



PERFORMANCE '08



UNIVERSITY of ALASKA ANCHORAGE





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The University of Alaska Anchorage inspires learning and enriches Alaska, the nation, and the world through UAA teaching, research, creativity, and service. UAA is a comprehensive university that provides opportunities to all who can benefit from education programs of high quality in an inclusive environment rich in diversity. Located in Anchorage and on community campuses serving Southcentral Alaska, UAA is committed and uniquely situated to serve the needs of its communities, the state, and its diverse peoples.

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STUDENT AFFAIRS

ACRONYMS

AAS Associate of Applied Science
AEIN Alaska Educational Innovations Network
AFN Alaska Federation of Natives
AHAINA African American, Hispanic, Asian, International,
and Native American Student Programs
AkNOS Alaska Native Oratory Society
ANPsych Alaska Natives in Psychology
ANROP Alaska Native Rural Outreach Program
ANSEP Alaska Native Science and Engineering Program
APU Alaska Pacific University
BA Bachelor of Arts
BS Bachelor of Science
BSE Bachelor of Science in Engineering
CAFE Center for Advancing Faculty Excellence
CAS College of Arts and Sciences
CBPP College of Business and Public Policy
CEU Continuing Education Units
CIP Capital Improvement Projects
CHSW College of Health and Social Welfare
CIOS Computer Information and Office Systems
COE College of Education
CPISB ConocoPhillips Integrated Science Building
CTC Community and Technical College
DOL Department of Labor
EARS Early Alert Retention System
EDA Economic Development Administration
ENRI Environment and Natural Resources Institute
EPSCoR Experimental Program To Stimulate
Competitive Research
FAA Federal Aviation Administration
FAFSA Free Application for Federal Student Aid
FTFT First Time Full Time
FY08 Fiscal Year 2008 (Summer 07, Fall 07,
Spring 08)
GER General Education Requirements
GPA Grade Point Average
ICHS Institute for Circumpolar Health Studies
INBRE Idea Network of Biomedical Research
Excellence
IPY International Polar Year
ISER Institute of Social and Economic Research
JPC Journalism and Public Communication
KBC Kachemak Bay Campus
KPC Kenai Peninsula College
M&R Maintenance and Repair

MAPTS Mining and Petroleum Training Services
MAT Master of Arts in Teaching
MAU Major Administrative Unit
MBA Master of Business Administration
MSC Matanuska-Susitna College
MED Master of Education
MPH Master of Public Health
MSW Master of Social Work
NCAA National Collegiate Athletic Association
NCBI National Coalition Building Institute
NCHEMS National Center for Higher Education
Management Systems
NIH National Institute of Health
NRC National Research Council (National Academy
of Sciences)
NSF National Science Foundation
NWCCU Northwest Commission on Colleges and
Universities
OAA Office of Academic Affairs
OCP Office of Community Partnerships
OIR Office of Institutional Research
OSP Office of Sponsored Programs
OURS Office of Undergraduate Research and
Scholarship
PACE Professional and Continuing Education
PBAC Planning and Budget Advisory Council
PBB Performance-Based Budgeting
PMI Project Management Institute
PWSCC Prince William Sound Community College
RAC Research Advisory Council
RRANN Recruitment and Retention of Alaska Natives
into Nursing
SAC Statewide Academic Council
SCH Student Credit Hours
SEM Strategic Enrollment Management
SOE School of Engineering
SOF Strategic Opportunity Funds
SOTL Scholarship of Teaching and Learning
SW University of Alaska Statewide Administration
UA University of Alaska Statewide System
UAA University of Alaska Anchorage
UAF University of Alaska Fairbanks
UAS University of Alaska Southeast
USUAA Union of Students at UAA
WICHE Western Interstate Commission on Higher
Education
WWAMI Washington, Wyoming, Alaska, Montana, Idaho
(Consortium for Medical Education)

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Highlights of 2007-08

It was a great year for UAA. Enrollment hit new record levels. Over two thousand certificates and degrees were awarded, tying last year's record-breaking total. The legislature funded several of our highest priorities, our Aviation Technology department won the Collier Trophy, and both basketball teams won regional championships. Matanuska-Susitna College kicked off its 50th birthday celebration, the Kenai Fishing Academy received national attention, and the Whitney Museum opened in Valdez.

It's impossible in one short report to document each and every accomplishment throughout the university, but a few highlights stand out.



People

Everything that happens at UAA is a result of the high quality and hard work of the creative and talented people who form the university community.

- We welcomed Fran Ulmer as our (no longer interim) Chancellor, William Spindle as (no longer interim) Vice Chancellor for Administrative Services, and Megan Olson as (no longer interim) Vice Chancellor for University Advancement.
- We honored Economics Professor Stephen Jackstadt and Sociology Professors Sharon Araji and Michael Pajot as Professor Emeriti.
- History Professor Stephen Haycox was appointed Distinguished Professor, the first such appointment in UAA history.
- We welcomed 55 new faculty members throughout the MAU.
- Thirty-one faculty members were promoted or granted tenure.

- Sandra Carroll-Cobb was named Interim Dean of the Community and Technical College after Jan Gehler accepted the presidency of Scottsdale Community College.
- Elisha "Bear" Baker took over as Interim Dean of the College of Business and Public Policy after Tom Case left to become President and COO of the Alaska Aerospace Development Corporation.
- Chancellors Awards for Excellence were awarded to Professor Larry Foster (for Sustainability), Libby Roderick (for Diversity), and John Gregoire (for Service to Students).

Growing UAA Traditions

- **2nd Annual UAA/APU Books of the Year** were *The Handmaid's Tale* by Margaret Atwood and *The Swallows of Kabul* by Yasmina Khadra.
- **3rd Annual Freshman Convocation** featured paleoanthropologist Donald Johanson, discoverer of the "Lucy" skeleton.
- **7th Annual Kachemak Bay Writer's Conference** featured best-selling author Anne Lamott, author of *Bird by Bird*, *Traveling Mercies*, and *Grace (Eventually)*.
- **16th Annual Last Frontier Theatre Conference** welcomed 27 guest artists, including actress Patricia Neal, playwright Aoise Stratford, and Director Peter Ellenstein.



2017: UAA's Strategic Plan

UAA finalized and released the strategic plan that will guide our decisions about people, programs, and money for the next ten years. *UAA 2017* redefines our mission, articulates a vision of

distinction, sets forth five strategic priorities, and identifies the principle strategies through which we will address them:

- **Instruction** (emphasizing general education; workforce development; high demand careers; programs of distinction; advanced graduate study; and student participation in professional or craft practice, academic research, creative expression, and service learning)
- **Research** (emphasizing the physical infrastructure and institutional culture to support, promote, and reward both basic and applied research)
- **Educational opportunity and student success** (pairing a commitment to open access with emphasis on the transition to higher education; retention; efficiency of educational progress; completion of educational goals; and student achievement of academic distinction and honors)
- **Community** (emphasizing campus life; model facilities; environmental sustainability; and cultural, social, and intellectual diversity)
- **Public Square** (emphasizing partnerships; community engagement; service learning; and the university as a center for creative expression and venue of choice for public life)

UAA 2017 is the product of many months of work across our colleges and campuses, with valuable support and counsel from the UAA Board of Advisors and Anchorage community members. It will serve as a guide as we respond to the many challenges and opportunities that will come our way in the years ahead.

<http://www.uaa.alaska.edu/strategicplan/index.cfm>

Internationalizing UAA

In FY08, the College of Arts and Sciences entered into an agreement with the Northeast Normal University in the People's Republic of China to begin a rich interchange leading to the establishment of Alaska's first Confucius Institute.

Also in FY08, Matanuska-Susitna College signed a faculty exchange agreement with Shaoguan University in southern China.

In FY09, UAA will be revising its organizational and personnel infrastructure in relation to international support programs and international affairs.



Student Success

It was a great year for student success at UAA. Over 2,000 certificates and degrees were awarded, and more students than ever participated in undergraduate research, earned university honors, and won major scholarships and awards. An MAU-wide Student Success Task Force identified advising and assessment strategies that will further improve student success and retention in the years ahead.

Student Achievements

- **Truman Scholars.** Psychology major Candace Lewis was selected as the 2008 Truman Scholar for Alaska, the third for UAA in the last three years, the fourth in five years, and the tenth overall from UAA. The Truman Scholarship recognizes students with exceptional leadership potential who are committed to careers in government or public service. UAA is one of only ten universities in the country to have three consecutive Truman Scholars between 2006 and 2008; the others include Brown, Georgetown, Stanford, and Johns Hopkins Universities.

- **Student Commencement Speaker** Umair Iqbal (B.S. Biological Sciences '08) is one of the university's most accomplished students. The 2007 Truman Scholar was also Secretary General for the Model U.N. of Alaska, a University Honors Scholar, a UA Scholar, and a UAA AHAINA Man of Excellence.

- **The Speech and Debate Team** continued its long string of victories by winning tournament championships at the Mahaffey Invitational and finalist honors at the Canadian University Society for Intercollegiate Debate.

Program Achievements

- **The Alaska Native Science and Engineering Program** (ANSEP) continued to grow, serving more Alaska Native students, attracting new and continued funding, and gaining greater recognition through feature articles in local and national publications. The ANSEP building was one of 66 distinguished structures to receive a 2008 American Architecture Award (out of 1,000 nominations).
- **The Office of Undergraduate Research and Scholarship** (OURS) published UAA's first faculty handbook on *Mentoring Undergraduates in Research and Scholarship*. The book, edited by Psychology Professor Eric Murphy and Computer Science Professor Kenrick Mock, includes essays from 23 faculty mentors across different disciplines, schools, and colleges who have strengthened their own research programs while giving their students these rich educational experiences. OURS also celebrated a 12% increase in undergraduate student participation in FY08. The suite of OURS awards grew to eleven with the addition of the Research Internship in Ecology and Physiological Ecology Award. Nearly 100 UAA faculty members have supported undergraduate research as mentors or facilitators.
- **The Alaska Native Rural Outreach Program** (ANROP) received national recognition for innovation by the *Student Affairs Best Practices Reports*, which featured the program in its Fall 2007 Student Engagement issue. The program provides academic and social support for Alaska Native students living on campus, including a social gathering place in the Cama'i Room at the Gorsuch Commons and the services of a full-time coordinator who serves as a mentor, advocate, personal and academic success ally, resource provider, referral source, and educator. Residence Life Director Dawn Dooley and ANROP Coordinator Karla Booth presented at the convention of the American College Personnel Association in Spring 2008.
- **KPC Title III Grant.** Kenai Peninsula College was recently awarded a \$1.9 million Title III Strengthening Institutions grant to improve retention rates and increase student success. The project, which begins in FY09, will focus on technology-enhanced advising and tutoring services, distance-delivered courses in both general education and technical fields, and faculty development and training in classroom technology and distance delivery. These

activities will help take KPC to the next level in serving residents of their 25,000-square-mile service region, increasing the number of distance-delivered courses and using technology to help students be successful in both distance and campus-delivered classes.

Administrative Achievements

- **Native American Student Success.** UAA was recently ranked as one of the top producers of Native American degree recipients across the nation in a report published by *Diverse Issues in Higher Education*. UAA was ranked 10th highest for undergraduates overall and 5th highest for nursing.

- **Student Success Task Force.** The Student Success Task Force (appointed by Provost Michael Driscoll and co-chaired by Associate Professor of College Preparatory and Developmental Studies Patricia Grega and Kodiak College's Basic Skills Specialist Evelyn Davidson) spent the entire academic year intensively studying issues, challenges, and opportunities related to student success. The task force inventoried a broad range of programs throughout the MAU that support student success and presented its year-end report to the Provost on May 1, 2008. The report concludes that our first-year retention rates and graduation rates, while improving, are still too low, and recommends more aggressive advising and assessment strategies that include effective degree planning and frequent progress checking.

A Comprehensive Definition

Student success at UAA has at least five major components.

- Initial access and successful transition to higher education
- Survival and persistence
- Acquisition of advanced knowledge and skills
- Progression toward and attainment of goals
- Achievement of distinction

Patricia Grega and Evelyn Davidson
Task Force on Student Success

http://www.uaa.alaska.edu/governance/facultysenate/upload/SSTF_2007_2008_YearEndReport_Final.pdf

- **New Metrics.** Associate Vice Provost Gary Rice developed a new model for tracking student success that is broader than traditional measures and more in keeping with UAA's open access mission. The model tracks both degree-seeking and non degree-seeking students for ten years as they achieve certain goal progress and attainment outcomes, including—but not limited to—certificates and degrees. The model will help us identify differences in performance between student groups and study the impacts of different strategies on those groups. The Office of Institutional Research is sharing the model with outside institutions and authorities for peer review, in yet another example of ways that UAA leads both locally and nationally in how we think about student success.



Meeting Alaska's Workforce and Professional Education Needs

UAA is the biggest provider of workforce training and career and technical education for the state of Alaska. Programs focus on three levels of the workforce continuum:

Pre-college programs connect youth with career pathways and help them prepare for the academic rigors of their chosen professions.

- **The Tech Prep program** (Community and Technical College) provides opportunities for high school students who are interested in technical career pathways to earn university credit for work they complete in high school. The program generated more than 3,000 student credit hours in FY08. It also added new follow-up, tracking, and outreach activities, including end-of-the-year sessions and new materials to help students understand how their credits can be applied to various university certificate and degree programs.

<http://www.uaa.alaska.edu/ctc/techprep/reports/upload/Annual-Report-07-08.pdf>

- **The Alaska Native Science and Engineering Program (ANSEP)** added a new summer bridging component for Biology majors to the pre-college science and engineering components it has offered for fourteen years. The new Biology component will graduate Alaska Native scientists who will go on to manage fisheries, wildlife, and public lands in Alaska. Students can join ANSEP as early as their freshman year in high school. They start by building a computer, which they are allowed to keep if they pass trigonometry, chemistry, and physics before finishing high school. In the summer bridging component they complete a full semester-length Pre-Calculus class in four weeks and work a four week internship in the field. Once college starts, students attend

weekly study sessions and work in summer jobs related to their fields of study. ANSEP boasts a 70% program life retention rate, phenomenal by all measures.

- **The Della Keats U-DOC Summer Enrichment program** provides a free introduction to college life and health care careers for students interested in the medical professions. The program partnered with the North Star program of the Imaginarium to provide a web-based forum for students to share their experiences with people across Alaska. Program Director Ian van Tets was nominated for two Chancellor's Awards for Excellence. The program received \$40,000 in BP/ConocoPhillips Sharing Scholarship funds from the UA Foundation.

- **The 2008 Alaska Pre-Med Summit** (co-sponsored by the University Honors College and the College of Arts and Sciences) attracted scores of high school and undergraduate students, counselors, advisors, and parents to UAA to learn about medical education and the medical school application process.

Academic certificate and degree programs prepare students for careers.

- UAA awarded 2,022 certificates and degrees in FY08, tying the record set in FY07. Of those, 1,535 were in job areas projected by the state Department of Labor to be in high demand over the coming years.

- New high demand programs that produced their first graduates include the Bachelor of Science in Engineering and the Bachelor of Science in Construction Management.

- Biological Sciences, Engineering, and Process Technology programs all experienced particularly strong growth in majors.

- The MS in Project Management program was accredited by the Project Management Institute (PMI), becoming only the 13th such accredited program in the world.

Professional development courses provide continuing education for Alaska's workforce.

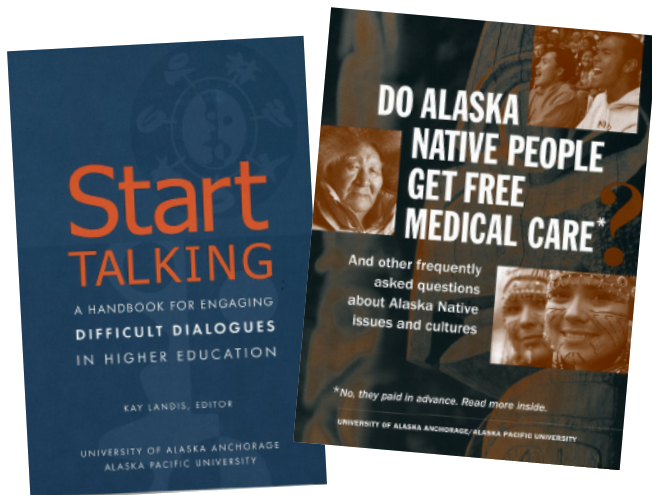
- The College of Education delivered 6,258 student credit hours in 500-level professional development courses, about 67% of UAA's total continuing education courseload.

- Overall, 500-level professional development courses reached their highest enrollment level in eight years.

Career Pathways

UAA has built a three-part strategy for program development, recruitment, and student success called Career Pathways.

- **Program Development:** We work closely with business and industry to align academic programs to the world of work.
- **Career Connections:** We are nearing completion on a series of 12 brochures linking UAA degree programs to nationally recognized career clusters, with expected release dates in FY09.
- **Career and Education Pathways:** We have completed a series of 71 flyers detailing educational pathways that lead to associate, bachelor, and master degrees.



Transforming Instruction

Over the past several years, UAA has been moving towards a teaching academy model for faculty development, in which faculty fellows whose scholarly interests include teaching and learning can, in the words of Carnegie Scholar Lee Shulman, “find safety and even collegueship for doing good work.” *

The Center for Advancing Faculty Excellence (CAFE) is UAA’s major center of influence and support for faculty who make an active choice to explore new pedagogies.

* Lee Shulman. *Visions of the Possible: Models for Campus Support of the Scholarship of Teaching and Learning*. The Carnegie Foundation for the Advancement of Teaching and Learning.

Difficult Dialogues

The UAA/APU *Engaging Controversy* project completed its first Difficult Dialogues grant from the Ford Foundation with the May 2008 publication of *Start Talking: A Handbook for Engaging Difficult Dialogues in Higher Education*. The book tells the story of the partnership with Alaska Pacific University; provides an introduction to multiple strategies and techniques for productively engaging in difficult dialogues and strengthening classroom discussions; and includes essays and reflections from 35 staff and faculty members who planned and participated in the two-year project. With its easy-to-use format and wide array of field-tested techniques, the handbook is designed to be a useful teaching resource as well as a way for all faculty members to join the national *Difficult Dialogues* conversation.

Beyond the grant-funded activities, UAA and APU hosted two additional *Difficult Dialogues* intensives in May 2007 and May 2008. Altogether, over 60 faculty members from both universities have now participated in the week-long training, and about 45 have had the chance to put the techniques to work in their own classrooms.

The Ford Foundation has recently awarded us a continuation grant, starting in September 2008, to take this initiative even further. The new grant will support continuing faculty development based on the *Start Talking* curriculum and fund a second tier of faculty development focusing on Alaska Native ways of teaching and learning and difficult dialogues surrounding Alaska Native cultures and issues. A new faculty intensive is planned for May 2009.

www.uaa.alaska.edu/cafe/difficultdialogues

Books of the Year

The Books of the Year program, launched in FY07 as part of the UAA/APU *Difficult Dialogues* project, continued into FY08 and FY09 under the leadership of several faculty committees. The FY08 books (*The Handmaid’s Tale* and *The Swallows of Kabul*) were chosen to highlight the themes of religious and political extremism and to complement the *Engaging Muslims* project, a year-long community program sponsored by the Cardinal Newman Chair of Catholic Theology at APU. Nelta Edwards (Sociology) and Tara Smith (English as a Second Language) served as Faculty Associates for the year.

Also during FY08, the theme for the FY09 program was identified and a new book was created to provide background for one of the most important cultural dialogues our universities could engage in. The FY09 theme will be “Alaska’s Native Peoples: A Call to Understanding.” A committee consisting of UAA/APU faculty and staff and members of the Anchorage community selected two existing books (*Yuuyuraaq: The Way of the Human Being* by Yup’ik author Harold Napoleon and *Growing Up Native in Alaska* by Anchorage historian Alexandra J. McClanahan) to provide insight into the ravages of history and the challenges faced by young Alaska Native leaders today. The committee also created a companion reader called *Do Alaska Native People Get Free Medical Care? And other frequently asked questions about Alaska Native cultures and issues*. The book, published in July 2008, addresses many common misconceptions (no, they don’t get “free” medical care—they paid for it in advance) and contains recommended readings on language, identity, culture, subsistence, tribal government, colonialism, the Alaska Native Claims Settlement Act, and other topics.

A website houses the recommend readings, the companion reader, and other faculty resources. It is free and open to the public.

www.uaa.alaska.edu/books-of-the-year

Scholarship of Teaching and Learning

SoTL is a growing movement in post-secondary education that advances the practice of teaching by making scholarly inquiries into student learning and sharing that research publicly. Professor Betty Predeger (Nursing) and Assistant Professor Beverly Barker (Chemistry) served as Faculty Associates for SoTL during FY08, and a reading group met regularly to explore the book *Approaching the Scholarship of Teaching and Learning* which includes case studies by eight Scholars with the Carnegie Academy for the Scholarship of Teaching and Learning. During the summer of 2008, five faculty members traveled to the University of Kansas to study intensively with SoTL pioneer Daniel Bernstein. During FY09, these five will conduct trainings with other faculty, research

the effectiveness of their teaching practices, and share the results of their research online with their colleagues.

<http://www.uaa.alaska.edu/cafe/events/sotl.cfm>

Pedagogy of the Theatre of the Oppressed

In May 2008, a team of five faculty and staff members representing both UAA and APU attended a national training conference on the pedagogy of the Theater of the Oppressed with originator

Augusta Boal at the University of Nebraska at Omaha. The group included UAA Professors Genie Babb (English), Nelta Edwards (Sociology), and CAFE Director Lauren Bruce (Communication); CAFE Associate Director Libby Roderick; and APU Professor Virginia Juettner. During FY09, they will extend that training here and use these techniques to explore Alaska Native issues in association with our 2008-09 Books of the Year program.

Climate Change in the Curriculum

Sixteen faculty members participated in a three-day climate change intensive in August 2007. They went on to create and implement units and assignments related to

climate change in their own classroom curricula during the academic year, reporting back to the campus community in March. Syllabi and related course materials from their projects are currently being posted on the Sustainability and CAFE websites. CAFE and the Sustainability Council would like to develop a long-term strategy for incorporating this training into on-going faculty development efforts that will reach a broader range of faculty on this critical issue.

