UNIVERSITY _of_ ALASKA

Many Traditions One Alaska

Agenda
Staff Alliance
Wednesday, December 7, 2016
10 a.m. – 12 p.m.
Google Hangout
Audio call-in: 1-855-280-1855
(Please mute unless speaking.)

1. Call to Order and Roll Call

   Voting Members:
   Nate Bauer, Vice President, UAF Staff Council 2016-2017; 2016-2017 Alliance Chair
   Kolene James, President, UAS Staff Council 2016-17; 2016-2017 Alliance Vice Chair
   Faye Gallant, President, UAF Staff Council 2016-2017
   Eric Johnson, President, SAA 2016-2017
   Gwenna Richardson, Vice President, UAS Staff Council 2016-17
   Chrystal Warmoth, Vice President, SAA 2016-2017
   Liz Winfree, Co-President, UAA Staff Council 2016-2017
   Chris Triplett, Co-President, UAA Staff Council 2016-17

   Staff:
   Morgan Dufseth, Executive Officer, System Governance

   Guests:
   Keli Hite McGee, Chief Human Resource Officer
   Sara Rodewald, HealthyRoads, Dedicated On-Site Program Manager

2. Adopt Agenda

3. Approve November 2 Minutes   Reference 1

4. Public and Guests Comment
   4.1. HealthyRoads Presentation   Reference 2
   4.2. UA PageUp Performance Evaluation

5. Chair's Report   Nate Bauer

6. Staff Alliance Committee Reports
   6.1. Staff Health Care Committee   Reference 3
   6.2. Compensation Committee   Reference 4
   6.3. Governance Process Committee
   6.4. Morale Committee   Reference 5

7. External Committees
   7.1. System Governance Council
   7.2. Student Services Council
   7.3. Joint Health Care Committee

8. New Business
   8.1. Enrollment Strategy   Reference 6
   8.2. Retreat Schedule and Agenda
   8.3. Staff Make Students Count Process
   8.4. February Meeting Dates – Skip February?

9. Ongoing Business Topics
   9.1. Strategic Pathways Phase III Recommendations – Update on Review Areas & Dates
   9.2. Emeritus Discussion

10. Roundtable discussion

11. Adjourn

Minutes
Staff Alliance
Wednesday, November 2, 2016
10 a.m. – 12 p.m.
Google Hangout
Audio call-in: 1-855-280-1855

1. Call to Order and Roll Call

   The meeting came to order at 10:05 a.m.

   <u>Voting Members:</u>
   Nate Bauer, Vice President, UAF Staff Council 2016-2017; 2016-2017 Alliance Chair
   Kolene James, President, UAS Staff Council 2016-17; 2016-2017 Alliance Vice Chair
   Faye Gallant, President, UAF Staff Council 2016-2017
   Eric Johnson, President, SAA 2016-2017
   Chrystal Warmoth, Vice President, SAA 2016-2017
   Liz Winfree, Co-President, UAA Staff Council 2016-2017
   Chris Triplett, Co-President, UAA Staff Council 2016-17

   <u>Staff:</u>
   Morgan Dufseth, Executive Officer, System Governance

   <u>Members Absent:</u>
   Gwenna Richardson, Vice President, UAS Staff Council 2016-17

2. Adopt Agenda
   Eric moved to adopt the agenda as presented, and Faye seconded. There were none opposed. The agenda was adopted as presented.

3. Approve Minutes
   3.1. October 5 Minutes
       Eric moved to approve the minutes, and Faye seconded. There were none opposed. The minutes were approved as presented.

4. Public and Guests Comment
   None given.

5. Chair's Report

Nate noted he met with President Johnsen the previous week; they discussed Johnsen's announcement to pursue a waiver from the 10-team NCAA rule, which would lead to the elimination of cross country skiing at UAA and UAF, rifle at UAF and track at UAA. Nate report Monday's public testimony before the Board of Regents focused a good deal on athletics at UA—especially the cross country ski teams. Nate reported Johnsen said skiing and track were not targeted by mere opinion—a set of criteria was developed by the Summit Team that led them to the decision to eliminate skiing and rifle (criteria included team size, men v. women sports, cost, etc.). Nate noted he thought those programs helped create a unique atmosphere at UA and their elimination could be detrimental to recruiting top notch in-state students. Nate also noted a proposal had been published to drastically reduce SW staff (to roughly 40 employees); there has been a petition making the rounds in support of the proposal. Nate and Johnsen also discussed changes to the performance evaluation that SW HR presented to the Alliance in October. Nate also mentioned a winter Alliance retreat—President Johnsen noted he would like to attend if he is available. Nate also encouraged Alliance members to vote and to encourage their co-workers, constituents, etc. to vote as well. Nate noted staff will likely be disproportionately affected by position reductions and budget cuts, and will try to keep that perspective at the forefront of the Regents' minds.

6. Staff Alliance Committee Reports
    6.1. Staff Health Care Committee
    The SHCC's first meeting was short and took care of internal housekeeping. The group will meet next on Nov. 22, following the JHCC in-person Nov. 18 meeting, and then again on December 9.

    6.2. Compensation Committee – charge and timeline
    Committee members agreed to review non-monetary compensation, and also review previous non-monetary ideas that were not implemented in previous years. The group will meet next on Nov. 15.

    6.3. Governance Process Committee
    The governance process committee has not met.

    6.4. Morale Committee
    The morale committee has not met. Morgan will convene the group later this month or in early December. Kolene noted UAS Staff Council plans to send out their morale survey to staff later this week, have a two-week response period, and then review the data. Eric noted SAA is also working on a similar survey at SW, however, President Johnsen would like to ultimately see a systemwide survey for all staff across UA. He would also like to see it become an annual survey to help track trends.

7. External Committees
    7.1. System Governance Council
        The System Governance Council held their first meeting on Nov. 1. Members elected
        Kate Ripley, UAF Alumni Director, as their chair. Members reviewed faculty resolutions
        regarding Strategic Pathways. They also discussed public testimony options and the
        switch to distance-only testimony. Faye noted she thought there were a number of ways
        to improve the current distance option. SGC members agreed to not provide feedback on
        the new process until after the March meeting, to allow for a full meeting cycle before
        making comments.

    7.2. Student Services Council
        The Student Services Council has not met.

    7.3. Joint Health Care Committee
        The JHCC will hold an in-person in Anchorage on November 18.

8. New Business
    8.1. Strategic Pathways Phase III Recommendations
        Review Areas: Social Sciences, Arts and Humanities, Physical Sciences,
        Mine Training, Finance, Risk Management, Land Management, Facilities

        Nate asked Alliance members to submit recommendation by Friday, Nov. 11.

    8.2. Tuition Waiver
        Members agreed to postpone discussion on this item until November. However, Nate
        noted President Johnsen was interested in this agenda item—Nate shared it was just
        something on staff's mind—it is a benefit that could be eliminated and it has been seen in
        the past as a critical benefit to staff. President Johnsen noted to Nate he had not heard any
        indication anywhere that this would be a benefit that would be reviewed for elimination.
        Faye noted they had done a hypothetical review of it—and if all people who use the
        waiver stopped taking classes there would be a significant impact; if only have stopped
        taking classed, it would be revenue positive.

    8.3. January Meeting & Winter Retreat Dates
        Members agreed to hold their retreat in Anchorage on January 27 in lieu of their January
        meeting. Members will need to decide in December if they should also move the February
        and March meetings to second Tuesday of the month—or just skip February meeting.

8.4. Staff Make Students Count Timeline

Nate led a discussion on moving up the nomination period and award presentation to coincide with the March 2 BOR meeting. Members agreed to move the nomination period to December 1 – January 13. Morgan will work with the President's Office on budget and will update the SMSC website.

9. Ongoing Business Topics

9.1. Wellness Program Discussion

Eric noted Sara Rodewald will give a presentation to SAA at their Nov. 16 meeting; he also suggested inviting her to the December Alliance meeting.

9.2. Morale Survey

Members engaged in a brief discussion on a systemwide survey, and Nate noted he thought individual polls at UAS and SW would still be useful. Eric and Kolene noted their staff councils will likely distribute a survey as well. Eric also discussed after survey actions—how to analyze the data collected from staff and how a systemwide survey would be useful (standardized answers that can be compared). Liz noted UAA faculty has asked the UAA Staff Council to join them in a joint survey—more pointed—after the first of the year—to share the results before the end of the semester; they have been reporting to the Deans Committee at UAA.

9.3. Emeritus Guidelines

Nate thanked Liz for sharing the work UAA had done to date. He would like to have a draft of revised SW guidelines for the December meeting. He and Morgan will work on the revisions, for possible review at the December meeting or January retreat.

10. Agenda Items for December 7 Meeting

Tuition waiver

Revised draft emeritus guidelines

Sara Rodewald – Wellness Presentation

SP Phase II and Phase III – ask either Dan or Jim to attend

Heather Arana – PageUp update

Tara – update on performance evaluation – a mock evaluation presentation

February and March meeting dates – move to second Wednesday

11. Roundtable discussion

12. Adjourn

Eric moved to adjourn, and Liz seconded. The meeting adjourned at 11:30 a.m.

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SO LET'S DIVE IN AND SEE HOW WE'RE DOING!

PARTICIPATION AND OUTCOMES

2,339 EMPLOYEES AND SPOUSES > **36.4%** OF OUR POPULATION >
COMPLETED THE PERSONAL HEALTH ASSESSMENT DURING FY16 (5/1/15 – 4/30/16)

2,237 EMPLOYEES AND SPOUSES > **34.8%** OF OUR POPULATION >
COMPLETED A BIOMETRIC SCREENING DURING FY16 (5/1/15 – 4/30/16)

375 EMPLOYEES AND SPOUSES > **4.8%** OF OUR POPULATION >
HAVE ENGAGED IN THE HEALTHYROADS TELEPHONIC COACHING PROGRAM

We're always looking to improve our numbers, so please consider participating in our wellness offerings—even if you consider yourself healthy!

