1M

Modern industrial economies are experiencing revolutionary change. The immediate cause may appear to be technological; however the real forces of change are ideas, knowledge and innovation. Investment, jobs and incomes are directly associated with the strength and vitality of knowledge-based sectors and institutions. Universities are key to our growth and global survival.

—Premier Gordon Campbell
British Columbia, Canada

ISSUES AND CHALLENGES

Deterioration of funding climate. Federal funding for research has been decreasing at an accelerating rate that has now reached about -5% per annum. Many funding programs are being eliminated, while others are available only as single opportunities, a situation that demands a high level of preparedness that is difficult to maintain without strong central funding and administration. UAA has strategically minimized its reliance on federal initiatives (“earmarks”) in support of research, a wise tactic now that these clearly will be fewer in number and scope, and more difficult to acquire than in the past.

STRATEGIES

UAA has several plans to strengthen research in FY08 and beyond:

Continue to grow capacity. We continue to grow capacity in health-related research, including biomedical and health sciences. While funding has slowed at NIH and other health-research agencies, there appears to be continued support for research on health delivery, pandemic preparedness, and infectious disease research. We also continue to strengthen faculty and institutional expertise in arctic- and earthquake-related engineering research, coastal engineering, and other Alaska-relevant areas. In FY10, the Integrated Science Building will be completed and occupied. This new building will help enable further advances in research undertaken by UAA faculty and staff.

Develop INBRE II. A statewide action group comprising the chief research officers at UAA and UAF, the current INBRE director, and UA's Associate Vice President for Health have met several times to develop a strategic plan and operation direction for a new INBRE proposal to NIH. UAA's growing maturity in biomedical research and a larger community of scholars and researchers will help nurture a stronger biomedical community within Alaska.

Strengthen support for researchers. The Office of Research and Graduate Studies continues to support UAA researchers by offering more training, in-service programs, seminars, and direct research support. Several campus committees are investigating how to better invest Indirect Cost Recovery (F&A) and strategically plan for future research efforts.

Participate in International Polar Year (IPY) research. UAA, in partnership with other institutions in the system, continues to acquire external funding for IPY research. We have two IPY postdocs resident at UAA, one funded externally by the National Oceanic and Atmospheric Administration (NOAA). In addition, over \$2.5M in federal funds has been awarded since the beginning of IPY in March, 2007.

BEYOND THE METRIC

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 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.

The discovery of new knowledge is a rewarding event. For the student engaged in a hands-on learning experience, the reward can be personal growth and new confidence in his or her ability to reason scientifically. For the researchers exploring the frontier of knowledge, the reward can be the first glimpse of a new, unforeseen set of mysteries. For the nation that supports the discovery process, the reward can be a competitive edge in the global marketplace and the resulting increase in its standard of living.

—National Science Foundation
National Competitiveness Agenda

Chancellor's Fund for Research, Scholarship, and Creative Activity FY07 Recipients

- ◆ Raymond Anthony (Philosophy): "Identity and the moral status of animals: developing an animal ethics through the philosophy of teaching"
- ◆ Christiane Brems (Psychology): "Exploring the obesity epidemic among UAA undergraduate students"
- ◆ Utpal Dutta (ENRI/Engineering): "Investigation of site response around UAA campus area from the dense array of strong motion stations"
- ◆ Gloria Eldridge (Psychology): "Nicotine dependence and smoking motives in alcohol and drug dependent smokers"
- ◆ Chad Farrell (Sociology): "Hmong residential patterns in the United States, 1990-2000: segregation or assimilation?"
- ◆ Kathleen Graves (Social Work): "Alaska Native Community Resilience"
- ◆ Diane K. Hanson (Anthropology): "Archaeological survey of upland southwest Adak Island"
- ◆ Cindy Knall (WWAMI): "Modeling smoke exposures in humans"
- ◆ Lee Huskey (Economics): "Unemployment in rural Alaska: an experimental investigation of the Alaska Todaro Paradox"
- ◆ Garry Kaulitz (Art): Two exhibitions: "A sense of self" and "Reel to Real: a sense of family"
- ◆ Jocelyn Krebs (Biology): "That which doesn't kill you makes you stronger: A whole genome approach in studying acquired thermotolerance in yeast"
- ◆ John Mouracade (Philosophy): "Aristotelian Hylomorphism and the metaphysics of persons"
- ◆ LeeAnn Munk (Geology): "Arsenic load in groundwater resources of Anchorage, Alaska: Sources, seasonal variation and bioavailability"
- ◆ Cathryn Pearce (History): "Lured by false lights: Cornish wrecking and Victorian myth"
- ◆ Katherine Rawlins (Physics and Astronomy): "How to detect supernova neutrinos"
- ◆ Derek Sjostrom (Geology): "Isotopic analysis of groundwater and surface water nitrate: tracing sources of pollution in the Anchorage bowl"
- ◆ Karen Ward (Center for Human Development): "The use of an audio-visual plan of care to increase staff person-centered behaviors with people with dementia: a pilot study"
- ◆ Zhaohui Yang (Civil Engineering): "Evaluation of seasonally frozen ground impact on the seismic behavior of high-rise buildings by field testing: a pilot study"

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

- ◆ 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?

