

# **State of Alaska FY2022 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.

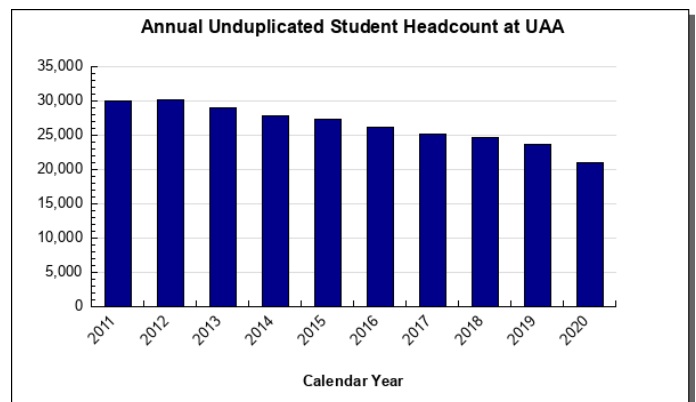
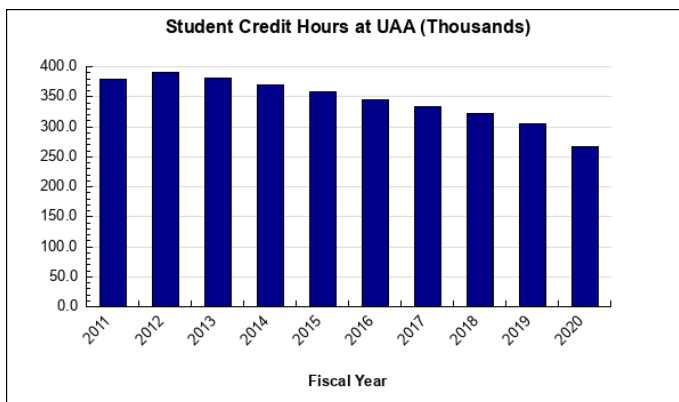
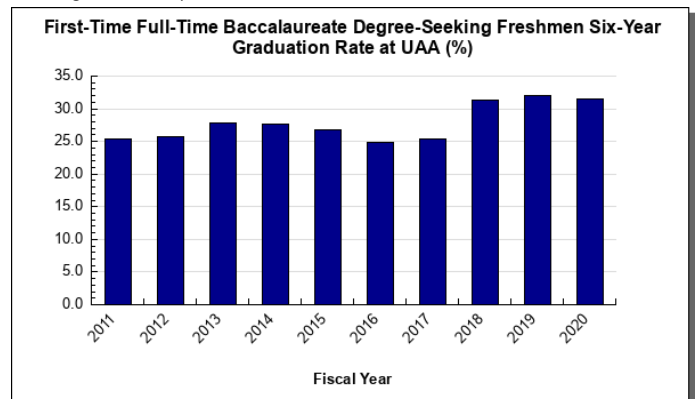
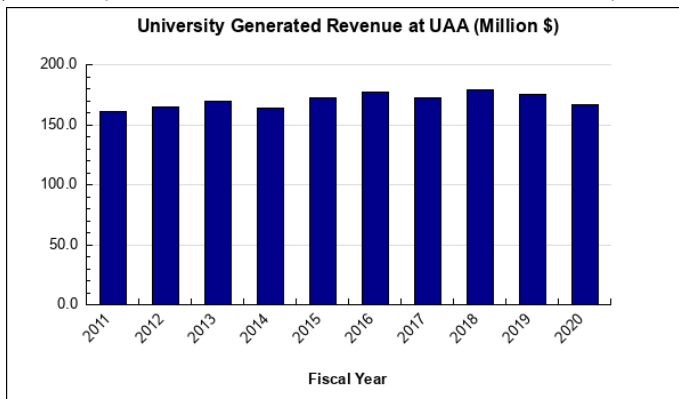
Located in Anchorage and on community campuses in Southcentral Alaska, UAA is committed to serving the higher education needs of the state, its communities, and its diverse peoples.

