



PERFORMANCE '10



UNIVERSITY of ALASKA ANCHORAGE



PERFORMANCE '10

Produced by

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September, 2010



UNIVERSITY of ALASKA
ANCHORAGE

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

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On the cover: From the top, left to right

AAS Nursing graduate Benjamin Rolfs

KPC Kenai River Campus student Evgeniya Malakhova-Quartly

Scholarship recipients Tasha Hood, Alvin Asby, Jr., Christie Nelson, and Sonya Hood

UAA Chancellor Fran Ulmer

Faculty Senate President Professor Genie Babb (English) served as Faculty Marshall for this year's Commencement ceremony in Anchorage

KPC Kenai River Campus welding student Paul Minelga

Campus Directors Barbara Bolson (Kodiak College), Dennis Clark (Mat-Su College), Gary Turner (Kenai Peninsula College) and Campus President Doug Desorcie (Prince William Sound Community College)

2010 KPC Kenai River Campus graduate



HIGHLIGHTS OF THE YEAR
2009-2010

PEOPLE

NEW LEADERS



Karen Schmitt accepted the position of Dean of the Community and Technical College, moving to UAA from her position as Dean of the School of Career Education at the University of Alaska Southeast.



Heather Hudson was named Director of the Institute of Social and Economic Research in February. Hudson came to UAA after serving as a Fulbright Visiting Policy Research Chair at Carleton University in Canada, and 22 years with the University of San Francisco as Professor and Director of the Communications Technology Management and Policy Program.

Elisha “Bear” Baker was named Dean of the College of Business and Public Policy. Baker taught at UAA and UAF in the Schools of Engineering in the past. He returned to UAA in 2003 to teach in the CBPP, and had served as Interim Dean since March 2008.



Dewain Lee joined UAA in April as Dean of Students and Associate Vice Chancellor for Student Development, moving from Dillard University in New Orleans. She brings 17 years of higher education administration experience and a focus on student success programs.



Ron Kamahele accepted the position of Director of Human Resource Services after serving as Interim Director since May 2009. Kamahele joined UAA's staff as a Human Resource Services Consultant in 2000. In addition to his full-time position in HRS, Kamahele teaches courses as an adjunct instructor in the College of Business and Public Policy.



John Faunce was selected as Director of Facilities Planning and Construction. He brings 40 years of engineering experience to UAA, including 30 years as an officer in the Navy Civil Engineering Corps.

UNIVERSITY AWARDS

HONORARY DEGREES



For their achievements and contributions in service to learning, Alaska, and humankind, Honorary Doctor of Law degrees were awarded to **Dana**

Fabe, the first woman to serve on Alaska's Supreme Court, and **Oliver Leavitt**, respected Alaska Native leader from Barrow who served on the U.S. Arctic Research Commission.

A posthumous Honorary Doctor of Letters was awarded to **John Strohmeyer**, Pulitzer-Prize-winning journalist, Nieman Fellow, and former Atwood Chair (1987-1989). He was the author of *Crisis in Bethlehem: Big Steel's Battle to Survive*, and *Extreme Conditions:*

Big Oil and the Transformation of Alaska. A new book focusing on the commercial fishing industry, *Empty Nets: Fish, Politics and Avarice*, is in production. Strohmeyer, 85, died in March 2010. Accepting the degree on his behalf were his daughter Sarah Strohmeyer Merriman and his wife Sylvia Broady, former Vice Chancellor of Advancement and Professor Emerita of Journalism at UAA.



EMERITI



Left to right: Feldman, Haycox, Wick

At the May 2010 Commencement ceremony in Anchorage, three College of Arts and Sciences professors were recognized for their many years of outstanding service to UAA and

its students. **Stephen Haycox** was named Professor Emeritus of History, **Kerry Feldman** was named Professor Emeritus of Anthropology, and **Brian Wick** was named Professor Emeritus of Mathematics.

CHANCELLOR'S AWARDS FOR EXCELLENCE

Winners of the Chancellor's awards for Excellence included:

- **Diversity: Kaela Parks** (Disability Support Services)
- **Sustainability: Dorn Van Dommelen** (Geography and Environmental Studies)
- **Faculty/Staff Service to Students: Lorraine Stewart** (Vo-Tech at Kodiak College)
- **Excellence in Teaching: Susan Kalina** (Languages and International Studies)
- **Excellence in Research: Jennifer Burns** (Biology)

The **Large Team Collaboration Award** went to the **ConocoPhillips Integrated Science Building team** with over 25 members representing Facilities/Maintenance and Operations, College of Arts and Sciences, Advancement, Procurement, Information Technology, the Provost, Chancellor, and Vice Chancellor of Administration.

The **Small Team Collaboration Award** was presented to the **Campus Tree Advisory Committee** and **DegreeWorks**. The Campus Tree Advisory Committee included individuals from Facilities/Maintenance and Operations, Landscaping, Sustainability and the State of Alaska Department of Natural Resources who worked to achieve the "Tree Campus USA" designation, a first for UAA and the state. The staff of Degree Services was honored for their outstanding implementation of DegreeWorks, a program that vastly improves student access to information related to advising and graduation requirements.

OTHER AWARDS

Chris Green, head coach for women's volleyball, and **Patricia Leary**, landscaping horticulture supervisor at Facilities and Campus Services received the **Bill Rose Memorial Award** from Administrative Services. The award is named for the former Vice Chancellor who was killed in an airplane crash in 1999. Employees are nominated for exceptional performance.

Evelyn Davidson, the Coordinator of the Department of Developmental Studies and The Learning Center at Kodiak College, received the **Staff Make Students**

Count Award from UA President Mark Hamilton. Davidson was cited for her excellent work with and for students at Kodiak College as well as fulfilling service to all UAA students as co-chair of UAA's Advisory Council for Enhancing Student Success (ACCESS).



Associate Professor **Nalinaksha Bhattacharyya** (Business Administration) was awarded the **Harold T. Caven Professorship** in January, and will embark on a two-year venture to enhance the field of business and finance beyond his faculty assignments. Bhattacharyya plans to develop teaching material on personal finance for high school students, plus a primer on mathematics and statistics for business students.

ALUMNI ASSOCIATION AWARDS

2010 UAA Alumni Association Awards went to:

- **Elizabeth Gallo Skladal**—**Alumna of the Year** for her excellence in leadership and community service;
- **Wayne Mitchell**—**Community Service Award**, for exceptional service to the community through volunteer and professional activities; and
- **Garry Kaulitz** (Art) and **Patricia Fagan** (Languages)—**Distinguished Teaching Awards** for distinction and creativity in the classroom.

COMMUNITY HONORS

Several members of UAA were honored by external organizations for their outstanding contributions to the communities they serve.



President Obama named UAA **Chancellor Fran Ulmer** to the **National Commission** on the BP Deepwater Horizon Oil Spill and Offshore Drilling. The seven member commission is charged with investigating the causes of the explosion and oil spill and with recommending changes to prevent future disasters.

Ivy Spohnholz, Senior Development Officer (Advancement) was named **Fundraising Professional of the Year** by the Association of Fundraising Professionals (AFP).

UAA Volleyball and Women's Cross Country coaches received Great Northwest Athletic Conference (GNAC) and NCAA regional awards, a first for both. **Chris Green**, UAA's Women's Volleyball coach was named NCAA Division II **West Region Coach of the Year** and the Great Northwest Athletic Conference **Coach of the Year**. **Michael Friess**, head cross-country coach, received his first NCAA Division II **West Region Coach of the Year** award and his seventh GNAC **Coach of the Year** award after leading the women's team to its first-ever region title.

Associate Professor and Art Department Chair, **Mariano Gonzalez** was honored with an **Outstanding Individual Artist** award at the 10th Annual Mayor's Awards for the Arts in Anchorage.



Mariano Gonzalez

Kodiak College's Adult Basic Education (ABE) program won three awards from the Alaska Adult Education Association:

- **Adelia Myrick** received the **Administrative Award** for her commitment to developing and expanding the ABE program;
- **Linda Himelbloom** received the **Educator's Award** for exceptional teaching and tutoring service to students; and
- The **ABE program** itself received the **Program Award** for service, growth, and commitment to learners through "innovative or exemplary effort in the areas of curriculum, instruction, community organization, community service, and creative programs."

KPC Kachemak Bay Campus Director **Carol Swartz** was honored by the Alaska Center for the Book as a recipient of the 2009 **Contributions to Literacy in Alaska (CLIA)** award for her impressive work establishing the nationally recognized Kachemak Bay Writer's Conference, now in its 9th year.



Matanuska-Susitna College Professor **Ping-Tung Chang** was named **Alaska Professor of the Year** by the Carnegie Foundation for the Advancement of Teaching. This is his second Professor of the Year award for his influence on teaching and commitment to undergraduate students.

*Saradell
Ard*
1920 - 2010



Saradell Ard had a large influence in the early years of the University of Alaska Anchorage. After teaching art and art history at Alaska Methodist University for 11 years, she helped develop the art department at UAA from its inception until her retirement in 1985. She served as chair of the humanities division, and Dean of the College of Arts and Sciences in 1976-1977.

A scholarship in art is offered in her name for two full-time students admitted into an art degree program.

TEACHING & SCHOLARSHIP

BY THE NUMBERS

UAA delivered nearly 365,000 student credit hours and more than 10,000 non-credit instructional units at over 12 campuses and education centers in FY10, our highest year ever. We welcomed 64 new faculty members throughout the university, including seven at Kenai Peninsula College, three at Kodiak College, and one at Matanuska-Susitna College. Thirty-nine faculty members were promoted or granted tenure.

UAA's five campuses conferred 2,171 certificates and degrees, an increase of 5% over last year, including 1,661 in job areas projected to be in high demand by the Alaska Department of Labor.

The first Occupational Endorsement Certificates in Medical Coding and Corrections were awarded this year. The first graduate certificates in e-Learning and in Environmental Regulations and Permitting were awarded, as was the first BA in Dual Languages.

The most frequently awarded degree was the Associate of Arts, conferred by all UAA campuses.

Eight new programs were approved by the Board of Regents for delivery at the Anchorage, Kenai, and Mat-Su campuses, and two new occupational endorsements were approved by the Chancellor.

NEW PROGRAMS

APPROVED BY THE CHANCELLOR IN FY10:

Occupational Endorsements

Corrections (Kenai Peninsula College)
Renewable Energy (Matanuska-Susitna College)

APPROVED BY THE BOARD OF REGENTS IN FY10:

Undergraduate Certificates

Corrections (Kenai Peninsula College)

Associate of Applied Sciences Degrees

General Business (Matanuska-Susitna College)

Bachelor Degrees

BA Environment and Society (Anchorage)
BS Environment and Society (Anchorage)
BS Nutrition (Anchorage)
BS Dietetics (Anchorage)
BS Dental Hygiene (Anchorage)

Graduate Certificates

Advanced Human Service Systems (Anchorage)

TOP DEGREE-PRODUCING PROGRAMS FY10

General Program, AA	210
Nursing Science, BS	118
Nursing, AAS	89
Accounting, BBA	67
Management, BBA	63
General Management, MBA	61
Psychology, BA	56
Human Services, AAS	53
Process Technology, AAS	44
Elementary Education, BA	37
Civil Engineering, BS	37
Educational Leadership, MED	35
Engineering, BS	34
Justice, BA	30
Biological Sciences, BS	30
Culinary Arts, AAS	30

ACCREDITATION

UAA's institutional accreditation was reaffirmed by the Northwest Commission on Colleges and Universities (NWCCU) following our Fall 2009 report and site visit. The NWCCU commended UAA for responding to the requirements of the Commission's new and still-changing standards in a shortened timeframe and for tying the institution's mission to the new core themes so well. The accreditation team was praised for treating the requirements as a process of discovery and an opportunity to think deeply and in new ways about the university. "It is clear and laudable," said the Commission, "that UAA regards all of this activity as ongoing, iterative, inclusive, and important."

UAA was also commended for its transparency in planning, decision-making, and budgeting; and for the exemplary ways in which leadership, governance, significant discussions, planning, and decision-making are the work of a wide range of administrators, faculty, staff, students, and external constituents. "Such wide and open participation has clearly created a culture of respect, confidence, and trust across the University and into the Anchorage community," noted the Commission.

PROGRAM ACCREDITATION

The Board of Examiners for the National Council for Accreditation of Teacher Education (NCATE) visited the campus and gave UAA favorable comments about all programs in the **College of Education**. Examiners were especially impressed with the college's technology, diversity, and assessment.

The **Master of Public Health** program was accredited by the Council on Education for Public Health (CEPH) through December 2014, the maximum five-year term for initial accreditation. Initial accreditation is a multi-year process that includes acceptance as an applicant by CEPH, an intensive self-study, and a campus site visit by external experts which occurred in spring 2009.

Kenai Peninsula College's Learning Center was accredited by ProLiteracy. ProLiteracy commended the center for meeting "the highest national standards for volunteer literacy programs" and commended the many volunteers, staff, and students who have devoted their time and effort to achieve this goal.

The **School of Nursing** received continuing accreditation from the National League for Nursing Accreditation Commission (NLNAC) through 2017, the maximum eight-year period, for the School's master's, baccalaureate, and associate's degree programs.

Prince William Sound Community College was notified that the Northwest Commission on Colleges and Universities reaffirmed the college's accreditation in February 2010, following a site visit and report in October 2009. The reaffirmation came with six commendations and no recommendations.

ENGAGED AND SERVICE LEARNING

Last year UAA offered 73 sections of community-based courses, in disciplines ranging from Architectural and Engineering Technology to Social Work. In addition, many capstone courses contain an engagement or "real world experience" component, allowing our students to apply and deepen their learning by assisting a community partner or project.



Michael Sobocinski, Assistant Professor in the Human Services Department, was awarded the **2009 Selkregg Community Engagement and Service Learning Award** for his project, "Promoting Positive Development in At-Risk Youth". In

collaboration with community partners such as Volunteers of America, Covenant House, and Alaska Children's Services, Dr. Sobocinski used his award to create a new service-learning class in which students develop projects and support systems for programs working with at-risk youth. Dr. Sobocinski was the featured presenter at the Spring 2010 Community Engagement Forum.

The 2010 Selkregg Community Engagement and Service Learning Award

went to Associate Professor of Nursing **Cathy Sullivan** to support her work with the Refugee Youth Choir of Mountain View. Sullivan and her students worked with local Bhutanese and Sudanese refugee communities in 2009, and her 2010 class will work with the Youth Choir, helping children and teens from many different countries to identify and address health concerns affecting themselves and their families. Sullivan's partner for the project is the Refugee Assistance and Immigration Services program of Catholic Social Services.



Sharon Chamard, Associate Professor, Justice Center, assisted the **Spenard Community Council** in developing a Spenard Community Survey. Data from the survey will be used by the Anchorage Police Department's Community Action Policing (CAP) Team in determining area problems and issues to be addressed. Students in Chamard's "Business and Crime" course studied hotels and motels in Spenard as part of the project. Three master's students from the UAA Engineering and Science Management Department assisted with data collection and analysis as part of their graduate level course in statistics.

Alan Boraas, Kenai Peninsula College, received the **Praxis Award for Excellence in Professional Anthropology** for his work on preserving Alaska Native languages. It was one of only four awards presented by the Washington Association of Professional Anthropologists in 2009.

RESEARCH-BASED SCIENCE EDUCATION FOR UNDERGRADUATES

UAA students are learning science by applying it in the **Killer Asteroid Project** under the leadership of **Andy Puckett** (Astronomy). So far, 103 students taking introductory science classes have made observations of asteroids with poorly-known orbits and submitted those positions to the Minor Planet Center at Harvard. The RBSE approach models the processes of scientific inquiry and exploration used by scientists to discover

new knowledge. The work is funded by a Course, Curriculum, and Laboratory Improvement Grant from the National Science Foundation.

A team of UAA students and faculty conducted scientific **stream water studies in Glacier Valley** (also known as the Girdwood Valley) during the summer of 2009. Their purpose was to document baseline data for potential small-scale hydroelectric developments associated with UAA's proposed Girdwood Renewable Energy Research & Discovery Center. The team consisted of undergraduate students **Seth Holtshouser, John Sitton, and Michael Barnes**, with assistance from researchers **Matt Rogers** and **Dan Rinella** of the UAA Environment and Natural Resources Institute (ENRI).

CAFE: COLLEAGUE-TO-COLLEAGUE



Fran Ulmer



Mike Driscoll



Kate O'Dell

FACULTY DEVELOPMENT

As the Center for Advancing Faculty Excellence (CAFE) celebrated its 10th anniversary this year, its signature colleague-to-colleague approach to faculty development was the centerpiece of a new appreciation luncheon and awards ceremony held April 2. The event celebrated UAA's remarkable faculty development culture that has grown from early roundtables, workshops, and "snack-and-chats" to include today's Faculty Technology Center, New Faculty Orientation, Difficult Dialogues, the Books of the Year program, and a host of workshops and faculty intensives.

The first Colleague-to-Colleague Awards (aka "Holy Cows"), nominated and voted on by faculty themselves, went to six faculty members who made outstanding contributions to faculty development:



Randy Magen and Betty Predeger

Photos on page 11 by Joshua J. Burrough

Betty Predeger (Nursing), **Randy Magen** (Social Work), and **Diane Erickson** (University Honors College) for their work with the Making Learning Visible project (see story below);



Diane Erickson



Kenrick Mock and Eric Murphy

Kenrick Mock (Computer Science) and **Eric Murphy** (Psychology)

for their workshop series on Mentoring Undergraduates in Research, plus the Mentoring Handbook, website, and other work they've done to foster a culture of undergraduate research and scholarship at UAA; and

Andy Page (Education) for his many contributions to his colleagues, and most notably for his E-Learning series on teaching with technology.

MAKING LEARNING VISIBLE

Several faculty learning communities came together in the **Making Learning Visible** initiative, a multi-year effort to create a teaching community that shares ideas, experiences, and best practices through



Diane Hirshberg



Jackie Cason

the Scholarship of Teaching and Learning model. Emphasizing good teaching, systematic study, and public sharing, the group

conducted classroom research on learning, and developed a poster showcase and e-portfolios of their individual projects. The website (www.uaa.alaska.edu/cafe/portfolios) contains narratives of each project along with course artifacts and contact information.

DIFFICULT DIALOGUES

The largest group participating in the Making Learning Visible initiative consisted of the 16 UAA and APU faculty members who were part of the second Ford Foundation Difficult Dialogues project on Alaska Native Ways of Teaching and Learning. This grant-funded initiative, one of only 13 in the nation, created a summer intensive in 2009 facilitated by Project

Director **Libby Roderick** and designed in large part by Alaska Natives from within UAA and the Anchorage community. Working closely with Assessment Coordinator **Claudia Lampman**, faculty participants designed and conducted classroom-based research throughout the 2009-10 academic year, sharing their results via the poster showcase, website, and with the Ford Foundation during a site visit in April.

CAFE also partnered with the Alaska Humanities Forum to create a series of regional summer Alaska Native culture camps for faculty beginning in Summer 2010. The three-year grant project known as **Take Wing** will give faculty a much deeper understanding of the cultural transitions experienced by students moving from their home cultures to UAA.

WORKFORCE AND CAREER EDUCATION AND TRAINING

UAA inaugurated several new programs and expanded others to prepare individuals for careers as well as respond to employment needs in the state.

Mat-Su College developed an 8-course, 23 credit **Occupational Endorsement Certificate in Renewable Energy**.



New agreements were signed between the UAA **Culinary Arts and Hospitality** program and Juneau's new Thunder Mountain High School, Soldotna High School, and the Military Youth Academy.

The AAS program in **Apprenticeship Technologies** expanded outreach in Valdez,

Homer, Soldotna, and Mat-Su, bringing enrollment to a record level in AY10.

KPC began video streaming eight **Process Technology** courses to support North Slope work schedules.

Kenai Peninsula and Mat-Su Colleges' **Paramedical Technology Program** expanded field internships to Dearborn, MI and Atlanta, GA.

This year with a \$62,000 grant from the Denali Commission and the Department of Labor and Workforce Development, Kodiak College held their first **Kodiak Regional Construction Academy**. The academy combined instruction with the National Center for Construction Education and Research

(NCCER) core curriculum and certification in first aid, CPR, and Occupational Safety. The class also gave back to their community, building much-needed sheds for the Kodiak Women's Resource and Crisis Center and the Kodiak Animal Shelter as part of the training.

INTERNATIONALIZATION

UAA welcomed 302 international students from 43 different countries in Fall 2009, setting another record for international enrollment. Nearly two thirds came from four countries: Russia, Canada, South Korea, and Japan. Nearly half are business majors.

The Office of International Affairs opened its doors to the public this year in Rasmuson Hall. Designed to help internationalize the UAA campus community, they help to set up short courses abroad, assist in Study Abroad and student exchange planning and logistics, and help to create opportunities for Fulbright Awards and other grants for faculty and students. In FY10, 62 students participated in Study Abroad programs.



The UAA **Confucius Institute** celebrated its Grand Opening on September 8, 2009. Consul General **Gao Zhansheng** and Anchorage Mayor **Dan Sullivan** joined CI Director **Paul Dunscomb**, Provost **Michael Driscoll**, and CAS Dean **James Liszka**

in welcoming the Confucius Institute to UAA. In collaboration with the Office of Chinese Language International Council (Hanban), the Institute is dedicated to promoting understanding of Chinese language and culture as well as fostering business opportunities. The year's events included the famed China's Peking Opera from China's prestigious National Academy of Chinese Theatre Arts, a first for the university and the state. The Institute also hosted the first Northeast Normal University Confucius Institute Affiliates' Conference in June 2010.

ACADEMIC CONFERENCES

The **Northern Renaissance Arts & Science Series**, sponsored by the Creative Writing and Literary Arts MFA program, featured 17 poets and writers including Alaska State Writer Laureate **Nancy Lord**, Alaska Native leader **Willie Hensley**, and UAA faculty members **Jo-Ann Mapson**, **Sherry Simpson**, **Linda McCarriston**, **Rich Chiappone**, and **Eva Saulitis**. Keynote speaker was **John Keeble**, author of *Yellowfish*.

The 15th annual **Pacific Rim Conference on Literature and Rhetoric**, organized by Department of English graduate students, featured **Christopher Keep** from the University of Western Ontario and **Deborah Brandt** from the University of Wisconsin-Madison speaking to the conference theme of “Hybridity: Intersections of History, Identity and Technology.”

The **Undergraduate Philosophy Conference** featured special guest **Hilda Lindemann** of Michigan State University. She delivered the keynote address on a type of care that is particularly needed by people with progressive dementias in a lecture entitled “Holding One Another (Well, Wrongly, Clumsily) in a Time of Dementia.”

LEGACY LECTURE

As a part of Women’s History Month, Psychology Professor **Claudia Lampman** was invited to deliver a “Legacy Lecture,” the lecture she would give if it was her very last one. Lampman delivered a personal talk about significant intersections in her own life—such as childbirth and certain career moments—in which knowledge, curiosity, and research about psychology delivered insights into the gender differences between men and women. The lecture, recorded on March 18, is available on UAA’s Podcast site (go to Quicklinks on UAA’s Home page).

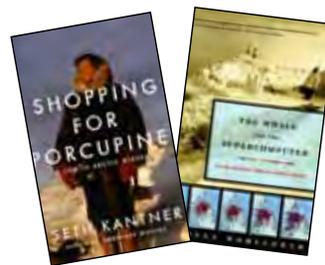
FACULTY WRITERS, EDITORS, PHOTOGRAPHERS

BOOKS FEATURING UAA FACULTY IN FY10 INCLUDE:

- *Alaska at 50*, edited by **Greg Kimura**, features contributions from **Ronald Spatz** (Founding Dean, University Honors College), **Nancy Lord** (Kachemak Bay Campus), **Phyllis Fast** (Anthropology), and retired Professor **Vic Fischer**, a delegate to the Alaska Constitutional Convention. Retiring UA President **Mark Hamilton** also contributed “The University of Alaska at 50: Past, Present, and Future.”
- *Alaska Native Cultures and Issues: Responses to Frequently Asked Questions* was reissued by the University of Alaska Press. This is a new edition of the book originally created for the 2008-

09 UAA/APU Books of the Year program. Edited by **Libby Roderick**, it includes contributions from UAA faculty members **Jeane Breinig** (English), **Phyllis Fast** (Anthropology), and **Paul Ongtooguk** (Education), among others.

- *The Alaska Native Reader: History, Culture, Politics*, edited by Maria Shaa Tlaa Williams, includes essays by **Jeane Breinig** (English), **Nancy Furlow** (Alaska Native Studies), **Steve Langdon** (Anthropology), **Craig Coray** (Music), and **George Charles** (National Resource Center for American Indian, Alaska Native and Native Hawaiian Elders).
- *Cartography of Water* by **Mike Burwell** (Creative Writing)
- *Far Out: A Space-Time Chronicle* by Michael Benson, features deep-space images taken by **Travis Rector** (Physics/Astronomy), Interim Director of UAA’s new Planetarium.
- *The Medieval British Literature Handbook*, edited by **Daniel T. Kline** (English)
- *Opening Days* by **Richard Chiappone** (MFA, Kachemak Bay Campus)
- *Psychosocial Treatment of Schizophrenia*, edited by Allen Rubin, David W. Springer, **Kathi Trawver** (Social Work)
- *The Rise and Fall of the American System: Nationalism and the Development of the American Economy, 1790-1837* by **Songho Ha** (History)
- *Rock, Water, Wild: an Alaskan Life* by **Nancy Lord** (Kachemak Bay Campus)
- *Timbergen’s Legacy in Behavior: Sixty Years of Landmark Stickleback Papers*, edited by **Frank Von Hippel** (Biological Sciences)
- *Winning Debates: A Guide in the Style of the World Universities Debating Championships* by **Steven Johnson** (Communication & Discourse Studies)



BOOKS OF THE YEAR

The theme for the 2009-10 UAA/APU Books of the Year program was **Responding to Climate Change in Alaska**. Highlights of the year’s events included slide shows and public

readings from authors **Seth Kantner** and **Charles Wohlforth** and a Public Policy Debate from the Seawolf Debate Team on the question “Should Alaska impose a cost on Alaska businesses for their carbon emissions?” www.uaa.alaska.edu/books-of-the-year

RESEARCH

NEW IN FY10



Trixie Lee (Student) and Loren Buck with hibernating squirrel in the Vivarium

The National Institutes of Health (NIH) awarded Biology professors **Frank von Hippel, Loren Buck**, and two colleagues from the University of Oregon a \$2.8 million Research Project Grant (R01). The grant supports their study of the effects of the common environmental contaminant perchlorate on development in humans by analyzing threespine stickleback fish. The prestigious

award will advance our knowledge of thyroid diseases and the recent epidemic of impaired human reproductive health. It will also provide opportunities for career advancement for post-doctoral scientist Richard Bernhardt and training in state-of-the-art techniques in toxicology and endocrinology for graduate students, such as UAA-based Ph.D. student Christoff “Buck” Furin.

UAA’s Center for Behavioral Health Research and Services received a 5-year, \$2.8 million R01 grant from the National Institute of Mental Health (NIMH) to investigate the interpretation and application of ethical principles and regulatory safeguards by researchers and Institutional Review Boards (IRBs) involved in mental health research with prisoners. Led by **Mark E. Johnson, Gloria Eldridge, and Christiane Brems**, this project will assist in the development of resource and training recommendations tailored for researchers, IRBs, and prison administrators.

UAA’s Health Programs received a \$1.2 million grant award to create a **Center Addressing Health Disparities through Research and Education (CAHDRE)**, a new National Institutes of Health (NIH) Exploratory Center of Excellence. The two-year award from the National Center for Minority Health and Health Disparities creates the first NIH-funded Center of Excellence on UAA’s campus. Led by **Dennis Valenzano** (WWAMI Director), **Jan Harris** (Vice Provost for Health Programs), and **Rhonda Johnson** (Assistant Professor of Health Sciences), CAHDRE will encourage and support students, especially those from underrepresented populations, into health careers, and mentor students and faculty interested in pursuing careers/projects in health disparities research. The Center is also partnering with the Anchorage School District on its new Health Career Academy, and with Alaska WWAMI on developing a post-baccalaureate program for students aspiring to graduate-level health professional careers.

Director **Karen Ward** and her research team at the UAA **Center for Human Development (CHD)** received a competitive \$1 million federal grant from the Small Business Administration to design and test an Industry-Driven Support Model for low-income entrepreneurs with disabilities. The model is based on findings from a three-year research and demonstration grant, and will feature a Participatory Action Research refinement with one half of the research team representing the target population. Investigators for the five-year project are CHD researchers **Karen Heath** and **Danielle Miller**.

Director **Andre Rosay** (UAA Justice Center) received a competitive grant exceeding \$280,000 from the Alaska Council on Domestic Violence and Sexual Assault to conduct a survey to generate reliable statewide estimates of the incidence and prevalence of intimate partner violence, sexual violence, and stalking. Project investigators will also include Justice Center faculty **Marny Rivera** and **Brad Myr Stol**. **Marny Rivera** received a \$120,000 grant from Volunteers of America to evaluate a Substance Abuse and Mental Health Services Administration program to mobilize communities for change on alcohol strategies. **Andre Rosay** also received \$100,000 from the Alaska Division of Juvenile Justice to analyze juvenile probation officer workloads and caseloads.



AMERICAN RECOVERY AND REINVESTMENT ACT (ARRA)

The **American Recovery and Reimbursement Act of 2009 (ARRA)**, passed by the federal government in response to the economic crisis, made over \$275 billion available for federal contracts, grants, and loans. UAA researchers received more than \$5 million in competitive ARRA funding through projects sponsored by the National Science Foundation (NSF) and the National Institutes of Health (NIH).

NSF PROJECTS INCLUDE:

- **Jeffrey Welker and Patrick Sullivan:** Sustaining and Amplifying the International Tundra Experiment at the Arctic Observing Network (ITEX AON) through automation and increased interdisciplinarity of observations. \$591,914



Shane McDonald (geology) and Beth Sharp (biology), UAA Graduate Students

- **Jeffrey Welker, Loren Buck, Ian van Tets, Jennifer Moss Burns, and Jessica Cable:** Magnetic resonance imaging (MRI) acquisition: detecting and monitoring changes in the Arctic using stable isotope techniques. \$588,056
- **Lilian Alessa and Andrew Kliskey:** Bering Sea Sub Network: A distributed human sensor array to detect arctic environmental change. \$545,143
- **Jeffrey Welker and Patrick Sullivan:** Environmental changes alter the carbon cycle of high Arctic ecosystems: shifts in the ages and sources of CO₂ and DOC. \$502,550

- **Diane Hanson:** Investigation of upland sites in the central Aleutian Islands. \$430,063

- **Frank von Hippel:** Evolutionary genomics of rapid adaptation in threespine stickleback. \$306,901

- **Patrick Sullivan:** The changing seasonality of tundra nutrient cycling: Implications for ecosystem and Arctic system functioning. \$225,072

- **Jennifer Moss Burns:** Weddell seals as autonomous sensors of the winter oceanography of the Ross Sea. \$196,556



Jennifer Moss Burns

NIH PROJECTS INCLUDE:

- **Patrick Dulin and Vivian Gonzales:** Location-based monitoring and intervention for alcohol use disorders. \$998,798

- **Dennis Valenzano:** Educating a health care research workforce in Alaska to reduce health disparities. \$585,524

- **Timothy Hinterberger:** MRF4 expression and regulation in *Xenopus*. \$197,600

IDEA NETWORK OF BIOMEDICAL RESEARCH EXCELLENCE (INBRE)

Jocelyn Krebs (Biological Sciences) was appointed INBRE-2 Principal Investigator and Director in Fall 2009. INBRE-2 is a five-year program of research funded through the National Institutes of Health. Professor Krebs is currently working on histone modification at the cellular level in DNA repair and other stress responses. In addition, she studies eye and brain development and is investigating the human developmental disorder Williams Syndrome.



L to R: David Robinson, M.S. student (Biology), Jocelyn Krebs (Biological Sciences), Shannon Uffenbeck, PhD student (Biochemistry and Molecular Biology), and Shira Wolfe, undergraduate (Biology)

Other (INBRE-supported) research includes:

- **Miki Ii** (Biological Sciences) is studying DNA repair pathways responsible for genome stability; these pathways are mutated in human diseases such as cancer or premature aging syndromes.

- **Jason Burkhead** (Biological Sciences) is examining copper metabolism in mammals, using copper-associated liver disease as a starting point.

- **Frank von Hippel and Loren Buck** (Biological Sciences) are investigating the effects of the rocket fuel perchlorate on hermaphrodite formation in stickleback fish.

- **Cindy Knall** (Biological Sciences and WWAMI) is studying the effects of cigarette smoke on lung cells.

PUBLICATIONS

The **Justice Center** produced numerous reports, publications, and research overviews in FY10. **Sharon Chamard's** book, *Homeless Encampments*, reviews the factors that contribute to problems with homeless encampments and identifies ways to address these problems. It is part of the *Problem-Oriented Guides for Police Problem-Specific Guides* series published by the Office of Community Oriented Policing Services, U.S. Department of Justice. FY10 issues of the quarterly *Alaska Justice Forum* focused on juvenile sex offenders, housing for chronic inebriates, felon disenfranchisement, juvenile probation officer workloads and caseloads, domestic violence and sexual assault, animal abuse, leading causes of death in Alaska, homelessness, drug use, and victim service training needs.

The **Environment and Natural Resources Institute (ENRI)** faculty, research scientists, and faculty fellows published 18 articles in journals and one book in FY10 on topics including resilience in arctic societies, and studies related to Stellar sea lions, tanner crabs, arctic ground squirrels, Alaska marmots, sea otters, red-backed voles, and tufted puffins.

The **Institute of Social and Economic Research (ISER)** carried out dozens of research projects on a wide range of Alaska public policy issues in 2009-2010. A sample of this year's research includes:

- Celebrating the 50th anniversary of Alaska statehood, **ISER faculty and staff** compiled *Alaska's People and Economy, 1867-2009*, describing social and economic changes in Alaska since 1959, and including a timeline of major political and economic events in Alaska since 1867. An interactive version is at www.iser.uaa.alaska.edu.
- *Primary Care for Older Alaskans: Access and Options* by **Rosylnd Frazier** and **Mark Foster**, discusses why older Alaskans—especially in Anchorage—have trouble getting primary care, and describes policy options being considered to alleviate the problem. This is a follow-up to a 2009 ISER study documenting, for the first time, the Medicare policies of Alaska's primary-care doctors.
- The *Alaska Health Workforce Vacancy Study*, a joint project of ISER and the Alaska Center for Rural Health, estimated that the highest future vacancy rates in health-care professions will be among human services workers, licensed practical nurses, and family physicians.

