University of Alaska Southeast
Performance-Based Budgeting
White Paper

(Revised September 30, 2005)

Prepared by the UAS Office of the Provost

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Introduction

In fall 1999, the University of Alaska Southeast (UAS) celebrated its tenth year as a comprehensive regional institution with a ringing affirmation of its quality by the Northwest Commission on Colleges and Universities. The accreditation association confirmed that UAS had, over the decade of the 1990s, transformed itself from a loose confederation of two community colleges and one affiliated four-year institution into a viable and vital university—a university which is providing the citizens of Southeast Alaska and the state with quality programs in a variety of disciplines ranging from certificates to graduate degrees.

The Juneau campus of the University of Alaska Southeast serves a unique role in the region. Along with providing students access to solid liberal arts Associate's degree programs, this campus serves as the regional provider of graduate degrees in Education, Business, and Public Administration; Bachelor's degrees in Biology, Marine Biology, Environmental Science, English, Mathematics, Social Science, Business, Information Systems, and Teacher Education; Associate of Applied Science degrees in Diesel, Automotive, Construction; and a Certificate program in Outdoor Studies programs.

The Ketchikan campus has assumed a regional role in marine operations training providing students with licenses and credentials in areas including the United States Coast Guard 100-ton Master's license, Pilot refresher courses, Charter Boat Captain, and Able Bodied Seaman licenses. This campus also provides students with the opportunity to obtain certificates in Welding and Fisheries Technology, is taking a leadership role in providing statewide access to the AAS degree in business via the Web, and serves as the statewide leader in the distance-delivery of the CISCO networking curriculum.

The Sitka campus is focused primarily on Allied Health programs and has provided statewide leadership with the AAS in Health Information Management (HIM) program for over 10 years. The HIM program also includes Certificate programs in Coding Specialist and Healthcare Privacy. The Community Wellness Advocate Certificate program is also distance-delivered statewide in partnership with the Southeast Alaska Regional Health Consortium (SEARHC). Sitka will soon expand access to training for Certified Nurse Aides and Personal Care Assistant via distance-delivery. This campus will also expand statewide access to its distance-delivered courses in Human Anatomy and Physiology and Microbiology. The Sitka campus AAS program in Environmental Technology supports public health for rural communities by offering its academic program statewide via distance-delivery. The program supports statewide continuing education and training through its Alaska Technical Training and Assistance Center (ATTAC).

The Ketchikan and Sitka campuses are also key providers of regularly-sequenced general education credit courses that are made accessible to distance education students statewide.

This white paper describes the targets UAS has set for itself related to Performance-Based Budgeting metrics established by Statewide in response to legislative mandates. The targets that UAS set for each metric are integrally tied to the UAS Strategic Plan, in that they directly relate to and support the UAS system goals of student success, faculty and staff strength, and educational quality. These goals and priorities form the foundation upon which key decisions are made within the institution, both budgetary and programmatic.

The material in the following pages discusses UAS' past performance trends relative to each metric and provides the basis for performance targets and goals for the current fiscal year and future projections through FY 2011. A summary of UAS' targets and goals is provided below for the reader's convenience.

High Demand Job Areas Degrees Awarded—UAS will exceed its goals. (See page 3 for details.)

	2003	2004	2005	2006	2007	2008	2009	2010	2011
Career Education	15	14	15	22	27	32	33	36	40
CTE	65	73	68	86	97	111	117	121	126
BPAIS	48	69	80	102	113	124	131	137	144
Arts & Sciences	14	15	12	16	20	20	24	24	28
UAS Targets	142	171	175	226	257	287	305	318	338
Original Targets	148	171	189	191	194	197	200	206	n/s

Student Credit Hours Attempted—UAS changed targets to better reflect what's expected. (See page 13 for details.)

	2003	2004	2005	2006	2007	2008	2009	2010	2011
Arts & Sciences	29,512	29,190	29,763	30,141	30,750	31,400	32,050	32,700	33,350
CTE	12,298	8,903	8,809	9,252	9,300	9,350	9,400	9,450	9,500
Career Education	5,534	5,834	6,658	6,893	7,140	7,343	7,552	7,766	7,988
BPAIS	7,979	7,874	7,845	8,493	8,918	9,203	9,506	9,796	10,089
UAS Targets	55,323	51,801	53,075	54,779	56,108	57,296	58,508	59,712	60,927
Original Targets	53,340	55,920	57,320	58,280	59,860	61,480	63,150	63,740	n/s

Student Success (First-time, Full-time Undergraduate Student Retention)—UAS is on target with its goals. (See page 20 for details.)

	2003	2004	2005	2006	2007	2008	2009	2010	2011
UAS Targets			64.0%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%
Original Targets	55.6%	59.2%	62.1%	65.0%	65.0%	64.7%	64.5%	64.0%	n/s

University-Generated Revenue—UAS is on target with its goals. (See page 26 for details.)

	2003	2004	2005	FY06	2007	2008	2009	2010	2011
UAS Targets			17.6	18.0	18.5	20.0	21.0	22.0	22.0
Original Targets	16.2	18.1	17.9	18	19.5	20.9	22.5	24.8	24.8

Grant-Funded Research Expenditures—UAS changed the targets using 2006, as a better benchmark. (See page 31 for details.)

	2003	2004	2005	FY06	2007	2008	2009	2010	2011
UAS Targets	1.2	1.0	0.6	0.7	0.8	0.8	1.0	1.5	1.9
Original Targets	1.2	1.0	1.4	1.4	1.5	1.5	1.5	1.6	n/s

PERFORMANCE MEASURE: RESPONSIVENESS TO STATE NEEDS
HIGH DEMAND JOB AREA DEGREES AWARDED

Introduction

UAS is ideally situated to make significant contributions to Alaska's workforce needs by providing graduates for High Demand fields in Alaska. All the degree programs of three of UAS' four schools are identified as High Demand fields by the state Department of Labor. The fourth school contributes by offering High Demand programs in the sciences and general education requirement courses that support the other schools' programs.

The following analysis outlines each school's historical contribution to High Demand jobs and future targets and goals.

Past Trends

THE SCHOOL OF CAREER EDUCATION

All UAS Career Education AAS and Certificate programs are considered High Demand. Since 2001, Career Education has focused on building well-defined and accessible regional academic programs to increase enrollments and graduates in High Demand career areas. Career Education faculty at each campus contribute both on site and as a shared resource across the MAU for distance delivery programs.

The total number of Career Education graduates in High Demand programs has remained steady at about 15 per fiscal year since FY 2003, or 9% of the UAS total annual graduates in High Demand careers. (Refer to Figure 1 on the next page.)

There has been an increase in the number of graduates in health occupations (Health Information Management, Coding, Pre-Nursing, and Community Wellness) due to the recent implementation of these new certificates and degrees in response to industry needs. This reflects the changing nature of our regional Southeast economy and the emergence of the healthcare industry as the largest private employer in the region.

The decline in graduates in the natural resources category (Environmental Technology) is due to changing from degree offerings to non-credit training that leads to licensure. Operators and technicians in water and wastewater systems across Alaska will continue to be served by the Alaska Training and Technical Assistance Center program in Sitka.

Figure 1

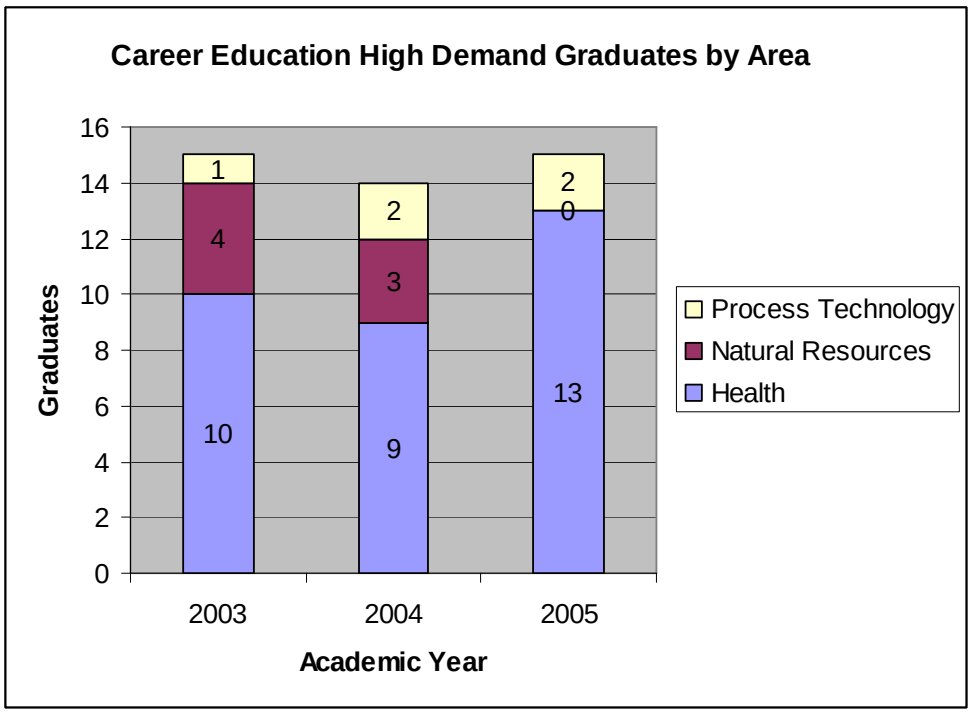
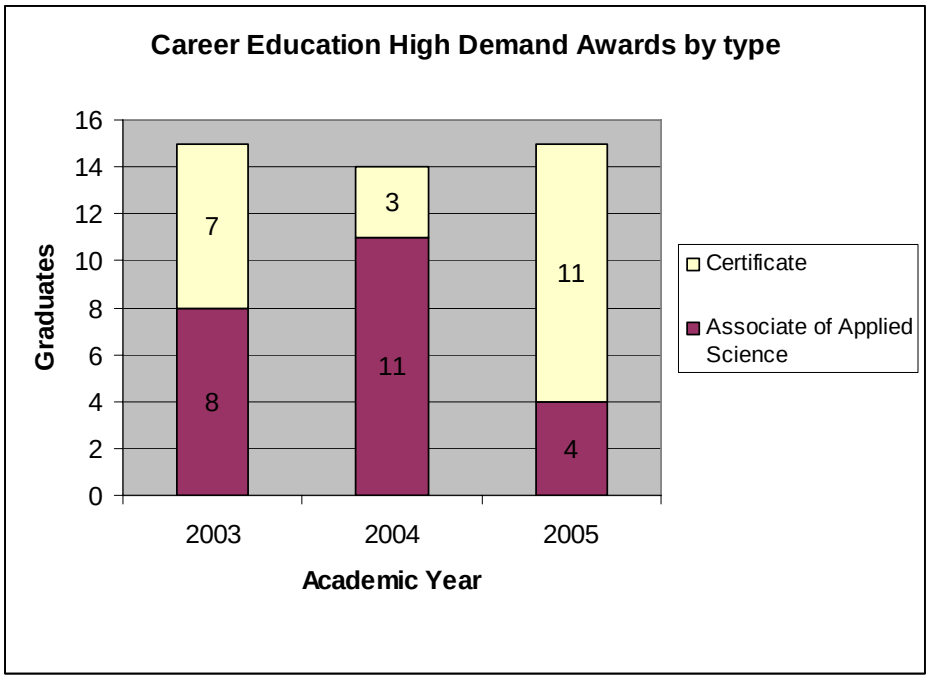


Figure 2 shows that awards in Career Education are limited to AAS and Board of Regents approved certificates. In FY 2005 Career Education graduated more certificate students (73%) than AAS degree students (27%). The ratio of certificates to AAS degrees is expected to vary significantly on an annual basis due to fluctuations in workforce demand for these credentials.

