

State of Alaska FY2004 Governor's Operating Budget

University of Alaska

Commissioner: Mark Hamilton, President

Tel: (907) 474-7448 Fax: (907) 474-6342 E-mail: sypres@alaska.edu

Administrative Services Director: Pat Pitney, Dir. of Bud.&Inst. Res.

Tel: (907) 474-7958 Fax: (907) 474-6682 E-mail: Pat.Pitney@alaska.edu

Department Mission

The mission of the University of Alaska is to respond to the educational needs of all Alaskans and to enhance Alaska's economy by fostering and promoting

- (1) a high quality postsecondary educational system;
- (2) appropriate vocational education development and training;
- (3) advancement and extension of knowledge, learning, and culture; and
- (4) the application of new knowledge and emerging technologies to meet the needs of the state.

Sec. 152, Ch 124, SLA 2002(HB515)

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

(Board of Regents' Policy 10.01.01)

Department Goals and Strategies**The FY04 Operating Budget Request**

It's Working! The state investment has enabled UA to re-energize and build program capacity and attract external dollars. UA's programs are responsive to state needs, students and industry partners. UA's trends are on the upswing. The additional programs have attracted new Alaska high school graduates, transfer students from 'outside', part-time students enrolled in training programs, and significant research funding. Enrollment is up 6% this fall, the largest one-year increase in recent history. Externally funded research increased 120% since FY99. The university is teaching, conducting research and serving the needs of the state, allowing Alaska's students and Alaska to capitalize on future opportunities.

UA's instructional and research capacity, much of it gained over the last four years, is the machine necessary to leverage state investments and enable the university to successfully fuel Alaska's economy. This year's moderate state funding increment request of \$13.6M demonstrates UA's enhanced ability to share in the cost of building and maintaining a responsive and vital state university.

UA is requesting an incremental increase in state funding and non-general fund receipt authority in the following categories:

	State Approp.	Receipt Authority
Maintaining a Solid Foundation	\$10.0M	\$9.3M
Focusing Growth to Meet State Needs		
Health Related Academic and Research Initiatives	\$2.1M	\$6.9M
Student Services, Access and Retention	\$1.1M	\$2.3M
Outreach, Academic, and Research Initiatives	\$0.5M	\$1.5M
Administrative and Technology Needs	<u>\$0.4M</u>	<u>\$2.0M</u>
	\$13.6M	\$22.1M

The *Maintaining a Solid Foundation* request supports existing contract and policy mandated compensation increases, inflationary fixed costs, and additional non-discretionary costs associated with health care, risk management and new facilities. FY04's request continues the recent trend (FY99-FY02) of funding UA's non-discretionary costs with an increasing proportion of non-general fund revenue. FY04's maintaining a solid foundation state appropriation request is 22% lower than that requested in FY00 and UA expects to fund 48% with non-general fund revenue, compared to less

than 20% in FY00.

Focusing Growth to Meet State Needs includes four specific high priority areas. The Health Related Academic and Research Initiatives category is the highest priority. It contains the industry sponsored nursing program expansion, the biomedical research program, the state partnership in training and evaluation programs for substance abuse, and several allied health workforce development programs. UA is taking a leadership role in addressing the health related workforce and applied research needs in Alaska.

Attracting and Retaining Alaska's Students remains a top priority and is the key goal for requests in Student Services, Access and Retention. This category contains the necessary investments to support activities associated with advising, financial aid processing, career placement and student retention. Additionally, investments are focused on student recruitment marketing and expansion of online students services such as MyUA, a portal to deliver various student services via the web.

The *Outreach, Academic, and Research Initiatives* within *Focusing Growth to Meet State Needs* include UA's development initiative that has been jump-started and is being matched with private and UA Foundation contributions. Investing in UA's development initiative will expand and provide for emerging and on-going private fund raising campaigns. Also in this category are critical academic and research programs directly contributing to state priority workforce areas and applied research needs. UA is expecting to cover 75% of the cost of these program enhancements and requests state funding of only 25% of the total investment.

The focused growth for *Critical Administrative and Information Technology Needs* includes, a significant network security request that will provide the recommended level of protection on UA's wide area network. The critical service and business support needs include items such as adjunct and term faculty to meet additional enrollment demand, grants and contracts administration, management reporting, document imaging, instructional technology support and distance education support. Critical support priorities vary based on campus needs and are funded through campus tuition and research generated indirect cost recovery revenue.

In addition to securing annual operating funding increments, consistent yet modest capital funding is essential for UA to support Alaska's ability to capitalize on future opportunities. The University of Alaska six-year (FY04-FY09) Capital Budget Request includes \$280.6 million (an average of \$45 million per year) in state funding and \$265.2 million in receipt authority, for a total request of \$545.9 million over the next six years. For FY04, the request includes \$42.4 million in state funding and \$108.5 million in receipt authority. Within the \$42.4 million state-funding request is \$17.2 for safety, code and maintaining existing facilities, \$8.2 million for facilities improvements to improve student recruitment and retention, and \$18.9 million for renovation of facilities essential for training and education in high demand programs such as UAA nursing and the Tanana Valley Campus facility. UA's development of a conservative six-year capital plan will assure state resources are used most effectively with utmost accountability.

Key Department Issues for FY2003 – 2004

Key issues facing the University of Alaska to support Alaska's economic development and diversification include:

Leadership and Partnerships:

- The university must take a leadership role within the state to define and address the human resource and technology requirements to enable Alaska to take full advantage of economic opportunity. The university is doubling the investment towards studying and presenting policy alternatives and resulting implication on the state's economy, environment and culture. Industry, state government, and the university must work in close partnership to create the policies and environment within Alaska for sustained economic success.

Preparing for Success:

- Preparing for success requires developing and refining responsive instructional and research programs, recruiting students, recruiting and retaining faculty and staff through competitive compensation and a positive working environment, and building the necessary information technology and facilities infrastructure. Economic opportunity can be generated in Alaska. Over the last four years much progress has been made; capacity has been added, students are attending at record increases, and faculty, staff and citizen have pride in their university. From here forward modest annual

increments are needed for maintaining the existing and new programs plus planned focused growth in select areas important for Alaska. The UA Board of Regents is currently developing a strategic plan to focus growth through 2009 to prepare for opportunities that emerge around Alaska's Golden Anniversary.

- In order to prepare for and meet the educational requirements for economic development, the university and the state need to start now. It takes five years to graduate an engineer. On the fastest track, it takes four years from funding to final construction to build the facilities necessary for emerging programs. Emerging programs and anticipated program growth are requiring more modern and sophisticated space. Phase 1 construction on new science facilities were included in the 2002 GO bond funding. In order to take advantage of the opportunities Alaska will see this decade, securing the remaining funding for the science facilities within the scope of UA's six-year capital plan is essential.

Aligning University Programs to Meet State Needs:

- UA is focused on programs for occupations with high worker demand including teacher education, nursing, allied health, information technology and other technical career training. The university has demonstrated significant success working with industry consortia to create programs that are responsive to current worker shortages. The most recent success is with the health care industry where five major health care providers are partnering with UA to double the number of UA nursing graduates over the next three years. The university is being efficient by prioritizing investments in programs meeting the highest demand. The most significant focus now is recruiting and retaining students in these programs, as well as refining the program offerings. Student enrollment is key to UA's success. Last year UA met its 3% enrollment increase target, this year (FY03) preliminary figures show UA will meet its 5% enrollment increase target and many activities are in-line to support another 5% enrollment increase for FY04.

- Meeting Alaska's teacher demand is a very high priority for the university and the state. UA's program expansion in teacher education is moving forward with a slight enrollment increase, but it will be several years before the student enrollment and number of graduates will be sufficient to meet a significant portion of Alaska's demand for teachers. The solution for meeting the state's teacher demand does not rest solely with university programs. Because many other states are also experiencing teacher shortages, Alaska must compete to attract and keep teachers in state. State policy and incentives may be a necessary part of this solution. Discussions between the university, school districts and the Department of Education and Early Development must continue to fully implement solutions to meet the state's need for qualified teachers. The Alaska Center for Excellence in Schools is a positive undertaking that can create the partnerships necessary to solve the teacher shortage and school quality issues on a holistic basis.