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 01.01.020  
 Adopted 09-18-07

**Results**

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



**Core Services**

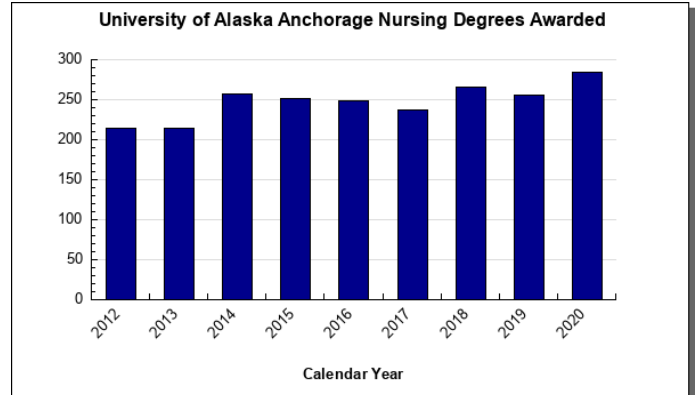
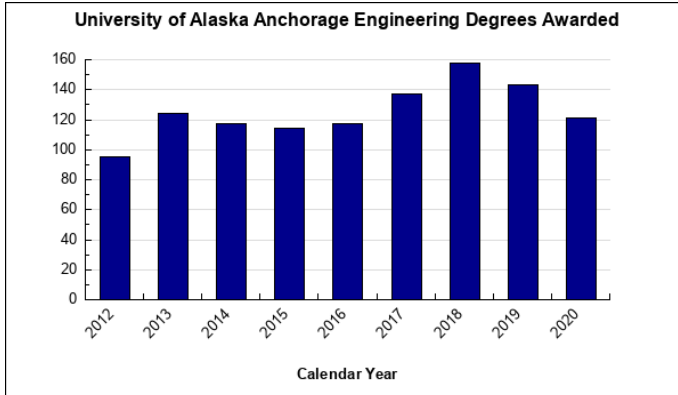
- Produce educated, engaged, and innovative citizens, through its teaching and learning activities, who live, work, and solve issues facing Alaska.
- Support Alaska's economic development through excellence in research and workforce development.
- Serve as good stewards of our financial resources by managing revenue from tuition, fees, funded research and other sources.

- Ensure student success and achievement by improving retention and completion 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.

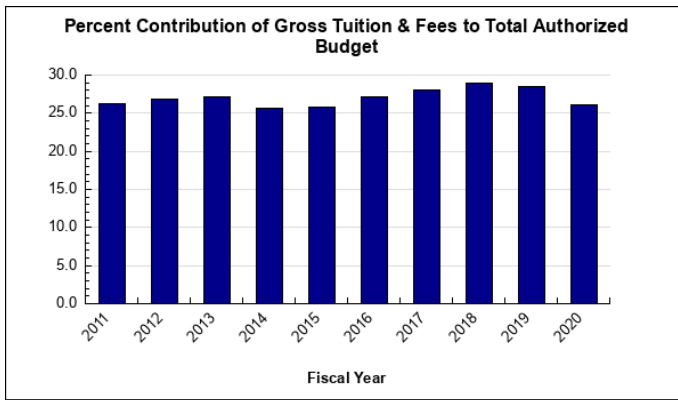
**Measures by Core Service**

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

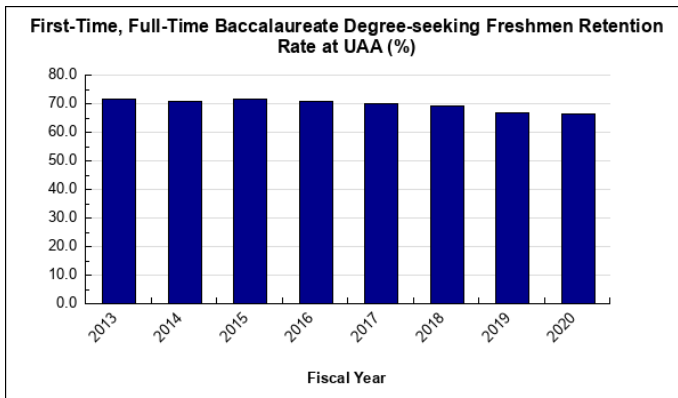
- 1. Produce educated, engaged, and innovative citizens, through its teaching and learning activities, who live, work, and solve issues facing Alaska.**
- 2. Support Alaska's economic development through excellence in research and workforce development.**



