

University of Alaska

Key Indicators

Student Participation	FY10	FY11	FY12	FY13	FY14	FY15	% Change		Status
							FY10 - FY14	FY15 - FY14	
Annual Number of Students Taking For-Credit Courses	49,005	49,939	50,628	48,494	46,062	45,269	-6.0%	-9.4%	↓
Associate and Certificate	8,962	9,951	10,266	9,845	9,656	9,054	7.7%	-9.0%	↔
Bachelor's	14,548	15,436	16,089	16,250	15,942	15,675	9.6%	1.5%	↑
Graduate	3,290	3,393	3,458	3,439	3,396	3,066	3.2%	-9.6%	↔
Non-Degree Seeking	22,205	21,159	20,815	18,960	17,068	17,474	-23.1%	-17.4%	↓
Average Student Credit Hour Load	17.9	17.7	17.8	17.8	17.8	17.9	-0.4%	1.2%	↔
% of Recent College Bound Alaska High School Graduates		47.5%		46.4%		April 2016	n/a	n/a	↔
% of Recent Alaska High School Graduates who Attend UA	29.4%	29.0%	29.4%	29.3%	29.4%	29.4%	0.0%	1.4%	↔
% of Alaskans who took a UA Class	8.4%	8.4%	8.1%	7.9%	7.6%	January 2016	-9.5%	n/a	↓
Student Learning Outcomes									
Degree, Certificates, Endorsements Awarded	3,754	3,983	4,174	4,491	4,908	4,678	30.7%	17.4%	↑
High Demand Job Area Degrees Awarded	2,731	2,910	2,918	3,067	3,343	3,146	22.4%	8.1%	↑
Vocational Pre- to Post-Training Change in Average Wage Per Quarter	25.9%	30.7%	28.9%	33.3%	February 2016	February 2017	n/a	n/a	↑
Bachelor's 150% Graduation Rate (Full-Time)	27.7%	28.6%	28.2%	31.6%	32.1%	32.2%	15.9%	12.6%	↑
Associate, Certificate, and Endorsement 3-Year Graduation Rate (Full-Time)	13.8%	15.1%	14.7%	13.9%	16.8%	22.9%	21.6%	51.3%	↑
Research & Creative Activity									
Grant Funded Research Expenditures (Millions)	\$131.0	\$138.0	\$132.7	\$129.8	\$120.4	\$111.8	-8.1%	-19.0%	↓
Service									
Non-Credit Instructional Units Delivered	16,049	15,541	15,498	12,922	10,394	6,962	-35.2%	-55.2%	↓
Outreach Contacts and Publications	177,292	229,778	280,922	291,984	273,474	314,331	54.3%	36.8%	↑
Facilities									
Sq. Ft. Per Faculty FTE	2,334	2,296	2,221	2,407	2,383	2,447	2.1%	6.6%	↑
Deferred Maintenance & Revitalization Backlog in \$ Per Sq. Ft.	\$174	\$177	\$178	\$172	\$144	\$142	-17.2%	-19.8%	↓
Finance									
Viability Ratio	4.4	5.7	5.1	4.5	4.8	December 2015	9.1%	n/a	↑
Return on Net Assets Ratio	2.1	5.9	5.4	6.6	5.7	December 2015	171.4%	n/a	↑
Alumni Giving (\$1000s)	\$671	\$788	\$1,123	\$897	\$1,379	\$3,097	105.5%	293.0%	↑
Corporate Giving (\$1000s)	\$10,375	\$24,868	\$14,282	\$8,120	\$11,809	\$8,705	13.8%	-65.0%	↔

Figures *italicized and colored in gray* are *preliminary FY15 estimates*. Each arrow, in the status column, indicates how the metric is trending while the color indicates whether current performance is **meeting desired expectations (green)**, **causes concern and should be closely monitored (orange)**, or is **trending opposite of the desired direction (red)**.

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University of Alaska

Shaping Alaska's Future Metrics

(Continued on Next Page)

Theme I: Student Achievement & Attainment	FY10	FY11	FY12	FY13	FY14	FY15	% Change		Status
							FY10 - FY14	FY11 - FY15	
Bachelor's Grads Earning Graduate Credential within 5 Years	17.5%	16.5%	16.7%	18.0%	18.7%	<i>19.4%</i>	7.0%	16.9%	↑
% of Degree-Seekers who Successfully Complete 30 Credits or More Per FY									
Bachelor's	13.0%	12.9%	13.7%	15.0%	15.2%	15.8%	16.9%	22.5%	↑
Associate	4.0%	3.7%	3.5%	4.2%	3.9%	4.2%	-2.5%	13.5%	↔
Developmental Course Takers Successfully Completing College-Level Class in Math or English Within 1 Year									
Bachelor's Degree Seekers	38.6%	33.3%	36.3%	37.4%	40.0%	38.6%	3.7%	15.9%	↑
Associate of Arts/Science Degree Seekers	31.8%	27.9%	29.4%	28.3%	32.9%	26.4%	3.7%	-5.2%	↔
150% Graduation Rate									
Bachelor's, Full-Time	27.7%	28.6%	28.2%	31.6%	32.1%	32.2%	15.9%	12.6%	↑
Pell Recipients	16.1%	19.2%	21.2%	17.4%	20.3%	21.3%	26.3%	11.1%	↑
Alaska Native/American Indian	12.6%	12.3%	9.9%	13.1%	11.0%	18.6%	-13.1%	51.0%	↑
Bachelor's, Part-Time	7.5%	6.5%	7.5%	9.0%	6.7%	6.4%	-10.7%	-1.5%	↓
Associate, Full-Time	9.0%	10.6%	11.7%	11.4%	12.5%	16.7%	38.9%	57.5%	↑
Pell Recipients	9.7%	7.6%	7.8%	8.9%	10.9%	9.9%	12.3%	29.5%	↑
Alaska Native/American Indian	4.1%	4.7%	4.8%	5.2%	9.2%	14.5%	125.7%	211.8%	↑
Associate, Part-Time	2.9%	2.3%	3.7%	3.2%	4.0%	1.8%	37.9%	-21.7%	↔
Graduate Students with Externally Funded Assistantships	9.1%	10.3%	8.6%	8.0%	6.9%	7.8%	-24.2%	-24.3%	↓

Theme II: Productive Partnerships with Alaska's Schools

APS Recipients Meeting Student Credit Hour Completion Requirements			74.9%	80.5%	83.9%	85.0%	n/a	n/a	↑
First-Time Freshmen Taking Developmental Math or English Class									
Bachelor's Degree Seekers	47.3%	47.9%	49.8%	47.5%	46.4%	43.2%	-1.9%	-9.8%	↓
Associate of Arts/Science Degree Seekers	61.6%	57.9%	65.4%	64.1%	60.1%	57.7%	-2.4%	-0.3%	↔
% First-Time Freshmen with Concurrent Enrollment Credit	26.6%	23.7%	23.4%	27.1%	28.3%	26.3%	6.4%	11.0%	↑
Proportion of UA Educated New Teacher Hires	23.4%	24.0%	21.0%	23.7%	16.6%	<i>January 2016</i>	-29.1%	n/a	↓