- Another area in which UA is aligning programs and partnerships to meet state needs is through UA's research mission. The university is aware of the importance of applied research to the growth of the state's economy. Currently, UA's Vice President for Research is heading a task force comprised of state, industry and university members that oversees the development of a state Research and Development Plan (per SJR44). The R&D plan is being designed to expand and diversify the state's economy, build state research institutions, integrate the efforts of state and federal agencies, identify avenues of resource development, while at the same time protecting the health of Alaskans and their environment. In addition, large grants from the National Science Foundation (NSF) (EPSCoR) and the National Institute of Health (NIH) (COBRE and BRIN) continue to build the research infrastructure of UA by providing new facilities and new faculty members, and attracting outstanding new graduate students. Together, these factors ensure the inception of new applied research that benefits the state.

- UA is also focused on enhancing programs necessary for worker training in occupations related to the state's large-scale projects likely to develop in the near future. These programs include engineering and environmental sciences, finance and e-commerce for an emerging investment management industry, natural resources and fisheries management and geospatial data analysis. These are long-term programs that started in FY02 (some only partially funded). These programs will be enhanced and refined in FY03 and beyond.

Demonstrating Responsible Stewardship of Public Resources:

- The university is demonstrating the highest level of accountability for funding provided by the state. All initiative programs funded with the state's investment in FY01 and FY02 are being monitored. These programs have contributed significantly to UA's enrollment increases. Additionally, monitoring efficiency measures relative to peer institutions such as faculty instructional workload, staffing levels, instructional cost per student, and increases in non-general fund revenue help UA establish standards and build efficiencies throughout the system. In addition to monitoring program efficiency and initiative program progress, the university continues to track its progress on performance measures implemented jointly with the legislature.

Major Department Accomplishments in 2002

The additional funding provided by the state has enabled the university to take significant steps toward its goal of supporting Alaska's economic diversification and development.

- Student enrollment increased 6% this fall. This in addition to an increase of 3.2% last year and 1% in FY01. The enrollment increase this fall was again fueled by an increase of recent Alaska high school graduates attending as first-time freshmen. Last year this group increased 12% with another 8% increase this fall.
- The UA Scholars Program continues to be a success. A total of 1066 UA Scholars are enrolled at the University of Alaska. Biology is the most popular four-year degree program for UA Scholars. There were 365 new UA scholars in Fall 2002. This fall the program attracted 39% of eligible students. The first group of UA scholars will graduate and be in Alaska's workforce this spring.
- UA's nursing program expansion in Fairbanks and Kodiak continues to have full cohorts of students pursuing their associate nursing degree. Last spring 15 students graduated and 12 were immediately hired at Fairbanks Memorial Hospital. This demonstration of responsiveness was the precursor to the UA Health Nursing Program industry partnership. Additional nursing cohorts will start in Juneau and Bethel.
- Distance education course offerings have increased significantly. The Alaska College Savings Trust program is an innovative higher education savings program which UA developed in partnership with T. Rowe Price in FY01. To date, savings participants have invested nearly \$500 million in the program.
- National Science Foundation funding for the Experimental Program to Stimulate Competitive Research (EPSCoR) is quickly expanding UA's competitive research capacity. The funding commenced in FY01 is three million dollars per year for three years with the anticipation of ongoing application for continuing funds in the years to come. In addition, to the NSF (EPSCoR) grant, NIH (COBRE and BRIN) are also supporting the research infrastructure of UA by providing new facilities and new faculty members, and attracting outstanding new graduate students (17% increase Fall 01 to Fall 02). Together, these factors encourage the inception of new applied research that benefits the state.
- The university instituted a systemwide early childhood education program led by UAS that meets the federal Head Start mandate for associate degree training. The early childhood education program is available via distance delivery as well as on-site in several locations throughout the state; degree program enrollment increased 65% since FY00, the first year of initiative investment. The university has also leveraged federal funding to expand program offerings.

The FY01 finance initiative investment has been instrumental in the placement of eight UAF School of Management students being selected for the highly competitive nationwide Permanent Fund internship slots. Additionally, 55 high school and middle school students participated in the UAF summer finance camp.

There are 41 students enrolled in the UAA baccalaureate Logistics Program this fall, up from 24 last fall. UAA has graduated 9 Logistics majors from a program that first offered the courses in Fall 2000, just two academic years.

- Between FY99 and FY02, instruction and student related activities increased 30% as a result of investing 78% of initiative funding in these activities. Infrastructure costs associated with administration and facilities increased 15%, while the research increases between FY99 and FY02 were most significant at 47%, resulting almost entirely from generated non-general fund revenue.
- Between FY99 and FY02 annual revenue increased \$105M; with only 30% of that increase from state appropriations. Currently state appropriations make up 43% of UA's total annual revenue, however, it is likely, with the proposed tuition increase and the expected number of research grants, that the state appropriation proportion may drop to 40% of total revenue in FY04.

Governor's Key Department-wide Performance Measures for FY2004

Measure:

The number and percentage of total Alaska high school graduates who attend the University of Alaska.
Sec 152 Ch 124 SLA 2002(HB 515)

Alaska's Target & Progress:

Goal: Within 3 years (fall 2003) enroll 26% of Alaska's high school graduates.

Of recent high school graduates fall 2002, 24% (1,687) attended UA as first-time freshmen..

Benchmark Comparisons:

Several sources report projections on high school graduates with widely varying estimates. The projected number of Alaska high school graduates for the class of 2003 using WICHE is 7,261; using another source (NCES Projections of Education Statistics to 2011) there would be 7,400 graduates. The likely number of high school graduates is 7,100 given current numbers of high school graduates resulting in a goal of 1,850 enrolled in fall 2003. Nationally, the percentage of high school graduates who attend college soon after graduation has declined from 67% in 1996 to 61.7% for fall 2001 (Opportunity, June 2002). Forty-five percent of recent high school graduates enroll at public institutions in their home state. The University of Alaska has set an aggressive goal to enroll 40% within six more years (fall 2007) nearly 3,000 recent high school graduates.

Background and Strategies:

Recruitment efforts are important to increasing the number of full-time freshmen. A major part of recruitment is the breadth of programs available, the faculty quality, and services provided. UA has pursued program expansions, faculty recruitments, and is currently focusing on enhanced student service and student recruitment efforts to attract this sector of traditional-aged students. The UA Scholars program has had a positive impact on increasing enrollment at the university since inception of the scholarship. This fall, 2002, there are 363 new students with a total 1,066 enrolled in the UA Scholars program. However, state policy can have a significant positive effect on this measure by funding the UA Scholars program. Nationally, 7% of state appropriations go to higher education grant programs. Currently, Alaska is the only state that does not provide need or merit-based student aid. Providing need or merit-based aid for in-state attendance would also help to keep Alaska students in-state. The table below shows the percentage of recent high school graduates who attend UA has increased from 18% in 1997 to 24% in fall 2002.

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

Year	AK HS Graduates	UA FTF who are Recent AK HS Graduates (Fall Semester)	% of AK HS Grads who are UA FTF
1997	6,175	1,097	18%
1998	6,496	1,360	21%
1999	6,826	1,486	22%
2000	6,668	1,498	22%
2001	6,812	1,558	23%
2002	6,941	1,687	24%

Strategy: Attracting and Retaining Alaska's Students (ongoing initiative)
UA Scholars Program

Measure:

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

Sec 152 Ch 124 SLA 2002(HB 515)

Alaska's Target & Progress:

Goal: Increase the percentage of eligible UA Scholars who choose to attend UA to 50% within three years (fall 2003).

Benchmark Comparisons:

In Fall 2002, 363 (39%) of the 920 eligible UA Scholars attended the University of Alaska.

In Fall 1999, 270 (33%) of the 811 eligible UA Scholars attended the University of Alaska.

Background and Strategies:

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

To use the Award, the Scholar must enroll at a UA campus within 16 months of high school graduation. This means the Scholar may take time off after graduation to work, travel, or even try a school outside before enrolling at the University of Alaska. Once enrolled, the Scholar will receive \$1375 per semester for eight semesters provided that the Scholar remains in good standing.

The percent of eligible scholars attending the University of Alaska has increased since the start-up of the program in 1999 from 33% to 39% (see table below). With the expected 7,100 high school graduates in the class of 2003, the goal of enrolling 50% of eligible UA scholars is lofty; requiring 46% of new UA Scholars.

UA is enrolling almost four times as many top 10% students than prior to the UA Scholars Program. In 1998 it was estimated that a maximum of 14% of high school graduates in the top 10% attended UA prior to the program, or about 100 students, compared to the 2002 actual achievement of 365.

