2007 Annual Report

UAF Performance Based Budgeting

The University of Alaska Fairbanks, the nation’s northernmost Land, Sea and Space Grant university and international research center, advances and disseminates knowledge through teaching, research and public service with an emphasis on Alaska, the circumpolar North and their diverse peoples. UAF - America’s arctic university - promotes academic excellence, student success and lifelong learning.

Steve Jones, Chancellor
Susan Henrichs, Provost
Buck Sharpton, Vice Chancellor, Research
Ro Bailey, Vice Chancellor, Administrative Services
Jake Poole, Vice Chancellor, University Advancement
Tim Barnett, Vice Chancellor, Student and Enrollment Services
Bernice Joseph, Vice Chancellor for Rural, Community and Native Education

The University of Alaska Fairbanks is accredited by the Northwest Commission on Colleges and Universities. UAF is an affirmative action/equal opportunity employer and educational institution.

Photo Credits: Todd Paris, University Marketing and Publications
The University of Alaska Fairbanks encompasses three distinct missions: an internationally recognized research university, an urban community campus meeting the vocational and technical career needs of Alaska, and a rural institution offering both face-to-face and distance education to a population that is largely Alaska Native. The university is involved in just about every aspect of higher education throughout the State of Alaska. From the GED to the PhD, UAF is America’s Arctic University.

**Fairbanks Campus**

Research is a central theme of the Fairbanks Campus, and through this research focus the university has achieved prominence, both nationally and internationally. One indicator of this is the university’s ranking last year as the fifth best small research university in the U.S. by Academic Analytics. The university’s proximity to the Arctic has helped it to build strong programs in climate change research, while its long-standing relationship with rural Alaska has facilitated research on topics such as indigenous languages, health, and sustainability of rural communities. The Fairbanks campus, including its affiliated research units in Juneau, Kodiak, Palmer and Seward, conducts outstanding research on many other topics, often linked to local opportunities, such as energy production and conservation, glaciers, earthquakes, and volcanoes, the atmosphere and the aurora, fisheries and wildlife, and environmental sciences.

Graduate programs at both the master’s and PhD level derive strength from their close association with these research programs. Undergraduate education benefits as well, with many opportunities for undergraduate students to actively participate in research and a breadth of highly qualified faculty that this small institution could not sustain without its success in externally funded research. Fairbanks campus is proud of the quality of its baccalaureate programs, which have nearly all achieved national accreditation or certification in fields where that review is available.

Research expenditures, student credit hours, enrollment management plans, and outcomes assessment are therefore appropriate metrics to track the progress of the Fairbanks Campus toward its strategic goals. In addition, many of the baccalaureate degrees awarded in Fairbanks are in high demand job areas.
Tanana Valley Campus

Tanana Valley Campus (TVC) fulfills the roles of a traditional community college, except that it does not receive financial support from local government. TVC has strong ties to businesses and industry regionally and throughout Alaska and a commitment to workforce development. In addition, its close ties with the Fairbanks campus offer a variety of pathways for TVC students to articulate to baccalaureate programs and beyond.

Responsiveness to employer needs is evidenced in a variety of new and revised programs at TVC. For example, the TVC Fast Track Program is a Federal Department of Labor supported program designed to rapidly move people into high demand workforce areas, including oil and gas, diesel and automotive, safety, drafting, and power generation industries. The TVC Tech Prep Program is a partnership between TVC and school districts that allows high school students to receive college credit at UAF by successfully completing approved courses at their school, often in high demand job areas such as accounting, automotive technology, information technology, drafting, emergency services, and allied health. The TVC Administrative Assistant Academy was developed in response to demand from the Fairbanks business community and is geared to equip program participants with the necessary skills to become an employed office professional. The TVC Applied Business and Accounting programs have averaged over 160 majors for the past five years and enrollment is growing. In FY07 the program was retooled, establishing career path linkages with the School of Management and with the distance BBA program through the University of Alaska Southeast.

High demand job degrees and student credit hours are the key metrics for TVC, along with enrollment management plans and outcomes assessment. Externally-funded research is not part of the TVC mission, but TVC has been successful in securing external funding for education, such as the Fast Track program.

Rural Campuses

UAF serves rural students through the Bristol Bay Campus (Dillingham), the Chukchi Campus (Kotzebue), the Kuskokwim Campus (Bethel), the Northwest Campus (Nome), and the Interior-Aleutians Campus, a group of learning centers distributed from Fort Yukon to Unalaska. The campuses and learning centers offer both face-to-face and distance instruction, and rural students also can access courses through the Center for Distance Education in Fairbanks. Our rural campuses bring higher education services to many small communities, mostly off the road system, that are largely comprised of Alaska Native people.

Rural campuses are closely interwoven with the communities they serve and strive to deliver education that is culturally responsive and relevant. Rural campuses offer programs such as construction trades and allied health, that serve the workforce needs of their regions. A limited number of baccalaureate degree programs are available in rural communities, either through CRCD (Rural Development and Early Childhood Education) or in cooperation with units on the Fairbanks campus, particularly the School of Education. A number of rural campus programs, for example, Rural Human Services and Human Services, have developed articulation plans to enable students to continue for baccalaureate degrees in fields such as social work.

High demand job degrees and student credit hours are relevant metrics for rural campuses, along with enrollment management plans and outcomes assessment. Many rural students, however, can take only one or two courses a year. Some ultimately desire a degree or certificate, although progress to that goal may be slow, but others have needs for skills or information that are met as non-degree-seeking students. Hence, the UAF persistence metric is also an important one to consider. The new non-credit activity metric will also be useful in capturing this important part of community campus efforts. Externally-funded research is a small part of the CRCD mission, but rural campuses have been successful in securing major external funding for education and student services.

Metrics

As described above, UAF is composed of three institutions with three different, though connected, missions. Hence, any metric summed over all three units will be difficult to interpret. Often in the following report the metric information will be separated for Fairbanks, TVC and the rural campuses so that the values and trends can be better understood.

Several internal and external factors influence each of these metrics. Some of these are identified, some are yet to be understood; some are within the control of the administration, some lie outside of the university’s direct sphere of influence. Still the university is constructively using the data underlying the metrics to inform strategic planning at all levels, from the faculty to the Chancellor’s Cabinet.
**Objective:** Enhance competitive capacity; capture Alaska research opportunities; focus on geographical advantage; exhibit value of research.

**Data Definition:** Amount of grant-funded research expenditures defined as restricted expenditures labelled with an NCHEMS category of research, including indirect cost recovery.

**Measurable Outcome:** Increase competitive research consistent with the direction stated in the Board of Regents UA Strategic Plan 2009.

**Strategic Importance to UAF:** Critical

**Key Contributing Units:** VCR, VCAS, IAB, CEM/INE, SFOS/IMS, GI, SNRAS/AFES, CNSM, CLA/ANLC, IARC, ARSC, UAMN.

**Metric Fact:** Energy research is rapidly expanding at UAF with much of that research being done by the Institute of Northern Engineering. Five years ago, in FY03, energy research expenditures accounted for $469,900 of the total research done at INE. By FY07, that figure had increased nearly seven times to $3,695,600.

---

**Quick Analysis:** The strong growth in research that UAF has experienced in recent years came on the heels of major investments in research space and during a time when several factors on the Federal funding scene were favorable (NSF and NIH infrastructure-building programs were opened to Alaska; the Alaska delegation landed several large-scale appropriations for UAF). In FY07, substantial changes in the Federal climate coupled with a lack of significant new research investment by the State of Alaska (capital or operating expenses) has stalled the multi-year growth trajectory in grant-funded restricted research expenditures. Future projections are laced with uncertainties at the Federal level but indicate at best modest growth of a few percent as the university finds pockets of space available for conversion into research facilities. UAF research is dominated by mature operational activities (climate change, ecological studies, natural hazard monitoring, satellite data receiving operations) as well as emerging programs in biomedical, energy, and transportation research. In coming years, the university will need to resolve its space limitations and use its financial resources judiciously in order to move forward. Without major increases in state support for research, it is unlikely that the steep growth seen in recent years will be seen again within the next half decade. The completion of the Biological Sciences Building and the Alaska Region Research Vessel in the FY11-FY12 time frame is expected to stimulate ~$15 million increase in research expenditures when both facilities are fully operational.

---

**Historical Performance**

<table>
<thead>
<tr>
<th></th>
<th>FY01</th>
<th>FY02</th>
<th>FY03</th>
<th>FY04</th>
<th>FY05</th>
<th>FY06</th>
<th>FY07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targets</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nominal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
<th>FY13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Energy</td>
<td>117</td>
<td>121</td>
<td>126</td>
<td>132</td>
<td>145</td>
<td>160</td>
</tr>
<tr>
<td>Technology</td>
<td>115</td>
<td>116</td>
<td>118</td>
<td>122</td>
<td>129</td>
<td>137</td>
</tr>
<tr>
<td>Engineering</td>
<td>113</td>
<td>112</td>
<td>112</td>
<td>113</td>
<td>114</td>
<td>115</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Research Expenditures Dip Slightly in FY07
Several factors combined to cause a slight drop in research expenditures in FY07. These factors are discussed below.

Federal Factors
(1) The Federal scene for FY07 was extremely detrimental for growth in research expenditures. Reductions in earmarks nationwide resulting from congressional opposition to Federal appropriations after the mid-term elections and heightened concerns over the Federal budget eliminated or greatly reduced funding for several key UAF programs in FY07 (e.g., Alaska Volcano Observatory).
(2) Funding agencies experienced at best only modest increases in their budgets this year during the tumultuous Continuing Resolution. While NSF received a hefty budget increase during mid-year, this did not immediately result in new programs or awards. Furthermore, NSF was also tasked with supporting the aging fleet of ice breakers that is needed to conduct polar research which will consume most of the budget increase. NIH – a critically important agency upon which the university’s fledgling biomedical program depends – received a budget increase that did not keep up with inflation.
(3) Funding agencies, other than NSF, have shown little commitment for expanding programs or shifting their priorities toward IPY-relevant research.

When these factors are combined, they indicate that the university research community is having to compete more successfully just to maintain their market share of Federal receipts.

State Factors
The state has been forthcoming with virtually no new support for research – either capital improvements or increases to operating budget. Faculty with significant research components in their work loads cannot take on additional grants because of existing commitments. Without increases in base support, however, new faculty cannot be hired. But even with modest additions to the operating budget (through reallocation and use of non-permanent monies), UAF does not have the research space to house these new faculty members or the lab space they need to work effectively. A substantial state investment is required to stimulate growth in research expenditures.

Internal Factors
(1) Infrastructure-building grants, particularly those from NSF (EPSCoR) and NIH (INBRE, COBRE) are fully implemented and so are no longer contributing to research growth directly, as they have in past years.
(2) In the absence of increases in state support, UA has provided considerable support to UAF research; especially notable are the IPY post doctoral fellowships and support to initiate the Scenarios Network for Alaska Planning. These are investments, however, with an eye toward the future; a considerable return is expected, but not in the short term.
(3) Faculty tend to be very conservative about their spending during unsure times – expressing a healthy tendency to stretch their resources as far as they can. The uncertainty surrounding the Federal conditions and the lack of confidence in state support is compounded by internal pressures and perceptions (increases in graduate stipends, more time spent on administrative functions and performance accounting, as well as frustrations over reduced discretion and the perceived inadequate tolerance for risk-taking needed to conduct entrepreneurial research).

With few and minor exceptions, the factors that affect growth of research expenditures are beyond the control or even influence of anyone within the university system. Consequently, the underlying premise to having research expenditures as an appropriate metric of research performance is fatally flawed.

Meeting the Target
The lower, nominal, and upper targets were $112 million, $120 million, and $125 million, respectively, for research expenditures. These targets represent the range of possible expenditures that would be predicted under three scenarios of external conditions: the low estimate equates to all Federal and state conditions being unfavorable, nominal reflects a mix of up and down conditions, and the optimistic projection would only be expected to occur if all external conditions in FY07 were favorable to research growth. In other words, if the university had received additional research support from the state and all Federal indicators favored growth of research opportunities, then UAF should expect to reach the $125 million level. Given that those external factors were particularly detrimental in FY07, reaching $112.9 million in expenditures -- above our lower limit -- should be considered as outstanding performance.

Corrective Measures
To a vast degree, the recently experienced growth spurt in expenditures is directly attributable to the following: (i) initiation of EPSCoR and INBRE/COBRE programs (combined providing ~ $65 million since 2001), (ii) federal appropriations such as AETDL, boosts to ARSC, AVO, etc., and (iii) other significant benefits resulting from the sway of Senator Stevens, e.g., NSF funding of IARC. The expectation that UAF could continue this trend ad infinitum without considerable investment from the state is unrealistic and counterproductive. Resources are required to expand research, but by not meeting expectations UAF has resources taken away via the PBB process. In order for research to grow, the university will have to convince the state to invest significantly in research.

There are 184 research faculty FTE at UAF. Consequently, each FTE averages over $600,000 in annual research expenditures, or the equivalent of 5 NSF awards per year per FTE. This is exceptional performance by the university’s researchers and gives UAF bragging rights over many larger and more prestigious research universities around the country. But it also indicates that the researchers are red lined; they simply cannot take on additional grants and contracts. The only way to grow expenditures significantly is to hire new faculty; the only way to do that is with base operational support and facilities from the state. The state has been woefully uninterested in supporting an increase in the research budget.

New Strategies and Investments
The legislature has heard the arguments centered on various economic metrics such as the 7:1 leveraging and the ~$120 million brought to the state in Federal receipts each year; however, these approaches have failed to result in additional state increases to the university’s research budget. While these economic arguments should be continued they should be augmented with the clear message that research performed at the university is of direct benefit to the health, welfare, and economic...
Security of the people of Alaska. The university has advanced this ‘relevance argument’ through discussions with members of the interior delegation and community leaders, through investment of the FY08 carry-forward and PBB allocation, and through the FY09 operating budget request (see Metric Investments table below). The pivotal areas for which the university is requesting state investment (and in which the university has already made initial investments) conclusively demonstrate the university’s commitment to serve the state. The following is a discussion addressing these pivotal areas.

Climate Change Research
Climate change and its impacts are central issues in state government as demonstrated by recent formation of the legislative commission and the governor’s sub-cabinet on climate change. The university’s request prepares UAF to become a center for climate adaptation research for the state in anticipation of the passage of a Federal bill that will fund climate research in Alaska. The funds will foster a broader and more collaborative research program with a strongly applied focus that addresses such issues as coastal erosion, engineering against permafrost degradation, drought induced deforestation, and climate impact on marine resources. In FY08, UAF has distributed $281,000 to IARC from its carry forward and PBB allocation to invest in climate change research.

Energy Research
Energy costs and availability are major concerns for Alaska and constitute one of the governor’s three research issues. The requested funds would provide GF support for new students, post-docs, and research faculty (non-tenure track) to conduct specific research activities of high relevance to the state. The focus will be on meeting energy needs through evaluation of rural energy options (including alternative energy options), energy and power needs for economic development (mining and petroleum refinement), and cutting edge fossil fuel technologies (shallow viscous oil and gas, methane hydrates, gas line planning/development). UAF has used $350,000 of its PBB allocation to support CEM faculty hires that contribute to transportation and/or energy research.

