

02/09/16

BUDGET

OVERVIEW

FY 17:

**UNIVERSITY
OF ALASKA**

<TARGET><BILL></BILL><SUBJECT>02-09-16 BUDGET OVERVIEW
FY 17 UNIVERSITY OF
ALASKA</SUBJECT><COMM>HFIN29</COMM></TARGET>

University of Alaska System
Academic Affairs and Research
202 Butrovich Building
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Fairbanks, Alaska 99775-5000



UNIVERSITY
of ALASKA
Many Traditions One Alaska

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February 17, 2016

The Honorable Mark Neuman
Co-Chair, House Finance Committee
Alaska State Legislature
State Capitol, Room 505
Juneau, AK 99801-1182

The Honorable Steve Thompson
Co-Chair, House Finance Committee
Alaska State Legislature
State Capitol, Room 515
Juneau, AK 99801-1182

Dear Co-Chair Neuman and Co-Chair Thompson,

Thank you for the opportunity to present the University of Alaska's FY 2017 budget overview to the House Finance committee on February 9. The following is in response to questions posed by committee members during the meeting.

What is the cost of accreditation of three universities vs. one university with three locations?

The three Universities in the University of Alaska System are separately accredited by the Northwest Council on Colleges and Universities (NWCCU). NWCCU accreditation dues are based on annual institutional revenue so, the bigger the entity, the bigger the fee. However, there is a cap, and since UAA and UAF are in the larger category of institution we would save about \$31,000 per year on dues if the three UA universities were one institution. UA, as a system of three universities, cannot operate under a single accreditation.

Most of the work and cost associated with accreditation is in self-assessment, including learning outcomes assessment. This would have to take place at the same magnitude across the system if UA were one university or in its current structure of a system of three universities.

UA pays the cost of the accreditation site visits (e.g., travel). That is about \$10,000 per seven-year cycle. With one university vs. three, one site visit would be required instead of three. Depending on the size of the visitation team, however, the travel costs per visit would go up for the single accreditation because

the team would probably want to visit all major campuses within the one university. As such, savings from going to one university is at most \$20,000 per seven-year cycle from site visits.

Specialized accreditations are much the same, but typically the dues (if any) and fees are lower. For teachers, the Council for the Accreditation of Educator Preparation (CAEP) fee is \$2,400-\$3,500, depending on number of graduates, so net savings of one University is about \$5,900. For engineering, Accreditation Board for Engineering and Technology (ABET) charges \$675 per program, per campus, per year, so there would be no savings since the fee goes up each time a campus is added. For business and accounting, Association to Advance Collegiate Schools of Business (AACSB) is \$5,400 for Business, and \$8,700 for business and accounting. If accreditation was kept in both business and accounting, \$5,700 might be saved. Each site visit (usually on a 5-year to 7-year cycle) costs about \$5,000-\$10,000. UAS has only the CAEP accreditation, so savings would be less than \$4,000-\$8,000 on an annual average.

In total, savings could eventually be as much as \$50,000 per year on average by having a single NWCCU and CAEP, ABET, and AACSB accreditations. However, there would actually be additional costs, rather than savings, during the first few years because the accreditations would need to be redone and new (earlier than usual) site visits would be needed.

Was the commissioner of the Department of Labor and Workforce Development (DOLWD) contacted before UAS began its Marine Transportation AAS?

Strategic consultation took place with former DOLWD Commissioner Diane Blumer and her staff, AVTEC personnel, and employers about the Associate of Applied Science (AAS) program in Marine Transportation. A detailed response from UAS Chancellor Rick Caulfield and letters of support from industry are attached.

What was the recent Kodiak Appropriation?

There has not been a recent appropriation to the Kodiak Seafood and Marine Science Center. Please see the attached letter from UAF in this regard titled "UAF Response".

What will the cost savings be from Strategic Pathways?

The purpose of the University of Alaska is to serve the wide variety of higher education needs in our state. Alaska depends on us to meet those needs through our research and creative activities, teaching and learning, and outreach to the public. We have done a great job over the years in performing to our purpose, but there remain many large gaps that require our focused attention. There are also several major opportunities that must be pursued. Now, more than ever, as our budget is under serious threat this year and for years to come, we must find ways to serve our important purpose more cost effectively than we do today. Strategic Pathways is the framework we will use to improve our service to the state. It is based on the simple fact that each of our universities has unique strengths in meeting the state's needs.

Strategic Pathways envisions a University of Alaska where we reallocate resources from programs that are (1) not core to each university's strengths in meeting state needs; (2) challenged by low enrollment, high cost, or insufficient faculty resources; or (3) redundant with stronger programs at our other universities. Resources will be reallocated to those programs that are tied to each university's unique distinctive strengths. Through a wide variety of technologies and arrangements across the UA system, these excellent programs will be made accessible to all Alaskans, and at a lower overall cost.

Strategic Pathways will be implemented in 3 phases, with Phase 1 beginning this spring and Phase 3 completed by 2019. Faculty, staff, and students will have extensive opportunities to participate in the process and the university community will be informed of progress on a regular basis.

Strategic pathways will save money by streamlining processes and eliminating redundancy. It is too early to tell what cost savings that will accrue over the next decade, however, we estimate savings over that time to be in the millions of dollars.

Is UA bandwidth e-Rate eligible? Can UA partner with K-12 and share bandwidth?

Colleges and universities, community campuses and postsecondary vocational institutions are not eligible for eRate subsidies. Eligible entities are defined in the 1996 Telecommunications Act. Adding additional eligible entities requires an act of Congress. UA has discussed alternatives with the FCC for years to try to creative alternatives like making "Native American serving institutions" or those "meeting a special rural definition" eligible, but to no avail.

Use by UA students in a K-12 school is allowed only if it is incidental use. UA students in a village who need access could use the school computer lab if it is open for public hours, for example. That use is totally up to the discretion of the individual school districts. If UA were to lease a room solely to establish a UA learning center in a school (i.e. go beyond "incidental" use), UA would have to pay the full unsubsidized cost for that use in order not to jeopardize funding for the school district. K-12 students participating in dual-credit college courses can freely use their school network as they are K-12 students.

What is the history of private giving and where do donations go?

Attached is a document titled "Year to Date Fundraising 12-31-15" that shows totals for the last five years of private giving. Also attached is a document titled "Distributions for the Benefit of UA," which shows where donations went in FY14.

What are UA's Key Indicators and what are the President's performance metrics?

Attached is a document titled "UA Performance Framework" which sets out the key indicators for the period of FY10 through FY15. Also attached is a document titled "presidential performance comp fy16" which lists the performance measures that are in President Johnsen's compensation program.

What is the status of the UAF Combined Heat and Power Plant?

Attached is a document titled "UAF Powerplant Update" which provides the latest information.

Please let us know if the members would like additional information.

Sincerely,

A handwritten signature in black ink, appearing to be 'D. White', enclosed within a circular scribble.

Daniel M. White

Vice President for Academic Affairs and Research, University of Alaska

To: Dr. Dan White
Vice President for Academic Affairs and Research

Michelle Rizk
Vice President of University Relations & Chief Planning, Strategy, and Budget Officer

From: Richard Caulfield, PhD 
Chancellor

Re: Legislative inquiry about UAS Associate of Applied Science (AAS) in Marine Transportation

Date: February 10, 2016

In response to legislative inquiries, you've asked for information about the newly-approved UAS Associate of Applied Science (AAS) degree in Marine Transportation, housed in our UAS Ketchikan Campus. You've also asked about the extent to which this degree duplicates offerings at AVTEC in Seward, and whether there was communication with the Department of Labor and Workforce Development about this program. This memo responds to your questions.

- AAS Marine Transportation: An academic degree in a career pathway

The Board of Regents approved of the new AAS degree in Marine Transportation in September 2015. It is important to note that the AAS is an academic degree program requiring 60 academic credits, including general education requirements (communication, English, mathematics, social sciences, humanities) plus discipline-related degree requirements. The AAS is part of a professional career pathway that extends from an Occupational Endorsement (9 academic credits) to options for baccalaureate degrees in fields such as business administration, fisheries, or natural resources management.

As an academic degree program, the AAS Marine Transportation is fundamentally different from the important workforce training offered by AVTEC. Our understanding is that AVTEC, accredited by the Council on Occupational Education, offers an array of USCG/STCW compliant maritime training courses and programs that enable a participant to earn discrete licenses, credentials, or endorsements. The University of Alaska Southeast is an institution of higher education accredited by the Northwest Commission on Colleges and Universities. As such UAS offers academic degrees that include general education courses common in accredited

associate-level degrees offered nationwide. Thus, even if the name “marine transportation” may appear in both UAS and AVTEC offerings, the programs differ in significant ways.

- Alignment with Alaska Maritime Workforce Development Plan

In seeking Board of Regents approval of the AAS in Marine Transportation, UAS was responding to important recommendations found in the *Alaska Maritime Workforce Development Plan*, produced (2014) in partnership between the University of Alaska, industry employers, the Alaska Department of Labor and Workforce Development, the Alaska Marine Highway System, and other key stakeholders.¹ The Plan “is a call to action and a guide for industry, government, and educators to work together to enable Alaska’s maritime sector to remain economically vibrant, ensure that Alaskans are qualified to fill these skilled and well-paid positions, and increase the number of Alaskans in this workforce” (p. 1).

One of the priority occupations identified in the plan (p. 44) is “Vessel operations: Deckhand, Engineer, Captain, and Officer.” Most of these positions require advanced education and training, including both academic degrees and workforce-related licensure or endorsements. The plan calls for action to develop partnerships between industry and educators to introduce Alaskans to vessel operations career opportunities.

- AAS Marine Transportation responds to industry partners and student demand

In developing its Marine Transportation offerings, UAS is responding specifically to the education and workforce training needs of Southeast Alaska, which has over 6,770 jobs in the maritime sector.² Jobs in this sector have grown 15 percent in the last five years, with 29 percent growth in earnings.³ Major employers in the region express strong support for the UAS Marine Transportation program, including the Alaska Marine Highway System (AMHS), headquartered in Ketchikan. A majority of AMHS employees live in Southeast Alaska, and the agency has taken advantage of affordable, locally-based academic degree options and workforce training.

Other Southeast Alaska employers/partners expressed strong support for the AAS Marine Transportation, including the United States Coast Guard (in public testimony during Regents meeting), Allen Marine Tours, Southeast Alaska Pilots’ Association, Amak Towing Company (Ketchikan), SEA Link, Inc., Marine Exchange of Alaska, Ketchikan Gateway Borough, and Vigor Alaska (Alaska Ship and Drydock). Letters of support for the AAS Marine Transportation are attached.

Importantly, the UAS Ketchikan Campus has been training mariners for over 30 years. The Marine Transportation Program served 465 mariners in AY15, provided credit-bearing university course work and degree pathways. Because courses are credit-bearing and because

¹ https://www.alaska.edu/fsmi/AKMaritimeWFDPlan_HighRes_5-22-14.pdf

² Southeast Conference and Rain Coast Data, *Southeast by the Numbers 2015*, September 2015. p. 6.

³ *ibid.*

the AAS is an accredited degree program, Marine Transportation students can receive federal financial aid. Veterans and current military service members are also eligible for financial aid.

- **Maritime careers increasingly require post-secondary education**

Success in maritime careers increasingly calls for post-secondary education—beyond workforce licenses, certificates, and endorsements. The U.S. Coast Guard Authorization Act of 2010 requires formal training for all commercial fishing vessels. While the regulations haven't been finalized, the Act calls for all fishers operating beyond 3 miles to pass "a training program covering certain competencies...the training must include seamanship, navigation, stability, firefighting, damage control, safety and survival, emergency drills, and more" (46 U.S.C. 4502(g)). UAS faculty and staff are gearing up for these new regulations to take effect in 2017 and expecting a significant increase in the number of mariners seeking training.

Beyond this, the *Alaska Maritime Workforce Development Plan* forecasts a growing need for educated mariners due to the "graying of the fleet" (p. 1). This includes vessel operations and shore-side positions that increasingly require a broader array of knowledge and skills typically gained in a university environment: an ability to communicate well in writing and orally, critical thinking and analytical skills, computational abilities, teamwork and leadership skills, ability to work with diverse ethnic and cultural groups, and an understanding of history, economics, and global affairs. These knowledge areas are what are commonly found in academic degrees, including the AAS Marine Transportation.

A significant point about the new AAS in Marine Transportation is that there was little additional cost to the university in implementing it. Nearly all of the classes and instructors were in place—both in the Marine Transportation program itself and for the general education requirements. The time was right to bundle these academic and professional courses into an associate degree program for the benefit of our students. As a result, students can now receive federal financial aid when enrolling in the degree, as can recipients of the Alaska Performance Scholarship.