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

Fall Term	Number Eligible	Number Attended	Percent Attended
1999	811	270	33%
2000	875	343	39%
2001	897	371	41%
2002	920	363	39%
2003 *	*958	*470	*50%
* Goal			

Strategy: Attracting and Retaining Alaska's Students
UA Scholars Program

Measure:

The number and percentage of total Alaska high school graduates who stay in Alaska one year, five years, and 10 years after graduation from the University.

Sec 152 Ch 124 SLA 2002(HB 515)

Alaska's Target & Progress:

Goal: Retention of UA baccalaureate degree graduates in Alaska at 79% residency for one year after graduation and 66% residency five years after graduation.

On average, 79% of baccalaureate degree recipients resided in Alaska one year after graduation (1992-2001 graduating classes) and 66% resided in Alaska five years after graduation (1990-1997 graduating classes).

Benchmark Comparisons:

For UA baccalaureate graduates from 1990 to 1998 the average residency one year after graduation is 79% and 69% residency five years after graduation.

Background and Strategies:

The University of Alaska and the Alaska Department of Labor have tracked the University's baccalaureate degree recipients from fiscal year 1990 to 2001 in a joint study. The study conducted last year did not distinguish between those degree recipients who were Alaska high school graduates and high school graduates from outside of Alaska; this parameter will be added and this section will be updated as soon as the results are available. Of all the baccalaureate degree recipients residing in Alaska in 2000, 87% were employed. The university not only fosters learning and research, but also contributes to diversifying Alaska's economy by contributing to an educated and trained workforce.

The availability of positions in the degree recipient's chosen profession will, in part, determine the continued residency in Alaska. The five-year residency figures continue to be of concern as it represents the decrease in residency of graduates observed to date; from 68% of the 1994 class residing in Alaska to 60% for the class of 1997. Availability of the occupations at competitive salary rates is necessary to retain these trained graduates. This is a significant state policy issue and essential for economic diversification. In addition to aligning program offerings with high demand job areas, UA is investing external funding to study and present economic policy options that may help expand the availability of more diverse, well-paying occupations within the state.

The table below shows the percentage of baccalaureate degree recipients from the University of Alaska who resided in Alaska one, five, and ten years after graduating based on their Alaska permanent fund dividend status. On average, 79% of baccalaureate degree recipients resided in Alaska one year after graduation (1992-2001 graduating classes) and 66% resided in Alaska five years after graduation (1990-1997 graduating classes). Of the baccalaureate recipients, an average of 88% applied for a PFD the same year they graduated. If only this pool of students that applied for a PFD is used rather than that of all degree recipients, then the one year residency rates range from 88% - 92%. Note, the actions UA and the state are taking today will favorably impact the five-year residency of the students who start between fall 1999 and fall 2002 and become part of the graduating class of spring 2007. Measuring the five-year residency impact in 2012 will best evaluate our success in this area. This demonstrates why action must start today.

**Percent of Baccalaureate Degree Recipients who are Alaska Residents by
Graduation Year, and Length of Residency**

Graduation Year	%	%	%
	Residency 1 year later	Residency 5 years later	Residency 10 years later
1990		69%	63%
1991		68%	62%
1992	80%	70%	61%
1993	82%	68%	
1994	82%	68%	
1995	80%	65%	
1996	77%	61%	
1997	77%	60%	
1998	78%		
1999	78%		
2000	77%		
2001	78%		

Strategy: Attracting and Retaining Alaska's Students
Meeting Alaska's Employment Needs
Preparing for Alaska's Economic Success

Measure:

The percentage of students graduating with degrees in teacher education, health careers, process technology, transportation and logistics, information technology and other high demand job areas
Sec 152 Ch 124 SLA 2002(HB 515)

Alaska's Target & Progress:

Goal: Using FY00 as the base, increase graduates by 5% over the next two years and 10% over the next 4 years in the job areas specified.

The University awarded 1,549 degrees in FY02 in high-demand job areas. Given the enrollment drop between 1994 and 1999, UA was unable to meet the 5% goal by FY02. With enrollment on the rebound, especially in many of these programs, it is unlikely UA will reach the 10% target by FY04, however 5% is possible by FY04.

Benchmark Comparisons:

FY2000 - 1,555 University of Alaska degrees were conferred for high-demand job areas as defined by the Alaska Department of Labor.

Background and Strategies:

There is a lag between enrollment and completion as students require from two to four years to complete; therefore, enrollment in the specified programs must increase from fall 2000 before an increase in graduation from two year programs can be measured. The table below shows the number of degrees awarded in ADOL high-demand and specified occupational areas as well as enrollment.

Between FY00 and FY02, enrollment increased by at least 10% in 12 programs and by at least 5% in 3 of the high demand programs. Preliminary fall 2002 enrollment data shows positive trends in nearly all areas. An area of short-term success is in the medical assisting program (health assoc/cert level) where fall 2002 enrollment shows a 54% increase across the system. The demand for the nursing program is evident in the 70% increase in enrollment in the pre-major nursing program. Short-term success continues to be observed in the fall 2002 enrollment of declared majors in the early childhood education major, which has increased by 65%. The FY02 enrollment increases will begin impacting the number of graduates in FY04 through FY07.

Number of Degrees Awarded in each Fiscal Year and Fall Headcount by Job Area and Degree Level

Job Area and Degree Level	Enrollment* FY00-FY02	Degrees Awarded (FY)				
		1998	1999	2000	2001	2002
Air Transportation						
Assoc/Cert	Up > 10%	48	44	46	43	37
Business Services						
Assoc/Cert	Down 0 - 5%	108	100	107	144	88
Baccalaureate	Up > 10%	13	7	13	17	16
Masters	Up 0 - 5%	9	17	22	18	8
Engineering						
Assoc/Cert	Up > 10%	35	47	11	27	32
Baccalaureate	Up 5 - 10%	104	75	75	59	66
Masters	Down 5 - 10%	20	21	28	14	16
Finance, Insurance, and Real Estate						
Baccalaureate	Down > 10%	80	82	103	95	87
Health						
Assoc/Cert	Up > 10%	240	187	218	196	241
Baccalaureate	Up > 10%	124	122	123	105	163
Masters	Down 5 - 10%	62	55	44	40	31
Information Technology						
Assoc/Cert	Up > 10%	82	71	92	66	80
Baccalaureate	Up > 10%	44	30	44	56	48
Masters	Down 5 - 10%	10	2	5	7	2
Management						
Baccalaureate	Up 5 - 10%	118	93	116	112	106
Masters	Up > 10%	54	73	49	50	45
Natural Resources						
Assoc/Cert	Down > 10%	1	4	1	1	
Baccalaureate	Up > 10%	57	55	45	37	56
Doctoral	Down > 10%	2	1	3	2	2
Masters	Down > 10%	43	27	37	22	31
Process Technology						
Assoc/Cert	Up > 10%	19	19	16	14	68
Teacher Education						
Assoc/Cert	Up > 10%	23	26	22	22	26
Baccalaureate	Down > 10%	231	199	158	131	155
Masters	Up > 10%	121	160	172	104	134
Transportation						
Assoc/Cert	Down > 10%	2	17	5	7	4
Total		1,650	1,534	1,555	1,389	1,549

* In addition to the process technology program students, students enrolled in power plant, industrial technology and petroleum technology are included in this category.

Strategy: Attracting and Retaining Alaska's Students
Meeting Alaska's Employment Needs

Preparing for Alaska's Economic Success

Measure:

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

Sec 152 Ch 124 SLA 2002(HB 515)

Alaska's Target & Progress:

Goal: Maintain current employment rate through 2003 and then increase the percentage of UA graduates filling teaching vacancies each year in the state by 5% per year. By 2010, place over 50% of the teachers needed each year in Alaska.

FY00 information reported by the Alaska Teachers Placement (ATP), shows 9% of vacancies in FY01 were filled by new UA graduates compared to 12%. In 1999, ATP reported that new graduates and UA alumni filled 32% of vacancies. There is not comparable information for 2000 for UA alumni placement. However, maintaining the employment rate of 32% over the next four years is not likely given the 5th year teacher program just started in FY01 and the overhaul of the baccalaureate education programs was just accomplished last year (FY02).