Figure 2

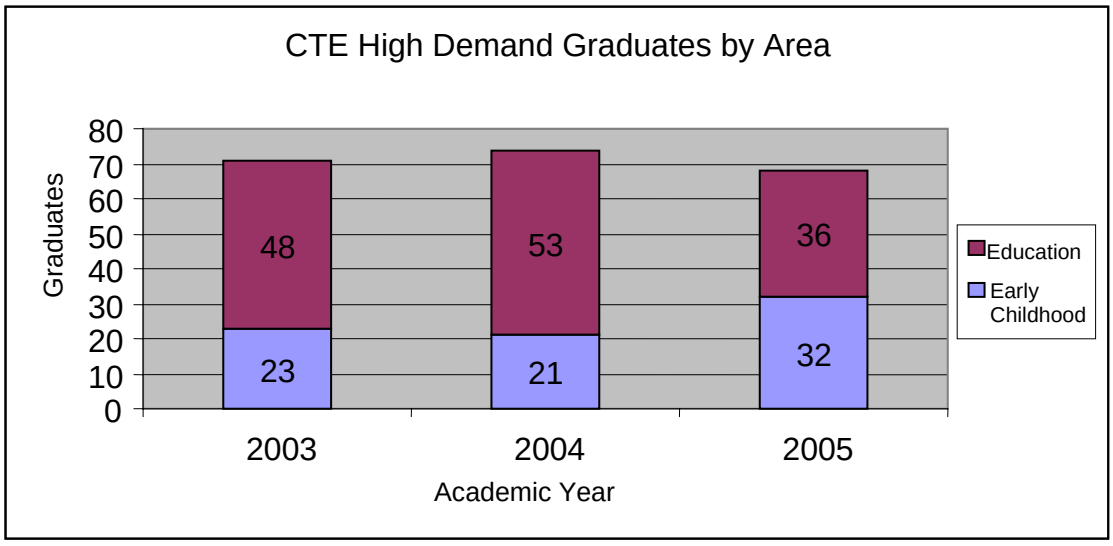


THE CENTER FOR TEACHER EDUCATION

All programs in the Center for Teacher Education (CTE) are identified as High Demand. CTE has started four new programs in the last five years: the BA in Elementary Education, the Math Endorsement, MEd in Reading, and the Special Education Endorsement. The number of graduates in the graduate level programs (Reading, Educational Technology, and Early Childhood) increased by 50% in 2005.

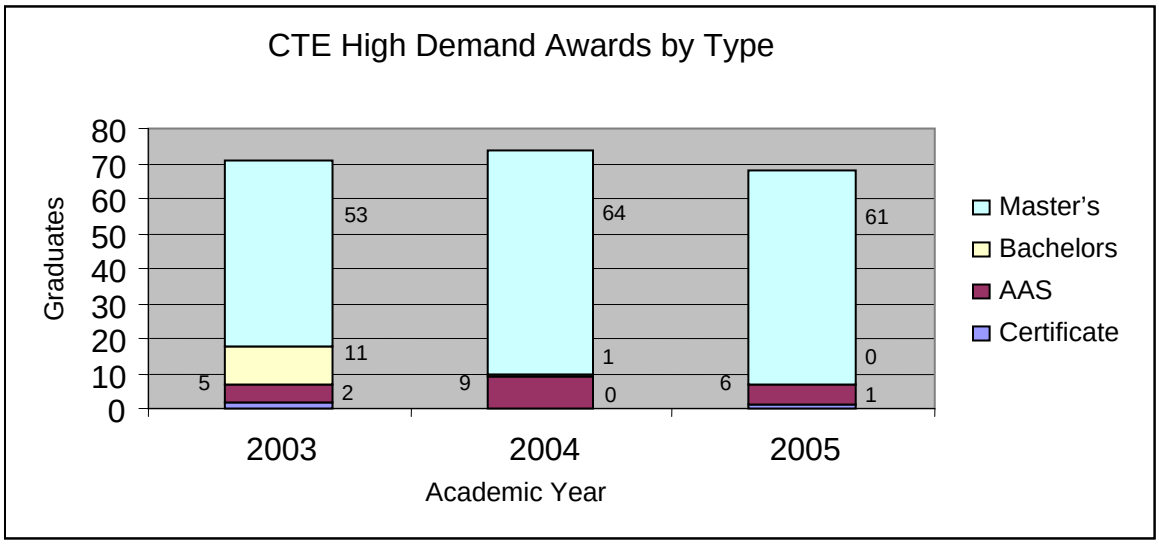
The number of graduates in the MAT program depends on the number of qualified applicants in any given year. Figure 3 shows an increase in the number of graduates in CTE programs in FY 2004 due to an increased number of qualified applicants for the MAT program. The number of graduates from the Educational Technology, Early Childhood, and Reading graduate programs also increased in 2005 and will continue to increase in FY 2006. The figure also differentiates the graduates to show the Early Childhood Education component which is on an upward trend.

Figure 3



Most CTE graduates earn Master's degrees (Figure 4). The number of graduates in the Bachelors category reflects two earlier programs that were discontinued and no longer graduated students after FY 2003. A new program, the Bachelors of Arts in Education, was started in FY 2001 and will report its first graduates in FY 2006. The AAS degree shows a drop in graduates due to normal variations but is expected to return to nine graduates in FY 2006. As discussed earlier, the increased number of graduates in the Master's category is due to a large number of qualified applicants who were accepted in FY 2004 in the Master of Arts programs. The MAT program is projected to graduate 42 in FY 2006, returning the number of graduates to numbers comparable to previous years.

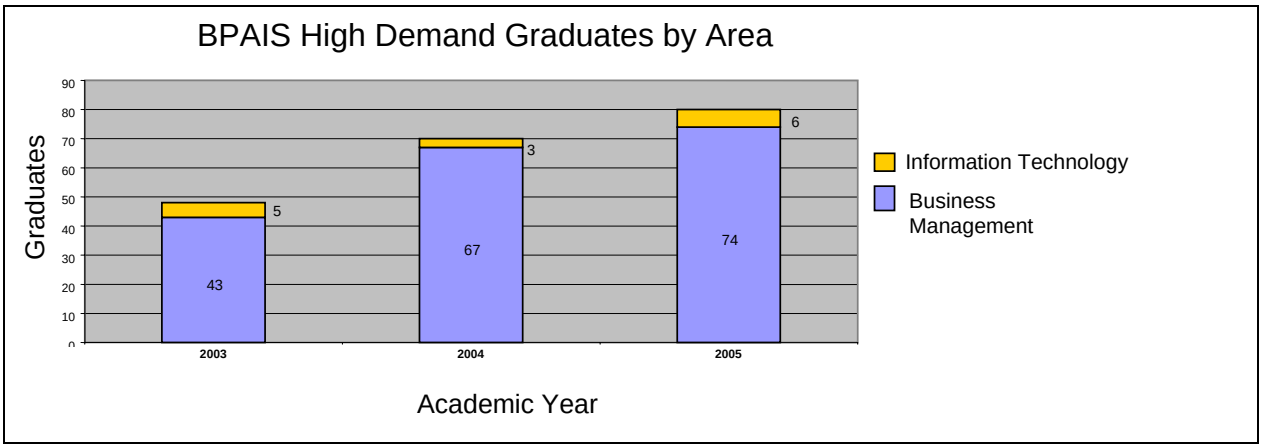
Figure 4



THE SCHOOL OF BUSINESS, PUBLIC ADMINISTRATION, AND INFORMATION SYSTEMS

All School of Business, Public Administration, and Information Systems (BPAIS) programs (except the AAS in Paralegal Studies) are identified as High Demand. BPAIS is focused on building well defined and accessible regional academic programs to increase enrollments and graduates through the collaborative faculty resources of the three UAS campuses. As shown in Figure 5, the total number of BPAIS graduates in High Demand programs has grown in absolute numbers—from 48 in FY 2003 to 80 in FY 2005, an increase of 67%.

