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University of Alaska
Performance Measures

UNIVERSITY
of ALASKA
Many Traditions One Alaska

University of Alaska Statewide Planning & Budget Development
March 2006

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University of Alaska
Performance Measures

Performance-based budgeting (PBB) at the University of Alaska has its roots in Senate Bill 281, a performance measures reporting bill entitled Missions and Measures, passed in 2000. Senate Bill 281 required the University of Alaska to annually measure and report on its successes. "The purpose of this act is to state the missions … to set out performance measures for divisions or programs within divisions (2000)." This mirrored a national rise in performance reporting; today, only two states have no performance reporting programs[1]. Across the country, more than 80 percent of state budget offices and 70 percent of all city/county departments are using performance measures[2].

UA's primary goal in implementing PBB was the creation of a robust tool to help communicate, drive, and measure progress toward strategic priorities[3]. The university still monitors the seventeen performance measures originally required by Missions and Measures, but has reduced the number of performance measures used to influence internal budget distributions to seven[4] for FY07. Today, the State of Alaska Office of the Governor requires that all agencies participate in a performance-based budgeting process.

The performance-based budgeting process requires UA to address how well it responds to the educational needs of Alaskans and how well university programs support the state's economy. UA responds to the educational needs of Alaskans by fostering and promoting a high quality postsecondary educational system that advances knowledge, learning and culture. UA meets state needs through the development of appropriate instructional degree programs, including bachelor and graduate programs, vocational education and training, and application of new knowledge and emerging technologies.

An assessment of success on the performance measures currently used in the UA budgeting process yields positive results and provides focus on areas requiring improvement and investment. The university is on track to meet its targets and goals, provided continued support is received from the State. A summary of UA's original five measures and the seventeen legislative measures follows.

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[1] Burke, J. C., & Minassians, H. P., 2002.
[2] J. Melkers, K.G. Willoughby, B. James, & J. Fountain, 2002.
[3] See http://www.alaska.edu/bor/2009Plan/030918plan.doc for the complete UA Board of Regents Strategic Plan 2009.
[4] See the Current Measures section at http://www.alaska.edu/swbudget/pm/details.xml for more details on each of the seven performance measures currently in use.

Performance-Based Budgeting Performance Measures

High Demand Job Degree Program Graduates

The number of students graduating with degrees qualifying them to work in Alaska high demand job areas is up 14 percent in the last two years. The University awarded 2,056 degrees in FY05 in high-demand job areas, with an estimated 2,200 degrees to be awarded in FY06. Specific degree programs with significant growth in degree production over the last seven years include the AAS Medical Assisting (128%). AAS Nursing (83%) and AAS Radiologic Technology (81%) degree programs as well as bachelor degree programs in Psychology (40%), Nursing (36%), and Human Services (675%). The number of degrees awarded in the area of process technology is up 137% over the same period. The area of engineering also continues to grow at the University of Alaska, with the total number of graduates in engineering up 17 percent in the last two years. UA plans to double the number of engineering program graduates by FY10, to yield more than 300 Engineering degrees per year.

Providing education and training for students to pursue careers in the state's high demand fields is one of UA's roles. Of the 706 occupations included in the 2000-2010 Occupational Forecast from the State of Alaska Department of Labor (http://www.labor.state.ak.us/research/trends/may03occfcst.pdf), 51 occupations were identified as high demand (i.e., classified as best bet occupations in Alaska, growing in the number of jobs available and having higher than average wages). Although dominated by the health-related occupations, the list of high demand job areas includes occupations as diverse as Computer System Analyst and Educators.

UA offers a wide variety of degree and certificate programs that qualify graduates for high-demand jobs, including engineering, allied health, behavioral health, nursing, teacher education, process technology, transportation and logistics, and information technology. See page 16 for more detail on this performance measure. University of Alaska performance on this measure is directly supported by the following operating budget requests:

- Continue Programs Meeting State Needs: This request category covers an array of critical high needs programs started on temporary funding that have demonstrated sustainable student and employer demand. Programmatic areas include Education and Early Childhood, Distance Education, Health Careers Instruction, Business and Public Policy, and Meeting Core Requirements and Student Demand.

- Preparing Alaskans for New Jobs: This request category builds capacity in programs that are required for gas line and mining projects. The job demand for the students completing these programs will be sustained well beyond the anticipated construction; therefore, on-going investment in building these programs is necessary and urgent. Programmatic areas include Engineering, Construction and Mining Training, Vocational Education, and Geography.

- Health Program Requests: This request category provides funding for nursing delivery support, behavioral programs and allied health careers training. Much of the funding requested is to provide base funding for programs started on temporary funding sources that have demonstrated sustainable student and employer demand.

Undergraduate Retention Rate

The retention of full-time undergraduate students has increased steadily over the last several years. Since FY99, UA increased the first year retention of full-time undergraduate students by about eight percentage points - from 55.9 percent in FY99 to 64.1 percent in FY06. To achieve the 2010 undergraduate retention goal of 67.4 percent, UA will have to achieve an increase of more than half a percent each year. UA is making significant progress toward reaching this goal, which will be worthy of celebration.

The retention rate for first-time, full-time students in bachelor programs has also increased significantly since FY99, and is eight percentage points higher in FY06 (62.9 versus 69.6 percent). UA's retention of bachelor-degree seeking students reached an all-time high of 72.1 percent in FY05, surpassing national peers. The national average retention rate for open admission, public universities is 69.5 percent (CSRDE, 2004).

University of Alaska performance on this measure depends on receipt of funding for the maintenance of existing programs and services. The University has established student academic success as well as persistence to completion as major policy goals. In this effort, faculty and student services staff assess priority activities and develop additional initiatives to improve performance on retention and program completion. See pages 12 and 13 for more information on student retention.

University Generated Revenue

The University of Alaska has increased the amount of non-State revenue received from sources such as federal, tuition and fees and university receipts by an average of more than 10 percent each year. UA received $135 million more in university generated revenue in FY05 than in FY99. The university generated about two-thirds of the revenues increases since 1999 while state funding generated a third.

The university, through its urban and rural campuses, is the State of Alaska's primary source of higher education and workforce development and, as such, remains a high priority for the State. Through its entrepreneurial practices, the university has the ability to leverage the State's investment to generate additional revenue through student tuition, research grants, and other contractual service opportunities. The continued success and expansion of this leveraging is crucial to university growth. However, student, business partner and federal agency confidence in UA is inextricably linked to the State's continued investment in UA. The University of Alaska is constantly looking for new opportunities to ensure maximum leveraging of state appropriations.

UA's average annual increase in university generated funds since 1999 has been 10.5 percent. UAF, with its research capacity, has the most impact on this measure; however, tuition revenue from all three MAUs is becoming a major contributor to performance. Given the recent performance of the system as a whole, UA appears on track to meeting its FY07 goal for this performance measure of $381.3 million in university generated revenue. However, in light of the PERS/TRS cost increases, this goal may not be sufficient to maintain program levels. Thus, UA will be more dependent on state funding to cover these cost increases.

University of Alaska performance on this measure is being improved via administrative efficiencies and internal reallocation and by maximizing funding in areas that can generate external revenue.

Grant Funded Research Expenditures

UA's grant-funded research expenditures increased more than 40 percent, an increase of $36 million, over the last four years.

Research at the University of Alaska is a critical component in the delivery of programs and services that are of value now and to the future of Alaska. UA's success in achieving its targets and goals is dependent upon consistent external and internal research funding. In addressing these funding realities, UA will aggressively seek new opportunities with Federal, state, and private agencies to ensure the continued competitive capacity of research programs in areas aligning UA, MAU, and campus research priorities.

UA's Vice President for Academic Affairs and Research and other state leaders are addressing the state's Research and Development Plan (per SJR44). The R&D plan goals include the means to expand and diversify the state's economy, strengthen the state research institutions, integrate the efforts of state and federal agencies and identify avenues of resource development, while at the same time protecting the health of Alaskans and their environment. Investments to UA research will serve to develop technology transfer capacity and to strengthen research programs such as logistics and transportation, satellite data retrieval, health and biomedicine, mining and engineering, environmental and ocean observing systems, and public policy.

UA's research enterprise accounts for over 2,300 jobs in the state; of those 1,200 are at UA and 1,100 are in the private sector. Research spending for transportation, contractual services and equipment resulted in more than $100 million in sales for private businesses in Alaska. UA is seeking significant resources to expand its research enterprise. For every $1 million invested, 149 jobs are created with $4.8 million in payroll.

An increase in research funding will positively influence educational and training capabilities, recruitment and selection of qualified faculty and staff, and international recognition of UA as a leading university of the North. University of Alaska performance on this measure is directly supported by the following operating budget requests:

- Health Research: Provide matching funds for the biomedical health research at the Fairbanks campus and support for the Joint PhD Psychology program at Fairbanks and Anchorage.

- Arctic Research: Support Geographic Information Network and graduate program at Fairbanks campus.

- Research Infrastructure: Expand efforts to enhance economic development via UA tech transfer. Provide for research administration support at the Anchorage campus.

- Research Grant Matching Funds: Provide matching funds for grants that are key to Alaska policy issues, including fisheries research, Experimental Program to Stimulate Competitive Research (ESPCoR) Phase 3, the Alaska Transportation Center, Alaska Public Health Policy, National Ecological Observation Network, International Polar Year, and Alaska Energy Research.

Student Credit Hours

Student credit hour enrollment at the University of Alaska has increased by more than 17 percent since the academic year 1999-2000.

UA is working to increase the number of student credit hours generated and increase enrollment at all campuses. Students note that program availability is a primary reason for changing institutions. Over the last several years, UA has invested significantly in expanding program breadth and providing adequate upper division course offerings. Having the appropriate breadth of relevant degree programs has been essential in increasing student enrollment. The university, as the provider of the community college and university higher education mission for the state, serves both traditional and non-traditional aged students.

From 1999 through 2004, UA's average annual growth rate in credit hours was 2.5 percent; however, this rate of growth reached a plateau in FY05. From FY04 to FY05, UA student credit hour generation dropped overall by about half a percent. To achieve the stated targets in FY06 and FY07, UA must average between a one and two percent increase in student credit hours each year. See page 25 for more information on student enrollment trends.

University of Alaska performance on this measure is directly supported by the following operating budget requests:

- Continue Programs Meeting State Needs: This request category covers an array of critical high needs programs started on temporary funding that have demonstrated sustainable student and employer demand. Programmatic areas include Education and Early Childhood, Distance Education, Health Careers Instruction, Business and Public Policy, and Meeting Core Requirements and Student Demand.