Preliminary fall 2002 enrollment in the baccalaureate elementary education program is showing nearly 250 students, surpassing the 1999 enrollment when the program was eliminated, as well as an additional 270 pre-majors. The BLA and BAS enrollment in content degree areas for advancement after graduation into the 5th year teacher program is currently 300 compared to 230 last fall; however, not all of these students will pursue education. The master's in education program is also showing favorable increases in the preliminary fall 2002 enrollment. Beyond the yet modest education program enrollments, there is also a lack of interest of many qualified individuals to remain in the teacher profession and a lack of interest on the part of new graduates to become teachers due to pay and other working conditions.

Benchmark Comparisons:

In 1999, UA new graduates 12% of total vacancies.

In 1999, UA new graduates and Alumni filled 32% of total vacancies.

Background and Strategies:

Alaska Teacher Placement tracks the supply and demand as well as employment of teachers for Alaska, however, new data is not available for 2001. The table below shows the total number of teaching vacancies by region and the percentage of the vacancies that were filled by UA graduates that are first-year teachers. In FY01 the 5th year teacher education program was first funded and in FY02 funding was invested for the redefined and more responsive baccalaureate teacher education program. Additional funding is requested in FY04 for increased distance delivery through UAS. UA's participation in the Alaska Center for Excellence in Schools will address both education and professional issues to improve performance in this area.

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

Region	1999		2000	
	Total Vacancies	% New UA Graduates	Total Vacancies	% New UA Graduates
Interior	227	7%	134	6%

Northwest	172	6%	171	6%
Southcentral	592	16%	359	11%
Southeast	170	11%	112	13%
Southwest	255	10%	289	9%
Total 2000	1416	12%	1,065	9%

Strategy: Meeting Alaska's Employment Needs
Preparing for Alaska's Economic Success

Measure:

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

Sec 152 Ch 124 SLA 2002(HB 515)

Alaska's Target & Progress:

Goal: In the next three years (by 2003) place over 50% of the administrative (principal and superintendents) vacancies in Alaska school districts.

In 2000, 42% of administrative vacancies were filled by UA graduates. Reaching 50% is an aggressive goal; however, the strong enrollment increases shown in the preliminary figures this fall in the education leadership program is a positive indicator.

Benchmark Comparisons:

Using Alaska Teacher Placement (ATP) statistics 38% of the 1999 administrative (principal and superintendent) vacancies were filled with UA graduates and alumni.

Background and Strategies:

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

Total Administrative Vacancies and Percent filled by UA Graduates

	Total Vacancies	% UA Graduates
1999	98	38%
2000	64	42%

Strategy: Meeting Alaska's Employment Needs
Preparing for Alaska's Economic Success

Measure:

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

Sec 152 Ch 124 SLA 2002(HB 515)

Alaska's Target & Progress:

Goal: Increase the number of credit hours and courses offered by distance delivery by 10% over the next three years (from Fall 2000).

The number of distance education courses in which there were enrolled students through the University's 15 campuses increased by 23% from fall 2000 to fall 2001. Last year there were 689 courses offered via distance learning and 545 of them had enrolled students. Preliminary fall 2002 information indicates that the number of courses that will have enrolled students will be about the same as fall 2001.

Benchmark Comparisons:

Fall 01

# of Distance Ed Courses with Enrollment Systemwide:	545
% of Total Courses with Enrollment Systemwide:	8.53%
Distance Ed Student Credit Hours Systemwide:	19,967
% of Total Student Credit Hours:	8.83%

(Fall 2001 figures reflect the most current status as Fall 2002 final figures will not be available until January 2003.)

Fall 00

# of Distance Ed Courses with Enrollment Systemwide:	447
% of Total Courses with Enrollment Systemwide:	8.75%
Distance Ed Student Credit Hours Systemwide:	14,422
% of Total Student Credit Hours:	6.58%

Fall 98

# of Distance Ed Courses with Enrollment Systemwide:	339
% of Total Courses with Enrollment Systemwide:	6.32%
Distance Ed Student Credit Hours Systemwide:	12,070
% of Total Student Credit Hours:	5.50%

Fall 97

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

Background and Strategies:

The University of Alaska system has made significant progress in building capacity to serve students at a distance. A standardized course management system (BlackBoard) has been deployed throughout the system. Such standardization makes it possible to target faculty training and development efforts, facilitate cross-MAU instruction, and assist students in transitioning from one MAU distance course to another without having to learn a new electronic learning environment. Moreover, the University of Alaska has implemented a system-wide set of instructional tools (Adobe Acrobat, Macromedia, Fireworks, etc.) that faculty can incorporate within their electronic learning environment. This "faculty toolbox," along with a standardized course management system, was funded partially through the FY02 state appropriation increment.

In FY01 faculty development resources were allocated to assist faculty in the integration of technology and appropriate instructional strategies so that the university can increase the number of courses and programs delivered at a distance. New courses were developed in a number of areas including library science, rural development, and business administration. The priority in distance education is to transition from individual course offerings to full program/degree programs where appropriate and applicable. An example of such a model is the MA in Education Technology offered through the University of Alaska Southeast (UAS), the BA in Early Childhood Development cooperatively offered through both UAS and the University of Alaska Fairbanks, and the Micro Support Specialist AAS cooperatively offered by all three MAU's.

FY02 efforts included the development, deployment, and maintenance of the University of Alaska Distributed Education Gateway (www.online.alaska.edu). The Gateway provides a one-stop service center that enables students to identify and locate available course offerings from any campus within the university system. Prior to this service, students often contacted a number of campuses in search of a particular course or courses. The university will also integrate into the Gateway its online student services so that students may select distance education courses and register for them completely online. The university is allocating considerable time and effort toward enhancing UA's ability to share and sequence courses and programs between campuses.

Distance education is defined as any academic course whereby the instructor can provide education to students in different physical locations through any number of teaching strategies and technologies. The primary means of distance delivery are audio conference, correspondence, telecourses, and satellite telecasts. The university is also expanding the number of courses available via the Internet, CD-ROM, and/or video/audio tape. Distance education is administered at UAF by the Center for Distance Education and Independent Learning, and at UAA by Academic Technology Services. At UAS distance education is fully integrated within the university and administered through the office of the Dean of Instruction. The table below shows the number of courses that had students enrolled at each MAU with a total for the UA System and the number of student credit hours produced, as well as the percentage of all courses and credit hours at the University of Alaska from fall 1997 to fall 2001.

Distance Education Courses Offered and Credit Hours Produced

		# of Distance Ed Courses with Enrollment	% of MAU Total Courses with Enrollment	Distance Ed Student Credit Hours	% of MAU Total Student Credit Hours
Fall 97	UA Anchorage	52	1.82%	3,233	2.52%
	UA Fairbanks	205	11.95%	6,441	8.73%
	UA Southeast	77	10.49%	2,445	10.34%
	UA Systemwide	334	6.30%	12,119	5.37%

Fall 98	UA Anchorage	60	2.07%	2,810	2.16%
	UA Fairbanks	195	11.22%	6,806	10.17%
	UA Southeast	84	11.54%	2,454	11.05%
	UA Systemwide	339	6.32%	12,070	5.50%
Fall 99	UA Anchorage	87	3.21%	4,008	3.12%
	UA Fairbanks	225	13.71%	7,136	10.73%
	UA Southeast	132	18.28%	4,226	19.34%
	UA Systemwide	444	8.75%	15,370	7.08%
Fall 00	UA Anchorage	68	2.56%	3,962	3.04%
	UA Fairbanks	248	14.57%	7,301	10.81%
	UA Southeast	131	17.56%	3,159	14.70%
	UA Systemwide	447	8.75%	14,422	6.58%
Fall 01	UA Anchorage	144	4.40%	9,846	7.35%
	UA Fairbanks	276	12.30%	6,789	9.81%
	UA Southeast	125	14.32%	3,332	14.52%
	UA Systemwide	545	8.53%	19,967	8.83%

*Does not include yearlong correspondence students at the Center for Distance Education.

Strategy: Meeting Alaska's Employment Needs

Measure:

The cost per credit hour delivered by distance delivery.

Sec 152 Ch 124 SLA 2002(HB 515)

Alaska's Target & Progress:

In FY01 nearly \$6.0 million of expenditures could be directly associated with the infrastructure, program support, student services, and faculty salaries used to offer courses via distance. Based on the student credit hours in distance courses, that equates to \$165 per student credit hour. For on-site instruction that figure varies from a low of \$90 per credit hour to as much as \$300 for specialized graduate programs.