- **Consultation with Alaska Department of Labor and AVTEC**

You asked about the extent to which the Alaska Department of Labor and Workforce Development—including the Commissioner—and AVTEC were consulted as the University of Alaska Southeast developed this new AAS degree.

As noted above, a chief factor in moving forward with this degree were the recommendations of the *Alaska Maritime Workforce Development Plan*. In 2015 DOLWD Commissioner Dianne Blumer commented about her agency's involvement and the benefits of the Plan: "Seafood harvesters, seafood processors, marine occupations, support industry jobs, and research, enhancement, and management all recognize the need to address our critical and growing workforce shortages together. That's why these groups, joined by five state agencies — Labor and Workforce Development; Fish and Game; Transportation and Public Facilities; Education

and Early Development; and Commerce, Community and Economic Development — and the University of Alaska worked hand-in-hand to develop a strategic plan to recruit, train, and support this important workforce. The plan identifies 23 priority occupations across the four maritime subsectors. It also includes strategies to create a seamless workforce development system that will prepare Alaskans for these opportunities.”⁴

More specifically, DOLWD representative Ms. Wanetta Ayers served as her agency’s staff representative in developing priorities and recommendations.⁵ In an interview about her involvement in crafting the Plan’s recommendations, Ms. Ayers noted the engagement of AVTEC marine training director Terry Federer and also the role of the state’s university system in preparing Alaskans for future employment.⁶ UAS Marine Transportation faculty member Dale Miller and AVTEC program director Federer co-chaired the working group on maritime occupations that contributed to the Plan recommendations.

As for consultation with DOLWD, Commissioner Blumer visited the UAS Ketchikan Campus in July 2014, which included a tour of the UAS Ketchikan Regional Maritime and Career Center. She met with Campus Director Priscilla Schulte and Professor Dale Miller of the Marine Transportation program. They gave the Commissioner a tour of the facility and discussed UAS’ plan to seek approval of the AAS Marine Transportation in the near future. Professor Miller has also traveled to AVTEC in Seward to tour the facility and to consult with maritime professionals involved in workforce training.

I trust that this information responds to the questions raised by members of the Legislature. We welcome the opportunity to respond to any further questions.

Attachments: Letters from Employers

⁴ <http://labor.state.ak.us/trends/nov14.pdf>

⁵ https://www.alaska.edu/fsmi/AKMaritimeWFDPlan_HighRes_5-22-14.pdf, p. 49

⁶ <http://sewardcitynews.com/2014/11/public-and-private-sectors-plan-to-develop-maritime-workforce/>



SouthEast Alaska Pilots' Association

1621 Tongass Avenue, Suite 300 • Ketchikan, Alaska 99901 • 907-225-9696 • fax 907-247-9696 • pilots@seapa.com

Capt. Ed Sinclair, President
Capt. Paul Merrill, Vice President

August 26, 2015

University of Alaska Board of Regents
910 Yukon Drive, Suite 202
PO Box 755300
Fairbanks, Alaska 99775-5300

RE: UAS Ketchikan Associate of Applied Science in Marine Transportation

Dear Regents:

As President of the Southeast Alaska Pilots' Association, I strongly urge you to approve the proposed Associates of Applied Science in Marine Transportation to be delivered by the University of Alaska Southeast Ketchikan campus.

Maritime industries are one of the biggest economic drivers in Southeast Alaska, particularly in Ketchikan. Ketchikan is the hub for the shipping, seafood processing and fishing industries. Ketchikan is home base to the Alaska Marine Highway System offices and ferries. The visitor industry alone sees almost one million visitors a year. The Southeast Alaska Pilots Association, Southeast Stevedoring and countless charter fishing companies and lodges employ hundreds of mariners every year.

The University of Alaska Southeast Ketchikan campus supports all of these maritime industries with training and courses throughout the year. They train well over 400 mariners each and every year, benefiting both the maritime industry and the borough economy. They have been very responsive to the training and education needs of all the maritime industries. They are a very important resource in the Ketchikan community.

Adding an AAS in Marine Transportation will further strengthen the maritime industry in Ketchikan and Southeast Alaska. Students will not only have additional career pathways, they will become eligible for federal financial aid and other educational funding including active and veteran military education benefits.

Again, on behalf of the Southeast Alaska Pilots, I strongly encourage you to pass the Associates of Applied Science in Marine Transportation.

Thank you for your consideration.

Sincerely,

Captain Ed Sinclair
President

Southeast Alaska Pilots' Association

SEA Link Inc.

P.O. Box 8233, Ketchikan, AK 99901
(907) 247-1228 sealink@kpunet.net



August 26, 2015

Dale Miller
Maritime Department
University Of Alaska
Southeast Campus, Ketchikan.

Dale,

As the controlling entity for the Ketchikan based William Lund Memorial Scholarship Foundation; we at SEA Link Inc. support your endeavor to create an AAS degree course in Marine Transportation at the UAS Ketchikan Campus.

As you are aware, the future of the marine transportation industry as a whole is facing a real dilemma; trained experienced mariners are aging out and retiring. Especially critical are those trained professionals working aboard vessels in the engineering department.

Under the parameters of the Lund Foundation and the limited annual funding available to us, we can only award scholarships to a limited annual number of individuals that have graduated through the Ketchikan school system and are seeking career opportunities in the water based marine transportation industry.

Your endeavor to bring forth this program is especially important to our scholarship program and the maritime training opportunities that it affords the residents of Ketchikan.

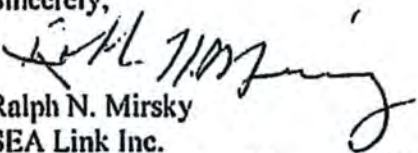
Because of the limited local maritime training opportunities, the majority of our scholarship participants have had to seek out and attend training opportunities located outside of Ketchikan and for the majority of participants; out of State.

The more training opportunities that are available locally benefit our scholarship participants by allowing them to stay at home while receiving their training. Further, by offering more locally based training options through the UAS Ketchikan campus, it allows us to award more support to more individuals.

Depending upon the individual need and training program offered, if it fits the need and the participant takes advantage of locally based training, we do not have to allocate scholarship funds to support transportation and board and room costs while the

Lund scholarship participant is away from home attending training. For us this equates to additional funding for additional participants.

Sincerely,

A handwritten signature in black ink, appearing to read "R. N. Mirsky", written over the printed name.

Ralph N. Mirsky
SEA Link Inc.

For the William Lund Memorial Scholarship
Foundation.



*Safe, Secure, Efficient and
Environmentally Responsible Maritime Operations*

1000 Harbor Way, Suite 204, Juneau, Alaska 99801

Ph: (907) 463-2607 Fax: (800) 682-2898

August 26, 2015

University of Alaska Board of Regents
910 Yukon Drive, Suite 202
PO Box 755300
Fairbanks, AK 99775-5300

Subject: UAS Ketchikan Associate of Applied Science in Marine Transportation

Dear Regents:

The Marine Exchange of Alaska offers our enthusiastic support for the approval and development of an AAS program in Marine Transportation at the University of Alaska Southeast.

The Marine Exchange of Alaska is a non-profit maritime organization established to promote safe, secure, efficient, and environmentally responsible maritime operations throughout Alaska. We also have a "Maritime Pride & Education" focus, as we believe it is in Alaska's best interest to have Alaskan's operating vessels in Alaska. The unfortunate reality is that many of Alaska's youth and/or other potential entry-level maritime transportation workers are either unaware of the marine-related job opportunities in Alaska, or our overwhelmed by the regulatory process for entering this field (i.e. training, testing, licensing, etc.)

The existing UAS maritime transportation courses have proven to be very valuable, and in fact the Marine Exchange has several employees and family members who have attended these courses in the past and found them to very useful in either beginning a career in the maritime industry, or simply helping to navigate the complex process required to obtain a USCG license. Combining these individual courses, and adding additional courses into a 2-year AAS program would be very beneficial, and would likely encourage more Alaskans to seek a career in the maritime transportation field. It should also be noted that a degree program such as this would enable veterans to more easily use their VA educational benefits, and active duty personnel to use tuition assistance programs to pay for these courses.

Thank you for your consideration, and the opportunity to comment on this proposed program.

Sincerely,

A handwritten signature in black ink, appearing to read "E. Page", is written over a horizontal line.

Captain Edward E. Page, U.S. Coast Guard (Ret.)
Executive Director
Marine Exchange of Alaska



KETCHIKAN GATEWAY BOROUGH

1900 First Avenue, Suite 115, Ketchikan, Alaska 99901

• Telephone: (907) 228-6605 • Fax (907) 228-6697

Office of the Borough Mayor

August 25, 2015

University of Alaska Board of Regents
910 Yukon Drive, Suite 202
PO Box 755300
Fairbanks, AK 99775-5300

RE: UAS Ketchikan Associate of Applied Science in Marine Transportation

Dear Regents:

I strongly urge you to approve the proposed degree program for an Associates of Applied Science (AAS) in Marine Transportation to be delivered by the University of Alaska Southeast Ketchikan campus. The Borough Assembly has not had the opportunity to discuss and take a position on this particular program, and as a result this letter reflects my personal views.

The Ketchikan Gateway Borough has supported economic development through the marine industry in many ways, including providing grant funding for the *F/V Jack Cotant* marine education program through the Ketchikan High School; grant funding for the Chamber of Commerce Marine Industry Council; and a memorandum of agreement providing support to the Ketchikan shipyard. The addition of an AAS in Marine Transportation would enhance these economic development programs.

Maritime industries are one of the biggest economic drivers in the Southeast Alaska, especially in Ketchikan. We are the hub for the shipping industry, seafood processing industry and fishing industry in southern Southeast Alaska. Ketchikan is home base to the Alaska Marine Highway System offices and ferries. The visitor industry in Ketchikan alone sees almost one million visitors a year. The Southeast Alaska Pilots Association, Southeast Stevedoring and countless charter fishing companies and lodges employ hundreds of mariners in our community every year.

The University of Alaska Southeast Ketchikan campus supports all of these maritime industries with training and courses throughout the year. They train well over 400 mariners each and every year, benefiting both the maritime industry and the borough economy. They have been very responsive to the training and education needs of all the maritime industries. They are a very important resource in the Ketchikan community.

Adding an AAS in Marine Transportation will further strengthen the maritime industry in Ketchikan and Southeast Alaska. Students will not only have additional career pathways, they

will become eligible for federal financial aid and other educational funding including active and veteran military education benefits.

For the benefit of economic development in the Ketchikan Gateway Borough, I strongly encourage you to add the AAS in Marine Transportation degree program.

Thank you for your consideration.

Sincerely,



David Landis, Mayor
Ketchikan Gateway Borough



August 24, 2015

University of Alaska Board of Regents
910 Yukon Drive, Suite 202
PO Box 755300
Fairbanks, AK 99775-5300

RE: UAS Ketchikan Regional Maritime and Career Center
UAS Ketchikan Associate of Applied Science in Marine Transportation

Dear Regents:

The purpose of this letter is to encourage you to take whatever action is necessary to clear the way for renovation of the UAS Ketchikan Robertson-Hamilton Technical Center to create a Ketchikan Regional Maritime and Career Center and to approve the proposed Associates of Applied Science in Marine Transportation to be delivered by the UAS Ketchikan campus.

Alaska's Maritime sector is the largest private employment sector in the state and growth is projected for Alaska's Marine Industrial Support (MIS); a subsector of the Maritime Sector that includes shipbuilding and repair. Vigor is a major employer within the MIS sector and actively partners with regional school districts, Regional Training Centers, the University of Alaska, and the Alaska Departments of Education, Labor, and Commerce to develop a pipeline of knowledgeable and skills Alaskans. These sector partnerships are successfully bridging the gap that exists from school to work providing on-ramps for youth and adults to the high demand high wage careers in this crosscutting industry sector.

Vigor invests in the growth of physical and human assets of Alaska Marine Industrial Support Sector to reduce the cost of building and repairing ships in Alaska. Through the Ketchikan Marine Industry Council and Maritime Works, a statewide careers partnership, Vigor provides collaborative leadership in the organization of Alaska's Maritime Sector Partnership.

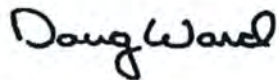
Renovation of the Robertson Technical Center will create Alaska's first Maritime Regional Training Center in a region with growing demand for maritime skills. Through the campus' Maritime & Multi-skill Worker program and the proposed Associates of Applied Science in Marine Transportation, UAS Ketchikan is building capacity to fill demand for qualified and productive workers in the maritime industries, both on the operations side and the shipbuilding and repair side, a subsector of advanced manufacturing. The knowledge, skills, and abilities required to build and repair ships have strong demand in Oil and Gas, Fishing, Transportation,

Construction, Tourism, and other resource development sectors in Alaska's assuring broad and continuing demand for completers of UAS Ketchikan's maritime programs.

