



# PERFORMANCE '09

UNIVERSITY *of* ALASKA ANCHORAGE





# PERFORMANCE '09

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September, 2009



*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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## Introduction

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Welcome to *Performance '09*, UAA's annual report on highlights of our activities and measures of our performance. As the following pages demonstrate, it's a great day to be a Seawolf. In spite of the many challenges that face us—from economic crisis to climate change—it's also a time of rich opportunity. Our mission is important, our people are talented, our students are energetic, and our university is strong.

This report tries to encapsulate all of UAA's many accomplishments. Although we couldn't consider every question or tell every story, we paint a picture of the university's continued growth and development. Part 1 takes a wide-angle view of the highlights of the past year. Part 2 reports on eight standard statewide metrics, analyzing unit performance, revealing long-term trends, and discussing where our planning will take us next.

Performance reporting is a way of life at UAA, a foundational feature of the culture of accountability and data-informed decision-making. The information on these pages helps our campus community better understand our performance, clarify our goals, communicate our mission, and create a strong and successful future for the university and the state of Alaska.

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On the cover: *Clockwise from top*

Kachemak Bay Campus students enjoy one of the best views in Homer from the KBC Commons, completed in 2005-06.

Psychology major and GNAC Academic All Conference winner Nathalia Echavarria was the Anchorage Commencement Speaker.

The women's basketball team had a record-breaking season, sharing their first GNAC title.

The Herbert P. Schroeder Endowed Chair was created.

Prince William Sound Community College strengthened their recruitment efforts with a new Viewbook.

University Honors College Dean Ronald Spatz and former Regent Sharon Gagnon congratulate UAA's first Marshall Scholar Kelcie Ralph.

Recent graduate Nathan Huey and PWSCC Student Services Administrative Assistant and Adjunct Acting Instructor Gianna Giusti perform in the Ten-Minute Play Slam at the 2009 Last Frontier Theatre Conference in Valdez.

Faculty Senate President Professor Anne Bridges (Culinary Arts) served as Faculty Marshall for this year's Commencement ceremony in Anchorage.



## HIGHLIGHTS OF THE YEAR 2008-2009

It was another great year for UAA. Enrollment and retention rates hit new record highs. We produced our fourth consecutive Truman Scholar and our first Marshall Scholar. The women's basketball team shared their first GNAC title and advanced to the Division Semifinals for the second year in a row. The university received an historic gift of \$7 million from an anonymous donor. And Kenai Peninsula College received \$500,000 from Chevron, its largest corporate donation ever.

No short report could possibly list every accomplishment throughout the university. By the same token, no performance report would be complete without at least mentioning some of the highlights of the past year.



Paula Martin



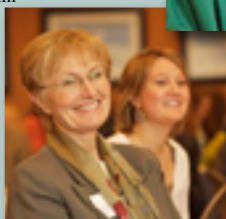
Bruce Schultz



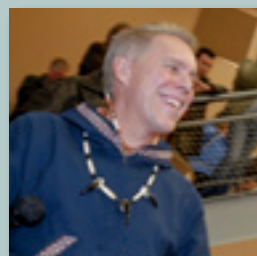
Linda Lazzell



Barbara Christian



Fran Ulmer



Herb Schroeder

Honorary  
Degree  
Recipients



# PEOPLE

## New Leaders

Two new Vice Provosts stepped into leadership positions early in the year: **Robert White** (Vice Provost for Research and Graduate Studies) and **Jan Harris** (Vice Provost for Health Programs). Dean of Students **Bruce Shultz** was named Interim Vice Chancellor for Student Affairs following the retirement of Linda Lazzell in February. He was appointed to the position on a permanent basis in June.

We also welcomed **Beth Rose** as (no longer interim) Assistant Vice Chancellor for Development, **Julia Martinez** as Senior Director of Alumni Relations and Annual Giving, **Bart Quimby** as Associate Vice Provost for Curriculum and Assessment, and **Jackie Pflaum** as Associate Vice Provost for Health Programs.

Other noteworthy leadership appointments include **Paula Martin** as Assistant Director for Academic Affairs at Kenai Peninsula College, **Paula Williams** as Director of Sustainability in Anchorage, and **Andre Rosay** as (no longer interim) Director of the Justice Center.



## University Awards

Kenai Peninsula College Professor **Alan Boraas** (Anthropology) received the 2009 Edith R. Bullock Prize for Excellence from the University of Alaska Foundation. The Bullock Prize is the largest

single award made annually by the Foundation's Board of Trustees. Professor Boraas was recognized for his 35 years of research and publication of the history and culture of Dena'ina on the Kenai Peninsula, his selfless devotion in teaching students of all ages, and his status as an honorary member of the Kenaitze Indian Tribe.

Anchorage Professors **Nancy Andes** (Sociology), **Cheryl Mann** (Human Services), **Leslie Heasley** (Chemistry), and Kenai Peninsula College Professor **Barbara Christian** (English) were named Professors Emeriti. Professor Christian is the first KPC faculty member to receive this honor.

Vice Chancellor for Student Affairs **Linda Lazzell** was also named Staff Emerita for her 27 years of leadership at UAA.

Honorary Doctor of Laws degrees were awarded to attorney **Eric Wohlforth** for his contributions to civic engagement in Alaska; Safe Harbor Inn founder **Lynne Ballew** for her dedication to social justice and reducing the impact of poverty; conservation pioneer **Peg Tileston** for her dedication to conserving the beauty and resources of this great land; and management consultant **Eleanor Andrews** for her distinguished career as a community leader and volunteer.

Chancellor's Awards for Excellence winners were celebrated at the August 2009 Faculty and Staff Convocation. Three individuals were recognized: **Georgia DeKeyser** (Associate Director of UAA's Student Health and Counseling Center) for Service to Students, **Diane Taylor** (College Learning Center Programs Manager at Kenai Peninsula College) for Diversity, and **Libby Roderick**



(Associate Director, Center for Advancing Faculty Excellence) for Sustainability. The Large Team Collaboration award went to the faculty, staff, and administrators from **the College of Arts and Sciences, the College of Education, Kodiak College, and Kenai Peninsula College** for their work in development and distance delivery of the Bachelor of Liberal Studies program. Small Team Collaboration awards went to the **Procurement Services** staff for their collective knowledge and years of service and to the staff in the **WWAMI Biomedical Program and Office of Undergraduate Research and Scholarship** for envisioning, organizing, and presenting the now-annual Alaska Pre-Med Summit.

Director of Student Life and Leadership **Annie Route** received the 2009 UAA Staff “Make Students Count” award for her 23 years of service to UAA students.

Men’s basketball coach **Rusty Osborne** (2008) and Associate Director of Housing **Wayne Morrison** (2009) 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.

## Community Honors

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

**Chancellor Fran Ulmer** was inducted into the Alaska Women’s Hall of Fame along with long-time supporter, advisor, and University of Alaska Foundation trustee **Arliss Sturgulewski**. Chancellor Ulmer was also honored with the 2009 Anchorage ATHENA Award in recognition of her distinguished career, tireless efforts to give back to the community, and encouragement of women in their business and professional endeavors.

**Dr. Herb Schroeder** was presented with the National Action Council for Minorities in Engineering (NACME) 2009 Founder’s Award for his commitment and service in support of minorities in engineering. Schroeder founded the Alaska Native Science and Engineering Program (ANSEP) at UAA in 1995 and led the formation of the Pacific Alliance in 2001, both of which are national models for recruitment and retention programs.

Chugiak/Eagle River Campus Director **Peter Risse** was named one of Alaska’s “Top 40 Under 40” by the Alaska Journal of Commerce for his work with UAA and the community.

Kachemak Bay Campus Director **Carol Swartz** was honored as a Woman of Distinction by the South Peninsula Haven House for her contributions to the health and well-being of the Kachemak Bay community.

Kenai Peninsula College Professor **Alan Boraas** (Anthropology) received the Log Cabin Award from the Kenai Chamber of Commerce for his extensive work with the Kenaitze Indian Tribe and their language preservation program.



Kachemak Bay Adjunct Instructor **Nancy Lord** (Creative Writing) was selected by the Alaska State Council on the Arts to serve as Alaska’s State Writer for the next two years.



Photo by Daniel Birman

### Did you know...?

UAA alum **Patrick Harten** (AAS, Air Traffic Control) was instrumental in helping the captains of US Airways Flight 1549 (Chesley Sullenberger and Jeffrey Skiles) find an “alternative emergency landing place” on the Hudson River during the famous incident on January 15, 2009.



Willy Templeton



Steve Johnson



Dalee Sambo Dorough



Natasa Masonovic

# TEACHING AND SCHOLARSHIP

## By the Numbers

UAA delivered over 344,000 student credit hours and over 6,000 non-credit instructional units from 12 campuses and education centers in FY09, our highest year ever. We welcomed 62 new faculty members throughout the university, including seven at Kenai Peninsula College, three at Matanuska-Susitna College, and one each at Kodiak College and Prince William Sound Community College. Thirty-four faculty members were promoted or granted tenure.

UAA's five campuses conferred 2,072 certificates and degrees, including 1,555 in job areas projected to be high demand by the state Department of Labor. Certificates and degrees awarded for the first time include the AAS in Technology at Kodiak College and certificates in Industrial Welding Technology in Anchorage. Occupational endorsement certificates awarded for the first time include Logistics, Office Digital Media, Office Foundations, Office Support, Clinical Assistant, and Pharmacy Technology.

The most frequently awarded degree was the Associate of Arts, conferred by all five UAA campuses. Nursing programs came next, followed by other associate, baccalaureate, and master's level programs that reflect both the traditional liberal arts and the career and professional education aspects of our mission.

Fourteen new programs were approved by the Board of Regents, including two each at the Mat-Su and Prince William Sound campuses. The first cohort of Occupational Therapy Doctorate (OTD) students enrolled in the new partnership program with Creighton University. The Physician's Assistant program was

expanded to allow students to complete their entire training in Alaska under a new agreement with MEDEX Northwest (University of Washington). The first cohort of 20 baccalaureate students will start in the fall.

## New Programs Approved in FY09

### Occupational Endorsements

Corporate Specified Skills (Anchorage)  
Direct Services Specialist (PWSCC)  
Medical Coding (Anchorage)  
School-Age Care: Practitioner (Anchorage)  
School-Age Care: Administration (Anchorage)  
Technical Support (All Campuses)  
Veterinary Assisting (Mat-Su)

### Associate Degrees

Paramedical Technology (new location: Mat-Su)  
Playwriting (PWSCC)

### Graduate Certificates

Counselor Education (Anchorage)  
e-Learning (Anchorage)  
Earthquake Engineering (Anchorage)  
Environmental Regulations & Permitting (Anchorage)  
Language Education (Anchorage)

### Top Degree-Producing Programs FY09

General Program, AA	211
Nursing Science, BS	109
Nursing, AAS	78
Management, BBA	69
Psychology, BA	61
History, BA	49
Accounting, BBA	46
Elementary Education, BA	46
Justice, BA	45
Human Services, AAS	42
Business Administration, MBA	40
Education, MAT	40
English, BA	40
Process Technology, AAS	36
Air Traffic Control, AAS	35
Aviation Technology, BS	32
Accounting, AAS	30

### Kudos from Accreditors

The **College of Business and Public Policy** won international recognition for its programs, maintained its accreditation, and earned praise for its commitment to quality, continuous improvement, and rigorous peer review from the Association to Advance Collegiate Schools of Business (AACSB). AACSB accreditation is the hallmark of excellence in management education and represents the highest standard of achievement for business schools worldwide.

In the spring, the **College of Education** was nationally recognized in 12 of 13 programs by the National Council for Accreditation of Teacher Education (NCATE) and partner Specialized Professional Associations (SPAs), a phenomenal result following the college's initial accreditation in 2005.

All three levels of **Nursing** programs (associate, baccalaureate, and masters) were reaccredited by the National League for Nursing Accrediting Commission (NLNAC). Site visitors were particularly impressed with the accomplishments of the last five years in doubling enrollment and increasing access to nursing education across the state. They also commented on the strong commitment to educating diverse populations.

The **School of Engineering** earned new accreditation for the Bachelor of Science in Engineering (BSE) program and continuing accreditation for Civil Engineering and Geomatics programs from the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET). ABET accreditation is a determination that the programs meet quality standards established by the profession. It gives the students an edge as they seek licensure after graduation and it proves to our industry partners that our graduates are well-prepared to enter the work force. The BSE accreditation is retroactive to 2007 (covering all previous graduates of the program) and includes all three specializations: Electrical Engineering, Mechanical Engineering, and Computer Systems Engineering.

### Workforce and Career Education

UAA's 2009 graduating class included hundreds of nurses, teachers, managers, engineers, and technicians in demand throughout Alaska. In collaboration with industry professionals, faculty and staff continue to create new courses and programs such as the Veterinary Assistant program approved this year and the Renewable Energies program in development at Matanuska-Susitna College. The Welding and Non-Destructive Testing program delivered its first industry-driven summer boot camp, joining the growing ranks of such programs in many different career fields throughout the university. And the Chugiak/Eagle River Campus is expanding its on-line testing, job profiling, and direct training services for BP's North Slope workers. In short, it's business as usual for UAA's workforce and career education components...and business is good.

### Simulation Technology in Health

Through an initiative known as Expanding Access to Health Programs (EAHP), UAA is helping to build capacity for the use of simulation technology as a learning mechanism in health programs. The magic of simulation is that it replicates real life clinical experiences without risk to patients or learners. The learning experience is enhanced, student confidence is increased, and communication between practitioners may also be improved.

Long used in Aviation and other fields, high technology simulation is relatively new to the health professions. With the construction of the new Health Sciences Building underway, UAA is adding to its simulation capacity and intends to promote communication, collaboration, and integration with the state's health care practitioners as well as its own students.

## Difficult Dialogues

In September, the Ford Foundation awarded UAA and Alaska Pacific University a renewal grant to continue our partnership and involvement in the national Difficult Dialogues initiative, one of only sixteen such grants awarded throughout the country.

In May, sixteen faculty members participated in a new faculty intensive focusing on Alaska Native ways of teaching and learning and difficult dialogues surrounding Alaska Native cultures and issues in higher education. The week was co-designed and co-presented by Alaska Native elders and featured one day at the Eklutna Cultural Center and fish camp. Faculty participants will apply their experiences to develop new approaches to teaching and learning in their classrooms during FY10.

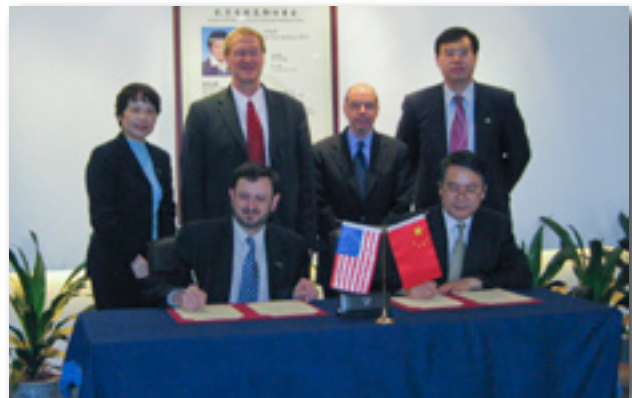
In June, project coordinator and Center for Advancing Faculty Excellence Associate Director **Libby Roderick** addressed difficult silences in higher education as a faculty presenter at the University of Missouri's Difficult Dialogues Summer Institute, using our local project and *Start Talking* handbook as examples.

## Internationalization

UAA welcomed 279 international students from 46 different countries in Fall 2008, the highest international enrollment on record. Business programs are a major draw, and the largest numbers of students come from Russia, Canada, South Korea, and Japan. A new website and a stronger relationship with Education USA Advising Centers throughout the world have helped to double inquiries from prospective international students in recent years.

The Office of International Affairs, founded with the appointment of Theodore Kassier as Director in FY08, was expanded in FY09 to further support and develop international partnerships, exchanges, and programs. The Office has recently assumed responsibility for coordinating UAA's many Study Abroad programs, maintaining agreements with other international universities, and representing UAA at the annual meeting of the University of the Arctic.

UAA signed an agreement in November with the Office of Chinese Language Councils International (Hanban) to create a **Confucius Institute**. The Institute will give UAA students and faculty the chance to learn Chinese language, history, and culture, and to engage in cultural exchange and study-abroad programs. An instructor from the Northeast Normal University will assist with



language instruction for UAA undergraduates. Community partnerships will support training and professional development for Chinese language teachers in the Anchorage School District and offer non-credit, community-based programs in Mandarin Chinese through the World Trade Center Alaska and the Alaska Chinese Association. A grand opening ceremony is scheduled for September 2009.

## Academic Conferences

The 4th annual UAA **Philosophy Conference** featured noted philosopher Dr. David Chalmers, who is among those arguing for a new understanding of the human mind, one that extends its boundaries to include parts of the external world—including potentially your cell phone.

The Complex Systems Group sponsored an **International Conference on the Emergence of Chemical Systems** in June. Over ninety people from 11 different countries conferred with speakers from Harvard University, Columbia University, NASA, and other universities and organizations.

The **International Society for Shamanistic Research** held their 9th biennial congress in May on the UAA Commons. The ISSR provides a forum for shamanistic research from interrelated cultural, medical, linguistic, and archaeological perspectives. The conference featured participants from the Alaska Native community as well as from Japan, China, Taiwan, Mongolia, Russia, Poland, Hungary, Finland, Germany, Italy, Greece, and Sweden. This was the ISSR's first meeting in North America.

## Faculty Writers and Editors

Books published by faculty in FY09 include:

- *For the Sake of the Light*, a poetry collection by Professor Emeritus **Tom Sexton** (English)
- *Judah's Lions*, a poetry collection by Associate Professor **Anne Caston** (Creative Writing)
- *Enclosing the Fisheries: People, Places, and Power*, edited by Assistant Professor **Marie Lowe** (Anthropology) and UAF Assistant Professor **Courtney Carothers** (Anthropology). The collection features a chapter by Professor **Steve Langdon** (Anthropology).
- *Thoughts and Adventures: Churchill Reflects on Spies, Cartoons, Flying, and the Future*, edited by Professor **James Muller** (Political Science).

Shorter works include:

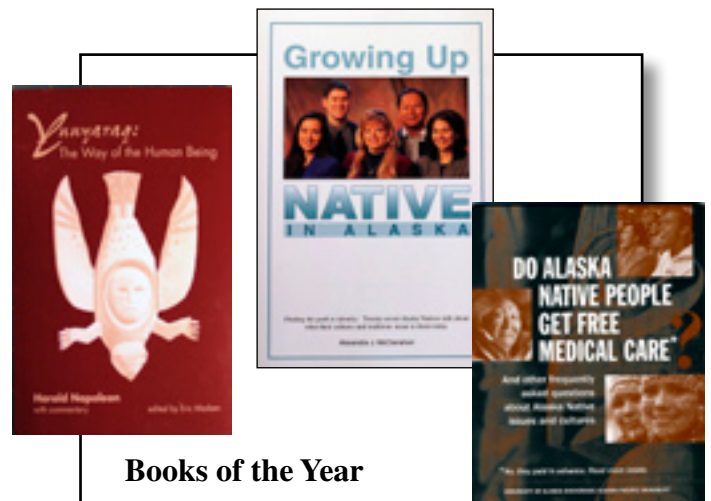
- Professor **Sharman Haley** (Public Policy) published an essay on resource development and social ties in the book *Earth Matters: Indigenous Peoples and the Extractive Industries and Corporate Responsibility*.
- Professor **David Stevenson** (Creative Writing) published an essay called "Untethered in Yosemite" in the book *Contact: Mountain Climbing and Environmental Thinking*.

## Books of the Year

In its third year, the UAA/APU Books of the Year program focused on Alaska Native cultures and issues and featured a variety of events to supplement the readings:

- **Keynote address by Byron Mallott:** *Alaska and Alaska Natives: The Next 50 Years*
- **Films and plays:** *Growing up Native in Alaska*, *This Land is Ours*
- **Student Roundtable Discussions:** Identity, Language, and Culture; Alaska Native Claims Settlement Act and Corporations; Subsistence and Relationship to Land, Waters, and Wildlife; Tribal Government; Effects of Colonialism; Education and Health Care; The Future of Alaska Natives

- **Seawolf Public Policy Debate:** *Should the State of Alaska Devote Resources to Sustain Alaska's Rural Villages?*
- **Alaska Native Oratory Society:** annual competition featured a special topics category on "Growing Up Native: Looking Towards the Future" based on this year's book selections.
- **Student Art Show:** featured work from UAA and APU students.
- **Community forums:** Four forums focused on The Future of Alaska Native Corporations, Overcoming the Effects of Colonialism, The Future of Subsistence, and The Future of Alaska Native Education.



## Books of the Year 2008-09

*Yuuyaraq: The Way of the Human Being*  
by Harold Napoleon

*Growing Up Native in Alaska*  
by Alexandra J. McClanahan

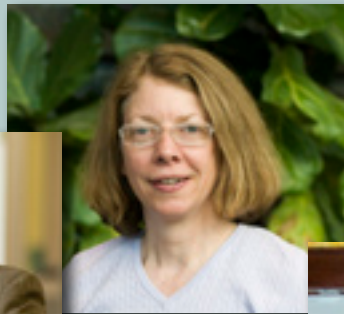
*Do Alaska Native People Get Free Medical Care? And other frequently asked questions about Alaska Native cultures and issues*  
edited by Libby Roderick

[www.uaa.alaska.edu/books-of-the-year](http://www.uaa.alaska.edu/books-of-the-year)

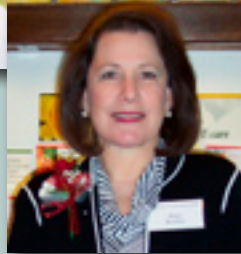




Bob White



Cindy Knall



Betty Buchan



Christiane Brems



Tim Hinterberger

# RESEARCH

UAA researchers were active throughout the university in a wide array of themes and disciplines.

## Climate Change

Climate change research has increased both in depth and breadth, with the National Science Foundation (NSF) as a major funding source. NSF funding has gone to Associate Professor **Tom Ravens** (Civil Engineering) for studies on coastal processes (\$350,000); Associate Professors **Lil Alessa** and **Andrew Kliskey** (Biological Sciences) for studies on village and community resilience and sustainability, especially in coastal and river systems (\$3.9 million); Professors **Jeff Welker** and **Bjartmar Sveinbjörnsson** (Biological Sciences) and Post-Doctoral Fellow **Paddy Sullivan** (ENRI) for studies of tundra ecosystem changes (\$1.2 million); Professor Sveinbjörnsson and Dr. Sullivan for studies of treeline processes (\$200k); Professor Welker and **Dr. Jessica Cable** for studies on permafrost ecohydrology; and Associate Professor **Loren Buck** (Biological Sciences) and colleagues for studies on the ecophysiology of ground squirrels (\$1.5 million). Collaborative and interdisciplinary efforts by faculty in the Environment and Natural Resources Institute (ENRI), the Resilience and Adaptive Management (RAM) group, and the School of Engineering combine to add trajectory to these programs.

Through funding from the National Institutes of Health (NIH), UAA researchers are also addressing many of the psychological, lifestyle, nutritional, and disease factors associated with climate change. Biomedical research, marine and terrestrial animal

research, and microbial modeling activities have resulted in both basic and applied research publications that assess the cost of climate change on Alaska's infrastructure and address intervention and workforce responses to health issues.

## Fetal Alcohol Spectrum Disorder

The Center for Behavioral Health Research and Services received a \$1 million grant from the Centers for Disease Control to develop the Arctic Fetal Alcohol Spectrum Disorder (FASD) Regional Training Center (RTC), the first of its kind in Alaska. Under the leadership of Professor **Christiane Brems** (Psychology), the new RTC will train students and health care professionals to recognize, diagnose, treat, and hopefully help prevent FASD, the prevalence of which is higher in Alaska than in many other states.

## INBRE-2

UAA researchers contributed to the strong proposal that resulted in a total award of more than \$17 million statewide—with more than \$3.5 million in direct funds to UAA for support of INBRE-2, a five-year program of research funded through the National Institutes of Health. Associate Professor **Jocelyn Krebs** (Biological Sciences) led a team of five UAA scientists working on biomedical research and training for Alaska. Dr. Krebs, Co-Principal Investigator of the proposal, will take over as INBRE-2 Principal Investigator and Director in Fall 2009. She is currently working at the cellular level on copper regulation, as well as histone modification in DNA repair and other stress responses.

Other INBRE-supported researchers include Assistant Professor **Miki Ii** (Biological Sciences), working on DNA repair and characterizing key repair enzymes using genetics and biochemistry; Assistant Professor **Jason Burkhead** (Molecular Biology), studying copper metabolism and diseases related to copper misregulation; Associate Professor **Loren Buck** (Biological Sciences), studying effects of environmental stressors on behavior, reproduction, and metabolism of marine and terrestrial organisms (including the extreme hibernator, the Arctic ground squirrel); Assistant Professor **Cindy Knall** (Biomedical Program, WWAMI), analyzing the development of pulmonary disease caused by exposure to cigarette smoke; and Associate Professor **Frank von Hippel** (Biological Sciences), continuing his investigations of pollutants that can cause genetic deformities (using a sensitive fish model, the three-spined stickleback).

## Research Briefs

With the announcement of Associate Professor **Tim Hinterberger's** three-year project funding from the National Institutes of Health, all WWAMI Biomedical Program faculty members with research components in their workloads are now funded at either the national or international level.

Professor **Betty Buchan** (Public Health) and a Master of Public Health student have compiled a new comprehensive database devoted to the issue of drug-impaired drivers, filling a gap and providing law enforcement agencies, public health professionals, and UAA researchers with much-needed information that can guide intervention and prevention programs.

Two UAA researchers received EPSCoR 2009 Early Career awards, which provide up to \$30,000 in funding. Assistant Professor **Stephanie Martin** (Economics) will compile and analyze human migration statistics in Alaska over the past 25 years. Postdoctoral fellow **Robert Pattison** (Environmental and Natural Resources Institute) will examine increases in shrub abundance in the Arctic, using measures of shrub density and spectral compositions as well as direct biomass harvests.

Former EPSCoR graduate fellow **Paula Williams** was hired this year as UAA's Sustainability Director. She credits the EPSCoR funding with allowing her to complete the UAF/UAA interdisciplinary Ph.D. program, focusing on psychology, environmental science, geography, and complexity theory. Her dissertation examined how the dominant social paradigm of Western culture influences people's abilities to perceive and respond to environmental change.

