

# University of Alaska

## Key Indicators

	FY09	FY10	FY11	FY12	FY13	Change	
						FY09-FY13	
Annual Number of Students Taking For-Credit Courses	46,712	49,005	49,939	50,628	48,494	↑	4%
Associate and Certificate	7,808	8,962	9,951	10,266	9,845	↑	26%
Bachelor's	13,574	14,548	15,436	16,089	16,250	↑	20%
Graduate	3,052	3,290	3,393	3,458	3,439	↑	13%
Non-Degree Seeking	22,278	22,205	21,159	20,815	18,960	↓	-15%
Average Student Credit Hour Load	18.0	17.9	17.7	17.8	17.8	↔	-1%
% of Recent College Bound Alaska High School Graduates		47.5%		47.5%		↔	
% of Recent Alaska High School Graduates who Attend UA	27.6%	29.4%	29.0%	29.4%	29.3%	↑	6%
% of Alaskans who took UA Class (Calendar Year)	8.2%	8.4%	8.4%	8.1%	7.9%	↓	-4%
<b>Student Learning Outcomes</b>							
Degree, Certificates, Endorsements Awarded	3,427	3,754	3,983	4,174	4,491	↑	31%
High Demand Job Area (HDJA) Degrees Awarded	2,468	2,731	2,910	2,918	3,067	↑	24%
HDJA Grads Employed 1 Year Later	80.5%	80.5%	80.8%			↔	
Vocational Pre- to Post-Training Change in Average Wage Per Quarter	24.6%	21.1%	19.4%	17.9%		↔	
Bachelor's 150% Graduation Rate (Full-Time Only)	29.7%	27.7%	28.6%	28.2%	31.6%	↑	6%
Associate and Certificate 150% Graduation Rate (Full-Time)	13.7%	12.4%	12.4%	12.7%	11.3%	↓	-18%
<b>Research &amp; Creative Activity</b>							
Grant Funded Research Expenditures (Millions)	\$120.2	\$131.0	\$138.0	\$132.7	\$129.8	↑	8%
<b>Service</b>							
Non-Credit Instructional Units Delivered	10,873	16,049	15,541	15,498	12,922	↑	19%
Outreach Publications	155,763	177,292	229,778	280,922	284,000	↑	82%
<b>Facilities (Fall Semester)</b>							
Sq. Ft. Per Faculty FTE	2,401	2,334	2,296	2,221	2,407	↔	0%
Sq. Ft. of Building 25 Years or Older (1000s)	4,202	4,356	4,802	4,898	5,033		20%
Deferred Maintenance & Revitalization Backlog in \$ Per Sq. Ft. (1000s)	917	1,065	1,157	1,186	1,201	↑	31%
<b>Finance</b>							
Viability Ratio	4.1	4.4	5.7	5.1	4.5	↑	10%
Return on Net Assets Ratio	-0.2	2.1	5.9	5.4	6.6	↓	
Alumni Giving (\$1000s)	\$628	\$671	\$788	\$1,123	\$896	↑	43%
Corporate Giving (\$1000s)	\$12,390	\$10,375	\$24,868	\$14,282	\$8,120	↓	-34%

Note: In the digital edition of this document, clicking on the name of the metric takes one to a corresponding brief interpretation and definition in the latter half of this document starting on p. 3.

Each arrow, under the change column, indicates the long-term, five-year, direction of a measure. Green arrows indicate measures that are trending in the desired direction while red arrows indicate those that may be trending differently than desired.