Theme III: Productive Partnerships with Public Entities and Private Industry

% of UA Degree Recipients Employed 1 Year Later	78.6%	78.3%	78.5%	78.2%	February 2016	February 2017	n/a	n/a	↔
Industry Investments in Workforce Education (\$1,000s)	\$4,612	\$4,073	\$4,593	\$3,858	\$2,233	\$1,885	-51.6%	-53.7%	↓
Industry Investments in Research & Extension (\$1,000s)	\$30,511	\$31,115	\$33,733	\$34,224	\$31,818	\$26,722	4.3%	-14.1%	↑
Baccalaureate Engineering Degrees Earned at UA	148	137	143	156	185	171	25.0%	24.8%	↑
Health Related Degrees Earned at UA	824	786	788	914	988	952	19.9%	21.1%	↑

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University of Alaska

Shaping Alaska's Future Metrics, Continued

	% Change								
Theme IV: Research & Development and Scholarship to Sustain Alaska's Communities & Economic Growth							FY10 - FY11 -	FY11 - FY15	Status
	FY10	FY11	FY12	FY13	FY14	FY15	FY14	FY15	
Ratio NGF:GF Research Revenue	5.2	5.6	5.3	4.7	4.7	4.1	-9.6%	-26.8%	↓
Annual Number of Invention Disclosures	8	6	41	86	110	90	1275.0%	1400.0%	↔
External Funding Per Research Faculty Full-Time Equivalent (\$1000s)	\$629.2	\$665.7	\$629.7	\$588.0	\$520.9	\$514.7	-17.2%	-22.7%	↓
Theme V: Accountability to the People of Alaska									
Average Non-Loan Aid (\$) for Financial Aid Eligible Undergraduates									
Bachelor's	\$3,583	\$4,008	\$4,142	\$4,422	\$4,569	\$4,910	27.5%	22.5%	↑
Associate & Certificate	\$2,660	\$2,950	\$2,963	\$3,026	\$3,048	\$3,209	14.6%	8.8%	↑
% of Degree Seeking Undergraduates Receiving Pell	28.0%	35.3%	36.3%	36.1%	35.4%	35.3%	26.4%	-0.1%	↔
Average Total Loan Debt for those Graduating with Loans									
Bachelor's	\$28,593	\$29,996	\$28,735	\$28,757	\$28,402	\$27,083	-0.7%	-9.7%	↓
Associate & Certificate	\$19,493	\$19,525	\$19,349	\$20,207	\$19,912	\$19,664	2.1%	0.7%	↔
Number of Programs Available by e-Learning									
All (50-100% e-Learning)					211	221	n/a	n/a	
Distance Only (100% e-Learning)					95	90	n/a	n/a	
Average e-Learning Credits per Student	2.4	2.6	2.5	3.0	3.3	3.4	37.5%	30.8%	↑
Loan Default Rate	12.2%	12.2%	12.4%	October 2016	October 2017	October 2018	n/a	n/a	↔
% UA Groups Reporting Alaska Native/American Indian Racial Background. Alaska Population in 2010 = 19.5%									
Faculty	4.1%	4.2%	4.2%	4.5%	4.6%	4.8%	11.2%	14.1%	↑
Staff	9.1%	9.0%	8.4%	9.0%	8.5%	8.6%	-6.3%	-4.0%	↓
Bachelor's Degree Seekers	13.7%	13.7%	13.7%	13.6%	13.9%	13.7%	1.4%	0.2%	↔
Associate Degree, Certificate & Endorsement Seekers	20.6%	18.8%	18.9%	18.3%	18.5%	17.5%	-10.2%	-6.6%	↓
Graduate Degree Seekers	8.6%	8.1%	8.2%	9.2%	9.9%	9.5%	14.3%	17.4%	↑
Degree Recipients	13.7%	10.7%	12.3%	12.6%	14.5%	13.3%	5.7%	23.5%	↑
UA Tuition & Fees Compared with Western Institutions									
4-Year as percent of WICHE Average	87.0%	82.8%	76.7%	78.3%	78.0%	80.9%	-10.3%	-2.3%	↔
2-Year as percent of WICHE Average	212.8%	211.9%	191.6%	183.8%	183.9%	191.5%	-13.6%	-9.6%	↓
Total Cost of Risk per \$1,000 in Operating Expenses	\$9.7	\$9.0	\$9.2	\$9.3	\$10.5	\$9.00	8.2%	0.0%	↔
Instruction & Student Related Expenditures (\$1,000s) Per Degree Recipient	\$91.5	\$91.9	\$89.7	\$85.5	\$77.6	\$79.4	-15.2%	-13.6%	↓

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University of Alaska Performance Measures

Brief Interpretations and Operating Definitions

Unless otherwise noted in an individual metric definition, all metrics were calculated on a fiscal year basis and all source data was provided by UAA, UAF, UAS and SW via UA's information systems and is available from UA's Decision Support Database (RPTP.DSDMGR). Additional information sources are noted as applicable.

Key Indicators

Student Participation

Number of Students Taking For-Credit Courses

The University of Alaska served 45,269 students in FY15, -2 percent fewer than in FY14 and -9 percent fewer than in FY11. The number of students enrolled at UA peaked in FY12 and has been generally declining since. UAA, UAF and UAS generally attribute recent, historical declines in the number of entering, degree-seeking students to a decreasing number of Alaska high school graduates over the last few years. A challenge in addressing declines observed over the last few years are the simultaneous, significant declines in State and federal revenue. Headcount declines also negatively impact UA student tuition and fees revenue.

Annual Number of Associate and Certificate Majors Taking For-Credit Courses

The number of associate and certificate majors enrolled at UA decreased by -9 percent from 9,951 in FY11 to 9,054 in FY15; FY15 enrollment reflects a -6 percent decrease from FY14 (9,656 students).

Annual Number of Bachelor's Majors Taking For-Credit Courses

Headcount of bachelor's degree-seekers decreased by -2 percent from FY14 to FY15 (from 15,942 to 15,675 students), however was up slightly (1.5 percent) over the last five years.

Annual Number of Graduate Majors Taking For-Credit Courses

Graduate degree and credential seekers attending UA decreased by -10 percent from 3,393 in FY11 to 3,066 in FY15.

