

**ARIZONA UNIVERSITY SYSTEM
NORTHERN ARIZONA UNIVERSITY
TECHNOLOGY AND RESEARCH INITIATIVE FUND
(TRIF)**

ACCESS/WORKFORCE DEVELOPMENT:

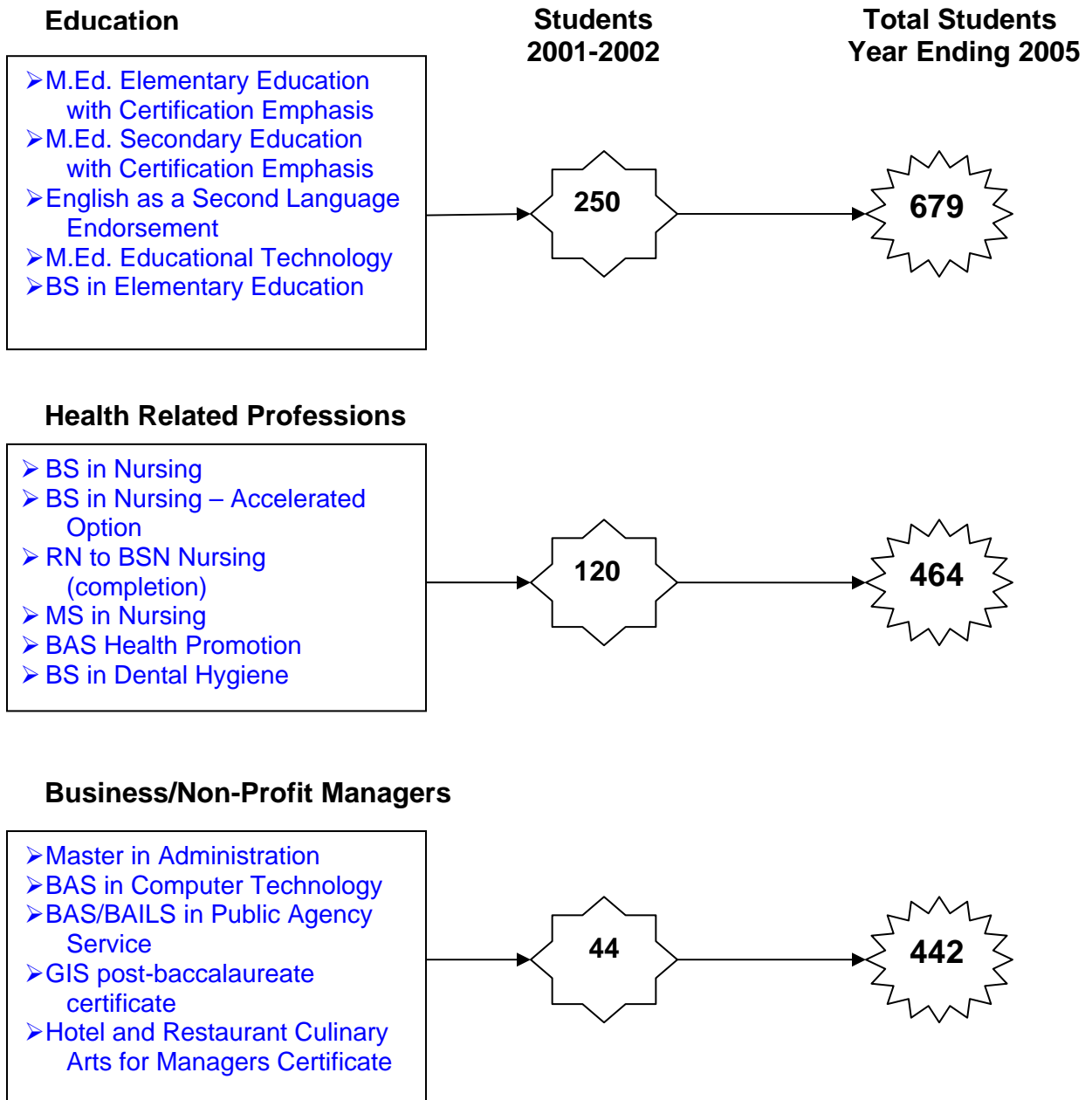
**Education in the New Economy-
Expansion of NAU's Distance Learning
System**

BUSINESS PLAN

**Approved by Arizona Board of Regents
March 2007**

EXECUTIVE SUMMARY

The Northern Arizona University access and workforce development initiative addresses the needs of Arizona employers and their current and future employees in areas defined by the Governor’s Taskforce on Education and Arizona Partnership for a New Economy under funding from the Technology and Research Initiative Fund Legislation. The Northern Arizona University E-Learning Information Science/Technology and Access and Workforce Development Initiatives are closely aligned sharing staffing and leveraging limited funding to accomplish more. Similarly, the NAU efforts are in synergy with the efforts of the Arizona Universities Network.



ACCESS AND WORKFORCE DEVELOPMENT Business Plan

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1. Core Vision/Project Description

1.1 Industry Overview

The Northern Arizona University access and workforce development initiative addresses the needs of Arizona employers and their current and future employees in areas of demonstrated need as defined by the Governor's Taskforce on Education and the Arizona Partnership for a New Economy. The Task Force's December 2000 report, *Arizona at Risk: An Urgent Call to Action*, recognized NAU as a national leader in the field of distance learning by confirming that our off campus initiatives "will use information technology to transform the teaching and learning process for students and professionals alike." They further identified that the higher education systems must "focus academic programs more thoroughly and systematically on the needs of learners and their prospective employers." This proposal immediately implements their recommendation that "...the university, community college and K-12 systems should work together to expand the offering of alternative certification programs..."

Therefore we have targeted the following areas for our TRIF Access and Workforce Development initiative:

- Teacher education
- Advanced training for nurses and other health professions
- Information technology training
- Leadership and management training for post baccalaureate business/non profit managers
- Building the support infrastructure for development of new degrees and certificates responsive to the needs of the new economy.

1.2 Mission and Goals

NAU has been a recognized national leader in distance learning by providing access to students throughout Arizona for over twenty-five years. The Arizona Board of Regents has recognized this in approving the university mission statement: "Consonant with its mission to serve the state's rural counties, the university has innovative partnerships with rural community colleges, operates an education center in Yuma and ITV sites in twenty-six locations plus technology-based delivery into offices and homes."

The mission of NAU Extended Programs/Distance Learning is closely aligned with key values outlined in the University's Strategic Plan: excellence in education, student success, educational access, and diversity. These values are integral to the goals, objectives, and strategies of the unit, and guided the development of our mission statement, "It is the mission of NAU Distance Learning to provide time and place bound students with high quality university programs and excellent service in their local communities."

Northern Arizona University has shown continued commitment to distance learning in the recently completed \$1 million conversion of the ITV system to a

state-of-the-art digital network. The system provides two-way interactive TV, Internet phones and data connections for the 30 distance learning sites throughout the state. Expanding connections to new sites is a fraction of the cost of the old system.

1.3 Products or Services Provided

The Access/Workforce Development initiative is focused on providing programs and courses delivered on the Web, through television, and in-person to serve place bound and time bound students. Course offerings are designed to meet the needs of students in the fields of education, health professions, and business and non-profit management while allowing them to remain in their communities. The initiative is committed to providing exemplary student services, including advising and assistance on-site at over 30 offices around the state or at distance through Web access and the toll-free phone network.

1.4 Positioning

Northern Arizona University provides the lowest-cost access to high quality upper division and graduate higher education degree and credit certificate programs in Arizona. Increasingly NAU is in competition with for profit providers (University of Phoenix, Thunderbird, Nova Southeastern), and public colleges and universities (Old Dominion, University of Maryland University College, University of Pennsylvania, and Rio Salado Community College) for their post baccalaureate alternative teacher certification program. NAU must provide increasingly flexible high quality programs and services to remain competitive and ensure access to Arizona citizens who cannot afford the high costs of most competitors in the market.

According to feedback from students, employers, school district, and public agencies, NAU is increasingly seen as a high quality provider of higher education access at a reasonable cost. The quality of our student support services helps distinguish us from our competition.

1.5 How the Initiative will be Met

NAU has recognized that off-campus education continues to play an increasingly important role in the mission and financial well-being of the university. Northern Arizona University now offers 72 programs off-campus, and Web-delivered programs have expanded from zero to 29 programs over a five-year period. Northern Arizona University has developed excellent distance learning student support services, both at the 30 offices around the state and through innovative Internet and telephone centralized services.

Twenty-five years of experience in providing access gives NAU an advantage that most other institutions don't have. This advantage is "brand" name appeal and the knowledge of what works and what does not. However, to stay competitive in this market, the services and products must be constantly changing to stay competitive. Distance Learning at NAU is structured to accommodate these rapid changes and has experienced constant change for years.

2. The Market

2.1 Choices Available to Potential Customers

Students have many choices, but costs for many of our competitor's products are prohibitive for most Arizona citizens. For the Web-based degrees Northern Arizona University offers, traditional on-campus programs are not competitors. These students are drawn to these programs because their life situations (work, family, sometimes even disabilities) will not allow them to pack up and move to a campus to pursue higher education.