# University of Alaska

## Shaping Alaska's Future Measures

	FY09	FY10	FY11	FY12	FY13	Change FY09-FY13	
<b>Theme I: Student Achievement &amp; Attainment</b>							
Grads who Earned Subsequent Graduate Degrees in 5 Years	9.4%	10.2%	10.6%	10.8%	11.1%	↑	18%
% of Degree-Seekers who Successfully Complete 30 Credits or More Per FY							
Bachelor's	13.0%	7.8%	12.9%	13.7%	15.0%	↑	15%
Associate & Certificate	4.1%	3.9%	3.7%	3.5%	4.4%	↑	7%
Preparatory Students who Successfully Complete College-Level Class in Math or English Within 1 Year							
Bachelor's	18.7%	14.4%	19.6%	18.1%	19.3%	↑	3%
Associate & Certificate	7.3%	8.0%	7.6%	5.9%	9.0%	↑	23%
<b>Theme II: Productive Partnerships with Alaska's Schools</b>							
APS Recipients Meeting Annual SCH Requirements				80%	84%	↑	
First-Time Freshmen Taking Math or English Preparatory Class							
Bachelor's	44%	47%	48%	50%	47%	↑	7%
Associate & Certificate	64%	62%	58%	65%	64%	↔	0%
First-Time Freshmen with Dual-Enrollment Credits	27%	27%	24%	23%	27%	↔	0%
Proportion of UA Educated New Teacher Hires	25%	23%	24%	17%			
<b>Theme III: Productive Partnerships with Public Entities and Private Industry</b>							
Graduates Working in Alaska	77.8%	78.6%	78.3%			↔	
Industry Investments in Workforce Education (\$1000s)	\$4,840	\$4,501	\$3,919	\$4,524	\$3,534	↓	-27%
Industry Investments in Research & Extension (\$1000s)	\$28,216	\$23,908	\$24,424	\$28,585	\$26,242	↓	-7%
Baccalaureate Engineering Degrees Earned at UA	94	148	137	143	156	↑	66%
Health Related Degrees Earned at UA	715	824	786	788	914	↑	28%
<b>Theme IV: Research &amp; Development (R&amp;D) and Scholarship to Sustain Alaska's Communities &amp; Economic Growth</b>							
Ratio Non-General Fund: General Fund Research Revenue	5.7	5.2	5.6	5.3	5.2		-9%
Annual Number of Invention Disclosures	7	8	6	41	86	↑	1,129%
<b>Theme V: Accountability to the People of Alaska</b>							
Average Non-Loan Aid (\$) for Financial Aid Eligible Undergraduates							
Bachelor's	\$3,289	\$3,583	\$4,008	\$4,142	\$4,422	↑	34%
Associate & Certificate	\$2,397	\$2,660	\$2,950	\$2,963	\$3,026	↑	26%
% of Degree Seeking Undergraduates Receiving Pell	23.4%	22.6%	35.3%	36.3%	36.1%	↑	54%
Average Loan Debt for those with Loans							
Bachelor's	\$20,019	\$20,479	\$21,231	\$20,451			
Associate & Certificate	\$14,287	\$13,829	\$13,460	\$13,970			
Number of Programs Available by e-Learning							
50+%				244	258	↑	
100%				113	125	↑	
Average e-Learning Credits per Student	2.1	2.4	2.6	2.5	3.0	↑	43%
Loan Default Rate	7.2%	8.1%	8.6%				
Percent of Alaska population that is minority: 24.5% (2010 US Census), compared to percentage of UA that is minority in Fall semester:							
Faculty	9.9%	10.4%	10.6%	10.7%	10.6%	↑	7%
Staff	14.0%	15.3%	15.4%	14.7%	15.2%	↑	9%
Bachelor's	23.0%	26.2%	26.4%	26.8%	26.8%	↑	17%
Associate & Certificate	28.0%	30.5%	28.6%	28.5%	29.2%	↑	4%
Graduate Students	16.6%	18.0%	17.3%	17.3%	18.0%	↑	8%
Degree Recipients	20.2%	22.7%	20.7%	22.2%	22.0%	↑	9%
UA Tuition & Fees Compared with Peer Institutions							
4-Year as percent of WICHE Average	92.9%	87.3%	82.8%	76.0%	76.6%	↓	-18%
2-Year as percent of WICHE Average	223.5%	213.6%	212.5%	192.0%	193.3%	↓	-14%
Total Cost of Risk per \$1,000 in Operating Expenses	9.3	9.4	9.2	9.0			

Note: In the digital edition of this document, clicking on the name of the metric takes one to a corresponding brief interpretation and definition in the latter half of this document starting on p. 3.

Each arrow, under the change column, indicates the long-term, five-year, direction of a measure. Green arrows indicate measures that are trending in the desired direction while red arrows indicate those that may be trending differently than desired.

