

State of Alaska FY2021 Governor's Operating Budget

University of Alaska University of Alaska Anchorage Results Delivery Unit Budget Summary

University of Alaska Anchorage Results Delivery Unit

Contribution to Department's Mission

The mission of the University of Alaska Anchorage (UAA) is to discover and disseminate knowledge through teaching, research, engagement, and creative expression.

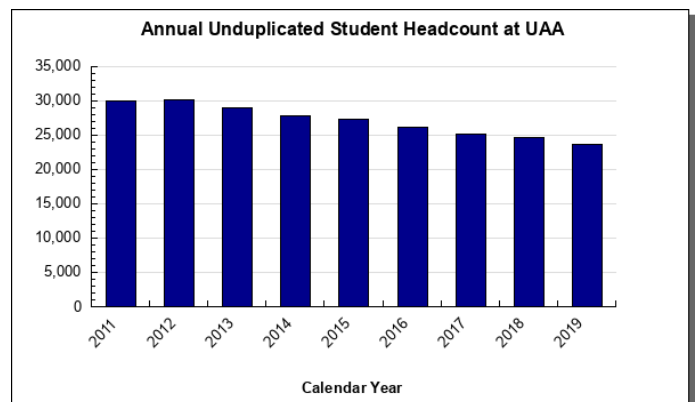
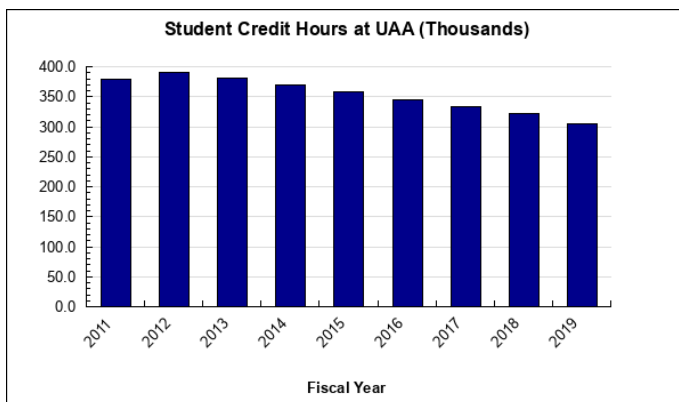
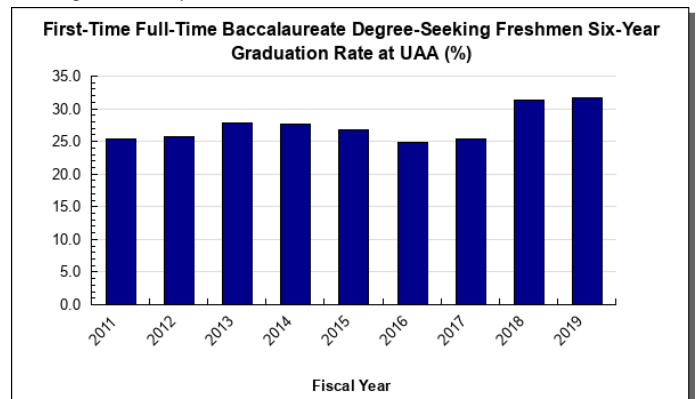
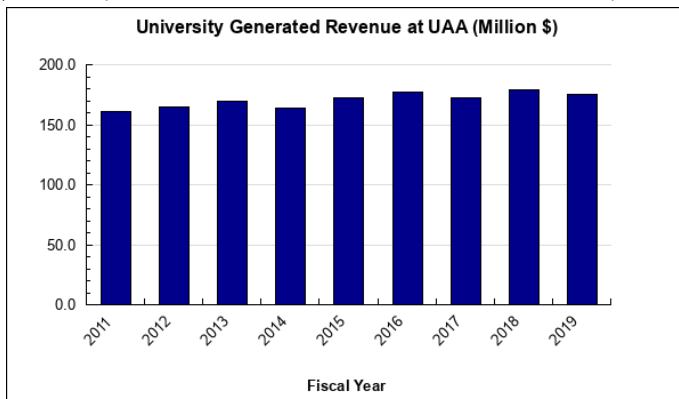
Located in Anchorage and on community campuses in Southcentral Alaska, UAA is committed to serving the higher education needs of the state, its communities, and its diverse peoples.

The University of Alaska Anchorage is an open access university with academic programs leading to occupational endorsements; undergraduate and graduate certificates; and associate, baccalaureate, and graduate degrees in a rich, diverse, and inclusive environment.