UNIVERSITY of ALASKA
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Healthyroads™ OUR ▸ **WELLNESS**

NOW LET'S LOOK AT HOW OUR RESULTS HAVE CHANGED OVER TIME:

CHANGES FROM JANUARY 2014 – APRIL 2016

2,323 EMPLOYEES AND SPOUSES > **31%** OF OUR POPULATION >
COMPLETED THE PERSONAL HEALTH ASSESSMENT TWICE

NUMBER OF TOBACCO USERS DECREASED FROM **89** EMPLOYEES AND SPOUSES **TO** **69** EMPLOYEES AND SPOUSES **22.5%** RELATIVE DECREASE

PERCENTAGE OF EMPLOYEES WITH HIGH STRESS INCREASED FROM **26.8%** **TO** **27.7%**

PERCENTAGE OF EMPLOYEES WITH HIGH BLOOD PRESSURE INCREASED FROM **10.7%** **TO** **13.7%**

PERCENTAGE OF EMPLOYEES AND SPOUSES MEETING RECOMMENDED LEVELS OF MODERATE OR VIGOROUS PHYSICAL ACTIVITY INCREASED FROM **70.2%** **TO** **75.6%**

We're doing a great job, but there's always room for improvement—so check out **Healthyroads.com** or call **877.330.2746** to get involved, get active, and get healthy!

Minutes
Staff Health Care Committee
Tuesday, November 22, 2016
2pm – 3pm
1-866-832-7806, guest PIN 1266511

UAA
Danielle Dixon (alt)
Dave Robinson
Liz Winfree

UAS
Wendy Miles

UAF
Lesli Walls

SW
Alesia Kruckenberg
Danielle Nelson (alt)
Chrystal Warmoth

Absent
Brenda Levesque (alt)
Erin Pikey (alt)
Kayti Coonjohn (alt)
Gwenna Richardson
David Bantz (alt)
Stacey Howdeshell
Susan Mitchell (alt)
Alison Hayden (alt)

Guests
Erika Van Flein

1. Roll call
   The meeting came to order at 2:04 p.m.

2. JHCC Update – Erika, Liz, and Chrystal

   Erika gave an update following the Nov. 18 JHCC meeting. Prior to the meeting, they discovered there was a difference in the data Premera would look compared to what UA looks at—the data is compiled differently (regarding total claims). Pharmacy costs are growing but UA is still managing those costs well. Preventive exams and screenings at UA are above the norms—at no cost to the member, no matter what plan the member selects.

   Large claims were discussed, and cancer is one of the highest drivers of cost. Of high dollar claims, cancer was second, after joint degeneration (no surprise, given the

average age of UA members). Risk factors such as non-compliance (not keeping up with meds, treatments plans, etc.) generally have higher costs. UA also has a high population with weight related issues – obesity, sedentary, etc.

UA and Premera want to focus on promoting Patient Care, which could be a large saving to both patient and UA. The service can do cost comparison on imaging, surgery, testing, etc. (but not dental at this time). All contracted vendors (Patient Care, First Doctors, Teledoc, etc.) have confidentiality with UA—member data will not be shared and fall under HIPPA rules. Regarding price transparency—Erika noted it would be interesting to see what kind of legislation might come forward in the next few years.

HealthyRoads data shows an increase in stress and blood pressure in our members. The stress-related feedback is self-reported but the blood pressure data comes from biometric screenings.

Erika also noted more flyers on UA benefits and program vendors will be shared later this year (see attached for current flyers). Premera is pleased with member usage of Teledoc—appropriate and in good numbers. However, UA needs to promote it more and focus not just on cost but also convenience.

At Premera.com, you can select to get electronic EOB (explanation of benefits) and if enough UA members do that, UA can save another $1 credit on per member monthly fees.

Health care actuals – how UA's plan actually ended up. Erika noted it might be useful to have Timothy walk through his presentation at a future meeting. FY16 Plan expectations were originally $62M. Updated projections were used to assess rates for FY17--$63.7M. FY16 actually came in at $63.6M. Which means UA Benefits used an accurate number to base FY17 rates on (i.e. rates won't be more than they should be).

This year, only the employee assistance program is up for renewal (not part of the health plan—just another benefit offered at UA). Erika noted they were not sure if they will try to renew Best Doctors when it comes up for renewal—but would need to put out for RFP, or terminating contract. JHCC is reviewing the program to see if they want to pursue renewal.

Erika also reported Retrofit, the weight loss program for members with 30+ BMI, has also had good ROI—lots of engagement and numerous people lost weight (64% lost 5% or more). And from the pilot group – of those 73% are still losing weight.

3. Agenda Items for Dec. 9 Meeting
   Members agreed to review the BenefitLink app (see attached) and discuss and provide feedback at their Dec. 9 meeting.

Morgan will also check to see if Timothy is available to review his presentation on health actuals with SHCC members.

4. Roundtable

5. Adjourn
   The committee meeting adjourned at 3:01 p.m.

Minutes
Staff Compensation Committee
Tuesday, November 15, 2016
2pm – 3m
1-866-832-7806, guest PIN 1266511
(Please mute unless speaking.)

UAA
John Moore

UAS
Mae Delcastillo
Gwenna Richardson

UAF
Mike Cox

SW
Sheri Billiot
Arthur Hussey
Eric Johnson

Absent
Regg Henson
Kathy Lardner
Faye Gallant

1. Roll call and Call to Order
   The meeting came to order at 2:01 p.m.

2. Non-monetary Compensation
   Members suggested additional ideas for non-monetary compensation:
   a. Extend flex hours to winter
   b. Work from home once a week
   c. Weekly/monthly challenge to address UA problems – let staff/students/faculty solve an issue—small bonus, lunch party, extra day off
   d. Additional time off – perhaps up to a week of additional leave in lieu of a salary increase
   e. Redefining sick leave for use as personal emergency leave (weather-related absences, home issues, etc.)
   f. Reward employees who have low use of sick leave with additional annual leave or personal holiday
   g. Systemwide employee recognition policy (similar to UAF's – allows for supervisory bonuses of additional pay or a day off)

      h. Make hard closure less compulsory—it eats up a lot of annual leave—would give employees more flexibility in how they use their leave

      i. Sick leave for periodic child care issues—parent-teacher conferences, early outs, weather-related school closures, etc.

      j. Increase leave accrual for sick leave, similar to 5- and 10-year increases for annual leave

      k. Long-term care – would be post-tax benefit

      l. Chronic illness – would be post-tax benefit

Eric suggested compiling into a list, exploring feasibility, determining the best options, and finally make recommendations. He agreed to start working on the list and will distribute to committee members before the next meeting.

3. Tax-deferred Benefits
   a. Could only be used if TDA (403b) is maxed out
   b. Sheri will continue to explore

4. Opposition to Salary Reductions
   Arthur noted he would like to at least open the conversation to defending against salary reductions. The committee agreed they need to have a clear opinion on whether salary reductions v. increased job security would work for UA staff, or if staff would prefer layoffs over salary reductions.

   Arthur also mentioned the FY16 compensation scenario survey, the results of which favored no increases or increases offset with furloughs. (see attached)

   John mentioned the historical parity with union pay increases, and that it looked likely this year the new union contracts will not include pay increases.

5. Future Agenda Items – Dec. 13
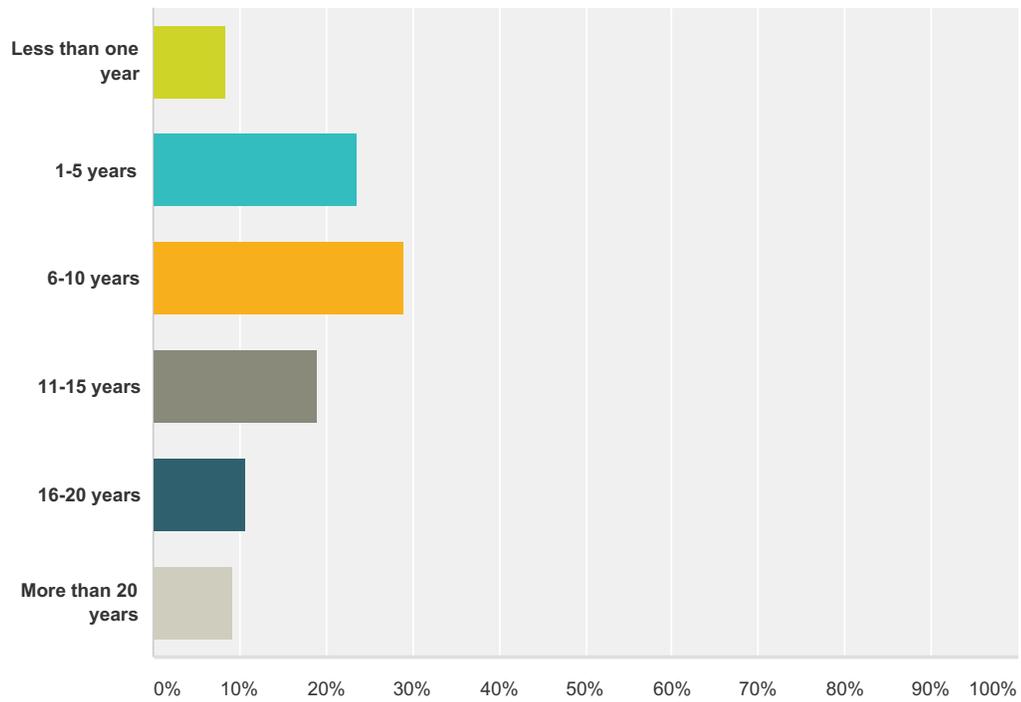   Additional discussion of the non-monetary compensation.

