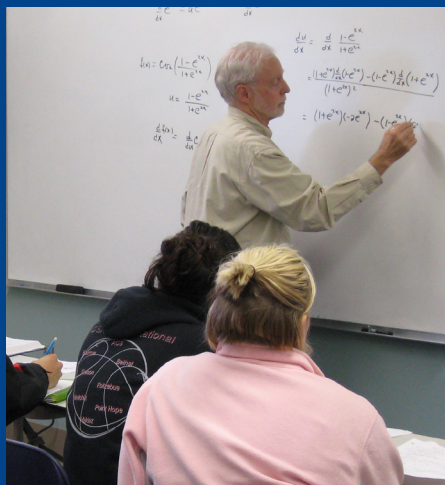


May 2016

# University of Alaska Economic Impacts & Public Perceptions



*University of Alaska:  
Economic Impacts and  
Public Perceptions*

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# Executive Summary

The University of Alaska contracted with McDowell Group to analyze the economic impacts of the University system and conduct a statewide public opinion survey on the role and value of the University. Following are key findings from the economic and public opinion study.

The economic impact analysis updates previous studies conducted by McDowell Group in 1998, 2004, 2007, and 2012. The analysis measures direct, indirect, and induced economic impacts generated by the University of Alaska system. Economic impacts were calculated using IMPLAN, a widely used input/output model that measures multiplier effects of expenditures, income, and employment. Expenditure data was provided by the University.

The statewide public opinion survey, designed with input from the University of Alaska, asked residents a broad range of questions from their perceptions of the quality of the University of Alaska and the University's importance to the State to their assessments of the University's strategic direction. Over 900 randomly selected residents completed the survey by phone. This survey is the fourth household survey conducted by the McDowell Group for the University of Alaska; the others were completed in 1998, 1999, and 2005.

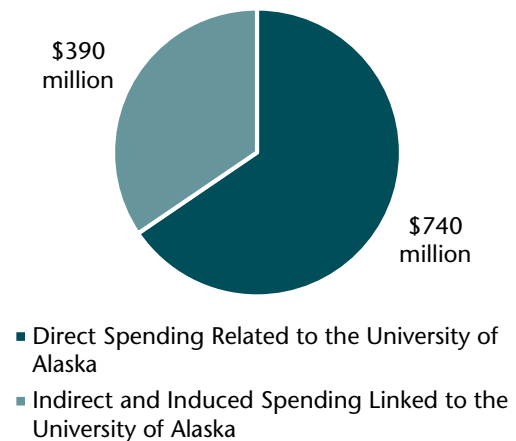
## Economic Impacts

### **The University of Alaska is an economic engine for Alaska.**

The University of Alaska system creates substantial economic activity throughout the state. In total, the University system generated \$1.1 billion in economic activity in FY2015. This number includes a total of \$740 million in direct, in-state expenditures by the University, University students, and University visitors, in addition to \$390 million in indirect and induced spending.

The University also contributes to a more resilient, responsive workforce for the State, increased earning potential for a significant portion of the Alaska population, and other social benefits. Many of these contributions were noted by Alaska residents during the household survey, as described below.

Total Economic Impact of the University of Alaska System, FY2015



### **The state-wide economic impact of the University system is multi-layered, supporting communities from Ketchikan to Barrow.**

The University attracts and redistributes revenue across the Alaska economy in the form of purchases of goods and services from Alaska businesses; payroll and benefits paid to University employees; and spending by students and visitors to the University.

- The University directly supported 7,548 jobs in 2015, totaling \$346 million in annual wages.
- On average, the University system typically contracts with more than 2,000 businesses per year.
- In FY2015, the University of Alaska purchased goods and services valued at \$122.6 million from Alaska vendors.
- Annual student spending – including spending on off-campus housing, food, entertainment, transportation, and other personal items – totaled \$160 million.
- Visitors attending conferences, athletic events and other festivals related to the University of Alaska spent approximately \$2 million in 2015.

Direct expenditures linked to the University of Alaska also yield economic ripple effects – indirect and induced spending – that benefit the state economy.

### **The University of Alaska system is one of the largest employers in Alaska.**

Among all private and public enterprises, the University system ranks as one of the largest employers in the state. When jobs indirectly and directly linked to the University are considered, the University of Alaska supported 15,740 jobs in 2015, totaling annual wages of \$630 million.

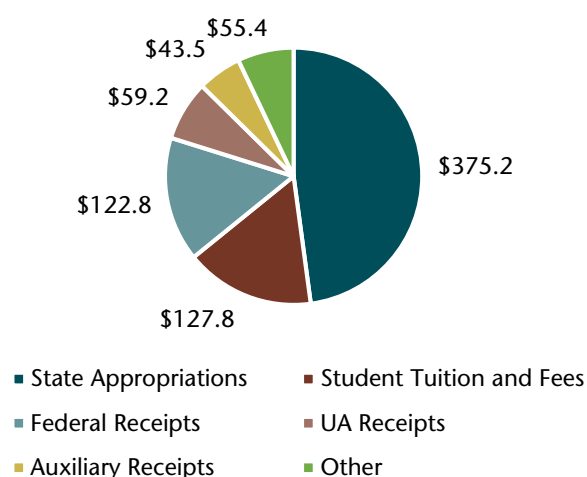
The University of Alaska generates employment opportunities throughout the state of Alaska. While the majority of University wages are paid to residents

of Fairbanks, Anchorage and Juneau, \$43.7 million in payroll was spent in other communities around the state in FY2015.

University of Alaska employment also provides an important counter-balance to components of the Alaska economy that are strongly summer-oriented, as peak employment at the University of Alaska occurs during the winter.

### **State funding is leveraged by the University of Alaska to generate funds and economic activity.**

University of Alaska Revenue Sources, FY15  
(\$ millions)



Note: The 'Other' category includes indirect cost recovery, State inter-agency receipts, CIP receipts, MHTAAR, and interest income. These categories are discussed in detail in chapter 3.

State of Alaska general fund appropriations comprised the largest portion of University revenue, totaling \$375 million in 2015, or 48 percent of total revenue (\$789 million). The University leverages State funds into a much larger economic footprint.

The \$375 million makes it possible for the University of Alaska system to generate more than \$400 million in other revenues from students, federal receipts and other sources. For every dollar the State of Alaska invested in the University system, the University of Alaska generated approximately 3 dollars of economic activity.

## Public Perceptions

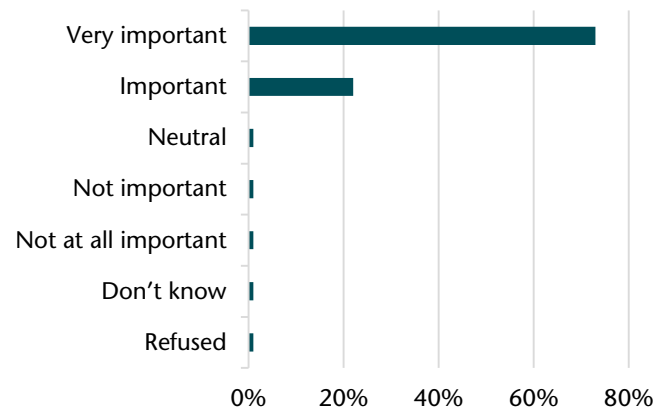
### The University of Alaska enjoys wide-spread support from Alaskans.

Nearly all residents see the University of Alaska as very important or important to the State of Alaska (95 percent). Almost three-quarters of residents say the University of Alaska is very important (73 percent).

When asked about terms that describe the University, more than 80 percent of residents agreed or strongly agreed that the University of Alaska is: important, vital, diverse, relevant and accessible.

Among parents and grandparents of school-age children, 85 percent say they would strongly encourage or encourage their students to attend University of Alaska.

In your opinion, how important is the University of Alaska to the State of Alaska?



### Alaskans report significant, positive impacts from the University of Alaska on Alaska's economy, workforce, and the field of Arctic research.

Most Alaskans believe that the University of Alaska directly contributes to local economies. Eighty-eight percent of residents agree or strongly agree that the economic impact of University of Alaska employment and campus expenditures is very important to local economies. Over a quarter of residents strongly agree (28 percent).

Alaskans also say the University of Alaska's economic impact extends beyond campus expenditures. Nearly ninety percent of residents agree or strongly agree that Alaska businesses benefit from a workforce trained by the University of Alaska (88 percent), and a third of Alaskans strongly agree (33 percent).

Residents credit the University of Alaska with keeping Alaskans in-state and at work. Over ninety percent of Alaskans agree or strongly agree that the University of Alaska provides essential opportunities for students to learn while living in their home state (93 percent of Alaskans). Most Alaskans agree or strongly agree that without the University of Alaska young people are much more likely to leave the state (81 percent); 41 percent of Alaskans strongly agree.

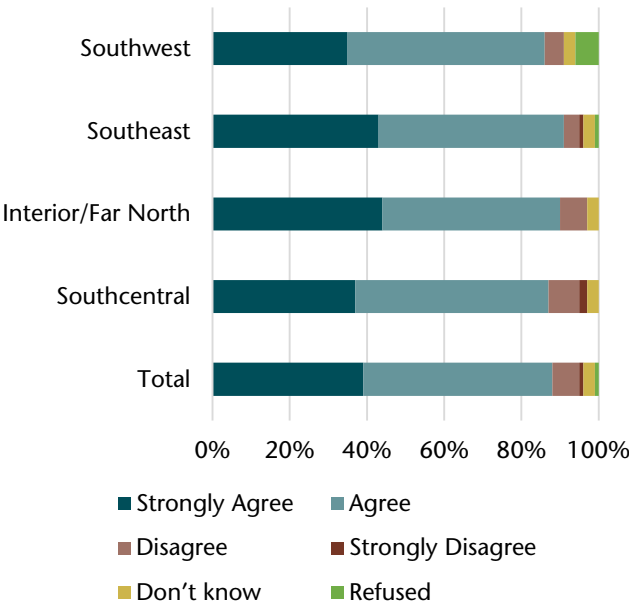
Likewise, most Alaskans agree or strongly agree that without career and vocational training offered by the University of Alaska significantly more jobs would be filled by non-resident workers (82 percent).

The University of Alaska enjoys broad agreement from Alaskans about the impact of its Arctic research. Over three quarters of residents believe that University of Alaska Arctic research has real-world implications, leads the world in research efforts, and will help Alaska and beyond address climate change.



**Alaskans believe the University of Alaska plays a vital role shaping Alaska’s future and support the University’s identified strategic priorities.**

Do you strongly agree, agree, disagree or strongly disagree that the University of Alaska plays a vital role in shaping Alaska’s future?



The vast majority of Alaskans agree or strongly agree that the University of Alaska plays a vital role in shaping Alaska’s future (88 percent). Well over a third of residents strongly agree (39 percent).

Over three quarters of Alaskans agree or strongly agree with each of the University of Alaska’s five identified strategic priorities: State partnerships, new technology and innovation, a pipeline of college-bound students, cultural heritage and climate change.

The majority of Alaskans also believe that the University of Alaska should contribute to Alaska’s future workforce by creating employment opportunity and by supporting specific career paths. Most residents agree or strongly agree that it is very important for the University to support industry partnerships as well as the education of Alaska’s future fisheries and marine biologists, nurses, teachers and engineers.

**Residents are willing to invest in the University of Alaska and believe the State of Alaska should too.**

One out of five Alaska residents say they have made a charitable donation to the University of Alaska. The percentage jumps to 28 percent in the Interior/Far North. People are more likely to have donated if they are older, graduated from the University of Alaska, have children, or earn over \$50,000. Over half of Alaskans (53 percent) indicate they are very likely or somewhat likely to donate to the University of Alaska in the future.

The vast majority of Alaskans believe that it is very important that the State invest in the University’s budget (86 percent agree or strongly agree). Three-quarters of residents agree or strongly agree that State budget cuts to the University over the last three years will have a very negative impact on Alaska’s economy (75 percent).