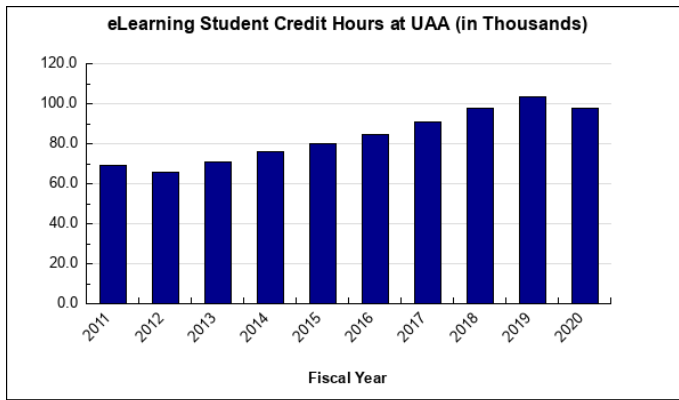
- 3. Serve as good stewards of our financial resources by managing revenue from tuition, fees, funded research and other sources.**



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



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



### Major RDU Accomplishments in 2020

UAA is a comprehensive, open access institution of opportunity with many entry points for students. UAA serves traditional and nontraditional age students; first-time, returning and transfer students; and working professionals. The majority of UAA students are Alaska residents, and most commute to class and attend part-time—a relatively unique student profile among post-secondary institutions.

UAA's major accomplishments in 2020 are organized into three key themes.

1. UAA is meeting the workforce needs of our state, and is doing so in increasingly efficient and yet effective ways.
2. UAA's faculty and students connect with the community to provide practical solutions to real-world problems.
3. UAA is working to achieve equity and access.

#### **1. UAA IS MEETING THE WORKFORCE NEEDS OF OUR STATE, AND IS DOING SO IN INCREASINGLY EFFICIENT AND YET EFFECTIVE WAYS.**

##### **Meeting workforce needs through degrees awarded.**

- Total number of degrees is up: 2,339 (FY2019 = 2,317).
- Health-related awards are up: 636 (FY2019 = 569).
- Nursing awards are up: 285 (FY2019 = 255).
- College of Engineering produced record numbers of bachelor's degree graduates in Computer Science (26) and Electrical Engineering (22), and matched the previous record of Mechanical Engineering graduates (52).
- Graduates in the bachelor of science in Construction Management set a record of 27 awards (FY2019 = 15).
- The Bachelor of Business Administration (BBA) in Management produced a record 82 graduates (FY2019 = 74).
- Associate degrees were up with 857 awards (FY2019 = 782).

##### **Delivering a return on investment for UAA students and Alaska.**

- UAA ranked in the top 15% of all institutions for the best long-term return on investment for students and was No. 1 among its peers in a study by Georgetown University's Center on Education and the Workforce report, "A First Try at ROI: Ranking 4,500 Colleges." Researchers reviewed data on net price, median debt, and median earnings from 4,529 public, private nonprofit, and private for-profit colleges that offer predominantly bachelor's degrees, associate degrees, or certificates. They then calculated median earnings over 10 years (short-term) and 40 years (long term) into the future using a net present value formula to rank each institution in those categories.

##### **Contributing through excellence in teaching, learning, and research.**

- UAA students and recent graduates continue to receive prestigious national and international scholarships and awards, including two Fulbright Scholarships; two U.S. Teaching Assistantship (USTA) Foreign Language Assistantships; one Boren Scholarship to study Urdu in India; and one Udall Undergraduate Scholarship, only the

second UAA student to receive this award which recognizes a commitment to Native American nations and/or the environment.

- Other student achievements include an electrical engineering major who interned at NASA's Goddard Space Flight Center in Maryland; a civil engineering major who was recognized as one of the 2020 New Faces of Civil Engineering—Collegiate Edition, the first UAA student to receive this honor; and, an economics major and member of the Seawolf Debate program who won the International Public Debate Association Tournament.
- Among faculty, Caxia Wang, an assistant professor of Geomatics, was one of 16 women across the U.S. selected to participate in the 2019-2020 National Science Foundation (NSF)-funded Training and Retaining Leaders in STEM-Geospatial Sciences program (TRELIS).
- Two faculty were awarded J. William Fulbright Foreign Scholarships, Dr. Phillippe Amstislavski (Public Health) will work in Finland with biomaterials, and Maria Williams (Alaska Native Studies) will research indigenous peoples in Canada.
- Sarah Gerken (Biological Sciences), along with her Yale post-doctoral research partner, received national attention after their study of ancient fossilized comma shrimp was published in the "Proceedings of the Royal Society B: Biological Sciences."
- Chair and professor in the Department of Physics and Astronomy Travis Rector created a new composite image capturing the first recorded interstellar comet, using data from the Gemini Observatory.