The Applied Science, Engineering, and Technology Laboratory (ASET) is getting new state-of-the-art analytical equipment from a National Science Foundation grant recently awarded to a team of UAA researchers led by **Birgit Hagedorn** of the Environment and Natural Resources Institute (ENRI). The new High Performance Liquid Chromatograph, Triple Quadrupole, and Ion Trap has many uses in chemical, biomedical, and pharmaceutical research and will be used by classes, undergraduate and graduate researchers, and other researchers in the government and private sectors.

The Institute of Social and Economic Research published several major reports, including

- "How Hard is it for Alaska's Medicare Patients to Find Family Doctors?" Despite recent increases in Medicare payments, researchers found it is still very hard in Anchorage and several other communities to find doctors who will take Medicare patients.
- "Structural Analysis of the Alaska Economy." Professor **Oliver Scott Goldsmith** (Economics) investigates the two largest sectors in Alaska's economy—U.S. government spending at 35% and the petroleum industry at 31%—and calculates their effects in terms of jobs and personal income. The study is part of a new ISER initiative ("Investing in Alaska's Future") funded by Northrim Bank in partnership with the UA Foundation.

The Justice Center devoted an entire issue of the *Alaska Justice Forum* to a thorough review of sexual violence research in Alaska. The issue examined the nature of sexual violence, case prosecution, offender recidivism, public safety, and rehabilitation.

The Fifth Open Meeting of the Northern Research Forum featured panelists from around the world discussing "Seeking Balance in a Changing North."



Travis Rector

## Relevant Research Series

The College of Arts and Sciences hosted three events in their Relevant Research Speaker Series that lets the community learn about investigations our faculty are undertaking.

In the fall, Professor **David Yesner** (Anthropology) discussed the latest findings on the ancient wanderers who first peopled Alaska. In the spring, Associate Professor **Travis Rector** (Physics and Astronomy) showed dozens of extraordinary images taken by deep-space telescopes, and Professor **Jill Flanders-Crosby** (Theatre and Dance) demonstrated through video, photographs, and dance how certain religious practices and bodily movements migrated to America via the slave trade.

## Faculty Research on Alaska Native Issues

The Center for Advancing Faculty Excellence (CAFE), in conjunction with the UAA/APU Books of the Year theme, held a showcase of UAA Faculty Research on Alaska Native Issues featuring the work of Associate Professor **Phyllis Fast** (Anthropology), Professor **Kerry Feldman** (Anthropology), Associate Professor **Diane Hirshberg** (Education), Adjunct Instructor **Jim LaBelle** (Alaska Native Studies), **George Charles** (Director of the National Resource Center for American Indian, Alaska Native and Native Hawaiian Elders), and Term Assistant Professor **D. Roy Mitchell** (Anthropology). The event was so well received by both attendees and presenters that CAFE expects to repeat it biennially.

## Community-Based Research

Selkregg Community Research and Service Learning Award recipient Professor **Kathi Trawver** (Social Work) developed a comprehensive data collection system for Project Homeless Connect (PHC), a series of one-day events that provides housing options and services to people experiencing homelessness. Working with other Social Work faculty and students and Anchorage PHC partners (Office of the Mayor, Coalition on Homelessness, Alaska Housing Finance Corporation, and the United Way), Professor Trawver will provide outcome and follow-up data to determine how effective PHC events are in reducing homelessness in our community.



Kathi Trawver, Provost Michael Driscoll, and graduate student Mary Sullivan



Isaiah Woods



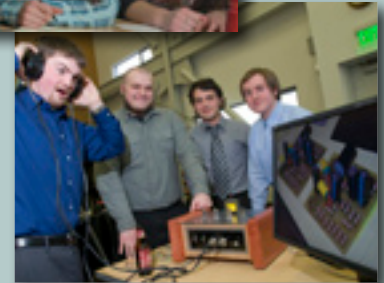
Marian Mitchell,  
Deanna Glick,  
Ronald Spatz



Renata Ballesteros-Lopez



ANSEP Students



# STUDENT SUCCESS

UAA students were more successful than ever last year. More than 250 new Alaska Scholars joined us in the fall. A record 2,072 certificates and degrees were awarded between August and May. More students than ever participated in undergraduate research, earned university honors, and won major scholarships and awards.

## Student Achievements

Twelve students earned the distinction of University Honors Scholar this year, including **Candace Lewis** (last year's Truman Scholar), **Kelcie Ralph** (this year's Marshall Scholar) and **Kyra Sherwood** (the first graduate from UAA's Forty-Ninth State Fellows program).



Economics senior **Kelcie Ralph** was the first student in UAA history to be awarded a Marshall Scholarship, one of the most prestigious educational awards available to American undergraduates. Up to 40 Scholars are selected each year for graduate study at any United Kingdom institution; they are described as intellectually "distinguished...their country's future leaders," and they are expected to strengthen the enduring relationship between the British and American peoples. Kelcie also won the 2009 UAA Discovery Award, was a leader in sustainability issues, and earned leadership honors for her work as a resident advisor, student senator, and member of the Chancellor's Advisory Council

on Sustainability. She will enter the London School of Economics, all expenses paid, in the fall.

**Deana Glick** is the fourth University Honors College student in a row to win a prestigious Truman Scholarship. This highly competitive honor goes to only 60 scholars out of 601 candidates nominated by 289 colleges and universities. Deana was selected "on the basis of exceptional leadership potential, intellectual ability, and likelihood of 'making a difference.'" She served on the University Honors College Student Advisory Board, conducted undergraduate research with WWAMI faculty mentor **Dr. Cindy Knall**, and founded a non-profit organization in Soldotna to distribute backpacks filled with school supplies to elementary school children. She plans to pursue both Master of Public Health and medical degrees, with the goal of becoming a leader in efforts to reform health care in rural Alaska.

International Studies student **Melanie Parrett** was awarded the highly competitive U.S. Department of State 2009 Critical Languages Scholarship in Advanced Chinese. The scholarship provides full funding for intensive summer language institutes overseas.

**Jessica Allman** (English, French) and **Renata Ballesteros-Lopez** (International Studies, German) were both awarded Congress Bundestag scholarships for next year. This is the fourth consecutive year that students of Dr. Natasa Masanovic have won this prestigious scholarship which provides for a year of study in Germany.

**Isaiah Woods'** film "Villagers in the City" received the Grand Gold (highest honor) for multimedia for a student recruitment video from the Council for Advancement and Support of Education (CASE). Isaiah grew up in Unalakleet and began making films when he was



in middle school. "Villagers in the City" is an insightful and often humorous look at four friends from his village as they transition to life at UAA.

Master of Fine Arts student **Megan Nix** won the prestigious Editor's Prize at *Fourth Genre* for her essay "Swim, Memory" on the prelude to and aftermath of Hurricane Katrina. *Fourth Genre* is a literary publication devoted exclusively to non-fiction; Nix's winning essay will appear in the Spring 2010 issue.

Four Management of Information Systems (MIS) seniors earned 2nd place honors at the Association of Information Technology Professionals (AITP) 14th Annual National Collegiate Conference. **Alina Moldovan, Chad Solberg, Nathan Bower, and Ron Macedo** came in second of 60 teams for their Web Development Project, and Moldovan and Bower also earned 2nd place for System Analysis and Design.

## Undergraduate Research and Experiential Learning

Opportunities for undergraduate research and experiential learning at UAA continue to grow as students and faculty mentors reach new heights of accomplishment in inquiry, discovery, creativity, and engagement.

Forty students were awarded over \$80,000 in undergraduate research grants and stipends in FY09.

**The Alaska Cardiovascular Research Foundation** generously donated \$100,000 to support future undergraduate research awards, the second such donation from this foundation.

The first **Mentoring Undergraduates in Research and Scholarship** certificates were awarded to Assistant Professors **Michael Peterson** (Computer Science), **Nadine Parker** (Nursing), and **Chad Farrell** (Sociology).

Special guest at the 2009 Undergraduate Research and Discovery Symposium was **Dr. Tyrone Hayes** of the University of California, Berkeley. His keynote address, "From Silent Spring to Silent Night," described his research experiences on pesticides in the food chain.

During the summer of 2009, Associate Professors **David Pfeiffer** and **Khrystyne Duddleston** (Biological Sciences) offered Research Experiences for Undergraduates, a 10-week program sponsored by

the National Science Foundation. Nine students from across the country were selected out of more than 200 applicants to work on different faculty mentored research projects in Ecology and Physiological Ecology.

## Program Notables



Evelyn Davidson



Patricia Grega

The Student Success Task Force, co-chaired by **Evelyn Davidson** (Kodiak College) and **Patricia Grega** (Anchorage campus), completed their second year of work, focusing on K-12 Outreach, Goal Progress, and First Year Experience programs. Their annual report contains a series of policy recommendations on how to define and measure student success, plus detailed placement, advising, and first-year experience strategies. The task force has evolved into a more permanent entity, and in the future will be known as the Advisory Council for Enhancing Student Success (ACCESS).

**Measuring Success with Underprepared Students.** A team of developmental education and research professionals from six of UAA's campuses and satellite centers laid the groundwork for a new indicator of success for UAA's large underprepared student population. The team identified campus assessment and placement practices, conducted a cohort-based longitudinal study of Fall 2007 entering students whose placement scores indicated a need for remediation, and developed a Core Indicator to measure their long-range success in subsequent related college-level work.



Barbara Brown

Kodiak College faculty and staff members **Barbara Brown, Evelyn Davidson, Thia Falcone, and Debbi Canavan** were selected as 2009 NISOD Excellence Award recipients by the National Institute for Staff and Organizational Development, a consortium of 700 community colleges and universities worldwide. The team was recognized for their recent work devel-

oping and piloting a variety of student success projects, including an award-winning developmental learning community and several tracking, coaching, assessment, and early placement testing projects. An article by Brown and Davidson on their successes with





the Learning and Study Strategies Inventory (LASSI) was also featured in the *LASSI in Action* Newsletter.

Under UAA's leadership, the University of Alaska implemented **DegreeWorks**, a powerful new set of degree auditing tools that allow students, faculty, and staff to understand exactly where every student stands in relation to degree requirements. The new software was opened for advisor use in January and for student use in April to coincide with Fall 2009 registration.

**The Alaska Native Science and Engineering Program (ANSEP)** added a new graduate component to its roster of highly successful activities that provides fellowship support for master's and Ph.D. engineering and science students. Ten schools in seven states are now part of the Indigenous Alliance for Engineering and Science Education. They are adopting the ANSEP model and working to effect a systemic change in the hiring patterns of indigenous Americans in the engineering and science professions.

**The Recruitment and Retention of Alaska Natives in Nursing (RRANN)** program congratulated its 100th graduate this year.

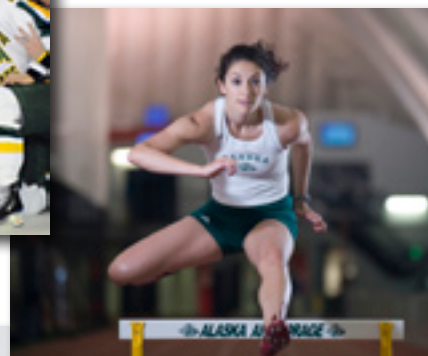
The **Student Success Tracking Model** introduced last year has been attracting national interest as researchers examine its potential to equate success with student learning levels and to address weaknesses in traditional graduation rate metrics. UAA's faculty and executive administrators have endorsed the model and are incorporating it into current reaccreditation reporting.

## Seawolf Athletics

The 2008-09 season was highlighted by NCAA finishes for more than half of UAA's teams, plus conference titles in women's basketball, gymnastics, and men's cross country. UAA student athletes also continued a tradition of success in the classroom by earning a combined 3.13 grade point average in calendar year 2008.

The **Women's Basketball** team made history, posting the best record in school history (31-4) and advancing to the NCAA Division II Semifinals for the second year in a row. The Seawolves finished No. 3 in the final WBCA top 25 poll after achieving the first-ever No. 1 ranking in program history earlier in the season. Among their many accomplishments, the women shared their first GNAC title, put together a 22-game winning streak, and won the Carrs/Safeway Great Alaska Shootout for the third year in a row. Senior center **Rebecca Kielpinski** was an All-American and the GNAC Player of the Year for the third time, while senior guard **Jackie Thiel** was GNAC co-Newcomer of the Year.

The **Men's and Women's Cross Country Running** teams had the best season in either program's history and were nationally ranked throughout the year. Both squads qualified for the national championships, with the women finishing 9th and the men 11th. The men's team won the league title behind GNAC Male Cross Country Athlete-of-the-Year **Marko Cheseto**, while freshman **Jake Parisien** and senior **Elizabeth Chepkosgei** earned All-America honors. UAA racked up six All-West Region placings and eight All-GNAC placings (of 20 total).



The **Gymnasts** were golden in their silver anniversary season, capping a midseason turnaround with the program's first-ever league title. Junior **Lauren Agostino** (vault) and sophomore Kristy Boswell (bars) won Mountain Pacific Sports Federation individual titles, while sophomore **Leah Wilson** broke UAA's season all-around average record and became the 10th Seawolf ever to qualify for the Division I West Regional Championships.

The **Men's and Women's Skiing team** completed the year with a record-breaking 4th-place performance at Nationals, producing seven All-Americans. Six UAA skiers received All-Conference recognition and the women's Alpine team – led by league RMISA Alpine MVP **Alex Parker**, a freshman – was crowned RMISA champions. The Seawolves also posted a program-best 13 student athletes on the 2009 National Ski Coaches Association All-Academic team.

The 2009 **Track & Field** season ended with a record-breaking five All-America honors at the NCAA Championships, 16 new school records, and three new GNAC records. The Seawolves sent a program-best 10 athletes to Nationals, while adding 12 to the GNAC All-Academic team. Junior **David Registe** garnered his second consecutive Male Athlete-of-the-Year honor, while UAA

made it a clean sweep of the major men's league honors behind sophomore **Marko Cheseto** (Newcomer-of-the-Year) and **Alfred Kangogo** (Freshman-of-the-Year). With 10 athletes (nine men and one woman) competing at the 2009 NCAA Division II Men's and Women's Outdoor Track and Field Championships in San Angelo, Texas, the men's squad finished in 14th place thanks to All-American finishes by senior **David Kiplagat, Registe, Cheseto** (two), and sophomore **Shaun Ward**.

The **Hockey** team tripled its conference wins and doubled its overall wins from last season, including its third consecutive Alaska Airlines Governor's Cup title over rival University of Alaska Fairbanks.

The **Men's Basketball** team overcame an 0-5 start to finish with the program's fourth straight winning record at 15-14. Senior guard **Kenny Barker** was the only unanimous choice on the All-GNAC squad, and center **Jeremiah Trueman** ranked in the nation's top 25 in both field-goal and free-throw percentage.

The **Volleyball** team showed tremendous improvement under first-year head coach **Chris Green**, earning the program's first winning record (15-14) since 2003. Senior **Rhea Cardwell** ranked No. 4 in NCAA Division II in kills per game as she became UAA's first-ever volleyball All-American, while junior **Calli Scott** was named GNAC Newcomer-of-the-Year.

# THE UAA COMMUNITY



Betti Cuddy



Bike to Work Day



Mat-Su Polar Bears



## On our Campuses

**Matanuska-Susitna College** established its first extension of the Palmer campus by opening a branch in Willow, offering the first four courses there during the Spring 2009 semester. The college also formed its first ever sports team, the Mat-Su College Polar Bears, as member of the AT&T Sports Center Adult Basketball League.

It was two years in the making, but in January the **Army Reserve Officers' Training Corps (ROTC)** program became a reality, administered through the Community and Technical College. The program, one of the longest continuously operating Army ROTC programs in the country, is a cooperative effort by the U.S. Army Cadet Command, the Alaska Army National Guard, the University of Alaska Fairbanks, and UAA. The first scholarship was awarded to Dimond High School senior **Kapulani Ramos** who will start at UAA in the fall. The Army ROTC program joins the Air Force ROTC program that began at UAA in 2000.



**The 4th Annual Freshman Convocation** featured astrophysicist **Neil deGrasse Tyson**, who is Director of the Hayden Planetarium at the American Museum of Natural History and host of the PBS series NOVA ScienceNow.

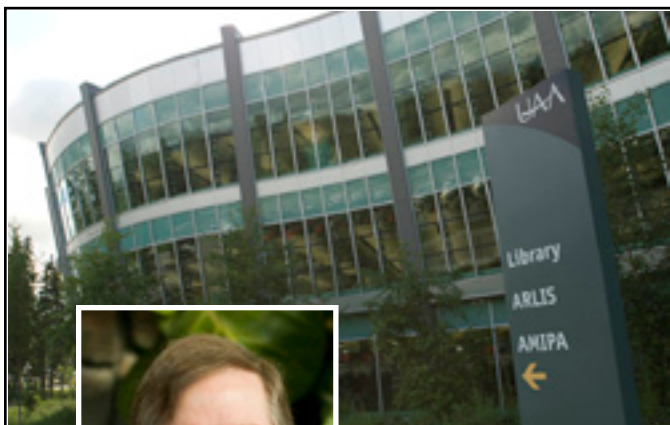
The new **Betti Cuddy Atrium** in the Lucy Cuddy Hall was dedicated in the fall. The 1,700 square foot addition serves as a reception area for donor and community events. The naming ceremony honored long-time supporters First National Bank Alaska, the Cuddy family, and especially Betti Cuddy for her continuous dedication to the Lucy Cuddy Hall and the Culinary Arts and Hospitality and Dietetic and Nutrition programs.

## Philanthropic Support

UAA received an historic **\$7 million gift** from an anonymous donor in May, the largest cash gift ever received by the University of Alaska from a living donor. Most of the money will fund a new needs-based Seawolf Opportunity Scholarship program to provide tuition and housing or childcare for up to 50 students a year. The gift generated national and international news coverage for UAA, including mentions on NBC News and the Rachel Maddow show and in the New York Times, Associated Press, and other outlets worldwide.

Industry partners and Native corporations joined with the Rasmuson Foundation to create the **Herbert P. Schroeder Endowed Chair of the Alaska Native Science and Engineering Program (ANSEP)**. The endowment was started with a \$2 million challenge grant from the Rasmuson Foundation and made possible by more than \$2 million in additional pledges from the Alyeska Pipeline Services Company, ASRC Energy Services, BP, Chevron, Cook Inlet Region Incorporated, ConocoPhillips, Shell Oil, Udelhoven Oilfield System Services, and ANSEP alumni. The endowment ensures stable funding for a full-time year-round faculty member dedicated to students enrolled in ANSEP.





### New at the Consortium Library

Noted Churchill scholar and UAA Professor **James Muller** (History) donated 722 reels of microfilmed documents pertaining to the life and career of Winston Churchill. The Archives received several notable collections of papers and photographs from longtime Alaskan families including Milo and Betsy Fritz, Oro Stewart, Herb Hilscher, Neil Johannsen, Frederick Mears, Cynthia Toohey, Fletcher Miller, and former UAA Anthropology Professor Nancy Yaw Davis. Among the treasures are a tiny chunk of Bligh Reef that was cut out of the Exxon Valdez hull after it was towed to California and a small collection of photos from Anchorage showgirl clubs dating from 1977-78.

**Kenai Peninsula College** received the largest corporate donation in its history when Chevron donated \$500,000 for the process technology, instrumentation, and computer electronics programs.

The 16th annual **Celebrity Chef Invitational** raised \$105,000 for UAA's Culinary Arts and Hospitality program.

For the second year in a row, student callers raised more than \$100,000 for UAA through the **Alumni Phonathon**. This year's team of 20 callers held over 5,000 conversations with UAA alums, giving them updates on campus happenings and a chance to reconnect with UAA through charitable giving. Since the program's launch in 2004, funds raised have increased each year.

The 17th Annual Student Scholarship Fundraiser at **Prince William Sound Community College** raised nearly \$42,000 for student scholarships, bringing the total to approximately \$400,000 since the event began in 1993.

At **Matanuska-Susitna College**, the Dr. Ping-Tung Chang Scholarship Fund reached its \$25,000 minimum and awarded its first scholarship in the spring.

With help from colleagues and students, University Police Officer Marcia Fischer organized an auction that raised enough to fully endow the **Ed Peace Memorial Scholarship** in honor of the long-time Automotive Diesel Technology teacher who passed away last May.

## Faculty Promotion and Tenure

The Task Force on the Evaluation of Faculty for Promotion, Tenure, Post-Tenure Review, and Hiring made significant progress during FY09, gathering faculty input, scanning the national context, and generating a Gap Analysis Report on current practices. The Task Force's recommendations, which will be rolled out this fall, reflect significant changes and revisions to current policies and procedures. The 2009-10 academic year will be a time for faculty feedback and dialogue on these recommendations, with final approval anticipated by the end of the year.

## Sustainability

UAA established a new **Office of Sustainability** in 2009 and completed a detailed Carbon Emissions Reduction and Monitoring Plan that will provide administrative structure for much of UAA's future operational policy. Sustainability committees, clubs, and councils are making a difference on our campuses. Many have switched to energy efficient lighting, reduced paper consumption, started or strengthened recycling programs, and held meetings or energy fairs to raise awareness of sustainability efforts. Together, all these activities are contributing toward making sustainability the cultural and operational norm on all our campuses.

Anchorage campus leaders spearheaded efforts to create Alaska's first and only green district, forming the **U-Med Green District Partnership** along with the Municipality of Anchorage, Providence Alaska Medical Center, Alaska Pacific University, the Anchorage School District, Green Star, Southcentral Foundation, Alaska

Psychiatric Institute, and the Alaska Native Tribal Health Consortium. The partners agreed to work collectively to save money and reduce our environmental impact, with emphasis on procurement, transportation, energy, and recycling. The partnership demonstrates enormous commitment and leadership from one of the largest and fastest growing centers of employment in the state.



Over the summer, Assistant Professors **Mara Kimmel** and **Kimberly Pace** (Political Science) led a group of six students to Norway and Hungary to research community-based policy responses to climate change. In the spring, University Honors students **Kelcie Ralph** and **Marcus Welker** joined Professor Kimmel in completing and presenting to Acting Anchorage Mayor Matt Claman a 60-page Climate Action Plan based on that research. The professors are also working to develop an ongoing student exchange with our sister city of Tromsø Norway.

**Kenai Peninsula College** has been able to reduce its energy expenditures while adding 17,000 square feet of new space at its Kenai River and Kachemak Bay campuses in recent years.

**Kodiak College** partnered with industry and Native organizations to present a two-week summer construction academy that trained novice workers in skills needed to work in the home weatherization field. It is also investigating an academic certificate program to service wind turbines on the island.

**Matanuska-Susitna College** has adopted a garden plot at UAF's experimental farm to grow vegetables for the local food bank and signed a Memorandum of Agreement with the Valley Community for Recycling Solutions.

**Prince William Sound Community College** recycled old residence hall items through a local thrift store and is reducing printing costs by moving to more of an on-line environment for current and prospective students.

**The Chugiak/Eagle River Campus** schedules its classes to meet one day per week in an effort to reduce commuting.

In Anchorage, a record 176 UAA employees signed up to participate in the 5th Annual **Bike to Work Day** on May 15. Even a rainy day couldn't dampen the spirit and commitment of UAA's bikers.

On the national level, faculty members **Lilian Alessa** and **Doug Causey** joined Environmental and Natural Resources Institute (ENRI) Director Jeff Welker to work on the NASA-funded Global Climate Change Curriculum Program. The project goal is to create and disseminate a uniform undergraduate general education course and curriculum on climate change.



### Lewis B. Haines

One of the most important figures in the foundation and growth of UAA passed away this year. Dr. Lewis Haines, Provost of what used to be the Southcentral Region of the University of Alaska, was the first CEO of the

University of Alaska, Anchorage. During his tenure he started or completed the five original buildings of the west campus plus the Professional Studies Building, Wendy Williamson Auditorium, Wells Fargo Sports Complex, Student Union, Science Building, Social Sciences Building and the original Consortium Library. The very popular meeting room, LIB 307, was named the Lewis Haines Room in his honor.





I'm Going to College Day



## COMMUNITY ENGAGEMENT and the Public Square

Many of UAA's signature events, programs, and publications strengthen our role as a center of community engagement and a vibrant force in public life.

### K-12 Outreach

UAA offers a wide variety of outreach events, career exploration camps, and bridging programs that engage young students with our campuses and help them prepare for academic life. From long-standing entities like the Alaska Native Science and Engineering Program (ANSEP) and the TRIO programs to the newest career academies for health and engineering (in development stages this year), these programs are often the first link many young Alaskans have to the world of higher education.

The Anchorage, Kenai, Kodiak, and Prince William Sound campuses held successful **"I'm Going to College Day"** events in May. The Anchorage event set a new participation record, bringing 670 fifth graders to the campus for a full day of college life experiences. The Kodiak event featured imaginative classes such as Herding Cats (business) and Heavy Metal (welding). Every year these programs earn enthusiastic "thank you's" from teachers, parents, and participants, many of whom have never considered college as an option before this field trip. One teacher told us the event gave her students "a whole new outlook on life." We look forward to seeing some of these students in UAA's incoming freshmen class of 2016!

**ANSEP's Tablet Tutoring** project expanded in FY09. ANSEP students now serve as online math and science tutors for high school students in eight schools throughout the state: Nanwalek, Kodiak, St. Paul Island, Kenai, West Valley (Fairbanks), Wainwright, Point Hope, and Metlakatla.

**KPC's Kachemak Bay campus** held their annual Project Grad Kenai, a two-week summer institute for high school students attending Russian Old Believer and Native village schools. Students who successfully complete the Project Grad program receive \$1,000 annual scholarships to pursue postsecondary education.

### Civic Engagement and Service

UAA faculty, staff, and administrators together contributed nearly \$67,000 to the **2008 Community Campaign for the United Way of Anchorage and Alaska Community Share**. A generous donation of sports equipment, books, and school supplies was delivered to Chinook Elementary School by Provost Michael Driscoll and Spirit, UAA's Seawolf mascot.



UAA's Governance groups inaugurated a **Day of Service** on April 11, 2009 that sent UAA volunteers to prepare and serve meals at Bean's Café. The response rate was phenomenal, resulting in far more volunteers than Bean's could use. The event was organized by a committee that included representatives from the University

Assembly, Faculty Senate, Classified Council, APT Council, and USUAA student governance groups.

Student government leaders at **Kodiak College** held a combination food drive and voter registration campaign that featured peanut butter and jelly sandwiches in exchange for a contribution to local food banks or a completed voter registration application. On the **Anchorage** campus, more than 400 students registered to vote through the “UAA Votes” campaign.