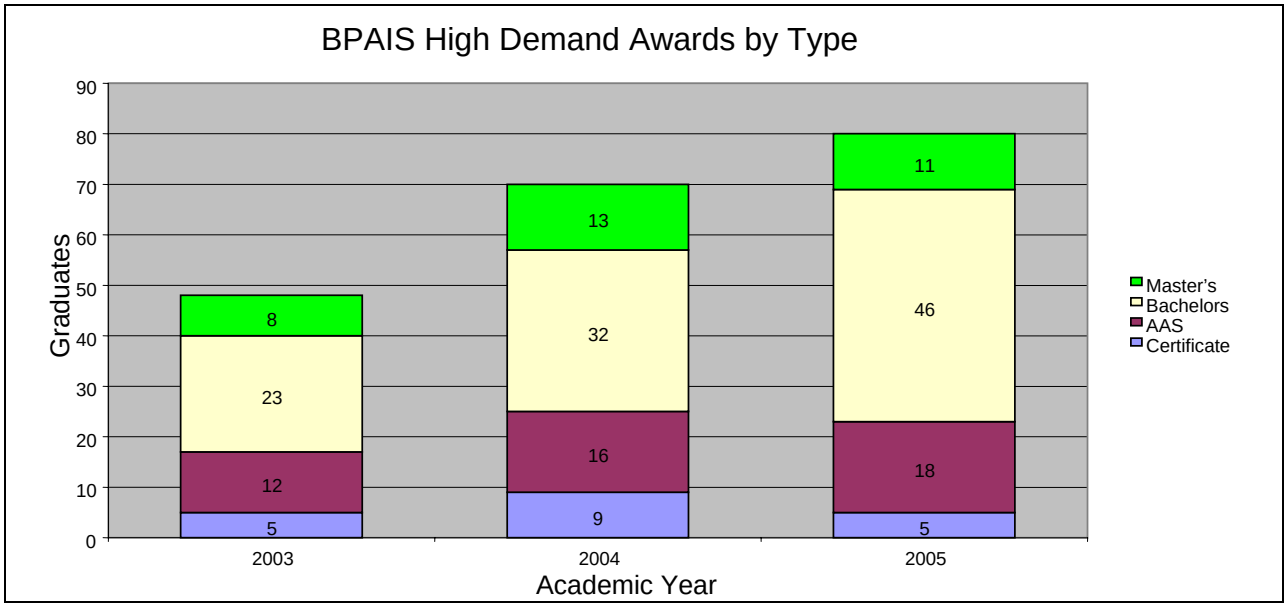
Figure 5



As illustrated in Figure 6, BPAIS graduated more Bachelors students than Certificate, AAS degree, or Master's students combined in FY 2005. The relative proportion of Master's degree students will increase to approximately one-third of total graduates in FY 2006 with the

graduation of the first online Master's of Business Administration cohort; the total number of Master's graduates will more than double with this annual cohort program.

Figure 6



THE SCHOOL OF ARTS AND SCIENCES

Three Arts and Sciences' Bachelor of Science degree programs—Biology, Marine Biology, and Environmental Sciences—produce graduates in the Natural Resources category of High Demand programs. Arts and Sciences' greatest contribution in meeting targets for High Demand fields is by providing general education requirements (GERs) and major liberal arts courses as needed for the students of other degree programs in Business, Education, and Career Education.

Current Performance Relative to Targets and Goals

THE SCHOOL OF CAREER EDUCATION

As shown in Table 1, FY 2006 graduates in new or revised High Demand programs will increase the overall total of Career Education graduates by seven, for a gain of 47%. This reflects the positive outcome of a bubble of enrollment and student credit hour (SCH) growth reflected in the SCH metric over the period of FY 2003-05.

Programs that are projected to graduate increased numbers of students in FY 2006 are: AAS programs in Health Information Management, Health Sciences, Construction Technology, Power Technology, Fisheries Technology, and the certificate programs in Pre-Nursing Qualifications, Community Wellness Advocate, Health Information Coding and Privacy, and Residential Building Science.

Table 1

CAREER EDUCATION		Trend and Current Status			Targets			Long Term Goals		
		2003	2004	2005	2006	2007	2008	2009	2010	2011
Construction Technology	AAS	0	2	0	2	2	2	2	2	2
Environmental Technology	AAS	3	3	0	0	0	0	0	0	0
Fisheries Technology	AAS	-	-	-	-	1	1	1	1	1
Health Information Mgt	AAS	4	6	2	3	4	5	6	6	8
Health Sciences	AAS	-	-	-	2	3	3	3	3	3
Power Technology	AAS	1	0	2	2	3	3	3	3	3
Automotive Technology	Certificate	-	-	-	-	0	1	0	1	0
Comm Wellness Advocate	Certificate	-	-	-	1	0	1	0	1	2
Drafting Technology	Certificate	-	-	-	-	0	1	1	1	1
Environmental Technology	Certificate	1	0	0	0	0	0	0	0	0
Fisheries Technology	Certificate	-	-	-	-	1	0	1	1	1
HIM - Coding	Certificate	6	3	8	7	8	9	10	10	10
HIM - Privacy	Certificate	-	-	-	1	0	1	1	1	2
Nursing Prequal	Certificate	-	-	3	3	4	4	4	5	6
Residential Bldg Science	Certificate	-	-	0	1	1	1	1	1	1
School Totals		15	14	15	22	27	32	33	36	40

- denotes new program

THE CENTER FOR TEACHER EDUCATION

UAS anticipates the number of CTE graduates to increase by 10% in FY 2006 as a result of new graduate programs reaching capacity and the BA in Elementary Education producing its first graduates (Table 2).

Reading and Special Education enrollments are expected to rise dramatically in 2006 and reach capacity of current staffing. A grant project in Educational Technology has ended, resulting in a loss of tuition revenue which may result in a declining number of graduates after 2006. The Early Childhood AAS program graduation rate has held steady with small numbers each year. The resignation of a faculty member for the Early Childhood Graduate program could result in fewer applicants and a low number of graduates in FY 2007 but should continue to hold steady for the coming years if the faculty position can be restored. The BA in Elementary Education will graduate its first class of seven students in FY 2006 and MAT graduates will increase slightly.

Table 2

CENTER FOR TEACHER EDUCATION		Trend and Current Status			Targets			Long Term Goals		
		2003	2004	2005	2006	2007	2008	2009	2010	2011
Early Childhood Education	AAS	5	9	6	9	12	18	20	22	24
Early Childhood Education	Certificate	2	0	1	2	2	2	2	2	2
Elementary Education	BA	5	-	-	7	12	18	20	22	24
Education	MAT	39	52	36	42	45	45	45	45	45
Education	MEd	14	12	25	26	26	28	30	30	31
School Totals		65	73	68	86	97	111	117	121	126

- denotes new program

THE SCHOOL OF BUSINESS, PUBLIC ADMINISTRATION, & INFORMATION SYSTEMS

Table 3 shows that the overall total of BPAIS graduates is expected to increase 35% in FY 2006 over the FY 2003-05 graduate numbers. Due to increased distance delivery, the Business Administration program is projected to increase graduates in FY 2006 (and beyond), at the AAS, BBA, and MBA levels. Graduates are expected to continue to increase in FY 2007 as the impact of the Master's of Business Administration in Service Management track draws a new audience; and the addition of a second MPA faculty member will improve graduate rates due to increased resources for recruitment, instruction, and advising.

Table 3

BUSINESS, PUBLIC ADMINISTRATION, & INFORMATION SYSTEMS		Trend and Current Status			Targets			Long Term Goals		
		2003	2004	2005	2006	2007	2008	2009	2010	2011
Accounting Technician	Certificate2	1	1	3	2	2	1	1	1	1
Small Business Mgmt	Certificate2	3	4	2	2	1	0	0	0	0
Business Administration	AAS	7	12	16	18	20	23	24	26	27
Computer Info Office Systems	AAS	5	3	2	2	2	2	2	2	2
Business Administration	Bachelor	23	32	42	46	51	56	59	62	65
Information Systems	Bachelor	1	4	4	4	6	8	9	9	10
Business Administration	Master	0	0	0	16	18	20	21	22	23
Public Administration	Master	8	13	11	12	13	13	15	15	16
School Totals		48	69	80	102	113	124	131	137	144

- denotes new program

THE SCHOOL OF ARTS & SCIENCES

In FY 2006 the two contributors to High Demand jobs in Natural Resources (Biology and Environmental Science) are expected to increase 33% over the number of FY 2005 graduates or 14% over the three-year average of 14 graduates (Table 4). Additional increases are expected in

subsequent years as a result of targeted recruitment of upper division transfer students and the introduction of a BA in Biology. The latter degree will provide an alternative program for Biology students and increase retention.

Table 4

ARTS & SCIENCES	Trend and Current Status			Targets			Long Term Goals		
	2003	2004	2005	2006	2007	2008	2009	2010	2011
Biology	9	13	7	10	12	12	14	14	16
Environmental Sciences	5	2	5	6	8	8	10	10	12
School Total	14	15	12	16	20	20	24	24	28

Future Directions

THE SCHOOL OF CAREER EDUCATION

Career Education graduates are expected to continue to increase in FY 2007 with the planned statewide expansion for the Health Information Management programs, the first graduates from the United States Coast Guard (USCG) Oiler emphasis of the Power Technology AAS, and completions in the Pre-Nursing Qualifications certificate programs.

Career Education will continue to pursue a strategy of targeted recruitment and enrollment management plans for High Demand programs in the region. Faculty will engage industry and community partners for increased access to scholarships and sponsored recruitment activities. In particular, health occupations programs will be targeted for growth on all three UAS campuses to support the regional and statewide expansion of the healthcare industry workforce.

Transcripted departmental Certificates of Completion for workforce certifications like Certified Nurse Aide (CNA), Personal Care Attendant (PCA), American Welding Society welding program, USCG certifications, etc. will create a more accurate level of true productivity. Future metrics that include occupational certificates will increase the diversity of Career Education programs that meet workforce needs.

UAS will begin to see benefits from the University of Alaska Technology Preparation initiative in High Demand career enrollments and graduates, possibly by FY 2007. Tech Prep strategy agreements will develop efficient pathways and partnerships with regional high schools to lead students into UAS programs. A full-time Tech Prep staff in southeast starting in FY 2006 will build regional high school partnerships for Career Education programs.

THE CENTER FOR TEACHER EDUCATION

Recent Federal mandates in the areas of special education and early childhood will provide new impetus to the CTE programs in those fields. Vigorous marketing efforts and additional faculty resources will put UAS in the forefront in meeting needs created by these mandates. The MAT

and MEd programs will hold steady in numbers of graduates after FY 2006. Additional faculty will be needed in Special Education, Elementary Education, Secondary Education, and Educational Technology to support growth and maintain quality programs. The BA in Elementary Education program has been positively impacted by PITAS (Preparing Indigenous Teachers for Alaska's Schools) tuition support for eligible students. Continued grant funding is critical to maintaining student enrollment. Academic intervention by programs like TRIO (student support services) for the students in the BA program may result in keeping these students on track and contribute to steady growth of this new program.

THE SCHOOL OF BUSINESS, PUBLIC ADMINISTRATION, & INFORMATION SYSTEMS

BPAIS continues to pursue a strategy of extending the statewide reach for the AAS, BBA, MBA and MPA programs while growing the on-campus enrollments in the BSIS program. BPAIS expects the rate of growth in the BBA program to slow by FY 2007, due to a lack of faculty resources to expand the enrollment capacity of the program. Master's program growth is expected to level by FY 2008, at which time the program will be at capacity and will cause program growth to flatten to a long-term sustainable level.