Transportation Research
Transportation infrastructure (pipelines, roads, rail belts) built on permafrost are costly to maintain. Dust from roadways represents a serious health hazard in rural villages. The Alaska University Transportation Research Center was authorized to conduct research on transportation-related topics. The UAF transportation request is designed to focus research specifically on topics such as those described above that are of direct relevance to Alaska’s residents. As stated above, UAF has used $350,000 of its PBB allocation to support CEM faculty hires that contribute to transportation and/or energy research.

Biomedical Research
Health research and health delivery are important issues for Alaska, particularly in the face of climate warming which will induce a more favorable environment for diseases, such as West Nile Virus, which have traditionally been excluded from the cold Alaskan environment. In addition, much remains to be understood and studied about the health issues in the Alaska Native population, from genetics to traditional subsistence diets and their protective qualities. UAF has allocated $329,000 from FY08 resources, has received a promise of $1.5 million from UA (of which most is earmarked for biomedicine), and has an FY09 request in for $350,000 for senior biomedical personnel to mentor junior UAF faculty sustained currently by NIH infrastructure-building programs.

Information Technology
The Arctic Region Supercomputing Center is a widely recognized leader in high-performance computing for the Department of Defense. As computational approaches will be increasingly important in modeling the effects of climate change, the spread of infectious diseases, and impacts of development, ARSC will play a key role in facilitating vital partnerships with state agencies. The university has relieved ARSC of the ‘six percent tax on Fund 1’ levied in 2002 and has provided an additional $100,000 in annual support to assist ARSC in continuing its successful post-doctoral program. The FY09 request is for $250,000 in base support for computational faculty at ARSC.

Moving the Metric: Communicated Strategies and Investments

The following is an update on last year’s strategies and continuing investments made in research at UAF.

◆ International Polar Year. The FY07 strategy was to acquire approval for the National Science Foundation’s budget to support IPY research and educational outreach. This goal has been met and NSF received a funding increase that earmarked $53 million for IPY related research. So far, UAF has received over $11 million in IPY awards from NSF, with an additional 40 proposals pending.

◆ Network Connectivity and Infrastructure. Construct a streamline method for working with UAF partners to expand network connectivity and infrastructure within Alaska, and from Alaska to US mainland, to acceptable national standards. Working with SW/OIT and ARSC, the VCR has advocated for increased bandwidth with Federal delegates and Lieutenant Governor. Participation in the Pacific Telecommunications Conference has led to a broader recognition of Alaska’s telecommunications issues and discussion of some new approaches from the state’s service providers.

◆ Arctic Observing Network. UAF is attempting to gain support for the Arctic Observing Network and to grow research and IPY efforts. Several UAF faculty members sit on the NSF Study of Environmental Arctic Change panel and have advocated strongly for implementation of AON, a land-sea-atmosphere network that will systematically gather data critical for understanding environmental change in the arctic. The Toolik Field Station is slated to be an AON component, as is UAF/GI’s widely recognized permafrost monitoring network led by Dr. Vladimir Romanovsky.

◆ High-Resolution Digital Imagery. UAF has been attempting to update high-resolution digital imagery and elevation data coverage for Alaska. The State released $2 million to develop an acquisition plan and augment available data in FY07 under the aegis of the Statewide Digital Mapping Initiative, a program led by Alaska Department of Natural Resources, Alaska Department of Military and Veterans Affairs, and the University of Alaska Fairbanks. An additional $2 million has been provided in FY08. To date, UAF, through the Geographic Information Network of Alaska (GINA) has received nearly $1 million in grants and contracts to provide mapping services to the state.
The Institute of Northern Engineering has grown by nearly six and half times since 1996. In FY01, the institute completed $5.3 million in research expenditures. By FY07, that figure had increased 139 percent to $12.7 million (see chart below). That is an average 16 percent per year sustained rate of growth in research expenditures!

Key elements of INE growth include initiatives in infrastructure, energy, and the environment. The recent launch of the Alaska University Transportation Center will result in basic and applied research on Alaska’s transportation issues. Alaskans will be the direct beneficiaries, enjoying improvements to all modes of transportation including road, rail, air and marine transport.

In energy, INE seeks to transition its existing energy efforts into the Alaska Center for Energy and Power, a center focused on meeting rural energy needs, sustainable energy, and economic growth through power development and access to untapped energy resources. The time is right for Alaska to develop sustainable energy in the state and enter into the world’s geothermal, wind, hydro and tidal power markets. Engineering research can make it happen.

Alaskans are witnessing a changing climate. At INE, engineers are seeking ways to help Alaskans adapt. What opportunities may be open to Alaskans in a changing environment? There will indeed be a gold rush for pan-Arctic resources if the trend towards a seasonally ice free Arctic continues. Research and development are necessary to design the technology to take advantage of this opportunity and grow the state’s economy. Alaska, and particularly the Aleutian Island chain, is the natural gateway between markets in East Asia, including China, and polar resources.

Research that leads to an understanding of the changing climate, development of energy resources, and expansion of transportation infrastructure are the keys to Alaska’s future. INE is partnering with local, regional, and state organizations such as the Fairbanks North Star Borough, the Fairbanks Economic Development Corporation, and the Cold Climate Housing Research Center, to make it happen. INE is Alaska’s institute where the rubber meets the road.

The FY08 restricted research expenditures target is $115 million. Outyear goals are modest, trending upwards to reflect increased efficiencies in research completion and space utilization. Outyear goals are tempered by limited availability of research space, lack of increased state investment in research, and an unclear future in federally funded research and development.

The UAF research engine will continue to generate significant amounts of revenue for the university in the coming years. Without favorable external conditions, however, the growth rate will be severely curtailed until either BIOS or ARRV is operational or there is a significant improvement in state support forthcoming. In challenging times, such as those experienced in FY07, our units and their faculties have to work smarter and harder just to maintain current levels. Many of the investments and strategies that UAF has implemented to maintain and strengthen research have already been discussed. The following is a listing of some of the other strategies being invoked to strengthen research in FY08 and beyond:

◆ **BIOS Facility.** The university continues to make construction of the BIOS Facility its number one priority. BIOS is necessary for the future of research at UAF. Without the growth in research space that BIOS would provide, the university will begin to miss out on key research opportunities that belong nowhere else but in the State of Alaska. The facility also fulfills a commitment by the university to give a real home to its life sciences programs - the institution’s number one academic program.

◆ **International Polar Year.** UAF and UA have invested heavily in new programs and personnel that will leverage opportunities initiated by the 4th International Polar Year and the university has already received international acclaim for their leadership in IPY. As the Presidential Post-doctoral Fellows mature they will contribute to new awards and enhance the university’s research expenditures as well as its reputation.

### FY07 Unit Contributions

<table>
<thead>
<tr>
<th>Unit</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>GI</td>
<td>25%</td>
</tr>
<tr>
<td>IAB</td>
<td>16%</td>
</tr>
<tr>
<td>SFOS</td>
<td>15%</td>
</tr>
<tr>
<td>ARSC</td>
<td>12%</td>
</tr>
<tr>
<td>INE</td>
<td>11%</td>
</tr>
<tr>
<td>SNRAS</td>
<td>5%</td>
</tr>
<tr>
<td>IARC</td>
<td>8%</td>
</tr>
<tr>
<td>EPSCoR</td>
<td>4%</td>
</tr>
<tr>
<td>Other 3%</td>
<td></td>
</tr>
<tr>
<td>UANM 1%</td>
<td></td>
</tr>
</tbody>
</table>

**FY07 Restricted Research Expenditures including ICR**

<table>
<thead>
<tr>
<th>Year</th>
<th>Expenditures (in millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY01</td>
<td>3.5</td>
</tr>
<tr>
<td>FY02</td>
<td>4.0</td>
</tr>
<tr>
<td>FY03</td>
<td>5.0</td>
</tr>
<tr>
<td>FY04</td>
<td>7.0</td>
</tr>
<tr>
<td>FY05</td>
<td>9.0</td>
</tr>
<tr>
<td>FY06</td>
<td>11.0</td>
</tr>
<tr>
<td>FY07</td>
<td>12.7</td>
</tr>
</tbody>
</table>
Arctic Region Research Vessel. Current plans include dock facilities to be constructed in Seward, along with Seward Marine Center shore-side facilities, to support the ARRV. The vessel operational target date is spring of 2011.

SFOS New Faculty. Five new hires targeted in FY08 include two chemical oceanographers and a fisheries biometrician. In FY09, SFOS is looking to hire two marine biology faculty and two fisheries faculty. Altogether, these new faculty hires will contribute to the unit’s goal to grow research expenditures from $16 million in FY07 to $20.7 million by FY12.

Arctic Health Research Building Renovation. Facility overhaul will provide modern labs and additional office space for current and future research. The project is currently 30 percent complete with completion scheduled for early February 2008 and occupancy by March 1.

NSF EPSCoR Phase III. The three-year, $9 million dollar grant from NSF to develop competitive research at UA will bring diverse disciplines together to offer a more complete picture of northern ecological and social systems.

ARSC as a Major Shared Resource Center. To increase Department of Defense spending through ARSC, the unit is seeking to become a major shared resource center in the High Performance Computing Modernization Program (HPCMP). Additionally, the unit is working with key Congressional offices to increase Federal funding for the six current DoD HPCMP centers.

Continuation of IARC as an NSF Center. A new institutional proposal is being put forth to review the cooperative agreement with NSF to continue IARC as an NSF Center.

INE Course Release Program. A competitive course release program affords successful faculty the opportunity to increase their level of research activity. Funding is provided to compensate the home department for the faculty member’s time, thus allowing departments to meet teaching obligations.

Alaska University Transportation Center. Successful FY07 startup of the center has led to its first call for proposals now under consideration for funding.

CLA Research Growth. CLA is working to encourage its faculty to run grant proposals through its proposal office as opposed to other research unit entities at UAF. The strategy gives CLA the chance to demonstrate its growing central role in research at UAF especially in the fields of mental health, Alaska Native health and other areas of biomedicine.

Poker Flat Research Range Funding. The GI is working to re-establish funding for the research range to planned levels in FY09. Current conditions at NASA resulted in a 50 percent reduction of contracted support in FY08.

Alaska Volcano Observatory. Loss of an FAA earmark in FY07 almost halved the annual funding for AVO. The GI is working to re-establish AVO funding to its $10M per annum level through the USGS and FAA.

Supporting Metrics

PhD Enrollment and Degree Production. Doctoral student enrollment is reflective of research activity - as research activity increases, PhD student enrollment tends to increase. At UAF, 77 percent of all PhD students are in STEM research areas (see pie chart below). Responding to the significant increase in research expenditures, doctoral student enrollment has increased an average of 7.5 percent per year since FY90 (representing enrollment since fall 1989). That works out to approximately 13 additional doctoral students per year. In FY07, there were 323 PhD-seeking students enrolled (see chart below). Growth in doctoral enrollment has averaged 10 percent since FY02, although growth in FY07 was 5 percent. Growth in FY07 predominantly was due to the new clinical -community psychology program which was responsible for 16 new doctoral students in its inaugural year.

Conferrals of doctoral degrees were highly variable over the last several years. Since FY90, nearly every lower year in awards has been followed by a high year. In FY07, 33 PhDs were conferred, up significantly over the FY06 number of 21. The moving five-year average for doctoral degrees awarded shows an increase of 3 degrees in FY07, taking the five-year average to 27 degrees after a plateau of 24-25 degrees that lasted for nine years. This movement in the positive direction partially reflects the strong and steady growth in doctoral student enrollment since FY02.

PhD Degrees Awarded and Number of PhD Students

A number of additional metric-supporting measures that are applicable to this metric are discussed below.

PhD Enrollment and Degree Production. Doctoral student enrollment is reflective of research activity - as research activity increases, PhD student enrollment tends to increase. At UAF, 77 percent of all PhD students are in STEM research areas (see pie chart below). Responding to the significant increase in research expenditures, doctoral student enrollment has increased an average of 7.5 percent per year since FY90 (representing enrollment since fall 1989). That works out to approximately 13 additional doctoral students per year. In FY07, there were 323 PhD-seeking students enrolled (see chart below). Growth in doctoral enrollment has averaged 10 percent since FY02, although growth in FY07 was 5 percent. Growth in FY07 predominantly was due to the new clinical -community psychology program which was responsible for 16 new doctoral students in its inaugural year.

Conferrals of doctoral degrees were highly variable over the last several years. Since FY90, nearly every lower year in awards has been followed by a high year. In FY07, 33 PhDs were conferred, up significantly over the FY06 number of 21. The moving five-year average for doctoral degrees awarded shows an increase of 3 degrees in FY07, taking the five-year average to 27 degrees after a plateau of 24-25 degrees that lasted for nine years. This movement in the positive direction partially reflects the strong and steady growth in doctoral student enrollment since FY02.
Research Expenditures

*Publications.* Although the university will not have a definitive tally of peer-reviewed research publications for calendar 2006 until the faculty activity reports are submitted later this year, several units have submitted lists to the Center of Research Services in preparation for this report. Preliminary assessment indicates that we should expect a 10-15 percent increase in journal publications over the 2005 level of 683 publications.

*Fund 5 Capital Research Expenditures.* These transactions are expenditures in research that come through Fund 5 allocations. In recent years, some research funds have been delivered to the research units via the capital budget in lieu of the operating budget. Many of these capital budget dollars function just like an operating budget dollar. Exclusion of Fund 5 from the overall research expenditures metric artificially depresses actual expenditure activity at the unit level.

*Unit ICR.* Research dollars coming back to the research unit as indirect cost recovery revenue. The research units are highly aware of this figure and track it regularly to make predictions concerning overall research expenditures for the current fiscal year.

*Unrestricted Research Expenditures.* Research expenditures from unrestricted funding sources (primarily State General Fund). This sub-metric gives an indication of restricted dollar leveraging as a result of unrestricted research investments from the State of Alaska.

*Supported Graduate RAs.* The number of graduate research assistants supported by the research unit. This sub-metric gives an indication of how many graduate students indirectly “belong” to the research unit.