The **University Police Department auxiliary volunteers team** was honored as part of National Volunteer Week in April. The team will also be featured in a promotional video about police volunteers on American university and college campuses produced by the Volunteers in Police Service (VIPS).

## Celebrating Alaska’s 50 Years of Statehood

UAA held a variety of special events in honor of the 50th anniversary of statehood.

In the first ever **Forum of Young Alaskans**, young people between the age of 16 and 25 discussed their social, economic, and political views from ten sites throughout the state.

The annual **Egan Day Dinner** honored Alaska’s first state governor and raised money for the Governor William A. Egan Scholarship, which supports political science, history, and 49th State Fellows Honors students.

**Alaska Week** (October 13 to 17) included a student photography exhibit, lectures by **Arliss Sturgulewski** and **Sven Haakanson, Jr.**, and a tribute to Alaska’s seekers, leaders, and dreamers. The annual meeting of the Alaska Historical Society featured special guest U.S. Senator **Daniel Inouye** of Hawaii.

A permanent new Anchorage Times exhibit was unveiled in the Consortium Library, featuring some of the most memorable and influential front-page stories, including “We’re In,” “First Slope Oil Flows,” and the “City Rallies from Quake.”

## Kodiak History

The Kodiak Historical Society published *A Legacy Built to Last: Kodiak’s Russian American Magazin* by Kodiak College staff member (and former Adjunct Faculty) **Susan Jeffrey**, with a forward by Assistant Professor **Mark Schreiter** (History). The richly illustrated book chronicles Kodiak’s history with emphasis on the industries and individuals associated with the Baronov Museum building.

## Community Events

**Public Lectures.** More than 700 people attended a talk by peace activist **Arun Gandhi**, grandson of the Mahatma Gandhi, in a public event sponsored by the UAA’s Student Activities office and the Anchorage School District. Gandhi also spoke to students, staff, and faculty at the Martin Luther King Student Appreciation Luncheon. The Bartlett Lecture Series presented pop culture critic **Chuck Klosterman**, who appeared in Anchorage and on the Juneau and Fairbanks campuses. The Polaris Lecture Series presented ten lectures throughout the year, including the 4th Annual Constitution Day lecture (featuring **Ronald Pestritto**), the 4th Annual Alaska Day lecture (featuring U.S. Senator **Daniel Inouye** of Hawaii), and the 4th Annual Faculty Polaris lecture (featuring Philosophy Professor and Dean of the College of Arts and Sciences **James Liszka**).

**The Energy Challenge: Community Solutions.** This event—presented during the Alaska Federation of Natives Convention and cosponsored by Alaska Federation of Natives, First Alaskans Institute/Alaska Native Policy Center, and Shell Oil Company—shared ISER research on fuel costs and rural economies, addressed the challenge of conservation and climate change, and examined policy-making processes that affect indigenous peoples and other residents of the Arctic.

**Great Moments in Politics.** Associate Professor **Steve Johnson** (Communication), director of the UAA Seawolf Debate Team, facilitated a community discussion following a public screening at the Bear Tooth Theatre of the Vice Presidential Debate between Governor Sarah Palin and Senator Joseph Biden. In January, during UAA’s Civil Rights Month, nearly 900 people filled the Wendy Williamson Auditorium to watch a live telecast of the inauguration of Barack Obama.

**Alaska and the U.S. Economy.** A panel of experts discussed the world economic crisis, how the banking industry became part of it, and what ramifications it could have for Alaska in a community discussion presented by Opportunities for Lifelong Education (OLE!). Panelists included **Jeff Pantages**, Chief Financial Investment Officer for Alaska Permanent Capital Management; **David Lawer**, Senior Vice President and General Counsel for First National Bank of Alaska; and Economics Professor **Scott Goldsmith** of UAA’s Institute of Social and Economic Research.

**A Community Dialogue on Race and Diversity** featured guest speaker **Dr. Martin Brokenleg**, Professor of First Nations Ministry and Theology at the Vancouver School of Theology. The event was the first phase of the Anchorage Community Diversity Project (ACDP), bringing meaningful and authentic dialogue about race and diversity to the Anchorage community. UAA is one of thirteen partners in the ACDP.

## Creative and Performing Arts

The 8th Annual **Kachemak Bay Writer's Conference** featured acclaimed poet Li-Young Lee and an 18-member faculty that included Creative Writing faculty members Anne Caston, Richard Chiappone, Nancy Lord, Eva Saulitis, Sherry Simpson, and Miranda Weiss.

The 17th Annual **Last Frontier Theatre Conference** in Valdez featured 28 guest artists; Play Lab readings of new works; workshops on auditioning, acting, directing and other hot topics; Alaska Overnights; a late-night Fringe Festival; and productions of *The Man in the Attic*, *8 Stars of Gold*, and *4 from the 49th: 4 Short Plays by Alaska Playwrights*.

In Anchorage, UAA's **Theatre and Dance** season included productions of *As You Like It*, *Godspell*, *The Women of...*, and *Fallen*.

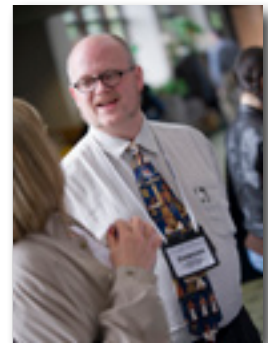
The 3rd Annual **Dance Together Alaska Festival** united dance students, educators, choreographers, and audiences for a three-day celebration of all dance forms, including over 30 classes and a final performance featuring the UAA Dance Ensemble, Alaska Dance Theatre, Dance Spectrum Alaska, Momentum, and Ritmovida.

The Music department launched the new **Opera Ensemble and Anchorage Opera Apprenticeship programs** with a production of *Viva Zarzuela*. The undergraduate-level apprenticeship is the only program of its kind in North America, providing young Alaska artists with advanced training and professional performing experience.

The **Percussion Ensemble** presented an exciting Big Bang Concert featuring six of Southcentral Alaska's most dynamic percussionists mixing and blending the sounds of Cuban, Brazilian, and Western instruments.



Mari Hahn - Music



Dawson Moore - Theatre Conference



Now in its 27th year, **Alaska Quarterly Review**, continues to prove itself as one of the nation's best literary magazines. Poems originally published in 2008 have been selected for publication in *The Best American Poetry 2009*, *the Pushcart Prize: Best of the Small Presses*, *Poetry Daily*, and *American Life in Poetry*. An essay from the Spring/Summer 2009 issue will be featured on BBC's "The Naked Scientists." Editor and Dean of the University Honors College Ronald Spatz was featured on a BBC radio show "The Verb" along with former Associate Editor and Adjunct Faculty member Richard Chiappone. Spatz and AQR were also featured on the Australian Broadcasting Corporation's "Book Show" last year.







# LOOKING AHEAD



## Academics

New baccalaureate programs in Dietetics, Nutrition, and Environment and Society have completed internal approval processes on the Anchorage campus and are now awaiting Board of Regents approval before opening to students.

**Kenai Peninsula College** has developed an undergraduate certificate in Corrections (also awaiting Board of Regents approval), and has begun offering an occupational endorsement in Corrections. The programs were developed in partnership between KPC and the Department of Corrections and will be available online.

**Matanuska-Susitna College** is developing an occupational endorsement certificate in Renewable Energy that will be making its way through the internal approval process during FY10.

Other new Anchorage programs in various stages of development include an occupational endorsement certificate in Electronics Technology, associate programs in Electronics Technology and Computer & Networking Technology, a baccalaureate program in Dental Hygiene, and a graduate certificate in Advanced Human Service Systems.

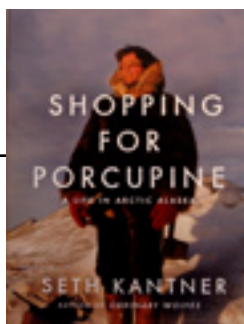
## Campus Life

A new teaching and learning community for Education majors will open in the Anchorage campus residence halls this fall. The majority of the first 22 students are new to UAA, and the total includes

at least six from rural areas, several returning students with high GPAs, and the Club Ed President. College of Education faculty and staff will be involved in a variety of ways.

The first 50 **Seawolf Scholars** are enrolled for the Fall 2009 semester. These scholarships, made possible by a gift from an anonymous donor, were awarded to 20 freshmen, 10 sophomores, 10 juniors, and 10 seniors, half of whom are members of ethnic minority or underserved groups. The Scholars can be found on four of five campuses, majoring in Nursing, Education, Accounting, Engineering, and other fields.

In August it was announced that three **University Honors College** students have received UAA's first National Consortium for Measurement and Signature Intelligence Research (NCMR) grants, awarded through the National Science Foundation. All three were selected in part for their significant undergraduate research experiences at UAA. They are **Alex Bonneau** (who has been mentored by Biological Sciences and WWAMI Biomedical Program Associate Professor **Tim Hinterberger**), **Carly Craig** (who has been mentored by Biological Sciences Associate Professor **Jocelyn Krebs**), and this year's Truman Scholar **Deanna Glick** (who has been mentored by WWAMI Biomedical Program Assistant Professor **Cindy Knall**). They will each receive \$10,000 scholarships to cover tuition, books, and living expenses.



## Books of the Year

The theme for 2009-10 will be “Responding to Climate Change in Alaska.” The UAA/APU Books of the Year, selected by a faculty nominating committee, will be:

- *The Whale and the Supercomputer* by Charles Wohlforth
- *Shopping for Porcupine* by Seth Kanter

## Accreditation

UAA is scheduled for a full-scale accreditation evaluation in 2010 and has volunteered, along with three other institutions in the region, to serve as a pilot in the development of a new accreditation process.

During FY09, the **Accreditation Steering Committee** identified five Core Themes within our mission (corresponding to the five Priorities in UAA’s *Strategic Plan 2017*); defined a series of goals, outcomes, and indicators for each; and submitted to the Northwest Commission on Colleges and Universities the first of four reports that will serve as the foundation of the new self-study process. The second and third reports will be completed during FY10 with the final report due in September 2010. Site visits are scheduled for September 2009 and September 2010.

## Facilities

The **ConocoPhillips Integrated Science Building (ISB)** will be the scene of a grand opening celebration in October 2009. The new building will help relieve a critical shortage of instructional lab space for core science classes that support both science majors and high priority disciplines like nursing and engineering. The facility

will house nearly 40 new laboratory spaces, a large lecture hall, and a planetarium, along with department offices for Biology, Chemistry, Geology, and Physics/Astronomy.



UAA completed the design and broke ground for the new **Health Sciences Building** in FY09. The ceremony was attended by many who helped make this building possible, including six members of the Alaska Legislature. The building will be three stories tall and will consist of three wings around a central commons area. The first phase will house medicine (WWAMI), nursing, medical laboratory, and physician assistant programs. The second phase is expected to include medical imaging, medical assisting, therapy programs (occupational therapy, physical therapy, physical therapy assistant, massage therapy), pharmacy programs (pharmacy technology, pharmacy), and fire and emergency services technology. The building is due to open in 2011.

**Sports Arena.** Although no new money was allocated by the legislature this year, UA’s Board of Regents voted to move forward on design, engineering, and architectural planning for the new Sports Arena using existing funds.



## New Logo Standards

The new academic year also coincides with new logo standards that completely overhaul and refresh the unified look of UAA.



# PERFORMANCE SUMMARY

This report describes how UAA performed during the 2008-09 fiscal year (FY09) 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 on 3 of 5 core metrics in FY09.

### High Demand Job Area Degrees Awarded

Up 1% from FY08, matching the record set in FY07.

### Undergraduate Retention

Up two points from FY08, setting a new performance record.

### Student Credit Hours

Up 1% from FY08, setting a new performance record.

### Non-Credit Instructional Units

Phasing in as a new metric that measures a small but important component of overall instructional productivity.

### Grant-Funded Research Expenditures

Down 9% from FY08, continuing a three-year decline.

### University-Generated Revenue

Up 4% from FY08, setting a new performance record.

### Academic Programs Outcomes Assessment

More than half the programs undergoing review have implemented effective outcomes assessment plans.

### Strategic Enrollment Management Planning

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

PERFORMANCE		
1,555	High Demand Job Area Degrees Awarded	↑
69%	First-Time Full-Time Undergraduate Retention	↑
344,254	Student Credit Hours	↑
6,549	Non-Credit Instructional Units	NEW
\$8 million	Grant-Funded Research Expenditures	↓
\$131.9 million	University-Generated Revenue	↑
28%	Academic Programs Outcomes Assessment	
5	Strategic Enrollment Management Planning	

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## Performance-Based Budgeting and This Report

The University of Alaska’s performance-based budgeting and accountability system is described on the website of the Statewide Planning and Budget office (SWPB) as “a mechanism to recognize resource alignment with key strategic goals and progress made toward those goals. The system has been incrementally integrated into UA’s budget process since inception in FY04 and is a driving factor in the operating and capital request recommendations.”

The University of Alaska defined seven statewide performance measures in the early years of the system and is phasing in an eighth this year. The SWPB requires the three Major Administrative Units (MAUs)—the University of Alaska Anchorage (UAA), the University of Alaska Fairbanks (UAF), and the University of Alaska Southeast (UAS)—to report annually on these measures. The SWPB also determines the general format of this reporting to include an analysis of results and challenges, identification of important sub-measures or “strategies” (defined by the MAUs), and details of funding impact for each measure.

Over the years, UAA has found this reporting requirement to be a valuable exercise in strategic thinking, planning, and communication. The annual *Performance* report has become a valuable tool in benchmarking our achievements, pinpointing our challenges, recognizing our shared responsibilities, and communicating both internally and externally with our colleagues and constituents.

The following pages provide performance summaries and trends for eight measures defined at the statewide level and six related sub-measures of particular importance to UAA during this reporting cycle.

### High Demand Job Area Degrees Awarded

Submeasure: Health Degrees Awarded

Submeasure: Engineering Degrees Awarded

### Undergraduate Retention

Submeasure: Underprepared Students

Submeasure: Alaska Native Students

### Student Credit Hours

Submeasure: General Education Requirements

### Non-Credit Instructional Units

### Grant-Funded Research Expenditures

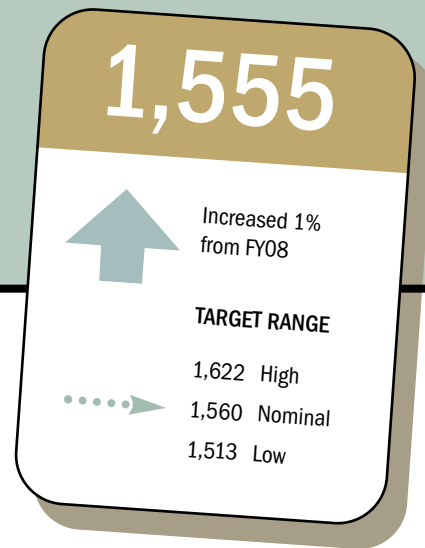
Submeasure: Total Grant Awards

### University-Generated Revenue

### Academic Programs Outcomes Assessment

### Strategic Enrollment Management Planning

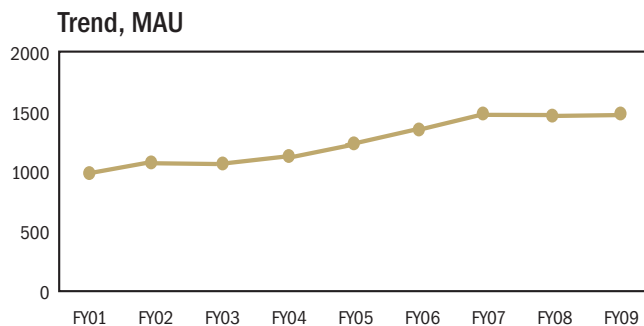
# HIGH DEMAND JOB AREA DEGREES AWARDED



**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 1,555 certificates and degrees in high demand job areas in FY09, matching the record high set in FY07. The FY09 total was 1% higher than FY08 and 23% above FY05.



## ANALYSIS OF RESULTS AND CHALLENGES By Campus and College

### Top performers

Four Anchorage units and one community campus set new records for high demand job area awards in FY09.

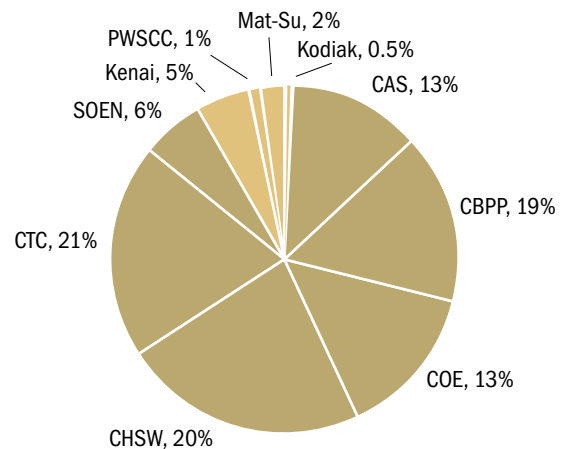
- **College of Business and Public Policy** (up 18% from FY08 and 17% from FY05) achieved an all-time high of 294 awards. The MBA program and BBA programs in Accounting, Management, and Global Logistics Management all produced record numbers of awards.

- **School of Engineering** (up 13% from FY08 and 111% from FY05) achieved an all-time high of 95 awards. Bachelor of Science programs in Engineering and Civil Engineering and the Master of Science program in Project Management all produced record numbers of awards.

- **Community and Technical College** (up 4% from FY08 and 26% from FY05) achieved an all-time high of 319 awards. In addition to CTC's health and engineering-related programs (see pages 33 and 35), it was a particularly strong year for the AAS in Automotive Technology and the BS in Aviation Technology.

- **Kenai Peninsula College** (up 1% from FY08 and 59% from FY05) achieved an all-time high of 81 awards. The AAS in Process Technology produced a record 38 awards.

### Contributors



# High Demand Jobs

Three units produced more awards this year than last, but did not quite match all-time highs achieved in the past:

- **College of Arts and Sciences** (up 0.5% from FY08 and 10% from FY05) produced a total of 196 awards, two short of the high mark set in FY04. The BS in Geological Sciences program produced a record 15 awards compared to its previous high of two awards. Other programs with strong showings include BS programs in Biological Sciences, Natural Sciences, and Psychology.

- **Prince William Sound Community College** produced nine awards in FY09. All awards were AAS degrees: four in Disability Services, three in Industrial Technology, and two in Computer Information and Office Systems.

- **Kodiak College** produced seven awards, four below highs of 11 awards achieved in FY03 and FY06. Awards include Kodiak's first AAS in Process Technology, three AAS degrees in Accounting, and one each in General Business and Computer Information and Office Systems.

Three other units declined slightly compared to FY08, but were still higher than FY05:

- **College of Education:** down 13 awards (-6%) from FY08 but up 29% (46 awards) from FY05.

- **Matanuska-Susitna College:** down 7 awards (-16%) from FY08 but up 6% (2 awards) from FY05.

- **College of Health and Social Welfare:** down 38 awards (-11%) from FY08 but up 16% (43 awards) from FY05. The major factor in the downturn involves suspension of the Practical Nursing certificate program. See also Health job area, page 33.

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	TARGET 2008-09
<b>HIGH DEMAND JOB AREA DEGREES AWARDED</b>	994	1,144	1,132	1,224	1,265	1,357	1,555*	1,535	1,555	1,560
<b>BY CAMPUS</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	
ANCHORAGE	929	1,023	1,022	1,128	1,156	1,251	1,441	1,405	1,422	
KENAI	26	60	52	42	51	54	55	80	81	
KODIAK	2	7	11	6	9	11	10	3	7	
MAT SU	28	36	33	36	34	37	47	43	36	
PWSCC	9	18	14	12	15	4	2	4	9	
<b>BY COLLEGE (ANCHORAGE)</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	
CAS	158	146	156	198	178	168	181	195	196	
CBPP	219	203	235	279	251	258	243	249	294	
COE	174	218	177	97	160	175	280	219	206	
CHSW	209	248	249	288	269	328	356	350	312	
CTC	132	170	173	211	253	275	313	308	319	
SOEN	37	38	32	55	45	47	68	84	95	
<b>BY HIGH DEMAND JOB AREA</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	
HEALTH	322	356	357	463	471	487	544	573	538	
BUSINESS/MANAGEMENT/FINANCE	241	231	250	273	296	314	316	308	366	
TEACHER EDUCATION	183	221	184	106	169	181	289	227	216	
TRANSPORTATION	42	67	87	100	76	93	148	129	121	
ENGINEERING	46	57	64	62	72	102	89	91	104	
INFORMATION TECHNOLOGY	72	90	88	92	72	68	65	72	45	
NATURAL RESOURCES	63	55	45	78	56	63	53	62	75	
PROCESS TECHNOLOGY	25	67	57	50	53	45	43	58	69	
CONSTRUCTION						3	2	6	8	
OTHER/REGIONAL						1	6	9	13	
<b>OTHER MEASURES</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	
ALL AWARDS	1,479	1,582	1,632	1,741	1,702	1,842	2,022	2,022	2,072	
% HD AWARDS	67.2%	72.3%	73.3%	70.3%	74.3%	73.7%	76.9%	75.9%	75%	

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



## ANALYSIS OF RESULTS AND CHALLENGES 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.

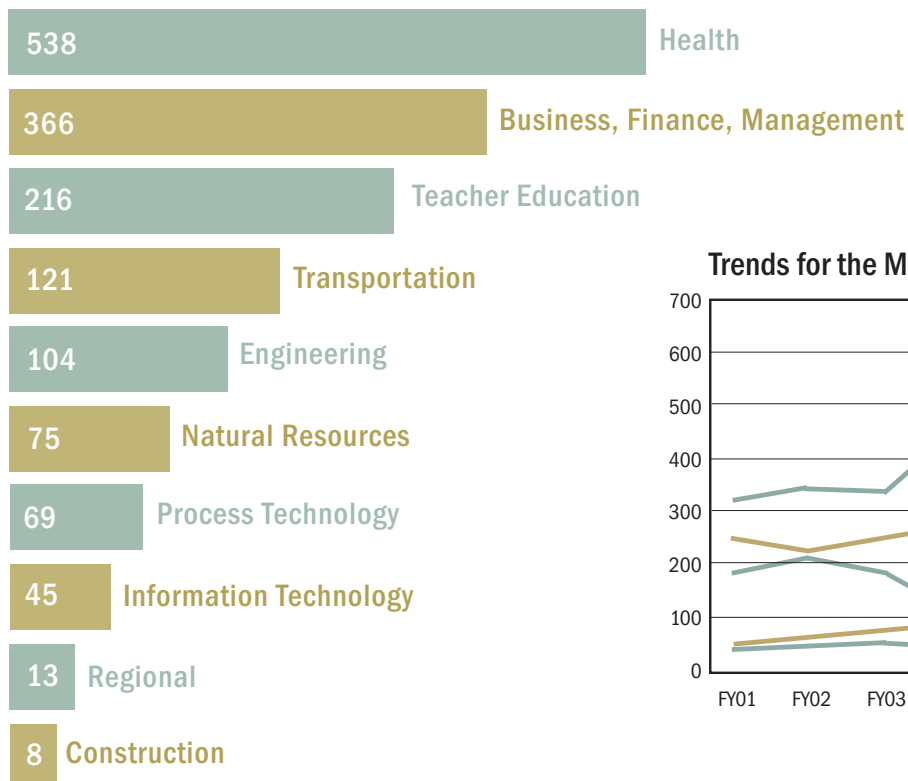
The three biggest job areas at UAA are Health, Business/Finance/Management, and Teacher Education, which together produce 72% of our high demand job area awards. All three have an upward trend over time, with the most volatility occurring in the area of Teacher Education.

**Health:** The Health job area is the major contributor, producing 538 awards in FY09 and accounting for 35% of the UAA total. See pages 33-34 for further analysis.

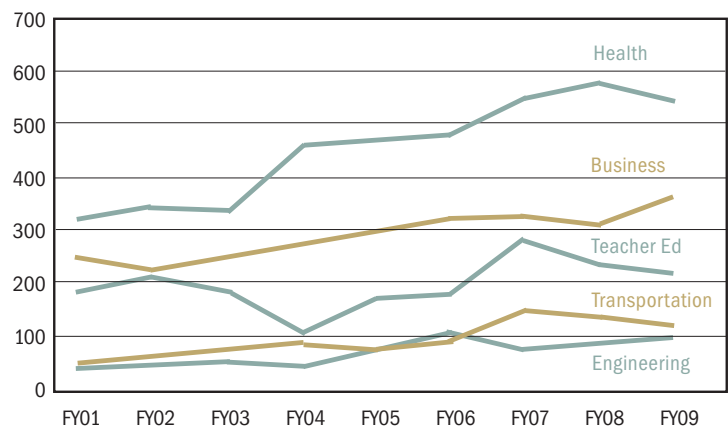
**Business/Finance/Management:** The Business job area produced a record 366 awards in FY09 (24% of the UAA total). The largest portion was delivered by the College of Business and Public Policy with smaller contributions from the College of Arts and Sciences (journalism), the Community and Technical College (fire service, hospitality, and restaurant management), the School of Engineering (engineering science and project management), and the community campuses (business administration, accounting, and clerical programs).

**Teacher Education:** The third largest job area produced 216 awards (14% of the UAA total). The largest portion was delivered by the College of Education, with smaller contributions from the College of Arts and Sciences (music education), the College of Health and Social Welfare (nursing education), and the Community and Technical College (vocational education). Although overall Teacher Education awards were down 25% from the high point in FY07, they have still more than doubled since the low point in FY04. The BED in Elementary Education produced a record high 46 awards, and the Master of Arts in Teaching produced 40, up from 24 last year. The biggest decline occurred in the MED Educational Leadership program which produced 47 awards last year and 21 this year.

## Degrees Awarded by Job Area, FY09



## Trends for the Major Job Areas



**Transportation:** The Transportation area produced 121 awards, a decrease of eight from FY08 and 73 from its all-time high 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).

**Engineering:** The Engineering job area produced a record high of 104 awards in FY09, including engineering awards from the School of Engineering and engineering-related awards from the School of Engineering, the Community and Technical College, and Matanuska-Susitna College. See pages 35-36 for further analysis.

**Natural Resources:** The Natural Resources area produced 75 awards, its highest year since FY04. 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).

**Process Technology:** The Process Technology area produced a record 69 awards, 11 more than in FY08. 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).

