



# University of Alaska

## Key Indicators

| Student Participation  | FY12     | FY13    | FY14     | FY15          | FY16          | % Change    |             | Status |
|--|----------|---------|----------|---------------|---------------|-------------|-------------|--------|
|  |          |         |          |               |               | FY15 - FY16 | FY12 - FY16 |        |
| Annual Number of Students Taking For-Credit Courses                        | 50,628   | 48,494  | 46,062   | 45,269        | 43,534        | -3.8%       | -14.0%      | ↓      |
| Associate and Certificate  | 10,266   | 9,845   | 9,656    | 9,054         | 8,608         | -4.9%       | -16.2%      | ↓      |
| Bachelor's   | 16,089   | 16,250  | 15,942   | 15,675        | 15,338        | -2.1%       | -4.7%       | ↓      |
| Graduate   | 3,458    | 3,439   | 3,396    | 3,066         | 2,958         | -3.5%       | -14.5%      | ↓      |
| Non-Degree Seeking   | 20,815   | 18,960  | 17,068   | 17,474        | 16,630        | -4.8%       | -20.1%      | ↓      |
| Average Student Credit Hour Load   | 17.8     | 17.8    | 17.8     | 17.9          | 18.0          | 0.6%        | 1.2%        | ↑      |
| % of Recent College Bound Alaska High School Graduates                     |          | 46.4%   |          | 45.6%         | April 2017    | n/a         | n/a         | ↔      |
| % of Recent Alaska High School Graduates who Attend UA                     | 29.4%    | 29.3%   | 29.4%    | 29.4%         | 28.9%         | -1.7%       | -1.7%       | ↓      |
| % of Alaskans who took a UA Class  | 8.1%     | 7.9%    | 7.6%     | 7.4%          | January 2017  | n/a         | n/a         | ↓      |
| <b>Student Learning Outcomes</b>   |          |         |          |               |               |             |             |        |
| Degree, Certificates, Endorsements Awarded                                 | 4,174    | 4,491   | 4,908    | 4,678         | 4,794         | 2.5%        | 14.9%       | ↑      |
| High Demand Job Area Degrees Awarded                                       | 2,918    | 3,067   | 3,343    | 3,146         | 3,154         | 0.3%        | 8.1%        | ↔      |
| Vocational Pre- to Post-Training Change in Average Total Wages             | 28.9%    | 33.3%   | 27.3%    | February 2017 | February 2018 | n/a         | n/a         | ↔      |
| Bachelor's 150% Graduation Rate (Full-Time)                                | 28.2%    | 31.6%   | 32.1%    | 32.2%         | 29.4%         | -8.7%       | 4.3%        | ↔      |
| Associate, Certificate, and Endorsement 3-Year Graduation Rate (Full-Time) | 14.7%    | 13.9%   | 16.8%    | 22.9%         | 16.6%         | -27.5%      | 12.6%       | ↔      |
| <b>Research &amp; Creative Activity</b>                                    |          |         |          |               |               |             |             |        |
| Grant Funded Research Expenditures (Millions)                              | \$132.7  | \$129.8 | \$120.4  | \$111.8       | \$117.2       | 4.8%        | -11.7%      | ↔      |
| <b>Service</b>   |          |         |          |               |               |             |             |        |
| Non-Credit Instructional Units Delivered                                   | 15,498   | 12,922  | 10,394   | 6,962         | 5,658         | -18.7%      | -63.5%      | ↓      |
| Outreach Contacts and Publications   |          |         | 232,549  | 275,895       | 177,315       | -35.7%      | n/a         | ↓      |
| <b>Facilities</b>  |          |         |          |               |               |             |             |        |
| Sq. Ft. Per Faculty FTE  | 2,221    | 2,407   | 2,383    | 2,447         | 2,596         | 6.1%        | 16.9%       | ↑      |
| Deferred Maintenance & Revitalization Backlog in \$ Per Sq. Ft.            | \$178    | \$172   | \$144    | \$140         | January 2017  | n/a         | n/a         | ↓      |
| <b>Finance</b>   |          |         |          |               |               |             |             |        |
| Viability Ratio  | 5.1      | 4.5     | 4.8      | 4.9           | December 2016 | n/a         | n/a         | ↑      |
| Return on Net Assets Ratio   | 5.4      | 6.6     | 5.7      | 2.4           | December 2016 | n/a         | n/a         | ↓      |
| Corporate Giving (\$1000s)   | \$14,340 | \$8,489 | \$11,784 | \$8,597       | \$6,179       | -28.1%      | -56.9%      | ↓      |
| Alumni Giving (\$1000s)  | \$1,883  | \$855   | \$1,293  | \$3,073       | \$1,457       | -52.6%      | -22.6%      | ↔      |