The University's partnership with Vigor is in alignment with the recently enacted Workforce Innovation and Opportunity Act and best collaborative workforce practices emerging through the National Fund for Workforce Solutions.

We want to thank the Board of Regents for being responsive to Alaska's rapidly shifting demand for knowledgeable and skilled workers capable of competing in the 21st Century and urge you to move UAS Ketchikan's maritime facilities and degree programs forward at full speed ahead.

Sincerely,

A handwritten signature in black ink that reads "Doug Ward". The signature is written in a cursive, slightly slanted style.

**Doug Ward
Director of Shipyard Development
Vigor**

August 25, 2015

University of Alaska Board of Regents
910 Yukon Drive, Suite 202
PO Box 755300
Fairbanks, AK 99775-5300

RE: UAS Ketchikan Associate of Applied Science in Marine Transportation

Dear Regents:

As SE AK Regional Manager for Samson Tug & Barge, I strongly urge you to approve the proposed Associates of Applied Science in Marine Transportation to be delivered by the University of Alaska Southeast Ketchikan campus.

Maritime industries are one of the biggest economic drivers in the Southeast Alaska, especially in Ketchikan. We are the hub for the shipping industry, seafood processing industry and fishing industry. Ketchikan is home base to the Alaska Marine Highway System offices and ferries. The visitor industry alone sees almost one million visitors a year. The Southeast Alaska Pilots Association, Southeast Stevedoring and countless charter fishing companies and lodges employ hundreds of mariners every year.

The University of Alaska Southeast Ketchikan campus supports all of these maritime industries with training and courses throughout the year. They train well over 400 mariners each and every year, benefiting both the maritime industry and the borough economy. They have been very responsive to the training and education needs of all the maritime industries. They are a very important resource in the Ketchikan community.

Adding an AAS in Marine Transportation will further strengthen the maritime industry in Ketchikan and Southeast Alaska. Students will not only have additional career pathways, they will become eligible for federal financial aid and other educational funding including active and veteran military education benefits.

Again, on behalf of Samson Tug & Barge, I strongly encourage you to pass the Associates of Applied Science in Marine Transportation.

Thank you for your consideration.



Shawn Richardson
SE AK Regional Manager
Samson Tug & Barge
Ketchikan AK



612 W. Willoughby Ave., Suite B
P.O. Box 21989, Juneau, AK 99802
Phone (907) 586-4360
www.seconference.org
Email info@seconference.org

SOUTHEAST ALASKA REGIONAL DEVELOPMENT ORGANIZATION

August 25, 2015

University of Alaska Board of Regents
910 Yukon Drive, Suite 202
PO Box 755300
Fairbanks, AK 99775-5300

RE: UAS Ketchikan Associate of Applied Science in Marine Transportation

Dear Regents:

On Behalf of the Board of Directors of Southeast Conference, I strongly urge you to approve the proposed Associates of Applied Science in Marine Transportation to be delivered by the University of Alaska Southeast Ketchikan campus.

The Maritime Sector is one of the biggest economic drivers in the Southeast Alaska with over a quarter of all Southeast Alaska wages directly earned through ocean related employment in 2012. New maritime opportunities are emerging across Alaska and Southeast Alaska is a hub of maritime activity, on the water and on the shore. We are the hub for the shipping industry, seafood processing industry and fishing industry. Ketchikan is home base to the Alaska Marine Highway System offices and ferries. The visitor industry alone sees almost one million visitors a year. The Southeast Alaska Pilots Association, Southeast Stevedoring and countless charter fishing companies and lodges employ hundreds of mariners every year.

The University of Alaska Southeast Ketchikan campus supports all of these maritime industries with training and courses throughout the year. They train well over 400 mariners each and every year, benefiting both the maritime industry and the borough economy. They have been very responsive to the training and education needs of all the maritime industries. They are a very important resource in the Ketchikan community.

Adding an AAS in Marine Transportation will further strengthen the maritime industry in Ketchikan and Southeast Alaska. Students will not only have additional career pathways, they will become eligible for federal financial aid and other educational funding including active and veteran military education benefits.

Again, on behalf of the Southeast Conference, I strongly encourage you to pass the Associates of Applied Science in Marine Transportation.

Thank you for your consideration.

Shelly Wright, Executive Director





P.O. Box 7655
KETCHIKAN, AK 99901
(907) 225 8847
FAX (907) 225 8254

August 26, 2015

University of Alaska Board of Regents
910 Yukon Drive, Suite 202
PO Box 755300
Fairbanks, AK 99775-5300

RE: UAS Ketchikan Associate of Applied Science in Marine Transportation

Dear Regents:

As General Manager of Amak Towing Company I strongly urge you to approve the proposed Associates of Applied Science in Marine Transportation to be delivered by the University of Alaska Southeast Ketchikan campus.

Maritime industries are one of the biggest economic drivers in the Southeast Alaska, especially in Ketchikan. We are the hub for the shipping industry, seafood processing industry and fishing industry. Ketchikan is home base to the Alaska Marine Highway System offices and ferries. The visitor industry alone sees almost one million visitors a year. The Southeast Alaska Pilots Association, Southeast Stevedoring and countless charter fishing companies and lodges employ hundreds of mariners every year.

The University of Alaska Southeast Ketchikan campus supports all of these maritime industries with training and courses throughout the year. They train well over 400 mariners each and every year, benefiting both the maritime industry and the borough economy. They have been very responsive to the training and education needs of all the maritime industries. They are a very important resource in the Ketchikan community.

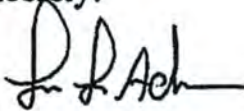
Adding an AAS in Marine Transportation will further strengthen the maritime industry in Ketchikan and Southeast Alaska. Students will not

only have additional career pathways, they will become eligible for federal financial aid and other educational funding including active and veteran military education benefits.

Again, on behalf of Amak Towing, I strongly encourage you to pass the Associates of Applied Science in Marine Transportation.

Thank you for your consideration.

Sincerely:

A handwritten signature in black ink, appearing to read "Lonnie Adams". The signature is written in a cursive style with a long horizontal stroke at the end.

Lonnie Adams
General Manager
Amak Towing Co.



Allen Marine Tours, Inc.

*5 Salmon Landing, Suite 215
8100*

*Ketchikan, Alaska 99901
8101*

Phone: (907) 225-

Fax: (907) 225-

August 27, 2015

University of Alaska Board of Regents
910 Yukon Drive, Suite 202
PO Box 755300
Fairbanks, AK 99775-5300

RE: UAS Ketchikan Associate of Applied Science in Marine Transportation

Dear Regents:

Please support Alaska's economy, transportation infrastructure, and way of life, by approving the proposed Associate of Applied Science in Marine Transportation.

From emerging Artic industries, to traditional subsistence fishing, Alaska's economy is strongly tied to the Ocean. In Southeast Alaska especially, maritime industries make up the bulk of our economic activity. Commercial fishing is and always has been a staple of commerce in this region. Our ship yards, fish processors, lumber mills, mines, and other heavy industries rely on marine transportation for their survival in an island geography lacking the connection of a road network. So do our grocery stores, restaurants, and other retail businesses. Since the 1990s, tourism has grown to become one of our most important industries. Whether it was a cruise ship, charter vessel, or kayak, each itinerary of Southeast Alaska's nearly one million annual visitors involved a watercraft of some sort. Without a robust marine industry, it would not be possible for any sizable population to live here.

For over 40 years Allen Marine Inc., and its subsidiaries, Allen Marine Tours and Alaskan Dream Cruises, have been a vital part of our maritime economy. Each summer, Allen Marine Tours operates passenger vessels based out of Sitka, Juneau, and Ketchikan, employing over 300 people. Most of these vessels were built here in Alaska by Allen Marine's shipyard. Recently, Alaskan Dream Cruises began operating small cruise ships, visiting some of Southeast's smaller communities, such as Kaasan and Thorne Bay. This brings vital tourism dollars to these small towns, helping them stay afloat in a post timber economy. Also, through our many donations of charters, tickets, and money to non-profit organizations, schools (including UAS), and charities, Allen Marine helps support other areas of the economy that are often less directly associated with the sea.

The maritime training conducted by UAS in Ketchikan has been important to our business. Many of our mariners have earned required credentials by attending one of the many USCG approved classes offered by the university. While technical maritime knowledge is important to our industry, an AAS degree program would produce mariners with the speaking, writing, and critical thinking skills that are needed in a modern work place. The proposed program is needed by our economy, our industry, and our company.

Sincerely,

Eric Lunde
Port Captain
Allen Marine Tours, Ketchikan

Questions:

1. Provide a complete budget for KSMSC including expenditures, revenues and source of revenues.
2. What did KSMSC receive from the legislature in the last few years and where did that money go?

Answer:

1. A complete budget is attached.
2. The KSMSC facility previously known as the Fisheries Industry Technology Center (FITC) is a University owned facility. The facility was phase funded via capital appropriations with a combination of state and Exxon Valdez oil spill (EVOS) funding totaling \$10.8M (in 1989, 1990, 1991 and 1994). However; UAF transferred \$3M to the Kodiak Island Borough as part of a twenty-year lease agreement for the Borough to construct, own and operate the Near Island Research facility with the provision that the facility include dedicated space for the university at no cost. The lease commenced on October 1, 1998.

The University did receive one partial operating increment in 1992 from the state to cover some of the costs associated with operating the facility. In the 1990's and early 2000's funded research provided faculty funding as well as overhead cost recovery to fund other facility operating costs. Funded research has declined sharply due to the elimination of the U.S. Agricultural Research Service (ARS) operations in Alaska.

The KSMSC facility houses six full time equivalent (FTE) employees and two part-time administrative/facilities staff. There are four full-time faculty and two research post-docs. Two staff positions provide local administrative and facilities support.

In January of 2001, KSMSC lost a director position and appointed two existing School of Fisheries and Ocean Sciences (SFOS) Directors (Fisheries and Marine Advisory Program) to become co-directors of Kodiak. Dr. Brennan Smith was hired in September 2012 and resigned from his position in May of 2014. SFOS was unable to refill the position (and other SFOS faculty positions) due to financial decrements in FY15 and FY16.

**Kodiak Seafood and Marine Science Center
School of Fisheries and Ocean Sciences (SFOS)
Revenue and Expenditure - FY15 Actuals**

	<u>FY2015 Actual</u>
<u>Revenues</u>	
Technical Vocational Education Program (TVEP)	\$ 35,000
Indirect Cost Recovery	\$ 90,000
Other Revenue	\$ 3,429
Restricted Fund Revenue	\$ 474,993
SFOS - Subsidy from Unrestricted Sources	\$ 950,131
Total Revenue	\$ <u>1,553,553</u>

<u>Expenses</u>	
Administrative Staff Salaries and Benefits	\$ 119,668
Faculty Salaries and Benefits	\$ 478,982
Travel	\$ 11,849
Services	\$ 48,562
Commodities	\$ 21,862
TVEP expenditures (excluding salary)	\$ 34,666
Operations, M&R (UAF Facilities)	\$ 346,641
Apartment Subsidy	\$ 16,330
Restricted Fund Expenses	\$ 474,993
Total Expenses	\$ <u>1,553,553</u>