# Introduction and Methodology

The University of Alaska contracted with McDowell Group to analyze the economic impacts of the system and to conduct a statewide public opinion survey on the role and value of the University. The telephone survey asked respondents their opinion of University priorities and quality, their views on funding, whether they would encourage their children to attend, and their personal experiences with the University, among other subjects.

## Economic Impact Methodology

The economic impact analysis updates previous studies conducted by McDowell Group in 1998, 2004, 2007, and 2012. This analysis captures economic impacts associated with State fiscal year 2015 (July 1, 2014 through June 30, 2015), as well as the direct and indirect impacts associated with wages paid to university employees, purchases of goods and services in support of University operations, student spending, and visitor spending.

Expenditure data was provided by the University. Economic impacts were calculated using IMPLAN, a widely used input/output model used to measure multiplier effects of expenditures, income, and employment.

## Survey Methodology

The McDowell Group study team designed the survey instrument with input from University of Alaska staff. During March 2016, McDowell Group surveyors contacted 923 randomly selected Alaska residents by telephone. A copy of the survey instrument can be found in Appendix F.

## Sample Design

The sample was designed to yield results representative of the population and permit sub-group analysis. The sample included a minimum of 250 surveys in each of the three regions of Interior/Far North, Southcentral and Southeast, and a minimum of 150 in Southwest. The sample was further structured to achieve approximately 100 surveys from the three largest communities.

The maximum margin of error at the 95 percent confidence level is  $\pm 3.3$  percent for the full sample. As the sample size decreases among sub-samples, the potential margin of error increases, as seen in the following table.

Sample Sizes and Maximum Margin of Error

Region/Community	Sample Size (n)	+/- Margin of Error (%)
Southcentral	250	$\pm 6.3$
Anchorage	100	$\pm 10.0$
Interior/Far North	253	$\pm 6.3$
Fairbanks (including North Pole)	101	$\pm 10.0$
Southeast	252	$\pm 6.3$
Juneau	100	$\pm 10.0$
Southwest	168	$\pm 8.2$
Total	923	$\pm 3.3$



## Weighting and Data Analysis

For regional and statewide analysis, survey data was weighted to reflect the residential population and age in each region. For example, although Anchorage accounted for only 100 out of 923 surveys, the Anchorage sample received more weight than other regions because of its large population.

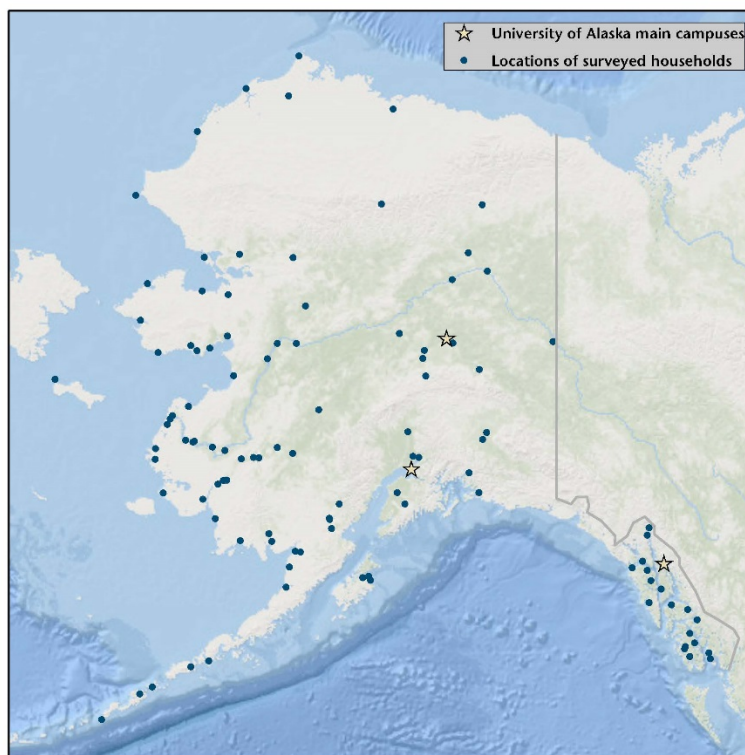
Responses were analyzed by region, community, gender, income, education level, alumni status, past donations and several other dimensions. Where relevant, sub-group results are reported in the text accompanying each table. Complete demographics of survey respondents by region are included in Appendix D.

McDowell Group conducted three previous statewide surveys for the University of Alaska: one in 1998, the second in 1999, and the third in 2005. Several questions asked in these surveys were repeated in the 2016 survey; trend data is presented where applicable.

## Geographic Representation

A complete list of communities represented in the survey may be found in Appendix E. Figure 3 illustrates the geographic reach of the 2016 household survey.

Communities Reached during the 2016 University of Alaska Household Opinion Survey



## Definitions

Following are definitions of key terms used in the document. In the context of this analysis:

- Net Agree: is defined as the sum of “strongly agree” and “agree” responses to a given question.
- Net Disagree: is defined as the sum of “strongly disagree” and “disagree” responses to a given question.
- Potential Donors: are defined as survey respondents who report they are very likely or somewhat likely to donate to the University of Alaska in the future.
- Seniors: are defined as survey respondents 65 and older.
- Alumni: are defined as survey respondents who answered “yes” to the question “Have you or a family member ever received a degree, certificate or license from the University of Alaska?”
- Parents: are defined as survey respondents who answered “yes” to the question “Do you have children who are currently attending elementary, middle, or high school?”

# Economic Impacts of the University of Alaska

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For nearly 20 years, McDowell Group has studied and reported on the impact of the University of Alaska in Alaska's economy. Following the first comprehensive study conducted in 1998, McDowell Group prepared, updated, and expanded economic impact assessments in 2003, 2007, and 2012. This chapter presents a high-level 2016 update of McDowell Group's series of economic impact studies.

In general, the University is an important component of the Alaska economy, generating substantial economic activity and employment throughout the State. The University also contributes to a more resilient, responsive workforce for the State and increased earning potential for a significant portion of the Alaska population. Through community education opportunities, research, public facilities, and infrastructure, University contributions to Alaska extend far beyond monetary benefits to enrich quality of life for all Alaskans.

## How the University of Alaska Impacts the Economy

The University is an economic engine for Alaska. It attracts and redistributes revenue across the Alaska economy in the form of purchases of goods and services from Alaska businesses; payroll and benefits paid to University employees; and spending by students and visitors to the University. The University of Alaska's economic impact on the Alaska economy stems from several sources. This analysis considers four different avenues of economic impact:

- University of Alaska employee salaries and benefits – includes full and part time faculty and staff.
- Non-personnel operational and capital expenditures – includes the normal and routine operating expenditures the University of Alaska makes in support of its educational mission, such as building maintenance and utility costs, and purchases of equipment, materials, and supplies. This also includes spending to build new campus facilities or to expand or renovate existing buildings.
- Student spending – includes student off-campus spending on housing, food, transportation, and personal items. Student spending related to room and board, tuition, books, and other on-campus expenditures are captured as part of University of Alaska operating expenditures.
- Campus visitor spending – includes spending by visitors to Alaska who would otherwise not be in the State were it not for University of Alaska activities or programs.

Expenditures on goods and supplies in support of University operations, wages paid to faculty, staff, and students, and spending by employees in the local economy have a “multiplier effect.” The term *multiplier* illustrates that each initial dollar spent (or job created) by the University leads to additional spending by Alaska businesses selling goods and services to the University and its employees. These businesses further spend a portion of each dollar received to pay for their goods and services. Multiple rounds of this spending and the portion of each dollar spent locally create the *multiplier effect* in the Alaska economy.

In terms of employment, wages, and total spending, the University's economic impact occurs at three levels:

- Direct impacts, including jobs and earnings associated with the University, as well as purchases by the University.

- Indirect impacts, including economic activity that results from the University of Alaska's non-personnel spending in the Alaska economy, such as the jobs created in businesses that provide goods and services to the University.
- Induced impacts, including the jobs and earnings created when University employees spend their payroll dollars in the Alaska economy. Induced effects include jobs with health care providers, retail establishments, schools, restaurants, personal and household service providers, and virtually all across the support sector.

Key measures of the University's economic impact in Alaska are provided below. The analysis focuses on economic impact in the State fiscal year 2015 (July 1, 2014 through June 30, 2015).

## **University of Alaska Revenues**

The foundation of the University of Alaska's economic impact is the University's \$844 million budget (FY2015). Within that budget, University of Alaska spending on wages, and expenditures on goods and services in support of university operations, have multiplier effects throughout the State. An important aspect of the economic impact of the University of Alaska is how State appropriations make it possible to draw revenue from other sources, as described below.

### **University Revenue Sources**

The University of Alaska takes in revenue from a variety of sources, including:

- State appropriations – from the State of Alaska general operating fund.
- Federal receipts – restricted funds, such as grants and contracts, for which spending is dictated by the specific federal funding agency.
- Student tuition and fees – generated by tuition charged to students for instructional programs, as well as fees charged for specific activities or items, such as materials and labs.
- Indirect cost recovery – generated from federal and other restricted grants. This revenue is used to help offset administrative and support costs that cannot be efficiently tracked directly to grant programs. When the University receives a grant, it records the revenue for the actual project in restricted receipts and the revenue for indirect costs in indirect cost recovery.
- Auxiliary receipts – from all self-supported activities of the University, including all revenues from bookstore, food services, and other campus operations.
- University of Alaska receipts and transfers – including restricted revenues from corporate sources, private donations, and local governments, as well as revenues from publication sales, non-credit self-support programs, recreational facility user fees and other miscellaneous sources.
- State inter-agency receipts – originating in contractual obligations with other State agencies.
- Interest income – income generated from short-term investments associated with grant receipts and auxiliary enterprises.

In FY2015, University of Alaska system-wide revenue totaled \$789 million (not including University of Alaska Intra-Agency receipts). State of Alaska general fund appropriations comprised the largest portion of University of Alaska revenue, totaling \$375 million, or 48 percent of total revenue in FY2015.

Revenue generated from non-State sources included \$124 million (16 percent of total FY2015 revenue) from federal grants and contracts; \$128 million (16 percent) from student tuition and fees; \$59 million (7 percent) from University of Alaska receipts; \$44 million (6 percent) from auxiliary receipts; and \$31 million (4 percent) from indirect cost recovery.

Combined, State inter-agency receipts (\$14 million), CIP receipts (\$9 million), MHTAAR (\$2 million), and interest income (\$0.8 million) rounded out the final 3 percent of FY2015 revenue.

University of Alaska Revenue Sources, FY2015

Revenue Source	Revenue Amount (\$ millions)	% of Total
State Appropriations	\$375.2	47.5
Student Tuition and Fees	127.8	16.2
Federal Receipts	122.8	15.6
University of Alaska Receipts	59.2	7.5
Auxiliary Receipts	43.5	5.5
Indirect Cost Recovery	30.6	3.9
State Inter-Agency Receipts	13.7	1.7
CIP Receipts	8.6	1.1
MHTAAR	1.7	<1
Interest Income	0.8	<1
Total	\$789.3	100

Source: University of Alaska Statewide Planning and Budget, 2016.

Note: Totals do not include University of Alaska Intra-Agency Receipts, which totaled \$54.6 million. Total in columns may not sum due to rounding.

This overview of University of Alaska revenues reveals how State general funds are leveraged into a much larger economic footprint. The State's investment of \$375 million makes it possible for the University of Alaska to generate more than \$400 million in other revenues, from students, federal receipts, and other sources.

## Direct Impacts

### Employment and Payroll

The University of Alaska accounted for an average of 7,548 jobs in FY2015 and total annual wages of \$346 million. Total labor income, which includes benefits, was approximately \$455 million. The University ranks as one of the largest employers in Alaska, among all public and private enterprises.