Figures *italicized and colored in gray* are *preliminary FY16 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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## Shaping Alaska's Future Metrics

(Continued on Next Page)

| Theme I: Student Achievement & Attainment  | FY12  | FY13  | FY14  | FY15          | FY16          | % Change    |             | Status |
|--|-------|-------|-------|---------------|---------------|-------------|-------------|--------|
|  |       |       |       |               |               | FY15 - FY16 | FY12 - FY16 |        |
| Incoming Alaska Performance Scholarship (APS) Recipients   | 854   | 994   | 1,001 | 1,058         | 1,032         | -2.5%       | 20.8%       | ↔      |
| Degree, Certificates, Endorsements Awarded to American Indian/ Alaska Native Students                    | 515   | 564   | 713   | 621           | 691           | 11.3%       | 34.2%       | ↑      |
| Bachelor's Grads Earning Graduate Credential within 5 Years  | 16.7% | 18.0% | 18.8% | 19.7%         | December 2016 | n/a         | n/a         | ↔      |
| % of Degree-Seekers who Successfully Complete 30 Credits or More Per FY                                  |       |       |       |               |               |             |             |        |
| Bachelor's   | 13.7% | 15.0% | 15.2% | 15.8%         | 16.0%         | 1.3%        | 16.8%       | ↑      |
| Associate  | 3.5%  | 4.2%  | 3.9%  | 4.2%          | 4.2%          | 0.0%        | 20.0%       | ↑      |
| Developmental Course Takers Successfully Completing College-Level Class in Math or English Within 1 Year |       |       |       |               |               |             |             |        |
| Bachelor's Degree Seekers  | 36.3% | 37.4% | 40.0% | 38.6%         | 36.9%         | -4.4%       | 1.7%        | ↔      |
| Associate of Arts/Science Degree Seekers   | 29.4% | 28.3% | 32.9% | 26.4%         | 27.7%         | 4.8%        | -5.8%       | ↔      |
| 150% Graduation Rate   |       |       |       |               |               |             |             |        |
| Bachelor's, Full-Time  | 28.2% | 31.6% | 32.1% | 32.2%         | 29.4%         | -8.7%       | 4.3%        | ↔      |
| Pell Recipients  | 21.2% | 17.4% | 20.3% | 21.3%         | 20.3%         | -4.7%       | -4.4%       | ↓      |
| Alaska Native/American Indian  | 9.9%  | 13.1% | 11.0% | 18.6%         | 17.7%         | -4.8%       | 78.4%       | ↔      |
| Bachelor's, Part-Time  | 7.5%  | 9.0%  | 6.7%  | 6.4%          | 6.8%          | 6.3%        | -9.3%       | ↔      |
| Associate, Full-Time   | 11.7% | 11.4% | 12.5% | 16.7%         | 11.1%         | -33.5%      | -5.1%       | ↓      |
| Pell Recipients  | 7.8%  | 8.9%  | 10.9% | 9.9%          | 8.4%          | -15.2%      | 7.7%        | ↔      |
| Alaska Native/American Indian  | 4.8%  | 5.2%  | 9.2%  | 14.5%         | 5.2%          | -64.1%      | 7.5%        | ↔      |
| Associate, Part-Time   | 3.7%  | 3.2%  | 4.0%  | 1.8%          | 3.9%          | 116.7%      | 5.4%        | ↑      |
| Graduate Students with Externally Funded Assistantships  | 8.6%  | 8.0%  | 6.9%  | 7.8%          | 7.4%          | -5.1%       | -14.0%      | ↓      |
| Theme II: Productive Partnerships with Alaska's Schools  |       |       |       |               |               |             |             |        |
| APS Recipients Meeting Student Credit Hour Completion Requirements                                       | 74.9% | 80.5% | 83.9% | 85.0%         | 85.9%         | 1.1%        | 14.7%       | ↑      |
| First-Time Freshmen Taking Developmental Math or English Class   |       |       |       |               |               |             |             |        |
| Bachelor's Degree Seekers  | 49.8% | 47.5% | 46.4% | 43.2%         | 43.7%         | 1.2%        | -12.2%      | ↔      |
| Associate of Arts/Science Degree Seekers   | 65.4% | 64.1% | 60.1% | 57.7%         | 51.2%         | -11.3%      | -21.7%      | ↓      |
| % First-Time Freshmen with Concurrent Enrollment Credit  | 22.8% | 26.3% | 27.7% | 24.6%         | 27.4%         | 11.4%       | 20.2%       | ↑      |
| Proportion of UA Educated New Teacher Hires  | 21.0% | 23.7% | 16.6% | November 2016 | November 2017 | n/a         | n/a         | ↓      |
| Theme III: Productive Partnerships with Public Entities and Private Industry                             |       |       |       |               |               |             |             |        |
| % of UA Degree Recipients Employed 1 Year Later  | 78.5% | 78.2% | 78.2% | February 2017 | February 2018 | n/a         | n/a         | ↔      |
| Baccalaureate Engineering Degrees Earned at UA   | 143   | 156   | 189   | 172           | 168           | -2.3%       | 17.5%       | ↔      |
| Health Related Degrees Earned at UA  | 788   | 914   | 988   | 952           | 1,024         | 7.6%        | 29.9%       | ↑      |

