Community Campuses
(all community campuses and UAF CTC, UAA CTC and UAS SoCE)
Team Presentation

Charge: Develop and review options for organizational restructuring to include but not limited to consolidation under a single administration or increased integration with regional universities that support increased enrollment and student attainment in high demand (Career and Technical Education, CTE) fields, lower tuition rates, and other means as identified by the team.

Scope: Administration of community campuses
(including OEC, Certificate, Associate's programs).

Goals: Meet 90% of projected labor market demand in CTE by 2025, reflective of the AAS', OEC's and Cert's produced at all campuses - not only for the community campuses.

UA Strategic Pathways
January 18, 2017

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Key Stakeholders

- Students
- Faculty
- Staff
- Executive Leadership
- Communities
- Employers

- Parents
- Alumni
- Legislators
- K-12 System
- Industry, Government and Non Profit Partners

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Options

Option 1 – Consolidation Under a Single New Stand-Alone Administration

Option 2 – Consolidation Under a Single Administration in an Existing University

Option 3 – Increased Integration with Regional Universities

Option 4 – Community Campuses Become Learning Centers

Option 5 – Create Community Campus Partnerships to Establish Tribal Colleges

Option 6 – Enhanced Collaboration and Alignment Among Community Campuses Across UA System

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Option 1: Consolidation Under a Single New Stand-Alone Administration

This would establish a stand-alone Community Campus System housed under UA Statewide like the other three universities. This system would house all OEC, Certificate, and Associate's degree programs.

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Option 1: Pros and Cons

Pros

- One major administrative unit focusing on CTE
- Focuses other universities missions more narrowly
- Opportunity for statewide collaboration
- Opportunity to reengineer processes and procedures
- Improved morale for the employees who see themselves a bit disenfranchised in current university system
- Could develop and implement some degree programs more quickly
- Clearer pathway to for students seeking 1 & 2 year programs
- Reduces competition amongst community campuses

Cons

- Major disruption and increase to staff, faculty, and administrative workloads from re-organizing to this model
- While re-organizing, reduced capacity to innovate and capitalize on other opportunities
- Could create more barriers to specific collaborations amongst universities and new major administrative unit
- Reduced morale for employees who value the integrated community college/university mission
- Reduced enrollment for existing three universities
- Removed faculty and programs from some existing departments/colleges
- Increases competition for enrollments & credit hours (tuition revenue)
- Potential for perception of community campuses not providing pathway to 4 year degree programs at universities
- Implementation timeline 3-5 years
- Workload increases from huge governance changes
- Dilutes community connection to the existing universities
- Some student support programs would need to be duplicated
- Stakeholders feeling of loss will be remembered at least as long as the merger has been
- High difficulty to determine which integrated faculty and programs to move into the new major administrative unit (e.g., do all UAA AAS health programs move? which faculty move with the AA? which faculty move with UAS Bachelor of Arts in Social Sciences?)
- For the universities that have integrated programs across their university and between all their campuses, significant gaps would exist for their program offerings
- Public perception of increased costs and increased administration of new organization

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Option 2: Consolidation Under a Single Administration in an Existing University

This option would take all of the community campuses, including the CTCs (UAA and UAF) and SoCE (UAS), from each university and merge under an existing university. This would pull the Career and Technical educational mission into one of the three universities.

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Option 2: Pros and Cons

Pros

- One university focusing on CTE
- Focuses other two universities missions more narrowly
- Opportunity for statewide collaboration
- Lead university would have benefit of increased matriculation to their schools
- Opportunity to reengineer processes and procedures
- Reduces competition amongst community campuses

Cons

- Major disruption and increase to staff, faculty, and administrative workloads from re-organizing to this model
- While re-organizing, reduced capacity to innovate and capitalize on other opportunities
- Reduced morale
- Implementation timeline 3-5 years
- Workload increases from huge governance changes
- Dilutes community connection to non lead universities
- Increases competition for enrollments & credit hours (tuition revenue)
- Stakeholders feeling of loss will be remembered at least as long as the merger has been
- Non-lead universities would see fewer matriculating students
- High difficulty to determine placement for which university gets the CTE leadership
- For the non-lead universities that have integrated programs across their university and between all their campuses, significant gaps would exist for their program offerings

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Option 3: Increased Integration with Regional Universities

Budgets, faculty supervision, course and program offerings consolidated at university department-level, not at community campus level. This approach would further imbed the community campus mission into the broader university mission. This option would remove some programs housed at the community campuses and move them to departments at the regional home university. Programs unique to community campuses with adequate staffing to function as departments could remain as independent departments on the community campuses. Increased integration means budget, faculty supervision, scheduling, and support functions such as financial aid, registration, etc., would be at a regional university and would result in local campus layoffs; and salary savings would need to pay for hiring new people at regional universities.

Option 3: Pros and Cons

Pros

- Potential for increased collaboration
- Increased coordination could result in more efficient use of resources
- Perception of cost savings due to senior administrative reductions
- Differences in faculty cultures between main campus and community campus may be ameliorated with potential for expanded scope of practice for faculty
- Improved morale for those who wish to be more integrated in their regional universities

Cons

- Loss of ability to be flexible and responsive to community needs
- Integrated department model may limit teaching assignments for community campus faculty
- Likely result in rural site students having access to fewer local (face-to-face) courses
- Scheduling of courses made by non-local administration could result in less choice of courses and offerings not based on community needs since the universities are not in the community campus area
- Regional scheduling coordination over a large university will be time consuming
- Limited benefit from administrative salary savings would likely be needed for the additional university staff
- This will not be embraced by local and state elected officials. Many still speak very negatively about the merger and how it has diluted the "community college mission."
- Major negative morale issues, most of the staff, faculty, and community
- Differences in faculty cultures between main campus and community campus may be exacerbated
- Communities will feel disenfranchised
- Municipal and partner funding will be negatively impacted

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Option 4: Community Campuses Become Learning Centers

This option would seek to reduce community campuses operations into community learning centers. The challenge in this option (as in many of the options under consideration) is how to meet the educational, training and service needs of communities with the limited footprint a learning center provides versus that of a community campus.