Five Year Trends and Year-To-Date Progress through December 2015

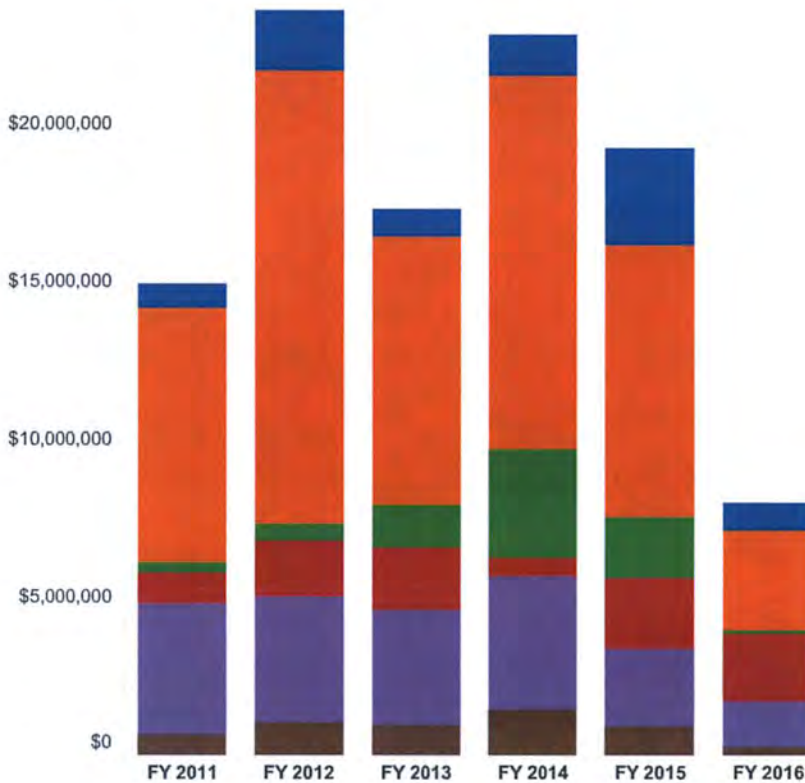
Five Year Trend by Dollars Donated

University	Gift Date by FY						Grand Total
	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	
UA SW	\$1,181,166	\$1,326,782	\$748,175	\$1,551,941	\$688,228	\$753,482	\$6,249,774
UAA	\$8,222,382	\$9,108,563	\$10,229,862	\$7,863,437	\$6,829,098	\$2,430,457	\$44,683,798
UAF	\$4,859,170	\$12,740,106	\$5,670,202	\$12,625,893	\$11,260,828	\$4,666,366	\$51,822,562
UAS	\$663,874	\$400,826	\$637,369	\$775,317	\$471,480	\$156,947	\$3,105,814
Grand Total	\$14,926,592	\$23,576,277	\$17,285,608	\$22,818,588	\$19,249,632	\$8,007,251	\$105,861,948

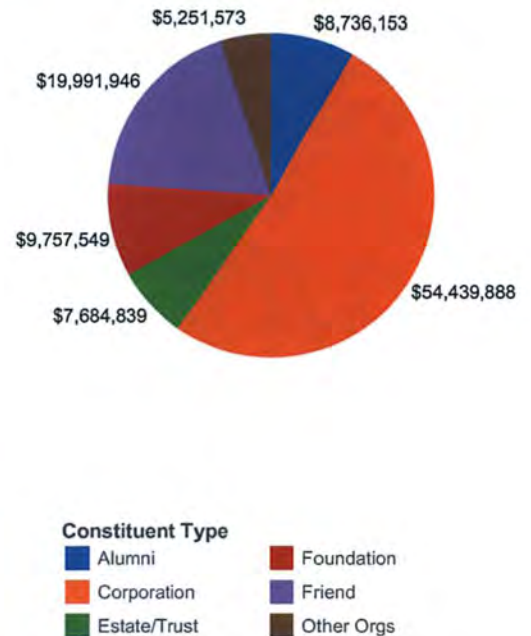
Five Year Trend by Number of Donors

University	Gift Date by FY						Grand Total
	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	
UA SW	167	188	106	116	99	66	447
UAA	3,320	2,782	2,349	2,437	2,891	1,545	8,506
UAF	3,581	3,700	4,236	4,544	4,561	3,363	11,134
UAS	201	187	126	150	124	108	490
Grand Total	7,113	6,662	6,678	7,096	7,527	5,006	19,898

FY 11-16 Year-by-year Donor Breakdown

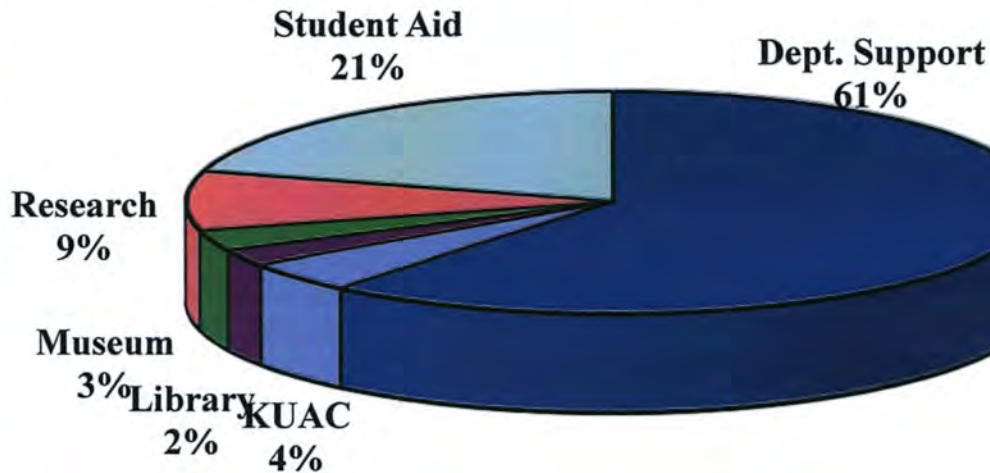


FY11-16 Donor Breakdown



Gifts counted by CASE standard including charitable portions of: cash, pledges, in-kind, matching gift payments, recurring gifts, other, stock-property, irrevocable planned gifts at net present value.

University of Alaska Foundation Distributions for the Benefit of University of Alaska Year Ended June 30, 2015



8. Distributions for the Benefit of University of Alaska

Distributions for the benefit of the University of Alaska, by functional classification, for year ended June 30, 2015 were as follows:

	Univ. of Alaska	Univ. of Alaska	Univ. of Alaska	Univ. of Alaska	Total
		Anchorage	Fairbanks	Southeast	
Engineering	\$ -	\$ 2,725,399	\$ 372,430	\$ -	\$ 3,097,829
KUAC radio and television	-	-	729,634	-	729,634
Liberal arts	-	120,593	822,253	5,075	947,921
Library	-	101,946	245,628	46,684	394,258
Management/business administration	-	857,318	168,890	15,348	1,041,556
Museum	-	1,333	496,786	-	498,119
Natural sciences, agriculture and land	-	17,327	394,295	33,786	445,408
Research	-	375,492	1,021,581	21,361	1,418,434
Student aid	5,000	1,186,292	1,907,308	283,444	3,382,044
General campus support	28,491	2,086,112	2,300,887	79,944	4,495,434
	\$ 33,491	\$ 7,471,812	\$ 8,459,692	\$ 485,642	\$ 16,450,637

**Proposed Performance Compensation Program
President, University of Alaska
FY16**

Considerations

- Reflects high priority of UA
- Measureable
- Within ability to affect
- Stands up to public optics

Performance Measures¹

Theme I: Student Achievement & Attainment

- (a) Number of incoming Alaska Performance Scholarship (APS) recipients.
Counts entering fall first-time freshman receiving any level (1, 2, 3) or type (Vocational, Academic) of the APS award. The 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 Alaska².
- (b) Number of degrees and credentials earned by Alaska Native students.
Counts the number of distinct degrees, certificates and endorsements awarded to individuals self-reporting a racial background of Alaska Native or American Indian, either alone or in combination with any other race. Some individuals receive more than one postsecondary credential from UA in a given year.

Theme II: Productive Partnerships with Alaska's Schools

- (c) College level course success rates for incoming baccalaureate students taking developmental courses.
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 in as an entering, fall semester first-time freshman, 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.

Theme III: Productive Partnerships with Public Entities and Private Industry

- (d) Industry investment in research, extension and workforce development –FY15 figure as of cycle 12, to be compared to FY16 as of cycle 12 for evaluation of performance. Total dollar amount of restricted revenue from industry sources in support of research, extension and workforce development 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.

¹ Unless otherwise noted, baseline figure for each metric reflects final FY15 performance level, with source data provided by UAA, UAF, UAS and SW via UA's information systems, and available through UA's Decision Support Database (RPTP.DSDMGR).

² For full details on eligibility requirements, see https://acpe.alaska.gov/Portals/0/APS/Forms/APS_2015_Checklist.pdf

Proposed Performance Compensation Program
President, University of Alaska
FY16

- (e) Number of alumni giving to UA
Count of individual alumni donating to UA during the fiscal year. Source: UA Foundation (September, 2015).

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

- (f) Number of invention disclosures (Running 5-year average)
An invention disclosure is the start of a process that may lead to commercialization of technologies valuable to inventors, the university, and state citizens. The annual number of disclosures ranged from a low of 6 in FY11 to a high of 110 in FY14, which is well above a reasonable, sustainable annual activity level. A running 5-year average is used to accommodate large year-to-year variance observed for the annual number of disclosures since the effort began. Calculated as the average number of invention disclosures for UA over the past five fiscal years. Source: UAA Office of Technology Commercialization and the UAF Office of Intellectual Property and Commercialization.

Theme V: Accountability to the People of Alaska

- (g) Administrative cost as portion of budget spent on institutional support.
This measure is defined as the annual expenditures in the Institutional Support functional category as a percent of total expenditures less Auxiliary Services. Institutional Support includes: executive services including the office of the President, the chancellors' offices, and other institutional support functions including business offices, accounting, budget development, EEO/AA, educational properties management, facilities planning and construction, finance, human resources, information services, institutional research, internal audit, investment properties management, legal counsel, payroll, procurement, records, risk and hazardous materials management, systems maintenance, university relations, and support for the assemblies and the Board of Regents. Auxiliary Services expenditures are excluded from the denominator to avoid double counting and in alignment with the nationally recognized definition used to quantify the proportion of cost for administration.
- (h) Establish common workplace safety training system.
This item measures whether or not a common workplace safety training system is established during FY16, resulting in an FY16 baseline figure for the proportion of employees who complete annual training requirements.

Alaska's Future Performance	Share of Total Performance Compensation	Performance Goal	Baseline or Target	1% Improvement	Min Payout at 1% Improvement	10% Improvement	Maximum Improvement
Improvement and	20%	Increase the number of incoming Alaska Performance Scholarship recipients	1,058	1,069	\$750	1,164	
		Increase the number of degrees and credentials earned by Alaska Native students	621	627	\$750	683	
with Alaska's	20%	Increase college level course success rates of incoming baccalaureate students taking developmental courses	38.6%	39.0%	\$1,500	42.5%	
with Public Private Industry	20%	Increase industry investment in research	\$26.7m	\$27.0m	\$750	\$29.4m	
		Increase alumni giving (N)	2,937	2,967	\$750	3,231	
l Development	20%	Increase invention disclosures (Running 5-yr avg)	67	68	\$750	74	
y to Alaska's	20%	Decrease administrative costs as portion of institutional support budget	17.3%	17.1%	\$750	15.7%	
		Establish common workplace safety training system	n/a	n/a	\$750	Develop baseline for FY16	
	\$75,000 (100%)				\$7,500		



University of Alaska

Key Indicators

	FY10	FY11	FY12	FY13	FY14	FY15	% Change		Status
							FY10 - FY14	FY14 - FY15	
Student Participation									
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	<i>314,331</i>	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	<i>\$142</i>	-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).

System level data presented here, as well as the underlying university level data, are publicly available online in interactive format at: <https://ua.idashboards.com/idashboards/?guestuser=guest&dashID=191&c=0>

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	FY14 - 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%	January 2016	-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%	↑

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).

System level data presented here, as well as the underlying university level data, are publicly available online in interactive format at: <https://ua.idashboards.com/idashboards/?guestuser=guest&dashID=191&c=0>

							% Change		
	FY10	FY11	FY12	FY13	FY14	FY15	FY10 - FY14	FY11 - FY15	Status
Theme IV: Research & Development and Scholarship to Sustain Alaska's Communities & Economic Growth									
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%	↓

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).

System level data presented here, as well as the underlying university level data, are publicly available online in interactive format at: <https://ua.idashboards.com/idashboards/?guestuser=guest&dashID=191&c=0>

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).



UAF Combined Heat and Power Plant Information Item

PROJECT UPDATE

Construction has been shut down for the winter months and is scheduled to begin on March 1, 2016. Design, bidding, and equipment purchasing activities have been proceeding at full speed.

Overall design is 47% complete and is on schedule to support bidding of major equipment and construction Work Packages. Vendor information from the boiler, turbine, material handling and ash handling vendors has been submitted on time, but was incomplete. The design team has been developing strategies to keep advancing design and the vendors are being pressured for more information. Some of the issues are iterative which adds time to the resolution path. The foundation drawings that were issued for Work Package 2 (WP2) contained areas that are marked "Hold" pending more vendor information. Construction is not expected to be delayed.

The most recent major equipment purchase orders that have been placed are for the stack, material handling system, ash handling system, structural steel, elevator, and boiler feed pumps. Bidding is continuing for electrical equipment, controls, emission monitoring and miscellaneous mechanical equipment. Overall the equipment purchases have been within the budget with some packages under and some equipment over the budget.