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## Shaping Alaska's Future Metrics, Continued

|  | % Change |          |              |              |              |             |             |        |
|--|----------|----------|--------------|--------------|--------------|-------------|-------------|--------|
| Theme IV: Research & Development and Scholarship to Sustain Alaska's Communities & Economic Growth       |          |          |              |              |              | FY15 - FY12 | FY16 - FY16 | Status |
|  | FY12     | FY13     | FY14         | FY15         | FY16         | FY15 - FY12 | FY16 - FY16 |        |
| Ratio Federal & Other:Unrestricted GF Research Revenue   | 5.3      | 4.7      | 4.7          | 4.1          | 4.1          | 0.0%        | -22.6%      | ↔      |
| Invention Disclosures, Five Year Running Average   | 14       | 30       | 45           | 54           | 58           | 7.0%        | 320.3%      | ↑      |
| External Funding Per Research Faculty Full-Time Equivalent (\$1000s)                                     | \$629.7  | \$588.0  | \$520.9      | \$514.7      | \$594.3      | 15.5%       | -5.6%       | ↔      |
| <b>Theme V: Accountability to the People of Alaska</b>   |          |          |              |              |              |             |             |        |
| % of Degree Seeking Undergraduates Receiving Pell  | 36.3%    | 36.1%    | 35.4%        | 35.3%        | 33.1%        | -6.2%       | -8.8%       | ↔      |
| Average Non-Loan Aid (\$) for Financial Aid Eligible Undergraduates                                      |          |          |              |              |              |             |             |        |
| Bachelor's   | \$4,142  | \$4,422  | \$4,569      | \$4,910      | \$4,981      | 1.5%        | 20.3%       | ↑      |
| Associate & Certificate  | \$2,963  | \$3,026  | \$3,048      | \$3,209      | \$3,160      | -1.5%       | 6.6%        | ↑      |
| Average Total Loan Debt for those Graduating with Loans  |          |          |              |              |              |             |             |        |
| Bachelor's   | \$28,735 | \$28,757 | \$28,402     | \$27,083     | \$27,336     | 0.9%        | -4.9%       | ↔      |
| Associate & Certificate  | \$19,349 | \$20,207 | \$19,912     | \$19,664     | \$18,622     | -5.3%       | -3.8%       | ↓      |
| Loan Default Rate  | 12.4%    | 11.5%    | October 2017 | October 2018 | October 2019 | n/a         | n/a         | ↔      |
| Number of Programs Available by e-Learning   |          |          |              |              |              |             |             |        |
| All (50-100% e-Learning)   |          |          | 211          | 221          | 211          | -4.5%       | n/a         | ↔      |
| Distance Only (100% e-Learning)  |          |          | 95           | 90           | 90           | 0.0%        | n/a         | ↔      |
| Average e-Learning Credits per Student   | 2.5      | 3.0      | 3.3          | 3.4          | 3.7          | 8.8%        | 48.0%       | ↑      |
| % UA Groups Reporting Alaska Native/American Indian Racial Background. Alaska Population in 2010 = 19.5% |          |          |              |              |              |             |             |        |
| Faculty  | 4.2%     | 4.5%     | 4.6%         | 4.8%         | 5.4%         | 13.4%       | 29.8%       | ↑      |
| Staff  | 8.4%     | 9.0%     | 8.5%         | 8.6%         | 8.5%         | -1.6%       | 0.8%        | ↔      |
| Bachelor's Degree Seekers  | 13.7%    | 13.6%    | 13.9%        | 13.7%        | 13.6%        | -0.8%       | -0.4%       | ↓      |
| Associate Degree, Certificate & Endorsement Seekers  | 18.9%    | 18.3%    | 18.5%        | 17.5%        | 18.7%        | 6.6%        | -1.3%       | ↔      |
| Graduate Degree Seekers  | 8.2%     | 9.2%     | 9.9%         | 9.5%         | 9.8%         | 2.7%        | 19.1%       | ↑      |
| Degree Recipients  | 12.3%    | 12.6%    | 14.5%        | 13.3%        | 14.4%        | 8.5%        | 16.7%       | ↑      |
| UA Tuition & Fees Compared with Western Institutions   |          |          |              |              |              |             |             |        |
| 4-Year as percent of WICHE Average   | 76.7%    | 78.3%    | 78.0%        | 80.9%        | 84.2%        | 4.1%        | 9.8%        | ↑      |
| 2-Year as percent of WICHE Average   | 191.6%   | 183.8%   | 183.9%       | 191.5%       | 200.2%       | 4.5%        | 4.5%        | ↑      |
| Administrative Institutional Support Cost as Portion of Total Budget                                     | 16.1%    | 15.9%    | 15.4%        | 15.6%        | 15.1%        | -3.2%       | -6.2%       | ↓      |
| Total Cost of Risk per \$1,000 in Operating Expenses   | \$9.2    | \$9.3    | \$10.5       | \$8.2        | \$8.5        | 3.7%        | -7.6%       | ↔      |
| Instruction & Student Related Expenditures (\$1,000s) Per Degree Recipient                               | \$89.7   | \$85.5   | \$77.6       | \$78.9       | \$75.2       | -4.7%       | -16.2%      | ↓      |

