

*University of Alaska Fairbanks*  
**2011 Annual Unit Plan**

The information collected in the Annual Unit Plan (AUP) is used in a variety of required reports, including but not limited to institutional accreditation reporting, Performance Based Budgeting (PBB), Alaska Budget System (ABS), Missions and Measures (M&M), and the Annual Operating and Management Reviews. Submission of the AUP is required in August of each year.

Please complete the following information using the format provided, and submit it electronically by August 27, 2010 to Deb Horner, University Planner ([dghorner@alaska.edu](mailto:dghorner@alaska.edu)) with a copy to Ian Olson, PAIR ([inolson@alaska.edu](mailto:inolson@alaska.edu)) as well as to Susan Henrichs, Provost ([fyprov@uaf.edu](mailto:fyprov@uaf.edu)).

<b>A. General Information</b>
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**A1. Unit Name:** Rural College

**A2. Unit Mission Statement** - The mission is a short (no more than one paragraph) statement that describes why the unit exists. Unit mission statements that have been formally approved by the UA Board of Regents should not be changed.

The College of Rural & Community Development (CRCDD) provides academic and vocational education and outreach that promotes workforce preparation, economic development, life-long learning, and community development throughout Alaska, with an emphasis on Alaska Natives and underserved communities.

**A3. Core Services** - This section identifies the unit's major functions that support its mission. In the interests of brevity, links to websites with additional information on the unit may be included. This section should not exceed two brief paragraphs.

The Rural College is a special administrative unit of the College of Rural and Community Development (CRCDC) Fairbanks campus. Due to the unique nature of the Rural College and its relationship to the other CRCDC campuses and units, the Rural College provides overall administrative oversight and college wide support and shares the same mission statement as CRCDC.

The Rural College consists of the following academic programs and service units: Department of Alaska Native Studies and Rural Development (DANRD), Center for Distance Education and Independent Learning (CDE/IL), Health Programs (HP), Rural Alaska Honors Institute (RAHI), Rural Student Services (RSS), Distance Early Childhood Education (ECE) and Department of Developmental Education (DEV).

## B. Progress Report

### B1. Major Accomplishments

List the significant unit accomplishments for AY09-10 in the areas indicated below. Please include the top three accomplishments in each area. Be brief; use web links to provide additional information if necessary.

- Teaching, research and public service:

#### DANSRD

- Rural Development and Alaska Native Studies departments merged. Approval to deliver ANS bachelor's degree throughout State was granted by NWCCU.
- Completed Program Review and developed and submitted Unit Criteria.
- The DANSRD faculty taught a full array of regularly scheduled courses as well as intensive travel seminars to Copenhagen for the United Nations Conference of Parties (COP15) with funding from the National Science Foundation, Office of Polar Programs, and to Anaktuvuk Pass with funding from the National Park Service. DANSRD has been highly successful in involving indigenous leaders in the program as guest lecturers or as "elders in residence" who continue participation through entire courses. This year, elders in residence included former Senator John Sackett; John Borbridge Jr., the former president of Sealaska Corporation; and Alice Petrivelli who, amongst a lifetime of leadership roles, was the first woman to head an ANCSA regional corporation.
- Professor Theresa John completed PhD program and was promoted and granted tenure. Professor Jordan Lewis completed PhD program. Both received Mellon Fellowships.

CDE

- Overall student success rate increased from 48% to 58%
- Student Credit Hour (SCH) has increased 10.5% compared to AY08-09
- First UAF online degree program – ABUS

RAHI

- RAHI II, Next Step – fourth year of funding for ten students to perform genetic research. Secured significant external funding, as expenses rise and regular funding decreases

- Faculty, student and staff awards, competencies, regional/national/international recognition:

DANSRD

- Kay Thomas received Staff Make Students Count award.
- Gail Staudinger received Peggy Wood award.
- Professor Jordan Lewis received Dennis Demmert Appreciation and Recognition award.
- RD BA student Barbara Blake received Grey Tilly award for outstanding, non-traditional student; named Outstanding Program Student of 2010 by both Rural Development and Tribal Management departments.
- Jenny Bell-Jones completed MA degree with 4.0 GPA after having completed both AAS and BA degrees, with 4.0 GPA.

**B2. End Results and Strategies**

List end results, strategies, targets, etc, in the table below for the period July 1, 2009 to June 30, 2010, based on the 2010 AUP. Add rows as needed.