**Information Technology:** The IT area produced 45 awards, down from 72 in FY08, for its smallest total of the decade. Six 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) and the College of Arts and Sciences (computer science).

**Construction:** The Construction area is the newest job area for UAA, producing eight awards this year (up from six in FY08). Two units contribute to this area: the Community and Technical College (construction management, CAD, and electrical) and Matanuska-Susitna College (HVAC systems).

## Challenges

As noted last year, virtually 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. These challenges will continue to be addressed through budgeting, fundraising, and operational activities.

## 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.

# HIGH DEMAND JOB AREA STRATEGIES

## Increase Health awards

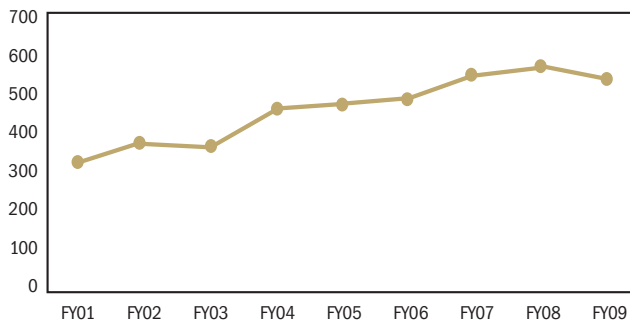
538  
awards

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

### PERFORMANCE SUMMARY

UAA awarded 538 certificates and degrees in the high demand job area of Health in FY09, a decrease from FY08 (-6%), but still 14% higher than FY05. Health is the largest high demand job area at UAA, accounting for 35% of UAA's FY09 performance on this metric.

Trend, Health awards



### ANALYSIS OF RESULTS AND CHALLENGES

Six units contributed to FY09 performance in this job area.

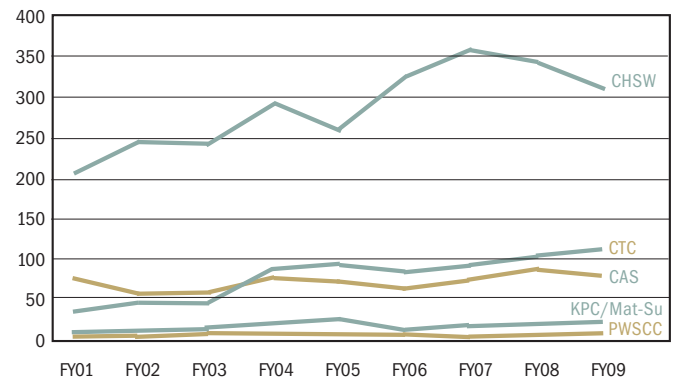
**The College of Health and Social Welfare**, by far the largest contributor to this field, produced 311 awards, down 38 awards (-11%) from FY08 but still 16% higher than FY05. One factor in the downturn involves the suspension of the Practical Nursing certificate program, which produced 23 awards last year and none this year. Other programs that produced fewer graduates in FY09

compared to FY08 include the AAS Nursing (down 10), the Bachelor of Human Services (down 9), and the Master of Public Health (down 4). Programs producing more graduates this year than last include the Bachelor of Science in Nursing (up 6), Master of Science in Nursing (up 4), and Bachelor of Social Work (up 6).

**The College of Arts and Sciences** produced 82 awards, down 7 (-8%) from FY08 but up 10 (14%) from FY05. Both baccalaureate Psychology programs were down by 5 from last year's total, while the Master of Science in Clinical Psychology was up by 3.

**The Community and Technical College** produced 114 awards, its highest year ever in the health area, up 9 (9%) from FY08 and 13 (13%) from FY05. Programs that produced more graduates in

Trends by Contributing Unit



HIGH DEMAND JOB AREA DEGREES AWARDED	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
TOTAL HEALTH AWARDS	322	356	357	463	471	487	544	573	538
BY COLLEGE	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
COLLEGE OF ARTS AND SCIENCES	74	53	56	74	72	63	70	89	82
COLLEGE OF HEALTH & SOCIAL WELFARE	209	248	249	288	269	328	356	349	311
COMMUNITY AND TECHNICAL COLLEGE	32	43	40	82	101	86	93	105	114
KENAI PENINSULA COLLEGE	0	0	0	0	0	0	12	15	19
MATANUSKA SUSITNA COLLEGE	7	8	6	14	22	8	13	13	8
PRINCE WILLIAM SOUND COMMUNITY COLLEGE	0	4	6	5	7	2	0	2	4

FY09 than FY08 include Dental Assisting (up 4 associate degrees and 5 certificates), Medical Lab Technology (up 5), Medical Technology (up 5), and Medical Assisting (up 3). The first occupational endorsement certificate in Clinical Assistant was also awarded during FY09.

**Kenai Peninsula College**, in its fourth year of delivering two health-related programs, produced 19 awards, up 4 from FY08 and 7 from FY07. Both programs—Paramedical Technology and Occupational Safety and Health—grew in graduates last year.

**Matanuska-Susitna College** produced 8 awards, down 5 from FY08 and down 14 from the high point in FY05. All of Mat-Su's awards were AAS degrees in Human Services.

**Prince William Sound Community College** produced 4 awards, up from 2 in FY08. All of the PWSCC awards were AAS degrees in Disability Services.

## New for FY09

The Paramedical Technology program expanded to Matanuska-Susitna College in FY09 in response to an Alaskan and nationwide shortage of paramedics and other health care professionals. Plans call for a further expansion into Anchorage in the future.

The Radiologic Technology program expanded course delivery to Kenai Peninsula College in FY09 and now offers instruction at six sites throughout the state: Ketchikan, Juneau, Kenai, Fairbanks, Anchorage, and Bethel. The Bethel site also produced its first graduate this year.

## Challenges

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

## Beyond the Metric

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

The first **Occupational Therapy** students began their doctorate programs in Fall 2008; ten more have been admitted to start in Fall 2009. The OTD program is offered in partnership with Nebraska's Creighton University.

A cohort of 20 **Physicians Assistant** (PA) students has been admitted to start in Fall 2009, doubling the volume of Alaskans in the program and marking the first time the full PA training can 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.

The **Area Health Education Center** (AHEC) received a new three-year \$1.2 million federal grant to deliver K-12 outreach, clinical rotations, and continuing education services to students and health care workers throughout the state. The AHEC is a statewide university-industry partnership focused on strengthening Alaska's health workforce. The program office is located in UAA's Center for Rural Health (School of Nursing), with centers in Fairbanks (Fairbanks Memorial Hospital), Anchorage (Providence Hospital), Bethel (Yukon-Kuskokwim Health Corporation) and—new this year—Sitka (Southeast Alaska Regional Health Corporation).

The **WWAMI** Biomedical Program was again ranked No. 1 in Primary Care education, Rural Medicine, and Family Medicine in *U.S. News and World Report's* 2009 list of America's Best Graduate Schools.



# HIGH DEMAND JOB AREA STRATEGY

## Increase Engineering and Engineering-related awards

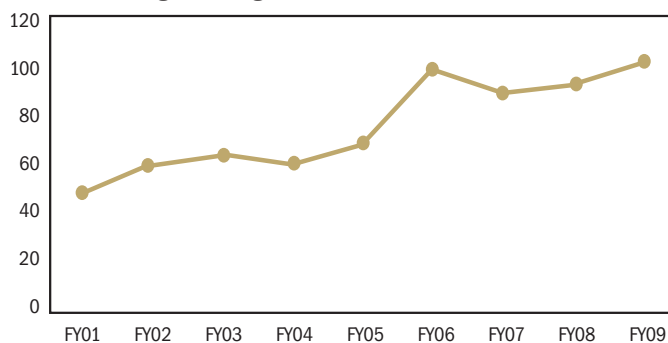
**104**  
awards

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

### PERFORMANCE SUMMARY

UAA awarded 104 certificates and degrees in the high demand job area of Engineering in FY09, an increase of 13 over FY08 and 32 over FY05, and the highest total ever for this job area. Overall, engineering and engineering-related awards have more than doubled since FY01.

**Trend, Engineering Awards**



### ANALYSIS OF RESULTS AND CHALLENGES

Four units contribute to performance in this job area.

**The School of Engineering** produced a record 63 engineering and engineering-related awards in FY09, four more than last year and more than double its FY05 total. The majority (71%) were Bachelor of Science degrees in Engineering and Civil Engineering, both of which produced more awards this year than last. It was the second year of awards for the BS Engineering program, which grew from nine awards last year to 16 this year. Geomatics awards

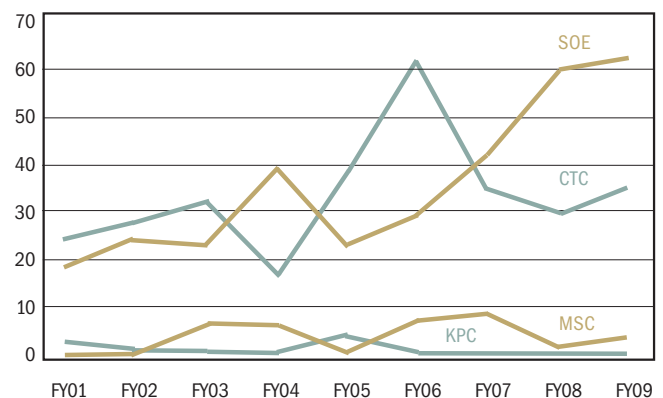
also increased, from six to eight at the associate level and from three to five at the baccalaureate level.

**The Community and Technical College** produced 36 awards in FY09, up six from last year. About half were AAS degrees in Architectural & Engineering Technology; the other half consisted of various drafting certificates.

**Mat-Su College** produced five awards (two AAS degrees and three certificates), all in Architectural and Engineering Technology and its related drafting fields.

**Kenai Peninsula College** offers a certificate in Mechanical Technology that fits into the Engineering job area. That program produced no awards in either FY08 or FY09, but it did have four majors enrolled during Fall 2008.

**Trends by Contributing Unit**



HIGH DEMAND JOB AREA DEGREES AWARDED	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	THIS YEAR 2008-09
TOTAL ENGINEERING AWARDS	46	57	64	62	72	102	89	91	104
BY COLLEGE	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
COMMUNITY AND TECHNICAL COLLEGE	25	30	33	16	41	62	35	30	36
SCHOOL OF ENGINEERING	18	26	25	40	25	31	44	59	63
KENAI PENINSULA COLLEGE	3	1	0	0	5	1	1	0	0
MATANUSKA SUSITNA COLLEGE	0	0	6	6	1	8	9	2	5

## New in FY09

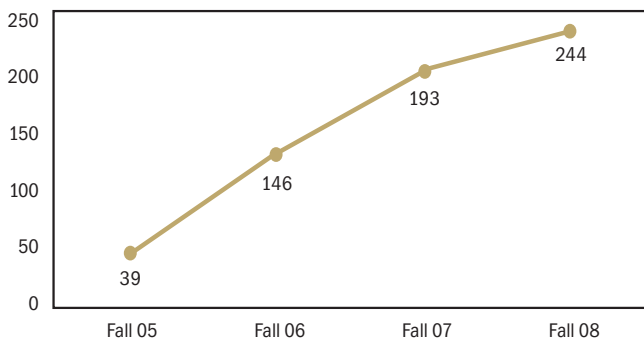
The School of Engineering successfully completed recruitments for eight new and replacement tenure/tenure-track faculty positions who will begin in Fall 2009. They include three with specializations in Geomatics, two each in Mechanical and Electrical Engineering, and one in Computer Systems Engineering. The School also applied for and received ABET accreditation for new programs to serve the needs of the Anchorage community and industries.

Temporary space allocations have been found in three locations to deliver School of Engineering programs and services, including faculty and classroom space in the University Lake Building Annex (9,000 square feet), two small buildings next to the Engineering building (2,000 square feet), and off-campus warehouse space for student projects (5,000 square feet).

## Looking to the Future

The most significant challenge to the delivery of engineering programs continues to be the lack of laboratory space for the School of Engineering's undergraduate programs. A programming study of the School's facilities needs (based on current enrollments and programs) is providing the basis for a 50,000 – 70,000 sq. ft. Phase I engineering building capital request from UAA.

**Trend, BS Engineering Majors**



# HIGH DEMAND JOB AREAS

## Funding Impact

### HIGH DEMAND JOB AREAS

This discussion of funding has been arranged by High Demand Job Area, 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 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

##### SB 137 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)

##### Internal Reallocations

##### One-time allocation

To the College of Arts and Sciences

- WWAMI program expansion: \$180,000 (*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

#### 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

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: \$100,000 (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)

### Looking to the Future

Health program funding for FY10 will cover the Physician's Assistant program expansion, distance-delivered Social Work program, Human Services needs, and the Area Health Education Center (AHEC).

### 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 (continuing funding)
- Simulation Technician: \$86,234 (one-time funding)

To the Community and Technical College

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

To the Office of Health Programs Development

- Clinical Rotation Support: \$95,000 (continuing funding)
- Pharmacy Ed Development: \$41,000 (one-time funding)

### FY11

Eleven items on UAA's FY11 Operating Budget Request will impact Health programs. See page 85 for the complete list.

## BUSINESS/MANAGEMENT/FINANCE

### FY10

### Internal Reallocations

To the College of Business and Public Policy

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

## TEACHER EDUCATION

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



**FY07****Program Increments**

To Matanuska-Susitna College

- Early Childhood Education: \$100,000

**SB137 Funding**

To the College of Education

- Early Childhood Education: \$145,000

**FY08****Internal Reallocation**

To the College of Education

- Faculty positions: \$170,000

**SB137 Funding**

To the College of Education

- Early Childhood Education: \$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: \$145,000 (continuing funding)
- Video for Remote Supervision: \$50,500 (one-time funding)
- Recruitment and Retention Coordinator: \$100,000 (onetime 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/Retention Coordinator: \$90,000 (continuing funding)

**TRANSPORTATION****FY07****SB 137 Funding**

To the Community and Technical College

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

To Kenai Peninsula College

- Welding equipment: \$49,350

To Kodiak College

- Welding equipment : \$22,000

**FY08****SB 137 Funding**

To the Community and Technical College

- GM ASEP program: \$75,000 (continues funding originally awarded in FY07)
- Flight Operations personnel: \$130,270

To Kenai Peninsula College

- Welding equipment: \$88,000 (continues funding originally awarded in FY07)

**FY09****Technical and Vocational Education Program (TVEP) Funding**

To the Community and Technical College

- GM ASEP Auto program: \$75,000 (continuing funding)
- Flight Operations personnel: \$136,109 (one-time funding)
- Career Pathways for Apprentices: \$30,558 (one-time funding)
- Welding and Non-Destructive Testing program: \$208,000 (one-time 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

- GM ASEP faculty: \$75,000 (continuing funding)
- Apprenticeship Staff/Promotion: \$79,627 (continuing funding)
- Flight Ops: \$136,109 (continuing funding)

To Kodiak College

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

**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

**SB 137 Funding**

To the School of Engineering

- Geomatics faculty: \$125,000

**Internal Allocations**

To the School of Engineering

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

**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)

**Looking to the Future**

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

**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**

Five items on UAA's FY11 Operating Budget Request will impact Engineering programs. See page 85 for the complete list.

## PROCESS TECHNOLOGY

### FY07

#### SB 137 Funding

To the Community and Technical College

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

#### Looking to the Future

### 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 (one-time funding)

To Kenai Peninsula College

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

### FY11

Two items on UAA's FY11 Operating Budget Request will impact Process Technology programs. See page 85 for the complete list.

## INFORMATION TECHNOLOGY

### FY07

#### SB 137 Funding

To the Community and Technical College

- Computer Information and Office Systems programs: \$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 Funding

To the Community and Technical College

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

### 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 Systems: \$90,000 (continuing funding)

### FY10

#### Technical and Vocational Education Program (TVEP) Funding

To the Community and Technical College

- CIOs faculty/Technical support: \$102,000 (continuing funding)

To Matanuska-Susitna College

- AAS Computer Tech faculty: \$90,000

## CONSTRUCTION

### FY07

#### Legislative Allocations

To the Community and Technical College

- Construction Tech and Construction Management: \$205,000

#### SB 137 Funding

To the Community and Technical College

- Construction Management support: \$75,000

**FY08****SB 137 Funding**

To the Community and Technical College

- Construction Management support: \$115,000  
(continues funding originally awarded in FY07)

**FY09****Legislative Allocations**

To the Community and Technical College

- Construction Management: \$142,900

**Looking to the Future**

The Construction Management program will continue to work on its application for candidacy from the American Council for Construction Education, an effort begun in FY09.

## OTHER WORKFORCE DEVELOPMENT FUNDING

**FY07****SB 137 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

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

**FY08****SB 137 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

- Training: \$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 the Community and Technical College

- Career and Educational Pathway coordination: \$75,000 (continuing funding)

To Prince William Sound Community College

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

**Looking to the Future****FY10****Technical and Vocational Education Program (TVEP) Funding**

To Student Affairs

- Career Pathways Publications Coordinator: \$75,000 (continuing funding)

To the Community and Technical College

- ACT Testing Center: \$30,000 (continuing funding)

To Prince William Sound Community College

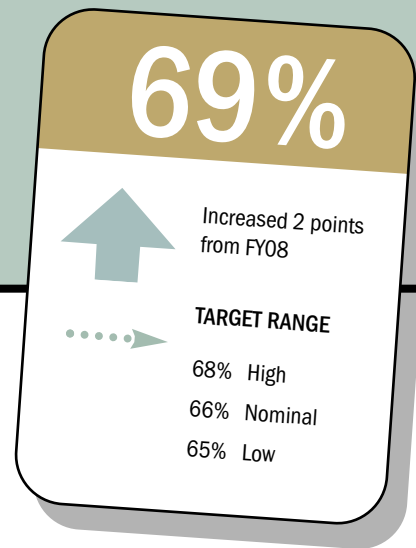
- Training Coordinator: \$50,000 (continuing funding)
- Millwright Faculty: \$102,500 (one-time funding)

To the Community and Technical College

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



# UNDERGRADUATE RETENTION

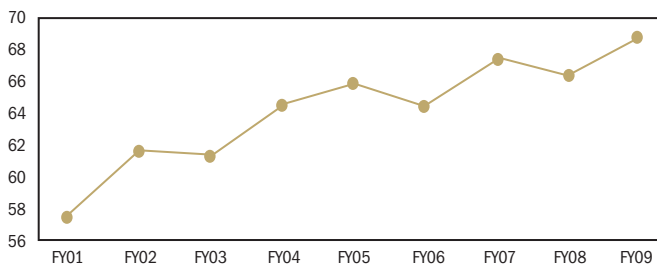


**MEASURE:** The proportion of first-time full-time undergraduate certificate- and degree-seeking students enrolled in a given fall semester that re-enrolled in an undergraduate program anywhere in the UA system in the following fall semester. An aggregate measure, combining certificate, associate, and baccalaureate into a single entry cohort. Cohort selection and rate calculation occurs at the Statewide level. The FY09 rate measures cohorts who entered in Fall 07 and returned—or not—in Fall 08.

## PERFORMANCE SUMMARY

At 69%, UAA achieved its highest retention rate ever, up two percentage points from FY08 and nearly three points from FY05. This rate is very good for a university with our mission and student profile. It sets a new high point in a long-term trend of continuously rising retention rates.

Total UAA Freshman Retention Rate



## ANALYSIS OF RESULTS AND CHALLENGES

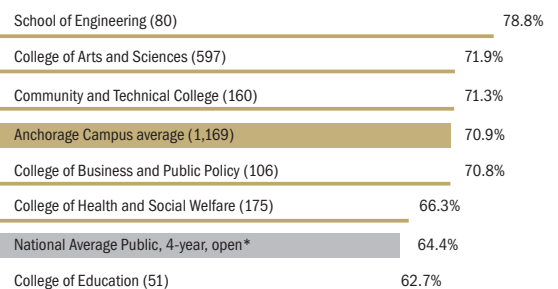
### Top performers: Anchorage

Four Anchorage schools and colleges achieved retention rates in the 70-80% range this year, giving the Anchorage campus its highest year ever on this measure. It was a particularly strong year for the School of Engineering, the College of Arts and Sciences, the Community and Technical College, and the College of Business and Public Policy.

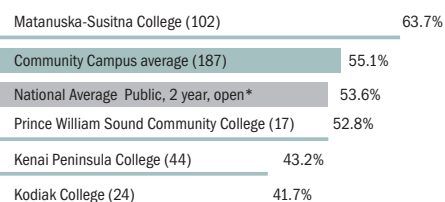
## Community Campuses

Retention rates continue to be lower at the community campuses, consistent with the trend in two-year colleges nationally. The community campus average grew by 1 percentage point from last year—largely due to a strong performance by Matanuska-Susitna College—but was still 15 percentage points below the Anchorage campus average. Small cohort size affects the reliability of retention rate reporting, especially at Kodiak College and Prince William Sound Community College.

### Unit Performance, Anchorage Campus



### Unit Performance, Community Campuses



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

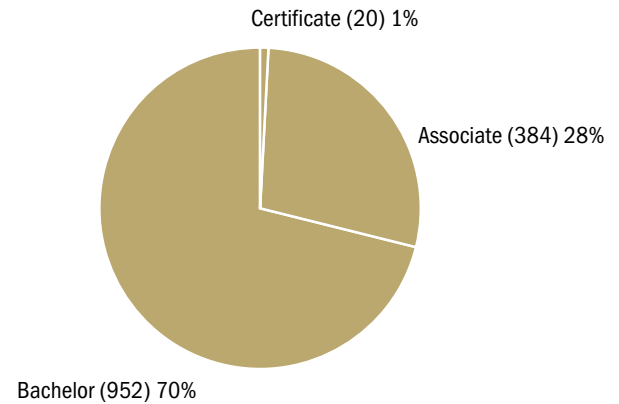
\* Source: ACT, National Collegiate Retention and Persistence to Degree Rates, 2008

### Strategies

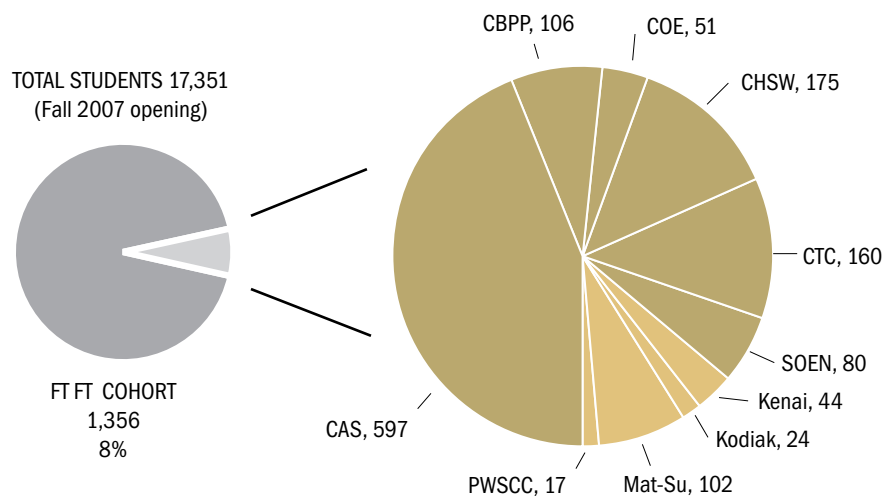
UAA employs a wide variety of strategies to promote retention and success for all students, not only for the small segment measured for this indicator. In general, these strategies focus on:

- **Assessment.** Increasing access to early placement testing, particularly in the high schools.
- **Advising.** Systematically providing consistent planning, monitoring, and progress-checking from first entry through goal completion across all levels and campuses.
- **Student Success.** Emphasizing first to second year retention, long-term persistence, and efficiency of achieving academic goals.
- **Financial Aid.** Providing access for students with limited financial means.
- **Tracking.** All students tracked for ten years after entry.

### Degree Intentions, Fall 07 FTFT Cohort



### Major Contributors



METRIC YEAR COHORTS ENTERING	FY02 Fall 2000	FY03 Fall 2001	FY04 Fall 2002	FY05 Fall 2003	FY06 Fall 2004	FY07 Fall 2005	FY08 Fall 2006	FY09 Fall 2007	TARGET FY09
FIRST TIME FULL TIME UNDERGRADUATE RETENTION	61.9%	61.4%	65.0%	65.9%	64.6%	67.6%	66.7%	68.7%	66%

BY CAMPUS	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
ANCHORAGE	63.1	61.9	66.3	67.3	66.1	68.8	68.4	70.9
KENAI	66.7	59.3	63.6	62.8	59.5	53.1	61.2	43.2
KODIAK	42.9	25	28.6	50	46.7	50	63.6	41.7
MAT SU	51.4	56	56.5	49.1	52.4	61.9	52.2	63.7
PWSCC	50	66.7	38.9	43.8	31.6	54.5	31.6	52.9
BY COLLEGE (ANCHORAGE)	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
CAS	65.9	62.4	67.2	65.6	67.4	70.6	68.7	71.9
CBPP	57	61.3	59.6	62	64.6	67.3	65.9	70.8
COE	75	65.4	70.4	63.6	64.8	60.9	76.1	62.7
CHSW	63	63	60.6	76.4	66.2	65.1	68.8	66.3
CTC	51	56.6	65.9	65.2	62.4	64.6	63.5	71.3
SOEN	73.3	68	83.3	83.9	65.9	81.4	74.7	78.8
BY DEGREE TYPE	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
1ST TIME FT BACHELOR	69.2%	64.9%	68.6%	70.7%	68.7%	71.5%	71.5%	72.5
1ST TIME FT ASSOCIATE	53.6%	55.2%	57.9%	56.6%	54.2%	59.4%	56.1%	59.4
1ST TIME FT CERTIFICATE	48.6%	51.7%	48.0%	35.5%	38.9%	51.9%	35.3%	70.0

Longstanding retention strategies include:

- Freshman Seminar courses (College Survival Skills)
- New Student Orientation programs
- Supplemental Instruction
- Learning Communities
- Freshman Convocation
- Opportunities for active and engaged learning
- Grant programs such as Upward Bound and Educational Talent Search programs and the Student Support Services grant

### New in FY09

Among the projects supported by the Strategic Opportunity Fund in FY09 are two **University Honors College** projects with links to active learning and student success:

- **Participatory Action Research:** A new curriculum was developed for HNRS 209 that focuses exclusively on active learning and is available to all degree-seeking students.
- **Undergraduate Research Awards:** Awards totaling more than \$80,000 went to 40 undergraduate researchers and their faculty mentors in FY09, including students from the College of Arts and Sciences, the College of Business and Public Policy, the College of Education, the School of Engineering, and Kenai Peninsula College's Kachemak Bay Campus.

