

# Performance Report

FY 2012

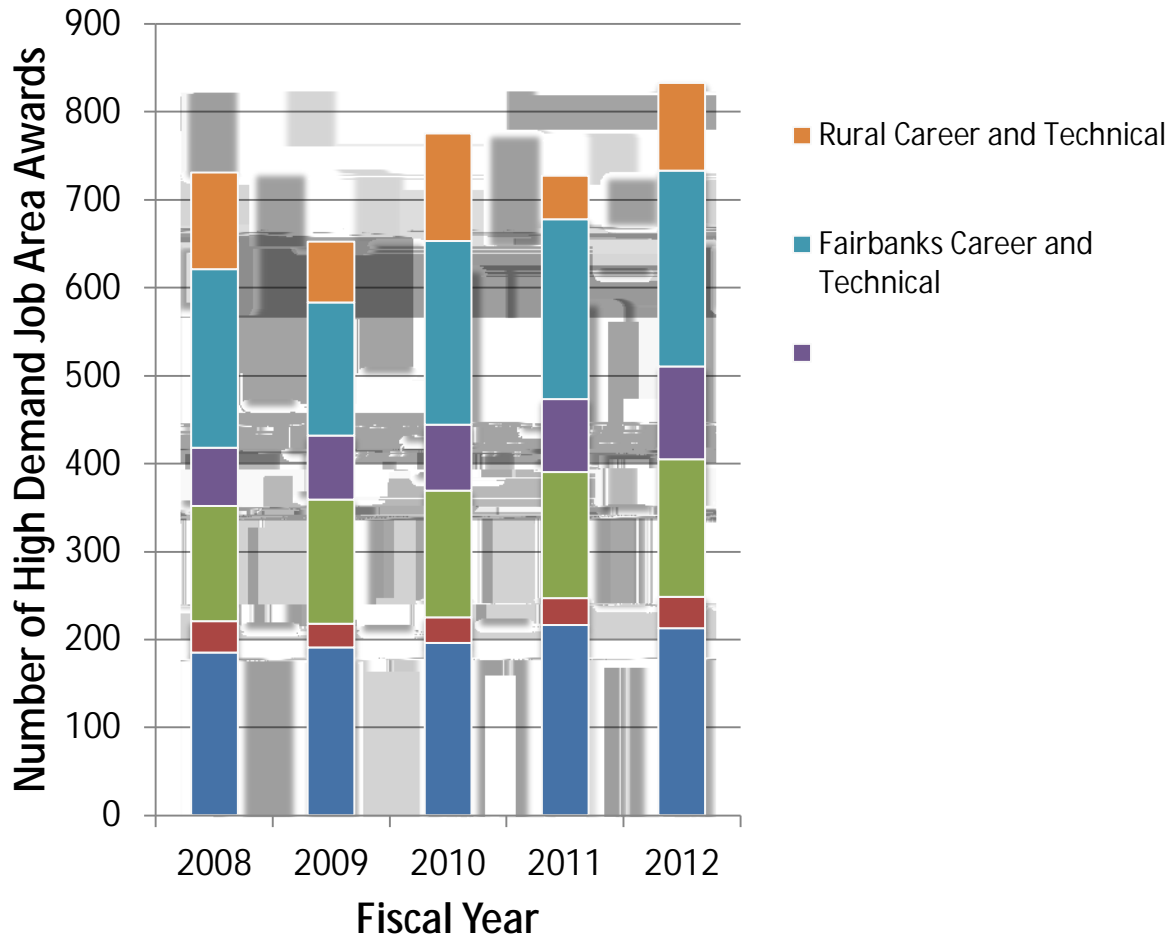
Prepared by:

Ian Olson  
Susan Henrichs  
Heike Merkel  
Luosha Diao

### A: End Result – High Demand Job Area Awards

**Target:** The FY14 target is 840 awards. The FY13 target is 817 awards.

**Status:** UAF awarded 833 HDJA (High Demand Job Area) occupational endorsements, certificates, and degrees in FY12, well above the FY12 target of 730 awards. FY12 awards were a 15% increase over FY11 awards, which numbered 727.