6. Roundtable

7. Adjourn
   The meeting 2:25 p.m.

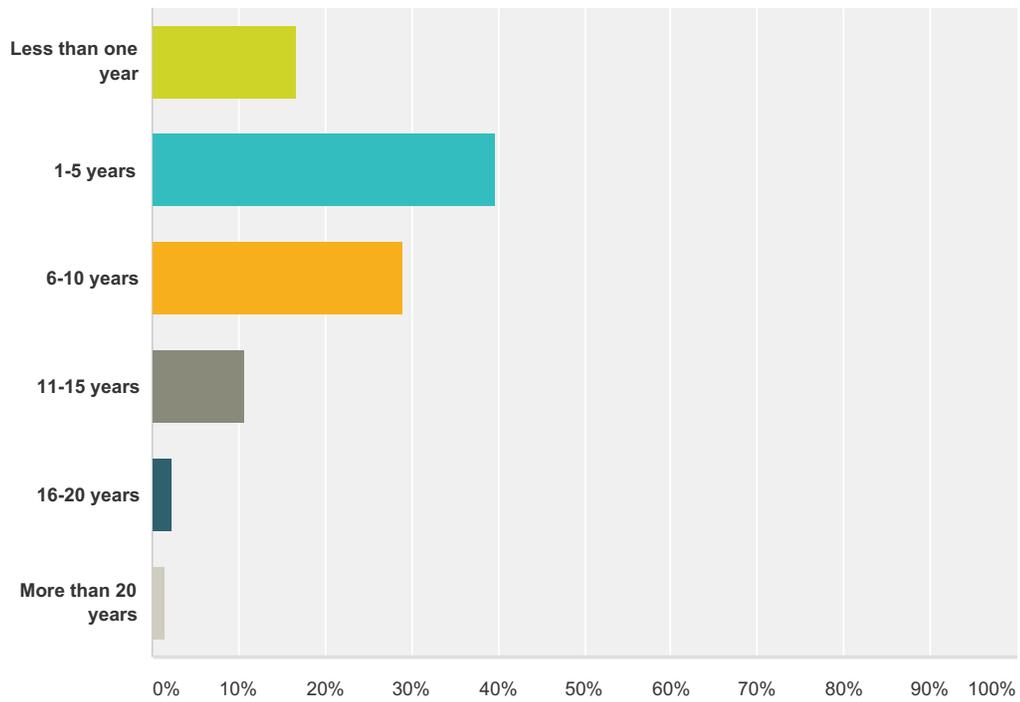## Q1 How long have you been a staff member in the UA System?

Answered: 131   Skipped: 0

Answer Choices	Responses	
Less than one year	**8.40%**	11
1-5 years	**23.66%**	31
6-10 years	**29.01%**	38
11-15 years	**19.08%**	25
16-20 years	**10.69%**	14
More than 20 years	**9.16%**	12
Total		**131**

Q2 How long have you been in your current position at UA Statewide?

Answered: 131   Skipped: 0

Answer Choices	Responses	
Less than one year	**16.79%**	22
1-5 years	**39.69%**	52
6-10 years	**29.01%**	38
11-15 years	**10.69%**	14
16-20 years	**2.29%**	3
More than 20 years	**1.53%**	2
Total		**131**

Q3 In the past two years, how has your morale as a UA SW staff member changed?

Answered: 131   Skipped: 0
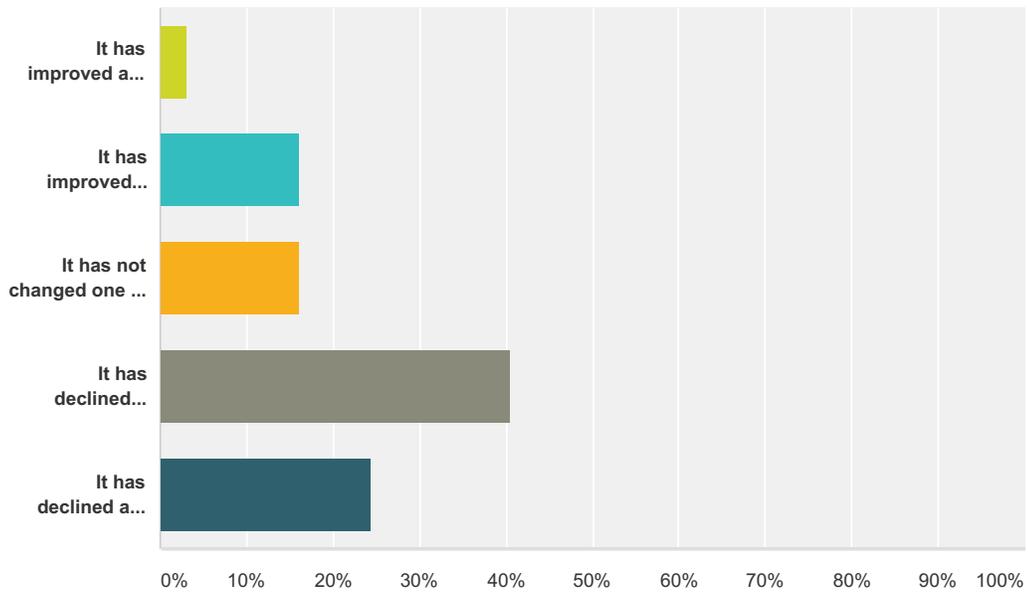
Answer Choices	Responses	
It has improved a great deal	**3.05%**	4
It has improved somewhat	**16.03%**	21
It has not changed one way or another	**16.03%**	21
It has declined somewhat	**40.46%**	53
It has declined a great deal	**24.43%**	32
Total		**131**

Q4 What are the major factors that have positively impacted your morale?

Answered: 25   Skipped: 106
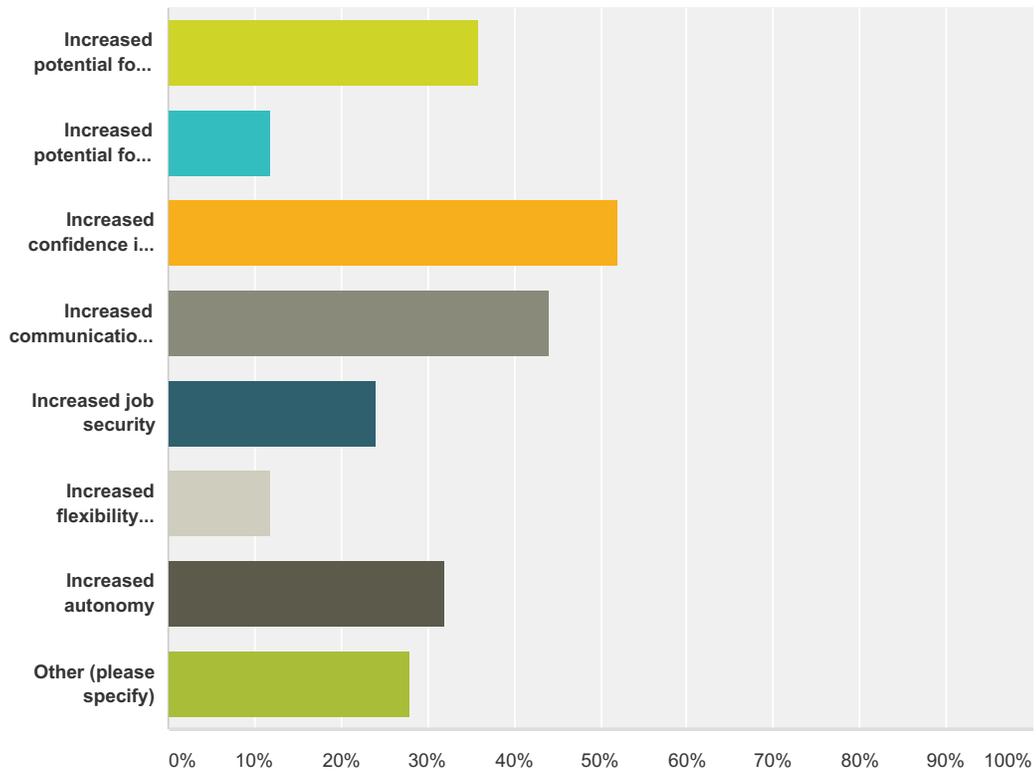
Answer Choices	Responses	
Increased potential for career growth	**36.00%**	9
Increased potential for pay increases	**12.00%**	3
Increased confidence in leadership	**52.00%**	13
Increased communication from leadership	**44.00%**	11
Increased job security	**24.00%**	6
Increased flexibility with work schedule	**12.00%**	3
Increased autonomy	**32.00%**	8
Other (please specify)	**28.00%**	7
Total Respondents: 25		

Q5 What are the major factors that have adversely impacted your morale?