FY 2007 is projected to bring an increase in graduates in the Information Systems (IS) program as upper division courses are sequenced by regular faculty. Recent faculty hires will increase the number of graduates; program growth was slowed in FY 2005 by an unanticipated turnover in IS faculty in Juneau during FY 2004 and FY 2005. By FY 2008 the BSIS program growth should begin to turn around the trend of declining enrollments in the lower-division computer skills courses.

THE SCHOOL OF ARTS & SCIENCES

The greatest growth in degrees relevant to High Demand jobs is expected in the health field. The School of Arts and Sciences will participate in that growth primarily by providing GERs, mathematics, and science courses needed by the health cohorts.

Further expected growth of degrees awarded in High Demand jobs at UAS will result from modifications to the Arts and Sciences curricula in response to discussions with state agencies involved in resource development. Mining and transportation-related development in southeastern Alaska is increasing demand for natural resources specialists in state agencies. The Dean of Arts and Sciences and the coordinator of UAS' Environmental Sciences program have met with staff from the Department of Transportation (DOT) to discuss training needed for graduates moving into environmental positions within DOT. As a result, UAS is augmenting the Environmental Science curriculum with a special topics course covering environmental compliance regulations. Future meetings will be held with the Department of Environmental Conservation, the Department of Natural Resources, the Department of Fish and Game, and private sector environmental consulting firms to determine evolving needs for resource specialists. It will be important to conduct program reviews to determine whether curriculum changes have, in fact, met the needs articulated by DOT and other groups.

Commercial, sport, and subsistence hunting and fishing contribute substantially to Alaska's economy and create continual demand for managers trained in the biological sciences. Currently,

UAS contributes by awarding BS degrees in Biology and in Marine Biology; UAS graduates are hired by state and federal management agencies or go on to graduate programs. For many entry-level agency positions in management, however, the BS overemphasizes curriculum needed for graduate admission. UAS will increase the number of degrees in the biological sciences primarily by adding BA and Master's of Science degrees in Biology and Marine Biology. The BA in Biology will also provide science education for secondary teacher candidates for the MAT, as well as training natural resource managers.

PERFORMANCE MEASURE: STUDENT SUCCESS/EDUCATIONAL QUALITY
STUDENT CREDIT HOURS

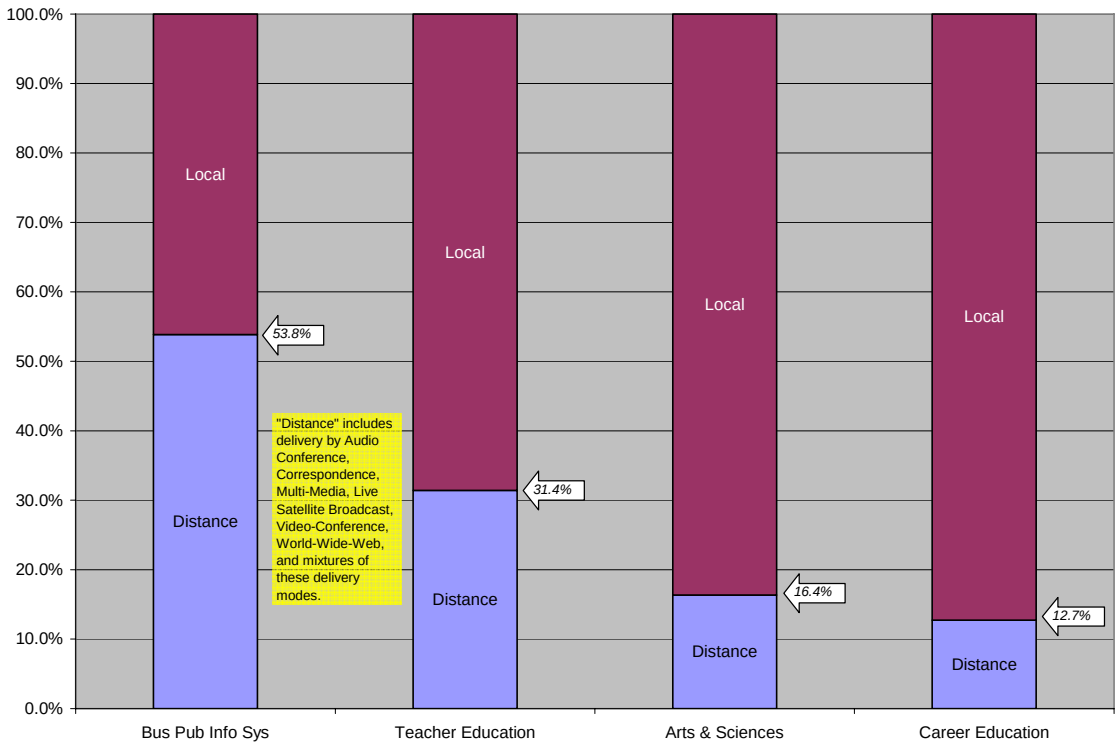
Introduction

Figure 7 demonstrates the importance to UAS of its role in providing access to higher education opportunities for Alaskans. Substantial growth will result as more students access UAS certificates and degrees through distance delivery technologies. Providing access to content is only the first stage; access to the student services and academic support must also be robust, interactive, and accessible to residents of Alaska's rural communities.

This figure shows UAS' student credit hour (SCH) generation for Academic Year 2004-5 by mode of delivery. Over half (53.8%) of the student credit hours generated by the School of Business, Public Administration and Information Systems came from distance-delivered classes. The Center for Teacher Education generates 31.4% of its student credit hours by distance delivery. Distance delivery is a smaller, but still important part of the School of Arts and Sciences (16.4% of SCH) and the School of Career Education (12.7% of SCH).

Figure 7

Student Credit Hours by School and Delivery Mode



THE SCHOOL OF ARTS & SCIENCES

Student credit hours in Arts and Sciences increased less than 1% between FY 2000 and FY 2005. Lower division credits increased 2.5% over that period while upper division credits declined by 7% for an overall increase of 0.5% (Table 5).The increase in lower division credits reflects the addition of four new degree programs since 2000. Upper division credits lag behind as it takes time to build cohorts in the new programs. Changes in SCH production were non-uniform within Arts and Sciences. SCH production in both Mathematics and Natural Sciences increased nearly 8% from FY 2003 to FY 2005. Decreases in credit hour production were evident in Humanities (-1.9%) and Social Sciences (-2.9%). For the next 3 – 4 years, recruitment strategies will emphasize securing additional transfer students to populate upper division courses, especially in our new degree programs in the Humanities and Social Sciences.

Table 5

ARTS & SCIENCES				Trend and Current Status			Targets		
	2003	2004	2005	FY06	2007	2008	2009	2010	2011
SCH by Unit	SCH	SCH	SCH	SCH	SCH	SCH	SCH	SCH	SCH
Humanities	14,446	14,829	14,175	14,355	14,600	14,900	15,200	15,500	15,800
Mathematics	4,292	4,680	4,630	4,689	4,800	4,900	5,000	5,100	5,200
Science	4,716	4,346	5,077	5,141	5,250	5,400	5,500	5.650	5,750
Social Science	6,058	5,335	5,881	5,956	6,100	6,200	6,350	6,450	6,600
School Totals	**29,512**	**29,190**	**29,763**	**30,141**	**30,750**	**31,400**	**32,050**	**32,700**	**33,350**

THE CENTER FOR TEACHER EDUCATION

Early Childhood Education

The statewide AAS in Early Childhood currently has 43 students enrolled with 35 of those enrolled at UAS. The student credit hour loss in FY 2005 (depicted in Table 6) came about because of the statewide collaboration which assigns credit hour production to the instructor's institution. The Early Childhood Education (ECE) unit may suffer an adverse effect on credit hour production during FY 2006 due to a key faculty vacancy.

Teacher Education

What appears to be a precipitous drop in SCH between FY 2003 and 2004 is actually a return to normal levels of SCH for the Teacher Education unit (8-9,000 per year) (Table 6). The abnormally high SCH in FY 2003 was due to a large number of students in a reading program funded by the Alaska Department of Education and Early Development.

Table 6

CENTER FOR TEACHER				Trend and Current Status			Targets		
EDUCATION	2003	2004	2005	FY06	2007	2008	2009	2010	2011
SCH by Unit	SCH	SCH	SCH	SCH	SCH	SCH	SCH	SCH	SCH
Early Childhood Educ	454	402	153	300	330	330	350	370	370
Teacher Education	11,844	8,501	8,656	8,952	8,970	9,020	9,050	9,080	9,130
School Totals	**12,298**	**8,903**	**8,809**	**9,252**	**9,300**	**9,350**	**9,400**	**9,450**	**9,500**

The following discussion focuses on the Teacher Education unit's degree programs: BA Elementary Education; MAT Elementary and Secondary; and MEd with endorsement in Educational Technology, Reading, and Early Childhood Education. Special Education is currently an endorsement.

The Bachelor of Arts in Elementary Education program admitted its first students in FY 2001 and currently has 30 students enrolled in the program. A number of students who began in the BA Elementary Education program have changed majors to Arts and Sciences programs. Recent changes in the math requirement, as well as improved advising and academic support should improve credit hour production in the future. Additionally, the number of students in the Bachelors of Arts in Elementary Education program who receive tuition support from the PITAS (Preparing Indigenous Teachers for Alaska's Schools) program has increased. Student credit hour production in this program should remain steady over the next five years.

The shortage of special education teachers impacts all districts in the state and has severe implications for the educational achievement of special needs students. Currently, UAS provides a post-baccalaureate endorsement in special education curriculum to practicing teachers as well as an endorsement for Bachelor of Arts in Elementary Education candidates. This endorsement program has grown from a total of 138 SCH during academic year 2004 to 426 SCH in academic year 2005. It is understaffed to meet the growing demand for an "accessible" program.

The new Reading MEd and Early Childhood MEd have begun to increase enrollment. These new programs account for most of the credit hour growth in graduate level SCH in the Teacher Education unit. The Educational Technology program has 35 students enrolled in either the Endorsement and/or MEd. A large number of these students enjoyed tuition support from the ARCTIC Educational Technology grant program which recently ended. New advising and marketing strategies have been initiated to attract new students and maintain credit hour production.