- **Ginny Fay** and others did a variety of rural energy studies as part of ISER's ongoing analyses of critical Alaska energy issues. Recent work includes an examination of rural fuel markets, done at the request of the Alaska Legislature's Senate Finance Committee. They also studied the viability of large-scale rural propane use; analyzed of the performance and economics of Alaska's rural wind-diesel systems; and reviewed renewable energy fund project proposals for the Alaska Energy Authority.
- **Marie Lowe** and others studied migration patterns contributing to the Anchorage School District's unexpected surge in enrollment in 2008. The study, done in cooperation with the district, found that new students came from almost all school districts around the state, but with the largest number from the adjacent Mat-Su Borough. More than 40% of the new students moved independently from their parents, and most of the families that moved from both on- and off-road communities came for better employment opportunities.

Institute of Circumpolar Health Director **David Driscoll** and Research Associate **Bruce Dotterer** completed a report identifying factors linked to causes of death in Alaska and throughout the entire circumpolar region. The report, *Social and Physical Determinants of Circumpolar Health: A Meta-Analysis*, examined over 3,000 articles published since 1999 and identified 52 that provided rigorous assessments of specific social or physical determinants of Arctic population health. Addiction was related to every leading cause of death in Alaska except Alzheimer's disease, and environmental exposures were linked with four out of the top five causes of death. Other determinants affecting Alaskan health included diet and nutrition, social isolation, access to clean water, access to quality health care, and global climate change.

SHARING RESEARCH

The College of Arts and Sciences' **Relevant Research Speaker Series** invited the community to learn about the investigations our faculty are undertaking. In the fall, **Mariano Gonzales** (Art) shared his unique perspective on creating 3D digital images from traditional flat images, demonstrating ways technology can help us explore perception and step outside common frames of reference. In the spring, **Dan Kline** (English) presented new research that challenges traditional ideas about the Middle Ages. Kline contends, in five important ways, that the medieval period never ended: in fact, our own age is more medieval than we might think.

The Center for Behavioral Health Research and Services (CBHRS) and **Arctic Fetal Alcohol Spectrum Disorders Regional Training Center** (Arctic FASD RTC) sponsored a monthly Speakers Series, featuring public lectures from affiliate faculty including:

- **Marilyn Pierce-Bulger**, "She Drank Before She Knew— Preventing Alcohol Exposed Pregnancies"
- **Diana Steer**, "Sensory Processing and FASDs"
- **Thomas Nighswander**, "Screening and Diagnosis of FASDs"



At the **Environment and Natural Resources Institute (ENRI) Fall Colloquium: *Marine Mammals: Sentinels or Sitting Targets?*** **Jennifer Moss Burns** discussed marine mammal habitat requirements and the environmental cues used by

marine mammals to improve foraging success as well as how climate change may alter the ocean environment and marine mammal behaviors.

ENRI also contributed 12 presentations to the American Geophysical Union (AGU) conference this year, in the areas of Biogeosciences, Global Climate Change, and Paleoclimatology. AGU is the largest scientific meeting in the world.

RESEARCH AS A STRATEGY FOR ENGAGEMENT AND LEARNING

UAA's research mission reaches beyond traditional grant-funded basic research activities conducted by faculty members for the discovery of new knowledge in their academic fields. **Community-based research** (see page 29) produces applied research projects of direct benefit to organizations in our service area communities. **Undergraduate research** exposes undergraduate students to the discovery and presentation of knowledge in UAA's labs and classrooms (see pages 10 and 19) which enhances their educational experience.

STUDENT SUCCESS

STUDENT ACHIEVEMENTS

It was another great year of student success at UAA. A record 2,171 certificates and degrees were awarded in the 2009-2010 school year. The undergraduate retention rate set a new record at 70%. In addition, UAA welcomed 236 new UA Scholars in Fall 2009. More students than ever before participated in, and were recognized for, research and discovery projects.

MAJOR SCHOLARSHIPS

Four UAA students were named **2010-11 Fulbright Scholars**, outstanding achievements for these students and their faculty mentors.



*Amy Voss and Natasa Masanovic**

Fulbright Teaching Assistantships went to **Amy Voss** and **Charles Beattie**, both of whom will spend next year in Germany. It will be a return trip for Voss; she was UAA's first Congress-Bundestag Scholarship winner in 2006-07 and is also a winner of this year's UAA

Discovery Award. Both students were mentored by Associate Professor **Natasa Masanovic** (German).

Melanie Parrett was awarded a **Research Fulbright Scholarship** and will be going to China. Parrett was mentored by Professor **Susan Kalina** (International Studies).



*Melani Parrett and Susan Kalina**

Robin Ford received a **Research Fulbright Scholar**

Award and will be researching grassroots feminist activism at the Transdisciplinary Center for Gender Studies at Humboldt University of Berlin, Germany. She was mentored by associate professor **Natasa Masanovic** (German). Ford also received the American Association for Teachers of German prestigious **Langenscheidt Award** for her dedication to the promotion of German studies in Alaska.

Don Y. Chon, Japanese major, received a highly competitive **U.S. Department of State 2010 Critical Language Scholarship**. The scholarship provided full funding for Chon to attend an intensive summer language institute in Kyoto, Japan.

Heather Shelton, a student in the German language program, became UAA's sixth consecutive recipient of the prestigious **Congress-Bundestag Award**, one of only 75 in the nation selected from over 850 candidates. William Mayer, chief program officer for the scholarship program, commended Professor **Natasa Masanovic** and UAA for the unique success of our German students, saying that they have been "the most outstanding candidates" for the scholarship program.

International Studies major **Jackie Engebretson** and Social Work senior **Mariel Savage** were selected for internships with the **American University's Washington Internships for Native Students (WINS)** program in Washington D.C. Engebretson, mentored by **Patricia Fagan** (Languages), interned with the U.S. Agency for International Development. Savage, mentored by **Janet Emerman** (Social Work), worked with the National Council of Urban Indian Health where she interned with their Methamphetamine and Suicide Prevention Initiative. Both also participated in coursework related to Native American public policy concerns.

NATIONAL RECOGNITION

Three UAA Honors College students participating in UAA's program of undergraduate research, **Alex Bonnezeze**, **Carly Craig**,



and **Deana Glick**, were named **National Consortium for Measurement and Signature Intelligence Research (NCOMR) Scholars**. These \$10,000 awards promote research collaboration among academia, industry, national laboratories, and government in support of the U.S. Intelligence Community. Faculty mentors are **Tim Hinterberger** (Biological Sciences and WWAMI Biomedical), **Joceyn Krebs** (Biological Sciences), and **Cindy Knall** (WWAMI Biomedical) respectively.

Education graduate student **Carrie Plant** received the **Kathleen W. McCartan Award** from the Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC). This award is given to an undergraduate or master's level student who has made significant contributions through service to the field, community, and professional organizations.

**Photos by Clark James Mishler*



*Office of Undergraduate Research & Scholarship winners and Faculty Mentors**

Business students **Elene Reiersen** and **Chelsey Homan** beat out nearly 800 teams from around the world to win the **Fall 2009 Capstone Business Competition**. It was the first time in nine years that UAA placed first.

Senior BSE-electrical engineering students **Sunil Panthi**, **Rolan Baguyos** and **Dane Ketner** took second place in the **Institute of Electrical and Electronics Engineers' (IEEE) regional ethics competition** at the Northwest Regional Meeting in Portland, Oregon in the fall.

Craig Douglas, 2010 graduate of the Russian program, received the national 2010 **Post-Secondary Russian Scholar Laureate Award**.

Katrina Kearney, a pre-nursing student at KPC Kachemak Bay campus, earned a \$1,000 scholarship on scores she earned at the annual All-USA Academic Team competition. The competition is sponsored by the Coca-Cola Scholars Foundation and administered by the Phi Theta Kappa Honor Society.

UNDERGRADUATE RESEARCH AND EXPERIENTIAL LEARNING

Opportunities for undergraduate research and experiential learning at UAA continued to grow as students and faculty mentors reached new heights of accomplishment in inquiry, discovery, creativity, and engagement. Forty-seven students were awarded over \$80,000 in UAA's program of undergraduate research grants and stipends. A total of 68 students were recognized for their research and discovery projects in FY10. This represents a 21% increase from 2007. One hundred thirty students directly participated in these programs in FY10, representing a 14% increase over the same 3-year time period.

This year **Mentoring Undergraduates in Research and Scholarship certificates** were awarded to Assistant Professors **Yasuhiro Ozuru** (Psychology), **Shannon Donovan**

(Geography and Environmental Studies), and **Sun-il Kim** (Computer Systems Engineering).

Associate Professors **David Pfeiffer** and **Khrystyne Duddleston** (Biological Sciences) had the grant renewed for three years for their highly successful **Research Experiences for Undergraduates**, a 10-week program sponsored by the National Science Foundation.

The Honors College's Participatory Action Research (HNRS 209) is an undergraduate experientially based research course taught by **Diane Erickson** (Honors College). The course was developed as part of the Participatory Action Research for Student Success (PASS) Project and funded through a 2008 UAA Strategic Opportunity Fund grant. In the spring 2010 semester, students in HNRS 209 aligned their research to match the first-year student experience priority of ACCESS, the Advisory Committee on Enhancing Student Success.



*PASS Project, left to right - Ron Spatz, Renee Carter-Chapman, Lauren Wolford, Christie Flanagan, Karen Carlson, Kent Spiers, Diane Erickson**

UAA students **Andrew Balser**, **Linnea Pearson**, **Elizabeth Sharp**, **Andy Anderson-Smith**, **James Willacker**, **Cory Stantorf**, **Tim Stevenson** and **Bradi Salli** received the 2010 **Global Change Student Research Awards**. These students are mentored by Biological Sciences and ENRI faculty fellows. The research spans the Arctic from High Arctic biogeochemical studies in NW Greenland to organismic biology in Alaska.

UAA NOTABLES



Katie Marquette

Katie Marquette capped off a distinguished undergraduate career at UAA by serving as the 2010 **Student Commencement speaker** in Anchorage. Graduating cum laude with Leadership Honors, Katie earned a Sociology degree with an emphasis in Community and Change. Her senior year was particularly impressive, including:

- a National Science Foundation grant to attend the BOREAS conference in Finland, focusing on settlement patterns in Arctic communities;
- a Policy Research Internship at the Institute for Social and Economic Research to study same-sex domestic partner benefits in Alaska's private sector;

- a Research in the Community grant to continue the ISER research project;
- an Undergraduate Research Discovery Grant;
- and a USUAA Student Travel Grant to present her work at the Pacific Sociological Association Undergraduate Poster Session in California.

Charissa Hobbs, Kyle Yan, and Marcella Dent received 2010 **Student Leader Awards** for their significant contributions to campus life while maintaining a minimum GPA of 3.0. **Nicholas Morrill, Heather Aronno, and Alik Papadopolou** received 2010 **Seawolf Community Service Awards** for their exemplary commitment to volunteer service while maintaining at least a 2.5 GPA.

Christel Wagle was honored for her work in the visual arts with the **Turnagain Arts Award**; **Matthew Morse** received the **Hayden Carruth Award** for writing. The awards were presented by *Understory*, a publication of the English Department.



Associate Professor Steve Johnson (left) and the UAA Debate Team

It was another historic year for the **Seawolf Debate Team**. They were ranked #12 in the world—and tied with Harvard for second place in the United States—by the World Debating Website, the most comprehensive rating system in intercollegiate debating. The Seawolves set new program records at the **World Universities Debating Championships** in Antalya Turkey, with three teams finishing in the top 25 percent and UAA debaters scoring more total points than ever before.

James Kilcup and **Michael Imeson** became the first North Americans to win the **Cork University Tournament**. **Colin Haughey, Akis Gialopsos, Michaela Hernandez, and Amie Stanley** took the top four individual speaker awards and **Brett Frazier** placed sixth at the **U.S. Universities Debating Championships**, the nation's largest and most competitive British Parliamentary-style tournament, where they prevailed over a field of more than 280 competitors from Stanford, Yale, Cornell and other top schools.

The **26th annual Student Showcase** featured student presentations on everything from the Russian Revolution to fluid mechanics and from the Mary Magdalene Home to experimental economics. Awards for exceptional coursework and presentations went to:

- **Meredith Thatcher** (History 320, Paul Dunscomb): “The Sinsengumi and Samurai Identity”
- **Carrie Plant** (Special Education 620, Sheila Sellers): “Building on the Links Between Play and Emergent Literacy”
- **Janet Woods** (English 642, Robert Crosman): “The Women of the Waves”
- **Gideon Gerlt** (Art 499, Hugh McPeck): “Suffering Desire”
- UAA Clarinet Ensemble featuring **Kacee Muth, Lance Haygood, Hayden Sterling, and Mario Ayerdis** (Music 303, Mark Wolbers): “Divertimento Movement 3”
- **Joel Hebert** (History 477, Elizabeth Dennison): “Witnessing Revolution: British Expatriates, Diplomats, and Visitors in 1917 Russia”
- **Katherine Baum** (English 434, Kerri Morris): “Escalation in Political Speech”
- **Liu Liu** (Art 415, Garry Kaulitz): “Apple: a Hypothesis”
- **Don Unger** (English 685, Lori Mumpower): “Navigating Third Space and the Construction of Hybridity Narratives”
- Monday Night Jazz Combo featuring **Alex Cruver, Carlos Alvarez, Michael Preskit, Eric Bleicher, and Phil Knowlton** (Music 407, Karen Strid-Chadwick): “Dat Dere”

The **School of Engineering’s Student Design Competition** showcases innovative projects that students develop during each fall semester. Each member of the winning team earns 12-credit scholarships. Second-place winners earn 6 credits. This year’s winning teams presented a mechanical hand constructed out of balsa wood, a spinal rod bender, an improved handicapped door opener, and Rube Goldberg machines, among others.

AWARD-WINNING ACTIVITIES AND SERVICES

UAA was awarded the **Thomas M. Magoon Excellence in Counseling Award** for the culturally responsive outreach and preventative mental health services provided to Alaska Native and American Indian students by the **Cama-i Room, the Alaska Native Rural Outreach Program, and the Counselor-in-Residence program**. Only one award is presented each year by the American College Personnel Association, one of two premier national associations for Student Affairs professionals.



UAA was designated as a **Military Friendly School** for 2010 and ranked in the top 15 percent of colleges, universities, and trade schools nationwide that are doing the most to embrace America’s veterans as students. The designation includes a listing on the *G.I. Jobs* website (www.giedu.com) which caters to the 8 million military members and veterans seeking a school.

The Northern Light was one of 13 winners nationally of an **Associated College Press Pacemaker award**—one of college journalism’s oldest and most prestigious awards. This is the second time *The Northern Light* has been nominated and the first time it’s been selected. Former photo editor **Serine Halverson** (‘09) also earned an Honorable Mention for her photo in the Features Photo Excellence category.

SUPPORT SERVICES

The **Alaska Humanities Forum (AKHF)** launched an initiative in partnership with UAA to provide a **mentored transition for village high school students** from their rural culture to an urban post-secondary campus experience. A three-year, \$1.62 million competitive grant from the U.S. Department of Education will fund the new program which follows the successful model of the Forum’s Rose Urban Rural Exchange. The project will include Regional Native Culture Camps for UAA professors and Job Corps instructors.

The **Advisory Council for Enhancing Student Success (ACCESS)**, co-chaired by **Evelyn Davidson** (Kodiak College) and **Patricia Grega** (Anchorage Campus) created action groups to address first year advising, instruction and curriculum, and academic support policies and practices to improve student success.

Kaela Parks, Director of Disability Support Services, co-authored a chapter on returning veterans transitioning into college that appears in *More Than Listening: A Casebook for Using Counseling Skills in Student Affairs Work*, a new book published by NASPA, Student Affairs in Higher Education.

SEAWOLF ATHLETICS

The 2009-10 season was highlighted by NCAA Championship appearances for UAA's ski, men's and women's cross country, track and field, and women's volleyball teams. In addition, the Seawolves from all sports combined for a stellar 3.05 overall GPA in calendar year 2009, marking the 13th time in the last 16 years that the 3.0 barrier has been broken.

The **Women's Basketball** team never ranked lower than No. 18 nationally all season and finished with an impressive 24-5 record. The Seawolves won their fourth consecutive **Carrs/Safeway Great Alaska Shootout**. Seniors **Nicci Miller** and **Tamar Gruwell** earned 1st- and 2nd-Team All-GNAC (Great Northwest Athletic Championships) honors, respectively, while junior **Kelsie Gourdin** became the fourth straight Seawolf to be named **GNAC Newcomer of the Year**.



The **Women's Cross Country Running** team won their first-ever GNAC and West Region titles and posted a program-best 5th place finish at the NCAA Championships. They remained undefeated during the regular season and reached a **No. 3 rank nationally**. The **Men's Cross Country** squad earned its sixth trip to NAAs, finishing 17th overall. UAA finished runner-up in the

GNAC for the fourth time, while registering a 3rd-place finish at West Regionals. Individually, junior **Marko Cheseto** earned a team-high three individual victories, while freshman **Micah Chelimo** and sophomore **Ruth Keino** raced to All-America finishes at the NCAA championships.



The **Men's and Women's Skiing** team ended the season with a program-best **2nd place** performance at **West Regionals**, and finished **7th at the NCAA Championships**. Freshman **Andreas Adde** became the Seawolves' 9th NCAA individual champion, winning the men's slalom. Adde added another All-America finish in the giant slalom, while teammates **Jaime Bronga**,

Alex Parker, **Michael Schallinger** and **Lex Treinen** also earned All-America honors.

The 2010 **Track and Field** season, in its sixth year of full sponsorship, ranked among the nation's best, and earned honors at both the NCAA and GNAC championships. The **men's team** ended with five All-America honors at the NCAA championships as the team placed 14th overall. Junior **Marko Cheseto** set a new program record with the third and fourth All-America honors of his career. Five



women Seawolves also competed at the NCAA. At the GNAC Championships, Sophomore **Alfred Kangogo** captured the **Male Athlete of the Meet Award**. The Seawolves broke three GNAC records and set **16 new UAA records** over the season. National honors went to **Micah Chelimo** who was named **GNAC's Male Freshman of the Year** and **Laura Carr** who received **ESPN The Magazine Academic All-District honors**.



The **Volleyball** team completed its best season in school history with a 23-8 overall record, and won its first-ever **Great Northwest Athletic Conference title** and **NCAA Tournament** victory. The Seawolves finished No. 24 in the final top-25 coaches' poll, marking UAA's first appearance in the national rankings since 1992. Individually, senior **Calli Scott** was the **GNAC Player of the Year** and received honorable mention All-America honors, while sophomore **Jackie Matthisen** and junior **Cortney Lundberg** earned all-region and all-conference awards.



The 5th Annual Freshman Convocation featured Nobel Laureate **Roger Tsien**, whose work on Green Fluorescent Protein is revolutionizing the way scientists look at the living cell. The convocation welcomed the class of 2013 and their families with a program to inspire a sense of creativity and discovery.



NEW IN FY10

The Department of Residence Life hosted the **1st Annual UAA Student Move-In Resource Fair (SMIRF)** in August. The idea was the brain child of **Maria Bonifacio**, associate director of Residence Life and **Karla Booth**, coordinator for the Alaska Native and Rural Outreach Program (ANROP). It provides an opportunity for different departments, clubs, and programs on campus to promote their offerings and opportunities to residential students.

A new **teaching and learning community for Education majors** opened in the Anchorage campus residence halls last fall. This is the 7th learning community in our campus housing.

The Anchorage residence halls kicked off the year with the **Pilot Bread Connection**, an Alaska Native College Student Gathering. The event featured large group activities as well as presentations and discussions about Alaska Native dancing, games, subsistence in Anchorage, decolonization, urban basketball and more. The Cama-i Room also celebrated its fifth birthday in the residential community with a potluck featuring baked salmon, agutuk, and cake.

Prince William Sound Community College launched its first ever collegiate sports team. In their first competition, the Glacier Bears archery team participated in the National Field Archers Association Annual World Archery Festival in Las Vegas, the largest archer tournament in the Western United States. The only Alaskans participating, **Kaysea McDermott** and **Margarita Zembzycka** placed 82nd and 89th, respectively at the February tournament.

Matanuska-Susitna College started the Beta Sigma Epsilon chapter of Phi Theta Kappa Honor Society. Sixteen members were inducted at the chapter's chartering and first induction ceremony in January 2010. **Debi Fox** is the faculty advisor and **Courtney Brooke Smith** is the staff advisor.

THE UAA COMMUNITY

ON OUR CAMPUSES

UAA's newest building, the **ConocoPhillips Integrated Science Building** (CPISB), held a grand opening celebration on October 23, complete with building tours,



science and research demonstrations, and showings in Alaska's first planetarium and visualization theatre.

The CPISB is the first UAA building to be conceived, designed, and built using LEED guidance for environmental and fiscal sustainability. The 120,000-square-foot facility physically brings together the disciplines of astronomy, biology, biochemistry, biomedical studies, chemistry, environmental sciences, geology and physics. In April 2009 ConocoPhillips Alaska, Inc. pledged \$4 million for lab equipment and \$11 million to create an endowment to provide ongoing support for UAA Arctic science and engineering programs. In honor of this pledge and in recognition of the \$20 million in unrestricted support that ConocoPhillips has contributed to the University of Alaska since 1999, UAA's new Integrated Science Building now carries the ConocoPhillips name.

The **Planetarium** held its first public show with *Heart of the Sun* using breathtaking, high-resolution motion pictures never before seen in a full-dome theatre. Throughout the year, Associate Professor of Physics/Astronomy **Travis Rector** and Post-doc **Andrew Puckett** led many popular showings of *Heart of the Sun* and *Two Small Pieces of Glass*, finishing each evening with a live tour of the night sky.



Matanuska-Susitna College created a new space for the Elizabeth J. Fallon Learning Center, transforming a former photo lab into a bright and vibrant atmosphere to support Mat-Su students. The Center features math and writing tutors, proctoring services for distance education classes, and computers for student use.

Facilities Master Plans were approved by the Board of Regents for Kenai Peninsula College, Kodiak College, Matanuska-Susitna College, and Prince William Sound Community College in 2009-10. The plans provide goals for development for the next five years. Each plan is available at <http://www.uaa.alaska.edu/masterplan/index.cfm>.

ADVERTISING AND PROMOTIONS

A series of UAA television advertisements won gold and silver awards in the **25th Annual Education Advertising Awards** through Higher Ed Marketing. The ads, produced by University Advancement and the Nerland Agency, featured Alaska leaders including **Dan Sullivan** (Mayor of Anchorage), **Arliss Sturgulewski** (Former Alaska State Senator), **Carol Comeau** (Superintendent, Anchorage School District), **Gloria O'Neill** (President/CEO, Cook Inlet Tribal Council) and **Kevin Hostler** (President/CEO, Alyeska Pipeline Service Company).



UAA won two **CASE Communication Awards** for excellence in marketing and communications. Our university-wide Logo Rebranding project and the ANSEP Annual Report to the Partners each won silver awards.

Matanuska-Susitna College redesigned its logo and launched their "Opportunities Start Here" community awareness campaign that included using campus vehicles as roving "billboards" promoting the opportunities at Mat-Su College.



Kodiak College students led by **Alicia Briggs** started a student newspaper. *The Kodiak Daily Mirror* contributed the printing for the first edition of *The Emerald Looking Glass*. **Sue Jeffrey** serves as the newspaper's staff advisor.

SOCIAL NETWORKING



All campuses are now using social media to share news and information about campus activities and opportunities. Now available on UAA's Facebook page are "Meet the Professor" posts—short videos of faculty members discussing their work and inviting questions. One of the first featured the research of **Frank von Hippel** on the effects of environmental contaminants on stickleback fish.

UAA is also on **Twitter**, with a special account featuring information relevant to college students. Native Student Services also launched a new "Stepping Stone into UAA" social networking site for prospective students and students transitioning into the university.

PWSCC invites students to use **Facebook** to trade textbooks. The UAA/APU Consortium Library and *Alaska Quarterly Review* also launched individual **Facebook** pages this year. The Consortium Library is promoting its collections and services. *AQR's* page offers thought-provoking pieces of interest to the literary community.

GOVERNMENT RELATIONS



Governor Sean Parnell and his Cabinet held a special meeting on the Anchorage campus to see several examples of how UAA is meeting state needs. Focusing on the high demand job areas of health and engineering, they watched several Kodiak nursing students doing clinical training in the simulation lab as an example of the statewide reach of the program.

Representatives **Nancy Dahlstrom** and **Anna Fairclough** joined Senators **Johnny Ellis** and **Joe Thomas** to create the **University of Alaska Boosters Caucus**. The four legislators

served as co-chairs to support the growth and development of the University system: "from student success and accessibility to the community campus mission to world-leading research." Inaugural members of the UA Boosters Caucus are Senators **Dennis Egan, Hollis French, Linda Menard, Joe Paskvan, Gary Stevens** and **Bill Wielechowski** and Representatives **Berta Gardner, Carl Gatto, David Guttenberg, Lindsey Holmes, Mike Kelly, Cathy Munoz, Pete Petersen, and Jay Ramras**.

PHILANTHROPIC SUPPORT

UAA raised **\$6,054,845** in FY10, well above the goal of \$4,455,000. This success is due to a number of special gifts from alumni, companies, and friends. The dollar value contributed by individuals increased as well. The total amount contributed by alumni increased by 42% and the total contributed by friends of UAA (individuals who are not alumni) increased 137%. In addition to the total dollars raised, UAA saw a 30% increase in the number of alumni gifts from FY09 to FY10. For the first time, more than 2,000 alumni chose to give back to their alma mater.

These increases are the result of an integrated Advancement effort to reach more alumni, a highly successful Annual Giving Program, an exceptional University Relations effort to build alumni pride and engagement, and a concerted focus by development officers retaining current donors and conducting outreach to individuals. Special recognition is due to the Phonathon program, which became automated in FY10, allowing UAA to reach a record number of alumni. This effort resulted in more than \$125,000 raised through this annual giving program.

In addition, several new donors are naming UAA in their estate plans. These planned gifts will include general scholarships, RRANN, Honors College and general UAA support.

Special gifts to UAA in FY10 include:

- \$380,000 from an individual to develop a pilot project in the Alaska Native Teacher Preparation Program to deliver a teacher education program for paraprofessionals so they can stay in their communities while working on their education degree and certification. Currently 24 students are participating in the village of Chevak, Alaska.
- \$200,000 from **Chugach Alaska Native Corporation** to develop courses and programs in Native Business and contemporary issues, and to increase opportunities for Native student success.

Special gifts to UAA in FY10 (Continued)

- \$175,000 donated by **BP** to provide lab equipment for the School of Engineering, \$75,000 for KPC process technology support and \$15,000 for the PWSCC Last Frontier Theatre Conference.
- \$1 million grant to the Native Science and Engineering Program (ANSEP) to provide software for their Pre-College component donated by the **Microsoft Corporation**.
- \$180,000 donated by **ExxonMobil** to benefit ANSEP's Junior Academy and the ExxonMobil Bernard Harris Summer Camp.
- \$200,000 grant from **Icicle Seafoods** supporting programs and scholarships and other campuses in the UA system, including \$40,000 for students in Seward and Homer and support for KBC's Learning Resource Center, and \$85,000 for ISER for the Icicle Fisheries Fund.
- \$30,000 from **Saltwater Incorporated** to support instruction of fisheries-related courses at UAA in partnership with ANSEP.
- \$25,000 to fund a graduate fellowship in Arctic Engineering from **URS** corporation.
- \$50,000 donated by an individual and \$35,000 from the **UAA Hockey Alumni Group** to the Seawolf Legacy for student athletic scholarships.
- \$30,000 for electronic signage for the Wells Fargo Sports Complex from **Dr. Robert Lathrop**.
- A 1980 Scout Aircraft valued at \$82,000 was given to the Aviation program by an anonymous donor.
- A donation of two diesel engines valued at nearly \$60,000 from **Cummins Northwest** for CTC's Transportation and Power Division.
- **The Alaska Kidney Foundation** renewed their support for student scholarships with a \$30,000 donation. Since 2002, the Foundation has provided \$420,000 in scholarship money, helping to support 181 nursing students and assisting the School of Nursing to double the number of basic nursing graduates.



Mayor Dan Sullivan, Alumnus and
Mike Driscoll, Provost

The **Celebrity Chef Invitational**, a benefit for the Culinary Arts Program, raised nearly \$52,000 in pledges during a memorable evening for a sold-out crowd.

The first **Tie the Knot, Community and College** dinner and auction raised more than \$10,000 to support a family arts and crafts festival at Matanuska-Susitna College in summer 2011. The event, held in February at the Palmer train depot, was coordinated by **Suzanne Bach** and the Mat-Su College Fine Arts Advisory Council.

The **Consortium Library Archives and Special Collections Department** received:

- The largest single donation in its history from **Ermalee Hickel** who pledged \$180,000 over six years to support processing and preserving Governor Walter Hickel's archival collections.
- Grant funding totaling more than \$130,000 from the **Atwood Foundation**, the **Elizabeth Towers Endowment**, the **Alaska Mental Health Trust**, the **CIRI Heritage Foundation** and the **Alaska State Library**.

SUSTAINABILITY

UAA was honored by the Arbor Day Foundation as a 2009 **Tree Campus USA University** for its environmental stewardship and dedication to campus forestry management.



The **Kenai Peninsula College Sustainability Club** hosted an Earth Day celebration that included exhibits, presentations, and workshops in partnership with several community organizations. Presentations included "Island Lake and the Power of Knowing Where You Are" by **Alan Boraas** (Anthropology) and "The History of Earth Day" by **Jane Haigh** (History).

Matanuska-Susitna College signed a Memorandum of Agreement with the Valley Community for Recycling Solutions to share resources. The college's new Sustainability committee sponsored special events such as "Can Marathon" to promote recycling, and it has developed three new courses as part of a new Occupational Endorsement Certificate in Renewable Energy.

Kodiak College now generates 72% of campus energy from renewable sources (hydro and wind). They also replaced all campus indoor and outdoor lighting with energy efficient bulbs, and placed campus lighting on timers which shut down or reduce energy use when the campus is less busy. The college created a "Veggies at Work" garden on campus tended by summer staff, and donated the produce to local shelters.

UAA and UAF inaugurated the first annual **Sustainability Cup Challenge** this year in an environmentally-friendly version of the longstanding hockey rivalry. The school that earns the highest grade from the Sustainable Endowments Institute (issued in October) will be declared the winner and will hold the Cup. The losing school's Chancellor will deliver the trophy and prepare a sustainable meal for the winning school's Chancellor using locally grown products.

Anchorage campus activities included:

- **Alternative Transportation Week**, in which UAA students, faculty, and staff were encouraged to ride the bus, ride their bikes, or walk to campus;
- **Duplex Day**, in which Spirit the Seawolf visited campus offices to encourage departments to use duplex mode when copying and printing;
- **Dorm Electricity Challenge**, with UAA's residence halls competing amongst themselves to reduce the most electricity;
- **Sustainability Pledge**, a way for employees to make personal commitments to live a more sustainability-conscious life.

The UAA Bike Club offered free tune-ups in the spring and Bicycle Commuters of Anchorage presented ideas for safe cycling, with an emphasis on those who commute.



New Retiree Gift Options now support the "UAA Retiree Rain Garden" on the west side of the ConocoPhillips Integrated Science Building, and the "Tree Campus USA" designation. So far one-third of eligible retirees have chosen one of these new options.

CAMPUS LIFE

Student Life & Leadership programs produced over 100 events for the Anchorage campus community. Authors **Nikki Giovanni**, **Dan Savage**, **Jonah Goldberg**, and **Chuck Klosterman** spoke and Grammy Award-winning musicians such as **Eddie Palmieri**, **Brian Lynch**, and **Booker T** rocked the Williamson stage. Other community partnerships brought **Sherman Alexie** and **Douglas Brinkley** to UAA.



Nikki Giovanni

Homecoming 2009 included a Kick-off BBQ sponsored by UAA Athletics, the Kendall Hockey Classic, the 16th annual **A Cappella Festivella**, and "Good Morning Seawolves," in which different departments hosted free coffee and pastries throughout the week.

The Anchorage Student Union Gallery hosted several memorable shows, including:

- **24 Hour Comic-Athon**: an intense creation process in which participants created a comic book in one 24-hour period;
- **Comikase**: a juried exhibition of comic-themed and sequential illustration art. Juror was Alaskan artist/illustrator Brett Uher (*Dark Moon Diary*).

The Anchorage Bookstore hosted 56 in-store events and participated in 18 off-site events featuring several stimulating authors this year, including:

- **Tom Lowenstein**, poet and ethnographer, author of *Ultimate Americans: Point Hope Alaska: 1826-1909*, which traces the impact of commercial whale hunters, traders, and missionaries on the oldest continually inhabited village in North America.
- **Dr. Riki Ott**, author of *Not One Drop: Betrayal and Courage in the Wake of the Exxon Valdez Oil Spill* and *Sound Truth and Corporate Myth\$: The Legacy of the Exxon Valdez Oil Spill* (Co-sponsored by the Office of Sustainability).
- **Dr. Brigid O'Keeffe**, Assistant Professor of History at CUNY-Brooklyn College. Her talk entitled "Pornography or Authenticity: Performing 'Gypsiness' on the Early Soviet Stage, 1921-1939" was co-sponsored by the History Department and Department of Languages.
- **Mattox Roesch**, author of *Sometimes We Is Always Real Same-Same*, a book about rural Alaska.
- **Joan Kane**, poet and author of *The Cormorant Hunter's Wife*.
- **Maude Barlow**, author of *Blue Covenant: The Global Water Crisis and the Coming Battle for the Right to Water* and *Blue Gold: the Fight to Stop Corporate Theft of the World's Water*. Her talk "On Water" was co-sponsored by the UAA Resilience and Adaptive Management Group, the UAA Office of Sustainability, and the Alaska Forum for the Environment.
- **Charles Fadel**, Global Education Research Lead at Cisco Systems, presented "21st Century Skills: Learning for Life in Our Times", co-sponsored by the Anchorage Education Association, School Business Partnerships, Cisco, and UAA.