Some selected competitors and their rough costs (compared to ~\$230 per credit hour for Northern Arizona University as of Fall 2005):

Education

1. Alternative Teacher Certification (face-to-face)
 - a. Rio Salado teacher certification (roughly 1/4 the cost of NAU tuition). Students completing this program do not receive an institutional recommendation. This recommendation is usually required if a graduate moves to another state that has reciprocal certification.
 - b. ASU and U of A. Often require students to attend classes during the day, effectively requiring most to quit their jobs and devote full-time to pursuing the certificate. No distance option.
2. Master of Education in Educational Technology (Web)
 - a. Western Governors University competency-based program, is in partnership with NAU to utilize some of our Ed Tech courses for students lacking that area of competence.
 - b. Boise State University, National University, Northwestern State University of Louisiana, Pepperdine University, Texas A&M University, University of Texas System
3. English as a Second Language Endorsement (Web)
 - a. Hamline University, University of Texas System

Health Professions

1. Accelerated Bachelor of Science in Nursing; Registered Nurse to Bachelor of Science in Nursing program (mostly Web)
 - a. University of Phoenix, \$440 per credit
 - b. Old Dominion University, advertises in Arizona and charges \$173/credit hour, and has been a competitor for a number of years
 - c. Roughly 45 other institutions offer nursing degrees at a distance, but do not advertise in Arizona
2. Bachelor of Science in Dental Hygiene (Web)
 - a. Pennsylvania College of Technology, does not advertise in Arizona
3. Bachelor of Applied Science in Health Promotion (Web)
 - a. Weber State, does not advertise in Arizona
1. MS in Nursing
 - a. University of Phoenix, \$440 per credit
 - b. Roughly 30 programs that do not advertise in Arizona

Business

1. Master of Administration (M Admin)
 - a. University of Phoenix, \$440 per credit
 - b. The unique appeal of the NAU M Admin are the emphases:
 - i. Public Management Emphasis
 - ii. Health Promotion
 - iii. Project Management
 - iv. Educational Leadership
 - v. Professional Writing
 - vi. Custom emphasis
2. Bachelor of Applied Science in Computer Technology
 - a. Excelsior College, does not advertise in Arizona
3. Geographical Information Systems (GIS) post-baccalaureate certificate (face-to-face)
 - a. ASU also offers a GIS post-baccalaureate certificate

Non-Profit Management

1. Bachelor of Arts in Liberal Studies and Bachelor of Applied Science in Public Agency Service
 - a. No competitors

Hospitality Industry

1. Culinary Arts for Managers certificate
 - a. No competitors

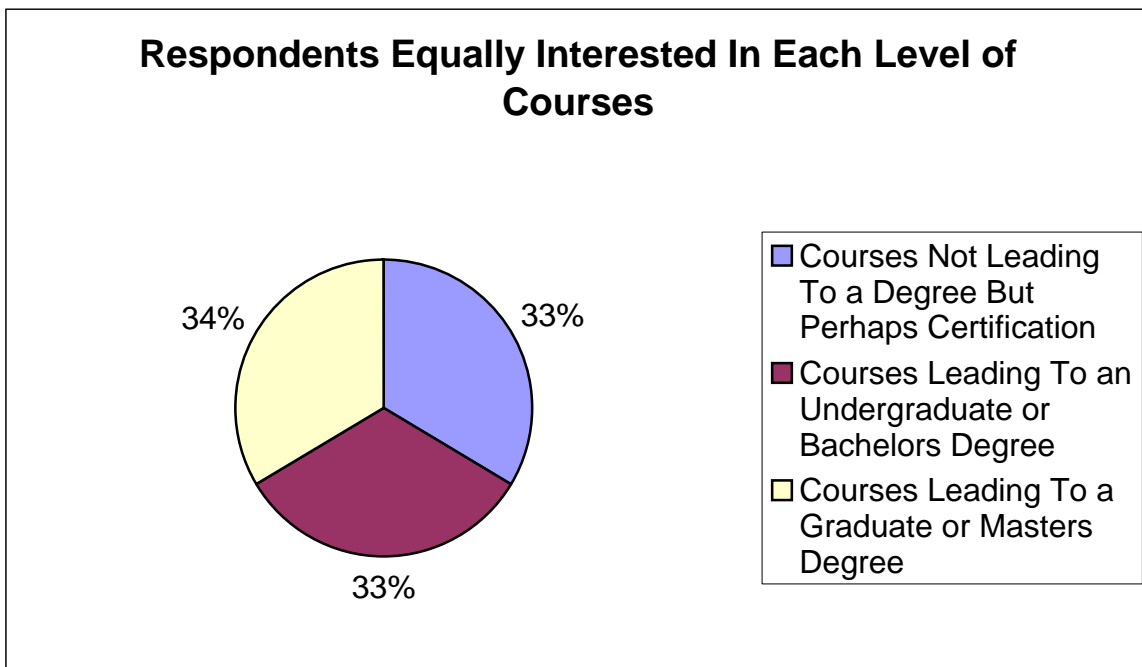
2.2 Market Size and Trends

Increasingly there are many higher education competitors in the state of Arizona. There are 35 colleges and universities physically located in Arizona that are accredited by the North Central Association. However, those colleges and universities are only a fraction of the total higher education marketplace. In the 2005 edition of Peterson's Guide to Distance Learning Programs (the industry leader) there are over 1,000 accredited institutions offering more than 4,800 programs (a 60% increase in three years) and most of those are readily accessible to Arizona students. However, some are of lower quality and most are more expensive than the NAU programs that compete directly. Northern Arizona University programs are less costly, especially for Arizona resident-tuition students.

While there is much competition, there is even greater pent-up demand for higher education access. Few workers remain in the same business or industry for their careers. Most workers will have three to four "careers" in different fields in their lifetimes. Each of these changes in careers requires new skills and knowledge.

Even those who stay in a field for an extended period have the need for advanced training to remain employable; to advance to higher paying specialties; or to move into management.

In late 2000, Northern Arizona University conducted an Arizona statewide potential student survey with 34% of all those Arizona citizens contacted indicating that they were interested in continuing their education. Over half of the 34% expressing interest in continuing their education indicated that they were "extremely likely" or "very likely" to register for classes within the year. If 17% of the total population of the roughly 5 million citizens of Arizona are interested in accessing higher education, a total of 850,000 potential students are ready for our services. According to the 2004-2005 Almanac edition of the Chronicle of Higher Education, 366,485 Arizona students are enrolled in colleges and universities. Even without subtracting the out-of-state students, there are over 525,000 Arizonans who would be interested in taking classes if they are convenient and suit their needs.



After analyzing the interest level, we decided that we would offer courses, certificates and degrees to meet the needs of the citizens of Arizona.

2.3 Rivals and Competition

As stated in sections 1.4 and 2.2 above, there are many alternative providers for these programs. However, in the areas most targeted in this proposal – education, health care, high tech and management areas – the demand for workers are far outstripping supply.

2.4 Suppliers

NAU has worked with our community college partners to ensure that associate degree students can easily transfer to our programs. Individual courses are articulated, and programs that require articulation to ensure that students are prepared for upper level coursework (such as the BAS in Computer Technology) are negotiated in advance.

From experience, we know that degree required courses outside of the major subject area, such as liberal studies, require additional incentives and coordination to ensure that the departments responsible for delivery are committed to developing and continuing courses that provide access for the numbers of students enrolled in programs. As part of the implementation plan for the TRIF programs, we have worked very closely with departments to ensure these courses are delivered.

2.5 Alternatives to a Traditional Approach

While the degree requirements are the same on- and off-campus, off-campus degrees are generally more flexible with about 40% of our courses offered on an eight-week calendar and specialized cohorts that are created for specific employers. Face-to-face and Web hybrid courses are typically held in the

evening and on weekends. Web courses are completely flexible accommodating the wide range of lifestyle and job demands of our students.

2.6 Estimated sales

In the fourth year, 1,524 students were served in aggregate generating an estimated total of \$3,913,632 in tuition (based on an average of \$214/credit hour, each student taking an average of 6 hours per semester for fall and spring). Projected growth of 2% per year would result in additional tuition revenue of approximately \$78,300 in subsequent years. Tuition revenue will be used to offset costs and make these programs self-supporting.

3. Operational Strategies

3.1 Development and Production

3.1.1 Development Status

All first five-year programs are underway with students enrolled. Courses to support each of these programs were in development for three years on average. Courses to support the second five-year programs will begin development over the coming two years and will continue in development for approximately three years.

3.1.2 Production Process

All the programs are first conceived and created by the faculty, reviewed and approved by the college or school, then approved by the responsible university-wide committee (Undergraduate Curriculum Committee or Graduate College Council), reviewed by the Chief Academic Officers and Presidents of the state universities, and finally approved by the Arizona Board of Regents.

Courses that are part of a degree program to be delivered off-campus are adapted as needed for delivery by technology or, in some cases, to be more relevant for a specific cohort. Most of the program content for the TRIF Access/Workforce Development initiative is delivered on the Web.

To make best use of scarce resources, the NAU TRIF e-Learning and Access/Workforce Development initiatives share a single Web course development and support organization: the Center for Technology Enhanced Learning (CTEL). The Web course development process starts about six months prior to the first semester the class is to be offered with CTET providing faculty development in the WebCT course creation and management system. After the weeklong training the faculty member(s) immediately starts to convert the course to the WebCT system. CTET staff assists the faculty at points along the conversion process, but the faculty member(s) is in full control of the content of the course. The faculty member who will teach the course (who may be different from the faculty member who developed it) is provided with funding to hire a graduate student(s) or part-time instructor(s) to help mentor and evaluate students to ensure that the course is scalable to the

number of students who need to take the course each semester. Some small changes can be made before each new semester starts to keep the course current, and substantive revisions are made every few years. The timing depends on the rapidity of change in the information in a given field.

Some courses, for strong pedagogical reasons, may be taught face-to-face. For example, nursing clinical classes and teacher education classes must be taught in this way to allow the necessary practical experience for competency. Some courses may be taught face-to-face when there are sufficient numbers of students in a single location to justify offering them. This allows for differing student learning preferences allowing more students to be successful.