While there is seasonal variation in University of Alaska employment (ranging from a monthly low of about 5,800 to a peak of 8,300), it is an important source of year-round economic activity. In fact, with peak employment in the winter, the University of Alaska provides a counter-balance to components of the Alaska economy that are strongly summer-oriented.

The University employees Alaskans all across the State, from Ketchikan to Kotzebue. Fairbanks has the largest concentration of University of Alaska employees (an average of 3,474 employees in FY2015), followed by Anchorage (2,599) and Juneau (454). Other areas also have significant numbers of University of Alaska employees, including Kenai Peninsula Borough (277) and Matanuska-Susitna Borough (176).

University of Alaska Employment by Community, FY2015

Area	Annual Average	Peak Month	Total Annual Wages (\$millions)
Fairbanks	3,474	3,729	\$167.1
Anchorage	2,599	2,907	\$115.8
Juneau	454	531	\$19.0
Kenai Peninsula Borough	277	331	\$11.7
Mat-Su Borough	176	204	\$6.7
Valdez-Cordova CA	82	96	\$3.1
Kodiak Island Borough	80	95	\$3.3
Sitka	76	85	\$3.3
Ketchikan	56	68	\$2.5
Bethel	51	60	\$2.8
Dillingham	35	45	\$1.7
Nome	27	33	\$1.5
Northwest Arctic Borough	14	17	\$0.9
All Other/Undesignated	147	N/A	\$6.2
<b>Total</b>	<b>7,548</b>	<b>8,340</b>	<b>\$345.6</b>

## Spending on Goods and Services

In FY2015, the University of Alaska purchased goods and services valued at \$122.6 million from Alaska vendors. This spending occurred in a wide variety of sectors, as well as geographic locations. The University typically does business with more than 2,000 Alaska businesses and organizations each year.

Approximately 88 percent of Alaska-based University of Alaska spending in FY2015 occurred in the three communities hosting the main campuses: Fairbanks (\$39 million), Anchorage (\$36 million), and Juneau (\$34 million). The other 12 percent of University of Alaska spending (approximately \$14 million in total) was spent in communities scattered all across the State.

## Student Spending

Spending by the University of Alaska's 30,500 students create economic impacts in Alaska. Student payments made directly to University of Alaska for tuition, room and board, fees, and other items are accounted for in the University of Alaska spending described above. In addition to those direct University of Alaska payments, students spend a significant amount of money in local economies for housing, food, entertainment, and other amenities.

While a portion of student off-campus spending contributes to the University's economic impact, not all student off-campus spending can be included in this analysis. In considering the impact of student spending, it is important to avoid counting expenditures that may have occurred anyway in the absence of the University. The impact of student spending includes students who either a) bring new money to the State's economy or b) are associated



with money that would otherwise be lost from Alaska if the student did not attend the University of Alaska.

All spending by the roughly 3,500 University of Alaska students who originated from outside Alaska represents new dollars into the State. One in nine (12 percent) University of Alaska students are from outside of Alaska, based on FY2015 data. The amount of money that remains in the State from Alaskan high school students who choose to attend the University of Alaska instead of a college or university elsewhere is more difficult to estimate. Though some Alaska students would likely not attend a university at all in the absence of the University of Alaska, for purposes of this analysis, most full-time University of Alaska students would likely attend school outside the State in the absence of the University of Alaska.

In the 2012 University of Alaska economic impact study, spending on off-campus housing, food, entertainment, transportation, and personal items was estimated at a total of \$169 million. Enrollment at that time (Fall 2011) totaled 34,983 students. Enrollment in Fall 2015 totaled 30,496 students, about 13 percent below Fall 2011. That would suggest a 13 percent reduction in student spending. However, after adjusting for the effects of inflation, the decline is actually about 5 percent, with total annual student spending of approximately \$160 million. As this spending circulates through the economy, it too creates jobs and income.

**Visitor Spending**

Out-of-state visitors to the University also contribute to the economic impact of the University of Alaska. Commencements, reunions, conferences, festivals, athletic events, and family visits are some of the University-related reasons people visit Alaska. University visitors spend money for accommodations, food, transportation, sightseeing, and other purposes that inject money into the economy. The most recent available analysis of visitor spending suggests a total of approximately \$2 million annually.

**Total Economic Impacts of the University of Alaska**

The total economic impact of the University of Alaska includes all the direct, indirect, and induced impacts associated with wages paid to university employees, purchases of goods and services in support of University of Alaska operations, student spending, and visitor spending. By using economic impact models, such as IMPLAN, it is possible to estimate these multiplier effects. IMPLAN, a widely-used predictive model of local and state economies, provides guidance on appropriate multipliers for sectors most affected by University spending. Based on IMPLAN and modeling conducted for previous generations of McDowell Group’s University of Alaska economic impact studies, it is estimated that a total of 15,740 jobs in Alaska are directly or indirectly linked with the University of Alaska, with total annual wages of \$630 million.

Total Employment and Payroll Impacts of the University of Alaska, FY15

Impact	Direct	Indirect & Induced	Total
Employment Impact	8,340	7,400	15,740
Payroll Impact (\$ million)	\$346	\$284	\$630

Source: Alaska Department of Labor and Workforce Development and McDowell Group estimates.  
Note: Direct employment is as of November 2014, and is peak employment for the fiscal year.

Total spending directly attributable to the University of Alaska reached approximately \$740 million in FY2015, including all in-state University spending, as well as student and visitor spending. Based on analysis of multiplier

effects, this direct spending in the Alaska economy generated an additional \$390 million in induced and indirect spending for a total of \$1.1 billion in total economic activity.

### **The University as an Investment**

The State of Alaska invested \$375 million in the University of Alaska in FY2015. For that investment, the Alaska economy experienced a total economic impact of \$1.1 billion. Thus, for every dollar invested by the State in the University, the University of Alaska generated approximately three dollars in economic activity in the Alaska.

Through investment in Alaska's public university, the State of Alaska generates social benefits as well. These include qualitative benefits such as improved quality of life through learning, creation of new knowledge and economic opportunity through research, and increased opportunities for involvement in community life and government. They also include more tangible benefits such as gains in worker productivity, increased earnings resulting from a more educated resident workforce, and a supply of skilled professionals to meet labor market demands. Also, cultural and educational programs and facilities provided by the University of Alaska (many of which are available to the general public, such as libraries and meeting spaces) provide benefits that, though difficult to quantify, improve quality of life in the host region.

# Perception of the University of Alaska

The survey included a range of questions about Alaskans' perceptions of the University of Alaska. Residents were asked to describe the importance of the University of Alaska to the State, assess their overall impressions of the University, compare the quality of public university and college education available in Alaska to other states, and articulate whether or not they would recommend the University of Alaska to their children and/or grandchildren.

## Importance to Alaska

Most Alaska residents describe the University of Alaska as very important to the State of Alaska (73 percent); nearly all residents see the University of Alaska as either very important or important to the State (95 percent).

### SUB-GROUP ANALYSIS

- Impressions of importance are consistent across all regions of the State.
- Women are more likely than men to view the University of Alaska as very important (80 percent versus 67 percent).
- Potential donors (those very or somewhat likely to donate to the University of Alaska) consider the University very important to the State (92 percent and 78 percent respectively, compared to 65 percent of those unlikely to donate).

In your opinion, how important is the University of Alaska to the State of Alaska? (%)					
	Total	Southcentral	Interior/ Far North	Southeast	Southwest
Very important	73	72	78	76	75
Important	22	23	20	19	21
Neutral	1	1	--	1	--
Not important	1	2	--	1	--
Not at all important	1	2	<1	1	--
Don't know	1	<1	1	1	4
Refused	<1	--	<1	--	--

### TREND ANALYSIS

The percentage of residents who describe the University of Alaska as "very important" to the State of Alaska has declined 9 percent since the most recent household survey in 2005, but remains higher than 1999 figures.<sup>1</sup> All other responses are fairly steady over time. The following table displays aggregate responses for all three years.

<sup>1</sup> Each of the previous surveys had a slightly different question. In 1999, the question read, "In your opinion, how important are University of Alaska programs and services to the state of Alaska?" In 2005, neutral was not included as a possible response. These differences likely had a slight impact on survey results.

In your opinion, how important is the University of Alaska to the State of Alaska? (%)

	1999	2005	2016
Very important	69	82	73
Important	24	15	22
Neutral	3	--	1
Not important	1	2	1
Not at all important	1	1	1
Don't know	2	1	1
Refused	--	--	<1

## Overall Impression of the University

When asked how their current impression of the University of Alaska compared to their impression of the University a few years ago, most Alaskans describe their impression as unchanged (42 percent). More Alaskans report their impression of the University of Alaska is better or much better, than residents who report a worse or much worse impression (28 percent versus 12 percent).

### SUB-GROUP ANALYSIS

- Impressions of the University of Alaska held by residents of Anchorage and Fairbanks are more likely to be worse or much worse than Alaskans who live in Juneau (16 and 28 percent versus 6 percent).
- Residents of Alaska for over six years are twice as likely to report a much better or better impression of the University of Alaska than residents of five years or less (30 percent of all residents of 6 years or more, compared to 14 percent of residents of Alaska for under five years).
- Seniors (65+) are more likely than all other residents to describe their impression of the University of Alaska as much better than a few years ago (13 percent compared to 4 percent of all other age groups).
- Impressions of the University of Alaska differ at the ends of the earnings spectrum. Residents of households earning less than \$25,000 annually are more likely to describe their impression of the University as much better than a few years ago, compared to Alaskans earning over \$75,000 (12 percent versus 3 percent).
- Potential donors (those very or somewhat likely to give the University of Alaska) are more likely to report a much better or better impression of the University than they held a few years ago (55 percent and 32 percent respectively, versus 18 percent of residents not likely to donate).

Compared to a few years ago, how has your overall impression of the University of Alaska changed? (%)

	Total	Southcentral	Interior/ Far North	Southeast	Southwest
Much better	5	5	5	5	8
Better	23	22	26	25	27
About the same	42	41	44	47	44
Worse	11	12	13	8	7
Much worse	4	5	2	2	1
Don't know	14	15	10	14	13
Refused	<1	--	1	--	--

## TREND ANALYSIS

Since the most recent household survey in 2005, overall impressions of the University to Alaska appear to have declined.

- The percentage of Alaskans who describe their impression as much better declined from 12 percent in 2005 to 5 percent in 2016 while the percentage of Alaskans who describe their impression as worse or much worse increased from 9 percent to 15 percent in 2016.

Compared to a few years ago, how has your overall impression of the University of Alaska changed? (%)

	2005	2016
Much better	12	5
Better	25	23
About the same	40	42
Worse	7	11
Much worse	2	4
Don't know	14	14
Refused	--	<1

This question was not included in the 1999 survey.

## Quality of Public University Education

When comparing Alaska's public college and university education to other states, almost half of Alaska residents believe that the quality is about the same (44 percent).

### SUB-GROUP ANALYSIS

- Residents of the Interior/Far North, Southeast, and Southwest are more likely than residents of Southcentral Alaska to describe higher education in Alaska as better or much better than other states (29 percent, 26 percent, 29 percent versus 15 percent).
- Thirty-three percent of Alaska Native residents view Alaska's higher education as better or much better than higher education available in other states, compared to 17 percent of white residents.
- Rural Alaskans are more likely than urban Alaskans to believe Alaska's public college and university education is better or much better than in other states (30 percent versus 18 percent).
- Alaska's seniors (65+) describe the quality of public university education in Alaska more positively than other age groups (32 percent describe Alaska's higher education quality as better or much better, compared to 17 percent of 18-34 year olds, 18 percent of 35-54 year olds, and 19 percent of 55-64 year olds).
- Very likely and somewhat likely future donors to the University describe the quality of public college and university education in Alaska as much better or better than other states at higher rates than residents not likely to donate (35 percent and 23 percent respectively, versus 11 percent).
- Although a quarter of University of Alaska alumni describe Alaska's higher education as better or much better than other states (24 percent), they are also slightly more likely than residents without a University of Alaska degree to describe an Alaskan education as worse or much worse (15 percent versus 9 percent).