Annual Number of Non-Degree seeking Students Taking For-Credit Courses

The number of non-degree seeking students declined by -17 percent between FY11 and FY15, however grew slightly from FY14 to FY15 (17,068 to 17,474).

Defined as: Unduplicated headcount of students taking at least one for-credit course anytime during the fiscal year, including students who audit a course. Fiscal year consists of consecutive summer, fall, and spring semesters. Students are classified based on the most recent degree level sought within the fiscal year, i.e. a student who is non-degree seeking in the fall term and seeking an associate degree in the spring term is considered an associate degree-seeker for this measure.

Average Student Credit Hour Load

The average student credit hour load attempted by degree-seeking students over the course of a fiscal year remained virtually steady over the last six years, at an average of almost 18 course credits attempted per fiscal year. The university has a goal of sustained incremental increases, which are expected in the future as a result of initiatives such as the Stay on Track¹ campaign and targeted student advising, although relatively little change has been observed on this indicator measure over time. A baccalaureate or associate degree-seeker who completes at least 30 credits per year is able to complete undergraduate degree requirements on time, i.e. taking 4 years to receive a baccalaureate or 2 years to receive an associate degree.

¹ See <https://www.alaska.edu/stayontrack/>

Defined as: Total number of non-audit student credit hours attempted by degree-seeking students during the fiscal year divided by the distinct fiscal year headcount of degree-seeking students taking at least one for-credit course during the fiscal year, excluding degree-seeking students who are exclusively auditors.

Percent of Recent College Bound Alaska High School Graduates

Alaska has historically had one of the lowest college going rates in the nation, and ranks second to last of all 50 states in the percentage of high school graduates going to college directly from high school. State of Alaska Department of Early Education and Development (EED) and University of Alaska each have identified a goal of increasing the proportion of Alaska high school graduates who go on to college directly after graduating from high school, however relatively little change has been observed on this measure in recent years.

Defined as: Number of students who graduated from a private or public Alaska high school in the past year that enrolled as first-time freshmen in a postsecondary education anywhere in the U.S. in the fiscal year reported.²

Percent of Recent Alaska High School Graduates who Attend UA

The percentage of recent Alaska high school graduates attending UA has remained steady around 29 percent for the last five years.

Defined as: Total number of recent Alaska public high school graduates who enroll as first-time freshman at any University of Alaska campus the fall following graduation.

Percent of Alaskans who took UA Class

Approximately 7.6 percent of adult Alaska residents took at least one course from the University of Alaska during 2014, continuing a declining trend from 8.4 percent in 2010. This decline appears to be driven primarily by a decrease in the headcount of course-takers rather than changes in the number of adult, resident Alaskans, which has remained relatively stable in recent years³.

Defined as: Total number of adult Alaska residents who took at least one course from UA divided by the total number of adult Alaska residents. Residency information provided via the Alaska Department of Revenue, Permanent Fund Division.

Student Learning Outcomes

Degree, Certificates, Endorsements Awarded

The number of degrees, certificates, and endorsements awarded by the University of Alaska reached an all-time high of more than 4,900 in FY14, then decreased -5 percent (-230 awards) during FY15. The decline observed in the last year is driven in part by declines in the number of degree-seeking students entering UA programs, beginning four to five years ago. The University of Alaska's goal is to increase the number of credentials awarded, as well as the proportion of degree-seeking students who successfully complete a program over time. UA awarded 17 percent (695) more degrees, certificates and endorsements in FY15 than in FY11. However the decline observed between FY14 and FY15 is a concern in context of previous, sustained enrollment decreases and in anticipation of less future revenue to support student success efforts. Continuing to make progress toward the goal for this key mission outcome is paramount for UA.

Defined as: Distinct count of degrees, certificates, and endorsements awarded each fiscal year.

² <http://www.higheredinfo.org/dbrowser/index.php?submeasure=63&year=2010&level=nation&mode=graph&state=0>

³ <http://labor.alaska.gov/research/trends/jun14art1.pdf>

High Demand Job Area Degrees Awarded

The number of degrees and credential awards that qualified recipients to work in high demand occupations reached an all time high of almost 3,150 in FY14, and then decreased -6 percent (-197 awards) during FY15. While the total number of high demand job area degrees awarded grew 8 percent (236) from FY11-FY15, the decline observed between FY14 and FY15 is a concern in context of previous, sustained enrollment decreases and in anticipation of less future revenue to support student success efforts and high demand program needs.

Defined as: Distinct count of degrees, certificates, and endorsements awarded each fiscal year in programs qualifying recipients to work in high demand occupations identified by the Alaska Department of Labor and Workforce Development. The university delivering any given program determines whether the program qualifies graduates to work in one or more of the high demand occupations.

Percent Change in Total Earnings, Pre- to Post-Training for UA Workforce Program Participants

In FY12, a total of 4,523 students participated in one of UA's workforce training courses or programs as defined below, and subsequently exited the university, i.e. did not participate in postsecondary education in FY13. Exiters experienced an average increase in total earnings of 33 percent pre- to post-training.

Defined as: Percent change between pre- and post- training total average earnings for participants in UA vocational education courses and programs. A vocational student is currently defined as someone pursuing an Associate of Applied Science or a certificate or occupational endorsement. Source: Alaska Department of Labor and Workforce Development (DoLWD). FY15 employment outcomes for vocational training participants exiting UA during FY14 will be available in February 2016.

Bachelor's 150 Percent Graduation Rate (Full-Time)

The proportion of first-time, full-time freshmen seeking a bachelor's degree that received a bachelor's degree within six years increased by 13 percent from 28.6 percent in FY11 to an all time high of 32.2 percent in FY15. Improved placement and advising contributed to this increase, along with the addition of basic admission standards at all three universities in recent years. The average for public, four-year, open admission institutions was 32.9 percent in FY13 compared to 31.6 percent at UA⁴.

Defined as: Percent first-time bachelor's degree-seeking freshmen starting six years prior who earned a bachelor's degree anywhere in the UA system as of the fiscal year being reported. Cohorts are based on fall semester opening data, consistent with federal reporting, and allowing for valid national and peer comparisons. Receipt of a Pell grant is a proxy for low-income status, and Pell recipients are defined as students who received a Pell grant during the fall semester in which they enrolled as first-time freshmen.

Associate and Certificate Three-Year Graduation Rate (Full-Time)

The proportion of first-time, full-time associate degree and certificate seeking majors that received a degree within three years increased 51 percent from 13.8 percent in FY11 to 22.9 percent in FY15. The average 3-year graduation rate for associate and certificate seeking students at public, two-year institutions was 19.5 percent in FY13 compared to 13.9 percent for UA for the same time frame³.