- Panel discussion on "Human Rights: Questions and Perspectives Revisited" featuring faculty members **Dalee Dorough** (Political Science), **Terrence Kelly** (Philosophy), **Nancy Nix** (Health Sciences), and **Zeynep Kilic** (Sociology).

DIVERSITY

Several themes were the focus of month-long events.



Alaska Native/Native American Heritage Month: Share the Spirit (October/November). The Kickoff Reception featured moderator **Jeane Breinig**; the Lepquim Gumilgit Gagoadim Tsimshian Dancers; special messages from Alaska Native elder Dr. George Charles; a very popular Native dress review and Native foods. Chancellor

Ulmer shared the story of her Button Blanket/Robe and adoption into the Tlingit Kaagwaantaan Clan of the Wolf House.

Alaska Civil Rights Month (January/February). The **UAA Diversity Action Council** coordinated events celebrating Dr. Martin Luther King Jr.'s birthday at all UAA campuses. Anchorage hosted acclaimed African American poet **Nikki Giovanni** and the Reverend **Dr. Billy Kyles** (the only living person to have spent the final hours with Dr. King). In celebration of Elizabeth Peratrovich Day, Mat-Su sponsored a showing of "The Land is Ours" with **Willy Templeton** as a keynote speaker. Anchorage held a showing of "For the Rights of All: Ending Jim Crow in Alaska" which tells the remarkable story of Alaska's Civil Rights movement using reenactments, interviews, and rare historic footage. A panel discussion followed the film, featuring UAA alumni **Jeffrey Silverman** (producer) and **Diane Benson** (writer/actor), UAA Professor **Phyllis Fast**, and Alaska Native leader **Perry Eaton**.

Dan Savage spoke to a sold-out crowd, delivering his unique brand of sex advice made famous in the wildly popular "Savage Love," an internationally syndicated column read by millions of people every week. "Savage Love" is a cultural force that, over the last 15 years, has brought Lesbian/Gay/Bisexual/Transsexual relationships into the mainstream.

UAA is a campus affiliate of the **National Coalition Building Institute (NCBI)**. UAA faculty, staff, and students attended a three-day workshop to learn ways to embrace diversity and reduce prejudice. UAA/NCBI diversity team welcomed all new students during New Student Orientation, Howl Days, with a message of "Every Person Counts," focusing on building an inclusive environment for students.

HEALTH AND SAFETY



"UAA Against Domestic Violence" kicked off in the spring with the improv show "Sex Signals" and a panel discussion moderated by retired judge **Karen Hunt** and featuring faculty members **Randy Magen** (Social Work) and **Marny Rivera** (Justice), University Police Department Detective

Michael Beckner, Municipal Prosecutor **Pamela Scott Washington**, and Abused Women's Aid in Crisis (AWAIC) Programs Director **Melissa Emmal**.

The **UPD Auxiliary Emergency Team** was featured as one of three U.S. Volunteers in Police Service (VIPS) chapters in a promotional video called "Community Involvement in Campus Safety". The 11-minute DVD has been distributed worldwide since last September through the International Association of Chiefs of Police.

New **Campus-CERTs (Community Emergency Response Teams)** were created with the help of UAA Emergency Manager, Ron Swartz at the Kodiak, Anchorage/Charter College, and KPC's Soldotna campuses this spring and summer.



New Community Emergency Response Team

The **Prince William Sound Community College citizen responders' team** (faculty and staff) participated in the planning and training leading up to Alaska Shield 2010, the largest full-scale disaster preparedness exercise of its kind in the U.S. in years.

COMMUNITY ENGAGEMENT

and the PUBLIC SQUARE



UAA was one of 34 universities in the country chosen to participate in **eCitizenship: New Tools,**

New Strategies, New Spaces, an initiative of the American Association of Colleges and Universities. For the next three years UAA faculty and students, through the Center for Community Engagement and Learning, will explore and assess ways that technology and social networks can foster and support civic engagement. This year **Diane Hirshberg** (ISER) and UAA student **Joy Britt** conducted a survey to identify topics of most interest to students and to develop social networking experiments and activities in FY11. They presented their findings in their talk “Student and Faculty Knowledge of Social Media” at the American Democracy Project National Meeting in Rhode Island.

CIVIC ENGAGEMENT AND SERVICE

The Center for Community Engagement and Learning, as part of its ongoing initiative to fund innovative faculty projects involving community partners, selected ten projects this year, including:

- **Fran Lautenberger** (Theater and Dance) creating a puppet theater with her students to help young patients at Providence Hospital adapt to a hospital environment.



- **Joy Mapaye** (Journalism and Public Communications) and **Sharman Haley** (ISER) making a documentary film about the realities of teen parenthood using actual student parents from the Anchorage School District as a way to reduce teen pregnancy rates.

- **Cheryl Siemers** (English, Kenai Peninsula College) working with students from KPC, Alaska Christian College, and local artists, to prepare informational displays and record community dialogues about climate change as part of an exhibit at the Kenai Visitors and Cultural Center titled “Changing Landscapes.”

- **Phyllis Fast** (Anthropology) and **Nancy Furlow** (Alaska Native Studies) working with the Alaska Native Charter School to develop and hold Alaska Native Art classes. They helped students build a large fiber sculpture of an eagle to honor Native cultures and greet visitors to the school.



The **Diversity Action Council, Alaska Humanities Forum,** and **UAA Community Partnerships** funded a series of five community forums during the year aimed at emerging Alaska Native leaders, building on the energy created by the 2009-10 UAA/APU Books of the Year. The **Warriors for a New Era** series featured five interactive presentations and discussions

that challenged Alaska Native young people to understand and repower their world. Designed by an advisory board of Alaska Native faculty and staff and led by Project Director **Larry Merculieff**, the forums included:

- “Ancient Wisdom for Modern Times”
- “Healing the Wounded Warrior Spirit”
- “Visions for an Alaska Native Future”
- “Protecting Our Traditional Foods”
- “Breaking New Trails for Alaska Native Leadership”

A report of the forums can be found on the UAA Community Partnerships web page.

As part of their capstone project, nursing students **Tyneshia White, Teri Carr, Kristina Carpenter, James Crump, Monica Burkett, Nikki See, Pattie Arthur,** and **Anastacia Burkoff**, advised by **Catherine Sullivan**, interviewed Bhutanese and Sudanese refugees during Fall 2009 to determine their health needs. They learned that the refugees feared Alaska’s winter. The students developed a humorous and interactive presentation to teach them how to fight flu and dress in layers for warmth. Their program was a big hit at the **Refugee Assistance and Immigration Service** “Welcome Center.” (to learn more go to www.youtube.com/user/uaa_anchorage)



(l-r back row) James Crump, Prof. Sullivan, Monica Burkett, Nikki See, Pattie Arthur, Kristina Carpenter (l-r front row) Anastacia Burkoff, Tyhesia White, Teri Carr.



Nine UAA geography students traveled to rural China in May for a short-term study abroad project linked with Heifer International. The trip is the most recent development in **Dorn Van Dommelen's** (Geography) work with the non-profit organization to develop a service learning component in his Geography/International Relations 101 course. Heifer volunteers work with local community members to develop their own systems to improve agricultural production. The students visited and participated in four Heifer International agricultural development projects, learning first-hand how Heifer works to achieve its goal of "ending hunger and caring for the earth."

In the for-credit course Organic Gardening, **Matanuska-Susitna College** students received hands-on training in the principles and techniques of organic gardening, and donated about 1,000 pounds of produce from their garden to food pantries and senior centers in Wasilla and Palmer. The college partnered with the UAF Experimental Farm for the project, which was supported in part by a grant from Learn and Serve America.

The Alaska Adult Education Association honored **Kachemak Bay Campus** volunteer tutor **Jane Regan** with its **Rising Star Award** and named GED examiner **Kyra Wagner** as **Volunteer of the Year**. Regan and Wagner work with ESL instructors **Jan Peyton** and **Lolita Branche** providing tutoring, advocacy, and extracurricular activities for Homer's ESL students, who come from all over the world.



AKSourceLink, the referral network website for Alaskan small business owners, received the **Excellence in Partnership Development Award** at the University Economic Development Association Summit in San Antonio, Texas in October 2009. A presentation demonstrating the partnership at the conference by **Linda Ketchum** (UA Center for Economic Development) and **Kathryn Dodge** (Fairbanks North-Star Borough) also won the "best of show" honor.



UAA faculty, staff, and administrators raised \$68,960 in the 2009 **Community Campaign** for the United Way of Anchorage and Anchorage Community Share, \$2,000 more than the previous year. The College of Arts and Sciences raised more than \$13,000, the highest dollar amount of any unit. The Chancellor's Office and University Advancement had the highest participation rate, with 22% of their staff contributing to the campaign. Nearly \$1,400 went to our adopted school, **Nunaka Valley Elementary**, towards the purchase of a Smart Board for teachers and students.

During UAA's 2010 **Day of Service**, more than 50 faculty and staff volunteered at Children's Lunchbox, Food Bank of Alaska, Kid's Kitchen, New Hope on the Last Frontier, and Willow United Methodist Church. The day was organized by **Anna Bryant**, and other Governance Day of Service committee members, including **Debbie Narang, Russell Pressley, Melodee Monson** and **Ira Rosnel**.



Shauna S. Dunn

COMMUNITY EVENTS

UAA Student Activities and *The Northern Light*, with support from The Alaska Press Club, presented *New York Times* bestselling author, *National Review* online editor and syndicated conservative columnist **Jonah Goldberg** at the Wendy Williamson Auditorium on September 15. Goldberg's topic was "The Media is Dead, Long Live the Media." A Q&A followed with panelists **Suzanna Caldwell**, executive editor of the *Northern Light*; **Hannah Colver**, public affairs producer, KRUA; **Fred Pearce**, Chair, Journalism and Public Communications; **Matt Zencey**, editorial page editor for the *Anchorage Daily News*; and independent journalist **Amanda Coyne**.

The **Seawolf Debate team** hosted the **3rd Annual Northern Lights British Parliamentary Debate Tournament** in April. Thirty-four high school students from Chugiak, Dimond, Homer, South, and West high schools debated such current controversial issues as whether companies should be allowed to engage in electioneering communication, whether government should pay people to learn an Alaska Native language, and whether the U.S. government should support the political opposition in Iran.

UAA's Public Policy Debates

featuring the UAA Seawolf Debate Team and faculty members provide forums for Alaskans to participate in discussions of policies and issues affecting their future. The Fall debate question was "Should the State of Alaska impose a cost on the carbon emissions of businesses operating in Alaska?" The Spring debate focused on whether the State of Alaska should be involved in the institution of marriage.



Kodiak College students organized two public forums in December on topics of local and statewide interest. The first forum discussed Kodiak's renewable energy plan. The second forum focused on bear viewing near the O'Malley River.

Prince William Sound Community Campus held its first service-wide public lecture using its video conferencing. The Columbia Glacier Lecture drew attendance from Valdez, Cordova, and Kenny Lake.



The 2009-10 UAA Polaris Lecture Series featured:

- **Douglas Pope**, Attorney at Law, "Why the Constitution Is Important to You"
- **Preston Jones**, Assistant Professor of History, John Brown University, "Anchorage and Empire: the Last Frontier in Global Context"
- **Talis Colberg**, Attorney at Law and Mat-Su Borough Mayor, "Abraham Lincoln and Barbara Fritchie"
- **Will Morrissey**, Associate Professor of Political Science, Hillsdale College, "Seeing Claw to Claw: Churchill, deGaulle, and the Struggle Against Tyranny"
- **John Channing Briggs**, Professor of English, University of California, Riverside, "Lincoln, Shakespeare, and Tyranny"
- **Clifford Groh, Jr.**, Attorney at Law, "The FBI and Alaska: Political Ethics in a Modern Society"
- **Stephen Dickey**, Professor of English, University of California, Los Angeles, "To Act, To Do, and to Perform: Hamlet and the Mise en Abime"
- **Toby Widdicombe**, Professor of English, UAA, "Utopia: An Idea Whose Time Has Come?"

Kenai Peninsula College students, in collaboration with the Kenai Visitors & Cultural Center produced an exhibition, "The Art and Science of Climate Change," that was displayed at the Center January 15-February 27, 2010.

Governor **Sean Parnell** hosted a student forum on the Anchorage campus to focus on two major issues of the 2010 Legislative session: the Governor's Performance Scholarship and his comprehensive domestic violence initiative.

Does health actually get better when the economy gets worse? At an ISER lunchtime talk, **Stephen Bezruchka**, (School of Public Health, University of Washington), discussed why the health benefits of economic growth may be limited once a society crosses a threshold of perhaps \$10,000 per person in gross national product.

UAA hosted a number of nationally recognized authors who presented lectures, including:

- Historian **Douglas Brinkley**, author of *The Wilderness Warrior: Theodore Roosevelt and the Crusade for America*. Co-sponsored by UAA Student Activities, U.S. Fish and Wildlife Service and the Friends of Alaska National Wildlife Refuges.
- **Dr. Brian Fagan**, author of *Floods, Famines, and Emperors; The Little Ice Age; and The Long Summer*—all books related to climate change—presented "Water, The Triumph of Gravity." Co-sponsored by UAA's College of Arts and Sciences and the Alaska Anthropological Association.
- **Dr. Jean Twenge**, author of *The Narcissism Epidemic: Living in the Age of Entitlement and Generation Me*, and Associate Professor of Psychology at San Diego State University, was the keynote speaker for the Undergraduate Research and Discovery Symposium and Behavioral Sciences Conference of the North. Co-sponsored by the University Honors College and CAS Psychology Department.



Douglas Brinkley

Senator Lisa Murkowski held a Field Hearing in the Consortium Library on August 20, 2009 to learn about the significant changes occurring in the Arctic and how the U.S. must prepare for an ice-diminished region. Witnesses testifying included Alaska Governor **Sean Parnell**, Coast Guard Commandant Admiral **Thad Allen**, Executive Director of the Marine Conservation Alliance **David Benton**, North Slope Borough Mayor **Edward Itta**, UAF Professor **Lawson Brigham**, and Chairman of the Arctic Research Commission **Mead Treadwell**.

The UAA Complex Systems Group hosted six lectures this year:

- **John Pepper**, Santa Fe Institute, “Cancer as a Complex Adaptive System”
- **Lawson Brigham**, UAF, “Using Scenarios to Explore Future Arctic Marine Navigation”
- **Charles Hall**, SUNY Syracuse, “Peak Oil, EROI, and Our Financial Future”
- **Jeff Welker**, UAA, “Biocomplexity in the High Arctic”
- **Songho Ha**, UAA, “The American System as a Cultural System”
- **Leigh McCue**, Virginia Tech, “Understanding Chaotic Vessel Motions, or Getting the Fish in the Boat While Keeping Your Feet Dry.”

Senator Mark Begich and FCC Commissioner **Mignon Clyburn** held a roundtable discussion with telecommunications providers at the UAA/APU Consortium Library during Summer 2010. The discussion focused on the expansion of broadband in Alaska, changes to the University Services Fund, and other FCC initiatives impacting Alaska.

Residence Life hosted its first **Cards for the Troops** event in December at the Gorsuch Commons. A large number of students showed their support by writing personal messages and signing cards to be sent to troops overseas and in the hospital. Many students shared stories of family members and friends who are stationed overseas.

CREATIVE AND PERFORMING ARTS

The 9th Annual **Kachemak Bay Writer’s Conference** (June 11-15) featured Pulitzer Prize-winning novelist **Michael Cunningham** and 17 other presenters, including Creative Writing faculty members **Rich Chiappone**, **Nancy Lord**, **Eva Saulitis**, and **Sherry Simpson**.

Matanuska-Susitna College hosted a series of multi-day visual art workshops in May by visiting artists, including Barry McWayne’s “Digital Photography: from Camera to Print:” and Caleb Stone’s “Oil Painting, Plein Air” and “Watercolor, Plein Air.”

In Anchorage, **UAA’s Department of Theatre and Dance** season included productions of *A Doll’s House*, *CLOSER*, *Christmas Belles*, *Wonder of the World*, *New Dances 2010*, and a performance by the *Dancing Mallets Trio*. In Valdez, the **PWSCC Drama Department** presented *Charlotte’s Web* by E.B. White.



The Music Department featured UAA Opera Ensemble productions of *Kismet*, *Eclectic Broadway*, and the concert *Fairy Tales* (and other stories) showcasing original compositions by members of the UAA Sophomore Music Theory Class based on fairy tales.

The 18th Annual **Last Frontier Theatre Conference in Valdez** (May 16-22) featured 24 guest artists. In addition to workshops on playwriting and acting and evening performances, the conference added a new dimension this year. The Acting for Singers Program, a collaboration with the Anchorage Opera, was offered to help opera singers increase their general skill as actors. Acting was taught by Los Angeles actors **Kim Estes** and **Darcy Halsey**, with **Nancy Caudill** working on vocals and accompaniment by **Juliana Osinchuk**.



Left to right: **Juliana Osinchuk**, **Torrie Allen**, **Darcy Halsey**, **Kim Estes**, and **Nancy Caudill**. Photo courtesy DG Anderson Photography.

Alaska Quarterly Review (AQR) continues to live up to its reputation as one of the best literary magazines in the country. Several works originally published in *Alaska Quarterly Review* (AQR) have recently been selected for recognition in major national awards anthologies, continuing AQR's tradition of serving as a literary springboard for many authors during its 27 years in existence.

Writing in the newest issue of AQR has been selected for the *Best American Mystery Stories 2010*, *Best American Essays 2010*, the *2010 Pushcart Prize: The Best of the Small Presses*, and the short story, "Homicide Survivors Picnic", was named a finalist for the 2010 PEN/Faulkner Award for Fiction, America's largest peer-juried prize for fiction.



UAA/APU CONSORTIUM LIBRARY

Since the new UAA/APU Consortium Library opened, use has increased by double-digits, and it has become a sought-after location for community events. The library hosts nearly 50 meetings, lectures, public forums, films, or receptions each month. The library's digital collections are being used at record levels, and the number of library instruction sessions increased 18%, serving 4,600 students last year. The library has increased hours year-round and also stayed open 24-hours a day to accommodate students during final exam week. All of this happened without any increases in library staff or faculty.

GATE COUNT UP 57%

BOOK CIRCULATION UP 28%

LOOKING AHEAD

NEW LEADERS

In July we welcomed **Pat Gamble** as the 13th President of the University of Alaska. He succeeds Mark Hamilton who had served as President since 1998. Gamble most recently served as Chief Executive Officer of the Alaska Railroad Corporation. He retired from the U.S. Air Force as a 4-Star General and a former Commander of the Pacific Air Forces.



Talis Colberg began as the new Director of the Matanuska-Susitna College in August 2010. Colberg most recently served as the Mayor of the Mat-Su Borough and is a former attorney general for the State of Alaska. A third-generation Mat-Su Valley resident, Colberg attended the college in the 1970s and has been an adjunct professor there for many years. He succeeds Dennis Clark who served as the Director since 2006.

Judith Owens-Manley joined UAA in August as the new Director of the Center for Community Engagement and Learning (CCEL). For many years, Owens-Manley was the Associate Director for Community Research at the Arthur Leavitt Center for Public Affairs at Hamilton College in Clinton, New York.

Rick Shell was named the new Chief of the University Police Department at UAA in August after serving as Interim Chief since the fall of 2009. Before joining UPD in 2006, he served more than two decades with the Anchorage Police Department, rising to the rank of sergeant.

TEACHING AND SCHOLARSHIP

The Task Force on the Evaluation of Faculty Work for Promotion, Tenure, Post-Tenure Review and Hiring submitted its final recommendations for the new Faculty Evaluation Guidelines to Provost Mike Driscoll. The Provost will review the recommendations and solicit advice and recommendations from the Faculty Senate, Deans and Directors, the faculty and President of Prince William Sound Community College, and UNAC and UAFT leadership. Using this feedback, the Provost will develop a final draft that will be presented to the Faculty Senate in Fall semester 2010 for approval and ultimately implementation.

An evaluation team from the Northwest Commission on Colleges and Universities will visit UAA in October 2010, for the final site visit related to UAA's reaccreditation. UAA volunteered, along with three other institutions in the region, to serve as a pilot institution in the development of new accelerated accreditation process for the Northwest Commission.

STUDENT SUCCESS

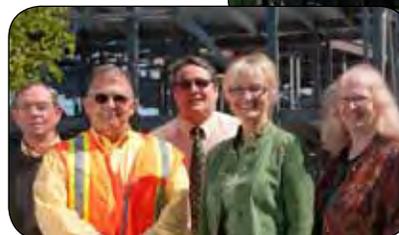
This fall Student Affairs is piloting a new retention and success initiative called MAP-Works®, Making Achievement Possible. The program will serve as the infrastructure to manage critical outreach to students throughout their first year experience. Developed by Educational Benchmarking, Inc., in partnership with Ball State University, MAP-Works® provides students with critical success tools and resources and a framework for follow-up by staff at key points during the term. David Weaver will serve as the MAP-Works® Coordinator.

FACILITIES

UAA HEALTH SCIENCES BUILDING



In April nearly 100 people gathered for a Topping Off ceremony for the Health Sciences Building. The celebration marked the completion of the framing for the 65,321 square-foot building that is scheduled to open in Fall 2011.



Left to right: John Faunce, Chris Turletes, Paul Daugherty (Livingston Stone), Fran Ulmer, and Jan Harris

It will accommodate the academic programs of the School of Nursing, Alaska WWAMI Biomedical Program and Allied Health Sciences. The Health

Science Building will feature offices and classrooms, interactive simulation labs, seminar rooms, and student activity spaces.

KENAI PENINSULA COLLEGE

In early 2011, Kachemak Bay Campus will complete construction on a new facility that will bring the campus into one main location. The one-story building will house offices, classrooms, a nursing skills lab, and a Learning Center.

EDUCATION BONDS

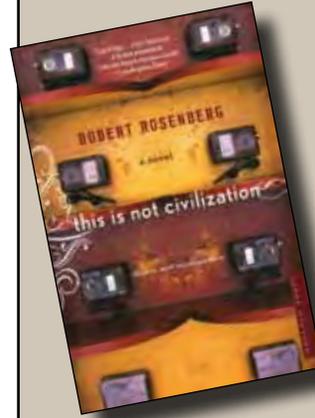
A general obligation bond will be on the November statewide ballot for several education projects. The \$397.2 million bond contains \$119 million for UAA projects, including:

- \$23.5 million for a new Mat-Su Valley Center for Art and Learning;
- \$60 million for the Anchorage Community Arena and Athletic Facility;
- \$16 million for Kenai Peninsula College housing;
- \$14.5 million for KPC Career and Tech Center; and,
- \$5 million for renovations at the Prince William Sound Community College.

The bond also includes \$88 million for a new Life Sciences Building at UAF and funding for school construction projects in three rural villages.

BOOKS OF THE YEAR

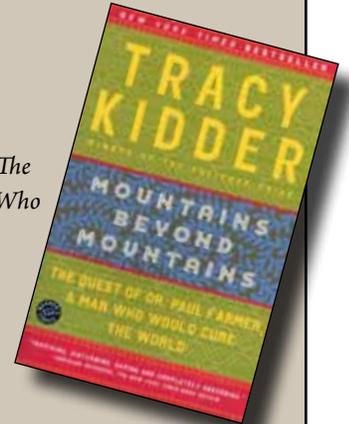
The theme for 2010-11 is "Service in a Foreign Land." The UAA/APU Books of the Year, selected by a faculty nominating committee, are:



This is Not Civilization: A Novel
by
Robert Rosenberg

Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, A Man Who Would Cure the World

by
Tracy Kidder



PERFORMANCE SUMMARY

This report describes how UAA performed during the 2009-10 fiscal year (FY10) on eight statewide performance measures. The measures are defined by the University of Alaska Statewide System (UA) for its Performance-Based Budgeting (PBB) system. They are sometimes referred to as performance measures, PBB measures, or simply “the metrics.”

PERFORMANCE SUMMARY

UAA set new performance records in four of five core metrics in FY10.

HIGH DEMAND JOB AREA DEGREES AWARDED

Up 5% from FY09, setting a new performance record.

UNDERGRADUATE RETENTION

Up 1 percentage point from FY09, gaining 10 points over 10 years, and setting a new performance record.

STUDENT CREDIT HOURS

Up 6% from FY09, the largest one-year increase, achieving a new performance record.

NON-CREDIT INSTRUCTIONAL UNITS

Improvements seen in recording new data in the second year of this measure.

GRANT-FUNDED RESEARCH EXPENDITURES

Up 41% from FY09, a strong recovery from the declining trend of the previous 3 years.

UNIVERSITY-GENERATED REVENUE

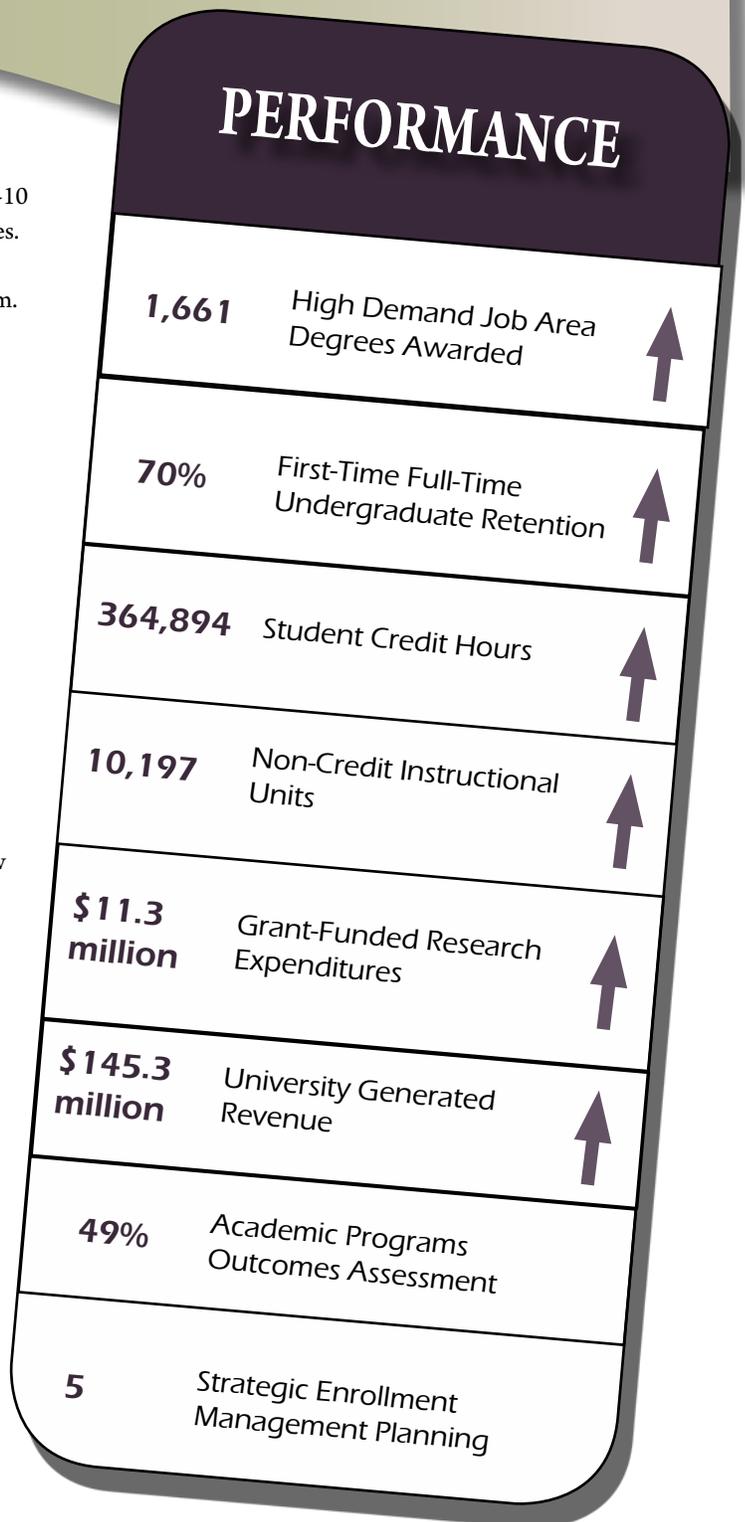
Up 10% from FY09, setting a new record and continuing a decade-long trend of steady growth.

ACADEMIC PROGRAMS OUTCOMES ASSESSMENT

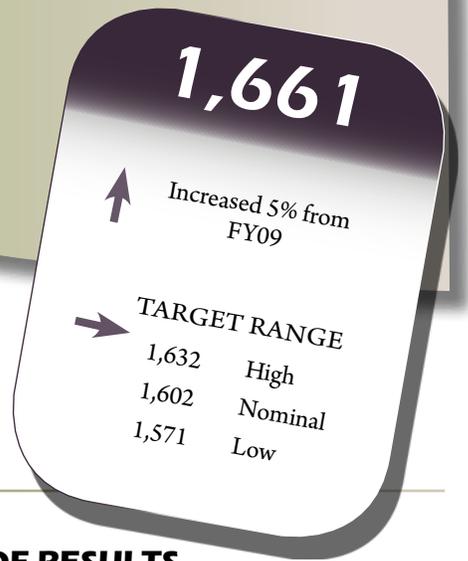
Nearly half of the programs have reported on outcome assessments in FY10.

STRATEGIC ENROLLMENT MANAGEMENT

All five campuses have and are responding to effective SEM planning processes.



HIGH DEMAND JOB AREA DEGREES AWARDED

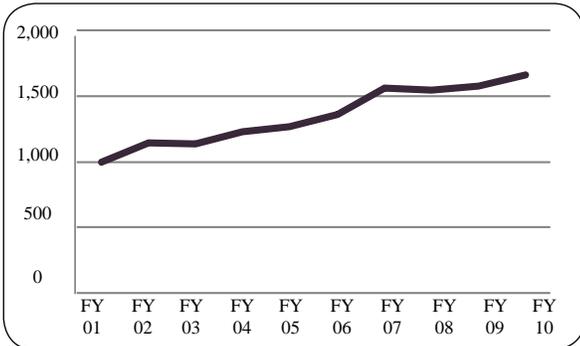


MEASURE: The number of certificates and degrees awarded during a fiscal year that support Alaska high demand job areas as defined by the State of Alaska Department of Labor (DOL). List maintained by the Statewide Academic Council (SAC).

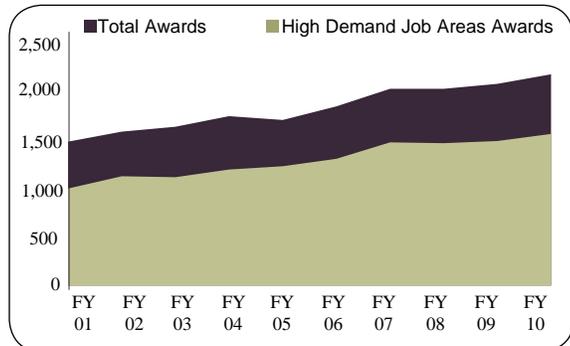
PERFORMANCE SUMMARY

UAA awarded 1,661 certificates and degrees in high demand programs in FY10, the highest number of awards in the past 10 years (5% more than FY09 and 22% more than FY06). The gain of 86 high demand awards over last year represents more than three times the growth between FY08 and FY09, and it is the largest increase since FY07. High Demand awards now comprise 77% of all awards produced by the MAU.

MAU TREND, HIGH DEMAND JOB AREA AWARDS



TOTAL AWARDS VS. HIGH DEMAND JOB AREAS AWARDS, 2010



ANALYSIS OF RESULTS

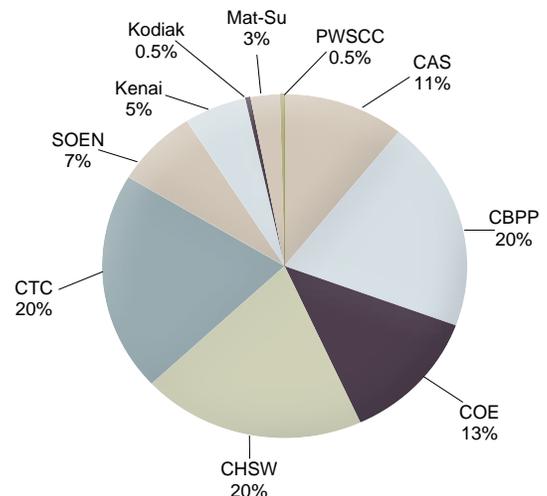
BY CAMPUS AND COLLEGE

TOP PERFORMERS

Three Anchorage units and one community campus set new records for high demand job area awards in FY10.

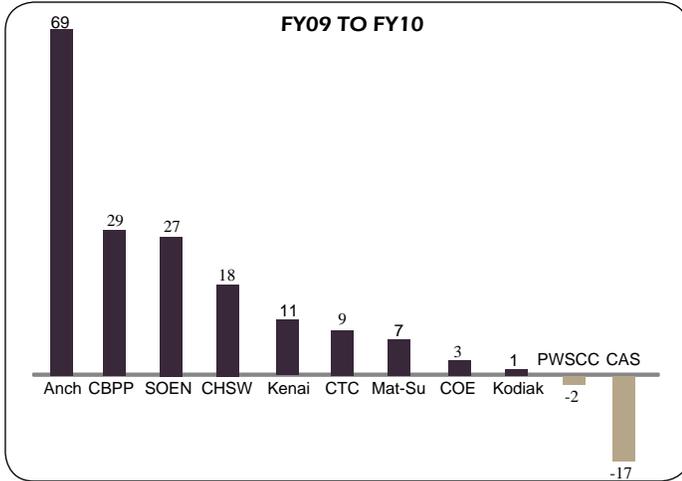
The College of Business and Public Policy awarded a record 329 degrees and certificates related to high demand job areas in FY10, 29 more than in FY09 for a 10% increase. Substantial growth in the number of BBAs in Accounting (+21) and MBAs in General Management (+22) more than offset slight declines in BBAs in Management (-6) BAs in Journalism and Public Communications (-5) and BBAs in Marketing (-5).