\$122.1 million



Increased 3.8%
from FY06



Increased 18%
from FY04

Missed target
by 1.6%

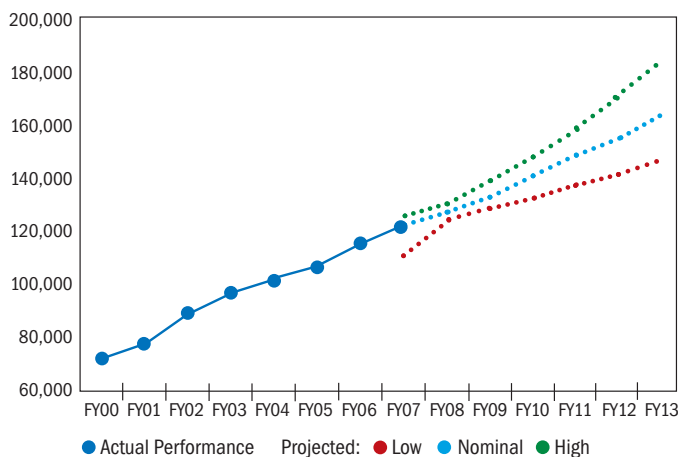
UAA must look to non-state revenue sources to fund an ever-increasing percentage of its overall budget. As both public expectations and operating costs continue to grow, the level of state commitment is not keeping pace with our needs. This metric measures how well we are doing at “fending for ourselves.”

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	FY07
	71,909.3	77,670.2	86,423.2	96,644.2	103,129.5	107,622.7	117,672.7	122,088.4

Projections

	FY07	FY08	FY09	FY10	FY11	FY12	FY13
●	126,673.6	130,634.6	139,779.0	149,563.5	160,033.0	171,235.3	183,221.8
●	121,148.2	128,192.8	134,602.5	141,332.6	148,399.2	155,819.2	163,610.1
●	115,839.7	125,751.1	129,523.6	133,409.3	137,411.6	141,533.9	145,779.9

Values expressed in thousands

PERFORMANCE:

FY04 to FY07

Healthy, Stable Growth

UAA's university-generated revenues continue to grow at a healthy pace, increasing nearly 4% over FY06 and 18% over FY04. UAA generated a total of \$122,088,447 for FY07, exceeding our nominal projection by nearly 1% but falling 1.6% short of the Statewide target of \$124 million.

More than half (55%) of UAA's total revenues were university-generated. Of revenues totaling \$227,259,556 in FY07, only \$101,862,050 (45%) 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 FY07 came from three sources:

- ◆ Tuition and Fees (43%);
- ◆ Restricted Activity, primarily grants and contracts (29%); and
- ◆ Auxiliary Receipts, including revenues generated by the Bookstore, Housing and Conferencing services, the Student Health Center, Parking, and other business-related activities (16%).

Major contributors. Together, the ten academic units accounted for 60% of all university-generated revenue in FY07. The largest contributors were those generating the most student credit hours and those with the most grant funding:

- ◆ College of Arts and Sciences (CAS): 17%
- ◆ College of Health and Social Welfare (CHSW): 10%
- ◆ Community and Technical College (CTC): 9%
- ◆ College of Business and Public Policy (CBPP): 9%

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

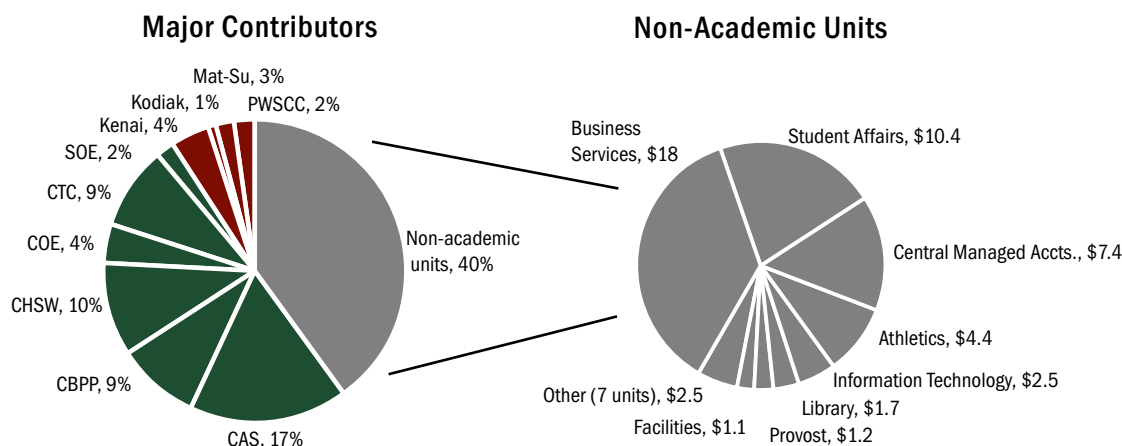
- ◆ Business Services (including Housing, Conferences, Parking, Bookstore, and Food Auxiliaries): 15%
- ◆ Student Affairs: 8.5%
- ◆ Central Managed Accounts: 6%
- ◆ Athletics: 4%

Notable performers. Notable performers among the colleges and campuses include:

- ◆ CAS, up 8% from FY06 and 30% from FY04, continuing a steady six-year growth pattern
- ◆ College of Education (COE), up 24% from FY06 and 62% from FY04
- ◆ School of Engineering (SOE), up 14% from FY06 and 8% from FY04 (but down 12% from a high in FY05)
- ◆ Prince William Sound Community College (PWSCC), up 10% from FY06, but still down 23% from a high in FY04
- ◆ Kenai Peninsula College (KPC), up 8% from FY06 and 41% from FY04, continuing a steady six-year growth pattern

Noteworthy activity in the auxiliary and other operations between FY04 and FY07 includes:

- ◆ UAA Bookstore revenue grew by almost \$1 million
- ◆ Revenue from housing grew by approximately \$700,000
- ◆ Parking revenue grew by almost \$600,000
- ◆ Student Services revenue grew by \$500,000 in new grant activity within the Academic Center for Excellence



Total University-generated Revenues, FY07

ANALYSIS

Major Revenue Categories

Tuition and Fees. Increases in credit hour production and freshman retention, combined with 10% annual tuition rate increases, have increased our tuition and fee revenue 36% since FY04. Non-credit and CEU offerings are included in those totals; these offerings are especially important to the College of Education (PACE program), Kenai Peninsula College (MAPTS program) and other professional development programs in the colleges and campuses.