<http://www.uaa.alaska.edu/cafe/resourcemodules/sustainability/index.cfm>

Faculty Writers and Artists

Books published by faculty writers in FY08 include:

- *Accidental Explorer*, by Sherry Simpson.
- *Alaska Scrapbook, Moments in Alaska History: 1816-1998* by Stephen Haycox.
- *Political Economy of Oil in Alaska: Multinationals vs. the State* by Jerry McBeath, Matthew Berman, Jonathan Rosenberg, and Mary F. Ehrlander.

CDs issued by faculty musicians in FY08 include:

- *Stravinsky: L'Histoire du Soldat* by UAA trio Alaska Pro Musica featuring Walter Olivares (violin), Timothy Smith (piano), and Mark Wolbers (clarinet). The CD also features the music of adjunct instructor Craig Coray.



Research

UAA's researchers earned several prestigious awards in FY08.

Aviation Award

More than ten years ago, UAA faculty and staff began collaborating with Alaskan air carriers, industry, and the FAA to determine technologically feasible approaches to reducing aviation accidents in Alaska. The collaboration provided the impetus for a federally funded research and development program that became known as Capstone and that developed a data link technology known as Automatic Dependent Surveillance-Broadcast or ADS-B.

UAA provided the first airplane in the world to be certified for operations with the new technology and contracted with the FAA to deploy Capstone equipment in the Yukon-Kuskokwim Delta, the region experiencing the highest accident rate in the state. The program achieved stunning successes, lowering the accident rate for aircraft equipped with the new technology and increasing access to Native villages.

For his continued research and contributions to the field, Leonard Kirk and the ADS-B team received the 2007 Robert J. Collier Trophy (awarded in 2008). The Trophy is awarded annually "for the greatest achievement in aeronautics or astronautics in America with respect to improving the performance, efficiency, and safety of air or space vehicles." Previous recipients include Orville Wright, Glenn Curtiss, Donald Douglas, Howard Hughes, William Lear, Chuck Yeager, and Neil Armstrong.

Research Sampler: FY08 Awards

Lance Howe, Institute of Social and Economic Research, was awarded \$743,677 from the National Science Foundation for a project titled "Salmon Harvests in Arctic Communities: Local Institutions, Risk and Resilience."

John Kruse, Institute of Social and Economic Research, was awarded \$894,556 from the National Science Foundation for a project titled "IPY Collaborative Research: Is the Arctic Human Environment Moving to a New State?"

LuAnn Piccard, School of Engineering, was awarded \$310,000 from the State of Alaska Division of Administrative Services for a project titled "State of Alaska Election Security Project."

Zhaohui Yang, School of Engineering, was awarded \$244,720 from the USDI Geological Survey for a project titled "Instrumentation of the Port Access Bridge, Anchorage, Alaska."

Behavioral Health

UAA's Dr. Gloria Eldridge and Dr. Mark Johnson were recently awarded a \$2.96 million grant to implement a large, national investigation and research project entitled "HIV, Drugs and Prisoners: Barriers to Epidemiologic and Intervention Research." The Research Project Grant (R01) is one of the most prestigious grants awarded by the National Institutes of Health. UAA's project directors will collaborate with the Medical College of Wisconsin, the University of Alabama Birmingham, George Washington University, and Centerforce, a prisoner advocacy organization.

Star Gazers

Dr. Andy Pluckett, a post-doctoral professor working with Physics and Astronomy Professor Travis Rector, received national attention when he corrected the odds of asteroid 2007 WD5 hitting Mars. He was also instrumental in discovering a new planetoid in our solar system: 2006 SQ372.

Kids Count Alaska

The Institute of Social and Economic Research released the *Kids Count Alaska 2006-07* data book in FY08. The data books are funded by the Annie E. Casey Foundation which sponsors Kids Count programs in every state. Among other findings, the report notes that children in Alaska are less likely to graduate from high school or go to college than young people around the country.

<http://kidscount.alaska.edu/index.htm>



Consortium Library

The Consortium Library reports significant increases in library use over the past three years.

- Library instruction: up 28%.
- Book circulation: up 17%.
- Use of databases and electric journals: up 13%.
- New ejournal collections, citation management tools, and scanning equipment support university research activities.
- Website won a design award from the Association of College and Research Libraries.
- New archival collections from Commonwealth North, the Alaska Mental Health Land Trust, and the Atwood Family Estate.
- Alaska Digital Archives now has about 30,000 images.
- *Live Homework Help* won a Chancellor's Award for Excellence for providing tutoring services for students in grades 4-12 and college introductory courses.



SUSTAINABILITY at UAA

Sustainability

UAA's sustainability initiative achieved some significant milestones in FY08, as UAA implemented a new energy policy, completed a baseline carbon footprint model, and established a new office to lead the next generation of activities.

Baseline Carbon Footprint

UAA completed its carbon footprint model in FY08, focusing on the Anchorage campus and using FY07 as the baseline year. The model is remarkable both for its sample size and level of specificity. It includes energy consumption (heating, cooling, electricity, and university vehicles); commuter ground transportation (based in part on the zip code of parking permit holders and the make, model and year of their vehicles); and air transportation (including the number of legs in a journey, which for Alaska is a significant contributing factor). Putting all these things together, the model estimates a baseline carbon footprint of 44,228 metric tons of CO₂e (carbon emission equivalent, combining six different greenhouse gasses into a single number). The next step in this effort, development of UAA's Carbon Emission Reduction plan, is currently underway and will be available for campus-wide review during Fall 2008.

New Energy Policy

UAA developed and approved a new energy policy that will help us take active steps to minimize energy use, energy costs, the environmental impact of harmful emissions, and the depletion of non-renewable resources. Energy efficiency measures will be incorporated for both new and existing buildings.

Communication Campaign

UAA launched a sustainability communication campaign in FY08 to raise awareness of behaviors everyone can change to make a difference. Using the new Sustainability logo developed in FY07, the campaign included bookmarks, posters, and ads in the *Northern Light* that highlighted four major themes:

- Turn it Off! (to reduce energy consumption)
- Buy Wisely! (to reduce unnecessary purchases)
- Recycle It! (to reduce solid waste)
- Save Gas and Money! (to reduce carbon emissions)

Office of Sustainability

After many years of largely grass-roots, voluntary, or grant-supported efforts, a new Office of Sustainability has been established to lead the next round of UAA's sustainability initiatives. The Director will report to the Vice Chancellor for Administrative Services, consult with the executive leadership team, and work with UAA's Sustainability Council to create, support, and lead new programs and initiatives; promote waste and carbon footprint mitigation; and promote sustainability through educational outreach. The Director will also provide oversight for UAA's long-standing recycling program founded by student leaders of USUAA.

U-Med Green District

The Municipality of Anchorage is on the verge of announcing a U-Med Green District for Anchorage, consisting of the area that encompasses UAA, APU, Providence Hospital, and the Alaska Native Medical Center. The Green District will operate as a learning community to foster partnerships among neighboring institutions, optimize each institution's sustainability practices, and strengthen partnerships with community-wide organizations such as Green Star. UAA has been a leader in this effort and will continue to play a key role in the future.

Co-generation Plant

Anchorage Municipal Light & Power, Providence Hospital, and UAA are working together to develop a combined heat and power project which will contain one or two gas turbine generators, each with a heat recovery boiler and a thermal distribution system. By using waste heat to heat their buildings, the partners may reduce their carbon emissions and heating costs by over \$1M/year.



Community

Maxine and Jesse Whitney Museum

The grand opening of the Maxine and Jesse Whitney Museum was held in Valdez on May 3, 2008. The new facility houses one of the largest collections of Native Alaskan art and artifacts in the world and is the result of seven years of planning, design, and construction. Over 500 people attended the ribbon-cutting ceremony, including Maxine Whitney, the museum's benefactor, who donated her collection of over 1,000 items to Prince William Sound Community College in 1998. The new state-of-the-art museum is located adjacent to the PWSCC campus.

Welcoming Diversity

In January 2008, 23 faculty, staff, and students were trained in the National Coalition Building Institute's "Welcoming Diversity/Prejudice Reduction" model, enabling them to train others in ways to promote diversity on campus. Since then four workshops have been held for approximately 60 participants. A component of the training was also used at all sessions of New Student Orientation, exposing more than 700 students to ways to build a diverse campus community. UAA is now a campus affiliate of NCBI.

Community Support/Philanthropy

- ConocoPhillips donated \$15 million to UAA in FY08, the largest single corporate gift in University of Alaska history. Some of the money will be used to establish an Arctic Science and Engineering endowment.
- A gift from the estate of renowned master gardener Lenore Hedla established the \$1 million Hedla Endowment, which will fund student opportunities and professorships in the Accounting program. The gift is the second largest from an individual in UAA's history.
- The Atwood Foundation pledged \$1 million toward endowment of the Atwood Chair of Journalism, continuing the civic legacy of Anchorage Times publisher and editor Robert Atwood and his wife Evangeline Rasmuson Atwood.
- The Rasmuson Foundation contributed a \$2 million challenge grant to fund the creation of an Endowed Chair for the Alaska Native Science and Engineering Program (ANSEP).
- The Rasmuson Foundation's Challenge to Alumni increased philanthropic gifts to UAA by matching gifts or pledges of \$1,000 or more. The Challenge campaign ended in December 2007 having met 100% of its eligibility pledges, resulting in \$200,000 in impact from the generosity of UAA alums.

Military Support Programs

The Community and Technical College's Military Programs and Computer Information and Office Systems departments partnered with the Fort Richardson Education office to provide tuition-free courses to military spouses, most of whom are young, newly married to lower ranking enlisted personnel, and have limited financial resources. The program delivered eleven classes in computer skills areas to over 100 students in FY08, funded by a grant from the U.S. Army. In a separate endeavor, the Military Programs department established an Excellence in Military Programs fund. In its first year the fund provided over \$5,000 in scholarships to UAA students who were also spouses of active duty military personnel.

PWSCC Accreditation

Prince William Sound Community College had its accreditation reaffirmed by the Northwest Commission on Colleges and Universities in FY08 following a successful focused visit on assessment.

Alaska Quarterly Review

The state's flagship journal in the literary arts celebrated its 25th anniversary in FY08 with two well-received new issues and public events in Nome, Fairbanks, Anchorage, Sitka, and Homer. AQR received positive mention in the Sunday *New York Times Book Review*, and the editor was featured on The Book Show of Radio National of the Australian Broadcasting Network.



Athletics

Sports Recap

The 2007-08 season was undoubtedly the finest in Seawolf history. UAA athletes broke 120 school records and achieved top-20 finishes in four NCAA sports. In March, UAA became just the second school in Division II history to advance both its men's and women's basketball teams to the national semifinals. The Seawolves men were Great Northwest Athletic Conference champions, while the women became the first UAA team to record 30 wins in a season.

Sophomore David Registe became the first Seawolf to capture an individual national title in the long jump at the NCAA Division II Championships. Junior David Kiplagat (steeplechase) and sophomore Kim Brady (triple jump) also earned All-America honors. On the ski slopes, UAA finished eighth at Nationals, with All-America showings from freshman Egil Ismar, sophomore Andy Liebner, and junior Kristina Repcinova.



Big Wild Seawolves

Eleven fiberglass sculptures of the Seawolf logo were created and sponsored by local businesses for the inaugural year of the Big Wild Seawolf. The three-dimensional figures were designed by local artist Lise B. Hoffman. Each represents one of UAA's intercollegiate athletic teams. The sculptures are on display in the Wells Fargo Sports Complex.

Looking Ahead

It's tempting to stop here and celebrate the many accomplishments that are behind us. But we must also look forward to the work we'll do together in the coming years. Our accreditation review is coming up again, new buildings are opening soon, and we are already hard at work developing new performance measures to improve operational analysis and program accountability. Throughout the MAU, efforts are underway to assess the implementation of *UAA 2017*, the variety of our research activities, the extent and impact of engagement, and the degree to which our students achieve success.

Accreditation

Pilot Project for the NWCCU

With our next full-scale accreditation review scheduled for October 2010, UAA signed a Memorandum of Understanding with the Northwest Commission on Colleges and Universities (NWCCU) to participate in a pilot project using the NWCCU's revised accreditation standards and new accreditation process. The new seven-year process will be condensed into an approximate 2-year time period between July 2008 and Fall 2010. The project is being led by faculty co-chairs Bogdan Hoanca (Management Information Systems), Susan Kalina (Languages), and Debbie Sonberg (Computer Information and Office Systems, Kenai Peninsula College).

The new process shifts from a descriptive look backward to an analytical look forward. There will be a greater emphasis on collaboration, engagement, evidence, analysis, and synthesis of findings. The previous Standards will be replaced with five Clusters focusing on

- Mission and Goals
- Resources and Capacity
- Planning and Implementation
- Effectiveness and Improvement
- Mission Fulfillment, Sustainability, and Adaptation

The accelerated timeline and the many unknowns in a new process will be challenging, but the opportunity to collaborate with other

institutions and contribute to the development of the new model will be rewarding. The new process makes use of work that has already been done in defining our mission, student success, and response to statewide needs and will help us realize institutional transformations in keeping with our institutional values.

Accreditation is ultimately a process of expert peer review and a measure of accountability. We will use this important exercise to refine institutional analysis and strengthen the links between budget and planning at all levels of the university. We expect to emerge from the new process having demonstrated that we are doing the job our public expects of us, with the excellence we expect from ourselves.

Promotion and Tenure

Task Force on Faculty Work for Promotion, Tenure, Post-Tenure Review, and Hiring

A new task force, chaired by Education Professor Letitia Fickel, was convened in Spring 2008 to address the rapidly changing and highly varied mix of faculty workloads and to recommend changes to UAA's 20-year-old policy and guidelines for hiring, review, promotion, and appointment to tenure. The task force will act as a "learning team" to scan existing literature on faculty evaluation, identify appropriate models, collect data, synthesize, and report back to faculty for decision-making.

Vision for an effective faculty evaluation system

- Clearly aligned with institutional mission and strategic plan
- Fully supports faculty development and improvement
- Serves as a rigorous and fair basis for personnel decisions

Letitia Fickel
Task Force on Faculty Work for Promotion,
Tenure, Post-Tenure Review, and Hiring



Building for the Future

ConocoPhillips Integrated Science Building

The CPISB, under development and construction since 2001, is on track to open in Fall 2009, relieving a critical shortage of instructional lab space for core science classes that support both science majors and high priority non-majors like nursing and engineering. The facility will house nearly 40 new laboratory spaces, a lecture hall that seats 100 students, and a Planetarium that seats 60, along with department offices for Biology, Chemistry, Geology, and Physics/Astronomy. ConocoPhillips has recently donated \$4 million to purchase lab and science equipment. The transition to efficient and effective operation of this facility will be a major challenge in the years ahead.

Health Sciences Building

UAA received \$46 million from the legislature in 2008 for a new Health Sciences Building that will allow for the continued expansion of existing programs (most of which are presently very space-constrained) and also for the addition of new programs over time. Design is underway for this first major anchor for the health campus UAA plans to develop incrementally over the years.

Athletics Facility

The legislature awarded UAA \$15 million to begin site development and design for a new athletic facility on the corner of Elmore Road and Providence Drive.



PERFORMANCE '08

This report describes how UAA performed during the 2007-08 fiscal year (FY08) on seven statewide performance measures. The measures are defined by the University of Alaska Statewide System (UA) for its Performance-Based Budgeting (PBB) system. They are sometimes referred to as performance measures, PBB measures, or simply “the metrics.”

Performance Summary

UAA achieved targeted performance on six out of seven measures in FY08.

High Demand Job Area Degrees Awarded

Down 1.3% from adjusted FY07 total, but still within our target range. Also the second highest year on record.

Undergraduate Retention

Down 1 point from FY07 but still within our target range and evidence of a clear increase in retention rates over time.

Student Credit Hours

Up 0.3% from FY07, within our target range, and the highest enrollment on record.

Grant-Funded Research Expenditures

Down 14.5% from FY07 and below all targets and projections.

University-Generated Revenue

Up 4.2% from FY07, within our target range, and the highest performance on record.

Academic Programs Outcomes Assessment

130 programs reviewed; 68% implemented effective plans and processes.

Strategic Enrollment Management Planning

All 5 campuses have SEM plans; 40% were reviewed in FY08 using new evaluation instrument; others scheduled for review in coming years.

EXECUTIVE SUMMARY		
1,535	High Demand Job Area Degrees Awarded	CRITICAL
67%	First-Time Full-Time Undergraduate Retention	VERY IMPORTANT
339,818	Student Credit Hours	
\$8.8 million	Grant-Funded Research Expenditures	IMPORTANT
\$127.2 million	University-Generated Revenue	
68% Implemented effective plans	Academic Programs Outcomes Assessment	
100% All campuses involved in MAU review process	Strategic Enrollment Management Planning	

Performance-Based Budgeting

Performance-Based Budgeting is a statewide strategy to reward the universities for achieving or exceeding planned performance targets in areas of strategic importance. The university's statewide administration (SW) requires the three Major Administrative Units (MAUs)—the University of Alaska Anchorage (UAA), the University of Alaska Fairbanks (UAF) and the University of Alaska Southeast (UAS)—to report annually on these measures.

The universities are accountable to the statewide administration, which in turn is accountable to the Alaska State Legislature. Senate Bill 281 (also known as Missions and Measures) requires UA to report annually on seventeen closely related performance measures and indicators of success.

Taken together, these measures help us both understand and demonstrate how effectively we are achieving our goals.

A note about this year's format

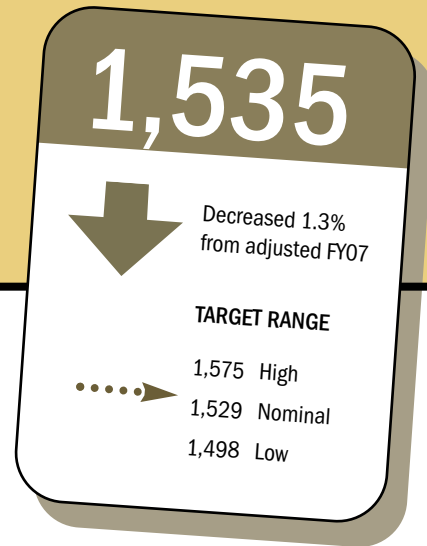
We are piloting a new format this year in response to an example that Statewide administrators have indicated may be required for FY09 reporting and beyond. The new format calls for an approach to "strategies" that is very different from the way UAA has defined them in previous years. It also includes a major emphasis on funding impact in the form of program increments, internal reallocations, and other sources of investment.

In adopting the new format, we discovered some valuable new ways of looking at our performance information. We also discovered that some strategies and success stories did not fit within the constraints of the new system. This report is, accordingly, something of a hybrid. The performance measures section summarizes the most important facts and includes data tables that illustrate our trends. Strategy pages include measures of important focus areas within the overall metric. Funding impact details are grouped together at the end of each metric for ease of compilation and comprehension.

Performance reporting will continue to evolve in future years, with the goal of meeting statewide requirements while at the same time communicating UAA's many performance achievements to both internal and external audiences.

Source data: Unless otherwise specified, all source data for this report came from the UA Statewide Office of Institutional Research, the UAA Office of Institutional Research, and the UAA Office of Budget and Finance.

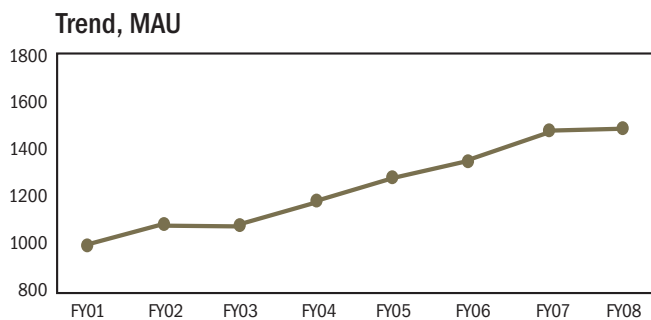
HIGH DEMAND JOB AREA DEGREES AWARDED



MEASURE: The number of certificates and degrees awarded during a fiscal year that support Alaska high demand job areas as defined by the State of Alaska Department of Labor (DOL). List maintained by the Statewide Academic Council (SAC).

PERFORMANCE SUMMARY

UAA awarded 1,535 certificates and degrees in high demand job area programs in FY08, about 1% below last year's record-setting total of 1,555,* but still squarely within our target range. The FY08 performance is the second highest in UAA history.



* Last year's performance total (previously reported as 1,529) has been adjusted by UA Statewide to include new programs added to the high demand job area list in August 2008. The new programs include 29 occupational endorsement certificates and more than 30 other programs created since 2003.

ANALYSIS OF RESULTS AND CHALLENGES By Campus and College

Top performers include:

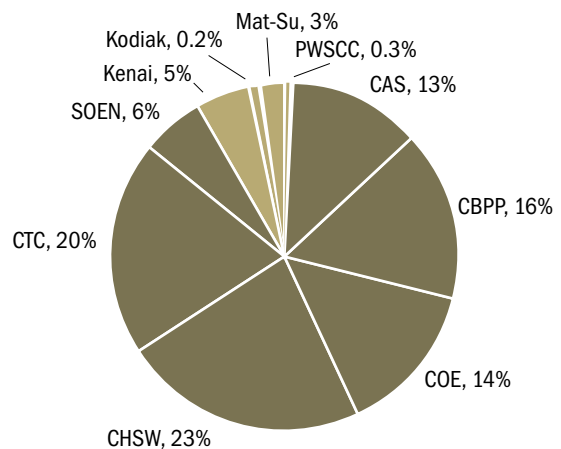
- **Kenai Peninsula College**, up 45% (25 awards) with increases in Process Technology, Industrial Process Instrumentation, Occupational Safety and Health, General Business, and Computer Electronics, among others.

- **School of Engineering**, up 23% (16 awards), including the first 9 graduates of the new BS Engineering program and the first 2 graduates of the Port and Coastal Engineering graduate certificate program.
- **College of Arts and Sciences**, up 8% (14 awards), largely due to a 32% increase in baccalaureate Psychology awards.
- **College of Business and Public Policy**, up 2% (6 awards), including the first recipient of the new Supply Chain Management graduate certificate.