CONTRIBUTORS

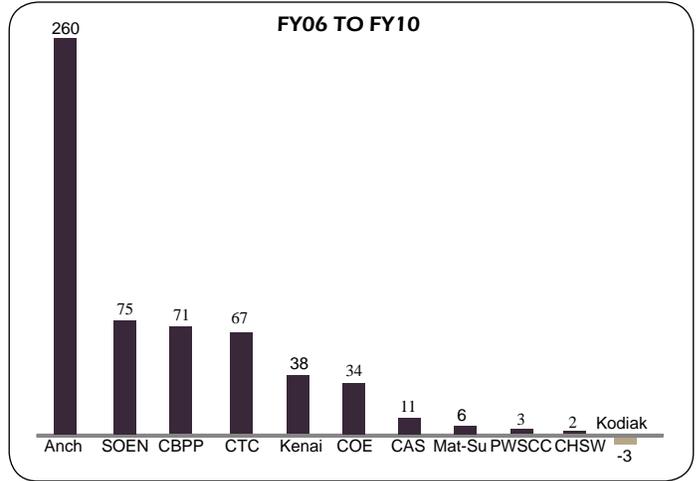


HIGH DEMAND JOB AREA DEGREES AWARDED

NET CHANGES IN HIGH DEMAND JOB AREA AWARDS BY UNIT



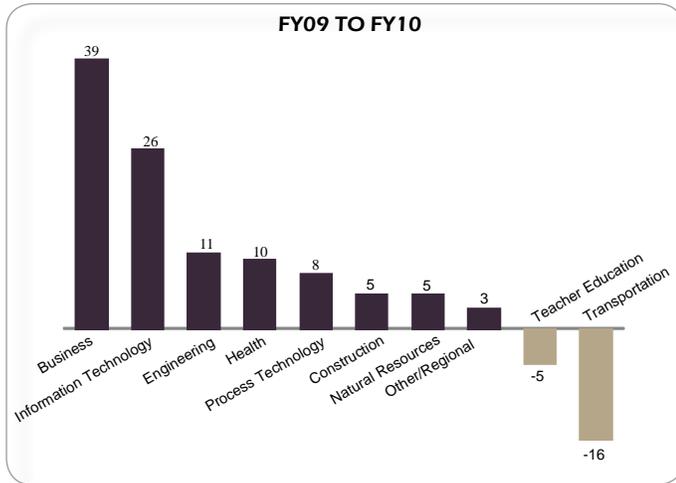
NET CHANGES IN HIGH DEMAND JOB AREA AWARDS BY UNIT



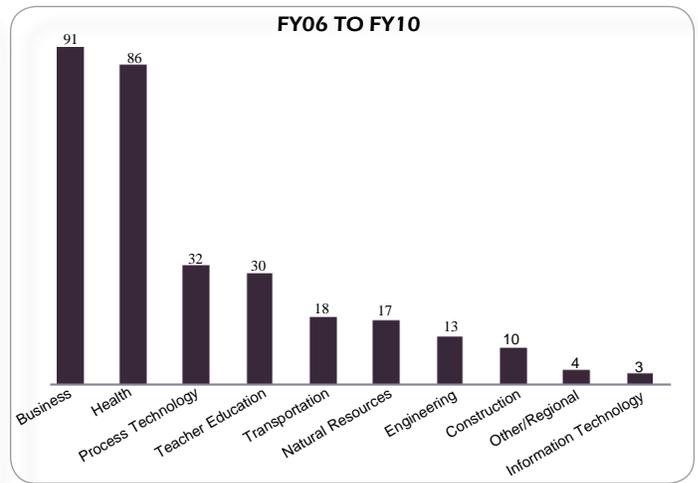
	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
HIGH DEMAND JOB AREA DEGREES AWARDED	994	1,144	1,132	1,226	1,266	1,357	1,558	1,548	1,575	1,661
By CAMPUS										
ANCHORAGE	929	1,023	1,022	1,128	1,156	1,251	1,444	1,418	1,442	1,511
KENAI	26	60	52	42	51	54	55	80	81	92
KODIAK	2	7	11	6	9	11	10	3	7	8
MAT SU	28	36	33	36	34	37	47	43	36	43
PWSCC	9	18	14	14	16	4	2	4	9	7
By COLLEGE (ANCHORAGE)										
CAS	158	146	156	198	178	168	181	195	196	179
CBPP	219	203	235	279	251	258	243	249	300	329
COE	174	218	177	97	160	175	280	219	206	209
CHSW	209	248	249	288	269	328	356	350	312	330
CTC	132	170	173	211	253	275	316	321	333	342
SOEN	37	38	32	55	45	47	68	84	95	122
By HIGH DEMAND JOB AREA										
HEALTH	322	356	357	463	471	488	553	596	564	574
BUSINESS/ MANAGEMENT/ FINANCE	241	231	250	273	296	314	316	308	366	405
TEACHER EDUCATION	183	221	184	106	169	181	289	226	216	211
TRANSPORTATION	42	67	87	100	76	93	148	129	127	111
ENGINEERING	46	57	64	62	72	102	89	91	104	115
INFORMATION TECHNOLOGY	72	90	88	92	72	68	65	72	45	71
NATURAL RESOURCES	63	55	45	78	56	63	53	62	75	80
PROCESS TECHNOLOGY	25	67	57	52	54	45	43	58	69	77
CONSTRUCTION						3	2	6	8	13
OTHER/REGIONAL									1	4
OTHER MEASURES										
ALL AWARDS	1,479	1,582	1,632	1,741	1,702	1,842	2,022	2,022	2,073	2,171
% HD AWARDS	67.21%	72.31%	69.36%	70.42%	74.38%	73.67%	77.05%	76.56%	75.98%	76.51%

HIGH DEMAND JOB AREA DEGREES AWARDED

NET CHANGES IN HIGH DEMAND JOB AREA AWARDS



NET CHANGES IN HIGH DEMAND JOB AREA AWARDS



TOP PERFORMERS CONTINUED....

The **Community and Technical College** achieved an all-time high of 342 awards, 9 more than in FY09 (up 3% from FY09 and 24% from FY06). Job areas of growth included Business (+16) and Information Technology (+25), with particularly strong performance from the Cisco Network Associate (OEC) and the Telecommunications, Electronics, and Computer Technology (AAS) programs. CTC's Transportation area awards declined by 24, however, and its Engineering area awards declined by 16.

The **School of Engineering** set an all-time high of 122 awards, 27 more than the prior year (up 28% from FY09 and 160% from FY06). BS programs in Engineering and Civil Engineering represent 62% of the total Engineering area awards.

The **Kenai Peninsula College** reached an all-time high of 92 awards (up 14% from FY09 and 70% from FY06). The AAS in Process Technology produced a record 44 awards.

Four units produced more awards this year than last, without quite matching all-time highs achieved in the past:

The **College of Health and Social Welfare** generated a total of 330 awards (up 6% from FY09 and less than 1% higher than FY06). A record 89 AAS degrees in Nursing were awarded, an 11% increase over FY09. The number of BS degrees in Nursing Science matched the record high of 118 set in FY06 and increased 8% over FY09.

The **College of Education** (up 1% from FY09 and 19% from FY06) produced 209 awards, consistent with its performance of the past two years, but well below the peak of 280 set in FY07. The greatest increase in FY10 was in the number of MEDs in Education Leadership awarded (+14 to a total of 35) while the

biggest decrease was in the number of MATs in Education (-12 to a total of 28). The number of BAs awarded in Elementary Education also dropped from a high of 48 in FY09 to 37 in FY10.

Matanuska-Susitna College produced a total of 43 awards (up 19% from FY09 and 6% from FY06), though 4 fewer than the 10-year high of 47 awards in FY07. Gains in the areas of Engineering (+5), Health (+4), and Information Technology (+3) offset the reduction in the Business, Finance, and Management area (-6).

Kodiak College granted 8 awards in FY10 (up one award from FY09 but down 3 from FY06). Two Occupational Endorsement Certificates in Business, Finance and Management were awarded for the first time in FY10.

Two units declined compared to FY09, though both were higher than FY06:

The **College of Arts and Sciences** presented 179 awards compared to 196 in FY09 (down 9%) but increased 7% over the 168 awards in FY06. Only the Natural Resources area showed an increase from FY09 to FY10. For the 5-year period, gains in Health and Natural Resources overcame decreases in Business, and Information Technology awards.

Prince William Sound Community College issued 7 awards in FY10, down from 9 in FY09. Historically, PWSCC awards were up from 4 in FY06, but well below the high of 18 awards given in FY02. Two fewer AAS degrees in Disability Services were awarded in FY10.

HIGH DEMAND JOB AREA DEGREES AWARDED

ANALYSIS OF RESULTS

BY JOB AREAS

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

The three biggest job areas at UAA are Health, Business/Finance/Management, and Teacher Education. Combined, these units produce 72% of our high demand job area awards. The Health and Business areas have shown steady, even dramatic, increases over time, while the Teacher Education area is considerably more variable, with alternating two- to three-year cycles of growth and decline.

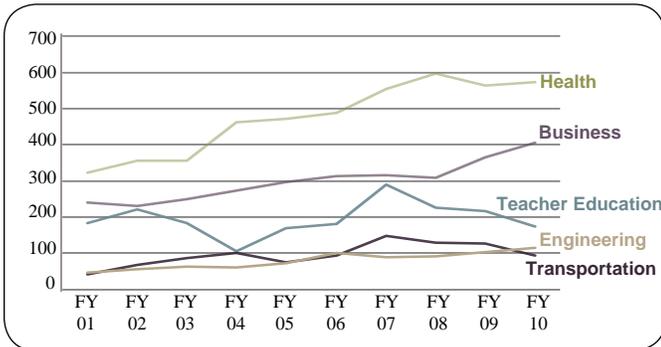
Health: The Health job area produces the most awards, 574 in FY10, accounting for 35% of the UAA total for High Demand Job Awards and 26% of all awards produced MAU-wide. (See pages 44 - 46 for further analysis.)

Business/Finance/Management: The Business job area produced a record 405 awards in FY10 (a 10% increase over the 366 awards in FY09; and 24% of the UAA High Demand Job Awards total). The largest portion was delivered by the College of Business and Public Policy with smaller contributions from the College of Arts and Sciences (Journalism), the Community and Technical College (Bookkeeping Support, Clerical, and Office Technology, Fire Service, and Hospitality and Restaurant Management), the School of Engineering (masters programs in Engineering, Science, and Project Management), and the community campuses (Business Administration, Accounting, Clerical Programs, and Fire Service). The largest increase was in the MBA in General Management, (61 awards), a net gain of 21 awards over the 40 awards in Business Administration in FY09. The largest decline was in the BBA in Finance which dropped from 25 to 14 awards.

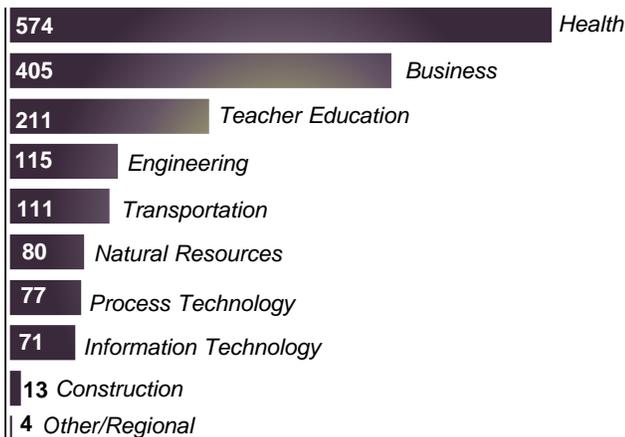
Teacher Education: The third largest job area produced 211 awards in FY10, a decline of 2% from FY09 (13% of the UAA and High Demand Job Award total). The largest portion was delivered by the College of Education, with smaller contributions from the College of Arts and Sciences (Music Education), and the Community and Technical College (Career and Technical Education). Although overall Teacher Education awards were down 27% from the 10-year high set in FY07, they have doubled since the 10-year low, set in FY04. The new Graduate Certificate in e-Learning produced 10 awards in its first year. The MED in Educational Leadership showed the biggest increase (35) from FY09 to FY10, rebounding from a 10-year low of 21 in FY09. Other gains were seen in the AAS in Early Childhood Development (+6) and the MED in Early Childhood Special Education (+3). The biggest decline occurred in the MAT in Education (-12) which produced 40 awards last year and 28 this year. Other declines were seen in the BA in Elementary Education (-9), the BM in Music, Music Education Emphasis (-7), and the MED in Adult Education (-4).

Engineering: The Engineering job area produced a record high of 115 awards in FY10, including engineering and engineering-related awards from the School of Engineering, the Community and Technical College, and Matanuska-Susitna College. (See pages 47- 48 for further analysis.)

TREND, MAJOR JOB AREAS



DEGREES AWARDED BY JOB AREA, FY10



HIGH DEMAND JOB AREA DEGREES AWARDED

Transportation: The Transportation area produced 111 awards. This is a 13% decline (-16 awards) from FY09 and 27% fewer (-37) than its all-time high of 148 awards in FY07. Four units contribute to this area: the Community and Technical College (Aviation, Automotive and Diesel Technology), the College of Business and Public Policy (Logistics and Supply Chain Management), and Kenai Peninsula College and Kodiak College (Welding). The new Occupational Endorsement Certificate in Logistics and Supply Chain Operations produced 11 awards. The biggest declines were in the AAS in Automotive Technology and the BS in Aviation Technology, which each produced 10 fewer awards in FY10.

Natural Resources: The Natural Resources area produced a record high of 80 awards. Three units contribute to this area: the College of Arts and Sciences (Biology, Chemistry, Geology, and Natural Sciences), the School of Engineering (Environmental Science and Technology), and Prince William Sound Community College (Fisheries/Aquaculture). The BS in Biological Sciences produced 30 awards in FY10, 5 more than last year. The BS in Natural Sciences produced 23 awards, a gain of 2 awards over FY09, but 4 below the record 27 awards in FY04. Together, these two degrees represent two-thirds of all awards in this area. The BS in Geological Sciences dropped from 15 awards in FY09 to 9 in FY10.

Process Technology: The Process Technology area produced a record 77 awards, 5 more than in FY09. Four units contribute to this area: Kenai Peninsula College (Process and Petroleum Technology), Prince William Sound Community College (Industrial Technology), and Kodiak College and the Community and Technical College (several technology programs). The growth in FY10 came from two programs, the AAS in Welding and Nondestructive Testing Technology in CTC (+7) and KPC's AAS in Process Technology (+6). At 44 awards, KPC's AAs in Process Technology represents 57% of all awards in this job area.

Information Technology: The IT area produced 71 awards, up from a 10-year low of 45 awards in FY09. Seven units contribute to this area: the Community and Technical College, Kenai Peninsula College, Kodiak College, Matanuska-Susitna College, Prince William Sound Community College (Computer, Networking, Telecommunications, and Office Systems), the College of Arts and Sciences (Computer Science), and the College of Business and Public Policy (Computer and Management Information Systems). The Occupational Endorsement Certificate for the Cisco Certified Network Associate produced more awards than any other program in this area in FY10 (18 awards, up from 3 in FY09). The next largest

contributor to this job area is the AAS in Telecommunications, Electronics and Computer Technology (15 awards).

Construction: The Construction area is the newest job area for UAA, producing 13 awards this year (up from 8 in FY09). Three units contribute to this area: the Community and Technical College (Construction Management, CAD, and Electrical), Kodiak College (Construction Technology), and Matanuska-Susitna College (CAD, HVAC systems). The BS in Construction Management produced seven awards in FY10, up from one in FY09. Mat-Su College awarded its first Occupational Endorsement Certificate in CAD for Building Construction.

CHALLENGES

The High Demand Job Area Metric faces a number of challenges:

- All programs in High Demand Job Areas share similar challenges associated with hiring and retaining qualified faculty and keeping pace with current practices and technologies.
- While UAA tracks completion rates and awards, a system is needed for tracking student placement into jobs after graduation.
- The University of Alaska began experiencing a reduction in Technical and Vocational Education Program (TVEP) funding beginning in FY11 with further cuts planned for FY12. TVEP represents the primary source of new funding for career and technical education programs, and providing sustainable funding will be crucial for the future.

These challenges will continue to be addressed through strengthening industry partnerships, improving how we track and report student placement, and investing in priority program areas.

LOOKING TO THE FUTURE

Health and Engineering will continue to be major areas of emphasis for the near future, as UAA works to meet occupational, career, and professional needs in these and other high demand job areas for Alaska. Jobs in renewable energy are emerging as a potential growth area for Alaska, and UAA will continue to explore ways to increase its contribution in this area. UAA will also work collaboratively with the Alaska Department of Labor and Workforce Development and Alaska Department of Education and Early Development to implement strategies presented in the Alaska Career and Technical Education Plan. UAA's workforce development efforts will continue to be aligned with and support UAA's 2017 Strategic Priorities.

HIGH DEMAND JOB AREA STRATEGIES

Increase Health Awards

574
awards

PERFORMANCE SUMMARY

UAA awarded 574 certificates and degrees in the High Demand Job Area of Health in FY10, a 2% increase from FY09 and an 18% increase from FY06. Health is the largest high demand job area at UAA, accounting for 35% of UAA's FY10 performance on this metric.

ANALYSIS OF RESULTS – HEALTH

Six units contributed to FY10 performance in this job area.

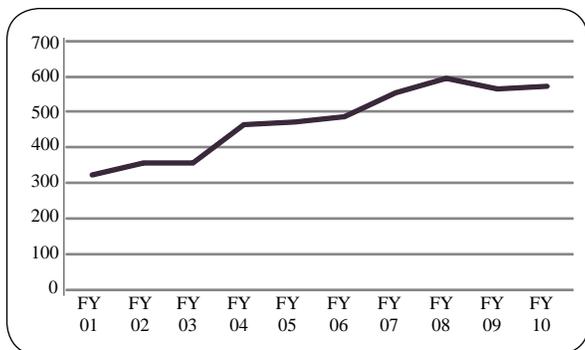
The **College of Health and Social Welfare**, by far the largest contributor to this field, produced 330 awards, up 18 awards (6%) from FY09, and two awards higher than FY06, although 26 below the 10-year high set in FY07. Nursing programs, now the single largest degree-granting discipline in all of UAA, increased awards in both the AAS degree (+14%) to 89 and the BS in Nursing Science (+8%) to 118 awards. The AAS degree in Human Services also increased 23% to 42 awards, but fell short of the 10-year high of 54 set in FY01. The Occupational Endorsement Certificate in Conflict Resolution produced 9 awards in its second year, up from one in FY09. Declines were

seen in the MS in Nursing Science (-3); Bachelor of Health Science (-5), BS in Social Work (-6), Masters in Public Health (-2), and MS in Social Work (-2).

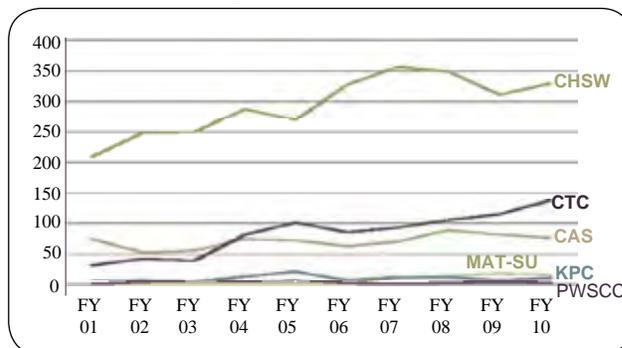
The **College of Arts and Sciences** produced 76 awards in the Health area, down 6 (-7%) from FY09 but up 13 (21%) from FY06. The baccalaureate Psychology programs were down 12 from last year's total (-5 for the BA and -7 for the BS), while the MS in Clinical Psychology was up by 6 awards.

The **Community and Technical College** produced 137 Health area awards, just two below the record high set in FY09, but up 50 (57%) from FY06. The new Occupational Endorsement Certificate (OEC) in Medical Office Coding produced 3 awards. The number of OECs awarded in Phlebotomy doubled from 7 to 14 in FY10. Nine Graduate Certificates in Dietetic Internship were awarded in FY10. Other gains were seen for the OEC in Clinical Assistant (+3) and the AAS degree in Fire and Emergency Services Technician (+4). The greatest decreases from FY09 were in the BS in Medical Technology (down from 16 to 8 awards) and the AAS degree in Radiologic Technology (down from 24 to 18 awards).

TREND, HEALTH AWARDS



TREND, CONTRIBUTING UNIT



	FY01	FY02	FY03	FY04	FY05	FY06	FY07	FY08	FY09	FY10
TOTAL HEALTH AWARDS	322	356	357	463	471	488	553	596	564	574
By COLLEGE										
CAS	74	53	56	74	72	63	70	89	82	76
CHSW	209	248	249	288	269	328	356	350	312	330
CTC	32	43	40	82	101	87	102	127	139	137
KPC	0	0	0	0	0	0	12	15	19	17
MAT-SU	7	8	6	14	22	8	13	13	8	12
PWSCC	0	4	6	5	7	2	0	2	4	2

Kenai Peninsula College, in its fourth year of delivering two health-related programs, produced 17 awards, down 2 from FY09, and up 5 from FY07 when these programs began. The Paramedical program produced one more degree than in FY09 but the Occupational Safety and Health degree program produced three fewer.

Matanuska-Susitna College produced 12 Health area awards, up 4 (50%) from FY09 and 4 (50%) from FY06, yet 10 below the high point set in FY05. The AAS degree in Human Services produced 11 awards, and the OEC in Medical Office Support produced one award.

Prince William Sound Community College produced 2 Health area awards, down from 4 in FY09, achieving the same number of awards as in FY06, and 5 below the high of 7 awards set in FY05. For the last two years the only program producing awards at PWSCC is the AAS degree in Disability Services.

CHALLENGES

Healthcare is one of the largest and most dynamic industries in Alaska. One out of every 12 employed Alaskans works in the industry, and one out of every six dollars spent in Alaska is spent on health care. An aging population and health care reform will continue to increase demand for health care professionals. Meeting the demand for the estimated 30% job growth rate in this sector projected between 2010 and 2014 has several challenges including: finding and retaining faculty, increasing capacity for student clinical experiences, funding ever-changing technologies and care models, and job placement for new graduates. The new Health Sciences building was funded in FY09, and Phase I is expected to open in Fall 2011; however, we already need the Phase II facilities to meet current needs.

NEW IN FY10

The Occupational Endorsement Certificate for **Medical Office Coding** produced its first awards. Matanuska-Susitna College enrolled its first students in the AAS programs for **Paramedical Technology**.

The first Health Explorer Camps, sponsored by the newly-created **Center Addressing Health Disparities through Research and Education (CAHDRE)** and the Anchorage School District, were held in the summer of 2010. A two-year, \$1.2 million award from the National Center for Minority Health and Health Disparities provided the funds to start CAHDRE. The new center will encourage and support students,

especially those from underrepresented populations, into health careers, and mentor students and faculty interested in pursuing careers/projects in health disparities research.

The **Master of Public Health** program received its initial accreditation from the Council on Education for Public Health (CEPH) through December 2014.

BEYOND THE METRIC

There were several milestones in health-related programs that don't directly impact the metric, but nevertheless meet important needs in the health care industry and professions.

Fifteen of the 20 initial **Physicians Assistant (PA)** students successfully completed their first year and will start their clinical rotations, and a second cohort of 20 students will start classes in Fall 2010. The initial cohort more than doubled the volume of Alaskans being admitted, and marked the first time that the full PA training could be completed in Alaska. The program is a collaborative effort with the University of Washington MEDEX Northwest Physician Assistant Program, responding to the need for practitioners in rural and underserved communities.

In FY10, the **Area Health Education Center (AHEC)** opened its newest center in Sitka (Southeast Alaska Regional Health Corporation) and plans are underway for a fifth site in Barrow (Iilisagvik College). The AHEC is a statewide university-industry partnership focused on strengthening Alaska's health workforce. The program office is located in UAA's Alaska Center for Rural Health. Other centers are located in Fairbanks (Fairbanks Memorial Hospital), Anchorage (Providence Hospital), and Bethel (Yukon-Kuskokwim Health Corporation).

The **WWAMI Biomedical Program** was again ranked No. 1 in primary care medical schools in the country in *U.S. News and World Report's* 2010 list of America's Best Graduate Schools and No. 1 in specialty programs in family medicine and rural health.

LOOKING AHEAD

The Board of Regents approved four new health-related programs eligible for admitting new students in FY11:

- Bachelor of Science in Dental Hygiene
- Bachelor of Science in Dietetics
- Bachelor of Science in Nutrition
- Graduate Certificate in Advanced Human Service Systems

The BS in Dietetics is awaiting special accreditation before admitting new students.

LOOKING AHEAD CONTINUED....

The Joint UAA/UAF Ph.D. Program in Clinical-Community Psychology had its first graduate in August 2010. As of Fall 2010, 29 students were enrolled in the program.

Phase I of the new Health Sciences campus will open in Fall 2011, improving students' educational opportunities by including interdisciplinary simulations that will provide vital state-of-the-art training.

The Alaska Health Workforce Plan, prepared by the Health Workforce Planning Coalition, was accepted by resolution by the Alaska Workforce Investment Board in May 2010. The Plan is the most comprehensive statewide health workforce training effort to date, targeting key occupations with severe shortages. It presents strategies to meet Alaska's most pressing health workforce needs and was developed by representatives from the health care providers, state agencies, and educators. Over the next year the group will prepare to implement key strategies.

The Health Academic Plan of 2007 will be reviewed by departments at all MAUs and updated during 2010-11.

HIGH DEMAND JOB AREA STRATEGIES

Engineering and Engineering-related Awards

115
awards

PERFORMANCE SUMMARY

UAA awarded 115 certificates and degrees in the High Demand Job Area of Engineering in FY10, the highest total ever for this job area. The total is an increase of 11 (11%) over FY09 and 13 (13%) over FY06. Overall, Engineering area awards have increased 150% since FY01.

ANALYSIS OF RESULTS — ENGINEERING

Three units contributed to performance in this job area this year.

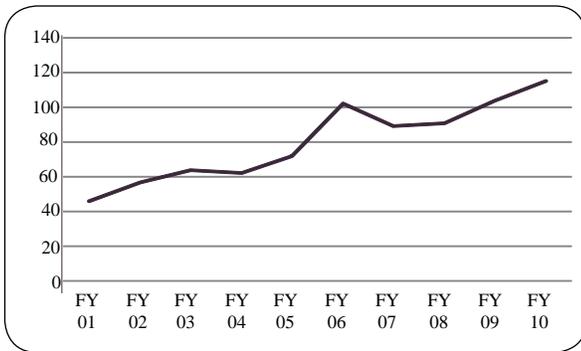
The **School of Engineering** produced a record 85 Engineering area awards in FY10, 22 more than last year and 54 (174%) more than the FY06 total. BS degrees in Engineering (34) and Civil Engineering (37) produced the majority of awards in this job area (62%) and 85% of the awards from the School of Engineering. Each of these programs produced more awards this year than in FY09. It was the third year of awards for the BS Engineering program, which grew from 16 awards last year to 34 this year.

The **Community and Technical College** produced 20 Engineering-related awards in FY09, down 16 from last year (44% down) and 42 fewer than the record high of 62 awards in FY06, a 68% decline. AAS degree in Architectural & Engineering Technology represents 70% of the awards presented by CTC in the Engineering area in FY10.

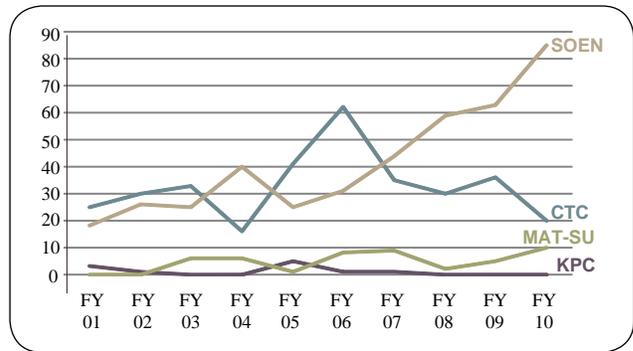
Matanuska-Susitna College produced 10 Engineering-related awards, twice as many as in FY09 and two more than in FY06. These included four AAS degrees in Architectural and Engineering Technology and six certificates (3 in Architectural Drafting, and one each in Civil Drafting, Mechanical and Electrical Drafting, and Structural Drafting).

Kenai Peninsula College offers a certificate in Mechanical Technology that fits into the Engineering job area. That program has produced no awards since FY07, though it had four majors enrolled in Fall 2008 and eight in Fall 2009.

TREND, ENGINEERING



TREND, CONTRIBUTING UNIT



	FY01	FY02	FY03	FY04	FY05	FY06	FY07	FY08	FY09	FY10
TOTAL ENGINEERING AWARDS	46	57	64	62	72	102	89	91	104	115
By COLLEGE										
CTC	25	30	33	16	41	62	35	30	36	20
SOEN	18	26	25	40	25	31	44	59	63	85
KPC	3	1	0	0	5	1	1	0	0	0
MAT-SU	0	0	6	6	1	8	9	2	5	10

NEW IN FY10

Student enrollments, credit hours taught, and degrees and certificates awarded increased at double-digit percentage rates in the School of Engineering from FY09. New temporary spaces (University Lake Building Annex and a commercial warehouse near the University Center) are being used to house faculty, teach classes, and provide additional space for equipment and student projects. The School of Engineering is actively engaged with the Anchorage School District to ensure a steady and increasing flow of new students into UAA engineering programs by working with such programs as Dimond High School's "Engineering Academy" with over 160 students participating.

LOOKING TO THE FUTURE

Re-accreditation site visits by Accreditation Board for Engineering and Technology (ABET) will occur in October 2010. The principal challenge continues to be the lack of adequate facilities, a subject being addressed in the planning study ("UA Engineering Plan") that will ultimately provide recommendations to the Board of Regents regarding a capital request for a new building. The Legislature allocated \$4 million for the planning and design of a new engineering building. A portion of these funds is being used for a planning study, with a targeted completion of December 2010. The School of Engineering has been able to add two tenure-track faculty—one in Mechanical Engineering, who will begin in Fall 2010, and one in Civil (Environmental) Engineering, who will begin in Spring 2011. However, fiscal austerity constraints have precluded the hiring of faculty commensurate with strong enrollment increases, resulting in class size challenges in a number of subject areas. Nonetheless, the number of graduates and certificates awarded is likely to increase for the foreseeable future, providing an important source of new and replacement engineers and technical workers in a variety of fields.

HIGH DEMAND JOB AREA DEGREES AWARDED

Funding Impact

This discussion of funding has been arranged by High Demand Job Area (HDJA), in order from UAA's largest producer of HDJA degree awards (Health) to its smallest (Construction). A short section at the end includes other workforce development funding that falls outside the certificate and degree programs included in the metric.

HEALTH

FY07.....

INTERNAL REALLOCATIONS

To the *College of Health and Social Welfare*

- Master of Social Work program, replace super-tuition loss: \$180,000
- Social Work initiative funding, match: \$50,000
- Nursing program expansion: \$200,000

SB 137 (TVEP) FUNDING

To the *College of Health and Social Welfare*

- Recruitment and Retention of Alaska Natives in Nursing (RRANN) tutoring: \$75,111
- Nursing support: \$65,000

To *Kenai Peninsula College*

- Clinical lab equipment, Kachemak Bay Campus: \$10,000
- Nursing support: \$37,850
- Allied Health/EMS support: \$72,750

To *Kodiak College*

- Occupational Safety and Health equipment: \$25,147

FY08.....

PROGRAM INCREMENTS

To the *Community and Technical College*

- Allied Health programs: \$400,000

To the *College of Health and Social Welfare*

- Nursing core expansion: \$600,000
- Master of Public Health program: \$150,000

INTERNAL REALLOCATIONS

ONE-TIME ALLOCATION

To the *College of Arts and Sciences*

- WWAMI program expansion: \$180,000 (one-time funding) *Note: doesn't contribute to metric because awards conferred by UW.*

STRATEGIC OPPORTUNITY FUNDS

To the *College of Health and Social Welfare*

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

SB 137 (TVEP) FUNDING

To the *College of Health and Social Welfare*

- Recruitment and Retention of Alaska Natives in Nursing (RRANN) tutoring: \$75,100 (continues funding originally awarded in FY07)
- Alaska Center for Rural Health, clinical health rotation: \$79,951
- Alaska Center for Rural Health, clinical simulation modules: \$32,793

To *Kenai Peninsula College*

- Allied Health/EMS support: \$23,500 (continues funding originally awarded in FY07)

FY09.....