The number of MAT students has held steady, as has its student credit hour production. The MAT Secondary has expanded to a yearly cohort of Sitka students and Ketchikan will be hosting a new cohort in FY 2007.

The Professional Education Center (PEC) supports a large number of professional development courses and workshops each year for many Alaska school districts. During the spring 2005 semester, PEC courses totaled 1,276 credit hours with an enrollment of 911 students. The PEC incubates new programs and engages in significant grant writing activities for federal priorities and Alaska DEED reimbursable service agreements.

THE SCHOOL OF CAREER EDUCATION

Career Education's SCH growth in the FY 2003-05 period reflects the programmatic effects of new or totally revised programs in attracting increased enrollments and graduates in High Demand career areas: Health Sciences, Pre-nursing, Community Wellness, Health Information Management, Welding, Automotive, Diesel (heavy duty and marine), Marine Operations, Fisheries, and Construction.

Unit contributions within Career Education in FY 2005, as measured by SCH, reflect regional growth in Career Education Health programs (25%) and Vocational/Technical programs (9%). Overall in FY 2005 Career Education experienced a 14% growth in SCH and exceeded the 3% UAS SCH institutional target for FY 2005 (Table 7).

Table 7

CAREER EDUCATION	Trend and Current Status						Targets		
	2003	2004	2005	2006	2007	2008	2009	2010	2011
SCH by Unit	SCH	SCH	SCH	SCH	SCH	SCH	SCH	SCH	SCH
Health Info Mgmt	473	388	493	518	544	560	577	594	612
Health Sciences	1,514	1,413	1,760	1,848	1,940	1,998	2,058	2,120	2,183
Automotive Tech	208	343	471	518	570	576	581	587	593
Aviation Tech	24	40		0	0	0	0	0	0
Construction Tech	642	1,021	1,064	1,096	1,129	1,163	1,198	1,234	1,271
Diesel Tech	466	450	502	517	533	549	565	582	600
Environ Tech	182	128	120	120	120	124	127	131	135
Fisheries Tech	45	48	56	56	56	58	59	61	63
Justice	994	858	813	813	813	837	863	888	915
Marine Tech	404	589	714	735	757	780	803	827	852
Welding Tech	582	556	665	672	678	698	719	741	763
School Totals	**5,534**	**5,834**	**6,658**	**6,893**	**7,140**	**7,343**	**7,552**	**7,766**	**7,988**

For FY 2006, Career Education projects a 4% increase in SCH over FY 2005. Projecting SCH based on program capacity and market demand indicates a relatively flat growth profile in FY 2006-07. Given the strong FY 2005 performance and the resulting impact on program capacity, as well as the regional workforce needs gradually being met by previous growth, these SCH growth projections are conservative.

Career Education academic programs and faculty are generally well supported with current equipment, adequate space, and engaged industry partners. Career Education is targeting SCH growth in High Demand programs that have existing faculty and facilities capacity. However, several Career Education programs are now, or soon will have, their growth potential constrained by lack of faculty resources (automotive, diesel, marine operations) and limitations of space/equipment (welding in Ketchikan) which will contribute to a declining growth rate over time.

THE SCHOOL OF BUSINESS, PUBLIC ADMINISTRATION, AND INFORMATION SYSTEMS

Table 8 shows that in FY 2005, BPAIS disciplines produced approximately 7,845 SCH, representing 14.8% of the UAS' total 52,900 SCH. BPAIS experienced a decrease of 2% in Student Credit Hour college-wide for the two-year period FY 2003-05. This decrease is attributed to a decline in SCH in the Public Administration discipline and a decline in SCH in the Information Systems discipline. These declines were largely offset by the 16% increase in SCH within the Business Administration discipline which exceeded the 3% UAS SCH institutional target for FY 2005.

Table 8

BPAIS	Trend and Current Status						Targets		
	2003	2004	2005	FY06	2007	2008	2009	2010	2011
SCH by Unit	SCH	SCH	SCH	SCH	SCH	SCH	SCH	SCH	SCH
Accounting	1,505	1,505	1,589	1,642	1,695	1,751	1,809	1,869	1,919
Business Admin	2,226	2,328	2,843	3,329	3,504	3,647	3,794	3,945	4,093
Law Science	456	414	430	402	396	389	383	377	369
CIOS	3,151	2,973	2,455	2,578	2,756	2,830	2,907	2,966	3,033
Public Admin	641	654	528	543	567	585	612	639	675
School Totals	**7,979**	**7,874**	**7,845**	**8,493**	**8,918**	**9,203**	**9,506**	**9,796**	**10,089**

BPAIS is targeting SCH growth in High Demand programs that have existing faculty and facilities capacity. Recent faculty hires in the Information Systems and Public Administration disciplines have brought those programs to nearly full instructional strength permitting the full sequence of courses. This is expected to reverse the negative growth rate that these programs experienced in FY 2003-05. Projections further indicate a significant increase in SCH in the Business disciplines, reflecting the contribution of the MBA in Service Management.

For FY 2006, BPAIS projects a 3% increase in Business Administration undergraduate SCH over FY 2005, as well as a 4% increase in both Public Administration and Information Systems. Similar rates are projected for FY 2007.

With the addition of a second student cohort to the MBA in Service Management program, this program is projected to double its SCH in FY 2006. The MBA SCH is projected to continue to grow by 10% in FY 2007.

Future Directions

THE SCHOOL OF ARTS & SCIENCES

The University of Alaska system is challenged to meet the diverse needs of a small population spread over a vast area. State university systems typically have specialized by campus, and UA needs to do so in a way that takes into account the natural strength of each MAU. One of UAS'

strengths is its high ratio of faculty to students. In terms of SCH production, that ratio puts UAS at a competitive disadvantage. In terms of the quality of a liberal arts education, the ratio is a great strength. The Arts and Sciences at UAS will continue to provide GERs while offering the alternative of a strong Liberal Arts education that capitalizes on a low faculty/student ratio to offer mentoring as well as more traditional instruction. Our aim is to make UAS the jewel of UA system for those wanting a strong Liberal Arts education. Business leaders (e.g., Brian Rogers) point out that the specific skills needed by the workforce are harder and harder to predict because the workplace environment is changing so rapidly. Business leaders are asking for students that are life-long learners, have critical thinking and problem solving skills, and will be able to learn and adapt in the work place – i.e., students with a strong Liberal Arts education.

THE CENTER FOR TEACHER EDUCATION

Funding from the UA President's Initiative and the 1998 Federal Head Start mandate will influence student credit hour production in the next five years in Early Childhood Education (ECE). UAS identified at least 30 Head Start employees in Alaska who will need to earn the AAS degree.

One additional influence in ECE credit hour production is the current proposal by the System for Early Education and Development (SEED) Council to the Alaska Department of Education and Early Development to require all public school teachers of children age 3-8 to have an Early Childhood Endorsement. If this move is successful, it will have a huge impact on credit hour production in ECE at UAS.

A focus on culturally responsive curriculum in the Special Education Program will position UAS as a leader in the state. The ECE and Special Education programs will need additional faculty positions to support increased student enrollment. The Special Education credential remains a key to teaching vacancies statewide.

The Professional Education Center professional development in-service fee structure will be examined in order to capture additional fee revenue and seek new partners with school districts for in-service training opportunities.

THE SCHOOL OF CAREER EDUCATION

During FY 2007 SCH growth in Career Education will be carried by 5% or greater growth in enrollments in Automotive Technology, Health Information Management, and Health Science courses. Program areas of continued modest enrollment growth (3%) include Construction Technology, Diesel Technology and Marine Technology. SCH growth in these disciplines will be offset by stagnant or declining rates in natural resources programs (environmental technology, fisheries technology), and the justice program which represent an increasingly smaller segment of our regional workforce.

Expanded UA support for high quality and High Demand career education and equipment has included substantial new allocations to UAS Career Education from UA initiative funds and SB137 Workforce Development funds to cover the high cost of vocational-technical programs. Support for Career Education's SCH growth over the past five years has come almost exclusively from these sources. As new funding through these state funding processes declines, it is anticipated that any new growth in Career Education may shift from SCH to more market-

driven noncredit and Continuing Education Unit training areas with higher potential for revenue growth.

THE SCHOOL OF BUSINESS, PUBLIC ADMINISTRATION, AND INFORMATION SYSTEMS

During FY 2007, BPAIS is projected to continue to grow overall in SCH by 5%. This growth is attributed primarily to full implementation of the BPA statewide distance-delivery and marketing strategy for its AAS, BBA, MBA, and MPA programs. Program growth in SCH for the BSIS program is projected at 7% in FY2007; recruitment resources will be targeting residential full-time students (both freshman and transfers) for the program. Given existing faculty resources, program SCH production capacity in the BBA program will limit the growth rates (<3%) after FY 2008. Growth within the MBA program is expected through FY 2008, at which time a limited program capacity (2 cohorts maximum) will create a steady state SCH production. Historical market demand for the MPA will contribute to a slow (3-6%) growth of SCH production profile based on the long-term trend; additional faculty resources in the program will be focused on supporting recruitment and retention to ensure continued SCH growth.

PERFORMANCE MEASURE: STUDENT SUCCESS
FIRST-TIME, FULL-TIME UNDERGRADUATE STUDENT RETENTION

Introduction

Student Success Performance Measure

First-time, full-time undergraduate retention is the metric to measure student success to meet the UA Board of Regents' Strategic Plan 2009 Student Success goal. This section of the report discusses UAS' past and current performance trends for this measure as well as what is expected in the future.

Student success at UAS is defined as the process of keeping students enrolled and on track toward reaching their educational goals, whether they are in a four-year degree program, associate or certificate degree program, or upgrading their skills. UAS recognizes that students may transfer to UAA, UAF, or another university to pursue a broader selection of degree programs or to attend a university with organized athletics and/or social organizations such as Greek fraternities and sororities. Retention management at UAS is designed to assist each student to reach his/her individual educational goals.

Past Trends

Over the past decade the mission, student body, and programs of UAS have changed significantly. The original mission was to serve the Southeast region as a community college, offering vocational and general education courses. Only a limited number of four-year degrees were available. Since 1999, UAS has greatly expanded its educational offerings and new degree programs at the associate and bachelor levels to address the educational and training needs of Southeast Alaska citizens. Additionally, UAS continues to have many part-time and adult non-degree seeking students at UAS taking courses to upgrade their skills.