- Preparing Alaskans for New Jobs: This request category builds capacity in programs that are required for gas line and mining projects. The job demand for the students completing these programs will be sustained well beyond the anticipated construction; therefore, on-going investment in building these programs is necessary and urgent. Programmatic areas include Engineering, Construction and Mining Training, Vocational Education, and Geography.

Several other performance measures are being developed and tested, including Strategic Enrollment Management Planning, Academic Program Outcomes and a number of Community Campus performance measures. Other performance measures are in development, including faculty partnership and outreach.

The performance measures listed here are those that will be used to influence internal budget distributions for FY07. The university still monitors the seventeen performance measures originally required by Missions and Measures, a summary of which follows in the next section.

Legislative Performance Measures

Measure: The number and percentage of recent Alaska high school graduates who attend the University of Alaska.

Current Status: The proportion of Alaska high school graduates attending UA is at an all time high.

Goal: Within 2 years (fall 2007) capture 27 percent of Alaska's high school graduates. As of fall 2005, an estimated 26 percent (1,896) of the recent high school graduates from the high school class of 2005 were attending UA as first-time freshmen. The percent of recent high school graduates that have chosen UA has steadily increased from 18 percent in fall 1997.

Benchmark:
Several sources report projections on high school graduates with widely varying estimates. The projected number of Alaska high school graduates for the class of 2005 using WICHE is 7,091; using another source (NCES Projections of Education Statistics to 2014) there would be 7,170 graduates. The likely number of high school graduates is 7,218 given recent trends in the number of high school graduates. Nationally, the percentage of high school graduates who attend college soon after graduation is the same today as it was in 1996, about 67 percent (Postsecondary Opportunity, March 2005). Forty-five percent of recent high school graduates enroll at public institutions in their home state. The following table shows the percentage of recent high school graduates who attend UA has increased from 18 percent in 1997 to an estimated 26 percent in fall 2005.

Number of Recent Alaska High School Graduates who attend UA as First-Time Freshmen by Year

Year	AK HS Graduates	UA FTF who are Recent AK HS Graduates (Fall Semester)	% of AK HS Grads who are UA FTF
1997	6,175	,097	18
1998	6,496	1,360	21
1999	6,826	1,486	22
2000	6,668	1,498	22
2001	6,812	1,558	23
2002	6,945	1,720	25
2003	7,366	1,826	25
2004	7,290	1,846	25
2005*	7,218	1,896	26
2007**			27

The number of HS graduates in 2005 is an estimate since it is not available from Alaska Department of Education ** UA goal. Source: Data supplied by the MAUs via UA Information Systems: Banner SI fall closing extracts 1997-1999 and fall closing extracts fall 2000-2005. Compiled by Statewide Planning and Budget Development.

Background and Strategies:
Recruitment efforts are important to increasing the number of freshmen. A major part of recruitment is the breadth of programs available, faculty quality, and services provided. UA has pursued program expansions, faculty recruitments, and is currently focusing on enhanced student services and student recruitment efforts to attract this sector of traditional-aged students.

Measure: The number and percentage of total Alaska high school graduates who attend the University of Alaska as UA Scholars.

Current Status:
The percent of eligible scholars attending the University of Alaska has increased since the start-up of the program in 1999 from 33 percent to 44 percent this fall (see table below).

Goal: Increase the percentage of eligible UA Scholars who choose to attend UA to 50 percent within three years (fall 2008).

Benchmark:
In fall 2005, 421 (44%) of the 949 eligible UA Scholars attended UA.
In fall 2004, 431 (44%) of the 970 eligible UA Scholars attended UA.
In fall 2003, 459 (47%) of the 971 eligible UA Scholars attended UA.
In fall 2002, 377 (41%) of the 920 eligible UA Scholars attended UA.
In fall 1999, 271 (33%) of the 811 eligible UA Scholars attended UA.

Background and Strategies:
This program is designed specifically to increase the number, quality, and percentage of Alaska high school graduates attending UA. The UA Scholars Program offers a 4-year $11,000 scholarship to the top 10 percent of the graduates from qualified Alaska high schools each year. Students are designated by their high school administrators based on their academic standing at the end of their junior year.

UA is enrolling almost four times more students from the top 10 percent students than prior to the UA Scholars Program. In 2005, 44 percent (421) of the top ten percent of Alaska high school graduates enrolled at UA compared to approximately 14 percent in 1998.

Number of Eligible UA Scholars and the Attendance Rate by Fall Term

Fall Term*	Number Eligible	Number Attended	Percent Attended
1999	811	271	33
2000	875	349	40
2001	897	392	44
2002	920	377	41
2003	971	459	47
2004	970	431	44
2005	949	421	44

Note: The number attending are those that were paid for the first time, which is a proxy for the total number that may attend from the high school graduation class. Concurrently enrolled high school students are not counted as UA Scholars.

Measure: The amount of research grants in health, biomedical sciences, climate change, resource development, fisheries and ocean sciences, logistics, geosciences, and atmospheric sciences.

Current Status:

Goal: Increase research grant funding commitments brought into the university in areas important to Alaska.

From FY01 to FY05, UA increased the number of new awards in areas of significant importance to Alaska by 70.8 percent while the amount awarded increased by 18 percent. The high award amount in 2002 is mainly due to a $10.7 million grant in Biological Sciences and a $4.8 million grant in Geosciences. The high award amount in 2005 is mostly due to a $20 million grant in Resource Development. Although the number of new research awards (total research) decreased by 1.7 percent from FY01 to FY05; the award amount increased by 9.2 percent. The FY06 target for total research was already surpassed in FY04.

Benchmark:
In FY02, there were 157 new grants awarded with total committed funding of $32.0 million in the areas of health, biomedical sciences, climate change, resource development, fisheries and ocean sciences, logistics, geosciences, and atmospheric sciences.

Background and Strategies:
With capital investment in UA science facilities and a modest operating increment, competitive university research can be a primary industry for Alaska. New and exciting professional employment opportunities for young Alaskans stretching from skilled technicians, biologists, chemists and engineers to Ph.D. researchers will be available in a state where retail and trade occupations have dominated growth. Nationally, research is a $264 billion industry and universities account for $36 billion of the research. University Research & Development (R&D) is a growth industry. Alaska can capitalize on research based on its geographic advantage in the following areas: bio-medical and infectious diseases, global climate change, transportation, energy and cold climate engineering. Of note, knowledge in all these research areas will benefit the state. This benefit is above and beyond the economic value of university research, since UA can expect to leverage six dollars from external sources for every one dollar of state funding dedicated to research.

Since 1980 university R&D spending has increased at an average rate of 7.6 percent per year, compared to a 6.3 percent growth rate for the economy in total. Nationally, R&D is funded from industry, non-profits, state government, and federal agencies. In Alaska, UA conducts the majority of research, accounting for 55 percent of R&D in the state. Industry in Alaska conducts 10 percent of the research, compared with national figures of 70 percent. Unfortunately, relative to gross state product, Alaska spends less than half the amount on R&D than other states. UA's research enterprise accounts for over 2,300 jobs in the state; of those 1,200 are at UA and 1,100 are in the private sector. Research

spending for transportation, contractual services and equipment results in more than $100 million in sales for private businesses in Alaska. UA is seeking significant resources to expand its research enterprise. For every $1 million invested, 149 jobs are created with $4.8 million in payroll.

Research expansion centered at UA provides excellent economic growth opportunity for Alaska. Research jobs offer high wages, are year round and stable, are held by in-state residents, and are substantially funded through external sources. Research is environmentally clean, requires little government regulation, and has potential value added opportunities through private business creation. For more information on the benefits of research as an industry for Alaska, see "The Economics of University Research" by Scott Goldsmith and Pam Cravez from the Institute of Social and Economic Research. See http://www.alaska.edu/swbudget/budget_planning/oversight_committee/DOCS/Econs_of_UA_Researchfinalgoldsmith.pdf

Over the past several years UA has been highly successful in competitive research. UA has secured $50 million in competitive research funding from the National Institute of Health (NIH) in the last four years. The National Science Foundation (NSF) Experimental Program to Stimulate Competitive Research (EPSCoR), secured with $1 million in state funding match, is in its second phase with the third phase application due in summer 2006. These large grants, accounting for over $60 million, continue to build the research infrastructure of UA by providing new facilities and faculty members and attracting outstanding new graduate students, as well as contributing to significant advances in bio-medical and engineering knowledge.

The university has developed a database of research activity that will provide a consistent listing for a year-to-year comparison. Many grants are multi-year awards. The table below shows the number of new grants and award amounts from FY01 to FY05 in the areas targeted in the measure. The number of new grant-funded research projects in areas important to Alaska has increased by 70.8 percent from fiscal year 2001 to 2005 and the amount awarded increased by 181.0 percent during this same period. The range of new research being conducted at the university includes projects like Wildfire Effects on Subsistence, Brain 0_2 Defense during Hibernation, Analysis of Rutting of Alaska Pavements, Chena Hot Springs Project, Developing DNA Markers Analysis, Biocomplexity in the Bristol Bay Fishery, Development of Fuel Cell, Marine Mining Technology Research, Intersection between Climate Change Water Resources and Humans in the Arctic, Fish Stocks and Habitat Assessment of the Near-shore Beaufort Sea, Radio Interferometric Imaging of the Ionosphere, Pathways of Alaska Native Adolescents in Substance Abuse Treatment, and Roadmap for Producing Alaska's Coalbed and Tight Sand Gas.

Number and Amount of New Organized Research Projects by Research Category Fiscal Year 2001 – 2005

FY	Category	New Awards	Amount (Thousand $)
2005	**Areas of Significant Importance to Alaska**		
	Logistics	1	
	Resource Development	46	28,420.8
	Biological Sciences and Arctic Health	55	6,604.3
	Environmental Sciences	6	986.7
	Geosciences	25	6,040.6
	Marine and Ocean Sciences	59	5,103.2
	Atmospheric Sciences	6	632.6
	EPSCoR	8	4,563.8
	Areas of Significant Importance - Subtotal	205	52,351.9
2005	**Areas of Significant Importance to Alaska**	**205**	**52,351.9**
2004	**Areas of Significant Importance to Alaska**	**188**	**27,335.7**
2003	**Areas of Significant Importance to Alaska**	**182**	**27,984.2**
2002	**Areas of Significant Importance to Alaska**	**157**	**31,806.1**
2001	**Areas of Significant Importance to Alaska**	**120**	**18,633.7**
% Change FY01-FY05		70.8%	181.0%
% Change FY04-FY05		9.0%	91.5%
2005	Total New Awards	351	85,022.58
2004	Total New Awards	334	102,612.20
2003	Total New Awards	322	66,934.90
2002	Total New Awards	340	63,518.30
2001	Total New Awards	357	77,890.50
2005	Total Grant Funded Research Expenditures		122,570.20
2004	Total Grant Funded Research Expenditures		115,474.60
2003	Total Grant Funded Research Expenditures		110,768.10
2002	Total Grant Funded Research Expenditures		97,114.50
2001	Total Grant Funded Research Expenditures		86,138.70

Measure: The number of graduate students whose education is funded by research grants.