DANSRD

End Result:	Strategies to Achieve End Result	Target(s):	Measure(s):	Status:	Budget Impact
Complete RD/ANS merger	Assign courses Hire faculty Develop distance delivery schedule		Provide 3 year course rotation	Completed	\$216,900

Increase access to degrees	Deliver ANS degree by distance		Approval by NWCCU	Completed	
Exceed 2010 Unit Plan goals	Recruit students; department outreach that encouraged non-majors to explore Rural Development courses		Increase student credit hours, completions, enrollment	Student credit hours increased by 10% over target Completions/graduations increased by 25% over target UG and Graduate enrollment increased by 80% over target	
Improve academic advising	Centralize function			Completed	

CDE

<b>End Result:</b>	<b>Strategies to Achieve End Result</b>	<b>Target(s):</b>	<b>Measure(s):</b>	<b>Status:</b>	<b>Budget Impact</b>
Improve online student service	Hire full time Learning Management System Coordinator	Provide consistent LMS services and support to both Faculty and Student	Less trouble tickets related to LMS	Position filled and project ongoing	\$75,000
Establish Online Tribal Management Degree	Hire full time Instructional Designer	Working with IAC faculty on program development	Develop 3 tribal management courses per year	Position filled and project ongoing	\$90,000
Increase Student Success Rate	Pilot the new CDE pay model	Focus on student learning path and experience	Overall student success rate increase compared to prior year.	Ongoing	\$55,000
Increase CDE internal efficient and effective	Fill CDE associate director position	Align CDE organization with proper management	Increase student service capacity and hours	Ongoing	\$55,000

HP

End Result:	Strategies to Achieve End Result	Target(s):	Measure(s)/Assessment(s):	Status:	Budget Impact
Accomplished Goal 1: Increased number of rural and Native Alaskan students enrolled in Rural Health Programs	Targeted student support with Student Success Coordinator and Distance Technology Coordinator; Targeted tuition support for each student in need; Supported and trained faculty; marketing efforts. Added Health Plan of Study for Tech Prep.	Meet or beat last year's target of 660 students  Increase access for high school students to rural health programs.	Served 982 students a 67% increase from last year-an increase of 322 students (and up from the 96 students in 2003). NOTE: This is a duplicated count-one student taking multiple courses. In addition to 1 Summer Academy we also offered 2 Winter Academies and several Tech Prep options to rural high schools.	Each program saw an increase:  RHS- 66 students HUMS- 68 Allied Health-205 CHAP-7 in courses, 200 in advising and 11 Graduates!  High School-81	
Goal 2: Increase the availability of Tech Prep into rural high schools	Increase the Articulation agreements to rural school districts  Offer Health Plan of Study for articulated high schools.	Currently there is 1 district with a tech prep agreement. Increase this to 4 by the end of the school year. All four school districts will have at least 1 high school signing up for the Health plan of study.	Hire a Tech Prep Coordinator for CRCD to help pull the groups together. Position has been filled and has begun to work across the State and with the TP Consortium on Tech Prep issues.	There are numerous school districts now working on Tech Prep agreements.	

<p>Goal 3: Test, pilot and improve distance education opportunities.</p>	<p>Piloting an online registration this Fall 2009-03.</p> <p>Provide and pilot two health courses for tech prep delivered via distance technology to remote high schools.</p>	<p>Increase the enrollments for rural students who register via mail or phone to online.</p> <p>Offer, register and complete 2 courses by the end of this school year targeting rural high schools.</p>	<p>Online Registration was fully implemented this fall 2010-03. We entered into an MOA with CDE to convert all the Allied Health courses into asynchronous course delivery over this next year. 5 will be available for fall 2010-03.</p>	<p>All of the asynchronous courses have full enrolments!</p> <p>2 Courses were delivered to rural sites to 14 students –they did not do well in those courses so we are revamping them.</p>	
<p>Goal 4: Seek funding for support of Behavioral Health students</p>	<p>Find appropriate grants, foundations or other funding partners to write for funds.</p>		<p>Receive a tuition only grant from State DOE that allows us to fund males in unusual occupations (health and behavioral health qualify).</p>		

<p>Achieved Goal 5 in providing professional development opportunities for health faculty, and to share opportunities with greater UAF community when possible.</p>	<ol style="list-style-type: none"> <li>1. Distance Technology Coordinator provided one on one assistance to each faculty within Health Programs for course or direct support.</li> <li>2. Most faculty have attended ITeach.</li> <li>3. Update each Distance Course each year for latest enhancements to facilitate learning objectives.</li> <li>3. Embed cohort courses with technologies to improve those students access to other resources as they progress through programs.</li> </ol>	<p>Mentor 100% of our faculty with Distance Technology.</p> <p>Enhance 100% of our courses (face to face or distance) with technologies that will better enable student connectivity to UAF.</p> <p>Improve faculty turn around in course communication to each student.</p>	<p>Measured through: student complaints (or lack of),</p> <p>course completion rates,</p> <p>Faculty stress or satisfaction.</p>	<p>When we get student complaints we respond immediately to fix the situation. There has been a steady decrease in hand holding and in complaints each year.</p> <p>Course completion rates have been steady or going up each year.</p> <p>We respond to faculty concerns as quickly as we do to student concerns. Some issues have been hard to fix (break-ins at the Anch. Site for example).</p>	<p>As we lose access to tuition dollars it is becoming increasingly more difficult to send faculty to training opportunities.</p> <p>One faculty went to ITeach.</p> <p>All faculty had in house training from the Distance Technology Coordinator.</p>
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ECE