3.1.3 Cost of Development

The costs to develop and then deliver a course are variable. It is hard to predict individual costs in advance, so an average, especially when producing on large scale is most useful. The cost to develop and deliver courses in the first year was \$2,500,000, or about \$6,000 per student. In the second year, total expenses are estimated at \$4,300,000 (includes use of carryover funds from year one and therefore exceeds the \$3,900,000 second year total project cost) or about \$5,100 per student.

3.1.4 Labor Requirements

New full-time faculty are recruited through national and regional hiring channels. Part-time instructors are chosen from existing ranks (about 1,000 part-time instructors are in our database). Graduate students are recruited from on-campus and off-campus students in advanced programs. For the most part, recruiting qualified candidates in each of the above categories is easily accomplished. In a few specialized fields, salaries are higher than the university standard.

3.1.5 Expenses and Capital Requirements

Operating costs will run \$3.9 million per year. Most of the operating funds are used as seed capital to start the programs, with the tuition and state funding as the program grows making the programs self-supporting. Most programs will take three years to reach a self-supporting state. Programs that do not attract enough students will be discontinued.

New programs are chosen each year for three years to begin the development cycle.

Capital dollars are needed to increase our capacity in nursing and health professions. Dollars will be used to renovate the School of Nursing and College of Health Professions buildings. Increasing capacity and up-dating technology will allow these academic units to deliver through AWD critical degree programs to address shortages of health professionals in nursing, dental hygiene, and applied health sciences.

3.2 Marketing and Promotion

3.2.1 Strategy

Our strategy is limited by a budget of \$105,000 per year and the broad range of degree and certificate programs we are offering. For the most part, we focus on affiliation marketing by working with the employers and professional organizations for targeted markets. Distance Learning marketing is fully integrated with the new branding and marketing platforms developed by the Lipman Hearne consulting group for Northern Arizona University.

Specific key phrases used in all our marketing included:

- Arizona's leader in Distance Education for 25 years
- NAU is closer than you think!
- It's your future. Be ready!
- No time for a classroom setting?

Additional messaging focuses on the flexibility, convenience, quality, career opportunities, choices, and students services offered by Northern Arizona University.

3.2.2 Method of Promotion

Northern Arizona University has developed an extensive multi-media campaign consisting of electronic marketing (e-mail, Web banners), direct mail of postcards and information packages to employers. A "consistent look and feel" for all messaging is used. Inquiry follow-up includes direct mail of brochures about the specific degree or certificate of interest, frequent e-mail contact and telephone sales calls.

3.2.3 Advertising and Promotion Plans

When a degree program is selected for delivery we will develop a brochure, informational materials for our advisors at the 27 offices around the state, and for Local Area Coordinators to use when calling on businesses, schools and other appropriate organizations. We keep our Web site up-to-date and list all programs on the Arizona Universities Network web site. We research, and when it is cost effective, purchase e-mail and snail-mail lists for appropriate groups (example: the BAS in Health Promotion purchased the Emergency Medical Services e-mail list to reach EMTs). When there is a trade publication or newsletter that is affordable, we buy ads to blanket a profession (example: RDH: Registered Dental Hygienist Journal and Journal of Emergency Medical Services).

Calls to the 800 number, e-mails and Web form requests are tracked in our prospect database. We collect information on which marketing methods are most successful. Follow-up calls are made, information packets sent as requested and all were added to our e-mail newsletter listserv database.

3.3 Project Management

3.3.1 Description of the Organizational Setup

Programmatic oversight is in the Distance Learning Department with the Vice President for Extended Programs and Dean of Distance Learning directly responsible for the activities. Due to the extreme size of this initiative, a new method of management was devised where a single point of contact (SPOC) was assigned to each of the programs to coordinate that program. Each college also assigned a SPOC to coordinate with distance learning. While we did not hire a manager to oversee the project as a whole, we were able to develop a high level of coordination. By integrating the initiative into our ongoing operations we can better ensure sustainability.

3.3.2 Advisory Committee

An advisory committee will provide guidance on certificate, degree program and student service needs. The following individuals have agreed to serve on the AWD Advisory Committee: Tacy Ashby, Ed.D., Superintendent, Cave Creek Unified School District; Paul Brynteson, Ph.D., Director, Master of Administration Program, Professor, Health Sciences; Gypsy Denzine, Ph.D., Associate Dean, College of Education; Paul Kessel, Vice President, Yavapai College; Pete Hatfield, C.M.E., Honeywell Global Repair Development Engineering; Colleen McGregor, B.S., Designation Specialist, Health Systems Development, Arizona Department of Health Services and current NAU student; Raul Sandoval, Ed.D., Executive Assistant to the President, South Mountain Community College; Lt. Jeri Williams, M.Ed., Operations Lieutenant, City of Phoenix Police Department Planning & Research Bureau.

In many ways, the students provide oversight, in that they vote with their money and time to take the programs. Student enrollment growth in the first five year programs has been strong.

The Arizona Board of Regents and Legislature provide final oversight.

3.3.3 Support Services Required

Since access and workforce development is part of the ongoing mission of NAU, we have most of the services required staffed internally.

3.4 Risks and Plans to Overcome Risks

3.4.1 Legal Risks

Copyright and intellectual property policies are addressed in Arizona Board of Regents rules. Northern Arizona University is in the process of completing campus policies in accordance with ABOR rules.

3.4.2 Regulatory Problems

The Board's Changing Directions initiative eliminated geographic service areas which was imperative to the AWD success. Additional policy changes are needed that:

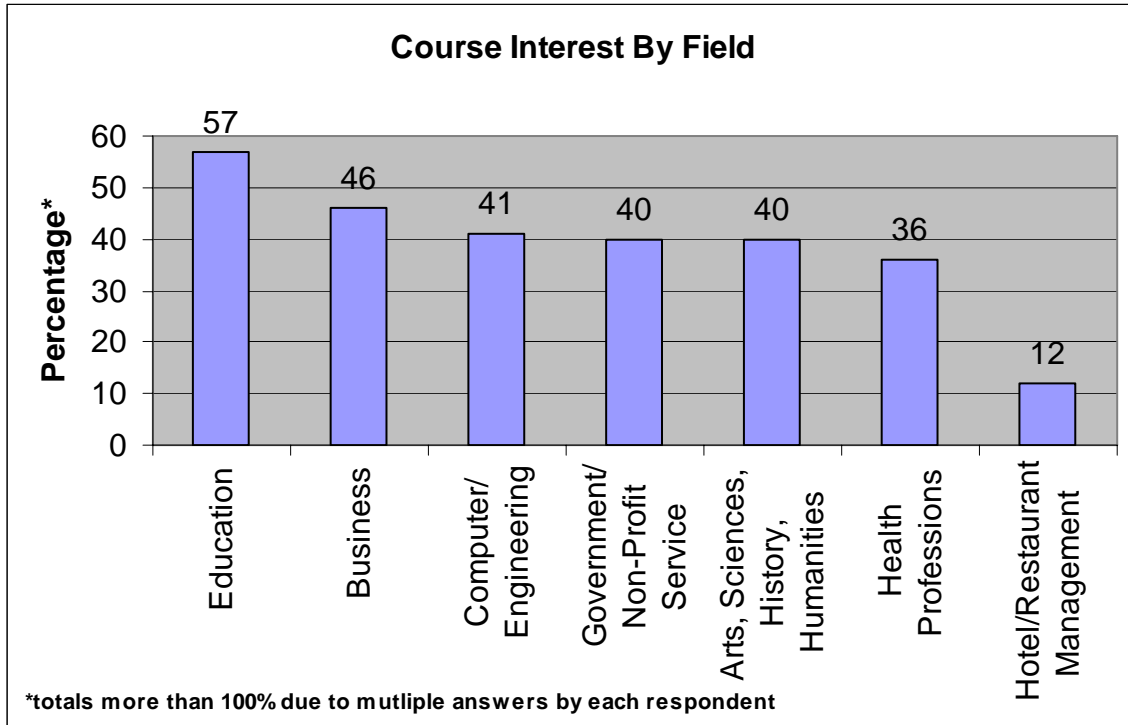
- Ensure that short format course FTE enrollments (8 weeks or shorter) are counted for state funding.
- Allow the universities to offer lower division courses where needed.

3.4.3 Political risks

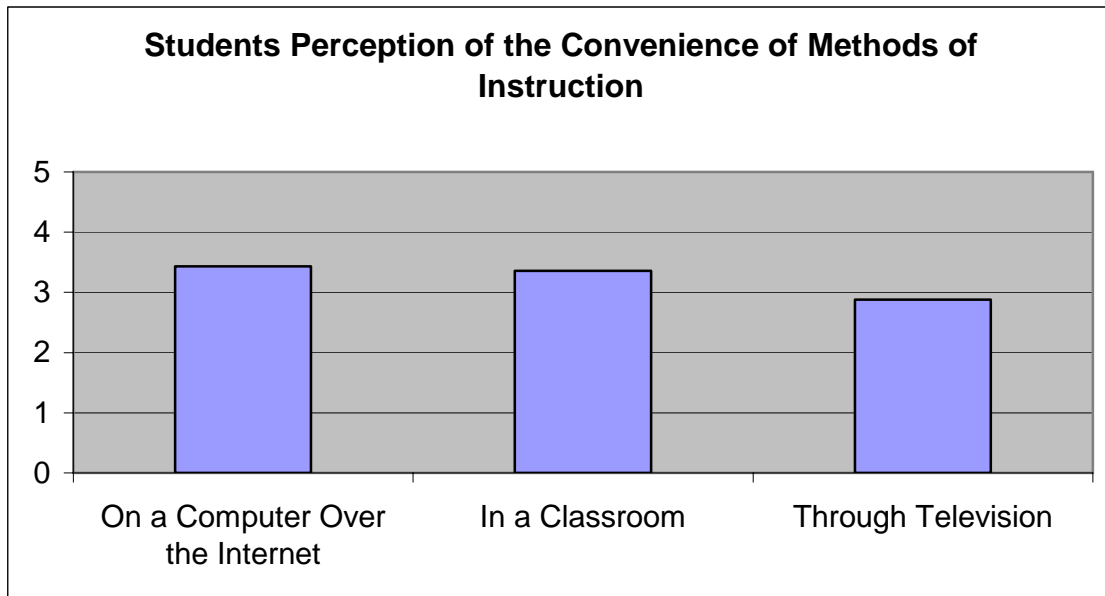
Since TRIF programs build on the success of the pre-existing distance learning programs around the state, the legislation under consideration to allow community colleges to offer 4-year baccalaureate degrees could reduce the economic viability of existing and new programs. This would especially hurt rural areas where student demand in even the most popular degrees is limited. Simply put, there are not enough students for two competitors to stay economically viable. Northern Arizona University offers over 70 programs in rural areas where community colleges are proposing offering only a few popular programs. The loss of variety and depth of program offerings in the rural communities is not a reasonable trade-off.