---

### Metric Investments

**Key Investments to Moving the Metric Forward**

<table>
<thead>
<tr>
<th>Investment</th>
<th>Impact</th>
<th>Source</th>
<th>Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture and Forestry Experiment Station</td>
<td>Match for Federal funds</td>
<td>FY07 Carry-forward</td>
<td>One-time</td>
<td>$150,000</td>
</tr>
<tr>
<td>Biomedical Senior Faculty</td>
<td>Faculty position and startup</td>
<td>FY07 Carry-forward</td>
<td>Continuing</td>
<td>$350,000</td>
</tr>
<tr>
<td>Graduate Student Stipends and Health Insurance</td>
<td>Competitive compensation to attract well-qualified students</td>
<td>FY07 Carry-forward</td>
<td>Continuing</td>
<td>$624,500</td>
</tr>
<tr>
<td>International Arctic Research Center</td>
<td>Base funding for research programs</td>
<td>FY07 Carry-forward</td>
<td>Continuing</td>
<td>$200,000</td>
</tr>
<tr>
<td>School of Fisheries and Ocean Sciences</td>
<td>Project management for Alaska Region Research Vessel</td>
<td>FY07 Carry-forward</td>
<td>One-time</td>
<td>$150,000</td>
</tr>
<tr>
<td>Biomedical Research</td>
<td>Partial support of a faculty position</td>
<td>FY07 PBB</td>
<td>Continuing</td>
<td>$50,000</td>
</tr>
<tr>
<td>Center for Alaska Native Health Research</td>
<td>Faculty startup and equipment</td>
<td>FY07 PBB</td>
<td>One-time</td>
<td>$164,000</td>
</tr>
<tr>
<td>Institute of Arctic Biology</td>
<td>Research facilities renovation</td>
<td>FY07 PBB</td>
<td>One-time</td>
<td>$115,000</td>
</tr>
<tr>
<td>International Arctic Research Center</td>
<td>Institutional match for proposal</td>
<td>FY07 PBB</td>
<td>One-time</td>
<td>$81,000</td>
</tr>
<tr>
<td>International Polar Year</td>
<td>Special events and outreach</td>
<td>FY07 PBB</td>
<td>One-time</td>
<td>$50,000</td>
</tr>
<tr>
<td>Museum Earth Science Curator</td>
<td>Partial support of faculty position</td>
<td>FY07 PBB</td>
<td>Continuing</td>
<td>$18,500</td>
</tr>
<tr>
<td>Agriculture and Forestry Experiment Station</td>
<td>Enhance research on energy, foods, health, and community agriculture</td>
<td>FY09 Budget Request</td>
<td>Continuing</td>
<td>$500,000</td>
</tr>
<tr>
<td>Biomedical Research*</td>
<td>Faculty to lead expansion of UAF’s biomedical research programs</td>
<td>FY09 Budget Request</td>
<td>Continuing</td>
<td>$350,000</td>
</tr>
<tr>
<td>Climate Change Research</td>
<td>Interdisciplinary research focusing on impact of climate change in Alaska</td>
<td>FY09 Budget Request</td>
<td>Continuing</td>
<td>$900,000</td>
</tr>
<tr>
<td>Energy Research</td>
<td>Interdisciplinary research on conventional and alternative energy</td>
<td>FY09 Budget Request</td>
<td>Continuing</td>
<td>$500,000</td>
</tr>
<tr>
<td>Graduate Student Stipends and Health Insurance*</td>
<td>Competitive compensation to attract well-qualified students</td>
<td>FY09 Budget Request</td>
<td>Continuing</td>
<td>$400,000</td>
</tr>
<tr>
<td>Transportation Research</td>
<td>Match for Federal funding of Alaska University Transportation Center</td>
<td>FY09 Budget Request</td>
<td>Continuing</td>
<td>$500,000</td>
</tr>
</tbody>
</table>

*This item represents a high-priority continuing expense funded for FY08 using FY07 carry forward. Permanent funding for these items was requested in the FY09 budget request.*
**Objective:** Increase the number of graduates in high demand fields; emphasize community campus mission.

**Data Definition:** The number of certificates, degrees and recommendations for licensure awarded supporting Alaskan high demand job areas as defined by UA and the State of Alaska Department of Labor during a fiscal year.

**Measurable Outcome:** Increase the number of students participating in high demand job programs and course work.

**Strategic Importance to UAF:** Critical

**Key Contributing Units:** CRCD/TVC, CEM, CNSM, SOM, SOEd, CLA.

**Metric Fact:** 64 percent of FY07 academic awards at UAF were in high demand job areas. In all, UAF conferred 1,109 academic awards in FY07, with 714 of those awards in high demand areas.

**Quick Analysis:** UAF continues to move ahead in the delivery of academic credentials in high demand job areas, especially in science, technology, engineering and mathematics (STEM). The largest number of awards is by the university’s certificate and associate degree programs – associate-level programs are quick to assemble in response to state, regional and industry demands and are the fastest producers of program completers. The big producers are found in health services, industrial services, engineering and natural resources. With five rural campuses and one urban two-year mission campus, UAF is poised to take quick advantage of changing trends in Alaska’s job market.

**UAF High Demand Job Academic Awards**

<table>
<thead>
<tr>
<th></th>
<th>FY00</th>
<th>FY01</th>
<th>FY02</th>
<th>FY03</th>
<th>FY04</th>
<th>FY05</th>
<th>FY06</th>
<th>FY07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual Performance</td>
<td>604</td>
<td>595</td>
<td>588</td>
<td>572</td>
<td>603</td>
<td>640</td>
<td>700</td>
<td>714</td>
</tr>
<tr>
<td>Targets: High</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>739</td>
</tr>
<tr>
<td>Nominal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>704</td>
</tr>
<tr>
<td>Low</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>660</td>
</tr>
</tbody>
</table>

**Future Targets**

<table>
<thead>
<tr>
<th></th>
<th>FY08</th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
<th>FY13</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>745</td>
<td>775</td>
<td>810</td>
<td>850</td>
<td>885</td>
<td>920</td>
</tr>
<tr>
<td></td>
<td>730</td>
<td>760</td>
<td>790</td>
<td>820</td>
<td>850</td>
<td>880</td>
</tr>
<tr>
<td></td>
<td>700</td>
<td>725</td>
<td>750</td>
<td>770</td>
<td>790</td>
<td>805</td>
</tr>
</tbody>
</table>

**UAF Majors in High Demand Job Areas**

- **FY07 Academic Awards**
  - High demand job areas
  - Awards in other areas

- **Historical Performance**

- **Future Targets**

- **UAF Majors in High Demand Job Areas**
Metric Performance

Data and Analysis

High Demand Job Award Production Continues to Grow

Overall production of academic awards at UAF increased to 714 awards in FY07, a 2 percent increase over FY06 and a 12 percent increase over FY05. Awards totaled 1,109 degrees, certificates and recommendations for licensure, making this the largest class to graduate from UAF in its 90 year history. Awards in high demand job areas represented 64 percent of the overall award production at UAF.

Fairbanks Campus colleges and schools contributed 60 percent of all awards in FY07:
- College of Engineering and Mines (CEM): 11%
- College of Natural Science and Math (CNSM): 16%
- College of Liberal Arts (CLA): 11%
- School of Education (SOEd): 8%
- School of Fisheries and Ocean Sciences (SFOS): 2%
- School of Management (SOM): 9%
- School of Nat. Res. and Ag. Sciences (SNRAS): 3%

Four units increased their awards between FY05 and FY07: CNSM (up 23%), CLA (up 24%), SOEd (20%), and SNRAS (up 24%). Two units, SOM and SFOS, held steady, while one unit, CEM, decreased in awards over the same time period (down 26%), although the unit is up 9 percent over FY04. CEM had an anomalous surge in academic awards in FY05 and FY06 that made their FY07 degrees lower; we expect numbers to rebound next year since headcount has remained relatively constant.

The College of Rural and Community Development contributed the 40 percent balance of awards in FY07:
- Bristol Bay Campus (BBC): <1%
- Chukchi Campus (CC): 2%
- Interior-Aleutians Campus (IAC): 8%
- Kuskokwim Campus (KuC): 2%
- Northwest Campus (NWC): 1%
- Rural College (RC): 2%
- Tanana Valley Campus (TVC): 25%

On a whole, the rural campuses have increased their awards between FY05 and FY07 by 9 percent with Interior-Aleutians Campus and Chukchi Campus yielding the strongest growth. Most impressive is the growth in high demand job awards at Tanana Valley Campus: a 35 percent increase over FY05. Nearly two-thirds of the degrees and certificates awarded through TVC are in high demand job areas.

STEM Disciplines Lead the Way in Workforce Degrees

The distribution of academic awards in high demand job areas strongly reflects the university’s focus on science, engineering and technology. TVC, CEM and CNSM account for over half (52 percent) of the academic awards made in FY07, which is consistent with the university’s primary investments: science, technology, engineering and mathematics (STEM). Awards in health services accounted for 23 percent of all high demand awards, natural resources accounted for 19 percent, while engineering, process technology, information technology, construction and transportation accounted for another 26 percent.

Current majors in high demand job areas likewise strongly reflect the university’s primary focus in STEM areas. Majors in health services accounted for 18 percent of all high demand majors, natural resources accounted for 23 percent, while engineering, process technology, information technology, construction and transportation accounted for another 26 percent. In all, 67 percent of high demand majors at UAF were seeking a degree in a STEM area.

Tanana Valley Campus Responsive to Workforce Needs

While the Fairbanks Campus produced some 60 percent of the overall high demand job awards in FY07, it is the Tanana Valley Campus that produced the largest single share of these awards (25 percent). The graph below presents a ten-year trend in high demand job majors and academic awards at TVC using the current definition for high demand job programs. Enrollment at TVC in high demand job programs has more than doubled since FY98. High demand job awards in FY07 have likewise more than doubled since FY98. Such increases in production are possible due to the market strategy at TVC: working with industry partners to identify areas of academic and vocational needs and establishing programs accordingly.
Moving the Metric
Communicated Strategies and Investments

The following is an update on past strategies and continuing investments made in high demand job areas at UAF. Some constitute an update to communicated strategies reported in the 2006 Annual PBB Report, while others are from the recent 2007 Annual Unit Plan reporting process. Altogether they reflect a continued commitment towards meeting the workforce needs of Alaska.

♦ UA Scholar Recruitment by CNSM. Last fall, the Office of the Dean contacted incoming UA Scholars. Overall, the students seemed happy to be called but most had already decided on where they were going. Most were interested that they could go for one year elsewhere and still take advantage of the UA Scholars program if an out-of-state experience did not work out. New efforts will be taken by the unit in the coming year to contact incoming UA Scholars earlier. Still, the unit continues to see increasing numbers of UA Scholars majoring in its programs. In fact, UA Scholar enrollment in CNSM programs has never declined since program inception with total enrollment reaching 165 students in FY07. The most popular programs are biology and wildlife, computer science, and chemistry.

♦ TVC Fast Track Program. This program is a Federal Department of Labor initiative investment designed to rapidly move people into high demand workforce areas. Programs are in oil and gas, diesel and automotive, safety, drafting, and power generation industries. Certificates awarded in the Fast Track programs have increased substantially from just 4 in FY06, prior to implementation, to 58 in FY07, the first year of program implementation. At the same time, enrollment in Fast Track certificate programs increased from 35 in FY06 to 113 in FY07. See the inset Opportunity Knocks (page 25) under Student Credit Hours below for additional information.

♦ TVC Administrative Assistant Academy. Developed in response to demand from the Fairbanks business community, the academy is an 18 credit course suite geared to equip program participants with the necessary skills to become an employed office professional. The credits may be applied toward the AAS degree in applied business.

♦ TVC Tech Prep Program. The Tech Prep Program is a partnership between TVC and several urban and rural school districts. It allows high school students to receive college credit at UAF by successfully completing specific, pre-approved courses at their school. These credits may be applied toward a UAF degree and are often earned in high demand job areas such as accounting, automotive technology, information technology, drafting, emergency services, and allied health. Over 1,000 high school students have participated in the program at the Fairbanks and Tanana Valley campuses over the last three years.

♦ TVC Applied Business and Accounting. The TVC program in Applied Business and Accounting has been a consistent producer of high demand job academic awards. For the last 5 years the program has averaged over 160 majors with approximately 40 degrees and certificates awarded annually. Enrollment is growing with enrollment now nearing 200 students. Key to the growth has been an effort to feature prominent business-engaged adjunct faculty plus a strong commitment to a student-centered philosophy, “doing the little things that delight our student customers as well as the big things,” as program director Charlie Dexter commented. Little things include advance copies of course offerings for the coming term and sending greeting cards to their students on their birthday. Big things reflect the student-centered attitude, like dropping everything if a student comes into the office needing advice or assistance. In FY07 Dexter retooled the program establishing career path linkages with the School of Management and with the distance BBA program through the University of Alaska Southeast. Other new features include the addition of an occupational endorsement program, and the development of online, weekend and short courses.

♦ CEM Student Recruitment. A high priority for CEM during FY07 was the implementation of a targeted engineering recruitment program. A full-time engineering recruiter was hired in 2006 and the program was implemented during the 2006-2007 academic cycle. The latest application and admission data from Statewide Planning and Budget Development indicate that incoming freshmen enrollment in CEM programs is up over 80 percent compared to a year ago, a tangible result of the targeted recruitment program.

Looking Ahead
FY08 Target, Outyear Goals and Strategies

The FY08 high demand job degree target is 730 academic awards. Outyear goals continue to trend strongly upwards reflecting continued efforts to align program availability with shifts in the workforce. Continued emphasis on baccalaureate and graduate programs that contribute to highly educated state labor markets, such as engineering, education, biomedic- al, justice, clinical psychology, and management, will likewise contribute to increasing numbers of high demand degrees, especially as strategic recruitment and retention efforts central to the university’s enrollment management plan take effect. Outyear goals are slightly tempered by modest increases in graduate enrollment, as research expenditures are expected to plateau in the coming years.

All across the university, academic units are taking action, based upon strategic, data-driven planning, to make their units more responsive to state workforce needs. The following are major highlights of those efforts and strategies to date.
**Baccalaureate Engineering Degrees Awarded.** Private and public employers of CEM graduates within the State are sounding warnings related to increased demand for engineers as a result of a large number of anticipated retirements and the potential of large projects such as the Alaska Natural Gas Pipeline. CEM has reacted to this anticipated need by making a commitment to double the number of its baccalaureate graduates over the next six years. Achieving this goal will be particularly challenging in light of the stable high school graduation rates within Alaska. Still, an effective student recruitment plan more than doubled the incoming engineering freshman class in fall 2007. An aggressive transfer student recruitment strategy combined with a commitment to increase the freshmen retention rate above 80 percent will also contribute to the attainment of this goal. In a recent study by PAIR, incoming freshmen CEM baccalaureate students were found to graduate in approximately 4.5 years, while transfer students graduated in approximately 3.5 years.

**SFOS Fisheries Baccalaureate Program Development.** An aggressive new approach to the baccalaureate fisheries program plus the development of a new minor in fisheries management is underway at the school as it works to realize its goal to recruit 100 new students over the next four years. The school aims to annually graduate roughly 25 percent of its undergraduate students by FY11 yielding approximately 25 high demand job graduates in fisheries per year. The school has hired a new undergraduate fisheries program coordinator to assist the unit in reaching its goal.

**Chukchi Program Development.** The Chukchi Campus plans to graduate a cohort of certificate students in construction management in FY08, significantly contributing to its high demand job award production levels. The campus has also developed a new certificate program in the Inupiaq language, a program of critical need in northwestern Alaska.

**SOM/TVC Bachelor in Emergency Management.** There is an ever-increasing demand for fire department and emergency services administrators educated in fire science, emergency medical services, rescue practices, hazardous materials, terrorism threats and business management practices. TVC has collaborated with the School of Management to develop 3rd and 4th year curriculum for emergency services associate degree students looking to continue on to earn a baccalaureate degree.

**TVC Construction Management AAS Program.** The construction management program meets growing needs in the construction industry by training entry-level construction managers and by providing continuing education for construction employees. The program has been approved, funded and implemented for FY08. This degree is another example of industry-driven program development.

**Usibelli Coal Mine Scholarships.** CEM will be meeting this coming year with Usibelli Coal to discuss the elements of an expanded scholarship program for mineral engineering students. The goal is to identify industry support for a series of full-ride scholarships to help boost enrollment in mining and geological engineering.