Three other colleges were down compared to all-time highs in FY07, but still hit their second highest levels ever.

- **College of Education**, down 29% (61 awards), following a year that included a big spike in Master of Arts in Teaching awards.

Contributors



- **Community and Technical College**, down 2% (5 awards) in spite of awarding its first 30 occupational endorsement certificates. The CTC pattern is complicated, with many programs increasing or decreasing by very small numbers (1 or 2 awards). The largest decreases occurred in Fire Service Administration, Occupational Safety and Health, Aviation Technology, and Air Traffic Control. Both Aviation programs, however, had unusually large numbers of awards in FY07 and still contributed substantially to FY08 performance.
- **College of Health and Social Welfare**, down 2% (6 awards).

**ANALYSIS OF RESULTS AND CHALLENGES
By Job Areas**

The University of Alaska also groups degree and certificate programs into nine “High Demand Job Areas” that correspond to workforce categories rather than academic delivery structures. All job areas include contributions from more than one school, college, and campus, and most units (except only the College of Education) contribute to more than one job area.

Health, Business/Finance/Management, and Teacher Education are UAA’s biggest job areas, delivering nearly 3/4 of UAA’s high

demand job area awards. All three have trended upward over time, with the most volatility occurring in Teacher Education.

Health: The Health job area is the major contributor, accounting for 37% of the UAA total. See pages 23-24 for further analysis.

Business/Finance/Management: The Business job area produced 308 awards in FY08 (20% of the UAA total), with 70% delivered by the College of Business and Public Policy and smaller contributions from the College of Arts and Sciences (through its journalism program), the Community and Technical College (through fire service, hospitality, and restaurant management programs), the School of Engineering (through its Engineering Science and Project Management programs), and the community campuses (through business administration, accounting, and clerical programs). Although the FY08 total was down by 8 awards from FY07, the overall trend in this area is steady growth over time.

Teacher Education: The third largest job area is delivered almost completely by the College of Education, which produced 219 of the 227 Teacher Education awards in FY08. The College of Arts and Sciences contributes through its music education programs (6 awards in FY08). Also in FY08, the College of Health and Social Welfare awarded the first graduate certificate in Nursing Education, and the Community and Technical College awarded one

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	THIS YEAR 2007-08	TARGET 2007-08
HIGH DEMAND JOB AREA DEGREES AWARDED	994	1,144	1,132	1,224	1,265	1,357	1,555*	1,535	1,529
BY CAMPUS									
ANCHORAGE	929	1,023	1,022	1,128	1,156	1,251	1,441	1,405	
KENAI	26	60	52	42	51	54	55	80	
KODIAK	2	7	11	6	9	11	10	3	
MAT SU	28	36	33	36	34	37	47	43	
PWSCC	9	18	14	12	15	4	2	4	
BY COLLEGE (ANCHORAGE)									
CAS	158	146	156	198	178	168	181	195	
CBPP	219	203	235	279	251	258	243	249	
COE	174	218	177	97	160	175	280	219	
CHSW	209	248	249	288	269	328	356	350	
CTC	132	170	173	211	253	275	313	308	
SOEN	37	38	32	55	45	47	68	84	
BY HIGH DEMAND JOB AREA									
HEALTH	322	356	357	463	471	487	544	573	
BUSINESS/MANAGEMENT/FINANCE	241	231	250	273	296	314	316	308	
TEACHER EDUCATION	183	221	184	106	169	181	289	227	
TRANSPORTATION	42	67	87	100	76	93	148	129	
ENGINEERING	46	57	64	62	72	102	89	91	
INFORMATION TECHNOLOGY	72	90	88	92	72	68	65	72	
NATURAL RESOURCES	63	55	45	78	56	63	53	62	
PROCESS TECHNOLOGY	25	67	57	50	53	45	43	58	
CONSTRUCTION						3	2	6	
OTHER/REGIONAL						1	6	9	
OTHER MEASURES									
ALL AWARDS	1,479	1,582	1,632	1,741	1,702	1,842	2,022	2,022	
% HD AWARDS	67.2%	72.3%	73.3%	70.3%	74.3%	73.7%	76.9%	75.9%	

* Note: The table above has been revised to include new programs added to the High Demand Job Area list in August 2008. The revised list was applied retroactively, changing some numbers in earlier years as well. FY07 performance was previously reported at 1,529.

Master of Science degree in Vocational Education. Although overall Teacher Education awards were down 21% from FY07, they have still more than doubled since the low point in FY04.

Transportation: The Transportation area includes aviation, automotive, and diesel technology programs in the Community and Technical College; logistics and supply chain management programs in the College of Business and Public Policy; and welding programs at Kenai Peninsula and Kodiak Colleges. Overall, the area produced 129 awards in FY08, a decrease of 19 from FY07 but still the second highest year on record. There were an unusually large number of Air Traffic Control and Aviation awards in FY07 which contributed to that year's record performance.

Engineering: The Engineering area contributed 6% of UAA's performance in FY08. See pages 25-26 for further analysis.

Information Technology: The IT area includes a wide variety of computer, networking, telecommunications, and office systems programs in the Community and Technical College and at all four community campuses (Kenai Peninsula College, Kodiak College, Matanuska-Susitna College, and Prince William Sound Community College), plus computer science programs in the College of Arts and Sciences. This area has been down in recent years from its high in FY04. Overall, the area produced 72 awards in FY08, an increase of 7 over FY07.

Natural Resources: The Natural Resources area includes biology, chemistry, geology, and natural sciences programs in the College of Arts and Sciences; environmental science and technology programs in the School of Engineering; and a Fisheries/Aquaculture certificate at Prince William Sound. Overall, the area produced 62 awards in FY08, an increase of 9 from FY07.

Process Technology: The Process Technology area includes process and petroleum technology programs at Kenai Peninsula College, industrial technology programs at PWSCC, a technology program at Kodiak, and several technology programs at the Community and Technical College. Overall, the area produced 58 awards in FY08, an increase of 15 from FY07.

Construction: Construction is a new and growing job area for UAA that is just beginning to deliver its first awards. See pages 27-28 for further analysis.

CHALLENGES

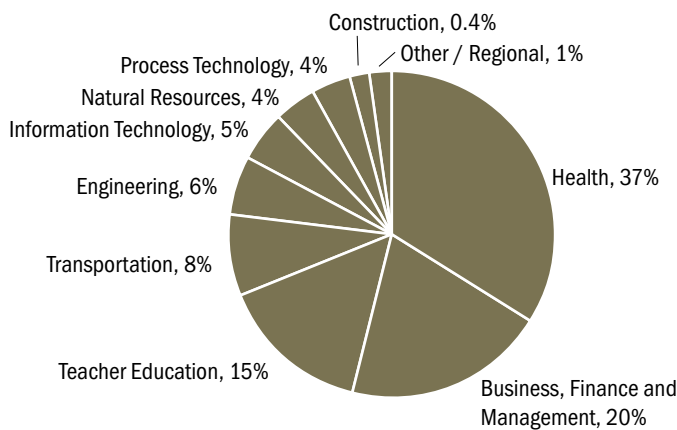
Most high demand job areas face similar challenges in competing with the private sector to recruit and retain qualified faculty and in keeping pace with current practices and technologies.

Hiring and retaining qualified faculty in high demand job areas

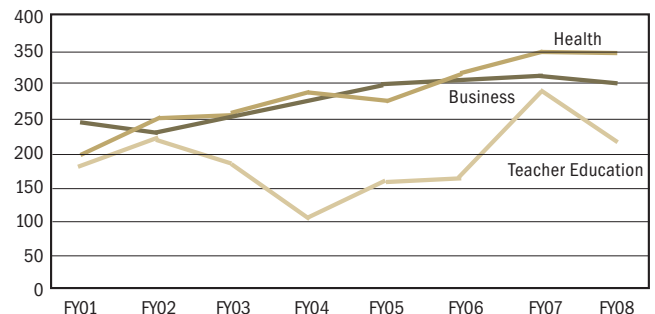
Failed searches have plagued several colleges, and many of the deans report difficulties hiring and retaining faculty in high demand job areas.

- The College of Arts and Sciences reports that faculty positions in psychology and the natural sciences are becoming more difficult to recruit because of non-competitive salaries and the increasing costs and expectations of research start-ups. Non-competitive salaries also limit our ability to attract graduate student teaching assistants and to hire adjunct faculty, laboratory instructors, and laboratory safety and support personnel.

Awards by Job Area



Trend, 3 Biggest Job Areas



- The College of Business and Public Policy reports failed searches in Accounting, Economics, and Operations Management during the past year and difficulties recruiting for all Business Administration positions.
- The College of Health and Social Welfare has difficulty filling vacant nursing faculty positions because of the national shortage of nurses and nurse educators, difficulties attracting candidates to Alaska, and salaries that are substantially below the levels paid in the healthcare industry.
- The Community and Technical College has had multiple failed searches in recruiting Construction Management faculty, largely because of the huge salary differential (as much as a triple multiplier) between a faculty position and an actual Construction Management job within the industry. UAA also competes with other university construction management programs, most of which offer higher salaries than UAA.
- The Community and Technical College has also had multiple failed searches in Allied Health disciplines including Medical Assisting, Radiologic Technology, Dental Assisting, Medical Lab Technology, and Pharmacy Technology. Searches fail both because of the lack of qualified candidates and also because of the inability to offer salaries competitive with industry jobs.
- Kenai Peninsula College has had difficulties filling Process Technology and Accounting faculty positions, both because of pay issues. The process technology industry pays more than 30% higher than KPC is able to offer, and the college has had two failed searches for Accounting faculty. In some cases finalists were making nearly double the KPC salary range in their present positions.

Keeping pace with current practices and technologies

In order to keep pace with an ever-changing workforce environment, we must constantly upgrade our technology and equipment, provide professional development for our faculty, and commit to maintaining on-going dialogues with the industries we serve.

Teacher Education

The Teacher Education area faces particularly difficult challenges, with a broad range of needs and relatively few resources to meet them. As discussed briefly under the Student Credit Hours and Strategic Enrollment Management Planning metrics, the College of Education has recently undertaken an intensive strategic planning effort that includes input from external partners. They have increased class sizes, eliminated the supertuition that was pricing their programs out of reach of many prospective students, and taken other steps to do more within existing resources. Preliminary Fall 08 enrollment (as of September 8) shows a 10.7% increase in student credit hours (from 3,622 to 4,011). We still need to develop a sound financial strategy to replace the supertuition revenue, however, or face the impacts on future program delivery.

Health, Engineering, Construction

Specific challenges facing Health, Engineering, and Construction will be discussed as separate Strategies in the pages to follow.

HIGH DEMAND JOB AREA STRATEGIES

Increase Health awards

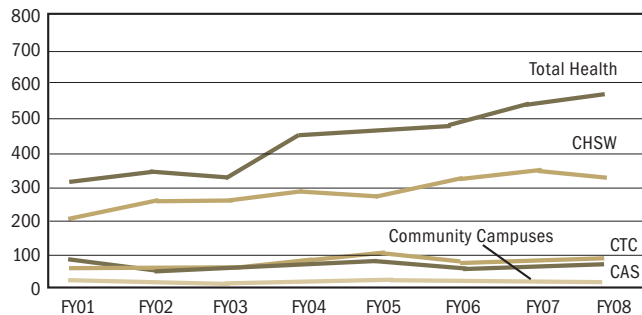
573 awards

MEASURE: The annual number of awards in the high demand job area of Health.

PERFORMANCE SUMMARY

UAA awarded 573 certificates and degrees in the high demand job area of Health in FY08, a 5% increase over FY07 and continuing an unbroken 7-year trend of annual growth. Health is the largest high demand job area at UAA, accounting for 37% of UAA's FY08 performance on this metric.

Trend, Health



ANALYSIS OF RESULTS AND CHALLENGES

Six units contributed to FY08 performance in the Health job area.

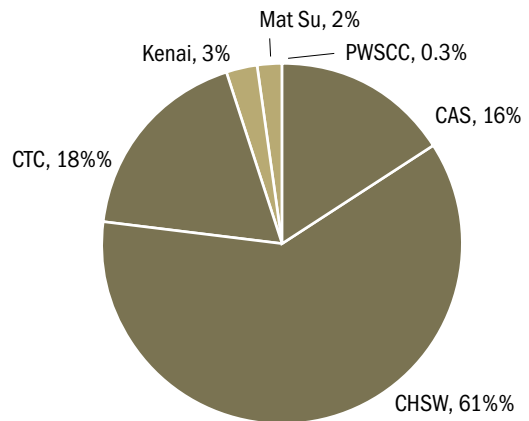
The College of Health and Social Welfare, by far the largest contributor to this field, produced 349 awards, down 7 from FY07 but still the second highest total ever and continuing a steady and impressive upward trend that has yielded a 67% increase since FY01. The College has also made progress in the planned program expansion for MEDEX and the partnership with Creighton

University for a distance-delivered occupational therapy program that will meet critical health care delivery needs for the state.

Community and Technical College, up 13% (12 awards), including the first occupational endorsement certificates in Limited Radiography, Pharmacy Technology, and Phlebotomy. Dental program students started FY08 in a newly renovated Dental Clinic. The 7,600 square foot facility increased lab and program capacity by 17% by accommodating two additional dental chairs. It serves as a learning lab for all dental students and provides up-to-date technology that prepares students for their careers.

The College of Arts and Sciences increased 27% (19 awards), because of increases in baccalaureate Psychology programs.

Contributors, Health



HIGH DEMAND JOB AREA DEGREES AWARDED	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
TOTAL HEALTH AWARDS	322	356	357	463	471	487	544	573
BY COLLEGE	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
COLLEGE OF ARTS AND SCIENCES	74	53	56	74	72	63	70	89
COLLEGE OF HEALTH & SOCIAL WELFARE	209	248	249	288	269	328	356	349
COMMUNITY AND TECHNICAL COLLEGE	32	43	40	82	101	86	93	105
KENAI PENINSULA COLLEGE	0	0	0	0	22	0	12	15
MATANUSKA SUSITNA COLLEGE	7	8	6	14	7	8	13	13
PRINCE WILLIAM SOUND COMMUNITY COLLEGE	0	4	6	5		2	0	2

Kenai Peninsula College produced 15 awards (up 3 from FY07), including 9 in Paramedic Technology and 6 in Occupational Safety and Health.

Matanuska-Susitna College produced 13 awards (the same number as FY07), including 12 AAS degrees in Human Services and the first occupational endorsement certificate in Medical Office Support.

Prince William Sound Community College produced 2 awards, both certificates in Disability Services. The college also opened a new nursing program in Valdez in FY08, under an agreement with the UAA School of Nursing. The College hired a full-time faculty member to support the program, and used Title III grant funding to renovate an existing science lab and add a new nursing lab. Four students enrolled in the first cohort, and enrollments in pre-nursing courses continued to rise.

Challenges

With energy costs surging and family budgets tightening, it may be difficult to sustain enrollment growth. Other constraints include limited practicum sites, difficulties finding and retaining faculty (especially in Nursing), capacity issues, and the number of programs built on soft funding. The new Health Sciences building funded in FY09 is only Phase I; we already need Phase II facilities and even more, just to meet current needs.

New for FY09

Jan Harris has recently been appointed Vice Provost for Health Programs, with key roles in coordinating across UAA and working in concert with UA Statewide. New Associate Deans will be hired in the College of Health and Social Welfare, and planning functions will be restructured to further accelerate our growth in this area.

HIGH DEMAND JOB AREA STRATEGY

Increase Engineering awards

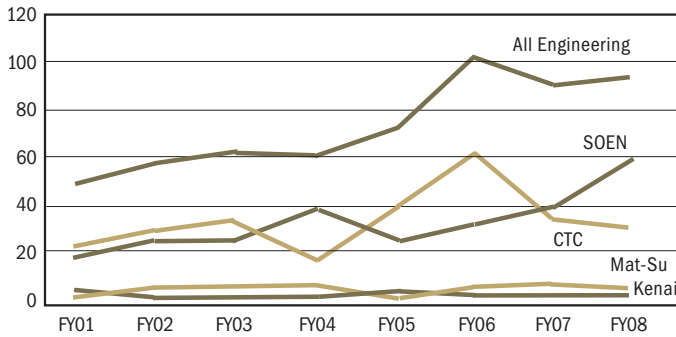
91
awards

MEASURE: The annual number of awards in the high demand job area of Engineering.

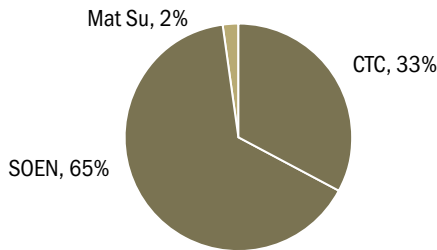
PERFORMANCE SUMMARY

UAA awarded 91 certificates and degrees in the high demand job area of Engineering in FY08, an increase of 2 over FY07 and the second highest total ever for this measure. Overall, Engineering area awards have increased 98% since FY01, reaching a peak in FY06, dropping back about 13% in FY07 and increasing 2% in FY08.

Trend, Engineering Awards



Contributors



ANALYSIS OF RESULTS AND CHALLENGES

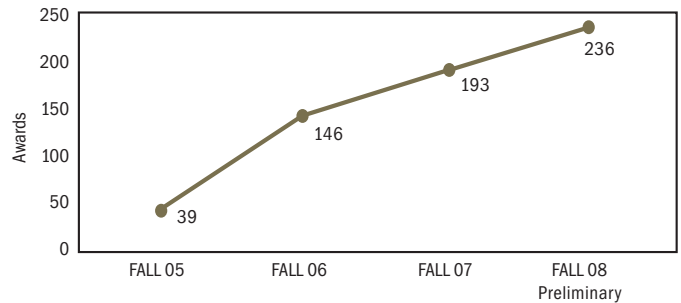
Four units contribute to performance in this job area.

The School of Engineering has more than doubled its engineering awards since FY03. The FY08 total of 59 is an all-time high and includes the first awards for two new programs:

- Bachelor of Science in Engineering (BSE), 9 awards
- Graduate certificate in Port and Coastal Engineering, 2 awards

The BSE program is the first new undergraduate engineering program in more than 20 years. It allows students specializing in mechanical, electrical, or computer systems engineering to complete their degrees in Anchorage. The program opened in Fall 05 with 39 majors and has increased dramatically ever since. Preliminary Fall 2008 enrollment (as of September 8) includes 236 majors and 41 pre-majors for the program, an increase of 22% from Fall 07.

Trend, BS Engineering Majors



HIGH DEMAND JOB AREA DEGREES AWARDED	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	THIS YEAR 2007-08
TOTAL ENGINEERING AWARDS	46	57	64	62	72	102	89	91
BY COLLEGE	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
COMMUNITY AND TECHNICAL COLLEGE	25	30	33	16	41	62	35	30
SCHOOL OF ENGINEERING	18	26	25	40	25	31	44	59
KENAI PENINSULA COLLEGE	3	1	0	0	5	1	1	0
MATANUSKA SUSITNA COLLEGE	0	0	6	6	1	8	9	2

The Community and Technical College produced 30 awards in FY08, down sharply from a peak in FY06, which was a record year for Architectural and Engineering Technology certificates.

Matanuska-Susitna College produced 2 awards (an AAS in Architectural and Engineering Technology and a certificate in Architectural Drafting), down from 9 in FY07.

Kenai Peninsula College offers one program in this category (a certificate in Mechanical Technology) which did not produce any awards in FY08.

Challenges

With engineering enrollment expected to double over the next five years, the challenge will be to meet the surge of demand for UAA programs within our budget, personnel, and infrastructure constraints, and to do so consistent with the planning work done by the SW Engineering group.

Facilities. We will continue to pursue funding for a new facility even as we explore partnerships with the Anchorage School District and others to identify classroom space in the community we might use in the short term. We will be requesting planning money in FY10, along with funding for site preparation and the realignment of Mallard Road.

General Education. The rapid growth of engineering puts stresses on the math and sciences components of our general education curriculum (see pages 49-50).

HIGH DEMAND JOB AREA STRATEGY

Increase Construction awards

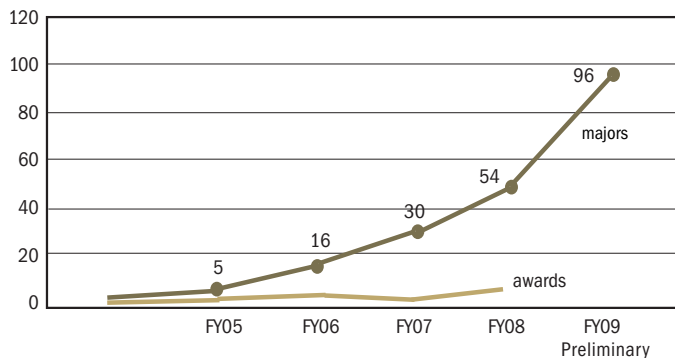


MEASURE: The annual number of awards in the high demand job area of Construction.

PERFORMANCE SUMMARY

UAA awarded 6 certificates and degrees in the high demand job area of Construction in FY08. Three of these were in the new BS Construction program, and three were new Occupational Endorsement Certificates in CAD for Building Construction.

Trend, Construction



Note: Awards are official totals for the fiscal year. Majors are total headcount in the fall semester of the fiscal year. Fall 08 headcount is preliminary.

ANALYSIS OF RESULTS AND CHALLENGES

Construction is a new job area to be considered for this metric. The first program to admit students was the AAS in Construction Management, which opened in Fall 04 and produced its first graduates in FY06 and FY07. The BS in Construction Management

program opened in Fall 07 and produced its first graduates in FY08. Although the number of awards is still very small, the trend in majors indicates a great deal of student demand for careers in construction management.

The job area consists of five programs:

- AAS in Construction Management
- BS in Construction Management
- Occupational Endorsement Certificates
 - Electrical
 - CAD for Building Construction
 - Commercial HVAC Systems (Mat-Su College)

Unit Performance

Two units contribute to this job area.