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Option 4: Pros and Cons

Pros

▶ Community facilities could perhaps be shared (this was mentioned by some legislators last session) so campus(es) would not have high infrastructure costs. Many campuses are already using community facilities.

▶ Perception of cost reduction

▶ Would require new ways of thinking or innovation to meet community needs

▶ Would drive prioritized collaboration

Cons

▶ Will lose branch campus status at numerous locations for significant funding streams from Dept. of ED Title III

▶ Alaska Native Serving Institution status, held by several community campuses, would no longer have access to targeted federal funding

▶ This option would require an extensive and costly analysis to ensure that important educational dollars, specialized program accreditations, and crucial industry and community partnerships were not unintentionally sacrificed

▶ Facilities not optimized

▶ Cost and availability of increased bandwidth

▶ Reduction of access to locally relevant courses, programs, faculty

▶ Reduced student support at the local level

▶ Students with learning needs that are not well-addressed via distance will not be well-served

▶ "High touch" services will need to be prioritized

▶ Will diffuse the focus on career and technical education

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Option 5: Create Community Campus Partnerships to Establish Tribal Colleges

Work with interested tribes and Alaska Native institutions to create tribal colleges in partnership with the appropriate community campuses. Establish a high-level Alaska Native advisory board, including BOR members to foster cross pollination of ideas and alignment, to support visioning, collaboration and partnership expansion. Tribal colleges present the opportunity to access new federal revenue streams and to deepen partnerships among UA, the State of Alaska, and Alaska Native institutions.

Takes an innovative step in educational approach by increasing access, opportunity, and revenue.

This option can be implemented in concert with other options.

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Option 5: Pros and Cons

Pros

- Expand partnership with Alaska Native institutions
- Capitalize on tribal interest in self-determination of education and in partnership with UA rather than separation
- Access new federal and partner funding streams
- Takes an innovative step in educational approach by increasing access, opportunity and revenue
- Increased cultural relevancy, with increased recruitment, retention, and completion rates of Alaska Native and rural students
- Improved recognition of Alaska Native student needs
- Enhances K-12 pathway for rural and Alaska Native students to postsecondary education
- Increases cross-cultural understanding and appreciation
- Enhances capacity to revitalize Indigenous language and knowledge

Cons

- Long-term process
- Hurdles of accreditation before reaching federal revenue potential
- Political, structural unknowns
- Increased competition if not well-integrated with UA
- Potential challenge for rural community infrastructure to handle increased student enrollment

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Option 6: Enhanced Collaboration and Alignment Among Community Campuses Across UA System

This option would build upon the present community campus organizational and reporting structures at UAA, UAF and UAS. Potential opportunities may include: continuing integration among community campuses through regional shared administrative and student services; greater collaboration among the community campuses, CTCs, SoCE, and community/industry/agency partners, to expand student access and increase attainment of CTE credentials across the system; focus on the program-level rather than reorganizing institutional structures.

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Option 6: Pros and Cons

Pros

- Builds efficiency and academic collaboration in a short timeline
- Minimal increased cost
- Programs offered in multiple locations having coordinated curriculum would allow for greater resource sharing among them
- Likely strong political support and maintains local political good will
- Potential efficiencies
- Strong industry, organization, and agency support
- Focuses immediate effort and attention on goals of increasing student access and completion versus substantial organizational/structural change
- Most likely option to produce short-term gains in student attainment
- Supports collaboration and builds relationships across the state
- Maximizes student recruitment and retention
- Promotes and encourages faculty cooperation
- Shared responsibility for implementation
- Greater focus on expanding reach of CTE programs
- More inclusive system approach to increasing attainment of CTE credentials
- Greater access to specialized programs across the state

Cons

- Getting buy-in
- Determining how to equitably distribute student services resources, credit hours (tuition revenue), headcount and graduates
- Challenge of completing a cultural change
- Deciding how to equitably distribute resources
- Distributed authority for implementation

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Other Opportunities for Change

Option 1 – Further explore lower tuition options to increase student access.

Option 2 – Base funding instead of head count for rural campuses.

Option 3 – Incentives: Possible example: students served in any university's program/courses rather than only based on students served in campus program/courses.

Option 4 – Expanded collaboration for unique programs (e.g., tribal management). These programs have interest at many campuses but are currently concentrated at only a few.

Option 5 – Exclusive responsibility for developmental education-Further clarification needed to best use developmental education (look to Tiger Team report from last year).

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Further Analysis Needed

1. All of these options have significant further details to be determined.

2. The team specifically noted the additional analysis for Option 4 : Additional questions to consider: Does this option entail moving all academic programs to the "home" campus? What criteria would be used to identify which community campuses are designated as learning centers? Is there a definition of learning center or best practice for designing such an operation?

Addendums

1. Alaska Economic Trends. October 2016.

2. ANSI and Title III Eligibility Requirements 34 CFR Part 606.7(b) and 34CFR Part 607.7(e).

3. Developing a Data-Driven University. Strategies and Best Practices for Increasing Reporting and Analytical Capacity to Improve Institutional Effectiveness. 2010.

4. University of Alaska Board of Regents Task Force Reports (=Tiger Teams), 2015.

5. University of Alaska, UA in Review 2016.

   * Link to all additional resource information can be found on the Google drive.

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Q&A

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