University of Alaska Anchorage Mission Statement
 Board of Regents' Policy 10.01.02
 Adopted 09-18-2007

Results

(Additional performance information is available on the web at <https://omb.alaska.gov/results>.)



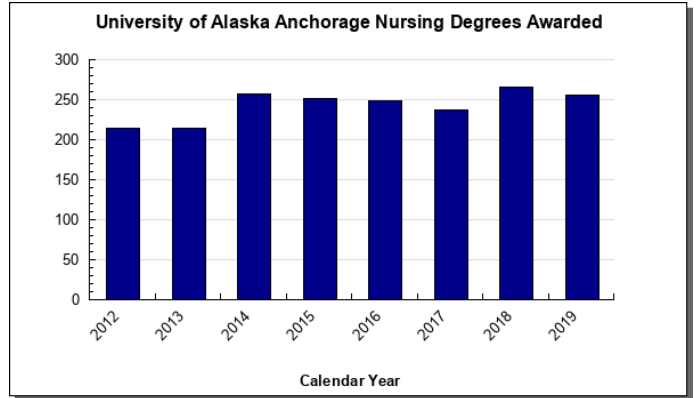
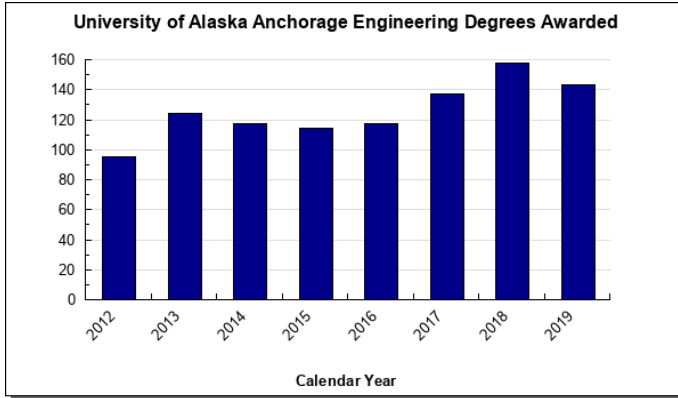
Core Services

- Support Alaska's economic development through excellence in research and workforce development.
- Serve as good stewards of our financial resources by managing revenue from tuition and fees.
- Ensure student success and achievement by improving retention rates for specific groups of first-time, full-time freshmen.
- Improve access to higher education by increasing student credit hour production in courses defined as eLearning.

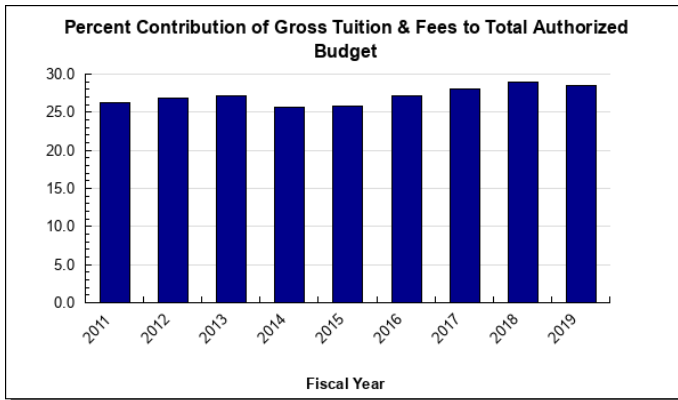
Measures by Core Service

(Additional performance information is available on the web at <https://omb.alaska.gov/results>.)

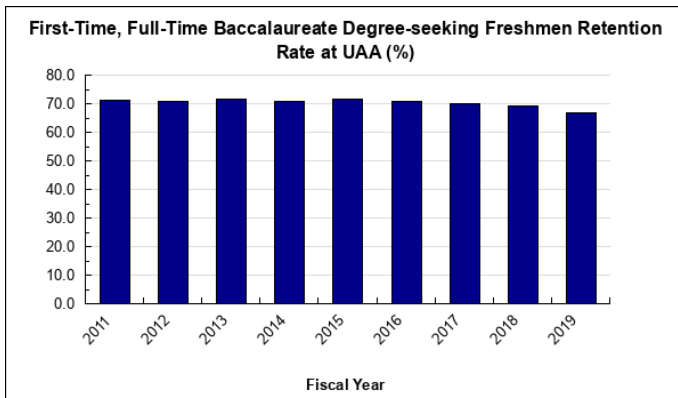
1. Support Alaska's economic development through excellence in research and workforce development.