### Metric Investments

**Key Investments to Moving the Metric Forward**

<table>
<thead>
<tr>
<th>Investment</th>
<th>Impact</th>
<th>Source</th>
<th>Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting Program</td>
<td>Faculty position added to meet accreditation requirements</td>
<td>FY07 Carry-forward</td>
<td>Continuing</td>
<td>$100,000</td>
</tr>
<tr>
<td>Dental Hygiene Program</td>
<td>Faculty for new program</td>
<td>FY07 Carry-forward</td>
<td>Continuing</td>
<td>$233,100</td>
</tr>
<tr>
<td>College of Engineering and Mines</td>
<td>Faculty to meet increasing student demand</td>
<td>FY07 PBB</td>
<td>Continuing</td>
<td>$150,000</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Faculty to meet increasing student demand</td>
<td>FY07 PBB</td>
<td>Continuing</td>
<td>$70,000</td>
</tr>
<tr>
<td>Allied Health Program, CRCD</td>
<td>Faculty to meet increasing student demand</td>
<td>FY09 Budget request</td>
<td>Continuing</td>
<td>$82,430</td>
</tr>
<tr>
<td>Community Health Aide Program</td>
<td>Liaison and faculty</td>
<td>FY09 Budget request</td>
<td>Continuing</td>
<td>$98,750</td>
</tr>
<tr>
<td>Dental Hygiene Program</td>
<td>Faculty and equipment for new program</td>
<td>FY07 PBB</td>
<td>Continuing</td>
<td>$220,000</td>
</tr>
<tr>
<td>Dental Hygiene Program, TVC*</td>
<td>Faculty for new program</td>
<td>FY09 Budget request</td>
<td>Continuing</td>
<td>$233,100</td>
</tr>
<tr>
<td>Engineering Program</td>
<td>Teaching assistants, advising, supplies, facilities and equipment to double enrollment in the next three years.</td>
<td>FY09 Budget request</td>
<td>Continuing</td>
<td>$850,000</td>
</tr>
<tr>
<td>Fisheries Program</td>
<td>Faculty, equipment and facilities to expand the program toward a goal of 125 students in five years.</td>
<td>FY09 Budget request</td>
<td>Continuing</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>Paramedic Program, TVC</td>
<td>Faculty to meet increasing student demand</td>
<td>FY09 Budget request</td>
<td>Continuing</td>
<td>$82,000</td>
</tr>
<tr>
<td>Psychology Program</td>
<td>Faculty to meet increasing student demand for baccalaureate program</td>
<td>FY09 Budget request</td>
<td>Continuing</td>
<td>$89,650</td>
</tr>
</tbody>
</table>

*This item represents a high-priority continuing expense funded for FY08 using FY07 carry forward. Permanent funding for these items was requested in the FY09 budget request.
Making It Happen
Interior-Aleutians Campus

“We decided that we needed a change in our process of thinking,” said Clara Johnson, campus director of the Interior-Aleutians Campus. The campus, a series of confederated learning centers located in Interior Alaska and the Aleutian region, brings higher education services to rural communities largely comprised of Alaska Native people. In the mid-90s the campus had to consider some drastic measures to stay in business.

The campus decided to find a fresh approach to its operations. So it worked closely with its Council of Elders to set priorities and identify culturally relevant programs that also met clear areas of regional job demand. “We were doing this before; it was called ‘high demand jobs’,” remarked Johnson. A successful campaign to secure Federal Title III grants, combined with a commitment to closely follow regional demand, has led to a sea change in student credit hour production and performance in the high demand job metric for the campus. “The investment of resources into desperately needed campus staff has made all the difference between being able to hear what our students and industry are looking for and being able to do something about it,” said Johnson.

The result? A four-year sustained marked increase in performance resulting in a 54 percent surge in student credit hour production, 141 percent jump in high demand job program enrollment, and a whopping 255 percent increase in high demand job degrees and certificates awarded (see chart below). The campus has become a clear contributor towards the successful advancement of the high demand job academic awards metric.

These results did not come overnight, but they came with a tremendous amount of effort, patience and continued investment. "It started with math - the largest gatekeeper to higher education for our students. Then we progressed into program development - tribal management, teacher aides, construction trades, information technology - and now into student services," noted Johnson, who also credits much of the success of the campus to its faculty and staff.

IAC has developed a higher education model of success for the Bush that works: guidance from their Council of Elders and listening to student needs, combined with strong, accountable, strategic investments in program development, faculty and student services has turned the campus into a star of the UA rural mission.

◆ WWAMI and Pre-Professional Advising. CNSM is working with faculty on a plan for improving advising for students interested in pre-vet and pre-med. The college is supporting travel for one to two faculty to receive training at the University of Washington (WWAMI) and arranging with the WWAMI director to coordinate premedical advising. Additionally, the unit is bringing together chemistry and biology faculty to discuss ways in which they can provide curriculum to students interested in biomedical science.

◆ CEM Chemical Engineering Concentration Program. An effort is underway to obtain support from Tesoro Alaska for development of a chemical engineering emphasis area that would be delivered by the existing Mechanical and Petroleum Engineering Departments. Initially there would be a series of upper division chemical engineering courses developed that would lead to a chemical engineering emphasis. To date efforts have been aimed at obtaining some support from Tesoro ($240K total) to upgrade existing laboratories in support of the new courses.

◆ SOM Goal to Increase Student Enrollment. As a part of the unit’s comprehensive overhaul of its enrollment management plan, the school has set a goal to increase enrollment, primarily focusing on the MBA program, business minors, and the economics and accounting programs. A key strategy already put in place for FY08 has been a concerted effort by the school to reduce program access barriers. First, a curriculum agreement with the TVC Applied Business and Accounting programs provides for a clear path to the school’s BBA programs for associate-level students. Second, a business minor has been established providing a channel into the school for students interested in supplementing their education with business courses. In terms of the MBA, the school has set a goal to double its incoming MBA students to 20 in FY08. Other plans for the program include compressed courses, summer offerings, distance education, and the development of an accelerated program.

◆ STEM and Alaska Native Students. CNSM is setting an explicit goal to increase the quality and quantity of students in CNSM programs with special emphasis on increasing the number of Alaska Native students in science and mathematics programs.

◆ General Studies Baccalaureate Students. The university is making a concerted effort to get general studies (undeclared) baccalaureate students into a major program of study. One recent action has been to send all general studies students a letter encouraging them to select a major. The letter specifically included information on high demand jobs in Alaska to help students in their search for a program. The university expects to see results from this strategy in FY08.
**Supporting Metrics**

**Implemented and Developing Sub-Metrics**

UAF has identified a number of additional metric-supporting measures, or sub-metrics, that assist its units in understanding how they influence overall university metric performance. Some sub-metrics have already been identified, with the resulting data communicated to the units. Other sub-metrics are in development and will be made available during the coming year.

- **Majors Enrolled in High Demand Job Areas.** The number of majors in a unit that are enrolled in a high demand job area per fiscal year.

- **All Academic Awards by Level.** All the academic awards granted by the unit by degree level (baccalaureate, associate, graduate, doctorate).

- **Entering First-Time Freshmen Enrolled in High Demand Job Areas.** Entering first-time freshmen on a fall-to-fall basis enrolled in a high demand job program within the unit.

- **UA Scholars Enrolled in High Demand Job Areas.** The number of UA Scholars within a unit enrolled in high demand job programs.

- **Graduation Rate of High Demand Job Majors.** Particularly germane to high demand programs with high enrollment is the calculation of average time-to-degree. This is very tricky to measure for all students enrolled. However, case studies of key programs make such calculations easier to perform.
Objective: Increase retention rates for freshmen

Data Definition: Retention for first-time full-time undergraduate students in degree/certificate programs. Retention is calculated at the UA level.

Measurable Outcome: Increase retention rates in certificate, associate and baccalaureate programs.

Strategic Importance to UAF: Very Important

Key Contributing Units: CEM, CNSM, CLA, SOEd, SOM, SNRAS, SFOS, Student and Enrollment Services, Provost’s Office.

Quick Analysis: Continued broad investment in student success has made for a real change in student performance among undergraduate degree-seeking students. A key strategy, dating back to 1999, is the development of the First-Year Experience program through Residence Life. Capital improvements of student facilities and the library, and new student oriented programs like the UAF Leadership Program, have likewise contributed to student success. Focused advising designed according to student need (at-risk students, exceptional students, non-traditional lifelong learners) plus strategic financial aid leveraging make up the next stage in improving student success.

Metric Fact: The percentage of first-time full-time baccalaureate degree-seeking freshmen returning to UA for a second year of study has improved greatly over the past decade. The five-year average retention rate for FY98-FY02 was 69.3 percent. The five-year average for FY03-FY07 increased five points to 74.7 percent.
Metric Performance

Data and Analysis

Students Return to UAF at a Record Rate
Metric-defined retention of first-time full-time freshmen for FY07 was 67 percent. This metric has been relatively stable over the last five years at around 65 percent. Programs designed to improve student success take time to demonstrate effect, but there have been some early indications of progress, which can be seen in the 3 point retention rate increase over FY06. This increase reflects expected future growth. In further analysis of the metric retention figure, UAF has broken down the figures into subgroups such as campus mission (for peer comparisons), UA Scholar designation, student grade point average (GPA), and community campus persistence. These different perspectives on retention help the university understand its retention performance and refine its services in order to better provide for diverse student needs. Analyses of peer retention, graduation rates, and success of transfer students are providing the data on which UAF is basing retention strategies. The relationship between student success and ACT, SAT, and high school GPA are likewise helping UAF focus retention efforts.

Peer Comparisons by Mission Area
In evaluation and analysis of UAF retention, it is critical to talk about retention for the Fairbanks Campus, Tanana Valley Campus and the CRCD Rural Campuses separately. Breaking the university apart along these lines of unique mission area allows for the generation of germane peer comparisons and a better understanding of student success. The table below presents student retention data broken out by mission area of the university. To give the data meaning, a peer average retention rate was calculated for each mission area. Finally, peer averages were combined into a weighted average (based upon student cohort size within each of the three mission areas examined).

<table>
<thead>
<tr>
<th>STUDENT POPULATION</th>
<th>FY03</th>
<th>FY04</th>
<th>FY05</th>
<th>FY06</th>
<th>FY07</th>
<th>Peer Avg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fairbanks Baccalaureate</td>
<td>74</td>
<td>73</td>
<td>76</td>
<td>73</td>
<td>78</td>
<td>74</td>
</tr>
<tr>
<td>Fairbanks Pre-Major</td>
<td></td>
<td></td>
<td>48</td>
<td>49</td>
<td>41</td>
<td>n/a</td>
</tr>
<tr>
<td>CRCD Tanana Valley Campus</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate of Arts</td>
<td>52</td>
<td>51</td>
<td>42</td>
<td>50</td>
<td>48</td>
<td>59</td>
</tr>
<tr>
<td>Associate of Applied Science/Certificate</td>
<td>54</td>
<td>50</td>
<td>32</td>
<td>50</td>
<td>38</td>
<td>n/a</td>
</tr>
<tr>
<td>CRCD Rural Campuses</td>
<td>49</td>
<td>52</td>
<td>51</td>
<td>49</td>
<td>56</td>
<td>n/a</td>
</tr>
<tr>
<td>Overall Metric Retention</td>
<td>63</td>
<td>39</td>
<td>50</td>
<td>33</td>
<td>54</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>67</td>
<td>65</td>
<td>66</td>
<td>64</td>
<td>67</td>
<td>67</td>
</tr>
</tbody>
</table>

These data show that UAF is performing at a combined level of retention roughly equivalent to its peer institutions. At the baccalaureate level, UAF performance is right on par with its baccalaureate-level peer institutions (FY03-FY07 range was 73-78 percent while the peer average was 74 percent). Retention at the Tanana Valley Campus as a whole is somewhat lower versus its peer institutions. From FY03 to FY07 the campus ranged from 42 to 52 percent while its peers average 59 percent retention. This difference in retention is accounted for by the level of retention among Associate of Arts students, who tend to be retained at a lower rate over Associate of Applied Science and Certificate students. Finally, the combined retention at the rural campuses of CRCD ranged from 33 to 63 percent between FY03 and FY07. The large range is explained by the small population of students qualifying for the cohort. Still, peer average retention is 41 percent, fairly close to the center of the five-year retention range for the CRCD Rural Campuses.

Weighting peer institution retention averages for each one of the three mission areas by the proportion of UAF students representing that mission area in the overall retention cohort yields a weighted peer average rate of retention of 67 percent. Between FY03 and FY07, UAF metric retention ranged from 64 up to 67 percent, indicating that UAF is retaining its incoming first-time degree-seeking freshmen cohorts at a rate equivalent to its peer institutions.

UAF is compiling an approved list of peer institutions for setting future targets and goals for this metric. For this analysis, peer institutions from the University of Alaska Community Campus Peer Institution report by Statewide Planning and Budget Development were used for CRCD Tanana Valley (Type I) and CRCD Rural Campuses (Type III). Peer institutions for the Fairbanks Campus were selected from an approved list of peers maintained by UAF Planning, Analysis and Institutional Research (please visit http://www.uaf.edu/pair/CDSPeerCompProject/peers.html for more information).

Student First-Year Grade Point Average
UAF is retaining incoming first-time full-time baccalaureate students with a moderate to high first-year grade point average (2.0 GPA or better) at a rate consistently greater than 80 percent (see chart below). At the same time, the university is retaining poorly performing first-year students (below a 2.0 GPA or lower) at a rate of around 50 percent or lower. Currently, non-retention of poorly performing students negatively impacts the overall baccalaureate retention rate. When increased admissions standards take effect in fall 2008, UAF should see a marked increase in overall retention of incoming baccalaureate freshmen beginning in FY10, as under-prepared students are prevented from entering the baccalaureate cohort. Retention of higher performing students may be attributed to increases in student centered services, including but not limited to...
programs like EDGE and ANSEP, improved student life and student facilities, better faculty advising, more opportunity for student growth, and opportunities for undergraduate research. At the same time, it is clear that improving overall first-time, full-time student retention requires improving the average freshman GPA. Low GPA leads to consequences, such as loss of financial aid, that greatly decrease the chance of retention. Strategies for improving student success are discussed under Moving the Metric later in this section.

UA Scholars
UA Scholar recruitment and retention remain a high priority at the university. These students are provided with a dedicated admissions counselor and waived application and processing fees, as well as the UA scholar funding. The UA Scholar retention rate for FY08 is closing in on 89 percent, up from 85 percent in FY07 and 77 percent in FY06 (see table at left). UAF will continue to strive for a high retention rate for this cohort as it seeks to enroll over fifty percent of the UA Scholars enrolled in the UA System by FY11.

Persistence
Utilizing persistence rates as a measure of success in community campuses is something UAF has chosen to do to best account for the unique characteristics of non-traditional and rural students. At community campuses a student is persisting towards degree attainment if they enrolled in a for-credit course within the UA system during a given fiscal year and return to take another for-credit course during the following fiscal year.