Answered: 85   Skipped: 46
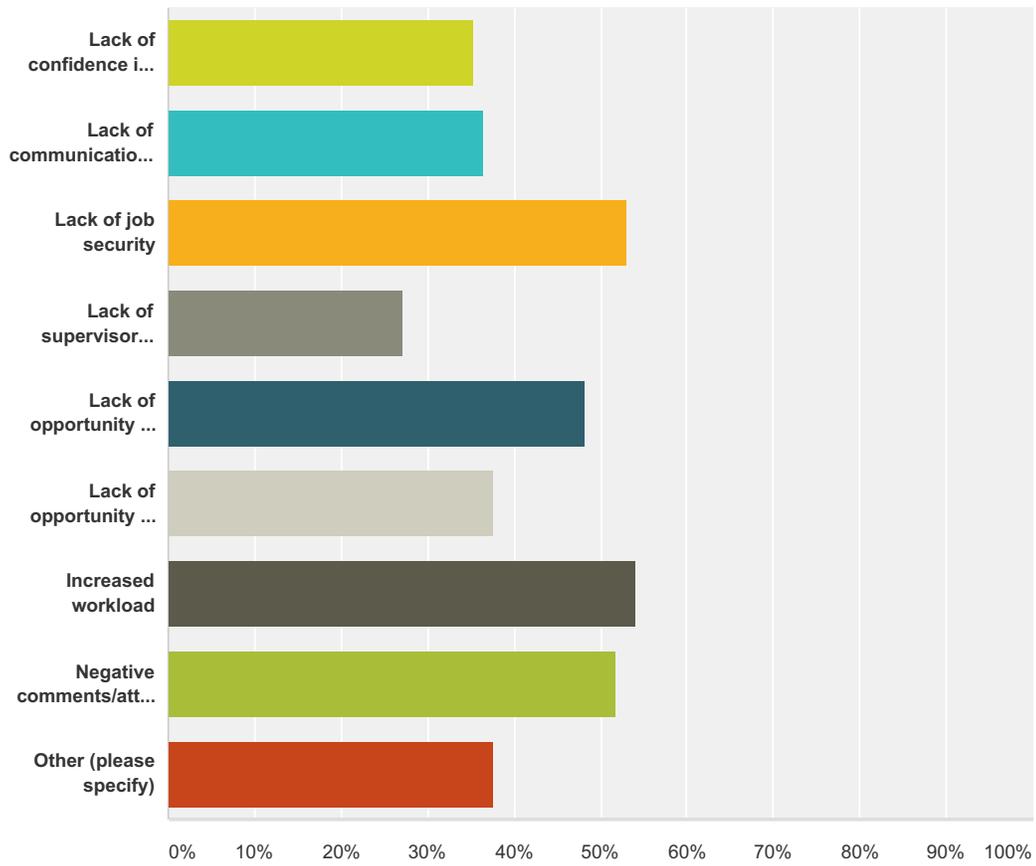
Answer Choices	Responses	
Lack of confidence in leadership	**35.29%**	30
Lack of communication from leadership	**36.47%**	31
Lack of job security	**52.94%**	45
Lack of supervisor support	**27.06%**	23
Lack of opportunity for pay increases	**48.24%**	41
Lack of opportunity for career growth	**37.65%**	32
Increased workload	**54.12%**	46
Negative comments/attitude about SW	**51.76%**	44
Other (please specify)	**37.65%**	32
Total Respondents: 85		

Q6 What could be done to improve your morale at SW?

Answered: 105   Skipped: 26
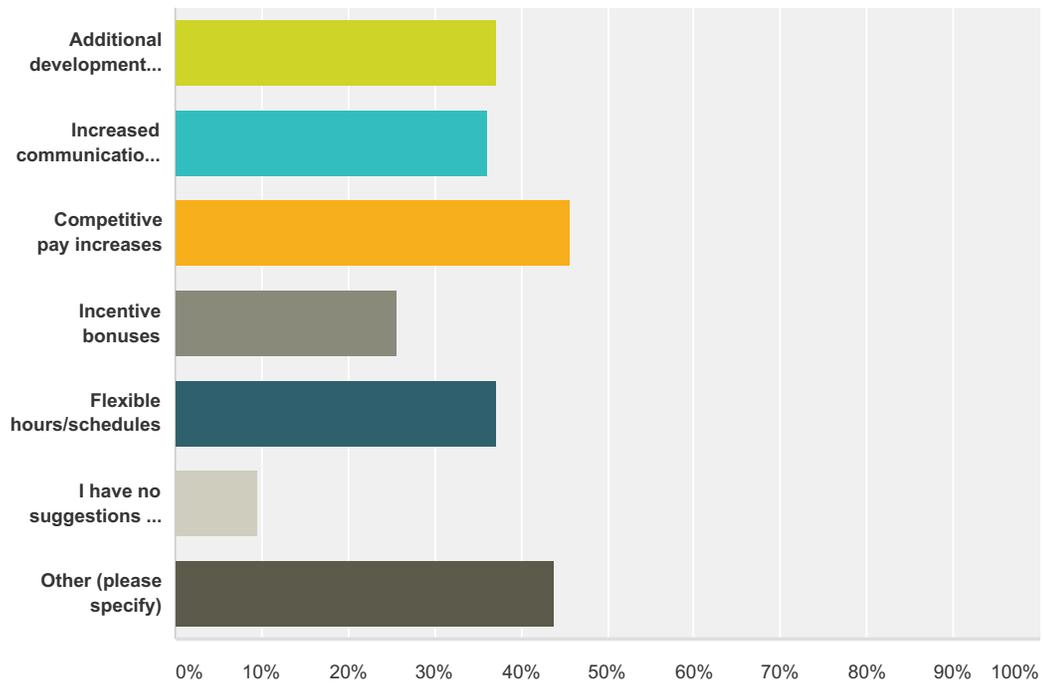
Answer Choices	Responses	
Additional development opportunities	**37.14%**	39
Increased communication from leadership	**36.19%**	38
Competitive pay increases	**45.71%**	48
Incentive bonuses	**25.71%**	27
Flexible hours/schedules	**37.14%**	39
I have no suggestions on how to improve my morale	**9.52%**	10
Other (please specify)	**43.81%**	46
Total Respondents: 105		

## Q7 Over the course of your employment at UA SW, how do you compare overall staff morale now to morale in the past?

Answered: 128   Skipped: 3
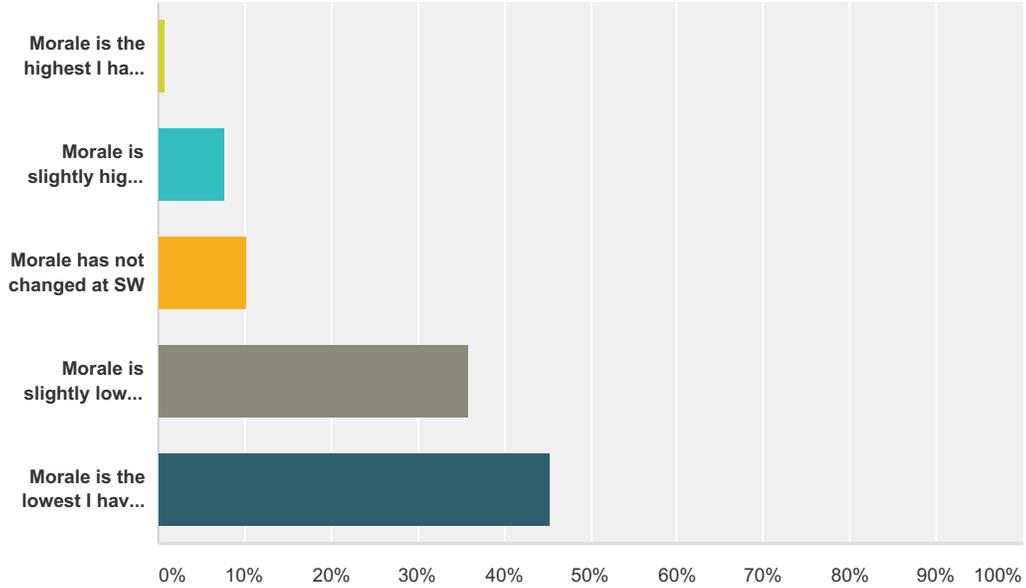
Answer Choices	Responses	
Morale is the highest I have experienced at SW	**0.78%**	1
Morale is slightly higher than I have experienced at SW	**7.81%**	10
Morale has not changed at SW	**10.16%**	13
Morale is slightly lower than I have experienced at SW	**35.94%**	46
Morale is the lowest I have experienced at SW	**45.31%**	58
Total		**128**

Q8 What are the major factors that have positively impacted overall staff morale?

Answered: 11   Skipped: 120
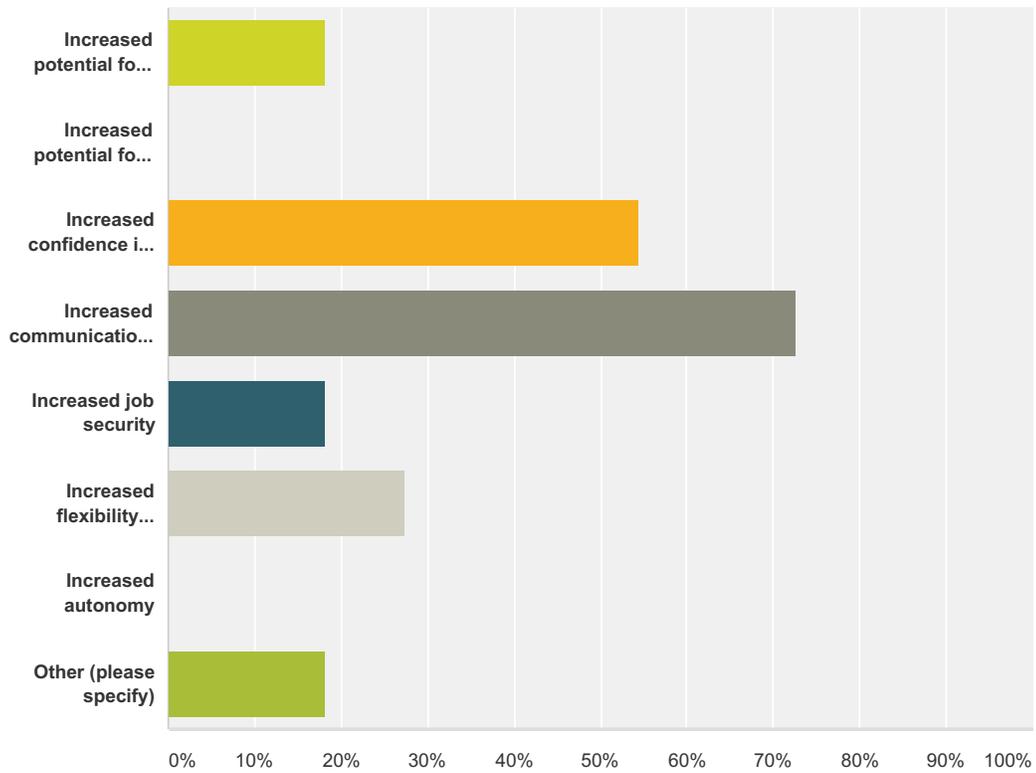
Answer Choices	Responses	
Increased potential for career growth	18.18%	2
Increased potential for pay increases	0.00%	0
Increased confidence in leadership	54.55%	6
Increased communication from leadership	72.73%	8
Increased job security	18.18%	2
Increased flexibility with work schedule	27.27%	3
Increased autonomy	0.00%	0
Other (please specify)	18.18%	2
Total Respondents: 11		

Q9 What are the major factors that have adversely impacted overall staff morale?