Defined as: Percent first-time, full-time associate, certificate, or occupational endorsement certificate seeking freshmen starting three years prior who earned an award within three years, anywhere in the UA system as of the fiscal year being reported. Cohorts based on fall semester opening data, consistent with federal reporting, and allowing for valid national and peer comparisons. Receipt of a Pell grant is a proxy for low-income status, and Pell recipients are defined as students who received a Pell grant during the fall semester in which they enrolled as first-time freshmen. Bachelor's Intended students, who are classified as associate level because they do not yet meet baccalaureate admission requirements, are considered in this measure.

⁴ National Center for Education Statistics (2014), see https://nces.ed.gov/programs/digest/d14/tables/dt14_326.20.asp

Research and Creative Activity

Grant Funded Research Expenditures (Million \$)

Totalling \$111.8 million in FY15, grant funded research expenditures declined -19 percent from FY11 (\$138.0 million), and -7 percent from FY14 (\$120.4 million).

Defined as: Amount of grant-funded operating and capital research expenditures, including both direct research expenditures, as well as ICR from restricted research grants spent on research and administrative support. This includes externally sponsored research grants booked on the capital budget, a significant portion of which represents State of Alaska funded research.

Service

Non-Credit Instructional Units Delivered

The measured number of non-credit instructional units delivered decreased -55 percent between FY11 and FY15. The reasons for this are not precisely known, although are understood to be a combination of decreased non-credit instructional activity and/or a lack of systematic data entry for these functions in UA information systems historically recognized as the official source for this data. In the future, this metric will no longer be used and will eventually be replaced with more meaningful information about non-credit program course takers and completers, along with an evaluation of workforce outcomes for program completers. A new metric will utilize information already required to address accountability measures associated with maintaining federal Perkins and State of Alaska Technical Vocational Education Program (TVEP) funding.

Defined as: Number of non-credit instructional units delivered in a FY, including workforce, special interest, professional, and continuing education courses. One non-credit instructional unit is equivalent to 10 contact hours for a non-credit course.

Outreach Contacts and Publications

UAF Cooperative Extension Service continues to publish and distribute research in a form useful and understandable to the general public. In FY15, the Extension distributed an estimated 314,331 publications in print and from its website, a 15 percent increase from FY14 (273,474).

Defined as: Total number of outreach contacts and publications UAF Cooperative Extension Service (CES) distributed to the general public during the fiscal year. Source: UAF Cooperative Extension Service (August 2015).

Facilities

Sq. Ft. Per Faculty FTE

Research institutions—with significant amounts of laboratory space—tend to have a higher ratio of square feet per faculty FTE than those primarily devoted to teaching. Square feet per UA faculty FTE increased 7 percent from FY14 to FY15 (2,383 to 2,447).

Defined as: Facility information from the FY12 Functional Use Survey. Faculty full-time equivalent (FTE) is defined as the headcount of regular faculty plus the headcount of adjunct faculty/3.

Deferred Maintenance & Revitalization Backlog in \$ Per Sq. Ft.

Deferred maintenance and revitalization is the practice of postponing maintenance and repair activities on real properties typically due to budgetary constraints. The dollar amount of such deferred maintenance and revitalization per gross square foot of real estate decreased by -20 percent from \$177 in FY11 to \$142 in FY15.

Defined as: Dollar amount of deferred maintenance and revitalization per gross square foot of UA facilities. Source: UA Statewide Budget Office.

Finance

Viability Ratio

The viability ratio is a standard measure of the university's financial health. Any ratio greater than 1 indicates that the university has a sufficient amount of expendable assets to cover its debt. Higher ratios imply greater financial health. The university's viability ratio increased 9 percent from 4.4 in FY10 to 4.8 in FY14.

Defined as: Compares expendable net assets to debt. Source: UA's annual financial statements
<http://www.alaska.edu/fund-accounting/>, available each December following the close of the fiscal year.

Return on Net Assets Ratio

This ratio measures total economic return and indicates whether the university is financially better off now than it was in the past. A higher ratio means the university has greater financial flexibility to meet its mission. The university's return on net assets is significantly higher than in FY10, however it declined -14 percent from 6.6 in FY13 to 5.7 in FY14.

Defined as: Compares change in net assets to total net assets. Source: UA's annual financial statements
<http://www.alaska.edu/fund-accounting/>, available each December following the close of the fiscal year.

Alumni Giving (\$1,000s)

Overall, the trend over the past five years is consistent with gradual increases in alumni donors, alumni dollars and total donations. Annual fluctuations in the number and amount of annual donations is normal and driven by large gifts and bequests that may not be repeated every year. The total amount of alumni donations to UA grew 125 percent, from \$1.4m in FY14 to \$3.1m in FY15.

Defined as: Total dollar amount (\$1,000s) of donations UA received from alumni during the fiscal year. Source: UA Foundation (October 2015)

Corporate Giving (\$1,000s)

Corporate giving and financial support was \$8,705.0 thousand in FY15, a decrease of -\$3,104.0 thousand (-26.3 percent) from FY14, and a 7.2 percent increase from the amount UA received from corporations in FY13. Annual fluctuations in the number and amount of annual donations are expected, especially in a less favorable economic climate in Alaska.

Defined as: Total dollar amount (\$1,000s) of donations UA received from corporate sources during the fiscal year. Source: UA Foundation, (October 2015)

Shaping Alaska's Future Metrics

Theme I: Student Achievement & Attainment

Baccalaureate Recipients who Earned a Subsequent Graduate Credential within 5 Years

In FY15, an estimated one in five people who earned a baccalaureate from UA went on to earn a graduate degree or credential within the next 5 years, an increase of almost 17 percent over the last five years. This metric is a proxy measure for the quality of UA's baccalaureate programs, specific to preparing graduates for additional postsecondary education.

Defined as: Proportion of all baccalaureate degree recipients that subsequently earned a graduate degree or credential at UA, or a graduate degree from another U.S. institution, within the five fiscal years following graduation. For example, a student earning a bachelor's degree in the spring 2010 semester (FY10) is included in the numerator of the FY15 estimated value for this metric if he or she earns one or more graduate degree(s) and/or credential(s) during the period of FY11 to FY15. Source: UAA, UAF, and UAS via UA information systems and the National Student Clearinghouse.

Percent of Bachelor's Degree-Seekers who Successfully Complete 30 Credits or More Per FY

Almost 16 percent of bachelor's degree-seekers completed 30 credits or more in FY15, which is the minimum amount needed to stay on track to timely graduation, e.g. 4 years for a baccalaureate, 2 years for an associate degree, etc. The proportion of bachelor's degree-seekers who do so has increased incrementally over the last five years. UA's Stay on Track⁵ outreach and education campaign, as well as minimum credit completion requirements for major, multi-year scholarship programs such as the UA Scholars scholarship and the Alaska Performance Scholarship appear to drive progress on this metric over time, and are expected to result in continued future increases.