# Brief Interpretation and Definitions

## **University of Alaska Key Indicators**

### **Annual Number of Students**

The university served about 4 percent more students in FY13 than five years earlier, declining from an all time high peak enrollment in FY12. The number of degree seeking students increased at all levels over this period, while the number of non-degree seeking students declined 15 percent. Challenges in maintaining current enrollment levels include little projected growth in the number of annual Alaska high school graduates until 2015, declines in unemployment rates in Alaska regional centers, and declining level of fiscal support at the state and federal levels.

Defined as: Unduplicated fiscal year headcount of students taking at least one credit course anytime in the fiscal year, including auditors. Fiscal year consists of consecutive summer, fall, and spring semesters. Students taking yearlong courses are not included. Students are classified based on the most recent degree-seeking status within the fiscal year, i.e. a student who is non-degree seeking in the fall and seeking a graduate degree in the spring is counted as a graduate student.

### **Average Student Credit Hour Load**

The average student credit hour load attempted by degree-seeking students over the course of a fiscal year remained about the same (less than 1 percent decrease) between FY09 and FY13. However, sustained incremental increases are expected in the future as a result of the Stay on Track campaign and targeted student advising.

Defined as: Fiscal year measure, consisting of total student credit hours attempted by degree-seeking students divided by the distinct fiscal year headcount of degree-seeking students taking at least one credit course anytime in the fiscal year, excluding auditors.

### **Percent of Recent College Bound Alaska High School Graduates**

Alaska has historically had one of the lowest college going rates in the nation, and was ranked 51st in this measure among states in 2008. See [www.higheredinfo.org](http://www.higheredinfo.org).

Defined as: Recent Alaska high school graduates who are college-bound divided by the total number of recent Alaska high school graduates. Recent Alaska high school graduates who are college bound attend any post-secondary institution, in State or out of State, immediately after graduating from high school. Figures for Alaska high school graduates are available for odd years from the Digest of Education Statistics, National Center for Education Statistics. See <http://nces.ed.gov/programs/digest/>. The Alaska Department of Education and Early Development provide the annual number of recent Alaska high school graduates.

### **Percent of Recent Alaska High School Graduates who Attend UA**

The percentage of recent Alaska high school graduates attending UA has remained almost constant since FY10. The annual number of Alaska high school graduates is projected to be at a low in 2013 at 7,160 graduates, with little change through 2015, then slowly increasing to a new high of 8,600 by 2028; see [www.wiche.edu/info/knocking-8th/profiles/ak.pdf](http://www.wiche.edu/info/knocking-8th/profiles/ak.pdf). Growth is expected in the future due, in part, to programs like the Alaska Performance Scholarship.

Defined as: Total number of recent Alaska high school graduates who enroll as first-time freshman at any of the University of Alaska's locations and who are less than 20 years old on September 1 of the reporting year, divided by the total annual number of Alaska high school graduates. The Alaska Department of Education and Early Development provide the annual number of Alaska high school graduates.

### **Percent of Alaska Adults who Took at least one UA Class**

Just over 8 percent of all adult Alaska residents take at least one course from the University of Alaska during a given year.

Defined as: Total Alaskans 18 and older who received a PFD are matched to UA data, over each calendar year, to calculate how many of those PFD recipients took a UA class during that year. Numbers for 2013 are delayed until 2014.

## **Student Learning Outcomes**

### **Degrees, Certificates, Endorsements Awarded**

University of Alaska all time high number of degrees, certificates, and licensures in FY13 was driven by growth in baccalaureate, occupation endorsement, and licensure-seeking student enrollment starting in FY09.

Defined as: Count of degrees, certificates, and endorsements awarded. Some students earn multiple degrees within a fiscal year. See UA in Review table 2.03

### **High Demand Job Area (HDJA) Degrees Awarded**

The number of degrees awarded has grown steadily in High Demand Job Areas---areas periodically re-identified by Alaska Department of Labor and Workforce Development (DLWD). DLWD is projecting modest growth in oil, fishing, tourism, and mining jobs but declines in federal government jobs in FY14. University of Alaska is transitioning from measures of HDJA to measures of Top Career Clusters.