3.4.4 Business risks

In the study referenced in 2.2, we gathered information on student interest by field and perception of the convenience of different methods of instruction.



The interest by field indicates that there is sufficient student interest on the part of potential students to take courses in the fields that were identified as priorities by the Northern Arizona University TRIF AWD project. If student interest did not mesh with the economic, social and business needs of Arizona it would indicate that programs would need to be put in place to provide incentives (scholarships, forgiving loans if the graduate works in Arizona for two years, as examples) to students to study and enter those fields.



From the potential students' perception of the convenience of different methods of instruction, we decided to:

- Deliver the courses on the Web for those that could be effectively taught that way;
- Offer those that required face-to-face interaction (nursing hands-on clinical experiences and student teaching, as examples) either entirely in a classroom setting or as a hybrid with some face-to-face classes and some Web-delivered content;
- To reserve the already heavily utilized TV delivery for classes that require interaction but for which no qualified faculty could be found to teach at off-campus locations.

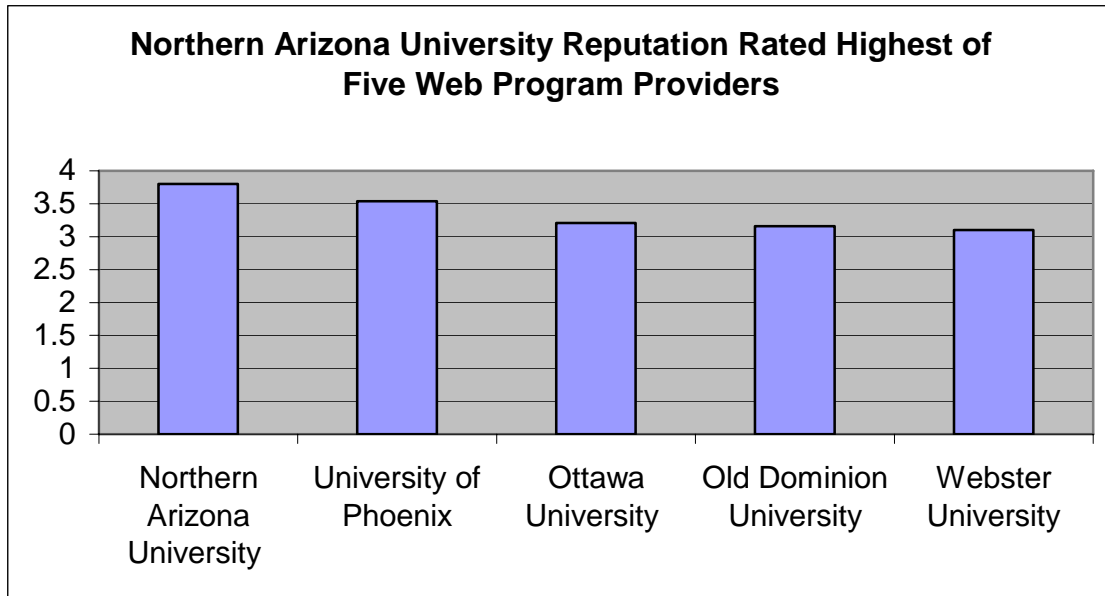
Competitive risks and strategy

- more aggressive outreach from private institutions from within and outside the state of Arizona;
- growing competition from sister state universities in both rural and urban areas;
- increasing pressure from community colleges to offer three or four-year programs, particularly in teacher education.

To counter these risks, however, we have an array of strengths which should enable us to compete effectively in an increasingly competitive market:

- a reputation for excellent programs;
- competitive tuition rates;
- well developed physical presence around the state;
- a strong technical infrastructure;
- the ability to deliver programs in a variety of modalities.

The student survey conducted in 2000 also found that NAU's reputation was the highest of our competitors in the state.



3.5 Sustainability

Northern Arizona University views TRIF funding as seed capital that will be withdrawn once the programs are self-supporting. The funding can then be used to develop other high-priority workforce programs or transferred to other research and development programs.

Distance Learning recognizes that over time the workforce needs will be satisfied and these programs are designed to be phased out as their useful life is completed. For example, faculty are hired on a multi-year contract basis and classroom and office space is leased. This ensures that distance learning at NAU can continue to be flexible and responsive to changing workforce needs by shifting to new programs in new locations as needed.

3.5.1 Anticipated funding sources for ongoing support

The original intent was to use tuition and 22:1 state funding to offset costs and allow programs to become self-sustaining after three years. While TRIF project enrollment has largely hit original goals, legislative driven budget cuts, internal cuts, and the flat enrollment of NAU as a whole created a situation where no new tuition and 22:1 state funding was available to offset ongoing costs.

3.5.2 Timeline for transitioning away from TRIF support

In FY 2004-5 the university absorbed \$1,000,000 of TRIF expenses, either through State budget reallocations or through direction of tuition and 22:1 funding to the problem. This allowed \$1,000,000 of funding to be reallocated for other non-A/WD TRIF projects as was originally intended.

The projected growth of 2% per year would result in additional tuition revenue that could be used to offset costs and move these programs towards self-sufficiency. However, continued legislative budget decreases or declines in enrollment would impact the ability of programs to become self-supporting in the given three-year time frame.

4. Goals/Metrics/Outcomes

4.1 Measurable Goals

<u>PERFORMANCE MEASURES/DELIVERABLES</u>	<i>FY 2007</i>	<i>FY 2008</i>	<i>FY 2009</i>	<i>FY 2010</i>	<i>FY 2011</i>
Technology Transfer:					
2 .					
Courses/Modules Sold/Brokered	1	1	1	1	1
Access/Work Force Contributions:					
3 .					
Potential New Students Served					
-New Teachers	700	700	750	750	750
-Nurses/Health Professionals	400	500	500	600	600
-Business/Non-Profit Managers	400	400	450	450	500
Curriculum Innovations:					
4 .					
Number Degree/Certificate Programs	40	42	44	46	48
5 .					
Statewide Access (Rural and Urban)	yes	yes	yes	yes	yes
6 .					
Regional/National Global Access	yes	yes	yes	yes	yes
7 .					
Number New/Revised Courses	40	40	40	40	40
Partnerships/Collaborations:					
8 .					
Number Community College Partners	17	17	17	17	17
9 .					
Tri-University (ASU, NAU, U of A)	3	3	3	3	3
1 0 .					
Number K-12 Partners (schools/districts)	120	125	130	135	140
1 .					
Number Industry Partnerships	50	53	56	59	61

Note: Proposed metrics are based on the expectation of continuous growth in initiative funding over the period FY 2007- FY 2011.

4.1.1 Return on Investment

Since a college graduate today makes an inflation-normed average of \$32,000 more per year than a high-school graduate, compared to \$15,000 more in 1975, first degrees and advanced academic training have an immense lifetime impact for the individual and adds to the state tax base. Estimates for this difference over a lifetime equates to the bachelor's degree recipient earning an average of \$1 million more than a high-school graduate. A professional degree increases that amount to \$3-million. Given an average of about \$9,000 per year to educate an undergraduate, the lifetime ROI is \$1,000,000 on a state investment of \$36,000.

4.1.2 Technology Transfer

The courses developed for this initiative will not be aggressively marketed to other universities to adopt and offer to their students. However, most universities are developing freshman and sophomore Web courses, while the development for this initiative is solely at the upper division and graduate level. We have brokered six NAU courses and developed two more specifically for the Western Governors University.

4.1.3 Work force Contributions

Within five years we estimate conservatively that 2,000 new or advance-trained workers will have benefited from the TRIF A/WD initiative. However, especially in the case of the teachers we train through this project, the impact on the workforce will continue for years to come, albeit difficult to measure.

4.1.4 Specific Curriculum Innovations

Through this initiative we are actively pursuing hybrid course delivery methods using Web, ITV, video and traditional face-to-face classroom experiences. Some courses are being offered in shorter time periods (from three to eight weeks) and with non-traditional start and stop times (an example is the four week Winter Intersession offered during the holiday break).

4.1.5 Partnerships/Collaborations

We are strengthening our existing partnerships with community colleges throughout the state as we articulate the TRIF A/WD degree programs to ensure that community college students can easily and seamlessly transfer their AS and AA degrees and complete our bachelors options.

Through Arizona Universities Network we partner with ASU and UA to offer all of our students both more courses and more degree options at a distance. AZUN serves an important function by allowing students to easily take courses from all three universities and know that they apply to their degree program requirements.

4.2 Timeline for Achievement of Goals

The initial goals for the degree programs have largely been met with 1,524 students now enrolled. As we inaugurate the second five-year programs, we anticipate a period of a year of start-up, but we should reach our enrollment goals at the end of one year, and continue growth after that.