Answered: 102   Skipped: 29
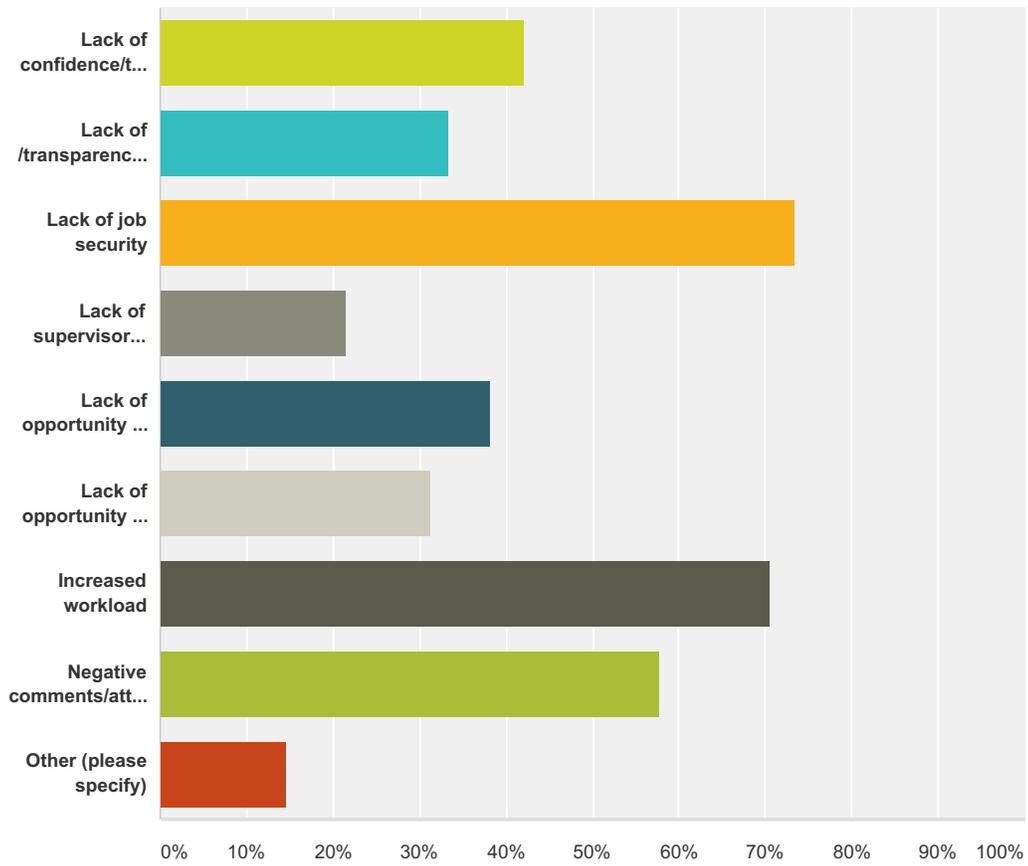
Answer Choices	Responses	
Lack of confidence/trust in leadership	**42.16%**	43
Lack of /transparency/communication from leadership	**33.33%**	34
Lack of job security	**73.53%**	75
Lack of supervisor support	**21.57%**	22
Lack of opportunity for pay increases	**38.24%**	39
Lack of opportunity for career growth	**31.37%**	32
Increased workload	**70.59%**	72
Negative comments/attitudes about SW	**57.84%**	59
Other (please specify)	**14.71%**	15
Total Respondents: 102		

Q10 What could be done to improve overall staff morale at SW?

Answered: 110   Skipped: 21
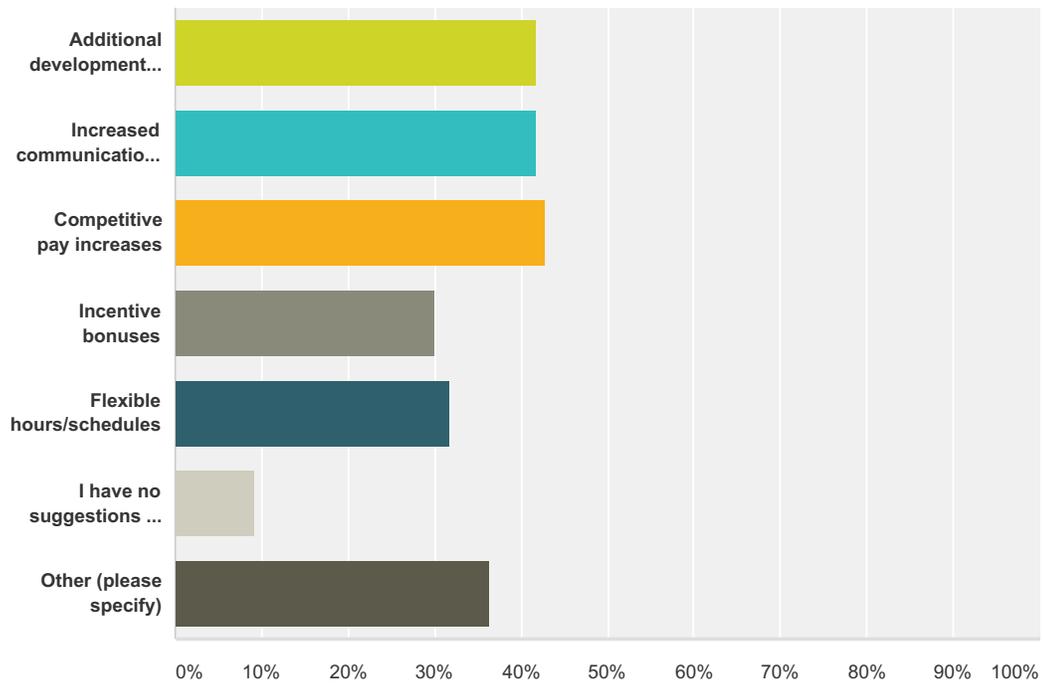
Answer Choices	Responses	
Additional development opportunities	**41.82%**	46
Increased communication from leadership	**41.82%**	46
Competitive pay increases	**42.73%**	47
Incentive bonuses	**30.00%**	33
Flexible hours/schedules	**31.82%**	35
I have no suggestions on how to improve morale at SW	**9.09%**	10
Other (please specify)	**36.36%**	40
Total Respondents: 110		

10 / 13

Q11 I feel positive about the security of my job as a UA SW staff member.

Answered: 126   Skipped: 5
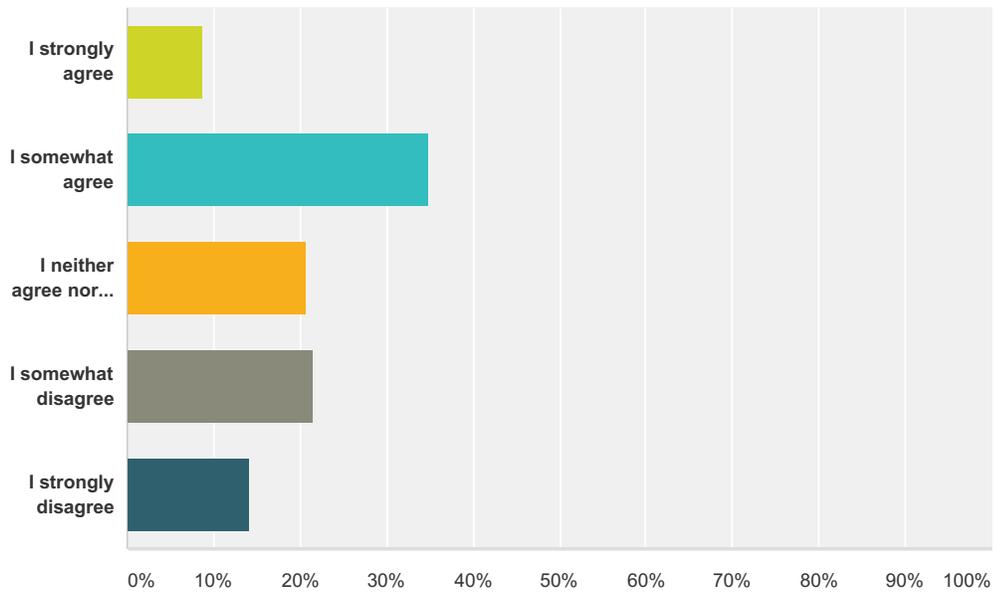
Answer Choices	Responses	
I strongly agree	**8.73%**	11
I somewhat agree	**34.92%**	44
I neither agree nor disagree	**20.63%**	26
I somewhat disagree	**21.43%**	27
I strongly disagree	**14.29%**	18
Total		**126**

Q12 I am actively looking for employment outside UA.