Defined as: Number of degrees awarded to qualifying degree recipients to take jobs in high demand and specified occupational areas as defined by the Alaska Department of Labor and Workforce Development (DOLWD) are categorized as high demand job programs. See UA in Review table 2.11. High Demand Jobs List: [http://www.alaska.edu/files/swbir/High\\_Demand\\_Job\\_list.pdf](http://www.alaska.edu/files/swbir/High_Demand_Job_list.pdf)

### **HDJA Grads Employed 1 Year Later**

The rate at which UA students graduating in a HDJA gain employment within a year of graduation--about 80.5 percent--has remained the same over the last five years. UA is transition to a measure of Top Career Cluster Grads Employed 1 Year Later.

Defined as: Numbers provided by Alaska Department of Labor and Workforce Development in collaboration with IRA. Figures are reported by the year a student graduated and consider employment in the following fiscal year. FY13 numbers are delayed until 2014.

### **Vocational Pre- to Post-Training Wage Increase**

This is a measure of the difference that UA's workforce training programs make on the average quarterly salary of students completing them.

Defined as: Numbers reported by Alaska Department of Labor and Workforce Development (<http://www.labor.state.ak.us/>) in Alaska Training Program Performance Reports for vocational training participants 1 to 12 months after training. FY13 numbers will be released in April 2014.

### **Bachelor's Degree 150% Graduation Rate**

The proportion of first-time, full-time bachelor degree seeking students who graduate within six years has remained steady from FY09-FY12, then increased 3.4 percentage points from last fiscal year, with improved placement and advising contributing to this increase. Nationally, an average 31 percent of first-time, full-time freshman starting at public, open admission universities earn a bachelor's degree within six years (<http://nces.ed.gov/programs/coe/tables/table-pgr-2.asp>).

Defined as: First-time, full-time baccalaureate degree seeking freshmen who earned a baccalaureate degree within six years. Based on opening data consistent with federal definitions. See UA in Review table 2.02a.

### **Associate & Certificate 150% Graduation Rate**

The proportion of first-time, full-time associate degree and certificate seeking students who graduate within three years has remained relatively steady over the last five years, with some year-to-year variation. In FY13, UA landed about 1.5 percentage points below the FY12 rate. Community campus advising received only partial funding in FY14, the impact of which should be seen in future years.

Defined as: First-time, full-time associate, certificate, or occupational endorsement certificate seeking freshmen who earned the credential within three years. Based on opening data consistent with federal definitions. See UA in Review table 2.02 b.

## **Research and Creative Activity**

### **Grant-Funded Research Expenditures (Millions \$)**

The proportion of first-time, full-time associate degree and certificate seeking students who graduate within three years has remained relatively steady over the last five years, with some year-to-year variation. In FY13, UA landed about 1.5 percentage points below the FY12 rate. Community campus advising received only partial funding in FY14, the impact of which should be seen in future years.

Defined as: Research Expenditures paid for by grants including indirect cost recovery and capital expenditures. Represents actual expenditures and not the awarded grant amount. See UA in Review table 5.07.

## **Service**

### **Non-Credit Instructional Units Delivered**

Non-credit instructional units include such essential courses and programs as mine safety, diesel technology, pesticide safety, marine technology.

Defined as: Number of non-credits units delivered which includes special interest, professional, and continuing education courses. Number is calculated by taking contact hours divided by 10 for non-credit courses.

### **Outreach Publications**

UAF Cooperative Extension Service continued to publish and distribute research in a form useful and understandable to the general public. In FY13 alone the Extension had over 291,984 publications in print and from its website.

Defined as: Numbers reported by Cooperative Extension Service. Fiscal year measure based on the number of CES print publications.

## **Facilities (Fall)**

### **Square Feet per Faculty FTE (Fall)**

This ratio measures the amount of space allocated per faculty full-time equivalent. Research institutions—with significant amounts of laboratory space—tend to have a higher ratio than those primarily devoted to teaching. Overall, UA's ratio of square feet per faculty full-time equivalent units remained the same from five years ago.

Defined as: Square feet is based on assignable space (UA in Review Table 6.03). Faculty FTE is regular faculty FTE (Table 3.01b) plus adjunct faculty FTE. Adjunct faculty FTE is defined as the number of adjunct faculty (Table 3.08) divided by three; i.e. one adjunct faculty FTE is equivalent to three adjunct faculty.

### **Square Feet of Buildings 25 years or Older**

This is a measure of buildings that, as a consequence of their age, are more likely to require maintenance and revitalization.