End Result:	Strategies to Achieve End Result	Target(s):	Measure(s):	Status:	Budget Impact
<p>Higher attendance of summer intensives</p>	<p>Directly working with state Head Start agencies / supporting their federally mandated educational needs for Certificates, AAS and BA Degrees</p>	<p>A target enrollment of 75 Early childhood students F11.</p>	<p>enrollment</p>	<p>In summer of 2009, UAF enrolled 65 early childhood students in summer intensives</p>	<p>Higher tuition revenue</p>

### B3. Analysis of Performance Metrics and Supporting Data

Unit data will be provided by the UAF Office of Planning, Analysis and Institutional Research (PAIR). Respective data reports will be available at <http://www.uaf.edu/pair/performance-data/> for your use by July 30, 2010. Units may also include additional unit-specific performance data at the end of the section. Please use the same format in reporting unit-specific performance data. Please write a brief data analysis that incorporates the following aspects, where applicable:

#### **Data Review**

- Evaluate the differences in final numbers as compared to your unit targets. Did your unit meet its stated goal? Why or why not?

DANSRD: Goals were exceeded.

CDE: Performed well predicted. The total enrollment number continues to grow above double digit – 10.5%, mainly due to the overall student needs on more flexible course offering and 24/7 access learning environment. 24 additional online courses have also been added with very good success.

HP: Health Program met all of its goals as noted above. Despite some turn over, the team feels committed to their work and prides themselves in what they do. This is reflected in positive interactions with students and overall to each other. Steps taken to keep us moving in a positive direction:

- Training is encouraged to everyone especially when identified in performance evaluations
- Everyone is encouraged to have stretch goals on their work plans
- Everyone has input on reports and grants so they all know what we are working on and why

- Discuss data trends, both positive and negative.

DANSRD: In units of small size and considerable complexity, results are volatile and trend data are virtually useless. The stratagem most effective in improving, for example, numbers of students, is outreach by department members and satisfied students.

CDE: As we discover, students demand more online programs and courses. Finally, CDE began working with UAF colleges and schools to establish online programs. We will offer the first online degree – ABUS in Fall 2010. We have also continued our quality improvement program to provide the best online learning environment to increase student success.



HP: Our program enjoys the fact that this is a high need industry so it is relatively easy to find willing partners both at the regional campuses and with regional partners. Most enjoy working with our team to see student successes both on the job and in school. The economic stressors have slowed down some of the progress students had planned on but when we find tuition dollars to help subliminate what they have or their employers can give it makes the process better all around.

- Indicate whether or not the targets should be adjusted for future years in light of trends.

DANSRD: See above.

CDE: We will continue to grow in the next several years and begin offering online degree completion programs. We have to be able meet student needs and react much more quickly. Students will find a way to get the degree via online either through CDE or not. We will continue to establish close working relationship with each school/college to meet state audit requirement and bridge high school students to UAF through the Governor Performance Scholarship.

HP: Our ability to grow student numbers in light of the severe economic issues facing rural communities will continue to be a challenge. Careful management of grant dollars or programs that help us partner for students appears to help.

### **Strategies**

- Reflect upon key unit strategies initiated over the last year – which ones worked and which ones returned results that did not meet your expectations. Please explain. Take careful note of this critical piece as it plays an important role in the university's overall PBB evaluation.

DANSRD: Our approach to increase numbers of student credit hours and completions worked well last year.

CDE: In FY11, CDE will collaborate on several online degree programs that will include: Bachelor of Emergency Management with SOM, Bachelor of Psychology with CLA and Health Endorsements with Behavior Health. It will provide ownership to all stakeholders that will help CDE focus on how to provide the best service and support to UAF students.

HP: Student Success coordinator has helped tremendously as we have begun to create a tracking system that works with the new University degree works system. This individual keeps an eye on each student and directs them toward a completion goal and helps them find measurable results (and us too!).

Adding the Occupational Endorsements gives rural students a reachable stepping stone and encourages them to make that goal and then start onto the next goal. The Summer Academies targeting rural students has proven to be an excellent platform to engage students, not only in health careers, but more importantly into leadership and/ or college directions. With our Student Success Coordinator we are able to keep tabs on these youth to help them along or see where they go. Adding the Tech Prep Health Plan of Study for rural students has already created a whirl of activity even before the program is fully engaged. Partnering with AK DOL has not been as fruitful as hoped-at least this first year. With grant dollars we have been able to get students funded in health career courses and engaged in a pathway. AK DOL has not yet been able to qualify more than 3 students the entire year. The good news is it is making AK DOL evaluate their system to see why.