Defined as: Proportion of baccalaureate majors earning 30+ credits during the fiscal year reported. For students who changed the type of degree they were seeking during a given fiscal year, the level of degree sought is reported as the most recent status held during the fiscal year. A fiscal year consists of consecutive summer, fall, and spring semesters. A student receives credit for course graded C or higher, or Pass.

Percent of Associate Degree-Seekers who Successfully Complete 30 Credits or More Per FY

The percent of associate degree-seekers who complete 30 credits or more per FY increased 14 percent from FY11 to FY15 (from 3.7 percent to 4.2 percent). UA's Stay on Track⁴ outreach and education campaign, as well as minimum credit completion requirements for major, multi-year scholarship programs such as the UA Scholars scholarship and the Alaska Performance Scholarship appear to drive progress on this metric over time, and are expected to result in continued future increases.

Defined as: Proportion of associate degree seeking students earning 30+ credits during the fiscal year reported. For students who changed the type of degree they were seeking during a given fiscal year, the level of degree sought is reported as the most recent status held during the fiscal year. A fiscal year consists of consecutive summer, fall, and spring semesters. A student receives credit for course graded C or higher, or Pass.

Percent of Developmental Students who Successfully Complete College-Level Class in Math or English Within 1 Year - Bachelor's Degree Seekers

Of first-time freshman that sought a bachelor's degree and required developmental coursework, almost 40 percent successfully completed a corresponding college-level class in the subject within one year. This is an increase of about 16 percent since FY11.

Defined as: An individual is counted if he or she attempts and passes a college level class in the same subject area that he or she required remediation, with a grade of C or better, or a Pass, within one year following entry into UA. This

⁵ See <https://www.alaska.edu/stayontrack/>

measure counts college level courses completed in the same subject area as developmental coursework during the first fall semester the student enrolled, or in the subsequent spring, summer or fall semesters.

Percent of Developmental Students who Successfully Complete College-Level Class in Math or English Within 1 Year - Associate

About one in four first-time freshman seeking an AA level degree required developmental coursework and successfully completed a corresponding college-level class in the same subject within one year, an increase of 16 percent over the last five years, although down from about one in three over the last year.

Defined as: An individual is counted if he or she attempts and passes a college level class in the same subject area that he or she required remediation, with a grade of C or better, or a Pass, within one year following entry into UA. This measure counts college level courses completed in the same subject area as developmental coursework during the first fall semester the student enrolled, or in the subsequent spring, summer or fall semesters. Entering AA level students include those seeking an Associate of Arts or Associate of Science.

150 Percent Graduation Rate, Bachelor's Degree Seekers

Full-Time

The proportion of first-time, full-time freshmen seeking a bachelor's degree that received a bachelor's degree within six years increased by 13 percent from 28.6 percent in FY11 to an all time high of 32.2 percent in FY15. Improved placement and advising contributed to this increase, along with the addition of basic admission standards at all three universities in recent years. The average for public, four-year, open admission institutions was 32.9 percent in FY13 compared to 31.6 percent at UA⁶.

Pell Recipients

The six-year graduation rate for first-time, full-time bachelor's degree-seeking Pell grant recipients grew 11 percent from FY11 to FY15 (from 19.2 percent to 21.3 percent). Receipt of a federal Pell grant is a proxy for low-income status. Alaska has the lowest college-going rate for low-income high school graduates of any state in the nation.

Alaska Native/American Indian

The proportion of first-time full-time Alaska Native/American Indian bachelor's degree-seeking students that graduate within six years grew 51 percent from FY11 to FY15 (from 12.3 percent to 18.6 percent).

Part-Time

The proportion of first-time, part-time Bachelor's degree-seeking students that graduate within six years decreased by -2 percent from 6.5 percent in FY11 to 6.4 percent in FY15. Students who attend part-time are, by definition, less likely to graduate on time.

Defined as: Percent first-time bachelor's degree-seeking freshmen starting six years prior who earned a bachelor's degree anywhere in the UA system as of the fiscal year being reported. Cohorts are based on fall semester opening data, consistent with federal reporting, and allowing for valid national and peer comparisons. Receipt of a Pell grant is a proxy for low-income status, and Pell recipients are defined as students who received a Pell grant during the fall semester in which they enrolled as first-time freshmen.

⁶ National Center for Education Statistics (2014), see https://nces.ed.gov/programs/digest/d14/tables/dt14_326.20.asp

150 Percent Graduation Rate, Associate Degree Seekers

Full-Time

The proportion of entering first-time, full-time freshmen seeking an associate degree who graduate with an associate degree within three years increased 58 percent from FY11 to FY15 (from 10.6 to 16.7 percent). Improved placement and advising contributed to this increase.

Pell Recipients

Three-year graduation rates for first-time, full-time associate degree-seeking Pell grant recipients increased by 30 percent from FY11 to FY15 (from 7.6 percent to 9.9 percent).

Alaska Native/American Indian

The proportion of first-time full-time associate degree-seeking Alaska Native/American Indian students who graduated within three years more than tripled from FY11 to FY15 (from 4.7 percent to 14.5 percent).

Part-Time

The proportion of first-time, part-time associate degree-seeking students that graduate within three years decreased by 38 percent from FY11 to FY15 (from 2.3 percent to 1.8 percent). Students who attend part-time are, by definition, less likely to graduate on time.

Defined as: Percent first-time associate degree-seeking freshmen starting three years prior who earned an associate degree anywhere in the UA system as of the fiscal year being reported. Cohorts based on fall semester opening data, consistent with federal reporting, and allowing for valid national and peer comparisons. Receipt of a Pell grant is a proxy for low-income status, and Pell recipients are defined as students who received a Pell grant during the fall semester in which they enrolled as first-time freshmen. Bachelor's Intended students, who are classified as associate level because they do not yet meet baccalaureate admission requirements, are not considered in this measure.

Graduate Students With Externally Funded Assistantships

The proportion of graduate students supported by externally funded research grants increased 13 percent from FY14 to FY15 (from 6.9 percent to 7.8 percent), reversing a declining trend since FY11. This metric is an indicator of health for UA's graduate programs and the ability to attract high quality graduate students.

Defined as: Proportion of graduate students enrolled over the course of a fiscal year that holding a graduate assistantship paid from restricted, external funding.