Benchmark Comparisons:

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

Background and Strategies:

Distance education is a rapidly growing sector in higher education. Here in Alaska, distance education is especially useful as UA tries to make higher education available across the state's varied locations. It is also used to share specialized faculty among different campuses. The activities mentioned in the

distance delivery credit hour measure above emphasize the effort UA is taking to expand distance-delivered program offerings in an efficient manner.

In assessing the cost of distance education, the University of Alaska has employed a cost analysis model developed by Western Cooperative for Educational Telecommunications (WCET) and National Center for Education Management Systems (NCHEMS).

Strategy: Keeping Pace With Technology
Attracting and Retaining Alaska's Students
Meeting Alaska's Employment Needs

Measure:

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

Sec 152 Ch 124 SLA 2002(HB 515)

Alaska's Target & Progress:

Goal: Maintain average salary increases of 15% for vocational education students after training.

For students who took vocational classes in 2000:

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

For students who took vocational classes in 1999:

Wages increased by 20% after attendance over pre-training earnings:
\$6,489 per quarter vs. \$5,427 per quarter.

(Employment and wage information from the DOL for 2001 students will be available in early 2003.)

Benchmark Comparisons:

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

Background and Strategies:

The university participates in an annual statewide vocational education outcome study produced by the Alaska Department of Labor and published each January. Starting in 2000 with the second report, the reports were extended to contain pre- and post-training earnings information.

The reports can be accessed at: <http://www.alaska.edu/oir/voced.html>. For the third report the university provided a list of over 5,400 students who participated in vocational education in FY00 and did not return in FY01. During the third and fourth quarters after exiting a vocational program, 71.1% of the participants were employed and the average quarterly earnings after training exceeded pre-training earnings by 16%. This compares favorably with the 15% increase observed for FY98 students, which is the benchmark for the goal above. Vocational education students' average quarterly earnings rose from \$6,002 in months 7 to 12 of the fiscal year prior to enrollment to \$6,946 per quarter in months 7 to 12 after exiting the program.

Strategy: Meeting Alaska's Employment Needs

Measure:

The amount of research grants in arctic biology, climate change, resource development, fisheries and ocean science, logistics, geosciences, and atmospheric sciences.

Sec 152 Ch 124 SLA 2002(HB 515)

Alaska's Target & Progress:

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

From FY99 to FY02 UA increased the number of new awards by 5% and the amount awarded by 120%.

Benchmark Comparisons:

In FY01, there were 173 new grants awarded with total committed funding of \$45.3 million in the areas of arctic biology, climate change, resource development, fisheries and ocean science, logistics, geosciences, and atmospheric sciences.

Background and Strategies:

UA conducts research in several areas important to the state. In Alaska, unlike other states, the university carries out the bulk of Research and Development (R&D) activity. In other states, industry carries out 71% of the R&D effort while universities do 13%. In Alaska, 52% of the state's R&D effort is carried out by UA. However, Alaska conducts very little R&D. Only 0.5% of Alaska's gross state product is invested in research compared to 2.5% for other states. Two reasons that may explain why Alaska is dependent on UA to support R&D are the lack of a mature manufacturing industry base and some industry R&D efforts are largely conducted out-of-state (oil and tourism, for example). Regardless of the reason, Alaska must invest strongly in R&D for future economic development and UA is the engine to fuel state R&D. Fortunately, UA leverages every \$1 of state funded research with \$4 of external funding. This is a significant return of state investment for research and provides a much greater R&D impact for the state.

The University of Alaska, Fairbanks is included in the top 100 research universities as ranked by The Lombardi Program on Measuring University Performance (August 2002). Within specific categories for public institutions, UAF ranked 66 in total research expenditures and 67 in federal research expenditures.

The university has developed a database of research activity that will provide a consistent listing for comparison purposes from year to year. Many grants are multi-year awards; the table below shows the number of new grants and award amounts from FY99 to FY02 in the areas targeted in the measure. The number of new grant-funded research projects has increased by 5% from fiscal year 1999 to 2002 and the amount increased by 120% during this same time period. In total for FY02, there were 864 active grant-funded research projects for a total award commitment (multi-year) of \$462 million. New research being conducted at the university ranges from projects like the Use of Bering Glacier Marine Habitat by Pacific Harbor Seals; Dietary Risks and Benefits in Alaskan Villages; and Evaluation of Gravel Runway Surface Conditions & Their Effect on Aircraft Performance During Winter Operations.

**Number and Amount of New Organized Research
Projects by Research Category
Fiscal Year 1999 – 2002**

Category	New Awards	Award Amt. (x\$1000)
----------	------------	----------------------

Areas of Significant Importance to Alaska		
Logistics	1	3
Resource Development	41	6,850
Biological Sciences and Arctic Health	51	6,435
Environmental Sciences	15	2,035
Geosciences	33	7,910
Marine and Ocean Sciences	59	6,622
Atmospheric Sciences	15	2,051
EPSCoR	0	
Areas of Significant Importance - Subtotal	215	31,906
Additional Research Areas	125	12,448
Total 2002	340	44,354
2001 Areas of Significant Importance - Subtotal	173	20,823
Total 2001	356	38,806
Total 2000	285	27,940
Total 1999	325	20,117
% Change FY99-FY02	5%	120%

*Reported award amounts differ from those previously reported due to definition changes.

Strategy: Preparing for Alaska's Economic Success

Measure:

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

Sec 152 Ch 124 SLA 2002(HB 515)

Alaska's Target & Progress:

Goal: Having met the initially stated goal (increase the number of grant-funded graduate students by 10% over the next two years) UA plans to aggressively pursue increasing the number of grant-funded graduate students by 8% per year through fall 2005.

Fall 2002 there were 222 graduate students employed

Fall 2001 there were 189 graduate students employed.

Benchmark Comparisons:

Based on the university's federal reporting date, 164 graduate students were employed on grant-funded research in fall 1998, 192 in fall 1999, and 183 in fall 2000. Using the last three-year average (180), a 10 percent increase would result in 200 graduate students employed with research funding in fall 2002.

Background and Strategies:

At the University of Alaska during fall 2002 there were 222 graduate students funded through 133 research grants. The number of graduate students funded through research grants increased by 5% from the three-year average of 1998 - 2000 to fall 2001 and increased by nearly 18% from fall 2001 to fall 2002. The total enrollment of graduate students increased by 27.9% from fall 1998 to fall 2002.

Number of Graduate Students Funded on Research Grants

	Fall Semester				
	1998	1999	2000	2001	2002
Number of Graduate Students	164	192	183	189	222

Percent of Total Graduate Students 13% 15% 14% 14% 13%

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

Sec 152 Ch 124 SLA 2002(HB 515)

Alaska's Target & Progress:

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

Increase the number of applied research projects that benefit the economy of Alaska.

In FY01, 234 applied research projects at the University of Alaska were identified as benefiting the state. In FY02 this number increased to 267, a 14% increase. The following table provides descriptions of a few of these projects.

Benchmark Comparisons:

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

Background and Strategies:

The university is acutely aware of the importance of this measure to the growth of the state's economy. Currently, our new Vice President for Research, Craig Dorman, is heading a committee that oversees the development of a state Research and Development Plan (per SJR44). The R&D plan is being designed to expand and diversify the state's economy, build state research institutions, integrate the efforts of state and federal agencies, identify avenues of resource development, while at the same time protecting the health of Alaskans and their environment. In addition, large grants from NSF (EPSCoR) and NIH (COBRE and BRIN) continue to build the research infrastructure of UA by providing new facilities and new faculty members, and attracting outstanding new graduate students. Together, these factors almost guarantee the inception of new applied research that benefits the state.

Selected Applied Research Projects Benefiting Alaska's Economy

Project Title, Status, and School	Contribution to the State
UA Anchorage More efficient air cargo operations in Canada's Yukon Territory Research Grant - Active CBPP	This grant funded a study which discussed how the Yukon Territory could leverage the State of Alaska's unique air cargo infrastructure in order to achieve efficiency gains in its air cargo operations.
Native Regional Corporations in the Alaska Economy Active CBPP, ISER	The 12 regional corporations are major landowners and employers in Alaska and some pay shareholder dividends; this study is assessing their overall economic contribution.
Evaluation of Rural Educator Preparation Partnership Active CBPP, ISER	This is a post-B.A. program at UAF that specifically prepares and certifies teachers who are committed to teaching in rural Alaska. If this approach is effective, it could reduce the disruptive and costly high turnover rate in many rural areas.