The Community and Technical College is the major contributor, offering four of the five programs in this area and producing all the awards so far. Preliminary Fall 08 enrollment (as of September 8) shows 95 majors in Construction Management programs (30 at the AAS level and 65 at the BS level), a 90% increase over the 50 enrolled in these two programs in Fall 07. Enrollment in CTC's two occupational endorsement certificate programs remains small, with no more than two majors in any semester so far.

Matanuska-Susitna College offers an Occupational Endorsement Certificate in Commercial HVAC Systems. That program had two majors in Fall 07, but has yet to produce its first award.

HIGH DEMAND JOB AREA DEGREES AWARDED	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	THIS YEAR 2007-08
TOTAL CONSTRUCTION AWARDS						3	2	6
BY COLLEGE	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
COMMUNITY AND TECHNICAL COLLEGE						3	2	6
MATANUSKA SUSITNA COLLEGE								

Challenges

UAA's Construction Management programs have been created largely in response to industry demand. Enrollment has just about doubled every year, and it has done so in the absence of any targeted recruiting effort. In just four years, the new programs have reached an optimal enrollment level for the existing resources. Simply put, the students have found us.

With new curriculum and new faculty come the challenges of working together to create a quality experience for students. With so many new students come the challenges of offering courses in the right sequences and at the days and times that can maximize student progress toward completion.

And we have only begun to meet the need that exists in the workplace. Although we've secured enough resources to create and support the baccalaureate program at the current level, we will need further resources to grow it beyond this level and to create additional emphasis areas in the years ahead.

HIGH DEMAND JOB AREAS

Funding Impact

HIGH DEMAND JOB AREAS

Funding Impact

This discussion of funding has been arranged by High Demand Job Area, with the three strategic areas of Health, Engineering, and Construction receiving the most attention in recent years.

Looking to the Future

UA Statewide is facilitating a focused budget and planning effort for a variety of high demand programs, including Health, Engineering, and Construction. UAA hopes to receive additional support to hire faculty in these high priority areas in FY10. In many programs, faculty positions are needed to teach entry-level courses; we hope the statewide planning effort will provide the needed funding to begin to fill this gap.

Looking forward, there is no doubt that the pressure to meet Alaska's workforce needs will continue to increase. It is important that the university system rise to the challenge and continue its intensive and creative efforts to address critical requirements for economic progress.

HEALTH

Funding Impact

UAA has placed a major funding emphasis over the last two years to strengthen and grow health programs. Most of these funds have gone to programs that directly affect the metric by awarding certificates and degrees. A few, however, do not. The list below includes the Biomedical program, a collaborative medical school for Washington, Wyoming, Alaska, Montana, and Idaho students known as WWAMI. WWAMI does not contribute directly to this metric since all degrees are awarded by the University of Washington. Nevertheless, the program plays an important role in increasing doctors for the state. The program has doubled its enrollment from 10 to 20 students in recent years, and Alaskans can now complete approximately three of the four years of medical school right here in Alaska.

FY07

Internal Reallocations

- To the College of Health and Social Welfare
- \$180,000 to replace MSW supertuition loss
 - \$50,000 for Social Work initiative funding match
 - \$200,000 for Nursing program expansion

SB 137 Funding

- To the College of Health and Social Welfare
- \$75,111 for RRANN tutoring (Nursing)
 - \$65,000 for Nursing support

- To Kenai Peninsula College
- \$10,000 for clinical lab equipment at Kachemak Bay Campus
 - \$37,850 for Nursing support
 - \$72,750 for Allied Health/EMS support

- To Kodiak College
- \$25,147 for Occupational Safety and Health equipment

FY08

Program Increments

- To the Community and Technical College
- \$400,000 for Allied Health programs

- To the College of Health and Social Welfare
- \$600,000 for Nursing core expansion
 - \$150,000 for Master of Public Health program

SB 137 Funding

- To the College of Health and Social Welfare
- \$75,100 for RRANN tutoring (Nursing); continues funding originally awarded in FY07
 - \$79,951 for the Alaska Center for Rural Health, clinical health rotation
 - \$32,793 for the Alaska Center for Rural Health, clinical simulation modules

- To Kenai Peninsula College
- \$23,500 for Allied Health/EMS support; continues funding originally awarded in FY07

Internal Reallocations

Strategic Opportunity Funds

To the College of Health and Social Welfare

- \$17,000 to convert 3 BHS courses to distance format

One-time allocation

To the College of Arts and Sciences

- \$180,000 for WWAMI program expansion

Looking to the Future

We secured \$46 million in FY09 capital funding to build a new Health Sciences building. Our FY10 requests include additional program increments for this extremely high priority job area.

FY09

Capital Funding

- \$46 million to build a new Health Sciences building (Health Sciences campus, Phase 1)

Program Increments

To the College of Arts and Sciences

- \$89,700 for baccalaureate and master's Psychology programs
- \$217,200 for WWAMI support

To the Community and Technical College

- \$39,700 for Dental Hygiene program

To the College of Health and Social Welfare

- \$227,100 for the AAS Nursing program
- \$132,100 for baccalaureate Nursing faculty
- \$100,000 for the Master of Public Health program
- \$238,000 for Health program planning
- \$148,000 for Health Sciences

To Kenai Peninsula College

- \$75,000 for Paramedic support

FY10

Increment Requests

- \$249,300 for Physician Assistant program expansion
- \$108,000 to move Human Services Practicum coordination from grant funding to general funding

- \$300,000 for Clinical Rotations/Health Pipeline
- \$104,800 for a faculty member/liaison for Physical Therapy careers
- \$151,500 for the distance-delivered Social Work program
- \$160,000 for a faculty member/liaison for Pharmacy careers
- \$48,000 for Radiologic Technology program
- \$41,300 for additional positions, teaching assistantships, and supplies for Psychological-educational Clinical Services (w/UAF)
- \$78,500 to expand distance-delivered Dietetics and Nutrition program to bachelor's degrees
- \$92,000 to begin a new Ultrasound program in demand by the industry
- \$47,200 to respond to expanded functions legislation in Dental Programs
- \$70,000 for an Animal Research Facility manager for the new Integrated Science Building*
- \$60,000 for a part-time veterinarian for the Integrated Science building*
- \$150,000 for WWAMI Clinical/Translational Science faculty
- \$100,000 for a new faculty position in Biology to focus on stress physiology (cellular and molecular basis of stress)
- \$505,000 for staffing support for teaching and research activities in the laboratories (includes Vivarium)*

In addition to all of the above, there is a backlog of funding and capital issues still to be addressed in future years, including requests for Nursing workforce diversity (RRANN), microbiology faculty (INBRE), Human Services faculty, and personnel costs for ICHS/CAAS infrastructure.

* Also noted under Research metric.

ENGINEERING

Funding Impact

UAA has invested significantly in Engineering programs over the last two years, and will need even greater investments in the future. Alaska needs an estimated 400 new engineers a year, and currently UA is only producing about a quarter of that number, with critical shortages in electrical, mechanical, and other specialties. Engineering firms would like to hire more Alaskans both because of the quality of UA's programs and because they have trouble retaining engineers hired from outside Alaska. As they compete for the small number of UA graduates, some make offers to students a year in advance of graduation. One CEO has called it "a war for talent." Another has said, "To maintain these growing—and much needed—programs, the School of Engineering will have to double

the number of faculty members and drastically increase laboratories and other facilities.” UA is well positioned to meet this demand, but will require long-term support to accomplish the goal.

FY07

Legislative Allocations

- To the College of Arts and Sciences
- \$150,000 for BSE program support
- To the School of Engineering
- \$350,000 for BSE program support

FY08

Legislative Allocations

- To the School of Engineering
- \$200,000 for BSE program support

SB 137 Funding

- To the School of Engineering
- \$125,500 for Geomatics faculty

Internal Allocations

- To the School of Engineering
- \$125,000 for BSE program support

One Time Allocations

- To the School of Engineering
- \$50,000 for BSE program support

Looking to the Future

In addition to the funding allocations and requests detailed below, there is a backlog of funding and capital issues still to be addressed in future years, including faculty positions for structural and environmental Civil Engineering, teaching assistantships for high enrollment engineering classes, and classroom and laboratory space to allow the School of Engineering to maintain these growing and necessary programs.

FY09

Legislative Allocations

- To the School of Engineering
- \$575,000 for expansion of the BSE program
 - \$200,000 for advising/technician positions
 - \$130,000 for Civil Engineering
 - \$100,000 for Geomatics

Internal Reallocations

- To the School of Engineering
- \$60,000 to lease temporary facilities

FY10

Increment Requests

- For the School of Engineering
- \$450,000 for 3 FTE faculty to meet needs of expanding enrollment in the BS Engineering program.

- For the Community and Technical College
- \$70,000 for a faculty position in the Architectural and Engineering Technology program

Capital Requests

Discussions are underway to address the space problem in Engineering. UAA’s engineering facilities currently occupy about 40,000 square feet; a recent space analysis shows that 200,000 square feet is needed. Among other FY10 funding requests, we will be pursuing capital funds to maintain engineering equipment and planning funds to prepare for a new facility.



Funding Impact

UAA has secured SB 137 funds and program increments to support Construction Management programs, including the following allocations:

FY07

Legislative Allocations

- To the Community and Technical College
- \$205,000 for Construction Tech and Construction Management

SB 137 Funding

To the Community and Technical College
 • \$75,000 for Construction Management support

FY08

SB 137 Funding

To the Community and Technical College
 • \$115,000 for Construction Management support; continues funding originally awarded in FY07

Looking to the Future

The Construction Management program is applying for candidacy in FY09 from the American Council for Construction Education, the national accrediting body for construction programs. The accreditation process can take up to seven years, but we expect to complete it in closer to four.

As the construction industry continues to change and the movement to professionalize the industry continues to gain momentum, the demand for better educated employees will also continue to increase. Where in the past professional construction managers had to be hired from out of state, we now have a way to meet this demand in Alaska and for Alaskans.

Program creation was obviously a major milestone. Program accreditation will be another. In the future we will also need to address capacity issues and consider new tracks to meet the needs of other sectors of the industry.

FY09

Legislative Allocations

To the Community and Technical College
 • \$142,900 for Construction Management

TEACHER EDUCATION

Funding Impact/Looking to the Future

Much of the teacher education funding has focused on Early Childhood Education. The programs are delivered by the College of Education in Anchorage, but Matanuska-Susitna College also teaches courses in support of this program.

FY07

Program Increments

To Matanuska-Susitna College
 • \$100,000 for Early Childhood Education

SB 137 Funding

To the College of Education
 • \$145,000 for Early Childhood Education

FY08 Internal Reallocation

To the College of Education
 • \$170,000 for faculty positions

SB 137 Funding

To the College of Education
 • \$185,000 for Early Childhood Education; continues funding originally awarded in FY07

BUSINESS/MANAGEMENT/FINANCE

Funding Impact/Looking to the Future

Funding requests for the business/management/finance job area focus on the School of Engineering’s Project Management program.

FY10

Increment Requests: \$300,000

For the School of Engineering
 • \$300,000 for 2 FTE faculty for the Engineering Science and Project Management program to foster development of SCOPE and a Doctor of Project Management

PROCESS TECHNOLOGY

Funding Impact/Looking to the Future

Funding requests for the process technology job area focus on Anchorage, Kenai Peninsula College, and Kodiak College programs.

FY07

SB 137 Funding

To the Community and Technical College

- \$70,000 for the Industrial Welding/Non-destructive Testing programs

FY10

Increment Requests

For Kenai Peninsula College

- \$375,000 for a faculty member and program coordinator in the AAS Process Technology program

For Kodiak College

- \$90,000 for a faculty position for the AAS Technology program

INFORMATION TECHNOLOGY

Funding Impact/Looking to the Future

Funding requests for the information technology job area focus on Anchorage and Matanuska-Susitna College programs.

FY07

SB 137 Funding

To the Community and Technical College

- \$102,000 for Computer Information and Office Systems programs; continues funding originally awarded in FY02
- \$175,000 for Computer & Networking Technology support

To Matanuska-Susitna College

- \$65,000 for Computer Systems Technology support

FY08

SB 137 Funding

To the Community and Technical College

- \$102,000 for Computer Information and Office Systems programs; continues funding originally awarded in FY02
- \$120,000 for Computer & Networking Technology support

TRANSPORTATION

Funding Impact/Looking to the Future

Funding requests for the transportation job area have focused on Anchorage, Kenai Peninsula College, and Kodiak College programs.

FY07

SB 137 Funding

To the Community and Technical College

- \$75,000 for the General Motors Automotive Student Education Program (GM ASEP)

To Kenai Peninsula College

- \$49,350 in welding equipment

To Kodiak College

- \$22,000 in welding equipment

FY08

SB 137 Funding

To the Community and Technical College

- \$75,000 for the GM ASEP program; continues funding originally awarded in FY07
- \$130,270 for Flight Operations personnel

To Kenai Peninsula College

- \$88,00 in welding equipment; continues funding originally awarded in FY07

OTHER WORKFORCE DEVELOPMENT FUNDING

Funding Impact

In addition to the high demand job areas listed above, UAA supports non-credit training programs and a variety of activities in support of marketing, recruitment, and other workforce development objectives.

FY07

SB 137 Funding

To Kenai Peninsula College

- \$200,000 in MAPTS training support; continues funding originally awarded in FY06
- \$35,860 in MAPTS Instructional Training

To Prince William Sound Community College

- \$50,000 in training; continues funding originally awarded in FY02
- \$3,817 in Alaska Host Training
- \$17,954 in Harborview Training

FY08

SB 137 Funding

To Kenai Peninsula College

- \$20,736 for MAPTS Instructional Training

To Kodiak College

- \$54,500 in Workforce Development Construction training

To Matanuska-Susitna College

- \$59,710 in Workforce Development Office startup
- \$86,533 for the Career Services Center

To Prince William Sound Community College

- \$50,000 in Training; continues funding originally awarded in FY02

To Student Affairs

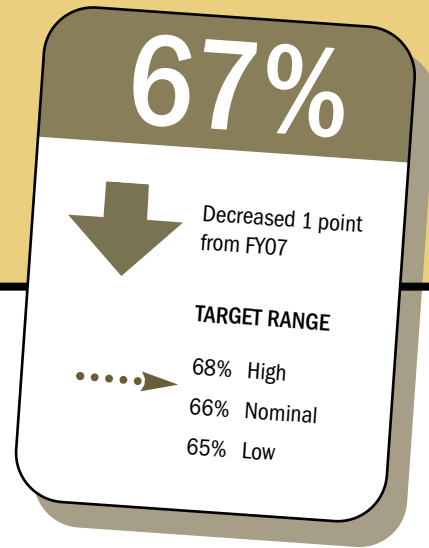
- \$52,773 for Career/Education Pathways recruitment campaign

Looking to the Future

The Mining and Petroleum Training Services Program (MAPTS) was transferred from Kenai Peninsula College to UA Statewide Corporate Programs in FY08 and will no longer be included in UAA reporting.

In addition, a number of proposals for FY09 SB 137 funding are pending approval. We expect to add details about these funding awards to our performance report next year.

UNDERGRADUATE RETENTION

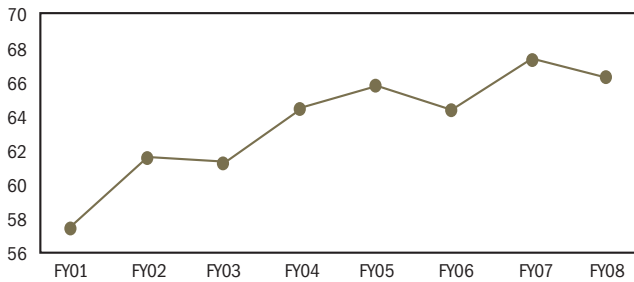


MEASURE: The proportion of first-time full-time undergraduate certificate- and degree-seeking students enrolled in a given fall semester that re-enrolled in an undergraduate program anywhere in the UA system in the following fall semester. An aggregate measure, combining certificate, associate, and baccalaureate into a single entry cohort. Cohort selection and rate calculation occurs at the Statewide level. The FY08 rate measures cohorts who entered in Fall 06 and returned—or not—in Fall 07.

PERFORMANCE SUMMARY

UAA’s undergraduate retention rate was 66.7%, down nearly a percentage point from last year’s record high, but still our second highest ever and squarely within our target range, exceeding our nominal target by nearly one percentage point. This rate is very good for a university with our student profile and mission and is the result of a clear increase in retention rates over time.

Total UAA Freshman Retention Rate



ANALYSIS OF RESULTS AND CHALLENGES

Top performers

Anchorage colleges with the greatest proportion of baccalaureate students continue to be the top performers on this metric. The Anchorage campus achieved a retention rate of 68.4%, very close to last year’s record of 68.8%. Those performing above the average include:

- College of Education: 76.1%
- School of Engineering: 74.7%
- College of Health and Social Welfare: 68.8%
- College of Arts and Sciences: 68.7%

Community Campuses

Retention rates continue to be lower at the community campuses, consistent with the trend in two-year colleges nationally. The average for the community campuses is 54.2%, about 14 percentage points below the Anchorage campus average, and virtually the same as last year. Kodiak College and Kenai Peninsula College were top performers among community campuses.

Entry Cohorts

The size of the entry cohort continues to grow dramatically, up 13% for this year (from 1,212 to 1,371). Growth occurred across all ethnic categories, in five of six Anchorage colleges, and in three of four community campuses.

Unit Performance, Anchorage Campus

College of Education (71)	76.1%
School of Engineering (83)	74.7%
College of Health and Social Welfare (144)	68.8%
College of Arts and Sciences (584)	68.7%
Anchorage Campus average (1,205)	68.4%
College of Business and Public Policy (126)	65.9%
Community and Technical College (197)	63.5%

Unit Performance, Community Campuses

Kodiak College (11)	63.3%
Kenai Peninsula College (67)	61.2%
Community Campus average (166)	54.2%
Matanuska-Susitna College (69)	52.2%
Prince William Sound Community College (19)	31.6%

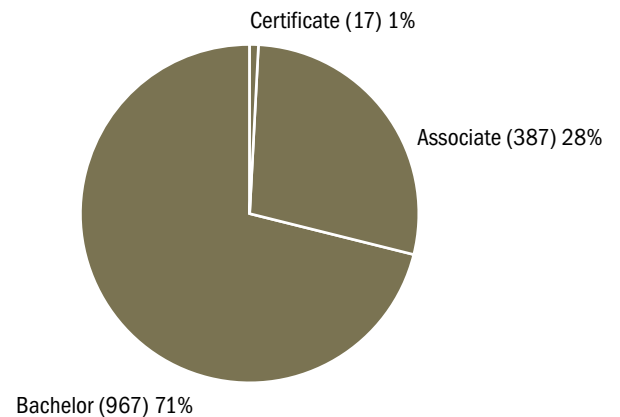
0% 10% 20% 30% 40% 50% 60% 70% 80% 90%

Challenges

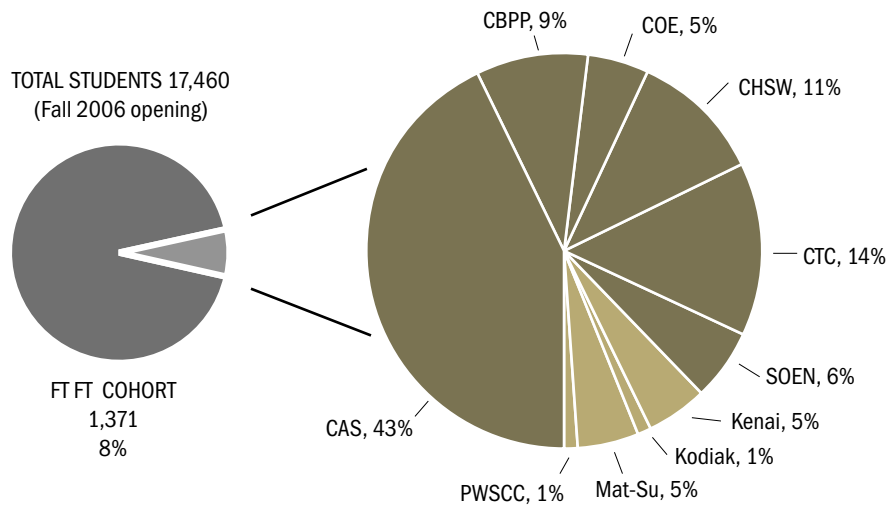
The major challenge for achieving and sustaining high retention rates continues to be our open access mission and diverse student population, many of whom are underprepared for college course requirements. Efforts to improve retention and student success focus on:

- **Assessment.** Increasing access to early placement testing, particularly in the high schools.
- **Advising.** Systematically providing consistent planning, monitoring, and progress-checking from first entry through goal completion across all levels and campuses.
- **Student Success** programs that emphasize first to second year retention, long-term persistence, and efficiency of achieving academic goals.

Degree Intentions, Fall 06 FTFT Cohort



Major Contributors



	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	THIS YEAR 2007-08	TARGET 2007-08
FIRST TIME FULL TIME UNDERGRADUATE RETENTION	61.9%	61.4%	65.0%	65.9%	64.6%	67.6%	66.7%	67%
BY CAMPUS								
ANCHORAGE	63.1	61.9	66.3	67.3	66.1	68.8	68.4	
KENAI	66.7	59.3	63.6	62.8	59.5	53.1	61.2	
KODIAK	42.9	25	28.6	50	46.7	50	63.6	
MAT SU	51.4	56	56.5	49.1	52.4	61.9	52.2	
PWSCC	50	66.7	38.9	43.8	31.6	54.5	31.6	
BY COLLEGE (ANCHORAGE)								
CAS	65.9	62.4	67.2	65.6	67.4	70.6	68.7	
CBPP	57	61.3	59.6	62	64.6	67.3	65.9	
COE	75	65.4	70.4	63.6	64.8	60.9	76.1	
CHSW	63	63	60.6	76.4	66.2	65.1	68.8	
CTC	51	56.6	65.9	65.2	62.4	64.6	63.5	
SOEN	73.3	68	83.3	83.9	65.9	81.4	74.7	
BY DEGREE TYPE								
1ST TIME FT BACHELOR	69.2%	64.9%	68.6%	70.7%	68.7%	71.5%	71.5%	
1ST TIME FT ASSOCIATE	53.6%	55.2%	57.9%	56.6%	54.2%	59.4%	56.1%	
1ST TIME FT CERTIFICATE	48.6%	51.7%	48.0%	35.5%	38.9%	51.9%	35.3%	

UNDERGRADUATE RETENTION STRATEGY

Increase retention rates for underprepared students

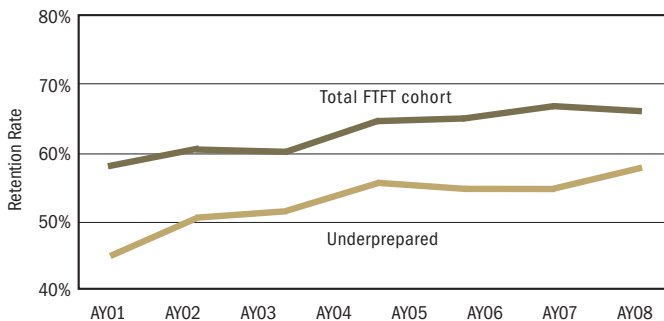
58%
Retention Rate

MEASURE: For this preliminary analysis, we have measured the retention rate for first-time full-time certificate- and degree-seeking undergraduates who took a course numbered 050-099 during their first semester.