Work Package 2 (foundations and steel) was awarded for \$34,000,000 on February 1, 2016. The bids received from material suppliers and subcontractors were within the budget for this Work Package. Construction is scheduled to begin on March 1, 2016 and will then be continuous until completion in November, 2018. Work Package 3 (Boiler Installation) is expected to be awarded in April 2016.

At this time, UAF has contract commitments of \$140,000,000 (56% of the TPC) and has expended \$34,000,000. The contract awards made to date are within the budget allocated in the November 2015 cost estimate. The contingency in that estimate has not been used yet. Several areas of cost risk still remain and won't be clarified until the design has advanced further. In general, cost risks still remain for mechanical piping, controls, electrical, and commissioning. The entire team has been working diligently to control costs.

An air permit revision is required because the scope was changed from two boilers to one boiler. The application will be submitted in mid-February 2016 and a six month approval period is anticipated. Construction can proceed under our current air permit.

A Construction Management Auditor has been selected, OAC Services. Their first report is expected in April 2016.

MILESTONES

Stanley Consultants' Design Contract	May 2011
Formal Project Approval	December 2013
Schematic Design Approval (Site Preparation and Equipment Procurement)	June 2014
Schematic Design and Cost Estimate	January 2015
Schematic Design Approval (Site Work)	April 2015
Schematic Design Approval (Balance of Project)	June 2015
Boiler Contract Executed	June 2015
Steam Turbine Contract Executed	June 2015
Air Cooled Condenser Contract Executed	October 2015
Work Package No. 1 Executed (Site Work)	June 2015
Work Package No. 2 Executed (Foundations)	February 2016
Work Package No. 3 (Boiler Installation)	April 2016
Work Package No. 4 (Mechanical)	June 2016
Work Package No. 5 (Electrical, Instrumentation and Controls)	September 2016
Substantial Completion (start of Commissioning)	March 2018
Final Acceptance (completion of Commissioning)	November 2018



ALASKA STATE LEGISLATURE
HOUSE FINANCE COMMITTEE

State Capitol, Room 519

Rep. Mark Neuman, Co-Chair

Rep. Steve Thompson, Co-Chair

Tuesday, February 9, 2016

1:30 PM

Agenda:

FY17 Budget Overviews:

University of Alaska

Presenting in Person:

DW
MR
Dan White, Vice-President Academic Affairs and Research, University of Alaska

Michelle Rizk, Associate Vice President, Statewide Planning and Budget, University of Alaska

Department of Fish and Game

Presenting in Person:

CDFG
KB
Sam Cotten, Commissioner, Department of Fish and Game

Kevin Brooks, Deputy Commissioner, Department of Fish and Game



Strategic Pathways 2016-2025

WORKING DRAFT: 8 February 2016

UNIVERSITY
of ALASKA
Many Traditions One Alaska

This is a conceptual framework being analyzed and evaluated for the UA System. Strategic Pathways will begin taking shape over the coming weeks and months. While certain changes may be implemented before the end of the fiscal year, restructuring will be implemented over the next couple years. There will be ample opportunity for shaping the strategy as options become better defined.

OUR MISSION		"The University of Alaska inspires learning, and advances and disseminates knowledge through teaching, research, and public service, emphasizing the North and its diverse peoples." (Regents' Policy 01.01.01)		
GOALS		Maximize value to Alaska through excellent, accessible, and cost effective higher education		
CORE PRINCIPLES		Focus, Access, Diversity, Excellence, Consistency		
STRATEGY		Prepare, Restructure, Implement, Refine		
WHO WE ARE		UA ANCHORAGE Metropolitan university	UA FAIRBANKS Premier research university	UA SOUTHEAST Liberal arts/science university
FOCUS The identification of lead universities in some academic and research areas is under discussion, as are the roles and responsibilities of a lead university, which could vary for different areas.	Research	Social and policy sciences	Science and Engineering	Interdisciplinary environmental
	Teaching	<ul style="list-style-type: none"> Health professions Social and policy sciences Management (focus consistent with primary mission) Education Engineering 	<ul style="list-style-type: none"> Physical, natural, and related sciences Management (focus consistent with primary mission) Education Engineering Rural development 	<ul style="list-style-type: none"> Marine Biology/fisheries (undergraduate) Management (focus consistent with primary mission) Education Marine trades Mining training Interdisciplinary degrees/ degree completion
	Outreach	<ul style="list-style-type: none"> Aligned with Research and Teaching Focus 		
COURSES AVAILABLE ACROSS THE UNIVERSITY SYSTEM		<ul style="list-style-type: none"> Common General Education Requirements Liberal Arts and Humanities Distance Education Career and Technical Education 	<ul style="list-style-type: none"> Alaska Native Studies Wide choice of non-major courses Dual credit with K-12 Developmental Education 	

Performance Results

The content of this report reflects University of Alaska’s Shaping Alaska’s Future Metric Framework. The current working set of outcome measures is presented, with additional refinements to be identified over the next several years. Many of the common measures historically utilized by the university for reporting are still in use and have been expanded upon to add focus on student progress and outcomes. Shaping Alaska’s Future themes are noted for each measure. The information presented here reflects the university’s performance targets set for FY16 and FY17. UA performance evaluations were submitted to the Governor’s Office of Management and Budget in September, 2015.

Trend information, near term projections and analysis for each measure is presented below in terms of University of Alaska’s three major mission areas: student instruction, research and service. The separate universities’ performance self-assessment has been published and is available online on the State of Alaska’s Office of Management and Budget website*. Columns in the charts are colored to reflect whether the University of Alaska appears on track to meet FY16 targets. Green columns indicate the University appears on track to meet the stated targets in FY16. Yellow columns indicate measures that may be trending differently than desired for FY16.

Overall, University of Alaska anticipates a greater challenge to sustain performance on most outcome measures in FY16 and FY17 due to continued budget cuts. Although the area of student instruction at the university has seen steady increases in degrees, certificates and endorsements awarded in recent years, FY15 was the first year in over five years that this measure has decreased. Given federal budget cuts and the accompanying challenges, federal grants for research are projected to grow modestly, at best, over the next couple of fiscal years. Service continues to be another productive area at University of Alaska.

Student Instruction

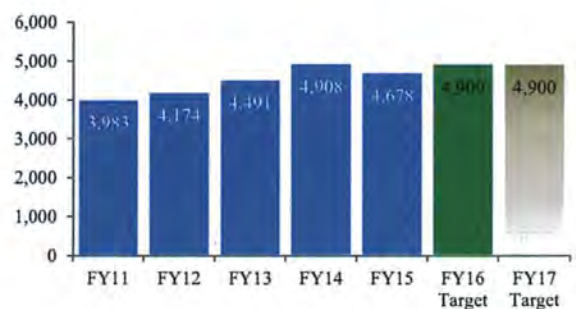
This mission area represents programs for academic and vocational instruction, as well as directly related support functions: student services; academic support; scholarships; athletics; and library. Beyond those discussed here, additional areas in development for measures related to Student Instruction include job placement, workforce alignment, and advising.

Results and Strategies

Measure 1. Degrees, 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. A decrease in occupational endorsements accounted for almost 40 percent of the decline (-88); decreased baccalaureate awards (-52) and licensures (-48 fewer) comprised another 40 percent. UA awarded 17 percent (695) more degrees, certificates and endorsements in FY15 than in FY11.

Shaping Alaska’s Future Theme: Student Achievement and Attainment.



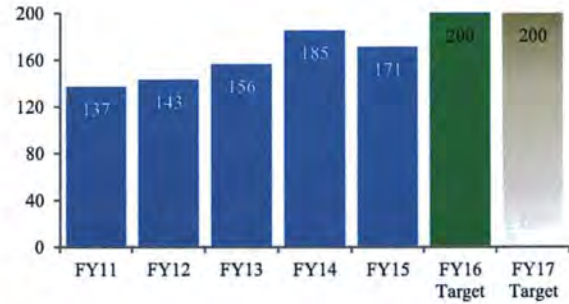
*<https://omb.alaska.gov/html/performance/departments-details.html>

Student Instruction, Continued

Measure 2. Baccalaureate Engineering Degrees

The University of Alaska awarded 171 baccalaureate engineering degrees in FY15, a 25 percent increase from 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. UAF projects baccalaureate engineering awards to increase for several years, as a result of a 22 percent increase in baccalaureate engineering majors from FY11 to FY15.

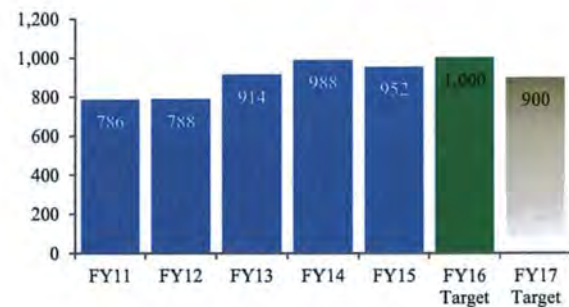
Shaping Alaska's Future Theme: Student Achievement and Attainment.



Measure 3. Health-Related Degrees

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. This decline occurred at UA Fairbanks and UA Southeast only; UA Anchorage degrees awarded remained flat from last year. UA Anchorage expects the number of health related degrees awarded to rise in the near future due to strong student demand and continuing investment in program infrastructure.

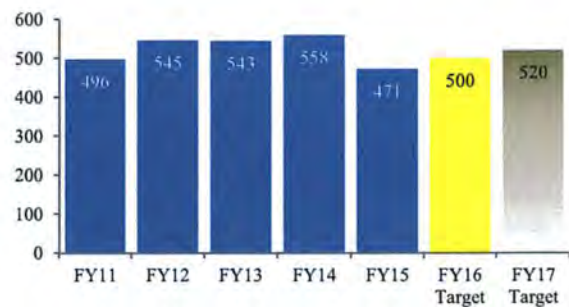
Shaping Alaska's Future Theme: Student Achievement and Attainment.



Measure 4. Teacher Education Degrees

The University of Alaska delivered 471 degrees, certificates and licensures in teacher education areas in FY15, a 5 percent decrease from five years ago, and a 16 percent decrease from FY14. Over half of the decline from last year occurred at UA Southeast. Across the system, all degree levels in teacher education areas reflect decreases from last year; the majority of the decrease occurred in graduate licensures, which declined by 31 percent.

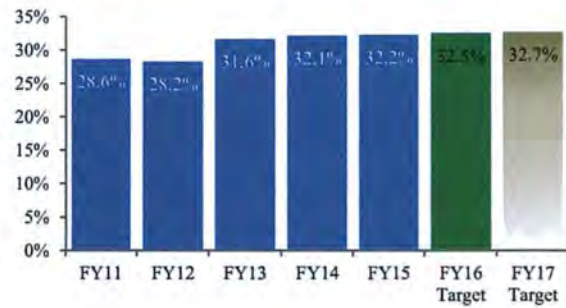
Shaping Alaska's Future Theme: Student Achievement and Attainment.



Student Instruction, Continued

Measure 5. Baccalaureate Graduation Rate within 6 Years (150%)

The proportion of first-time, full-time freshmen seeking a bachelor’s degree who received a bachelor's degree within six years increased 13 percent from FY11 to FY15 (28.6 percent to 32.2 percent). Improved placement and advising contributed to this increase. The national average for public, four-year, open admission institutions was 32.9 percent in FY13 (see https://nces.ed.gov/programs/digest/d14/tables/dt14_326.10.asp).



Shaping Alaska’s Future Theme: Student Achievement and Attainment.

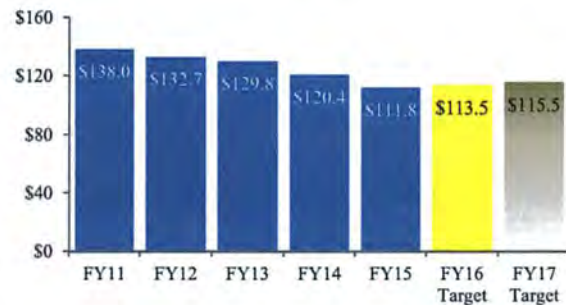
Research: Advancing Knowledge, Basic and Applied

This program category represents scientific and academic research. The majority of funded research is externally sponsored by the federal government. Beyond the measures shown here, additional measures in development for the research mission include publications and citations. Note, the analysis of research performance is focused on year-to-year changes rather than on a five year trend due to the relative volatility of research funding.

Results and Strategies

Measure 6. Grant Funded Research Expenditures (Millions)

Estimated at \$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). The decline in FY15 research expenditures relative to the peak in FY11 is due to the expiration of American Recovery and Reinvestment Act (ARRA) grants, and federal deficit reduction efforts decrease the availability of both competitive and non-competitive research funding. Additionally, expenditures from non-federal sources, including state agencies and corporate sources, decreased due to a variety of factors, including revenue losses at the sponsoring organizations.