Compared to other states, do you think the quality of public college and university education in Alaska is: better, much better, worse, much worse, or about the same? (%)

	Total	Southcentral	Interior/ Far North	Southeast	Southwest
Much better	4	3	7	5	7
Better	16	12	23	21	22
About the same	44	45	42	43	41
Worse	10	12	6	7	6
Much worse	2	2	2	2	1
Don't know	24	25	20	22	23
Refused	<1	--	1	--	--

## Recommendation of the University of Alaska

Among parents and grandparents of school-age children, 85 percent say they would encourage their students to attend University of Alaska. Leading reasons include proximity to home and quality of the education.

Would you strongly encourage, encourage, discourage, or strongly discourage them from attending the University of Alaska? (%)  
(Base: Those with children or grandchildren currently attending elementary, middle, or high school)

	Total n=415	Southcentral n=111	Interior/ Far North n=125	Southeast n=102	Southwest n=77
Strongly encourage	45	42	58	36	48
Encourage	40	41	31	54	40
Discourage	6	6	7	6	3
Strongly discourage	3	5	--	--	4
Don't know	6	7	3	4	5
Refused	<1	--	1	--	--

### SUB-GROUP ANALYSIS

- Residents of the Interior and Far North are more likely to strongly encourage their students to attend the University of Alaska than are residents of Southcentral and Southeast Alaska (58 percent versus 42 percent and 36 percent).
- Fifty-five percent of alumni say they would strongly encourage their students to attend the University of Alaska, compared to 37 percent of non-alumni parents and grandparents.
- Probable donors to the University of Alaska are more likely to have school-age children or grandchildren and encourage the University of Alaska for postsecondary education. Seventy-three percent of very likely donors say they would strongly encourage their school-age children and grandchildren to attend the University of Alaska, compared to 51 percent of somewhat likely donors and 31 percent of residents unlikely to donate.
- Alaska Native parents and grandparents are most likely to strongly encourage their students to attend the University of Alaska (61 percent versus 43 percent of white parents and grandparents and 30 percent of caregivers of other races). Nearly 60 percent of Alaska Native families describe proximity to home as a motivating factor to encourage students to attend the University of Alaska (58 percent).



### Reasons for Encouraging (%)

*(Base: Those with children or grandchildren currently attending elementary, middle, or high school and would encourage them in attending the University of Alaska. Multiple responses allowed.)*

	Total	Southcentral	Interior/ Far North	Southeast	Southwest
	n=360	n=91	n=110	n=91	n=68
Location/close to home	50	50	54	44	47
Good education	40	42	41	36	31
Affordable/low cost	27	26	27	33	27
Can live at home	18	17	16	24	19
Good prep. for Alaska jobs	16	16	20	12	12
Convenient	10	10	6	13	16
Good reputation	10	7	13	14	16
New/exciting programs	7	3	16	13	9
Programs	5	7	2	5	--
Education is important	4	4	3	6	2
Friends/family attending	4	1	6	6	13
AK Performance Scholarship	2	1	3	4	6
Wants to attend	2	1	1	6	5
Other	17	21	13	10	3
Don't know	2	2	--	--	5
Refused	<1	1	--	--	--

### Reasons for Discouraging (%)

*(Base: Those with children or grandchildren currently attending elementary, middle, or high school and would discourage them in attending the University of Alaska. Multiple responses allowed.)*

	Total	Southcentral	Interior/ Far North	Southeast	Southwest
	n=31	n=12	n=8	n=6	n=5
Quality of education	47	52	21	20	80
More/better academic programs elsewhere	17	8	44	35	33
Experience outside of Alaska	12	10	12	31	20
More/better activities elsewhere	8	8	--	20	12
Affordability/cost	6	8	--	--	--
Location/too far away	4	5	--	--	--
College not necessary	4	5	--	--	--
Other	26	29	21	20	20
Don't know	1	--	--	14	--
Refused	2	--	12	--	--

# Description of the University of Alaska

All respondents were read a list of words and were asked how accurately each one described the University of Alaska. Of the twenty-three words included in the survey, more than 80 percent of residents agreed or strongly agreed on five terms that accurately describe the University of Alaska: important, vital, diverse, relevant and accessible. Responses are notably consistent across regions and are analyzed in detail below.

Three summary tables help illustrate results to this question: a rank-ordered list of all terms by the percentage of respondents who agree or strongly agree that the term accurately describes the University of Alaska, the top terms by region, and the least popular terms by region. A detailed break-out of responses to all descriptive words can be found in Appendix A.

Percentage of Survey Respondents Who Agree or Strongly Agree that the Term  
Accurately Describes the University of Alaska (%)

	Total	Southcentral	Interior/ Far North	Southeast	Southwest
Important	89	88	94	90	83
Vital	85	84	90	84	81
Diverse	83	83	90	78	78
Relevant	83	82	89	85	75
Accessible	83	82	87	86	73
Influential	79	78	87	79	71
Welcoming	79	77	88	83	75
Engaged	76	74	82	76	71
Resilient	74	72	83	71	67
Innovative	74	71	87	75	71
Empowering	73	70	82	79	75
Effective	73	71	82	76	71
Responsible	73	68	86	77	71
Focused	73	71	81	71	65
Connected	73	70	82	75	70
Excellent	72	69	84	73	70
Progressive	72	70	81	68	72
Inspirational	72	70	81	75	69
Distinctive	70	65	83	71	68
Strategic	66	63	78	67	55
Loyal	66	63	75	70	63
Bold	57	55	69	57	52
Courageous	55	50	68	58	58

### Most Accurate Terms by Region

Total	Southcentral	Interior/ Far North	Southeast	Southwest
Important	Important	Important	Important	Important
Vital	Vital	Vital	Accessible	Vital
Diverse	Diverse	Diverse	Relevant	Diverse
Relevant	Relevant	Relevant	Vital	Relevant
Accessible	Accessible	Welcoming	Welcoming	Welcoming

### Least Accurate Terms by Region

Total	Southcentral	Interior/ Far North	Southeast	Southwest
Bold	Bold	Courageous	Bold	Bold
Courageous	Courageous	Bold	Courageous	Strategic
Strategic	Strategic	Inspirational	Strategic	Courageous
Distinctive	Distinctive	Loyal	Progressive	Inspirational
Inspirational	Inspirational	Strategic	Distinctive	Excellent

## Important

Nearly half of respondents strongly agree that the University of Alaska is important (45 percent), and 89 percent of residents agree or strongly agree that the University of Alaska is “important.

### SUB-GROUP ANALYSIS

- Seventy-seven percent of very likely donors and 53 percent of somewhat likely donors strongly agree that the University of Alaska is important, compared to 31 percent of residents unlikely to donate.
- The longer a resident has lived in Alaska, the more likely he or she will strongly agree that important describes the University of Alaska. While only 26 percent of residents of Alaska for under 5 years strongly agree that the University of Alaska is important, 52 percent of Alaskans for six to twenty years and 45 percent of Alaskans for over twenty years strongly agree that the University of Alaska is important.

## Vital

Eight-five percent of residents agree or strongly agree that the University of Alaska is vital. Well-over a third of residents strongly agree that the term vital accurately describes the University of Alaska (38 percent).

### SUB-GROUP ANALYSIS

- The term vital resonated more strongly with residents who are very likely or somewhat likely to donate to the University of Alaska than with residents who are not likely to donate. 65 percent of very likely donors and 46 percent of somewhat likely donors, compared to 26 percent of residents not likely to donate, strongly agree that the University of Alaska is vital.
- Fifty-one percent of past donors strongly agree that the term vital accurately describes the University of Alaska, compared to 36 percent of residents who have not donated to the University.
- Alaskans with children are more likely than residents without children to strongly agree that the University of Alaska is vital (44 percent compared to 36 percent).

## Diverse

Eighty-three percent of residents agree or strongly agree, and over a quarter of Alaskans strongly agree (26 percent), that the University of Alaska is diverse.

### SUB-GROUP ANALYSIS

- Residents of the Interior/Far North are more likely than residents of all other regions to agree or strongly agree that the term diverse accurately describes the University of Alaska (90 percent versus 83 percent in Southcentral and 78 percent in both Southeast and Southwest Alaska).
- Alaskans who live in Anchorage and Fairbanks are more likely than residents of Juneau to strongly agree that the University of Alaska is diverse (30 percent and 24 percent compared to 9 percent).
- The term diverse resonates more strongly with potential donors to the University of Alaska than with residents who are not likely to donate. Fifty-three percent of very likely donors and 30 percent of somewhat likely donors, compared to 18 percent of residents not likely to donate, strongly agree that the University of Alaska is diverse.
- Thirty-eight percent of past donors strongly agree that the term diverse accurately describes the University of Alaska, compared to 25 percent of residents who have not donated to the University.
- The term diverse resonates more with Alaskans who have lived in Alaska longer than 5 years. Twelve percent of residents of Alaska for under 5 years strongly agree that the University of Alaska is diverse, compared to 29 percent of Alaskans for six to twenty years and 27 percent of Alaskans for over twenty years.

## Relevant

One in four Alaskans strongly agree that the University of Alaska is relevant; 83 percent of residents agree or strongly agree that the term relevant accurately describes the University of Alaska.

### SUB-GROUP ANALYSIS

- Fifty-five percent of very likely donors and 31 percent of somewhat likely donors, compared to 14 percent of residents not likely to donate, strongly agree that the University of Alaska is relevant.
- Residents who have previously given to the University of Alaska are more likely than Alaskans who did not donate to strongly agree that relevant accurately describes the University of Alaska (34 percent compared to 24 percent).

## Accessible

Eighty-three percent of Alaskans agree or strongly agree that the University of Alaska is accessible. One in four Alaskans strongly agree that the term accessible accurately describes the University of Alaska.

### SUB-GROUP ANALYSIS

- Fifty-eight percent of very likely donors and 33 percent of somewhat likely donors, compared to 13 percent of residents not likely to donate, strongly agree that the University of Alaska is accessible. One hundred percent of very likely donors agree or strongly agree that accessible accurately describes the University of Alaska.

- Although most Alaskans agree that the University of Alaska is accessible, resonance of the term accessible varies among Alaskans of different ages. Alaskans 35-54 years of age are more likely than Alaskans aged 18-34 and Alaskans over 65 to strongly agree that the University of Alaska is accessible (35 percent versus 17 percent and 22 percent respectively).
- Alaskans with children are more likely than residents without children to strongly agree that the University of Alaska is accessible (32 percent compared to 22 percent).

# Impact of the University of Alaska

To better understand how Alaskans perceive and experience far-reaching impacts of the University of Alaska system, survey respondents were asked a series of targeted questions about how the University of Alaska influences Alaska's economy, workforce, and, more broadly, Arctic research.

## Economic Impact

Most Alaskans agree or strongly agree that the economic impact of University of Alaska employment and campus expenditures is very important to local economies (88 percent).

### SUB-GROUP ANALYSIS

- Over a quarter of Alaskans strongly agree (28 percent).
- Opinions of University economic impact are consistent across all regions of the State.
- Notably, mid-career Alaskans (between the ages of 35-54) are more likely than their younger peers to strongly agree that the economic impact of the University is very important to local economies (37 percent compared to 18 percent of residents 18-34).
- Alaskans with children are more likely than those without children to strongly agree that the economic impact of the University of Alaska is very important to local economies (35 percent versus 24).
- Potential donors are more likely to strongly agree that the economic impact of the University of Alaska is very important to local economies (46 percent of very likely future donors and 35 percent of somewhat likely donors, compared to 19 percent residents who indicate they are unlikely to donate).
- Residents who have previously given to the University are more likely than those who have not previously given to strongly agree the University's economic impact is very important to local economies (42 percent compared to 26 percent).