Restricted Funds (grants and contracts). Restricted revenues fell 4% last year from their FY06 high. Federal receipts have dropped almost 6% from their peak in FY04, and State receipts dropped almost 16% from their peak in FY06. These losses in grant funding contributed to a precipitous drop in research expenditures (see Research chapter) and largely kept UAA from meeting our revenue target for the year.

Auxiliary Receipts. Auxiliary revenues grew a healthy 6% in FY07 and are up 18% since FY04. Key revenue generators include University Housing, Conference and Catering Services, the Bookstore, the Student Health Center, and Parking Services.

STRATEGIES

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

Growing enrollment. Strategies for increasing student credit hours and undergraduate retention have a major impact on increasing tuition and fee revenues. See the chapters on Student Credit Hours and Retention for a complete discussion of these efforts.

Grant-writing. Administrative support was centralized in FY06 and FY07 with grant-writing and post-award services combined into a single office reporting to the Vice Provost for Research and Graduate Studies (see Research chapter). Individual colleges such as CHSW and COE have invested heavily in training to keep their grant-writing and grant administration skills strong.

Partnership development. Partnerships with other public and private agencies provide an essential source of funding, not only to generate additional revenue but also to develop new programs and assist in the delivery of existing programs. This strategy has been very successful in the Health, Transportation, and Construction sectors (see High Demand chapter). 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 expansion of the School of Engineering has been driven by partnerships with local engineering firms to help plan and raise funds for new degree programs.
- ◆ The ANSEP program has been partnering with local and regional Native organizations for years as they develop math, science, and engineering capabilities in Alaska Native youth.

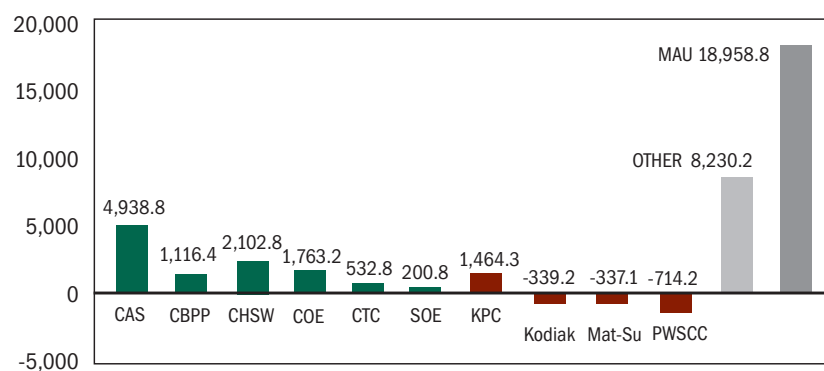
MOVING FORWARD:

*Targets and Strategies
for FY08 and Beyond*

TARGETS AND PROJECTIONS

Under nominal conditions, UAA projects an annual growth rate of 5% over the next five years. A low-case scenario predicts 3% annual growth, and a best case scenario predicts 7% growth.

Unit Performance



Net change in University generated Revenues between FY04 and FY07

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 we've enjoyed over the past five years.

We recommend setting the following targets. (nominal projections):

FY08:	\$128,192.8
FY09:	\$134,602.5
FY10:	\$141,332.6
FY11:	\$148,399.2
FY12:	\$155,819.2
FY13:	\$163,610.1

ISSUES AND CHALLENGES

Leveling off of enrollment growth. UAA enrollment growth has slowed considerably over the past three years (see Student Credit Hours chapter), and projections for the future growth are between 0% and 1.5% per year.

Slower growth in tuition rates. Tuition rates have increased 10% annually over the last six years as the Board of Regents seeks to bring UA more into parity with tuition at other universities. The FY08 increase, however, is only 7%, a factor that will slow revenue growth compared to previous years. It is doubtful that increased student enrollment will make up the difference in revenue.

Declines in Federal and State grant funding make this metric very hard to forecast, and can leave important existing programs vulnerable to changes in the funding environment. 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. State spending on research and education programs is also declining, with a renewed emphasis in Juneau on fiscal prudence.

Grant support. The merging of the Office of Sponsored Programs, Grants and Contracts, and the Office of Research and Graduate Studies has streamlined grant writing and administration, particularly for the Anchorage campus. However, 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.

Local government support. Several Borough-funded staff positions at KPC are at risk as a greater percent of Borough funding is earmarked for scholarships and vocational education in the future. Kodiak and PWSCC also face potential losses of support from their

respective local governments as economic conditions in those communities continue to decline. However, Mat-Su College is forging a new relationship with the Mat-Su Borough for long-term program support for Borough needs.

Housing and Conferencing capacity. 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. There are also requests for student housing at the community campuses, where unique niche programs might attract more students if housing were available.

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.

Implementation of the strategies outlined in the Retention and Student Credit Hours chapters will have a positive impact on tuition and fee revenues into the future.

Acquire new grant funding. Even in a more restricted granting environment, UAA will continue to aggressively pursue grant funding as a major source of revenue.

- ◆ The Office of Sponsored Programs will work with faculty to identify funding sources and make the administration of research grants and contracts more efficient.
- ◆ The Chancellor's Research Fund will continue to help new faculty jump-start their grant-funded research careers.
- ◆ The opening of the laboratories in the new Integrated Science Building in FY10 will add capacity.
- ◆ The Strategic Opportunity Fund may also contribute to growth in this area.