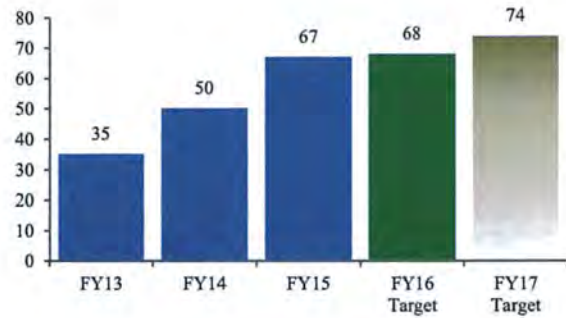
Shaping Alaska’s Future Theme: Research & Development (R&D) and Scholarship to Enhance Alaska’s Communities and Economic Growth.

Research: Advancing Knowledge, Basic and Applied, Continued

Measure 7. Running 5-Year Average 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. A running 5-year average is used to accommodate large year-to-year variance observed for the annual number of disclosures since the effort began. Calculated as the average number of invention disclosures for UA over the past five fiscal years.

Shaping Alaska's Future Theme: Research & Development (R&D) and Scholarship to Enhance Alaska's Communities and Economic Growth.



Service: Sharing Knowledge to Address Community Needs

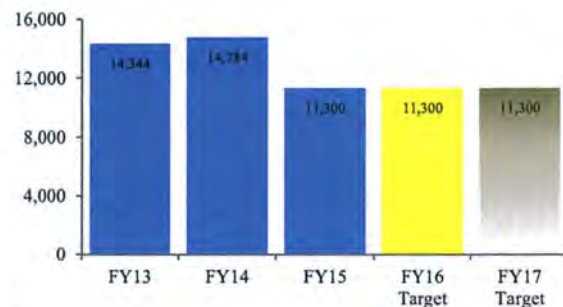
This mission area includes activities that make available to the public the unique resources and capabilities of the university in response to specific community needs or issues. There are few measures in place to assess and strategically manage university service activity at this time. Examples of available information are shown here, however a number of additional performance measures are being considered for this important mission area, including non-credit workshop participation, and non-credit certifications.

Results and Strategies

Measure 8. Youth Engaged in 4-H

The number of participants was 11,300 for federal fiscal year 2014 (which ended in September 2014). This headcount is duplicated, that is, if an individual participates in more than one 4-H activity he or she is counted twice. While this is an apparent decrease in participation relative to earlier years, a new reporting process was instituted for this year. So it is unclear whether the decrease is due to reporting or to actual participation, but there were no other major changes in the program that account for the decrease. The 4-H programs are coordinated by UAF's Cooperative Extension Service faculty and staff, but led by volunteers across the state.

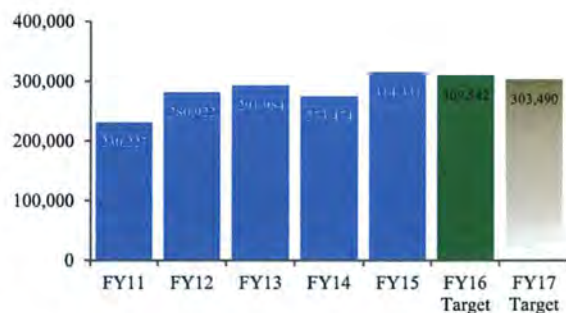
Shaping Alaska's Future Theme: Productive Partnerships with Alaska's Schools.



Measure 9. Outreach Publications Distributed

The FY15 Cooperative Extension Service publication distribution and web access consisted of 252,494 print publications sold or distributed and 61,837 publications accessed on-line, totaling a 15% increase relative to FY14. Decreasing numbers of faculty due to state funding reductions will lead to decreasing numbers of extension publications over the next several years.

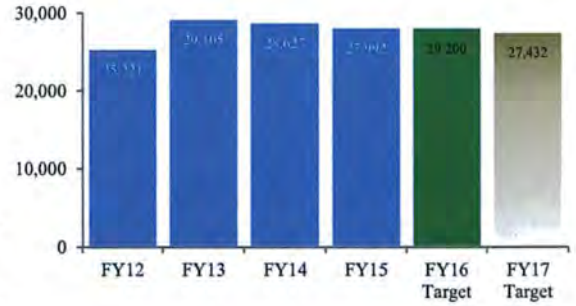
Shaping Alaska's Future Theme: Productive Partnerships with Public Entities and Private Industries.



Service: Sharing Knowledge to Address Community Needs, Continued

Measure 10. UA Press Books and Maps Sold

Book and map sales decreased 2% from FY14 to FY15. A total of 27,992 units were sold. Annual book sales by the University of Alaska Press vary depending on the popularity of new titles, but have been consistently above 25,000 units per year for the past five years. The University of Alaska Press is one of very few book publishers operating in Alaska today, and the only one that focuses on scholarly and educational books and e-books. The FY14 funding increment provided by the legislature is enabling the Press to continue to publish quality books about Alaska and the north, but reductions to other university funding will impact book production in the future.



Shaping Alaska's Future Theme: Productive Partnerships with Public Entities and Private Industries.

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FY17 Budget Overview

House Finance Committee

February 8, 2016



UNIVERSITY
of ALASKA

Our Mission

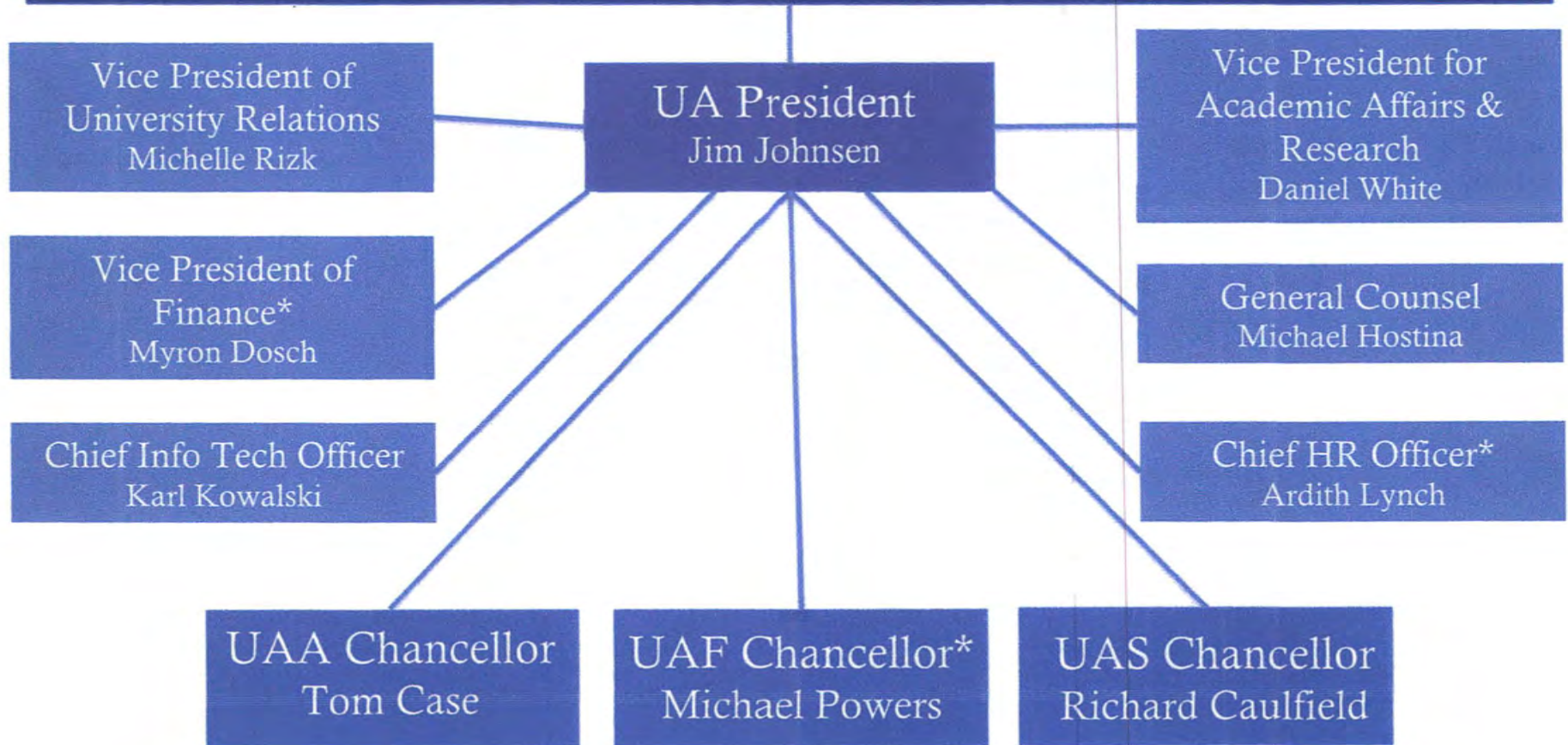
"The University of Alaska inspires learning, and advances and disseminates knowledge through teaching, research, and public service, emphasizing the North and its diverse peoples."

Regents' Policy 01.01.01

UA Organization Chart

Board of Regents

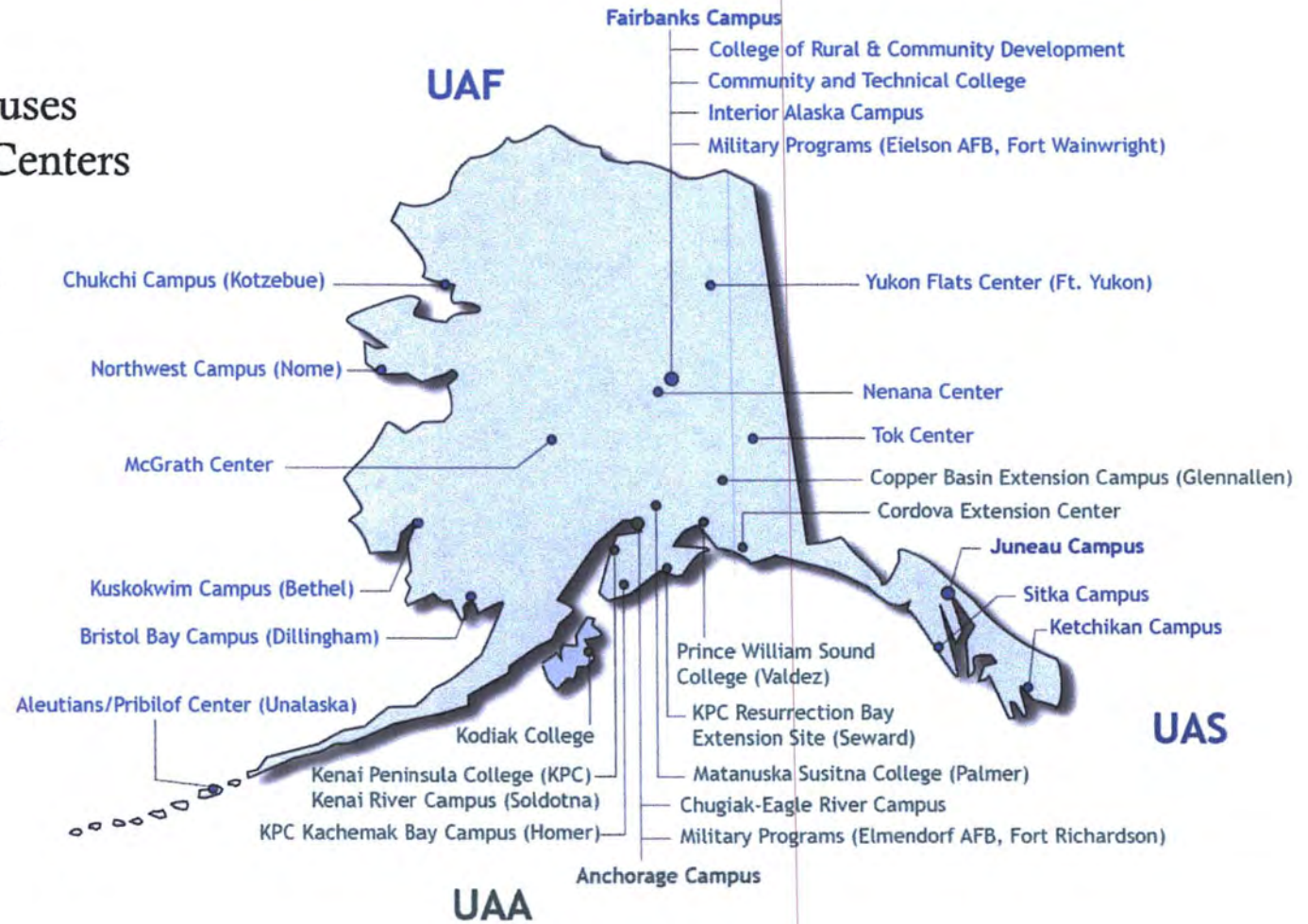
Jyotsna Heckman, Chair; Gloria O'Neill, Vice Chair; Kenneth Fisher, Secretary; John Davies, Treasurer; Dale Anderson; Sheri Buretta; Mary Hughes; Stacey Lucason; Deena Paramo; Lisa Parker; Andy Teuber



Serving All Alaskans

3 Universities
 12 Community Campuses
 Numerous Outreach Centers

Expanded e-Learning
 extends education
 opportunity to any
 location with Internet



One University or Three? "Yes"



Building on the Best of Both

- ✧ Benefitting from the individuality of each university and campus, meeting unique needs and maintaining strong ties to local communities
- ✧ Improving access and ease for students while reducing costs through enhanced coordination, consistency and collaboration
- ✧ Promoting unique areas of excellence to build a university that is greater than the sum of its parts

Strategic Pathways: Guide to restructuring the UA system

- ✧ The university needs to become more adept at meeting state needs.
- ✧ Regents fully support a hybrid system where the three universities remain distinct, but are better coordinated, have less duplication and play on the unique strengths of the individual universities.
- ✧ Areas where there is obvious regional or local responsibility will not be affected, nor will general education courses, support disciplines, developmental or workforce programs.
- ✧ The impact on students will be minimized. Streamlining systems and operations will ultimately benefit them and allow more flexibility and opportunities across the system.