**Kenai Peninsula College** launched an online New Student Orientation program for the Kenai River Campus in October 2008 with tracks for both current high school students and new college students. The site provides a recommended timeline for preparations, answers to frequently asked questions, introductions to UA Online and Blackboard, and information on important campus services. Students who pass the short quiz at the end of the program receive a certificate of completion good for a free Student Success pack at the Student Services office. The site was produced by Bettina Kipp, Sue Lee, and Mark Jensen.

**Kodiak College** launched a pilot Student Coaching project in Fall 2008 that paired faculty and staff with first-time degree- and certificate-seeking students. Coaches agreed to meet with or talk to their students once a week, asking them questions related to the habits of successful students. Preliminary results are encouraging: coached students had higher GPA's and greater fall-to-spring persistence rates than non-coached students. Kodiak hopes to secure additional funding to continue this promising retention effort.

### Challenges

The campuses continue to experience very different retention rates resulting from differences in external conditions, degree offerings, and other factors. The Anchorage campus, with its economically strong service area and high proportion of baccalaureate degree-seeking students, has the highest and most consistent retention rates. The community campuses, with service area economies under greater stress and high proportions of associate and non degree-seeking students, have lower and more variable retention rates. When all these factors are aggregated into a single number (UAA's overall retention rate), it can be difficult to understand and appreciate how diverse the individual units actually are.

Significant challenges faced by the campuses include:

- Non-selective admission policies
- Significant numbers of underprepared students
- Limited advising resources
- No student housing at most campuses
- Low retention for all new students, not just the full-time degree-seeking students captured in the metric

### Looking to the Future

The MAU-wide Student Success Task Force is particularly concerned about first-to-second-year retention, and will be addressing these challenges in their FY10 Action Groups. See also page 81.

# UNDERGRADUATE RETENTION STRATEGY

## Increase retention rates for underprepared students

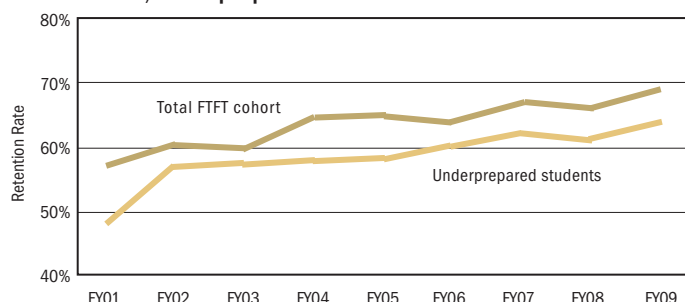
65%  
Retention Rate

**MEASURE:** For this analysis, we have measured the retention rate for first-time full-time degree-seeking undergraduates who took one or more developmental or college preparatory courses during their first semester.

### PERFORMANCE SUMMARY

UAA achieved a 65% retention rate for underprepared students in FY09, a strong performance that is a full point higher than the national average for all entering freshmen at public, 4-year, open institutions.

Trends, Underprepared Students



### ANALYSIS OF RESULTS AND CHALLENGES

Retention rates for underprepared students have risen more than 15 points since AY01, roughly paralleling—but always several points below—the upward trend in overall retention rates. The FY09 rate is 3.5 percentage points higher than the FY08 rate (a difference of 78 more students) and almost 5 points higher than the FY05 rate (a difference of 167 more students). Since more than half of UAA's first-time freshman class may be considered underprepared, anything we can do to raise the retention rates of this population will have a powerful effect on overall retention rates.

For this year's analysis, we have refined our definition of "under-prepared" to include those 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. When we introduced this measure last year (in *Performance '08*), we used a similar definition except we focused only on courses numbered between 050 and 099. This method missed several important courses that are numbered above 100 but are considered to be college preparatory in nature, including prerequisites for college-level English and Math. This year we revised our definition and data extraction methodology to focus on a list of 45 specific English, Math, Chemistry, English as a Second Language (ESL), and Preparatory English (PRPE) courses. The expanded definition represents a higher and more accurate number of new freshmen who might be considered underprepared and gives us a greater degree of confidence in our results.

### Results

More than half (760 individuals or 56%) of the Fall 2007 FTFT cohort took at least one of the specified developmental or preparatory classes. Applying the same definition to earlier years demonstrates that the number of first-time full-time underprepared students has been growing steadily (from 5% to 12% a year) since Fall 2003 for an overall increase of 39% over the last four years (from 545 in Fall 2003 to 760 in Fall 2007). During the same period, the size of the total FTFT entry cohort increased about 22%.

It is clear that a significant portion of UAA's freshman class are at a higher-than-average risk of attrition simply due to the level of skills with which they enter the university.

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	FY08 Fall 2006	FY09 Fall 2007
TOTAL FTFT COHORT	57.6%	61.9%	61.4%	65.0%	65.9%	64.6%	67.6%	66.7%	68.7%
UNDERPREPARED STUDENTS	48.9%	57.3%	58.7%	59.4%	60.4%	60.4%	63.2%	61.8%	65.3%

## Strategies

All of UAA's campuses share in our institutional mission of open access. All employ similar resources and practices to increase the success of underprepared students, including assessment, placement, remedial courses, and some combination of regular and adjunct faculty to deliver that instruction.

A variety of K-12 outreach efforts have also targeted college readiness in recent years, including Matanuska-Susitna College's Quickstart program, early Accuplacer testing in local high schools (Anchorage and Kodiak), and a series of recent projects with the Anchorage School District.

## New in FY09

UAA's Strategic Opportunity Fund supported five new projects in FY09 aimed at increasing our understanding of and services to underprepared students:

- **Measuring Success with Underprepared Students** launched a cohort-based longitudinal analysis of all five UAA campuses, using a Core Indicator approach recommended by Kay McClenney and other national sources. Preliminary results indicate that the majority of underprepared students are successful in at least the first developmental or college preparatory course they enroll in, but only 29% go on to successfully complete a subsequent course in the sequence and only 17% complete college-level English or Math within a year.

This study used a different definition of underprepared students (including part-time and non degree-seeking students and basing the determination of unpreparedness on assessment scores rather than course enrollments) and a different measurement of success (completion of subsequent courses rather than fall-to-fall retention). A complete report on the project is available at <http://www.uaa.alaska.edu/institutionaleffectiveness/success/underprepared-students.cfm>

- **Step Up to College Readiness**, the latest project from UAA's College Readiness Initiative, gave Anchorage School District seniors an early opportunity to strengthen their reading and writing skills and earn college credit while still in high school. During spring 2009, eleven students enrolled in Introduction to College Reading and ten enrolled in Introduction to College Writing; 80% earned either an A or a B in the course.

The project also co-sponsored a three-day "Senior Step into UAA" event at the King Career Center. Over 150 seniors from area high schools attended the event, which featured placement testing, admission, advising, financial aid, and registration assistance.

- The **Student Success Advisor** project developed a peer tutoring program, provided in-class retention workshops, and assisted CTC's bridge partnership program with the Anchorage School District.

- The **High-Achieving Initially Underprepared Chemistry Students** project implemented teaching methods that emphasize process learning skills.

- The **Virtual Math** tutor project implemented a tablet PC and E-Live virtual math tutoring service from 9 pm til midnight, a time many students set aside for homework.

## Challenges/Looking to the Future

A partial list of challenges and work still to be done on behalf of our underprepared student populations includes:

- Implementing strategies to reach potential college students even earlier in their high school careers (for example, programs targeting freshmen, sophomores, and juniors)
- Clearly communicating to high school students and their parents that exiting high school is not the same as being ready for college
- Developing the capability (and finding the necessary resources) to more closely track and intervene with underprepared students from semester to semester
- Providing feedback to feeder high schools on how their students are placing and performing
- Exploring whether greater standardization of placement instruments and scores might be beneficial



# UNDERGRADUATE RETENTION STRATEGY

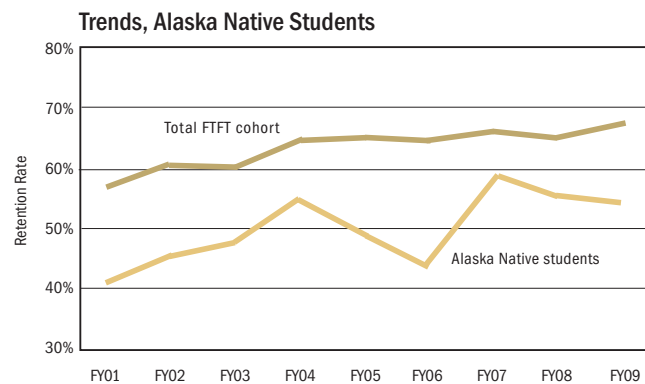
## Increase retention rates for Alaska Native students

**55%**  
Retention Rate

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

### PERFORMANCE SUMMARY

As a group, Alaska Native students have consistently lower retention rates and more year-to-year volatility in those rates than the university average. The overall trend has been upward: the FY09 rate of 55% is almost 6 percentage points higher than the FY05 rate (a difference of 30 more students). However, the last two years have seen declines, and this year's rate is 3.5 percentage points lower than the FY08 rate (a difference of 9 fewer students). It is also 10 points lower than the underprepared student rate and 14 points below the university average.



### ANALYSIS OF RESULTS AND CHALLENGES

Alaska Natives are the largest non-white group of students at UAA, comprising 15% of the FY09 FTFT entering cohort. Their numbers have nearly doubled over the past eight years, from 103 in the Fall 1999 entering class to 203 in Fall 2007.

Even with a retention rate of 55%, UAA retained more FTFT Alaska Native students in FY09 (112) than were even enrolled in Fall 1999.

### Challenges

The challenges faced by many Alaska Native and rural students include:

- Overwhelming change. The move from a rural village to an urban center can be particularly disorienting.
- Competing cultures and ways of knowing. Alaska Native students are expected to assimilate to academic culture and may experience loss of identity with their traditional culture.
- Different communication and learning styles. Higher education tends to reward competition, individualism, and quick verbal response. Native cultures tend to reward cooperation, community, silence, and reflection.
- Lack of preparation or strong academic skills.
- Financing or paying for a college education.
- Overt and covert racism.
- High suicide rates. This problem has devastating effects whether it occurs among the students themselves or among their family and friends at home.

FIRST-TIME FULL-TIME UNDERGRADUATE RETENTION	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
TOTAL FTFT COHORT	57.7%	61.9%	61.4%	65.0%	65.9%	64.6%	67.6%	66.7%	68.7%
ALASKA NATIVE	39.8%	46.6%	48.9%	55.8%	49.4%	43.1%	60.8%	58.7%	55.2%
AMERICAN INDIAN	36.4%	37.5%	46.7%	68.8%	66.7%	38.9%	63.6%	61.9%	41.2%
AFRICAN AMERICAN	41%	54.5%	45%	54.3%	62.5%	46.2%	65.9%	53.8%	70.0%
ASIAN/PACIFIC ISLANDER	61.1%	72.9%	71.7%	64.6%	84.4%	79.6%	73.3%	73.8%	77.3%
HISPANIC	56.7%	67.5%	52%	64.9%	78.6%	66.7%	64.6%	68.8%	71.9%
WHITE	61.1%	63.2%	64.5%	67.9%	66.9%	67.8%	69.2%	68%	72.0%
MULTI/OTHER	55.6%	82.6%	62.5%	64.7%	69.7%	77.4%	57.6%	71.8%	70.8%

## Strategies and Services

UAA has a long history of programs and services targeting Alaska Native students. Some of them, such as the Alaska Native Science and Engineering Program (ANSEP), Recruitment and Retention of Alaska Natives in Nursing (RRANN), and Alaska Native into Psychology (ANPsych) have achieved remarkable successes and even national recognition, employing such strategies as co-enrollment, peer mentoring, and living and learning communities. Others, such as the Alaska Native Oratory Society, provide cultural support and showcase the unique talents of Native speakers and story-tellers.

Other programs, support services, and events launched in recent years include:

- Alaska Native Rural Outreach Program (ANROP)
- Pre-College Academic Enrichment in Rural Alaska
- Native Early Transitions
- Off-Campus Orientation Outreach (Triple O)

## New in FY09

The Strategic Opportunity Fund supported four projects in FY09 that focused on Alaska Native student success.

- **The Pre-College Academic Enrichment in Rural Alaska** program expanded to a total of eight tutors and sites throughout Alaska, including Nanwalek, Kodiak, St. Paul Island, Kenai, Fairbanks, Wainwright, Point Hope, and Metlakatla.

- **The UAA/APU Books of the Year** program focused on Alaska Native cultures and issues as its theme for the year and included a series of prominent Native speakers and events. Native Student Services held a brown bag series of conversations on culture and identity, subsistence, tribal government, Alaska Native corporations, and other important topics.

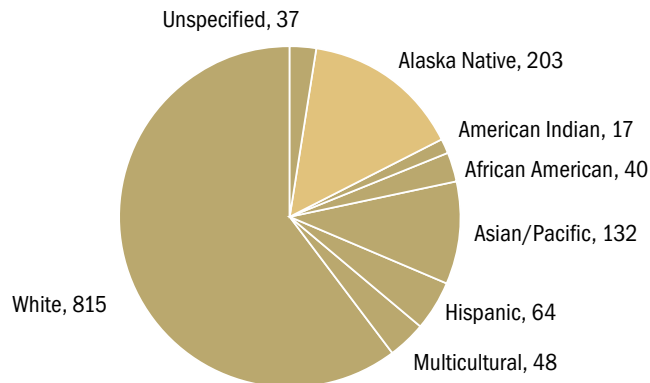
- **The Alaska Native Oratory Society** held a series of workshops, a regional competition, and its annual statewide competition (April 2009), featuring Alaska Native high school and college students. The theme for FY09 was “Lift Up Your Voices: Speaking for our Future.”

- **The Recruitment and Retention of Alaska Natives in Nursing (RRANN)** program launched a new tutoring effort aimed at increasing the pass rate for prerequisite Nursing courses and doubling the percentage of Alaska Native and American Indian students accepted to Anchorage-based AAS and BS Nursing cohorts.

## Looking Ahead

The UAA/APU Difficult Dialogues project held a week-long faculty intensive in May 2009 on Alaska Native pedagogies and ways of knowing. The 16 faculty participants will be incorporating some of what they learned into classes during the 2009-10 academic year.

**Ethnicity of Entry Cohort**



# 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

#### Looking to the Future

The major student success initiative to be funded in FY10 prepares the way for mandatory early assessment, advising, and placement for all new certificate- and degree-seeking students. This initiative, developed by the Student Success Task Force, will help ensure that new students make critical connections and appropriate enrollment choices right from the start of their university experience.

## 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

Fifteen items on UAA's FY11 Operating Budget Request will impact undergraduate retention in one way or another. See page 85 for the complete list.

## 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

### Looking to the Future

Kodiak and Anchorage will continue to offer early placement testing in local high schools next year.

## 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

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**FY09**

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**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)

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**Looking to the Future**

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**FY11**

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UAA's FY11 Operating Budget Request includes \$250,000 for the ANSEP program. See page 85 for the complete list.



# STUDENT CREDIT HOURS

344,254



Increased 1.3 %  
from FY08

## TARGET RANGE

349,000 High  
344,000 Nominal  
339,000 Low

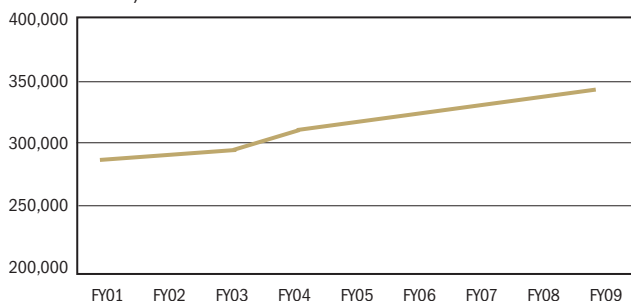


**MEASURE:** Number of Student Credit Hours attempted, all levels, including audits.  
Measured annually. FY09 includes Summer 08, Fall 08, and Spring 09.

## PERFORMANCE SUMMARY

UAA produced 344,254 Student Credit Hours (SCH) in FY09, about 1% more than last year, 3% more than in FY05, and right on our nominal target for the year. This performance continues the pattern of slow but steady annual growth established over the last five years.

Trend, MAU



## ANALYSIS OF RESULTS AND CHALLENGES By Unit

### Top Performers

Seven units increased their SCH in FY09:

- **University Honors College** (up 22% from FY08 and 39% from FY05, continuing a steady pattern of growth)
- **School of Engineering** (up 13% from FY08 and 88% since FY05, continuing a seven-year growth pattern)
- **College of Education** (up 10% from FY08 and 4% from FY05, continuing a pattern of alternating year ups and downs, with FY09 the highest since FY01)
- **Kenai Peninsula College** (up 9% from FY08 and 18% from FY05, continuing a four-year growth pattern)

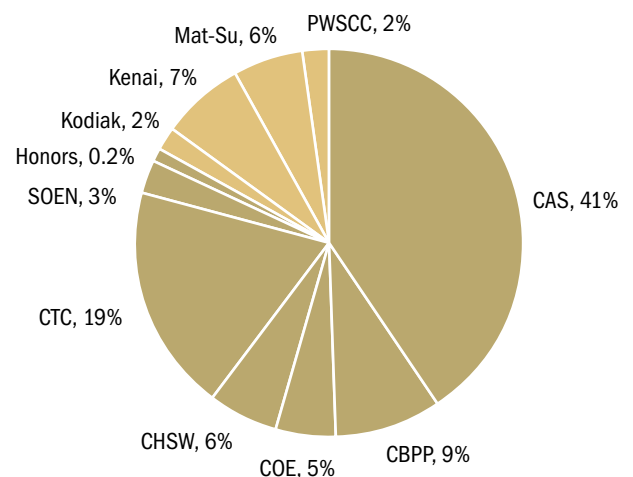
- **College of Business and Public Policy** (up 4% from FY08 and 10% from FY05)
- **Matanuska-Susitna College** (up 3% from FY08 and 6% from FY05)
- **College of Arts and Sciences** (up 1% from FY08 and 1.5% from FY05)

### Declines

Four units decreased their SCH delivery in FY08, one of them quite noticeably.

- **College of Health and Social Welfare** (down -1% from FY08 and -3% from FY05, continuing a slow decline over the last three years)

## Major Contributors



- **Community and Technical College** (down -1% from FY08, up 1% from FY05, but continuing a three-year drop-off from a high in FY06)
- **Kodiak College** (down -4% from FY08, but still up 8% from FY05)
- **Prince William Sound Community College** (down -24% from FY08 and -30% from FY05, to its lowest point in a decade)

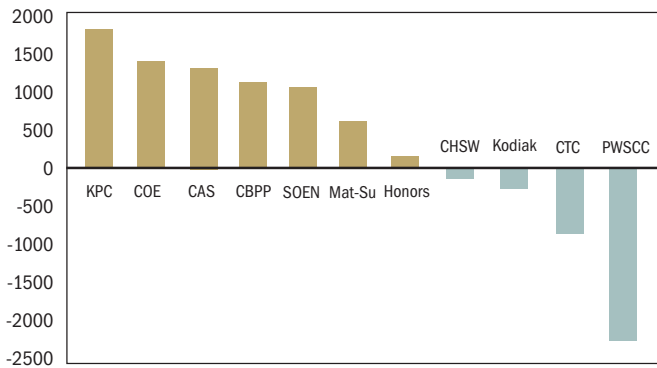
## Challenges

Only two units have experienced declines compared to their FY05 performance, and their circumstances are very different from each other.

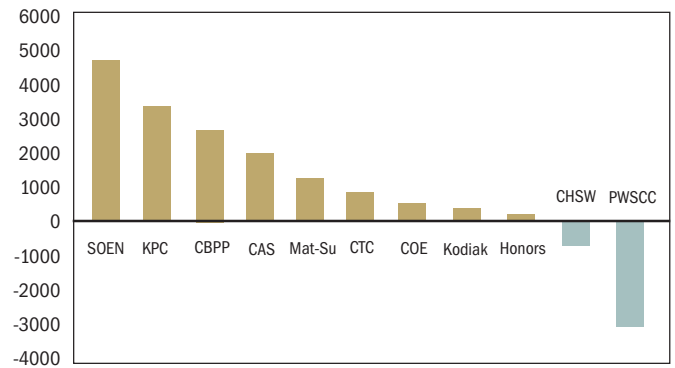
**College of Health and Social Welfare:** The CHSW grew 54% between FY01 and FY07, hitting its peak enrollment that year. Although it has declined somewhat from that peak in the last two years (due mostly to declines in Social Work and Justice programs), the FY09 total is still 43% higher than the FY01 total, reflecting the long-term sustained growth of this strategically important area.

**Prince William Sound:** The Valdez community has been hard hit by several years of industry downsizing, business closures, and population declines. High energy costs and fuel prices have made it even more difficult for those remaining in the region. Although PWSCC continues to attract students from outside Alaska, the local population may be largely unable to afford classes during these conditions.

**Net Changes , FY08 to FY09  
By Unit**



**Net Changes , FY05 to FY09  
By Unit**



	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	THIS YEAR 2008-09	NOMINAL TARGET
<b>STUDENT CREDIT HOURS</b>	286,284	297,668	314,746	332,757	333,263	336,146	338,879	339,818	344,254	344,000
<b>BY CAMPUS</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	
ANCHORAGE	228,509	236,142	249,901	267,773	275,620	280,855	282,308	282,868	287,288	
KENAI	19,248	20,815	19,682	19,829	19,134	19,551	20,531	20,654	22,507	
KODIAK	5,881	6,334	6,892	6,251	5,075	5,089	4,963	5,667	5,465	
MAT SU	19,222	20,946	23,486	23,806	20,494	20,946	20,432	21,154	21,766	
PWSCC	9,273	9,259	10,601	11,374	10,200	9,705	10,645	9,475	7,228	
<b>BY COLLEGE (ANCHORAGE)</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	
CAS	115,101	119,113	126,794	134,465	138,098	138,552	137,911	138,708	140,158	
CBPP	25,555	26,140	28,851	28,575	28,088	28,799	28,418	29,632	30,883	
COE	19,256	15,710	14,307	13,510	16,174	15,158	16,480	15,268	16,762	
CHSW	15,106	16,599	17,878	21,990	22,373	23,101	23,271	21,781	21,639	
CTC	48,733	53,811	57,210	63,743	64,964	68,221	66,674	66,474	65,676	
SOEN	4,515	4,437	4,531	5,075	5,425	6,461	7,764	8,996	10,181	
MILITARY PROGRAMS	4,151	4,172	4,183	3,723	2,740	transfer: UAF	—	—	—	
UNIVERSITY HONORS	243	332	331	416	498	563	562	570	694	
ACADEMIC AFFAIRS							1,134	1,440	1,295	
<b>BY COURSE LEVEL</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	
050-099	12,576	13,024	13,647	13,765	12,477	12,483	12,439	12,678	12,379	
100-299	194,237	207,154	223,220	238,455	237,060	238,322	238,824	239,533	239,782	
300-499	54,020	54,587	53,404	57,601	60,008	62,088	63,171	62,895	65,221	
500-599	11,454	8,231	7,647	7,407	8,819	8,268	8,630	9,372	10,369	
600-699	13,997	14,671	16,827	15,528	14,899	14,985	15,815	15,341	16,503	

## ANALYSIS OF RESULTS AND CHALLENGES By Course Level

Graduate and professional development courses saw the greatest percentage growth this year, while lower division and upper division courses achieved their highest totals ever.

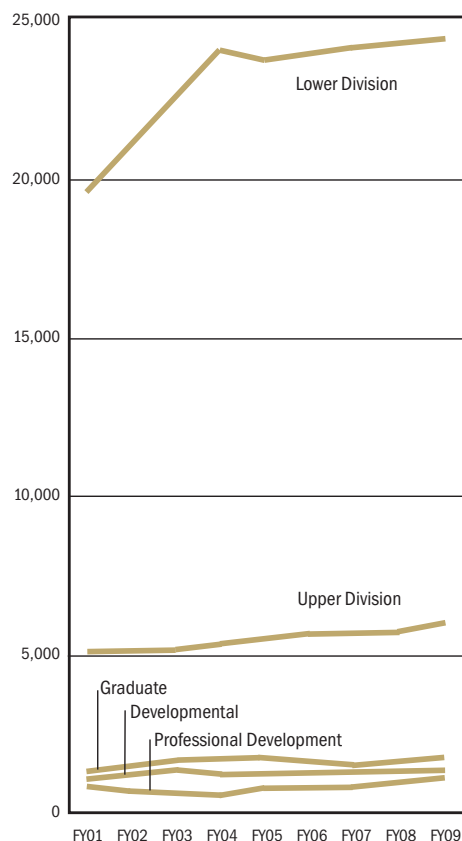
- **Professional development courses** (up 11% from FY08 and 18% from FY05), with increases this year in COE, CTC, SOE, and Kodiak and decreases in CAS, CBPP, Kenai, and PWSCC. Matanuska-Susitna College and the CHSW had no courses at this level.
- **Graduate courses** (up 8% from FY08 and 11% from FY05), with increases this year in every college with graduate offerings (CAS, CBPP, CTC, COE, CHSW, and SOE). The four community campuses had no courses at this level.
- **Upper division** (up 4% from FY08 and 9% from FY05; the highest year on record), with increases this year in CAS, CBPP, CTC, CHSW, SOE, Mat-Su, and PWSCC and decreases in COE, Kenai, and Kodiak. All campuses have courses at this level.
- **Lower division** (up slightly from FY08 and 1% from FY05; the highest year on record), with increases this year in CAS, CBPP,

COE, SOE, Kenai, and Mat-Su and decreases in CTC, CHSW, Kodiak, and PWSCC. All campuses have courses at this level.

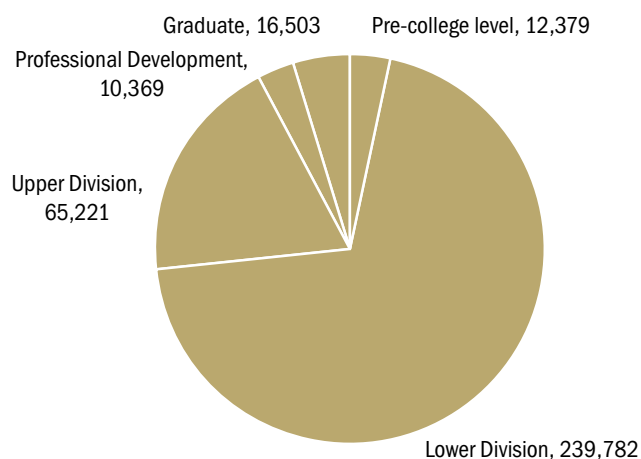
- **Developmental or pre college-level SCH** declined -2% from FY08 and about -1% from FY05 to its lowest level in a decade. This year's increases came in CAS, CTC, and Kenai; decreases came in Kodiak, Mat-Su, and PWSCC. All campuses have courses at this level, but four Anchorage units (CBPP, COE, CHSW, and SOEN) do not.