Project Title, Status, and School	Contribution to the State
Chignik Salmon Cooperative Active CBPP, ISER	Analyzing economic effects of the new cooperative in the Chignik purse seine fishery, authorized by the Alaska Board of Fisheries in January 2002. This is an experiment by fishermen attempting to reduce their costs; it's vital to know how it works.
A Comparative Study of the Cyclic Nature of Maritime Industries Proposal National Geographic Society Proposed SOEng	Pending National Geographic Society research and exploration grant to analyze and compare the cyclic nature of marine resources and other maritime industries in Alaska and Papua New Guinea, with a focus on information transfer between the two areas on lessons learned. GIS mapping will be an integral part of the project.
Payload Project. Completed Alaska Dept. of Transportation. SOEng	Conducted feasibility studies for payload applications and proposed Alaska as a strategic test bed for emerging technology operations and management before nationwide or worldwide deployment. Intelligent Transportation Systems (ITS) are nationwide efforts to solve many transportation problems by employing advanced technologies such as communications, information and electronics technologies. PAYLOAD is a concept of international, intelligent, and intermodal freight tracking and transfer systems. It was conceived by Alaska DOT&PF as part of ITS efforts and assigned to the University of Alaska Anchorage under contract to conduct feasibility study for its various applications.
UA Fairbanks	
NorthSTAAR Active Arctic Region Supercomputing Center	The Northern Simulator of Terrain and Aviation Airspace Restrictions is a virtual flight simulator for use by military and civilian pilots to improve safety in shared-use airspace and more accurately familiarize new pilots with Alaska terrain.
Gas-to liquids (GTL) Active School of Management/SME	Research recognized by the oil industry as significant for North Slope natural gas. The Fairbanks Energy Center is working on more efficient and feasible means of providing energy to cold regions.
Improving the fisheries marketability Active SFOS	<ol style="list-style-type: none"> 1) Developing greater Value from byproducts of seafood processing 2) New opportunities for flaked products from Pink Salmon 3) Surimi-based products for school food service programs 4) Perfection of new properties for engineered fish protein power 5) Salmon caviar products: safety and quality determinations
Alaska Snow Crab Industry Assessment Active School of Management	Research examines the Alaska Snow Crab Fishery including its relationship with stellar sea lion habitat
Poker Flats Impact Study Active School of Management/Geophysical Institute	Research examines the environmental and economic impact of Poker Flats Range
Technology transfer success on the horizon. GI/FITC/Provost's Office	North American corporation has made an offer for a licensing agreement for the UAF pin-bone remover patent.
UA Southeast	
AFG Southeast Alaska Sea Cucumber Research FY01 Active School of Liberal Arts & Sciences	Development and evaluation of a satisfactory method to estimate the abundance and exploitation rate of spot shrimp in two major fishing districts is important for the long term viability of the commercial fishing in Southeast Alaska.
Hormonal Regulation of growth in Snow Crab Active School of Liberal Arts & Sciences	Alaska snow crab (<i>Chionectes opilio</i>), the largest fishery in Alaska has experienced an all time low record in the past decade. A mandated better understanding of its biology will develop sustainable harvest strategies.
Dev of Rapid Biomass Assessment for AK Kelp Industry Active School of Liberal Arts & Sciences	Floating kelps commercially harvested in Alaska for a worldwide variety of uses like cosmetics has a promise of business opportunity valuable for small communities in Southeast Alaska.

Project Title, Status, and School	Contribution to the State
FY02 AHFC Energy Efficiency Education Active Career Education	Provision of consumer energy education in rural and urban Alaska through workshops and published materials is a major contribution to ensure a higher degree of expectation for building better, healthier homes for Alaskan families.

Measure:

The quality of research as measured by annual citation and significant publications in referred journals.
Sec 152 Ch 124 SLA 2002(HB 515)

Alaska's Target & Progress:

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

Benchmark Comparisons:

In 2001, 442 publications were tabulated in two major indexes and, since 2000, units within the University reported a total of 1,157.

In 2000, 415 publications were tabulated in two major indexes and, since 1999, units within the University reported a total of 856.

Background and Strategies:

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

The table below shows the result of searches done on two major indexes for journal publications of University of Alaska faculty and research staff in 1999, 2000, and 2001. The Institute for Scientific Information (ISI) index includes scholarly publications in the social sciences, sciences and the arts and humanities. The number of publications has increased by 72% in Cambridge Scientific Abstracts (CSA) and by 28% in ISI from 1999 to 2001.

Number of Publications by Index and Year of Publication

Index	1999	2000	2001
Cambridge Scientific Abstracts (CSA)			
Aquatic Sciences and Fisheries Abstracts (ASFA)	44	36	78
Biological Sciences	52	61	91
Environmental Sciences and Pollution Management	45	53	73
MEDLINE	25	31	59
Oceanic Abstracts	29	23	37
Plant Science	10	13	23
TOXLINE	5		
Total CSA	210	217	361
Institute for Scientific Information (ISI) Total	346	415	442

The table below shows a summarization from the units that 260 faculty per year published 856 journal articles since 1999 in at least 90 different publications including Nature, Zoology, Critical Care Nurse, Journal of Cold Regions Engineering, ARCTIC, and Teacher Education and Practice. Some of the

publications included books or chapters for books. In 2001, there were 1,141 publications produced by faculty.

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

	<u>School/College</u>	<u>Number of Publications 1999-2000</u>	<u>Number of Publications 2001</u>
UAA	CBPP	6	24
	CBPP / ISER	11	
	Community & Technical College		1
	College of Arts & Sciences		100
	College of Health & Social Welfare		
	Center for Alcohol & Addiction Studies	2	
	Center for Human Development	2	
	Justice Center	7	
	School of Nursing	4	
	School of Social Work	6	
	Total	21	12
	Education	13	2
	Engineering	13	2
	UAA Total	64	125
UAF	College of Liberal Arts	91	124
	College of Rural Alaska		15
	College of Science, Engineering & Mathematics		149
	Geophysical Institute	194	236
	Institute of Arctic Biology	110	137
	Institute of Northern Engineering	56	65
	International Arctic Research Center	46	52
	Library	2	
	Museum	22	
	Provost		1
	School of Agriculture and Land Resources Mgt	71	98
	School of Fisheries and Ocean Sciences	149	83
	School of Management	21	25
	School of Mineral Engineering	10	18
	UAF Total	772	1003
UAS	Govt.	4	3
	History	4	6
	Public Admin.	2	
	Sociology	2	
	Psychology		1
	Science		3
	Other	8	
UAS Total	20	13	
UA Total	856	1141	

Strategy: Maintaining a Solid Foundation

Measure:

The graduation and retention rate of full-time-equivalent students in degree programs.

Sec 152 Ch 124 SLA 2002(HB 515)

Alaska's Target & Progress:

Goal: Starting with the 1999-2000 first-time freshmen class, increase six-year graduation rates (by 2006) for baccalaureate degree-seeking first-time freshmen to 30%.

The six-year graduation rate for the class of 1995 is 21.2%.
The six-year graduation rate for the class of 1994 is 21.2%.

Benchmark Comparisons:

The latest information available for six-year graduation rates are for the class of 1995 showing 21.2% of the first-time freshmen graduated within six years.

Background and Strategies:

The participation in the Consortium for Student Retention Data Exchange (CSRDE), a national survey which tracks the retention of first-time full-time baccalaureate degree-seeking freshmen from fall to fall, also tracks the graduation rate of those students. Retention rates drive the graduation rates and UA is closely monitoring retention. Improved programs that were put in place during the last three years will affect the six-year graduation rate for the 1999 cohort with the results available in summer 2006. The most recent rates available from CSRDE show a six-year graduation rate for the cohort of first-time full-time baccalaureate degree-seeking freshmen that started fall 1995 at UA is 21.2% compared to the 34.0% average graduation rate at 96 less selective institutions (indicating open admissions and high part-time enrollment). Students note that program availability is a primary reason for changing institutions. In the last four years UA has invested significantly in expanding program breadth and having adequate upper-division course offerings. These actions coupled with the effort of retaining students will impact this measure positively.

Year	Headcount	Six-Year Graduation Rate	CSRDE Less Selective Six-Year Graduation Rate
1993-94	846	26.5%	33.6%
1994-95	903	21.2%	33.1%
1995-96	827	21.2%	34.0%

UA anticipates a graduation rate of 30% with the 1999-00 class. By 2006 there will be 302 graduates from this cohort compared to 174 from the 1995-96 cohort.

