

This report provides a partial update to the information provided in November, 2012, highlighting key areas of expected FY13 performance in Student Instruction based on mid-year progress, and adding two new measures resulting from the February 20, 2013, Strategic Direction Initiative (SDI) meeting: Measure 4, the percent of UA graduates who have participated in dual-enrollment, and Measure 8, the percent of preparatory students who complete a college-level course within one year. Year-to-date (YTD) performance levels are as of February 2012, unless otherwise noted. Trend information, near-term projections and analysis for each measure is presented below in terms of mission results and key strategies for each of the three major University of Alaska mission areas: instruction, research and service. Each MAU's performance self-assessment is published and available online*.

Measures for which no new data is available at this time, or for which new data does not provide more information about likely year-end totals, were omitted from this update. Most of the updated information relates to student instruction, however, the research and service measures presented in November 2012 have not been updated.

FY13 columns in the charts are colored according to short- and long-term concerns with meeting targets. Green indicates that the measure is on track to meet the stated targets in FY13 and in coming years. Yellow indicates a measure that is likely to meet FY13 targets, but may not meet future targets. Red indicates concern that the FY13 target will not be met. Explanations are provided where yellow and red columns appear.

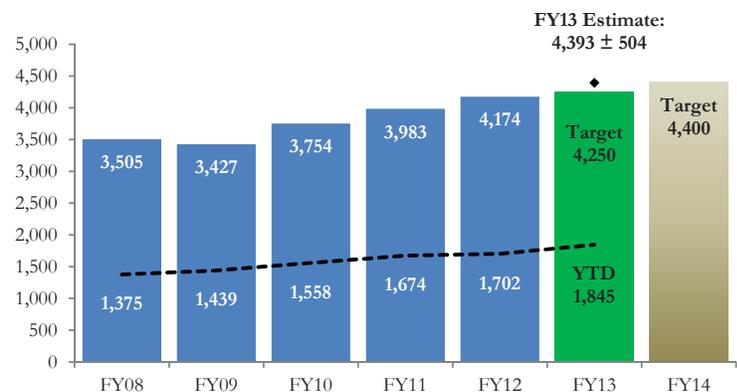
Results

Measure 1. Degrees, Certificates & Endorsements Awarded

With data through summer and fall 2012, the outlook is positive for the University of Alaska to meet the target number of 4,250 degrees, certificates and licensures in FY13.

The YTD line on the chart represents awards through summer and fall for FY08 through FY13. The estimate for FY13 is based on the relationship between the mid-year number of awards and the total FY awards for FY08 through FY12.**

The FY13 estimate of 4,392 degrees, certificates and endorsements awarded would mark an increase of more than 28 percent over the 3,427 awarded in FY09. The trend in degrees awarded in recent years has been driven by large increases in the number of baccalaureates, occu-



ational endorsements and licensures. In contrast, the number of certificates awarded has trended downward.

Strategic Direction Initiative Theme: Student Achievement and Attainment.

* University of Alaska Anchorage: omb.alaska.gov/html/performance/details.html?p=233
 University of Alaska Fairbanks: omb.alaska.gov/html/performance/details.html?p=234
 University of Alaska Southeast: omb.alaska.gov/html/performance/details.html?p=235
 University of Alaska Statewide: omb.alaska.gov/html/performance/details.html?p=236
 University of Alaska System: omb.alaska.gov/html/performance/details.html?p=172

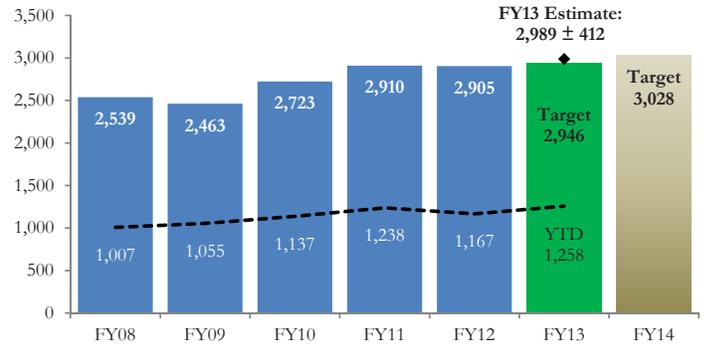
** The FY13 estimate is calculated from a univariate linear regression model fitted to FY08 to FY12 data using mid-year degree count as the explanatory variable and final year degree count as the response variable. The model, which is significant ($p=0.01$), is $\text{finalcount} = 495.24 + 2.11 * \text{midyearcount}$. The range given around the estimate is a 95% prediction interval based on the mid-year number of 1,845 degrees awarded.

Student Instruction, Continued

Measure 2. High Demand Job Area Degrees Awarded

With summer and fall data for FY13, the outlook is positive for UA to meet the target of 2,946 High Demand Job Area (HDJA) degrees awarded by the end of the fiscal year. The FY13 estimate of 2,989 HDJA awards would mark an increase of more than 21 percent over the 2,463 awarded in FY09.

Strategic Direction Initiative Theme: Student Achievement and Attainment.