Defined as: Provided by UA Statewide Budget. Square feet is based on gross square feet. See UA in Review 6.01a for information on total gross area for UA.

### **Deferred Maintenance and Revitalization Backlog in \$ Per Square Feet**

Deferred maintenance and revitalization is the practice of postponing maintenance and repair activities on real properties typically due to budgetary constraints. The dollar amount of such deferred maintenance and revitalization per square feet of real estate has increased sharply over the last five years.

Defined as: Provided by UA Statewide Budget. Square feet is based on gross square feet. See UA in Review Table 6.05a.

## **Finance**

### **Viability Ratio**

The viability ratio is a standard measure of the university's financial health. Any ratio greater than 1 indicates that university has a sufficient amount of expendable assets to cover its debt. Higher ratios imply greater financial health. The university's viability ratio rose from 4.1 in FY09 to 4.5 in FY13, peaking in FY11.

Defined as: Compares expendable net assets to debt.  $3 \pm X$  is considered a normal ratio (X is pending). This data is from the annual financial statements.

### **Return on Net Assets Ratio**

This ratio measures total economic return and thus indicates whether the university is financially better off now than it was in the past. A higher ratio means the university has greater financial flexibility to meet its mission. The university's return on net assets has been incrementally rising over the last five years.

Compares change in net assets to total net assets.  $3 \pm X$  is considered a normal ratio (X is pending). This data is from the annual financial statements, available December 2013.

### **Alumni Giving**

Alumni giving and financial support to the university increased 43 percent over the last five-years, despite the economic downturn.

Numbers provided by UA Foundation.

### **Corporate Giving**

Corporate giving and financial support to the university declined 34 percent, perhaps as a consequence of uncertainties surrounding the economic downturn.

Numbers provided by UA Foundation.

## **Shaping Alaska's Future Measures - Data Definitions**

### **Theme I: Student Achievement & Attainment**

#### **Graduates who Earned Subsequent Graduate Degrees in 5 Years**

The proportion of students who earned a bachelor's degree at UA and then went on to earn either a Masters or a Ph.D. degree within 5 years at a U.S. institution has consistently increased since FY09.

Defined as: Proportion of students who earned a bachelor's degree and then earned either a Masters or a Ph.D. within 5 years. The proportion is based on distinct headcount rather than count of degrees. Information on degrees from universities outside the UA system comes from the National Student Clearinghouse.

#### **Degree Seekers who Passed 30 Credits or More per Fiscal Year**

The percentages of Bachelor Degree seekers and Associate Degree seekers who completed 30 credits or more rose to all time highs in FY13. These increases were due, in part, to the Stay on Track Campaign, which informed students of the financial advantages of completing 30 or more credits per year, and increased advising resulting from an FY13 increment. One such financial advantage came with the Alaska Performance Scholarship, implemented in FY11, which requires recipients to enroll in 30 credits per year starting in their second year.

Defined as: Degree is determined by most recent within the fiscal year. Fiscal year consists of summer, fall, and spring semesters. Two year degrees are defined as any undergraduate degree below a baccalaureate which includes associates, certificates, and occupational endorsement certificates. Audit hours and non credit courses are not included. Non-degree seeking and year long students are not included. A passing grade is defined as a C or higher or a P.

#### **Bachelor's Degree Seeking Preparatory Students who Successfully Complete College-Level Class in Math or English Within 1 Year**

The percentage of Bachelor Degree seeking students who completed 30 credits or more rose to an all time high in FY13. This increase is due, in part, to the Stay on Track Campaign, which informed students of the financial advantages of completing 30 or more credits per year, and increased advising resulting from an FY13 increment. This measure is projected to continue to increase because of these programs.

Defined as: First-Time freshmen who enroll in preparatory math or English courses in their first semester and complete a college level course within one year. Students enrolled in preparatory math and preparatory English must complete college level courses for both subjects. A college level course is defined as a course with the subject code of MATH or ENGL which is not preparatory.

## **Associate Degree Seeking Preparatory Students who Successfully Complete College-Level Class in Math or English Within 1 Year**

The percentage of Associate Degree and Certificate Seekers completing 30 or more credits per year rose to 4.4 percent. This gain too can be attributed, in part, to the Stay on Track Campaign and financial incentives of the Alaska Performance Scholarship. This measure is projected to continue to increase because of these programs.