**Analysis of results and challenges:** The enrollment in HDJA programs has been increasing steadily since FY07, at an average rate of nearly 5% per year. The positive enrollment trend should translate into further increases in HDJAA. However, there is a time lag between enrollment and graduation; for example, baccalaureate-seeking freshmen enrolling in FY08 (when HDJA enrollments were 22% less than today) began graduating in FY11. HDJA awards at the baccalaureate and graduate levels fluctuate relatively little from year to year and have increased about 22% since FY08. Occupational endorsements, certificates, and associate degree awards have likewise increased (15% for rural campuses, 10% for the UAF Community and Technical College), but can have large year to year variation. For example, rural campus FY11 HDJA awards were only 49, vs. 122 in FY10, but the number rebounded to 100 in FY12. Over the past five years there has been a saw tooth pattern of awards in the career and technical areas,



sharp increase in FY12 probably presages a lower number in FY13. Health certificate and

**Analysis of results and challenges:** The fact that 2012 graduates were less than the target was due to the fact that in fall 2008 the new students included an unusually large percentage of pre-majors (students not meeting all admission requirements), 46%, vs. only 32% in fall 2007 or 2009. Nonetheless, the number of baccalaureate engineering degrees awarded in FY12 was up 70% over the number awarded in 2008 and 2009. This reflected large increases in engineering undergraduate enrollment that began in fall 2007. Increases have continued into FY13, when we anticipate nearly 700 baccalaureate engineering majors, 70% more than the number that enrolled in fall 2006. The increases in enrollment have been the result of intensive recruiting efforts by a dedicated staff recruiter, plus improvements in advising, curriculum, and co-curricular activities. UAF has achieved very good freshman to sophomore retention of baccalaureate engineering students, 83% for students entering in fall 2010. Although UAF CEM is progressing well in achieving the goal of doubling engineering graduates, it is reaching enrollment capacity in most of its programs. Faculty workloads are full, especially considering the demands of increasing engineering research. The FY13 new operating funds for additional engineering faculty and teaching assistants will help to accommodate the student demand. An acute problem is that enrollment is exceeding classroom capacity. UAF has very few large classrooms that can accommodate more than 50 students, and many engineering courses, particularly in the basic “Engineering Science” series taken by all students, are over that size. The funds appropriated by the legislature for FY13 to begin construction of a new engineering teaching facility, along with the FY14 funding request for facility completion, will address these challenges.