Current Status:
At the University of Alaska during fall 2005 there were 305 graduate students funded through 203 research grants. The number of graduate students funded through research grants increased by 18 percent from the 3-year average of 1999 - 2001 to fall 2002 and increased by 3 percent from fall 2004 to fall 2005. The total enrollment of graduate students increased by 59 percent from fall 1999 to fall 2005.

Goal: Having met the initially stated goal (increased the number of grant-funded graduate students by 10 percent over the next two years), UA's goal is to continue increasing the number of grant-funded graduate students by 8 percent per year through fall 2006.

Fall 2005 there were 305 graduate students employed on research grants.
Fall 2004 there were 297 graduate students employed on research grants.
Fall 2003 there were 253 graduate students employed on research grants.
Fall 2002 there were 222 graduate students employed on research grants.

Benchmark:
Based on the university's federal employment reporting data, 192 graduate students were employed on grant-funded research in fall 1999, 183 in fall 2000, and 189 in fall 2001. Using the 3-year average (188), a 10 percent increase results in 200 graduate students employed with research funding in fall 2002, a goal that was surpassed.

Background and Strategies:

The growth in number of grant-funded graduate students has been supported by an investment in competitive research as an industry. It is expected that the university's continued focus on competitive research will significantly enhance the ability to support graduate students in the future, indirectly stimulating student retention and graduation especially in high demand areas of importance to Alaska.

Number of Graduate Students Funded on Research Grants

	Fall Semester						
	1999	2000	2001	2002	2003	2004	2005
Number of Funded Graduate Students	192	183	189	222	253	297	305
Increase/Degrease from Previous Year		-5%	3%	17%	14%	17%	3%
Total Number of Graduate Students	1,279	1,334	1,408	1,645	1,800	1,893	1,970
Percent of Total Graduate Students	15%	14%	14%	13%	14%	16%	15%

Measure: The retention rate of full-time undergraduate students in degree programs.

Current Status: Over two years, from FY05 to FY07, increase the retention rate for first-time full-time degree-seeking freshmen to 66.2 percent and the bachelor degree-seeking first-time freshmen retention rate to 72.7 percent.

UA level retention rate of first-time full-time degree-seeking freshmen

2004-2005: was 64.1%
2003-2004: was 65.4%
2002-2003: was 64.6%
2001-2002: was 62.6%
2000-2001: was 60.5%

UA level retention rate of first-time full-time bachelor degree-seeking freshmen

2004-2005: was 69.6%
2003-2004: was 72.1%
2002-2003: was 70.0%
2001-2002: was 67.6%
2000-2001: was 67.8%

Background and Strategies:

A National Center for Education Statistics report (August 2001) found that the strongest predictor of degree attainment, and thus retention, was the academic preparation from high school. Nationally, the retention rate to the second year has been decreasing. UA participates in the Consortium for Student Retention Data Exchange (CSRDE), a national survey which tracks the retention of first-time full-time bachelor degree-seeking freshmen from fall to fall. In the most recent CSRDE survey (May 2005) 116 institutions described as less selective (indicating open admissions and high part-time enrollment) had an average retention rate for the 1997 - 2003 cohorts from the first year to second of 69.9 percent. Other studies have shown lower retention rates, but for a less well-defined group of students. For example, in the August 2001 Opportunity, the average persistence rate to the second year for freshmen who began in fall 1999 was 60.6 percent for 152 four-year institutions with an open admissions policy.

Systemwide, the retention of all degree seeking first-time full-time students has increased from 55.2 percent for the cohort beginning 1997 to 64.1 percent of the 2004 cohort returning in fall 2005. The number of first-time, full-time bachelor students enrolled increased by 74 percent from 1993 to 2005. The increased number attending, largely due to recruitment efforts, including the UA Scholars compounded with the increased retention has had a positive impact on enrollment overall.

Additional retention information regarding UA Scholars and other first-time freshmen can be found on the Statewide Planning and Budget Development web site: http://www.alaska.edu/swoir/. Additional information on UA's performance metric relating to student retention can be found at: http://www.alaska.edu/swbudget/pm//currentpm/details.xml

UA Retention Rate of First-time Full-time, Bachelor Degree-Seeking Freshmen:

Year	Headcount	Percent Retained to 2nd Year	CSRDE Less Selective Retention Rate to 2nd Year*	Aspiration: CSRDE Moderately Selective Retention Rate to 2nd Year*
1993-94	846	66.4%	68.2%	71.6%
1994-95	903	62.9%	67.1%	71.0%
1995-96	827	67.0%	67.9%	71.6%
1996-97	913	67.8%	69.0%	72.3%
1997-98	871	64.8%	69.3%	72.8%
1998-99	1,015	62.9%	69.6%	73.1%
1999-00	1,008	67.6%	68.7%	72.8%
2000-01	1,127	67.8%	70.7%	73.6%
2001-02	1,259	67.6%	70.1%	73.7%
2002-03	1,322	70.0%	70.3%	74.3%
2003-04	1,393	72.1%	70.7%	74.3%
2004-05	1,472	69.6%	69.3%	73.1%
% Change 93 - 05	74%			
% Change 98 - 05	46%			

* CSRDE estimated for 2004-05; values will be available approximately June 2006. Retention rates differ from previous reports since they were changed in the 2005 CSRDE report.
Note: Data for 1997 - 2004 nay differ from previously reported numbers as that information was updated using methodologies (UA level rather than MAU level) consistent with current definitions.

UA Retention Rate of First-time Full-time, Degree-Seeking* Freshmen:

Year	Headcount	Percent Retained to 2nd Year
1997-98	1,506	55.2%
1998-99	1,897	55.9%
1999-00	1,680	59.2%
2000-01	1,863	60.5%
2001-02	1,915	62.6%
2002-03	1,994	64.6%
2003-04	2,035	65.4%
2004-05	2,128	64.1%

* Bachelor or Associate Certificate

Measure: The comparative scores of students who take professional examinations.

Current Status:

Goal: Meet or exceed the national average on scoring or pass rates for students who take professional exams.

Out of the 60 test results reported, 21 have national comparisons and 18 of 21 programs showed results above the national average. For 24 of the 39 tests without a national comparison, UA students completed with a 100 percent pass rate. In general, UA students meet or exceed the national scores and pass rates.

Benchmark:
For programs requiring exit or professional exams, the benchmark is appropriate national or state scores and/or pass rates.

Background and Strategies:
The university is in the process of identifying and collecting the scores and pass rates of students on the professional exams administered. This is not a single measure, but rather a listing of programs that administer professional exams and the resultant scores or pass rates as appropriate. The table below lists the name of the test, the number of students who were administered the test, the average score, and/or pass rate at UA, as well as the national comparison when it was available.

Number of Students Taking Professional Exams by MAU and School, Exam Type, and Pass Rates (Both UA and National)

MAU/School	Examination Type	Test Date	UA Students Tested	UA Pass Rate	National Pass Rate
UAA, COE	Praxis I (elementary and early childhood)	2004-2005	33	100%	N/A [2]
UAA, COE	Praxis I (secondary)	2004-2005	27	100%	N/A [2]
UAA, COE	Praxis II (elementary and early childhood)	2004-2005	33	100%	N/A [1]
UAA, COE	Praxis II (secondary)	2004-2005	27	100%	N/A [1]
UAA, CTC	Certified Medical Assistant Exam	2005	13	100%	65%
UAA, CTC	Dental Assisting National Board Exam	2005	10	90%	N/A
UAA, CTC	FAA Airframe Mechanic Test	2005	10	100%	N/A
UAA, CTC	FAA Pilot Certificates Issued	2005	37	100%	N/A
UAA, CTC	FAA Power Plant Mechanic Test	2005	9	100%	N/A
UAA, CTC	FAA Written Exam	2005	88	96.6	N/A
UAA, CTC	Med Lab Tech AAS Registry Exam	2005	4	100%	81%
UAA, CTC	Med Lab Tech BS Registry Exam	2005	9	89%	83%
UAA, CTC	National Dental Hygiene Exam	2005	12	100%	96%
UAA, CTC	National Registered Dietician Exam	2005	3	100%	77%
UAA, CTC	National Weather Service Pilot Briefer Exams	2005	43	95.30%	N/A
UAA, CTC	Phlebotomist Certification	2005	10	90%	84%
UAA, CTC	Radiologic Technology - National Registry Exam	2005	25	100%	N/A
UAA, CTC	Wilderness First Responder	2005	22	95.50%	N/A
UAA, CHSW	RN Licensure AAS Nursing	2005 SU	13	100%	90%
UAA, CHSW	RN Licensure BS Nursing	2005 SU	24	100%	90%
UAA, CHSW	RN Licensure BS Nursing	2005 SP	32	82%	87%