Answered: 123   Skipped: 8
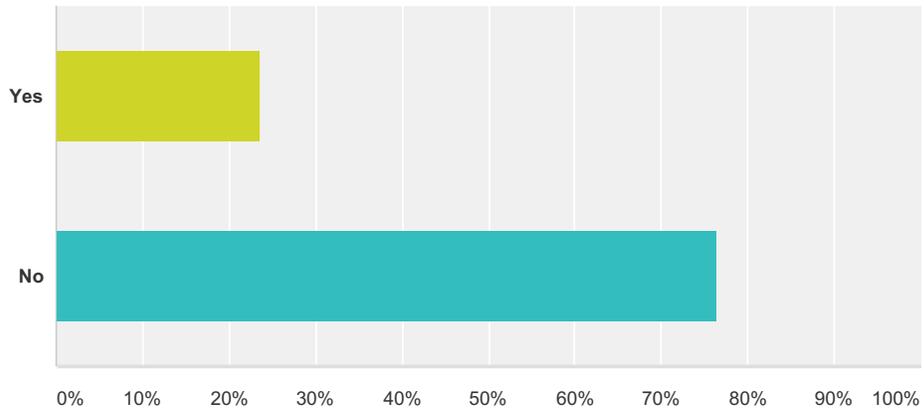
Answer Choices	Responses	
Yes	**23.58%**	29
No	**76.42%**	94
Total		**123**

Q13 If you could make one change at the University of Alaska, what would you change?

Answered: 89   Skipped: 42

I. Introduction

Enrollment is core to our mission and important to the university's financial health. Waning state support has led UA to rely on student enrollments and the associated tuition revenues. Finances aside, UA's ability to attract, retain and graduate Alaskans is central to the university's mission. As the state's primary provider of an educated and well-trained populace, it's imperative that UA attract and serve Alaskans.

In September 2016 President Johnsen convened enrollment summits at each of the universities. The universities led discussions and provided details about their efforts to attract, retain and graduate students. The conversations were candid and informative for the President and his staff.

The enrollment management efforts at the universities vary along a continuum with certain efforts more developed at one or more campuses. Because of this, the universities' responses to the information that follows will be dictated by where they are on this continuum. For example, UAF has already considered its enrollment goals for the next five years. The time they need to devote to this component will be less than perhaps UAA and UAS. Similarly, UAA has given thought to how they might organize to maximize their efforts at managing their enrollments and UAS has provided leadership in the area of completion and graduation.

This enrollment-planning document is an initial response to the President's directive that UA provide an actionable plan to address the enrollment declines of the past five years. This document is not meant to prescribe *how* campuses will increase enrollment - that level of detail requires the engagement of the experts at the campuses. Instead this planning document offers a high level view of general observations, components the campuses' enrollment plans should include or address, thoughts on how to serve the 115,000 Alaskans with some college credit but no college degree, and a section on systemic efforts for the President to consider for supporting enrollment efforts across the University of Alaska.

Finally, there is a sense of urgency here that calls for deliberate and measured action. Student enrollment is core to the work of each campus and university. The fiscal implications of having fewer and fewer students are visible and easily understood. Less direct - but no less problematic: if the University of Alaska is unable to attract, retain and graduate Alaskans - who will?

II. General Observations

- Enrollment at any university is a long-term issue. Universities do not gain nor do they lose enrollments overnight. Losses often happen over a sustained period of time for a variety of complex and sometimes interconnected reasons. Losses can occur among some student segments, but not others. At UA overall enrollment declines have been observed since fall 2011. Yet, over this time there have been increases in some student populations: the Fairbanks campus has increased headcount by almost 5%, Kodiak College over 6% and Ketchikan almost 9% since 2011.

- Enrollment losses are difficult to attribute to any single event and can be symptomatic of factors found in the education and employment environment. In Alaska some of those factors include a lack of a college going culture and a state job market that has offered high wages without commensurate college education. At each of the enrollment summits, universities pointed out how declines in the population of Alaska high school graduates have negatively impacted incoming freshman classes.

- While external factors surely contribute to the recent declines, UA must also account for factors at the system and campus level that may have also led to enrollment losses. This is currently a question that UA has contracted with the McDowell Group to help answer. Determining why enrollments have declined with some specificity is crucial if UA is to reverse this trend. Answering this question requires candid introspection into all aspects of a campus - not simply student services.

- Enrollment increases are rarely achieved by 'silver-bullets'. Instead, gains are hard-fought and occur over time through systemic changes. This cannot be overstated: stopping the decline and then increasing enrollment will not be accomplished by disparate or discrete initiatives. *It will take a comprehensive approach at the campus level with support from the UA System*.

- Without clearly articulated enrollment goals, campuses cannot set their sights. They will not be able to see if their efforts are succeeding or failing. The unique missions of each university should be used to define the goals for what students they will recruit, retain, and graduate. Integrating the universities' missions into their enrollment goals is a leading and necessary component of enrollment planning strategy.

III. Components to consider in campus enrollment plans

1.   Setting enrollment goals. Universities must have well defined goals for enrollment before investing time and resources on their enrollment strategies. The prevailing temptation is to begin enrollment planning at the tactical stage. When enrollment declines, campus conversations drift toward rapid-fire tactical ideas: hiring a retention director, expanding technology or systems, increased advertising or offering more financial aid or increasing the discount rate. The result is often an incoherent mix of retention and recruitment efforts that are costly, and if successful, are only so in the short term. The universities' efforts at setting enrollment goals are the first step toward a more comprehensive and holistic view of managing their enrollments. Enrollment goals should be a direct outgrowth of the universities' missions and include the following elements: retention, attainment (graduation/completion), and new student recruitment. Enrollment goals should be based on a five-year time horizon.

2.   Committing to increasing enrollment through a dual approach that emphasizes retention *and* recruitment. Universities will be hard pressed to achieve enrollment growth by relying only on recruitment or only on retention efforts. Recruitment and retention should be emphasized as two distinct efforts of equal importance. The combined results of both efforts should help the universities achieve their enrollment goals. This deliberate focus on each area is intended to avoid falling prey to the classic conundrum in enrollment planning where retention discussions invariably focus on the attributes of entering students, thus placing the onus with recruitment to 'enroll better students'. This in turn leads recruitment personnel to contend that higher retention rates would be more attractive to students, especially those with higher levels of college preparation.

To avoid this tension, the universities should give equal consideration to and provide sufficient resources for both retention and recruitment efforts. Universities may also want to consider organizational structures that recognize the unique roles of their retention and recruitment efforts.

3.   Structural considerations: is the university organized to help advance the enrollment initiatives that will support their enrollment goals? A structure (*next page*) borrowed from the University of Cincinnati depicts a potential strategic enrollment management structure for a university.
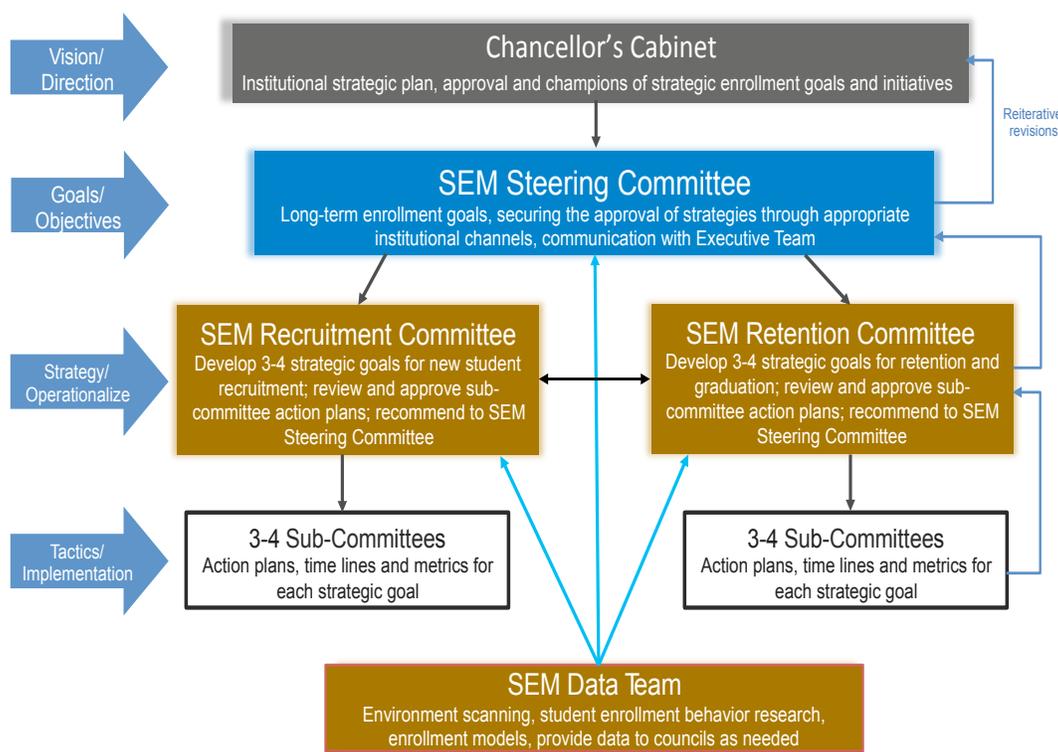
The graphic represents how a university may organize. Our universities may already have existing teams or structures that fill these roles. However, this is an opportunity to create greater collaboration across the university by improving the mix of faculty, staff and

administrators on those teams. This is also a time to expand and broaden the enrollment conversation among more of the university's constituents than simply the office of admissions or enrollment services.

Gaining campus wide buy-in on enrollment initiatives will require broad participation. The framework depicted in the organizational structure provides guidance on how the relationships and interplay among the distinct teams can be managed to help achieve enrollment success. In the end, it is less about structure and more about the need for linkages, shared goals, improved communication, and synergy.