4.3 Early Proof of Performance

This is a continuation of a 5-year project that began in the 2001-2002 academic year. Years one and two concentrated on developing and delivering core programs, while years three through five focused on growing enrollments and supporting students and faculty participating in courses and programs.

Northern Arizona University has been successful in providing access to new students in the high demand areas of Education, Health Professions, and Business and Public Service that are critical to the future economic success of Arizona. Students impacted by the TRIF A/WD initiative have increased from 434 in the first year to 1,585 in FY 2005, with similar continued growth expected. The programs have expanded from 11 in the first year to 41 currently. We have established 222 partnerships with employers in both the private and public sectors (see Appendix A).

Years 1 through 5: FY 2002 – 2006

The goals for the Access and Workforce Development (A/WD) initiative during the initial 5-year plan were concentrated on three areas that encompassed the needs of the new economy: Education, Health Professions, and Business and Public Service. In general these goals included the establishment of new programs, expansion of existing programs, development or conversion of programs to the web, increasing student capacity in new and existing programs, and incremental growth in enrollment. Objectives were established and accomplished to provide the infrastructure necessary to foster and support these areas through enhanced student services, technical infrastructure, faculty support, and marketing. Northern Arizona University has served the projected number of students, and in some cases expanded the number of students in both new and existing programs. Performance measures and deliverables have been met or exceeded over time as seen in Appendix B.

Programs were evaluated annually to identify and continue successful programs and discontinue unsuccessful programs. Incremental funding was used to increase student capacity in existing programs in the areas targeted by the TRIF A/WD initiative.

4.3.1 Implementation goals for first three years

NAU Distance Learning will build on the successes of the first 5-year funding cycle with continued focus on the following areas of identified need:

- Addressing the teacher shortage;
- Increasing the number of advance-trained nurses and other health professionals to maintain quality of life;
- Educating information technology professionals to serve the new economy needs of the state;
- Preparing post-baccalaureate business and non-profit managers to be leaders in existing or new businesses;
- Building the support infrastructure for development of new degrees and certificates responsive to the needs of the new economy.

The goals for the above areas will continue to include the establishment of new programs, expansion of existing programs, development or conversion of

programs to the web, increasing student capacity in new and existing programs, and incremental growth in enrollment.

4.3.2 Special efforts to produce rapid results

Northern Arizona University has been efficient and cost-effective in this initiative because serving diverse populations throughout Arizona is a part of the Board approved mission that the university has invested resources to support over the years. The TRIF Access and Workforce Development funding allowed the university to quickly ramp up access to needed programs.

The Board's decision to assign leadership for Arizona Universities Network (AZUN) to Northern Arizona University created a synergy among three powerful forces to serve Arizona: the TRIF Access and Workforce Development initiative, the AZUN leadership role coupled with Northern Arizona University's decades long investment in an off-campus infrastructure. While the term is new, the "Expand on Demand" concept is what Northern Arizona University has been quietly developing for many years. The university in partnership with the community colleges has proven the ability to cost-effectively serve new student populations both in the traditional Extended Programs/Distance Learning off-campus programs and in the TRIF Access and Workforce Development initiative. Arizona Universities Network provides some funding and authority for the university to serve more new students. Northern Arizona University is confident that with Board and legislative support the "Expand on Demand" approach is the most cost-effective way to meet the coming tidal wave of new students demanding access to higher education.

Pro Forma Financials

5.1 Cash flow statement (if applicable)

Income to TRIF from state sales tax collections is received monthly. Expenses are planned against anticipated income to eliminate a negative cash flow during any particular month.

5.2 Income statement

Work Force	Students	SCH	FTE		Tuition Revenue
			Under-grad	Grad	
New Teachers	800	9,600	173	836	2,246,659
Nurses/Health Professionals	400	4,800	347	71	1,051,473
Business/Non-Profit Managers	300	3,600	266	45	786,892
Total:	1,500	18,000	786	952	\$ 4,085,024

Under-graduate Tuition = \$216
Graduate Tuition = \$239

of courses per AY: 4
of credit hours per course: 3

FTE = 12 Undergraduate
9 Graduate

5.3 Funding request, including sources

	FY 2002 Actual	FY 2003 Actual	FY 2004 Actual	FY 2005 Actual	FY 2006 Actual	FY 2007 Budget	FY 2008 Budget	FY 2009 Budget	FY 2010 Budget	FY 2011 Budget
Carry Forward	\$0	\$1,490,660	\$2,074,249	\$1,637,061	\$1,579,182	\$1,143,612	\$0	\$0	\$0	\$0
New TRIF Revenue	3,780,744	3,716,346	3,958,296	2,767,273	2,911,225	5,071,491	5,185,423	5,305,621	5,432,430	5,566,214
TOTAL REVENUE	3,780,774	5,207,006	6,032,545	4,404,334	4,490,407	6,215,103	5,185,423	5,305,621	5,432,430	5,566,214
OPERATING BUDGET										
Personal Services	\$1,758,482	\$2,309,262	\$2,758,700	\$2,485,637	\$2,453,798	\$3,277,086	\$2,540,800	\$2,540,800	\$2,540,800	\$2,540,800
Operating	531,632	823,495	1,636,784	644,637	892,997	866,526	459,200	459,200	459,200	459,200
Debt Services *	-	-	-	-	-	\$2,071,491	\$2,185,423	\$2,305,621	\$2,432,430	\$2,566,214
TOTAL EXPENDITURES	\$2,290,114	\$3,132,757	\$4,395,484	\$3,130,274	\$3,346,795	\$6,215,103	\$5,185,423	\$5,305,621	\$5,432,430	\$5,566,214

*Note: The Operating Budget includes tuition remission provided to Graduate Assistants as part of their overall salary compensation package.

**ARIZONA UNIVERSITY SYSTEM
NORTHERN ARIZONA UNIVERSITY
TECHNOLOGY AND RESEARCH INITIATIVE FUND (TRIF)**

ACCESS/WORKFORCE DEVELOPMENT:

**Appendix A
Existing Partnerships in Urban and Rural Areas**

Appendix A: Existing Partnerships

Access/Workforce Development Partnerships & Collaborations Report Urban Areas*

Undergraduate Programs: BS Dental Hygiene; BAS Computer Technology; BAS Health Sciences; BS Health Sciences/DMI; BAiLS Public Agency Service; BAS Public Agency Service; BAiLS Organizational Communication; RN to BSN; BSN Nursing; BS Ed Elementary Education; BS Ed Career & Technical Education; BS Business Administration; BS Hotel & Restaurant Management; BS Interior Design; BAiLS Criminal Justice; BAS Justice Systems Policy and Planning.

Graduate Programs: M Ed Elementary Education, Continuing Professional Emphasis; M Ed Elementary Education Certification Emphasis; MS Nursing; M Eng Engineering; M Ed Educational Technology; M Ed Secondary Education, Certification Emphasis; M Administration

Certificate/Endorsement Programs: Culinary Sanitation, Entrepreneurship, Geographical Information Systems, ESL Endorsement, Reading Endorsement

Collaboration— Municipality, School District, Community College, Business, Agency etc.	A/WD Program Delivered	Description – cohort, open enrollment, classes on site, 2+2 articulation, recruiting fairs, scholarships, etc.
NAU Central Phoenix		
Wells Fargo	BS Ed CTE BAS Public Agency M Ed Elementary Ed Cert M Admin	Recruiting fairs, open enrollment programs
American Family Insurance	M Admin	Recruiting fairs, open enrollment
Arizona State Hospital	RN to BSN M Admin	Recruiting fairs, open enrollment
Arizona Public Service	BSBA BAiLS Org Comm M Admin BAiLS Sociology BAS/PAS M Engineering	Recruiting fairs, open enrollment
Maricopa County	M Admin BS Ed Career & Technical Ed BAS Public Agency Service M Ed Counseling/HR	Open enrollment Cohort Open enrollment Open Enrollment
City of Phoenix	M Admin BS Ed Career & Technical Ed BAS Public Agency Service	Open enrollment Cohort Open enrollment
Phoenix Union HSD	M Ed Secondary Ed Cert M Ed Counseling/HR ESL endorsement	Cohort Open enrollment Open enrollment

Phoenix ESD, Alhambra ESD, Osborn ESD, Isaac ESD, Roosevelt ESD, Madison ESD, Murphy ESD, Cartwright ESD	M Ed Counseling/HR M Ed Elementary Education M Ed Bilingual/Multicultural Ed ESL endorsement Reading endorsement	Cohort/open enrollment Cohort/open enrollment Cohort/open enrollment Cohort/open enrollment Cohort/open enrollment
GateWay Community College	BS Health Sciences/DMI	Open enrollment
Phoenix College	BS Ed Elementary Education	Cohort
City of Phoenix Head Start, Chicanos por la Causa, South Mountain Community College	BAS Early Childhood	Cohort
Phoenix Indian Medical Center	RN to BSN	Recruiting fairs, open enrollment
State Compensation Fund of Arizona	BAiLS Enterprise in Society BAS/PAS Secondary Education Cert M Admin	Recruiting fairs, open enrollment, classes on site
NAU East Maricopa		
Chandler USD, Gilbert Public Schools, Mesa Public Schools, Queen Creek USD, Kyrene ESD, Tempe UHSD, Tempe Elementary District, Higley ESD	M Ed Counseling/HR M Ed Ed Technology M Ed Special Education M Ed Secondary Education M Ed Elementary Education ESL endorsement Reading endorsement	All programs open enrollment with cohorts provided upon request with sufficient demand
City of Tempe	M Admin M Ed Elementary Education Cert M Ed Counseling/HR	Open enrollment
Ford Motor Credit	M Admin	Recruiting fairs, open enrollment
Salt River Project	M Admin	Recruiting fairs, open enrollment
Banner Desert Medical Center	RN to BSN M Admin	Recruiting fairs, open enrollment
Sears' Customer Care Network	BAiLS Organizational Comm Elementary Education cert RN to BSN	Recruiting fairs, open enrollment
Motorola	M Ed Secondary Ed Cert M Admin	Cohort/open enrollment
Intel Corp	M Admin	Recruiting fairs, open enrollment
JP Morgan Chase	M Ed Elementary Education Cert BS Health Sciences BS Ed Career & Technical Ed	Recruiting fairs, open enrollment
NAU Chandler-Gilbert		
City of Chandler	BS Ed Career & Technical Ed BAiLS Organizational Comm	Cohort Cohort
NAU Scottsdale		