UA Met FY16 Budget Reductions

✧ Reduced Administrative Costs

Furloughs, reduced contracts, unfilled vacancies, reduced services, consolidation of facilities, reduced maintenance, travel restrictions, process improvements

✧ Elimination of Some Academic Programs

Discontinuation of certificate and degree programs (with teach-out), suspension of low enrollment programs, reduced course offerings

✧ Cuts in Research Support

Reduced research support, reduced program funding, consolidation of animal care facilities

✧ Personnel Reductions

Layoff/non-retention or reduced assignments, fewer student and adjunct positions, increased teaching assignments, hiring freeze

Revenue Enhancement Efforts

- ✧ Tuition increase
- ✧ Tuition surcharge
- ✧ Increased fees
- ✧ Fundraising
- ✧ Commercialization of intellectual property
- ✧ Public-Private Partnerships

Challenges

- ✧ Reduced federal funding for research; continued high energy costs; state population loss; and rise of on-line, high quality alternatives to UA.
- ✧ To continue with reductions in and beyond FY2017 will challenge UA to recast the entire portfolio of education and workforce development programs without compromising the high standard of education and workforce training that is currently afforded UA students.
- ✧ Must explore longer-term strategic cuts and revenue opportunities that will help UA preserve and strengthen its capacity.

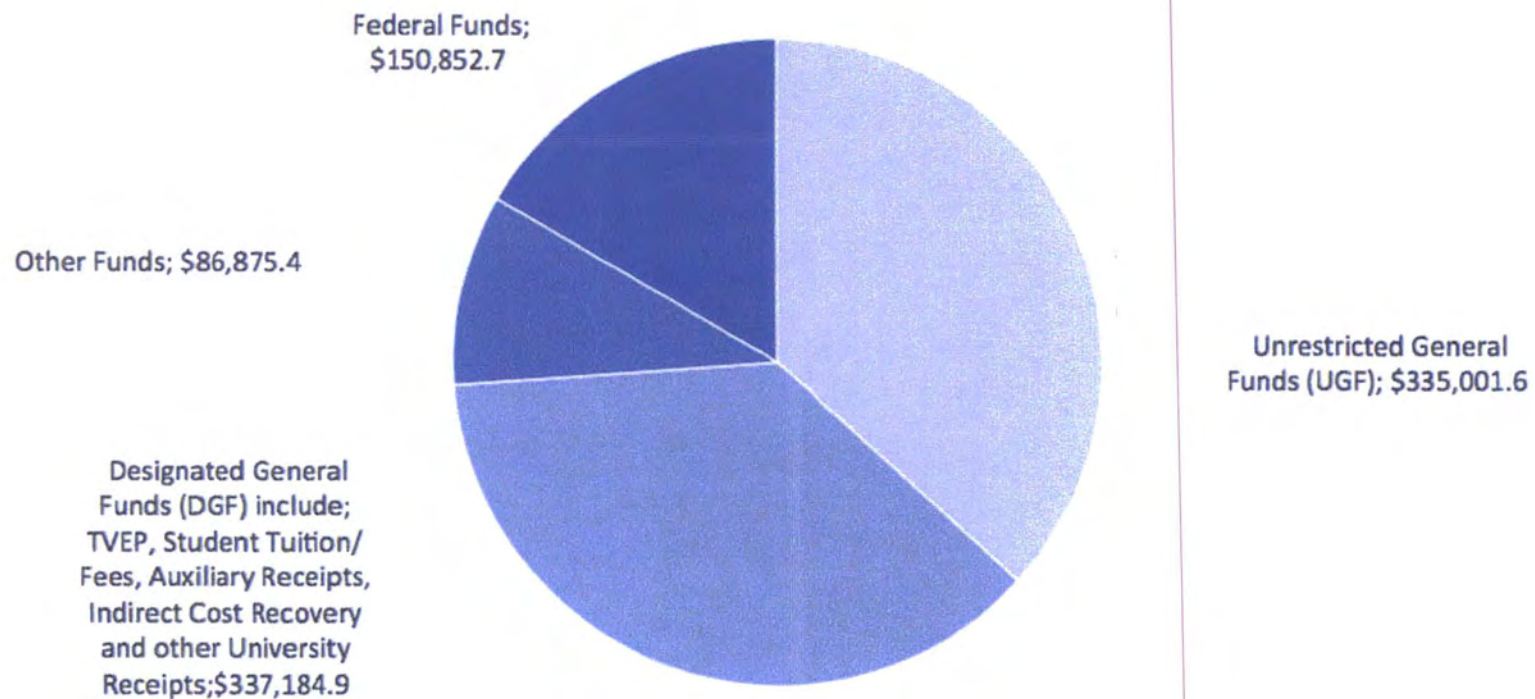
Investments for our Future

- ✧ Discovery: Alaska/Arctic research
- ✧ Access and equity: low-income, first generation, rural
- ✧ Workforce: voc-tech, teachers, health care, arts and science
- ✧ Economic development: commercialization of research
- ✧ Culture of education: connect with K-12

FY17 Adjusted Base Operating

	Funding Sources				Positions			
	UGF	DGF	Other	Federal	Total	PFT	PPT	Total
FY2016 Management Plan	350,787.0	327,169.4	86,784.7	150,852.7	915,593.8	4,518	221	4,739
FY2017 Adjusted Base (Legislative Finance)								
Reverse One-time Items	(10,073.0)	(154.1)			(10,227.1)			
FY17 Compensation Increases	9,818.5	9,818.5			19,637.0			
Alumni Licenses Plate Revenue Estimate		1.0			1.0			
FY17 Adjusted Base (Legislative Finance)	350,532.5	336,834.8	86,784.7	150,852.7	925,004.7	4,518	221	4,739
FY17 Governor Budget Increments/Decrements								
Unallocated Reduction	(15,530.9)				(15,530.9)			
TVEP Increment		350.1			350.1			
Mental Health Trust Increment (net)			90.7		90.7			
FY2017 Governor's Proposed Budget	335,001.6	337,184.9	86,875.4	150,852.7	909,914.6	4,518	221	4,739
Comparisons:								
\$ Change FY2017 Adj. Base to Governor	(15,530.9)	350.1	90.7	-	(15,090.1)			
% Change FY2017 Adj. Base to Governor	-4.4%	0.1%	0.1%	0.0%	-1.6%			
\$ Change FY2016 Mgmt. Plan to Governor	(15,785.4)	10,015.5	90.7	-	(5,679.2)			
% Change FY2016 Mgmt. Plan to Governor	-4.5%	3.1%	0.1%	0.0%	-0.6%			

FY17 Operating Budget by Fund Source



Base Reductions FY15-FY17

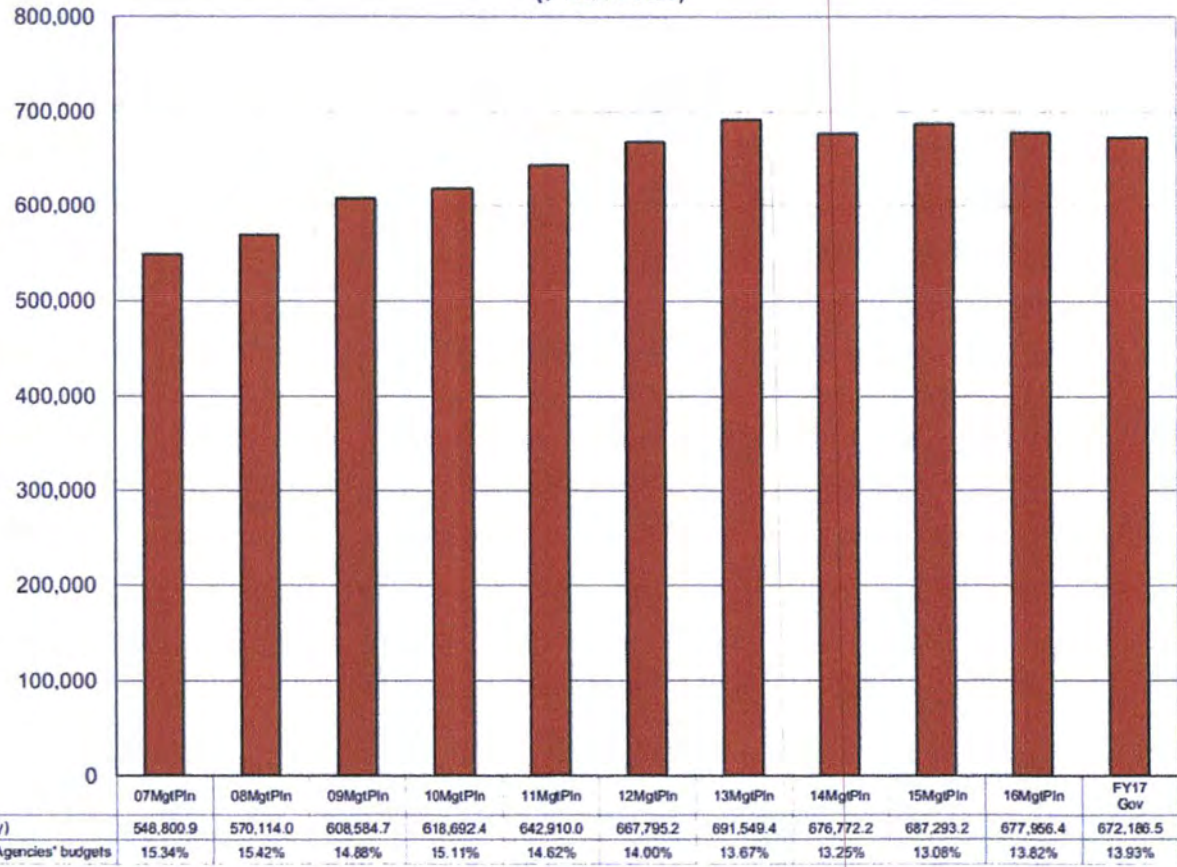
	FY2015	FY2016	Gov. FY2017
GF Baseline Begin	371.3	370.6	350.8
GF Reduction %	-0.2%	-5.3%	-4.5%
GF Reduction \$ (gross)	-17.0	-31.4	-25.6
GF Increment \$	16.3	11.6	9.8
GF Net \$	-0.7	-19.8	-15.8
GF Baseline End	370.6	350.8	335.0
UA Planning Purposes			
GF Reduction \$	-17.0	-31.4	-25.6
UA Estimated Fixed Cost Increases	-11.4	-21.0	-31.6
UA System Budget Gap	-28.4	-52.4	-57.2
Effective reduction %	-7.6%	-14.1%	-16.3%

In millions of \$

**University of Alaska Share of Total Agency Operations
(GF Only)
(\$ Thousands)**

The University's GF budget grew by about \$123.4 million (22.5%) between FY07 and the FY17 Governor's Request - an average annual growth rate for that period of 2.0%.