Defined as: First-Time freshmen who enroll in preparatory math or English courses in their first semester and complete a college level course within one year. Students enrolled in preparatory math and preparatory English must complete college level courses for both subjects. Only students who are seeking an AA or AS are included. Bachelor's Intended (BI) are not included. MATH A105 is not counted as a preparatory course. A college level course is defined as a course with the subject code of MATH or ENGL which is not preparatory.

## **Theme II: Productive Partnerships with Alaska's Schools**

### **APS Recipients Meeting Annual SCH Requirements**

The Alaska Performance Scholarship provides an opportunity for Alaska high school students to earn a degree at UA. But an important factor for success is whether they remain eligible for an award during their entire tenure at the university.

Defined as: Proportion of students who received the APS who met the credit hour requirement to continue to receiving the APS.

First-year APS recipients must enroll in at least 12 student credit hours (SCH) to receive the full-time award each term, and those who enroll in less than 12 SCH receive the half-time award. If a first-year APS recipient received the full-time award for both award disbursements, then that student must have a cumulative SCH earned of at least 24 SCH by the end of term during which the recipient received the 2nd award disbursement. However, if a first-year APS recipient received the half-time award for both terms, that student must have a cumulative SCH earned of at least 12 SCH. If a first-year APS recipient received one full-time award and one half-time award, then that student must have a cumulative SCH earned of at least 18 SCH.

Second-year (and later) APS recipients must enroll in at least 15 SCH to receive the full-time award each term; otherwise, they receive the half-time award. For each full-time award received, 15 SCH are added to a recipient's cumulative SCH earned requirement, and for each half-time award, 8 SCH are added to a recipient's cumulative SCH earned requirement.

### **Bachelor's Degree Seeking First-Time Freshmen Taking Math or English Preparatory Courses**

Board of Regents' policy regarding preparatory education (P10.04.080) affirms the offering of developmental courses in basic skills to assist students in the successful completion of their educational goals. This measure gives the proportion bachelor degree seeking first-time freshmen needing to take such courses.

Defined as: Only fall first-time freshmen taking preparatory courses in their first semester. All math or English preparatory courses are included regardless of level. Preparatory courses that are not math or English are not included.

### **Associate Degree Seeking First-Time Freshmen Taking Math or English Preparatory Courses**

Board of Regents' policy regarding preparatory education (P10.04.080) affirms the offering of developmental courses in basic skills to assist students in the successful completion of their educational goals. This measure gives the proportion associate degree seeking first-time freshmen needing to take such courses.

Defined as: Includes only fall first-time freshmen taking preparatory courses in their first semester. Associate degree seeking students are defined as those seeking an AA or AS. Bachelor's Intended (BI) are not included. MATH A105 is not counted as preparatory. All math or English preparatory courses are included regardless of level. Preparatory courses that are not math or English are not included.

### **First-Time Freshmen with Dual Enrollment Credits**

Students with dual enrollment credits have high school graduation rates, college going rates, and university graduation rates. The proportion of UA students with dual enrollment credits has remained steady over the last five years.

Defined as: Any first-time freshmen who earned dual enrollment credits at any time before becoming a first-time freshman

### **Proportion of UA Educated New Teacher Hires**

The proportion of new teachers within the state of Alaska who graduated from University of Alaska decreased from 25 percent in FY09 to 17 percent in FY12.

Defined as: Data from Lexi Hill (ISER). Proportion is determined by taking new teacher UA grads compared with all new teacher hires within a fiscal year. FY13 numbers will be available with the next SB241 reporting cycle, in January 2015.

## **Theme III: Productive Partnerships with Public Entities and Private Industry**

### **Graduates Working in Alaska**

Graduates of UA who remain and work in Alaska forge important partnerships with public entities and private industry across the state. This measure will be updated in June 2014.

Defined as: Reported by Alaska Department of Labor and Workforce Development. Figures are reported by the year a student graduated and consider employment in the following fiscal year. FY13 numbers are delayed until 2014 because of the timing of unemployment insurance data availability.

### **Industry Investments in Workforce Education**

Industry investments in workforce education help close the skills gap in Alaska's growing economies. Such investments show some year-to-year variation, but have diminished in FY13, possibly as a consequence of uncertainty surrounding the federal budget.