**A3: Strategy – HDJA Enrollment**

**Target A3:** The FY14 target is a headcount of 5110. The FY13 target is a headcount of 5010.

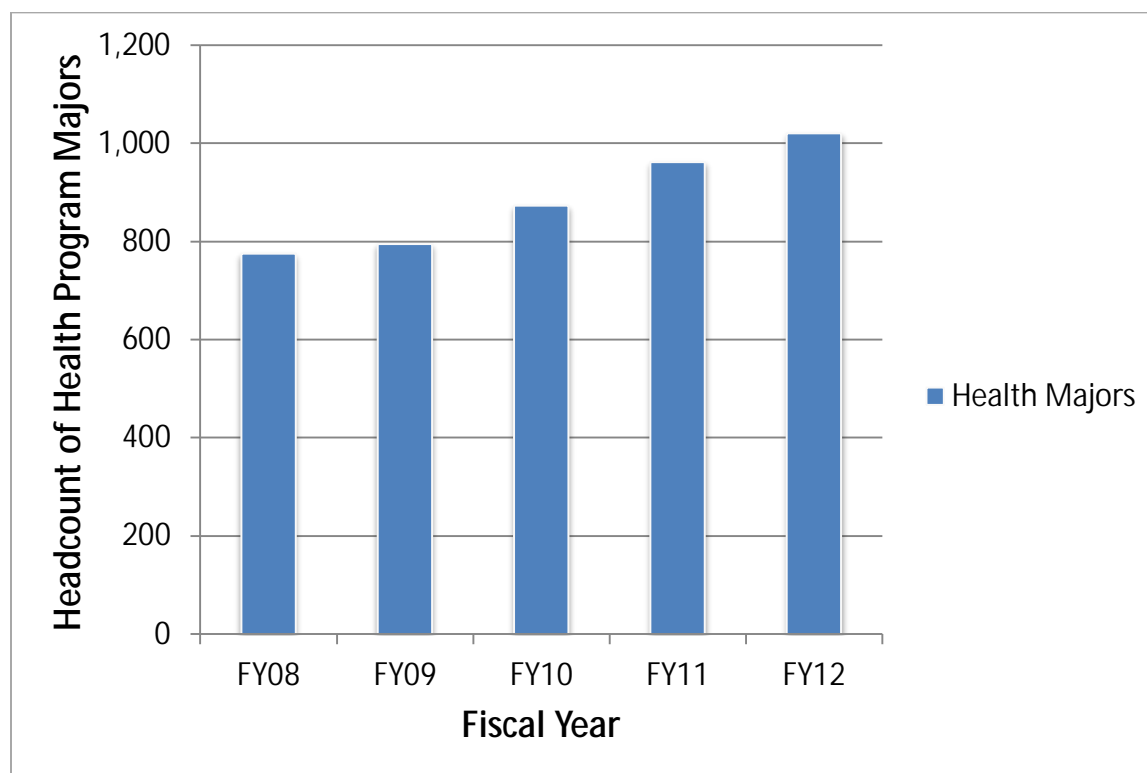
**Status:** The headcount of HDJA majors for FY12 was 4912, just below the target of 5081. The FY12 headcount was an increase of 5% over the number in FY11, 4679.

**Analysis of results and challenges:** HDJA majors have steadily increased since 2007, and UAF anticipates additional increases due to the soft job market and the financial aid opportunities for students through the Alaska Performance Scholarship and AlaskAdvantage programs. The main challenge is limited capacity in some programs, particularly those that lead to the best-paying jobs, such as process technology, nursing, dental hygiene, 11(s)-d0(yC1(i)-2(n)-26(e)-16(s3-11(s)-16(,)-30onu)-20

#### A4: Strategy – Health Program Majors

**Target A4:** The FY14 target is 1061 health program majors enrolled. The FY13 target is 1040 health program majors enrolled.

**Status:** The number of majors for FY 12 was 1020; no FY12 target was established. The number of majors increased 6% relative to FY11, when 962 health degree or certificate program majors were enrolled.



**Analysis of results and challenges:** The growth of the health care industry and the availability of jobs, despite a soft economy, is driving strong enrollment increases. Health-related programs include a wide range, from occupational endorsements in medical billing or coding and nurse aide to a Ph.D. in clinical-community psychology, and so it is difficult to analyze the results and challenges of this omnibus metric in detail. Most of the enrollment growth is occurring in the one- to two-year, associate and certificate degree programs that offer the quickest routes to employment, although baccalaureate programs in behavioral health fields like psychology are growing as well. The main challenges are in limited availability of some programs, like nursing and dental hygiene. A FY14 request would hire a nursing faculty member for Bristol Bay campus and so increase capacity at that rural campus. UAF is also requesting funding to add two faculty to the clinical-community psychology Ph.D. program, in order to support enrollment increases. In addition, there is a request for the other half of the funding needed to establish the 2+2 collaboration with Colorado State University in Veterinary Medicine. Although that program will not train human health practitioners, animal health is directly related to human health due to the potential for disease transmission and consumption of environmental toxins through the food supply and other contact with animals.

**A5: Strategy – Baccalaureate Engineering Program Majors**

**Target A5:** The FY14 target is 718 baccalaureate engineering majors enrolled. The FY13 target is 697 baccalaureate engineering majors enrolled. Pre-majors are not included.

**Status:** The number of majors for FY 12 was 677; no FY12 target was established. The number of majors increased 5% relative to FY11, when 642 baccalaureate engineering majors were enrolled. Pre-majors are not included.