CAPITAL FUNDING

To the *Anchorage campus*

- Health Sciences Building (Health Sciences campus, Phase 1): \$46 million

PROGRAM INCREMENTS

To the *College of Arts and Sciences*

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

To the *Community and Technical College*

- Dental Hygiene: \$39,700

To the *College of Health and Social Welfare*

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

HIGH DEMAND JOB AREA DEGREES AWARDED — FUNDING IMPACT

To *Kenai Peninsula College*

- Paramedic program support: \$75,000

TECHNICAL AND VOCATIONAL EDUCATION PROGRAM (TVEP) FUNDING

To the *College of Health and Social Welfare*

- Recruitment and Retention of Alaska Natives in Nursing (RRANN) tutor coordinator: \$75,111 (continuing funding)
- MEDEX Physician's Assistant program: \$186,478 (one-time funding)
- Allied health and health professional training: \$95,000 (one-time funding)
- Sim Man: \$74,043 (one-time funding)

To the *Community and Technical College*

- Point of Care instrumentation: \$10,000 (one-time funding)

To *Kenai Peninsula College*

- Healthcare program priorities: \$77,088 (one-time funding)

FY10

LEGISLATIVE INCREMENTS

To the *College of Arts and Sciences*

- Psychological/Educational Clinical Services: \$55,100

To the *College of Health and Social Welfare*

- Physician Assistant Program expansion: \$249,300
- Distance Social Work program: \$50,000
- Human Services Practicum Coordinator: \$94,000
- Clinical Rotations/Health Pipeline: \$200,000

INTERNAL REALLOCATIONS

To *Academic Affairs*

- Health Programs Office: \$55,100 (base funding)

To the *College of Health and Social Welfare*

- Center for Human Development, rent: \$100,000 (one-time funding)

TECHNICAL AND VOCATIONAL EDUCATION PROGRAM (TVEP) FUNDING

To the *College of Health and Social Welfare*

- Nursing Tutor Coordinator: \$75,111 (new funding)
- Simulation Technician: \$86,234 (new funding)

To the *Community and Technical College*

- Dietetics/Nutrition faculty: \$95,000 (one-time funding)

To the *Office of Health Programs Development*

- AHEC Clinical Rotation support: \$95,000 (new funding)
- Pharmacy Education Development: \$41,000 (one-time funding)

FY11

INTERNAL REALLOCATIONS

To the *Health Programs*

- Health Programs personnel: \$220,000 (base)

To the *Community and Technical College*

- Dietetics/Nutrition faculty: \$90,250 (continuing funding)

TECHNICAL AND VOCATIONAL EDUCATION PROGRAM (TVEP) FUNDING

To the *College of Health and Social Welfare*

- Nursing Tutor Coordinator: \$71,355 (continuing funding)
- Simulation Technician: \$81,922 (continuing funding)
- Clinical Simulations Delivery Coordinator: \$54,150 (new funding)
- AHEC Clinical Rotation support: \$90,250 (continuing funding)

To the *Community and Technical College*

- Ultrasound Technology Curriculum Development: \$110,368 (new funding)
- Dental Programs Expanded Functions: \$43,404 (new funding)

To *Health Programs*

- Pharmacy Education Development: \$38,950 (continuing funding)

To *Kenai Peninsula College*

- Virtual IV Training System: \$18,525 (one-time funding)
- Zoll "E" Series Monitor/Defibrillator: \$35,150 (one-time funding)
- Stryker Ambulance Gurney: \$16,720 (one-time funding)
- Aluminum Code Cart: \$4,750 (one-time funding)

BUSINESS / MANAGEMENT / FINANCE

FY10

INTERNAL REALLOCATIONS

To the *College of Business and Public Policy*

- MBA position: \$160,000 (base funding)

TEACHER EDUCATION

FY07

PROGRAM INCREMENTS

To *Matanuska-Susitna College*

- Early Childhood Education/Head Start faculty: \$100,000

SB137 (TVEP) FUNDING

To the *College of Education*

- Early Childhood Education/Head Start faculty: \$145,000

FY08

INTERNAL REALLOCATION

To the *College of Education*

- Faculty positions: \$170,000

SB137 (TVEP) FUNDING

To the *College of Education*

- Early Childhood Education/Head Start faculty: \$185,000
(continues funding originally awarded in FY07)

FY09

TECHNICAL AND VOCATIONAL EDUCATION PROGRAM (TVEP) FUNDING

To the *College of Education*

- Early Childhood/Head Start faculty: \$145,000
(continuing funding)
- Video for Remote Supervision: \$50,500
(one-time funding)
- Outreach and Retention Coordinator: \$100,000
(new funding)

FY10

INTERNAL REALLOCATIONS

To the *College of Education*

- Accreditation: \$50,000 (one-time funding)

TECHNICAL AND VOCATIONAL EDUCATION PROGRAM (TVEP) FUNDING

To the *College of Education*

- Early Childhood/Head Start: \$145,000
(continuing funding)
- Outreach and Retention Coordinator: \$90,000
(continuing funding)

FY11

TECHNICAL AND VOCATIONAL EDUCATION PROGRAM (TVEP) FUNDING

To the *College of Education*

- Early Childhood Education/Head Start faculty: \$137,750
(continuing funding)
- Outreach and Retention Coordinator: \$85,500
(continuing funding)

HIGH DEMAND JOB AREA DEGREES AWARDED — FUNDING IMPACT

ENGINEERING

FY07.....

LEGISLATIVE ALLOCATIONS

To the *College of Arts and Sciences*

- BSE program support: \$150,000

To the *School of Engineering*

- BSE program support: \$350,000

FY08.....

LEGISLATIVE ALLOCATIONS

To the *School of Engineering*

- BSE program support: \$200,000

INTERNAL ALLOCATIONS

To the *School of Engineering*

- BSE program support: \$125,000
- BSE program support: \$50,000 (one-time allocation)

SB 137 (TVEP) FUNDING

To the *School of Engineering*

- Geomatics faculty: \$125,000

FY09.....

LEGISLATIVE ALLOCATIONS

To the *School of Engineering*

- Expansion of the BSE program: \$575,000
- Advising/technician positions: \$200,000
- Civil Engineering: \$130,000
- Geomatics: \$100,000

INTERNAL REALLOCATIONS

To the *School of Engineering*

- Temporary facilities leasing: \$60,000

TECHNICAL AND VOCATIONAL EDUCATION PROGRAM (TVEP) FUNDING

To the *School of Engineering*

- High Definition Laser Scanning training: \$189,909 (one-time funding)

FY10.....

INTERNAL REALLOCATIONS

To the *School of Engineering*

- BS Engineering faculty: \$150,000 (base funding)
- Temporary facility leasing: \$100,000 (one-time funding)

TECHNICAL AND VOCATIONAL EDUCATION PROGRAM (TVEP) FUNDING

To *Matanuska-Susitna College*

- Auto CAD computer upgrade: \$50,000 (one-time funding)

FY11.....

LEGISLATIVE ALLOCATIONS

To the *Office of the Provost*

- ANSEP Program Support: \$950,000

TRANSPORTATION

FY07.....

SB 137 (TVEP) FUNDING

To the *Community and Technical College*

- General Motors ASEP faculty: \$75,000

To *Kenai Peninsula College*

- Welding equipment: \$49,350

To *Kodiak College*

- Welding equipment : \$22,000

FY08.....

SB 137 (TVEP) FUNDING

To the *Community and Technical College*

- General Motors ASEP faculty: \$75,000 (continues funding originally awarded in FY02)
- Flight Operations personnel: \$75,000 (new funding)

To *Kenai Peninsula College*

- Welding equipment: \$88,000 (one-time funding)

FY09.....

TECHNICAL AND VOCATIONAL EDUCATION PROGRAM (TVEP) FUNDING

To the *Community and Technical College*

- General Motors ASEP faculty: \$75,000 (continuing funding)
- Flight Operations personnel: \$136,109 (continuing funding)
- Welding and Non-Destructive Testing faculty: \$208,000 (new funding)

To *Kenai Peninsula College*

- Welding shop equipment upgrade: \$21,490 (one-time funding)

FY10.....

TECHNICAL AND VOCATIONAL EDUCATION PROGRAM (TVEP) FUNDING

To the *Community and Technical College*

- General Motors ASEP faculty: \$75,000 (continuing funding)
- Flight Operations personnel \$136,109 (continuing funding)

To *Kodiak College*

- Distance Welding Hybrid Program: \$63,440 (one-time funding)

FY11.....

TECHNICAL AND VOCATIONAL EDUCATION PROGRAM (TVEP) FUNDING

To the *Community and Technical College*

- General Motors ASEP faculty: \$64,125 (continuing funding)
- Flight Operations personnel: \$129,304 (continuing funding)
- Aviation Auxiliary Systems Lab Equipment: \$18,354 (one-time funding)
- Aviation Fuels and Ignition Lab Equipment: \$32,500 (one-time funding)

To *Kodiak College*

- Aviation Technology: \$8,075 (one-time funding)

PROCESS TECHNOLOGY

FY07.....

SB 137 (TVEP) FUNDING

To the *Community and Technical College*

- Industrial Welding/Non-destructive Testing programs: \$70,000 (one-time funding)

FY09.....

TECHNICAL AND VOCATIONAL EDUCATION PROGRAM (TVEP) FUNDING

To the *Community and Technical College*

- Welding and Non-Destructive Testing faculty and equipment: \$208,000 (new funding)

To *Kenai Peninsula College*

- Process Technology equipment: \$56,000 (one-time funding)

FY10.....

TECHNICAL AND VOCATIONAL EDUCATION PROGRAM (TVEP) FUNDING

To the *Community and Technical College*

- BS Technology program growth: \$26,917 (one-time funding)
- Welding/Non-Destructive Testing faculty: \$99,500 (continuing funding)

To *Kenai Peninsula College*

- Process Technology faculty: \$135,000 (new funding)

FY11.....

TECHNICAL AND VOCATIONAL EDUCATION PROGRAM (TVEP) FUNDING

To *Kenai Peninsula College*

- Process Technology faculty: \$128,250 (continuing funding)
- Instructional Process Operations Trainer: \$73,150 (new funding)
- Process Simulator Upgrade: \$41,800 (one-time funding)

INFORMATION TECHNOLOGY

FY07

SB 137 (TVEP) FUNDING

To the *Community and Technical College*

- Computer Information and Office Systems faculty: \$102,000 (continues funding originally awarded in FY02)
- Computer & Networking Technology support: \$175,000

To *Matanuska-Susitna College*

- Computer Systems Technology support: \$65,000

FY08

SB 137 (TVEP) FUNDING

To the *Community and Technical College*

- Computer Information and Office Systems faculty: \$102,000 (continuing funding)
- Computer & Networking Technology support: \$120,000 (one-time funding)

FY09

TECHNICAL AND VOCATIONAL EDUCATION PROGRAM (TVEP) FUNDING

To the *Community and Technical College*

- Information Technology certificate programs (MSSP): \$102,000 (continuing funding)

To *Matanuska-Susitna College*

- AAS Computer Technology faculty: \$90,000 (new funding)

FY10

TECHNICAL AND VOCATIONAL EDUCATION PROGRAM (TVEP) FUNDING

To the *Community and Technical College*

- Computer Information and Office Systems faculty: \$102,000 (continuing funding)
- Electronics Technology Lab Remodel: \$30,000 (one-time funding)

To *Matanuska-Susitna College*

- AAS Computer Technology faculty: \$90,000 (continuing Funding)
- Mobile Computer Lab: \$35,000 (one-time funding)

FY11

TECHNICAL AND VOCATIONAL EDUCATION PROGRAM (TVEP) FUNDING

To the *Community and Technical College*

- Computer Information and Office Systems faculty: \$87,210 (continuing funding)

To *Matanuska-Susitna College*

- AAS Computer Technology faculty: \$85,500 (continuing funding)

HIGH DEMAND JOB AREA DEGREES AWARDED — FUNDING IMPACT

CONSTRUCTION

FY07.....

LEGISLATIVE ALLOCATIONS

To the *Community and Technical College*

- Construction Management faculty: \$205,000

SB 137 (TVEP) FUNDING

To the *Community and Technical College*

- Construction Management faculty: \$75,000 (new funding)

FY08.....

SB 137 (TVEP) FUNDING

To the *Community and Technical College*

- Construction Management faculty: \$115,000 (continuing funding)

FY09.....

LEGISLATIVE ALLOCATIONS

To the *Community and Technical College*

- Construction Management faculty: \$142,900

FY10.....

TECHNICAL AND VOCATIONAL EDUCATION PROGRAM (TVEP) FUNDING

To the *Community and Technical College*

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

To *Kenai Peninsula College*

- Protective Welding Hoods: \$37,100 (one-time funding)

To *Prince William Sound Community College*

- Welding Lab Equipment: \$20,000 (one-time funding)

FY11.....

TECHNICAL AND VOCATIONAL EDUCATION PROGRAM (TVEP) FUNDING

To the *Community and Technical College*

- Welding/NDT Faculty: \$94,525 (continuing funding)

To *Kenai Peninsula College*

- Welding Instructional Equipment: \$4,275 (one-time funding)
- Welding Hoods: \$35,245 (one-time funding)

OTHER WORKFORCE FUNDING

FY07.....

SB 137 (TVEP) FUNDING

To *Kenai Peninsula College*

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

To *Prince William Sound Community College*

- Vocational/Industrial Training Coordinator: \$50,000 (continues funding originally awarded in FY02)
- Alaska Host Training: \$3,817
- Harborview Training: \$17,954

FY08.....

SB 137 (TVEP) FUNDING

To *Kenai Peninsula College*

- MAPTS Instructional Training: \$20,736

To *Kodiak College*

- Workforce Development Construction training: \$54,500

To *Matanuska-Susitna College*

- Workforce Development Office startup: \$59,710
- Career Services Center: \$86,533

To *Prince William Sound Community College*

- Vocational/Industrial Training Coordinator: \$50,000 (continues funding originally awarded in FY02)

To *Student Affairs*

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

FY09.....

TECHNICAL AND VOCATIONAL EDUCATION PROGRAM (TVEP) FUNDING

To *Student Affairs*

- Career/Education Pathway Recruitment Campaign: \$75,000 (continuing funding)
- Career Cluster Website Development: \$10,000 (one-time funding)

To the *Community and Technical College*

- Career Pathways for Apprentices: \$30,558 (new funding)

HIGH DEMAND JOB AREA DEGREES AWARDED — FUNDING IMPACT

To *Matanuska-Susitna College*

- Promethean Board: \$5,200 (one-time funding)

To *Prince William Sound Community College*

- Vocational/Industrial Training Coordinator: \$50,000 (continuing funding)
- Millwright program expansion: \$58,000 (one-time funding)
- Millwright equipment: \$20,000 (one-time funding)

- Renewable Energy faculty: \$80,940 (new funding)

To *Prince William Sound Community College*

- Vocational/Industrial Training Coordinator: \$42,750 (continuing funding)
- Millwright faculty: \$97,375 (continuing funding)

To *Student Affairs*

- Career/Education Pathway Recruitment Campaign: \$66,500 (continuing funding)

FY10

TECHNICAL AND VOCATIONAL EDUCATION PROGRAM (TVEP) FUNDING

To *Student Affairs*

- Career/Education Pathway Recruitment Campaign: 75,000 (continuing funding)

To the *Community and Technical College*

- ACT Testing Center: \$30,000 (continuing funding)
- Career Pathways for Apprentices: \$79,627 (continuing funding)

To *Prince William Sound Community College*

- Vocational/Industrial Training Coordinator: \$50,000 (continuing funding)
- Millwright Faculty: \$102,500 (one-time funding)

FY11

TECHNICAL AND VOCATIONAL EDUCATION PROGRAM (TVEP) FUNDING

To the *Community and Technical College*

- Career Pathways for Apprentices: \$77,045 (continuing funding)

To *Kenai Peninsula College*

- Video Conferencing equipment: \$10,735 (one-time funding)
- Panasonic Toughbook Laptops/Software: \$9,500 (one-time funding)

To *Matanuska-Susitna College*

- Refrigeration and Heating Tech equipment: \$45,695 (one-time funding)
- Renewable Energy Program equipment: \$122,550 (one-time funding)

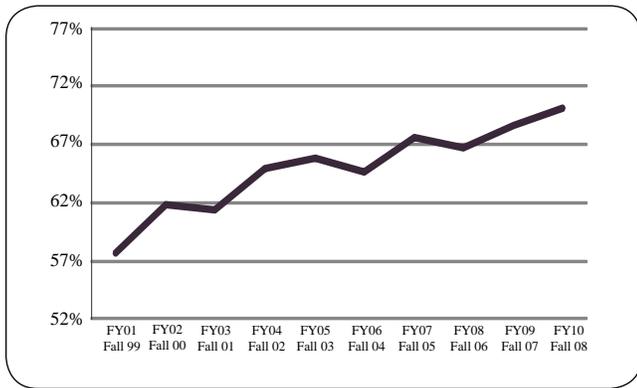
UNDERGRADUATE RETENTION

MEASURE: The proportion of first-time full-time undergraduate certificate- and degree-seeking students enrolled in a given fall semester that re-enrolled in an undergraduate program anywhere in the UA system in the following fall semester. An aggregate measure, combining certificate, associate, and baccalaureate into a single entry cohort. Cohort selection and rate calculation occurs at the Statewide level. The FY10 rate measures cohorts who entered in Fall 08 and returned—or not—in Fall 09.

PERFORMANCE SUMMARY

UAA achieved an overall retention rate of 70%, up one percentage point from FY09 and up five points from FY06. This rate sets another new record for the MAU and continues the long-term improvement trend that has resulted in a 10-point increase over the last ten years.

MAU TREND, UAA UNDERGRADUATE RETENTION



ANALYSIS OF RESULTS

TOP PERFORMERS: ANCHORAGE

The Anchorage campus achieved a record 72.1% retention rate, led by particularly strong performances in the School of Engineering, the College of Health and Social Welfare, and the College of Arts and Sciences. Five out of six schools and colleges achieved higher retention rates than the national average for public 4-year open universities.

COMMUNITY CAMPUSES

The community campuses together achieved a record 60% retention rate, up five points from FY09, led by particularly strong performances from Kodiak College and Kenai Peninsula College. UAA's 60% retention rate at the community campuses is well above the 53.7% national average. In general, retention rates continue to be lower at the community campuses (consistent with the trend in two-year colleges nationally) and considerably more variable year to year (consistent with their small cohort sizes).

UNIT PERFORMANCE, ANCHORAGE CAMPUS

School of Engineering (72)	83.3%
College of Health and Social Welfare(159)	74.8%
College of Arts and Sciences (596)	73.0%
Anchorage campus average (1,149)	72.1%
College of Business Policy (113)	69.0%
Community and Technical College (165)	66.1%
National Average, Public 4-year, open	63.5%*
College of Education (44)	61.4%

UNIT PERFORMANCE, COMMUNITY CAMPUSES

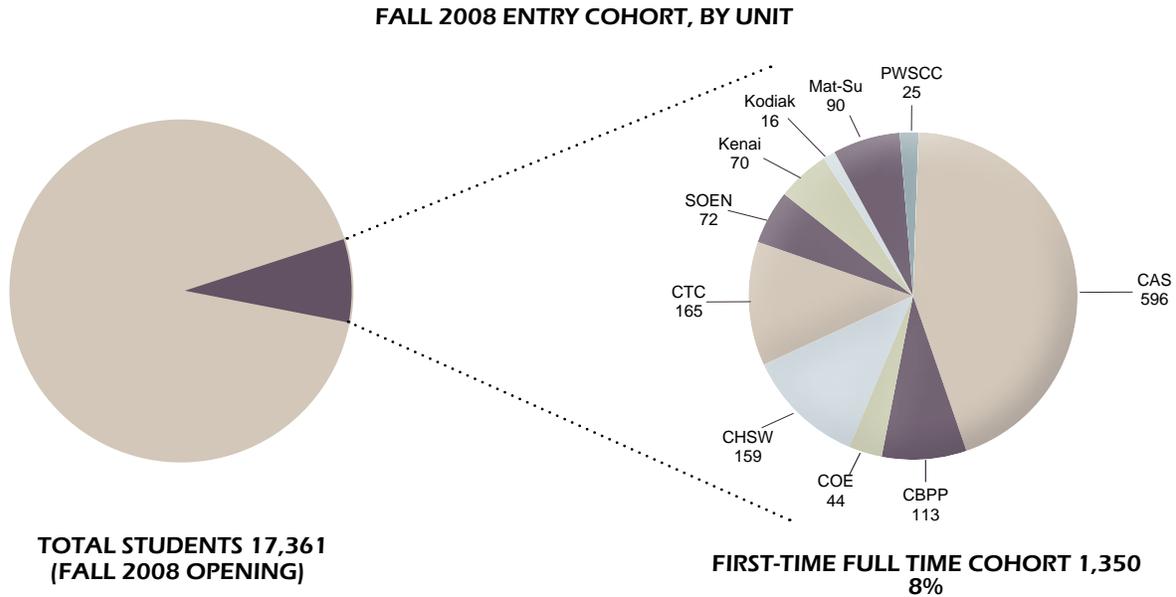
Kodiak College (16)	75.0%
Kenai Peninsula College (70)	62.9%
Community campus average (201)	59.7%
Matanuska-Susitna College (90)	56.7%
National Average, Public, 2-year, open	53.7%*
Prince William Sound (25)	52.0%

* Source: ACT, National Collegiate Retention and Persistence to Degree Rates, 2009

UNDERGRADUATE RETENTION

ENTRY COHORTS

The entry cohort consisted of 1,350 students, six fewer than last year but still 15% more students than entered as first-time full-time degree-seeking students in FY06.



METRIC YEAR COHORTS ENTERING	FY01 Fall 1999	FY02 Fall 2000	FY03 Fall 2001	FY04 Fall 2002	FY05 Fall 2003	FY06 Fall 2004	FY07 Fall 2005	FY08 Fall 2006	FY09 Fall 2007	FY10 Fall 2008
FIRST TIME FULL TIME UNDERGRADUATE RETENTION	57.7%	61.9%	61.4%	65.0%	65.9%	64.6%	67.6%	66.7%	68.7%	70.2%
By CAMPUS										
ANCHORAGE	58.7	63.1	61.9	66.3	67.3	66.1	68.8	68.4	70.9	72.1%
KENAI	51.5	66.7	59.3	63.6	62.8	59.5	53.1	61.2	43.2	62.9%
KODIAK	33.3	42.9	25.0	28.6	50.0	46.7	50.0	63.6	41.7	75.0%
MAT-SU	50.0	51.4	56.0	56.5	49.1	52.4	61.9	52.2	63.7	56.7%
PWSCC	47.4	50.0	66.7	38.9	43.8	31.6	54.5	31.6	52.9	52.0%
By COLLEGE (ANCHORAGE)										
CAS	60.8	65.9	62.4	67.2	65.6	67.4	70.6	68.7	71.9	73.0%
CBPP	52.2	57.0	61.3	59.6	62.0	64.6	67.3	65.9	70.8	69.0%
COE	70.6	75.0	65.4	70.4	63.6	64.8	60.9	76.1	62.7	61.4%
CHSW	58.8	63.0	63.0	60.6	76.4	66.2	65.1	68.8	66.3	74.8%
CTC	50.5	51.0	56.6	65.9	65.2	62.4	64.6	63.5	71.3	66.1%
SOEN	69.2	73.3	68.0	83.3	83.9	65.9	81.4	74.7	78.8	83.3%
By DEGREE TYPE										
1ST TIME FT BACHELOR	65.8	69.2	64.9	68.6	70.7	68.7	71.5	71.5	72.5	75.3%
1ST TIME FT ASSOCIATE	47.9	53.6	55.2	57.9	56.6	54.2	59.4	56.1	59.4	59.2%
1ST TIME FT CERTIFICATE	26.1	48.6	51.7	48.0	35.5	38.9	51.9	35.3	70.0	60.0%

STRATEGIES

UAA employs a wide variety of strategies to promote student success and retention, and can point to a whole range of successful outcomes at all levels, from the smallest department to the largest campus. The following highlights provide a small taste of the many activities that took place in FY10.

The group known as ACCESS (Advisory Council for Enhancing Student Success) completed its third year of work, with a focus on activities and practices surrounding the “first year experience” of our students. The council of faculty and staff from all five campuses examined placement testing, advising, and developmental education concerns, and led the way on several initiatives, including:

- Establishment of an MAU-wide Placement Advisory Council, Advisory Committee, and a common set of standards to assure high-quality first-year advising. They identified eight essential topics for first-time advising sessions.
- Development of a Faculty Intensive on Student Success in partnership with the Center for Advancing Faculty Excellence (CAFE). Math faculty from the Anchorage, Kodiak, and Kenai Peninsula College campuses’ Math and College Preparatory and Developmental Studies departments participated in a three-day retreat in May 2010 to examine high attrition rates in Math 105 classes.
- Facilitation of advising changes and initiatives including extending the expiration period for some student test scores to improve advisors’ access to scores for placement purposes.
- Completion of a draft of a First Year Charter to detail what students should reasonably expect from their first year at UAA, particularly with respect to placement, advising, instruction, and academic support.

STUDENT SUPPORT

- Anchorage Advising and Testing enrolled 474 students in “Survival Skills for College Students” (GUID A150), with 94% persisting into the subsequent semester at UAA. Introduction to Career Exploration (COUN A101) enrolled 41 students with 93% persisting into the subsequent semester at UAA. Enrollments in GUID 150 have seen a 29% increase since FY06 and a 105% increase over FY02.

- In Fall 09 Native Student Services partnered with the Preparatory English (PRPE) and Alaska Native Studies (AKNS) departments to deliver a linked six credit offering of PRPE A108 “Introduction to College Writing” and AKNS A290 “Contemporary Native Life”. A Native Student Services Student Mentor/Tutor assisted the faculty to develop an integrated instruction learning community utilizing the “writing across the curriculum” model. Nineteen freshmen participated in the project.
- The Union of Students of the University of Alaska Anchorage (USUAA) partnered with Steve Rollins, Dean of the Library, University Police, and the Office of Student Affairs to fund 24-hour access to the Consortium Library between April 21 and 29, 2010. This greater access allowed students to study and prepare for final exams in a safe environment.
- Disability Support Services provides individualized liaison services and appropriate academic adjustments for hundreds of qualified students every semester. The effectiveness of the accommodation process is evident in very high retention levels. Ninety-two percent of students with documented disabilities who were admitted as first-time full-time degree-seeking students in the fall 2008 semester were still registered in 2010.
- Advising sessions for AA, Undeclared, and other students increased 18% from Fall 2008 to Fall 2009, from 1,978 to 2,414 sessions.

PRE-COLLEGE PREPARATION

- Annual “I’m Going to College” events on all our campuses bring elementary-aged students to campus each spring to introduce them to the college experience and what they need to do to prepare for college.
- Summer camps for high school and middle school students offer a campus experience and an opportunity for students to explore many different fields of interest. Some of the camps offered include the Culinary Boot Camp, the ExxonMobil Bernard Harris Summer Science Camp, UAA Health Career Explorers Program, and TRiO Upward Bound and Educational Talent Search.
- Bridge programs provide transition time for students in the summer before they start their freshman year. The well-established ANSEP Summer Bridge Program combines both academic work and social activities to help students gain confidence and connections to help them succeed. Several other programs offer similar techniques. New in FY10, Student Support Services targeted 25 low-income and first-generation Anchorage School District graduates to participate in its 2010 summer bridge program into UAA.

- UAA Institute for Social and Economic Research has partnered with the Anchorage School District to pilot a college readiness program called “UAA Transitions” to orient high school students to future university life.

CHALLENGES

UAA’s primary challenge is maintaining our current success rate, as well as making that rate a reality for some of our most at-risk populations. We remain committed to our open access mission, and this mission produces a unique student profile. More than half (55%) of the FY10 student retention cohort entered the institution underprepared (see page 63). Additionally, 32% of our first-time degree-seeking undergraduates are enrolled in certificate and associate degree programs. Both UAA and national data show that associate degree students have lower retention rates in general than their baccalaureate counterparts. The majority of the student body works, attends part-time (62% MAU-wide), lives off campus, and has one or more dependents—characteristics frequently associated with lower retention.

UAA’s campuses are also challenged to find the resources to fund programs known to improve retention rates. Supplemental Instruction (SI) on the Anchorage Campus has received internal Strategic Opportunity Funding for several years, but has no identified funding in FY11.

LOOKING AHEAD

UAA’s Advisory Council for Enhancing Student Success (ACCESS) will enter its 4th year, likely with some new members and a new charge from Provost Michael Driscoll and Vice Chancellor Bruce Schultz. Continuing work includes:

- The final version of the First Year Charter will be presented to the UAA Senate, Assembly and Student Government for approval in FY11. If approved, the Charter will be presented to the Chancellor’s Cabinet for policy review and implementation.
- Faculty participating in the Intensive on Student Success will review Math 105 course content, and investigate software programs, such as MyMathLab.com, ALEKS, or WebAssign for incorporation into Math 105. The faculty will invite publishers to campus in Fall 2010 for demonstrations of these products with the goal of selecting one. The team would like to offer faculty training on the selected software in Spring 2011 and pilot the software in at least six sections of Math 105 in Fall 2011.
- Matanuska-Susitna College will pilot Writeplacer, the writing assessment tool included with Accuplacer. If the results of this study show no major difference in placement accuracy when compared to the current Compass test, Mat-Su College will change its assessment instrument to Writeplacer. Since Writeplacer is a College Board product as is Accuplacer, this switch will mean that The College Board will identify the State of Alaska at “100% status,” and save the university 10% on the cost of all Accuplacer assessment products.

In addition to the work by ACCESS, the Anchorage campus will implement the nationally used and highly effective MAP-Works® Making Achievement Possible in FY11. This comprehensive student support and intervention program identifies struggling first and second-year students early each semester, allowing for immediate support, and serves as the infrastructure to manage those critical outreach efforts.

In summer 2010, the Anchorage campus began a pilot study on using Learning and Study Strategies Inventory (LASSI) as a supplemental advising tool for all first-time students. Barbara Brown and Evelyn Davidson, who have been successfully using LASSI for effective assessment and targeted interventions at Kodiak College, provided a training seminar in Anchorage for academic advisors who work extensively with first-time students.

The Student Union and Commuter Student Services collaborated with New Student Orientation and Outdoor Education to develop EPIC, a custom orientation for commuter students. EPIC is designed to provide opportunities for commuter students to experience Alaska, interact with peers, and connect to UAA. It is a 4-day adventure that assists new commuter students on their quest for belonging, discovering themselves, and preparing for college.

Experience the great of Alaska waters, mountains and trails.

Participate in adventure that will prepare you for the great adventure of UAA.

Interact with friends who are new to UAA .

Connect to UAA community and learn practical ways to succeed as a student.

UNDERGRADUATE RETENTION STRATEGIES

Baccalaureate Retention

75%
Retention Rate

MEASURE: The retention rate for first-time full-time baccalaureate degree-seeking undergraduates.

PERFORMANCE SUMMARY

UAA achieved a retention rate of 75% among its first-time full-time baccalaureate degree-seeking students, five points higher than the aggregate rate and nearly 12 points higher than the national average for public universities with similar selectivity practices.

ANALYSIS OF RESULTS

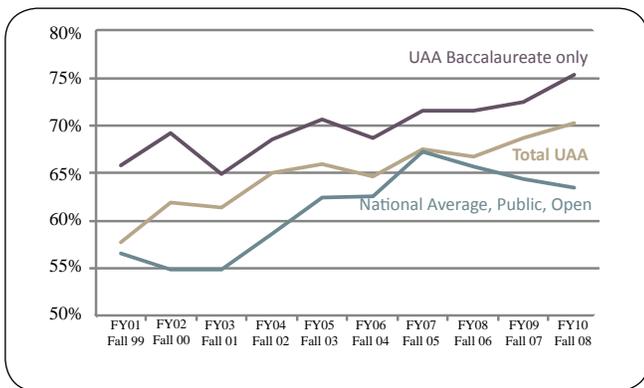
More than two thirds of the Fall 2008 entering cohort (923 out of 1,350 students) were admitted to baccalaureate programs, making this the largest category among new UAA students as well as the one most easily compared to national averages.

Because all of UAA's bachelor degrees are conferred by schools and colleges on the Anchorage campus this measure applies to Anchorage only. The community campuses provide classes, advising, and other forms of support for some of these students and programs as well.

Strategies directed specifically at baccalaureate students include:

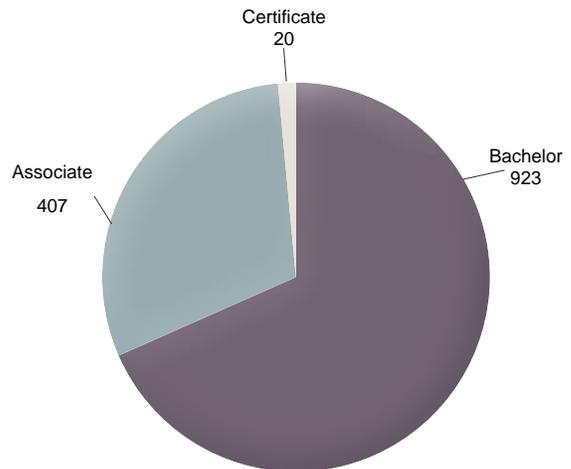
- University Honors
- Undergraduate Research
- Alaska Native Science and Engineering Program (ANSEP)

TRENDS, BACCALAUREATE RETENTION



Source for National Average: ACT Institutional Data Files, 2000-2009, First- to Second-Year Retention Rates for Four-Year Public Colleges with Open Admission Selectivity Offering Bachelor's and Master's

FALL 2008 ENTRY COHORT, BY DEGREE TYPE



METRIC YEAR	FY01	FY02	FY03	FY04	FY05	FY06	FY07	FY08	FY09	FY10
COHORTS ENTERING	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
TOTAL BACCALAUREATE	65.8%	69.2%	64.9%	68.6%	70.7%	68.7%	71.5%	71.5%	72.5%	75.3%
BY COLLEGE (ANCHORAGE) BACCALAUREATE ONLY										
CAS	65.6	71.4	64.2	68.3	66.9	68.6	71.6	70.3	73.3	73.0%
CBPP	62.5	56.1	63.3	58.8	66.1	63.9	71.6	69.9	70.8	69.0%
COE	74.2	--	68.2	70.6	67.2	66.0	61.0	76.8	60.9	61.4%
CHSW	64.4	68.2	66.1	66.7	83.5	72.4	69.6	72.3	70.5	74.8%
CTC	83.3	62.5	77.8	75.7	82.1	73.5	69.4	72.5	72.9	66.1%
SOEN	66.7	73.3	65.2	86.2	83.9	65.9	81.4	74.7	78.8	83.3%

UNDERGRADUATE RETENTION STRATEGIES

Alaska Native Retention

52%
Retention Rate

MEASURE: The retention rate for first-time full-time Alaska Native degree-seeking undergraduates. Does not include American Indian students.

PERFORMANCE SUMMARY

A little more than half of the Alaska Native students who first enrolled in Fall 2008 were back the following year, down 3 percentage points from the previous year's rate. As a group, Alaska Native students have lower retention rates than the university average, ranging from a low of 40% in FY01 to a high of 60% in FY07. The long-term trend has been upward, however, with four of the last five years above 50%.

- Alaska Native Science and Engineering Program (ANSEP)
- Recruitment and Retention of Alaska Natives into Nursing (RRANN)
- ANPsych
- Alaska Native and Rural Students Outreach Program (ANROP)

ANALYSIS OF RESULTS

About 14% of the Fall 2008 entry cohort consisted of Alaska Native students, the largest non-white ethnic group attending UAA.