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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

##### Annual Number of Students Taking For-Credit Courses

The University of Alaska served 43,534 students in FY16, -4 percent fewer than in FY15 and -14 percent fewer than in FY12. The number of students enrolled at UA peaked in FY12 and has been generally declining since. UAA, UAF and UAS 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, coupled with fewer non-degree seeking students. 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.

##### Associate and Certificate

The number of associate and certificate majors enrolled at UA decreased by -16 percent from 10,266 in FY12 to 8,608 in FY16; FY16 enrollment reflects a -5 percent decrease from FY15.

##### Bachelor's

Headcount of bachelor's degree-seekers decreased by -2 percent from FY15 to FY16 (from 15,675 to 15,338 students), and was down -5 percent over the last five years.

##### Graduate

Graduate degree and credential seekers attending UA decreased by -15 percent from 3,458 in FY12 to 2,958 in FY16.

##### Non-Degree Seeking

The number of non-degree seeking students declined by -20 percent between FY12 and FY16 (20,815 to 16,630) and by nearly -5 percent from FY15 to FY16.

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 increased slightly over the last five years, averaging 18 course credits attempted per fiscal year in FY16. The university has a goal of sustained incremental increases, resulting from initiatives such as the Stay on Track<sup>1</sup> campaign and targeted student advising. 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.

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<sup>1</sup> For full details on Stay on Track 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 12 months that enrolled as first-time freshmen in a postsecondary education institution anywhere in the U.S. in the fiscal year reported.<sup>2</sup>

#### Percent of Recent Alaska High School Graduates who Attend UA

The percentage of recent Alaska high school graduates attending UA decreased almost -2 percent in the last five years (FY12-FY16).

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

#### Percent of Alaskans who took a UA Class

Approximately 7.4 percent of adult Alaska residents took at least one course from the University of Alaska during FY15, continuing a declining trend from 8.1 percent in 2012. 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 years<sup>3</sup>.

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

UA awarded 15 percent (620) more degrees, certificates and endorsements in FY16 than in FY12. Continued improvement on this key performance indicator will require increases in the number of degree-seeking students as well as the proportion of degree-seekers who go on to graduate.

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

#### High Demand Job Area Degrees Awarded

The number of degrees and credential awards that qualified recipients to work in high demand occupations remained relatively steady from FY15 to FY16 (3,146 to 3,154), and was up more than 8 percent (236) from FY12 to FY16 (2,918 to 3,154).

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

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

<sup>3</sup> Alaska Department of Labor and Workforce Development. See <http://labor.alaska.gov/research/trends/jun14art1.pdf>

Development. The university delivering any given program determines whether the program qualifies graduates to work in one or more of the high demand occupations.

#### Vocational Pre- to Post-Training Change in Average Total Wages

Although the percent increase in average wages varies somewhat year to year, there is a strong relationship between receiving training at UA and higher pay. In FY13, a total of 4,261 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 FY14. FY14 exiters experienced an average increase in total earnings of more than 27 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). FY16 employment outcomes for vocational training participants exiting UA during FY15 will be available in February 2017.

#### 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 14 percent from FY12 to FY15 (28.2 percent to 32.2 percent), falling to 29.4 percent in FY16. Improved placement and advising contributed to the earlier improvements and will do so in the future. UA's trademark program, "Stay on Track" is a key outreach effort in improving the 150 percent graduation rate and will continue. The national average for public, four-year, open admission institutions such as the University of Alaska system was 34.5 percent in FY14<sup>4</sup>. This means that the FY14 six-year bachelor's graduation rate at UA was within 7 percent of the national average for public, four-year, open admission institutions.