Self-Study

In FY 1998, declining enrollments and low student retention rates prompted UAS administrators to undertake a comprehensive self-study and to consult with industry experts on retention. The following is a chronology of the review:

- In 1998 the McDowell Group examined students' satisfaction with the Juneau campus and identified key reasons students left prior to earning a degree.
- In 1999 a UAS student retention committee was formed to address the McDowell findings.
- In 2000 a Noel-Levitz executive consultant for retention services was hired to provide a comprehensive external analysis of retention-related strategies and tactics.
- In 2001 a senior administrator position, the Vice Provost for Student Success, was hired to provide academic support for undergraduate students enrolled at UAS.

- In 2001, enrollment management duties were added to the Dean of Students' position.

UAS' self-analysis revealed the following concerns:

- UAS had difficulty offering required courses for degree programs in a sequence that allowed for timely progression to graduation.
- A large number of students were low income, first generation, and adult learners. This population is at very high risk for dropping out of postsecondary because of factors such as lack of finances, inadequate academic preparation, family or work obligations, unfamiliarity with academic environment, and insufficient support from family or peers.

Retention Highlights

UAS took the important lessons it learned from the self-analysis and put them into action. It developed strategies to communicate, drive, and measure its student retention progress.

A key strategy was the design of a long-term enrollment management plan for UAS. The plan links enrollment planning to academic planning with strategies and programs intentionally designed to increase student retention and persistence to graduation. The enrollment management plan is aligned with the UA/UAS missions and strategic plans. It sets goals for recruitment and retention, student outcomes, courses, and student satisfaction; integrates these goals with existing programs and services; evaluates retention outcomes; and recognizes and celebrates student success among students, faculty, staff, and administrators.

As a direct result of the UAS Enrollment Management Plan, UAS has seen steady increases in undergraduate retention since FY 1999, increasing to the current rate for FY 2005 of 64.5 (10 percentage points or a 19% increase since FY 1999). UAS undergraduate retention has improved significantly over the last two years, with more than an 8 percentage point increase in retention since FY 2003. The following section provides details on other important student retention milestones UAS has achieved.

Retention Trend Analysis from FY99 to FY04*
*(*Data drawn for first-time full-time baccalaureate students, CSRDE 2004 Survey)*

- Retention of women increased twelve percentage points, from 63% to 75%.
- Retention of men increased four percentage points, from 37% to 41%.
- Retention of Caucasians increased six percentage points, from 59% to 65%.
- Retention of Alaska Natives decreased sixteen percentage points, from 43% to 27%. (UAS has now shifted significant recourses to address this area.)
- In FY 2005, UAS retained 100% of its UA Scholars.

Information to Action

UAS achieved these results through a combination of approaches detailed below. The decisions to implement these initiatives came in large part after a three-step process. UAS first sought to

become informed through the collection of relevant data, and then reflected on what the data meant, and finally, used the information to make targeted, responsive decisions. This methodology continues to guide UAS' student retention planning.

- Financial aid is strategically used for recruitment and retention efforts.
- Two new positions were added in the Student Resource Center: a career counselor and a mental health counselor.
- Four new bachelor degree programs were added with strong reputations for attracting new students and retaining continuing students (Business Information Systems, Marine Biology, English and Social Science). A new program for students who have yet to determine and declare their major was also added.
- Course scheduling was improved and the six year course sequence revised to insure required courses for degree programs are offered in a sequence for timely progression to graduation.
- New hires were made at the dean level resulting in increased collaboration between the academic deans, Dean of Students, and the Provost.
- An Institutional Research Director was hired in fall 2004 to generate and analyze data, create profiles of the students that persist and those that dropout, and help UAS understand the reasons for these behaviors.
- Additional classroom facilities were added, including a new two story building of approximately 23,580 square feet in Juneau that opened in January 2003.
- New recreational facilities were added, including the new Student Recreation Center in Juneau opened summer 2005, which provides students with a basketball court, running track, climbing wall, weight training and cardiovascular equipment, and a state-of-the-art student lounge. This facility provides students with enhanced health, recreation, and social opportunities.
- Targeted marketing and recruitment efforts have been deployed to underscore UAS' key assets: small class sizes, personalized attention, small campus size, low cost, signature degree programs, and spectacular environment.
- Acquired a renewed Title III grant in Sitka that focuses on strengthening instruction through innovative programs in distance technology and academic support.
- Established Educational Support Centers on Prince of Wales and Annette Island through a newly acquired a new Title III grant in Ketchikan enabling UAS to increase access and participation in higher education for Alaska Natives.
- Targeted academic achievement programs such as the SUCCESS program (designed to help students on academic probation) and FIG (Freshmen Interests Group) program were developed and implemented to focus on specific, high risk students. The SUCCESS program was designed for students on academic probation. The FIG program groups together on the same dormitory floor, university housing students who have a special interest in leadership. The students participate in interactive workshops and other planned activities in order to gain additional leadership skills and experience.
- New student orientation is now required of all entering new students. Upper division students serve in peer support roles to help new students in their orientation to the university.
- Introduction to library services for fall and spring new student orientation sessions was augmented with a brief information literacy assessment starting fall 2003
- Developed distance library and information literacy course, first offered fall 2004 to support distance students' awareness and use of information resources.

- Student satisfaction surveys are conducted, including the National Survey of Student Engagement (NSSE) and the Student Satisfaction Inventory (SSI), Your First College Year.
- Early Intervention efforts were started in FY 2003 on all three campuses. This system identifies students who are the most at-risk, so that focused retention interventions can be initiated with them, including increased contact with advisors, instructors, and student services providers.
- The Freshman seminar course (HUM 120) curriculum was revamped to integrate key components that maximize retention efforts.

Early Intervention Initiatives – College Student Inventory and the Freshman Seminar

UAS deeply probed and assessed two specific early intervention retention initiatives: the College Student Inventory (CSI) and the Freshman Seminar course (HUM 120). Extensive national research exists on the effectiveness of these programs in improving student success and satisfaction. Both efforts have had remarkable success at UAS. However, currently only about 55% of first-time full-time degree seeking students are participating in these efforts. UAS' current retention efforts are focused on engaging students in these important programs.

The following analysis provides details on the results of these two early intervention initiatives in FY 2003-04 and compares their retention rates to all first-time full-time baccalaureate degree students.

FTFTBC Metric

Fall to fall retention (students returning for the second year) for first-time full-time baccalaureate (FTFTBC) degree-seeking students for FY 2003 was 59% (Figure 8). The retention for FY 2003 students returning for their third year was 42%.

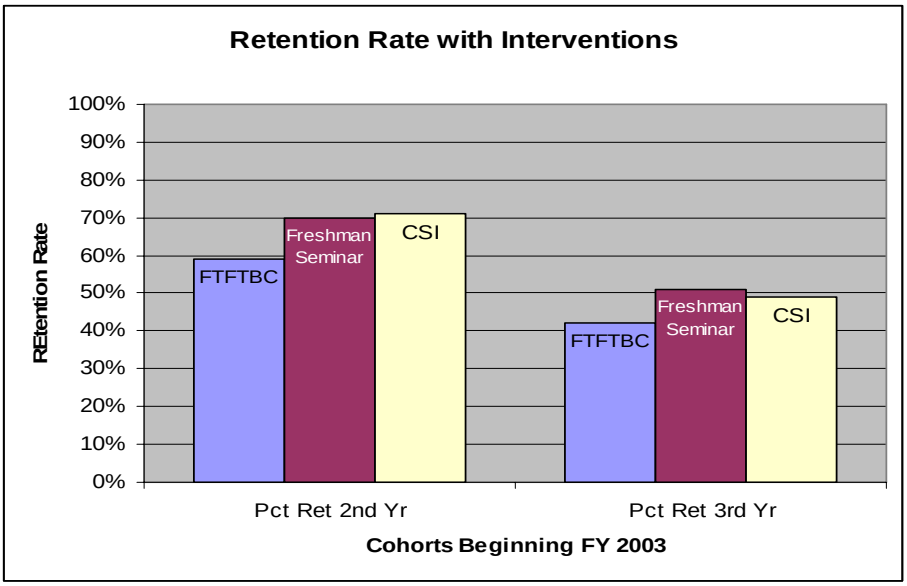
UAS Retention Metric – The Freshman Seminar

The fall to fall retention of first-time full-time baccalaureate degree-seeking students who completed the Freshman Seminar for FY 2003 was 70% (Figure 8). Retention rate for FY 2003 students returning for their third year was 51%. Retention of students who enrolled in Freshman Seminar during their freshman year was 9% higher than for students who did not participate in the seminar.

UAS Retention Metric – College Student Inventory

Although it is not possible to directly compare College Student Inventory (CSI) students to FTFTBC students (because they are a mix of multi-degree-seekers, as well as full and part-time students), it is still instructive to note that fall to fall retention for undergraduate degree-seeking students who participated in the College Student Inventory (CSI) early identification program was 74% for FY 2003 and 63% for FY 2004. This is a net increase of nine percentage points compared to FTFTBC students who did not participate in the CSI over the same two-year period. The retention rate for FY 2003 CSI students returning for their third year was 49%, representing a seven percentage point increase compared to FTFTBC students who did not participate in the CSI (Figure 8).

Figure 8



FY 2004

Fall to fall retention (students returning for the second year) for first-time full-time baccalaureate degree-seeking students for FY 2004 was 60%. Fall to fall retention of students who completed the Freshman Seminar was 60%. Fall to fall retention for students who participated in the College Student Inventory (CSI) early identification program was 63%.

UAS did not see dramatic increases in student retention in FY 2004 because fewer students participated in both retention efforts that year.

Current Performance Relative to Targets and Goals

UAS has already achieved the 64% FY 2010 goal for undergraduate retention set by the UAS Chancellor and UA system. UAS' undergraduate retention has improved significantly over the last two years, with more than an 8 percentage point increase in retention since FY 2003.

UAS expects that its students will continue to transfer to UAA or UAF to pursue a broader selection of undergraduate degree programs or participate in organized athletics and social opportunities such as fraternities and sororities. UAS stresses its goal that retention management is about assisting each student to reach his/her individual educational goals and recognizes the completion of their educational goal may not be at UAS. Because of the nature of UAS and the small numbers associated with undergraduate students, small fluctuations in student enrollment can have significant effects on retention percentages. As a consequence, UAS will keep its MAU-wide student retention targets for FY 2011 static at 64%.