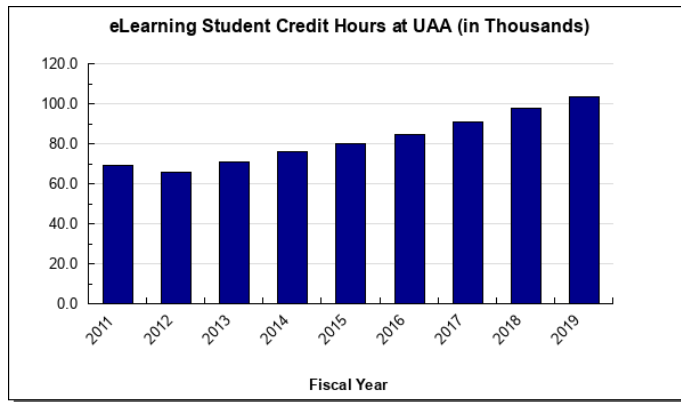
2. Serve as good stewards of our financial resources by managing revenue from tuition and fees.



3. Ensure student success and achievement by improving retention rates for specific groups of first-time, full-time freshmen.



4. Improve access to higher education by increasing student credit hour production in courses defined as eLearning.



Major RDU Accomplishments in 2019

UAA STUDENTS

- In fall 2012, 1,006 individuals entered UAA as first-time, full-time, baccalaureate degree-seeking students. Six years later 316 (31.4%) had earned their degree. This 6-year completion rate is the highest achieved at UAA since the institution began tracking this measure in 1999. While UAA's rate has improved, it remains below the average among its peers which was 38% for the fall 2012 cohort.
- 91% of UAA enrolled students are from Alaska. 53% of incoming first-time freshmen reported a 3.0 or better high school grade point average (GPA).
- UAA has become more diverse with 34% of the student population identifying as a minority. Alaska Natives are the largest group, and represented 10% of the fall enrollment in 2018.
- UAA students earned 2,317 degrees in FY2019, with 509 in health and 240 in engineering.
- UAA students received recognition for their achievements on state, national and international levels, including Fulbright scholarships, and substantial placements in national corrosion innovation, steel bridge, robotics, rocketry, and cyber industry competitions.

INSTITUTIONAL ACCREDITATION

In January, the Board of Commissioners of the Northwest Commission on Colleges and Universities (NWCCU) reaffirmed UAA's institutional accreditation, based on a comprehensive Self-Evaluation Report and peer evaluation site visit. This culminated more than two years of a broad and inclusive process to evaluate how well the institution is meeting its mission and serving its students. UAA received four commendations from NWCCU, each of which acknowledges a key area of accomplishment and reflects UAA values. The four commendations were:

- An inclusive planning process for UAA 2020, which brought the campuses together in an unprecedented joint effort focused on Student Success.
- Its culture of diversity and inclusivity, especially in relationship to Alaska Native communities.
- Its commitment to community engagement and the Public Square.
- Its extensive assessment efforts related to student learning. Faculty exhibit robust ownership and leadership in assessing academic programs, and also engage proactively in the multifaceted assessment of general education.

LAYING A FOUNDATION FOR SUCCESS IN COLLEGE

UPDATE ON STUDENT SUCCESS INITIATIVES

The goals for the UAA 2020 plan, a three-year strategic plan adopted in spring 2017, each focus on improving student success. Below is a recap of the substantial work done in the 2018-19 academic year.

- **FIRST YEAR ADVISING-** The Office of First Year Student Advising and Success opened in fall 2018 with a centralized advising team of seven advisors and a director. In addition to these advisors, the College of Engineering and the Community and Technical College dedicate advisors to serve first year students for all majors in their colleges. A First Year Advisor for Alaska Native Student Success was added to the team in fall

2018 to serve new incoming Alaska Native students.

- **ACADEMIC ADVISING-** An Academic Advising Steering Committee (AASC) was established in spring 2019 to improve consistency in academic advising across the campus and to clarify the role of faculty advisors. The committee is charged to provide strategic direction, policy recommendations, and implementation strategies that support student success through consistent and comprehensive advising across UAA. The committee includes representatives from each academic college, first year advising, and two community campus advising coordinators. In FY2019, the committee addressed accurate advisor assignments, clear descriptions of academic advisor roles and responsibilities, and a common Seawolf Tracks advising appointment campaign calendar to strategically communicate with students.
- **SEAWOLF TRACKS-** UAA launched *Seawolf Tracks*, Education Advisory Board's (EAB) Navigate platform for academic advisors and a companion app for students in fall 2018. Numerous training opportunities for professional and faculty advisors were offered throughout the year, resulting in 100 percent advisor adoption. By the end of the fiscal year, advisors logged nearly 20,000 advising appointment reports in *Seawolf Tracks*. Adoption rate by students is also high, with a 55 percent increase in downloads in spring 2019. *Seawolf Tracks* can also be used by faculty to send progress reports to students early in the semester with feedback on attendance and course progress. This was piloted in spring 2019 and will be rolled out campus wide in fall 2019.
- **ACADEMIC PATHWAYS-** In August 2018, an Academic Pathways Steering Committee formed to create “maps” or academic pathways. These pathways provide first-year students information about majors and career options in their general interest areas to build a foundation of success as they choose or progress in a major. The Committee categorized individual majors into academic umbrellas that share a similar focus and created first year course maps. Ten Academic Pathways have been created for baccalaureate degrees encompassing 40 degree programs, with four maps per level of writing and math placement for each Pathway.