#### **Demonstrating flexibility and responsiveness to a changing economy.**

- Fifteen Occupational Endorsement and three Graduate Fast-Track Certificates were approved through an expedited process to meet community needs as industries adapt to changes in Alaska's economy and workforce demands. Each of these programs can be completed in three semesters or less, and will help Alaskans acquire new skills to re-enter the workforce or energize their careers.

#### **Listening to our employers and community partners.**

- UAA faculty interviewed recruitment and hiring managers from 10 organizations identified as top employers of UAA graduates to see which skills and experiences were the most valued in employees. The project, part of the planning for UAA's new accreditation cycle, contributed to the identification of institutional-level student learning competencies. It will also inform improvements in current programs and services, as well as new program development.

#### **Meeting state demand for nurses and other healthcare and mental health professionals.**

- The UAA College of Health moved quickly to obtain internal and Alaska Board of Nursing approval to graduate nursing students early so they could enter the workforce as soon as possible to help with the COVID-19 pandemic.
- UAA offers baccalaureate, master's and doctoral programs in psychology, filling a need in Alaska to address the state's high rates of suicide, domestic violence, and sexual assault. In 2020, the Ph.D. in Clinical Community Psychology, offering a focus on rural and indigenous issues, produced an all-time high of 4 new Ph.D.'s. In addition, 61 students completed their baccalaureate degrees in psychology and nine graduate students earned master's degrees in clinical psychology.
- Each of UAA's five campuses offer state-approved training to become Certified Nurse Assistants. Kodiak College admits 10 students each spring semester. In academic year 2020 (AY2020), Kenai Peninsula College provided 18 students with hands-on experience to become Certified Nurse Assistants by adding one more hospital bed. These graduates were successfully licensed and many are employed with the local hospital and long-term care facilities.
- The Physical Therapy Assistant program continued in-person instruction despite the shift to mostly remote learning in order to complete the training required and to help students transition as quickly as possible to the workforce. This resulted in the licensing of 36 graduates in Alaska.
- Dental lab facilities were upgraded in response to COVID-19 to meet OSHA safety and health standards associated with airborne pathogens, allowing program delivery to continue.
- Britteny Howell, assistant professor in the Division of Population Health is partnering with the Alzheimer's Resource of Alaska and Last Frontier Comedy to improve communications skills and build resiliency among dementia patient caregivers. Professor Howell received the 2020 Selkregg Community Engagement & Service Learning Award for this work.

#### **Expanding connections with employers through apprenticeships.**

- UAA expanded opportunities for apprenticeships that provide hands-on training. With the support of Technical Vocational Education Program (TVEP) appropriations and a national grant, UAA was approved to serve as a sponsor of Registered Apprenticeship, an “earn-and-learn” program that partners with employers to provide students with classroom training and on-the-job training, salary, and benefits.

**Growing Alaska’s future small business leaders.**

- The College of Business and Public Policy Student Business Plan Competition and Awards encourage economic development and entrepreneurship in Alaska by providing hands-on experience developing and presenting business plans. In 2020, student finalists presented their investor pitches to a panel of judges and 43 community partners in a live virtual event. The Alaska Electric Scooters’ plan to bring the first organized fleet of dock-less, electric scooters to UAA and downtown Anchorage won prizes for the Most Beneficial to Alaska and Most Beneficial to UAA Student Life.
- The Business Enterprise Institute’s Center for Economic Development launched Upstart Alpha, a new program for UAA students and community members who wish to learn more about launching a business. It consists of two cohort groups, interns and entrepreneurs. The internship, open only to UAA students, places them with startups across the state for a personalized and enriching internship experience. In AY2020, six interns were placed into separate startup companies. The accelerator—the entrepreneurial program—is open to students and community members. In AY2020, 10 entrepreneurs, of whom eight were UAA students, completed the program. Plans are in place to advance the program across UA this next fiscal year.