**Analysis of results and challenges:** The figures for total baccalaureate engineering major enrollment do not include engineering pre-majors, who do not meet all of the requirements for admission to engineering programs. The steady increases in engineering majors over the past



**B: End Result – Baccalaureate FTFT Student Six-Year Graduation Rates**

**Target:** The FY14 target is 37%. The FY13 target is 36%.

**Status:** The FY12 FTFT baccalaureate six-year graduation rate was 36%, above the FY12 target of 34%. The FY12 graduation rate was greater than the 33% rate in FY11.

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**Analysis of results and challenges:** UAF began a concerted effort to increase baccalaureate student graduation rates in FY08, by increasing the baccalaureate admission standard and instituting mandatory course placement for many 100-level courses. The latter process was not completed until FY09. UAF has also instituted supplemental instruction (FY08), DegreeWorks as an advising aid (FY10), and elective first-year seminars (FY11). A major challenge in improving performance on this metric is the long lag between actions and effects. Measures taken in FY08 will only affect six-year graduation rates in FY13 and after. The APS and Alaska Advantage Scholarships begun in FY12 should have a positive effect on graduation rates, but will mainly impact FY16 and beyond. The intensive advising initiative funded by 4(n)2(aA[(i)18(ns1

**B1: Strategy – FTFTF Baccalaureate Student Retention**

**Target B1:** The FY14 target is 81%. The FY13 target is 80%. Both of these targets refer to UA-level retention.

**Status:** The UA-level fall-to-fall retention of baccalaureate-seeking FTFTF enrolling in fall 2010 was 78%. The UAF level retention was 76%. There was no FY12 target established for these measures. The UA-level retention decreased from the 83% rate for FY11. However, the UAF-level retention was unchanged relative to the 76% for FY11.

**Analysis of results and challenges:** Baccalaureate student retention is good compared with peer institutions. UAF has made a number of changes in programming and advising in order to achieve improvements, as also discussed relative to baccalaureate graduation rates. UAF began a concerted effort to increase baccalaureate student retention in FY08, by increasing the baccalaureate admission standard and instituting mandatory course placement for many 100-level courses. The latter process was not completed until FY09. UAF has also instituted supplemental instruction (FY08) and elective first-year seminars (FY11). Although the UA level retention was a little lower in FY12 than in FY11, retention vs. GPA data show that retention of all baccalaureate students with satisfactory academic performance was nearly constant at 80-

significant progress with baccalaureate level students; 30% entering in fall 2006 or 2007 had GPA less than 2.0 at the end of the academic year, but only 20% fell in that category for those entering in fall 2008-2010. UAF aims for additional progress with the intensive advising initiative funded by the legislature beginning in FY13. The goal is 84% UA-level FTFT baccalaureate student retention by FY17.

### **C: End Result –Associate FTFT Three-Year Graduation Rates**

**Target:** The FY14 target is 19%. The FY13 target is 19%.

**Status:** The FY12 FTFT associate-level student three-year graduation rate was 14%; no target was established for FY12. The FY12 graduation rate was less than the 22% rate in FY11.

**Analysis of results and challenges:** Associate-level student graduation rates are more variable than baccalaureate rates, in part because cohort sizes are small. Nonetheless it is clear that associate-level students have much lower graduation rates than baccalaureate-seeking students. Freshman retention of associate-level students is lower as well, and in fact that difference alone accounts for most of the difference in graduation rate. Nearly all of the certificate and associate degree programs are open admission, and so they enroll some students who are unprepared for college-level work as well as a large number of non-traditional students who may need to refresh their academic skills, slowing academic progress. Also, the community campus student population includes many students who have limited financial means and who depend on financial aid, or drop to part-time or stop out to work. Since FY09 UAF has taken some steps via internal reallocations of funds to assist these groups of students, including a dedicated financial aid advisor at the UAF Community and Technical College, and a combined financial aid and academic advisor for each rural campus. Since most of the staff positions were filled by FY10, effects on graduation rates should be seen in FY13 and beyond. The UAF goal to improve graduation of associate degree and certificate students has motivated an FY14 request for funds to provide intensive advising at the three largest community campuses, the UAF Community and Technical College, the Bristol Bay Campus, and the Kuskokwim Campus. With this additional support, students will begin graduating at higher rates in three years.