For this analysis, developmental-level courses are those numbered between 050 and 099. However, UAA also offers several college preparatory courses numbered in the 100s that are considered as below college-level work but nevertheless appear in lower division totals because of their course numbers. UAA has been focusing on this blended array of courses in studies having to do with under-prepared students. See also pages 46-47 for more on this topic.

Trends, by Course Level



Total SCH by Course Level



## Strategies

### International Student Recruitment

Strengthened relationships with Education USA Advising Centers are contributing to tremendous growth in international student inquiries and applications. We are expecting FY10 to be a record year for international student enrollment at UAA.

## Pre-College Programs

UAA has a wide variety of K-12 outreach, dual enrollment, and summer bridging programs that target high school and younger students in our service area and throughout Alaska. These programs typically have a recruitment function that makes its earliest impact on student credit hours. Many of them have additional college preparation and/or career training functions that may also impact student success, retention, and high demand job area degrees in later years. The list includes:

- **I'm Going to UAA Day:** Annual events in Anchorage, Kenai Peninsula College, and Prince William Sound Community College bring local fifth graders to our campuses for a full day of college life experiences.
- **Culinary Boot Camp:** Aspiring chefs aged 12-17 prepare entrees and salads, bake breads and pastries, and explore cake decorating and chocolate in weeklong summer programs.
- **Tech Prep:** High school students earn university credit for technical classes they complete in high school.
- **The Alaska Native Science and Engineering Program (ANSEP):** Summer bridging programs in Engineering and Biological Science are models of success.
- **Della Keats U-DOC Summer Enrichment Program:** For rural, underserved, or Alaska Native high school students interested in medical professions.
- **Pathways Programs at WWAMI:** For high school and undergraduates interested in working in health care fields in Alaska.
- **Pre-Med Summit:** Teaches students about medical education and the medical school application process.
- **The Color of Justice:** Workshops, classes, and mock trials with an emphasis on promoting diversity in the legal professions.

## Distance Delivery

UAA produced 40,629 student credit hours via distance delivery methodologies in FY09, an increase of 20% over FY08 and 90% over FY05, continuing a trend that has steadily increased access to UAA courses from every campus, school, and college. Distance now accounts for 12% of all SCH, up from 10% in FY08.

Three units grew their distance offerings by more than 1,000 SCH between FY08 and FY09:

- **Kenai Peninsula College:** up 2,450 (186%)
- **College of Arts and Sciences:** up 1,531 (12%)
- **Community and Technical College:** up 1,056 (25%)

## Challenges

The Anchorage campus continues to experience space challenges that limit growth, including too many small classrooms, not enough large ones, and a shortage of classroom space at peak demand times (especially during the 5:30 to 7:00 pm period).

## Looking to the Future

All campuses are keeping their eye on economic indicators (such as unemployment rates) and project funding from the ARRA Stimulus package that may increase demand for college education and training in FY10 and beyond.

In addition, recent changes in the financial aid environment have mitigated concerns expressed earlier this year and may have a positive impact on enrollment in the coming years.

- **Benefits for veterans.** The new GI Bill (officially called the Post 9/11 Veterans Educational Assistance Act) goes into effect in August in time to impact the Fall 2009 semester, dramatically increasing the amount of funding available for veterans of the Afghanistan and Iraq conflicts. UA's Board of Regents also approved a change waiving non-resident tuition for veterans and their eligible dependents.

- **Alaska Student Loan Program.** The signing of HB 172 into law on July 1 gives the Department of Revenue the authority to purchase bonds from the Alaska Student Loan Corporation, creating a new source of financing for the Stafford and Alaska Supplemental Loan programs. A new requirement of minimum credit scores for loan applicants may mean that fewer students can qualify for these programs, but at least the programs themselves will continue to be funded.

- **Pell grant funding.** The Pell Grant maximum is increasing by about \$500 in FY10, and changes in the way family contributions are calculated may make more students Pell-eligible.

- **Scholarships.** In addition to its usual array of scholarships, UAA is establishing a new needs-based Seawolf Opportunity Scholarship with \$6 million received from an anonymous donor in May. UAA awarded the first 50 of the new 4-year scholarships in FY10. Each includes tuition and \$2,000 towards on-campus housing or child care. An additional \$1,000 will be awarded for books in years 2, 3, and 4.

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
DISTANCE DELIVERY	16,501	18,226	21,440	25,006	29,188	33,900	40,629

# STUDENT CREDIT HOURS STRATEGY

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

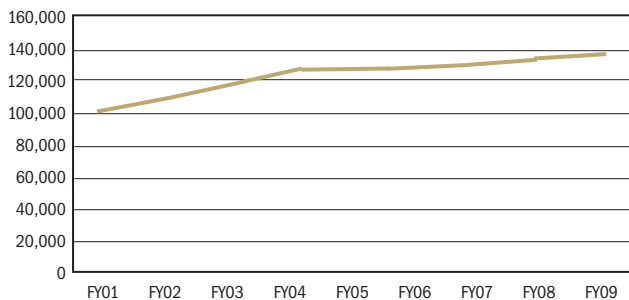
138,906  
SCH

**MEASURE:** The number of student credit hours generated by courses that meet UAA's General Education Requirements (as defined in the 2008-09 catalog).

## PERFORMANCE SUMMARY

Overall, UAA produced 138,906 SCH in courses that meet General Education Requirements (GERs) in FY09, an increase of 2% over FY08 and 4% over FY05. GER's comprised about 40% of UAA's total SCH for the year.

Trend, GERs



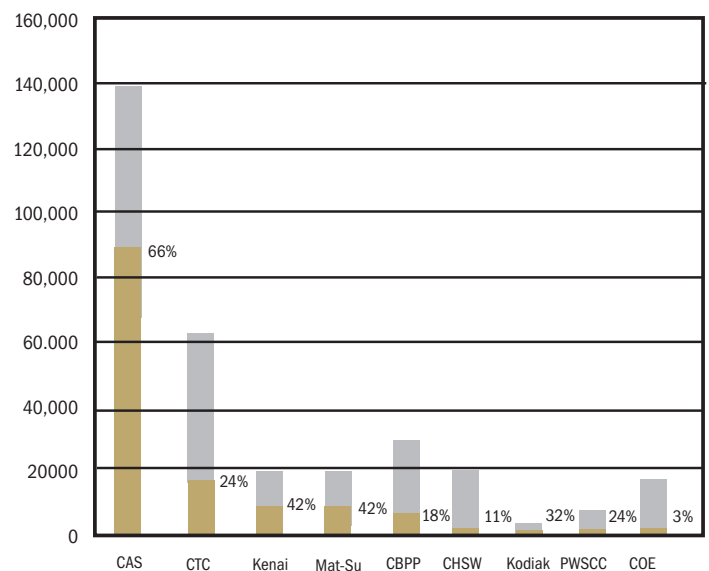
## ANALYSIS OF RESULTS AND CHALLENGES

Increasing GER offerings directly increases SCH and indirectly increases other student success measures, including the efficiency with which students can navigate their chosen degree programs. Every unit except the School of Engineering delivers GERs.

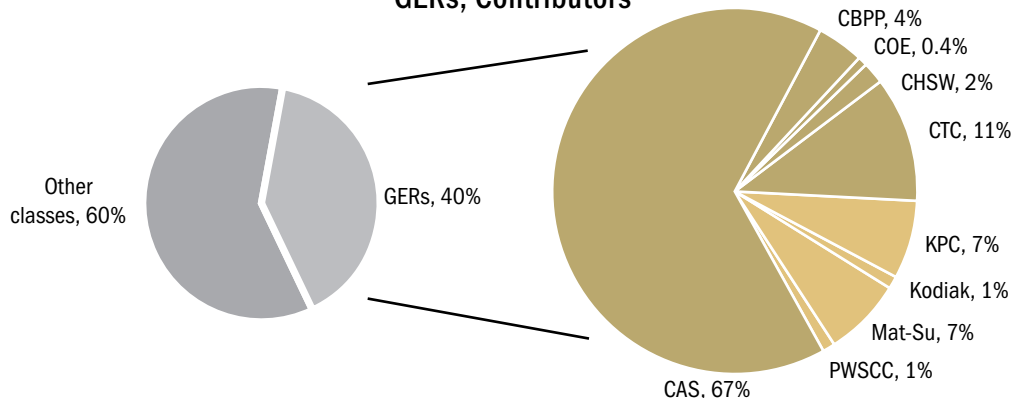
## College of Arts and Sciences

The College of Arts and Sciences' GER credit hours increased 2% from FY08 and nearly 6% from FY05. CAS is the major contributor to the SCH metric overall (accounting for 41% of the overall total) and an even larger contributor to GER performance (accounting for 67% of the GER total). Two thirds of CAS's SCH delivery is in courses that meet General Education Requirements.

GERs by Volume and Percent of Offerings



GERs, Contributors





### Community and Technical College

CTC's production of General Education Requirement SCH was down -7% in FY09 compared to FY08, but it was still the second highest total ever and up nearly 1% above FY05. CTC delivers about 11% of UAA's total GERs, primarily at the Chugiak/Eagle River Campus and at military education centers at Fort Richardson and Elmendorf Air Force Base. Altogether, nearly a quarter of their course delivery meets General Education Requirements.

### Community Campuses

**Kenai Peninsula College** increased its General Education Requirement SCH by nearly 21% from FY08 and 30% from FY05. **Matanuska-Susitna College** increased its GERs by 8% over FY08 and 4% over FY05. Each of these campuses delivers about 7% of UAA's total GERs; both have about 42% of their credits in General Education Requirements.

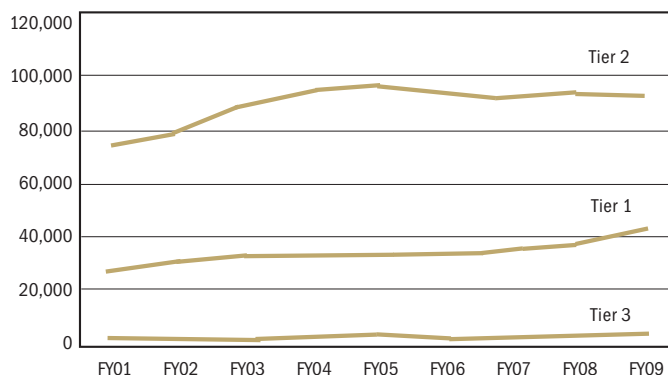
### By Tiers

Tier 1 GERs (Basic College-level Skills) increased 6% over FY08 and 29% over FY05. In FY09, they comprised 30% of the GER total.

Tier 2 GERs (Disciplinary Areas) decreased about 1% from FY08 and 5% from FY05. In FY09, they comprised 67% of the GER total.

Tier 3 GERs (Integrative Capstone Courses), although the smallest in numbers, increased the most dramatically, up 45% from FY08 and 114% from FY05. In FY09, they comprised about 3% of the GER total.

GER Trend, by Tiers



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

# STUDENT CREDIT HOURS

## Funding Impact

### OVERLAPPING STRATEGIES

Investments in high demand job areas have contributed to credit hour growth, particularly in the School of Engineering (up 88% since FY05), the College of Education (up 4%), and in health-related courses throughout the curriculum. Funding for programs in high demand job areas is detailed on pages 37-42.

Investments in student success programs have contributed to credit hour growth in upper division (up 9% since FY05), graduate (up 11%), and professional development (up 18%) courses. Funding for student success strategies is detailed on pages 50-52.

Kodiak College also doubled its distance-delivered SCH in FY08 and FY09 compared to earlier years and collaborated with the College of Arts and Sciences and the College of Education to deliver five Liberal Studies courses to support education majors and teachers pursuing “highly qualified” status.

### 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

Over the last three years, funding has focused on the College of Arts and Sciences (the major contributor to the SCH and GER metrics), and on Kenai Peninsula College and Prince William Sound Community College.

### 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

Investments in the University Honors College have contributed to a credit hour increase of 23% since the program became a college in FY07. 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 (up 4% since FY05).

## FY07

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### Internal Reallocations

To the University Honors College

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

## FY08

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### Internal Reallocations

To the University Honors College

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

## FY09

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### Internal Reallocations

To the University Honors College

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

### Looking to the Future

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The University Honors College will need additional financial support in future years to help UAA achieve our educational opportunity and student success goals.

## CHUGIAK / EAGLE RIVER CAMPUS

UAA secured Senate Bill 137 funding (SB137) 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

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### SB137 Funding

To the Community and Technical College

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

## FY08

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### SB137 Funding

To the Community and Technical College

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

## FY09

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### SB137 Funding

To the Community and Technical College

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

### Looking to the Future

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UAA will continue to use SB 137 funding (henceforth to be known as TVEP funding) and internal reallocations to support lease expansion for the CERC.

## FY10

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### Internal Reallocations

To the Community and Technical College

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

**Technical and Vocational Education Program (TVPE) Funding**

To the Community and Technical College

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

**INTEGRATED SCIENCE BUILDING****Looking to the Future**

The big news for FY10 will be the long-anticipated opening of the ConocoPhillips Integrated Science Building on the Anchorage campus. UAA received just over \$1 million from the legislature (about 50% of fixed cost needs) and allocated another \$1 million from a philanthropic donation to operate and staff the new facility, opening in September 2009.

**FY10****Legislative Funding**

- Integrated Science Building, operating costs: \$1,025,000

**Internal Reallocations**

- Integrated Science Building, operating costs: \$175,000 (one-time funding)
- Integrated Science Building, staffing: \$825,000 (onetime funding)





# NON-CREDIT INSTRUCTIONAL PRODUCTIVITY UNITS

6,549

Phase-in year

Preparing to establish  
benchmark next year

**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 produced at least 6,549 non-credit instructional units in FY09, which equates to 65,490 student contact hours.

## ANALYSIS OF RESULTS AND CHALLENGES

FY09 is a “phase-in” year for this new performance indicator. Although UAA has a long history of tracking non-credit sections and enrollment, contact hour data was not always entered into Banner. We were able to capture and enter this data for Spring 2009 before the semester officially closed, but the Summer 2008 and Fall 2008 semester data remains incomplete. Our total of 6,549 NCU’s for the year is therefore a low estimate. We produced at least that many, and more besides.

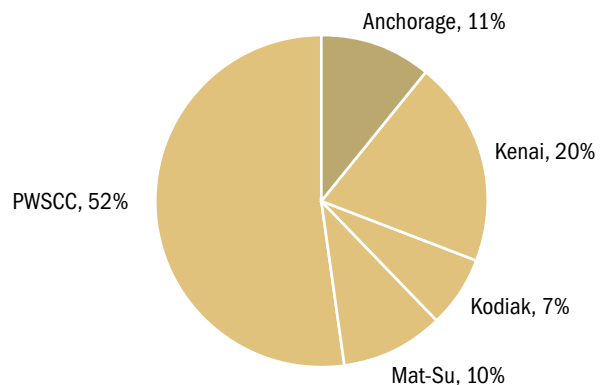
Even though this year’s total is incomplete, there are several things to be learned from it as we phase in our understanding of this new metric.

## Major Contributors

Prince William Sound Community College was the major contributor to this activity in FY09, producing over half of all UAA’s NCU’s. As a comprehensive community college, PWSCC is committed to providing education for lifelong learners that includes general interest and self-improvement courses, seminars, and workshops designed to enrich the quality of life for individuals of all ages. The curriculum is developed based on the expressed interest of community members and includes such topics as

	PHASE- IN YEAR 2008-09
NON-CREDIT INSTRUCTIONAL UNITS	6,549
BY CAMPUS	2008-09
ANCHORAGE	709
KENAI	1,308
KODIAK	461
MAT SU	665
PWSCC	3,405
BY TYPE	2008-09
ADULT BASIC EDUCATION (ABE)	1,888
CONTINUING EDUCATION (CEU)	1,688
OTHER NON-CREDIT	2,973

## Major Contributors



business, health and family life, creative arts, professional and personal development, physical education, humanities, and public lectures on issues of local/regional concern. A major draw in FY09 was the community Wellness Program, a comprehensive fitness center offering aerobics, yoga, spin classes, boxing, strength training, and seminars.

**Kenai Peninsula College** was the second largest contributor at 20%. Adult Basic Education, GED preparation, and English as a Second Language courses make up the majority of KPC's non-credit offerings. Others of note include the Kenai River Guide Academy and Job Readiness courses.

**Anchorage campus and Matanuska-Susitna College** offerings consist mostly of continuing education courses in the fields of business, engineering, and customized training.

**Kodiak College** offerings include Adult Basic Education, English as a Second Language, and short courses on a variety of topics.

## Types

We tracked three basic types of NCU's (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** accounted for 1,888 NCUs (nearly 29% of the total). ABE was offered at Kenai Peninsula College, Kodiak College, and Prince William Sound Community College only.

Nearly 70% of Kodiak's NCUs and 63% of KPC's NCUs occurred in this type of course.

**Continuing Education Units** accounted for 1,688 NCU (nearly 26% of the total). CEU's were offered at every campus except Kodiak. More than 90% of the Anchorage campus's NCU and 81% of Mat-Su's NCU occurred in this type of course.

**Other Non-Credit Courses** accounted for 2,973 NCU (about 45% of the total). Nearly 75% of Prince William Sound's NCU occurred in this type of course, most of it (2,484 NCU's) in their Wellness Program.

## Challenges

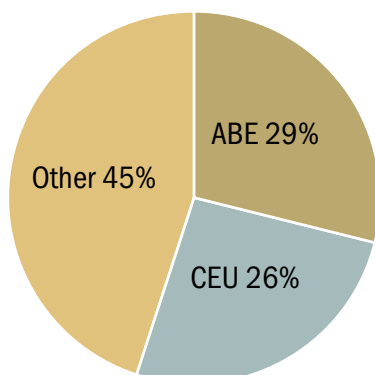
There are always unexpected challenges in getting a new measure up and running, and this was no exception. Missing and misidentified data prevented us from establishing benchmarks this year, but we don't expect that problem to recur in FY10.

A deeper challenge involves how to use this indicator effectively in planning and assessment activities. Non-credit instruction plays such different roles in different locations that it doesn't lend itself to meaningful target-setting exercises at the MAU level.

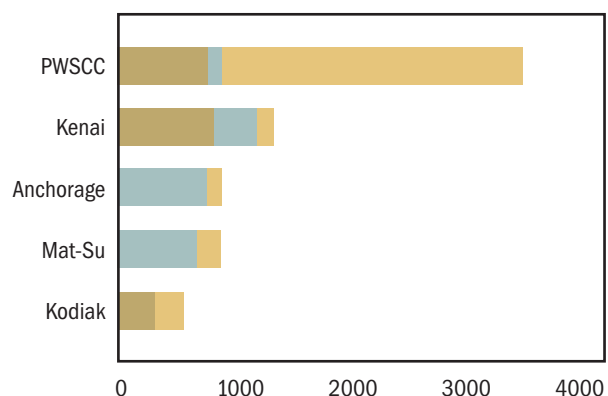
## Funding Impact/Looking to the Future

UAA leaders agree that non-credit instruction is a small but significant component of total instructional productivity. The campuses will be continuing discussions over the next year into what kinds of initiatives and goals may be appropriate for these activities.

NCU's By Type, MAU



NCU's By Campus and Type



# GRANT-FUNDED RESEARCH EXPENDITURES

**\$8.039**  
million



Decreased 9%  
from FY08

## TARGET RANGE

\$10.7 m High

\$8.8 m Nominal

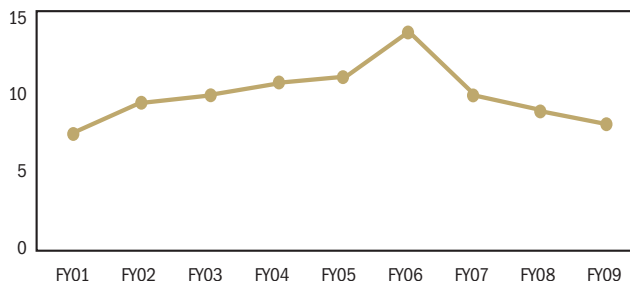
\$6.9 m Low

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

## PERFORMANCE SUMMARY

UAA's Grant-Funded Research (GFR) expenditures totaled \$8.039 million in FY09, down -9% from FY08, down -29% from FY05, and continuing a three-year decline from the high point of FY06. FY06, however, may be considered an outlier year; a single large grant to the Alaska Center for Supply Chain Integration was largely responsible for this one-time peak in the trend data.

### Trend, MAU



## ANALYSIS OF RESULTS AND CHALLENGES

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

### Top Performers

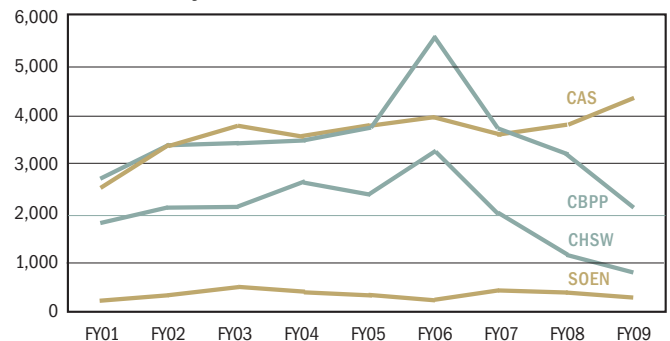
The **College of Arts and Sciences** was the largest contributor last year (producing 55% of the total) and also the top performer. CAS's \$4.4 million in GFR expenditures was the largest ever for the college, 15% above its FY08 performance and 14% above FY05. The Environment and Natural Resources Institute (ENRI) had a particularly strong year, with research expenditures of \$1.76 million (including the Alaska Natural Heritage Program), up 35% from FY08. The Social Sciences area was up 47% to \$882,000, largely due to a major grant for Behavioral Health Research and Services. The Biomedical Program was also up 34% to \$55,000.

**Kenai Peninsula College** had nearly \$92,000 in GFR expenditures, more than three times as much as last year's \$29,000, and its highest total ever. The funding went to Professor Alan Boraas (Anthropology) for his research with the Kenaitze Indian Tribe and his work on Dena'ina language development.

### Other Contributors

The **College of Business and Public Policy** was the second largest contributor, producing 27% of the university total. Its \$2.2 million in expenditures were down 32% (more than \$1 million) from last year's total and 43% from FY05. The Institute of Social and Economic Research (ISER) was down 5% from last year to \$2.1 million, but the most dramatic swings took place in the Logistics program. A single large grant to the Alaska Center for Supply Chain Integration was largely responsible for a large arc in logistics research expenditures, which went from \$57,000 in FY05 to \$2.5 million in FY06 to \$1.3 million in FY07 to \$947,000 in FY08 and then back down to \$34,000 in FY09.

### Trend, Major Contributors

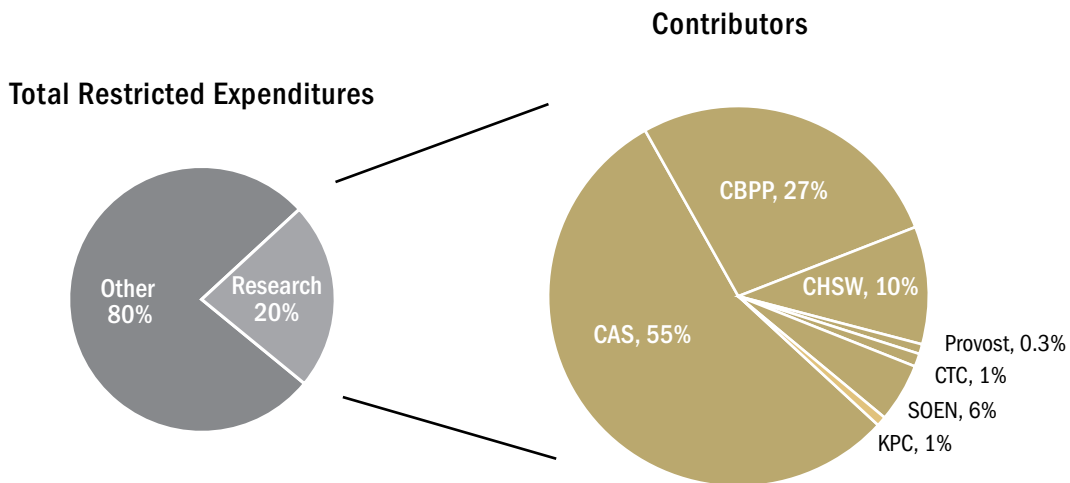


The **College of Health and Social Welfare** was the third largest contributor (producing 10% of the university total). Its \$825,000 in expenditures were down from FY08 (-27%) and from FY05 (-66%). Five of six subunits in the college experienced varying degrees of declines, ranging from the Justice Center's -16% to the Center for Human Development's -51%. The Health Sciences unit grew by 1% to \$66,000.

The **School of Engineering** had \$447,000 in research expenditures, down from FY08 (-10%) and from FY05 (-3%).

The **Community and Technical College** had nearly \$66,000 in Aviation research expenditures this year compared to none last year. However, CTC's FY09 total is still 84 - 88% below the peak years of FY04-06, when the Capstone project was a major research driver. That project is now complete.