Of interest should be the **Data Team** depicted on the chart. Managing enrollments is partly achieved through an understanding of the universities' data trends. It is deliberate that the Data Team is positioned as the foundation of this SEM (Strategic Enrollment Management) structure.

SEM Organizational Framework

Vision/ Direction	**Chancellor's Cabinet** — Institutional strategic plan, approval and champions of strategic enrollment goals and initiatives
Goals/ Objectives	**SEM Steering Committee** — Long-term enrollment goals, securing the approval of strategies through appropriate institutional channels, communication with Executive Team
Strategy/ Operationalize	**SEM Recruitment Committee** — Develop 3-4 strategic goals for new student recruitment; review and approve sub-committee action plans; recommend to SEM Steering Committee **SEM Retention Committee** — Develop 3-4 strategic goals for retention and graduation; review and approve sub-committee action plans; recommend to SEM Steering Committee
Tactics/ Implementation	**3-4 Sub-Committees** — Action plans, time lines and metrics for each strategic goal **3-4 Sub-Committees** — Action plans, time lines and metrics for each strategic goal
	SEM Data Team — Environment scanning, student enrollment behavior research, enrollment models, provide data to councils as needed

Reiterative revisions

4. **Tuition and financial aid in enrollment planning.** The connection between enrollment and tuition is clear: the more students who enroll (or the more classes those

students enroll in) the more tuition revenue the university generates. Yet this linear relationship is seemingly minimized in favor of tuition discounting strategies that aim to increase enrollment by offering substantial discounts for specific populations. Before the university decides to discount tuition as part of an enrollment strategy, we should analyze the proposal and carefully weigh the pros and cons. Attempting to increase the number of students, while losing revenue, is unsustainable. For example, for each student that UA waives the non-resident surcharge for, we would need to enroll an additional 2.5 resident students to make up the lost non-resident revenue.

Scrutiny toward how we discount tuition lends itself to a more targeted discussion on financial aid at UA - specifically a conversation regarding financial aid leveraging.

In AY15, UA awarded over $132M dollars in financial aid to over 15,000 students. That aid is comprised of loans $64,556,000, grants *$30,495,000, scholarships $32,907,000, tuition waivers $3,766,000 and work study $626,000. Financial aid is an important driver of enrollment because it helps students pay for the costs of college attendance. Who we provide financial help to and how we provide that help are key issues in helping manage our enrollments. A strategic approach to these issues is found in financial aid leveraging.

- Financial aid leveraging promotes access by efficiently using existing financial aid resources so that dollars are not wasted.

- Financial aid leveraging is a data-driven process that finds the amount each student needs to enroll, helping to reduce over-awarding of aid to some students and under-awarding others.

- Leveraging can also identify the aid student's need across their entire academic careers, a key to student retention.

Leveraging could also help determine the universities' effectiveness at managing their tuition waiver allocations. At just under $3.8M dollars, these waivers can significantly impact enrollment. A leveraging model could help universities utilize waivers to meet enrollment goals for both new students and students the university wishes to retain.

Lastly, how can UA better utilize unused Foundation scholarships (campus or system)? This is a difficult and often thorny question given the individualistic rules surrounding donor's scholarships. Even so, the UA Foundation should investigate what latitude may exist or what changes are needed so that unused scholarships could be used to help other students at UA. For example, would donors be amenable to allowing Chancellors the

discretion to use unused scholarships for helping targeted students - such as students within 15 credits of graduating - but who lack the funds to continue?

During the enrollment summits more than one university identified increased student financial aid as needed to help stabilize enrollments. Helping students pay for their education should be an element of any enrollment plan. However, simply adding more money for scholarships or needs based aid is neither strategic nor sustainable. It is likely that some resources will be needed to shore up our financial aid to students. Before any resources are expended for needs based or other institutional grant aid, the university should strongly consider enlisting the services of outside financial aid consultants to help understand how effective our current practices are and whether financial aid leveraging could help the campuses achieve their enrollment objectives.

IV. Returning adults

Alaska has approximately 115,000[1] adults with some college but no college degree. By comparison, the number of public high school graduates in Alaska has fluctuated between 7,700 to 8,000 students in recent years. Specific data about those adults with some college but no degree is not easily accessible to the universities (unlike a class of high school seniors). These students may be difficult to attract, but they represent a substantial target market that UA must pursue.

This population is typically most concerned over the costs they will incur, transfer of credit, and how to combine school with their work and family responsibilities. This population may also require support in earning credit through alternative means including CLEP (College-Level Examination Program) and credit for prior learning and experience. Additional priorities for the prospective adult student include high-quality teachers, affordable tuition, and gaining workplace-relevant skills and knowledge[2]. With our relatively low four-year tuition, campuses throughout the state, and a robust eLearning system, UA is well suited to attract a significant portion of this population.

Setting aside the question of whether to centralize our efforts at attracting this population or allow each campus to develop their own initiatives, the following elements would seem to be required to successfully attract and enroll these students.

1. **A fast, friendly and efficient 'intake' process.** Through a sophisticated web site or portal application, prospective adult students would be stepped through the initial

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[1] A Stronger Nation - Alaska (2016) Lumina Foundation (p. 3)
[2] IS COLLEGE WORTH IT FOR ME? How Adults Without Degrees Think About Going (Back) to School, A report by Public Agenda, with support from The Kresge Foundation NOVEMBER 2013

Saichi Oba, AVP, SES

intake process in an efficient and professional manner. This high-tech or high touch '*concierge'* approach in the initial engagement with the student would answer their questions, address concerns, and solve onboarding issues. Time might be the most precious commodity to consider when working with the returning adult student. To find specialized intake training, UA might look to industries outside of higher education such as hospitality or banking.

An example of a web site designed to help returning students can be found here:

> https://www.tnreconnect.gov/

2. **Transfer of credit; credit for prior learning and experience.** Adults with some college but no degree, especially those with prior credits not earned at UA, will be interested in how their credits will transfer. In addition, these students may also be interested in whether they are eligible for experiential credit. Perhaps using technology or a combination of technology and content experts, this information could be provided in a timely manner to serve this population. The following are websites developed to help prospective students determine what credits they might receive for prior learning.

> https://learningcounts.org/
>
> http://collegecreditpredictor.org/thec/

3. **Not one - but all three.** To further help these returning students, the university should work to leverage *all* UA programs so that students complete a degree in as short a time frame as feasible. This requires cooperation of the campuses and the technology to help advisors identify which program(s) from across the university would best suit the student's needs. As noted at the UAS enrollment summit, *Degree Works* might be that technology.

4. **Funding to incentivize completion**. Providing financial support to a student within 30 credits of completing a four-year degree can be accomplished with a relatively small amount of money. This investment would pay big dividends to the student (personal achievement, new job or promotion), the campus (increasing completion rates, a new alumnus) and the state (another well educated and trained worker). Financial aid leveraging may offer some guidance here or perhaps the use of *micro-grants* such as Georgia State's Panther Retention Grants[3].

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[3] Scholarships and grants are discussed in the section on System Initiatives.

V. System Initiatives

The following recommendations are offered as systemic initiatives that would support enrollment across UA. The recommendations begin with the very specific - targeted to the enrollment areas of retention, attainment (completion and graduation) and new student recruitment, and end with broad overarching thoughts for the President to consider.

Retention investments[4]

An investment in **predictive analytics** would help the universities better identify how likely students will persist and remain at the university. These systems also more accurately identify students who are at risk of poor grades and dropout. Georgia State University (GSU) offers a compelling case for the merits of using predictive analytics to help transform a university. GSU has dramatically improved student success rates over the past decade by implementing several initiatives including their predictive analytics, or GPS, short for Georgia State's Graduation and Progression Success system. GSU's six-year graduation rate has increased from 32 percent in 2003 to 54 percent in 2014. During the same period, GSU has made a concerted effort to increase enrollment for traditionally underserved students. Remarkably, the share of GSU students who are Pell eligible nearly doubled, from 31 percent in 2003 to 58 percent in 2013.

GSU worked with EAB (formerly the Education Advisory Board) to mine GSU's data and generate real-time alerts for students at risk of falling off track academically. This was no small undertaking and required substantial investment of time, money and people. GSU analyzed 10 years of data, over 2.5 million grades for 44,000 students, to help develop their model which tracks 30,000 students daily and delivers over 800 analytics based alerts.

UA already invests considerable resources in technology (i.e. - Banner, Blackboard and Degree Works) that capture data on our students. The next step for UA is to effectively harness that data and put it to work by increasing communication between faculty, administrators and students. Such communications delivered in real time lets students know exactly how they are doing and, if needed, what resources are available to keep them on track. Such intrusive or proactive measures allow student support to be targeted and customized to meet the needs of individual students so that campuses can more effectively monitor their progress.

Continue to invest in and make advising stronger at each university. Technology alone will not solve all the issues related to retention or persistence. Increased support for

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[4] On pages 14 & 15 is the list of preliminary investments identified by the universities as part of the enrollment summit discussions.

Saichi Oba, AVP, SES

advising and for advisors was a theme of the university enrollment summits. An investment in **additional advisors** trained in the use of predictive technologies would help UA better serve students - especially those at risk of poor grades and dropout.

Retention and new student recruitment

As already discussed, how and to whom the university provides financial aid are key issues in helping manage our enrollments. A strategic approach to these issues is found in **financial aid leveraging**. An investment in financial aid leveraging will help determine our efficacy in awarding institutional aid. Leveraging would also support recruitment by providing aid packages that yield the optimal mix of students, including those who may not otherwise enroll at the institution. In addition, leveraging would assist with retention by helping close gaps between costs and resources that may prevent students from persisting to degree.