The University's total FY17 GF budget equals \$2,018 per resident worker.*



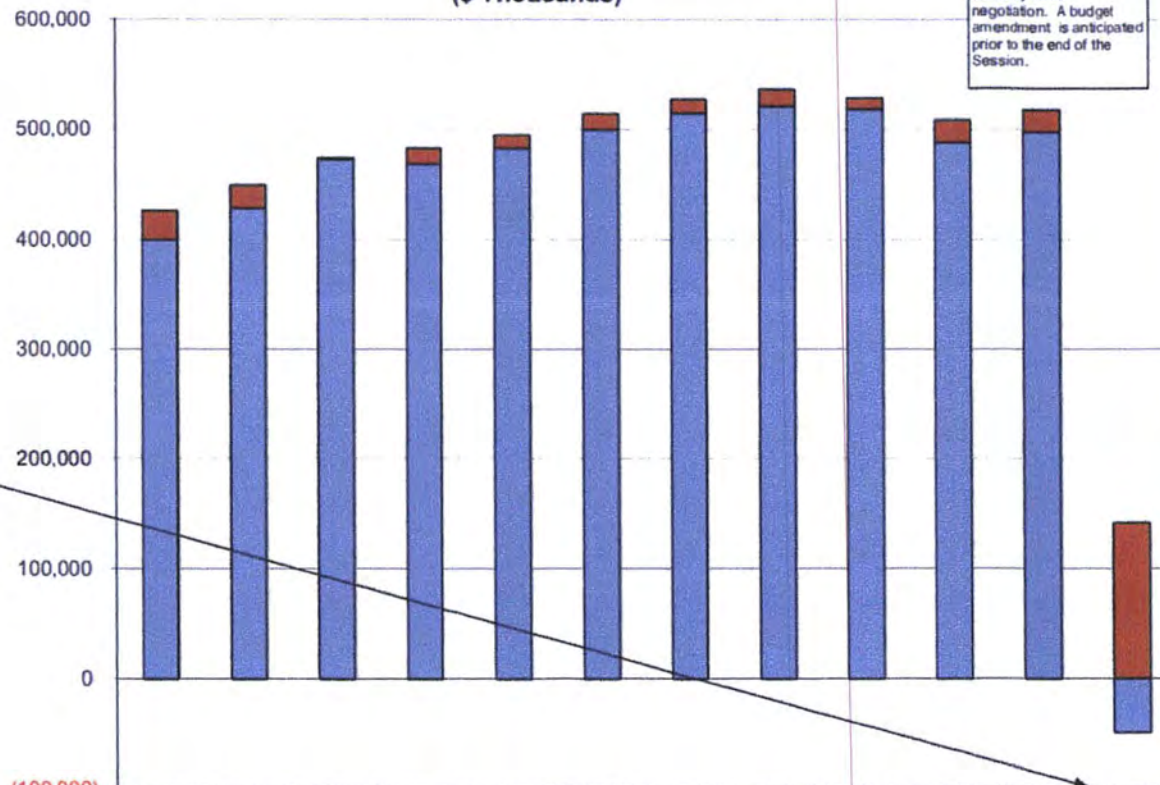
* According to the Department of Labor and Workforce Development, there were 333,174 resident workers in Alaska in 2013.

University of Alaska Salary Adjustment Increases and Personal Services Costs (All Funds) (\$ Thousands)

NOTE: The FY17 Governor's Request does not include Salary Adjustments for the Fairbanks Fire Fighters Assoc, Local 1324, currently under negotiation. A budget amendment is anticipated prior to the end of the Session.

Personal Services increased by \$92.2 million between FY07 and FY17 Gov--an increase of 22%.

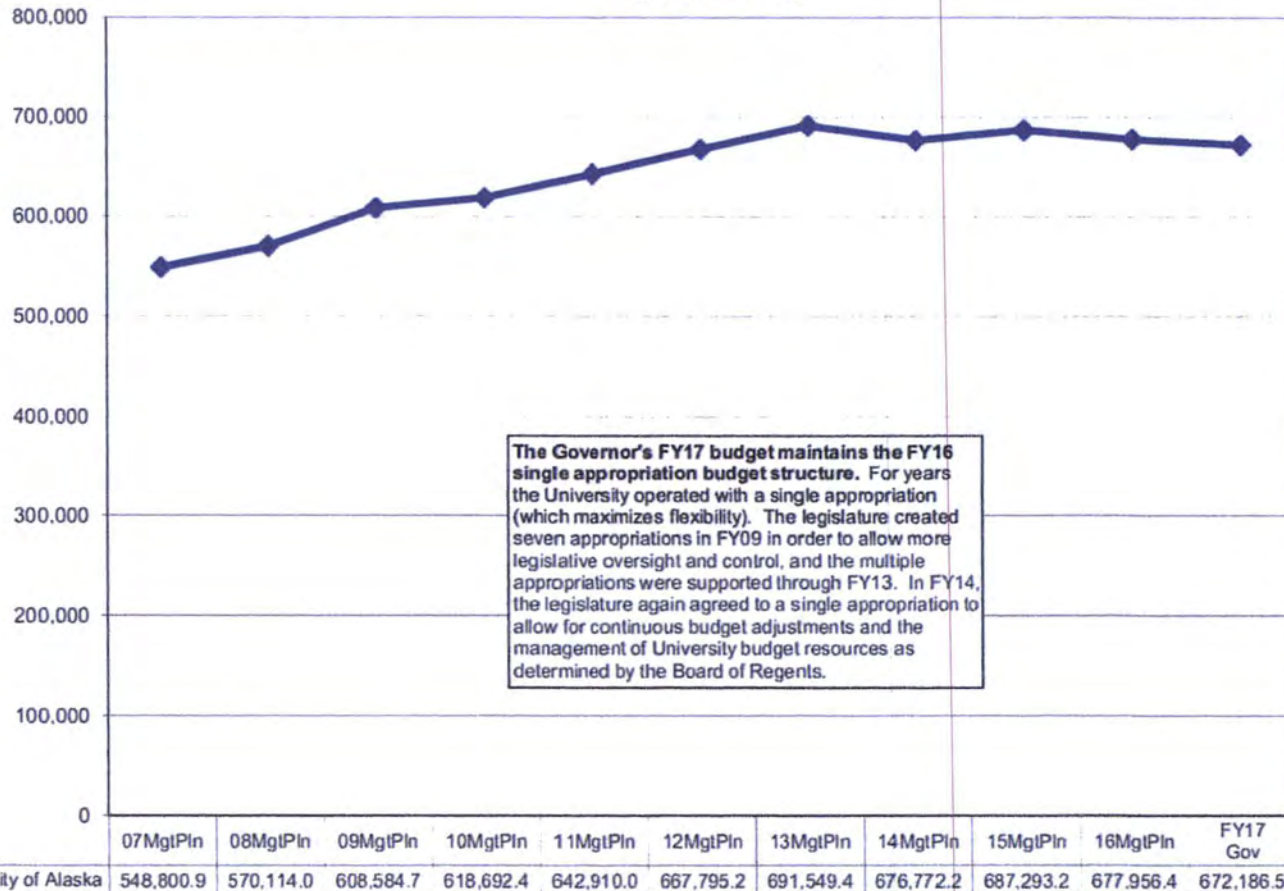
Summary
The Personal Services change consists of the following:
--\$141 million of contractual salary adjustments; and
--(\$49 million) of non-contractual personal services costs.



	07MgtPin	08MgtPin	09MgtPin	10MgtPin	11MgtPin	12MgtPin	13MgtPin	14MgtPin	15MgtPin	16MgtPin	FY17 Gov	Summary
■ Salary Adjustments	26,234.1	20,881.5	1,537.9	14,540.5	11,910.6	14,280.5	12,786.2	15,384.2	10,222.8	20,146.0	19,637.0	141,327.0
■ Personal Svcs less Salary Adjustments	399,539.9	428,128.8	472,581.7	468,191.0	482,969.1	499,833.9	514,744.1	520,965.6	518,395.6	488,428.4	498,347.7	(49,116.3)

* Changes in the personal services line from FY07 to FY17 Gov are segregated into two parts: (1) base increases (primarily due to contractual negotiations) and (2) other personal services increases such as transfers between line items or increases from new positions. The final column sums the two types of changes during the period.

**University of Alaska Appropriation
(GF Only)
(\$ Thousands)**

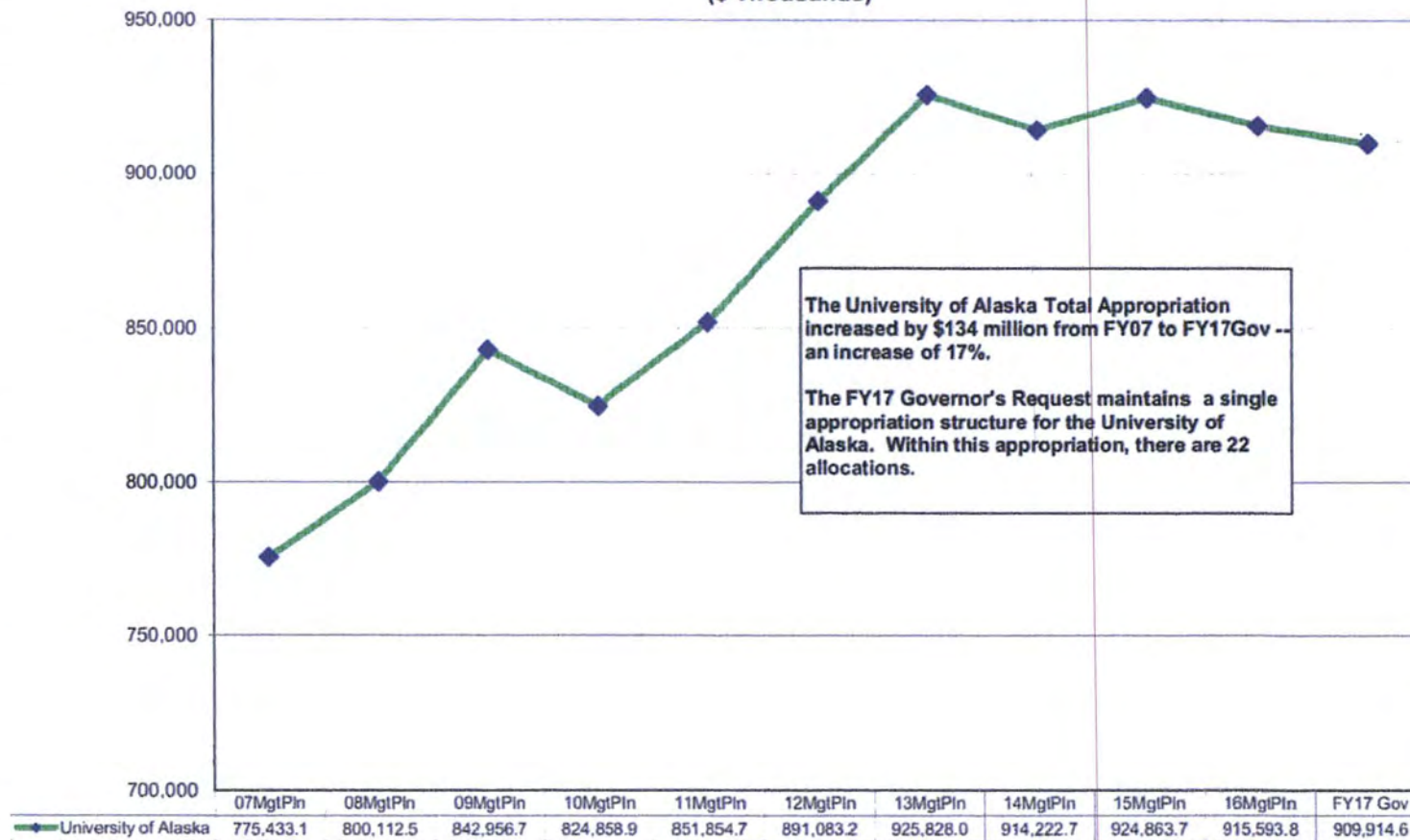


The University is supported with 74% total General Funds and has experienced **22% GF growth** since FY07 (from \$549 million to \$672 million).

University Receipts (as Designated GF) is about half of the overall GF category and in the FY17 Gov request, that receipt authority (which totals \$337 million) comprises 37% of the total GF budget.

The Governor's FY17 budget maintains the FY16 single appropriation budget structure. For years the University operated with a single appropriation (which maximizes flexibility). The legislature created seven appropriations in FY09 in order to allow more legislative oversight and control, and the multiple appropriations were supported through FY13. In FY14, the legislature again agreed to a single appropriation to allow for continuous budget adjustments and the management of University budget resources as determined by the Board of Regents.

**University of Alaska Appropriation
(All Funds)
(\$ Thousands)**



FY17 Capital Request

- ✧ UAF Engineering Learning and Innovation Facility
- ✧ Deferred Maintenance
- ✧ Annual Repair and Renewal