**Undergraduate Research** also generated nearly \$27,000 in research expenditures.



IN THOUSANDS	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	TARGET 2008-09
GRANT-FUNDED RESEARCH EXPENDITURES	7,184	9,114	10,158	11,089	11,249	13,651	10,278	8,788	8,039	8,800
BY CAMPUS	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	
ANCHORAGE	7,184	9,114	10,158	11,074	11,244	13,651	10,278	8,759	7,947	
KENAI				15	5			29	92	
BY COLLEGE (ANCHORAGE)	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	
CAS	2,372	3,279	3,847	3,744	3,885	3,959	3,679	3,829	4,413	
CBPP	2,588	3,193	3,331	3,614	3,840	5,568	3,776	3,206	2,173	
COE			90	104	68		10	-	-	
CHSW	1,870	2,127	2,157	2,676	2,427	3,223	1,965	1,132	825	
CTC	60	132	172	413	564	491	105	-24	66	
SOEN	295	383	555	523	460	310	550	499	447	
PROVOST, OTHER								117	22	
RESTRICTED EXPENDITURES	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	
OTHER RESTRICTED EXPEND.	11,317	13,018	15,630	17,721	17,558	27,520	29,108	29,194	31,533	
TOTAL RESTRICTED EXPEND.	18,501	22,132	25,788	28,810	28,807	41,171	39,386	37,981	39,572	

## Total Restricted Expenditures

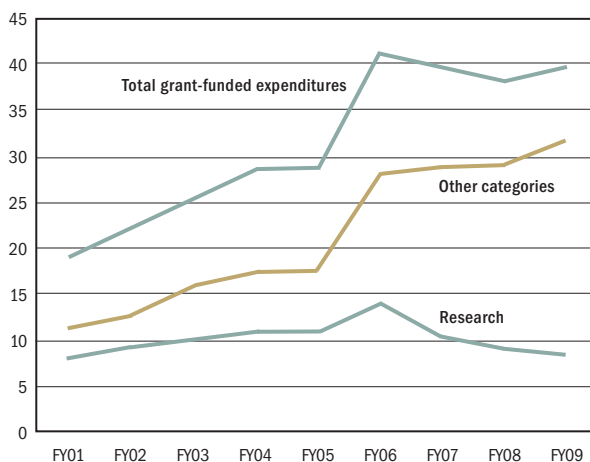
Grant-funded research expenditures comprise 20% of UAA's total restricted expenditures, which in FY09 came to nearly \$39.6 million. Research was the majority category of grant-funded activity in two colleges: the College of Arts and Sciences and the College of Business and Public Policy.

In addition to research, UAA is very productive in other areas that support our mission and meet critical statewide needs—particularly public service, instruction, and student services. Ten units had grant-funded expenditures that exceeded \$100,000 in these and other categories; six exceeded \$1 million; the College of Health and Social Welfare came close to \$8 million. These tend to be areas that 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 UAA's ability to better support and pursue traditional “pure” research.

## Looking Ahead: Research

UAA researchers have already submitted 17 American Recovery and Reinvestment Act (ARRA) proposals for FY10, requesting nearly \$11.7 million. As of late August, ten awards (amounting to nearly \$3.6 million) have been made by agencies including the National Science Foundation (NSF) and the National Institutes of Health (NIH).

## Trend, Total Restricted Expenditures



## Grant-funded Expenditures, Not Research

- College of Health and Social Welfare: \$7.6 million
- College of Business and Public Policy: \$2.7 million
- School of Engineering: \$2.5 million
- Community and Technical College: \$1.9 million
- Kenai Peninsula College: \$1.3 million
- College of Education: \$1.2 million
- College of Arts and Sciences: \$902,000
- Prince William Sound Community College: \$432,000
- Kodiak College: \$115,000
- Matanuska-Susitna College: \$105,000

## PROPOSED STRATEGY

Increase total grant awards

**\$37.9**  
million

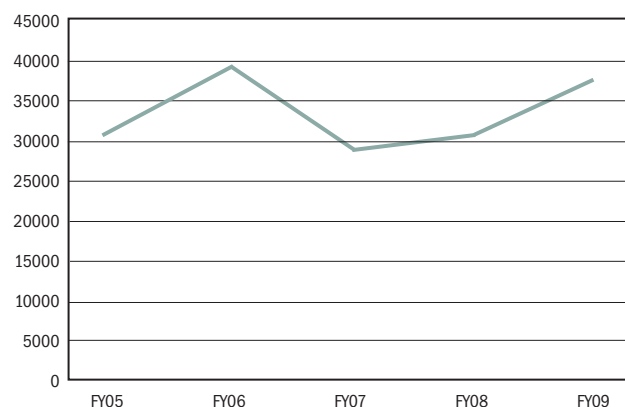
### MEASURE:

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

## PERFORMANCE SUMMARY

UAA received grant awards totaling \$37.9 million in FY09, up 21% from FY08 and 23% from FY05. It was the second highest total of the last five years, surpassed only by FY06, which some consider an outlier year.

**Total Awards, in thousand \$**



## ANALYSIS OF RESULTS AND CHALLENGES

The majority of UAA's grant awards (87%) fall into four NCHEMS categories that represent important elements of our mission: Public Service (30%), Instruction (24%), Research (21%), and Student Services (12%). The first three of these are consistently the largest categories, with Research being the largest in FY05 and FY06, Instruction in FY07, and Public Service the largest and fastest growing over the last two years.

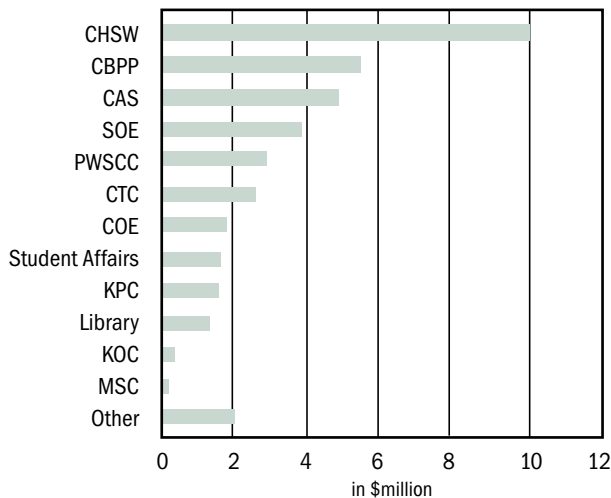
### Major Contributors

The College of Health and Social Welfare received the largest award amount in FY09, with 65 awards totaling more than \$10 million. The College of Business and Public Policy was next, with 53 awards totaling \$5.6 million, followed by the College of Arts and Sciences with 72 awards totaling \$4.7 million. Over the past five years, these three units have consistently been the major contributors; together, they received about 54% of the total award amounts in FY09.

GRANT AWARDS (IN THOUSANDS)	2004-05	2005-06	2006-07	2007-08	2008-09
TOTAL AMOUNT AWARDED DURING THE FISCAL YEAR	30,697	39,272	29,885	31,242	37,874
BY NCHEMS CATEGORY	2004-05	2005-06	2006-07	2007-08	2008-09
ACADEMIC SUPPORT	353	671	181	1,310	1,301
AUXILIARY ENTERPRISES	2	0	0	1	0
INSTITUTIONAL SUPPORT	1	90	647	0	1,344
INSTRUCTION	8,111	8,989	8,377	7,851	8,972
OPERATIONS AND MAINTENANCE	26	1,801	1,404	0	1,999
PUBLIC SERVICE	8,611	10,162	7,923	9,931	11,561
RESEARCH	9,759	12,975	7,284	8,222	7,948
SCHOLARSHIPS AND FELLOWSHIPS	625	1,738	388	299	219
STUDENT SERVICES	3,209	2,847	3,681	3,629	4,530



Awards by Unit



### By NCHEMS Category

Four units received more than \$1 million in **Public Service** awards in FY09:

- College of Health and Social Welfare: \$5.1 million
- College of Business and Public Policy: \$3.1 million
- School of Engineering: \$1.4 million
- Consortium Library: \$1.1 million

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

- College of Health and Social Welfare: \$2.5 million
- College of Education: \$1.9 million
- Community and Technical College: \$1.9 million

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

- College of Arts and Sciences: \$3.9 million
- College of Business and Public Policy: \$1.9 million
- School of Engineering: \$1.1 million

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

- Student Affairs: \$1.6 million
- School of Engineering: \$1.1 million
- Kenai Peninsula College: \$1.1 million

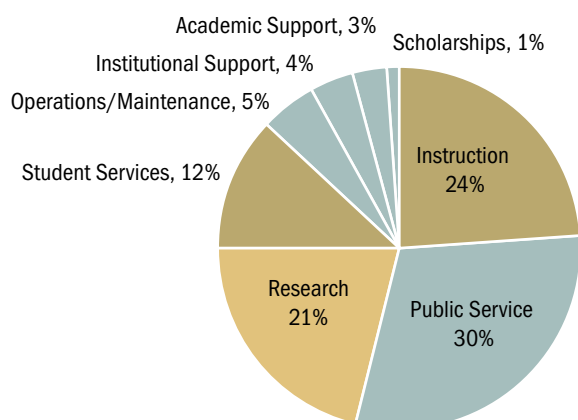
Prince William Sound Community College also received awards totaling nearly \$2 million in the category of **Operations and Maintenance**.

### Relationship to the Core Metric

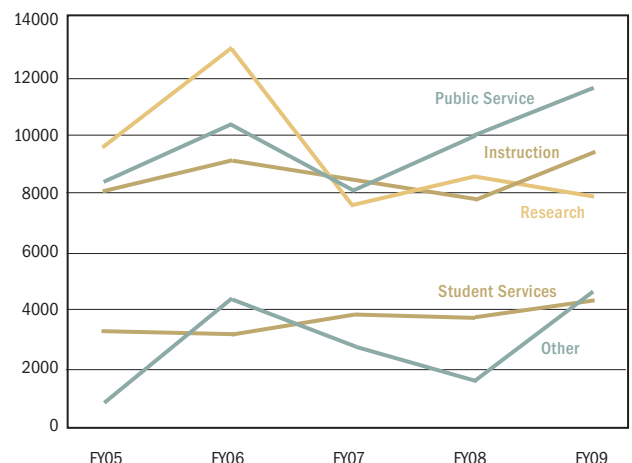
Awards measures have been gathered and reported internally by UAA's Grants and Contracts office for at least five years. This new analysis, proposed by the Vice Provost for Research and Graduate Studies, invites a wider audience to consider the strategic implications of all of UAA's grant-funded activities. 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 big logistics grant), followed by a return to more normal—albeit lower—levels in FY07 and a more consistent performance in the years since. Research awards are still not as high as they were in FY05, and the FY09 total is 3% lower than FY08, but it is still 9% higher than FY07.

Awards by Category



Trend, by NCHEMS Category



## Challenges

This proposed metric was produced using data extracted from Banner at the end of each fiscal year by UAA's Office of Sponsored Programs (OSP). It is not possible to reconstruct historical data in the usual way (from official freeze tapes) as this information is not preserved on those tapes past a single year. We were fortunate to have data extracted consistently over the last five years by our internal OSP staff. If UAA chooses to continue with this measure, however, we will need to formalize data extraction and preservation so that it can be accessed by other individuals.

## Looking Ahead

Funding for the College of Education's multi-year Alaska Educational Innovations Network (AEIN) project will wind down next year as a one-year no-cost extension expires in September 2010.

# GRANT-FUNDED RESEARCH EXPENDITURES

## Funding Impact

Over the past few years, UAA has largely relied on the Chancellor's Fund for Research, Scholarship, and Creative Activity to provide seed money for faculty research and scholarly activities. An analysis completed by the Office of the Vice Provost for Research and Graduate Studies in FY09 demonstrated that every dollar invested in these fellowships over the last five years resulted in \$14 in new proposals and \$4 in awards, an indication that these investments have had the desired results. Awards supported research activities in the physical sciences (quality of ground water resources), engineering (coastal erosion and seismic impacts on bridges and buildings), biological sciences (cellular metabolism, plant and animal physiology, ecology, and species diversity), anthropology, archeology, and many other areas.

### FY07, FY08, FY09

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#### Internal Reallocations

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

### Looking to the Future

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The opening of the ConocoPhillips Integrated Science Building in FY10 will have an impact on both teaching and research. New leadership from Vice Provost Jan Harris and Institute for Circumpolar Health Director David Driscoll will strengthen planning and capacity-building in the area of health research.

### FY10

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#### 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

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#### Increment Requests

UAA's FY11 Operating Budget Request contains several funding priorities that will impact Grant-Funded Research Expenditures. See page 85 for the complete list.



# UNIVERSITY-GENERATED REVENUE

**\$131.9**  
million



Increased 4%  
from FY08

## TARGET RANGE

\$140m High

\$135m Nominal

\$130m Low

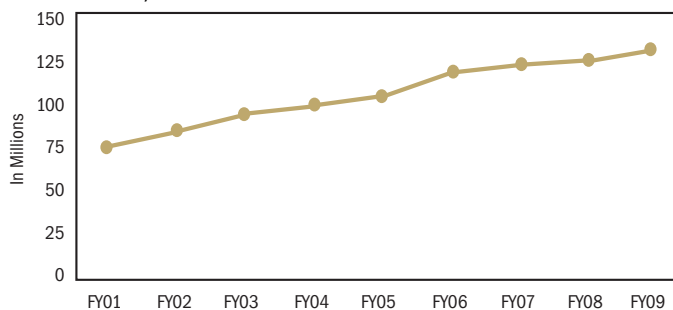


**MEASURE:** Total amount of university-generated revenue, including University Receipts (interest income, auxiliary receipts, gross tuition and fees, indirect cost recovery, and other university receipts), Federal Receipts, Capital Improvement Project (CIP) Receipts, and State Interagency Receipts.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

## PERFORMANCE SUMMARY

UAA generated \$131.9 million in university-generated revenues in FY09, up 4% from FY08 and 23% from FY05, continuing a decade-long trend of steady growth.

Trend, MAU



## ANALYSIS OF RESULTS AND CHALLENGES

### Top Performers

Seven academic units have increased their university-generated revenues at double-digit rates over the last four years.

The **School of Engineering** is up 43% from FY08 and 72% from FY05, largely due to increases in tuition and fees from the Project Management and Bachelor of Science in Engineering programs.

**Matanuska-Susitna College** is up 14% from FY08 and 22% from FY05, largely due to increases in tuition revenues.

The **College of Health and Social Welfare** is up 11% from FY08 and 10% from FY05, largely due to revenue increases from health programs and the Center for Human Development.

The **College of Arts and Sciences** is up 10% from FY08 and 31% from FY05, largely due to tuition increases.

**Kenai Peninsula College** is up 7% from FY08 and 38% from FY05, with enrollment increases contributing to tuition increases.

The **Community and Technical College** is up 3% from FY08 and 19% from FY05, largely due to tuition increases.

The **College of Education**, though down 2% from FY08, is up 48% from FY05, largely due to tuition increases.

The **Administrative Services** division has also achieved a strong and steady growth pattern for housing, food services, and bookstore operations, which are up 7% from FY08 and 33% from FY05.

### Declining Revenues

Three units have experienced shrinking revenues, two of them related to economic conditions in the communities they serve.

**Kodiak College** is down from both FY08 (-5%) and FY05 (-25%). Similarly, **Prince William Sound Community College** is down from both FY08 (-11%) and FY05 (-12%). Both colleges serve communities that have been struggling with economic and demographic downturns in recent years.

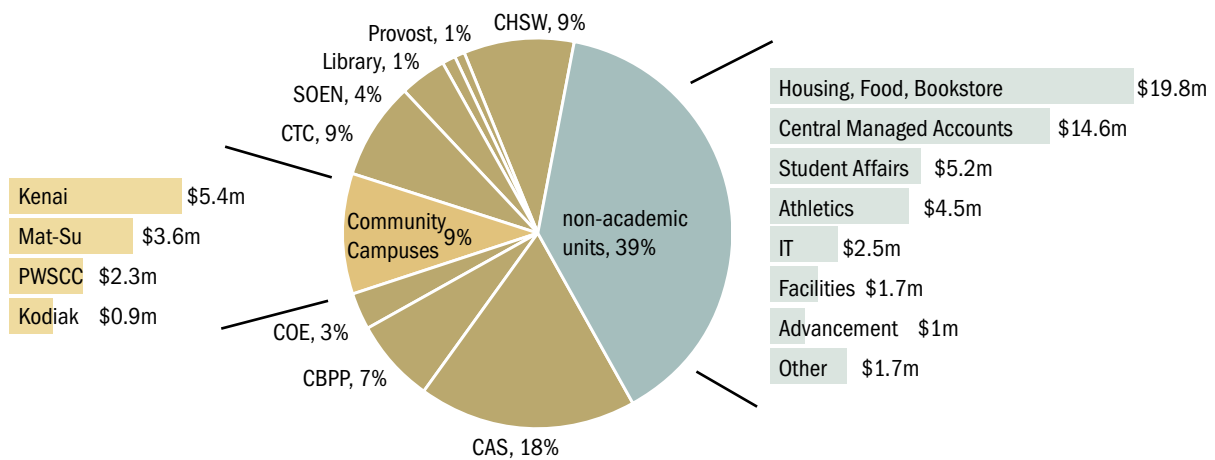
The **College of Business and Public Policy** is also down from both FY08 (-8%) and FY05 (-5%), largely due to decreases in restricted activities.

## ANALYSIS OF RESULTS AND CHALLENGES By Category

UAA generated \$36.5 million in **Restricted Revenues** in FY09, up 5% from FY08, 5% from FY05, and coming close to the all-time high of FY06. Federal receipts hit a new high of \$23 million, and State receipts reached over \$5.5 million, the highest total of the last three years. UA receipts were down, however, for the third year in a row (-6% from FY08 and -14% from the high point in FY06), as economic conditions continue to limit grant activity from local and private organizations.

UAA generated \$95.4 million in **Unrestricted Revenues**, the highest total ever, up 3% from FY08 and 31% from FY05. Tuition revenues hit \$51 million, up nearly 9% from FY08. Auxiliary Services hit \$22 million, up nearly 8%. Student Fees hit \$10.6 million, up about a half a percent. All three of these major categories generated all-time highs in FY09. UA receipts generated \$9.4 million, down from FY08 (-4%), reflecting the transfer of Mining and Petroleum Training Services (MAPTS) from UAA to UA Statewide Corporate Programs. Indirect cost recovery generated more than \$2.8 million, up nearly 2% from FY08 but still below FY05 (-14%). The FY09 total for Indirect represents about 8% of the restricted revenues for the year.

### Major Contributors



IN THOUSANDS	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	TARGET 2008-09
UNIVERSITY-GENERATED REVENUES	77,670	86,423	96,644	103,130	107,623	117,673	122,088	127,195	131,902	135,000
BY CAMPUS	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	
ANCHORAGE	69,767	77,075	86,386	91,844	97,064	106,731	110,729	115,542	119,792	
KENAI	2,541	2,732	2,855	3,558	3,899	4,646	5,022	5,048	5,391	
KODIAK	727	1,059	1,325	1,272	1,149	1,028	933	893	866	
MAT SU	2,438	3,135	3,400	3,316	2,929	3,065	2,979	3,143	3,570	
PWSCC	2,198	2,423	2,679	3,139	2,582	2,202	2,425	2,568	2,283	
BY UNIT	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	
CAS	12,484	13,618	14,503	16,219	17,966	19,620	21,158	21,502	23,566	
CBPP	7,447	9,169	10,693	9,452	9,572	11,683	10,568	9,904	9,136	
COE	1,450	1,653	2,318	2,831	2,666	3,692	4,594	4,036	3,956	
CHSW	6,981	7,971	8,403	9,682	10,751	12,251	11,785	10,682	11,847	
CTC	10,671	12,124	13,786	10,149	9,647	10,221	10,682	11,134	11,477	
SOEN	1,020	1,330	2,037	2,520	3,086	2,393	2,720	3,803	5,427	
ATHLETICS	3,740	4,095	4,017	4,188	4,308	4,347	4,391	5,099	4,455	
FACILITIES	2,406	2,630	2,880	2,959	2,576	824	1,095	1,295	1,759	
LIBRARY	1,241	1,352	1,499	1,898	2,397	1,794	1,707	2,068	1,851	
PROVOST	390	387	359	269	370	601	1,215	1,191	1,514	
ADVANCEMENT	76	59	96	264	159	122	681	1,035	988	
STUDENT AFFAIRS	1,164	1,280	1,329	1,462	9,642	9,750	10,395	5,508	5,213	
CENTRAL MANAGED ACCTS	3,174	3,255	3,186	5,680	7,050	9,163	7,427	15,695	14,607	
INFORMATION TECHNOLOGY	2,430	1,889	2,276	841	870	1,609	2,495	2,001	2,469	
HOUSING, FOOD, BOOKSTORE	10,992	11,819	13,089	14,026	14,905	16,905	18,039	18,526	19,802	
OTHER	4,102	4,707	5,915	9,405	1,100	1,757	1,779	2,065	1,725	



## Challenges

The financial crisis, global recession, and volatility in the price of oil are continuing to impact the demand for higher education, the availability of financial aid, the resources of the philanthropic community, and other segments of the funding environment, all of which have an impact on the university budget.

## New in FY09

UAA received legislative funding for many of our top priorities in health and engineering, plus a new Paramedic Coordinator at Kenai Peninsula College and a new Career Services Center at Matanuska-Susitna College. Initial funding of \$15 million got us started on plans and designs for a new Sports Arena.

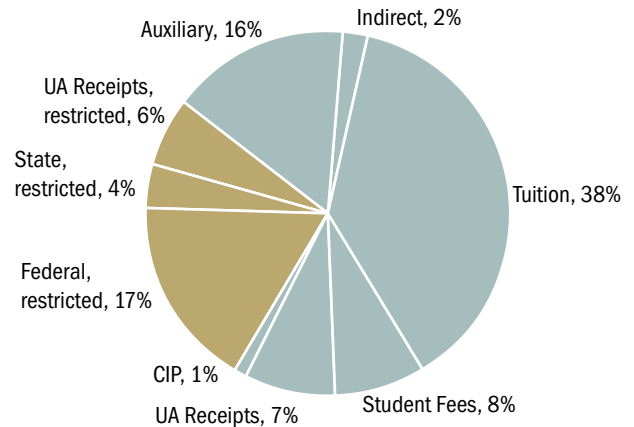
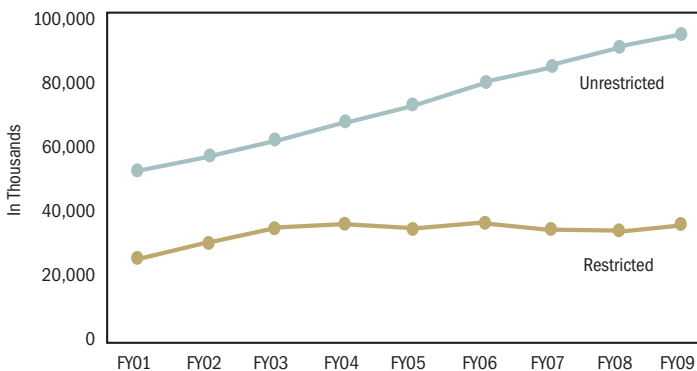
## Looking Ahead

Tuition rates are increasing 5% in FY10, and we are predicting overall enrollment growth as well. Ten percent 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 non-resident fees in the future.

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 its upward trend in overall revenue growth for the foreseeable future.

## Revenue Categories

### Trend, by Category



RESTRICTED REVENUES IN THOUSANDS	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
FEDERAL INTEREST	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
STATE	6.4	3.8	2.3	1.9	2.7	6.1	9.5	2.5	-8
STUDENT FEES	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
UA RECEIPTS	3.7	0	0	0	0	0	0	0	0
SUBTOTAL, RESTRICTED	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
	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
UNRESTRICTED REVENUES	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
AUXILIARY	13,615.6	14,520.5	15,888.7	16,853.1	17,793.7	18,738.9	19,911	20,644.4	22,239
INDIRECT	2,486.5	3,026.7	3,236.3	3,229.5	3,327.4	3,734.0	3,381	2,827.5	2,845
TUITION	23,179.1	25,088.5	27,615.6	31,465.8	34,861.3	39,205.3	43,655	47,082.7	51,101
STUDENT FEES	5,282.4	5,714.5	6,644.5	7,197.0	7,828.6	8,887.0	9,079	10,585.6	10,634
UA RECEIPTS	6,933.4	7,717.4	8,179.7	8,347.0	8,132.0	9,284.7	9,608	9,862.9	9,444
CAPITAL IMPROVEMENT PROJECTS	0	0	0	0	0	722.7	838	1,322	1,025
INTEREST	0	0	0	0	0	205.0	191	62.4	-1,864
SUBTOTAL, UNRESTRICTED	52,164.9	56,820.2	62,469.1	67,996.2	72,800.1	80,777.4	86,662	92,387.5	95,424

# UNIVERSITY-GENERATED REVENUE

## Funding Impact

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.

### FY07, FY08, FY09

#### Internal Reallocations

To University Advancement, as a match for UA Foundation support

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

### Looking to the Future

Investment losses stemming from the global financial crisis have affected the UA Foundation and other statewide operating funds, with corresponding results throughout the university system. We are uncertain at this time how long our endowments will continue to be affected, whether Statewide will require additional funding from the campuses, or how much of their work or expenses may be re-allocated to the MAU's.

We expect the funding environment to be constricted for some time as the recession continues to impact the university budget and pose 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.

For FY10, the University of Alaska system received an overall 4.1% operating fund increase over FY09 that included new health program funding for UAA. We've broken ground on the new Health Sciences building, and are continuing to plan for further development of the health campus.

UAA received less than half the general fund amount requested to cover fixed costs to operate the Integrated Sciences Building. As a short-term measure to ensure the on-time opening of this important new facility, we have used a portion of the funds provided by a

major anonymous donation to plug the gap for FY10. The balance of the funding is included in the FY11 fixed cost request.

On the capital side, the UA system received \$3.2 million in deferred maintenance funding, far below the requested \$50 million. UAA's share came to \$831,700. Requested funding of \$65 million to complete the Sports Arena at UAA was not granted. These disappointments notwithstanding, we cannot afford to stand still on our high priority infrastructure requirements. A new Engineering Building, a new Sports Arena, and the development of our health campus require continuing, urgent attention. Kodiak College, Matanuska-Susitna College, and the Kenai River Campus of Kenai Peninsula College also have significant capital needs we hope to address in the FY11 capital budget.

We assume that the American Recovery and Reinvestment Act (ARRA, also known as the Stimulus) will provide funding opportunities in some high priority areas including workforce development and scientific research. These are being actively pursued. As noted on page 67, UAA has already received more than \$3 million in ARRA research awards for FY10.

For the near term, we expect general fund revenues to be flat or declining in real terms. Tuition revenue will track increased enrollments. Modest increases in revenue from competitive research may occur. Returns from non-competitive grants and contracts are increasingly problematic. 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 these conditions persist.