MAU/School	Examination Type	Test Date	UA Students Tested	UA Pass Rate	National Pass Rate
UAA, CAS	SOC-ETS Nat test	2005	10	85%	N/A
UAF/CRCD/NWC	Certified Professional Coders	Summer 2004	7	100%	N/A
UAF/CRCD/NWC	Certified Nurses Aide	Summer 2005	13	100%	N/A
UAF/CRCD/NWC	Personal Care Attendant	Winter 2005	5	100%	N/A
UAF/CRCD/NWC	A+	Spring 2005	3	67%	N/A
UAF/CRCD/NWC	Microsoft Office Specialist	Spring 2005	5	20%	N/A
UAF/CLA/Social Work Program	Area Concentration Achievement Test	Spring 2005	10	64%	N/A
UAF/CLA/Social Work Program Distance Ed	Area Concentration Achievement Test	Spring 2005	6	78%	N/A
UAF/CRCD/TVC	Certified Medical Assistant	Summer 2005	1	100%	N/A
UAF/CRCD/TVC	Certified Professional Coder	Fall 2004	4	100%	N/A
UAF/CRCD/TVC	Certified Professional Coder	Winter 2005	1	100%	N/A
UAF/CRCD/TVC	Certified Professional Coder	Spring 2005	6	83%	N/A
UAF/CRCD/TVC	National Clinical License Examination (Registered Nurse)*	2004	12	100%	N/A
UAF/CRCD/TVC	Registered Radiological Technologist*	2005	5	100%	N/A
UAF/CRCD/TVC	Certified Nurse Assistant**	Fall 2004	11	100%	N/A
UAF/CRCD/TVC	Certified Nurse Assistant**	Spring 2005	32	100%	N/A
UAF/CEM/Civil	Fundamentals of Engineering Exam	Fall 2004 and Spring 2005	1	100%	81%
UAF/CEM/Civil	Fundamentals of Engineering Exam	Fall 2004 and Spring 2005	8	100%	76%
UAF/CEM/Environmental	Fundamentals of Engineering Exam	Fall 2004 and Spring 2005	1	100%	81%
UAF/CEM/Engineering	Fundamentals of Engineering Exam	Fall 2004 and Spring 2005	1	100%	81%
UAF/CEM/Geological & Geophysical	Fundamentals of Engineering Exam	Fall 2004 and Spring 2005	1	100%	65%
UAF/CEM/Mechanical	Fundamentals of Engineering Exam	Fall 2004 and Spring 2005	2	100%	83%
UAF/CEM/Mechanical	Fundamentals of Engineering Exam	Fall 2004 and Spring 2005	8	100%	87%
UAF/CEM/Mining	Fundamentals of Engineering Exam	Fall 2004 and Spring 2005	1	0%	57%
UAF/CEM/Petroleum	Fundamentals of Engineering Exam	Fall 2004 and Spring 2005	2	50%	54%
UAS/Career Education	Certified Nursing Assistant	Fall 2003	16	100%	NA
UAS/Career Education	Certified Nursing Assistant	Spring 2004	18	94%	NA
UAS/Career Education	Certified Nursing Assistant	Fall 2004	16	94%	NA
UAS/Career Education	Certified Nursing Assistant	Spring 2005	16	100%	NA
UAS/Career Education	Personal Care Assistant	Spring 2004	6	100%	NA
UAS/Career Education	Personal Care Assistant	Fall 2004	8	100%	NA
UAS/Career Education	Personal Care Assistant	Spring 2005	6	100%	NA
UAS/Education	PRAXIS	AY 2003-04	44	100%	N/A
UAS/Career Education	Certified Nurses Aide	6/1 - 12/31/05	21	95%	N/A
UAS/Career Education	ATTAC	3/99 - 8/05	738	76%	N/A
UAS/Career Education	Health Information Management National Certification exam	2003	2	100%	77%
UAS/Career Education	HIM National Certification exam	2004	4	75%	77%

[1] The Alaska Department of Education and Early Development uses the Praxis II exam to meet the highly qualified teacher requirement for content knowledge under the federal No Child Left Behind Act. Over the two year period, 100 percent of the teacher candidates scored above the State's required score for highly qualified; 100 percent of the elementary and early childhood teacher candidates and 98 percent of the secondary teacher candidates scored within or above the National Average Performance Range.

[2] Over the two year period, 100 percent of the elementary teacher candidates and 95 percent of the secondary teacher candidates scored within or above the National Average Performance Range. Sixty-seven percent of the teacher candidates scored above the National Average Performance Range.

Measure: The number of students graduating with degrees in health careers, engineering, teacher education, process technology, transportation and logistics, information technology, and other high-demand job areas.

Current Status: The number of high-demand degrees awarded increased 14 percent from FY99 to FY05, equating to over 240 additional qualified Alaska workers per year.

Goal: Increase the number of degrees awarded in high-demand job areas 9 percent from FY04 to FY06.

Benchmark:
FY2000 – 1,819 University of Alaska degrees were conferred for high-demand job areas as defined by the Alaska Department of Labor.
FY2005 – 2,056 University of Alaska degrees were conferred for high-demand job areas as defined by the Alaska Department of Labor.

Background and Strategies:
The increase in degrees awarded indicates that degree production in high-demand job areas is beginning to rebound from the impact of the enrollment drops between 1994 and 1999. Degree production is impacted by enrollment drops because there is a lag between enrollment and completion, as students require from two to four years to complete degree requirements. High-demand job programs are more desirable to students. From fall semester 1999 to fall semester 2004, student headcount in high-demand job programs increased by more than 30 percent while UA system student headcount increased by about 8 percent over the same time period.

The high-demand job area with the most dramatic increase in number of degrees awarded since FY99 is health. A total of 643 health related degrees were awarded in FY05, up about 200 from FY99, a 49 percent increase. A significant increase in the number of degrees awarded was experienced across the board at each MAU, due to enrollment growth in existing health programs since FY99 as well as the availability of new program offerings.

Specific degree programs with significant growth in degree production over the last seven years include the AAS Medical Assisting (128%), AAS Nursing (83%), and AAS Radiologic Technology (81%) degree programs as well as bachelor degree programs in Psychology (40%), Nursing (36%), and Human Services (675%). The number of degrees awarded in the area of process technology is up 137 percent over the same period. The area of engineering also continues to grow at the University of Alaska, with the total number of graduates in engineering up 17 percent in the last two years. UA plans to double the number of engineering program graduates by FY10, to yield more than 300 Engineering degrees per year.

For more information on this UA performance measure see website:
http://www.alaska.edu/swbudget/pm//currentpm/

Measure: The number and percentage of total Alaska high school graduates who attend the University of Alaska (gain a bachelor degree) and stay in Alaska one year, five years, and 10 years after graduation.

Current Status: Four out of five UA graduates stay after graduation and three out of five are still in state five years later. An update to this information will be available in spring 2006.

Goal: Retention of UA bachelor degree graduates in Alaska at 85 percent residency for one year after graduation and 70 percent residency 5 years after graduation.

Benchmark:
For UA bachelor graduates from 1990 to 1998 the average residency one year after graduation is 79 percent and 69 percent residency five years after graduation. On average, 79 percent of bachelor degree recipients resided in Alaska one year after graduation (1992-2001 graduating classes) and 66 percent resided in Alaska five years after graduation (1990-1997 graduating classes).

Background and Strategies:
The University of Alaska and the Alaska Department of Labor have tracked the University's degree recipients from fiscal year 1990 to 2003. There has been a steady increase from 1997 to 2003, in the number of students that graduated from an Alaskan high school as well as from the University of Alaska.

Looking at today's figures, UA continues to attract recent Alaska high school graduates with 1,896 enrolled at the time of the fall 2005 closing freeze; an increase of 89 percent from the number enrolled in fall 1996 and an increase of 3 percent from fall 2004. Those students represent 26 percent of the estimated high school graduating class of 2005, a significant increase when compared to 16 percent of the class of 1996 enrolled in fall 1996. It is estimated that 50 percent of the Alaska high school graduates continue on to college compared to the national rate (fall 2004) of 67 percent. UA now attracts an estimated 53 percent of those college bound Alaska high school graduates compared to 37 percent in fall 1996 thus narrowing the gap to the national average, 67 percent, of high school graduates enrolling in college in their home state.

Of all the bachelor degree recipients residing in Alaska in 2002, 83 percent were employed. The university not only fosters learning and research, but also contributes to diversifying Alaska's economy by contributing to an educated and trained workforce.

The availability of positions in the degree recipients' chosen discipline will, in part, determine their continued residency in Alaska. The 5-year residency rate has increased for the first time since 1994 to 63 percent. Availability of occupations at competitive salary rates is a significant state policy issue and essential for economic diversification. In addition to aligning program offerings with high-demand job areas, UA is investing external funding to study and present economic policy options that may help expand the availability of more diverse, well-paying occupations within the state. With respect to the State of Alaska High-Demand Job Areas, 100 percent of the nursing students who graduated in 2002 were residing and working in Alaska in 2003. In addition, 91 percent, 86 percent, and 87 percent of the 2002 Allied Health, Behavioral Health, and Education graduates, respectively, were retained in 2003.

The following table shows the percentage of bachelor degree recipients from the University of Alaska who resided in Alaska one, five, and 10 years after graduating based on their Alaska permanent fund dividend status. On average, 79 percent of bachelor degree recipients resided in Alaska one year after graduation

(1992-2002 graduating classes) and 65 percent resided in Alaska five years after graduation (1990-1998 graduating classes).

Percent of Bachelor Degree Recipients who are Alaska Residents by Graduation Year and Length of Residency

Graduation Year	% Residency 1 year later	% Residency 5 years later	% Residency 10 years later
1990		69	63
1991		68	63
1992	80	70	61
1993	82	68	60
1994	82	68	
1995	80	65	
1996	77	61	
1997	77	60	
1998	78	63	
1999	78		
2000	77		
2001	78		
2002	80		

Degrees Awarded by High-Demand Job Area and MAU, FY99 - FY05

	Number of Degrees Awarded							Change
	FY99	FY00	FY01	FY02	FY03	FY04	FY05	FY99 - FY05
UA Anchorage								
Business/Management/Finance	258	272	241	231	278	302	306	48
Engineering	76	47	46	57	64	62	72	-4
Health	315	308	322	356	357	463	471	156
Information Technology	90	87	72	90	88	93	72	-18
Natural Resources	56	45	63	55	45	78	56	0
Process Technology	28	34	28	72	62	58	59	31
Teacher Education	272	219	183	221	184	106	168	-104
Transportation	44	54	39	62	53	63	60	16
UA Anchorage Subtotal	1,139	1,066	994	1,144	1,131	1,225	1,264	125
UA Fairbanks								
Business/Management/Finance	132	129	180	129	130	146	123	-9
Engineering	68	70	57	66	48	65	97	29
Health	104	139	107	148	120	140	159	55
Information Technology	10	47	50	32	43	25	31	21
Natural Resources	117	109	106	110	129	112	112	-5
Process Technology	1	0	2	12	17	36	29	28
Teacher Education	96	83	62	68	58	50	65	-31
Transportation	16	14	14	10	11	17	1	-15
UA Fairbanks Subtotal	544	591	578	575	556	591	617	73
UA Southeast								
Business/Management/Finance	49	65	60	52	43	66	74	25
Health	12	6	5	3	10	9	13	1
Information Technology	3	7	7	8	5	4	6	3
Natural Resources	12	10	9	17	18	18	12	0
Process Technology	9	7	5	2	1		2	-7
Teacher Education	42	67	41	57	71	74	68	26
UA Southeast Subtotal	127	162	127	139	148	171	175	48
UA System								
Business/Management/Finance	439	466	481	412	451	514	503	64
Engineering	144	117	103	123	112	127	169	25
Health	431	453	434	507	487	612	643	212
Information Technology	103	141	129	130	136	122	109	6
Natural Resources	185	164	178	182	192	208	180	-5
Process Technology	38	41	35	86	80	94	90	52
Teacher Education	410	369	286	346	313	230	301	-109
Transportation	60	68	53	72	64	80	61	1
UA System Total	1,810	1,819	1,699	1,858	1,835	1,987	2,056	246

Source: Data Supplied by MAUs via UA Information Systems: Banner SI Closing Extracts 1998-2005. Compiled by Statewide Planning and Budget Development.