Please tell me if you strongly agree, agree, disagree or strongly disagree that the economic impact of University of Alaska employment and campus expenditures is very important to local economies? (%)

	Total	Southcentral	Interior/ Far North	Southeast	Southwest
Strongly Agree	28	27	31	29	30
Agree	59	59	62	58	56
Disagree	6	7	4	4	3
Strongly Disagree	1	2	<1	1	--
Don't know	4	4	3	7	5
Refused	1	<1	<1	1	6

## Workforce Impact

The vast majority of Alaskans believe that the University of Alaska has wide-spread, positive impacts on Alaska's workforce. Results are discussed in detail by question and summarized in the table that follows.



## Young People Stay in Alaska

Most Alaskans agree or strongly agree that without the University of Alaska young people are much more likely to leave the State (81 percent); 41 percent of Alaskans strongly agree.

### SUB-GROUP ANALYSIS

- Alaskans 35-54 years of age are more likely than every other age group to strongly agree that without the University of Alaska young people are much more likely to leave the State (51 percent compared to 35 percent of Alaskans ages 18-34, 38 percent of Alaskans 55-64, and 39 percent of Alaskans over 65).
- Similarly, the longer a resident has lived in Alaska, the more likely he or she is to strongly agree that without the University young people are much more likely to leave the State (84 percent of Alaskans for over 20 years, 83 percent of Alaskans for between 6-20 years, and 57 percent of residents for less than 6 years).
- Sixty percent of Alaskans very likely to donate to the University strongly agree that without the University, young people are much more likely to leave, compared to 47 percent of somewhat likely donors and 32 percent of those unlikely to donate.

## In-State Learning Opportunities

Over half of Alaskans agree that the University of Alaska provides essential opportunities for students to learn while living in their home state (54 percent); 93 percent of Alaskans agree or strongly agree.

### SUB-GROUP ANALYSIS

- Rural residents are more likely than urban residents to strongly agree that the University provides essential opportunities for students to learn while living in-state (46 percent compared to 31 percent).
- Forty-three percent of female residents, compared to 34 percent of male residents, strongly agree that the University of Alaska provides essential in-state learning opportunities to students.
- Parents are more likely than residents without children to strongly agree that the University of Alaska system provides essential in-state learning opportunities (44 percent compared to 35 percent).
- Three-quarters of Alaskans very likely to donate to the University strongly agree that the University offers essential in-state learning opportunities (75 percent), compared to 42 percent of somewhat likely donors and 27 percent of those unlikely to donate.

## Benefits to Business

Nearly ninety percent of residents agree or strongly agree that Alaska businesses benefit from a workforce trained by the University of Alaska (88 percent), and a third of Alaskans strongly agree (33 percent).

### SUB-GROUP ANALYSIS

- Sixty-three percent of very likely donors to the University strongly agree that Alaska businesses benefit from a workforce trained by the University of Alaska, compared to 40 percent of somewhat likely donors and 21 percent of those unlikely to donate.

## Resident Workers

Most Alaskans agree or strongly agree that without career and vocational training offered by the University of Alaska significantly more jobs would be filled by non-resident workers (82 percent). A third of survey respondents strongly agree (33 percent).

### SUB-GROUP ANALYSIS

- Fifty-eight percent of residents who are very likely to donate to the University of Alaska strongly agree that without career and vocational training provided by the University of Alaska significantly more jobs would be filled by non-resident workers, as compared to 40 percent of those somewhat likely to donate and 21 percent of residents unlikely to donate to the University.
- Among Alaskans who have previously given to the University, almost half strongly agree that University of Alaska career and vocational training results in more jobs filled by residents (45 percent versus 31 percent of residents who have not previously given).

## Alaska Native Leaders

The majority of Alaskans agree or strongly agree that the University of Alaska plays a very important role in developing future Alaska Native leaders (83 percent); just below a third of residents strongly agree (31 percent).

### SUB-GROUP ANALYSIS

- Almost of half of Alaska Native residents strongly agree that the University plays a very important role in developing future Alaska Native leaders (45 percent).
- Similarly, residents of rural Alaska are more likely than urban residents to strongly agree that the University of Alaska plays a very important role developing future Alaska Native leaders (44 percent versus 28 percent).
- Potential University of Alaska donors are most likely agree or strongly agree that the University of Alaska plays a very important role in developing future Alaska Native leaders. Ninety-seven percent of very likely donors and 92 percent of somewhat likely donors agree or strongly agree, compared to 74 percent of residents not likely to donate. Over half of very likely donors to the University strongly agree that the University plays a very important role developing future Alaska Native leaders (58 percent), 37 percent of somewhat likely donors strongly agree, and 20 percent of unlikely donors strongly agree.

*Summary table included on following page.*

Percentage of Survey Respondents Who Strongly Agree or Agree with the Following Statements about University of Alaska Workforce Impacts (%)

Level of agreement	Total	Southcentral	Interior/ Far North	Southeast	Southwest
Without University of Alaska, our young people are much more likely to leave Alaska.					
Strongly Agree	41	42	40	40	41
Agree	40	39	44	44	36
Net Agree	81	81	84	84	77
University of Alaska provides essential opportunities for students to learn while living in their home state.					
Strongly Agree	39	36	42	46	42
Agree	54	55	53	50	52
Net Agree	93	91	95	96	94
Alaska businesses benefit greatly from a workforce trained by the University of Alaska.					
Strongly Agree	33	33	35	33	30
Agree	55	54	56	54	58
Net Agree	88	87	91	87	88
Without career and vocational training provided by University of Alaska, significantly more jobs in Alaska would be filled by non-resident workers.					
Strongly Agree	33	32	38	37	32
Agree	49	48	48	51	49
Net Agree	82	80	86	88	81
University of Alaska plays a very important role in developing future Alaska Native leaders.					
Strongly Agree	31	28	38	29	43
Agree	52	53	51	57	39
Net Agree	83	81	89	86	82

## Arctic Research Impact

The University of Alaska enjoys broad agreement from Alaskans about the impact of its Arctic research. Over three quarters of residents believe that University of Alaska Arctic research has real-world implications, leads the world in research efforts, and will help Alaska and beyond address climate change.

### Real-World Applications

Four out of five Alaskans agree or strongly agree that University of Alaska Arctic research has significant real-world applications for Alaska residents (82 percent).

#### SUB-GROUP ANALYSIS

- Over a quarter of residents strongly agree (28 percent).
- Younger Alaskans (ages 18-34) are more likely than Alaskans between the ages of 35 and 64 to agree or strongly agree that University of Alaska research has significant real-world applications for Alaska residents (63 percent compared to 48 percent of Alaskans ages 35-54 and 50 percent of Alaskans ages 55-64).
- Nearly half of very likely future donors to the University strongly agree that University of Alaska research has significant real world applications for Alaska residents (49 percent), compared to a third of those somewhat likely to donate (33 percent) and 17 percent of residents not likely to donate.

- Forty-four percent of Alaskans who have previously donated to the University strongly agree that University of Alaska research has significant real-world applications for Alaskans, compared to a quarter of those who have not given to the University (25 percent).
- The longer a resident has lived in Alaska, the more likely he or she is to agree or strongly agree that University research has real-world applications for Alaskans (83 percent of residents for over 20 years, 82 percent of residents for between 6 and 20 years, and 68 percent of Alaskan residents for under 5 years).

## **Adaptation to Climate Change**

Over three-quarters of Alaska residents agree or strongly agree that University of Alaska Arctic research will help Alaska and the world adapt to impacts from climate change (78 percent).

### **SUB-GROUP ANALYSIS**

- Thirty-six percent of Alaskans who live in rural Alaska strongly agree University of Alaska Arctic research will help Alaska, and the world, adapt to climate change impacts, compared to 27 percent of urban residents.
- Parents are more likely than residents without children to strongly agree that the University of Alaska Arctic research will help Alaska and the world adapt to the impacts of climate change (34 percent versus 25 percent).
- Over half of residents who are very likely to donate to the University strongly agree that the University's Arctic research will help Alaska and the world respond to the impacts of climate change (52 percent), compared to just over a third of those somewhat likely to donate (35 percent) and 16 percent of those unlikely to donate.
- Forty-two percent of Alaskans who have previously donated to the University strongly agree that University of Alaska Arctic research will support adaption to the impacts of climate change, compared to a 26 percent of those who have not given to the University.

## **World-Wide Contributions**

Three-quarters of Alaskans agree or strongly agree that the University of Alaska is a world leader in Arctic research (75 percent).

### **SUB-GROUP ANALYSIS**

- Residents of the Interior/Far North are more likely than residents of other regions to strongly agree that the University of Alaska is a world leader in Arctic research (34 percent, compared to 21 percent of residents in Southcentral, 19 percent in Southeast, and 20 percent in Southwest).
- Over one-third of Alaskans who live in rural Alaska strongly agree that the University of Alaska is a world leader in Arctic research (33 percent), compared to 21 percent of urban residents.
- Nearly 90 percent of Alaska Native residents agree or strongly agree that Alaska is a world leader in Arctic research, compared to almost three quarters of white residents of Alaska (87 percent versus 74 percent).
- Potential donors to the University of Alaska are more likely to strongly agree that the University of Alaska is a world leader in Arctic research. Thirty-nine percent of very likely donors and 27 percent of somewhat likely donors, compared to 17 percent of residents unlikely to donate, strongly agree that the University of Alaska is a world leader in Arctic research.

- Similarly, residents who have previously given the University are more likely than those who have not given to strongly agree that the University of Alaska is a world leader in Arctic research (39 percent versus 20 percent).

Percentage of Survey Respondents Who Strongly Agree or Agree with the Following Statements about University of Alaska Research (%)

Level of agreement	Total	Southcentral	Interior/ Far North	Southeast	Southwest
University of Alaska Arctic research will help Alaska and the world adapt to impacts from climate change.					
Strongly Agree	29	28	33	28	32
Agree	49	47	53	55	50
Net Agree	78	75	86	83	82
University of Alaska Arctic research has significant real-world applications for Alaska residents.					
Strongly Agree	28	27	31	29	22
Agree	54	51	58	55	63
Net Agree	82	78	89	84	85
University of Alaska is a world leader in Arctic research.					
Strongly Agree	23	21	34	19	20
Agree	52	50	55	54	60
Net Agree	75	71	89	73	80

# Direction of the University of Alaska

To ascertain public attitudes about the strategic direction of the University of Alaska, all survey respondents answered a variety of questions about the role the University system plays shaping the future of the State, reactions to the University of Alaska's selected priorities, and opinions about the University of Alaska's workforce development.

## Shaping Alaska's Future

Most Alaskans agree or strongly agree that the University of Alaska plays a vital role in shaping Alaska's future (88 percent).

- Well over a third of residents strongly agree (39 percent).
- Opinions are consistent across all regions of the State.
- Half of respondents who graduated from the University of Alaska strongly agree that the University plays a vital role in shaping Alaska's future (50 percent), compared to just under a third of residents who did not graduate from the University (31 percent).
- Women are more likely than men to strongly agree that the University of Alaska plays a vital role in shaping Alaska's future (48 percent versus 30 percent).
- Three-quarters of very likely future donors strongly agree that the University of Alaska plays a vital role in shaping Alaska's future (75 percent), compared to 45 percent of somewhat likely donors and just over a quarter of those unlikely to donate (26 percent).