CRCD Campus Persistence Rates

<table>
<thead>
<tr>
<th>CRCD Campus</th>
<th>FY05</th>
<th>FY06</th>
<th>FY06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chukchi</td>
<td>67%</td>
<td>82%</td>
<td>57%</td>
</tr>
<tr>
<td>Bristol Bay</td>
<td>69%</td>
<td>67%</td>
<td>71%</td>
</tr>
<tr>
<td>Interior-Aleutians</td>
<td>69%</td>
<td>68%</td>
<td>66%</td>
</tr>
<tr>
<td>Kuskokwim</td>
<td>72%</td>
<td>61%</td>
<td>51%</td>
</tr>
<tr>
<td>Northwest</td>
<td>69%</td>
<td>68%</td>
<td>55%</td>
</tr>
<tr>
<td>Tanana Valley</td>
<td>61%</td>
<td>58%</td>
<td>56%</td>
</tr>
</tbody>
</table>

Retention rate calculations only count degree seeking students who have consecutive fall terms of attendance. In rural and community campuses, degree seeking students are often not enrolled in consecutive fall terms, but still persist toward a degree and should be accounted for accordingly. For example, the typical Early Childhood Education student works for a Head Start or day care program and can only take 1-3 courses per semester. The combination of regular semester based courses combined with intensive instruction helps move our students toward attainment of their degrees, but we must understand and account for the immediate demands of employment, work and family; the persistence measure allows for that.

Moving the Metric
Communicated Strategies and Investments

The following is an update on past strategies and continuing investments made in student retention at UAF. Some constitute an update to communicated strategies reported in the 2006 Annual PBB Report, while others came out of the recent 2007 Annual Unit Plan reporting process. Altogether, UAF strives to ensure student success, of which first year retention is one indicator.

♦ ANSEP Student Retention Strong. The UAF Alaska Native Science and Engineering Program had another very successful year with an increase from 63 students in fall 2005 to 80 students in fall 2006. The retention rate in the program remains over 90 percent.

♦ Honors Program Reorganized. The UAF Honors Program is now under the direction of the assistant provost. The intent of this move is to provide a more centralized approach to exceptional student programmatic development.

♦ Very Early Warning Program. The university has expanded its Very Early Warning Program started on a trial basis last year. This program asks core course faculty to identify non-participating and poorly performing students during the first three weeks of class so that advisors may take a leading role in helping the student achieve success. The program was started on a trial basis last year as a learning experience to refine methods, and has been expanded to all gatekeeper courses this year. This effort is being coordinated by the Assistant Provost in FY08.

### Metric Investments

**Key Investments to Moving the Metric Forward**

<table>
<thead>
<tr>
<th>Investment</th>
<th>Impact</th>
<th>Source</th>
<th>Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northern Leadership Center</td>
<td>Director, to initiate programs and provide basis for fundraising</td>
<td>FY07 Carry forward</td>
<td>Continuing</td>
<td>$125,000</td>
</tr>
<tr>
<td>Alaska Native Science and Engineering Program</td>
<td>Increase support of program manager position</td>
<td>FY07 PBB</td>
<td>Continuing</td>
<td>$40,000</td>
</tr>
<tr>
<td>Assistant Provost</td>
<td>Increase position from 50% to 75% and increase effort toward retaining General Studies students</td>
<td>FY07 PBB</td>
<td>Continuing</td>
<td>$30,000</td>
</tr>
<tr>
<td>Developmental Education</td>
<td>Increase faculty to meet increased student demand due to mandatory placement</td>
<td>FY09 Budget request</td>
<td>Continuing</td>
<td>$194,000</td>
</tr>
<tr>
<td>Increasing Student Success</td>
<td>Increase advising, supplemental instruction, and improve the Honors Program</td>
<td>FY09 Budget request</td>
<td>Continuing</td>
<td>$286,000</td>
</tr>
</tbody>
</table>
**Student Retention**

♦ **UA Scholar Recruitment.** Incoming UA Scholars from the most recent high school graduating class are up seven percent over last year. UAF has been ramping up its recruitment process for UA Scholars over the last three years. The institution has the specific goal to enroll the majority of UA Scholars by 2010. Towards this effort, the university has streamlined its communication plan, added numerous communications including extensive email correspondence, and has held a number of successful recruiting events. The institution has also been able to track recruitment numbers over the past four years to measure progress and trends. Although initial implementation saw minor difficulties and hurdles, the outlook for future efforts and growth of the process is favorable. There are now two UA Scholar recruiters, one in Fairbanks and one in Anchorage, providing a much more proactive approach to UA Scholar communication and recruitment. The university is excited about the prospects for future years.

♦ **Reallocations to Academic Advising.** Reallocations have allowed the Academic Advising Center to implement a supplemental instruction program. This program employs upper division students who have done well in a lower division course to sit through the lower division course again and mentor current students, out of class, to improve student success in gatekeeper courses. This program has been highly successful. Data indicate that students attending supplemental instruction sessions (207 students for spring 2007) have overall higher grades than students who did not attend these sessions. For courses with supplemental instruction, this typically meant the difference between a passing grade (C or better) and a failing grade. Supplemental instruction efforts are expanding for the 2007-2008 academic year to five course sections each semester.

♦ **General Studies Program Credit Limit.** The university now requires general studies baccalaureate students with more than 75 earned credits to pick a major before registering. This change was based upon national and local institutional research that suggests students with a specific goal complete degrees at a higher rate.

**Looking Ahead**

**FY08 Target, Outyear Goals and Strategies**

The FY08 undergraduate student retention target is 65 percent. Outyear goals trend upwards at a modest pace to reflect continued efforts to increase overall student retention. Increased admissions standards at UAF should increase baccalaureate-seeking student retention rates. The overall design of the Student Success Initiative is intended to foster a better learning environment for all students thus adding to current levels of student success.

UAF anticipates steadily increasing retention rates with the implementation of programmatic improvements, such as improved advising, testing and placement, and an increased and improved developmental education requirement before taking core courses. A significant amount of work has been done to build a solid foundation to support the changes in admissions standards and placement that will take effect in the fall of 2008. The impact of the work and investments made to improve overall student retention at UAF will likely not be reflected in the institution’s retention figures until FY09 or even FY10.

#### Getting an EDGE

**UAF Residence Life**

The office that spends its days and nights with many of our incoming freshmen is the office best positioned for improving student success at UAF. The Department of Residence Life has been on the front lines of student success, working hard to make a positive difference in the lives of the students it serves. Since the advent of the Department’s Residential First-Year Experience program, known as EDGE (Education, Development, Growth, and Experience) in 1999, there has been a noticeable improvement on indicators of student success, particularly in the four-, five- and six-year baccalaureate graduation rates of students who start out as first-time full-time baccalaureate-seeking freshmen. EDGE, a compulsory program for first-time freshmen living on-campus, seeks to impart upon its participants critical skills for college survival.

In a recent PAIR study of first-time full-time baccalaureate degree-seeking freshmen, EDGE participants graduated in six years at an average rate 13 points above non-EDGE participants (see graduation rate graph below). The five-year graduation rate spread between participants and non-participants is approximately 9 points while the four-year graduation rate spread is approximately 5 points. Roughly 55 percent of incoming EDGE-eligible first-time full-time baccalaureate degree-seeking freshmen participate in the program. It is also worthwhile to note impact upon first-year retention rates. The rates show a similar positive relationship between participants and non-participants: first-year retention rates have averaged 7 points higher for EDGE participants over the last five years.

“We like to think it’s all because of our programs,” wryly stated Kevin Huddy, Residence Life Director. Huddy has been the Director of Residence Life since the inception of the EDGE program, and he realizes the EDGE program is really only an important part of a larger university effort. “Prior to EDGE, freshmen were not handled in a coordinated way. EDGE put them into two halls with three times as many staff, gave them college-survival skills and allowed for an overall transition to college life.”

EDGE is not the sole contributor to the advancement of student success at UAF, but it is a major contributor. Other programs such as the Freshmen Orientation program, the UAF Leadership Program, opportunities in undergraduate research, Rural Student Services, and the incredible Outdoor Adventures program have all contributed to the growth in student success at UAF.

<table>
<thead>
<tr>
<th>Graduation Rates: EDGE vs. Non-EDGE Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1999</strong></td>
</tr>
<tr>
<td>6-Year EDGE</td>
</tr>
<tr>
<td>100%</td>
</tr>
<tr>
<td>50%</td>
</tr>
<tr>
<td>0%</td>
</tr>
</tbody>
</table>

---

**Incoming UA Scholars from the Most Recent High School Graduating Class**

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>67%</td>
</tr>
<tr>
<td>2001</td>
<td>68%</td>
</tr>
<tr>
<td>2002</td>
<td>69%</td>
</tr>
<tr>
<td>2003</td>
<td>70%</td>
</tr>
</tbody>
</table>
Increasing the retention rate is facilitated by improvements in administrative as well as academic functions. UAF is working to improve this metric by implementing recommendations of the Enrollment Management Taskforce, linking recruiting to specific programs, invoking mandatory placement, improving student advising, and by placing an emphasis at all schools and colleges on improving student success and retention.

The academic units are keenly aware of their role in student success at UAF. The improvement of retention and graduation rates is on every agenda. Through the Performance Based Budgeting process, the Annual Unit Plans, and the unit-level enrollment management planning process, academic units have used enrollment data to set strategies and policies that affect student success. The following are the major highlights of those efforts and strategies to date.

**CEM Student Success.** CEM is beginning a student success program that focuses on freshman introductory engineering classes (ES 101, GE 101, PETE 103, and MIN 103). The unit plans to engage freshmen with peer counselors, engineering student organizations and specific tutoring groups aimed at assisting students through challenging mathematics courses. These efforts are aimed at providing additional support to incoming students in order to retain students and improve student academic success.

**CNSM Undergraduate Advising.** As part of their efforts to recruit and retain high quality students into their programs, in FY08 CNSM will work toward improving its undergraduate advising, particularly in the Department of Biology and Wildlife. The ideal solution would be to have a full-time staff position to coordinate advising for biology and wildlife and efforts are underway to make this solution a reality.

**Title III Funding of Student Services at Rural Campuses.** Several rural campuses have developed their current operations in student services through Title III funding. It is the intent for these operations to become self-supporting as time progresses. Student services at the rural campuses are vital to the objective of increasing access to opportunities in higher education among rural Alaska students. Increases in degree persistence and completion rates are expected as a result. Title III funding of student services expires in 2010.

**Freshmen Seminars and Learning Communities.** UAF working groups are planning the implementation of these two nationally recognized retention approaches. The faculty have been surveyed concerning their preferences on the form of freshman seminars, which students would be required to take part, the credits associated with the seminar, and related issues. UAF will implement a trial program in fall 2008, with full implementation in fall 2009.

**Supporting Metrics**

**Implemented and Developing Sub-Metrics**

UAF has identified two additional metric-supporting measures that assist its units in understanding how they influence overall university metric retention and overall student success.

- **First-Time Full-Time Baccalaureate Student Retention.** Fall-to-fall retention of the standard first-time full-time degree-seeking baccalaureate freshmen cohort.

- **Baccalaureate Student Retention.** Fall-to-fall retention of the degree-seeking baccalaureate freshmen cohort.

- **Student Persistence Toward Degree Attainment.** A student is persisting towards degree attainment if he or she enrolled in a for-credit course within the UA system during a given fiscal year and then returned to take another for-credit course during the following fiscal year.
**Student Credit Hours**
Quality Higher Education for All Alaskans

**Objective:** Increase the number of student credit hours

**Data Definition:** The number of student credit hours attempted - the total credit hours generated in credit courses at all campuses during the fall, spring and summer terms, including professional, developmental, audited, and distance education hours including yearlong courses.

**Measurable Outcome:** Increased enrollment

**Strategic Importance to UAF:** Important

**Key Contributing Units:** CEM, CNSM, CLA, SOEd, SOM, SNRAS, SFOS, CRCD, Summer Sessions

**Metric Fact:** 44 percent of FY07 Student Credit Hours at UAF were generated at the College of Rural and Community Development; 20 percent of SCH were generated at the Tanana Valley Campus alone.

**FY07 Student Credit Hours**
- Fairbanks Graduate & Professional
- Fairbanks Upper Division
- Fairbanks Lower Division
- CRCD Distance Education
- CRCD Rural Campuses
- CRCD Tanana Valley

**Quick Analysis:** Student credit hour production decreased slightly for a third straight year, following the strong credit hour increase that dominated the first half of the decade. Still, FY07 credit hour production remains only 1 percent below FY03 production levels. FY04 SCH were anomalous, caused by unusually successful industry partnering by the rural campuses. SCH generation by degree-seeking students has remained nearly constant since FY04, while non-degree-seeking students has varied noticeably. Early indications are that FY08 will be level with FY07 in SCH production to 1 percent higher.

**UAF Student Credit Hours including audited hours**

<table>
<thead>
<tr>
<th>Historical Performance</th>
<th>FY00</th>
<th>FY01</th>
<th>FY02</th>
<th>FY03</th>
<th>FY04</th>
<th>FY05</th>
<th>FY06</th>
<th>FY07</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCH generated by degree-seeking students</td>
<td>152,134</td>
<td>153,467</td>
<td>159,533</td>
<td>172,868</td>
<td>183,271</td>
<td>176,206</td>
<td>174,068</td>
<td>170,692</td>
</tr>
<tr>
<td>SCH generated by non-degree-seeking students</td>
<td>170,000</td>
<td>166,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Future Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY08</td>
</tr>
<tr>
<td>174,000</td>
</tr>
<tr>
<td>172,400</td>
</tr>
<tr>
<td>169,000</td>
</tr>
</tbody>
</table>

**UAF SCH by Degree- and Non-degree-Seeking Students**
**Metric Performance**

**Data and Analysis**

**Student Credit Hour Production Down over FY06**

Overall production of student credit hours (SCH) at UAF decreased to 170,692 in FY07, a 2 percent decrease over FY06 and a 3 percent decrease over FY05. The following table shows changes in SCH by course level between FY05 and FY07.

### UAF Student Credit Hour Production by Course Level, FY05-FY07

<table>
<thead>
<tr>
<th>Course Level</th>
<th>FY05</th>
<th>FY06</th>
<th>FY07</th>
<th>1 Year % Change</th>
<th>2 Year % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division</td>
<td>119,430</td>
<td>117,860</td>
<td>116,335</td>
<td>-1%</td>
<td>-3%</td>
</tr>
<tr>
<td>Upper Division</td>
<td>37,425</td>
<td>36,624</td>
<td>35,587</td>
<td>-3%</td>
<td>-5%</td>
</tr>
<tr>
<td>Graduate</td>
<td>16,419</td>
<td>16,740</td>
<td>15,747</td>
<td>-6%</td>
<td>-4%</td>
</tr>
<tr>
<td>Professional</td>
<td>2,932</td>
<td>2,844</td>
<td>3,023</td>
<td>6%</td>
<td>3%</td>
</tr>
<tr>
<td>Total</td>
<td>176,206</td>
<td>174,068</td>
<td>170,692</td>
<td>-2%</td>
<td>-3%</td>
</tr>
</tbody>
</table>

Fairbanks Campus colleges and schools contributed 56 percent of all student credit hours in FY07:

- College of Engineering and Mines (CEM): 4%
- College of Natural Science and Math (CNSM): 17%
- College of Liberal Arts (CLA): 23%
- School of Education (SOEd): 3%
- School of Fisheries and Ocean Sciences (SFOS): 2%
- School of Management (SOM): 4%
- School of Nat. Res. and Ag. Sciences (SNRAS): 2%
- Professional Courses and Other: 1%

All Fairbanks Campus units decreased their credit hour production between FY06 and FY07, combining for a total decrease of 6,588 credit hours (a 6 percent loss).