**C1: Strategy – FTFTF Associate Student Retention**

**Target C1:** The FY14 target is 48%. The FY13 target is 46%. Both targets refer to UA-level retention.

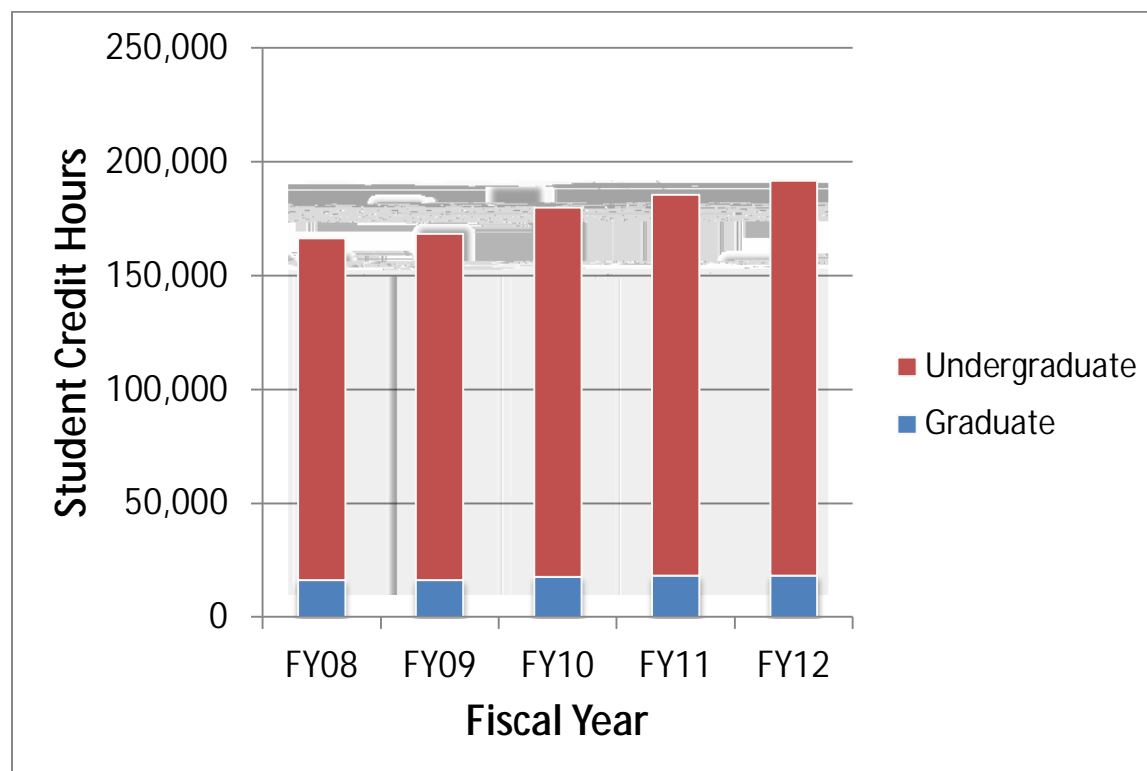
**Status:** Retention of FTFTF associate-level students was 45% for students admitted in fall, 2010. There was no target established for this measure. Retention of students entering in fall 2010 was below the 50% retention for students entering in fall 2009.