Scottsdale Unified SD	M Ed Counseling/HR M Ed Elementary Ed, CPE M Ed Secondary Ed, CPE Reading endorsement	Open enrollment Open enrollment Open enrollment Open enrollment
Scottsdale Christian Academy	M Ed Counseling/HR M Ed Elementary Ed, CPE M Ed Secondary Ed, CPE Reading endorsement BS Elementary Education	Open enrollment Open enrollment Open enrollment Open enrollment Cohort Voucher program
Scottsdale Community College	BS Hotel & Restaurant Mgt BS Interior Design	2+2 articulation, open enrollment 2+2 articulation, open enrollment
American Hotel Foundation, Aramark, Hyatt Hotels, Hilton Hotels, Marriott Hotels	BS Hotel & Restaurant Mgt	Active recruiting, internship placement, scholarship programs
NAU Payson		
Eastern Arizona College	BAS Computer Technology BS Ed Elementary Education	2+2 articulation, open enrollment 2+2 articulation, cohort program
Payson USD	M Ed Counseling/HR M Ed Elementary Education, CPE	Open enrollment Open enrollment web
NAU Paradise Valley		
Paradise Valley USD	ESL endorsement M Ed Counseling/HR M Ed Elementary Ed, CPE M Ed Secondary Ed, CPE Reading endorsement BS Elementary Education	Cohort Open enrollment Open enrollment Open enrollment Open enrollment Cohort program Voucher program
Paradise Valley Community College	BAS Computer Technology BAiLS Sociology BS Elementary Education M Ed Counseling/HR	2+2 articulation, open enrollment Open enrollment Cohort program, articulation Open enrollment
Cave Creek Unified, Washington Elementary, Deer Valley Unified, Glendale ESD, Glendale UHSD, Fountain Hills USD	M Ed Counseling/HR M Ed Elementary Ed, CPE M Ed Secondary Ed, CPE Reading endorsement ESL endorsement	Open enrollment Open enrollment Open enrollment Open enrollment Open enrollment All districts provided cohorts on request with sufficient demand
American Express	M Admin	Recruiting fairs, open enrollment
Honeywell	M Ed Secondary Ed Cert M Admin M Eng	Cohort/open enrollment

Farmer's Insurance	M Admin	Recruiting fairs, open enrollment
Discover Card	M Admin	Recruiting fairs, open enrollment
NAU West Maricopa		
Avondale ESD, Fowler ESD, Liberty ESD, Litchfield ESD, Littleton ESD, Tolleson ESD, Union ESD, Pendergast ESD, Nadaburg ESD	M Ed Elementary Ed, CPE M Ed Educational Technology ESL endorsement Reading endorsement	Open enrollment programs All districts provided cohorts on request with sufficient demand

Buckeye UHSD, Tolleson Union HSD, Agua Fria Union, Peoria USD, Dysart USD, Gila Bend USD	M Ed Secondary Ed, CPE M Ed Educational Leadership M Ed Educational Technology ESL endorsement	Open enrollment programs All districts provided cohorts on request with sufficient demand
Glendale Community College	M Ed Counseling/HR BAS Computer Technology	Open enrollment 2+2 articulation, open enrollment
Estrella Mountain Community College	M Ed Counseling/HR BAS Computer Technology	Open enrollment 2+2 articulation, open enrollment
City of Glendale, City of Avondale, City of Peoria, City of Buckeye, City of Surprise, City of Wickenburg	M Ed Counseling/HR BAS Public Agency Service BS Ed Career & Technical Ed	Open enrollment Open enrollment Cohorts
Del Webb Hospital	RN to BSN	Recruiting fairs, open enrollment
Lockheed Martin	M Engineering M Admin	Recruiting fairs, open enrollment
Luke Air Force Base	BS/BAiLS Parks & Recreation Mgt M Ed Elementary Ed Cert M Admin	Open enrollment, recruiting fairs
Western Area Power Administration	M Admin BAS/PAS	Recruiting fairs, open enrollment
Wigwam Resort	BS Hotel & Restaurant Mgt M Admin	Recruiting fairs, open enrollment, and internship placement
NAU Tucson		
Flowing Wells SD, Tucson USD, Sunnyside SD, Marana SD, Amphitheater SD, Tanque Verde SD, Vail SD, Santa Cruz Valley SD, Catalina Foothills SD	M Ed Elementary Ed Cert BS Ed Elementary Ed M Ed Elementary Ed CPE M Ed Educational Technology ESL Endorsement Reading Endorsement	Cohorts Cohort program Open enrollment Open enrollment Open enrollment Open enrollment All districts provided cohorts on request with sufficient demand
Southgate Charter School	BS Ed Elementary Education	Cohort
Starr Pass Marriott, Westward	BS Hotel & Restaurant	Open enrollment recruitment;

Look, La Paloma, Ventana Canyon, El Conquistador, Marriott University Park, Arizona Inn	Management	fieldwork experience placements
Pima Community College District	BAS Computer Technology BS Business Administration BAS Health Sciences BAiLS Public Agency Service BS Criminal Justice RN to BS Nursing degree completion program	2+2 articulation, open enrollment 2+2 articulation, open enrollment Open enrollment Open enrollment Open enrollment Articulation and open enrollment
Pima CC Desert Vista Campus and Child Parent Center Head Start program	BAS Early Childhood	Cohort development
Davis Monthan Air Force Base	M Admin M Ed Elementary Education Cert	Recruiting fairs, open enrollment, monthly advising site visits

NAU Nogales		
Nogales Unified School District	M Ed Elementary Education, CPE M Ed Educational Technology M Ed Counseling/HR ESL Endorsement M Ed Early Childhood	Open enrollment, cohorts as requested when sufficient demand

* Payson and Nogales report through and are served by the urban offices in Scottsdale and Tucson respectively.

**Access/Workforce Development
Partnerships & Collaborations Report
Rural Areas**

Undergraduate Programs: BS Dental Hygiene; BAS Computer Technology; BAS Health Sciences; BS Health Sciences/DMI; BAiLS Public Agency Service; BAS Public Agency Service; BAiLS Organizational Communication; BAiLS Learning & Pedagogy; BAiLS, Enterprise in Society; RN to BSN; BSN Nursing; BS Ed Elementary Education; BS Ed Career & Technical Education; BS Business Administration; BS Hotel & Restaurant Management; BS Interior Design; BAiLS Criminal Justice; BAS Justice Systems Policy and Planning.

Graduate Programs: M Ed Elementary Education, Continuing Professional Emphasis; M Ed Elementary Education Certification Emphasis; MS Nursing; M Eng Engineering; M Ed Educational Technology; M Ed Secondary Education, Certification Emphasis; M Ed Secondary Education, Continuing Professional Emphasis; M Administration

Certificate/Endorsement Programs: Culinary Sanitation, Entrepreneurship, Geographical Information Systems, ESL Endorsement, Reading Endorsement

Collaboration— Municipality, School District, Community College, Business, Agency etc.	A/WD Program Delivered	Description – cohort, open enrollment, classes on site, 2+2 articulation, recruiting fairs, scholarships, etc.
NAU Kingman		
Mohave Community College	BS Dental Hygiene BAS Computer Technology BAS Health Sciences BAS Public Agency BAiLS Public Agency RN to BSN BS Elementary Education	2+2 articulation, open enrollment, online courses
Kingman USD	M Ed Elementary Ed, CPE M Ed Educational Technology Post Degree Elementary Cert Reading Endorsement ESL Endorsement	Cohort, open enrollment, on-site courses and online courses
Kingman Academy of Learning, Music Mountain School District, EAGLE Academy	M Ed Elementary Ed, CPE M Ed Educational Technology Post Degree Elementary Cert Reading Endorsement ESL Endorsement	Cohort, open enrollment, on-site courses and online courses
NAU Lake Havasu City		
Mohave Community College	BS Dental Hygiene BAS Computer Technology BAS Health Sciences BAS Public Agency	2+2 articulation, open enrollment, online courses