Theme II: Productive Partnerships with Alaska's Schools

APS Recipients Meeting Annual SCH Requirements

Awarded for the first time in FY12, the Alaska Performance Scholarship (APS) provides up to \$4,755 annually for four years to Alaska high school graduates meeting specific requirements for academic content and achievement who pursue a qualifying postsecondary degree or certificate in the State of Alaska. Meeting annual minimum requirements for the number of credit hours completed is one factor that determines whether a student is eligible to continue receiving the scholarship over time. Since the scholarship's inaugural year through FY15, the proportion of APS scholarship recipients meeting the annual credit hour requirement required to remain eligible for the scholarship increased from 75 percent to 85 percent.

Defined as: Proportion of Alaska Performance Scholarship recipients who met the minimum credit hour completion requirement⁷.

Percent of First-Time Freshmen Taking Math or English Developmental Class - Bachelor's

The proportion of bachelor's degree-seeking first-time freshmen requiring a developmental math or English course in their first semester to be prepared for college level coursework was 43.2 percent in FY15, a decrease of about -7 percent from FY14 and a decrease of -10 percent since FY11. A lower proportion of incoming students who require remediation is an indication that UA's incoming students are better prepared for postsecondary education over time.

Defined as: Percent of first-time, bachelor's degree-seeking freshmen enrolled in at least one developmental math or English course in their first semester.

Percent of First-Time Freshmen Taking Math or English Developmental Class – Associate

The proportion of associate degree-seeking first-time freshmen requiring a developmental math or English course in their first semester to be prepared for college level coursework was 57.7 percent in FY15, about the same level as in FY11, and down -7 percent from FY14. A lower proportion of incoming students who require remediation is an indication that UA's incoming students are better prepared for postsecondary education.

Defined as: Percent of first-time, associate degree-seeking freshmen enrolled in at least one developmental math or English course in their first semester. Associate degree-seeking students are defined as those seeking an Associate of Arts (AA) or Associate of Science (AS).

First-Time Freshmen with Concurrent-Enrollment Credits

High school students who complete college coursework as a part of their curriculum are thought to be more likely to graduate from high school and to succeed in postsecondary education than peers who do not. Just over 26 percent of first-time freshmen entered UA in FY15 having previously earned concurrent enrollment credit at UA, an 11 percent increase since FY11.

Defined as: A concurrently enrolled high school student is (1) enrolled in high school courses that were intended to earn college credit and generate a college transcript, and/or (2) enrolled in postsecondary courses that resulted in a UA college transcript, but that may or may not have resulted in high school credit. This measure considers whether a first-time freshman previously earned college credit as a concurrent enrollment student while in high school.

Proportion of UA Educated New Teacher Hires

The proportion of new teacher hires varies and is affected by many factors, including tight budgets for school districts that result in fewer total teacher hires. UA educated new teacher hires decreased -28 percent from FY10 to FY14, from 23.0 percent to 16.6 percent, respectively.

Defined as: Proportion of annual new Alaska public school teacher hires that graduated from one of UA's initial teacher preparation programs. Source: State of Alaska Department of Education and Early Development.

⁷ For full details on eligibility requirements, see https://acpe.alaska.gov/Portals/0/APS/Forms/APS_2015_Checklist.pdf

Theme III: Productive Partnerships with Public Entities and Private Industry

Percent of UA Degree Recipients Employed 1 Year Later

Graduates of UA who remain and work in Alaska forge important partnerships with public entities and private industry across the state. In FY14, 78 percent of FY13 UA graduates were employed in Alaska.

Defined as: Percent of UA graduates who were employed in the State of Alaska. Employment data includes wage and salary employment in Alaska's private sector, and in state and local government of Alaska. Employment data does not include the self-employed, workers in the seafood-harvesting industry, or Alaska-based employees of the federal government and military. Source: Alaska Department of Labor and Workforce Development (DoLWD). FY15 employment outcomes for FY14 degree recipients will be available from DoLWD in February 2016.

Industry Investments in Workforce Education (\$1,000s)

Industry investments in workforce education help close the skills gap in Alaska's growing economies by helping cover the cost of high demand programs that often require specialized, costly equipment as well as mandatory class size caps for accreditation. Such investments declined -54 percent (\$4,073.0 to \$1,885.0 thousand) from FY11 to FY15. Annual fluctuation in total, annual support is expected, especially in a less favorable economic climate in Alaska.

Defined as: Total dollar amount (\$1,000s) of restricted revenue from industry sources in support of workforce education activities. This includes indirect cost recovery and capital revenue from industry grants. Workforce education related grants are identified by grant "theme".

Industry Investments in Research & Extension (\$1,000s)

Industry investments in research and extension sustain important partnerships between UA and Alaska's private industries. Such investments were down -14 percent from FY11 to FY15 (\$31,115 to \$26,722 thousand). Annual fluctuation in total, annual support is expected, especially in a less favorable economic climate in Alaska.

Defined as: Total dollar amount (\$1,000s) of restricted revenue from industry sources in support of research and extension activities. This includes indirect cost recovery and capital revenue from industry grants. Research and extension related grants are identified by grant "theme" and by unit.

Baccalaureate Engineering Degrees Earned at UA

Baccalaureate engineering degrees help meet Alaska's sustained employment demand in a wide range of areas, from mining to petroleum engineering. The University of Alaska awarded 171 baccalaureate engineering degrees in FY15, a 25 percent increase in such annual awards compared to five years ago, and a decrease of -8 percent from FY14, although still well above FY13 performance. Most of the negative variance between FY14 and FY15 was due to a lower than expected number of UAA graduates in FY15, which is considered natural variation. UA's goal is to reach a sustained level of 200 baccalaureate engineering graduates annually, across both UAF and UAA baccalaureate engineering programs.

Defined as: Number of baccalaureate engineering degrees awarded each fiscal year that qualify recipients to pursue licensure requirements to become a Professional Engineer in the State of Alaska.

Health Related Degrees Earned at UA

UA's health related degrees help meet persistent demand for health care workers in Alaska. UA awarded 952 such degrees in FY15, a decrease of -4 percent from 988 health related degrees awarded in FY14. The annual number of graduates in health related programs is expected to vary across years as a result of some program cohorts starting every other year.

Defined as: Number of degrees awarded in a fiscal year that are identified by UAA, UAF and UAS as qualifying recipients to work in high demand health-related occupations.

Theme IV: Research and Development (R&D) and Scholarship to Sustain Alaska's Communities and Economic Growth

Ratio Non-General Fund: General Fund Research Revenue

The ratio of non-general fund restricted research revenue to general fund research revenue is one measure of the return on investment for research at UA. For every \$1 in State general fund spent on research in FY15, UA received \$4.1 in restricted research revenue, a -13 percent decline over the last year and a -27 percent decline since FY11. The incremental decline in this ratio since FY11 is primarily the result of significant, sustained decreases in external funding for research. General fund support for research peaked in FY13 and has declined since, although more slowly than restricted research revenues.