**Analysis of results and challenges:** Associate-level students are not retained as well as baccalaureate-seeking students. Most certificate and associate degree programs are open admission, and so they enroll some students who are unprepared for college-level work as well as a large number of non-traditional students who may need to refresh their academic skills. The community campus student population includes many students who have limited financial means and who may stop out to work. Others appear to leave their programs once they have completed sufficient courses to gain employment or a promotion. Since FY09 UAF has taken some steps via internal reallocations of funds to assist these groups of students, including a dedicated financial aid advisor at the UAF Community and Technical College, and a combined financial aid and academic advisor for each rural campus. While retention improved for several years, more work is needed. The UAF goal to improve retention and graduation of associate degree and certificate students has motivated an FY14 request for funds to provide intensive advising at the three largest community campuses, the UAF Community and Technical College, the Bristol Bay Campus, and the Kuskokwim Campus. If funding is provided the target is to improve retention by 9% (from 45% to 54%) in the next five years.

### D: End Result – Student Credit Hours

**Target:** The FY14 target is 195,600 SCH. The FY13 target is 193,600 SCH.

**Status:** In FY12 191,700 SCH were generated. This was very near the FY12 target of 193,000 SCH, and 3% above the FY11 performance of 185,600 SCH.



**Analysis of results and challenges:** UAF SCH production has increased 15% since FY08. Although state investments in HDJA programs have contributed to enrollment growth, SCH growth is less than growth in HDJA enrollments because some of that growth represents shifts from other majors to HDJA. In addition to state investments in HDJA programs, there are a number of other factors underlying the SCH increase and it is difficult to distinguish which are paramount. The economy is clearly a factor. College enrollment typically correlates positively with unemployment, and although Alaska has not suffered from the recession as much as other areas of the U.S., there has been some impact. The population of high-school age people in Alaska has been declining for several years, but high school graduation rates increased from 63% in 2007-2008 to 67-68% in 2009-2011, leading to an average increase of about 300 high school graduates annually (State of Alaska Department of Education and Early Development). The new state financial aid programs are encouraging more students to attend Alaska's universities. Last but not least, UAF has been engaged in enhanced recruiting efforts that are yielding additional students. One category of enrollment has not grown; enrollment of non-degree seeking students, which decreased 7% from FY08 to FY12. Again the reasons are complex, but decreases have occurred mostly in special interest courses in areas like art and music, that might have become too costly for some students. Enrollments by degree-seeking students have increased more than

enough to compensate, and degree-seeking students now yield 87% of UAF's SCH, up from 82% only five years ago. Early indications for fall 2012 are that enrollments will be flat or slightly decreased across the UA system, and future targets have been adjusted accordingly.

**D2: Strategy – New Transfer Student Enrollment**

**Target D2:** The FY14 target is 400 new transfer students. The FY13 target is 396 new transfer students.

**Status:** For FY12 there were 392 new transfer students enrolled in the fall 2011 semester (close data); no FY12 target was established. Slightly fewer new transfers enrolled in FY12 than in FY11, when 409 enrolled.

**Analysis of results and challenges:** Although new transfer students decreased 4% from FY11 to FY12, there has been a 42% increase since FY08. UAF has focused considerable recruiting effort on transfer students, since there are unfilled seats in many upper division courses and transfer studen

**Analysis of results and challenges:** E-learning and distance education student credit hours have grown 39% since FY08. A variety of steps have been taken to increase student satisfaction and success, including online course redesign, increased instructor interaction with students, and addition of student advising and support services. Student demand is particularly high for completely on-line programs, but to date UAF offers only a few, mostly at the certificate and associate level. The goal of the FY14 funding request is to add an instructional designer, student advisor, and training for faculty in order to convert at least five existing baccalaureate or graduate degree programs to on-line delivery (while retaining face-to-face delivery) in the next five years. This will increase educational opportunities for all Alaska students, but particularly those who do not live near a main campus.



**Analysis of results and challenges:** In contrast to the other measures presented, the goal is to minimize instructional expenditures/SCH rather than increase them. For the past five years instructional expenditures have increased at a rate of 3.9%/year. However, enrollment (SCH) increased 15% over that period, so instructional expenditure/SCH has remained nearly constant, \$764/SCH in FY08 vs. \$780/SCH in FY12. UAF's cost per unit instruction is high relative to peer institutions due to several factors, including COLA for faculty and staff in rural communities; smaller average class sizes than most peers; travel costs, especially for rural campuses and athletics teams; and UAF's emphasis on STEM fields at both the undergraduate and graduate level, since such programs are among the most costly to deliver. Due to student and employer demand, UAF also delivers several unusually expensive career education programs, such as dental hygiene, process technology, and airframe and powerplant, which require specialized facilities and equipment and have limited enrollment due to facility capacity. However, UAF has been containing instructional costs for the past five years and intends to continue this effort, aiming to keep the expenditure/SCH rate of increase at no more than the inflation rate.