- If there is a formal plan (e.g., Enrollment Management Plan) that is strongly related to a particular performance criteria, discuss any evidence that the plan is or is not achieving its objectives, and if not, any changes implemented or planned.

DANSRD: Our intention is to increase outreach efforts but a significant approach we hope to implement depends on additional resources and is described in the following section.

CDE: We will focus on decreasing NB and incomplete practice by adopting new procedures and policies. We will continue communicate with CDE instructors on what is the best practice on distance education hence providing the best online learning environment.

HP: Our enrollment plan is multi-part with the student success coordinator following each student, the Distance Technology Coordinator helping both student and faculty maintain strong communication while reducing technology issues. The program manager ensures tuition dollars and student support dollars are spent in a timely way to best support registration into courses that meet their learning objectives. It has taken awhile to get all the players working in the same direction but we can see measurable results with students finishing courses strongly and continuing on to complete programs.

### ***Resources and Reallocation***

- Were there any resources allocated or reallocated to support achievement of your unit's targets and strategies? If so, please explain.

CDE: Funding was reallocated internally to support a Learning Management Coordinator and one additional Instructional Designer.

HP: Grant dollars are targeted to support faculty and students with technology, tuition and travel expenses.

- Are any areas of achievement suffering from a resource (re)allocation that additionally impacts other metrics?

DANSRD is seeing above expected demand of RD MA applicants and we attribute this to the success of our BA graduates who are striving to continue their education in the RD program. The current challenge, however, is increasing the number of BA degree students in both RD and (especially) ANS. Our approach to this challenge is to offer seminars which present opportunities for educational advancement and recruitment. This area where additional resources are requested is for student travel to attend leadership seminars which aids in recruiting and retaining students in the program by attending these face to face leadership seminars. As many of our present and potential distance students reside in rural Alaska, travel costs to attend seminars are definitely a hardship in addition to the costs of their tuition. Additionally, because many of our students are only able to take courses on a part-time basis due to their full time work commitment, no financial aid is generally available to cover their financial costs. Additional resources for student travel in the amount of \$90,000 would strengthen this area and help to increase recruitment and retention of BA students.

Along with the merger of the Alaska Native Studies program comes the responsibility to organize the annual Festival of Native Arts, which is in nearly its 40<sup>th</sup> iteration and which has become UAF's most comprehensive and attractive outreach to Alaska's Native peoples. Our challenge is to expand this event from its present unique focus on traditional dance and marketing of crafts into an event that is fully reflective of the university's pride in its mission to rural and Native Alaska. This can be done by adding a Native American film festival, a series of demonstrations and workshops in each of the fine and performing arts and life skills by premiere Native practitioners, and a series of traditional knowledge transmissions by distinguished wisdom keepers. Additional resources of \$180,000 are required to accomplish this.

Outreach and rural representation of DANSRD programs require the addition of FT faculty permanently assigned to Kodiak, Nome-Kotzebue, and Southeast Alaska. This requires an additional \$275,000. Establishment of an equivalent faculty position in the Alaska Native Studies program for an Alaskan Native elder-scholar requires an additional \$150,000. This position, which is central to the re-vitalization of the ANS program and to the attraction of new students, would be offered on a two-year term basis to a succession of distinguished elders who would operate as do visiting scholars, guest-lecturing, and writing.

December 18, 2011 marks the 40<sup>th</sup> anniversary of ANCSA and a major celebration by UAF is under consideration. DANSRD proposes a week-long seminar/colloquium which would focus on the act and which would be scheduled in conjunction with campus events. Additional resources of \$50,000 are required.

- Of all your strategies, which is your most critical for unit success and is it in need of additional resources in order to make it successful?

CDE: An additional academic advisor and faculty liaison position will be necessary in order to continue to improve faculty services, student success and retention rate. \$100k is requested.

HP: The tracking of each and every student by one of us (admin., faculty, student success coordinator or Distance Technology Coordinator) is absolutely the key. Since the unit is getting reorganized this is most likely a mute question.

### Community Campus Academic Unit-Level Historical Performance and Targets

Line No	Performance Metrics and Supporting Data Reporting Period: FY10 (July 1, 2009 to June 30, 2010)	Historical Performance					FY11 Target		FY12 Target
		FY06	FY07	FY08	FY09	FY10	Current	New	
1	Student Credit Hours Generated (ex. 500-level)	25,203	24,210	25,950	26,361	29,237		32,000	35,000
2	High Demand Job Academic Awards	10	16	10	9	15			
3	Undergraduate Student Persistence								
4	Undergraduate Enrollment	60	64	80	70	77			
5	UA Scholar Enrollment	263	246	303	346	378			
6	Unit Enrollment Management Plan								
7	Student Learning Outcomes Assessment								
8	Non-credit Instructional Productivity Units (NCU) Delivered	0	0	0	24	0			

**B4. Publications in refereed journals/periodicals**

Please use EndNote to report publications for CY2008. The download is available at: <http://www.alaska.edu/keys/#Windows%20installers>, or <http://www.alaska.edu/keys/#Macintosh%20Installers>. Include the information as an attachment when you submit the AUP.