Additional investments for needs based financial aid and micro-grants. In Alaska students from the lower rungs of the socioeconomic ladder do not go to college. Lack of a college going expectation and costs are barriers to entry. While the state offers a generous need based grant (the Alaska Education Grant) more resources for poor students should be made available.

Micro-grants targeted to students in their last two semesters would be awarded to help students complete their degrees. Patterned after Georgia State's Panther Retention grants, UA micro-grant recipients would be selected using data based on financial need, performance and the likelihood of graduating.

Lower tuition for Career and Technical Education (CTE) programs. While tuition at the University of Alaska for baccalaureate students remains well below the national average[5] tuition paid by students enrolled in two-year and certificate programs is considerably higher than the national average. The University should implement a lower per credit hour rate of tuition and/or specific financial aid incentives that reduce student costs for those enrolled in CTE programs.

New student recruitment

Up until last June the State of Alaska provided funding for each high school junior to take either the SAT or ACT. Making the test free across Alaska contributed to the number of test takers increasing by approximately 1400[6] between 2014 and 2015.

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[5] Trends in College Pricing 2016 (The College Board)
[6] SAT 362 test takers; ACT 1027 test takers. Total test scores for both tests: 8,056 - this figure undoubtedly includes students who took both tests.

The State's effort was laudable on many fronts - sitting for the SAT or ACT is a milestone for college going - yet research by both the College Board and ACT have identified the fee to take the test and lack of transportation to testing sites on weekends limited participation of underrepresented students and students of limited means.

Additionally, students who sat for the ACT or SAT could use scores from these free test administrations to qualify for one of three levels of the Alaska Performance Scholarship. In AY15, 2959 APS students attended UA applying over $9.8 million dollars in Performance Scholarship funds[7] toward their tuition and fees.

UA should pick up where the state left off and pay for every high school junior in the state to sit for either the SAT or ACT test. This initiative has tangible benefits aside from those already discussed. For example, UA could receive all score reports and the interest inventory that each student completes as part of the testing process. This information - which includes contact information, co-curricular and academic interests would be shared with the campuses so that all Alaska high school juniors who took an exam could be added to the CRM and folded into the university's communication plans.

In addition, paying for the test administration would continue to leverage the APS monies that would flow to the University from students who earned those scholarships in part based on their test scores.

Dual Enrollment

A recent report by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) points to dual enrollment as a strategy universities across the country are turning to increase student access and success.

Dual enrollment courses and programs have been found by many to provide students with a wide range of potential benefits (Bailey & Karp, 2003; Webb & Mayka, 2011; Cassidy, Keating & Young, 2011; Karp, 2012; Barnett & Kim, 2014)[8] including:

- Helping prepare students for the academic rigors of college;
- Providing information to students about the skills that they will need to succeed in college;
- Promoting relationships between colleges and high schools;
- Providing a college course experience to traditionally underserved populations;

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[7] UAR 2016, Table 1.45 p. 80

[8] Dual Enrollment in the Context of Strategic Enrollment Management *An insight into practice at U.S. institutions* Wendy Kilgore, Ph.D., Director of Research, AACRAO & Alexander Taylor, Research Intern 2016

- Contributing to a college-going culture in the school district;
- Providing an accelerated pathway to a college degree;
- Enabling students to become accustomed to the college environment (when the DE course is offered on the college campus);
- Increasing the likelihood of graduating from high school and enrolling in college;
- Increasing the rigor of career and technical programs, thereby better preparing students for the workforce; and
- Building college awareness for those not typically considering college.

Similar findings from the University of Pittsburgh[9] show that in addition to earning low-cost college credits, students receive college-related benefits. Academic research and state data suggest that high school students in concurrent enrollment programs:

- Are more likely to meet college-readiness benchmarks;
- Achieve a lower likelihood of college placement into remedial English or math;
- Attain higher four- and six-year college completion rates; and
- Accomplish a shorter average time to bachelor's degree completion for those completing in six years or less.

Many of the purported benefits of dual enrollment would address some of the current challenges the University of Alaska faces. In particular DE would promote a college going culture, enhance relationships between the university and secondary schools, serve underrepresented populations, reduce the likelihood of remedial placement and increase college completion rates.

Attainment (graduation and completion)

The system office should support degree completion initiatives on the universities and campuses. Whether it is UAS's Finish College Alaska or similar efforts at the other campuses, UA should invest resources that help campuses identify and work with undergraduate students who stopped out and are within 30 credits of a bachelor's degree or 15 credits of an associate degree. Investments in staffing, financial aid or technology (as described next) would help campuses increase the number of students that graduate and improve campus graduation rates.

Modifying *Degree Works* to allow students the ability to conduct *what-if* scenarios for any degree within the UA system. Currently in *Degree Works, what-if* scenarios allow students to explore how their earned credits apply *to degrees at the university* to which they are

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[9] http://www.asundergrad.pitt.edu/chs/research

admitted. Thus a student admitted to the Kuskokwim Campus can run what-if scenarios for Kuskokwim, and all other UAF campuses. But that same student could not easily run *what-if* scenarios for programs at UAA or UAS campuses. By expanding the capability of *Degree Works* to consider all degrees at UA, students will be able to explore and identify more options under which they might complete a degree.

Track 4-year graduation rates and retention rates for all classes of formally admitted degree seeking students. UA already tracks 6-year graduation rates and freshman retention rates. However, this captures only a portion of the enrollment behavior of UA's students. Before the university can address retention and graduation we need to have the data to fully understand how all of our students flow through or drop out of the system.

The Office of Academic Affairs and Research could convene an annual System-wide conference on graduation rates at UA. Each institution would be invited to send delegations to attend the conference. Renowned experts on graduation and persistence could be invited to share best practices. Successful campus efforts could be celebrated and rewarded (funded). New system initiatives could be discussed and developed.

Overarching Concepts

A strong statement from the Board of Regents announcing their intention to see improvements in retention, graduation and new student enrollment rates for undergraduates. This statement should recognize that student characteristics, and many campus characteristics, are not under the control of administrators, and that even with hard work, uniformly high increases in all enrollment areas are unlikely. Moreover, this statement should recognize that even immediate reforms would not generate overnight results. Losses in enrollment did not occur overnight. Similarly, the gains we strive for may take several years to materialize.

Enrollment Scorecard. As the President did with issues related to Title IX, an Enrollment Scorecard should be developed and shared regularly with the BOR. This scorecard (like the TIX Scorecard) should be developed by a system team comprised of content experts and reflect the goals and metrics of the universities enrollment planning efforts.

VI.   Conclusion & Next Steps

Results will not be quick. The variables involved in increasing retention, graduation and new student enrollment are numerous and not all of them are within the control of the institution. In addition, it may take years to see the effect of the measures that we begin today. Progress will occur, albeit over time. UA should focus on building the universities' capacity for serving our enrollments - whether retaining, graduating or recruiting. This

long-term approach requires resources, leadership and perhaps most of all a steadfast commitment to improving all aspects of student enrollment at the University of Alaska.

Nov. 17, 2016	This draft plan will be shared with the campus leadership for input, refinement and ground *truthing*. In addition, assigning individuals or groups to described tasks and quantifying investments (dollar amounts) called for.
Dec. 7	Finalize planning document
Dec. 9	Share plan with Summit Team
Jan. 2017	Share plan with BOR at their Retreat
Jan.	Work with universities to complete enrollment plans
Jan.	Present final plan to Summit Team
Jan.	Begin implementation

University	Initiative/Request	Retention, Recruitment, Completion	Amount	Personnel	Base
	UAA, UAF & UAS list of preliminary investments to increase enrollment				
UAA	Develop a well-integrated advising strategy that builds from required advising/orientation for first time students prior to their first registration.*	Retention	$82,000	1.0 FTE Senior Coordinator of Academic Advising	Base
UAA	Comprehensive retention management tool (e.g., Retention Rx)	Retention / Completion	$100,000	1.0 FTE Salesforce programmer and report writer	Base
UAA	Targeted recruitment marketing - multimedia - Southcentral Alaska	Recruitment	$200,000		Base
UAA	Recruitment Scholarships for returning learners	Recruitment	$100,000		Base
UAA	College specific student recruitment print materials - branded series	Recruitment	$40,000		
UAA	Marketing communications analysis*	Recruitment	$61,500		
UAA	Marketing and recruitment consulting & modeling*	Recruitment	$144,000		
UAA	Student Recruitment & Community Outreach Coordinator	Recruitment	$89,800	1.0 FTE, 11 months	Base
UAA	Enhanced Search Strategies* - high school sophomore, junior and senior campaigns	Recruitment	$109,000		Base

Saichi Oba, AVP, SES

University	Initiative/Request	Retention, Recruitment, Completion	Amount	Personnel	Base
UAF	Retention scholarships:	Retention / Completion	$75,000		
UAF	Additional Comprehensive Advising Support:	Retention / Completion	$100,000		
UAF	Supplemental Instruction	Retention / Completion	$40,000		
UAF	Microtargeting	Recruitment	$100,000	1.0 FTE Planner/Strategist	Base
			$75,000	1.0 FTE Data analyst	Base
UAF	Recruiting scholarships	Recruitment	$75,000		
UAF	CTC Recruitment and Career Development Specialist	Recruitment	$114,000		
UAS	Social Media Coordinator	Recruitment	$100,000	1 0 FTE Staff & 1 student worker	Base
UAS	Social Media / Name Buys	Recruitment	$50,000		
UAS	Housing Awards / Scholarships (for UA Scholars/Alaska Performance Scholars)	Recruitment	$150,000		
UAS	Comprehensive Advising	Retention / Completion	$75,000		
UAS	Retention Scholarships	Retention / Completion	$50,000		
UAS	Student Mentorship Program	Retention / Completion	$25,000		
Ruffalo Noel-Levitz contract services		Totals	$1,955,300	7.0 FTE; 1 student worker	