The University of Alaska plays a vital role in shaping Alaska's future. (%)

	Total	Southcentral	Interior/ Far North	Southeast	Southwest
Strongly Agree	39	37	44	43	35
Agree	49	50	46	48	51
Disagree	7	8	7	4	5
Strongly Disagree	1	2	--	1	--
Don't know	3	3	3	3	3
Refused	1	<1	<1	1	6

## University of Alaska Priorities

Respondents were asked to rank the University of Alaska's selected priorities – State partnerships, new technology and innovation, college degree attainment, cultural heritage, and climate change – according to whether each should be a very high, high, low or very low priority for the University of Alaska. Overall, most residents agree that the University's selected priorities are high or very high priorities.

Each priority is analyzed in detail below, and all results are summarized in the subsequent table.



## State Partnerships

Ninety percent of Alaskans rank partnering with the State to meet Alaska's workforce needs as a high or very high priority for the University of Alaska.

### SUB-GROUP ANALYSIS

- Alaskans between the ages of 35-64 are more likely than younger residents to identify partnering with the State as a very high priority (42 percent of Alaskans ages 35-54 and 43 percent of Alaskans 55-64, compared to 29 percent of residents between the ages of 18-34).

## New Technology and Innovation

Most Alaskans say diversifying Alaska's economy through the development of new technologies and innovations should be a high or very high priority for the University of Alaska (88 percent).

### SUB-GROUP ANALYSIS

- Just over one-third of residents identify diversifying the economy through the development of new technologies and innovations as a very high priority (34 percent).
- Although Alaskans of all ages agree overall, residents over the age of 34 say diversifying the economy through the development of new technologies and innovation is higher priority than younger Alaskans. Forty-two percent of Alaskans 35-54, 37 percent of Alaskans 55-64, and 36 percent of Alaskans over 65 rank this priority as very high, compared to just under a quarter of Alaskans between the ages of 18 and 34 (24 percent).
- Very likely future donors rank this University priority higher than Alaskans somewhat likely or not likely to donate (62 percent compared to 36 percent and 30 percent respectively).

## Pipeline of College-Bound Students

Most residents say that the University of Alaska should make collaboration with employers and K-12 schools to build a strong pipeline of college-bound students a high or very high priority (87 percent).

### SUB-GROUP ANALYSIS

- Alaskans from the Interior/Far North are more likely than residents of other regions to rank a pipeline of college-bound students as a high or very high priority (93 percent, compared to 86 percent of residents of Southcentral Alaska, 85 percent of residents from Southeast, and 82 percent from Southwest).
- Potential future donors are more likely to rank this University priority as very high than Alaskans not likely to donate (61 percent of very likely donors and 50 percent of somewhat likely donors, compared to 36 percent of those unlikely to donate).

## Cultural Heritage

Seventy-nine percent of Alaskans say that preserving Alaska Native cultural heritage should be a high or very high priority of the University of Alaska.

#### SUB-GROUP ANALYSIS

- Over a third of Alaskans say preserving Alaska Native cultural heritage should be a very high priority (36 percent).
- Younger Alaskans (between the ages of 18 and 34) are more likely than Alaskans over the age of 54 to identify preservation of Alaska Native cultural heritage as a high or very high priority for the University (84 percent versus 72 percent of residents 55-64 and 74 percent of Alaskans 65 or older).
- A greater percentage of Alaska Native residents say the University of Alaska should make preservation of Alaska Native cultural heritage a very high priority than white Alaskans (55 percent compared to 34 percent).
- Women are more likely than men to rank preserving Alaska Native cultural heritage as a very high priority for the University of Alaska (41 percent versus 31 percent).
- Alaskans who earn \$50,000 or less are more likely than Alaskans who earn over \$75,000 to rank preserving Alaska Native cultural heritage as a very high priority for the University of Alaska (49 percent of residents who earn less than \$25,000 and 47 percent of Alaskans who earn between \$25,000 and \$50,000, versus 31 percent of residents who earn over \$75,000).
- Potential future donors are more likely to rank this University priority as very high than Alaskans not likely to donate (47 percent of very likely donors and 44 percent of somewhat likely donors, compared to 27 percent of those unlikely to donate).

### **Climate Change**

Just under three-quarters of Alaskans say helping Alaskans understand and reduce the impacts of climate change in Alaska should be a high or very high priority for the University of Alaska (74 percent).

#### SUB-GROUP ANALYSIS

- Alaska Native residents and residents of other races are more likely than white residents to rank climate change as a very high or high priority (87 percent and 89 percent versus 74 percent).
- Men rank helping Alaskans understand and reduce the impacts of climate change in Alaska as a lower priority than women (24 percent rank this priority as low or very low, compared to 17 percent of women).
- A larger percentage of low-income Alaskans (earning under \$25,000) say that helping Alaskans understand and reduce the impacts of climate change in Alaska is a high or very high priority than Alaskans earning more than \$75,000 (86 percent versus 72 percent).
- Potential donors to the University of Alaska are more likely to say that helping Alaskans understand and reduce the impacts of climate change in Alaska should be a very high priority to the University (49 percent of very likely donors and 34 percent of somewhat likely donors versus 21 percent of residents unlikely to donate).

## Percentage of Survey Respondents Who Rank University of Alaska Priorities as Very High or High (%)

	Total	Southcentral	Interior/ Far North	Southeast	Southwest
Partner with the State to meet Alaska's workforce needs.					
Very high	37	38	40	32	27
High	53	53	52	59	56
Net High	90	91	92	91	83
Diversify Alaska's economy through development of new technologies and innovations.					
Very high	34	36	38	26	26
High	54	54	52	56	55
Net High	88	90	90	82	81
Collaborate with employers and K-12 schools to build a strong pipeline of college-bound students.					
Very high	44	42	49	45	41
High	43	44	44	40	41
Net High	87	86	93	85	82
Preserve Alaska's Native cultural heritage.					
Very high	36	36	40	34	31
High	43	42	45	45	44
Net High	79	78	85	79	75
Help Alaskans understand and reduce the impacts of climate change in Alaska.					
Very high	29	28	32	31	31
High	45	45	48	44	41
Net High	74	73	80	75	72

Note: Tables with all responses may be found in Appendix C.

## Workforce Development

The survey included a series of questions addressing public opinion about the University of Alaska's role developing Alaska's future workforce by creating employment opportunity and/or by supporting specific career paths. The vast majority of Alaskans agree or strongly agree that it is very important for the University to support industry partnerships as well as the education of Alaska's future fisheries and marine biologists, nurses, teachers and engineers. Notably, responses were consistent across the various regions of the State.

Each workforce development emphasis is analyzed in detail below, and all results are summarized in the subsequent table.

### Industry Partnerships

Almost all survey respondents agree or strongly agree that it is very important for the University of Alaska to partner with industry to create opportunities for students after they graduate (97 percent).

#### SUB-GROUP ANALYSIS

- Over half of residents strongly agree that the University should pursue industry partnerships (54 percent).

- Women are more likely than men to strongly agree that it is very important for the University of Alaska to partner with industry to create opportunities for students after they graduate (58 percent versus 49 percent).
- Seventy-one percent of very likely donors strongly agree that it is very important for the University to partner with industry to create job opportunities for graduating students (compared to 60 percent of somewhat likely donors and 45 percent of residents unlikely to donate).
- Not surprisingly, Alaskans with children are more likely than those without children to strongly agree that the University of Alaska should pursue industry partnerships to create opportunities for students after they graduate (60 percent versus 50 percent).

## **Fisheries and Marine Biologists**

Ninety-six percent of Alaskans agree or strongly agree that it is very important for the University of Alaska to educate Alaska's future fisheries and marine biologists.

### **SUB-GROUP ANALYSIS**

- Over half of survey respondents strongly agree (52 percent).
- Women are more likely than men to strongly agree that it is very important for the University to educate Alaska's future fisheries and marine biologists (58 percent compared to 46 percent).
- Seventy-six percent of very likely future donors strongly agree that the University of Alaska should educate Alaska's future fisheries and marine biologists, compared to 62 percent of those somewhat likely to donate and 37 percent of residents unlikely to donate.

## **Nurses**

The vast majority (94 percent) of Alaskans agree or strongly agree that it is very important for the University of Alaska to educate Alaska's future nurses.

### **SUB-GROUP ANALYSIS**

- One in two Alaskans strongly agree (51 percent).
- Three quarters (75 percent) of very likely future donors strongly agree that the University of Alaska should educate Alaska's future nurses, compared to 56 percent of those somewhat likely to donate and 43 percent of residents unlikely to donate.
- Residents who have previously donated are more likely than those who have not given to the University to strongly agree that it is very important for the University of Alaska to educate Alaska's future nurses (62 percent versus 49 percent).

## **Teachers**

Nearly all residents agree or strongly agree that it is very important for the University of Alaska to educate Alaska's future teachers (94 percent).

### **SUB-GROUP ANALYSIS**

- Just under half of residents strongly agree (47 percent).

- Almost three-quarters of very likely donors strongly agree that it is very important for the University of Alaska to educate Alaska's future teachers (74 percent), compared to 58 percent of somewhat likely donors and 32 percent of those unlikely to donate.
- Fifty-nine percent of residents who have previously given to the University strongly agree that it is important for the University of Alaska to educate Alaska's future educators, compared to 45 percent of Alaskan's who have not donated to the University.
- Not surprisingly, residents with children are more likely than Alaskans without children to strongly agree that the University should educate Alaska's future teachers (54 percent versus 43 percent).
- Almost one hundred percent of Alaska Native respondents strongly agree or agree that it is very important for the University to educate Alaska's teachers (99 percent).

## **Engineers**

Most residents agree or strongly agree that it is very important for the University of Alaska to educate Alaska's future engineers (94 percent).

### **SUB-GROUP ANALYSIS**

- Almost half of residents strongly agree (46 percent).
- Women are more likely than men to strongly agree that it is very important for the University of Alaska to educate Alaska's future engineers (51 percent compared to 42 percent).
- Just under three quarters of very likely future donors strongly agree that the University of Alaska should educate Alaska's future engineers (72 percent), compared to 55 percent of those somewhat likely to donate and 34 percent of residents unlikely to donate.
- Residents who have previously donated are more likely than those who have not given to the University to strongly agree that it is very important for the University of Alaska to educate Alaska's future engineers (57 percent compared to 45 percent).

*Summary table included on following page.*

Percentage of Respondents Who Agree or Strongly Agree with the  
University of Alaska's Workforce Development (%)

	Total	Southcentral	Interior/ Far North	Southeast	Southwest
It is very important for the University of Alaska to partner with industry to create opportunities for students after they graduate.					
Strongly Agree	54	56	53	47	49
Agree	43	42	44	45	44
Net Agree	97	98	97	92	93
It is very important for the University of Alaska to educate Alaska's future fisheries and marine biologists.					
Strongly Agree	52	51	51	56	52
Agree	44	44	46	39	43
Net Agree	96	95	97	95	95
It is very important for the University of Alaska to educate Alaska's future nurses.					
Strongly Agree	51	53	47	48	46
Agree	43	41	49	43	47
Net Agree	94	94	96	91	93
It is very important for the University of Alaska to educate Alaska's future teachers.					
Strongly Agree	47	46	51	48	46
Agree	47	49	45	44	46
Net Agree	94	95	96	92	92
It is very important for the University of Alaska to educate Alaska's future engineers.					
Strongly Agree	46	47	46	43	45
Agree	48	47	50	48	46
Net Agree	94	94	96	91	91

# Funding the University of Alaska

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The survey included a variety of questions addressing dimensions of the University of Alaska's funding including: public opinion on whether the State of Alaska should invest in the University of Alaska, resident perception of how State budget cuts to the University of Alaska system affect Alaska's economy, if respondents had previously given to the University of Alaska, and the likelihood of Alaskans to make a charitable donation in the future.

## State Funding

### State Investment in the University of Alaska

The vast majority of Alaskans believe that it is very important that the State invest in the University's budget (86 percent agree or strongly agree).