Enrollment Headcount in High Demand Job Area Programs Fall 2001-2005

	2001	2002	2003	2004	2005	Change Fall 2001 - Fall 2005
UA Anchorage						
Business/Management/Finance	1,430	1,531	1,667	1,687	1,788	358
Engineering	325	365	397	465	475	150
Health	1,696	1,912	2,317	2,635	2,703	1,007
Information Technology	587	624	599	531	506	-81
Natural Resources	514	532	538	570	562	48
Process Technology	280	248	211	198	198	-82
Teacher Education	756	918	918	882	806	50
Transportation	311	345	421	457	536	225
UA Anchorage Subtotal	5,899	6,475	7,068	7,425	7,574	1,675
UA Fairbanks						
Business/Management/Finance	536	555	601	618	519	-17
Engineering	375	396	455	505	517	142
Health	431	469	553	539	531	100
Information Technology	286	273	244	198	142	-144
Natural Resources	643	694	753	760	792	149
Process Technology	24	48	106	111	163	139
Teacher Education	351	463	523	532	582	231
Transportation	24	35	16	20	17	-7
UA Fairbanks Subtotal	2,670	2,933	3,251	3,283	3,263	593
UA Southeast						
Business/Management/Finance	309	288	327	343	347	38
Health	36	47	41	75	83	47
Information Technology	72	61	70	68	65	-7
Natural Resources	156	178	138	123	101	-55
Process Technology	9	11	9	15	13	4
Teacher Education	143	215	228	274	267	124
Transportation	1					-1
UA Southeast Subtotal	726	800	813	898	876	150
UA System						
Business/Management/Finance	2,275	2,374	2,595	2,648	2,654	379
Engineering	700	761	852	970	992	292
Health	2,163	2,428	2,911	3,249	3,317	1,154
Information Technology	945	958	913	797	713	-232
Natural Resources	1,313	1,404	1,429	1,453	1,455	142
Process Technology	313	307	326	324	374	61
Teacher Education	1,250	1,596	1,669	1,688	1,655	405
Transportation	336	380	437	477	553	217
UA System Total	9,295	10,208	11,132	11,606	11,713	2,418

Source: Data Supplied by MAUs via UA Information Systems: Banner SI Closing Extracts Fall 2001-2005. Compiled by Statewide Planning and Budget Development.

Measure: The number of University of Alaska graduates, by community of origin and by community of current employment, who are new teachers.

Current Status: An update to this information is due to be available in 2007.

Information reported by the Alaska Teacher Placement (ATP) shows 9 percent of vacancies in FY01 were filled by new UA graduates compared to 12 percent in FY00. In 1999, ATP reported that new graduates and UA alumni filled 32 percent of vacancies. There is no comparable information for 2000 for UA alumni placement.

Benchmark:
In 2000, UA new graduates filled 12 percent of total vacancies.
In 1999, UA graduates filled 32 percent of total vacancies.

Background and Strategies:
The table below shows the total number of teaching vacancies by region and the percentage of the vacancies that were filled by UA graduates that are first-year teachers.

Number of Teacher Vacancies and Percent of UA Graduate Hires by Region

	1999		2000	
Region	Total Vacancies	% New UA Graduates	Total Vacancies	% New UA Graduates
Interior	227	7	134	6
Northwest	172	6	171	6
Southcentral	592	16	359	11
Southeast	170	11	112	13
Southwest	255	10	289	9
Total 2000	1416	12	1,065	9

Measure: The number of University of Alaska graduates, by community of origin and by community of current employment, who are new principals or new superintendents.

Current Status:

An update to this information is due to be available in 2007.

Background and Strategies:

Using Alaska Teacher Placement (ATP) statistics the number of administrative vacancies filled by UA graduates has increased from 38 percent in 1999 to 42 percent in 2000 as shown in the table below (updated data from ATP for 2001 is not available). Enrollment in the education leadership program has doubled since fall 2000, in part due to initiative investment in FY01.

Total Administrative Vacancies and Percent Filled by UA Graduates

	Total Vacancies	% UA Graduates
1999	98	38
2000	64	42

Measure: The number and percentage of total credit hours and courses offered by distance delivery.

Current Status:
Preliminary fall 2005 information indicates th at the number of courses with enrolled students will be 10 percent higher than in fall 2004.

Goal: Increase the number of total credit hours and courses offered by distance delivery by 10 percent over the next three years (fro m fall 2003). Future goals will focus on program availability and enhancing completion rates via distance course availability.

The number of distance education courses with enrolled students throughout the University's 15 campuses increased by 16 perc ent from fall 2000 to fall 2004. Last year there were 822 courses offered via distance learning and 653 of them had enrolled students.

Benchmark:

Fall 2005
#of Distance Ed Courses with Enrollment Systemwide: 744
%of Total Courses with Enrollment Systemwide: 9.3%
Distance Ed Student Credit Hours Syst emwide: 25,117
%of Total Student Credit Hours: 9.8%

Fall 2004
#of Distance Ed Courses with Enrollment Systemwide: 653
%of Total Courses with Enrollment Systemwide: 9.7%
Distance Ed Student Credit Hours Syst emwide: 22,023
%of Total Student Credit Hours: 8.6%

Fall 1997
#of Distance Ed Courses with Enrollment Systemwide: 334
%of Total Courses with Enrollment Systemwide: 6.30%
Distance Ed Student Credit Hours Syst emwide: 12,119
%of Total Student Credit Hours: 5.37%

Background and Strategies:
The University of Alaska system has made significant progress in building capacity to serve students at a distance. Distance education is defined as any academic course whereby the instructor can provide education to students in different physical locations through any number of teaching strategies and technologies. The primary means of distance delivery are audio conference, correspondence, telecourses, and satellite telecasts. The university is also expanding the number of courses available via the Internet, CD-ROM, and/or video/audio tape. Distance education is administered at UAF by the Center for Distance Education and Independent Learning and at UAA by Academic Technology Services. At UAS distance education is fully integrated within the university and administered through the deans' office.

Measure: The cost per credit hour delivered by distance delivery.

Current Status: In FY05 nearly $20 million of expenditures was associated with the infrastructure, program support, student services, and faculty salaries used to offer courses via distance. Based on the student credit hours in distance courses, this equates to an average cost of $384 per student credit hour in FY05.

Benchmark:
This costing method is just now emerging. Many universities are struggling with the same cost identification issues. In many cases the line between distance and on-site instruction costs is blurred as they are often conducted simultaneously. The method used above likely will change as industry standards are accepted and adopted. This measure will be updated as data and information become available.

Background and Strategies:
Distance education is a rapidly growing sector in higher education. In Alaska, distance education is especially useful as UA strives to make higher education available across the state. It is also used to share specialized faculty among different campuses. The activities mentioned in the distance delivery credit hour measure above emphasize the effort UA is taking to expand distance delivered program offerings in an efficient manner. The cost varies from year to year and is dependent on the amount of technology investment.

In assessing the cost of distance education, the University of Alaska has employed a cost analysis model developed by the Western Cooperative for Educational Telecommunications (WCET) and the National Center for Education Management Systems (NCMS). The table below summarizes the average cost per distance credit hour delivered by campus for FY03, FY04, and FY05.

Measure: The pre-training wage as compared to the post-training wage for vocational education graduates.

Current Status:
Employment and wage information from DOL for 2004 students will be available later in 2006. Early indicators are that the average salary increase goal of 15 percent was met.

Goal: Maintain average salary increases of 15 percent for vocational education students after training. This goal has been met every year since 1999.

For students who took vocational classes in 2003:

Wages increased by 17.5 percent per quarter after attendance over pre-training earnings: $7,405 per quarter vs. $6,302 per quarter.

For students who took vocational classes in 2002:

Wages increased by 17.5 percent per quarter after attendance over pre-training earnings: $7,064 per quarter vs. $6,013 per quarter.

For students who took vocational classes in 2001:

Wages increased by 17.8 percent per quarter after attendance over pre-training earnings: $6,979 per quarter vs. $5,924 per quarter.

For students who took vocational classes in 2000:

Wages increased by 16 percent per quarter after attendance over pre-training earnings: $6,946 per quarter vs. $6,002 per quarter.

Benchmark:
The university participates in an annual statewide vocational education outcome study by the Alaska Department of Labor published in January of each year. The study began in 1998.

Background and Strategies:
Starting in 2000, the reports were extended to contain pre- and post-training earnings information.

The reports can be accessed at http://146.63.75.50/research/pub/training.pdf. For the 2003 report the university provided a list of 4,206 students who participated in vocational education in FY03 and did not return in FY04. During the third and fourth quarters after exiting a vocational program, 69.5 percent of the participants were employed and the average post-training quarterly earnings exceeded pre-training earnings by 14.4 percent. Vocational education students' average quarterly earnings rose from $6,302 in months 7 to 12 of the fiscal year prior to enrollment to $7,405 per quarter in months 7 to 12 after exiting the program.

Measure: The occurrences of applied research benefiting the state's economy.

Current Status:
The number of research projects reported as benefiting Alaska's economy has dropped since FY03. This phenomenon is being examined.

Goal: Increase the number of research projects specifically benefiting the economy of Alaska.

In FY05, 287 applied research projects were identified as benefiting the state.
In FY04, 318 applied research projects were identified as benefiting the state.
In FY03, 445 applied research projects were identified as benefiting the state.
In FY02, 267 applied research projects were identified as benefiting the state.
In FY01, 234 applied research projects were identified as benefiting the state.

Benchmark:
It is difficult to establish a benchmark for applied research that benefits the state's economy because these numbers are not well documented for any state. Historically, in Alaska, the majority of R&D money has gone to projects focusing on economic development and natural resources. In a 1995 national survey, Alaska topped R&D funding for natural resources and was highest in non-state funding for economic development. Thus, although specific numbers are not available, UA has already been very successful in receiving funding in these areas, and expects the growth to continue.