	BAiLS Public Agency RN to BSN BS Elementary Education	
Lake Havasu USD	M Ed Elementary Ed, CPE M Ed Educational Technology Post Degree Elementary Cert Reading Endorsement ESL Endorsement	Open enrollment, on-site courses and online courses
Telesis Academy Lake Havasu Charter School Topock School District	M Ed Elementary Ed, CPE M Ed Educational Technology Post Degree Elementary Cert Reading Endorsement ESL Endorsement	Open enrollment, online courses, on-site courses when sufficient demand
NAU Bullhead City		
Mohave Community College	BS Dental Hygiene BAS Computer Technology BAS Health Sciences BAS Public Agency BAiLS Public Agency RN to BSN BS Elementary Education	2+2 articulation, open enrollment, online courses
Bullhead Elementary Schools Ft. Mohave School District Mohave Valley School District	M Ed Elementary Ed, CPE M Ed Educational Technology Post Degree Elementary Cert Reading Endorsement ESL Endorsement	Open enrollment, online courses, on-site courses when sufficient demand
NAU Signal Peak		
Casa Grande Elementary School District; Coolidge Unified School District; Eloy Elementary School District; Stanfield School District; Picacho Elementary School District; Toltec Elementary School District; Florence Unified School District	M Ed Elementary Education, CPE Reading endorsement ESL endorsement B.S. Elementary Education	Cohort, open enrollment, on-site when sufficient demand, online classes
Sacaton School District	ESL endorsement	Cohort, open enrollment, on-site
Central Arizona College	BS Elementary Education BAiLS Enterprise in Society BAiLS Sociology BAiLS Public Agency Service BAS Public Agency Service	Cohort, open enrollment, transfer articulation with community college, on-site courses with sufficient demand, online courses
NAU Apache Junction		
Apache Junction USD	M Ed Elementary Education, CPE Reading Endorsement BS Elementary Education	Cohort, open enrollment, ITV classes, online classes, on-site with sufficient demand
Central Arizona College	BS Elementary Education	Cohort, transfer articulation

NAU Aravaipa		
Hayden-Winkelman Unified School District; Ray Unified School District; Mammoth/San Manuel Unified School District	M Ed Elementary Education, CPE Reading Endorsement BS Elementary Education	Cohort, open enrollment, on-site with sufficient demand, ITV courses, online courses
Central Arizona College	BS Elementary Education	Cohort, transfer articulation
NAU Prescott		
Yavapai College	BS Elementary Education BAS Computer Technology RN to BSN BS Business Administration	Cohort, transfer articulation Online, transfer articulation Online, transfer articulation Cohort, transfer articulation
Chino Valley U.S.D., Humboldt U.S.D., Mayer U.S.D., Prescott U. S. D.	M Ed Elementary Education, CPE Reading endorsement M Ed Educational Technology	Open enrollment, classes on site with sufficient demand, ITV classes, online classes
NAU Verde Valley		
Yavapai College	BS Elementary Education BAS Computer Technology RN to BSN	Transfer articulation
Clarkdale-Jerome Elementary S.D Beaver Creek Elementary S.D Sedona-Oak Creek U.S.D. Camp Verde U.S.D Clarkdale-Jerome Elementary S.D Cottonwood-Oak Creek Elem. S.D.	M Ed Elementary Education, CPE Reading endorsement BS Elementary Education M Ed Educational Technology	Open enrollment classes on site, online classes
NAU Chinle		
Chinle Unified School District	ESL Endorsement BS Elementary Education	Open enrollment, ITV classes Cohort, ITV
Many Farms BIA, Chinle Boarding School BIA, Rough Rock BIA	ESL endorsement BS Elementary Education	Open enrollment on ITV Cohort on ITV
NAU Kayenta		
Kayenta USD, Red Mesa USD	BS Elementary Education ESL endorsement	Cohort on ITV Open enrollment on ITV
Rock Point BIA, Shonto School BIA, Dinnehotso BIA, Kaibito BIA	BS Elementary Education ESL endorsement	Cohort on ITV Open enrollment on ITV
NAU Ganado		
Window Rock USD, Hopi USD	BS Elementary Education ESL endorsement	Cohort on ITV Open enrollment on ITV
Sage Hospital, Chinle Indian	BS Nursing	Preceptorship placements

Hospital		
Dine College	BS Nursing	Transfer articulation
NAU Window Rock		
Window Rock Unified SD	BS Elementary Education ESL endorsement	Cohort on ITV Open enrollment on ITV
NAU Keams Canyon		
Polacca Day School BIA, Second Mesa Day School BIA, Jeddito School BIA	BS Elementary Education ESL endorsement	Cohort on ITV Open enrollment on ITV
Hopi Unified School District	BS Elementary Education ESL endorsement	Cohort on ITV Open enrollment on ITV
NAU Tuba City		
Tuba City Unified School District	BS Elementary Education ESL endorsement M Ed Educational Technology	Cohort on ITV Open enrollment on ITV Open enrollment online courses
Tuba City Boarding School BIA, Greyhills High School BIA	BS Elementary Education ESL endorsement	Cohort on ITV Open enrollment on ITV
NAU Holbrook		
Holbrook Unified School District, Joseph City Unified SD, Winslow Unified SD	BS Elementary Education ESL Endorsement Reading Endorsement	Cohort on ITV Open enrollment on ITV On-site at Holbrook
NAU Show Low		
Snowflake Unified School District, Show Low Unified SD, Round Valley Unified SD, Blue Ridge Unified SD, Heber Unified SD	ESL endorsement BS Elementary Education Reading endorsement M Ed Elementary Education, CPE	Open enrollment on ITV Cohort on-site in Show Low Open enrollment at Show Low Open enrollment online classes
NAU Whiteriver		
Whiteriver USD	ESL endorsement BS Elementary Education Reading endorsement	Open enrollment on ITV Cohort on-site in Show Low Open enrollment at Show Low
Cibecue Community School BIA, John F. Kennedy BIA	ESL endorsement BS Elementary Education Reading endorsement	Open enrollment on ITV Cohort on-site in Show Low Open enrollment at Show Low
NAU Thatcher		
Eastern Arizona College	BS Elementary Education BAS Computer Technology	On-site cohort, 2+2 articulation 2+2 articulation, online classes

Thatcher Unified District Safford Unified District Willcox Unified Schools Bowie Unified Schools Morenci Unified District Clifton Unified Schools Duncan Unified District	BS Elementary Education Reading endorsement M Ed Elementary Education, CPE M Ed Educational Technology ESL Endorsement	Cohort classes at EAC Open enrollment classes at EAC Open enrollment on-site and web Open enrollment online classes Open enrollment on-site and web
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Soloman Elementary District Pima Unified Schools Ft. Thomas Unified District St. David Unified District Bowie Unified District		Practicum and student teaching placements
Dan Hinton School Gila Preparatory Academy Triumphant Learning Center Discovery Plus Academy	BS Elementary Education Reading endorsement M Ed Elementary Education, CPE	Cohort classes at EAC Open enrollment classes at EAC Open enrollment online classes
City of Thatcher, Thatcher Police, Safford City Police, City of Safford, Graham County Government, Greenlee County Government Service, Arizona State Prison Fort Grant, Arizona State Prison San Simon, Federal Prison Swift Trail	BAiLS Public Agency Service BAS Public Agency Service Master of Administration	
NAU Globe/Miami		
San Carlos Unified District Globe Unified Schools Miami Unified Schools	M Ed Elementary Ed CPE Reading endorsement BS Elementary Education ESL endorsement	Open enrollment on-site and web Open enrollment on-site and web Cohort, classes on site Open enrollment, on-site and web
Gila County/Eastern Arizona College	BS Elementary Education	Transfer articulation
Gila County Government Services Gila County Head Start City of Globe City of Miami Globe City Police Dept. Miami City Police Dept. San Carlos Water Authority San Carlos Communications	BAS Public Agency Service BAiLS Public Agency Service BAS Early Childhood Education	
Phelps Dodge Corporation	BAiLS Enterprise in Society BAS Public Agency Service BAiLS Public Agency Service Master of Administration	Open enrollment online programs
Globe Regional Medical Center San Carlos Medical Center	RN to BSN BAS Health Sciences	Open enrollment online programs

**ARIZONA UNIVERSITY SYSTEM
NORTHERN ARIZONA UNIVERSITY
TECHNOLOGY AND RESEARCH INITIATIVE FUND (TRIF)**

ACCESS/WORKFORCE DEVELOPMENT:

**Appendix B
Performance Measures / Deliverables**

Appendix B: Performance Measures/Deliverables by Program

	FY 2002	FY 2003	FY 2004	FY 2005	FY 2005	FY 2006
PERFORMANCE MEASURES/DELIVERABLES	ACTUAL	ACTUAL	ACTUAL	PROJECTED	ACTUAL	REVISED
Leveraged Investment						
1. Grants/Contracts Proposed		\$3,951,834	\$5,094,132	\$250,000	\$1,000	\$250,000
Technology Transfer						
2. Courses/Modules Sold/Brokered	0	5	0	2	0	2
Economic Development						
3. Companies identifying NAU as reason for relocating or expanding in AZ		0	0	1	0	1
Work Force Contributions						
4. Potential New Students Served						
-New Teachers	250	542	807	600	679	700
-Nurses/Health Professionals	120	266	414	300	464	350
-Engineers with Advanced Training	20	Reported in ARU TRIF	Reported in ARU TRIF	30	Reported in ARU TRIF	ARU initiative ended - FY 200
-Business/Non-Profit Managers	44	182	303	200	442	350
Specific Curriculum Innovations						
5. Degree/Certificate Programs	11	19	37	20	41	40
6. Statewide Access (Rural and Urban)	yes	yes	yes		yes	
7. Regional/National Global Access	yes	yes	yes		yes	
8. New/Revised Courses	75	72	105	80	153	180
Partnerships						
9. Community College Partners	14	16	17	16	17	16
10. Tri-University (ASU, NAU, U of A)	3	3	3	3	3	3
11. K-12 Partners (schools/districts)	30	51	119	60	127	120
12. Industry or Agency Partnerships	2	21	42	25	75	50

As reported in the FY 2005 Annual TRIF Report

Education

- **Master of Education in Elementary/Secondary Education with Certification** – In year one there were three cohorts of 20-25 students each, and in year two the program grew to five cohorts with an additional faculty member hired to support an additional 130 students. During the third year, the program was revamped from an alternative teacher certification to a Master in Education and reduced from 22 months to 12 months to get teachers into the classroom quicker. Year three also included: three elementary education cohorts in Tucson; two elementary and one secondary education cohort in Phoenix; and one elementary education cohort in Yuma (20-25 students each cohort). Activity in year four included: four elementary education cohorts in Tucson; four elementary education and two secondary education cohorts in Phoenix; and one elementary education cohort in Yuma (20-25 students each cohort). A secondary education cohort of 18 students from the Phoenix area graduated in FY 2005. Over 90% of the graduates stay in Arizona to teach.
- **Master of Education in Educational Technology and Certificate Program** – During year one the existing program expanded by 60% with 110 new students involved in this all-web program where they learn to teach effectively with and about technology. Year two expansion included the addition of a faculty member to expand the program by 100 students with a total of 177 students enrolled. In year three the certificate program and the Master of Education were completely

converted to Web delivery. In year four a total of 75 students received degrees. Both of these programs are offered entirely on the Web with a combined enrollment of 178 students.