Defined as: Restricted expenditures received from private agencies plus indirect cost recoveries. The measure includes both, capital and non-capital expenditures and incorporates grants with the following program themes: Adult and Continuing Education, Education, Education or Instruction (Health or Safety or Medical), Education or Instructional Programs, Nursing Education, Training and Development and Vocational or Technical Education.

### **Industry Investment in Research and Extension Activities**

Industry investments in workforce research and extension sustain important partnerships between UA and Alaska's private industries. There is some year-to-year variation in this measure, but over all such investments are 7 percent lower than five years ago.

Defined as: Restricted expenditures received from private agencies plus indirect cost recoveries. The measure includes both, capital and non-capital expenditures and excludes grants with the following program themes: Adult and Continuing Education, Education, Education or Instruction (Health or Safety or Medical), Education or Instructional Programs, Nursing Education, Training and Development and Vocational or Technical Education. In addition, expenditures associated with the Cooperative Extension Service are excluded.

### **Baccalaureate Engineering Degrees**

Baccalaureate engineering degrees rose to meet Alaska's sustained demand in a wide range of areas: from arctic to mining and petroleum engineering.

Defined as: Baccalaureate degrees received in a fiscal year in Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering, Mining Engineering, Petroleum Engineering, Geological Engineering, or Computer Engineering

### **Health Related Degrees**

The rapid rise in health related degrees has been rising to meet high demand in Alaska. Health care is the fastest growing industry, creating more jobs than any other industry in Alaska; see e.g. 'Alaska Health Care Industry', Alaska Economic Trends, August 2011. Retrieved in March 2014 from <http://labor.alaska.gov/research/trends/aug11art1.pdf>.

Defined as: Number of degrees received in a fiscal year that are identified as health related high demand job area programs



## **Theme IV: Research & Development and Scholarship to Sustain Alaska's Communities & Economic Growth**

### **Non-General Fund to General Fund Research Revenue**

The ratio of Non-General Fund to General Fund Research Revenue provides a helpful way of understanding the sources of support for research at UA. General Fund Revenue are monies received from the general operating fund of the state used to finance the general operations of the university while other sources of support fall under Non-General Fund Research Revenue. This measure shows that, in FY13, for every \$1 received from the state, the university receives revenue of \$5.20 from non-state sources.

Defined as: Amount of research revenue from sources other than the state compared with research revenue from state appropriations. Revenue includes ICR. See UA in Review table 5.01.

### **Annual Number of Invention Disclosures**

An invention disclosure is the start of a process that may lead to commercialization of technologies valuable to inventors, the university, and state citizens. UA has over 50 research centers in a wide range of fields including agriculture, climate science, biology, computing, ocean science, geophysics, energy, and engineering.

Defined as: UAF numbers reported by the UAF Office of Intellectual Property and Commercialization. UAA numbers are reported by the Office of Technology Commercialization.

## **Theme V: Accountability to The People of Alaska**

### **Average Non-Loan Aid for Financial Aid Eligible Undergrads**

Non-loan financial aid includes grants, scholarship, and other monetary education support that does not need to be paid back. Non-loan financial aid has been on the rise at UA, lowering socioeconomic barriers to attendance, reducing debt loads, and making UA more attractive in comparison to peers.

Defined as: Aid year measure. Aid year consists of consecutive fall, spring, and summer semesters. 4 year students are those seeking a baccalaureate degree. 2 year and below students consist of associate degree, certificate, or occupational endorsement seeking students. All types of non-loan aid are included: grants, scholarships, waivers, and work study. Students are determined to be financial aid eligible if they were offered financial aid. Degree is determined by the most recent degree the student had during the aid year. FY13 number will become available in fall 2013.

### **% of Degree Seeking Undergraduates Receiving Pell**

Pell Grants are the federal government's largest grant to students from low income families. The proportion of UA students receiving this type of grant has been on the rise in the last five years.

Defined as: Aid year measure. Aid year consists of consecutive fall, spring, and summer semesters. Degree seeking undergraduates includes those working towards a degree, certificate, or endorsement. See UA in Review Table 4.15.