Continue partnership development. Partnership development is a key long-term strategy for UAA. Although outcomes in individual colleges, campuses, and programs may vary from year to year, overall there will be continued growth in this area.

Continue to grow auxiliary revenues. Each auxiliary operation has its own challenges and strategies for continued growth:

- ◆ With the new Food Service contractor selected (NMS Services), it is time to explore opportunities for improving food quality, delivery, and revenues.
- ◆ The Conferencing department has worked hard to maximize the use of campus facilities throughout the year. Opportunities for new revenue will slow as capacity is met.
- ◆ As it loses textbook sales to the Internet, the Bookstore will continue to grow other retail categories. Computers and peripherals are now the leading sales category after textbooks.

- ◆ The Parking Services Department has improved the efficiency of visitor parking by installing parking permitting stations to replace parking meters. Parking will also oversee the construction of a new parking garage for the new Integrated Science Building.
- ◆ Athletics will realize an additional \$400,000 in student fee revenue in FY08 and is aggressively planning a new major Sports Facility, which will probably not impact this metric until after FY13.

Secure state and private support for additional facilities to improve student success, enhance the health and well-being of our students, strengthen research, and continue our community support and engagement. Over the long term, UAA will need new student housing; new buildings in Anchorage to house Public Policy, Nursing, and Allied Health programs; and a new Library/Auditorium facility at Mat-Su, among others. As our population continues to grow, we must also address these and other facilities needs.

BEYOND THE METRIC

University Advancement and Development

A very important revenue source not reflected in this metric is fundraising conducted at UAA for the University Foundation. UAA's Development Office uses dedicated professionals and a variety of strategies to raise money to support student scholarships, programs of distinction, faculty, facilities, and other university needs. The results vary from year to year. A special campaign in FY04 and a generous private gift in FY06 made those especially good years.

FY04: \$6.4 million
 FY05: \$3.9 million
 FY06: \$5.2 million
 FY07: \$3.6 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?

97%

Increased
6 percentage points
from FY06

Increased
23 percentage points
from FY03

Met target

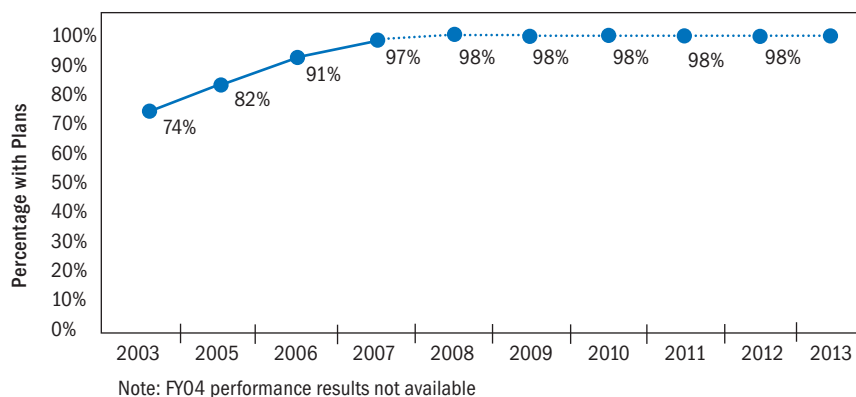
Assessment of student learning outcomes is directly linked to program quality. How well are we accomplishing our academic mission? Are students learning what we expect them to learn? Are they able to use that knowledge in ways that benefit themselves, their professions, and the community at large? This 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



PERFORMANCE:

FY04 to FY07

Solidly on Track

UAA met its PBB target for FY07, and moved significantly closer to full compliance university-wide. By the time of our April report to the Northwest Commission on Colleges & Universities, 97% of all active programs had outcomes assessment plans in place.

Majority contributors to this metric include the Community and Technical College (CTC) with 48 program plans and the College of Arts and Sciences (CAS) with 38. Together, these two colleges account for 46% of all academic programs. Kenai Peninsula College, Kodiak College, and Mat-Su College together accounted for 19%.

UAA also has a process in place to measure the quality and usefulness of all these program plans. A twelve-member Peer Review Committee evaluates them annually against a defined set of criteria and offers comments and suggestions for improvement to the academic departments. Any program that does not have at least one year's worth of valid data from which to make confident decisions is tagged for serious attention.

In general, the colleges have responded favorably to the suggestions and recommendations of this review committee, with some making substantial advances in the processes they use and the data they collect. In FY07, the highest scoring units were Kodiak College, Kenai Peninsula College, and the College of Education.

THE OPERATING ENVIRONMENT

Culture of assessment. UAA has developed a significant culture of assessment over the last seven years. We expect all academic programs to have assessment plans and to be using the results to drive program improvements. We carefully track and measure these efforts. Our faculty has grown increasingly attentive to outcomes-based course design and instruction, there is a shared awareness of the need for regular planning and assessment, and our methods and practices have been refined over many iterations into a smooth-running system.

Northwest Commission on Colleges & Universities. We developed our outcomes assessment program largely in response to NWCCU recommendations following our last full-scale accreditation review in 2000. Over the years we've reported back regularly to the Commission. Our most recent report (April 2007) resulted in official recognition of the progress we've made in program assessment and reaffirmation of our accreditation. No further reporting is required before the next full-scale visit in 2010.

This effort has encompassed all programs on the Anchorage, Kenai, Kodiak, and Matanuska-Susitna campuses. Prince William Sound Community College is separately accredited by the NWCCU. Their accreditation, which included a review of their assessment processes, was reaffirmed in their last major review in 2004.