CHANCELLOR'S TASK FORCE ON ALASKA NATIVE STUDENT SUCCESS

In February 2019, UAA Chancellor Cathy Sandeen charged a task force on Alaska Native student success that conducted a current state analysis of existing programs at UAA serving Alaska Native Students, reviewed programs effectively serving indigenous and rural students, identified evidence-based best practices that could be implemented, identify 2-3 high impact interventions that should be deployed, and make recommendations for next steps. The Task Force issued its final report in April 2019 and Chancellor Sandeen has prepared an Alaska Native Vision concept paper, both of which are available on the Chancellor's website. Recommendations include helping Alaska Native students arrive on campus prepared—both academically and socially through pre-college programs, utilizing peer-to-peer assistance and cohort models and living-learning communities to make sure students feel welcomed, connected, and supported.

SEAWOLVES SPEAK UP

UAA launched a new campaign in 2019 to raise awareness and encourage students, faculty, and staff to step in and speak up when they see something wrong. Initially aimed at raising awareness of dating violence and sexual assault, the campaign reinforced the need for building a community of respect and caring. The campaign used a series of images and statements depicting strength, support, and compassion. The series is posted on the UAA Dating Violence and Sexual Assault Coalition for Change webpage.

UAA AMONG THE TOP INSTITUTIONS SERVING BLACK STUDENTS

A report from the University of Southern California's Race and Equity Center placed UAA among only 36 out of 506 public institutions receiving an Equity Index Score of 3.0 or higher. The report analyzed data on four equity indicators and gave institutions letter grades on each. UAA received an “A” for gender equity; “Bs” for representation equity and for black student-to-black faculty ratio; and a “C” for completion equity. The national average for all public institutions was 2.02.

2019-20 MILITARY FRIENDLY SCHOOL

UAA has been named to the 2019 *Military Friendly*® Schools list for the eleventh consecutive year. This prestigious list serves as a comprehensive resource to help veterans, service members and their families select the best college, university or trade school to pursue education and training for a civilian career.

STUDENT ACHIEVEMENT

SEAWOLF ATHLETICS 2018-19 HIGHLIGHTS

Seawolf Athletics once again achieved national recognition as student athletes contributed 2,000 hours of community service to area nonprofit groups. Caroline Kurgat broke a nearly 31-year-old NCAA Division II record in the 10,000 meters and was named the 2018-19 Great Northwest Athletic Conference (GNAC) Female Athlete of the Year for the second consecutive year. Seawolves won their third straight year as GNAC All-Sports Champions. The Women's Basketball team won the GNAC regular season for the fifth year in a row.

YOUNGEST GRADUATE

Kahryn Buchanan, the youngest graduate at Kodiak College at age 17, was the spring 2019 student commencement speaker. Buchanan earned her associate degree at Kodiak College and has enrolled at the University of Alaska Fairbanks to study mechanical and aerospace engineering in the fall.

TEACHING AND LEARNING EXCELLENCE

COURSE REDESIGN TO IMPROVE STUDENT SUCCESS

The Center for Alaska Education Policy Research (CAEPR) is collaborating with the Department of Biological Sciences in a new National Science Foundation (NSF)-funded project to redesign UAA's general introductory biology course for non-majors. The goal is to increase student learning and engagement, and to encourage more UAA students to pursue science, technology, engineering, and mathematics (STEM) majors and careers. In the three-year research project, principal investigator (PI) Sarah Gerken, professor of biology, and co-PI, Dayna Jean Defeo, director of CAEPR, will explore new techniques and innovative teaching methods for delivering general biology education. They will also identify elements of the recent redesign of UAA's introductory biology for majors that support student success, and use those to inform the new curriculum. In addition, funding is provided to support faculty participation in workshops to ensure the curriculum will be paired with best practice instructional strategies.