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.

#### Associate, Certificate, and Endorsement 3-Year Graduation Rate (Full-Time)

The proportion of first-time, full-time associate degree, certificate, and endorsement seeking majors that earned an award within three years increased almost 13 percent from a graduation rate of 14.7 percent in FY12 to 16.6 percent in FY16. The average 3-year graduation rate for associate, certificate, and endorsement seeking students at public, two-year institutions was 20 percent in FY14<sup>5</sup> compared to 16.8 percent for UA for the same period.

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. 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.

## Research and Creative Activity

#### Grant Funded Research Expenditures (Millions)

Totaling a preliminary \$117.2 million in FY16, grant funded research expenditures declined almost -12 percent from the FY12 level of \$132.7 million, and increased 5 percent from the FY15 level of \$111.8 million. Recruiting and retaining research faculty will be very competitive and challenging at the national level, as the ability to replace vacant faculty positions may be limited in FY17 and FY18 due to reductions in state unrestricted general fund support for

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<sup>4</sup> National Center for Education Statistics (2014). See [https://nces.ed.gov/programs/digest/d15/tables/dt15\\_326.10.asp](https://nces.ed.gov/programs/digest/d15/tables/dt15_326.10.asp)

<sup>5</sup> National Center for Education Statistics (2014). See [https://nces.ed.gov/programs/digest/d14/tables/dt14\\_326.20.asp](https://nces.ed.gov/programs/digest/d14/tables/dt14_326.20.asp)

UA. This may temper growth in research expenditures for the next several years, in part as a result of significant match required in federally funded projects such as the NIH-funded IDEA Network for Biomedical Research Excellence (INBRE).

Defined as: Amount of grant-funded operating and capital research expenditures, including both direct research expenditures, as well as Indirect Cost Recovery (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 -64 percent between FY12 and FY16, from 15,498 to 5,658. The reasons for this are understood to be a combination of decreased non-credit instructional activity and 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 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. This measure was redefined to exclude description page views this year, as those are a less substantive communication with clientele. In FY16, the Extension distributed an estimated 177,315 publications in print and from its website, a nearly 36 percent decrease from the FY15 level of 275,895. The decline is due to a decrease in the distribution in paper hardcopy due to ongoing efforts to direct clients to websites to reduce publication costs, and also because of travel restrictions that limit in-person distribution.

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 2016).

## 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 6 percent from FY15 to FY16 (2,447 to 2,596), primarily due to a decrease in the number of faculty.

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 -21 percent from \$178 in FY12 to \$140 in FY15.

Defined as: Dollar amount of deferred maintenance and revitalization per gross square foot of UA facilities. Source: UA Statewide Budget Office. FY16 figures will be available in December 2016.

## 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 decreased almost -4 percent from 5.1 in FY12 to 4.9 in FY15.

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 was significantly higher in FY12 at 5.4 and declined more than -55 percent to a ratio of 2.4 in FY15.

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.

### Corporate Giving (\$1,000s)

Corporate giving and financial support was \$6,179 thousand in FY16, a decrease of -\$2,418 thousand (-28.1 percent) from FY15, and a -27 percent decrease 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 12 2016).

### 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 (FY12 was \$1.9 million and FY16 was \$1.5 million). Annual fluctuations in the number and amount of annual donations are normal and driven by large gifts and bequests that may not be repeated every year. The total amount of alumni donations to UA decreased -53 percent, from \$3.1 million in FY15 to \$1.5 million in FY16.

Defined as: Total dollar amount (\$1,000s) of donations UA received from alumni during the fiscal year. Source: UA Foundation (October 12, 2016).

# Shaping Alaska's Future Metrics

## Theme I: Student Achievement & Attainment

### Incoming Alaska Performance Scholarship (APS) Recipients

The proportion of graduating high school seniors who were APS eligible and could enter UA dropped -2.2 percent from FY15 to FY16. In FY15, there were 2,646 APS eligible grads while there were 2,601 grads in FY16, a decline of -45 grads between FY15 and FY16<sup>6</sup>. This translated to an overall decrease of -3 percent (-20) in the number of APS students entering UA in FY16. UAF accounted for the entire decrease, partially moderated by smaller gains in the number of entering APS students at UAS and UAA.

### Degrees, Certificates, Endorsements Awarded to American Indian/Alaska Native Students

An increase of 34.2 percent from FY12 to FY16 reflects a relative peak during FY1-FY12 of entering, degree-seeking students who self-identified as being at least partially of Alaska Native heritage. Even from FY15 to FY16, degrees, certificates and endorsements awarded to Alaska native origin students climbed by 70, or 11 percent.