Future Directions

Next Steps in FY 2006

During FY 2006 UAS will place more emphasis on advising for all degree-seeking students and widening participation of all students in retention efforts such as New Student Orientation, the College Student Inventory, and enrollment in Freshman Seminar courses.

Specific retention efforts for FY 2006 will also include:

- Extending comprehensive retention analysis to include all degree-seeking students, as well as targeted cohorts such as PITAS, TRIO, and UA students.
- Implementation of a student exit survey to understand why students are leaving.
- Analysis of patterns in course attrition (developmental mathematics, English, and GERs).
- Analysis of graduation data.
- Implementation of an advising plan that focuses on early registration and required academic advising at critical junctures in a student's academic career.
- Implementation of a Student Support Services grant that focuses on intrusive intervention and academic support for low income and first generation students.
- Targeted tuition waivers for recruitment and retention.
- Seeking funding to institutionalize the PITAS-like student retention model to encompass all student populations (not just Alaska Natives).
- Seeking funding to increase the university's institutional research capabilities.

UAS will continue to put significant resources into its student retention efforts. It is proud of the progress it has made in the self-discovery, analysis, and implementation process to date. It will continue to deeply probe and explore the other retention initiatives to gain greater insights and use this information to inform future university-wide student retention decision making.

In short, UAS will continue to use the discovery process and the data that it reveals to become informed, reflective, and responsive in the area of student success.

PERFORMANCE MEASURE: DIVERSE SOURCES OF REVENUE
UNIVERSITY-GENERATED REVENUE

Introduction

UAS continues to succeed in increasing the diversity of its revenue sources. Table 9 shows that UAS achieved its targets for university-generated revenue in fiscal years 2003 through 2005. This reflects an overall increase of 8% over this three-year period.

Table 9

UAS University-Generated Revenue Targets versus Actuals

UNIVERSITY GENERATED REVENUE (in millions)	2001	2002	2003	2004	2005
Targets	n/a	n/a	16.2	18.1	17.9
Actuals	12.6	17.1	16.1	18.2	17.5

Additionally, Table 9 shows that the trend is for more, moderate growth. The primary sources of UAS' university-generated revenue—restricted and unrestricted revenue—have experienced clear growth patterns over the past five years. These two revenue sources currently make up 84% of UAS' total university-generated revenue; demonstrating that UAS is well positioned to continue to diversify its sources of funding.

Past Trends

The following discussion of UAS' university-generated revenue is presented in three parts: 1) unrestricted revenue, 2) restricted revenue, and 3) auxiliary revenue (as defined in the accounting manual).

UNRESTRICTED REVENUES

Table 10 shows that UAS has experienced steady growth over the past five years in its university-generated revenue. By far, the largest source of UAS' university-generated revenue comes from tuition and student fees, followed by university receipts, indirect cost recovery, and capital improvement projects receipts. An analysis of the past trends of each of these forms of revenue follows.

Table 10

Unrestricted Revenue History

UNIVERSITY GENERATED REVENUE (in millions)	2001	2002	2003	2004	2005
Unrestricted Revenue	6.3	7.4	7.5	8.1	8.5

Tuition: The largest source of UAS' university-generated revenue comes from tuition. Table 11 shows that UAS experienced its most dramatic tuition growth in its distance/UALC (University of Alaska Learning Consortium). UALC tuition grew by 138% between FY 2001 and FY 2005; with a 78% growth between FY 2004 and FY 2005 alone. Non-resident distance/UALC tuition increased by 28.7% between FY 2001 and FY 2005; with a 53.1% growth between FY 2004 and FY 2005.

Table 11

UAS Tuition Change History

Tuition	FY 01	FY 02	FY 03	FY 04	FY 05	Change $ FY01-FY05	Change $ FY04-FY05	Change % FY01-FY05	Change % FY04-FY05
Lower	2,117,213	2,369,261	2,434,683	2,713,540	2,777,166	659,953	63,626	31.2%	2.3%
Upper	567,652	621,870	717,117	767,665	867,388	299,735	99,723	52.8%	13.0%
Graduate	485,061	625,182	756,749	772,865	816,832	331,770	43,967	68.4%	5.7%
UALC	231,129	244,552	227,785	309,030	550,157	319,028	241,127	138.0%	78.0%
Non Resident	217,672	184,441	250,690	183,023	280,232	62,560	97,209	28.7%	53.1%
Grand Totals	**3,618,727**	**4,045,306**	**4,387,024**	**4,746,123**	**5,291,774**	**1,673,047**	**545,651**	**46.2%**	**12.0%**

It is also worth noting that the total tuition revenue generated in FY 2005 showed a 2% growth beyond the rate increase instituted by the Board of Regents that year, attributed to an increase in non-resident tuition.

Student Fees: Table 12 shows that between FY 2001 and FY 2003 student fees remained relatively flat. After examining fee rates and schedules (that had not seen modification in years) and instituting new fees for unfunded student support services such as student health services and laboratory classes, UAS successfully increased its fee revenue. It should also be noted that while fees generate additional revenue, they are intended to offset actual costs so they are not available for reallocation or discretionary spending.

Table 12

Student Fees Revenue History

UNIVERSITY GENERATED REVENUE (in millions)	2001	2002	2003	2004	2005
Student Fees	1.1	1.2	1.3	1.6	1.8

University Receipts: Revenue earned that can be directly attributed to the delivery of instruction (university receipts) has remained relatively stable between FY 2001 and 2005. It should be noted that actual receipts were inflated in years FY 2004 and FY 2005 due to two reasons: 1) the purchase of the Natural Sciences Resource Laboratory (NSRL) in FY 2004, which caused university receipts to increase in excess of $300,000 by recording assets received in the way of equipment, and 2) UAS began to lease space in the NSRL to the Alaska Department of Fish and Game in FY 2005 for an annual rental amount of $184,000. This amount is offset by the debt service payment on that facility.

Indirect Cost Recovery: UAS experienced a steady increase between FY 2001 and FY 2004 in indirect cost recovery revenue due to the number and size of active grant funds. During this time these funds increased by 156% (at the same time that the total restricted fund revenue increased by 94% in the region). This is a reflection of UAS' increased research capacity resulting from more research faculty hires.

Additionally, in past years it was not uncommon to waive the indirect cost recovery associated with grants in an attempt to be more competitive; however in FY 2000, the chancellor mandated adherence to Statewide's policy of avoiding voluntary waiver of this funding source. While FY 2005 saw a 15% decrease in this source of revenue as a number of large grants expired without others of comparable value being awarded, the total number of proposals submitted increased from 29 in FY 2001 to 68 in FY 2005, demonstrating increased effort by new faculty. The number of annual awards over $100.0 thousand dropped from a high of 12 per year, to 2 in FY 2005, again demonstrating significant, numerous awards for small dollar amounts.

Capital Improvement Projects Receipts: UAS' capital improvement projects (CIP) receipts peaked during FY 2005 as a result of the completion of the new recreation facility. Beginning in FY 2001, UAS had two major CIP projects (the Egan classroom wing and Joint Use Recreational Facility) that dramatically increased this category of university receipts. However, due to a large carryforward and enough sustainable projects to fund Facilities, Planning, & Construction personnel and planning, the CIP rate has been reduced. CIP receipts will therefore drop in FY 2006 and are expected to level off to a modest increase in FY 2007 through FY 2009, if current capital requests are funded.

RESTRICTED REVENUE

Table 13 shows that restricted revenue has seen dramatic shifts over the past several years. In FY 2002, UAS received its first multi-million dollar award for the Alaska System for Early Education Development (SEED) grant, which has continued to receive funding in subsequent years. Year one (FY 2002) of this grant was funded at $1.0 million more than each of the subsequent years. FY 2003 and 2005 also saw the funding and subsequent completion of a multi-year Title III award for the Sitka campus in excess of $100.0 thousand. Additionally, between FY 2001 and FY 2004 there was a 141% increase in restricted receipts, followed by a 20% decrease due to expiring grants.

Table 13

Restricted Revenue History

UNIVERSITY GENERATED REVENUE (in millions)	2001	2002	2003	2004	2005
Restricted Revenue	3.2	6.8	6.3	7.6	6.2

State Inter-Agency Receipts: UAS has had a consistent, stable relationship with the State of Alaska and has received support for many programs over the past five year period. However, in FY 2005, while down 27% on the Juneau Campus, State support for the vocational, workforce development programs has increased dramatically on the community campuses. During FY 2005 the Ketchikan community campus received almost four times as much support from the State as their annual average award for the previous four years combined. The Department of Labor WIA/STEP grants were large contributors to this growth and provided much needed student aid and support for programs ranging from Nursing to Welding on the Ketchikan campus.

Federal Receipts: Between FY 2001 and FY 2005 federal receipts increased 165%. Education earmarks were the major contributors to this increase, along with a number of large awards in the sciences, and a dramatic increase in federally-funded student aid.

In FY 2006, the Juneau campus will start its first year of a TRIO (student support services) grant; the Ketchikan campus will see the end of its three-year shipyard grant, as well as the startup of its new Title III grant; and the Sitka campus will renew its multi-year Title III grant. It should also be noted that while the Sitka campus' federal receipts is expect to remain flat, it is highly leveraged compared to their general fund budget.

University Receipts: Between FY 2001 and FY 2005 annual increases in UAS' restricted university receipts showed a steady upward trend of 25%. However, due to fluctuating numbers of projects during this same time period, there was a 24% decrease overall in this funding source, causing UAS' overall university receipts to be flat over this five year period.

AUXILIARY REVENUE

Table 14 shows that UAS' auxiliary receipts increased slightly between FY 2004 and 2005. This can be directly related to Juneau campus rate increases for student housing and increased book sales on all campuses. With the new Juneau recreational facility now online, auxiliary revenue is expected to show moderate gains.

Table 14

Auxiliary Revenue History

UNIVERSITY GENERATED REVENUE (in millions)	2001	2002	2003	2004	2005
Auxiliary Revenue	3.1	2.9	2.3	2.5	2.8

UAS anticipates that its university-generated revenue will continue to experience gradual increases (Table 15). All projections regarding revenue depend upon the attainment of goals in the program metrics such as student credit hours, undergraduate retention, and recruitment into high demand fields, which will in turn influence UAS' tuition, grants, contracts, and auxiliary revenue.