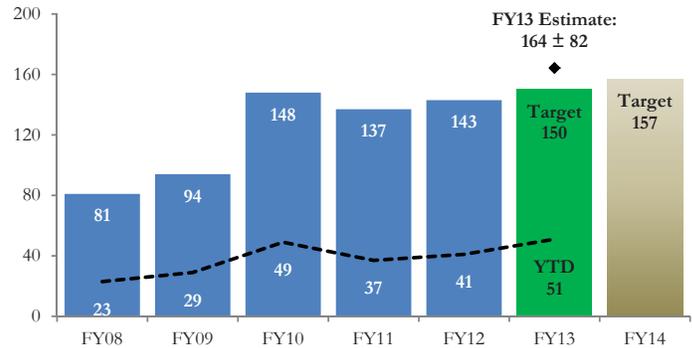
The FY13 estimate is calculated from a univariate linear regression model fitted to FY08 to FY12 data using mid-year HDJA degree count as the explanatory variable and final year degree count as the response variable. The model, which is significant ($p=0.03$), is $finalcount = 414.53 + 2.046 * midyearcount$. The range given around the estimate is a 95% prediction interval based on the mid-year number of 1,258 degrees awarded.

Measure 3. Baccalaureate Engineering Degrees

With summer and fall FY13 data, the outlook is positive for UA to meet the target of 150 baccalaureate engineering awards. The year-end estimate of 164 baccalaureate engineering degrees would represent a five-year increase of almost 75 percent over FY09.

More than 1,000 baccalaureate engineering majors are enrolled across the system in FY13, a 15 percent increase since FY09.

Strategic Direction Initiative Theme: Student Achievement and Attainment.



* The FY13 estimate is calculated from a univariate linear regression model fitted to FY08 to FY12 data using mid-year HDJA degree count as the explanatory variable and final year degree count as the response variable. The model, which is significant ($p=0.01$), is $finalcount = 495.24 + 2.1124 * midyearcount$. The range given around the estimate is a 95% prediction interval based on the mid-year number of 51 degrees awarded.

Measure 4. UA Graduates Who Participated in Dual Enrollment

At mid-FY13, UA appears to be on track to continue a general upward trend in the percentage of graduates who have participated in dual-enrollment programs. While the year-to-date activity cannot be assumed to be representative of total year performance, it would represent an increase of more than 3.5 percentage points since FY09. This metric measures the proportion of UA graduates with any degree, certificate or endorsement who participated in Tech-Prep and/or Dual-Enrollment and/or enrolled in classes at UA while younger than 18 years old.

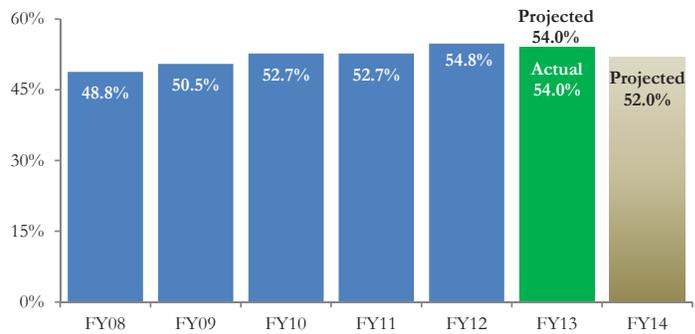
Strategic Direction Initiative Theme: Student Achievement and Attainment.



Measure 5. First-Time Freshmen Taking Prep Classes in the First Semester of Enrollment

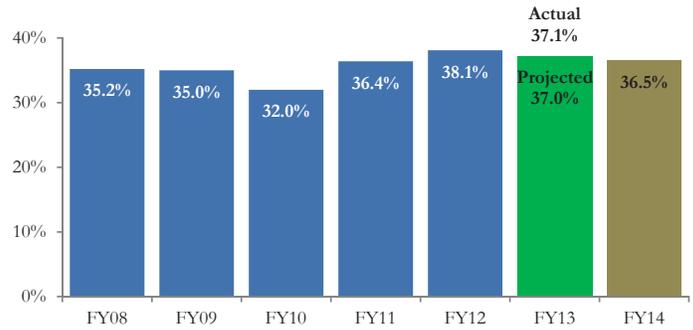
The percentage of first-time freshmen requiring remediation in math or English or both declined slightly to 54.0 percent in FY13 after steadily increasing over the previous 5 years. This measure has met the FY13 projection. This number is expected to trend downward as an effect of the Alaska Performance Scholarship. Much of the recent growth is likely due to improved placement testing for incoming students, which more effectively identifies first-time freshmen who need preparatory courses. Ongoing work on a set of common cut scores for placement will result in a new baseline for future comparison.

Strategic Direction Initiative Theme: Productive Partnerships with Schools.