NEW PARTNERSHIP FOR HEALTH CARE PROVIDERS

The College of Health and the Council on Domestic Violence and Sexual Assault partnered to offer the first Alaska Comprehensive Forensic Training Academy in May 2019. The academy, the only such program in the nation, was established to provide nurses and health care providers with important skills and tools to assist victims of trauma. The academy consists of 20-25 hours of online modules, followed by 20-25 hours of face-to-face learning.

RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY

NATIONAL ACADEMY OF INVENTORS CHAPTER FORMED AT UAA

UAA established a Chapter of the National Academy of Inventors (NAI) and held an induction ceremony for the first chapter members in September 2018. The formation of this chapter recognizes UAA's involvement in inventions, patents, and start-ups, and encourages faculty to transform their research into inventions that benefit society.

INVENTIONS AND PATENTS

In FY2019, UAA filed 14 invention disclosures, double the historical median number of seven per year. Four new patents were received. Patents issued in 2018-19 include:

- Devices, systems, and methods for determining linear and angular accelerations of the head
- Tap guide device and systems and methods for using the same
- Heating panels and systems and methods of using same

MICROBIOLOGISTS WORKING WITH NASA ON NEW BIOFUEL

UAA Biological Sciences is researching a way to produce the biofuel known as isobutene more efficiently. Isobutene is a gas that serves as a key component in a variety of everyday products, from rubbers, plastics and detergents to lubricants and gasoline additives.

DOCUMENTING SPREAD OF INVASIVE PLANTS IN ALASKA'S LAKES

The Institute of Social and Economic Research (ISER) and Engineering Computer Science are working with Honors College to get a better understanding of how Elodea, an invasive freshwater plant in Alaska, is being spread across the state by floatplanes. Funded with an Honors College grant and support from Rust's Flying Service, the project involves investigating the feasibility of using images captured by cameras installed on floatplanes as part of a "big data" citizen science project.

ACCESSIBLE WAYFINDING AND CAMPUS NAVIGATION SYSTEM

UAA is the first university campus in the world to fully map and install a campus-wide technology that is accessible and inclusive for blind or low-vision students. Using a grant from the University Technology Council, Disability Support Services (DSS) researched, developed and installed an Accessible Wayfinding and Campus Navigation System (AWCNS). The system consists of a free UAA-WAY app and a public website that gives real-time, audio feedback to the user regarding their location, as well as any potential hazards they could encounter on their way.

COMMUNITY OUTREACH AND PARTNERSHIPS

PRINCE WILLIAM SOUND COLLEGE (PWSC) COMMUNITY OUTREACH

PWSC strengthened community partnerships and educated the public on the benefit of educational programs through numerous outreach events, such as:

- Partnered with Donlon Gold Mine to present how a Millwright Occupational Endorsement Certificate connects to real jobs in the industry;
- Partnered with Providence Valdez Counseling Center to provide training for all staff and faculty on how to address disruptive behavior;
- Provided local students with free training in job hunting skills, including resume building, writing cover letters, and interviewing;
- Participated in Taittitle's Peksulineq Cultural Heritage Week Festival;
- Hosted an informational booth at the Alaska School Counselor Association (ASCA) Counselor Conference, networking with high school counselors across the state to market PWSC and recruit students;

KODIAK COLLEGE FIFTIETH ANNIVERSARY

Kodiak College celebrated its Fiftieth Anniversary with year-long festivities ending in spring. Activities included special student recognition, family entertainment, a community barbeque and culminated in a student led collection of non-perishable goods for the Kodiak Brother Francis Shelter. Carolyn Floyd, the KoC administrator who advocated, planned, organized, and then led the college for many years was honored for years of dedication and service to the college students, staff, and faculty.

CLIMATE ACTION PLAN

In May 2019, the Anchorage Assembly adopted the Anchorage Climate Action Plan. The plan culminated an intense community effort over the past year, but began just over 10 years ago with a UAA class project. Professors travelled to Tromsø, Norway to learn how the circumpolar north city was incorporating policy into local government to combat climate change. The class prepared a draft plan they presented to outgoing Mayor Mark Begich. In 2017, Mayor Ethan Berkowitz resurrected the plan, and with help from UAA, a new draft was created and ultimately approved. UAA will continue its collaboration with the Municipality to begin implementation.

INTERNATIONAL FOOD CONFERENCE

UAA, in collaboration with Alaska Pacific University, hosted the joint annual meetings and conference of the Association for the Study of Food and Society (ASFS) and the Agriculture, Food, and Human Values Society (AFHVS). The conference theme, "Finding Home in the Wilderness: Explorations in Belonging in Circumpolar Food Systems" focused the conference on the roles of landscape and indigenous cultures in influencing food practices and systems.