PERFORMANCE SUMMARY

Retention rates for underprepared students have risen more than 10 points since AY01, but they remain about 7 points below the university average. Underprepared students are a significant segment of each year's freshman class, comprising 29% of the first-time full-time (FTFT) cohort who entered UAA in Fall 2006.

Trends, Underprepared Students



ANALYSIS OF RESULTS AND CHALLENGES

For the purpose of this analysis, we define “underprepared” as those students from the FTFT cohort who took a course numbered 050-099 during their first term. About 95% of these courses were in Math or Preparatory English; a few were in Chemistry and other disciplines.

The number of students who meet this definition of “underprepared” has increased 20% since FY05 (from 332 in Fall 03 to 399 in Fall 06). During the same period, the size of the total FTFT entry cohort increased about 23%.

The underprepared segment of the cohort contains larger proportions of African American and Alaska Native students than the total cohort, contributing to the increased risk factor for these important groups.

	FTFT Cohort	Underprepared Segment
African American	5%	9%
Alaska Native	15%	21%

Programs and Services

The upward trend across time is the result of a combination of additive factors for the targeted population.

- Grant programs such as the long-running Upward Bound and Educational Talent Search programs and the Student Support Services grant obtained in FY06 provide outreach to low income, first generation, and non-traditional students.
- The conversion to Accuplacer in FY06 provides more convenient, accessible, and accurate course placement.
- College preparatory and developmental education course are offered throughout the MAU.
- The College Preparatory and Developmental Studies department in the Community and Technical College produced about 9,500 credit hours in FY08 and was accredited by the National Association for Developmental Studies.
- Increased enrollment in the freshman seminar course (Guidance 150) was made possible through increased sections and more aggressive placement strategies. Enrollment in Guidance courses increased 34% between FY06 and FY07 and another 37% between FY07 and FY08. See page 47 for more detail.

FIRST TIME FULL TIME UNDERGRADUATE RETENTION RATE	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	THIS YEAR 2007-08
TOTAL FTFT COHORT	57.6%	61.9%	61.4%	65.0%	65.9%	64.6%	67.6%	66.7%
UNDERPREPARED STUDENTS	45.1%	51.5%	52.7%	56.1%	55.1%	55.2%	61%	57.9%

- A partnership with the Anchorage School District provides early placement testing and course advising for high school students, serving 337 local juniors and seniors in FY08, a 70% increase over FY07.

- New Student Orientation sessions have been expanded.

- Many of the colleges and campuses have developed individual strategies such as the Early Alert Retention System (EARS) at Matanuska Susitna College and the Retention Toolkit at the Community and Technical College.

Challenges

Assessment and placement. Early assessment and accurate placement are key strategies for ensuring that underprepared students get started in the right courses. The Anchorage campus tried a new approach to enforcement in Fall 2008, identifying nearly 400 students who had enrolled in English 111 without the appropriate placement score. In previous years, these students would have been allowed to hold seats until the first or second week of class before the placement score requirement was enforced. This year a significant outreach effort was launched during August to encourage them to take the Accuplacer much earlier. As a result, about 100 students were re-routed to college preparatory classes before the semester began. This strategy should have a significant effect on their success in the first semester, and it had the important corollary effect of freeing up scarce seats in English 111 for other students who needed them and had placed into them.

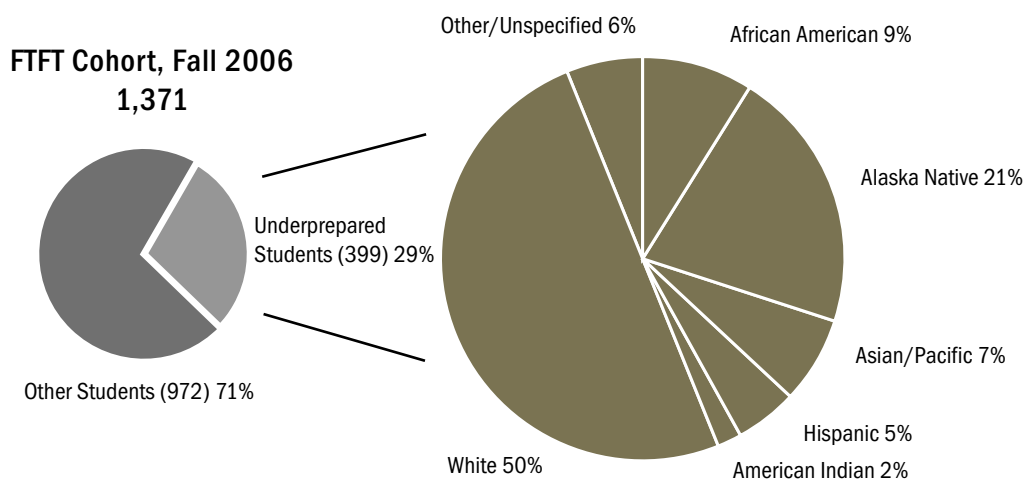
Defining a student cohort for measurement. The definition we used for this preliminary analysis is a reasonable place to start, but it may not be the most ideal or complete. Alternate definitions might incorporate high school GPA or placement test scores; alternate cohorts might include part-time students as well as full-time students. These questions merit further attention and input before becoming standardized.

Measuring success beyond retention rates. Retention is a good measure of student success, but other measures may yield valuable information as well. The core indicator approach, developed by Kay McClenney and used by many community colleges throughout the country, identifies students in selected developmental-level courses and measures their success (i.e. grades) in subsequent course work. UAA's Associate Vice Provost Gary Rice has developed an alternate model that measures specified goal progress and attainment outcomes. We will be examining these and other measures over the next year to identify the most useful approach for underprepared students.

Looking Ahead

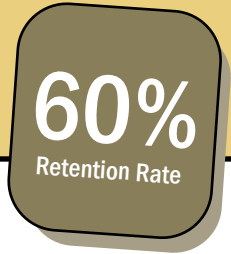
Questions of definition and measurement will be the focus of an MAU-wide initiative called Measuring Success with Underprepared Students, supported by an FY09 Strategic Opportunity Fund award. A collaborative team of college preparatory and developmental education faculty and staff from all five campuses held its first meeting in September 2008. The project will continue throughout the year as the group works together to implement tracking and analysis of students assessed into developmental courses.

Underprepared Students, by Ethnicity



UNDERGRADUATE RETENTION STRATEGY

Increase retention rates for Alaska Native students

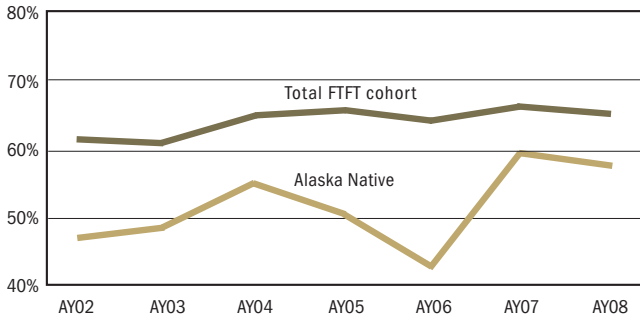


MEASURE: For this analysis, we have measured the retention rate for first-time full-time Alaska Native degree-seeking undergraduate students.

PERFORMANCE SUMMARY

In spite of outstanding successes in a few special programs like the Alaska Native Science and Engineering program (ANSEP), Alaska Natives into Psychology (ANPsych), and Recruitment and Retention of Alaska Natives into Nursing (RRANN), Alaska Native students have consistently lower retention rates than the university average. After dropping to a low of 43% in AY06, the rate rebounded sharply and has averaged 60% for the last two years.

Trends, Alaska Native Students



ANALYSIS OF RESULTS AND CHALLENGES

Alaska Natives are the largest non-white group of students at UAA, representing 15% of the FY08 entering cohort. Their numbers have increased 70% since FY02, from 118 to 201.

Programs and services

The overall steady improvement in retention rates for Alaska Native students is the result of many interrelated programs and services, many of which target Alaska Native students specifically.

New programs in FY06 include:

- Alaska Native Rural Outreach Program (ANROP): supports students in making the transition from rural areas to UAA. The ANROP Coordinator oversees the Cama-i Room in the Gorsuch Commons, which creates a social gathering place, provides access to campus services, and hosts evening programs on Alaska Native and Native American cultures.
- Student Support Services grant: a five-year grant, assisting first-generation, low-income students including many Alaska Native students.

New programs in FY07 include:

- ANPsych and Psychology-sponsored Rita Pitka Blumenstein Psychology Wing (a learning community) in residence halls.
- Pre-College Academic Enrichment in Rural Alaska provides outreach to rural high schools, with computer-building in FY07 and tablet tutoring in FY08.

FIRST-TIME FULL-TIME UNDERGRADUATE RETENTION	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	THIS YEAR 2007-08
TOTAL FTFT COHORT	61.9%	61.4%	65.0%	65.9%	64.6%	67.6%	66.7%
ALASKA NATIVE	47.5%	48.9%	55.4%	50.6%	42.5%	60.7%	59.7%
AMERICAN INDIAN	33.3%	46.7%	70.6%	66.7%	36.8%	63.6%	59.1%
AFRICAN AMERICAN	54.5%	45%	54.3%	62.5%	47.5%	66.7%	53.8%
ASIAN/PACIFIC ISLANDER	72.9%	71.2%	63.6%	83.7%	79.2%	73.5%	73.8%
HISPANIC	67.5%	53.8%	64.9%	77.8%	68.4%	64.6%	71%
WHITE	63.2%	65.2%	68.2%	67.5%	67.8%	69.2%	68.2%

- Native Early Transitions (NET) project: a week-long program for first-time freshmen from small rural villages aimed at easing their transition to the UAA environment. Sponsored by Native Student Services.

- New sources of financial support for PELL-eligible students, including the Academic Competitiveness Grant (ACG) and the National SMART Grants, which provide increasing amounts of support for the second, third, and fourth years of study.

New programs in FY08 include:

- Peer mentoring: sponsored by Native Student Services.
- The Alaska Native Science and Engineering Program (ANSEP) added a new program for Biology majors that prospective students can join as early as their freshman year of high school.
- Triple O (Off-campus Orientation Outreach): collaborations with rural school districts provide pre-college outreach and orientation to help Alaska Native and rural students with their transition to the urban college environment. Triple O projects have been piloted in Nome and Sitka, and monthly videoconferences have been conducted with junior and senior high students in the Bering Straits School District. Sponsored by Native Student Services.

Challenges

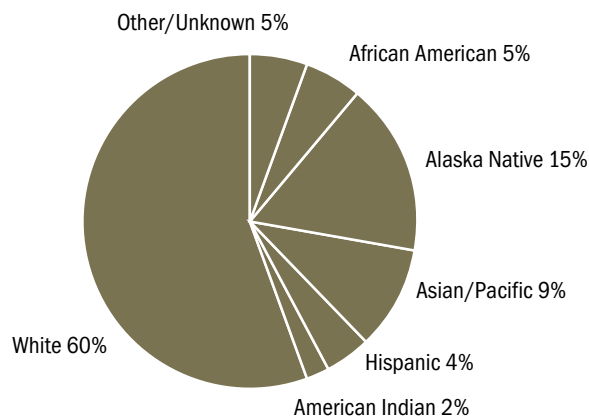
The challenges that many Alaska Native and rural students may face in making the transition to the university environment are well

known. They include:

- Moving from a rural village to an urban center
- Balancing and bridging competing cultures and ways of knowing
- Catching up academically
- Financing college

UAA has a wide array of programs and services designed to address these challenges and ease the transition. We work continually to refine these services and add new strategies to support Alaska Native student success.

Ethnicity of Entry Cohort



UNDERGRADUATE RETENTION

Funding Impact

GENERAL RETENTION STRATEGIES

Funding Impact

UAA has relied heavily on its Strategic Opportunity Fund (SOF) and other internal reallocations to support student success initiatives, regularly funding both single-year and multi-year projects. Much of this funding is detailed separately under the headers of Under-prepared Students and Alaska Native Students (see following sections). Funding for the University Honors College is detailed in the Student Credit Hours section, page 51-52.

FY07

Internal Reallocations

Strategic Opportunity Fund

- \$50,000 to support Supplemental Instruction
- \$50,000 for the Bonner Leaders and the Civic Engagement certificate program
- \$4,500 for a Major Scholarship initiative

FY08

Internal Reallocations

To Student Affairs:

- \$30,000 for Advising positions

Strategic Opportunity Fund

- Degree audit and advising planning (\$112,000)
- Supplemental Instruction (\$80,363)

Looking to the Future

All five campuses will be impacted by the early testing and placement initiatives moving forward with our FY10 increment requests. These initiatives were developed as a result of leadership from the UAA Student Success Task Force. We fully expect that a move toward earlier testing and better placement will increase

student success. Helping students start in the right place is critical to the transition and first year experience.

Our FY10 increment requests also include funding for K-12 outreach and bridging programs targeting Alaska Native students (see below). We expect to focus even more attention on K-12 outreach and bridging programs in the coming years and to link these with workforce development strategies such as Tech Prep and dual credit programs. Together, these strategies can impact several of the metrics at once, increasing student credit hours and tuition revenues, encouraging student success and retention, and eventually leading to increases in high demand degree awards that will help to meet the workforce needs of the state.

FY09

Internal Reallocations

To Student Affairs:

- \$160,000 for Disability Support Services

Strategic Opportunity Fund

- Supplemental Instruction (\$99,366)
- Blended models of library instruction (\$38,450)
- Online open computer lab (\$7,514)
- Civic Engagement certificate (\$35,580)
- Undergraduate research opportunities (\$25,000)
- Participatory Action Research (\$49,615)
- Promoting student and community wellness (\$10,800)

FY10

Increment requests

- \$299,000 for Early Assessment, Placement, and Educational Advising to support required assessment, advising, and placement for all new certificate- and degree-seeking students

- \$40,000 for a Student Success Coordinator for the Community and Technical College
- \$40,000 for a Student Success Coordinator for Kodiak College
- \$80,000 for a Student Success Coordinator for Kenai Peninsula College
- \$52,000 for a Student Success Coordinator for Health programs (move from grant funding to base funding for this critical link between distance students and programs)
- \$200,000 for funding Supplemental Instruction

UNDERPREPARED STUDENTS

Funding Impact / Looking to the Future

UAA has allocated \$94,985 in Strategic Opportunity funds to support programs targeting underprepared students in FY09. This focus will continue into the future as well, as every campus faces the challenges of serving this population effectively.

FY09

Internal Allocations

Strategic Opportunity Funds

- Measuring Success with Underprepared Students (\$10,300 to Institutional Effectiveness to launch a cohort-based longitudinal analysis of all five UAA campuses, using Kay McClenney's core indicator approach to measure student success in subsequent coursework).
- Step Up to College Readiness (\$39,400 to Developmental Studies to offer an early opportunity for UAA-bound high school seniors to take a skill-building, college reading and/or writing course).
- Student Success Advisor (\$20,500 to Developmental Studies to convert an existing half-time advisor position to full-time and increase the number of appointments, develop a peer tutoring program, provide in-class retention workshops, and assist the bridge partnership program with the Anchorage School District).

- High-Achieving Initially Underprepared Chemistry Students (\$16,500 to CAS to implement teaching methods that emphasize process learning skills).
- Virtual Math Tutor (\$8,285 to Developmental Studies to implement a tablet PC and E-Live virtual math tutoring service from 9 pm until midnight, a time many students set aside for homework).

ALASKA NATIVE STUDENTS

Funding Impact

Over the last two years, UAA has secured new base support for the Alaska Native Science and Engineering Program (ANSEP) and reallocated funds to support the Alaska Native Oratory Society (AKNOS) and the Pre-College Academic Enrichment in Rural Alaska program.

FY07

Legislative Allocations

- To the School of Engineering
- \$75,000 for ANSEP base support

Internal Reallocations

- To Student Affairs
- \$80,000 for the Pre-College Academic Enrichment in Rural Alaska program

Strategic Opportunity Funds

- Transition and support program for Alaska Native and rural students living on campus (\$53,377)
- Pre-College Academic Enrichment in Rural Alaska (\$50,000)
- Alaska Native Oratory Society (\$45,000)

FY08

Operating Cost Increases

To Administrative Services

- \$200,000 in fixed cost increases to operate the new ANSEP building

Internal Reallocations

- The UAA Dean of Students reallocated general fund base funding for the Alaska Native Rural Outreach Program (ANROP) Coordinator beginning in FY08. The base funding will support expanded service hours for the Cama-i Room, hire student peer mentors, and formalize ANROP's Visiting Elders program.

Strategic Opportunity Funds

- Pre-College Academic Enrichment in Rural Alaska, phase II (\$75,000 to Student Affairs to provide supplemental instruction to rural Alaska high school students through a virtual classroom on the internet).

Looking to the Future

For FY09, the Strategic Opportunity Fund will support AkNOS, RRANN, and a Books of the Year program intended to improve the campus climate and impact Alaska Native student success.

Increment requests for FY10 will again focus on ANSEP along with high school outreach and bridging programs for Engineering students. UAA will continue to focus on outreach, bridging, and student success programs for Alaska Native students in the years ahead.

FY09

Internal Reallocations

Strategic Opportunity Funds

- Alaska Native Oratory Society (\$49,734 to CAS to provide prize monies and administrative support to ensure continuation of this valuable program). AkNOS is both a learning community and a series of events that provides opportunities for students to develop their oratory skills and speak out on issues of importance to their communities and regions in a supportive environment. As their skills improve, students report that their self-confidence also begins to grow and they find new ways to become involved with issues that have meaning in their lives.

- Books of the Year (\$50,100 to Institutional Effectiveness and CAFE on behalf of the Coalition for Alaska Native Student Success). The FY09 theme (Alaska's Native Peoples: A Call to Understanding) was chosen to improve knowledge and understanding of Alaska Native issues and cultures across the UAA and APU campuses and to promote a more welcoming and empathetic campus environment for our Alaska Native students.

- Diverse Nursing students (\$38,856 to CHSW to develop culturally appropriate tutoring strategies for the Recruitment and Retention of Alaska Natives in Nursing program (RRANN). The project will focus on "recitation sessions" following the example set by the ANSEP program.

- The Pre-College Academic Enrichment in Rural Alaska program will continue into FY09 using roll-forward of FY08 SOF funds.

FY10

Our FY10 funding requests focus on K-12 outreach programs that are also high on the President's list of priorities for student success.

Program Increment requests

- \$150,000 for Bridging Activities/Summer Camps for high school outreach in Engineering
- \$300,000 for ANSEP support (key positions and technology investments)

ANNUAL FUND DISTRIBUTION

As a result of increased philanthropic support generated by the Office of Development (see also University-generated Revenue, page 59-60), the Chancellor made a one-time distribution to all colleges and campuses in FY08 for the purpose of impacting student success. Each college received \$10,000; each community campus received \$5,000. Highlights of how the units spent this money include:

- **College of Arts and Sciences:** Full dome technology and a 5-year license for the Heart of the Sun production for the Planetarium and Science Visualization Facility in the new ConocoPhillips Integrated Science Building.
- **College of Business and Public Policy:** Economic journal subscriptions to increase library resources and research materials.
- **College of Education:** Support for an Education Wing (learning community) in the residence halls, plus Distance Education Module and Field Experience Site Networking.
- **College of Health and Social Welfare:** Equipment for a computer mini-lab.
- **Community and Technical College:** Flash drives for Aviation students, publication for College Preparatory and Developmental Education courses, award ceremony for first-ever Dean's List celebration; recognition wear for Skills USA automotive student competition, finals week refreshments.
- **School of Engineering:** Support for Student Engineering Societies' activities and student participation in local/regional engineering competitions.
- **University Honors College:** Support for the Estelle J. Spatz Undergraduate Research Fund, the Undergraduate Research Symposium, and publication of annual Symposium Proceedings.
- **Consortium Library:** Support for implementation of a metasearch engine to help students navigate the library's collections and digital resources.
- **Athletics:** Support for a tutoring program for student athletes.
- **Kenai Peninsula College:** An on-line New Student Orientation for all students and high tech electronic pen/tablets for use in Kachemak Bay Campus Math 107 classes.
- **Kodiak College:** Support for First Year Experience: Focus on Success program.
- **Matanuska-Susitna College:** Enhancement of services in the Learning Resource Center.
- **Prince William Sound Community College:** Support for Play Lab activities at the Last Frontier Theatre Conference.

STUDENT CREDIT HOURS

339,818



Increased 0.3 %
from FY07

TARGET RANGE

344,000 High

341,000 Nominal

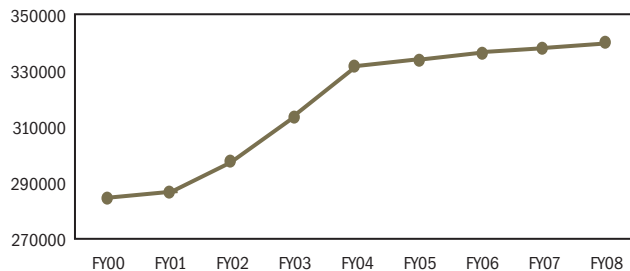
339,000 Low

MEASURE: Number of Student Credit Hours attempted, all levels, including audits. Measured annually. FY08 includes Summer 07, Fall 07, and Spring 08.