Measure 6. UA Scholars Taking Prep Classes in the First Semester of Enrollment

The percentage of UA Scholar first-time freshmen needing preparatory coursework in math, English or both fell slightly from FY12 to FY13 after increasing overall from FY08 to FY12, likely due to improved placement testing. UA has effectively met the FY13 projection for this measure. *Strategic Direction Initiative Theme: Productive Partnerships with Schools.*



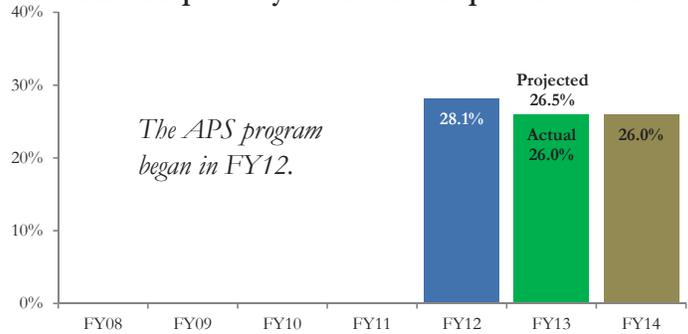
Measure 7. APS Recipients Taking Prep Classes in the First Semester of Enrollment

The percentage of Fall 2012 first-time freshmen Alaska Performance Scholarship recipients needing preparatory coursework in math, English or both fell to 26.0 percent in FY13, an improvement of 2 percentage points over FY12, the first year of the program. The measure bettered the FY13 projection by half a percentage point.

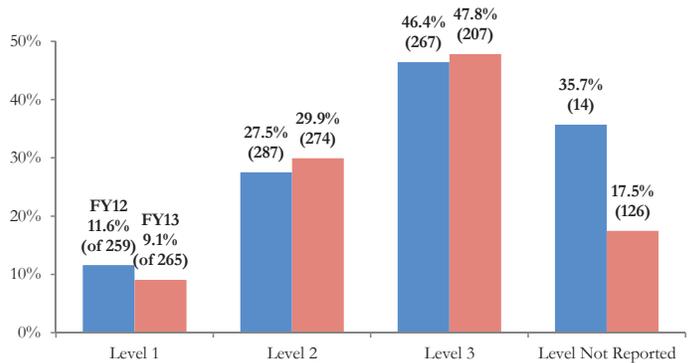
When APS preparatory course participation is examined by level, a predictable range of preparatory participation is revealed, ranging from about 10 percent of Level 1 recipients to almost half of Level 3 recipients. From FY12 to FY13, Level 1 APS recipients showed an improvement of 2.5 percentage points in this area, while Level 2 and Level 3 recipients increased by 2.4 and 1.4 percentage points, respectively. Overall, APS recipients are the least likely sub-group to require preparatory coursework.

Strategic Direction Initiative Theme: Productive Partnerships with Schools.

APS Preparatory Course Participation Overall



APS Preparatory Course Participation By Level



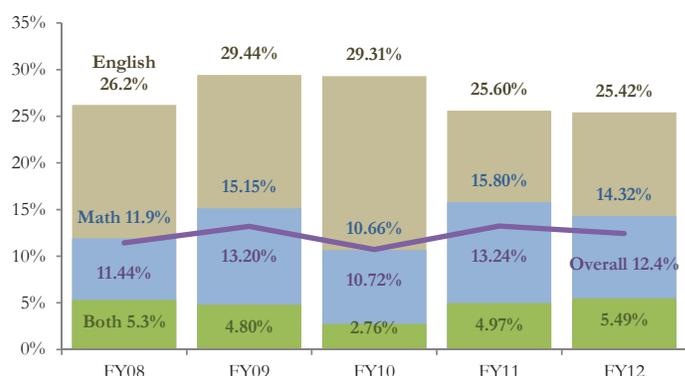
Measure 8. Preparatory Students Who Complete College-Level Classes in Math or English Within 1 Year

The percentage of first-time freshmen who need remediation in math, English or both, and who went on to pass college-level courses in the subject area(s) of need within one year has ranged between approximately 11 percent and just over 13 percent over the past five years (see the purple line on the chart). For FY12, the most recent year for which this measure is available, the value is 12.4 percent.

For students who needed remediation only in English (tan bar), the success rate ranged from a high of 29.4 percent in FY09 to the low of 25.4 percent in FY12. Students who needed remediation only in math (blue bar) succeeded at a broadly lower rate, 10.7 percent in FY10 to 15.8 percent in FY11 to 14.3 percent in FY12. Students who required remediation in both English and math (green bar) succeeded in passing college-level courses in both math and English at an extremely low rate, ranging from 2.8 percent in FY10 to 5.5 percent in FY12.

Of the FY12 (fall 2011) cohort of first-time freshmen, the most recent cohort considered here, 54.7* percent required remediation in math or English or both, 25.6 required remediation only in math, 7.8 percent only in English, and 20.8 percent required remediation in math and English.

It is worth noting that for the past five fiscal years, the overall success rate has mirrored the year-to-year pattern of success for math-only preparatory students, suggesting that success in math is the dominant stumbling block for preparatory



students at UA. This is supported by the fact that 85 percent of the preparatory students in the FY12 first-time-freshman cohort required remediation in math, either solely, or in addition to English.

* Note that the percentage of the FY12 first-time freshman cohort that required remediation of any kind in their first term of enrollment is 54.8 percent (Measure 5). The 0.1 percent difference is accounted for by students who took preparatory courses in subject areas other than math or English, which are not examined here.

Strategic Direction Initiative Theme: Student Achievement and Attainment.