BOOKS OF THE YEAR

More than 1,000 people, including students, faculty, staff, and community members, attended events featuring indigenous author and activist Winona LaDuke on the UAA, Kenai Peninsula College, and Alaska Pacific University campuses. Her book, *The Winona LaDuke Chronicles*, is one of the six books chosen for the Building Community Resilience theme of the 2018-2020 Books of the Year. Her keynote lecture, *The Next Energy Economy: Grassroots Strategies to Mitigate Global Climate Change, and How We Move Ahead*, was held in the Wendy Williamson Auditorium.

BUSINESS ENTERPRISE INSTITUTE PROGRAM HIGHLIGHTS

The UAA Business Enterprise Institute (BEI) portfolio of programs provides technical assistance and other services to businesses and communities to advance economic development and link them with expertise and talent at the university.

- **Rural Business Kiosks-** the Small Business Development Center (SBDC) recently deployed a series of business kiosks in rural communities with the assistance of a United States Department of Agriculture Rural Business Development Grant. These standalone kiosks, housed by community partner organizations, allow rural entrepreneurs to schedule remote sessions with a business advisor for real-time one-on-one advising sessions, transfer documents desktop-to-desktop, set up a training schedule, view training videos on-demand, do online research, and more.
- **Alaska Manufacturing Extension Partnership-** the National Institute of Standards and Technology selected UAA as the next operator of the Alaska Manufacturing Extension Partnership (MEP) Center. This largely federally funded program will work with manufacturers to help create and maintain jobs, provide classroom-style courses and workshops, and offer one-on-one consultations. Partners include the Alaska Regional Development Organizations, the Alaska Process Industry Careers Consortium, the UAF Marine Advisory Program, the Alaska Small Business Development Center, the Institute for Circumpolar Health Studies, and the UAF College of Engineering and Mines.
- **Ideas To Dollars In Rural Alaska-** the Center for Economic Development (CED) led workshops for more than 60 entrepreneurs and aspiring entrepreneurs in Kodiak, Bethel, St. Mary's Klawock, Utqiagvik, and Soldotna. The curriculum emphasizes understanding customer needs, personal goals and strengths, and financial fundamentals in a way that is culturally relevant.

Key RDU Challenges

STUDENT SUCCESS

UAA has implemented many programs designed to improve student learning. For traditional measures such as retention and the graduation rate, UAA is seeing progress, but much more is needed. UAA must address the challenges of first generation students, Veterans, non-traditional students, and the high percentage of students underprepared for college-level work. UAA has been experiencing declining enrollments for the past six years. Factors include reduced populations of Alaskan high school students, the state of Alaska's economy, significant decrease in the oil/gas industry on the Kenai Peninsula, and increased competition from outside universities offering distance classes.

TEACHING AND LEARNING

UAA has invested in improving quality and quantity of courses and programs offered via eLearning (online and distance delivery). However, this has occurred generally on a campus-by-campus and program-by-program basis. Title III improvement grants at Kenai Peninsula College, Kodiak College, and the Anchorage Campus have enhanced instruction and student support services, and increased distance education enrollments, however, much work remains to ensure a comprehensive on-line learning environment for all students.

TEXTBOOK AFFORDABILITY

The Student Success Advisory Council Textbook Affordability Subcommittee and Academic Innovations & eLearning partnered to create a Tech Fellows/Textbook Transformation Fellowship in partnership with the long-standing Academic Innovations & eLearning Tech Fellows learning community. This program supports support faculty by providing training and resources needed to redesign their courses using free-to-access or Open Education Resources. Open course materials directly impact student success by improving student performance and retention, especially for low-income, part-time, and first-generation students. Thirteen faculty were selected for this competitive fellows program.

University bookstore operations across the nation are challenged financially due to evolving student purchasing habits and faculty teaching methods. In response, a University work team recently completed an assessment of possible management structures and product delivery options for the Anchorage campus Bookstore. Input was received from a variety of university employees through interview, forum and governance presentations, as well as other UA system bookstore operations. A report of options has been provided to UAA leadership to select the most effective model for the campus going forward.

ADMINISTRATIVE OVERHEAD REDUCTIONS

The UA system office and campus administrative leaders see opportunities for budget savings by eliminating duplicated administrative services at the three major university campuses. Restructuring has begun for shared services across the campuses with human resources and procurement. Other areas still under consideration include: information technology and development. Teams are working to identify potential cost efficiencies, align procedures and policies across the system, determine location of service delivery, and achieve economies of scale. This administrative restructure should result in more efficient organization, improved service excellence and budget reductions.