### Baccalaureate Recipients who Earn a Subsequent Graduate Credential within 5 Years

In FY15, an estimated one in five people who earned a baccalaureate degree from UA went on to earn a graduate degree or credential within the next 5 years, an increase of almost 18 percent over the last four years. This metric is a proxy measure for the quality of UA's baccalaureate programs, specific to preparing graduates for additional postsecondary education. Preliminary figures indicate that in FY16, almost 16 percent of people who had earned a baccalaureate from UA in FY12, went on to earn a graduate degree or credential within the next 5 years, a figure which will go up as additional graduate data is added through November 2016.

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 FY12 to FY16. 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

16 percent of bachelor's degree-seekers completed 30 credits or more in FY16, 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 Track<sup>7</sup> 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 20 percent from FY12 to FY16 (from 3.5 percent to 4.2 percent). UA's Stay on Track<sup>6</sup> outreach and education campaign, as well as minimum

<sup>6</sup> Alaska Commission on Post Secondary Education. See [http://acpe.alaska.gov/Portals/0/APS/Pubs/APS\\_Outcomes\\_Report\\_2016.pdf](http://acpe.alaska.gov/Portals/0/APS/Pubs/APS_Outcomes_Report_2016.pdf)

<sup>7</sup> For full details on Stay on Track See <https://www.alaska.edu/stayontrack/>

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.

#### Developmental Course Takers Successfully Completing 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 37 percent successfully completed a corresponding college-level class in the subject within one year. This is an increase of about 2 percent since FY12.

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.

#### Developmental Course Takers Successfully Completing College-Level Class in Math or English Within 1 Year - Associate of Arts/Science Degree Seekers

About 28 percent of 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, a decrease of 6 percent over the last five years.

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 who received a bachelor's degree within six years increased by 14 percent from 28.2 percent in FY12 to an all time high of 32.2 percent in FY15, with FY16 increasing 4 percent from FY12 (28.2 to 29.4 percent). Improved placement and advising contributed to this long-term 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 34.5 percent in FY14 compared to 32.2 percent at UA<sup>4</sup>. This means that the FY14 six-year bachelor's graduation rate at UA was within 2.3 percent of the national average for public, four-year, open admission institutions.

##### Pell Recipients

The six-year graduation rate for first-time, full-time bachelor's degree-seeking Pell grant recipients fell -4 percent from FY12 to FY16 (from 21.2 percent to 20.3 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 who graduate within six years grew 78 percent from FY12 to FY16 (from 9.9 percent to 17.7 percent).

### Part-Time

The proportion of first-time, part-time Bachelor's degree-seeking students who graduate within six years decreased by -9 percent from 7.5 percent in FY12 to 6.8 percent in FY16. 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.

### 150 Percent Graduation Rate, Associate Degree Seekers

#### Full-Time

The proportion of first-time, full-time freshmen seeking an associate's degree who received an associate's degree within three years increased 43 percent from FY12 to FY15 (11.7 percent to 16.74 percent) falling to 11.1 percent in FY16. Improved placement and advising contributed to the earlier improvements and will do so in the future. UA's trademark program, "Stay on Track" is a key outreach effort in improving the 150 percent graduation rate and will continue. The national average for public, two-year, open admission institutions such as the University of Alaska system was 20.0 percent in FY14<sup>5</sup>.

#### Pell Recipients

Three-year graduation rates for first-time, full-time associate degree-seeking Pell grant recipients increased by 8 percent from FY12 to FY16 (from 7.8 percent to 8.4 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 increased 8 percent from FY12 to FY16 (from 4.8 percent to 5.2 percent).

### Part-Time

The proportion of first-time, part-time associate degree-seeking students who graduate within three years increased by 5 percent from FY12 to FY16 (from 3.7 percent to 3.9 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 decreased -14 percent from FY12 to FY16 (from 8.6 percent to 7.4 percent). This metric is an indicator of health for UA's graduate programs and the ability of UA 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 Student Credit Hours Completion 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 completion requirement required to remain eligible for the scholarship increased from 75 percent to 86 percent.

Defined as: Proportion of Alaska Performance Scholarship recipients who met the minimum credit hour completion requirement<sup>8</sup>.

### First-Time Freshmen Taking Developmental Math or English Class - Bachelor's Degree Seekers

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 43.7 percent in FY16, a increase of about 1 percent from FY15 but a decrease of -12 percent since FY12. 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.

### First-Time Freshmen Taking Developmental Math or English Class – Associate of Arts/Science Degree Seekers

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 51.2 percent in FY16, down -22 from FY12, and -11 percent from FY15. A lower proportion of incoming students who require remediation are 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).