PERFORMANCE SUMMARY

UAA delivered 339,818 Student Credit Hours (SCH) in FY08, the highest enrollment in our history and an increase of 0.3% from last year. Although the rate of growth has leveled off in recent years, we still landed within our target range, exceeding our low target by 0.2% and missing our nominal target by 0.3%.

Trend, MAU



ANALYSIS OF RESULTS AND CHALLENGES

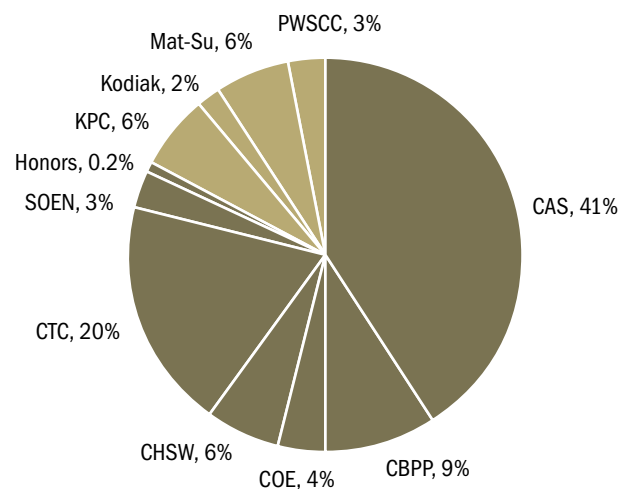
Most units increased at least a little, and one, the School of Engineering, increased rather dramatically. New enrollment records were established in the College of Arts and Sciences, the College of Business and Public Policy, and the School of Engineering.

Top Performers

- **School of Engineering** (up 1,232 or 15.9%), continuing a steady five-year pattern of growth.
- **College of Business and Public Policy** (up 1,214 or 4.3%).
- **College of Arts and Sciences** (up 797 or 0.6%), reversing last year's loss.

- **Matanuska-Susitna College** (up 722 or 3.5%), reversing last year's loss.
- **Kodiak College** (up 704 or 14.2%), reversing last year's loss. The college has made a major effort to recruit local high school students through dual-credit options and to provide continuing education for local teachers.
- **Kenai Peninsula College** (up 123 or 0.6%).
- **University Honors College** (up 8 or 1.4%). Although small, this unit is very important to UAA's ability to recruit UA Scholars and other high-performing students and to support student achievement of academic distinction.

Major Contributors



Student Credit Hours

Declines

One community campus and three Anchorage-based colleges experienced enrollment declines this year.

- **College of Health and Social Welfare** (down 1,490 or 6.4%), largely due to declines in Nursing Science, Justice, and Human Services enrollments.
- **College of Education** (down 1,212 or 7.4%, all of it at the graduate level), reversing last year's gain.
- **Prince William Sound Community College** (down 1,170 or 11%), the lowest level since FY02.
- **Community and Technical College** (down 201 or 0.3%).

Challenges

Prince William Sound: Continued economic and demographic downturns in the Valdez community led to sharp declines in credit hours at PWSCC. Valdez has been hard hit by a combination of factors, including high fuel prices, skyrocketing energy costs, business closures, and population declines. The town is down to a single grocery store, and the Supreme Court ruling on the Exxon Valdez case will not help the economy as much as many had

hoped. Although PWSCC continues to attract students from outside Alaska, the local population is largely unable to afford classes.

College of Arts and Sciences: Growth has been limited by the amount of schedulable classroom space for General Education Requirement (GER) courses and by an insufficient number of full-time faculty (coupled with the limited availability of qualified adjuncts) to teach English 111 and other Written Communication courses. A legislative increment will make it possible to hire new faculty in FY09, and the new ConocoPhillips Integrated Science Building may alleviate some of the classroom pressures, but not before FY10 when it is scheduled to open.

College of Education: The College of Education moved to trimesters, eliminated supertuition, and is engaged in a new strategic planning effort based on the successful Career Cluster approach and featuring significant involvement from K-12 leadership.

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	THIS YEAR 2007-08	TARGET 2007-08
STUDENT CREDIT HOURS	286,284	297,668	314,746	332,757	333,263	336,146	338,879	339,818	341,000
BY CAMPUS	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	
ANCHORAGE	228,509	236,142	249,901	267,773	275,620	280,855	282,308	282,868	
KENAI	19,248	20,815	19,682	19,829	19,134	19,551	20,531	20,654	
KODIAK	5,881	6,334	6,892	6,251	5,075	5,089	4,963	5,667	
MAT SU	19,222	20,946	23,486	23,806	20,494	20,946	20,432	21,154	
PWSCC	9,273	9,259	10,601	11,374	10,200	9,705	10,645	9,475	
BY COLLEGE (ANCHORAGE)	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	
CAS	115,101	119,113	126,794	134,465	138,098	138,552	137,911	138,708	
CBPP	25,555	26,140	28,851	28,575	28,088	28,799	28,418	29,632	
COE	19,256	15,710	14,307	13,510	16,174	15,158	16,480	15,268	
CHSW	15,106	16,599	17,878	21,990	22,373	23,101	23,271	21,781	
CTC	48,733	53,811	57,210	63,743	64,964	68,221	66,674	66,474	
SOEN	4,515	4,437	4,531	5,075	5,425	6,461	7,764	8,996	
MILITARY PROGRAMS	4,151	4,172	4,183	3,723	2,740	transfer: UAF	-	-	
UNIVERSITY HONORS	243	332	331	416	498	563	562	570	
ACADEMIC AFFAIRS							1,134	1,440	
BY COURSE LEVEL	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	
050-099	12,576	13,024	13,647	13,765	12,477	12,483	12,439	12,678	
100-299	194,237	207,154	223,220	238,455	237,060	238,322	238,824	239,533	
300-499	54,020	54,587	53,404	57,601	60,008	62,088	63,171	62,895	
500-599	11,454	8,231	7,647	7,407	8,819	8,268	8,630	9,372	
600-699	13,997	14,671	16,827	15,528	14,899	14,985	15,815	15,341	

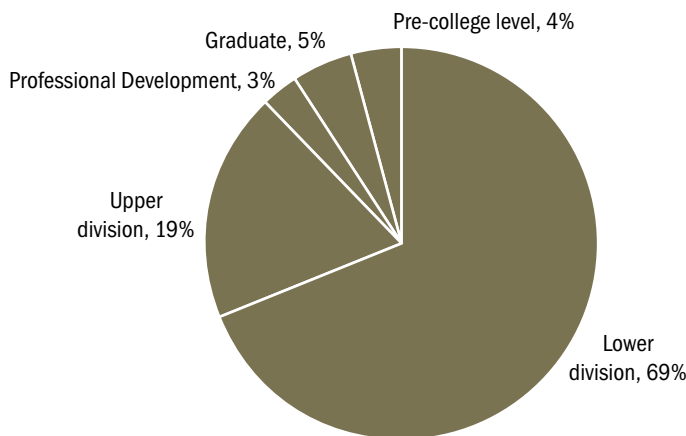
ANALYSIS OF RESULTS AND CHALLENGES By Course Level

Enrollment increases also occurred at three course levels:

- **Pre-college** (courses numbered 050-099), up 1.9%, with increases in CTC, Kodiak, and Kenai, and declines in CAS, Mat-Su, and PWSCC. (CBPP, COE, SOEN, and CHSW have no SCH at this level.)
- **Lower division** (courses numbered 100-299), up 0.3% with increases in CAS, CPBB, CTC, SOEN, Kenai, Kodiak, and Mat-Su, and declines in COE, CHSW, and PWSCC.
- **Professional development** (courses number 500-599), up 8.6%, with increases nearly across the board (CAS, CBPP, CTC, COE, SOEN, Kenai, and PWSCC were all up; Kodiak was down; and Mat-Su has no SCH at this level).

Enrollment declined slightly at the upper division level (courses numbered 300-499, down 0.4%) and even more at the graduate level (courses numbered 600-699, down 3%). The decline in graduate SCH occurred in spite of growth in CAS (up 14%), CTC (up 15%) and SOEN (up 20%). These units could not make up for drops in the College of Education, which is the largest provider of graduate courses (down 21%) and CHSW, which is the third largest (down 7%).

Total SCH by Course Level



Distance Delivery

Distance-delivered SCH continues to increase steadily as well, up 4,712 (16%) in FY08. Growth was especially strong at the community campuses (Kenai, Kodiak, Mat-Su, and PWSCC), the College of Arts and Sciences, the College of Business and Public Policy, the Community and Technical College, and the School of Engineering. Only two units declined in distance offerings: CHSW and School of Engineering. Distance now accounts for 10% of all SCH, up from 7% in FY06 and 9% in FY07.

Increases in distance offerings by one unit may actually have a negative impact on another unit's enrollment, further complicating this metric's limitations in encouraging overall growth.

Freshmen Seminar

One course worth noting in this discussion is Guidance 150 (College Survival Skills), which is UAA's freshman seminar course. The course is a key student success strategy and highly recommended for freshmen, especially underprepared students who may not have the necessary skills to succeed in college without it.

UAA has increased access to this course in recent years by increasing sections and offering it in the residence halls. As a result, both FY07 and FY08 have been record years for Guidance SCH, with increases of 34% in FY07 and 37% in FY08.

GUIDANCE COURSES	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
COLLEGE SURVIVAL SKILLS, LEADERSHIP, PEER ADVISING	840	979	1,023	985	867	866	1,161	1,594

STUDENT CREDIT HOURS STRATEGY

Increase student credit hours in courses that meet General Education Requirements (GERs)

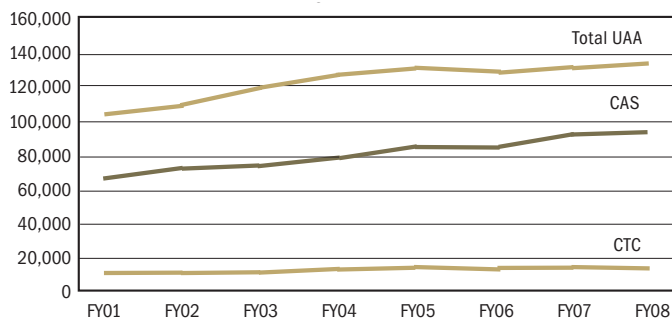
136,444
SCH

MEASURE: The number of student credit hours generated by courses that meet UAA's General Education Requirements (as defined in the 2007-08 catalog).

PERFORMANCE SUMMARY

Overall, UAA delivered 136,444 SCH in courses that meet UAA's General Education Requirements (GERs) in FY08, an increase of 2.4% over FY07 and continuing an upward trend over time. GERs comprised about 40% of UAA's total SCH for the year.

GER Trend



ANALYSIS OF RESULTS AND CHALLENGES

Increasing GER offerings directly increases SCH and indirectly increases other student success measures, including the efficiency with which students can navigate their chosen degree programs.

College of Arts and Sciences

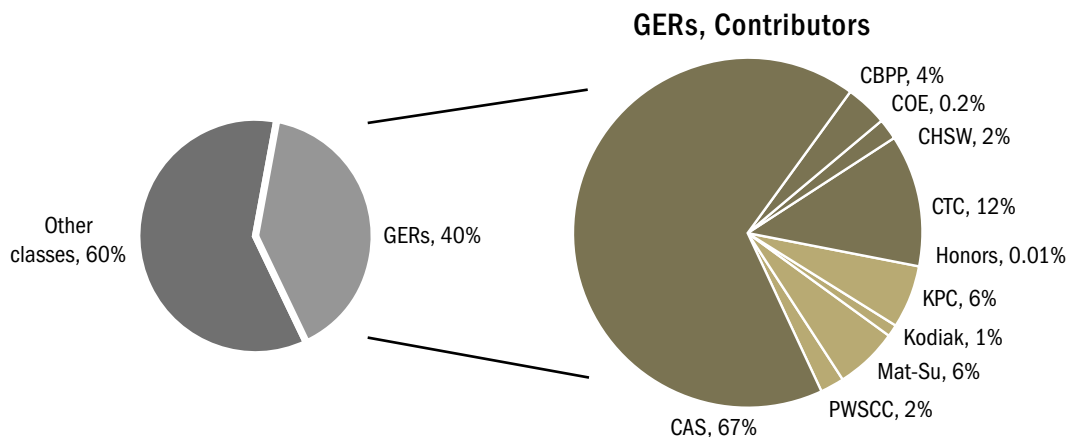
The College of Arts and Sciences is the major contributor to the SCH metric overall (accounting for 41% of the overall total) and an even larger contributor to GER performance (accounting for 67% of the GER total). A major part of the CAS mission is to deliver GERs and other gateway courses in support of all undergraduate degree programs throughout the university. And indeed, 67% of all CAS SCH occurs in GER courses.

Over time, CAS has shown a steady pattern of increases in GER SCH delivery for every year except FY06 when the college was in the middle of a significant deficit situation. The deficit was arrested as a result of Statewide and internal reallocations. CAS GER delivery increased 4% in FY07 and 0.05% in FY08.

Community Campuses

All four community campuses increased their GER delivery in FY08 compared to FY07, two of them at double digit rates.

- KPC, up 8.7%
- Kodiak, up 35.8%
- Mat-Su, up 1.8%
- PWSCC, up 15%



Categories

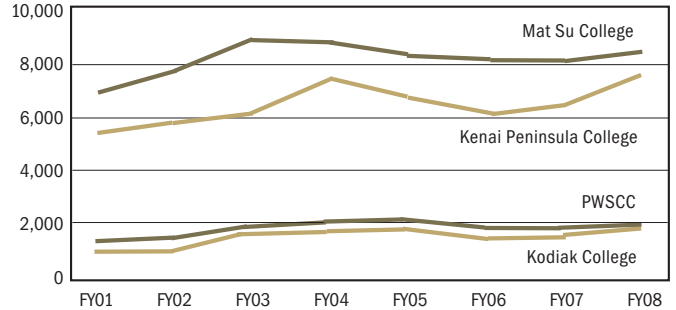
Most categories of GERs increased between FY07 and FY08, including

- Social Sciences, up 1%
- Natural Science, up 3%
- Written Communication, up 9%
- Quantitative Skills, up 8%
- Fine Arts, up 7%
- Capstone, up 2%

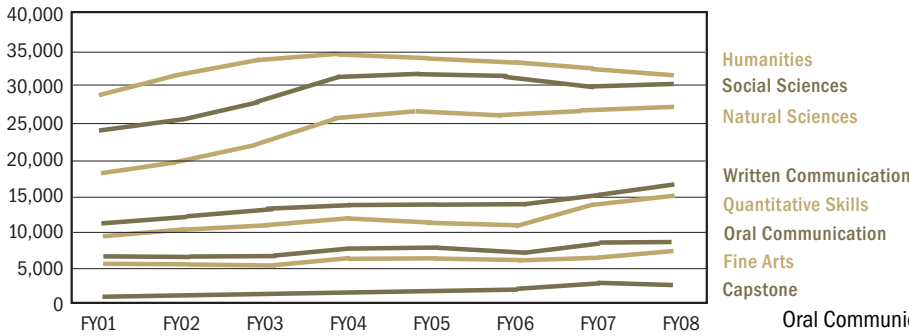
Two categories declined:

- Humanities, down 3%, continuing a 4-year decline from its peak in FY04
- Oral Communications, down 1%.

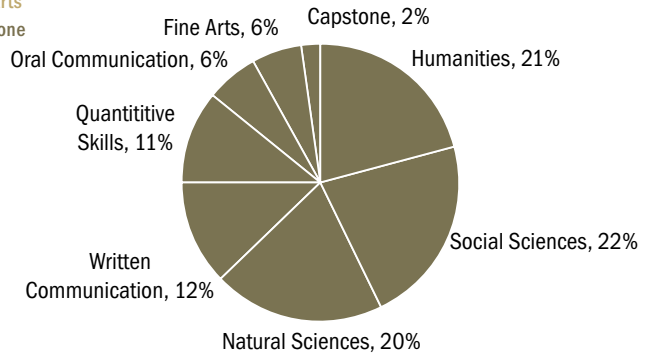
GER Trend, Community Campuses



Trend by GER Category



Contributing Categories



STUDENT CREDIT HOURS	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	THIS YEAR 2007-08
TOTAL GERs	104,117	109,686	122,001	130,991	133,047	130,474	133,187	136,444
GERs BY CAMPUS	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
ANCHORAGE	85,022	89,273	98,955	107,328	111,566	111,414	114,427	116,097
KENAI	5,583	5,963	6,549	7,768	7,248	7,002	7,151	7,771
KODIAK	1,304	1,342	1,748	1,803	1,490	1,616	1,498	2,035
MAT SU	7,280	8,071	9,456	9,428	8,736	8,523	8,252	8,404
PWSCC	1,679	1,657	1,990	1,936	1,872	1,604	1,859	2,137
MILITARY PROGRAMS	3,249	3,380	3,303	2,728	2,135	transfer: UAF	-	-
GERs BY COLLEGE (ANCHORAGE)	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
CAS	67,602	71,082	77,698	84,350	87,883	87,389	91,027	91,071
CBPP	3,870	4,386	5,196	5,433	5,583	6,015	5,649	5,487
COE	-	-	-	-	-	-	318	297
CHSW	1,602	1,764	2,058	2,199	2,304	2,325	2,136	2,217
CTC	11,948	11,993	14,003	15,304	15,700	15,589	15,237	17,007
UNIVERSITY HONORS	-	48	-	42	96	96	60	18

STUDENT CREDIT HOURS

Funding Impact

OVERLAPPING STRATEGIES

Investments in high demand job areas have their first impacts on Student Credit Hours, as seen most dramatically in the School of Engineering, which has increased its SCH 39% since FY06. Funding for these programs is detailed in the High Demand Job Area Degrees Awarded section on pages 29-34.

Investments in student success programs also impact Student Credit Hours, as successful students are far more likely to enroll again—and for greater numbers of courses and credits—than unsuccessful ones. Funding for student success strategies is detailed in the Undergraduate Retention section on pages 41-44.

GENERAL EDUCATION REQUIREMENTS

Funding Impact

Over the last two years, UAA has focused significant attention on funding for the College of Arts and Sciences to correct the structural imbalance, relieve their deficit, and increase General Education Requirements (GERs) in support of all academic programs. Positions in GER disciplines have also been funded at Kenai Peninsula College and Prince William Sound Community College.

FY07

Program Increments

- To the College of Arts and Sciences
- \$150,000 to correct structural imbalance
 - \$150,000 to provide support for the BS Engineering program

- To Prince William Sound Community College
- \$95,000 for a Math/Biology position

Internal Reallocations

- To the College of Arts and Sciences
- \$700,000 to correct structural imbalance

FY08

Program Increments

- To the College of Arts and Sciences
- \$280,000 in to hire faculty to teach GERs

- To Kenai Peninsula College
- \$80,000 for Humanities faculty

Internal Reallocations

- To the College of Arts and Sciences
- \$1 million to hire faculty to teach GERs

Looking to the Future

The focus on GERs continues into FY09 with an additional \$320,000 in program increments. In the future, GERs will continue to be impacted as Health, Engineering, and Construction initiatives move forward.

FY09

Program Increments

- To the College of Arts and Sciences
- \$320,000 to hire faculty to teach GERs

UNIVERSITY HONORS COLLEGE

Funding Impact

The University Honors College became a reality in FY07, but UAA has supported the University Honors Program through internal reallocations since its beginning nearly ten years ago. Although small in the number of student credit hours delivered, the college contributes significantly to educational opportunity and student success through undergraduate research, major scholarships, Freshman Convocation, and student achievement of academic distinction and university honors. Because these opportunities help UAA recruit UA Scholars and other top students, the college contributes to SCH growth all across the Anchorage campus.

FY07**Internal Reallocations**

To the University Honors College

- \$100,000 to support course delivery

FY08**Internal Reallocations**

To the University Honors College

- \$75,000 to support course delivery

Looking to the Future

Educational opportunity and student success are among the top priorities identified in UAA's Strategic Plan 2017. The University Honors College will need additional financial support in future years to help UAA achieve our goals in these areas.

FY09**Internal Reallocations**

To the University Honors College

- \$45,000 to support course delivery

FY10**Increment Requests**

For the University Honors College

- \$150,000 to support the University Honors Program

EAGLE RIVER**Funding Impact/Looking to the Future**

UAA has secured SB137 funding over the last few years to support the Eagle River campus, which delivers a range of developmental-level courses and General Education Requirements in support of student success and all UAA degree programs.

FY07**SB137 Funding**

To the Community and Technical College

- \$37,797 for Eagle River support
- \$78,000 for Eagle River infrastructure

FY08**SB137 Funding**

To the Community and Technical College

- \$79,127 for Eagle River support; continues funding originally awarded in FY07.

INTEGRATED SCIENCE BUILDING**Funding Impact/Looking to the Future**

The new ConocoPhillips Integrated Science Building will open in FY10, with new office and laboratory spaces for the Biology, Chemistry, and other sciences. Our Deferred Maintenance request will include funding to reconfigure classroom and office space vacated by the departments relocating to the CPISB.

GRANT-FUNDED RESEARCH EXPENDITURES

\$8.8 million

↓

Decreased 14.5% from FY07

TARGET RANGE

\$13.7 m High
\$12.2 m Nominal
\$10.5 m Low

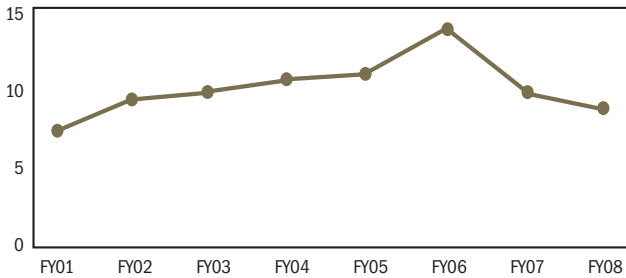
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MEASURE: Restricted expenditures made from an org with an NCHEMS category of Research, including indirect cost recovery. Counted at the MAU where the funds are expended, not the MAU associated with the grant award.