Defined as: Ratio of restricted, external research revenue to research revenue funded via state general fund appropriation. Non-general fund revenue includes indirect cost recovery received through restricted research grants as well as capital budget revenue for research projects.

Annual Number of Invention Disclosures

An invention disclosure is the start of a process that may lead to commercialization of technologies valuable to inventors, the university, and state citizens. UA has over 50 research centers in a wide range of fields including agriculture, climate science, biology, computing, ocean science, geophysics, energy, and engineering. UA personnel made 90 invention disclosures in FY15, up more than ten-fold from FY11, and down -18 percent from FY14. Invention disclosures are an indicator of progress toward commercialization of technologies, and are expected to vary year-to-year.

Defined as: Number of invention disclosures per fiscal year as reported by the UAA Office of Technology Commercialization and the UAF Office of Intellectual Property and Commercialization.

External Funding Per Research Faculty Full-Time Equivalent (\$1,000s)

The average amount of grant-funded research expenditures per research faculty full-time equivalent was \$514.7 thousand in FY15, a -23 percent decrease from an average of \$665.7 thousand per research faculty FTE in FY11.

Defined as: Grant funded research expenditures (defined on page 7) in thousands divided by the total number of regular faculty full-time equivalents budgeted on research funding.

Theme V: Accountability to the People of Alaska

Average Non-Loan Aid (\$) for Financial Aid Eligible Undergraduates- Bachelor's Degree

In FY15, bachelor's degree-seekers that were eligible for financial aid received an average of \$4,910 in non-loan grant aid, i.e. financial aid that did not have to be paid back. This was 23 percent more than in FY11. Growth in non-loan financial aid awards slightly outpaced the 21 percent increase in tuition costs for resident, undergraduate students over the same time.

Defined as: Non-loan financial aid includes grants, scholarships, work study and other financial aid support that does not need to be paid back. Aid year measure. Denominator only includes baccalaureate degree-seekers who qualify to receive financial aid, regardless of whether the student applied for or received aid of any type including loans. For students who changed the type of degree they were seeking during a given fiscal year, the level of degree sought is reported as the most recent status held during the reporting year.

Average Non-Loan Aid (\$) for Financial Aid Eligible Undergraduates- Associate and Certificate

In FY15, associate degree, certificate and endorsement seekers that were eligible for financial aid received an average of \$3,209 in non-loan grant aid, i.e. financial aid that did not have to be paid back. This was 9 percent more than in

FY11. Tuition costs for resident, undergraduate students grew 21 percent over this period, somewhat outpacing growth in the average non-loan financial aid award amount to associate degree, certificate and endorsement seekers over this time.

Defined as: Non-loan financial aid includes grants, scholarships, work study and other financial aid support that does not need to be paid back. Aid year measure. Denominator only includes associate degree, certificate and endorsement seekers who qualify to receive financial aid, regardless of whether the student applied for or received aid of any type including loans. For students who changed the type of degree they were seeking during a given fiscal year, the level of degree sought is reported as the most recent status held during the reporting year.

Percent of Degree-seeking Undergraduates Receiving Pell

Pell grants are the federal government's largest grant available to postsecondary education students who are low-income. From FY11 and FY15, the proportion of UA students receiving a Pell grant remained steady, with just over 35 percent of financial aid eligible undergraduates receiving a grant.

Defined as: Aid year measure. Degree-seeking undergraduates is a total headcount of all undergraduates working towards a degree, certificate, or endorsement. Pell recipients are defined as students who received a Pell grant.

Average Loan Debt for those with Loans - Bachelor's Degree Recipients

In FY15, 48 percent of all UA baccalaureate degree recipients had taken student loans at some point while attending UA, with an average cumulative loan debt amount of \$27,083 per graduate.

Defined as: Average amount of aggregate loan aid taken by students over their academic career who earned a baccalaureate from UA in the reporting year. For students who earned multiple degrees from UA over time, only the loans taken in association with the most recent degree earned are considered.

Average Loan Debt for those with Loans - Associate and Certificate Degree Recipients

In FY15, 37 percent of associate degree, certificate and endorsement graduates had taken student loans at some point while attending UA. The average, cumulative loan debt for these graduates was \$19,664.

Defined as: Average amount of aggregate loan aid taken by students over their academic career who earned an associate degree, certificate, or occupational endorsement certificate (OEC) at UA in the reporting year. For students who earned multiple degrees from UA over time, only the loans taken in association with the most recent degree earned are considered.

Number of Programs Available by e-Learning

All (50-100 Percent e-Learning)

In FY15, 221 degree programs were available at least 50 percent via e-Learning, i.e. hybrid or distance delivery, equivalent to 46 percent of UA's total program offerings. The total number of degree programs available to students by either hybrid programs or distance programs grew by a net total of 10, due to the categorization of 15 existing programs as hybrid (reclassification of 5 previously designated as distance in FY14, having no change on the total number of hybrid and distance programs represented in this measure, and addition of 10 new hybrid programs previously designated as traditional in FY14).

Distance Only (100 Percent e-Learning)

In FY15, 90 degree programs were available 100 percent via e-Learning, i.e. distance delivery, equivalent to 19 percent of total program offerings. This is a net decrease of 5 programs from FY15, due to reclassification of 5 programs designated as distance in FY14 to hybrid in FY15.

Defined as: Each UA university delivering a program identifies whether the program is offered by traditional, hybrid or distance delivery. Programs that do not provide for at least half of the required coursework to be completed fully at

a distance are classified as traditionally delivered for reporting, while programs that provide for more than half but not all required coursework to be completed at a distance are considered hybrid.

Average e-Learning Credits per Student

Over the last five years UA students have, on average, continued to take more course credits delivered by way of e-Learning, increasing from 2.6 credits per student in FY11 to 3.4 credits per student in FY15. Several factors may be driving the increase observed for this measure over time, such as a higher frequency of student enrollment in e-Learning courses coupled with enrollment declines overall.

Defined as: Each course delivered by UA is classified based on the physical location and proportion of the course delivered by technology. Courses that are less than 50 percent location-based are classified as e-Learning. Metric calculated as the total student credit hours delivered by e-Learning, divided by total headcount of students taking at least one course from UA.

Loan Default Rate

The overall 3-year federal loan default rate for UA students graduating from UAA, UAF or UAS rose 2 percent from FY11 to FY12 (from 12.2 percent to 12.4 percent). By comparison, the national average 3-year loan default rate was 13.7 percent in FY11, and 11.8 percent in FY12.

Defined as: The 3-year default rate is the percentage of borrowers who entered repayment on select federal loans programs and then defaulted within two fiscal years. Rates are based on federal fiscal years, i.e. October 1st to September 30th of the following calendar year. Source: Alaska Student Loan Corporation and US Department of Education⁸.