### Percentage First-Time Freshmen with Concurrent Enrollment Credit

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. Over 27 percent of first-time freshmen entered UA in FY16 having previously earned concurrent enrollment credit at UA, a 20 percent increase since FY12 and an 11 percent increase since FY15.

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.

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<sup>8</sup> For full details on eligibility requirements, see [https://acpe.alaska.gov/Portals/0/APS/Forms/APS\\_2015\\_Checklist.pdf](https://acpe.alaska.gov/Portals/0/APS/Forms/APS_2015_Checklist.pdf)

### 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 -21 percent from FY12 to FY14, from 21.0 percent to 16.6 percent, of all teacher hires, 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.

## 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 2017.

### 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 the petroleum industry. The University of Alaska awarded 168 baccalaureate engineering degrees in FY16, a small decrease (-4 degrees or -2 percent from FY15) but an increase of 25 degrees or 18 percent from five years ago. Most of the negative variance between FY15 and FY16 was due to a lower than expected number of UAF graduates in FY16, which is considered natural variation, following a small decline the year before at UAA. Baccalaureate engineering awards are anticipated to slowly increase for several years, as a result of an 8.5 percent increase in baccalaureate engineering majors from FY11-FY12 to FY13-FY14. UA's goal is to reach a sustained level of 200 baccalaureate engineering graduates annually, spread 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 1,024 such degrees in FY16, a increase of 8 percent from the 952 health related degrees awarded in FY15. 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 and Scholarship to Sustain Alaska's Communities and Economic Growth

### Ratio Federal & Other: Unrestricted GF 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 FY16, UA received \$4.1 in restricted research revenue. The incremental decline in this ratio since FY12 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.

The ratio of restricted fund research revenue from federal and other sources to unrestricted general fund (UGF) research revenue should increase over time, especially as efficiencies at UA are introduced following implementation of the Strategic Pathways initiative. This ratio is one measure of the return on investment for research at UA. For every \$1 in State unrestricted general fund spent on research in FY16, UA received \$4.1 in restricted research revenue, roughly the same as in FY15, though the ratio was down -23 percent since FY12. The decline from FY12 is primarily the result of gradual decreases in external funding for research at the federal level, combined with UA performing in earlier years at an unsustainably high level of productivity. In addition, over the years, UA has built up an impressive research array of research facilities such as the Poker Flats Rocket Range, all of which must be maintained as restricted funding undergoes periodic ebbs and flows. The total dollar amount for general fund support for research peaked in FY13 and has declined since, although more slowly than restricted research revenues. The goal is to stabilize this ratio, partially with support from lower-cost, short-term research activities. Note should be made that the ratio of non-UGF research expenditures to federal and other research revenues fluctuates yearly and depends on a variety of factors including the dates that large multi-year projects must make initial match commitments.

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.

### Invention Disclosures, Five Year Running Average

UA continues to advance intellectual properties, a process that begins with invention disclosures. These may lead to commercialization of technologies valuable to inventors, the university, and state citizens. A running 5-year average is used to normalize for large year-to-year variance observed in the annual number of disclosures since the effort began. As of FY16, the 5-year running average for invention disclosures across UA was 58 per year. This is a decrease of four disclosures from the FY15 5-year running average. The specific FY16 number, as opposed to the 5 year average, is lower than the four previous years; its trend primarily reflects staff transition and reorganization at UAF's Office of Intellectual Property and Commercialization in FY16. However, key elements of intellectual property development and commercialization, such as the number of Conflict of Interest Management Plans and Non-Disclosure Agreements, showed sustained growth in FY16. In addition, disclosures at UAA increased by 40 percent from FY15 to FY16, rising from three to five disclosures.

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 (\$1000s)

The average amount of grant-funded research expenditures per research faculty full-time equivalent was \$594.3 thousand in FY16, a -6 percent decrease from an average of \$629.7 thousand per research faculty FTE in FY12.

Defined as: Grant funded research expenditures (defined on page 6) 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

### 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 FY12 and FY16, the proportion of UA students receiving a Pell grant dropped -9 percent. In FY15, just over 35 percent of financial aid eligible undergraduates received pell.

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

In FY16, bachelor's degree-seekers that were eligible for financial aid received an average of \$4,981 in non-loan grant aid, i.e. financial aid that did not have to be paid back. This was 20 percent more than in FY12. 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 FY16, associate degree, certificate and endorsement seekers that were eligible for financial aid received an average of \$3,160 in non-loan grant aid, i.e. financial aid that did not have to be paid back. This was 7 percent more than in FY12. 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.

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

In FY16, 47 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 \$27,336 per graduate.