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**E: End Result – Research Expenditures**

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**Target:** The FY14 target is \$119.8 M. The FY13 target is \$118.6 M.

**Status:** In FY12 there were \$117.4 M in research expenditures. This was less than the FY12 target of \$121 M, and a 5% decrease over the \$124.0 M expended in FY11.

**Analysis of results and challenges:** The decline in FY12 research expenditures relative to those in FY11 is due to two major factors. Nearly all Department of Defense funding for the Arctic Region Supercomputing Center ended in May 2011. Also, many American Recovery and Reinvestment Act grants were still active in FY11, but not in FY12. The federal deficit reduction efforts are very likely to decrease the availability of both competitive and non-competitive research funding in future years. Maintaining and increasing research expenditures depends on a reasonably stable overall federal research budget; if there are major cuts in the process of deficit reduction, all research universities will suffer. On the positive side, UAF

data, on the aurora and related phenomena. A leading Arctic Analysis and Securing faculty member will help to identify and propose solutions to both natural and human-caused threats in the far north. The University of Alaska Museum of the North the official repository for archaeological collections from state and federal lands in Alaska, receiving a steady flow of new collections. The FY14 funding request for a faculty curator for these collections is crucial so that their value in research can be realized and so that they can be used in education.

## **E2: Strategy – Ph.D. Student Enrollment**

**Target E2:** The FY14 target is 447 students. The FY13 target is 439 students.

**Status:** The FY12 Ph.D. student headcount was 438 students. This was above the FY12 target of 430 students, and a 1% increase over the 432 Ph.D. students enrolled in FY11.


**Analysis of results and challenges:** The number of Ph.D. students is strongly influenced by research revenue, because many Ph.D. students are funded as graduate research assistants on grants and contracts and are strong contributors to research productivity. Thus growth in Ph.D. student numbers depends on continued growth in research revenue, which will be challenging in the current federal funding environment. Another factor leading to growth in doctoral enrollment the new Ph.D. programs approved since 2005, in Clinical Community Psychology (joint with UAA); Indigenous Studies, and Natural Resources Management and Sustainability. New faculty hires in Indigenous Studies, possible because of an FY13 appropriation by the legislature, will enable that program to continue to grow. FY13 legislative funding for the

Resilience and Adaptation interdisciplinary Ph.D. program replaced start-up funding from the National Science Foundation and will allow that program to continue. Additional funding for the Clinical Community Psychology Ph.D. program will be requested for FY14, so that its research and education efforts can better address state needs in behavioral health.

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**E3: Strategy – Ph.D. Awards**

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**Target E3:** The FY14 target is 54 Ph.D. degrees awarded. The FY13 target is 52 Ph.D. degrees awarded.

**Status:** The FY12 Ph.D. degrees awarded totaled 50. No FY12 target for this measure was set. More Ph.D. degrees were awarded in FY12 than in FY11, when awards totaled 46.

**Analysis of results and challenges:** UAF reached its long-term goal

**F: Strategy –**

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**G: End Result – Faculty Research Expenditure Productivity**

**Target:** The FY14 target is \$222K/FTE. The FY13 target is \$224K/FTE.

**Status:** FY12 performance was \$217K/FTE research unit faculty. There was no FY12 target established for this measure. The FY11 performance, \$231K/FTE, was better than that in FY12.