DANSRD

School, College or Institute	Publication	Title	Lead author (last name, first initial)	Co-author(s)	Publication Date
CRCD	Final Report 06-252	Traditional Ecological Knowledge and Biological Sampling of Non-Salmon Fish Species in the Yukon Flats Region, Alaska.	Koskey, M.		2009 by Fisheries Information Service, USFWS Office of Subsistence Management, Fisheries Monitoring Program, Anchorage, Alaska

School, College or Institute	Publication	Title	Lead author (last name, first initial)	Co-author(s)	Publication Date
CRCD	Dissertation	Cultural Activity and Market Enterprise: A Circumpolar Comparison of Reindeer Herding Communities at the End of the 20 <sup>th</sup> Century.	Koskey, M.		2010 by Lambert Academic Publishing. Saarbruken, Germany

School, College or Institute	Book/Chapter(s)	Title	Lead author (last name, first initial)	Co-author(s)	Publication Date
CRCD	The Adventures of Yaabaa Teeshaay	Fore word	Koskey, M.		2010 by Alaska Native Knowledge Network

School, College or Institute	Book/Chapter(s)	Chapter Title	Lead author (last name, first initial)	Co-author(s)	Publication Date
CRCD	Living Our Cultures-Sharing Our Heritage: The First Peoples of Alaska	Sugpiaq	Pullar, G.		2010 by Smithsonian Books
School, College or Institute	Book/Chapter(s)	Chapter Title	Lead author (last name, first initial)	Co-author(s)	Publication Date
CRCD	Alaska Native Education: Views from Within	Aleut/Alutiiq Region: Cultural and Intellectual Property Rights	Pullar, G.		2010 by Alaska Native Knowledge Network
School, College or Institute	Journal/Publication	Title of article	Lead author (last name, first initial)	Co-author(s)	Publication Date
CRCD	Ethnography and Education	Insiders and outsiders: From dualism to continuum	Parker, J.	<b>John, Theresa</b>	In Press
School, College or Institute	Journal/Publication	Title of article	Lead author (last name, first initial)	Co-author(s)	Publication Date
CRCD	Inuit Studies Report	Oral Traditions and Indigenous Development in Rural Alaska	Knecht, R.	<b>John, Theresa</b>	In Press
School, College or Institute	Journal/Publication	Title of article	Lead author (last name, first initial)	Co-author(s)	Publication Date
CRCD	Canadian Journal of Native Education	Nutemllarput: Our Very Own	John, T.		In Review

School, College or Institute	Book/Chapter	Chapter Title	Lead author (last name, first initial)	Co-author(s)	Publication Date
CRCD	Living Our Cultures-Sharing Our Heritage: The First Peoples of Alaska	Wright, M. listed as Contributor to book	Crowell, A-edited by	Worl,R.; Ongtooguk,P.;Biddison,D.	2010 by Smithsonian Books
School, College or Institute	Journal/Publication	Title of Article	Lead author (last name, first initial)	Co-author(s)	Publication Date
CRCD	Journal of Australian Indigenous Issues-Special Issue World Indigenous Peoples' Conference on Education Conference Proceedings	That's Just Our Way	Wright, M.		2009 by Centre for Australian Indigenous Studies, Monash University, Churchill, Victoria, Australia
School, College or Institute	Book/Chapter	Chapter Title	Lead author (last name, first initial)	Co-author(s)	Publication Date
CRCD	Alaska Native Education: Views From Within	The Circle We Call Community	Wright, M.		2010 by Alaska Native Knowledge Network
School, College or Institute	Book/Chapter	Chapter Title	Lead author (last name, first initial)	Co-author(s)	Publication Date
CRCD	Alaska Native Education: Views From Within	Aspects of Silence: When Do Traditions Begin?	Wright, M.		2010 by Alaska Native Knowledge Network
CRCD	The Alaska Reader Book	Living in the Arctic	Wartes, D.		September 2009

**B5. Occurrences of applied research benefiting Alaska**

DANSRD

School, College or Institute	Project Title	Project Status (complete, active,	Description of contribution to the state of Alaska	Indicate if project is collaborative w/ AK
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		awarded, proposed)		Native or rural groups and/or involves traditional knowledge*
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Each faculty member provides service to the university, to the profession, and to the public. This public aspect takes many faces, the most obvious of which can be seen in unpaid organizational positions such as:

\*Gordon Pullar: Board of Directors, Alutiiq Heritage Foundation (Alutiiq Museum, Kodiak); Kodiak Island Repatriation Commission, Alutiiq Museum and Archaeological Repository; Native American Advisory Group, Advisory Council on Historic Preservation (Smithsonian Institution); Tangirnaq Native Village (Woody Island) Tribal Council President; Alaska Native Advisory Board of the Indian Law Resource Center; Editorial Board of the Center for World Indigenous Studies' Fourth World Journal; Advisory Committee for Anchorage Museum/Arctic Studies Center/Smithsonian Institute

\*Miranda Wright: Board of Directors, Doyon, Limited; community advisory board, Holland America/Westours; Board of Directors, Doyon Development Corporation; Native American Advisory Group, Advisory Council on Historic Preservation (Smithsonian Institution); Presented at AISES Region I Conference on the role of Indigenous women; Presented research: "Toward an Understanding of Sustainability in Alaska Native Communities" at the Alaska Anthropological Association annual conference; Served on planning committee and as facilitator for an indigenous leaders conference: Looking East: a discussion of leadership across generations.

\*Dixie Dayo: Bean Ridge Corporation of Manley Hot Springs multi-term president.

\*Theresa John: Board of Directors, Alaska State Council on the Arts; Chair of ASCA's Traditional Native Arts Panel.

\*Mike Koskey: Organized and participated in Yukon Flats Culture and Wellness Camp in which traditional knowledge, scientific knowledge, and healthy life ways are taught, alongside traditional fishing activities. Participated in Quinhagak Archaeological Project 2010 field season under direction of Dr. Rick Knecht, University of Aberdeen, U.K. Included community involvement and organization, excavation, and analysis of significant Yup'ik archaeological site dating from ca. A.D. 1300. Completed project "Traditional Ecological Knowledge and Biological Sampling of Non-Salmon Fish Species in the Yukon Flats Region," including interviews, surveys, statistical analysis, public presentations, analytical report on changing cultural practices and biological health on non-salmon fish. Ongoing project, "Ethnographic Overview and Assessment of the Yukon-Charlie Rivers National Preserve," including interviews ethno-historical research, archival research, local hires, graduate student and research assistant hire, and drafts for publishing, focusing on peoples of Central, Circle, and Eagle, Alaska. Also presented on Alaska Native cultures to groups such as elementary school students and Holland America tour guides.



\*Mike Davis, Joli Morgan, and fifteen Rural Development undergraduate and graduate students: attended the United Nations' Conference of Parties (COP 15) in Copenhagen where they gave several presentations and poster sessions about climate change in Alaska and also volunteered their assistance in the World Wildlife Fund's information tent.

In addition, DANSRD students undertake senior and graduate projects which are required by our program and which this year have benefited communities as follows:

### SENIORS

\*Cheri Johansen saw that people in need of help were not always aware of what help was available and how it could be accessed. Her senior project was a users' guide to all community resources in Dillingham (churches, disability services, employment training, emergency services, food and clothing assistance, medical and mental health services, public assistance, senior services, tribal services, etc) which included locations, contact numbers, etc.

\*Beatrice Grewal recognized the increase of cancer in rural communities. Her senior project was a brochure targeted at residents of small, isolated, medically underserved communities that provides information about colorectal cancer and its detection and encourages regular examination.

\*Sven Paukan's tribal council was sometimes encumbered in its work and deliberations by an outdated constitution. For his senior project, he rewrote and updated the constitution and the code of ordinances for his Native Village of Algaaciq (St. Mary's), submitted it to the tribal council, and worked with them through several revisions to its acceptance and implementation.

\*Charlene Lopez developed an architectural plan, a business plan, an approach for fund-raising and cost sharing among organizations, and an events and activities program for an envisioned (and long-needed) Dillingham Community and Visitors Center.

\*Lisa Haugen developed a similar plan for The Unalakleet Athletic Club.

\*Janelle Fritze, working as a peer advisor in the Rural Student Services Department, developed An Outlook for First Timers: What You Need To Know, But No One Will Tell You, to guide freshmen and other students new to the Fairbanks Campus.

\*Barbara Blake was well-served by her own internships, but knew that few students were aware about--or took advantage of--such opportunities. She developed an "Alaska Native Internship Resource Guide" which included a "philosophy of interning," a rationale for participation in internships, sections on "frequently asked questions" and her personal experiences in several intern positions and, finally, an inventory of nearly 200 attractive and available intern situations.

**GRADUATE STUDENTS**

\*Marci Cornell saw that it was often the case that programs, businesses, and organizations in small communities purchased expensive software packages that served them poorly. Her MA project provided an overview of software and a guide to help purchasers "get the right stuff the first time."

\*Karen Petersen's Prince of Wales Island community, Craig, had made a major investment in a wood fired boiler system seeing it as a sustainable alternative to their petroleum-based system. Karen's study examined the process which led community planners to their decision, compared the costs of the petroleum and wood systems (and found that a cost savings had been achieved), and identified factors which should be considered by other communities that might be considering such a change.