The College of Rural and Community Development contributed the 44 percent balance of credit hours in FY07:

- Bristol Bay Campus (BBC): 2%
- Chukchi Campus (CC): 1%
- Interior-Aleutians Campus (IAC): 3%
- Kuskokwim Campus (KuC): 2%
- Northwest Campus (NWC): 1%
- Rural College (RC): 15%
- Tanana Valley Campus (TVC): 20%

As a whole, the rural campus credit hour production grew 9 percent between FY06 and FY07 while TVC increased by 7 percent and the Rural College decreased by 1 percent.

The 7 percent increase at TVC is in part due to a major Federal Department of Labor instructional grant establishing the Fast Track Program (see inset *Opportunity Knocks* below). The training initiative enrolled substantially more students in the Fast Track subjects in FY07 resulting in a one-year 86 percent increase in student credit hour production.

### Student Credit Hour Production has Stabilized

Enrollment and student credit hour production at UAF peaked in FY04 and then slightly decreased over the subsequent three fiscal years at an average rate of 2 percent per year. In FY07, the university reported its total SCH production level at 170,692, which lies 7 percent below the FY04 peak, but only 1 percent below the FY03 level of production.

Generally, the decline in SCH at UAF has been attributable to the loss in SCH production among non-degree-seeking students. SCH produced by degree-seeking students is down 2 percent since FY04 but up 3 percent over FY03. In fact, degree-seeking SCH at UAF has been on the rise every year since FY01 until FY07, when production declined nearly 4 percent over FY06. Over the same period in time, non-degree-seeking SCH production has declined 16 percent since FY03, and 22 percent since FY04, but rebounded in FY07 as production increased 5 percent over FY06. Thus, non-degree-seeking SCH production helped the university recover some of its losses in degree-seeking SCH production this past fiscal year.

### UAF Student Credit Hour Production Fiscal Year Comparisons

<table>
<thead>
<tr>
<th>SCH Type</th>
<th>FY03 to FY07</th>
<th>FY04 to FY07</th>
<th>FY05 to FY07</th>
<th>FY06 to FY07</th>
</tr>
</thead>
<tbody>
<tr>
<td>NDS SCH</td>
<td>-16%</td>
<td>-22%</td>
<td>-5%</td>
<td>5%</td>
</tr>
<tr>
<td>DS SCH</td>
<td>3%</td>
<td>-2%</td>
<td>-3%</td>
<td>-3%</td>
</tr>
<tr>
<td>All SCH</td>
<td>-1%</td>
<td>-7%</td>
<td>-3%</td>
<td>-2%</td>
</tr>
</tbody>
</table>

Professional-level credit hour production typically produces approximately 2,900 credit hours per year. In FY03, however, professional courses accounted for 4,485 credit hours, and in FY04 the figure jumped even higher to 5,393 credit hours. This variation in professional-level course enrollments partially explains the non-degree-seeking student impact.

### Metric Investments

**Key Investments to Moving the Metric Forward**

Note: Several Metric Investments listed under High Demand Jobs are similarly applicable to this metric.

<table>
<thead>
<tr>
<th>Investment</th>
<th>Impact</th>
<th>Source</th>
<th>Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Liberal Arts</td>
<td>Recruitment and retention coordinator</td>
<td>FY07 PBB</td>
<td>Continuing</td>
<td>$85,000</td>
</tr>
<tr>
<td>Admissions*</td>
<td>Recruiting and admissions processing staff</td>
<td>FY09 Budget request</td>
<td>Continuing</td>
<td>$120,000</td>
</tr>
<tr>
<td>KUAC</td>
<td>Increase distance delivery of courses via UATV</td>
<td>FY09 Budget request</td>
<td>Continuing</td>
<td>$867,500</td>
</tr>
</tbody>
</table>

*This item represents a high-priority continuing expense funded for FY08 using FY07 carry forward. Permanent funding for these items was requested in the FY09 budget request.*
The Future Looks Bright in FY08
Early enrollment reports look positive for UAF in the coming year.
  • Overall fall 2007 undergraduate applications were up 6 percent over fall 2006, with admits showing a 2 percent increase.
  • Enrollment of admitted students has similarly increased by 2 percent.
  • Overall fall 2007 graduate applications were up 9 percent with actual enrollment of admitted students up by 5 percent.
  • Retention figures remain strong at around 72 percent.

Enrollment at the rural campuses continues to fluctuate from year to year. These fluctuations are closely tied to levels of external grant-funded instruction. With most of the rural campuses heavily investing in student services via their Title III grants, FY08 enrollment and subsequent SCH production should be on the rise. Additional investments in new programs plus the addition of two new campus instructional facilities (a vocational center at Bristol Bay and a science classroom at Chukchi) further support a growing enrollment at the rural campuses.

Moving the Metric
Communicated Strategies and Investments

Throughout FY07 UAF has been changing the way it interacts with its students and engages its market segments. Several strategies are documented under High Demand Jobs, Enrollment Management Plans, and/or Student Retention. Below are just a few more strategies invoked in FY07 and their results.

♦ Actively Recruit UA Scholars. UA Scholar applications from the most recent high school graduating class are up 8 percent for the fall of 2007. Additional discussion concerning student recruitment efforts is under Enrollment Management Plans below.

♦ Electronic Recruitment. TargetX was brought on in FY07 as a tool for developing an effective, inexpensive electronic marketing campaign. The results have been positive (see inset E-Recruiting under Enrollment Management Plans below).

Looking Ahead
FY08 Target, Outyear Goals and Strategies

The FY08 production target is 172,400 student credit hours representing a 1 percent increase over FY07. Outyear goals trend upwards at roughly the same rate per year. The university is forecasting an upward enrollment trend in anticipation of positive results stemming from its strategic investments in student recruitment, student success, workforce development, and the addition of new academic programs.

Ultimately, production will reflect some combination of effects related to student and industry demand, perceptions of value, tuition and fee pricing, availability of financial aid, ease of access, availability of research funding, reputation and marketing. Some of these influences lie external to the university while others are wholly within the institution’s control. The degree to which each factor controls credit hour production is difficult to assess and ultimately projections are an educated guess, with the hope that the strategic investments and direction changes made by the university will lead to improvement.

Clearly tuition pricing has a great effect, as do workforce development investments in industry-identified areas of demand. Take, for example, the Fast Track program at Tanana Valley. That program eliminated tuition costs to program participants in key industry identified areas of job market high demand for one year: program enrollment shot up, certificate production set a record high mark, and credit hour production within the program area rocketed skyward (see inset Opportunity Knocks below for more information on the TVC Fast Track program). Past relationships between industry-identified demand and tuition pricing have led to similar results at the rural campuses of UAF. The degree to which these programs promote job creation and long-term career opportunities versus responsible stewardship of public financial resources poses a difficulty to the university as it looks to further define pathways for student success.
The UA Scholars program is a genuine testimonial to the effects of financial aid and the reduction of barriers to higher education. There is no real way to determine how many of Alaska’s exceptional high school students the UA Scholars program kept from leaving the state to attend an Outside institution. Perhaps even more importantly, we don’t know how many UA Scholars newly viewed higher education as a realistic option for them following high school. Still, market research indirectly demonstrates that the program is moving mountains. A recent study by Statewide Planning and Budget shows that the percent of college bound Alaska high school graduates has increased 5 points from 43 percent as of fall 1996, to 48 percent as of fall 2006. Even better, 63 percent of these college bound students are now choosing UA over any other institution representing an 18 point increase over fall 1996. This fantastic change in student choices is based on a variety of factors: marketing, perceptions of value, availability of programs, and reputation, but above all else must be the financial assistance and the consequent ability to simply access higher education. It is critical to point out that while these figures are good, a majority of Alaska’s high school graduates are still choosing to not go to college at all. As a comparison, the national average for the entering class of fall 2004 showed that 73 percent of high school graduates are college bound. This indicates that there is still something more holding Alaska’s students back from attending college; the availability of financial assistance and the ability to access higher education is an ongoing challenge facing the university and its students.

The level of research funding is yet another critical channel that influences student credit hour production at the university. Consider research activity at UAF since FY01: for every one percent increase in research expenditures, fall semester graduate student enrollment has similarly increased one percent. Specifically, research expenditures have risen from $79M in FY01 to $123M in FY07, a 43 percent increase, while graduate student enrollment has increased from 762 students in fall 2000 to 774 students in fall 2006, a 40 percent increase. Graduate students at UAF generated 12,582 credit hours in FY01 and 16,727 credit hours in FY07 representing a 31 percent increase in production. Overall student credit hour production at UAF increased 11 percent over the same period. The tie-in between research activity and graduate student enrollment and credit hour production is clear. Continued growth in graduate credit hour production, therefore, is somewhat dependent upon the future of research investment at the university.

Student credit hour production is a serious issue for the instructional units at UAF and every unit is working hard to generate SCH. Units with a large service instruction (general education) responsibility indicate that their courses are full at the lower division level, but typically they have capacity to accommodate more students in the upper division. Such units require investments at the lower division in order to grow credit hour production. Rural campuses are largely dependent upon Federal instructional grants and industry-led investments in order to develop new programs that result in credit hour production increases. The campuses largely need hard money investments to meet the growing demand in their regions as Federal dollars are less available. Specialized units show excess capacity and have developed enrollment management plans that address how they plan to attract new students to their programs.

---

The campus with the greatest growth in the entire UA system in high demand job degree programs is found right here in the golden heart of Alaska: the Tanana Valley Campus. As a vocational and technical gateway, TVC is redefining workforce development for Alaska and the TVC Fast Track Training Program is instrumental to that process. Implemented in FY07 through a Federal Department of Labor grant, the primary goal of the program is to allow interior Alaska workers to complete workforce development certificate programs in industry-identified high-growth, high-demand job categories. The three year grant is specifically designed to enable TVC to produce up to 90 graduates each year from the six certificate programs supported by the grant.

Besides the classroom experience, students have had the opportunity to witness their education in action. One example is the field trip students took to the Golden Valley Electrical Association North Pole expansion project facility to view an ultra modern gas-fired combined cycle plant. Not only were they allowed to observe the application of classroom instruction, but it also enabled them to ask critical questions of practicing industry experts.

The compressed 9-12 month format enables students to quickly put their new job skills to work. Fast Track offers six certificate programs that provide training in the oil and gas, diesel and automotive, safety, drafting, and power generation industries. The current $24/hour average entry-level wage for these industries is an incentive for enrollment. Last year, 90 students entered the Fast Track Program. Within one year, 46 of these students walked across the commencement stage with a certificate in hand. By the end of the summer, 27 program completers were employed in their field of interest, while six elected to continue into an associate-level program.

While this program’s success is mainly reflected in the high demand job degree metric, cross-over impacts are demonstrated in student credit hour production, thus showing that a single strategic investment can improve performance on several metrics. Since inception of Fast Track, there has been an 86 percent increase in student credit hour production in the subjects supporting the training program. The results of the Fast Track program provide convincing evidence that point investments in workforce development at UAF yield immediate, positive results.

---

**TVC Fast Track Student Credit Hours by Subject**

<table>
<thead>
<tr>
<th>Subject</th>
<th>FY03</th>
<th>FY04</th>
<th>FY05</th>
<th>FY06</th>
<th>FY07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronics Technology</td>
<td>1000</td>
<td>1200</td>
<td>1500</td>
<td>1800</td>
<td>2000</td>
</tr>
<tr>
<td>Trades and Technology</td>
<td>500</td>
<td>600</td>
<td>700</td>
<td>800</td>
<td>900</td>
</tr>
<tr>
<td>Diesel Technology</td>
<td>300</td>
<td>400</td>
<td>500</td>
<td>600</td>
<td>700</td>
</tr>
<tr>
<td>Safety and Health</td>
<td>200</td>
<td>300</td>
<td>400</td>
<td>500</td>
<td>600</td>
</tr>
<tr>
<td>Automotive</td>
<td>100</td>
<td>200</td>
<td>300</td>
<td>400</td>
<td>500</td>
</tr>
<tr>
<td>Drafting Technology</td>
<td>50</td>
<td>100</td>
<td>150</td>
<td>200</td>
<td>250</td>
</tr>
<tr>
<td>Process Technology</td>
<td>100</td>
<td>200</td>
<td>300</td>
<td>400</td>
<td>500</td>
</tr>
</tbody>
</table>
The above discussion lists many of the controllable factors influencing the level of student credit hour productivity at the university. Demographic and economic factors such as unemployment rate are among the numerous factors that the university does not control. Still, at UAF it is clear that the following primary influences will impact SCH production in the coming year and beyond.

Positive Impacts
- Steady growth in the undergraduate fisheries, engineering, and health programs
- Strengthening rates of undergraduate student retention
- Strategic goals to enroll the majority of UA Scholars will add to the university's undergraduate degree-seeking base.
- Strategic realignment of student services, from admissions to advising, will promote student recruitment and success.

Negative Impacts
- Graduate enrollment growth will slow as research investment slows.
- Professional-level course production will continue to vary widely.
- Instructional-grant awards at the rural campuses will become increasingly challenging to secure as these opportunities become susceptible to the same external forces influencing Federal research grants.
- Federal funding for the Fast Track Program will gradually be phased out, likely resulting in a loss of credit hours as highly price sensitive students choose not to participate in the program courses.

These primary influences indicate, on the balance, that credit hour production will begin to rise in FY08 and increase gradually in the years beyond. The following are additional efforts and strategies to highlight:

- SNRAS Baccalaureate Overhaul. SNRAS has retooled its baccalaureate programs. Baccalaureate program interest is rapidly increasing as the three MAUs collaborate on specific aspects of the geography program. UAF will focus on the circumpolar north and polar rim, UAA will focus on international trade and UAS will focus on physical geography.
- Revitalizing Fisheries. SFOS will be hiring 5 new faculty in FY08 and 9 more in FY09 to meet expected demand in its newly retooled baccalaureate programs. They have introduced the fisheries minor and are near completion of their new learning center – a “smart” center that will allow the school to reach all of their students across the state.
- CLA Recruitment and Retention. CLA is in the process of hiring a recruitment and retention coordinator. The goal of the position is to coordinate recruitment and retention efforts both within the college and between the college and the Office of Student and Enrollment Services. Impacts from the position will be observed by increased levels of student credit hour production, particularly in upper-division SCH from under-utilized majors, and in student retention.
- A New Cohort of Linguistics Graduate Students. The first cohort of 16 SLATE students (supported by a large 3-year Department of Education grant) began the MA in Applied Linguistics in the summer of 2007.
- BBC Vocational Education Faculty. The Bristol Bay Campus is entering into its first full academic year with its new training center. The new construction allows for a larger program in welding, plus support for other vocational and technical training programs. Overall, the center will provide for an increase in campus SCH production.

Supporting Metrics

Implemented and Developing Sub-Metrics

There are a limitless number of ways to look at student credit hours. Below are some fundamental ones that the university is tracking in order to better understand the changes in the broader student credit hour metric.