Strategy: Attracting and Retaining Alaska's Student
Meeting Alaska's Employment Needs

Measure:

The graduation and retention rate of full-time-equivalent students in degree programs.

Sec 152 Ch 124 SLA 2002(HB 515)

Alaska's Target & Progress:

Goal: Over three years (from 2000), increase retention rate for baccalaureate degree-seeking first-time freshmen to 71%.

2001-2002: UA system wide retention rate of first-time full-time baccalaureate degree-seeking freshmen was 65.5%.

2000-2001: UA system wide retention rate of first-time full-time baccalaureate degree-seeking freshmen was 67.8%.

Benchmark Comparisons:

The university participates in the Consortium for Student Retention Data Exchange (CSRDE), a national survey which tracks the retention of first-time full-time baccalaureate degree seeking freshmen from fall to fall. In the most recent CSRDE survey (June 2002) 96 institutions described as less selective (indicating open admissions and high part-time enrollment) had an average retention rate for the 1994 - 2000 cohorts from the first year to second of 69.2%. Other studies have shown lower retention rates, but for a less well-defined group of students. For example, in the August 2001 Opportunity, the average persistence rate to the second year for freshmen who began in fall 1999 was 60.6% for 152 four-year institutions with an open admissions policy.

Background and Strategies:

A National Center for Education Statistics report (August 2001) found that the strongest predictor of degree attainment, and thus retention, was the academic preparation from high school. Nationally, in general, the retention rate to the second year has been decreasing. The table below shows the retention rate for UA as well as the CSRDE less selective institutions from 1993 through 2002. UAF is close to the 71% goal this fall by retaining nearly 70% of first-time full-time baccalaureate degree seeking students from fall 2001 to fall 2002 compared to 62% from fall 2000 to fall 2001. The overall decrease in retention when comparing last fall to this fall was primarily due to a decrease at UAA. System-wide, the number of students enrolled in this well-defined cohort has increased by 48% from 1993 to 2002. The increased number attending, largely due to UAA recruitment efforts, is likely impacting the retention rate. This is an area we will be examining closely. Additional information regarding UA Scholars and other first-time freshmen retention can be found on the Statewide Budget and Institutional Research web site: <http://info.alaska.edu/oir/>.

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

Year	Headcount	Percent CSRDE Less Selective	
		Retained to 2nd Year	Retention Rate to 2nd Year
1993-94	846	66.4%	68.2%
1994-95	903	62.9%	67.1%
1995-96	827	67.0%	67.9%
1996-97	913	67.8%	69.0%
1997-98	871	64.8%	70.2%
1998-99	1,015	62.9%	69.5%
1999-00	1,008	67.6%	68.7%
2000-01	1,127	67.8%	70.6%
2001-02	1,250	65.5%	
% Change 93 - 02		48%	
% Change 98 - 02		23%	

Note: Data for 1993 - 1998 may differ from previously reported numbers as that information was updated using consistent methodologies with current definitions.

Strategy: Attracting and Retaining Alaska's Students

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

Sec 152 Ch 124 SLA 2002(HB 515)

Alaska's Target & Progress:

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

Out of the 43 tests results reported, 31 have national comparisons and 21 of 31 programs show results above national average. For 5 of the 12 tests without a national comparison, UA students completed with a 100% pass rate. In general, UA students meet or exceed the national scores and pass rates.

Benchmark Comparisons:

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

Background and Strategies:

The university is in the process of identifying and collecting the scores and pass rates of students on the professional exams administered. This is not a single measure, but rather a listing of programs that administer professional exams and the resultant scores or pass rates as appropriate. The table below lists the name of the test, the number of students who were administered the test, the average score and or pass rate at UA, as well as the national comparison when it was available. Out of the 43 tests results reported, 31 have national comparisons and 21 of 31 programs show results above national average while 4 equal the national average. For 5 of the 12 tests without a national comparison, UA students completed with a 100% pass rate. In general, UA students meet or exceed the national scores and pass rates.

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

MAU/School	Examination Type	Test Date	UA Students Tested	UA Pass Rate	National Pass Rate
UAA - SOEng	FE licensure, BS Civil Engr.	Oct-01	9	89%	76%
UAA - SOEng	FE licensure, BS Civil Engr.	Apr-02	16	69% ¹	77%
UAA CTC ALC	GED Exam	AY 01-02	125	72%	64% pass
UAA CTC CA&H	National Restaurant Association Sanitation Exam	Spring 2002	26	89%	85% pass
UAA CTC CA&H	Registered Dietician Exam	Open Testing	2	100%	NA
UAA CTC DA	CDA-Dental Assisting	June 2002	8	88%	NA
UAA CTC DH	National Dental Hygiene Exam	April 2002	12	94%	NA ²
UAA CTC DH	Regional Boards-Anesthesia	May 2002	12	100%	NA
UAA CTC DH	Regional Boards-Clinical	May 2002	13	100%	NA
UAA, CAS	ETS Major Field Test - Sociology	Spring 2002	15	91%	NA
UAA, CHSW	ASWB Intermediate Exam Results, MSW Program	2002	4	100%	76%
UAA, CHSW	RN Licensure - AAS Nursing (Anchorage Based Students)	Spring 2002	24	88%	84.00%
UAA, CHSW	RN Licensure - AAS Nursing (Distance Students)	Spring 2002	19	100%	84.00%
UAA, CHSW	RN Licensure - AAS Nursing (All Students)	Spring 2002	40	93% ³	84.00%
UAA, CHSW	RN Licensure - BS Nursing	Fall 2001	24	92% ⁴	84.00%
UAA, CHSW	RN Licensure - BS Nursing	Spring 2002	38	92% ⁵	84.00%
UAA, CHSW	RN Licensure - BS Nursing	Winter 2000	23	79% ⁶	85.80%
UAF, CLA	ACAT - Social Work	April 2002	13	77%	NA

UAF, CLA	ACAT - Social Work/Rural Students	April 2002	4	91%	NA
UAF, CSEM	FE - Civil Engineering	April 2002	2	0%	79%
UAF, CSEM	FE - Civil Engineering/General	April 2002	3	67%	73%
UAF, CSEM	FE - Electrical Engineering	April 2002	5	80%	80%
UAF, CSEM	FE - Electrical Engineering/General	April 2002	1	100%	71%
UAF, CSEM	FE - Geol&Geophys/General	April 2002	2	50%	61%
UAF, CSEM	FE - Mechanical Engineering	April 2002	1	100%	90%
UAF, CSEM	FE - Mechanical Engineering/General	April 2002	13	92%	88%
UAF, CSEM	FE - Petroleum/General	April 2002	1	100%	61%
UAF, CSEM	FE - Materials/General	April 2002	2	50%	78%
UAF, SME	FE - Fundamentals of Engineering	April 2002	5	80%	NA
UAF, SME	FE - Fundamentals of Engineering	October 2001	2	50%	NA
UAF, SOE	PRAXIS I - CBT	2000-2001	15	100%	99%
UAF, SOE	PRAXIS I - CBT Mathematics	2000-2001	15	100%	100%
UAF, SOE	PRAXIS I - CBT Reading	2000-2001	13	100%	100%
UAF, SOE	PRAXIS I - PPST Mathematics	2000-2001	52	100%	100%
UAF, SOE	PRAXIS I - PPST Reading	2000-2001	54	100%	99%
UAF, SOE	PRAXIS I - PPST Writing	2000-2001	53	100%	99%
UAF, TVC	AAMA - Medical Assistant	January 2002	14	85%	55%
UAF, TVC	Nursing Assistant	May 2002	14	100%	NA
UAS	National Cert. Exam for Health Info. Mgmt.	Fall 2001	6	100%	NA
UAS	Nursing Aide Registry (CNA)	Spring 2001	64	97%	81%
UAS	Nursing Aide Registry (CNA)	Spring 2002	18	94%	86%
UAS	Water and Wastewater Operator Cert.	Summer 2001	3	100%	72% ⁷
UAS	Water and Wastewater Operator Cert.	Summer 2002	11	91%	72% ⁷

¹Several students were allowed to take the exam without being fully prepared.

²UAA ranked 6th out of 236

³Results available for only 88% of graduates.

⁴Results available for only 89% of graduates.