Multiple layers of assessment. All programs are expected to participate in the general assessment process required for institutional accreditation. Those with separate program accreditations also complete additional assessments designed to meet professional standards within their fields.

STRATEGIES

Process standardization, peer review, and training are the core of UAA's assessment strategies.

Consistent approach. UAA has standardized the process of outcomes assessment with a system that includes:

- ◆ Central coordination and support
- ◆ Common planning and reporting formats
- ◆ A common assessment schedule
- ◆ Assessment coordinators in each of the colleges
- ◆ Workshops and individual help sessions for faculty

In the last several years we have also developed a set of evaluation criteria that include reasonable and useful suggestions for program improvement. This consistency enables the culture of assessment to grow.

Peer review. UAA's Peer Review Committee, comprised of faculty members from each college, has been systematically evaluating program assessment plans and reports for three years now. They rate each plan for the quality of three essential elements (outcomes, measures, and process) and each report for three essential components (data, analysis, and recommendations and actions). Scores of 0-3 are given for each item, for a maximum of 18, with at least three scorers evaluating each college. Scores are averaged and plotted so departments can see how they were rated on individual components. Members of the review committee then meet individually with each college to discuss their findings and offer suggestions and recommendations.

Training. We launched our standardized assessment process with group training sessions and workshops. Over the years, these have given way to individualized sessions in which college assessment coordinators or representatives from Academic Affairs work with departments to establish or improve their assessment plans and reports. This has worked well, largely because of the cadre of knowledgeable and experienced faculty and staff we have developed and their commitment to this process.

Transparency. All templates, program plans, and reports are available on-line at <http://www.uaa.alaska.edu/assessment/>.

MOVING FORWARD:

Targets and Strategies for FY08 and Beyond

UAA will continue to strengthen its culture of assessment in the future. The Office of Academic Affairs (OAA) will continue to work with its Steering and Peer Review Committees to refine procedures, track progress, and assist departments and programs in actively using effective outcomes assessment processes to improve their academic programs.

TARGETS AND PROJECTIONS

For the Phase 1 metric, UAA recommends setting all future targets at 98% compliance. Because of new programs, suspended programs, and other excusable exceptions, it is not likely that any university could achieve 100% compliance with this goal. A target of 98% is a worthy aspiration and a challenging but reasonable goal to maintain in the ever-changing world of academic programs.

We recommend setting the following targets:

FY08: 98%

FY09: 98%

FY10: 98%

FY11: 98%

FY12: 98%

FY13: 98%

We also expect to begin measuring Phase II criteria in FY08. In the absence of a mandate from Statewide on precisely how this should be accomplished, we will ask our Peer Review Committee to determine appropriate measures that reflect the on-going nature of assessment and improvement. After a plan is in place, it can take years to gather and analyze data, act on recommendations, and document results. Some of UAA's programs are already deeply into this process, but we'll have to define our measurement criteria and then take a benchmark count before we can set realistic targets for future years.

ISSUES AND CHALLENGES

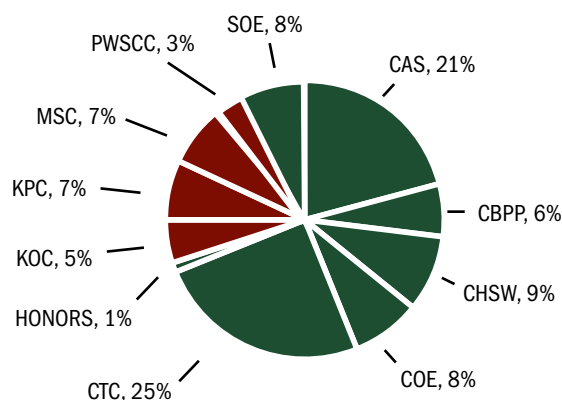
The major issue affecting this metric will be the change to Phase II measures, expected to begin in FY08.

Results

College	Plan					Report			
	Outcomes	Measures	Process	Average Plan Total	Data	Analysis	Recommendations & Actions	Average Report Total	Average Total
CAS	1.94	1.83	1.68	5.45	1.86	1.89	1.82	5.58	11.03
CBPP	2.00	1.61	1.69	5.30	0.81	0.83	0.80	2.44	7.74
CHSW	2.17	2.14	2.25	6.56	1.59	1.59	1.56	4.74	11.29
COE	2.17	2.52	2.33	7.02	1.98	2.24	2.14	6.36	13.37
CTC	1.91	1.32	1.78	5.01	1.08	1.06	1.10	3.23	8.24
Honors	2.00	2.00	2.33	6.33	1.67	1.67	1.67	5.00	11.33
KOC	2.82	2.33	2.67	7.82	2.59	2.52	2.56	7.67	15.49
KPC	2.36	2.10	2.48	6.93	1.77	2.20	2.48	6.45	13.38
MSC	2.55	1.96	2.31	6.82	0.71	0.83	1.14	2.68	9.50
SOE	1.77	1.54	1.90	5.21	-	-	-	-	5.21
UAA Total	2.11	1.84	2.02	5.96	1.39	1.45	1.47	4.31	10.27

Note: Each section of the plan and the report was scored out of a total of 3 points. There are 9 possible points each for the plan and the report, for a total of 18 points. The Peer Review Committee recommends that each program should have a minimum of 1.5 points in each section of the plan and report (or 9 points total). Programs that are too new to have reports or excused for some other reason are not calculated in totals.