Long-running strategies directed specifically at Alaska Native students include:

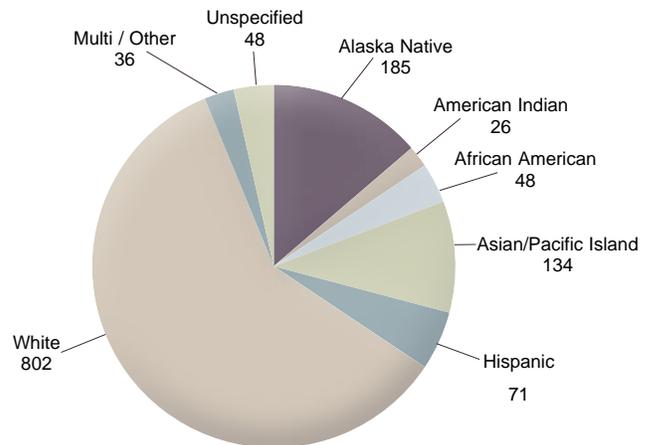
NEW IN FY10

As part of UAA's second Difficult Dialogues project, an interdisciplinary cohort of 16 faculty members incorporated new techniques or content based on Alaska Native ways of learning into their classrooms. They also conducted classroom-based research and shared outcomes with their colleagues via a new faculty-to-faculty website, paving the way for others to learn from their experiences. (see pages 11-12)

TREND, ALASKA NATIVE RETENTION



FALL 2008 ENTRY COHORT, BY ETHNICITY



METRIC YEAR COHORTS ENTERING	FY01 Fall 1999	FY02 Fall 2000	FY03 Fall 2001	FY04 Fall 2002	FY05 Fall 2003	FY06 Fall 2004	FY07 Fall 2005	FY08 Fall 2006	FY09 Fall 2007	FY10 Fall 2008
ALASKA NATIVE	39.8%	46.6%	48.9%	55.8%	49.4%	43.1%	60.8%	58.7%	55.2%	52.4%
OTHER ETHNICITIES										
AMERICAN INDIAN	36.4	37.5	46.7	68.8	66.7	38.9	63.6	61.9	41.2	69.2%
AFRICAN AMERICAN	41.0	54.5	45.0	54.3	62.5	46.2	65.9	53.8	70.0	58.3%
ASIAN/PACIFIC ISLANDER	61.1	72.9	71.7	64.6	84.4	79.6	73.3	73.8	77.3	79.1%
HISPANIC	56.7	67.5	52.0	64.9	78.6	66.7	64.6	68.8	71.9	77.5%
WHITE	61.1	63.2	64.5	67.9	66.9	67.8	69.2	68.0	72.0	72.9%
MULTI/OTHER	55.6	82.6	62.5	64.7	69.7	77.4	57.6	71.8	70.8	86.1%

FOCUS ON

UNDERPREPARED STUDENT RETENTION



For the past two years UAA has studied closely the performance and retention of underprepared students at all our campuses.

For the measure below, underprepared students are defined as students from the first-time full-time (FTFT) certificate- and degree-seeking cohort who took a developmental or college preparatory course during their first term.

PERFORMANCE SUMMARY

UAA achieved a 65.9% retention rate for underprepared students in FY10, continuing a long-term upward trend from below 50% for the Fall 99 cohort, and outperforming the national average for all entering freshmen at public, 4-year, open institutions (63.5%).

As an open access university, a significant portion of UAA's freshman class will be at a higher-than-average risk of attrition simply due to the level of skills with which they enter the university.

Retention rates for underprepared students have risen 17 points since AY01, roughly paralleling the upward trend in overall retention rates seen for the overall metric. The FY10 rate is just over half a percentage point higher than the FY09 rate.

IMPACTS

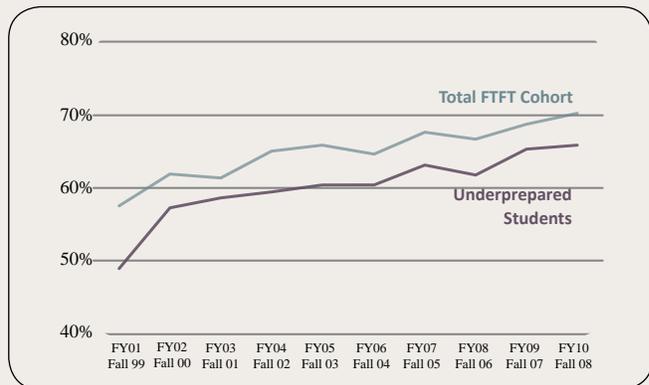
More than half (748 individuals or 55%) of the Fall 08 FTFT cohort took at least one of the specified developmental or preparatory classes. The number of underprepared FTFT enrollees increased nearly 60% from 468 students in the Fall 99 cohort to 748 in Fall 08. This is a much larger increase than the 48% growth of the total FTFT entry cohort for that period (from 912 in FY99 to 1,350 in FY08).

These data suggest that a growing majority of our incoming freshmen are arriving at UAA with a higher-than-average risk of attrition. Obviously, this population is an important target for placement, advising, and skill-building strategies that lead them to success in their remedial coursework and lay the foundation for them to meet their longer-term educational goals.

Several groups throughout the university devote resources to studying and meeting the needs of UAA's underprepared students. This work is on-going through the departments of Mathematics, College Preparatory and Developmental Studies, the Advising and Testing Centers, and affinity groups at each campus. In recent years, a team representing all five campuses has also come together to develop new success measures for this population (see "Measuring Success with Underprepared Students" and "Success in Subsequent College-level Courses" for more information). The ACCESS group is targeting placement and advising through their cross-campus activities as well.

There is evidence that these strategies can and do make a difference at UAA. Retention rates are improving at a faster rate for underprepared students than for the overall freshman cohort. Because of our open access mission, we will probably always serve a large number of people who need remedial reading, writing, or mathematics (or, indeed, all three). But because of our mission of excellence, we also expect to serve them well and to increase their chances of success wherever we can. In a very real sense, their success is also our own.

TRENDS, UNDERPREPARED STUDENTS



FIRST TIME FULL TIME UNDERGRADUATE RETENTION RATE	FY01 Fall 1999	FY02 Fall 2000	FY03 Fall 2001	FY04 Fall 2002	FY05 Fall 2003	FY06 Fall 2004	FY07 Fall 2005	FY09 Fall 2006	FY09 Fall 2007	FY10 Fall 2008
TOTAL FTFT COHORT	57.6%	61.9%	61.4%	65.0%	65.9%	64.6%	67.6%	66.7%	68.7%	70.2%
UNDERPREPARED STUDENTS	48.9%	57.3%	58.7%	59.4%	60.4%	60.4%	63.2%	61.8%	65.3%	65.9%

UNDERGRADUATE RETENTION Funding Impact

GENERAL RETENTION STRATEGIES

UAA has funded a wide variety of student success initiatives through internal reallocations in recent years. The Strategic Opportunity Fund (SOF) has been particularly important to these efforts, funding both long-standing strategies with proven success records and innovative new ideas that hold promise for the future. The broadest-based of these initiatives are detailed in this section, while initiatives that focus specifically or in large part on underprepared students and Alaska Native students are detailed separately in the sections that follow.

FY07.....

INTERNAL REALLOCATIONS

STRATEGIC OPPORTUNITY FUND

- Supplemental Instruction: \$50,000
- Bonner Leaders and Civic Engagement certificate programs: \$50,000
- Major Scholarship initiative: \$4,500

FY08.....

ANNUAL FUND DISTRIBUTION

To *all units*:

- One-time distribution from the UA Foundation, used for the purpose of impacting student success: \$10,000 to each college, \$5,000 to each community campus

INTERNAL REALLOCATIONS

To *Student Affairs*:

- Advising positions: \$30,000

STRATEGIC OPPORTUNITY FUND

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

FY09.....

INTERNAL REALLOCATIONS

To *Student Affairs*:

- Disability Support Services: \$160,000

STRATEGIC OPPORTUNITY FUND

- Supplemental Instruction: \$99,366
- Blended models of library instruction: \$38,450
- Online open computer lab: \$7,514

- Civic Engagement certificate: \$35,580
- Undergraduate research opportunities: \$25,000
- Participatory Action Research: \$49,615
- Promoting student and community wellness: \$10,800

FY10.....

INTERNAL REALLOCATIONS

PERFORMANCE-BASED DISTRIBUTION

To *Student Affairs*:

- Support for mandatory assessment, advising, and placement for all new certificate- and degree-seeking students: \$299,000

To the *Community and Technical College*:

- Student Success coordinator: \$40,000

FY11.....

INTERNAL REALLOCATIONS

ONE TIME ALLOCATION:

- Learning Resource Center: \$65,000

BASE ALLOCATION:

- CTC Writing Center: \$50,000

ALASKA NATIVE STUDENTS

In recent years, UAA secured new base support for the Alaska Native Science and Engineering Program (ANSEP) and used the Strategic Opportunity Fund (SOF) to support the Recruitment and Retention of Alaska Natives in Nursing (RRANN) program, the Pre-College Academic Enrichment in Rural Alaska program, and the Alaska Native Oratory Society (AkNOS). Also in FY09, the UAA/APU Books of the Year program focused on Alaska Native cultures and issues, and the SOF supported a wide range of campus and community events in conjunction with this theme.

FY07

LEGISLATIVE ALLOCATIONS

To the *School of Engineering*

- ANSEP base support: \$75,000

INTERNAL REALLOCATIONS

To Student Affairs

- Pre-College Academic Enrichment in Rural Alaska: \$80,000

FY08

LEGISLATIVE ALLOCATIONS

To *Administrative Services*

- ANSEP building costs: \$200,000

INTERNAL REALLOCATIONS

STRATEGIC OPPORTUNITY FUNDS

- Pre-College Academic Enrichment for Rural Alaskans, phase II: \$75,000

FY09

INTERNAL REALLOCATIONS

STRATEGIC OPPORTUNITY FUNDS

- Alaska Native Oratory Society: \$49,734
- Books of the Year: \$50,100
- Increasing diverse Nursing student retention: \$38,856
- Pre-College Academic Enrichment in Rural Alaska (continuing in FY09 with funding rolled forward from FY08 award)

UNDERPREPARED STUDENTS

UAA’s Strategic Opportunity Fund supported five projects in FY09 that targeted our significant underprepared student population. Every campus faces the challenge of serving this population effectively.

FY09

INTERNAL REALLOCATIONS

STRATEGIC OPPORTUNITY FUNDS

- Measuring success with underprepared students: \$10,300
- Step Up to College Readiness: \$39,400
- Student success advisor: \$20,500
- Critical mass among high achieving initially underprepared Chemistry students: \$16,500
- Virtual Math tutor: \$8,285

STUDENT CREDIT HOURS

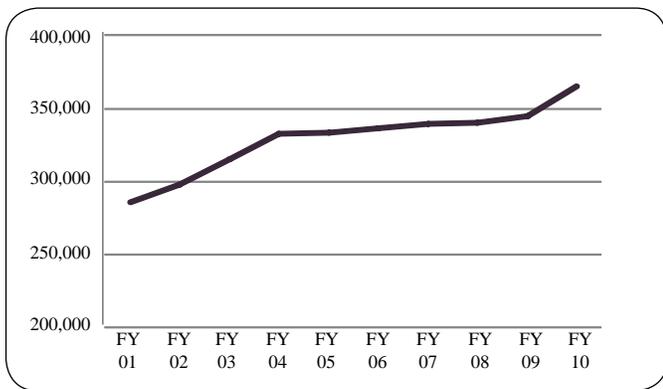


MEASURE: Number of Student Credit Hours attempted, all levels, including audits. Measured annually. FY10 includes Summer 2009, Fall 2009, and Spring 2010.

PERFORMANCE SUMMARY

UAA delivered 364,894 Student Credit Hours (SCH) in FY10, about 6% more than last year, exceeding even our highest target for the year. This performance set yet another new enrollment record for the university and represents the highest rate of increase since FY04.

MAU TREND, STUDENT CREDIT HOURS



- **Prince William Sound Community College (PWSCC):** up nearly 17% from FY09's record low to 8,450 SCH

The Anchorage campus increased its Student Credit Hours by nearly 4%, to 298,139 led by record-breaking performances from four schools and colleges:

- **Community and Technical College (CTC):** up 8% from FY09 (+5,341 SCH)
- **College of Arts and Sciences (CAS):** up nearly 3% from FY09 (+3,909 SCH)
- **College of Business and Public Policy (CBPP):** up 2% from FY09 (+615 SCH)
- **School of Engineering (SOEN):** up nearly 2% from FY09 (+169 SCH)

ANALYSIS OF RESULTS BY UNIT

TOP PERFORMERS

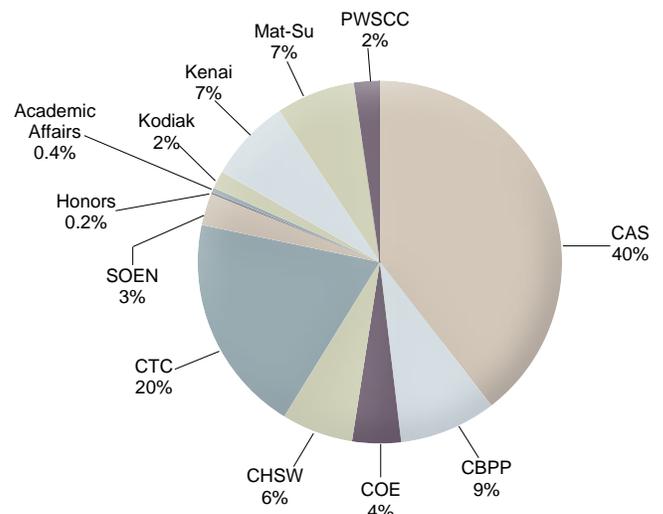
Two of UAA's community campuses experienced dramatic increases that led to new record high enrollments in FY10:

- **Kenai Peninsula College (KPC):** up 20% from FY09 to 26,978 SCH
- **Matanuska-Susitna College (Mat-Su):** up 18% from FY09 to 25,587 SCH

Two other community campuses increased over last year, but did not reach enrollment highs set in previous years:

- **Kodiak College (KOC):** up nearly 5% from FY09 to 5,740 SCH, the highest total since FY04

MAJOR CONTRIBUTORS



STUDENT CREDIT HOURS

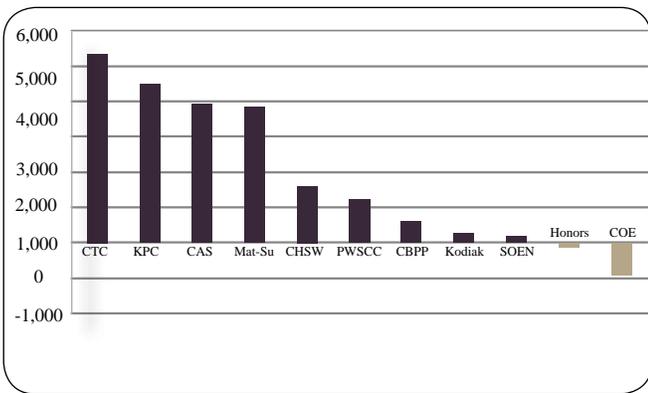
The **College of Health and Social Welfare (CHSW)** also ended the year up 7% from FY09 (+1,585 SCH to 23,224), and came very near to its highest total ever (achieved in FY07). **Academic Affairs**, acting as department of record for delivery of UAA's freshman seminar course Guidance 150, was up 23% from FY09, setting a new enrollment record.

The **Community and Technical College** on the Anchorage Campus enjoyed the largest increase of all units. The 8% increase reflects strong growth in Welding (up 32% to 2,114), Culinary

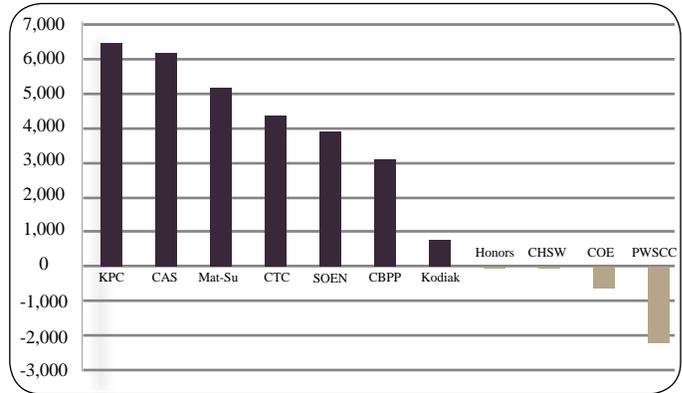
Arts (up 19% to 4,350), and Construction Management (up 16% to 1,530). The nearly 16% increase at the Chugiak-Eagle River campus (to 17,092) accounts for over half of the college's increase.

Enrollment increases were predicted as a counter-cyclical response to the economic downturn. The rate of increase, however—particularly at Kenai Peninsula College and Matanuska-Susitna College—was even stronger than anticipated.

NET CHANGES BY UNIT, FY09 TO FY10



NET CHANGES BY UNIT, FY06 TO FY10



	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
STUDENT CREDIT HOURS	286,284	297,668	314,746	332,757	333,263	336,146	338,878	339,818	344,254	364,894
By CAMPUS										
ANCHORAGE	228,509	236,142	249,901	267,773	275,620	280,855	282,308	282,868	287,288	298,139
KENAI	19,248	20,815	19,682	19,829	19,134	19,551	20,531	20,654	22,507	26,978
KODIAK	5,881	6,334	6,892	6,251	5,075	5,089	4,963	5,667	5,465	5,740
MAT-SU	19,222	20,946	23,486	23,806	20,494	20,946	20,432	21,154	21,766	25,587
PWSCC	9,273	9,259	10,601	11,374	10,200	9,705	10,646	9,475	7,228	8,450
By COLLEGE (ANCHORAGE)										
CAS	115,101	119,113	126,794	134,465	138,098	138,552	137,911	138,708	140,158	144,067
CBPP	25,555	26,140	28,851	28,575	28,088	28,799	28,418	29,632	30,883	31,498
COE	19,256	15,710	14,307	13,510	16,174	15,158	16,480	15,268	16,762	15,836
CHSW	15,106	16,599	17,878	21,990	22,373	23,101	23,271	21,781	21,639	23,224
CTC	48,733	53,811	57,210	63,743	64,964	68,221	66,674	66,474	65,676	71,017
SOEN	4,515	4,437	4,531	5,075	5,425	6,461	7,764	8,996	10,181	10,350
MILITARY PROGRAMS	4,151	4,172	4,183	3,723	2,740	transfer:UAF	-	-	-	-
HONORS							562	570	694	551
ACADEMIC AFFAIRS							1,134	1,440	1,295	1,597
By COURSE LEVEL										
050-099	12,576	13,024	13,647	13,765	12,477	12,483	12,439	12,678	12,379	14,478
100-299	194,237	207,154	223,220	238,455	237,060	238,322	238,824	239,533	239,782	256,999
300-499	54,020	54,587	53,404	57,601	60,008	62,088	63,171	62,895	65,221	66,500
500-599	11,454	8,231	7,647	7,407	8,819	8,268	8,630	9,372	10,369	9,511
600-699	13,997	14,671	16,827	15,528	14,899	14,985	15,815	15,341	16,503	17,407

STUDENT CREDIT HOURS

DECLINES

Two colleges are down from last year:

- **College of Education (COE):** down 926 SCH from FY09 (-6%), continuing a pattern of alternating ups and downs.
- **University Honors College:** down 143 SCH from FY09 (-21%), following three years of increases.

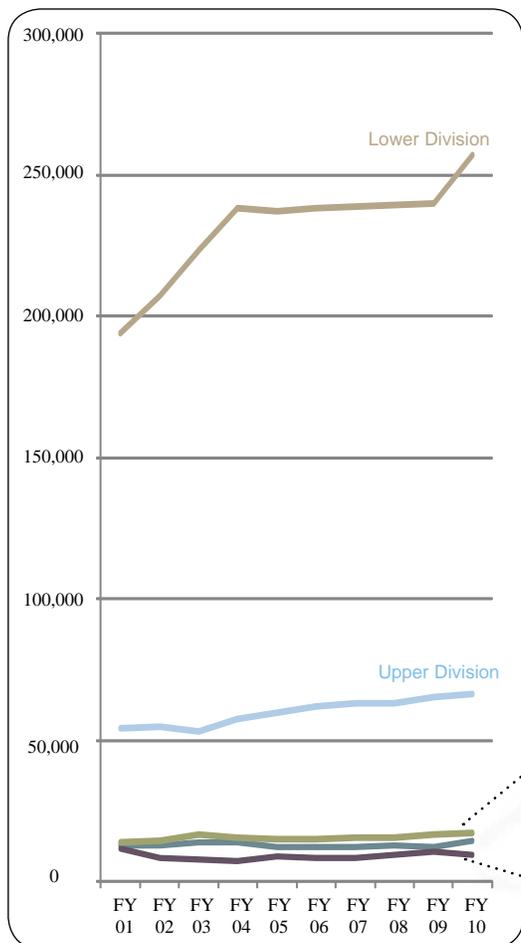
ANALYSIS OF RESULTS BY COURSE LEVEL

Credit hour increases and record enrollments were achieved at nearly all course levels, with particularly strong performance at the developmental or pre-college level.

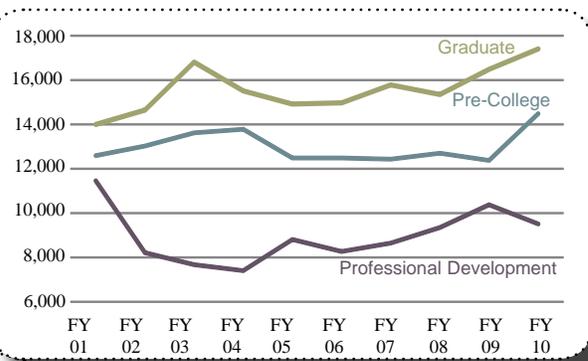
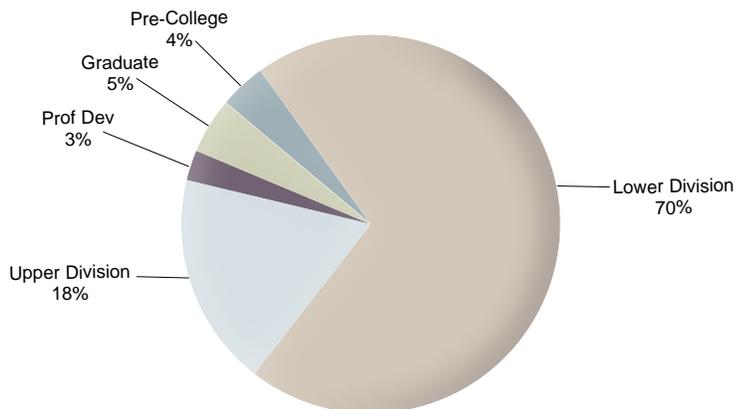
- **Developmental or pre-college level courses** (numbered 050-099) increased 17% over FY09, setting a new record (14,478 SCH). Increases occurred at the Kenai and Mat-Su campuses as well as the College of Arts and Sciences and the Community and Technical College. Kodiak College and Prince William Sound Community Colleges both declined at this level.

- **Lower division courses** (numbered 100-299) increased 7% over FY09, setting a new record (256,999 SCH). Increases were observed at every school, college, and campus except the College of Education.
- **Upper division courses** (numbered 300-499) increased 2% over FY09, setting a new record (66,500 SCH). Increases were observed at every school, college, and campus except the College of Education and Prince William Sound Community College.
- **Graduate courses** (numbered 600-699) increased 5%, setting a new record (17,407 SCH). Increases were observed in all Anchorage colleges except in the College of Arts and Sciences and the College of Education. The community campuses have no courses at this level.
- **Professional development courses** (numbered 500-599) was the only level that declined this year, dropping 8% overall, the first decline since FY06. Prince William Sound Community College was the only campus with an increase at this level. All other campuses, schools, and colleges declined. The College of Health and Social Welfare and Mat-Su College had no courses at this level last year.

SCH TRENDS, BY COURSE LEVEL



TOTAL SCH BY COURSE LEVEL



STRATEGIES

A major portion of the growth in student credit hours can be attributed to the economy, and to strategies fueling a steady increase in admissions.

- **Retention:** UAA's remarkable increase in retention rates over the past decade is certainly a factor in the ongoing growth in student credit hours. (See the *Retention Metric chapter* for more detail)
- **Recruitment:** Ongoing outreach to prospective students via college fairs, high school visits, on-campus tours, and K-12 programs increased in FY10 and contributed to the steady growth in student credit hours. UAA attended 10 more college fairs and hosted 1,330 campus tours, an increase of 129 more tours over FY09.
- **Financial Aid:** A campaign to boost awareness of FAFSA (Free Application for Student Financial Aid) combined with more funds available to students through a new formula for calculating Estimated Family Contribution (EFC) and increases in the maximum Pell Grant brought student financial aid to a new record of nearly \$71 million, up 7% over FY09.
- **Distance Delivery:** Distance-delivered SCH rose 22% over FY09, up 8,931 credit hours, continuing a steady trend of double-digit increases. Distance delivery now accounts for nearly 14% of all SCH, up from 12% in FY09 and 10% in FY08. (see page 71)

CHALLENGES

The availability of qualified adjunct faculty to teach General Education Requirements presents the biggest obstacle for continuing growth at all campuses.

When compared to similar public universities, UAA is well below the national average of 450 square-foot-per-student ratio. However, if classroom space, student housing and recreational facilities are funded as planned, that gap could close by 2016. To meet this goal it is crucial that funds are secured to keep construction on schedule.

LOOKING TO THE FUTURE

Based on initial Fall 2010 enrollments, continued growth is anticipated in student credit hours for FY11. However, as the economy recovers, the counter-cyclical growth in enrollment experienced during the last two years is expected to moderate after FY11.

The Governor's Performance Scholarship program is expected to contribute to an increase in enrollment, but the volume and timing of the increase are as yet uncertain.

UAA's ten years of uninterrupted growth is bringing the institution to a point where future expansion may have to come from targeted recruitment into programs with the capacity to add students.

To meet rising student expectations, UAA must keep pace with 21st century classroom requirements by upgrading existing classrooms to accommodate new media and technology for state-of-the-art learning environments.

The critical need for instructional space will begin to be addressed by the opening of the new Health Science Building in Anchorage and Kachemak Bay Campus Classroom Building in FY12.

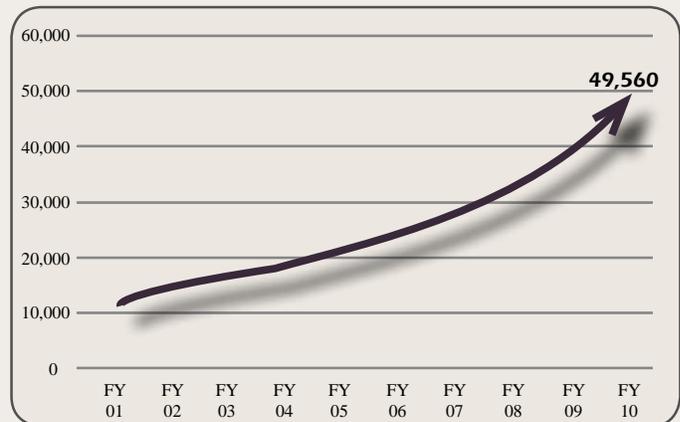
FOCUS ON DISTANCE DELIVERY

Distance delivered student credit hour (SCH) growth has outpaced overall SCH growth, and is the engine fueling overall growth on some campuses. Since FY06, the number of credit hours earned via distance delivery has nearly doubled from 7% of UAA's total Student Credit Hours to 14% in FY10.

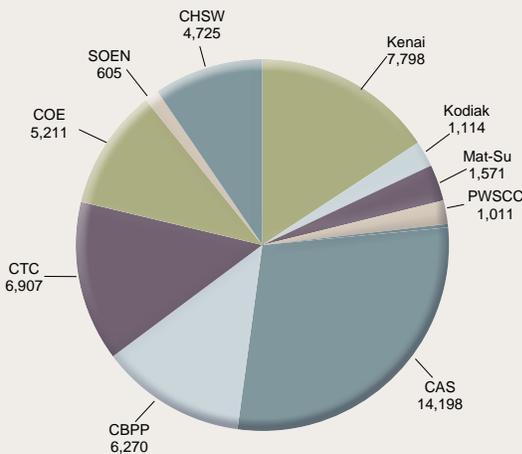
EXPANDING ACCESS

Distance delivery is largely a decentralized strategy at UAA. Individual faculty, deans, and campus directors have driven the growth by developing and promoting distance delivery within their own units. This year saw remarkable growth on the Anchorage and KPC campuses. PWSCC doubled its distance SCH in FY10.

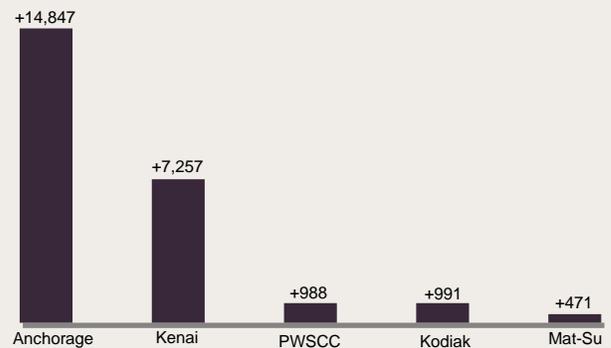
TREND, DISTANCE EDUCATION SCH



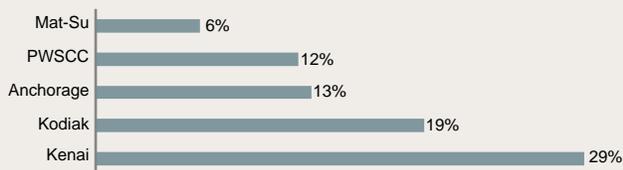
DISTANCE DELIVERED SCH



DISTANCE EDUCATION SCH GROWTH FY06 - FY10



DISTANCE DELIVERY AS PERCENTAGE OF TOTAL SCH IN FY10, BY CAMPUS



SUCCESSFUL CAMPUS CAMPAIGN

Kenai Peninsula College's campaign to increase distance delivered student credit hours has been a resounding success. KPC made a strategic decision to increase distance education courses and aggressively marketed these courses to potential students. Total student credit hour production at the college grew by 7,427 hours between FY06-FY10 with courses offered via distance representing 98% of that growth. Much of that growth occurred in FY10 when KPC added 4,033 credit hours in distance delivered classes. Distance delivery now represents 29% of KPC's total SCH compared to 3% in FY06.

DEVELOPMENT

UAA now offers 11 degree programs and 10 endorsement and certification programs by distance delivery. While health-related programs dominate the degrees available via distance, the overall course selection is wide-ranging, providing options for students to fulfill General Education Requirements (GERs) in addition to more specialized workforce development courses.

The Center for Advancing Faculty Excellence (CAFE) and Information and Technology Services (ITS) support the growth of distance education by offering a variety of training and support opportunities for faculty. Introduced in 2005, the UAA Technology Fellows Program has developed a community of instructional technology faculty leaders who effectively integrate technology to support teaching and learning. Between Spring 2008 and Fall 2009, 57 faculty development workshops and six webinars were offered through the Faculty Technology Center, attended by a total of 380 faculty, TAs, and staff.

STUDENT CREDIT HOURS STRATEGY

General Education Requirements (GERs)

**149,464
SCH**

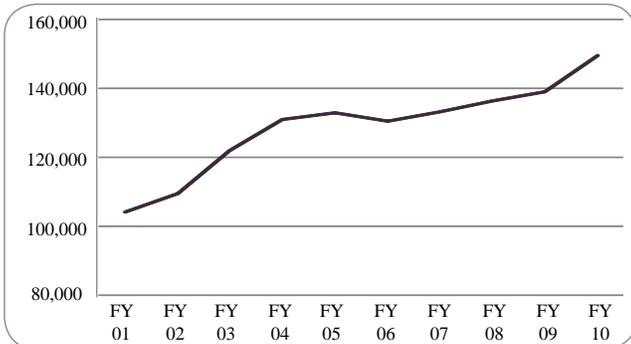
MEASURE: The number of student credit hours generated by courses that meet UAA's General Education Requirements (as defined in the 2009-10 catalog).

PERFORMANCE SUMMARY

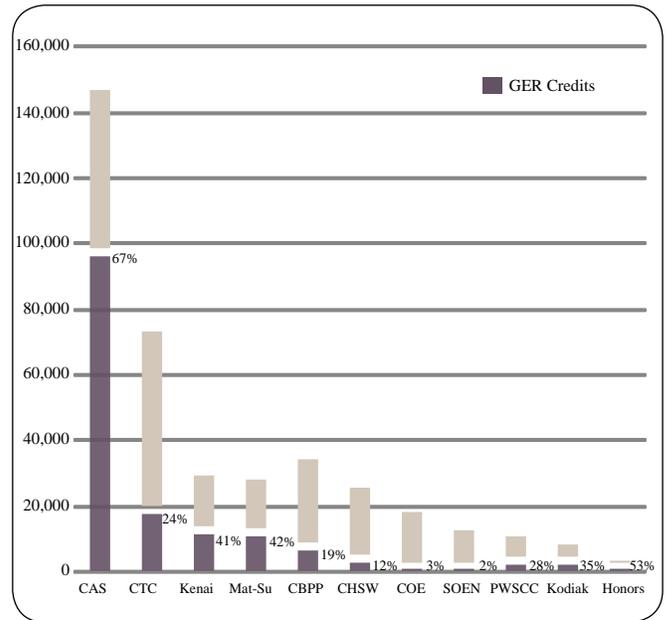
GERs SUBMEASURE

Overall, UAA delivered 149,464 Student Credit Hours (SCH) in courses that met General Education Requirements (GERs) in FY10, an increase of nearly 8% over FY09. This growth rate exceeded the overall 6% bump in total Student Credit Hours for the year. GERs comprised over 41% of UAA's total SCHs for the year.

TREND, SCH GENERAL EDUCATION REQUIREMENTS

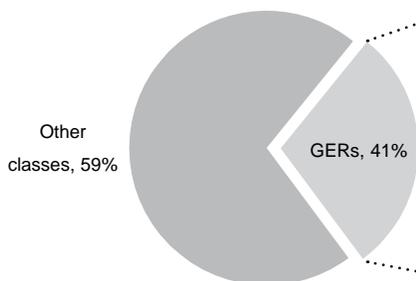


GERs BY VOLUME AND PERCENT OF OFFERINGS

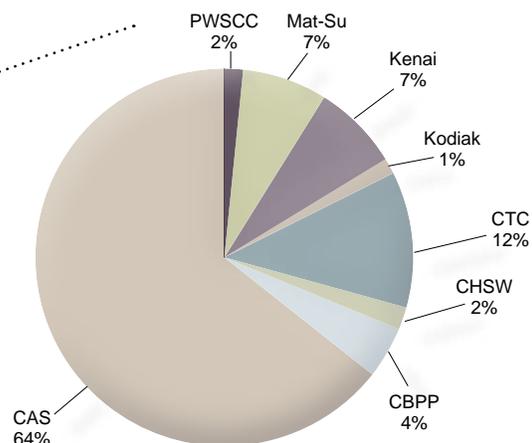


ANALYSIS OF RESULTS

In FY09, with the addition of the School of Engineering (SOEN), every school, college, and campus delivers at least some courses that meet General Education Requirements. Ten out of eleven units also set performance records. Kodiak College was the single exception, with GER production at its second highest level.