⁵Results available for only 77% of graduates.

⁶Four of the five who were initially unsuccessful have since passed the exam; the fifth has not yet re-attempted the exam.

⁷State passing rate as the test is unique to the State of Alaska

Strategy: Meeting Alaska's Employment Needs

Measure:

Over the next three years, increase enrollments by 5%.

Alaska's Target & Progress:

Preliminary Fall 2002 enrollment figures indicate an increase of 6.4% in headcount over Fall 2001 and 8.6% over Fall 1999.

Fall Semester

- Student FTE 1999: 14,784
- Student FTE 2000: 14,939
- Student FTE 2001: 15,375
- Student Headcount 1999: 30,249
- Student Headcount 2000: 30,480
- Student Headcount 2001: 30,626

Benchmark Comparisons:

Student FTE Fall Semester 1997: 15,336
Student FTE Fall Semester 1998: 14,933

Headcount Fall Semester 1997: 31,184
Headcount Fall Semester 1998: 31,106

Background and Strategies:

The university, as the provider of community college and university higher education mission for the state, serves both traditional and non-traditional aged students. Traditional students make up 35% of student headcount and are focused more on baccalaureate programs. Non-traditional age students make up 65% of UA's student headcount and are more focused on graduate instruction, associate degrees, and other professional development.

The university is increasing the student population by expanding degree program offerings in areas targeted as most important to the economy of the state, including information technology, nursing, education, finance, e-commerce, and wildlife. Currently, UA offers less than half of the degree programs of other western states with smaller populations. In the last year, however, with the investment of initiative funding, the Board of Regents has approved 28 new degree programs, while eliminating 5 programs for a net increase of 23 degree programs. Having the appropriate breadth of relevant degree programs in the state is key to increasing the student headcount. Another area UA is pursuing to increase the number of students is enhanced student services in recruitment, retention, financial aid, advising, and standard electronic student services.

UA has budgeted for a 5% percent increase in enrollment in FY03. Enrollment increases contribute to tuition, which in turn helps fund programs, salary maintenance, and fixed cost increases. Continued program growth and base investment is necessary to reach this enrollment target.

Strategy: Maintaining a Solid Foundation
Keeping Pace with Technology
Attracting and Retaining Alaska's Students
Meeting Alaska's Employment Needs
Preparing for Alaska's Economic Success

Department Budget Summary by BRU

All dollars in thousands

	FY2002 Actuals				FY2003 Authorized				FY2004 Governor			
	General Funds	Federal Funds	Other Funds	Total Funds	General Funds	Federal Funds	Other Funds	Total Funds	General Funds	Federal Funds	Other Funds	Total Funds
Formula Expenditures												
None.												
Non-Formula Expenditures												
University of Alaska Systemwide	0.0	0.0	0.0	0.0	10,015.9	14,863.0	35,727.7	60,606.6	10,305.1	11,866.3	33,900.0	56,071.4
Statewide Programs & Services	13,906.5	189.5	21,750.4	35,846.4	15,671.6	2,058.0	28,936.1	46,665.7	17,388.4	2,058.0	30,910.5	50,356.9
Univ of Alaska Anchorage	69,885.4	17,248.3	76,181.7	163,315.4	69,803.8	17,913.3	83,928.8	171,645.9	72,995.6	17,935.1	91,860.7	182,791.4
Univ of Alaska Fairbanks	94,796.9	60,994.6	113,853.0	269,644.5	93,721.5	71,193.7	133,777.9	298,693.1	97,508.1	78,146.0	140,576.7	316,230.8
Univ of Alaska Southeast	16,911.2	4,574.6	13,394.0	34,879.8	16,868.1	2,951.0	14,596.6	34,415.7	17,922.9	3,051.0	15,308.8	36,282.7
Totals	195,500.0	83,007.0	225,179.1	503,686.1	206,080.9	108,979.0	296,967.1	612,027.0	216,120.1	113,056.4	312,556.7	641,733.2

Funding Source Summary

All dollars in thousands

Funding Sources	FY2002 Actuals	FY2003 Authorized	FY2004 Governor
1002 Federal Receipts	83,007.0	108,979.0	113,056.4
1003 General Fund Match	2,777.3	2,777.3	2,777.3
1004 General Fund Receipts	192,521.9	203,102.8	213,142.0
1007 Inter-Agency Receipts	36,193.7	13,171.0	18,800.0
1010 University of Alaska Interest Income	3,336.0	4,950.7	
1015 U/A Dormitory/Food/Auxiliary Service	31,770.0	38,893.5	
1025 Science & Technology Endowment Income	876.7		
1037 General Fund / Mental Health	200.8	200.8	200.8
1038 U/A Student Tuition/Fees/Services	53,985.3	59,408.8	
1039 U/A Indirect Cost Recovery	22,606.9	25,191.2	
1048 University Restricted Receipts	67,882.1	98,457.7	237,963.8
1061 Capital Improvement Project Receipts	3,559.5	3,966.3	4,050.0
1092 Mental Health Trust Authority Authorized Receipts	100.0	136.8	50.0
1150 ASLC Dividend	2,000.0		
1151 Technical Vocational Education Program Account	2,868.9	2,868.9	2,868.9
1174 UA Intra-Agency Transfers		47,607.2	48,824.0
1176 Science and Technology Endowment Fund		2,315.0	
Totals	503,686.1	612,027.0	641,733.2

Position Summary

Funding Sources	FY2003 Authorized	FY2004 Governor
Permanent Full Time	3,720	3,881
Permanent Part Time	227	199
Non Permanent	0	0
Totals	3,947	4,080

FY2004 Capital Budget Request

Project Title	General Funds	Federal Funds	Other Funds	Total Funds
Safety and Highest Priority Renewal and Replacement	641,500	0	3,000,000	3,641,500
Attracting and Retaining Students	0	0	10,800,000	10,800,000
Small Business Development Center	550,000	0	0	550,000
University Center - Phase 2	0	0	2,400,000	2,400,000
Replacement of Research Vessel	0	0	80,000,000	80,000,000
Small Project Receipt Authority	0	0	5,000,000	5,000,000
Project and Planning Receipt Authority	0	0	10,000,000	10,000,000
West Ridge Research Building	0	2,000,000	14,000,000	16,000,000
Yukon Flats Training Center Expansion Completion	0	1,200,000	1,100,000	2,300,000
Department Total	1,191,500	3,200,000	126,300,000	130,691,500

This is an appropriation level summary only. For allocations and the full project details see the capital budget.

Overview of Departmental Budget Changes

The increase in UA's FY03 state funding covered policy and mandated salary increases. Initiative programs started prior to FY03 are continuing to build enrollment, however, no progress has been made on the programs requested in FY03. The programs most critical to state needs and UA's goals that were requested in FY03 are included in the FY04 request.

Additional recruiters, student advisors, career counselors, web access, registration and financial aid services are critical to the student recruitment and retention efforts throughout the system. UA has targeted 5% enrollment growth for FY04. This is in addition to the 5% enrollment growth achieved in FY03 and 3% achieved in FY02.

By aligning new programs with state needs, partnerships with state agencies, industry and federal agencies are expanding. Grant funding, scholarship opportunities and endowment increases have been significant and will continue to grow at a rate faster than state funding increases.

Summary of Department Budget Changes by BRU
From FY2003 Authorized to FY2004 Governor

All dollars shown in thousands

	<u>General Funds</u>	<u>Federal Funds</u>	<u>Other Funds</u>	<u>Total Funds</u>
FY2003 Authorized	206,080.9	108,979.0	296,967.1	612,027.0
Adjustments which will continue current level of service:				
-University of Alaska Systemwide	-10,015.9	-7,074.1	-19,869.1	-36,959.1
-Statewide Programs & Services	1,716.8	0.0	1,974.4	3,691.2
-Univ of Alaska Anchorage	3,191.8	21.8	7,931.9	11,145.5
-Univ of Alaska Fairbanks	3,786.6	6,952.3	9,250.6	19,989.5
-Univ of Alaska Southeast	1,054.8	100.0	712.2	1,867.0
Proposed budget decreases:				
-Univ of Alaska Fairbanks	0.0	0.0	-2,451.8	-2,451.8
Proposed budget increases:				
-University of Alaska Systemwide	10,305.1	4,077.4	18,041.4	32,423.9
FY2004 Governor	216,120.1	113,056.4	312,556.7	641,733.2