Background and Strategies:
The university is acutely aware of the importance of this measure to the growth of the state's economy. UA's Vice President for Academic Affairs and Research and other state leaders are addressing the state's Research and Development Plan (per SJR44). The R&D plan goals include the means to expand and diversify the state's economy, strengthen the state research institutions, integrate the efforts of state and federal agencies and identify avenues of resource development, while at the same time protecting the health of Alaskans and their environment. Investments to UA research will serve to develop technology transfer capacity and to strengthen research programs such as logistics and transportation, satellite data retrieval, health and biomedicine, mining and engineering, environmental and ocean observing systems, and public policy.

Selected Applied Research Projects Benefiting Alaska's Economy

UAA

Project Title, Status, and School	Contribution to the State
Oxidation of Massive Sulfide Deposits, Associated Metal Flux and Potential Bioaccumulation Active, CAS, Geology	This project helps to build an understanding of the environmental effects of resource extraction as well as aid in future planning for extraction of metal ore from various geographic regions of Alaska.
Natural and Human Biocomplexity as Agents of Resilience in the Bristol Bay Fishery Active, CBPP, Institute for Social and Economic Research (ISER)	The goal of this project is to develop an economic model of the Bristol Bay fishery. The model will help fisheries managers and participants in evaluating potential effects of restructuring management in response to economic challenges facing the salmon industry.
Studying the Characteristics, Processes and Outcomes of Sexual Assault in Alaska Active, CHSW, Justice Center	Alaska has the highest rate of sexual violence. Study to understand in detail the nature and characteristics of this violence; examine how to improve apprehension and prosecution of sexual offenders.
Technical Plan for Kenai Fjords National Park and Preserve Landcover Mapping Active, CAS, AKNHP, ENRI	Developing maps and classifications of plant communities and ecological systems for Kenai Fjords National Park and Preserve. Results provide resource managers habitat maps for understanding distribution of species and identifing rare ecosystems.
Focused Vocational Training for Alaska Natives in the Copper River Basin Active, CBPP, ISER	Project assists Copper River Native Association in developing effective education programs for people in Copper River Basin. ICHS and ISER are assessing economic opportunities and barriers to employment to better target vocational education and training programs.
Large Woody Debris Recruitment and White Spruce (Picea glauca) Regeneration in Forests Disturbed by Spruce Bark Beetle Active, CAS, AKNHP, ENRI	Evaluation on whether forests on Kenai Peninsula will recover from bark beetle outbreak over time. Instream survey to determine large woody debris and impact of epidemic on riparian trees across range of stream reaches.

UAF

Microencapsulated Fish Oil Powder Active School of Fisheries and Ocean Sciences	Microencapsulated Alaska salmon oil could fulfill the physical and nutritional requirements of the ingredient for enrichment of a variety of foods, such as milk and bakery products, salad dressings and juice drinks.
An International Supply and Demand Econometric Model for King and Snow Crab Active School of Management	The primary focus of the study will be on the Alaska snow and king crab industry. The results of this study will be used to set a foundation on which to analyze the link between crab rationalization and changes in economic revenues and prices.
Aurora Borealis Visualization for Planetarium and Science Centers Active College of Natural Sciences and Math	The goal of this project is to produce a scientifically accurate visualization of the aurora borealis for use in the next space show in the Hayden Planetarium at the American Museum of Natural History in New York. This will expose 1-2 million patrons (mostly K-12) of the Hayden Planetarium to the beauty of the northern lights.
Permafrost Study in the National Petroleum Reserve Active College of Engineering and Mines	A study of permafrost characteristics for baseline environmental studies for a proposed oil development in the National Petroleum Reserve – Alaska for Phillips Alaska.

Project Title, Status, and School	Contribution to the State
Evaluation of the Critical and Strategic Heavy Mineral Potential of the Marine Placer Occurrences of the Bristol Bay Region Complete College of Engineering and Mines	The report indicates the high potential for the development of the heavy mineral resources of the Bristol Bay region. The magnetic iron ore of the Bristol Bay region may have a gross metal value several times larger than the Red Dog Mine. Development of the iron ore in the region would provide a large number of high-income jobs for the local population.
Development of a Computer Model for Management of Fuels, Human-Fire Interactions, and Wildland Fires in the Boreal Forest of Alaska Active Natural Resources and Agricultural Sciences	The model will depict changes in wildland fuels, fire risk, and vegetation under multiple scenarios of fire management, climate change, and human development and will serve as a planning tool for land managers designing fire-management plans that can safeguard both human and natural values.
Greenhouse Crop Production, Alaska Active Natural Resources and Agricultural Sciences	Fresh market, high value crops with limited shelf life and ability to withstand transportation are suitable for local production in Alaska greenhouses, high tunnels or protected growing facilities. Detailed production protocols and the ability to mange the greenhouse environment allow for precise crop monitoring, adjustments of crop development and predictive year round local production.
Research and Educational Outreach Activities on Alien Plants Active Cooperative Extension Service	Invasive plants that become established and spread without natural controls can cause extreme economic or environmental harm to Alaska's native habitat, agricultural fields or recreation areas. Eliminating invasive or exotic plants is costly, estimated at about $34 billion annually in the U.S. alone. Extension's applied research and educational outreach activities on alien plants will help Alaska avoid the long-term effects of uncontrolled spread of invasives.
Sustainability of Arctic Communities: Effects of Global Change, Economics, and Public Policy. Active Institute of Arctic Biology	This project successfully established an ongoing dialogue between Native user communities and traditional Western scientists. This project will allow subsistence users and policy makers to better plan for and adapt to external and internal forces that influence subsistence resources, access to them, and rural resident access to a wage economy.
Tsunami Hazard Mitigation Active Arctic Region Supercomputing Center	ARSC, along with Cornell University and Oregon State University, is participating in a project to create a portal for tsunami codes. By giving researchers access to multiple codes for modeling generation, propagation and run-up of tsunamis on various computer platforms, the site provides a better view of how tsunamis affect local communities.

UAS

FY05 Ice Seal Movements Active	Seals are an important part of the subsistence economy throughout Alaska and especially in northern Alaska. This project is providing information important to the management of ice associated with seals harvested in northern Alaska.
FY05 Assessment of Coastal Water Resources Active	Over one half of the U.S. coastline is in Alaska, and the highly productive coastal waters are critical to Alaska's economy. UAS researchers developed a comprehensive assessment of resources in coastal waters that will be essential to management of those resources.
Dev of Rapid Biomass-AK Kelp Industry Active	Seafood products are vital to Alaska's economy. UAS faculty and students are investigating commecial production of kelp.
Monitoring Western Toad Active	Ecological responses to climate changes are particularly pronounced in the far north. UAS faculty are investigating ecological changes through key indicator species such as toads and frogs.

Measure: The quality of research as measured by annual citation and significant publications in referred journals.

Current Status:

Goal: Maintain the number and quality of publications by UA faculty.

Publications by Index and Reported by Units by Fiscal Year

Publications	1999	2000	2001	2002	2003	2004	2005
From Indexes	576	660	845	751	751	806	678
Reported by Units	772	856	1,141	951	783	713	553

Background and Strategies:

There are two ways in which to display the number of publications produced by UA faculty; one is by searching databases of publication indexes and the other by searching a list of the number of faculty publishing and the journals in which they are publishing.

The table below shows the result of searches done on two major indexes for journal publications of University of Alaska faculty and research staff from 1999-2005. The Institute for Scientific Information (ISI) index includes scholarly publications in the social sciences, sciences, and the arts and humanities. The number of publications has increased by 15 percent in Cambridge Scientific Abstracts (CSA) and by 59 percent in ISI from 1999 to 2004.

Number of Publications by Index and Year of Publication[1]

Index	1999	2000	2001	2002	2003	2004	2005
Cambridge Scientific Abstracts (CSA)							
Aquatic Sciences and Fisheries Abstracts (ASFA)	59	58	95	73	64	49	15
Biological Sciences	67	70	98	73	64	70	33
Environmental Sciences and Pollution Management	50	60	78	45	58	54	24
MEDLINE	27	34	58	45	44	59	62
Oceanic Abstracts	29	32	41	35	37	34	13
Plant Science	10	14	22	15	8	5	8
TOXLINE	5	8	19	18	16	12	2
Total CSA	247	276	411	304	291	283	157
Institute for Scientific Information (ISI) Total	329	384	434	447	460	523	521

The table below shows a summarization from the units that 419 faculty published 650 journal articles in 2005 in at least 300 different publications including *Nature, Zoology, Critical Care Nurse, Journal of Cold Regions Engineering, ARCTIC*, and *Teacher Education and Practice*. Some of the publications included books or chapters for books.

[1] There will be additional citations added to the 2005 total during 2006 since this update was done very early in 2006.

Number of Published Faculty and Number of Publications by MAU and School/College Since 1999[2]

	School/College	Number of Publications 1999-2000	Number of Publications 2001	Number of Publications 2002	Number of Publications FY04	Number of Publications FY05
UAA	CBPP	6	24	7	2	7
	CBPP / ISER	11				
	Community & Technical College		1	2	1	
	College of Arts & Sciences		100	103	56	46
	WWAMI			1		
	College of Health & Social Welfare			9	14	16
	Center for Alcohol & Addiction Studies	2				1
	Center for Human Development	2				
	Justice Center	7		5		
	School of Nursing	4		1	2	
	School of Social Work	6				
	College of Education	13	2	15		
	Engineering	13	2	5	3	1
	Prince William Sound CC			5		
	UAA Total	**64**	**125**	**153**	**78**	**71**
UAF						
	Alaska Cooperative Extension			2		
	Arctic Regions Super Computer			6	8	7
	College of Liberal Arts	91	124	85	54	34
	College of Rural Alaska		15	4	2	2
	College of Science, Engineering & Mathematics*		149	3		3
	Institute of Northern Engineering*	56	65	57	59	59
	Geophysical Institute	194	236	144	220	159
	Institute of Arctic Biology	1 0	137	84	125	79
	International Arctic Research Center	46	52	57	54	64
	Library	2		6	3	7
	Museum	22		9	13	16
	Provost		1			
	School of Agriculture and Land Resources Mgt	71	98			
	School of Education			6	1	11
	School of Fisheries and Ocean Sciences	149	83	124	121	50
	School of Management	21	25	13	29	23
	School of Mineral Engineering*	10	18	13		
	School of Natural Resources and Agricultural Sciences			170	24	39
	UAF Total	**772**	**1003**	**783**	**713**	**553**
UAS	Govt.	4	3			
	History	4	6			
	Public Admin.	2			1	8
	Sociology	2			1	
	Psychology		1		1	
	Science		3	9	7	18
	Other	8		6	2	
	UAS Total	**20**	**13**	**15**	**12**	**26**
UA Total		**856**	**1141**	**951**	**803**	**650**

Note: * Starting in FY05, these colleges and schools have been merged into two new units: the College of Science and Math and the College of Engineering and Mines.
Note: UAF FY05 data based on calendar year 2004

[2] Many of the faculty members in CSEM have joint appointments with research institutes at UAF such as GI. IAB, or INE. To avoid double counting publications, CSEM has not included publications by faculty in the college also supported by a research institute.