GERs, CONTRIBUTORS



Note: COE, Honors, and SOEN each contributed less than 1% of the GER total.

STUDENT CREDIT HOURS STRATEGY — GENERAL EDUCATION REQUIREMENTS

MAJOR CONTRIBUTORS

More than 90% of UAA's GERs were produced by two Anchorage colleges and two community campuses.

The College of Arts and Sciences (CAS) contributed 64% of the GER total. Two thirds of CAS's Student Credit Hours meet General Education Requirements. The CAS GER total was up 3% over FY09 to 95,838.

The Community and Technical College (CTC) was the second largest contributor, producing nearly 12% of the GER Student Credit Hours (17,377), primarily at the Chugiak-Eagle River Campus. CTC's GERs bounced back nearly 10% this year, after a one-year decline in FY09. About a quarter of CTC's total course delivery meets GERs.

Kenai Peninsula College (KPC) and Matanuska-Susitna College (Mat-Su) each contributed 7% of the university's General Education Requirement SCH last year. **Kenai Peninsula College's** GERs increased 18% over FY09 to 11,050. More than 41% of KPC's course delivery meets GERs. **Matanuska-Susitna College's** GERs increased more than 19% over FY09 to 10,835. Just over 42% of Mat-Su's course delivery meets General Education Requirements.

BY TIERS

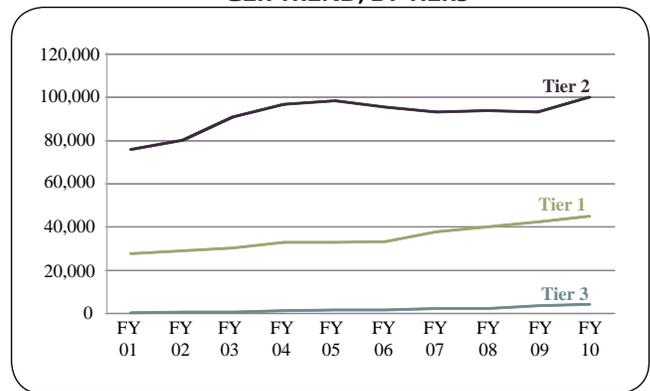
All tiers of GERs grew in FY10 to their highest totals ever, with Tier 2 adding the greatest number (over 7,000 SCH) and Tier 3 increasing by the greatest percent (+25%).

Tier 1 GERs (Basic College-level Skills) increased 6% over FY09 and comprised 30% of the GER total in FY10.

Tier 2 GERs (Discipline Areas) increased 8% from FY09 and comprised 67% of the GER total.

Tier 3 GERs (Integrative Capstone Courses) increased 25% from FY09 and comprised about 3% of the GER total.

GER TREND, BY TIERS



	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
TOTAL GERs	104,117	109,686	122,001	130,991	133,047	130,474	133,187	136,444	138,906	149,464
By CAMPUS										
ANCHORAGE	85,022	89,273	98,955	107,328	111,566	111,414	114,427	116,097	117,002	123,217
KENAI	5,583	5,963	6,549	7,768	7,248	7,002	7,151	7,771	9,369	11,050
KODIAK	1,304	1,342	1,748	1,803	1,490	1,616	1,498	2,035	1,739	1,991
MAT-SU	7,280	8,071	9,456	9,428	8,736	8,523	8,252	8,404	9,070	10,835
PWSCC	1,679	1,657	1,990	1,936	1,872	1,604	1,859	2,137	1,726	2,371
By COLLEGE (ANCHORAGE)										
CAS	67,602	71,082	77,698	84,350	87,883	87,389	91,027	91,071	92,816	95,838
CBPP	3,870	4,386	5,196	5,433	5,583	6,015	5,649	5,487	5,577	6,111
COE	—	—	—	—	—	—	318	297	498	513
CHSW	1,602	1,764	2,058	2,199	2,304	2,325	2,136	2,217	2,301	2,850
CTC	11,948	11,993	14,003	15,304	15,700	15,589	15,237	17,007	15,810	17,377
SOEN	—	—	—	—	—	—	—	—	—	234
MILITARY PROGRAMS	3,249	3,380	3,303	2,728	2,135	Transfer:UAF	—	—	—	—
HONORS	—	48	—	42	96	96	60	18	—	294
By COURSE LEVEL										
TIER 1	27,849	28,869	30,424	33,060	32,947	33,095	37,644	40,051	42,346	45,001
TIER 2	75,932	80,313	90,968	96,723	98,516	95,674	93,252	94,056	93,178	100,221
TIER 3	336	504	609	1,208	1,584	1,705	2,291	2,337	3,382	4,242

STUDENT CREDIT HOURS Funding Impact

FY11

Most of the items on UAA's FY11 Operating Budget Request will impact student credit hours in one way or another. See page 85 for the complete list.

GENERAL EDUCATION REQUIREMENTS

FY07.....

PROGRAM INCREMENTS

To the *College of Arts and Sciences*

- Correct structural imbalance: \$150,000
- Support BS Engineering program: \$150,000

To *Prince William Sound Community College*

- Math/Biology position: \$95,000

INTERNAL REALLOCATIONS

To the *College of Arts and Sciences*

- Correct structural imbalance: \$700,000

FY08.....

PROGRAM INCREMENTS

To the *College of Arts and Sciences*

- GER faculty: \$280,000

To *Kenai Peninsula College*

- Humanities faculty: \$80,000

INTERNAL REALLOCATIONS

To the *College of Arts and Sciences*

- GER faculty: \$1 million

FY09.....

PROGRAM INCREMENTS

To the *College of Arts and Sciences*

- Faculty to teach GERs: \$320,000

UNIVERSITY HONORS COLLEGE

The UHC is a small but very important contributor to the UAA total, providing opportunities for undergraduate research, major scholarships, and achievement of academic distinction. These opportunities help UAA recruit UA Scholars and other top students, thereby contributing to SCH growth all across the Anchorage campus.

FY07.....

INTERNAL REALLOCATIONS

To the *University Honors College*

- University Honors Program, course delivery: \$100,000

FY08.....

INTERNAL REALLOCATIONS

To the *University Honors College*

- University Honors Program, course delivery: \$75,000

FY09.....

INTERNAL REALLOCATIONS

To the *University Honors College*

- University Honors Program, course delivery: \$45,000

FY11.....

INTERNAL REALLOCATIONS

To the *University Honors College*

- Term Position (one-time): \$66,000

CHUGIAK / EAGLE RIVER CAMPUS

UAA secured Senate Bill 137 funding (SB137) that supported Technical and Vocational Education Programs in FY07 and FY08 to support the Chugiak/Eagle River Campus (CERC), which delivers a range of developmental-level, lower division, and GER courses. The CERC is included in Anchorage campus statistics, where it has contributed to an overall growth of 4% since FY05.

FY07.....

SB137 (TVEP) FUNDING

To the *Community and Technical College*

- CERC support: \$37,797
- CERC infrastructure: \$78,000

FY08.....

SB137 (TVEP) FUNDING

To the *Community and Technical College*

- CERC support: \$79,127 (continues funding originally awarded in FY07)

FY09.....

SB137 (TVEP) FUNDING

To the *Community and Technical College*

- CERC, workforce staff, professional development, and ACT testing center: \$30,000

FY10.....

INTERNAL REALLOCATIONS

To the *Community and Technical College*

- Chugiak/Eagle River lease expansion: \$30,000 (base funding)

TECHNICAL AND VOCATIONAL EDUCATION PROGRAM (TVEP) FUNDING

To the *Community and Technical College*

- Chugiak/Eagle River lease expansion: \$30,000 (continuing funding)

FY11.....

To the *Community and Technical College*

- Chugiak-Eagle River lease \$6,800

CONOCOPHILLIPS INTEGRATED SCIENCE BUILDING (CPISB)

FY10.....

LEGISLATIVE FUNDING

- CPISB, operating costs: \$1,025,000

INTERNAL REALLOCATIONS

- CPISB, operating costs: \$175,000 (one-time funding)
- CPISB, staffing: \$825,000 (one-time funding)

FY 11.....

INTERNAL REALLOCATIONS

- CPISB, operating costs: \$314,200 (one-time funding)
- CPISB, operating costs: \$429,000 (base-funding)

NON-CREDIT INSTRUCTIONAL PRODUCTIVITY UNITS



MEASURE: One non-credit instructional productivity unit (NCU) is equivalent to delivery of 10 non-credit student contact hours. This measure considers all non-credit courses, and is based on summer, fall, and spring semester closing data. A fiscal year begins in the summer and ends the following spring.

PERFORMANCE SUMMARY

UAA delivered at least 10,197 non-credit instructional units (NCU) in AY10 (101,970 student contact hours), in the second year of this measure.

ANALYSIS OF RESULTS

Although UAA has a long history of tracking non-credit sections and enrollment, this measure is based on contact hours, a data element that had not been tracked before. Implementing the new data requirement has proven to be a challenge; if missing data are not discovered until after a semester’s closing freeze, our corrections do not appear in official statistics. We were hoping that FY10 would be the first year in which contact hour data were consistently entered into Banner for all non-credit courses and campuses, thus setting a benchmark for measuring this activity’s performance. We came closer than last year, but did not quite achieve the recording of all classes. Additionally, it has become clear that the campuses have very different priorities and practices, all of which would need to be resolved before

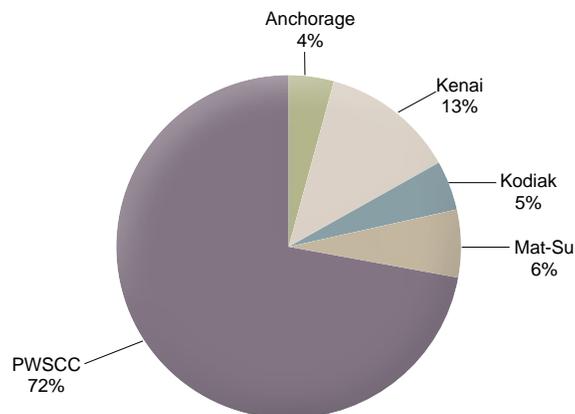
this measure could have the meaning it was intended to have. Therefore, we present these numbers as an estimate only; they are closer than last year, but some unresolved issues remain.

MAJOR CONTRIBUTORS

Prince William Sound Community College was the major contributor to this activity in AY10, recording 72% of all UAA’s Non-Credit Instructional Units (NCUs). The majority (64%) of the NCUs at this community campus were produced by the community Wellness Program, a comprehensive fitness center offering aerobics, yoga, spin classes, boxing, strength training, and seminars. The Last Frontier Theater Conference was the next largest contributor (21%). Other programs producing NCUs included Adult Basic Education (ABE), English as a Second Language, GED preparation, as well as offerings to fulfill community interests.

	Phase-In Year AY09	Estimate AY10
NON CREDIT INSTRUCTIONAL UNITS	6,549	10,197
By CAMPUS		
ANCHORAGE	709	433
KENAI	1,308	1,286
KODIAK	461	475
MAT SU	665	648
PWSCC	3,405	7,355
By TYPE		
ADULT BASIC EDUCATION (ABE)	1,888	2,247
CONTINUING EDUCATION (CEU)	1,688	2,856
OTHER NON-CREDIT	2,973	5,094

MAJOR CONTRIBUTORS



NON-CREDIT INSTRUCTIONAL PRODUCTIVITY UNITS

Kenai Peninsula College was the second largest contributor at 13% of the total. Adult Basic Education, GED preparation, and English as a Second Language courses made up the majority of KPC's non-credit offerings. Other instruction of note included the Kenai River Guide Academy and Job Readiness courses.

Matanuska-Susitna College produced 648 NCUs (6% of the total) in AY10. These NCUs were primarily in customized training programs in workforce development for local corporations. In addition, a few classes were offered based on community interest, such as basic computer training, GPS navigation, and Aleut basketry.

Kodiak College offerings included Adult Basic Education, English as a Second Language, and short courses on a variety of topics that contributed 5% of the overall NCUs offered.

At the **Anchorage** campus (4% of the total NCUs), the online short course, "Fundamentals in Arctic Engineering" represented nearly 50% of the 433 NCUs offered in AY10. Other offerings included SAT preparation, a range of business and leadership topics, and classes in Chinese culture and language offered through the Confucius Institute.

TYPES

We track three basic types of NCUs (Adult Basic Education, Continuing Education, and Other) and found different mixes and areas of emphasis on each campus. Kodiak and Kenai were more heavily weighted towards Adult Basic Education, Anchorage and Mat-Su towards Continuing Education, and PWSCC towards other general-interest types of non-credit course delivery.

Adult Basic Education (ABE) accounted for 2,247 NCUs (22% of the total). ABE was offered only at Kenai Peninsula College, Kodiak College, and Prince William Sound Community College. Nearly three quarters of Kodiak and Kenai's NCUs occurred in this type of course.

Continuing Education Units (CEUs) accounted for 1,147 of the recorded NCUs (nearly 28% of the total). CEUs were offered at every campus except Kodiak. More than 78% of the Anchorage campus's NCUs and 94% of Mat-Su's NCUs occurred in this type of course.

Other Non-Credit Courses accounted for 5,095 NCUs (50% of the total). As stated earlier, 64% of Prince William Sound's NCUs occurred in this type of course, most of it (4,717 NCUs) in their Wellness Program.

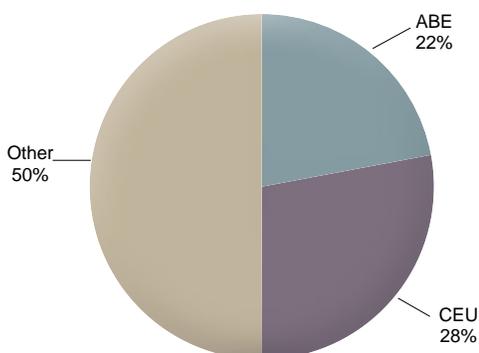
CHALLENGES

Implementing this measure, as defined, has proven to be a challenge for two years now. We continue to face concerns about missing and misidentified contact hour data. An additional challenge involves how to use this indicator effectively in planning and assessment activities as non-credit instruction plays different roles in different locations.

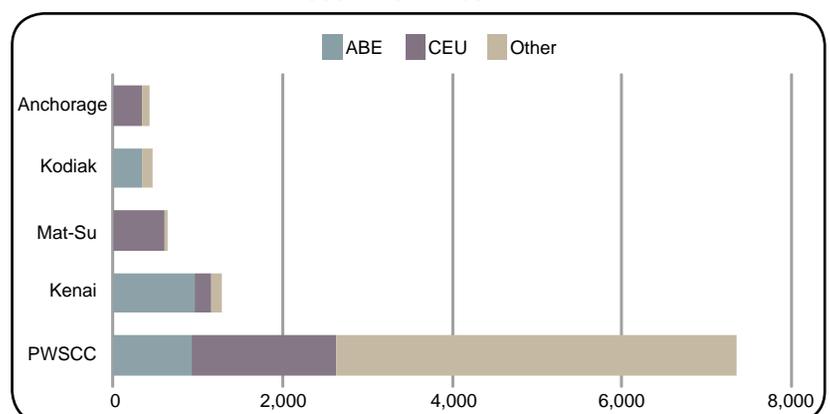
LOOKING TO THE FUTURE

UAA leaders agree that non-credit instruction is a small but significant component of total instructional productivity. The campuses will continue to focus on entering non-credit contact hour data but may also discuss implementing a revised measure that more fully captures non-credit instructional activity.

NCUs BY TYPE



NCUs BY CAMPUS AND TYPE



GRANT-FUNDED RESEARCH EXPENDITURES

\$11.3 million

↑ Increased 41% from FY09

→ TARGET RANGE

\$8.2	High
\$8.0	Nominal
\$7.8	Low

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

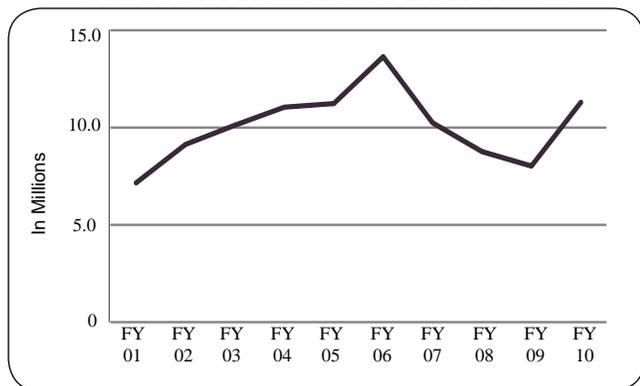
PERFORMANCE SUMMARY

UAA's Grant-funded Research (GFR) expenditures totaled \$11.298 million in FY10, a 41% increase over FY09. A significant portion of this total (\$1.7 million or 15%) is attributable to research grants awarded through the American Recovery and Reinvestment Act (ARRA), also known as the stimulus. But non-stimulus expenditures were up 20% as well, to the highest level since FY07.*

above its FY09 performance and 76% above FY06. The Social Sciences area was up 153% to \$2.2 million, largely due to a major grant for Behavioral Health Research and Services. The Biology program also expended \$2.2 million as work began on a five-year grant through the Idea Network of Biomedical Research Excellence (INBRE). The Environment and Natural Resources Institute (ENRI) had another strong year, with research expenditures of \$1.1 million.

The **College of Business and Public Policy** was the second largest contributor, producing 18% of the university total. Its \$2.1 million in expenditures were down 4% from last year's total and 63% from FY06.** The Institute of Social and Economic Research (ISER) decreased 5% from last year to \$2 million this year.

MAU TREND, GRANT-FUNDED RESEARCH EXPENDITURES



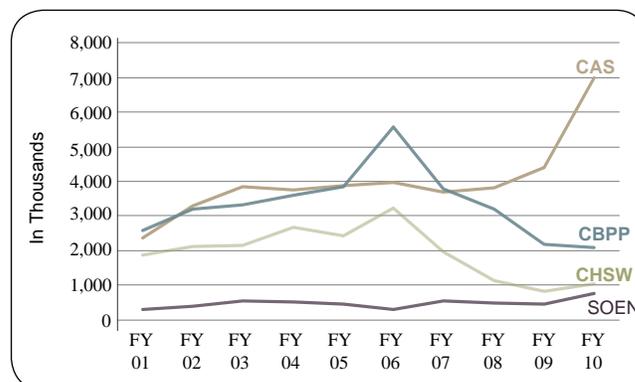
ANALYSIS OF RESULTS AND CHALLENGES

Six of UAA's ten academic units generated GFR expenditures in FY09.

TOP PERFORMERS

The **College of Arts and Sciences** was the largest contributor last year, producing 62% of the total. CAS's nearly \$7 million in GFR expenditures was the largest ever for the college, 41%

TREND, MAJOR CONTRIBUTORS



* The all-time high of FY06 is largely attributable to a single large grant to the Alaska Center for Supply Chain Integration (ACSCI), College of Business and Public Policy.

** Spending on the ACSCI grant peaked at \$2.5 million in FY06 before dropping to \$34,000 in FY09.

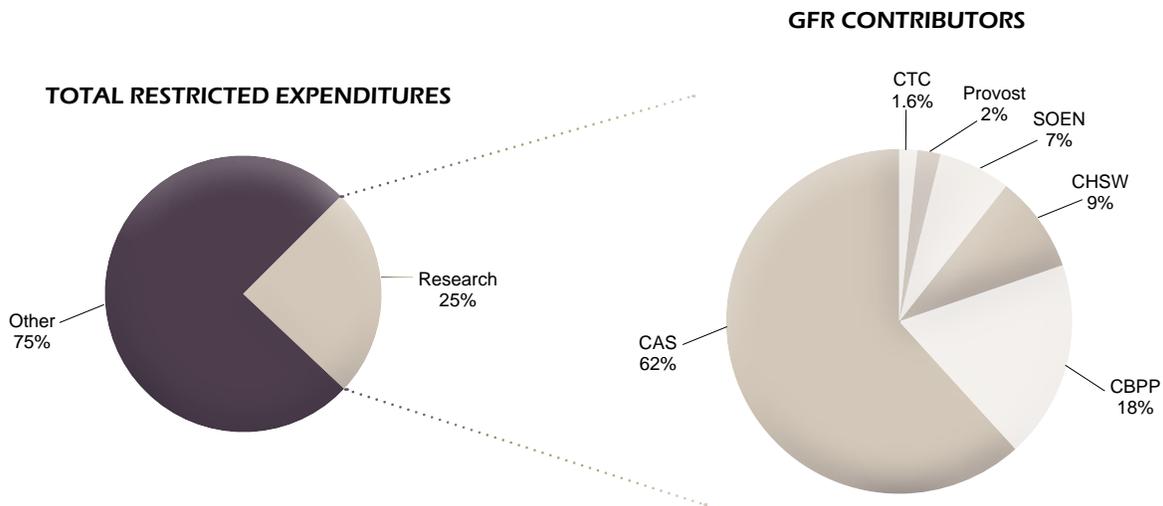
GRANT-FUNDED RESEARCH EXPENDITURES

The **College of Health and Social Welfare** was the third largest contributor, expending over \$1 million in FY10 (9% of the university total), an increase of 25% from FY09. The CHSW total includes \$446,000 from the Justice Center and \$229,000 from the Alaska Native Elders Program, which together accounted for nearly two thirds of the college's GFR expenditures.

The **School of Engineering** produced \$762,000 in research expenditures, a significant increase from FY09 (+71%) and the highest total ever.

The **Community and Technical College** generated \$188,000 in Aviation research expenditures this year, more than double the \$66,000 in expenditures last year, and the third straight year of increases. CTC's FY10 research expenditures were the highest in FY05, the peak of the multi-year Capstone project.

Undergraduate Research also generated nearly \$17,000 in research expenditures.



IN THOUSANDS	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
GRANT-FUNDED RESEARCH EXPENDITURES	7,184	9,114	10,158	11,089	11,249	13,651	10,278	8,788	8,039	11,298
By CAMPUS										
ANCHORAGE	7,184	9,114	10,158	11,074	11,244	13,651	10,278	8,759	7,947	11,298
KENAI				15	5			29	92	
By COLLEGE (ANCHORAGE)										
CAS	2,372	3,279	3,847	3,744	3,885	3,959	3,679	3,829	4,413	6,976
CBPP	2,588	3,193	3,331	3,614	3,840	5,568	3,776	3,206	2,173	2,093
COE	1,870	2,127	90	104	68	3,223	10	—	—	2
CHSW	60	132	2,157	2,676	2,427	491	1,965	1,132	825	1,029
CTC	295	383	172	413	564	310	105	-24	66	188
SOEN			555	523	460		550	499	447	762
PROVOST, OTHER								117	22	248
RESTRICTED EXPENDITURES										
OTHER RESTRICTED EXPENDITURES	11,317	13,018	15,630	17,721	17,558	27,520	29,108	29,194	31,533	34,824
TOTAL RESTRICTED EXPENDITURES	18,501	22,132	25,788	28,810	28,807	41,171	39,386	37,981	39,572	46,122

GRANT-FUNDED RESEARCH EXPENDITURES

TOTAL RESTRICTED EXPENDITURES

Research funding (meeting the NCHEMS category definition) comprised slightly less than 25% of UAA's total restricted expenditures in FY10. The majority of our grant funding (75%) applies to other areas, especially public service, instruction, and student service projects. Ten units had significant grant-funded expenditures (exceeding \$100,000) in these and other categories. Seven exceeded \$1 million; the College of Health and Social Welfare topped \$7 million in areas other than research.

This mix is a good thing in many ways. It supports our mission and helps us address many statewide needs. But it comes with challenges as well. Public service, instruction, and student service grants tend to allow little to no overhead recovery to offset their costs. Every year, UAA uses a portion of its base funding to support these areas, putting a strain on our system and limiting our ability to better support and pursue traditional "pure" research.

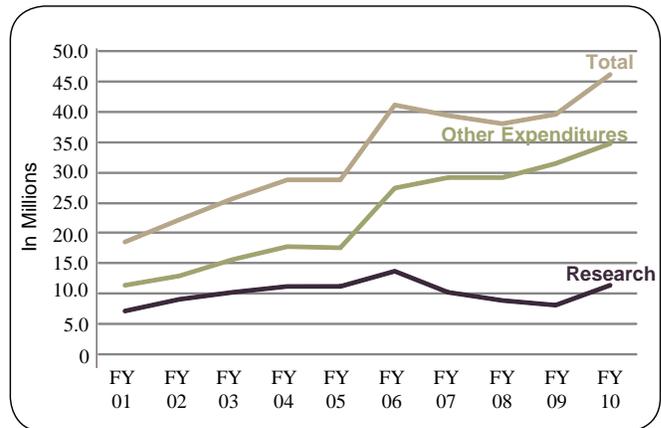
GRANT-FUNDED EXPENDITURES, NOT RESEARCH

- College of Health and Social Welfare, \$7.3 million
- College of Business and Public Policy, \$3.2 million
- Kenai Peninsula College, \$1.5 million
- College of Education, \$1.3 million
- Community and Technical College, \$1.3 million
- Library, \$1.1 million
- College of Arts and Sciences, \$1.1 million
- Prince William Sound Community College, \$817,000
- Kodiak College, \$110,000
- Matanuska-Susitna College, \$110,000

LOOKING AHEAD: RESEARCH

UAA researchers received more than \$5 million in competitive American Recovery and Reinvestment Act (ARRA) funding through projects sponsored by the National Science Foundation (NSF) and the National Institutes of Health (NIH). Approximately one-third of these funds were expended in FY10. It is likely we will begin to see declines in research expenditures in FY12 as these funds are exhausted. With most of the top grant-producing faculty working at full capacity, there were fewer new grant proposals submitted in FY10. This decline in the number of proposals combined with the expiration of ARRA funds could lead to a slump in research expenditures in the next few years. Continued successful grant proposal production in FY11 and FY12 from all research faculty could alleviate this.

TREND, TOTAL RESTRICTED EXPENDITURES



GRANT-FUNDED RESEARCH EXPENDITURES STRATEGIES

Grant Awards

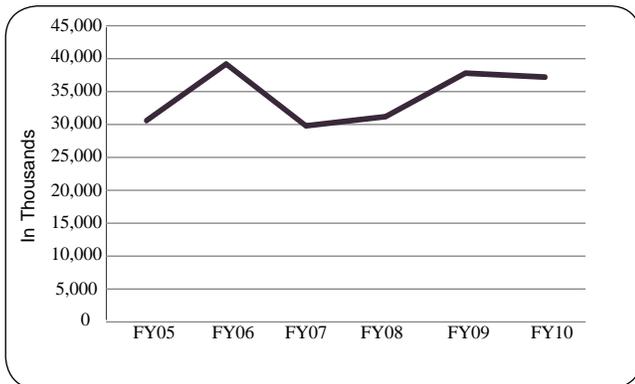
\$37.2 million

MEASURE: The total dollar amount of grant awards in a fiscal year as indicated by award letters.

PERFORMANCE SUMMARY

UAA received grant awards totaling \$37.2 million in FY10, down 2% from FY09 and 5% below the peak of \$39.2 million set in FY06.

TREND, TOTAL AWARDS



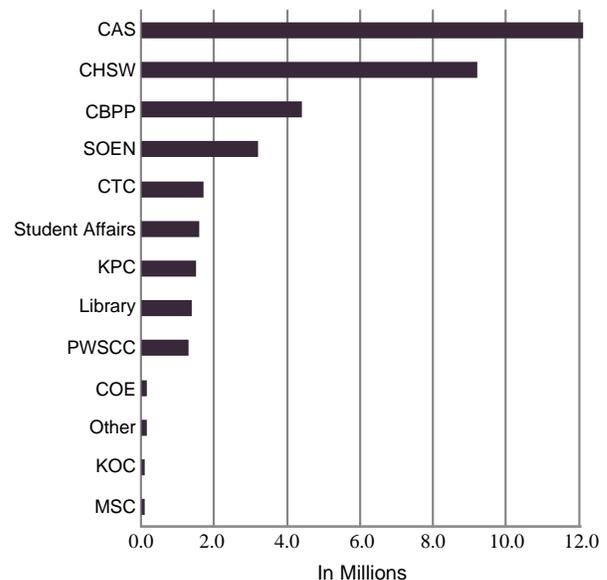
ANALYSIS OF RESULTS

The majority of UAA's grant awards (92%) fall into four NCHEMS categories representing important elements of our mission: Applied and Basic Research (39%), Instruction (28%), Public Service (17%), and Student Services (8%). Combined research awards are up 22% from FY09 and 3% over the record year of FY06. Instruction awards have climbed to within 2% of the FY06 benchmark high. Public Service showed a modest increase from FY09 (1%) and is 75% above its high mark set in FY06. Student Services reached a new high in FY10 with \$2.8 million, a 49% increase over FY09 and 58% higher than FY06.

MAJOR CONTRIBUTORS

The College of Arts and Sciences received the largest award amount in FY10, with 80 awards totaling more than \$12 million. The College of Health and Social Welfare was next, with 59 awards totaling \$9.2 million, followed by the College of Business and Public Policy with 58 awards totaling \$4.4 million. Over the past five years, these three units have consistently been the major contributors; together, they received about 67% of the total award amounts in FY10.

AWARDS BY UNIT



GRANT AWARDS IN THOUSANDS	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
TOTAL AMOUNT AWARDED DURING THE FISCAL YEAR	30,697	39,272	29,885	31,242	37,874	37,175
By NCHEMS CATEGORY						
ACADEMIC SUPPORT	4,311	6,594	5,742	3,579	3,846	1,715
APPLIED RESEARCH	10,756	10,710	3,305	2,823	1,948	4,140
BASIC RESEARCH	2,561	3,383	7,176	8,469	9,922	10,393
INSTITUTIONAL SUPPORT	777	1,825	1,205	687	3,744	598
INSTRUCTION	7,175	10,580	8,932	9,371	9,319	10,341
PUBLIC SERVICE	3,129	3,652	1,659	3,738	6,287	6,376
SCHOLARSHIP/FELLOWSHIP	278	729	512	655	897	774
STUDENT SERVICES	1,710	1,800	1,355	1,922	1,911	2,838

BY NCHEMS CATEGORY

Three units received more than \$1 million in Applied and Basic **Research** awards:

- College of Arts and Sciences: \$11 million
- College of Business and Public Policy: \$1.6 million
- College of Health and Social Welfare: \$1.1 million

Four units received more than \$1 million in **Instruction** awards:

- College of Health and Social Welfare: \$2.8 million
- School of Engineering: \$2.3 million
- Community and Technical College: \$1.5 million
- College of Arts and Sciences: \$1 million
- In addition, Prince William Sound Community College received \$995, 863

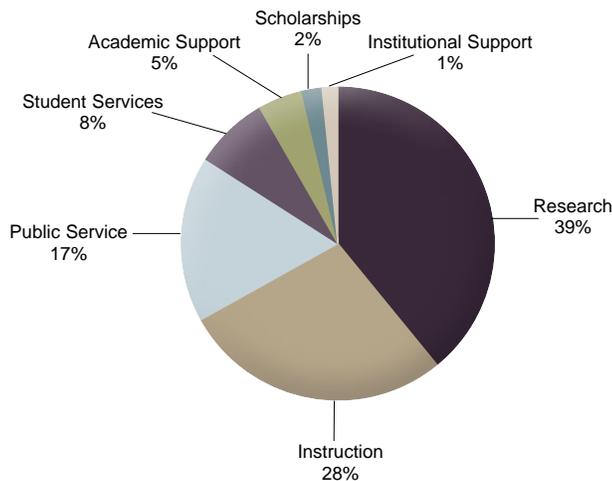
Two units received more than \$1 million in **Public Service** awards in FY10:

- College of Health and Social Welfare: \$3.5 million
- College of Business and Public Policy: \$2.6 million

Two units received more than \$1 million in **Student Service** awards:

- Student Affairs: \$1.6 million
- College of Health and Social Welfare: \$1 million

AWARDS BY NCHEMS CATEGORY

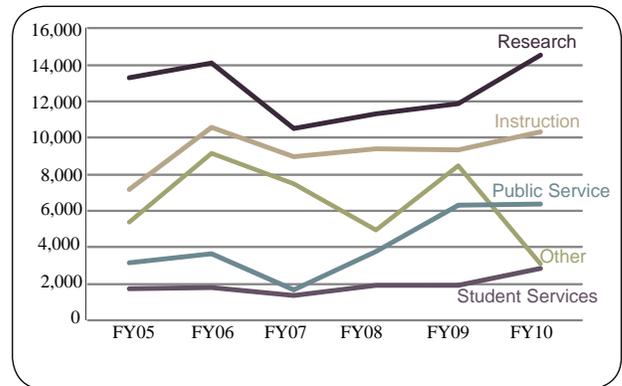


RELATIONSHIP TO THE CORE METRIC

Awards measures have been gathered and reported internally by UAA’s Grants and Contracts office for at least five years. The analysis of total grant awards, proposed by the Vice Provost for Research and Graduate Studies last year, invites a wider audience to consider the strategic implications of all of UAA’s grant-funded activities. Total grant awards can be an important measure of mission fulfillment, a leading indicator of grant-funded expenditures in all NCHEMS categories, and a measure of the productivity of UAA’s Grants and Contracts office.

The trend line for the Research category is particularly relevant to grant-funded research expenditure activity. It shows the FY06 anomaly (caused in large part by one significant Logistics grant), followed by a return to a lower level in FY07, growing steadily through FY09, then showing another sharp increase in FY10. Research awards exceeded the FY06 level for the first time in FY10 but they were not enough to push the total awards level above the FY06 record.

TREND, BY NCHEMS CATEGORY



CHALLENGES

Many of UAA’s most productive research faculty are already working at capacity on existing grants. If we hope to grow our research capacity much further, we will need to find a pathway to more effectively start new faculty on research tracks in the future. The opening of the ConocoPhillips Integrated Science Building in FY10 improved an ongoing need for office, lab and storage space for research, though available facilities and equipment remain a challenge for some areas.

GRANT-FUNDED RESEARCH EXPENDITURES

Funding Impact

FY07, FY08, FY09

INTERNAL REALLOCATIONS

The Chancellor's Fund disbursed \$200,000 each year in FY07, FY08, and FY09 to support faculty projects.