Major Contributors



Total Number of Programs, FY07

Peer Review Evaluation, FY07

Changing metric definition. Assessment is only one part of a continuous improvement cycle that includes defining outcomes, gathering data, analyzing evidence, recommending changes, and taking action to improve our academic programs. As this metric is adjusted to move beyond participation and include the rest of the improvement cycle, a more complete picture of the institution's efforts and commitment to quality will emerge.

UAA is several steps down this road already. Our assessment plans are already being evaluated against a set of rigorous and standardized criteria, and our Peer Review Committee is committed to the process, knowledgeable of its complexities, and willing to provide criticism and guidance to all academic programs. UAA will be able to respond to the new metric with confidence because of the work of these faculty over the last three years.

We recommend that similar processes and common evaluation rubrics be established, accepted, and employed in each MAU before applying a new definition of the metric at the Statewide level. Failing that, UAA will refine our own evaluative procedures in response to the intent of the Phase II definition.

The fluid nature of program and curriculum development.

Due to constant on-going curriculum development activity, the assessment of student learning can always be expected to lag a bit behind the total number of approved programs. Normal faculty turnover can also cause temporary gaps in the continued implementation of program assessment. For those reasons, it is not likely that universities will ever reach 100% compliance with this assessment goal.

Overlapping levels of assessment. Our faculty will continue to be challenged by the inefficiencies inherent in the multiple levels of assessment required for various purposes. While we agree with the intent of each one, the sheer volume can sometimes be overwhelming. Wherever possible we need to simplify and standardize our processes and adopt similar assessment measures for multiple purposes.

STRATEGIES

Going forward, UAA will implement the following planned assessment strategies for 2007-2008:

Update existing plans. We expect to have all program plans updated to the new assessment template by the end of FY08. The update will also be an opportunity to ensure that all plans and reports are consistent in outcomes and measures.

Implement Peer Review Committee '07 recommendations. In the process of reviewing and scoring programs, the committee recommended several changes to the assessment templates:

- ◆ Mission statement: Program mission statements will be required at the beginning of plans and on the title page of reports.

- ◆ Plan template: Include space for the mission statement, and provide more consistent nomenclature and reference to the general UAA timeline for the assessment cycle. Merge Objectives and Outcomes.
- ◆ Report template: Include a comment area for general information about the program or the process. Rewrite directions to more clearly identify the intention of the analysis section.
- ◆ Program improvement: Add a new page to record the actions taken that are designed to improve student performance, based on previous assessment of learning outcomes.
- ◆ Examples: Include examples of exemplary plans and reports on the website.

Create plans and gather data for Occupational Endorsement

Certificates (OEC). In many cases, the coursework required and the outcomes achieved in an OEC are a subset of those in a certificate or degree program. In those cases it is appropriate to incorporate the assessment of the OEC outcomes with data gathered from the larger program. In cases where there are few or no shared courses, the OEC must have an assessment plan and submit a report of its own. Faculty and staff will be assigned to develop assessment plans for stand-alone Occupational Endorsement Certificates in Fall 2007 so data collection can begin in Spring 2008.

Gather data for capstone assessment. Capstone courses are required to collect evidence of student performance in the GER outcome areas. Since most colleges have been offering capstone courses for several years, it is time to systematize the compilation and analysis of the capstone data with an assessment plan and report. Each college will be asked to submit its capstone course evidence to Office of Academic Affairs (OAA) for analysis in FY08.

Bring back the training workshops. Given recent additions to academic offerings, the normal turnover of faculty and staff, and the anticipated changes to this performance metric, the Peer Review Committee has recommended that group workshops be resurrected this coming year. OAA is making plans to do so, using Peer Reviewers as trainers and coaches.

Create an assessment handbook. OAA is also planning to create an assessment handbook containing the best practices related to the UAA processes and the wisdom shared by assessment coordinators in each program and college.

Continued planning. Major planning initiatives for FY08 include:

- ◆ Planning the process for assessing students' level of mastery in General Education Requirements.
- ◆ Planning the implementation of Phase II metric definition.

BEYOND THE METRIC

Institutional and General Education Assessments. UAA has additional assessment goals that complement our academic program outcomes. We have been reporting on these goals regularly to the NWCCU.

- ◆ General Education Requirement (GER) outcomes were established by the faculty in FY06 and are now defined in the catalog (2007-08 edition, page 79-80).
- ◆ Approximately 100 GER courses were updated in FY07. The updated course content guides list course outcomes that conform to institutional outcomes in each respective GER category.
- ◆ The College of Arts and Sciences is leading an effort to establish measures and targets for student performance on those outcomes.
- ◆ Discussions are on-going about using standardized instruments such as the National Survey of Student Engagement to measure student attainment of other institutional outcomes.

Putting Money Where the Metric is

FY04 Office of Academic Affairs funding

- ◆ Capitation pass-through funding to colleges for assessment work within the units (\$63,213)
- ◆ 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

- ◆ Capitation pass-through funding to colleges for assessment work within the units (\$99,048)
- ◆ GER assessment (\$11,200)
- ◆ Peer review committee (\$18,000)
- ◆ Program reviews (\$10,000)
- ◆ Travel and conferences (\$1,500)

FY06 Office of Academic Affairs funding

- ◆ Capitation pass-through funding to colleges for assessment work within the units (\$122,550)
- ◆ Peer review committee (\$23,000)
- ◆ GER assessment (\$19,000)
- ◆ Institutional Outcomes Assessment Forum (\$11,000)
- ◆ Program reviews (\$6,500)
- ◆ Travel and conferences (\$1,700)

FY07 Office of Academic Affairs funding

- ◆ Capitation pass-through funding to colleges for assessment work within the units (\$116,700)
- ◆ GER Assessment (\$17,000)
- ◆ Peer Review (\$11,791)
- ◆ Travel and conferences (\$2,676)
- ◆ Program Reviews (\$1,418)

FY08 Projected funding

- ◆ Capitation pass-through funding to colleges for assessment work within the units (\$122,200)
- ◆ Peer Review (\$46,200)
- ◆ Program Reviews (\$20,000)
- ◆ GER Assessment (\$17,000)
- ◆ Travel and Conferences (\$2,000)

ENROLLMENT MANAGEMENT

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

100%

All campuses have effective planning processes

All schools and colleges are active participants

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.