**Partnering with Bristol Bay school districts in teacher education.**

- UAA’s School of Education entered a collaborative effort with four districts to provide a pathway to the UAA Master of Education in Teaching and Learning for certified teachers. The program melds theory and practice through a University and K-12 partnership that honors experience-based learning and is committed to the development of practice. It provides support mechanisms designed to help recruit, retain and develop a much-needed rural teaching workforce in Alaska, and promotes greater access to graduate studies.

**Meeting the state’s technology needs.**

- UAA’s Associate of Applied Science (AAS) in Computer & Networking Technology merged with Mat-Su College’s AAS in Computer Systems Technology into one AAS in Computer Systems and Network Technology, producing efficiencies while continuing to meet local needs. Forty-eight students gained employable skills with the help of an upgraded computer lab at the Mat-Su campus.

**Building capacity and meeting needs in aviation.**

- UAA’s Community and Technical College Aviation Technology Division is completing the development of a distance delivered program, in partnership with the Alaska Air Carriers Association, to help current employees complete an apprenticeship that results in a mechanic certification by the Federal Aviation Administration.

**Meeting construction workforce needs.**

- Prince William Sound College offered Construction Academy courses that provided training in skills needed in the construction trades, leading to potential state handyman certification.

**Developing hands-on opportunities in accounting and finance.**

- UAA College of Business and Public Policy is utilizing existing space to create an accounting and finance investment lab for all business students. The new lab will use the current tools needed for students to be successful in business and financial careers and the ability to work on industry certifications, such as Bloomberg Market Concepts.

**Meeting maritime workforce needs.**

- The Maritime Workforce Development program at the Kachemak Bay Campus of Kenai Peninsula College delivered 18 non-credit and credit courses to meet the workforce needs identified by local fishing industry partners. Nearly 150 adult and high school students trained on the use of marine electronics, hydraulics, navigational charts, and engine repair, as well as developing employability skills in marine welding and repairing aluminum metal, and U.S. Coast Guard Certification courses.
- Prince William Sound College developed a maritime program that was approved for implementation in fall 2020. The program is based on the American Boat and Yacht Council’s (ABYC) Marine Service Technician certificate. It prepares students to work on small marine engines and perform marine plumbing and electrical maintenance,

and upon completion, they receive certification. High school students are eligible for scholarships through the federal Perkins grant. Partners in the program include the ABYC, Yamaha Motor Corporation, Briggs and Stratton, Mercury Marine, Alyeska/Valdez Marine Terminal, United States Coast Guard, and the National Center for Construction Education and Research.

## **2. UAA'S FACULTY AND STUDENTS CONNECT WITH THE COMMUNITY TO PROVIDE PRACTICAL SOLUTIONS TO REAL-WORLD PROBLEMS AS EXEMPLIFIED BY UAA'S RESPONSE TO COVID-19.**