PERFORMANCE SUMMARY

UAA's grant-funded research expenditures totaled \$8,787,635 in FY08, down 14.5% from FY07, missing our nominal target by 28% and landing below our target range altogether.

Trend, MAU



ANALYSIS OF RESULTS AND CHALLENGES

Top Performers

As usual, only five out of UAA's ten academic units had grant-funded "pure" research expenditures this year, and three of them accounted for 93% of the university's performance on this metric. The College of Arts and Sciences is the largest contributor (accounting for 44% this year) and also the top performer, with an increase of 4% (\$103,000) from FY07. Kenai Peninsula College also increased from near zero last year to \$29,474 this year.

Special Programs

A few distinctive research programs are grouped together under the authority of the Provost. These include Collaborative Research, International Polar Year (IPY) activities, Office of Sponsored Programs EPSCOR support, and Undergraduate Research.

Together, these activities generated \$116,604 in research expenditures, or about 1% of the UAA total. More than a third (\$40,500) supported undergraduate research projects.

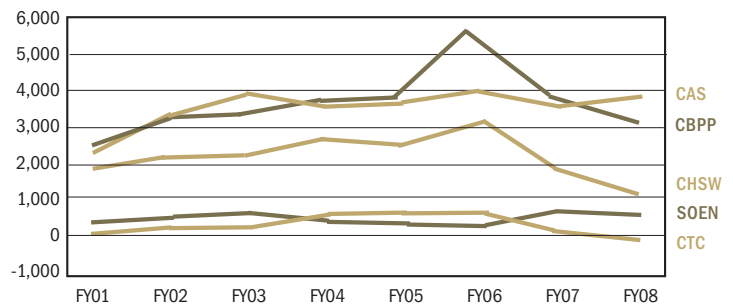
Declines

Nearly all the drama in UAA's performance on this metric comes from two of the three major contributors: the College of Business and Public Policy and the College of Health and Social Welfare.

College of Business and Public Policy: Down 15% from FY07 and 42% from its dramatic peak in FY06. The CBPP total includes

- Institute of Social and Economic Research (ISER), 70% of the college's FY08 total, down \$164,000 (6%) from FY07 and \$792,000 (26%) from FY06.
- Alaska Logistics Center, 30% of the college's FY08 total, down \$383,000 (29%) from FY07 and nearly \$1.6 million (62%) from FY06. This unit is largely responsible for both the FY06 peak and the FY07 and FY08 declines, due to the initial award and subsequent reconfiguring of one major grant.

Trend, Major Contributors



College of Health and Social Welfare: Down 42% from FY07 and 65% from its peak in FY06. The CHSW total includes:

- Dean's Operations (35%), up \$134,000 (50%) from FY07, but down \$346,000 (47%) from FY06.
- Justice Center (31%), down \$259,000 (42%) from FY07 and \$77,000 (18%) from FY06.
- Center for Human Development (14%), down 11% from FY07, but up 14% from FY06.
- Nursing Program (12%), down 33% from FY07 but still up significantly from FY06.
- Health Sciences (5%), down \$1.8 million (97%) from FY06.

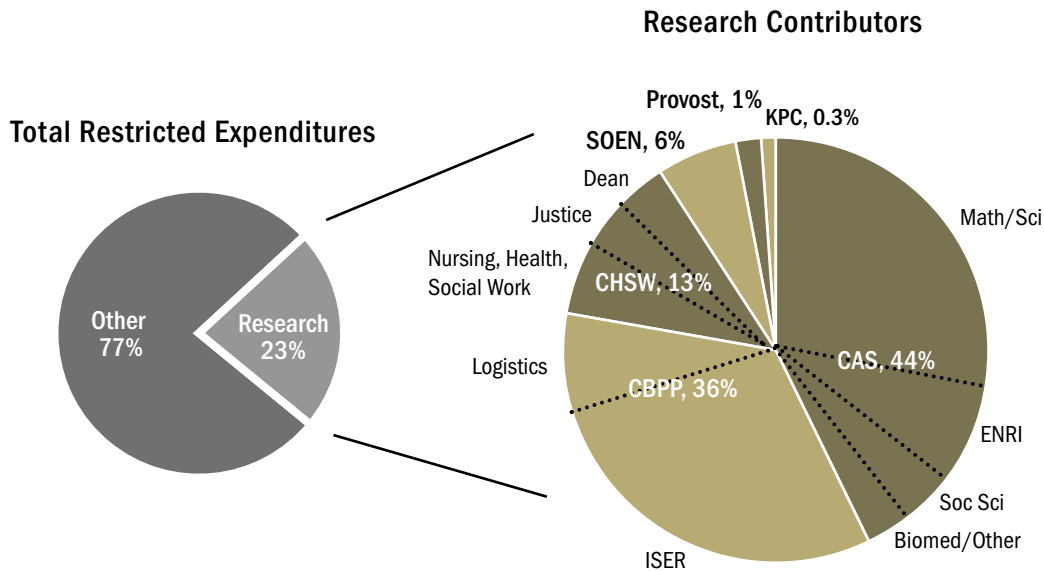
With several key retirements and the drawing down of current funding streams, the Institute for Circumpolar Health Studies

ended last year with no employees and virtually no activity. The college has just hired an excellent candidate, however, who will provide leadership in reinvigorating the Institute over the coming years.

- Social Work Program (3%), up from zero in previous years.

The School of Engineering was also down 9% (\$51,000).

The College of Education and the **Community and Technical College** ended the year with expenditures at or near zero.



IN THOUSANDS	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	THIS YEAR 2007-08	TARGET 2007-08
GRANT-FUNDED RESEARCH EXPENDITURES	7,184	9,114	10,158	11,089	11,249	13,651	10,278	8,788	12,200
BY CAMPUS	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	
ANCHORAGE	7,184	9,114	10,158	11,074	11,244	13,651	10,278	8,759	
KENAI				15	5			29	
BY COLLEGE (ANCHORAGE)	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	
CAS	2,372	3,279	3,847	3,744	3,885	3,959	3,679	3,829	
CBPP	2,588	3,193	3,331	3,614	3,840	5,568	3,776	3,206	
COE			90	104	68		10	-	
CHSW	1,870	2,127	2,157	2,676	2,427	3,223	1,965	1,132	
CTC	60	132	172	413	564	491	105	-24	
SOEN	295	383	555	523	460	310	550	499	
PROVOST, OTHER								117	
RESTRICTED EXPENDITURES	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	
OTHER RESTRICTED EXPEND.	11,317	13,018	15,630	17,721	17,558	27,520	29,108	29,194	
TOTAL RESTRICTED EXPEND.	18,501	22,132	25,788	28,810	28,807	41,171	39,386	37,981	

GRANT-FUNDED RESEARCH STRATEGY

Increase successful research proposals by addressing identified hindrances to research success

64
Research proposals awarded

65.6
Faculty research workload FTE

9
Hindrances addressed

MEASURES:

- The number of basic and applied research proposals submitted and awarded in a fiscal year.
- Faculty FTE workload assigned to research activity.
- The number of identified hindrances to research success that have been addressed (or begun to be addressed) in a fiscal year.

PERFORMANCE SUMMARY

UAA researchers submitted 158 proposals for basic or applied research projects in FY08, and 64 (41%) of them were awarded. The number of submissions was down by 7 from FY07 and the same as FY06's total.

Faculty workload assigned to research activity totaled 65.6 FTE in Fall 07, up 11% from Fall 06. Early analysis indicates this may be the highest research workload in UAA history.

UAA administrators began to address 9 of the *Hindrances to Research Success* identified in a 2007 report of that name produced on behalf of UAA's Council on Scientific Research (CSR). The report identified 14 major hindrances and set forth a 5-year timeline over which to achieve the major goals.

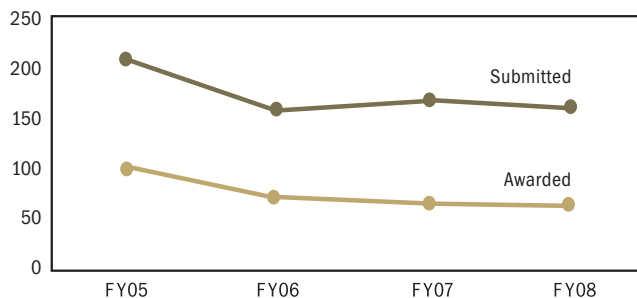
ANALYSIS OF RESULTS AND CHALLENGES

UAA researchers have achieved remarkably consistent results over the last three years, submitting approximately the same number of proposals each year and averaging a 41% success rate on those proposals. However, compared to FY05, submissions are down 24% and awards are down 33%. Proposal activity is an early indicator of grant-funded research expenditures that will follow in the years ahead.

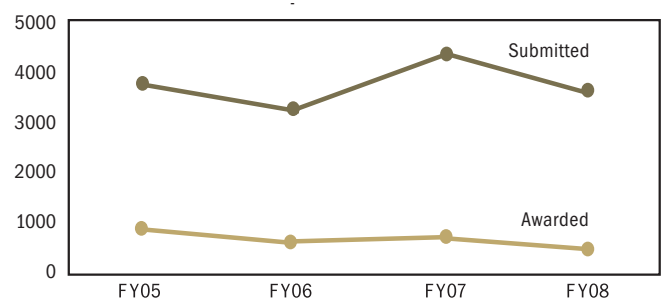
Hindrances to Research Success

The 2007 report surveyed three groups: Social Science faculties; the Science, Technology, Engineering, and Math (STEM)/Health

Total Research Proposals



Total Requested Amounts



TOTAL NUMBER OF RESEARCH PROPOSALS (APPLIED + BASIC)	2004-05	2005-06	2006-07	2007-08
SUBMITTED	207	158	165	158
AWARDED	96	66	64	64
SUCCESS RATE	46%	42%	39%	41%

TOTAL REQUESTED AMOUNTS, IN THOUSANDS	2004-05	2005-06	2006-07	2007-08
RESEARCH PROPOSALS SUBMITTED	38,093	33,300	43,457	36,820
RESEARCH PROPOSALS AWARDED	7,727	5,425	6,722	4,204

Source: Total Proposals Submitted by Category, FY05-FY08. Data compiled and edited by the office of the Vice Provost for Research and Graduate Studies.

faculties; and members of the CSR. Respondents identified 14 “hindrances” as critical, very important, or important, including:

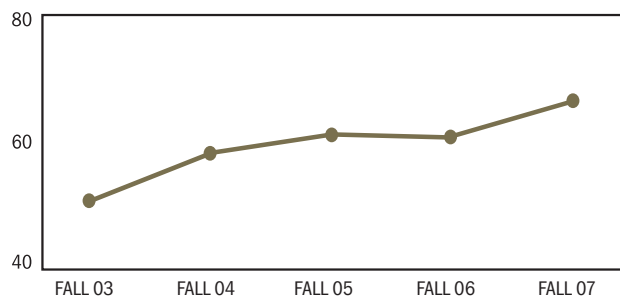
- Workloads
- Statistical support
- Animal facility
- Leadership
- Technical support
- Graduate students
- Collaboration
- Faculty mentoring
- Office of Sponsored Programs support
- HR hiring issues related to technical and post-doctoral staff
- Specialized software

Some of these hindrances were more important to the Social Science faculty; others to the STEM/Health faculty.

Workloads

High teaching/low research workloads were deemed the #1 roadblock to research success by both faculty groups, with a smaller subset of both groups wanting credit for student research mentoring. Faculty FTE research workloads increased 11% between Fall 06 and Fall 07 as compared to an overall faculty FTE increase of 2%, an indicator that UAA is focusing on research in workload assignments. The most significant increase occurred in the College of Arts and Sciences (up 18% last year). The only college to decrease was the College of Health and Social Welfare (down 49%).

Trend, Faculty FTE Workload, Research



Animal Facility

The STEM/Health faculty identified a critical need for an animal facility to support research activities. UAA has planned for such a facility to be housed in the new ConocoPhillips Integrated Science Building and placed a high priority on our FY10 increment requests for a full-time manager and a part-time veterinarian to staff it.

Money

Both groups of faculty identified start-up monies and funding for seed/pilot projects as important. UAA has established the Chancellor’s Research Fund to begin to address this need, allocating \$200,000 in FY07, FY08, and FY09 to support faculty projects.

Library

Both groups of faculty identified library resources as important needs, including on-line resources, full-text journal access, discipline-specific journals, and search tools. The Consortium Library added Elsevier’s ScienceDirect ejournal collection and back files for the ISI Science and the Social Sciences citation indexes to its digital collections in FY08. Also new is a license for RefWorks, a citation management software package.

Space

Office, lab, and storage space was important to both faculty groups. Although it won’t solve the problem entirely, the ConocoPhillips Integrated Science building will improve the situation when it opens in FY10.

REGULAR/TERM FACULTY WORKLOAD ASSIGNMENT IN RESEARCH, FTE	FALL 2003	FALL 2004	FALL 2005	FALL 2006	FALL 2007
TOTAL MAU	50.7	53.7	60.3	59.2	65.6
COLLEGE OF ARTS AND SCIENCES	25.6	27.3	32.1	29.9	35.2
COLLEGE OF BUSINESS AND PUBLIC POLICY	8.6	10.4	11.1	12.1	12.5
COLLEGE OF EDUCATION	4.7	5.7	5.9	5.1	5.5
COLLEGE OF HEALTH AND SOCIAL WELFARE	7.0	6.0	7.2	6.7	4.5
COMMUNITY AND TECHNICAL COLLEGE	0.4	0.7	0.3	0.3	0.7
SCHOOL OF ENGINEERING	2.9	2.9	2.3	4.3	4.7
KENAI PENINSULA COLLEGE	0.2	0.2	0.6	0.2	0.3

Source: UAA Office of Institutional Research, Trendbook, Table F-2

Technical Support

Both groups identified the need for increased quantity and improved quality of technical support staff in research and information technology. An FY10 increment request will begin to address some of these needs by providing staffing support for teaching and research activities in the new CPISB laboratories (including the Vivarium).

Office of Sponsored Programs support

The National Council of University Research Administrators (NCURA) recently completed a peer review of our sponsored programs operations. Their preliminary report indicates that our accountability systems are in good shape. The next step for OSP is to do more to help faculty submit more proposals and administer larger grants.

HR Practices

The STEM/Health faculty identified hiring issues related to technical and post-doctoral staff as hindrances. The INBRE External Advisory Committee indicates that this is a Human Resources problem statewide, not just at UAA. The existing process is very cumbersome, and a team from the Office of Academic Affairs is engaged in a procedural review to try and streamline these practices. This work will continue into FY09.

Leadership

Both faculty groups identified leadership as an important area of concern, with attention needed at all levels, from chairs, directors, and deans to campus-wide planning and leadership. One piece of the campus-wide planning effort was accomplished with the finalization and release of *UAA 2017*, the UAA Strategic Plan. Priority B in the plan is to “reinforce and rapidly expand our research mission” with focus on

- Infrastructure (administrative support and library/information resources).
- Research output in statewide focus areas: Biomedical/Health, Engineering, Energy, and Climate Change.
- Other research activities with potential for high impact publication/presentation.

The position of Associate Vice Provost for Research and Graduate Programs is currently vacant and will be the subject of a national search in FY09.

CHALLENGES

The reinforcement and expansion of UAA’s research mission will require emphasis on building infrastructure, an institution-wide research culture, undergraduate research, and the capacity for competitive research, particularly from federal programs and other external sources.

To drive this effort, we are giving significant analysis and planning attention to faculty workloads, indirect cost recovery models, achievement of critical mass in major research efforts, and collaborative personnel assignments across departments, schools, and colleges.

Recent and upcoming hires associated with WWAMI, INBRE-2, and the Institute for Circumpolar Health will have significant impact on this metric over time.

GRANT-FUNDED RESEARCH EXPENDITURES

Funding Impact

Over the past few years, UAA has largely relied on internal reallocations in the form of the Chancellor's Research Fund to provide seed money for small faculty projects.

FY07

Internal Reallocations

- \$200,000 from the Chancellor's Research Funds to support faculty projects

FY08

Internal Reallocations

- \$200,000 from the Chancellor's Research Funds to support faculty projects

Looking to the Future

The opening of the ConocoPhillips Integrated Science Building in FY10 will have a tremendous impact on both teaching and research. New leadership from Vice Provost Jan Harris and Institute for Circumpolar Health Director David Driscoll will have an impact on planning and capacity-building in the area of health research. We expect to continue the Chancellor's Research Fund in the coming years and to renew any unfunded portions of our FY10 requests in FY11 and beyond.

FY09

Internal Reallocations

- \$200,000 from the Chancellor's Research Funds to support faculty projects

FY10

Operating Cost Increases

- \$1,454,000 in operating costs for the new ConocoPhillips Integrated Science Building (CPISB)
- \$218,500 in M&R costs for the new CPISB

Increment Requests

- \$88,400 for a faculty position for energy economics and policy in the Institute of Social and Economic Research
- \$70,000 for an Animal Research Facility manager for the new ConocoPhillips Integrated Science Building*
- \$60,00 for a part-time veterinarian for the CPISB*
- \$505,000 for staffing support for teaching and research activities in the laboratories of the CPISB (includes Vivarium)*

* Also listed under High Demand Job Area/Health

Capital Commitments (in collaboration with UAF)

- \$20 million for multi-year Energy projects to address the state energy plan. Examples include rural power, energy data network, transportation fuels initiative, and carbon sequestration options.
- \$21 million for multi-year Climate projects to implement the recommendations expected from the Governor's Subcabinet and from the Legislative Commission on climate. Examples include digital mapping of Alaska, impact on commercial fisheries, natural hazards monitoring, sea ice forecasts, and weather predictions.

UNIVERSITY-GENERATED REVENUE

\$127.2 million

Increased 4.2% from FY07

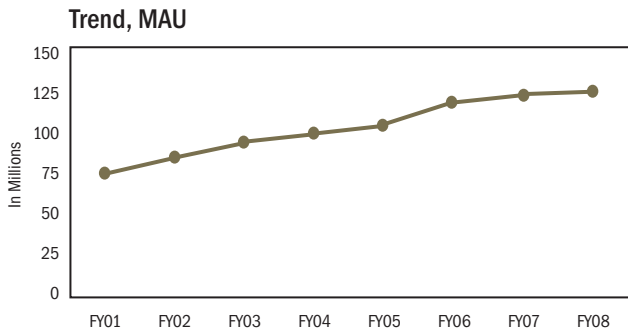
TARGET RANGE

\$131m High
 \$128m Nominal
 \$126m Low

MEASURE: Total amount of university-generated revenue, including University Receipts (interest income, auxiliary receipts, gross tuition and fees, indirect cost recovery, and other university receipts), Federal Receipts, Capital Improvement Project (CIP) Receipts, and State Interagency Receipts. Does not include UA Intra-Agency Receipts, which are duplicated.

PERFORMANCE SUMMARY

UAA generated \$127.2 million in revenues in FY08, an increase of 4.2% over FY07. We landed within our target range and set a new performance record for the university overall.

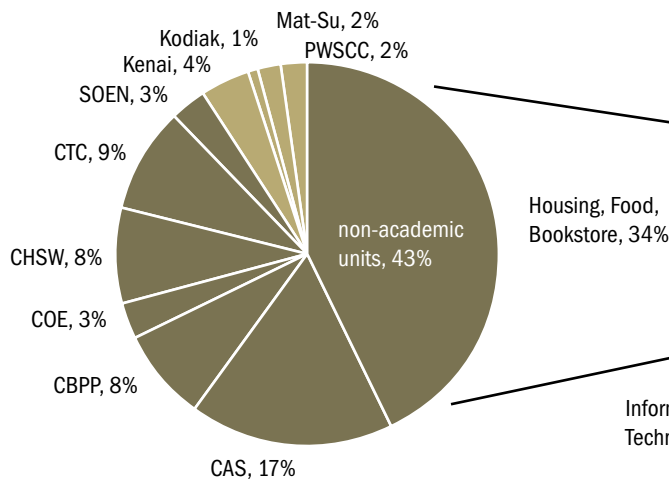


ANALYSIS OF RESULTS AND CHALLENGES

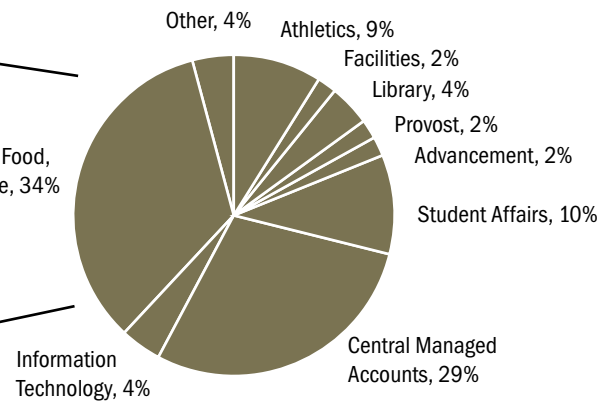
Top Performers: Instructional Units

- **School of Engineering**, up nearly \$1.1 million (39.8%) to its highest level ever, including big increases in tuition, student fees, and federal restricted receipts.
- **Community and Technical College**, up \$452,000 (4.2%), including increases in tuition, student fees, and federal restricted receipts.
- **College of Arts and Sciences**, up \$344,000 (1.6%), including increases in tuition and federal restricted receipts.

Major Contributors



Non Academic Units



Revenue

- **Matanuska-Susitna College** College, up \$164,000 (5.5%), including increases in tuition, student fees, and federal restricted receipts.

- **PWSCC**, up \$143,000 (5.9%), including increases in tuition, student fees, and state restricted receipts.

- **Kenai Peninsula College**, up \$26,000 (0.5%).

Top Performers: Non-instructional Units

- **Athletics**, up \$708,000 (16%), including increases in student fees (\$347,000) and increased ticket sales (UA receipts, unrestricted, up \$215,000).

- **Business Services** (Housing, Food, Bookstore), up \$487,000 (2.7%), continuing a long-term steady increase.