### **Average Loan Debt for those with Loans**

By way of comparison, the average loan debt of bachelor degree recipients in 2011-2012 academic year who relied on student loans at public or private non-profit institutions was \$26,500. Source: "Trends in Higher Education 2013", College Board, p. 4, retrieved in March 2014 from <https://trends.collegeboard.org/sites/default/files/student-aid-2013-full-report.pdf>. For a national look at student loan debt and repayments, see "Trends in Higher Education 2013" available online at <https://trends.collegeboard.org/sites/default/files/student-aid-2013-full-report.pdf>.

Defined as: Average amount of loan aid received by graduates during that fiscal year or students who dropped out of the university. The average only includes students who took out loans and includes all types of loans. For students who have earned multiple degrees, only the loans taken out for the most recent degree are counted. Students are considered to have dropped out if they failed to enroll in the next fiscal year. This measure operates on a year delay in order to determine whether a student has dropped out, so FY13 numbers will be available when FY14 closes.

### **Average e-Learning Credits per Student**

Over the last five years UA students have, on average, continued to take significantly more credits via e-Learning, and this number is expected to rise as more programs are made available through this medium. Students tend to add

e-Learning credits onto a more traditional course load in order to remain on track to timely graduation.

Defined as: Fiscal year measure. Fiscal year consists of summer, fall, spring, and year long semesters. Total e-Learning credits compared to total annual headcount, regardless if a student was enrolled in an e-Learning course. Only includes students who were credit enrolled and were not auditing, but it does include students in year long courses.

### **Loan Default Rate**

By way of comparison, nationally the 2-year default rate for federal loans FY2011 was 10.0 percent. The 2-year default rate is the percentage of borrowers to entered repayment on certain federal loans programs and then defaulted to meet the conditions of the loan the following fiscal year. See 'Two-year Official Cohort Default Rates for Schools' retrieved in March 2014 in <http://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr2yr.html>.

Defined as: Numbers reported by the US Department of Education: [http://www.nsls.ed.gov/nsls\\_SA/default-management/search\\_cohort\\_2yr.cfm](http://www.nsls.ed.gov/nsls_SA/default-management/search_cohort_2yr.cfm). Default rate is calculated by taking the number of students whose student loans come due within a particular fiscal year and comparing that to how many of those students default on their loans within two years. Rates are based on federal fiscal years which run from October 1st of a calendar year to September 30th of the following calendar year. Federal fiscal year refers to the calendar year in which it ends. Break-down by degree types is not available. The loan default rate for FY11 should be released winter of 2013.

### **Number of Programs Available by e-Learning**

UA continues to expand its programs that can be completed through e-Learning, i.e. those where students need not be in a predetermined location.

Defined as: Number of programs in which you can complete more than 50% of the coursework through e-Learning and the number of programs in which you can complete 100% of the coursework through e-Learning. Numbers are only available for 2012.

### **% Minority**

The percentage of all reported UA groups that is minority has increased over the last five years.

Defined as: Fall measure only except for degree recipients. Includes all students who are classified as AK Native/Am. Indian, Black, Asian, or HI Native/Pacific Islander. Census data: <http://factfinder2.census.gov/faces/table-services/jsf/pages/productview.xhtml?src=bkmk>. Faculty are identified as those with an EEO code of faculty. Staff includes employees with EEO codes of administrative, professional, technical, clerical, crafts/trades, and maintenance. Students are classified using the same methodology as in enrollment headcount. Auditors are included. Because the decrease recipients measure is based on a count of individuals rather than degrees, it uses a distinct headcount to calculate the percentage.

### **UA Tuition and Fees Compared with Peer Institutions**

UA's tuition and fees have decreased significantly over the last five years in comparison to both 2-year and 4-year peer institutions.

Defined as: Numbers published by the Western Commission for Higher Education: <http://www.wiche.edu/>.

### **Total Cost of Risk Per \$1,000 in Operating Expenses**

The calculated cost of managing UA's risk decreased from FY09 to FY12. Total cost of risk is defined as the total cost to UA over a fiscal year due to risk. This includes insurance, losses, expenses, broker's fees and commissions, opportunity costs, costs of capital, benefits, compliance, safety programs, global programs, and student safety.

Defined as: Operating expenses are taken from UA Financial Statements: <http://www.alaska.edu/financial-statements/> Numbers reported by UA Chief Risk Officer Nancy Spink.