As shown in Table 15, UAS expects its university-generated revenue to increase moderately over the next few years. These targets are based on a set of assumptions, including that in FY 2006 UAS will benefit from the Board of Regent's 10% tuition increase and have flat student credit hour (SCH) growth and that FY 2007, 2008, and 2009 will bring annual 7% tuition and 3% SCH increases. The FY 2010 target assumes no tuition increase, but continued 3% SCH growth rate. The FY 2011 target is flat, assuming no increases in either tuition or SCH.

Table 15

University-Generated Targets and Goals through FY 2011

UNIVERSITY GENERATED REVENUE (in millions)	Baseline		Accepted Target	Targets			Long Term Goals		
	2003	2004	2005	2006	2007	2008	2009	2010	2011
Previous UAS Targets	16.2	18.1	17.9	18.0	19.5	20.9	22.5	24.8	24.8
UAS FY05 Actuals & Adjusted Future Targets			17.6	18.0	18.5	20.0	21.0	22.0	22.0

In sum, UAS' expectation of moderate university-generated revenue growth reflects its strategic focus on firming up its core programs and recruiting students whose interests match those of the institution. With this in mind, UAS will continue to pursue federal program projects such as Title III grants and target topics of significance to southeast Alaska like PITAs, Early Childhood Education, Math/Science, and large National Science Foundation grants including the Research Education for Undergraduates. These activities complement existing UAS programs and add to its revenue base. UAS is confident that through these and other strategies it will achieve improvements to its student retention, graduation, and time-to-graduation rates—all key factors contributing to a positive outlook for UAS' fiscal future.

PERFORMANCE MEASURE: RESEARCH EXCELLENCE
GRANT-FUNDED RESEARCH EXPENDITURES

Introduction

Building research capacity is a natural extension of UAS' evolution from a community college to a university. As this transition has developed, UAS has creatively built research capacity in ways that are consistent with a continuing commitment to undergraduate research experiences. UAS also endeavors to complement research efforts at the other MAUs in the UA system. The guiding philosophy at UAS is to seamlessly integrate faculty teaching, research, and service to develop its research capacity in areas directly responsive to state needs and with full participation of undergraduate students.

Past Trends and Present Strengths

Since 2001, the School of Arts and Sciences has been awarded nearly $4 million in research grants as the number of faculty actively writing grant proposals increased from 6 to 11. Additional research productivity by UAS science faculty has been funded through UAF's Fisheries program. Much of this productivity can be attributed to a newly formalized dual position for the Dean of Arts and Sciences who now also serves as the UAS Vice Provost for Research. This dual role provides key leadership to research faculty by managing workloads to maximize productivity and by assisting and mentoring faculty.

In FY 2005, UAS' ability to seed externally-funded research was enhanced by $50,000 provided by the Chancellor and matched by the UA Vice President for Research and Academic Affairs. Those funds were used for start-up costs for new research faculty and as match support for external grants. This investment yielded external support to equip UAS' molecular biology laboratory as well as research awards from the National Science Foundation, the North Pacific Research Board, the National Oceanic and Atmospheric Administration, the National Park Service, the U. S. Forest Service, the Mendenhall Watershed Partnership, and the Alaska Department of Fish and Game.

The seed money also brought about a shift in faculty expectations for research productivity. Positive response to requests for seed money and match support demonstrates unequivocally that UAS is committed to increased research productivity.

UAS' Chancellor is increasing his allocation for research support to $100,000 in FY 2006; the expected equal match by the Vice President for Research and Academic Affairs will further fuel UAS' research engine.

UAS' faculty development efforts have focused on enhancing the university's natural strengths in marine biology and environmental science. Recent recruitment efforts have also succeeded in

complementing the UAS faculty base with new faculty in other disciplines adept in interdisciplinary research. In 2003, UAS hired an assistant professor of physics whose funded research includes studies of the physics of lightning, seismology, hydrology, and echolocation by bats. His experience allows him to involve biology and environmental sciences students in his research and helps students integrate physics into their major curricula. In 2004, a new faculty member in Genomics joined UAS. This individual's research is supported with an EPSCoR Young Investigator's First Award grant and a laboratory outfitted with a state-of-the-art DNA sequencer and related equipment. Another EPSCoR Young Investigator's First Award grant and matching funds helps to support an assistant professor's research in snow hydrology.

At the beginning of this academic year, UAS hired an assistant professor of GIS, with an ability and inclination to work in interdisciplinary projects. He provides GIS expertise to researchers in biology, fisheries, and environmental science, as well as conducting his own ecological research.

Joint appointments in departments and institutes at UAF expand the network of peers for UAS faculty. These relationships further increase UAS' research productivity by involving faculty in graduate education opportunities not otherwise available at UAS. UAS faculty also collaborate extensively with faculty from other universities, and with scientists from the National Oceanic and Atmospheric Administration, U. S. Geological Survey, Alaska Department of Fish and Game, and U. S. Forest Service.

UAS' support for faculty research in environmental science, chemistry, and molecular biology has been substantially increased through the recent acquisition of the former Bentwood Building and its use as a dedicated Natural Sciences Research Laboratory, as well as remodeling in the Anderson Building.

Additionally, grants officers at UAS are now fully certified in pre- and post-award grant management. Their efficient management will further enhance UAS' competitive research capacity.

Opportunities for UAS' Undergraduate Students to Participate in Research

The major strength of UAS' research efforts centers on its commitment to involve undergraduate students directly in research, thereby providing them with unique educational opportunities. UAS is committed to the belief that research, teaching, and service all facilitate one another and that students and the state are best served by faculty who integrate these three activities as seamlessly as possible. UAS' liberal arts focus means that it strives to make students in all programs literate in the sciences. It does so by providing hands-on research experience to all its science majors, greatly enhancing their education.

UAS is completing its second three-year grant from the National Science Foundation (NSF) to support undergraduate research experiences in marine biology, and a proposal for an additional three years of funding has been submitted. UAS has also submitted a separate research proposal to NSF that would double the number of undergraduates employed as research fellows at UAS.

Summary of UAS Research Grant Revenue Activity

Grant cycles vary widely, and the relationship between submissions and awards necessarily fluctuates from year to year. Some grant sources make awards within weeks of submission; others can take as long as a year to make an award. Furthermore, the duration of awards varies from less than one year to five or more years. Because of the varying timelines, metrics pertaining to external funding need to be averaged over multiple years. Ultimately, UAS aims to gage its grant-funded research expenditures performance based on five-year running averages for submissions, awards, and expenditures. At present, UAS' research enterprise is too young for meaningful analysis over time. Provisionally, the institution is looking at three-year running averages.

Table 16 shows that UAS' three-year averages for awards in Arts and Sciences vary from just under $700,000 to 800,000 per year, and its expenditures similarly ranged from just over $600,000 to over $800,000 per year. During this same timeframe the three-year averages for submissions steadily increased from $1.8 million to $3.4 million per year.

Table 16

Running three-year averages of grants awarded and submitted (by dollar amounts) for UAS' School of Arts and Sciences.

	Awarded	Submitted	Expenditures
FY01, FY02, FY03	$800,949	$1,805,856	$615,836
FY02, FY03, FY04	$715,207	$2,682,801	$832,852
FY03, FY04, FY05	$692,106	$3,351,540	$828,084

Future Directions

Research at UAS will continue to stress the undergraduate student experience with applied research activities. UAS has a strong commitment to a rich teaching and learning environment in which applied research plays an important role. UAS does not strive to match the relative competitive research capacity of UAA or UAF and their research infrastructures. Instead, UAS faculty respond to competitive research projects on topics important to Alaska, particularly marine species such as sea lions, snow crab, salmon, kelp, seals, and on water quality studies both in fresh water and ocean environments. By focusing on the UAS facilities plan and the faculty resources needed to serve Alaska in this unique way, UAS will continue to develop as a comprehensive liberal arts university.

UAS has identified a Master in Marine Science as the only new graduate degree offering in the next five years. That one graduate program will provide critical graduate student presence for UAS science research projects.

Enhanced Competitive Research Capacity

UAS will continue to enhance its competitive research capacity through the implementation of new and innovative ways to support its research faculty and improve its administrative grant processes. Key to these activities is the newly formalized dual role of the Dean of Arts and Sciences to also serve as UAS' Vice Provost for Research. Through his leadership, UAS is well positioned to achieve its research targets and goals.

An ongoing challenge for UAS is the recruitment and retention of a strong research faculty in the sciences. Meeting this challenge will require that UAS provide appropriate support in terms of seed funding, grant management, and research facilities. UAS is taking specific actions to ensure that these needs are met. Along with seeking supplements to seed funding (described above), this fiscal year UAS will make internal personnel reallocations that will allow it to add an additional grants officer to support grant-writing activity.

UAS will also continue to seek funding to add to and improve its research facilities. When the anticipated move of the UAF Fisheries program to their new facility occurs, additional space will become available to UAS researchers. Additionally, planned remodeling in the Anderson building will make more laboratory space available for research in marine biology. When these facility goals are achieved, the research metric will take on new meaning.

UAS' Targets & Goals

With these enhancements in mind, UAS expects it will be well-positioned to increase the number of submissions of external, competitive research grant proposals that it makes each year. These will in turn result in additional grant awards and grant-funded research expenditures. Table 17 depicts the growth UAS is targeting in future years.

Table 17

Grant-Funded Research Expenditures Targets and Goals through FY 2011

GRANT FUNDED RESEARCH EXPENDITURES (in millions)	Baseline		Accepted Target	Targets			Long Term Goals		
	2003	2004	2005	2006	2007	2008	2009	2010	2011
Previous UAS Targets	1.2	1.0	1.4	1.4	1.5	1.5	1.5	1.6	n/s
Actuals & Adjusted Future Targets & Goals	1.2	1.0	0.6	0.7	0.8	0.8	1.0	1.5	1.9
n/s denotes goal not yet set									

Into the future, UAS will continue to emphasize research with tangible results for Alaska. Proposals currently under development include the economics of transportation alternatives for southeastern Alaska, viability of shellfish harvests in southeastern Alaska, and the viability of macro-algae in Alaska waters. These (and other) proposals will enable UAS to meet the performance goals set in collaboration with Statewide, while also staying true to the unique role UAS plays within the UA system as a provider of undergraduate research experiences.