### **UAA supports Alaska's response to COVID-19.**

- **Personal Protective Equipment:** UAA's College of Health donated 37 cases of Personal Protective Equipment (PPE) to the Alaska Department of Health and Social Services to alleviate shortages of PPE for health care workers on the front lines of treating COVID-19. Kenai Peninsula College (KPC) donated cases of PPE to the Central Peninsula Hospital (CPH) in Soldotna and South Peninsula Hospital in Homer and loaned hospital beds, IV stands and other equipment to CPH. KPC also made its residence hall available to CPH staff during the first two months of the pandemic.
- **Personal Protective Equipment Manufacturing Waiver:** The Alaska Manufacturing Extension Partnership, a program of the Business Enterprise Institute, wrote a waiver of liability amendment which passed through Senate Bill No. 241. This effort supported manufacturers in getting over 10,000 masks, 25 gallons of hand sanitizer, 375 face shields, 2,000 Tyvek coveralls, and 700 gowns into the hands of local care providers.
- **Contact Tracer Training:** The College of Health began offering contact tracing certification training through a partnership with the Alaska Department of Health and Social Services to help meet the growing demand for qualified individuals to do this work. The training was developed and implemented by the college's Division of Population Health Sciences and Alaska Center for Rural Health and Health Workforce, and was funded by federal Coronavirus Aid, Relief, and Economic Security (CARES) Act.
- **COVID-19 Modeling Assessment:** The Municipality of Anchorage requested help from UAA public health researchers to assess modeling of COVID-19 infections based on a variety of possible interventions to "flatten the curve" of the spread. The modeling team gathered data, synthesized best practice modeling, and provided critical analysis. UAA's team has continued working with the Municipality, adjusting the model as restrictions change.
- **Community Response Research:** Faculty from the Colleges of Health, Arts and Sciences, and researchers at the Institute of Social and Economic Research conducted a survey of Anchorage residents to assess knowledge, attitudes, perceptions, and behavior related to the epidemic, and the municipality's response.
- **Mitigation Strategies Research:** UAA's College of Health Division of Population Health Sciences, Department of Health Studies and the Institute for Circumpolar Health Studies presented a report that compared community mitigation strategies in Anchorage, the state of Alaska, and other communities around the world. It also examined trends in population movement and COVID-19 infection rates in those locations, and used that information to make recommendations for promoting mitigation strategies to reduce the spread of infection.
- **COVID-19 Response Research:** The College of Health Division of Population Health Sciences and the Institute of Social and Economic Research produced a series of white papers focusing on specific areas impacted by the pandemic and its response in Anchorage (education, food security, housing, mental health, and substance use disorders) and provided recommendations for monitoring impacts and potential interventions.
- **Testing Kits:** The Advanced Instrumentation for Microbiome Studies (AIMS) Core Facility opened in March 2020 and began producing the viral transport media needed for the COVID-19 testing kits, supplying about 1,000 kits a day during the summer. Two external National Institutes of Health (NIH) Grants—Institutional Development Award (IDeA) Network of Biomedical Research Excellence and Transformative Research in Metabolism COBRE—provided funding for the facility.
- **COVID-19 RNA Research:** The Center for Strategic Partnerships and Research (CSPR), a program of the Business Enterprise Institute, is working with the Alaska Department of Environmental Conservation (DEC) to test for COVID-19 RNA in wastewater.
- **Call Specialists:** WWAMI School of Medical Education students volunteered as call specialists for Alaska's 2-1-1 information line to accommodate the increase in call volumes during the pandemic.
- **Open Forums:** The Center for Human Development (CHD) hosted medical and public health experts in a series of online forums as part of Project ECHO (Extension for Community Healthcare Outcomes). In these weekly open-to-the-public forums, experts discuss the latest updates and scientific findings around COVID-19 in Alaska, especially in underserved rural communities.
- **Ask an Expert Series:** UAA produced the "Ask a UAA Expert" series, in which 23 faculty and staff with expertise related to the COVID-19 pandemic, present 5-10 minute videos posted on the UAA Website and YouTube

Channel. Topics include pandemic economics and history, tips for talking to children and setting up homeschool activities, advice about how to take care of our mental health during quarantine, and more.

### **3. UAA IS WORKING TO ACHIEVE EQUITY AND ACCESS.**

#### **Improving access and affordability.**

- The 2019-2020 Textbook Transformation Fellows program supported 12 faculty working as part of an inclusive learning community to make learning more affordable for UAA students by designing courses using free-to-access course materials, such as Open Educational Resources. Use of such materials has been demonstrated to improve student success, reducing both the cost of purchasing books and the need to retake courses.
- New methods to determine student placement in writing and math reduced the number of students placed in 0-level courses. This is a cost savings for students.
- A new tool, the Seawolf Transfer Trail, will allow prospective students with prior course credits and other learning to see how this work would transfer in and apply to any degree or certificate at UAA. With UAA's highly mobile populations, including active military students, the ability to provide up front information about how the institution recognizes prior learning through transfer or nontraditional credit and how that credit will count toward different degrees can be a significant recruitment tool.
- All five UAA campuses offered expanded access to high school students to earn college credit. Through cooperative agreements with area school districts, Middle College Schools on the Anchorage, Kenai, and Mat-Su campuses enable high school juniors and seniors to earn college credit at no cost to the students. These programs served approximately 400 students in AY2020, providing more than \$1 million in tuition savings for students and their parents. Kenai Peninsula College's Kenai River Campus opened its Middle College School, enrolling 19 students in the fall semester, saving students the cost of tuition, fees, and books. At Kodiak College, the JumpStart and JumpStart Success programs funded by the Kodiak Island Borough provide tuition assistance to high school students taking college courses and first-time freshmen. Prince William Sound College has also worked closely with school districts throughout its service area to offer dual-credit classes, giving high school students the opportunity to receive an Associate of Arts degree along with their high school diploma.
- Kenai Peninsula College has solidified a partnership with the Kenaitze Indian Tribe to support the professional growth of their employees in their Education division. There are currently 10 students enrolled in degree and certificate programs focusing their continuing education and skill set on leadership, language and early childhood development. This is an established partnership for a minimum of two years fully supported by a grant (pays all tuition and fees) received by the Kenaitze Indian Tribe.