Defined as: Average amount of aggregate loan aid taken by students over their academic career that 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 Total Loan Debt for those Graduating with Loans - Associate and Certificate Degree Recipients

In FY16, 34 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 \$18,622.

Defined as: Average amount of aggregate loan aid taken by students over their academic career that 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.

### Loan Default Rate

The overall 3-year federal loan default rate for UA students graduating from UAA, UAF or UAS fell -7 percent from FY12 to FY13 (from 12.4 percent to 11.5 percent). By comparison, the national average 3-year loan default rate was 11.8 percent in FY12, and 11.3 percent in FY13.

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 Education<sup>9</sup>.

### Number of Programs Available by e-Learning

#### All (50-100 Percent e-Learning)

In FY16, 211 degree programs were available at least 50 percent via e-Learning, i.e. hybrid or distance delivery, equivalent to 47 percent of UA's total program offerings of 446. This compares to 221 programs offered available at least 50 percent via e-Learning, i.e. hybrid or distance delivery in FY15.

#### Distance Only (100 Percent e-Learning)

In FY16, 90 programs were available 100 percent via e-Learning, i.e. distance, equivalent to 20 percent of total program offerings.

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 2.5 credits per student in FY12 to 3.7 credits per student in FY16. 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.

### Percent UA Groups Reporting Alaska Native/American Indian Racial Background - Faculty

Approximately 5 percent of regular and adjunct faculty working in FY16 self-reported a racial background of Alaska Native/American Indian, alone or in combination with other races. This was a 30 percent increase from FY12. 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 2010<sup>10</sup>, 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.

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<sup>9</sup> US Department of Education Federal Student Aid. See <http://www2.ed.gov/offices/OSFAP/defaultmanagement>

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

#### Percent UA Groups Reporting Alaska Native/American Indian Racial Background - Staff

Approximately 9 percent of staff working in FY16 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 percent in 2010<sup>8</sup> 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 UA Groups Reporting Alaska Native/American Indian Racial Background - Bachelor's Degree-Seekers

Approximately 14 percent of bachelor's students in FY16 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 racial background of Alaska Native/American Indian, alone or in combination with others, 19.5 percent in 2010<sup>11</sup>, 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 UA Groups Reporting Alaska Native/American Indian Racial Background - Associate and Certificate Degree-Seekers

Approximately 19 percent of associate and certificate students in FY16 self-reported a racial background of Alaska Native/American Indian, remaining consistent with FY12 (18.9 percent). The proportion of UA associate and certificate degree-seekers who are Alaska Native/American Indian is 1 percentage point below that of Alaska's population that self-identifies a background of Alaska Native/American Indian, alone or in combination with others, 19.5 percent in 2010<sup>10</sup>, 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 UA Groups Reporting Alaska Native/American Indian Racial Background - Graduate Students

Approximately 10 percent of graduate students in FY16 self-reported a racial background of Alaska Native/American Indian, a 19 percent increase from FY12 (8.2 percent), and a 3 percent increase from FY15 (9.5 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 percent in 2010<sup>10</sup>, 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 UA Groups Reporting Alaska Native/American Indian Racial Background - Degree Recipients

The percentage of degree recipients in FY16 that self-reported a racial background of Alaska Native/American Indian increased 17 percent from FY12 to FY16, up nearly 9 percent in the last year. This increase reflects a relative peak during FY10-FY12 of entering, degree-seeking students who self-identified as being at least partially of Alaska Native racial heritage. 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 percent in 2010<sup>10</sup>, and the university has a goal of closing this gap over time.

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<sup>11</sup> See figures accounting for individuals reporting more than one race at: <http://live.laborstats.alaska.gov/cen/dp.cfm#ra>

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 Compared with Western Institutions, 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 84 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: WICHE<sup>12</sup>.

#### UA Tuition and Fees Compared with Western Institutions, 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 100 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 -16 percent drop in the number of students seeking an associate degree, certificate or endorsement from UA over the last 5 years.

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: WICHE<sup>10</sup>.

#### Administrative Institutional Support Costs as Portion of Total Budget

This is a measure of administrative institutional support costs as a portion of the total budget. This measure excludes non-administrative expenses included in Institutional Support such as debt service and capital project funding.

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

The cost of risk management per \$1,000 of operational expenses was \$8.5 in FY16, down 8 percent from FY12.

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) per Degree Recipient

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 -16 percent from \$89.7 in FY12 to \$75.2 thousand in FY16.

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).

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<sup>12</sup> Western Interstate Commission For Higher Education. See [www.wiche.edu/info/benchmarks/2014/Fig7.xlsx](http://www.wiche.edu/info/benchmarks/2014/Fig7.xlsx)