**Analysis of results and challenges:** For this productivity assessment, only faculty assigned to units where faculty have research workload are included. Community campus faculty and extension faculty are not counted because research is not an expectation of their positions, with rare exceptions. Note that not all of the research unit faculty are supported by general fund dollars. Some are research faculty whose salaries are mostly or entirely paid by external grants and contracts. Research expenditures/FTE reached a maximum in FY10 and FY11, due to the additional research funding awarded to UAF as a result of the American Recovery and Reinvestment Act (ARRA). Faculty numbers increased also, in part because additional research

**H: End Result – University Generated Revenue**

**Target:** The FY14 target is \$244M. The FY13 target is \$242M.

**Status:** In FY12 UAF generated revenue was \$238.9M

\*Through July 27, 2012.

**Analysis of results and challenges:** Increases in tuition and fee revenues depend on enrollment increases and tuition rate increases. Sufficient tuition rate increases to offset increased costs of instruction and institutional operations that are not covered by state appropriation are crucial to maintaining the quality and capacity of degree programs. Approximately, if fixed costs increase by \$13M (as has been typical recently) and if the state appropriation covers \$4M of those fixed costs, \$9M must be covered from university generated revenue. About 45% of UAF unrestricted expenditures are instruction and student-related, so \$4.5M needs to be covered by tuition and fee



**H2: Strategy – Revenue from Philanthropy**

**Target H2:** The FY14 target is \$6.1M. The FY13 target is \$6.1M.

**I: End Result – Useful and Understandable Information Provided to the Public**

**Target:** The FY14 target is 510. The FY13 target is 505.

**Status:** FY12 performance was 500 outreach units.

**Analysis of results and challenges:** UAF has recently developed systematic indicators of public outreach and engagement as part of its self-assessment for accreditation. Data for most of these are not available for all of the past years included in other parts of this performance report, but data will be collected in the future. Outreach consists of many and varied activities that are not easy to capture in a composite metric, but after consideration UAF will adopt the following “outreach unit”: (% of FY12 4-H participants) + (% of FY12 CES publications distributed or accessed) + (% of FY12 number of public workshops offered by CES, MAP, and others) + (% of FY12 UA Press books sold) + (% of FY12 noncredit instruction units). So, the result will be 500 for FY12. The individual components comprising this outreach unit are described as strategies below. Since UAF does not have much historical performance information for these measures, it

### **I3: Strategy – Public Workshops**

**Target I3:** The FY14 target is 561. The FY13 target is 556.

**Status:** During FY12 550 public workshops (preliminary data) were offered by UAF faculty and staff.

**Analysis of results and challenges:** Preliminary FY12 figures indicate that 12,000 individuals attended the 550 public workshops offered by the Cooperative Extension Service, Marine Advisory Program, and the School of Natural Resources and Agricultural Sciences.

### **I4: Strategy – UA Press Books Sold**

**Target I4:** The FY14 target 25,700 books\*. The FY13 target is 25,500 books\*.

**Status:** During FY12 UA Press sold 25,221 books\*. During FY11 UA Press sold 29,104 books\*. (\*UA Press sells a few other items in addition to books, such as maps and a poetry journal.)

**Analysis of results and challenges:** Book sales by the University of Alaska Press have grown over the past five years, although there are somewhat unpredictable changes from year-to-year depending on the popularity of new titles. The University of Alaska Press is one of very few book publishers operating in Alaska today, and the only one that focuses on scholarly and educational books and e-

**Analysis of results and challenges:** Rapid increases in NCIU largely reflected more consistency in entering non-credit instruction into Banner, rather than increased non-credit instruction, until FY10. The erroneously high FY12 target for NCIU resulted from misinterpretation of the FY11 increase as a trend rather than a fluctuation. The Osher Lifelong Learning Institute (OLLI) is responsible for generating many of UAF's NCIU. OLLI offers non-credit classes at nominal cost to seniors. A \$1M gift from the Bernard Osher Foundation in FY10 has enabled expansion of their class offerings. Except in extension units like CES, non-credit instruction is usually self-support. UAF aims to meet community demand for non-credit instruction, as long as costs can be met a(e)-16(r)- as long744 aY r-onj k9C.20o05 -1.14 Td ( at) a86TJ ve I