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

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

Unit Performance

Campuses	Strategic Enrollment Management Plans Completed	Effective Planning Process
Anchorage Campus	2002, 2004, 2006	Yes
Kenai Peninsula College	2005, 2007	Yes
Kodiak College	August 2006	Yes
Matanuska-Susitna College	June 2006	Yes
Prince William Sound Community College	September 2006	Yes

PERFORMANCE:

FY04 to FY07

Five Campuses: 100%

All five of UAA's campuses now have Strategic Enrollment Management (SEM) plans in place.

The Anchorage campus developed its first SEM plan in 2002 and has updated it every other year since then. The plan encompasses the schools and colleges in Anchorage, and assesses the educational environment in the greater Anchorage area.

Kenai Peninsula College (KPC) completed its first SEM plan late in 2005 and revised it during the summer of 2007. The plan includes an analysis of Borough population trends, factors in the operating environment, and performance measures, targets, and strategies going out to FY09.

Kodiak College's SEM plan is an outgrowth of Strategic and Academic Plans completed in FY06. 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's Enrollment Management Plan 2006-2010 contains an extensive analysis of its student profile, service area characteristics, and market penetration. The plan includes performance measures, strategies, and targets out to FY10 in enrollment, retention, and high demand programs.

Prince William Sound Community College (PWSCC) has an evolving plan that follows the new Strategic Plan for the college. The plan is based on best practices recognized by the Community College Survey of Student Engagement.

School and College Plans

In previous years, UAA encouraged the Anchorage-based schools and colleges to develop individual SEM plans. Three of them are now nearing completion. The Community and Technical College (CTC) and the College of Education (COE) will finalize their formal plans in September, and the College of Business and Public Policy (CBPP) is nearing completion on a comprehensive plan of their own. All three plans review trends and project recruitment and retention for the next several years.

This year we revised our perspective on this practice. In the interests of greater coherence at the campus level, we began to focus on the connections between the college plans and activities. The colleges have limited enrollment management resources and we need to determine the most effective way to deploy them. Student Affairs offers invaluable support, but they too need to prioritize limited resources. The campus as a whole must understand what our SEM plan is trying to achieve.

As a result, we are now placing greater emphasis on ensuring that school/college strategies closely articulate with UAA's Strategic and Academic Plans and that all units continue to engage in specific enrollment management practices detailed in the High Demand, Retention, and Student Credit Hours chapters. The deans and other school/college leaders will be active in enrollment management planning, but we have given them several ways to participate based on the needs of their units. Some have chosen to complete individual

college SEM plans, some to incorporate SEM planning into their strategic plans, and others may choose to create unit-specific sub-plans to include in the Anchorage campus SEM plan (which will also incorporate the information from the college plans). Their active engagement in the planning process provides the real-world content we need.

"SEM is not a quick fix. It is a deliberate process that takes many forms and requires approximately three years for full implementation."

— Michael Dolence

NEW CALCULATION: EFFECTIVENESS OF THE PLANNING PROCESS

Defining the criteria of effectiveness. For FY07 reporting, UA adopted a new calculation for this metric: the number of units having an effective enrollment management process based on MAU defined criteria. This change initiated a university-wide discussion (still underway) of the criteria to be used in determining effectiveness. A few of the questions we still need to answer include:

- ◆ How do we define an "effective" planning process?
- ◆ If "effective" equates to a positive enrollment outcome, how does this metric avoid being redundant with the others?
- ◆ Does "effective" mean an inclusive and public process, which is dependent on the constituencies of each college and campus?
- ◆ How do we account for changes in the operating environment?
- ◆ And, most importantly, how do we measure the impact of strategies that typically take multiple years to come to fruition?

Temporary criteria. We will undoubtedly be wrestling with these questions for some time. But meanwhile, for this year, we have adopted the following criteria. An SEM planning process can be said to be effective if:

- ◆ It results in the creation or revision of a plan
- ◆ It is based on data and market analyses

- ◆ It involves multiple constituencies
- ◆ It focuses attention on enrollment, retention, and goal attainment
- ◆ It identifies measurable SEM activities
- ◆ It includes a timetable for implementation and assessment

Effective planning processes. Based on these temporary criteria, all five campus planning processes may be judged effective. All of them have resulted in creation or revision of a formal plan within the last two years, all have been based on data and market analyses involving multiple constituencies, all have raised awareness and focused attention on important measurable outcomes, and all of them are scheduled for implementation, assessment, and revision over the next few years.

The Anchorage plan, in place for the longest, has already started to achieve results. Anchorage campus enrollment, retention, and graduation have all increased in the years since that planning process was initiated. We have also achieved a more diverse student body, dramatically increased our Alaska Native student population, and attracted a majority of UA scholars, all due to targeted planning, recruitment, and retention efforts.