DIVERSIFY FUNDING SOURCES AS STATE FUNDING DECLINES

The institution spends years developing important relationships with potential donors to invest in the future of the university, however, challenges are anticipated in the near term as large contributors (BP) leave the state and new relationships are cemented over time. Structural changes in the reporting structure of campus development offices under the UA Foundation also contributes to further uncertainty as to the flow of funds to individual universities.

Community campus support from local boroughs could be threatened as budget reductions cause municipalities to decrease investments in local university campuses. KPC has received funding from the Kenai Peninsula Borough since 1992. In 2019, over \$800,000 contributed to a variety of programs and positions as well as a tuition discount program for high school juniors and seniors.

COMMUNITY PARTNERSHIPS

The Alaska Small Business Development Center (SBDC) has twelve business advisors located in seven regional centers (Anchorage, Fairbanks, Juneau, Ketchikan, Soldotna, Seward, and Wasilla) across the state to serve the needs of Alaskans. A key partner program of the SBDC, the Alaska Procurement Technical Assistance Center (PTAC), has four contract specialists located in two regions (Southcentral and Interior) of the State. The magnitude of the geographic area poses serious challenges to providing effective and meaningful support and education, especially for Alaskans in more remote communities where the help and economic opportunity is most desperately needed.

The Alaska SBDC is working on developing tools and trainings that allow the program to reach more Alaskans efficiently; however, expanding program capabilities will require additional staff and resources. The Alaska PTAC is continually tasked with creating tools and strategies with limited resources to bridge the education gap that contractors and small businesses have in doing business in a complex government procurement process. Collectively, the Alaska SBDC and PTAC reach into more than 100 communities across Alaska each year.

Significant Changes in Results to be Delivered in FY2021

The UAA 2020 strategic plan goals are to: advance a culture of institutional excellence that inspires and enables student, faculty and staff success; to increase the number of students and percentage of students who persist and complete their educational goals; and to graduate more students to fill Alaska's need. UAA 2020 values of student success, excellence, access and affordability guide the direction of UAA to reduce barriers for students, improve access to advising, lower costs, and help students graduate with a degree and gain employment in Alaska.

As UAA implements new fiscal realities, the university commits to evaluating each budget-related decision and trade-off in light of these guiding principles.

- Align with UAA 2020 priorities, UA priorities, and Northwest Commission on Colleges and Universities (NWCCU) standards
- Keep students and student success at the center
- Preserve diversity and inclusion
- Preserve access and community engagement missions, including service to Alaska Native communities
- Protect and promote research and scholarship consistent with our mission
- Protect and expand revenue-generating functions (enrollment, development, contracts and grants)
- Streamline and consolidate where possible
- Emphasize programs that support needs of the state
- Emphasize programs with high graduation rates and high employment rates
- Identify partnerships and collaborations to preserve program access
- Preserve capacity to innovate and implement change

- Maintain baseline safety, security, and compliance
- Be transparent and honest
- Be compassionate and humane toward our people
- Announce decisions as quickly as possible—people’s futures are at stake

ACADEMIC COST REDUCTIONS

The institution has made lowering the cost per award, a direct measure of cost to students, a goal in *UAA 2020*. The knowledge gained by looking deeply into advising systems, course sequencing, course pass rates, and section management that is occurring as part of the implementation of *UAA 2020* will be used to help students reduce time to degree, and improve overall cost efficiencies without sacrificing quality of instruction.

ENROLLMENT AND DEGREE/CERTIFICATE COMPLETION RATES

As an open access institution, UAA serves all who can benefit from higher education, including those who are not college-ready in one or more of the basic skills of reading, writing, and computation. The implementation of goals and strategies identified through *UAA 2020* and the partnership with the Education Advisory Board’s Student Success Collaborative should help students succeed at UAA. Building on programs such as Middle College Schools in the Anchorage and Mat-Su campuses, the Kenai Peninsula College JumpStart program, and the Alaska Native Science and Engineering Program (ANSEP) Middle and High School Academics will help students better prepare for college.

CAMPUS SECURITY

Anchorage campus has identified a significant need to update building access systems with uniform control software. Currently, there are out-of-date systems, unsupported access control software, and trial systems on some buildings. UAA will increase the security of all spaces on campus by providing doors that have code compliant, lockable hardware within the context of a modern electronic access system. Secure buildings reduce property loss and vandalism. Additional benefits include UPDs ability to monitor and control from dispatch allowing for safe pathways for students and campus users. Cost estimates for full implementation of the report recommendations exceed \$12 million. A project request is underway to fully assess and design a plan of execution, to be implemented in phases over time.