- **English as a Second Language Endorsement** – The existing program was expanded by nearly 100% in years one and two. This program enables teachers to help students for whom English is not their native language to learn effectively. Enrollment dropped in year three due to changes in state law requiring that all classes be taught exclusively in English. In year four all courses were converted to the Web. Program enrollment increased by 21 students to a total of 57.
- **Science/Math Education** – Field testing of two Physics and two Biology Courses was conducted in year one. Approval of 6 biology and 9 physics web-delivered mini-courses by the Graduate Council was received in year two and were scheduled for delivery in summer 2003, fall 2003, and spring 2004. Year three brought the number of web-delivered mini-courses designed and delivered to six Biology, five Chemistry and nine Physics courses. These mini-courses (1 credit hour each) allow current teachers to acquire skills to enhance their teaching or to be certified to teach science. Enrollments have been small (32 in AY 2003/2004). Through assessment we found that teachers taking the courses have found them useful in their teaching. However, year four enrollments continued to be small despite targeted marketing strategies that included e-marketing to science teachers, program fliers mailed to science teachers in Phoenix area high schools, and attending the state science teacher conference to market the courses. The decision was made in Fall 2004 to discontinue the program with the last round of classes offered in Spring 2005.
- **Education Foundations** – Start-up for this program began in year two with a faculty member hired to develop and teach required graduate Education Foundation courses. In year three, four required graduate Education Foundations courses were converted to Web delivery with capacity for 150 new students. The number of sections offered increased from seven in FY 2004 to twelve in FY 2005 with enrollment growing to 229 students. These courses are required for all NAU Education master programs.
- **Bachelor of Science in Elementary Education** – A new program for TRIF funding in year two. Cohorts were recruited in Tucson during year three. Three cohorts were in place in Tucson for year four and a cohort was recruited in Phoenix for Fall 2005. A second faculty member was hired, and a total of 105 students enrolled during year four.
- **Bachelor of Science and Master of Education in Career and Technical Education** – These were new TRIF programs for year three, with the master entirely on the Web and the bachelor delivered primarily face-to-face in urban areas such as Phoenix and Tucson. In year four the master's degree had an enrollment of 33 students and the bachelor's degree had 83 students. Ten students received degrees.

Health Professions

- **Accelerated Bachelor of Science in Nursing** – This program and the Registered Nurse to Bachelor of Science in Nursing program are aimed at addressing Arizona's nursing shortage. Year one enrollment in both of these programs began with 30 students with another 18 students admitted in year two. Additional students admitted to the Accelerated program in years three and four brought the total number of students active in the plan to 34.

- **Registered Nurse to Bachelor of Science in Nursing** – The entire curriculum except for clinical experiences is delivered on-line. An additional faculty member was hired in year two to expand the number of students in the RN to BSN program by 30, and 22 new students were admitted in year three. In year four the number of students in the plan increased by 41 students.
- **Master of Nursing** – This was a new program for year two and a faculty member was hired to serve 20 new students. Courses were redesigned for web delivery and student evaluations have been positive. There were 17 new students admitted to the program in year three. During year four the number of students in the plan increased to 28.
- **Bachelor of Science in Dental Hygiene** – The program grew in years one and two from 11 to 52 students, and had 4 new courses created and 4 revised. A part-time office specialist was hired in year two to assist in supporting the program. Year two also saw the website revised, journal ads published, recruitment visits to sites throughout state, and the evaluation of the program completed satisfactorily. In year three the program expanded from 99 to 131 students. Marketing continued through the website, journal ads and recruitment visits to sites throughout state. Enrollment in year four declined slightly from 131 to 126 students. Seventeen students graduated. This program continues to have national interest and enrollment.
- **Bachelor of Applied Science in Health Promotion and Bachelor of Science in Health Promotion** – This new program began in year one with 44 students and 6 courses developed or revised for web delivery. In the second year, 103 students enrolled with expansion of support for 30 new students. Two additional courses were developed or revised for web delivery, and the program was also expanded in year two to include the Bachelor of Science in Health Promotion to increase the potential student base. Marketing was increased to reach more students, and student evaluations were completed. In year three 7 courses were developed or revised for web delivery bringing a total of 21 over the life of the project. Marketing efforts continued, and enrollment reached 132 students. During year four enrollment expanded from 132 students to 175. Students came from 18 different states, two military facilities, and one national country (Canada). The program name changed from Health Promotion to Health Sciences as part of college restructuring. The number of degrees awarded increased each year: two in FY 2003, six in FY 2004, and sixteen in FY 2005.
- **Health Promotion emphasis in Masters of Management** – This emphasis was made available in year two and was included in list of emphases that Masters of Management students can select from to customize their degree. In year three 4 students were enrolled in this emphasis that has a capability to serve 15 students.

Business and Public Service

- **Master of Administration (M Admin)/Master of Science in Management (MSM)** – The program grew to more than 45 students by the end of year two and 6 courses were developed or revised for web presentation. The MSM program increased with 18 new admits in year three to 69 students. There are six emphasis areas: Educational Leadership; Professional Writing; Project Management; Public Management; Health Promotion; and a Custom Emphasis Option. The emphases allow students to obtain a basic grounding in business courses while specializing in non-traditional areas such as Public Management. In year three this program was modified to better fit

student needs and to meet AACSB accreditation requirements. The renamed degree, the Master of Administration, admitted 34 new students at the end of year three. In year four the number of students admitted to the M Admin program grew from 34 to 181 with an additional 41 students in the MSM program. A half-time director position was established and filled.

- **Bachelor of Applied Science in Computer Technology** – This is designed as a follow-up to a community college degree in Computer Technology, and the main focus has been on establishing articulation agreements with community colleges. Enrollment has grown from 11 students in year one to 32 students in year three. In addition a \$25,000 grant from SAP America Corporation was funded in year two. During year four the main focus was on establishing articulation agreements with community colleges. Enrollment for this program was 28 students. Eight students graduated.
- **Post Baccalaureate Certificate in Entrepreneurship** – Demand for this program was low and it has been discontinued.
- **Bachelor of Arts in Liberal Studies in Public Agency Service/Bachelor of Applied Science in Public Agency Service, and support courses for all BAILS/BAS and liberal studies students** – This effort began in year two and had approximately 175 students enrolled. Six web courses were developed in year three to support these programs and nine course sections were offered. During year four enrollment in required courses in specialization, emphasis, and core areas increased by 88 students to a total of 174 students. Most students are adult, part-time students. Degrees have been awarded to 37 students.
- **Culinary Arts for Managers Certificate** – After a successful non-credit initial roll-out in early 2004, the Culinary Arts for Managers was renamed as a credit-granting certificate. American Hotel Online, a national Web site, has run a story on the program. The certificate will be underwritten by Kendall Jackson Wineries. The certificate was not offered during AY 04/05 due to university restructuring and internal reallocation of school resources. A commercial website (<http://az-hospitality.org>) has been purchased to allow future marketing of the degree in both VHS and DVD format.
- **Graphical Information Systems (GIS) post-baccalaureate certificate and workshops** – Student recruitment efforts in year three yielded few admissions and enrollments. The faculty member resigned with courses being taught by part-time faculty until admissions and enrollment are sufficient to justify rehiring a full-time faculty member. Enrollment increased by seven students during year four for a total of 23 students. Six certificates have been awarded since Spring 2002.

Infrastructure

- **Student Services** – Toll-free phone and web access for students provided follow-up to assist with admission, enrollment, payment, and other NAU processes. Implemented on-line chat. Advisors have been hired to work with students at a distance. On-site assistance available at 30 offices around the state. Prospective students are called and offered assistance completing the application materials and/or put in touch with an academic advisor.
- **Technical Infrastructure** – Internet bandwidth has been increased from 60 MB to 90 MB to meet the high-bandwidth demands of students. Internet 2 connectivity was added and maintained

to support national exchange of instructional and research data. Modem pools were maintained in rural areas to better serve students. The installation of the new all-digital ITV System consisting of voice (VOIP-Internet telephone), video and Internet services was completed by the June 30, 2004, goal. In year four digital ITV classrooms were added at the East Maricopa, West Maricopa and Globe/Miami campuses. Citrix server enabled complex software to be accessed by over 3,881 students.

- **Faculty support** – Over 70 web courses were developed in years one and two and 105 web courses were developed in year three through a combination of TRIF funding and Distance Learning funding. From FY 2003 to FY 2005, 153 web courses were developed. Over 300 Web courses were taught each semester during Academic Year 2004-2005 using a combination of TRIF and Distance Learning funding. Web enrollments increased by approximately 45% in year four.
- **Marketing** – Multi-purpose, multi-media marketing materials have been developed, and print, radio and cable TV advertisements have been placed in statewide and local media. We have utilized electronic Internet advertising such as e-mail postcards and Web site banners. A wide variety of materials have been developed and used in multiple campaigns for each program, and the ongoing evaluation of the success of various methods of marketing has improved each successive year's marketing plan.