\*Jenny Bell-Jones developed a course that better educates students and others on subsistence and which is now being offered as a course.

\*This information is being collected as an *Indicator* for UAF's NWCCU accreditation reporting.

**B6. Comparative scores of students who take professional exams**

List examination scores:

School, College or Institute	Examination Type	Test Date	# of UAF Students Tested	UAF Pass Rate	National Pass Rate

**C. End Results and Strategies – FY 2011**

**C1. End Results Table**

Complete the table below for the period July 1, 2010 to June 30, 2011. Add rows as needed. For each end result, identify the applicable core theme(s) listed below.

- A. Educate: Undergraduate and Graduate students
- B. Discover: Through Research, Scholarship, and Creative Activity, including an Emphasis on the North and its Peoples
- C. Prepare: Alaska’s Career, Technical, and Professional Workforce
- D. Connect: Alaska Native, Rural, and Urban Communities through Contemporary and Traditional Knowledge
- E. Engage: Alaskans via Lifelong Learning, Outreach, and Community and Economic Development

CDE

End Result:	Theme	Strategies to Achieve End Result	Target(s):	Measure(s):	Status:	Budget Impact
Increase Student Success Rate	Adopt new CDE QIP and CDE new pay model	Increase the student success rate by 7%	Decrease NB and incomplete by 10% compared to FY 10	Ongoing	\$170,000	Increase Student Success Rate
Develop online programs	Provide ownership to department and hiring additional instructional designer	Offer one to two BA degrees complete online	Develop course development schedule for each program	Ongoing	\$100,000	Develop online programs
Provide additional services and support to online faculty	Split Faculty liaison and academic advisor position	Establish faculty professional development modules	Increase faculty interaction with peers and students	Ongoing	\$100,000	Provide additional services and support to online faculty
Expand Faculty development to all UAF academic units	Acquire additional development and training facility	Provide 4 two days training sections	Reach 5% of UAF faculty by end of FY11	Ongoing	\$35,000	Expand Faculty development to all UAF academic units

HP

End Result:	Strategies to Achieve End Result	Target(s):	Measure(s)/Assessment(s):	Status:	Budget Impact
Goal 1: Increase number of rural and Native Alaskan students enrolled in Rural Health Programs	Targeted student support with Student Success Coordinator and Distance Technology Coordinator; Targeted tuition support for each student in need; Supported and trained faculty; marketing efforts.				
Goal 2: Increase the availability of Tech Prep into rural high schools	Increase the Articulation agreements to rural school districts  Offer Health Plan of Study for articulated high schools.	Currently there is 1 district with a tech prep agreement. Increase this to 4 by the end of the school year. All four school districts will have at least 1 high school signing up for the Health plan of study.			
Goal 3: Test, pilot and improve distance education opportunities.	Piloting an online registration this Fall 2009-03.  Provide and pilot two health courses for tech prep delivered via distance technology to remote high schools.	Increase the enrollments for rural students who register via mail or phone to online.  Offer, register and complete 2 courses by the end of this school year targeting rural high schools.			

Goal 4: Seek funding for support of Behavioral Health students	Find appropriate grants, foundations or other funding partners to write for funds.				
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DEV

End Result:	Theme	Strategies to Achieve End Result	Target(s):	Measure(s):	Budget Impact	Anticipated start date
Successful preparation of the Alaska workforce	A	To meet the anticipated need for reading courses in the mandatory placement requirement registration blocks that will soon be implemented, we will have course sections required to address these placements. This position meets the fundamental need of entering freshmen and non-traditional students in need of these skills to succeed in their academic goals.	We are currently piloting a term position in anticipation of the need, funded by the college.	SCH. Based on the experience of the coming year, we will have a better idea of the growing need for this position to meet demand.	\$52.4	Recruiting

### D. Long Range End Results and Strategies – FY 2012 and Beyond

#### D1. Long Range End Results Table

Complete the table below. For End Results with an anticipated start date of 2012, the results should be in line with budget requests for FY2012. Add rows as needed. For each end result, identify the applicable core theme(s) listed below.

- A. Educate: Undergraduate and Graduate students
- B. Discover: Through Research, Scholarship, and Creative Activity, including an Emphasis on the North and its Peoples
- C. Prepare: Alaska's Career, Technical, and Professional Workforce
- D. Connect: Alaska Native, Rural, and Urban Communities through Contemporary and Traditional Knowledge
- E. Engage: Alaskans via Lifelong Learning, Outreach, and Community and Economic Development