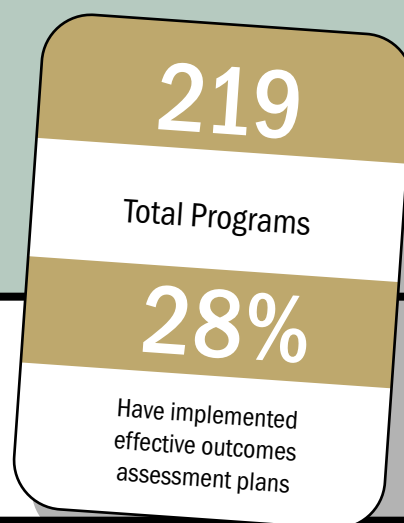
In this environment it is especially important that we effectively utilize all funding streams—from endowment earnings to federal stimulus monies to local fundraising and philanthropy—in the interests of meeting our mission for Alaska.

### FY11

#### Increment Requests

Almost every item on UAA's FY11 Operating Budget Request will impact University-Generated Revenues in one way or another. See page 85 for the complete list.

# ACADEMIC PROGRAM OUTCOMES ASSESSMENT



**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 FY09 count includes total individual programs. The FY08 count reported last year allowed multiple programs from the same department to be counted together.

## PERFORMANCE SUMMARY

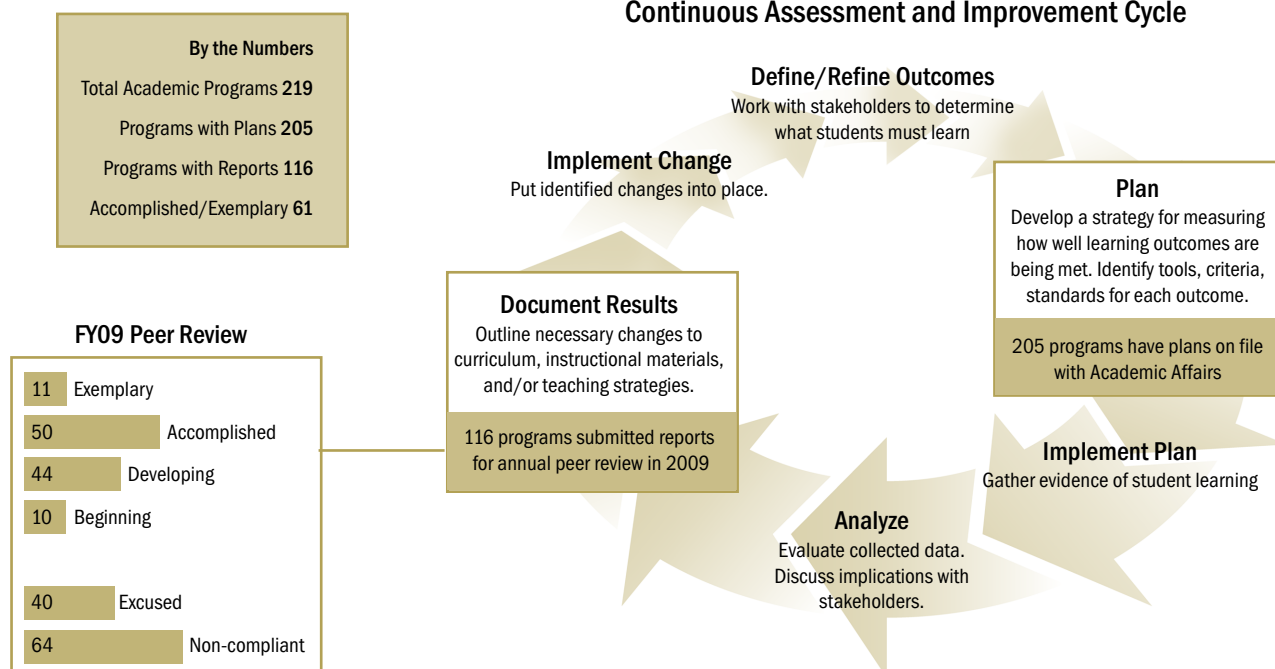
More than half (53%) of UAA's academic programs participated in this year's outcomes assessment evaluation by submitting reports documenting results of their assessment processes. More than half of those (53%) were judged to be implementing their plans effectively. A total of 61 programs earned the Peer Review Committee's recognition as "accomplished" or "exemplary" for their outcomes assessment processes in FY09. These programs constitute approximately 28% of the total number of academic programs at UAA (all campuses).

## ANALYSIS OF RESULTS AND CHALLENGES

The vast majority of UAA's academic programs (93%) 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.

This year, 116 programs submitted reports. The Committee adopted a new approach to evaluating those reports by grouping them into four categories: exemplary, accomplished, developing, and beginning. Forty programs were excused from participating for various reasons; another 64 were non-compliant.

## Continuous Assessment and Improvement Cycle



## Top Performers

Eleven academic programs and one advising program were considered by a majority of the Peer Review Committee to be implementing exemplary outcomes assessment processes in 2009:

- Associate of Arts
- Biological Sciences (MS)
- Chemistry (BS)
- Clinical Psychology (MS)
- Computer Science (BA and BS)
- English (MA)
- International Studies (BA)
- Mathematics (BA and BS)
- Accounting (AAS): Kodiak College
- Academic Advising: Kodiak College

The Computer Science program is a particularly good example of the art and science of outcomes assessment. This relatively small program has a concise, well-written set of student outcomes, a manageable and useful set of assessment tools, and a track record of implementing their annual recommendations for change. Faculty have a clear understanding of the learning that is taking place in their program. Changes in curriculum, facilities, and teaching are improving the student learning experience even more.

Throughout the university there is an ongoing slow shift of focus from mere compliance to the improvement of teaching and learning. As has been reported both locally and nationally, when programs and institutions take the time to assess and understand the teaching and learning process they are better able to make the changes that improve student learning. As more and more faculty understand this, they are starting to view the assessment process less as a meaningless administrative exercise and more as a valuable part of making their programs more effective.

## Challenges

Although most programs are participating and the quality of processes and data keeps improving, the very nature of a continuous assessment and improvement loop means that the work is never done. From the program perspective, assessment is a major effort that consumes already limited faculty time and resources.

Furthermore, while the assessment process has always been defined by faculty committees, it has been implemented under the auspices of Academic Affairs. In FY10, the responsibility will shift to the Faculty Senate, which is forming a new Assessment committee. We hope and expect that this change will make the faculty role more prominent and increase participation in and commitment to the assessment process.

## Other Measures

In addition to program outcomes, UAA continues to make progress on assessing institution-wide educational outcomes.

During FY09, the General Education Subcommittee of the Faculty Senate Undergraduate Academic Board (UAB) piloted an assessment of the General Education (GE) Program through the GE Capstone courses. The detailed analysis of the data collected will be completed in the Fall of 2009. The next goals include developing a workable plan and identifying a sustainable process for including General Education in the continuous improvement cycle.

The Faculty Senate also adopted Institutional Learning Outcomes (ILOs) during FY09, and in the coming year will develop a plan for assessing student performance relative to those outcomes. A new Faculty Senate committee will be appointed, with support coming from the Office of Academic Affairs.

## Looking to the Future

As noted, the Faculty Senate will assume responsibility for UAA's academic assessment policy through a new committee to be formed during the Fall of 2009. One of the committee's primary duties will be to create a new Assessment Handbook that will define academic assessment at UAA and provide guidance to programs in developing and refining their assessment processes. The committee will also monitor the health of the assessment process and encourage non-participating programs to engage in continuous improvement. It is expected that the Office of Academic Affairs will continue to provide support for the annual evaluation of plans and reports relative to the policies that will be in the new handbook, and provide feedback to the programs and Faculty Senate assessment committee.

### Peer Review Criteria, FY09

**Exemplary (10%):** The report has all the elements necessary to make positive changes in the program. The elements have been refined and effectively applied, resulting in greater understanding of the teaching and learning processes within the program. Improvements have been implemented as a result of the data collected.

**Accomplished (43%):** The report has the basic elements necessary for program improvement.

**Developing (38%):** The plan and/or report lacks the strength to be effective in either understanding the teaching and learning processes of the program or in causing program improvements.

**Beginning (9%):** The program has submitted a plan and/or a report, but it is missing one or more major components.

# STRATEGIC ENROLLMENT MANAGEMENT PLANNING

5

All campuses have  
and are responding  
to effective SEM  
planning processes

**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.

## PERFORMANCE SUMMARY

Enrollment management at UAA is both an institution-wide responsibility and a central feature of our institutional culture. All five UAA campuses have had Strategic Enrollment Management (SEM) plans in place since 2007. Operating conditions and trends are tracked at both the local and institutional levels. The university-wide Strategic Enrollment Management Evaluation Committee conducts formal reviews of campus plans on a rotating basis, and each year one or more unit plans are revised and updated in response to changing conditions and new priorities. In FY09, all campuses were active participants in this institution-wide planning and implementation process.

## ANALYSIS OF RESULTS AND CHALLENGES

### Plan Histories

SEM plans are, by necessity, dynamic rather than static documents. As a matter of course, campus leaders review and revise their plans periodically in response to changing conditions.

The **Anchorage Campus** 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 it in 2007. The plan is presently undergoing a second revision, with an expected completion date of November 2009.

**Kodiak College's** current SEM Plan was developed for the period of 2007-2010 and is still in effect. College leaders plan to update and revise it during FY10.

**Matanuska-Susitna College** developed its SEM plan in 2006 and is expected to review and update it during FY10.

The **Prince William Sound Community College** plan was also developed in 2006 to cover the period from 2006-2009. This plan is presently undergoing a revision.

### Plan Evaluations

UAA uses a formal process to assist units to develop better planning, analysis, and measurement capabilities. Each year, a university-wide Strategic Enrollment Management Evaluation Committee conducts a formal review of two or more plans, with all plans subject to this review on a rotating basis. The committee includes the Vice Chancellor for Student Affairs, Senior Vice Provost, Associate Vice Chancellor for Enrollment Management, Director of the Matanuska-Susitna College, Dean of the College of Arts and Sciences, and a Senior Research Associate from the office of Institutional Research. The committee uses an evaluation tool with 12 questions about plan development, target populations, and measurable strategies and goals (see page 80).

This summer, the evaluation committee elected to review SEM plans for Kodiak College, Matanuska-Susitna College, and Prince William Sound Community College—all of whom are due for plan updates and revisions in FY10. The committee will also review a new plan drawn up by the Community and Technical College.

All of these unit plans are detailed and show obvious investment in the data review and planning process. They differ, however, in their degree of specific implementation information. The committee's strongest recommendation to all units is that clear implementation processes be identified in all future SEM plans. Specific recommendations for individual unit plans will also be compiled and presented to the campuses early in the Fall 2009 semester as they begin or continue their own processes of planning, updating, and revision.

### Challenges

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. Our campuses are enrolling most of the students who walk through the door, and are meeting significantly varying levels of needs, interests, and preparedness for college work.

### Strategies

In addition to completing SEM plans, all campuses employ a variety of recruitment, retention, student success, and tracking strategies designed to influence enrollment.

### Recruitment

**All campuses** have active outreach programs and partnerships with high schools in their regions, although the specifics vary from campus to campus. Strategies include dual-credit options, career field boot camps, early assessment and advising opportunities, tablet tutoring, and summer bridging programs. Several, such as the popular "I'm Going to College Day" events, target prospective students even before they get to high school.

**Prince William Sound Community College** completed a colorful new Viewbook in FY09 as part of its marketing and recruitment strategy. The cover photo of students clustered around the PWSCC sign is also featured on the cover of this *Performance '09* report.

The **Anchorage** campus is targeting geographic hot spots in Washington state in FY10 with a campaign featuring posters, MySpace ads, and high school newspaper advertising. Other recruitment efforts will focus on international students.

### Retention and Student Success

Although both undergraduate retention rates and degree awards have increased remarkably in recent years, UAA has no intention

## UAA SEM Unit Plan Evaluation

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

### Does the 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 timelines 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)?
- respond to high demand areas, such as high demand workforce areas and courses and programs with high student demand?



of growing complacent about student success. Every student lost in the transition from first year to second year constitutes a lost opportunity to the student, lost revenue to the university, and lost capacity to the society at large.

The institution-wide **Student Success Task Force** completed its second year of work in FY09, delivering a series of policy and strategy recommendations to the Provost in July 2009. Working groups concentrated on three areas: K-12 connections, goal progress, and the first year experience. Strategy recommendations focus on placement, advising, and instruction, and include the following:

- Creation of a First Year Charter to set out what students should reasonably expect from their first year at UAA
- Standardization of placement policies, standards, and practices, with coordination at the MAU level by a Placement Advisory Committee
- Expansion of early placement testing in cooperation with K-12 schools
- Development of MAU-wide advising standards, comprehensive advising strategies, and a wide range of options
- Piloting of mandatory advising for undeclared and Associate of Arts students
- Early development of individual, comprehensive, long-range degree plans
- Continued faculty development on teaching first year students
- Redesign of First Year College Experience course to focus on transition, engagement, and academic success

### Tracking

UAA continues to track all students (degree-seeking, non degree-seeking, full-time, and part-time) for a full ten years from initial entry. The Student Success Task Force has recommended that this model be recognized as UAA's official system for tracking student progress.

A team of made up of participants from all of UAA's campuses developed the institution's first longitudinal cohort tracking model for Underprepared Students in FY09, along with the nationally-recommended Developmental Skills Core Indicator that measures success in college preparatory and subsequent related coursework. See also page 47.

The Student Success Task Force recommends settling on a small number of standard measures to increase the ease, efficiency, and effectiveness of advising. These include measures already in place, such as course success, retention, and graduation rates, and new measures such as incidence and type of advising contacts, and survey-driven student satisfaction indicators.

### Operating Conditions

The past year served as a reminder that the best laid plans are no substitute for close monitoring and flexibility. The financial crisis in 2008 and the recession in 2009 were vivid reminders of how quickly external operating conditions can change.

As always, conditions also vary significantly from campus to campus within the UAA system. For example, several of the communities we serve—most notably Valdez and Kodiak—have been experiencing significant economic hardships and population declines in recent years, while others—most notably Anchorage and the Matanuska-Susitna Valley—have experienced greater economic stability and population growth.

UAA leaders keep an eye on several demographic and economic indicators that describe operating conditions in the communities we serve. Three of these are population, unemployment, and the high school pipeline. The following page contains a summary of trends by region in these three areas.

### The Pipeline

The Western Interstate Commission for Higher Education (WICHE) predicts that Alaska will start to see the numbers of high school graduates stagnate or decline in the years to come.<sup>1</sup> Although growth is predicted among Alaska Native/American Indian and Asian/Pacific Islander populations, the White, non-Hispanic populations are expected to decline. This prediction has not yet materialized; in fact, Alaska's total number of high school graduates appears to still be rising, although not in every region. We will be watching closely to see if projected declines materialize in future years.

<sup>1</sup> Western Interstate Commission for Higher Education. Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1992-2022

## Operating Conditions

### Demographic, Economic, and High School Indicators

#### Population Trends

Population patterns vary widely across UAA's service area. The Mat-Su Borough has experienced tremendous growth (in the range of 40%) over the last eight years and is expected to continue to grow faster than any other region in Southcentral Alaska. 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 in the range of projections for both regions.

Population changes are generally associated with similar enrollment patterns, with the notable exception of the Mat-Su Borough. Despite vigorous marketing and community outreach activities in recent years, Matanuska-Susitna College hasn't experienced an enrollment increase to match the Borough's population increase. Although indicators are that Fall 2009 enrollment will be strong, this situation bears watching and will be addressed in the next revision of Mat-Su's SEM plan.

#### 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 consistently have the highest.

No consistent relationship between unemployment and enrollment is 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 have corresponded to enrollment declines.

#### High School Pipeline

The number of high school graduates throughout UAA's Southcentral Alaska service area increased 21% between 2000 and 2008. Kodiak Island's 2008 graduating class was 39% higher than the 2000 class. Similarly, the Mat-Su Borough produced 32% more high school graduates, Anchorage 27% more, and the Prince William Sound region (including Valdez, Copper River Basin, and Cordova) 16% more than the 2000 class. On the other hand, the Kenai Peninsula Borough experienced a 10% decline in graduates over the same period.

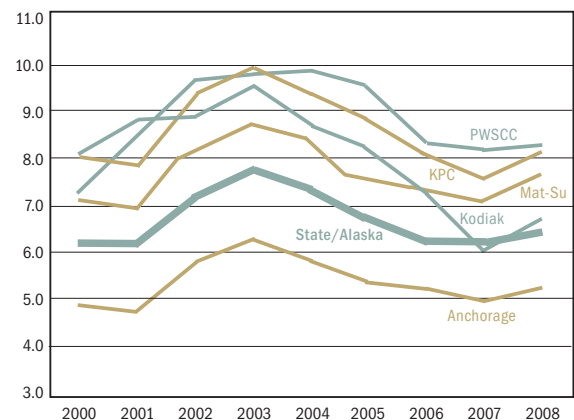
We are starting to see evidence of lower high school enrollments in some regions of our service area, although not yet in Anchorage or the Mat-Su Valley. UAA's enrollment management planners will continue to keep a close eye on these trends in the coming years.

**Estimated Population Trends, by Region**

Region	Estimated Change 2000-2008	Projected Change 2008-2015
Anchorage	+9.5%	+7.6%
Matanuska-Susitna	+39.1%	+18.6%
Kenai Peninsula	+6.6%	+5.6%
Kodiak Island	-3.9%	-0.5%
Valdez-Cordova	-6.7%	+5%
Alaska	+8.4%	+8.1%

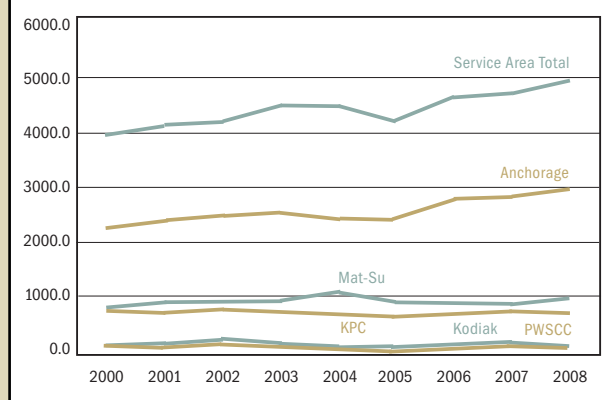
Source: AK Department of Labor and Workforce Development, Borough and Census Area Estimates and Alaska Population Projections, Table 3.1 (based on Middle Projection for July 1, 2015)

**Annual Unemployment Rates, by Region**



Source: AK Department of Labor and Workforce Development

**Trend in High School Graduates, by Region**



Sources: Alaska Department of Education Early Development ([www.eed.state.ak.us/stats](http://www.eed.state.ak.us/stats))

## The Economy

We expect the demand for education to be counter-cyclical relative to downward economic trends, at least in Anchorage and some of the larger communities. At the same time, we assume that the American Recovery and Reinvestment Act will provide funding opportunities in high priority areas including student success, workforce development, and scientific research. The particulars—including scope, scale, and timing—are still uncertain.

## Financial Aid

The Financial Aid environment will see some big changes in FY10, with more grant money but less loan money available to offset the cost of higher education.

As part of the federal economic stimulus package, the **Pell Grant** maximum will increase by about \$500. Due to changes in the way family contributions are calculated, more students are likely to be Pell-eligible, and the increased funding means they will get more money.

Big changes in **Veterans Administration benefits** will dramatically increase the amount of funding available for eligible Afghanistan and Iraq veterans.

These positives could be offset by changes in the **Alaska Supplemental Education Loan (ASEL)** program that may reduce the amount of loan money available for Alaska's neediest students. UA students commonly take out a federal loan and an ASEL loan. With the passage of HB109 this summer, the ASEL program will now require a minimum credit score (FICO score) or a co-signer for eligibility.

It was difficult to estimate how many UAA students would be affected by this change since many of them apply directly to the Alaska Commission on Post-Secondary Education for their ASEL loans. Our early projections were that perhaps 20% of our current volume (or 640 students equalling \$4 million) might fail to qualify under the new rules. Preliminary pre-fall term figures recently released by the Alaska Commission on Post-Secondary Education indicate that approximately 27% of UAA's ASEL applicants had failed to qualify on the initial round (without a co-signer), that about a quarter of those had re-applied with a co-signer, and that most of those who re-applied (85%) were eventually approved.

With all the uncertainties about the ASEL program this summer, UAA's Office of Student Financial Assistance elected not to automatically include ASEL in our students' aid packages for Fall 2009. This decision reduced the number of students who would experience denials and encouraged students to rely on federal aid first, which is always in their best interest as it is guaranteed with lower rates and fees.

## Looking Ahead

We anticipate continued growth in enrollment (as measured by Credit Student Headcount and SCH) in the MAU as a whole. However, uncertainties in operating conditions and differences between communities will continue to make accurate long-term enrollment projections and planning a challenge. Constant monitoring of external conditions and institutional indicators will be critical. The importance of addressing flexibility in campus SEM plans cannot be overstated.



## FY11 Budget Increment Request

UAA's Operating Budget Request for FY11 contains 23 priorities that impact the performance measures. For example, new faculty instructional positions typically have their first impact on Student Credit Hours and University-Generated Revenues (in the form of tuition); eventually, we can expect them to lead to greater numbers of High Demand Job Area Degrees Awarded as well. New faculty research positions may lead first to increased University-Generated Revenues (as they write proposals and receive grant awards) and then greater Grant-Funded Research

Expenditures (as they conduct the research and spend those awards). The variety of opportunities and the quality of the programs may also impact Undergraduate Retention along the way; and anything that improves retention also impacts Student Credit Hours, University-Generated Revenue, and High Demand Job Area Degree Awards.

The list below has been forwarded to the UA System Office to be considered for presentation to the Board of Regents in September 2009.

Increment Request	Unit	Amount requested from General Fund	High Demand Job Area Degrees Awarded	Undergraduate Retention	Student Credit Hours	Grant-Funded Research	University-Generated Revenue
Dietetics and Nutrition Program	CTC	\$97,400	Health	×	×		×
Clinical Rotations/Health Pipeline	CHSW	\$500,000	Health	×	×		×
Occupational Therapy Liaison/Lab	CHSW	\$100,000	Health	×	×		×
Stress Physiology Faculty	CAS	\$100,000			×	×	×
Biostatistics and Epidemiology Faculty	CHSW	\$75,000			×	×	×
Clinical/Translational Science Faculty	WWAMI	\$150,000	Health	×	×	×	×
Ultrasound Faculty	CTC	\$92,000	Health	×	×		×
BSE/CE Faculty	SOEN	\$600,000	Engineering	×	×		×
Pharmacy Careers Faculty/Liaison	VP Health	\$150,000	Health	×	×		×
Physical Therapy Careers Faculty/Liaison	VP Health	\$52,400	Health	×	×		×
Nursing Tutor Coordinator	CHSW	\$85,100	Health	×	×		×
Human Services Faculty	CHSW	\$230,300	Health	×	×		×
Alaska Education Policy Research	ISER	\$220,400				×	×
Health Student Services Coordinator	CTC	\$52,000	Health	×	×		
Faculty/Job Internship Program	SOEN	\$200,000	Engineering				×
ANSEP Advising/Outreach	SOEN	\$250,000	Engineering	×			
Supplemental Instruction	VCSA	\$379,000		×			
Honors College	Honors	\$200,000		×			×
Process Technology	KPC	\$375,000	Process Tech		×		×
Nursing Clinical Coordinator	CHSW	\$117,800	Health		×		×
Architectural/Engineering Faculty	CTC	\$70,000	Engineering		×		×
AAST Vocational Program	Kodiak	\$90,000	Process Tech	×	×		×
Renewable Energy Program	Mat-Su	\$113,200	Engineering		×	×	×

## 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	NIH	National Institutes of Health
ASEL	Alaska Supplemental Education Loan	NRC	National Research Council (National Academy of Sciences)
BA	Bachelor of Arts	NSF	National Science Foundation
BHS	Bachelor of Human Services	NWCCU	Northwest Commission on Colleges and Universities
BS	Bachelor of Science	OAA	Office of Academic Affairs
BSE	Bachelor of Science in Engineering	OCP	Office of Community Partnerships
CAFE	Center for Advancing Faculty Excellence	OIR	Office of Institutional Research
CAS	College of Arts and Sciences	OSP	Office of Sponsored Programs
CBPP	College of Business and Public Policy	OTD	Occupational Therapy Doctorate
CERC	Chugiak/Eagle River Campus	OURS	Office of Undergraduate Research and Scholarship
CEU	Continuing Education Units	PA	Physician's Assistant
CIP	Capital Improvement Projects	PACE	Professional and Continuing Education
CHSW	College of Health and Social Welfare	PBAC	Planning and Budget Advisory Council
CIOS	Computer Information and Office Systems	PBB	Performance-Based Budgeting
COE	College of Education	PWSCC	Prince William Sound Community College
CPISB	ConocoPhillips Integrated Science Building	RAC	Research Advisory Council
CTC	Community and Technical College	RMISA	Rocky Mountain Intercollegiate Ski Association
DOL	Department of Labor	RRANN	Recruitment and Retention of Alaska Natives into Nursing
EARS	Early Alert Retention System	SAC	Statewide Academic Council
EDA	Economic Development Administration	SCH	Student Credit Hours
EMS	Emergency Medical Services	SEM	Strategic Enrollment Management
ENRI	Environment and Natural Resources Institute	SOEN	School of Engineering
EPSCoR	Experimental Program To Stimulate Competitive Research	SOF	Strategic Opportunity Funds
FAA	Federal Aviation Administration	SOTL	Scholarship of Teaching and Learning
FAFSA	Free Application for Federal Student Aid	STEM	Science, Technology, Engineering, and Mathematics
FTFT	First Time Full Time	SW	University of Alaska Statewide Administration
FY09	Fiscal Year 2009 (Summer 08, Fall 08, Spring 09)	SWPB	Statewide Planning and Budget office
GER	General Education Requirements	UA	University of Alaska Statewide System
GFR	Grant-Funded Research	UAA	University of Alaska Anchorage
GNAC	Great Northwest Athletic Conference	UAB	Undergraduate Affairs Board
GPA	Grade Point Average	UAF	University of Alaska Fairbanks
HDJA	High Demand Job Area	UAS	University of Alaska Southeast
ICHS	Institute for Circumpolar Health Studies	UHC	University Honors College
INBRE	Idea Network of Biomedical Research Excellence	USUAA	Union of Students at UAA
ISER	Institute of Social and Economic Research	WICHE	Western Interstate Commission on Higher Education
ILO	Institutional Learning Outcomes	WWAMI	Washington, Wyoming, Alaska, Montana, Idaho (Consortium for Medical Education)
KBC	Kachemak Bay Campus		
KPC	Kenai Peninsula College		
MAPTS	Mining and Petroleum Training Services		