- **Library** revenues were up 22%, including \$277,000 from the Alaska State Library for licensing digital resources available throughout the state through the SLED and Digital Pipeline programs and a gift from the Atwood Foundation that will be used to process about 300 boxes of family archives also donated to the library. The Atwood donation of \$109,000 is the largest single gift ever received by the library.

- **Facilities**, up \$200,000 (18%), with a big increase in Capital Improvement Projects (CIP) receipts offsetting declines in other categories.

- **Advancement** received \$895,589 in FY08 in UA restricted fund receipts, an increase of \$449,586 from FY07. This money is transferred from the UA Foundation to help fund UAA development activities.

Challenges

For the academic units, revenue growth depends heavily on increasing both enrollment and restricted (grant-funded) activity. Those units whose revenues declined in FY08 tended to lose ground in at least one of these areas:

- The College of Business and Public Policy was down 6%, with increases in tuition, student fees, and state restricted receipts offset by decreases in federal restricted receipts, indirect cost recovery, and UA receipts (restricted and unrestricted).

- The College of Education was down 12%, with lower enrollment contributing to lower tuition revenue, and federal restricted receipts down as well.

- The College of Health and Social Welfare was down 9%, with lower enrollment contributing to lower tuition and student fee revenues, and federal and UA receipts down as well.

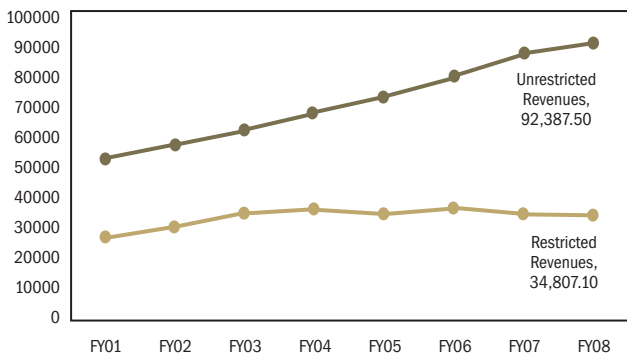
- Kodiak College was down 4%, with a sharp decrease in federal restricted receipts (the college's Title III grant ended) overshadowing increases in tuition and student fees.

IN THOUSANDS	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	THIS YEAR 2007-08	TARGET 2007-08
UNIVERSITY-GENERATED REVENUES	77,670	86,423	96,644	103,130	107,623	117,673	122,088	127,195	128,000
BY CAMPUS	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	
ANCHORAGE	69,767	77,075	86,386	91,844	97,064	106,731	110,729	115,542	
KENAI	2,541	2,732	2,855	3,558	3,899	4,646	5,022	5,048	
KODIAK	727	1,059	1,325	1,272	1,149	1,028	933	893	
MAT SU	2,438	3,135	3,400	3,316	2,929	3,065	2,979	3,143	
PWSCC	2,198	2,423	2,679	3,139	2,582	2,202	2,425	2,568	
BY UNIT	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	
CAS	12,484	13,618	14,503	16,219	17,966	19,620	21,158	21,502	
CBPP	7,447	9,169	10,693	9,452	9,572	11,683	10,568	9,904	
COE	1,450	1,653	2,318	2,831	2,666	3,692	4,594	4,036	
CHSW	6,981	7,971	8,403	9,682	10,751	12,251	11,785	10,682	
CTC	10,671	12,124	13,786	10,149	9,647	10,221	10,682	11,134	
SOEN	1,020	1,330	2,037	2,520	3,086	2,393	2,720	3,803	
ATHLETICS	3,740	4,095	4,017	4,188	4,308	4,347	4,391	5,099	
FACILITIES	2,406	2,630	2,880	2,959	2,576	824	1,095	1,295	
LIBRARY	1,241	1,352	1,499	1,898	2,397	1,794	1,707	2,068	
PROVOST	390	387	359	269	370	601	1,215	1,191	
ADVANCEMENT	76	59	96	264	159	122	681	1,035	
STUDENT AFFAIRS	1,164	1,280	1,329	1,462	9,642	9,750	10,395	5,508	
CENTRAL MANAGED ACCTS	3,174	3,255	3,186	5,680	7,050	9,163	7,427	15,695	
INFORMATION TECHNOLOGY	2,430	1,889	2,276	841	870	1,609	2,495	2,001	
HOUSING, FOOD, BOOKSTORE	10,992	11,819	13,089	14,026	14,905	16,905	18,039	18,526	
OTHER	4,102	4,707	5,915	9,405	1,100	1,757	1,779	2,065	

ANALYSIS OF RESULTS AND CHALLENGES By Category

Unrestricted revenues from tuition, student fees, auxiliary services, and other sources are the foundation of UAA’s revenue growth over the last several years, with an unbroken string of 6 to 11 percent increases every year since FY01. Restricted revenues, on the other hand, have remained remarkably steady since FY03, with increases and decreases in individual years balancing out over time and producing stasis rather than growth.

Trend, by Category



Unrestricted Category

Unrestricted revenues grew 6.6% in FY08, largely as a result of increased tuition rates and new student fees:

- Tuition, up \$3.4 million (8%), largely due to a 7% tuition rate increase.
- Student fees, up \$1.5 million, largely due to the scheduled increase in the Mandatory Student Life Fee (from \$12 to \$16 per credit).
- Auxiliary revenues, up \$733,000 (3.7%), continuing a steady pattern of annual growth.
- UA Receipts, up \$255,000 (2.6%), due in part to a successful Great Alaska Shootout and continuing a steady pattern of annual growth.

Restricted Category

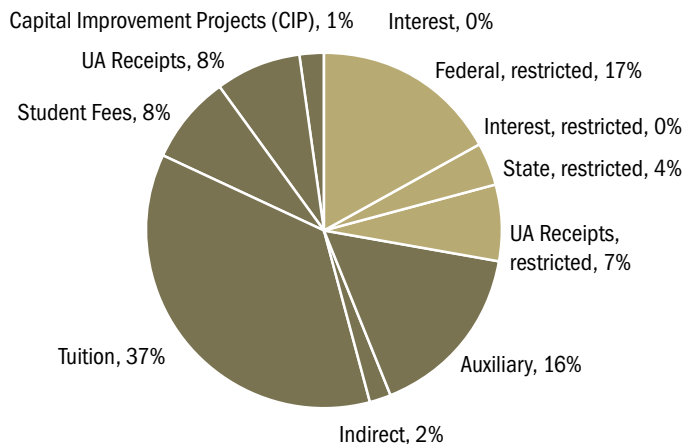
In spite of a \$326,000 (1.5%) increase in Federal receipts, restricted revenues declined 1.7% overall.

- UA restricted receipts dropped \$703,000 (7.8%), with declines in the College of Health and Social Welfare, College of Business and Public Policy, and the College of Arts and Sciences.
- State restricted receipts dropped \$235,000 (4.5%) to the lowest total in over five years.
- Indirect cost recovery declined by 16% (\$553,5000), to its lowest level in seven years, due in part to new Facilities and Administrative (F&A) rates (34% this year, down from 42.2% in 2004-2006).

Challenges

In spite of individual successes throughout the university in many years, UAA has been challenged to realize sustained growth in restricted revenues (grants and contracts) over time. This challenge is related to challenges experienced in research funding, also addressed in the Grant-Funded Research Expenditures section, pages 53-57.

Revenue Categories



FUNDING IMPACT

UA and UAA have been investing in more strategic and targeted development efforts over the last several years, resulting in a pronounced increase in corporate and individual philanthropic giving. This strategy will continue into the future, building upon the current successes and increasing the involvement of our alumni base.

FY07

Internal Reallocation

To University Advancement

- \$100,000 as match for UA Foundation support

FY08

Internal Reallocation

To University Advancement

- \$140,000 as match for UA Foundation support

FY09

Internal Reallocation

To University Advancement

- \$137,800 as match for UA Foundation support

Looking to the Future

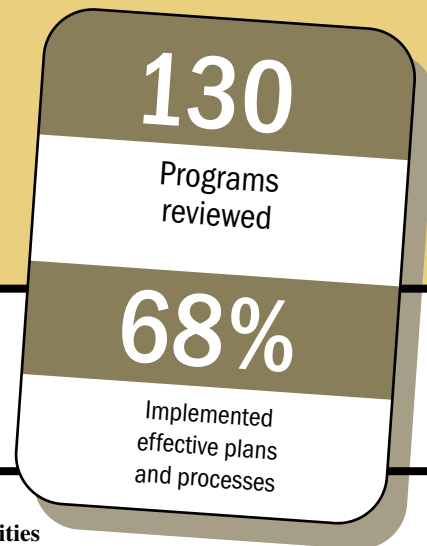
If UAA continues to be successful in securing funding for Health, Engineering, and other high demand job area programs, we will expand both our ability to enroll more students and our capacity to conduct research, leading to continued revenue growth. However, without these investments enrollment growth will slow, and most of the growth will come from increases in tuition and fees. The High Demand Job Area section (see pages 29-34) has more details on these past and future funding impacts.

The Career Pathways approach and the emphasis on K-12 outreach throughout the UA system will help connect students to the university at an early age. This should translate to increasing in-state enrollment, and increasing tuition and fee revenue.

Another long-term strategy, identified in our Strategic Plan 2017, is to increase the number of international students attending UAA. More students paying full out-of-state tuition will provide additional resources for instruction while also enriching the experience of all the students on our campuses. We have named Dr. Ted Kassier as Director of International Affairs, and are reorganizing our systems to fully realize our potential in this area.

RESTRICTED REVENUES	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
FEDERAL	15,150.3	17,248.4	21,161.7	22,544.1	21,640.1	21,755.4	21,249.9	21,575.4
INTEREST	6.4	3.8	2.3	1.9	2.7	6.1	9.5	2.5
STATE	4,768.6	6,123.7	5,672.9	5,171.5	5,776.0	6,133.6	5,174.4	4,939.5
STUDENT FEES	3.7	0	0	0	0	0	0	0
UA RECEIPTS	5,576.2	6,227.0	7,338.2	7,415.9	7,403.8	9,000.1	8,992.4	8,289.7
SUBTOTAL, RESTRICTED	25,505.2	29,602.9	34,175.1	35,133.4	34,822.6	36,895.2	35,426.1	34,807.1
UNRESTRICTED REVENUES	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
AUXILIARY	13,615.6	14,520.5	15,888.7	16,853.1	17,793.7	18,738.9	19,911	20,644.4
INDIRECT	2,486.5	3,026.7	3,236.3	3,229.5	3,327.4	3,734.0	3,381	2,827.5
TUITION	23,179.1	25,088.5	27,615.6	31,465.8	34,861.3	39,205.3	43,655	47,082.7
STUDENT FEES	5,282.4	5,714.5	6,644.5	7,197.0	7,828.6	8,887.0	9,079	10,585.6
UA RECEIPTS	6,933.4	7,717.4	8,179.7	8,347.0	8,132.0	9,284.7	9,608	9,862.9
CAPITAL IMPROVEMENT PROJECTS	0	0	0	0	0	722.7	838	1,322
INTEREST	0	0	0	0	0	205.0	191	62.4
SUBTOTAL, UNRESTRICTED	52,164.9	56,820.2	62,469.1	67,996.2	72,800.1	80,777.4	86,662	92,387.5

ACADEMIC PROGRAM OUTCOMES ASSESSMENT



MEASURE: The proportion of programs that have implemented an effective outcomes assessment plan. The new definition beginning in FY08 focuses on a combination of continued assessment and successful response to outcomes assessment findings.

PERFORMANCE SUMMARY

The assessment of student learning outcomes at UAA has become a stable, mature practice in most colleges and departments, thanks to a well-designed process, faculty control, and the combined support of the deans, program chairs, and the Office of Academic Affairs. The process lets us verify program effectiveness in a way that provides for both accountability and continuous improvement.

One hundred and thirty programs participated in the FY08 outcomes assessment review. Of these, 88 were evaluated as generally or fully meeting institutional expectations. Their plans include solid outcomes, measures, and processes, and their reports contain sufficient evidence, analysis, and action to demonstrate that these programs have implemented effective outcomes assessment plans.

The 42 programs that did not meet this standard were encouraged to get some assistance and improve their processes. Nearly half of these were from just three colleges; these colleges have been getting additional attention as well.

ANALYSIS OF RESULTS AND CHALLENGES

New Definition/New Process

The definition changed in FY08 to focus on a combination of continued assessment and successful response. UAA's process also changed to include

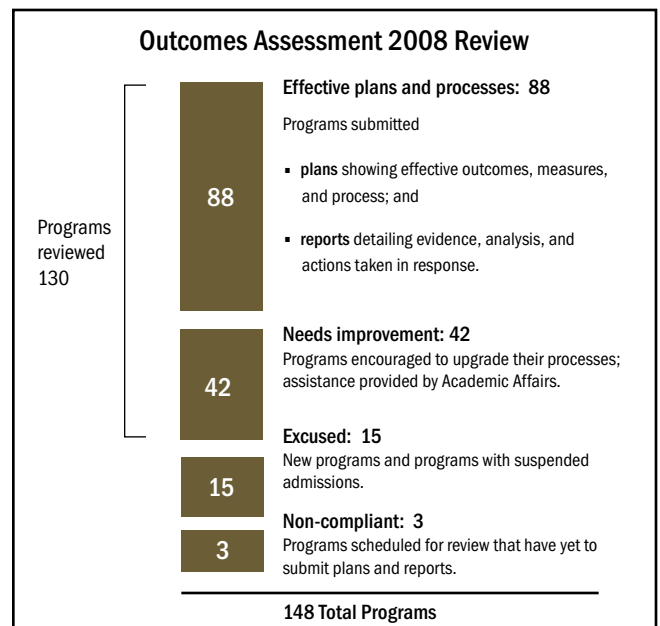
- new plan templates (now requiring a mission statement and rubrics for evaluation of student work);
- new report templates (with a new page for tracking actions taken on the basis of previous recommendations); and
- refinements to program measures (using direct measures, showing the tools and rubrics of evaluation, reducing dependence on external evaluations, using multiple measures administered at various times, and indicating a level or proficiency that students should show in each outcome).

Program Activities

In the fall, departments reviewed their assessment results from the previous year, reached consensus on the recommendations for program improvement, and adopted new plans for FY08. Throughout the year, they collected evidence of student performance according to those plans. In June, plans and reports were submitted to the Assessment Peer Review Committee for the 2008 Review.

Peer Review

The Assessment Peer Review Committee, a faculty group experienced in assessment and sponsored by the Office of Academic Affairs, formed teams of three to evaluate department submissions over the summer. Team members reached consensus on the quality and effectiveness of each plan and report and submitted specific suggestions for process improvement back to the deans and department chairs.



Results

The committee found that program participation remains high. Advances—some incremental, others more substantial and college-wide—are being made in many disciplines and units. The quality and quantity of evidence is increasing, and the assessment history that many programs have accumulated over the years is proving useful. Overall, the shift in emphasis from faculty teaching (process) to student learning (outcomes) is progressing. This shift is fundamental to improvement and accountability in higher education.

Challenges

In addition to isolated challenges in individual programs, there is also a lingering perception that outcomes assessment is a lot of work for little consequence. This perception persists despite the fact that many programs have made substantial improvements based on what they learned through outcomes assessment.

Administrative processes that link student performance to program growth and enhancement initiatives are being considered for the future. This could create additional incentives for thoughtful engagement in outcomes assessment.

FUNDING IMPACT

Colleges support outcomes assessment by assigning faculty, staff, and administrators to assist in the process. The Office of Academic Affairs hosts two committees (the Assessment Steering Committee and the Assessment Peer Review Committee) and contributes an additional \$200,000 per year to the colleges to help with the costs of subject tests and for extended contracts for “assessment coordinators” whose work compiling and analyzing the year’s evidence must be completed after the faculty contract has ended.

Also in FY08

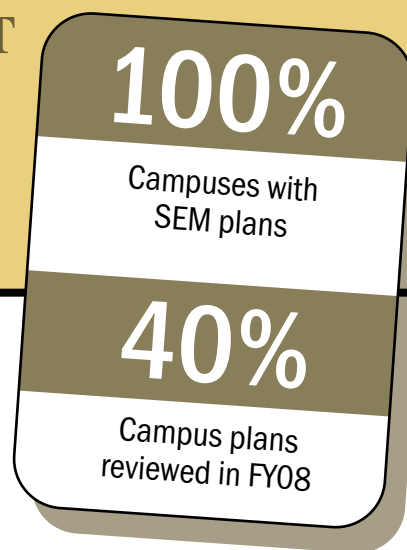
Internal Reallocation

- \$50,000 to support Institutional Assessment

Looking to the Future

Outcomes assessment will become even more important under the new accreditation standards and processes, which are built around mission attainment and the identification and collection of evidence of effectiveness. UAA will be piloting these standards and processes with the Northwest Commission on Colleges and Universities between now and 2010.

STRATEGIC ENROLLMENT MANAGEMENT PLANNING



MEASURE: The number of academic colleges, schools, and community campuses (units) having and responding to an effective enrollment management planning process based in MAU-defined criteria. *Note: For this report, UAA uses a revised definition of “unit” to include only the five campuses, with all Anchorage-based schools and colleges considered as part of the Anchorage campus for purposes of strategic enrollment management planning.*

PERFORMANCE SUMMARY

All five UAA campuses (four community campuses and the Anchorage campus) have completed or revised strategic enrollment management (SEM) plans within the past two years. In addition, two Anchorage-based colleges (the College of Education and the Community and Technical College) completed individual SEM plans in FY08.

UAA also has a formal process in place to review and update these plans and to work with academic leaders to complete school- and college-specific plans. A Strategic Enrollment Management evaluation committee was convened for this purpose in FY08. The committee developed an evaluation tool and used it to review three plans during FY08:

- Anchorage campus (originally developed in 2002, revised in 2004 and 2006, currently undergoing another revision to include unit-specific strategies)
- Kenai Peninsula College (originally developed in 2005, revised in 2007)
- College of Education (new in 2008)

ANALYSIS OF RESULTS AND CHALLENGES

SEM Evaluation Committee

The SEM evaluation committee met several times during FY08 to discuss current campus and unit enrollment data, develop an evaluation instrument, and complete its first formal review of three unit plans. In the future, the committee will review three to four SEM plans per year, with all plans being reviewed once every three

years. The committee includes the Vice Chancellor for Student Affairs, Senior Vice Provost, Associate Vice Chancellor for Enrollment Management, Director of the Matanuska-Susitna College, Dean of the College of Arts and Sciences, and a representative from the Institutional Research office.

Evaluation Instrument

The evaluation tool developed by the committee includes twelve questions about the plan development process, target populations, and measurable goals and strategies along with space for individual recommendations that will aid the unit in improving its plan at the next scheduled revision. It is designed to assess the comprehensiveness and effectiveness of the plan and to provide more in-depth analysis to aid each unit in improving and better aligning its plan to meet unit, MAU, and UA enrollment, retention, and graduation goals. The committee believes that assisting units to develop better planning, analysis, and measurement capabilities—helping colleges build an effective SEM planning mentality over time—is more useful than assigning scores or trying to demonstrate that any particular plan is better than another.

Results

The committee found the three plans reviewed in FY08 to range from somewhat to very effective. Each reviewed plan needed further updating to reflect enrollment projections through FY12 and to demonstrate alignment with MAU and UA strategic, academic, and enrollment plans.

New model for assessing goal progress

The UAA Office of Institutional Research recently developed a model to assess goal progress and attainment status of first-time enrollees over a ten-year period. The model tracks all students (degree-seeking, non degree-seeking, full-time, and part-time) for a full ten years from initial entry and is expected help us better assess our enrollment management and retention strategies. The model can also be scaled to the unit level to aid in campus and college planning.

Student Credit Hours and Retention strategies

Our expanding use of the Accuplacer test and other assessment tools serves as an effective way to place incoming students in the correct course level to ensure their success. Although assessment and placement are usually viewed as retention strategies, they also serve to streamline course delivery and optimize the number of sections in each semester. Other strategies that address underprepared students at UAA and that also serve a role in enrollment management can be reviewed in the Retention section of this report.

Challenges

All units will be encouraged to use more sophisticated data tools and to incorporate more comprehensive demographic information as they develop and revise their SEM plans, but uncertainties in the Alaskan social and economic environments will continue to make accurate enrollment projection and planning a challenge.

The very size and complexity of the Anchorage campus is also a challenge as we work to balance student demand and competing statewide needs with limited resources and classrooms. We continue to believe that the broad scale and scope of a single campus plan will be more effective in the long run than individual and unrelated plans for the six schools and colleges.

The importance of effective community campus SEM plans cannot be overstated. UAA's community campuses serve essential roles in their communities, providing the education and skills needed to strengthen local workforces through unique campus-specific programs and services.

UAA SEM Unit Plan Evaluation

This evaluation tool contains twelve questions designed to help units improve their SEM plans. Committee members review the plans with these questions in mind and offer additional comments and recommendations to assist the units.

Does the unit SEM plan

- Provide a comprehensive overview addressing/responding to the certificate/degree programs and educational mission and goals of the unit?
 - Demonstrate appropriate alignment with UAA Strategic Plan 2017, UAA Academic Plan, UAA MAU SEM Plan, and UA Regents' UA Strategic Plan?
 - Include the appropriate research and data on prospective and current student information?
 - Identify and prioritize targeted student populations for its unit SEM efforts?
 - Provide an overview of the unit's optimal size based on national standards, student demand, state needs, and existing or potential resources (SCH/HC, majors)?
 - Include measurable recruitment and enrollment (headcount/student credit hours) goals and strategies to reach those goals?
 - Include measurable retention goals and strategies to reach those goals?
 - Appropriately involve others in the planning, implementation, evaluation, and revision process?
 - Contain actionable tasks and time-lines and appropriately identify and assign to responsible parties?
- #### **Did the unit**
- Make expected progress toward its recruitment goals (admissions applications and new student enrollment) and enrollment goals (headcount/student credit hours)?
 - Make expected progress on its retention goals (one-year retention and three-year rolling average retention)?
 - Address how the unit responds to high demand areas, such as high demand workforce areas and courses and programs with high student demand?