- SCH by Course Level. Particularly at the upper division and graduate levels, credit hours broken out by course level yields considerable insight. For units with a large lower division service component, credit hours by level is particularly useful for understanding the extent to which the unit serves its majors in the upper and graduate divisions, compared with its service to students from other programs.
- SCH by Programmatic Area. Particularly for CRCD, breaking out credit hours by programmatic area gives a level of detail on credit hour production for programs that may cross units. For example, Early Childhood Education is a program that takes place both in Fairbanks, through the Tanana Valley Campus, and at the rural campuses. Analysis of ECE credit hour production requires the collection of combined data rather than campus-by-campus data. Developmental Education is another prime example of this.
- SCH by Degree-Seeking Status. This breakout is particularly useful in analyzing trends produced by degree-seeking and non-degree-seeking students.
Objective: Diversify funding sources to reduce reliance on State General Fund

Data Definition: Total amount of university-generated revenue from University (auxiliary, tuition and fees, indirect cost recovery, interest), Federal, CIP, and State Inter-Agency Receipts.

Measurable Outcome: Increase in university-generated revenue.

Strategic Importance to UAF: Important

Key Contributing Units: VCAS, VCR, VCACE, CEM, CNSM, CLA, SOEd, SOM, SNRAS, SFOS, CRCD, IAB, ARSC, IARC, GI, UAMN, Rasmuson Library, Student and Enrollment Services, Provost Office.

Metric Fact: Revenue from tuition and fees has increased 74 percent over the last ten years from $17.0 million in FY98 to $29.7 million in FY07. Meanwhile, fall semester student FTE has fluctuated between 4,662 (FY00) and 5,707 (FY04), but still only yields a 3 percent increase between FY98 and FY07. The ratio of tuition and fee revenue per student FTE, however, has steadily increased year after year from $3,283/SFTE in FY98 to $5,545/SFTE in FY07. UAF draws in more tuition and fee revenue than the UA system FY07 average of $4,885/SFTE.

Quick Analysis: University generated revenue increased 4 percent over FY06 despite small decreases in research revenue and total student credit hours. Non-general fund research revenue dropped by roughly $1 million in FY07, although Federal receipts were up 1 percent. Student tuition and fees increased nearly 6 percent while auxiliary receipts produced a 3 percent increase. At the close of FY07, the university received 63 percent of its funding from non-General Fund sources, down two points over FY06. Altogether, university generated revenue grew in FY07 at a rate roughly equivalent to inflation.
University Generated Revenue

The ratio of state dollars to external research revenue is only about 4-to-1. Preliminary estimates indicate that the ratio for UAF will drop to around 5-to-1 in FY07.

Looking Ahead
FY08 Target, Outyear Goals and Strategies

The FY08 target for university generated revenue is $218 million, reflecting a 3 percent expected increase in non-General Fund revenues. Research revenue is expected to hold steady at around $105 million, an expectation that is consistent with the university’s forecast for restricted research expenditures in FY08. Revenue from student tuition and fees is expected to increase approximately 7.5 percent in FY08 and 6 percent in FY09. Federal receipts are projected to increase 2 percent in FY08 while indirect cost recovery is expected to return at about the same amount in FY08 yielding a zero net change over FY07. Generally, university generated revenue at UAF is expected to climb at a rate roughly equivalent to inflation.

Supporting Metrics
Implemented and Developing Sub-Metrics

University Advancement. Although not formally a part of this metric, UAF is aggressively working on achieving substantial increases in philanthropic giving. The newly established UAF Philanthropy Plan is breathing new life into Development (see the Building Momentum inset below). Action is recommended in inserting annual development activity into the definition of university generated revenue.

Metric Performance
Data and Analysis

University Generated Revenue Slowly Climbs
The university continued to increase the bottom line in university generated revenue for a fifth year in a row as revenue increased 4 percent over FY06. Broken down by category, university generated revenue at UAF shifted from FY06 to FY07 by:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Receipts</td>
<td>+1 percent</td>
</tr>
<tr>
<td>Auxiliary Receipts</td>
<td>+3 percent</td>
</tr>
<tr>
<td>CIP Receipts</td>
<td>+25 percent</td>
</tr>
<tr>
<td>Indirect Cost Recovery</td>
<td>-1 percent</td>
</tr>
<tr>
<td>Interest Income</td>
<td>+13 percent</td>
</tr>
<tr>
<td>State Inter-Agency Receipts</td>
<td>+13 percent</td>
</tr>
<tr>
<td>Student Tuition and Fees</td>
<td>+6 percent</td>
</tr>
<tr>
<td>University Receipts</td>
<td>+12 percent</td>
</tr>
</tbody>
</table>

Ratio of General Fund Revenue to Non-General Fund Revenue
Adjusting overall revenue for PERS/TRS increases and university intra-agency receipts, the ratio of non-General Fund revenue to overall university revenue decreased in FY07 nearly two points. At the end of the 2007 fiscal year, UAF generated 62 percent of its total adjusted revenue from non-General Fund sources. On average, over the past three years, the university is generating revenue from non-General Fund sources at a rate two points higher than ten years ago in FY98.

Percent of Total Revenue from Non-General Fund Sources

Research Revenue
A substantial part of university generated revenue is sourced from external research grants and contracts. In FY06, the university received 6.2 dollars in external research revenue for every dollar of research revenue from the State. This ratio is very impressive. Across the nation, the

Metric Investments
Key Investments to Moving the Metric Forward

<table>
<thead>
<tr>
<th>Investment</th>
<th>Impact</th>
<th>Source</th>
<th>Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advancement</td>
<td>Match for UA Foundation and base funding to enhance fundraising</td>
<td>FY07 Carry-forward</td>
<td>Continuing</td>
<td>$450,000</td>
</tr>
</tbody>
</table>
Building Momentum
Advancement and Philanthropy

The vision for UAF articulated in the Strategic Plan 2010 remains strong, and success ultimately depends on one key factor: the Philanthropy Plan. As the university advances toward its goals, it is clear that the Philanthropy Plan is guiding its efforts in the right direction and leading to astounding progress.

This year’s success has provided exciting momentum to the university’s efforts. A positive endorsement of the new Philanthropy Plan came from the significant increase in donors: Annual Giving program donations doubled to $187,000. More importantly, the number of donors contributing to the program went up by 77 percent, including a remarkable 35 percent increase in contributing alumni. This shows a community commitment to changing the lives of students at the university.

The Annual Giving program is essential to achieving the university’s goals because it offers the powerful resource of general unrestricted funds. These dollars go directly to students, faculty and staff in many forms. With the newly created Dean’s Discretionary Fund, for example, deans are able to expand their Schools’ or Colleges’ efforts at fundraising.

To meet the overarching goal of impacting students’ lives and investing in the future, the Office of Development has focused on decreasing student loan debt. Due to a generous and supportive response from donors, UAF offered $700,000 in scholarship awards last academic year.

Many funds carry a global impact, like the $250,000 pledge from the Liz Claiborne & Art Ortenberg Foundation to fund the Dr. George Schaller Fellowship. This fund brings international graduate students here to UAF to advance their research skills in conservation.

Partnerships with donors like this give UAF its solid reputation for global impact. Likewise, community results are just as critical. Thanks to local business leader Bill Stroecker, a student editor of our campus weekly, The Sun Star, earned a Helen Van Campen Journalism Scholarship which furthered her career and educational goals.

In the academic realm, corporate philanthropy plays a vital role in supporting scholarships and outreach programs, such as the Science for Alaska Lecture Series, now sponsored by Alyeska Pipeline Service Company, and course investment through the Rural Alaska Honors Institute by donors like Wells Fargo. These kinds of strategic partnerships with corporations are key to the relationship-building that allows UAF to demonstrate steady, increasing success with the Philanthropy Plan.

In-Kind Donations. One area of university generated revenue that goes largely undocumented is found at the rural campuses: in-kind donations by community and industry partners. Several courses every year are made possible through the generous donation of space, transportation and instruction by various community partners connected with the rural campuses. The College of Community and Rural Development keeps soft-ledger documentation on these critically important in-kind donations.
**Objective:** Coordinate student recruitment and retention investments.

**Data Definition:** The number of academic units implementing a unit enrollment management plan that is deemed effective.

**Measurable Outcome:** Increase the number of effective plans.

**Strategic Importance to UAF:** Important

**Key Contributing Units:** CEM, CNSM, CLA, SOEd, SOM, SNRAS, SFOS, CRCD, Student and Enrollment Services, Provost’s Office

---

**Quick Analysis:** Unit enrollment management plans have been systematically assessed for their effectiveness in setting realistic goals relating to student recruitment, retention and graduation. The Office of Student and Enrollment Management has been working directly with each of the academic units in the development and maintenance of their plans. Key to this process has been to make the plans a data-informed road map to achieving measurable results within a stated time frame. Beyond the plans themselves, action has been taken to improve student recruitment and services to include university participation in NSSE, development of unit-level enrollment funnels, and admissions process reorganization.

---

**Metric Performance**

**Data and Analysis**

**Making Enrollment Management Effective**

UAF has developed both a comprehensive university strategic enrollment plan and individual college and school enrollment management plans. In spring 2007, the individual college and school enrollment management plans were evaluated for content and effectiveness: 10 out of 15 plans were rated as good while five plans still needed work. Follow-up meetings with unit enrollment management teams have been held to make unit plans more effective. In addition, the college and school enrollment management plans have been standardized into a format that will help in the development, implementation, and assessment of enrollment management goals.

**Activating the Plans: Results in Recruitment**

Enrollment management plan development at the unit level is leading to excellent results in undergraduate recruitment, especially in engineering. The UAF Enrollment Management Plan 2006 developed by Student and Enrollment Services advanced central recruitment efforts that likewise aided in obtaining the following results for fall 2007 over fall 2006:

- Undergraduate applications are up 6 percent.
- First-time freshmen applications are up 2 percent.
- UA Scholar applications from the most recent high school graduating class are up 8 percent.
- Transfer applications are up 23 percent.

Specifically, in engineering:

- Undergraduate applications are up 42 percent.
- First-time freshmen applications are up 45 percent.
- UA Scholar applications from the most recent high school graduating class are up 77 percent.

Other noteworthy application figures include:

- First-time freshmen applications to programs are up 13 percent in CLA; 9 percent in CNSM; 16 percent in SOEd; and 15 percent in SOM.

---

**Metric Fact:** Over the past year, UAF Student and Enrollment Services moved the unit plans to a standard format and ensured that each unit plan ties into other strategic documents such as the SES Enrollment Management Plan, Strategic Plan 2010, the unit's Annual Unit Plan, and the Statewide PBB Metrics.
Moving the Metric
Communicated Strategies and Investments

Student and Enrollment Services made numerous changes to enrollment planning in FY07 in an effort to increase enrollment for fall 2007. These changes are critical to the effort UAF is putting forth to grow enrollment, retain students, and advance higher education access to all Alaskans. Action was taken in FY07 to bolster student recruitment, retention and graduation. Implemented actions and changes to highlight include:

♦ Standardized Unit Enrollment Plan Format. A universal approach to plan format helps to ensure that all units are communicating along the same lines of strategy and policy and allows for cross-unit comparisons.

♦ Annual Unit Plan Connection. The format of the enrollment management plans was coordinated with the annual unit plans, so information developed could be used for multiple documents and reports.

♦ UAF Enrollment Management Plan Connection. UAF Enrollment Management Plan 2006 was coordinated with the individual unit plans. Effective unit plans feed directly into the overall university plan.

♦ National Survey of Student Engagement (NSSE). UAF participated in NSSE during FY07. The results are constructive in pointing out where attention to student services are necessary. For example, NSSE results indicated that UAF has a larger percentage of incoming freshmen who care for dependents, versus the national standard, while UAF seniors do not. This suggests that the university may be losing students with dependents at some point before their senior year. The value of understanding such aspects of the student body is obvious. Action based upon the results of NSSE will be taken in the coming year.

♦ Ongoing Enrollment Management Consultation. SES has retained the services of Len Hightower in an ongoing effort to realign SES. From financial aid to admissions to strategic enrollment management, Hightower is helping the office make permanent changes to operations and policy that will affect student success for years to come.

♦ Dedicated Link to Institutional Research. SES and unit-level enrollment management teams are dedicated to formulating data-driven decisions on policy and action. To that end, the Office of Planning, Analysis and Institutional Research has dedicated one FTE to the ongoing needs of identifying trends in measures of student success.

♦ Student Success Initiative Taskforce. Sub-committees analyzed several critical issues related to the implementation of higher admissions standards. Recommendations made will be acted upon in FY08.

♦ Admitted Student Questionnaire (ASQ). The ASQ was administered to help elucidate the reasons why students chose to enroll at UAF versus other universities. The questionnaire was given to all admitted students whether they enrolled at UAF or not.

Looking Ahead
FY08 Target, Outyear Goals and Strategies

The FY08 target for effective enrollment management plans is 100 percent. Outyear goals will seek to continue this top level of plan efficiency. The development of effective enrollment management plans throughout the university has been a primary goal of the Office of Student and Enrollment Management for the last few years. The university is making an appreciable effort in reorganizing and realigning its resources in the recruitment of new students and the retention of current students. The following strategies will be used to increase enrollment in FY08 and beyond.

♦ A Two Week Application-to-Admit Response Time. Processing of applications is being reorganized with the goal of admitting a student within two weeks of receipt of a student’s completed application. This is a top-level priority goal for the university in FY08. Actions to be taken to achieve this goal include:
  • Change polices related to students with below minimum admissions requirements to admit to BI, AA or certificate and assign to General Studies for advising rather than send to colleges and schools for permission to admit.
  • Align admission requirements among colleges and schools to two high school preparation standards instead of six: one for the sciences and engineering, and one for liberal arts and business.
  • Expedite applicants with a 3.5 or higher high school GPA.
  • Team clerks and evaluators with admissions coordinators assigned to a territory.
  • Dedicate one staff member to evaluate transfer applications.
  • Dedicate one staff member to evaluate Tanana Valley Campus applications.
  • Work with Statewide and the other MAUs to try to reduce the redundancy of entering application and student information multiple times on fourteen different Banner screens.
  • Work with Statewide to reduce OnBase document acquisition time.
  • Cross-train evaluators and clerks so they can stay with one application from receipt to admission.

♦ Enrollment Funnel Analysis. A comprehensive baccalaureate-level recruitment and retention analysis of student cohorts has been delivered to the academic units for their use in modification of their unit-level enrollment management plan. The “funnel” simply shows yield conversion rates from year-to-year as a student cohort advances from applicant to admitted student to freshman to sophomore, junior, senior and finally graduate. While the relationship between applicants in and graduates out is not linear, the ratio does give a data-informed starting point for discussion in recruitment, retention and graduation, especially at the key yields of admits-to-freshmen and freshmen-to-sophomores. Results of these comprehensive enrollment management analyses will be infused into unit-level enrollment management plans in the coming year.

Metric Investments
Key Investments to Moving the Metric Forward

<table>
<thead>
<tr>
<th>Investment</th>
<th>Impact</th>
<th>Source</th>
<th>Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions</td>
<td>Recruiting and admissions processing staff</td>
<td>FY07 Carry-forward</td>
<td>Continuing</td>
<td>$120,000</td>
</tr>
</tbody>
</table>

31
♦ **Retention and Recruitment Taskforce.** SES has established two new teams dedicated to identifying, analyzing and making recommendations for change in the areas of retention and recruitment. Both teams are following a data-informed model for policy assessment and action.