### **Key RDU Challenges**

As a comprehensive, open access institution, providing access and equity are hallmarks of UAA's mission to serve the people of Alaska.

Focused, intentional efforts to improve student success using nationally-recognized best practices are showing results, but continued focus is needed. Training of peer learning assistants began in 2020 to assist in high-enrollment courses with low pass rates. This program provides extra support to the students taking the class and professional experience to the peer assistants. Increased advising and tools, straight-forward academic pathways, and improved placement systems, raised the fall to spring first-time freshman retention rate by 2 percentage points for students in bachelor's and associate programs. First-time freshman pass rates and completion rates have shown positive gains. The graduation rate for first-time, full-time baccalaureate seeking freshman showed significant improvement over the last few years, reaching 32% for FY2019, and held steady in FY2020 despite the impact of budget uncertainties on enrollment in fall 2019 and the disruptions of COVID-19 in spring 2020.

#### **ENROLLMENT**

Nearly 21,000 students enrolled during FY2020, a decline of 11 percent from the prior year. With 91 percent of UAA students coming from within Alaska, UAA's enrollments are particularly sensitive to the population of Alaska. The population in UAA's service area is projected to increase by 2 percent by 2025, but that growth is positive only in the Kenai Peninsula Borough and the Mat-Su Borough. More importantly, the target age groups (15 to 19 years; 20 to 24 years; and 25 to 29 years) are all projected to decline. Many of the steps discussed above in the accomplishments section address these enrollment issues. To help expand UAA's enrollment, UAA refined its recruitment efforts,



improved admissions processes, and implemented programs such as the 49<sup>th</sup> Finishers that offers residents with some college a scholarship to come to UAA to finish their degree.

Keeping students enrolled and engaged is a challenge exacerbated by the COVID-19 pandemic. In response, UAA launched a targeted faculty progress report campaign to identify students needing technology and engagement support. UAA repurposed its Student Success website with COVID-19 resources, conducted an academic advisor survey to assess student needs and a student survey on specific COVID-19 barriers to student success. UAA transitioned Seawolf Tracks mobile appointment scheduling for academic advising to remote services. In addition, UAA received an allocation of CARES Act funding from the U.S. Department of Education to help with student expenses related to the disruptions resulting from the COVID-19 pandemic.

### **AFFORDABILITY**

UAA students often cite affordability, personal finances, and financial aid as top factors in deciding whether to enroll. For these reasons, UAA is researching a price sensitivity analysis before November 2020. This analysis will: (1) identify optimal tuition for the UAA market, (2) determine how competitors rank in terms of market share and quality relative to price, (3) study how changes to tuition and financial aid may impact enrollment, and (4) seek to understand how students perceive the value of a UAA education and from leading competitors. Enrollment Services is also launching Financial Aid Leveraging analysis to ensure UAA is using available aid to maximize access, retention, and completion goals.

### **CONNECTIVITY**

Before COVID-19, 36 percent of all student credit hours were delivered through eLearning or distance education in FY2020. After COVID-19 closures, nearly all students were learning online. UAA upgraded hardware and software to support the growth in alternative delivery, and students within its service areas have more consistent internet access compared to the villages off the road system. Alaska has one of the slowest average internet connections and the highest monthly rates in the United States. This factor affects equity and the standardization of access to technology for all Alaska's students.

## **Significant Changes in Results to be Delivered in FY2022**

### **UAA 2025 STRATEGIC PLAN**

With the completion of the UAA 2020 strategic plan and the beginning of a new accreditation cycle, UAA launched the process of developing the UAA 2025 Strategic Plan in March 2020. The plan, scheduled for unveiling in January 2021, will provide a framework to define, communicate, and clarify UAA's mission, vision, what UAA values, and what overarching goals and objectives will be sought through 2025. The plan builds on UAA's strengths, and focuses attention and resources to deliver tangible value to stakeholders and create areas of distinction.