Percent Alaska Native/American Indian of Faculty

Approximately 5 percent of regular and adjunct faculty working in FY15 self-reported a racial background of Alaska Native/American Indian, alone or in combination with other races. This was a 14 percent increase from FY11. The proportion of UA faculty who are Alaska Native/American Indian is well below the proportion of Alaska's population that self-identifies a racial background of Alaska Native/American Indian, alone or in combination with others, 19.5 percent in 2010⁹, and the university has a goal of closing this gap over time.

Defined as: Percent of regular and adjunct faculty headcount self-reporting a racial background of Alaska Native/American Indian, either alone or in combination with another race.

Percent Alaska Native/American Indian of Staff

Approximately 9 percent of staff working in FY15 self-reported a racial background of Alaska Native/American Indian, a number that has varied little over the past 5 years. The proportion of UA staff who are Alaska Native/American Indian is less than half the proportion of Alaska's population that self-identifies a racial background of Alaska Native/American Indian, alone or in combination with others, 19.5% in 2010⁸ and the university has a goal of closing this gap over time.

Defined as: Percent of all non-faculty staff self-reporting a racial background of Alaska Native/American Indian, either alone or in combination with another race. Staff includes employees with an Equal Opportunity Employment (EEO) code of administrative, professional, technical, clerical, crafts/trades, and maintenance.

Percent Alaska Native/American Indian of Bachelor's Degree-seekers

Approximately 14 percent of bachelor's students FY15 self-reported a racial background of Alaska Native/American Indian, a number that has varied little over the past 5 years. The proportion of UA bachelor's degree-seekers who are Alaska Native/American Indian is almost three-fourths the proportion of Alaska's population that self-identifies a

⁸ See <http://www2.ed.gov/offices/OSFAP/defaultmanagement>

⁹ See figures accounting for individuals reporting more than one race at: <http://live.laborstats.alaska.gov/cen/dp.cfm#ra>

racial background of Alaska Native/American Indian, alone or in combination with others, 19.5% in 2010¹⁰, and the university has a goal of closing this gap over time.

Defined as: Percent of all bachelor's degree-seeking students self-reporting a racial background of Alaska Native/American Indian, either alone or in combination with another race. Auditors are included.

Percent Alaska Native/American of Associate and Certificate Degree-seekers

Approximately 17.5 percent of associate and certificate students in FY15 self-reported a racial background of Alaska Native/American Indian, a -7 percent decrease from FY11 (18.8 percent). The proportion of UA associate and certificate degree-seekers who are Alaska Native/American Indian is 2 percentage points below that of Alaska's population that self-identifies a background of Alaska Native/American Indian, alone or in combination with others, 19.5% in 2010¹⁰, and the university has a goal of closing this gap over time.

Defined as: Percent of all associate degree, certificate, and occupational endorsement certificates seeking students self-reporting a racial background of Alaska Native/American Indian, either alone or in combination with another race. Auditors are included.

Percent Alaska Native/American Indian of Graduate Students

Approximately 10 percent of graduate students in FY15 self-reported a racial background of Alaska Native/American Indian, a 17 percent increase from FY11 (8.1 percent), and a -4 percent decrease from FY14 (9.9 percent). The proportion of UA graduate degree-seekers who are Alaska Native/American Indian is more than half the proportion of Alaska's population that self-identifies a racial background of Alaska Native/American Indian, alone or in combination with others, 19.5% in 2010¹⁰, and the university has a goal of closing this gap over time.

Defined as: Percent of all graduate students self-reporting a racial background of Alaska Native/American Indian, either alone or in combination with another race. Auditors are included.

Percent Alaska Native/American Indian of Degree Recipients

The percentage of degree recipients in FY15 that self-reported a racial background of Alaska Native/American Indian increased 24 percent from FY11 to FY15 (from 10.7 percent to 13.3 percent), and declined -9 percent from FY14 (14.5 percent). The proportion of UA degree recipients who are Alaska Native/American Indian is more than half the proportion of Alaska's population that self-identifies a racial background of Alaska Native/American Indian, alone or in combination with others, 19.5% in 2010¹⁰, and the university has a goal of closing this gap over time.

Defined as: Percent of all degree recipients self-reporting a racial background of Alaska Native/American Indian, either alone or in combination with another race.

UA Tuition and Fees 4-Year as Percent of WICHE Average

The cost of mandatory tuition and fees required to attend a 4-year program at UA is about 80 percent of the average cost of 4-year programs in the Western U.S.

Defined as: Mandatory tuition and fees for 4-year programs at UA compared to the average mandatory tuition and fees at four-year institutions in Western states. Source: WICHE¹¹.

UA Tuition and Fees 2-Year as Percent of WICHE Average

The mandatory tuition and fees cost for a student enrolled in a 2-year program at UA is about 190 percent more expensive than the cost of attending a separately accredited 2-year institution in other Western states. This is a concern relative to college affordability in context of -9 percent drop in the number of students seeking an associate degree, certificate or endorsement from UA over the last 5 years.

¹⁰ See figures accounting for individuals reporting more than one race at: <http://live.laborstats.alaska.gov/cen/dp.cfm#ra>

¹¹ See www.wiche.edu/info/benchmarks/2014/Fig7.xlsx

Defined as: Mandatory tuition and fees for a 2-year program at UA compared to the average tuition and fees at two-year institutions in Western states. Source: WICHE¹⁰.

Total Cost of Risk per \$1,000 in Operating Expenses

The cost of risk management per \$1,000 of operational expenses was \$9.0 in FY15, the same as in FY11.

Defined as: Total cost of risk is defined as the total cost to UA over a fiscal year from insurance, losses, expenses, broker's fees and commissions, opportunity costs, costs of capital, benefits, compliance, safety programs, global programs, and student safety. Source: UA Office of Risk Services and UA's annual approved operating budget materials (Yellowbook).

Instruction & Student Related (\$1,000s)/Degree Recipients

This metric assesses the relationship between expenditures on UA's instruction mission and outputs as measured by the number of degrees and credentials awarded each year. Although expenditures in support of recruiting and educating an individual who received a degree occur over several years, this ratio utilizes total expenditures and total graduates for a single fiscal year as a reasonable proxy measure for the actual cost of educating each individual graduate. Instruction and student related expenditures per degree recipient dropped -14 percent from a peak of \$91.5 thousand in FY11 to \$78.9 thousand in FY15. This ratio grew 2 percent from FY14 to FY15, primarily due to a drop in the number of degrees awarded during this time.

Defined as: Instructional and Student-Related Expenditures in the following expenditure categories: Academic Support, Instruction, Intercollegiate Athletics, Library Services, Scholarships and Student Services as reported in UA's annual approved operating budget materials (Yellowbook).