#### SUB-GROUP ANALYSIS

- Thirty-nine percent of residents strongly agree that it is very important for the State to invest in the University's budget.
- Parents are more likely than residents without children to strongly agree that the State should invest in the University's budget (46 percent compared to 36 percent).
- Prior donors, compared to residents who have not donated previously to the University, feel more strongly that the State should invest in the University of Alaska (52 percent versus 37 percent).
- The more likely a resident is to give, the more likely he or she is to strongly agree that it is very important for the State to invest in the University of Alaska's budget (63 percent of very likely donors, 47 percent of somewhat likely donors, and 27 percent of unlikely donors strongly agree).
- Almost half of University of Alaska alumni strongly agree that the State should invest in the University's budget, as compared to just under a third of non-alumni residents (48 percent versus 32 percent).

### State Budget Cuts

Three-quarters of residents agree or strongly agree that State budget cuts to the University over the last three years will have a very negative impact on Alaska's economy (75 percent).

#### SUB-GROUP ANALYSIS

- Almost one third of Alaskans strongly agree (32 percent).
- Younger Alaskans (ages 18-34) are more concerned about the economic impact of State funding cuts for the University than Alaskans over the age of 54. Eighty-one percent of younger Alaskans agree or strongly agree that State budget cuts to the University will have a very negative effect on the economy, compared to 69 percent of Alaskans 55-64 and 70 percent of Alaskans over 65.
- Women are more likely than men to agree or strongly agree that State budget cuts to the University of Alaska will have a very negative impact on Alaska's economy (81 percent versus 69 percent).
- Almost all residents who are very likely to give to the University of Alaska (94 percent) agree or strongly agree that the State budget cuts to the University will negatively impact Alaska's economy; 82 percent of

somewhat likely donors also agree or strongly agree, compared to 64 percent of residents unlikely to donate.

Please tell me if you strongly, agree, disagree or strongly disagree with the following statements about University of Alaska funding? (%)

	Total	Southcentral	Interior/ Far North	Southeast	Southwest
University of Alaska is a public institution and it is very important that the State invest in the University's budget.					
Strongly Agree	39	37	45	44	36
Agree	47	47	46	46	50
Net Agree	86	84	91	90	86
State funding for University of Alaska has been cut for three straight years. These budget cuts will have a very negative impact on Alaska's economy.					
Strongly Agree	32	31	33	37	23
Agree	43	40	48	44	52
Net Agree	75	71	81	81	75

## Charitable Donations

One out of five Alaska residents say they have made a charitable donation to the University of Alaska. The percentage jumps to 28 percent in the Interior/Far North. People are more likely to have donated if they are older, graduated from the University of Alaska, have children, or earn over \$50,000.

### SUB-GROUP ANALYSIS

- Fairbanks residents are more likely than Anchorage residents to have made a donation to the University (33 percent versus 14 percent).
- The older a resident the more likely he or she is to have previously given to the University. Thirty-four percent of residents 65+ and 30 percent of 55-64 year olds have made charitable donations, compared to 18 percent of 35-54 year olds and 11 percent of 18-34 year olds.
- Twenty-nine percent of University of Alaska alumni have made a charitable donation, compared to 15 percent of those without a University of Alaska degree.
- Residents with children are more likely than Alaskans without children to have donated to the University (27 percent versus 16 percent).
- Fifty-nine percent of very likely future donors have previously given to the University, compared to 23 percent of somewhat likely donors.
- Households earning over \$50,000 are more than twice as likely to have donated to the University than households earning under \$25,000. A quarter of households earning \$50-75,000 and 26 percent of households earning over \$75,000 have donated to the University of Alaska, while 9 percent households earning less than \$25,000 have donated.



Have you ever made a charitable donation to the University? (%)

	Total	Southcentral	Interior/ Far North	Southeast	Southwest
Yes	20	18	28	21	14
No	74	78	67	70	70
Don't know/don't remember	3	3	3	6	4
Refused	3	2	2	3	11

## Future Donations

Over half of Alaskans (53 percent) indicate they are very likely or somewhat likely to donate to the University of Alaska in the future.

- Eleven percent of respondents say they are very likely to donate to the University. The percentage jumps to 18 percent in the Interior/Far North.
- Alumni of the University of Alaska show a greater willingness to donate than non-alumni. Fifteen percent of alumni say they are very likely to donate to the University, compared to 8 percent of residents who did not graduate from the University of Alaska.
- Alaskans who have previously donated to the University show a greater willingness to donate to the University of Alaska in the future, than residents who have not donated previously. Thirty-two percent of prior donors say they are very likely to donate in the future, compared to 9 percent of residents who have not donated.

Would you be very likely, somewhat likely, or not likely to make a donation to support the University of Alaska in the future? (%)

	Total	Southcentral	Interior/ Far North	Southeast	Southwest
Very likely	11	9	18	12	7
Somewhat likely	42	43	39	41	40
Not likely	40	42	35	38	36
Don't know	4	4	6	6	5
Refused	3	3	2	4	12

# Appendix A: Detailed Responses to Terms

Please tell me if you strongly agree, agree, disagree or strongly disagree with each of the following statements about University of Alaska workforce development. (%)

	Total	Southcentral	Interior/ Far North	Southeast	Southwest
<b>Excellent</b>					
Strongly Agree	14	12	18	13	17
Agree	58	57	65	59	53
Disagree	14	17	9	10	10
Strongly Disagree	2	3	1	1	1
Don't know	9	9	5	13	11
Refused	3	3	1	3	8
<b>Empowering</b>					
Strongly Agree	16	15	21	14	18
Agree	57	55	61	65	57
Disagree	13	15	9	7	5
Strongly Disagree	2	3	<1	1	--
Don't know	9	9	7	11	12
Refused	3	3	2	2	8
<b>Resilient</b>					
Strongly Agree	14	13	17	11	16
Agree	60	59	65	61	50
Disagree	11	12	10	10	6
Strongly Disagree	1	1	1	1	--
Don't know	11	12	6	15	18
Refused	3	3	2	2	9
<b>Engaged</b>					
Strongly Agree	16	13	22	17	18
Agree	60	61	61	60	53
Disagree	11	11	10	9	6
Strongly Disagree	2	2	--	1	1
Don't know	9	9	6	11	12
Refused	3	3	2	2	10
<b>Progressive</b>					
Strongly Agree	15	14	18	15	14
Agree	57	55	62	52	58
Disagree	13	14	11	14	7
Strongly Disagree	1	2	1	1	--
Don't know	10	11	7	14	12
Refused	3	3	2	3	9

Please tell me if you strongly agree, agree, disagree or strongly disagree with each of the following statements about University of Alaska workforce development. (%)

	Total	Southcentral	Interior/ Far North	Southeast	Southwest
<b>Effective</b>					
Strongly Agree	14	11	20	16	18
Agree	60	60	62	60	53
Disagree	12	13	12	11	10
Strongly Disagree	3	4	1	1	1
Don't know	9	10	4	10	9
Refused	3	3	1	2	9
<b>Strategic</b>					
Strongly Agree	11	10	14	11	13
Agree	55	53	64	55	42
Disagree	15	16	11	13	18
Strongly Disagree	3	4	1	1	<1
Don't know	13	14	9	16	17
Refused	3	3	1	2	10
<b>Distinctive</b>					
Strongly Agree	15	13	19	16	16
Agree	55	52	63	55	53
Disagree	15	18	9	13	10
Strongly Disagree	2	3	<1	1	1
Don't know	10	11	7	13	11
Refused	3	3	1	2	10
<b>Vital</b>					
Strongly Agree	38	38	41	35	36
Agree	47	46	49	50	46
Disagree	5	5	5	5	3
Strongly Disagree	1	1	<1	1	--
Don't know	6	7	3	8	7
Refused	3	3	1	2	9
<b>Courageous</b>					
Strongly Agree	8	6	13	9	13
Agree	46	44	55	49	44
Disagree	21	22	20	19	12
Strongly Disagree	4	5	1	3	3
Don't know	18	20	9	17	18
Refused	3	3	2	3	10
<b>Bold</b>					
Strongly Agree	7	7	8	7	9
Agree	50	48	61	50	42
Disagree	23	26	18	19	19
Strongly Disagree	3	3	2	3	1
Don't know	13	13	9	17	19
Refused	3	3	2	4	10

Please tell me if you strongly agree, agree, disagree or strongly disagree with each of the following statements about University of Alaska workforce development. (%)

	Total	Southcentral	Interior/ Far North	Southeast	Southwest
<b>Influential</b>					
Strongly Agree	18	17	25	19	17
Agree	61	61	62	60	54
Disagree	8	9	6	10	7
Strongly Disagree	1	2	1	1	--
Don't know	8	9	5	9	13
Refused	3	3	1	2	9
<b>Inspirational</b>					
Strongly Agree	13	11	19	11	17
Agree	59	59	62	63	52
Disagree	15	17	12	11	11
Strongly Disagree	2	3	1	2	--
Don't know	7	7	5	10	11
Refused	3	3	1	2	9
<b>Important</b>					
Strongly Agree	45	44	48	44	43
Agree	44	44	45	46	40
Disagree	1	2	2	1	1
Strongly Disagree	1	2	1	1	--
Don't know	5	6	3	6	7
Refused	3	3	1	2	9
<b>Innovative</b>					
Strongly Agree	18	17	21	15	19
Agree	57	54	66	60	51
Disagree	12	14	7	9	6
Strongly Disagree	1	1	1	1	1
Don't know	10	11	4	12	13
Refused	3	3	1	3	9
<b>Diverse</b>					
Strongly Agree	26	27	30	19	27
Agree	57	56	61	59	51
Disagree	5	5	4	7	1
Strongly Disagree	1	1	--	<1	1
Don't know	8	8	4	12	10
Refused	3	3	1	2	9
<b>Responsible</b>					
Strongly Agree	14	12	17	14	20
Agree	59	56	69	63	51
Disagree	12	15	7	6	6
Strongly Disagree	4	6	1	2	<1
Don't know	8	8	4	12	14
Refused	3	3	2	3	9

Please tell me if you strongly agree, agree, disagree or strongly disagree with each of the following statements about University of Alaska workforce development. (%)

	Total	Southcentral	Interior/ Far North	Southeast	Southwest
<b>Focused</b>					
Strongly Agree	12	11	17	12	16
Agree	60	61	64	59	50
Disagree	12	14	10	11	10
Strongly Disagree	2	3	<1	1	--
Don't know	10	9	7	14	16
Refused	3	3	2	3	9
<b>Connected</b>					
Strongly Agree	12	10	18	17	14
Agree	61	61	64	59	55
Disagree	12	14	11	9	7
Strongly Disagree	2	2	<1	<1	1
Don't know	10	10	5	13	13
Refused	3	3	1	3	9
<b>Welcoming</b>					
Strongly Agree	20	18	23	24	21
Agree	60	59	65	59	53
Disagree	6	8	4	2	4
Strongly Disagree	3	4	<1	1	1
Don't know	8	8	6	11	11
Refused	3	3	1	3	9
<b>Relevant</b>					
Strongly Agree	25	24	28	25	21
Agree	58	58	61	61	54
Disagree	6	7	5	2	3
Strongly Disagree	1	1	--	1	--
Don't know	7	7	5	8	12
Refused	3	3	1	4	10
<b>Loyal</b>					
Strongly Agree	13	13	14	14	17
Agree	53	51	60	56	46
Disagree	12	13	13	6	8
Strongly Disagree	3	5	--	2	1
Don't know	15	15	11	19	17
Refused	4	4	2	3	11
<b>Accessible</b>					
Strongly Agree	25	27	23	25	20
Agree	57	56	64	61	53
Disagree	5	4	7	3	3
Strongly Disagree	2	3	1	1	2
Don't know	7	7	3	6	12
Refused	4	4	2	3	10

Respondents Who Disagree or Strongly Disagree that the  
Term Accurately Describes the University of Alaska (%)