♦ **Strategic Financial Aid Leveraging.** SES is analyzing how UAF uses undergraduate financial aid to attract students to the university. Analysis of college aptitude test scores and high school GPA along with the current use of financial aid awards is being applied to enrollment figures to get a sense of how the university is currently using its resources to attract the type of student that discovers success at UAF. Results of this analysis will be parlayed into changes in financial aid and recruitment policy in the coming year.

♦ **Unit Recruiter-Advisors.** Recruiter-advisors are being hired at SFOS, CEM, SNRAS and CLA. Equipped with critical tools such as an effective unit-level enrollment management plan along with the enrollment funnel analysis and other ad hoc data reports, the recruiter-advisor will play a critical role in improving student success within the unit.

♦ **Admission Counselor Territory Management.** Admissions counselors will be assigned to a region of the United States for which they are responsible for recruiting. They will each be given target numbers for applications, admissions, and enrollment for their region based, initially, on historical recruitment data. Numerous universities utilize this model; using it will provide admissions counselors with the ability to develop relationships with high school counselors, to have a better understanding of their region, and to be accountable for their results.

♦ **Anchorage High School Counselors.** High school counselors of the Anchorage School District will be brought to Fairbanks for a campus visit. This is an effort to familiarize them with the vast array of opportunities for their students at Alaska's flagship university.

♦ **Strategic Advising.** In effort to increase admit-to-enrollment yield rates, students entering a major will be contacted by their program, while undeclared students will be contacted by General Studies advisors.

### Supporting Metrics Implemented and Developing Sub-Metrics

The **UAF Enrollment Management Plan 2006** describes seven goals for creating effective enrollment management at UAF. The goals will be used as a guide in developing new submetrics in the future.

♦ **Goal A.** Increase the university-wide full-time baccalaureate six-year graduation rate by at least 40 percent by 2010.

♦ **Goal B.** Increase the university-wide freshman baccalaureate-seeking retention rate to at least 75 percent.

♦ **Goal C.** Increase enrollment with an emphasis in selected areas such as programs of distinction and high demand job areas.

♦ **Goal D.** Enroll the majority of UA Scholars choosing the UA system.

♦ **Goal E.** Raise baccalaureate admissions standards by fall 2008.

♦ **Goal F.** Identify and implement new student success measures.

♦ **Goal G.** Implement best practices of enrollment management.

### E-Recruiting

**TargetX**

Reaching potential students is one challenge facing recruitment efforts at UAF. For years, methods that worked were direct mail campaigns, telephone calls, college fairs, and high school visits. While direct contact with potential students remains critical, especially for getting students enrolled after they have been admitted, the methods of initially contacting potential students have changed. Electronic communication is proving to be the communications style of the current generation, consisting of e-mails, instant messaging, blogs, video messaging, and chat rooms. In fall 2006, the UAF Admissions office contracted with TargetX, an e-mail marketing service company that is making a real difference in university recruitment success. TargetX is the leading provider of interactive marketing technology and services for nearly 450 colleges and universities.

The university made the strategic decision to use the TargetX e-mail marketing campaign concept because of its ease of use, tools that provide instant feedback, and affordability. TargetX has provided significant improvement to the recruitment process of potential students by:

- Providing access to thousands of students in a format that traditional college age students are familiar with.
- Making it possible for Admissions to track what potential recruits did with the e-mail, such as whether the e-mail was opened, if the recipient clicked on the UAF web site, explored the UAF web site, or even if they applied to the university.
- Lowering the cost of direct student marketing - sending out over 500,000 e-mails costs less than one-tenth of a penny per e-mail.
- Giving instant feedback as to which e-mails were most effective and which ones were not.

Traditional brochures are costly to print and are expensive to mail, and there is no cheap and immediate way to know the impact they had on a student’s decision to apply or enroll at UAF. With electronic marketing, the process becomes data-informed in a short amount of time, allowing for critical marketing and recruitment decisions to be made immediately.

The results of the first e-mail campaign are set out below. The first attempt at this went well with 541 students who received e-mails eventually enrolling. UAF will continue the TargetX e-mail campaign process this year to recruit students for fall 2008.

#### FY07 TargetX E-Recruiting Campaign Results

<table>
<thead>
<tr>
<th>Initial E-mail Campaign</th>
<th>Interaction of Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responded: 9%</td>
<td>Interacted with website: 6%</td>
</tr>
<tr>
<td>Did not respond: 85%</td>
<td></td>
</tr>
<tr>
<td>E-mail bounced back: 6%</td>
<td>Only viewed website: 94%</td>
</tr>
</tbody>
</table>
**Objective:** Assess student learning in all degree and certificate programs and use the information to improve programs.

**Data Definition:** The percentage of degree and certificate programs that have implemented an effective outcomes assessment plan.

**Measurable Outcome:** Improvement of instructional programs.

**Strategic Importance to UAF:** Important

**Key Contributing Units:** CEM, CNSM, CLA, SOEd, SOM, SNRAS, SFOS, CRCD, Provost’s Office

---

**Quick Analysis:** UAF student learning outcomes assessment has two parts: 1) assessment of learning in the baccalaureate (and AA) degree core curriculum, which focuses on the common set of learning experiences, and 2) assessment of learning in degree and certificate programs, which addresses the learning of students in their area of specialization. Core curriculum outcomes assessment has been conducted since 1998. However, few programs conducted specialized outcomes assessment before 2003. Now, nearly all baccalaureate and graduate programs are conducting assessment and using the information collected to improve curriculum and delivery. Associate degree and certificate programs have lagged somewhat in implementation, but currently all active programs have submitted an assessment plan and over 50 percent have implemented their plans satisfactorily.

---

**Metric Performance**

**Data and Analysis**

In 2006, 84 percent of UAF degree and certificate programs were conducting satisfactory assessment that is consistent with the *Guidelines for Outcomes Assessment* that have been established for this metric by the Statewide system. Nearly all baccalaureate and graduate degree programs are conducting satisfactory assessment, as are most associate degree and certificate programs. However, associate degree and certificate programs face challenges in implementing assessment. Such programs are established (and terminated) much more frequently than higher degree programs, with 40 percent of CRCD programs having been initiated in 2000 or later. Further, these programs are mainly staffed by term and adjunct faculty, who have a relatively high turnover rate. Thus it has been difficult to maintain consistent assessment data collection and reporting.

**UAF Assessment of Degree and Certificate Programs**

<table>
<thead>
<tr>
<th></th>
<th>FY04</th>
<th>FY05</th>
<th>FY06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs satisfactorily meeting guidelines</td>
<td>20%</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>Programs not satisfactorily meeting guidelines</td>
<td>80%</td>
<td>60%</td>
<td>40%</td>
</tr>
</tbody>
</table>

Systematic assessment of student learning is a requirement for accreditation. Most UAF degree and certificate programs developed assessment plans in 1998-2000, in preparation for the self-study and reaccreditation of UAF by the Northwest Commission on Colleges and Universities, which was completed in 2001. However, in their recommen-
Outcomes Assessment

The evaluators correctly noted that UAF had not yet implemented assessment of most degree and certificate programs, and UAF was required to report on assessment progress in its 2006 5th year interim accreditation report. After reviewing the 2006 report and conducting a site visit, the evaluators concluded (full report available at http://www.uaf.edu/provost/accreditation/5yr_interim_accreditation_report.pdf):

"Finally, it appears clear that the University of Alaska Fairbanks and the University of Alaska System have adopted a rather thorough assessment model as the basis for planning and budget allocation. … It is concluded, therefore, that although improvements are still needed and it is important that UAF continue to nudge or push, as appropriate, all units into full participation in the assessment programs it has now established, the University of Alaska Fairbanks appears to be in compliance with Standard 2.B Educational Program Planning and Assessment, Standard Indicators 2.B.1; 2.B.2; 2.B.3; Policy 2.2. Educational Assessment."

Moving the Metric Communicated Strategies and Investments

The following are the strategies being employed to improve student learning outcomes assessment:

♦ The Provost’s Office requires all degree and certificate programs to have current program file assessment plans.

♦ The Provost’s Office requires annual outcomes assessment reports, which are evaluated according to Statewide criteria for this metric.

♦ The Provost meets with department chairs or program directors in units that are not conducting satisfactory assessment to explain the methods and importance of continuous assessment and improvement.

♦ Programs are encouraged to use embedded assessment, which builds assessment into the curriculum.

♦ Every five years, as part of Program Review, programs are required to submit an extensive report on assessment, including presentation and analysis of data collected, description of changes in curriculum or delivery that have been made in response, and any resulting changes in student learning that have been documented.

Looking Ahead FY08 Target, Outyear Goals and Strategies

♦ The goal for FY09 and beyond is for 100 percent of programs to implement student learning outcomes assessment.

♦ UAF will comply with soon-to-be established National Association of State Universities and Land Grant Colleges (NASULGC) standards for assessment and publication of assessment results.

Instant Chemistry Student Learning Assessment

The Department of Chemistry and Biochemistry has built ongoing assessment of student learning into the teaching of key courses and is gradually expanding this effort throughout their curriculum. Even more important, the results of the assessment are guiding improvements in course content and instruction.

One approach involves using nationally standardized examinations available from the American Chemical Society. In fall 2006, the ACS exams were administered to students completing CHEM 106X General Chemistry and CHEM 322 Organic Chemistry. Overall, the distribution of scores for UAF students in these classes was very similar to that of students nationally.

More importantly, however, the incorrect responses of the students are analyzed to discover which concepts are not understood, and what kinds of misconceptions are most common. This enables the professor to emphasize these areas or offer alternative explanations in subsequent classes.

Another assessment involved comparing the grades of students in General Chemistry to their capabilities in mathematics. This comparison showed that students who were not ready for MATH 107X (pre-calculus) were unlikely to pass General Chemistry. This result led to establishing a math prerequisite (either MATH 107X enrollment or an equivalent SAT score) for General Chemistry.

A final example of assessment is the use of ‘clickers’ (small radio frequency transmitters) in some chemistry classes. These instruments allow the professor to see, within seconds, class response to a question (see screen shot image below). This offers immediate feedback on whether or not the students have understood the material being presented. The professor, subsequently, can offer additional explanation of ideas the students have not grasped.

By collecting and using assessment information, the Department of Chemistry and Biochemistry is finding out how to help students succeed and ensuring that they meet national learning standards.

Indicate the correct number of protons, neutrons and electrons for $^{52}_{24}$Cr

1. 52 protons and 24 neutrons
2. 28 neutrons and 52 electrons
3. 24 electrons and 28 neutrons
4. 24 protons and 52 neutrons

Metric Investments Key Investments to Moving the Metric Forward

<table>
<thead>
<tr>
<th>Investment</th>
<th>Impact</th>
<th>Source</th>
<th>Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Equipment</td>
<td>Priority given to programs that substantiate need based on outcomes assessment</td>
<td>FY07 PBB and Carry-forward</td>
<td>One-Time</td>
<td>FY07: $200,000 FY08: $200,000</td>
</tr>
</tbody>
</table>
Acknowledgements

Published by the Office of Planning, Analysis and Institutional Research
September 28, 2007

Ian Olson, Writer/Editor
Susan Henrichs, Writer/Editor

Contributing Authors/Editors
Steve Jones, Chancellor
Jake Poole, Vice Chancellor
Buck Sharpton, Vice Chancellor, Research Expenditures
Dan White, INE Director, Energizing Research (INE)
Clara Johnson, IAC Campus Director, Making It Happen (IAC)
Kevin Huddy, Director Residence Life, Getting and EDGE (Residence Life)
Laura Lee Potrikus, Opportunity Knocks (Fast Track)
Associate Vice Chancellor Judyth Wier, Building Momentum (Philanthropy)
Susan Henrichs, Provost, Outcomes Assessment
Tim Barnett, Vice Chancellor, Enrollment Management Plans
Steve Meckel, Interim Director, Financial Services
Linc Saito, Chukchi Campus Director
Jackie Stormer, Assistant Director, University Marketing and Publications
Gordon Bower, PAIR Research
Jana Canary, PAIR Research
Chris Jones, PAIR Research
Mark Lew, PAIR Research

Photo Credits
Todd Paris, Photo Manager, University Marketing and Publications

Acronyms A-Z

ACS American Chemical Society
ACT American College Testing
AETDL Arctic Energy Technology Development Laboratory
AFES Agricultural and Forestry Experiment Station
ANLC Alaska Native Language Center
ANSEP Alaska Native Science and Engineering Program
AON Arctic Observing Network
ARRV Alaska Region Research Vessel
ARSC Arctic Region Supercomputing Center
ASQ Admitted Student Questionnaire
AVO Alaska Volcano Observatory
BBC Bristol Bay Campus
Bl Baccalaureate Intended “Pre-Majors”
BIOS Biological Sciences Building
CC Chukchi Campus
CEM College of Engineering and Mines
CIP Capital Improvement Projects
CLA College of Liberal Arts
CNSM College of Natural Sciences and Mathematics
CRCRD College of Rural and Community Development
COBRE Centers of Biomedical Research Excellence
DoD US Department of Defense
EDGE Education, Development, Growth, Experience
EM Enrollment Management
EPScOR Experimental Program to Stimulate Competitive Research
ETS Education Testing Service
FAA Federal Aviation Administration
FTE Full-Time Equivalent
GED Graduate Equivalence Degree
GI Geophysical Institute
GINA Geographic Information Network of Alaska
GPA Grade Point Average
HPCMP High Performance Computing Modernization Program
IAB Institute of Arctic Biology
IAC Interior-Alutians Campus
IARC International Arctic Research Center
ICR Indirect Cost Recovery
IMS Institute of Marine Science
INE Institute of Northern Engineering
INBRE Idaho Network of Biological Research Excellence
INCHES National Center for Higher Education Management Systems
IPY International Polar Year
Kuce Kuskokwim Campus
MAU Major Administrative Unit
NASA National Aeronautics and Space Administration
NASULGC National Association of State Universities and Land Grant Colleges
NCHEMS National Center for Higher Education Excellence
NIH National Institutes of Health
NOAA National Oceanic and Atmospheric Administration
NSF National Science Foundation
NSSE National Survey of Student Engagement
NWC Northwest Campus
OIT Office of Information Technology
PAIR Office of Planning, Analysis and Institutional Research
PBB Performance Based Budgeting
RA Research Assistant
RC Rural College
SAT Scholastic Aptitude Test
SCH Student Credit Hours
SES Student and Enrollment Services
SFOS School of Fisheries and Ocean Sciences
SOEd School of Education
SNRAS School of Natural Resources and Agricultural Sciences
STEM Science, Technology, Engineering and Mathematics
TVC Tanana Valley Campus
UA University of Alaska
UAMN University of Alaska Museum of the North
UATV University of Alaska Television
USGS United States Geological Survey
VCACE Vice Chancellor of Advancement and Community Engagement
VCAS Vice Chancellor for Administrative Services
VCR Vice Chancellor for Research
WWAMI Washington Wyoming Alaska Montana Idaho Medical School Program