### **NEW STRUCTURAL ALIGNMENT**

UAA is undertaking a structural and mission alignment in relation to a multi-campus environment. The Chancellor, in consultation with governance groups, appointed an inclusive Change and Leadership group with representatives from faculty, staff, and students. This group is charged with optimizing campus relationships across UAA with improved coordination, alignment, and organization of UAA's community campuses. The effort will address how UAA allocates human and operational resources across its multi-campus system. The evolution of course delivery and the fiscal environment make this review and evaluation critically important now to ensure UAA meets its mission to deliver excellent public higher education and relevant research across Southcentral Alaska.

### **COST REDUCTIONS/SHARED SERVICES**

To manage UAA's FY2020 and FY2021 budget allocation reductions, UAA staffing was reduced and UAA did not renew a number of leases and other contracts. In addition, academic and administrative units completed expedited reviews to identify how to operate with less, and which functions and programs could be consolidated or eliminated. These reviews identified cuts to administrative and academic areas. A total of 19 programs were discontinued which will provide financial cost savings, but the loss of these programs will likely impact tuition and fee revenue into FY2022 and beyond. Programs such as the new Fast-Track Certificates are designed to attract new students.

Further cost reductions should be realized as new shared services in the areas of fiscal, administrative, and research administration are implemented in FY2021 and will impact the FY2022 budget. A Chancellor's Task Force on Shared

Services will manage this effort with the goal of saving money and improving UAA's ability to provide efficient, timely, and high-quality service.

While implementing reductions in administrative and academic programs, UAA also addressed costs of its athletic programs with the proposed elimination of four programs. Supporters of these programs have the opportunity to raise needed private funds to cover two years of costs to continue these programs.

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

*All dollars shown in thousands*

	FY2020 Actuals				FY2021 Management Plan				FY2022 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
<b>Formula Expenditures</b> None.												
<b>Non-Formula Expenditures</b>												
Anchorage Campus	188,391.0	15,582.1	34,177.2	238,150.3	201,633.0	16,777.5	28,295.2	246,705.7	201,958.0	16,809.1	28,295.2	247,062.3
Small Business Dev Center	1,136.1	547.0	271.3	1,954.4	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	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	14,739.8	557.5	1,000.8	16,298.1
Kodiak College	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4,846.6	331.8	367.7	5,546.1
Matanuska-Susitna College	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	12,775.2	172.3	245.0	13,192.5
Prince Wm Sound College	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5,265.1	187.3	800.0	6,252.4
<b>Totals</b>	<b>189,527.1</b>	<b>16,129.1</b>	<b>34,448.5</b>	<b>240,104.7</b>	<b>203,142.6</b>	<b>17,752.5</b>	<b>29,495.2</b>	<b>250,390.3</b>	<b>241,094.3</b>	<b>19,033.0</b>	<b>31,908.7</b>	<b>292,036.0</b>

**University of Alaska Anchorage  
Summary of RDU Budget Changes by Component  
From FY2021 Management Plan to FY2022 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>
<b>FY2021 Management Plan</b>	<b>84,259.7</b>	<b>118,882.9</b>	<b>17,752.5</b>	<b>29,495.2</b>	<b>250,390.3</b>
<b>Base for structure changes:</b>					
-Kenai Peninsula College	6,289.1	8,450.7	557.5	1,000.8	16,298.1
-Kodiak College	2,303.3	2,543.3	331.8	367.7	5,546.1
-Matanuska-Susitna College	4,568.7	8,206.5	172.3	245.0	13,192.5
-Prince Wm Sound College	2,666.7	2,598.4	187.3	800.0	6,252.4
<b>One-time items:</b>					
-Anchorage Campus	0.0	0.0	-1,666.5	0.0	-1,666.5
<b>Adjustments which continue current level of service:</b>					
-Anchorage Campus	0.0	325.0	1,698.1	0.0	2,023.1
<b>FY2022 Governor</b>	<b>100,087.5</b>	<b>141,006.8</b>	<b>19,033.0</b>	<b>31,908.7</b>	<b>292,036.0</b>