COORDINATE ALASKA NATIVE PROGRAMS

To centralize Alaska Native student success efforts, the institution is working toward co-location of Alaska Native student serving programs and academic programs under the umbrella of an “Alaska Native Learning Center.” This structure will ensure collaboration, communication, data-informed decision making across the institution, and implementing mutually agreed-upon strategies.

PARTNERSHIPS

The Alaska SBDC will continue to support technology entrepreneurs across Alaska with commercialization of their technology through the Alaska Seed Fund, Small Business Innovation Research (SBIR) Phase 0 grants and partnerships with technology focused programs. The Alaska SBDC strives to advance Alaska’s key sectors working in close collaboration with entities like the Ocean Industry Cluster, the State Committee on Research, local economic organizations, chambers of commerce and numerous private sector firms seeking to bolster Alaska’s supply chain.

The Alaska PTAC is striving for greater engagement from government contracting officers in Alaska, educators, elected leaders, and resource partners to work collaboratively on increasing the potential for Alaska business to compete successfully in the government marketplace. Some of these efforts involve the Joint Base Elmendorf-Richardson (JBER) Artic Spark Innovation Cell, the National 8a Association, the Association of General Contractors, US Forest Service, Veterans Business Outreach Center, and the Department of Transportation (DOT) Civil Rights Office.

UAA continues to meet with industry leaders statewide to be responsive to industry and community needs through innovative programming and is committed to serving the higher education needs of the state, its communities, and its diverse peoples.

PURSUE DIVERSIFIED FUNDING SOURCES

The university actively reviews properties for potential revenue streams, either through sale or lease. The budget climate has accelerated the need for alternate revenue streams. Moving departments out of the University Center is allowing UAA to lease the space, leveraging a revenue-generating opportunity, which is significant during this time of

budget reductions. Even so, at the core of this decision is student success. UAA's campus facilities master plan calls for centralizing student services near the campus core so that they are easily accessible.

TECHNOLOGY INVESTMENTS TO LOWER COSTS AND INCREASE ACCESS

The creation of the Online Learning Advisory Council (OLAC) provides a university-wide representative body to formulate distance learning policies and services across all campuses. The mission of the Council will improve the student online experience by: 1) developing institution-wide distance education policy and planning, structure, and technology; 2) providing a forum for discussion of implementation of learning technologies; and 3) serving as a venue for review and approval for distance education activities.

Contact Information
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**University of Alaska Anchorage
RDU Financial Summary by Component**

All dollars shown in thousands

	FY2019 Actuals				FY2020 Management Plan				FY2021 Governor			
	UGF+DGF Funds	Other Funds	Federal Funds	Total Funds	UGF+DGF Funds	Other Funds	Federal Funds	Total Funds	UGF+DGF Funds	Other Funds	Federal Funds	Total Funds
Formula Expenditures None.												
Non-Formula Expenditures												
Anchorage Campus	211,261.3	16,780.2	29,811.9	257,853.4	210,838.0	16,792.5	28,295.2	255,925.7	201,313.0	16,777.5	28,295.2	246,385.7
Small Business Dev Center	1,148.8	650.2	712.2	2,511.2	1,509.6	975.0	1,200.0	3,684.6	1,509.6	975.0	1,200.0	3,684.6
Kenai Peninsula College	13,440.0	174.1	6.7	13,620.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Kodiak College	4,034.1	158.3	0.0	4,192.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Matanuska-Susitna College	9,299.5	9.7	0.0	9,309.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Prince Wm Sound College	4,977.0	146.0	121.9	5,244.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Totals	244,160.7	17,918.5	30,652.7	292,731.9	212,347.6	17,767.5	29,495.2	259,610.3	202,822.6	17,752.5	29,495.2	250,070.3

**University of Alaska Anchorage
Summary of RDU Budget Changes by Component
From FY2020 Management Plan to FY2021 Governor**

All dollars shown in thousands

	<u>Unrestricted Gen (UGF)</u>	<u>Designated Gen (DGF)</u>	<u>Other Funds</u>	<u>Federal Funds</u>	<u>Total Funds</u>
FY2020 Management Plan	93,554.7	118,792.9	17,767.5	29,495.2	259,610.3
One-time items:					
-Anchorage Campus	0.0	0.0	-1,681.5	0.0	-1,681.5
Adjustments which continue current level of service:					
-Anchorage Campus	0.0	0.0	1,666.5	0.0	1,666.5
Proposed budget decreases:					
-Anchorage Campus	-9,525.0	0.0	0.0	0.0	-9,525.0
FY2021 Governor	84,029.7	118,792.9	17,752.5	29,495.2	250,070.3