	Total	Southcentral	Interior/ Far North	Southeast	Southwest
Bold	26	29	20	22	20
Courageous	25	27	22	22	14
Strategic	18	20	12	15	18
Distinctive	17	20	9	14	10
Inspirational	17	20	13	13	11
Excellent	16	19	10	11	11
Responsible	16	20	8	8	7
Empowering	15	18	10	8	5
Progressive	15	16	11	15	7
Effective	15	17	12	12	11
Loyal	15	18	13	8	9
Focused	14	16	10	11	10
Connected	14	16	11	9	8
Innovative	13	15	8	10	7
Resilient	12	13	10	11	6
Engaged	12	13	10	10	7
Influential	10	11	7	10	7
Welcoming	9	12	4	3	5
Accessible	7	7	8	4	5
Vital	6	6	5	6	3
Relevant	6	8	5	3	3
Diverse	5	6	4	7	2
Important	3	3	2	2	1

# Appendix B: Detailed Responses to University Impacts

## Research

Please tell me if you strongly agree, agree, disagree or strongly disagree with each of the following statements about University of Alaska research. (%)

	Total	Southcentral	Interior/ Far North	Southeast	Southwest
University of Alaska is a world leader in Arctic research.					
Strongly Agree	23	21	34	19	20
Agree	52	50	55	54	60
Disagree	4	5	3	4	4
Strongly Disagree	1	1	--	<1	--
Don't know	20	23	7	23	15
Refused	<1	<1	--	--	--
University of Alaska Arctic research has significant real-world applications for Alaska residents.					
Strongly Agree	28	27	31	29	22
Agree	54	51	58	55	63
Disagree	4	5	3	4	5
Strongly Disagree	<1	<1	1	1	--
Don't know	14	16	6	12	10
Refused	<1	<1	<1	--	--
University of Alaska Arctic research will help Alaska and the world adapt to impacts from climate change.					
Strongly Agree	29	28	33	28	32
Agree	49	47	53	55	50
Disagree	8	9	7	5	6
Strongly Disagree	2	3	1	1	1
Don't know	11	13	5	12	11
Refused	<1	--	1	--	1

## Workforce Development

Please tell me if you strongly agree, agree, disagree or strongly disagree with each of the following statements about University of Alaska workforce development. (%)

	Total	Southcentral	Interior/ Far North	Southeast	Southwest
University of Alaska provides essential opportunities for students to learn while living in their home state.					
Strongly Agree	39	36	42	46	42
Agree	54	55	53	50	52
Disagree	4	5	3	<1	1
Strongly Disagree	1	2	--	1	--
Don't know	2	2	2	3	2
Refused	<1	--	<1	--	4
Alaska businesses benefit greatly from a workforce trained by the University of Alaska.					
Strongly Agree	33	33	35	33	30
Agree	55	54	56	54	58
Disagree	7	9	6	5	4
Strongly Disagree	1	1	--	1	--
Don't know	4	4	3	6	6
Refused	<1	--	--	<1	2
It is very important for the University of Alaska to educate Alaska's future teachers.					
Strongly Agree	47	46	51	48	46
Agree	47	49	45	44	46
Disagree	3	3	2	4	2
Strongly Disagree	1	1	--	--	--
Don't know	2	2	2	4	3
Refused	<1	--	--	<1	2
It is very important for the University of Alaska to educate Alaska's future nurses.					
Strongly Agree	51	53	47	48	46
Agree	43	41	49	43	47
Disagree	4	4	2	5	2
Strongly Disagree	<1	<1	--	--	1
Don't know	2	2	2	4	2
Refused	<1	--	<1	<1	2
It is very important for the University of Alaska to educate Alaska's future engineers.					
Strongly Agree	46	47	46	43	45
Agree	48	47	50	48	46
Disagree	4	4	2	4	2
Strongly Disagree	<1	<1	--	<1	1
Don't know	2	1	1	4	2
Refused	<1	--	--	1	3



Please tell me if you strongly agree, agree, disagree or strongly disagree with each of the following statements about University of Alaska workforce development. (%)

	Total	Southcentral	Interior/ Far North	Southeast	Southwest
It is very important for the University of Alaska to educate Alaska's future fisheries and marine biologists.					
Strongly Agree	52	51	51	56	52
Agree	44	44	46	39	43
Disagree	2	3	2	1	<1
Strongly Disagree	<1	<1	--	1	--
Don't know	1	1	1	3	2
Refused	<1	--	--	1	3
Without University of Alaska, our young people are much more likely to leave Alaska.					
Strongly Agree	41	42	40	40	41
Agree	40	39	44	44	36
Disagree	14	14	15	7	14
Strongly Disagree	1	2	1	<1	--
Don't know	3	3	1	7	5
Refused	<1	--	--	1	3
Without career and vocational training provided by University of Alaska, significantly more jobs in Alaska would be filled by non-resident workers.					
Strongly Agree	33	32	38	37	32
Agree	49	48	48	51	49
Disagree	11	13	10	5	8
Strongly Disagree	2	3	1	1	2
Don't know	4	5	2	5	6
Refused	<1	--	--	<1	4
It is very important for the University of Alaska to partner with industry to create opportunities for students after they graduate.					
Strongly Agree	54	56	53	47	49
Agree	43	42	44	45	44
Disagree	1	<1	1	4	--
Strongly Disagree	<1	<1	--	<1	--
Don't know	1	1	1	4	3
Refused	1	1	<1	1	4
University of Alaska plays a very important role in developing future Alaska Native leaders.					
Strongly Agree	31	28	38	29	43
Agree	52	53	51	57	39
Disagree	7	8	5	4	6
Strongly Disagree	2	2	<1	1	--
Don't know	8	9	5	8	7
Refused	1	1	1	1	5

# Appendix C: Detailed Responses to University of Alaska Priorities

For each of the following, please tell me if you think it should be a very high, high, low, or very low priority for the University of Alaska. (%)

	Total	Southcentral	Interior/ Far North	Southeast	Southwest
Partner with the State to meet Alaska's workforce needs.					
Very high	37	38	40	32	27
High	53	53	52	59	56
Low	4	5	3	3	3
Very low	1	2	--	1	<1
Don't know	3	2	4	3	6
Refused	2	2	1	2	7
Diversify Alaska's economy through development of new technologies and innovations.					
Very high	34	36	38	26	26
High	54	54	52	56	55
Low	5	4	5	11	4
Very low	1	2	--	1	--
Don't know	4	3	4	5	8
Refused	2	2	1	2	7
Help Alaskans understand and reduce the impacts of climate change in Alaska.					
Very high	29	28	32	31	31
High	45	45	48	44	41
Low	16	17	13	18	10
Very low	5	7	2	2	4
Don't know	3	2	4	3	6
Refused	2	2	1	2	8
Preserve Alaska's Native cultural heritage.					
Very high	36	36	40	34	31
High	43	42	45	45	44
Low	11	11	9	13	8
Very low	4	4	2	2	4
Don't know	4	5	3	4	5
Refused	2	2	1	2	8
Collaborate with employers and K-12 schools to build a strong pipeline of college-bound students.					
Very high	44	42	49	45	41
High	43	44	44	40	41
Low	7	9	3	6	4
Very low	2	2	1	1	--
Don't know	2	2	2	5	5
Refused	2	2	1	2	9

# Appendix D: Survey Respondent Demographics

	Total	Southcentral	Interior/ Far North	Southeast	Southwest
<b>Gender</b>	(%)	(%)	(%)	(%)	(%)
Male	50	48	53	51	47
Female	48	51	46	47	50
Don't know	2	<1	1	2	3
<b>Age</b>	(%)	(%)	(%)	(%)	(%)
18 – 34	20	22	22	13	21
35 – 54	33	34	33	31	35
55 – 64	24	23	21	26	27
65+	23	21	24	29	17
Average age	51.6 years old	50.1 years old	50.7 years old	55.0 years old	49.8 years old
<b>Ethnicity</b>	(%)	(%)	(%)	(%)	(%)
White/Caucasian	66	62	77	75	43
Alaska Native/Amer. Indian	22	28	9	18	39
Latino/Hispanic	2	2	4	1	1
Black/African-American	1	2	3	<1	--
Filipino/Pacific Islander	2	2	1	1	2
Asian/Indian	1	1	2	1	1
Don't know	1	1	1	1	1
Refused	8	7	6	8	16
<b>Education</b>	(%)	(%)	(%)	(%)	(%)
Less than HS diploma	3	4	3	2	5
HS diploma/GED	20	26	22	18	14
AA (Associate's)	8	7	10	7	10
BA (Bachelor's)	21	19	22	22	19
MA (Master's)	13	15	12	14	11
PhD (Doctorate)	3	5	2	2	1
Some college	20	15	21	22	23
Vocational/Tech Cert.	6	6	7	7	3
Don't know	1	1	--	1	--
Refused	5	2	1	6	14
<b>Household income</b>	(%)	(%)	(%)	(%)	(%)
Less than \$15,000	6	6	5	6	8
\$15,000 - \$25,000	5	4	7	6	4
\$25,000 - \$35,000	8	5	8	10	8
\$35,000 - \$50,000	12	11	13	11	15
\$50,000 - \$75,000	14	19	12	14	12
\$75,000 - \$100,000	14	15	13	15	11
\$100,000	24	23	24	24	24
Don't know	2	2	2	2	2
Refused	15	14	16	13	16
Average household income	\$71,900	\$73,500	\$71,200	\$72,300	\$69,600

Length of Residency (%)					
# of years in Alaska	Total	Southcentral	Interior/ Far North	Southeast	Southwest
5 years or less	8	10	7	5	9
6 – 20	20	20	26	14	21
21 – 30	19	20	21	15	19
31 – 40	22	20	22	25	18
41 – 50	14	12	13	17	15
51+	17	17	10	23	18
Average # of years in Alaska	32.9 years	31.5 years	29.4 years	37.4 years	33.3 years

Have you or a family member ever received a degree, certificate,  
or license from the University of Alaska? (%)

	Total	Southcentral	Interior/ Far North	Southeast	Southwest
Yes	43	44	42	42	41
No	48	49	51	49	42
Don't know	5	6	5	4	6
Refused	4	1	1	4	11

# Appendix E: List of Communities Represented in the Survey

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Akiachak	Gambell	Nome
Akiak	Glennallen / Copper Center	Nuiqsut
Akutan	Golovin	Nulato
Alaknuk	Gustavus	Nunam Iqua
Aleknagik	Haines	Ouzinkie
Anatuvuk Pass	Healy	Petersburg
Anchorage	Hoonah	Pilot Point
Anderson	Houston	Pitkas Point
Angoon	Huslia	Point Hope
Aniak	Hydaburg	Point Lay
Arctic Village	Iliamna	Port Alsworth
Atkasuk	Juneau	Port Lions
Barrow	Kake	Quinhagak
Beaver	Kalskag	Russian Mission
Bethel	Kaltag	Scammon Bay
Brevig Mission	Kenai Pen.	Shishmaref
Buckland	Ketchikan	Shungnak
Chauthbaluk	Kiana	Sitka
Chevak	King Cove	Skagway
Coffman Cove	King Salmon	Sleetmute
Cordova	Klawock	St. Mary's
Craig	Kodiak	Talkeetna
Crooked Creek	Kokhanok	Tenakee Springs
Deering	Kotlik	Thorne Bay
Delta Junction	Kotzebue	Togiak
Dillingham	Koyuk	Tooksok Bay
Eagle	Manley Hot Springs	Tuntutuliak
Egigik	Marshall	Unalakleet
Elfin Cove	Mat-Su	Unalaska
Elim	McGrath	Valdez
Emmonak	Metlakatla	Venetie
Fairbanks	Mountain Village	Wainwright
False Pass	Naknek	White Mountain
Fort Yukon	Nenana	Wrangell
Gakona	Newhalen	
Galena	Nikolski	

## Appendix F: Survey Instrument

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A copy of the survey instrument is attached.