FY10

INTERNAL REALLOCATIONS

To *Academic Affairs*

- Research and Graduate Studies operations: \$300,000

To the *College of Business and Public Policy*

- Center for Economic Development: \$125,000 (base funding)
- ISER Energy Economist: \$88,400 (base funding)

CAPITAL COMMITMENTS

(in collaboration with UAF)

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

FY11

INTERNAL REALLOCATIONS

- ConocoPhillips Integrated Science Building: \$314,200 (base funding)
- Research/Graduate Studies: \$125,000 (base funding)

UNIVERSITY-GENERATED REVENUE

\$145.3 Million

↑ Increased 10% from FY09

→ TARGET RANGE

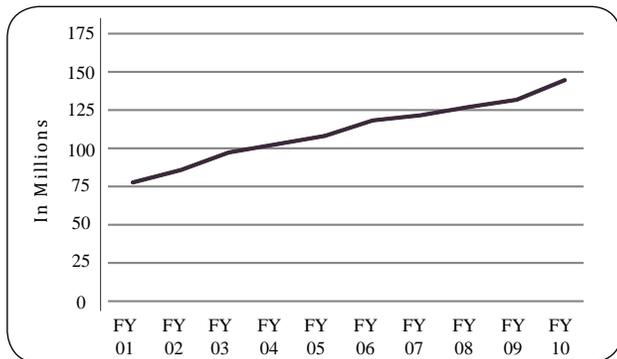
- \$139 High
- \$137 Nominal
- \$134 Low

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

PERFORMANCE SUMMARY

UAA generated \$145.3 million in revenues in FY10, up 10% from FY09 and 22% from FY06, continuing a decade-long trend of steady growth.

MAU TREND, UNIVERSITY-GENERATED REVENUE



ANALYSIS OF RESULTS

BY UNIT

TOP PERFORMERS

Six academic units have increased their university-generated revenues at double-digit rates over the last four years, with four units also achieving double-digit increases over FY09. The growth is largely due to increasing student enrollment combined with the 5% increase in tuition rates in FY10.

Matanuska-Susitna College is up 28% from FY09 and 50% from FY06.

Prince William Sound Community College is up 21% from FY09 and 26% from FY06.

Kenai Peninsula College is up 19% from FY09 and 38% from FY06.

The **College of Arts and Sciences** is up 11% from FY09 and 33% from FY06.

The **Community and Technical College** is up 5% from FY09 and 18% from FY06.

The **School of Engineering** is up 3% from FY09 and a dramatic 135% from FY06.

The **College of Education** is up 1% from FY09 and 8% from FY06.

MIXED RESULTS

Kodiak College is up 4% from FY09, but down 12% from FY06.

The **College of Business and Public Policy** is up 1% from FY09, but down 21% from FY06.

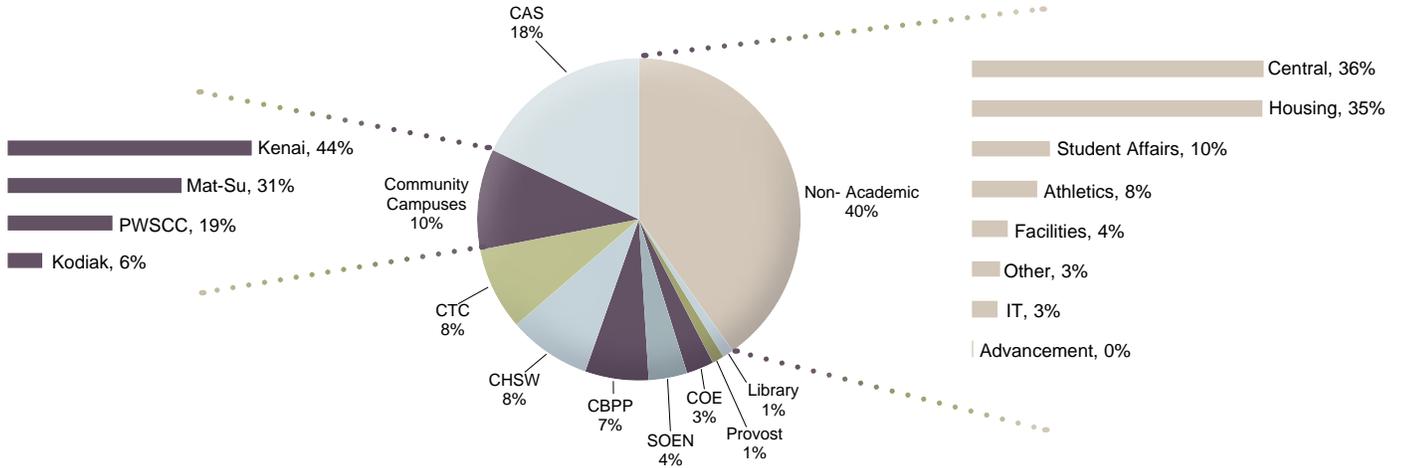
The **College of Health and Social Welfare** is up 2% from FY09, but down 2% from FY06.

Non-academic units overall increased 14% from FY09 and 31% from FY06. Facilities had the largest increases: 48% from FY09 to FY10 and 217% over the last four years. Only Information Technology and Advancement experienced declines in revenue from FY09 to FY10.

The UAA/APU Consortium Library was the only academic unit with shrinking revenues from FY09 (down 15%) and from FY06 (down 12%). Total revenues for the Library in FY10 were just slightly higher than the FY03 level.

UNIVERSITY-GENERATED REVENUE

MAJOR CONTRIBUTORS



IN THOUSANDS	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
UNIVERSITY GENERATED REVENUES	77,670	86,423	96,644	103,130	107,623	117,673	122,088	127,195	131,902	145,336
By CAMPUS										
ANCHORAGE	69,767	77,075	86,386	91,844	97,064	106,731	110,729	115,542	119,792	130,665
KENAI	2,541	2,732	2,855	3,558	3,899	4,646	5,022	5,048	5,391	6,415
KODIAK	727	1,059	1,325	1,272	1,149	1,028	933	893	866	904
MAT-SU	2,438	3,135	3,400	3,316	2,929	3,065	2,979	3,143	3,570	4,583
PWSCC	2,198	2,423	2,679	3,139	2,582	2,202	2,425	2,568	2,283	2,769
By COLLEGE AND NON-ACADEMIC UNIT (ANCHORAGE)										
CAS	12,484	13,618	14,503	16,219	17,966	19,620	21,158	21,502	23,566	26,064
CBPP	7,447	9,169	10,693	9,452	9,572	11,683	10,568	9,904	9,136	9,258
COE	1,450	1,653	2,318	2,831	2,666	3,692	4,594	4,036	3,956	4,001
CHSW	6,981	7,971	8,403	9,682	10,751	12,251	11,785	10,682	11,847	12,040
CTC	10,671	12,124	13,786	10,149	9,647	10,221	10,682	11,134	11,477	12,047
SOEN	1,020	1,330	2,037	2,520	3,086	2,393	2,720	3,803	5,427	5,612
ATHLETICS	3,740	4,095	4,017	4,188	4,308	4,347	4,391	5,099	4,455	4,651
FACILITIES	2,406	2,630	2,880	2,959	2,576	824	1,095	1,295	1,759	2,611
LIBRARY	1,241	1,352	1,499	1,898	2,397	1,794	1,707	2,068	1,851	1,575
PROVOST	390	387	359	269	370	601	1,215	1,191	1,514	1,728
ADVANCEMENT	76	59	96	264	159	122	681	1,035	988	82
STUDENT AFFAIRS	1,164	1,28	1,329	1,462	9,642	9,750	10,395	5,508	5,213	5,619
CENTRAL MANAGED ACCTS	3,174	3,255	3,186	5,680	7,050	9,163	7,427	15,695	14,607	20,821
INFORMATION TECHNOLOGY	2,430	1,889	2,276	841	870	1,609	2,495	2,001	2,469	1,867
HOUSING, FOOD, BOOKSTORE	10,992	11,819	13,089	14,026	14,905	16,905	18,039	18,526	19,802	20,678
OTHER	4,102	4,707	5,915	9,405	1,100	1,757	1,779	2,065	1,725	2,011

UNIVERSITY-GENERATED REVENUE

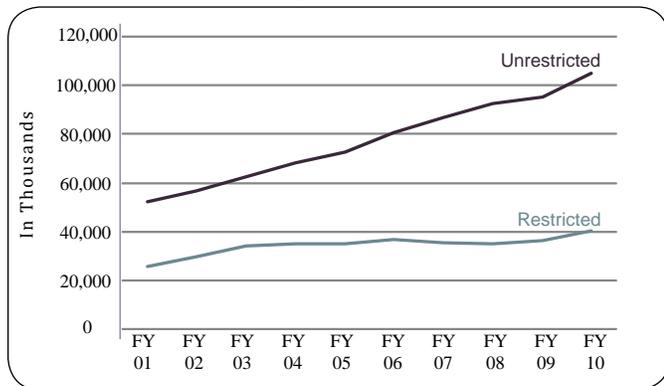
ANALYSIS OF RESULTS

BY CATEGORY

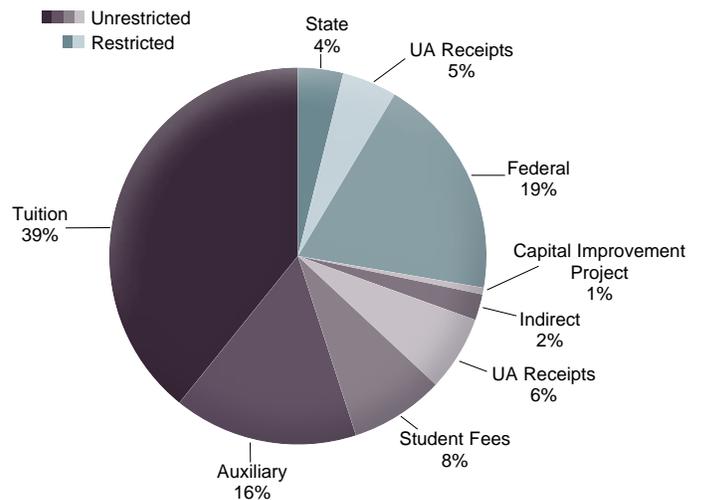
UAA generated \$40.2 million in **Restricted Revenues** in FY10, setting a new record, up 10% from FY09, and 9% from FY06, the previous all-time high. Federal receipts hit a new high of \$28 million (up 20% over FY09 and 28% over FY06), due largely to scholarship activity funded through federal stimulus funds as Pell awards. State receipts reached \$5.6 million, the highest total of the last four years, but still 8% below the high of \$6.1

million set in FY06. UA receipts were down, however, for the fourth year in a row (-12% from FY09 and -24% from the high point in FY06). This decline reflects the impact of the economic recession and a tightening in funds from private, corporate and municipal sources.

TREND, BY CATEGORY



MAJOR REVENUE CATEGORIES



IN THOUSANDS	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
RESTRICTED REVENUES										
UNIVERSITY GENERATED REVENUES	77,670	86,423	96,644	103,130	107,623	117,673	122,088	127,195	131,902	145,336
FEDERAL	15,150.3	17,248.4	21,161.7	22,544.1	21,640.1	21,755.4	21,249.9	21,575.4	23,147.0	27,786.0
INTEREST	6.4	3.8	2.3	1.9	2.7	6.1	9.5	2.5	-8	2.0
STATE	4,768.6	6,123.7	5,672.9	5,171.5	5,776.0	6,133.6	5,174.4	4,939.5	5,570.0	5,636.0
STUDENT FEES	3.7	0	0	0	0	0	0	0	0	0
UA RECEIPTS	5,576.2	6,227.0	7,338.2	7,415.9	7,403.8	9,000.1	8,992.4	8,289.7	7,771.0	6,824.0
SUBTOTAL, RESTRICTED	25,505.2	29,602.9	34,175.1	35,133.4	34,822.6	36,895.2	35,426.1	34,807.1	36,480.0	40,248.0
UNRESTRICTED REVENUES										
AUXILIARY	13,615.6	14,520.5	15,888.7	16,853.1	17,793.7	18,738.9	19,911.0	20,644.4	22,239.0	22,958.0
INDIRECT	2,486.5	3,026.7	3,236.3	3,229.5	3,327.4	3,734.0	3,381.0	2,827.5	2,845.0	3,255.0
TUITION	23,179.1	25,088.5	27,615.6	31,465.8	34,861.3	39,205.3	43,655.0	47,082.7	51,101.0	56,960.0
STUDENT FEES	5,282.4	5,714.5	6,644.5	7,197.0	7,828.6	8,887.0	9,079.0	10,585.6	10,634.0	11,726.0
UA RECEIPTS	6,933.4	7,717.4	8,179.7	8,347.0	8,132.0	9,284.7	9,608.0	9,862.9	9,444.0	9,360.0
CAPITAL IMPROVEMENT PROJECT	0	0	0	0	0	722.7	838.0	1,322.0	1,025.0	806.0
INTEREST	0	0	0	0	0.00	205	191	62.4	-1,864.0	23.0
SUBTOTAL, UNRESTRICTED	52,164.9	56,820.2	62,469.1	67,996.2	72,800.1	80,777.4	86,662.0	92,387.5	95,424.0	105,088

UNIVERSITY-GENERATED REVENUE

UAA also generated \$105 million in **Unrestricted Revenues**, the highest total ever, up 10% from FY09 and 30% from FY06. Gross tuition revenues reached nearly \$57 million, increasing 11% from FY09 and 45% over FY06. Auxiliary Services generated just under \$23 million, a 3% increase over FY09. Student Fees rose to \$11.7 million, a 10% increase. All three of these major categories generated all-time highs in FY10. UA receipts produced \$9.3 million, remaining relatively flat compared to FY09 (-1%) and FY06 (+1%). Indirect cost recovery generated more than \$3.2 million, up nearly 14% from FY09 but still below FY06 (-13%).

CHALLENGES

UAA enjoyed a banner year in FY10, especially with student enrollment and the corresponding tuition and fee revenues. We expect the current economy and higher unemployment rates to continue to drive enrollments up, at least in the near future. At the same time, however, we expect the funding environment to be constricted for some time as the recession continues to impact the university budget, posing challenges to development efforts. Although we've been very successful at attracting corporate and foundation funding in recent years, it is unlikely that we will enjoy similar levels of success in the near future. We hope, however, to preserve and build on our successes with increased alumni and individual donor support.

LOOKING AHEAD

Tuition rates are increasing 4% for lower division courses and 7% for upper division courses in FY11. We predict continuing overall enrollment growth: tuition revenue and student fees will increase with increased enrollments. Strategically, 10% of the non-resident surcharge generated by international students will be allocated to the Office of International Affairs to help grow our international student population and increase funds from non-resident fees in the future.

We are making conservative estimates of the availability of State funds and expect to see only limited funding for program growth, capital projects, and deferred maintenance as long as the challenging economic conditions outlined above persist. Revenue in Auxiliaries may be flat in the near term. With the UAA dormitories operating at full capacity, and the Bookstore facing challenges from e-textbooks and on-line retailers, the opportunities for increasing revenue from students and outside sources may be limited. Modest increases in revenue from competitive research may occur, but returns from non-competitive grants and contracts are increasingly problematic.

A new Engineering Building, a new Sports Arena, and the development of our health campus require continuing, urgent attention and new capital funding. Kodiak College, Matanuska-Susitna College, and the Kenai River Campus of Kenai Peninsula College also have significant capital needs. The general obligation bond package going before voters in November 2010 would address several of these capital needs. (see page 35)

In this financial environment it is especially important that we effectively utilize all funding streams—from endowment earnings to federal stimulus monies to local fundraising and philanthropy—in the interests of meeting our mission for Alaska.

In general, our systems are strong, our operations are focused, and we continue to build and enhance our revenue-generating capability. Barring exceptional external circumstances, UAA expects to continue revenue growth for the foreseeable future.

FUNDING IMPACTS

Development efforts supported in part by the UA Foundation have resulted in a pronounced increase in corporate and individual philanthropic giving to UAA over the past few years. With the re-organization of the UA Foundation in FY10, the increments previously allocated to UAA will be spent within the UA Foundation in the future.

FY07, FY08, FY09

INTERNAL REALLOCATIONS

To University Advancement, as a match for UA Foundation support

- FY07: \$100,000
- FY08: \$140,000
- FY09: \$137,800

ACADEMIC PROGRAM OUTCOMES ASSESSMENT

49%
 Programs submitted reports documenting assessment results.

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

Note: For this measure, total program count was determined by the Office of Academic Affairs. The FY10 count includes total individual programs. The FY09 count reported last year allowed multiple programs from the same department to be counted together.

PERFORMANCE SUMMARY

Slightly less than half (49%) of UAA's academic programs submitted reports documenting the results of their assessment processes this year. A number of programs were exempted from the process on the basis of either low numbers of graduates, suspended enrollments, or there were no graduates to assess because the programs were too new. This year's response rate is a drop from prior years (53% in AY09) and is likely due to confusion about upcoming changes to UAA's reporting system.

As a result of proposed changes to the reporting and feedback process, the reports were not rated on effectiveness as in past years. However, a faculty working group found that the quality of the assessment processes used by academic programs was on par with prior years (28% of all academics programs were judged to have either "accomplished" or "exemplary" assessment processes in AY09).

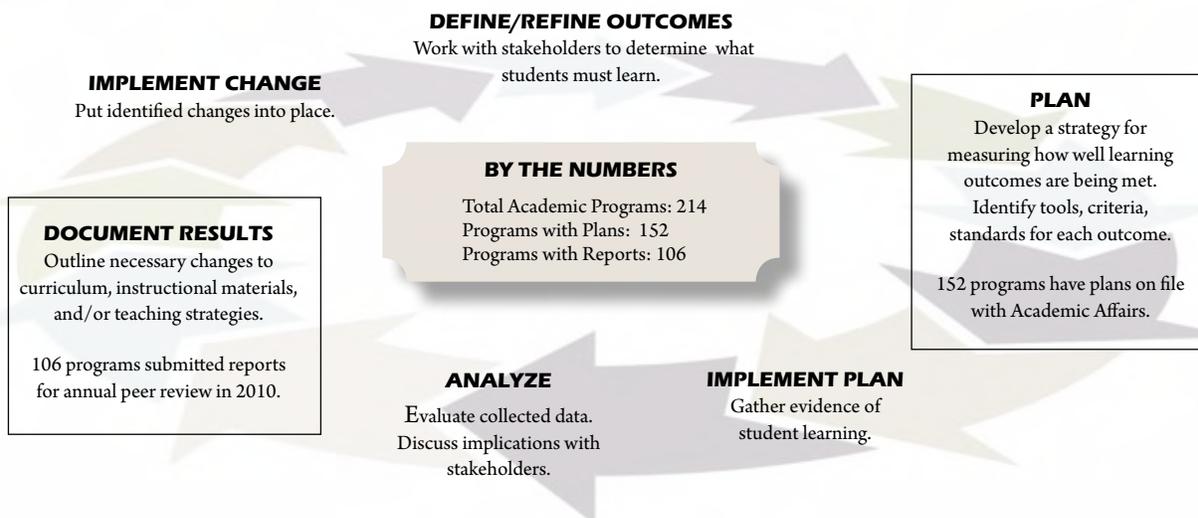
ANALYSIS OF RESULTS

The majority of UAA's academic programs (71%) have outcomes assessment plans on file with the Office of Academic Affairs. Every summer, a faculty Peer Review Committee evaluates new plans and reports submitted by the programs, and makes suggestions for improving their processes.

Reporting for the UAA accreditation process has resulted in a more detailed analysis of what the assessment reports are saying about actual student performance. The results are encouraging.

The 106 programs reporting this year give performance results for 537 program-level student learning outcomes. While there are variances in how the programs rate student performance, students are reported to meet or exceed acceptable levels on 512 (95%) of the identified outcomes. The majority of the outcomes (394) reported the level of student performance at a GPA of

CONTINUOUS ASSESSMENT AND IMPROVEMENT CYCLE



3.08 (equivalent to a “B”) on a typical 4.0 grade scale. (A 2.0 or “C” grade is generally accepted as the minimum acceptable performance level.) This score indicates that students are performing well, but there is still room for improvement.

CHALLENGES

While the majority of UAA’s academic programs (71%) have student learning outcomes assessment plans on file with the office of Academic Affairs, some programs still have problems with implementation and/or reporting.

The two major challenges with the UAA academic assessment program continue to be:

- 1) increasing the number of participating programs; and
- 2) improving the quality and effectiveness of program assessment processes.

Historically, the faculty peer review committee has provided feedback to programs concerning the quality of their plans and reports. It has been a challenge for this group to give consistent feedback because of a lack of face-to-face dialogue with program faculty, leading to general dissatisfaction among all participants with the process.

In the 2009/10 academic year, the Faculty Senate formed the Academic Assessment Committee to resolve these issues with support from the Academic Affairs Office. This AA Committee has been working diligently this past year crafting an Academic Assessment Handbook which includes detailed guidance for programs. It also addresses the major weakness of the existing summer evaluation process by instituting face-to-face meetings with program faculty to review their assessment process and to help make processes more effective in improving student performance.

LOOKING TO THE FUTURE

As the new assessment process is implemented in the coming year, we expect to see a sharp increase in the number and effectiveness of academic assessment outcomes. The coming year may be seen as a transition year; however, programs already involved in assessment will continue to pursue their efforts. Within three years it is expected that compliance with assessment requirements will increase dramatically.

STRATEGIC ENROLLMENT MANAGEMENT PLANNING

5

MEASURE: The number of academic colleges, schools, and community campuses (units) having and responding to an effective enrollment management planning process based in MAU-defined criteria.

Note: For this report, UAA uses a revised definition of “unit” to include the five campuses, with Anchorage-based schools and colleges considered as part of the Anchorage campus for purposes of strategic enrollment management planning.

All campuses have and are responding to effective SEM planning processes

PERFORMANCE SUMMARY

All five UAA campuses have completed or revised Strategic Enrollment Management (SEM) plans in the past 4 years. UAA also has a formal process in place to guide these planning efforts. In FY10, all campuses were active in reviewing plans against changing enrollment patterns and external operating conditions.

ANALYSIS OF RESULTS AND CHALLENGES

PLAN HISTORIES

The **Anchorage Campus** SEM plan, first developed in 2002, has been revised and updated three times: in 2004, in 2006, and most recently in 2009. The current plan covers the years 2009-2013.

Kenai Peninsula College developed an SEM plan in 2005, and revised the plan in 2007. KPC’s new FY10 enrollment management plan incorporates extensive trend analysis.

Kodiak College is in the process of updating its 2007-2010 SEM plan, with a goal of completion by Spring 2011 and implementation in 2011-2013.

Matanuska-Susitna College developed its SEM plan in 2006 and expects to complete an update by the end of Fall 2010. The college’s current overall strategic plan goes through 2012. As a new plan is developed, the SEM plan will be updated to align with the broader strategic plan for the college.

The **Prince William Sound Community College** SEM plan was developed in 2006 to cover the period from 2006-2009. A new Director of Student Services joined the College in July. He will be updating the PWSCC SEM plan this fall.

TRACKING

Extensive tracking of traditional measures are reported annually in the UAA Fact Book and on the Institutional Research website (www.uaa.alaska.edu/ir). UAA also tracks all students (degree-seeking, non-degree-seeking, full- and part-time) for a full 10 years from initial entry. The Student Learning Progress Tracking Model created by UAA Institutional Research provides a more complete picture of student progress towards their goals whether those are for traditional degrees or simply to acquire knowledge.

A team made up of participants from all of UAA’s campuses developed a longitudinal cohort tracking model for Underprepared Students in FY09. The model was revisited in FY10, and the data updated with new cohort information. Forty-one percent of UAA students in FY10 met the study’s definition of “underprepared.” (See page 63) Increasing the success of these students is key to effective strategic enrollment management.

CHALLENGES

Our campuses are enrolling ever-increasing numbers of students, and are meeting significantly varying levels of needs, interests, and preparedness for college-level work. Because we are an open access institution, the question of managing or controlling our enrollment is quite different from institutions that can utilize various selectivity tactics.

Uncertainties in the national and Alaskan social and economic environments continue to make accurate enrollment projection and planning a challenge. Units are encouraged to use the most effective data tools and models for their profiles, and to incorporate more comprehensive demographic information as they revisit and revise their SEM plans. The completion of the 2010 National Census will provide more accurate demographic information.

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

LOOKING AHEAD

The Vice Chancellor for Student Affairs has launched a national search for a new Chief Enrollment Officer based in Anchorage. In filling this position we hope to advance our future planning with fresh models and approaches.

PLAN GUIDELINES

UAA has a university-wide Strategic Enrollment Management Evaluation Committee which includes the Vice Chancellor for Student Affairs, Senior Vice Provost, Associate Vice Chancellor for Enrollment Management, Director of the Matanuska-Susitna College, Dean of the College of Arts and Sciences, and a Senior Research Associate from the office of Institutional Research. The committee developed a tool with 12 questions to guide planning, development, a focus on target populations, and the development of measurable strategies and goals.

TWELVE QUESTIONS DESIGNED TO HELP UNITS IMPROVE THEIR SEM PLANS:

DOES THE STRATEGIC ENROLLMENT MANAGEMENT PLAN...

- Provide a comprehensive overview addressing/responding to the certificate/degree programs and educational mission and goals of the unit?
- Demonstrate appropriate alignment with UAA Strategic Plan 2017, UAA Academic Plan, UAA MAU SEM Plan, and UA Regents' UA Strategic Plan?
- Include the appropriate research and data on prospective and current student information?
- Identify and prioritize targeted student populations for its unit SEM efforts?
- Provide an overview of the unit's optimal size based on national standards, student demand, state needs, and existing or potential resources (SCH/HC, majors)?
- Include measurable recruitment and enrollment (headcount/student credit hours) goals and strategies to reach those goals?

- Include measurable retention goals and strategies to reach those goals?
- Appropriately involve others in the planning, implementation, evaluation, and revision process?
- Contain actionable tasks and time-lines and appropriately identify and assign to responsible parties?

DID THE UNIT...

- Make expected progress toward its recruitment goals (admissions applications and new student enrollment) and enrollment goals (headcount/student credit hours)?
- Make expected progress on its retention goals (one-year retention and three-year rolling average retention)?
- Address how the unit responds to high demand areas, such as high demand workforce areas and courses and programs with high student demand?

"There is a simple SEM rule—any factor that influences a student's decision to attend or continue enrolling is fair game for enrollment management."

– Michael Dolence

FOCUS ON OPERATING CONDITIONS

POPULATION TRENDS

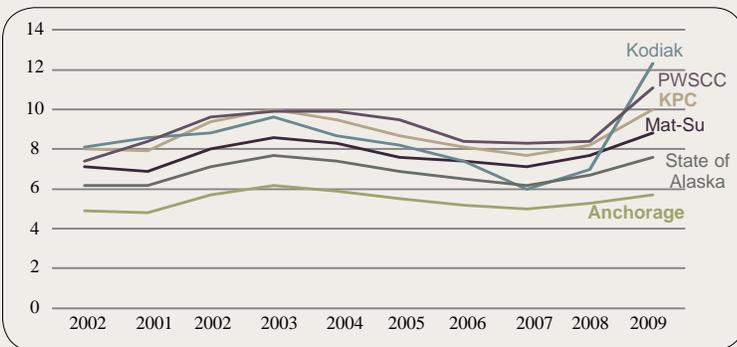
Population patterns vary widely across UAA's service area. The Mat-Su Borough continues as the fastest growing region in the state with an average 4.4% annual growth rate for the last eight years, compared to a statewide average of 1%. The Anchorage and Kenai Peninsula Boroughs have seen growth closer to the statewide average. However, the Kodiak Island Borough and the Valdez-Cordova Census areas have declined, and further declines are projected for both regions.

ESTIMATED POPULATION TRENDS, BY REGION

REGION	Estimated Change 2000-2009	Projected Change 2009-2015
ANCHORAGE	11.6%	5.6%
MATANUSKA-SUSITNA	42.0%	16.0%
KENAI PENINSULA	7.8%	4.4%
KODIAK ISLAND	-0.4%	-4.0%
VALDEZ-CORDOVA	-9.3%	8.5%
ALASKA	10.3%	6.2%

Population changes are generally associated with similar enrollment patterns. It appears that Mat-Su College's vigorous marketing and community outreach activities are having some impact in narrowing the gap between the population growth and college enrollment. After years of lagging behind the population growth, Mat-Su's enrollment rate in the past two years was more than double the rate of population increases.

ANNUAL UNEMPLOYMENT RATES, BY REGION



UNEMPLOYMENT TRENDS

Unemployment rates also vary widely across UAA's service areas. Anchorage consistently has the lowest rates, while the Kenai Peninsula and Prince William Sound regions have had the highest. However, the past year saw significant increases in the unemployment rates in all regions—with a particularly sharp increase for Kodiak.

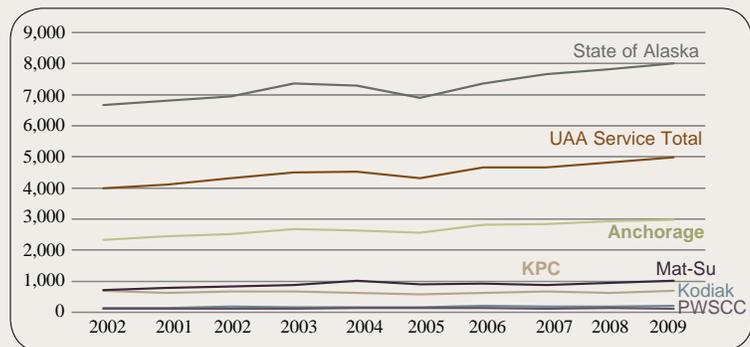
No identifiable relationship between unemployment and enrollment has been evident for UAA's campuses. Again, regional differences often lead

to different patterns at different times. For example, falling unemployment rates in Anchorage generally correspond to rising enrollment; however, in Kodiak falling unemployment rates typically have corresponded to enrollment declines.

HIGH SCHOOL PIPELINE

The number of high school graduates throughout UAA's Southcentral Alaska service area increased 20% between 2000 and 2009. Kodiak Island's 2009 graduating class was 48% higher than the 2000 class. Similarly, the Mat-Su Borough produced 43% more high school graduates than in 2008, and Anchorage 27% more. The Prince William Sound region (including Valdez, Copper River Basin, and Cordova) high school graduate numbers remained relatively flat for the period except for a spike in 2008. The Kenai Peninsula Borough experienced a 2% decline in graduates over the same period.

TREND IN HIGH SCHOOL GRADUATES, BY REGION



We are starting to see evidence of lower high school enrollments in some regions of our service area, although not yet in Anchorage or the Mat-Su Valley. UAA's enrollment management planners will continue to keep a close eye on these trends in the coming years.

ACRONYMS

AAS	Associate of Applied Science	MAT	Master of Arts in Teaching
AEIN	Alaska Educational Innovations Network	MAU	Major Administrative Unit
AFN	Alaska Federation of Natives	MBA	Master of Business Administration
AHAINA	African American, Hispanic, Asian, International, and Native American Student Programs	MSC	Matanuska-Susitna College
AHEC	Area Health Education Center	MED	Master of Education
AKNOS	Alaska Native Oratory Society	MPH	Master of Public Health
ANPsych	Alaska Natives in Psychology	MSSP	Microcomputer Support Specialist Program
ANROP	Alaska Native Rural Outreach Program	MSW	Master of Social Work
ANSEP	Alaska Native Science and Engineering Program	NCAA	National Collegiate Athletic Association
APU	Alaska Pacific University	NCHEMS	National Center for Higher Education Management Systems
ARRA	American Recovery and Reinvestment Act	NCU	Non Credit Instructional Unit
ASEL	Alaska Supplemental Education Loan	NIH	National Institutes of Health
BA	Bachelor of Arts	NRC	National Research Council (National Academy of Sciences)
BHS	Bachelor of Human Services	NSF	National Science Foundation
BS	Bachelor of Science	NWCCU	Northwest Commission on Colleges and Universities
BSE	Bachelor of Science in Engineering	OAA	Office of Academic Affairs
CAFE	Center for Advancing Faculty Excellence	OCP	Office of Community Partnerships
CAS	College of Arts and Sciences	OIR	Office of Institutional Research
CBPP	College of Business and Public Policy	OSP	Office of Sponsored Programs
CERC	Chugiak/Eagle River Campus	OTD	Occupational Therapy Doctorate
CEU	Continuing Education Units	OURS	Office of Undergraduate Research and Scholarship
CIP	Capital Improvement Projects	PA	Physician's Assistant
CHSW	College of Health and Social Welfare	PACE	Professional and Continuing Education
CIOS	Computer Information and Office Systems	PBAC	Planning and Budget Advisory Council
COE	College of Education	PBB	Performance-Based Budgeting
CPISB	ConocoPhillips Integrated Science Building	PWSCC	Prince William Sound Community College
CTC	Community and Technical College	RAC	Research Advisory Council
DOL	Department of Labor	RMISA	Rocky Mountain Intercollegiate Ski Association
EARS	Early Alert Retention System	RRANN	Recruitment and Retention of Alaska Natives into Nursing
EDA	Economic Development Administration	SAC	Statewide Academic Council
EMS	Emergency Medical Services	SCH	Student Credit Hours
ENRI	Environment and Natural Resources Institute	SEM	Strategic Enrollment Management
EPSCoR	Experimental Program To Stimulate Competitive Research	SOEN	School of Engineering
FAA	Federal Aviation Administration	SOF	Strategic Opportunity Funds
FAFSA	Free Application for Federal Student Aid	SOTL	Scholarship of Teaching and Learning
FTFT	First Time Full Time	STEM	Science, Technology, Engineering, and Mathematics
FY10	(Summer 09, Fall 09, Spring 10)	SW	University of Alaska Statewide Administration
GER	General Education Requirements	SWPB	Statewide Planning and Budget office
GFR	Grant-Funded Research	UA	University of Alaska Statewide System
GNAC	Great Northwest Athletic Conference	UAA	University of Alaska Anchorage
GPA	Grade Point Average	UAB	Undergraduate Affairs Board
HDJA	High Demand Job Area	UAF	University of Alaska Fairbanks
ICHS	Institute for Circumpolar Health Studies	UAS	University of Alaska Southeast
INBRE	Idea Network of Biomedical Research Excellence	UHC	University Honors College
ISER	Institute of Social and Economic Research	UPD	University Police Department
ILO	Institutional Learning Outcomes	USUAA	Union of Students at UAA
KBC	Kachemak Bay Campus	WICHE	Western Interstate Commission on Higher Education
KPC	Kenai Peninsula College	WWAMI	Washington, Wyoming, Alaska, Montana, Idaho (Consortium for Medical Education)
MAPTS	Mining and Petroleum Training Services		