Measure: The graduation rate of full-time students in degree programs.

Current Status:

Goal: Beginning with the first-time freshmen class starting in fall 2002, increase 6-year graduation rates for bachelor degree-seeking first-time freshmen to 30 percent. For the class beginning in 1999, 25.3 percent (285) had graduated within six years. If current improvement continues to hold it is estimated that 25.8 percent of the class beginning in 2002 will graduate within six years.

The 6-year graduation rate for the class beginning 1999 is 25.3%
The 6-year graduation rate for the class beginning 1998 is 24.2%.
The 6-year graduation rate for the class beginning 1997 is 23.5%.
The 6-year graduation rate for the class beginning 1996 is 23.9%.
The 6-year graduation rate for the class beginning 1995 is 21.2%.
The 6-year graduation rate for the class beginning 1994 is 21.2%.

Benchmark:
The latest information available for 6-year graduation rates are for the class beginning in 1999 and shows that 25.3 percent of the first-time freshmen graduated within six years.

Background and Strategies:
The participation in the Consortium for Student Retention Data Exchange (CSRDE), a national survey which tracks the retention of first-time full-time bachelor degree-seeking freshmen from fall to fall, also tracks the graduation rate of those students. Retention rates drive the graduation rates and UA is closely monitoring retention. Improved programs that were put in place during 2000-2003 will affect the 6-year graduation rate for the 1999 cohort with the results available in summer 2006. The most recent rates available from CSRDE (May 2005) show a 6-year graduation rate for the cohort of first-time full-time bachelor degree-seeking freshmen that started fall 1998 at UA is 24.2 percent compared to the 36.7 percent average graduation rate at 116 less selective institutions (indicating open admissions and high part-time enrollment). Students note that program availability is a primary reason for changing institutions. In the last four years UA has invested significantly in expanding program breadth and offering adequate upper-division courses. These actions coupled with the effort of retaining students will impact this measure positively.

Year	Headcount	Six-Year Graduation Rate	CSRDE Less Selective Six-Year Graduation Rate*
1993-94	846	26.5%	33.6%
1994-95	903	21.2%	33.1%
1995-96	827	21.2%	34.0%
1996-97	913	23.9%	35.2%
1997-98	871	23.5%	35.9%
1998-99	1,015	24.2%	36.7%
1999-00	1,008	25.3%	37.6%

* CSRDE estimated for 2004-05; values will be available in June 2006.

Measure: Over the next three years, increase enrollments.

Current Status:
Enrollment is strong and has stabilized over the last year.

Goal: Over the next three years (from fall 2004) increase student enrollment (credit hours) by 2 percent.

From 1999 through 2004, UA's average annual growth rate in credit hours was 2.5 percent; however this rate of growth reached a plateau in fall 2004. From fall 2003 to fall 2004, UA student credit hour generation dropped by about half a percent overall.

Fall Semester

-SCH with audits 1999: 220,827
-SCH with audits 2000: 222,934
-SCH with audits 2001: 229,786
-SCH with audits 2002: 247,420
-SCH with audits 2003: 258,190
-SCH with audits 2004: 259,796
-SCH with audits 2005: 258,938
-Student FTE 1999: 14,784
-Student FTE 2000: 14,939
-Student FTE 2001: 15,375
-Student FTE 2002: 16,625
-Student FTE 2003: 17,319
-Student FTE 2004: 17,454
-Student FTE 2005: 17,397
-Student Headcount 1999: 30,249
-Student Headcount 2000: 30,480
-Student Headcount 2001: 30,626
-Student Headcount 2002: 33,516
-Student Headcount 2003: 33,900
-Student Headcount 2004: 32,711
-Student Headcount 2005: 32,491

Benchmark:
Headcount fall Semester 1997: 31,184
Headcount fall Semester 1998: 31,106
FTE fall 1997: 15,336
FTE fall 1998: 14,933
SCH with audits fall 1997: 229,613
SCH with audits fall 1998: 223,018

For more information on UA's current performance measure, SCH with audits, go to http://www.alaska.edu/swbudget/pm//currentpm/details.xml.

University of Alaska - Performance Measure Targets and Goals

	Baseline Data			Targets			Goals	
Metric and Strategic Goal	**FY03**	**FY04**	**FY05**	**FY06**	**FY07**	**FY08**	**FY09**	**FY10**
Number of degrees awarded in Alaska high job demand degree programs - Responsive to State Needs / Educational Quality	1,835	1,987	2,056	2,200	2,340	2,493	2,611	2,741
Retention rates for first-time full-time cohorts in Certificate, Associate, Baccalaureate programs - Student Success	62.6%	64.6%	65.4%	65.8%	66.2%	66.6%	67.0%	67.4%
Annual number of student credit hours attempted (Thousands) - Student Success / Educational Quality	533.4	559.2	555.8	560.6	568.6	576.0	585.0	594.0
Grant Funded Research Expenditures (Millions) - Research Excellence	110.8	115.5	122.6	136.0	154.0	175.0	200.0	230.0
University Generated Revenue (Millions) - Diverse Sources of Revenue	291.3	316.0	335.9	357.4	381.3	399.0	417.0	430.0

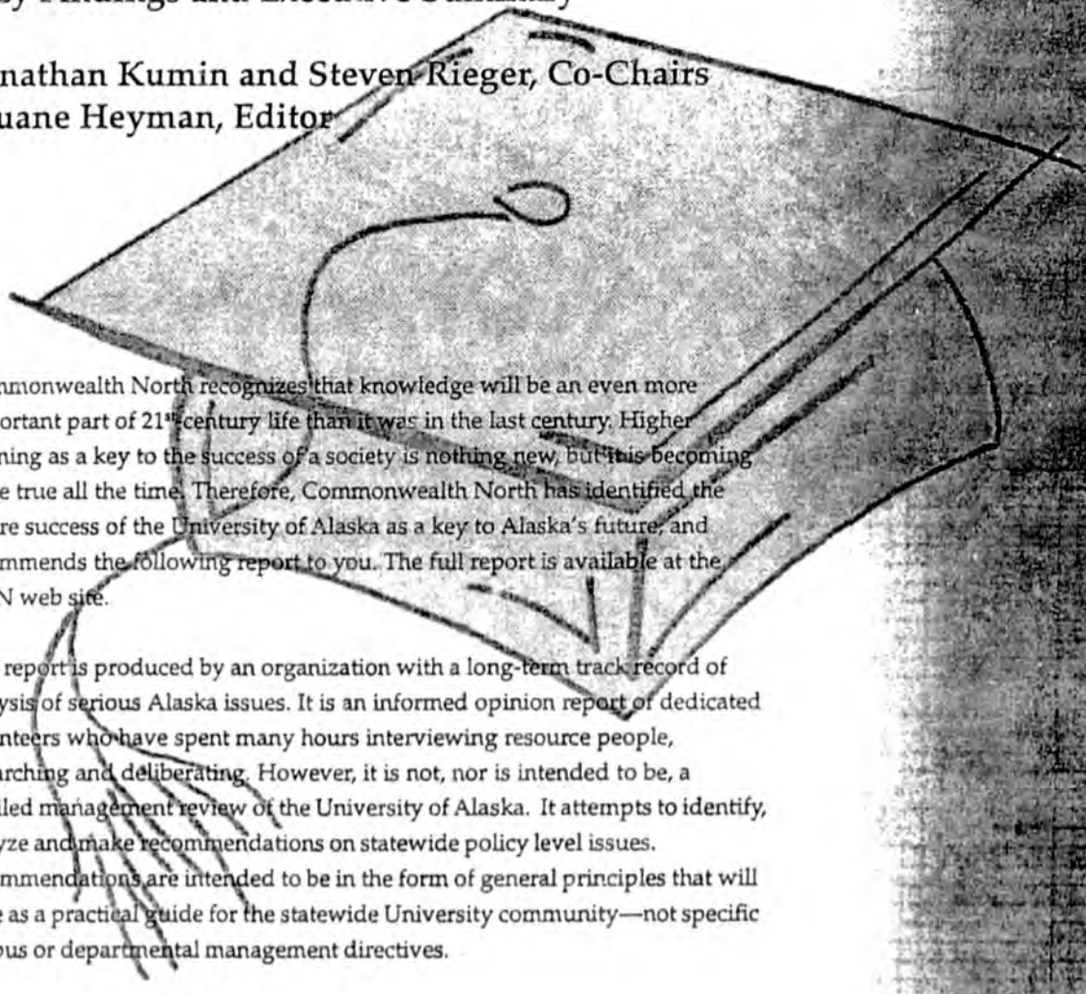
COMMONWEALTH NORTH

The University of Alaska:

A key to Alaska's future, A time for ALL to invest

Key Findings and Executive Summary

Jonathan Kumin and Steven Rieger, Co-Chairs
Duane Heyman, Editor



Commonwealth North recognizes that knowledge will be an even more important part of 21st century life than it was in the last century. Higher learning as a key to the success of a society is nothing new, but it is becoming more true all the time. Therefore, Commonwealth North has identified the future success of the University of Alaska as a key to Alaska's future, and recommends the following report to you. The full report is available at the CWN web site.

This report is produced by an organization with a long-term track record of analysis of serious Alaska issues. It is an informed opinion report of dedicated volunteers who have spent many hours interviewing resource people, researching and deliberating. However, it is not, nor is intended to be, a detailed management review of the University of Alaska. It attempts to identify, analyze and make recommendations on statewide policy level issues. Recommendations are intended to be in the form of general principles that will serve as a practical guide for the statewide University community—not specific campus or departmental management directives.

Commonwealth North
810 N Street, Suite 202
Anchorage, AK 99501-3293
(907) 276-1414 ; fax (907) 276-6350
www.commonwealthnorth.org

Key Findings

- The underlying role of the University of Alaska is to improve the quality of life for Alaskans by offering educational opportunities for self-fulfillment.