STRATEGIES

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

Assessment of effectiveness. We began the process of assessing the effectiveness of our plans by asking each campus director to review his or her plan and answer the following questions:

- ◆ Are you actually using your plan as a basis for action? This might be answered by computing how many of the plan's action items were initiated during the year.
- ◆ When might your strategies be reasonably expected to yield measurable results? Some strategies may begin working right away, while others are multi-year efforts. A timeframe of expected impacts will make it possible to measure strategies appropriately.
- ◆ How do this year's enrollment results compare with your SEM plans? For the community campuses, this is the first time they've been asked to evaluate their enrollment performance against their own stated plan and goals. We expect that some plans may need to be adjusted because of increased understanding or new issues in the operating environment.

Data support. The Office of Institutional Planning, Research, and Assessment (OPRA) provides most of the foundation data for SEM planning in evolving formats to strengthen the growing culture of data-driven decision-making at UAA. All are available through the secure OPRA website:

- ◆ **College Profiles and Deans' Notebooks.** Annual collections and analyses of unit-specific student profile, enrollment, service area,

market penetration, and performance data that provide information support for the enrollment management planning process.

- ◆ **Trendbooks.** Extensive collection of student, curricula, finance, personnel, and other foundational data, updated annually, and provided in campus-specific versions.
- ◆ **Topic papers.** Focused reports on such topics as distance delivery, course attrition, retention, and graduation.
- ◆ **Dashboard.** Easy-to-read display of unit-specific data on each PBB performance measure that can be manipulated to test various scenarios; especially useful for trend analysis and forecasting. Close-to-real-time data acquisition is essential for understanding the impacts of program planning on statewide metric performance.
- ◆ **Electronic enrollment status reports.** Weekly point-to-point and point-to-target enrollment statistics, sorted by course level and discipline.
- ◆ **Profiles of comparator peers.** Points of comparison between UAA and its comparator and aspiration peers over a five-year trend period; illustrates via "whiskers and bar" graphs UAA's relative position and how it has changed over time.

College-level strategies. Each college and campus employed somewhat different strategies to engage their faculty, staff, and constituents in the planning process. For example, the COE implemented a "marquee" system in Spring 2007 that uploads on faculty and staff computers upon login, providing the latest data on SCH, retention, and other metrics to assist college staff in enrollment management and course and program planning. The College of Arts and Sciences (CAS) takes a different approach, with a strong emphasis on section management. Overall, courses in FY07 were at an average of 90% of capacity; General Education Requirement (GER) courses were filled to capacity.

Career Pathways. A major campus-wide strategy in Anchorage involves developing *Career Pathways* materials that address a variety of marketing, recruitment, advising, retention, and high-demand degree completion goals for all the schools and colleges. See Spotlight in High Demand chapter.

MOVING FORWARD:

Targets and Strategies for FY08 and Beyond

TARGETS AND PROJECTIONS

UAA would like to revise the definition of "unit" for this particular metric to encompass the five campuses rather than four campuses, five colleges, and a school as in other metrics. We believe it is more effective and efficient to have a coordinated campus effort by including the Anchorage-based colleges and school plans within a single campus-wide SEM planning process than to require them to develop stand-alone plans of their own.

Year	Target	Timetable for Implementation, Assessment, and Revision
FY08	100%	Development and adoption of criteria for determining effectiveness of planning process. Campus plans assessed and revised (bi-annual review)
FY09	100%	Implementation of FY08 revised plans.
FY10	100%	Campus plans assessed and revised (bi-annual review)
FY11	100%	Implementation of FY10 revised plans.
FY12	100%	Campus plans assessed and revised (bi-annual review)
FY13	100%	Implementation of FY12 revised plans.

executives so that they can make effective use of it. When colleges like COE develop a dashboard model that works for their needs, they will be encouraged to use it to the fullest.

Complete the *Career Pathways* campaigns. Enrollment Services expects to have 67 *Career Pathways* flyers and twelve *Career Connections* brochures completed by the end of FY08. See Spotlight in High Demand chapter.

Pilot a college-specific SEM Coordinator position. In FY08, CTC will become the first college to hire its own SEM Coordinator. This person will act as a liaison between college staff and campus-wide support units to help manage college recruitment, retention, graduation, and alumni development. This strategy is a very active way to manage the SEM plan and to continue the forward momentum from the planning process. If it is successful, the model may be extended to other colleges in future years.

Enhance data support. Environmental scans will be added to the Deans' Notebooks in FY08.

ISSUES AND CHALLENGES

Translating data into action. We have tremendous access to data that can inform the planning process, but it remains a challenge to find the time and energy to translate it into effective action, especially in an arena of competing priorities.

STRATEGIES

The following strategies will be employed during FY08 and beyond.

Support and encourage the overall planning process. Units with existing plans will be encouraged to implement, evaluate, and then update those plans every other year. Units writing new plans will be encouraged to develop those in accordance with UA and UAA Strategic Plans, UAA's Academic Plan, and the appropriate campus or college SEM plans.

“There is a simple SEM rule—any factor that influences a student’s decision to attend or continue enrolling is fair game for enrollment management.”

— Michael Dolence

Appoint an SEM evaluation committee. The Chancellor’s Cabinet has approved the creation of a new MAU-wide SEM committee to continue to develop evaluation criteria and to work with campuses on the review and assessment of their SEM plans. Membership will include the Associate Vice Chancellor for Enrollment Management, the Associate Vice Chancellor for Academic and Multicultural Student Services, a community campus director, an Anchorage campus dean, and representatives from OPRA and Administrative Services. (The Provost, Vice Chancellor for Student Affairs, and Vice Chancellor for Community Partnerships will serve as ex officio members.) Major focus areas in FY08 will be to ensure alignment with other institutional plans and to promote integration of college SEM plans across the MAU.

Refine the dashboard technology. UAA will continually modify our data presentation capabilities in search of the optimal balance between information volume and specificity. We will continually refine the kinds of data we collect and the best ways to present it to