<b>End Result:</b>	<b>Theme</b>	<b>Strategies to Achieve End Result</b>	<b>Target(s):</b>	<b>Measure(s):</b>	<b>Budget Impact</b>	<b>Anticipated start date</b>
An increment for a high demand program expansion. Obtain other ½ of funding not received in FY10.	A C	The RHS Cohort model is an intensive learning environment that requires two instructors for each session.		Student Credit Hours: 292 credit hours (from this position). As a distinct designator RHS program enrollment is easily tracked.	\$40.8k	Position currently filled
Increment for a high demand program expansion.	A C	The steps have been taken to add a fourth concentration to the Child Development and Family Studies BA program to be developed around infant and toddlers. With the Infant/Learning, home visiting and Head Start expansions into the 0 – 3 age group, we will be answering the call to provide course work within an additional demand area of early childhood		SCH / Retention: Federal Head Start regulations require that 50% of all lead teachers have a BA degree by September 30, 2013 and that all other classroom teachers have an AAS degree in Early Childhood Education. This consistently keeps our programs in high demand.	\$144k	Positions currently filled
Successful preparation of the Alaska workforce	A	With 2010 implementation of the Faculty Senate motion for mandatory placement into reading courses, the Department of Developmental Education predicts a large number of students in need of reinforcement in reading skills. This demand will require faculty to cover the anticipated need.	We currently are piloting a term position in anticipation of the need, funded by the college.	SCH. Based on the experience of the coming year, we will have a better idea of the growing need for this position to meet demand.	\$52.4	Recruiting

Increase the development of online courses and programs to meet student demand.	A C D E	For Fall Semester 2009, CDE offered 90 online courses. For Fall Semester 2010, CDE will offer 124 online courses. This represents an increase of 38%. The rapid expansion of online courses coupled with CDE's implementation of more stringent quality standards threatens to exceed the capacity of instructional design staff in the near term.		SCH	\$78.3k	Recruiting
Position is critical to faculty development in the field of distributed teaching and learning as emerging technologies and contemporary pedagogy change yearly.	A B C D E	CDE is in a unique position of working with faculty from many UAF departments. As CDE expands, it has become apparent that a central point of communication and advocacy is necessary to promote course quality and student success by providing more support and services to CDE instructors.		Teaching and Learning for Student Success.	\$71.5K	Not filled.

**D2. Top three challenges for FY2012**

Identify the top three challenges confronting the unit for the period July 1, 2011 to June 30, 2012. These challenges must be directly related to the unit's FY2012 budget request.

Challenge 1: Health Programs faces budget constraints from dwindling and threatened grant funding for retention of program faculty and staff. The unique Rural Human Service Program is built on Alaska Native traditional values. The program validates respective traditions to facilitate the healing of peoples in rural Alaskan communities.

Challenge 2: Early Childhood Education Program also faces budget constraints from grant funding. Without success of providing education within these program areas, various Head Start grantees may very well lose the funding for programs that provide crucial pre-school educational requirements within our state.

Challenge 3: Rural College programs and units continue to experience substantial growth. Funding currently being used to lease additional facilities is expensive. We are currently leasing space for CDE, ECE and HP. Planning efforts need to be included in the six-year capital plan for new facilities.

**D3. Use of unanticipated funds**

Specify what the unit would do with additional funds, should they be made available later in FY2012. Activities must support the FY2012 budget request.

The FY12 operating budget request includes general fund support for RC Health Programs in the amount of \$40.8K for a Rural Human Services (RHS) faculty position. The RHS program reaches the members of our most remote Alaskan rural communities by educating their natural healers. Only half of the position was funded in FY10 and this will replace the other half currently on soft funding.

The FY12 operating budget request also includes support for the Early Childhood Education (ECE) Program in the amount of \$144K for an ECE program faculty and student services coordinator position.

CDE: Increase Student Success Rate – GF Funding needed \$160,000 to cover additional cost of new pay model; Develop online programs – GF Funding needed \$100,000 to hire one more instructional designer; Provide additional services and support to online faculty – GF Funding needed \$100,000 to hire Faculty Liaison position; Expand Faculty development to all UAF academic units – GF Funding needed \$200,000 to acquire additional 1200 square feet development and training space and educational technology equipments.

**E. Additional Information**

**E1. Unit Unmet Needs**

Identify unmet unit needs that could be supported through private, non-governmental funding, such as donors, foundations, etc.

DANRD’s student seminar expenses (travel, lodging, meals, presenters, etc.) could be supported through private donors or other funding sources. Additional tuition support for all Developmental Education courses.

RAHI

**E2. Major Capital Investment Priorities and Space Needs**



In order to better connect academic and research priorities with capital investment planning, identify the unit's highest priority facility needs, if any, for consideration in the six-year capital plan. Units should also describe any other significant facility or space management issues in this section. Be sure to show the linkages between facilities needs and unit End Results.

CRCD DANRD and Health Program rents space in both Fairbanks and Anchorage. Having less expensive space with better infrastructure for communication would be very useful!

CDE: Expand Faculty development to all UAF academic units – GF Funding needed \$200,000 to acquire additional 1200 square feet development and training space and educational technology equipments.