- Learning is the primary purpose of the University of Alaska, supported by research and engaged service. The University system as a whole, and each major campus, must maintain and offer a quality core curriculum in the arts and sciences (frequently called the "liberal arts") that equip a person to think, function and grow into a contributing member of society.

- The University of Alaska needs adequate resources to fulfill its mission. At a minimum it must maintain its level of state support and at the same time generate additional funding from other sources. U of A's level of state general fund appropriations is generally in line with peer institutions. The University must maintain purchasing power through appropriate annual state funding increases while these other sources are developed.

- Each urban campus, in Anchorage, Fairbanks and Juneau, needs to develop centers of excellence based on its own natural advantages. Each must include research and advanced degrees. Centers of excellence bring vitality, community pride and support, and attract faculty, students and non-general fund money.

- The changes recommended in this report should not be left solely to the U of A executive administration to implement. The Board of Regents must be actively involved, including establishing and maintaining a results-oriented planning process.

Executive Summary

The University of Alaska's mission is crucial-we all need to invest in our future.

The underlying role of the U of A is to improve the quality of life for Alaskans by offering educational opportunities for self-improvement. Recipients directly use their new and/or improved skills, knowledge and curiosity to improve the economics, culture and politics of Alaska. U of A also contributes to the quality of life through athletic, cultural and intellectual events.

Learning is primary, supported by research and engaged service.

a. Learning, as enabled by effective teaching, is the key element of the University's mission. The foundation for University curriculum must be a core of basic arts and sciences (frequently called the "liberal arts") at each campus and available statewide through distance delivery. Liberal arts are a combination of courses that provide knowledge, capabilities and reasoning skills that enable a person to function and reason effectively in society with an awareness of historical and cultural context. Additional courses and programs offered by the University should not drain resources needed to maintain availability of this core curriculum statewide.

b. U of A is expected to provide community college programming in addition to typical university level programs and services. This duality of mission can represent additional challenges for the faculty and administration, but the University has successfully made the offering seamless to the students. Through its community college mission, U of A provides vocational/technical training for both entry-level and incumbent workers in business and industry. In other states, local communities make significant financial contributions to their community colleges. In Alaska, almost all the funding burden falls on the University system.

c. U of A has started a process to match and plan courses and programs to current and future needs of Alaska. These efforts must continue, as there is a need for more formalized strategic planning to look farther into the future to anticipate needs, rather than react to them.

d. Even though learning and teaching must be the primary orientation, basic and applied research and service to the community are essential additional ingredients for the vitality of a campus and to the development of our state. Advancement of knowledge through research is inherent to higher education. It is difficult to establish and maintain an optimum balance between teaching and research. Research is essential but should not eclipse the focus on teaching and learning.

e. Maximizing opportunities for teaching and student involvement adds to the benefit of any type of research.

f. There is a risk that sole source government grants are vulnerable to political cutbacks. U of A is aware of this problem and is striving to obtain more competitive research grants and explore alternative funding sources.

The University of Alaska cannot fulfill its mission without adequate resources. While U of A's level of state general fund appropriations is generally in line with peer institutions, overall the University is resource constrained. For years peer institutions enjoyed annual state appropriation increases while U of A declined (in inflation adjusted terms). U of A must increase its purchasing power. To accomplish this U of A needs to maintain its level of state support and, at the same time, generate additional funding from other sources.

a. The University struggled for many years with declining revenues in real terms. Although this decline has reversed recently the University is still resource constrained.

b. The existing level of state appropriations is consistent with similar institutions when compared on a per student basis although an adjustment for Alaska factors such as weather, geography and CPI adds unique expenses. State appropriations need to increase annually to maintain this position relative to peer institutions. Additionally, however, *other* University generated revenue should begin to contribute to U of A's cost at a proportionally higher level. An analysis of the funding structure of U of A shows that some revenue sources, specifically, tuition and private funding, are low.

c. Tuition, research grants, industry support of particular programs, alumni giving, private and community contributions, land grant support and foundation support contributed only 40% of U of A's operating budget in fiscal year 1990. These same University generated revenue sources now account for 56% of U of A's operating funds. Even if state appropriations grow at the higher education inflation rate (4.2% in fiscal year 2002 or about $8 million), U of A should increase its revenue from these other sources at an even greater rate, so that in three to five years these sources cover 60% of its operation. Fully developing all of these sources is a responsibility of the community generally, not just the University.

d. We will know that the University has become successful in its effort to broaden its funding base when, and to the extent that, state appropriations account for less than 40% of current fund revenue, down from the existing level of 44%. This is a substantial challenge because Alaska has few foundations, a limited number of large corporations, little "old money," and comparatively few resident graduates.

e. Although the University has aggressively pursued revenues from its limited land grant base, they contribute a tiny percentage of total income. Unfortunately, this situation is not likely to improve because any lands available for selection by the University offer limited income potential.

The Study Group was impressed by the range and quality of University programs and people. Efforts to inform and engage Alaskans in this vital institution must increase and continue to be enhanced.

a. U of A is an under-recognized vital resource that is not understood or appreciated by the vast majority of the population of Alaska.

b. There is a need for more engagement with communities and citizens in Alaska as part of the University's public service commitment. This engagement is vital for maintaining and enhancing public and legislative support. University staff can take advantage of existing community organizations such as chambers of [illegible] clubs to get more involved with their

University has not had the level of community involvement that exists in Fairbanks.

c. The U of A programs in professional, vocational and technical areas need to develop and maintain close connections with employers.

d. Distance delivery and distributed education will be increasingly important methods to deliver services. U of A should continue its efforts to make distance delivery and distributed education more available, culturally relevant, effective and affordable statewide.

e. The University is viewed by Alaska Natives as "their University," with significant implications and expectations to meet their special needs.

The Board of Regents must continue its recent, beginning efforts to establish objective financial and academic results-oriented planning. No other group has the authority, responsibility or opportunity to bring all the disparate elements of the University together for the benefit of the whole.

a. The Board of Regents must be responsible for creating and monitoring a system of financial and academic control that coordinates and maximizes synergistic opportunities between campuses, yet does not stifle ability to meet regional needs. A strategic plan will ensure the most appropriate and cost effective distribution of programs and funding among the system campuses. To the maximum extent possible, resource allocation should be based on clearly delineated needs of Alaska and students, not regional politics.

b. Start by including the diverse University constituencies at the front end of the process.

c. The Regents should also ensure that components of the University's strategic plans are implemented in a timely and effective manner.

Everyone is responsible for identifying the needs of Alaska. The Board of Regents can be an instrumental part of the process by synthesizing the needs as part of the University's planning process. Fostering adequate "bottom up" ferment is an essential element.

Contributors to the strategic planning process should include:

a. Business, education and community leaders from a state, regional and/or industry development perspective.

b. State agencies from a perspective of implementing the policies of state leaders and maintaining information (Governor, legislators, Department of Labor, Community and Economic Development, Department of Education, etc.).

c. Industry and occupation consortiums knowledgeable about specific job areas.

In early years, Alaska imported talent. As Alaska matures, it needs to grow more of its own. This is the information age and no society will succeed without an effective system of higher education. The University of Alaska both reflects and leads the state. If Alaska were to allow U of A to return to years of flat or declining budgets it is likely the entire state will follow. But with strong leadership and planning, U of A can help avoid that mutual outcome.

In conclusion, the University of Alaska has established a solid base that can and must be enhanced to lead Alaska into a future that will benefit all of its

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Commonwealth North
810 N Street, Suite 202
Anchorage, AK 99501-3293
(907) 276-1414 ; fax (907) 276-6350
www.commonwealthnorth.org

Study Group Participants

Jonathan Kumin ..... Co-Chair
Steven Rieger ..... Co-Chair
Duane Heyman ..... Editor
Richard Barnes•Sarah Barton•Joseph Beedle•Steven Boyd•Patrick Burden•Michael Burns•Milton Byrd•Thomas Case•James Chapman•Bill Dann•Brian Davies•Betty Emerick•Charles Fahl•Mark Foster•Cheryl Frasca•Jan Fredericks•Alice Galvin•Jan Gehler•Edward Lee Gorsuch•Joe Griffith•H.R. "Ky" Holland•Grant Hunter•Pamela Keeler•David Kester•Nancy King•Jim Knapp•Grace Long•Cynthia Matson•Ronald Miller•Rachel Morse•Arden Page•Ira Perman•Joanne Phelan•Pat Pitney•David Rees•Wendy Redman•Susan Ruddy•Jeff Staser•Niel Thomas•Tim Wiepking

Commonwealth North would like to give special thanks to the University of Alaska for candor, openness and cooperation above and beyond the call of duty. This report was greatly enhanced by the University's help.

Resource people interviewed by the Study Group

University President Mark Hamilton
University of Alaska Fairbanks Chancellor Marshall Lind
University of Alaska Southeast Chancellor John Pugh
University of Alaska Anchorage Chancellor Lee Gorsuch
U of A Regents Chancy Croft and Michael Burns
U of A System Chief of Staff James Johnsen
U of A Director of Budget & Institutional Research Pat Pitney
Vice President for Finance Joseph Beedle
U of A Vice President for University Relations Wendy Redman
UAA Director of Native Student Services Willy Templeton
UAA Professor of English Dr. Jeane Breinig
First Alaskans Institute Sarah Scanlon
UAA Professor Deborah Narang
UAF Professor Pete Pinney
ACCFT President Bob Congdon
United Academics President Michael Jennings
Workshop meetings held in Juneau and Fairbanks with Chambers of Commerce, University and community representatives. Dr. Michael Sfraga, student representatives Mark Graves of UAS, Derek Miller of UAF, David Parks of UAA, Kaci Hamilton of PWSCC and Elaine Bialka of Mat Su.

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Betsy Lawer ..... Vice Chair & Chief Operating Officer, First National Bank Alaska
James Linxwiler ..... President and Managing Shareholder Cuesa & Rudd, P.C.
Loren H. Lounsbury ..... Founding board member of GWN
Jeff B. Lowenfels ..... Lewis & Lowenfels
Kevin Meyers ..... President & CEO, ConocoPhillips Alaska, Inc.
Rick Mystrom ..... Former Mayor, Municipality of Anchorage
Matthew Nicolai ..... President & CEO, Calista Corporation
Mike Sexton ..... Publisher/President, Anchorage Daily News
William Sheffield ..... Former Governor, founding board member
Jeff Staser ..... Federal Chairman, Denali Commission
William J. Tobin ..... Editor, The Voice of the Time, founding board member
David Wight ..... President & C.E.O., Alyeska Pipeline Service Co.

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