

The content of this report has changed from that in prior years to reflect UA's evolving Strategic Direction Initiative. A current working set of measures is presented, with additional refinements to be identified through completion of the Strategic Direction Initiative process over the next several years. The common measures historically utilized by the university for reporting are still in use and have been expanded upon to add additional focus on student outcomes among other strategic priorities. Possible Strategic Direction Initiative themes are noted for each measure.

Trend information, near term projections and analysis for each measure is presented below in terms of mission results and key strategies for each of the three major University of Alaska mission areas: instruction, research and service. Each MAU's performance self-assessment is published and available online\*.

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

## Student Instruction

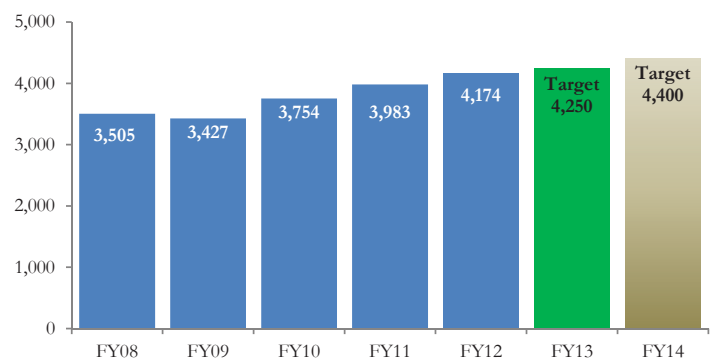
This mission area represents the university system's instructional programs for academic and vocational instruction, as well as directly related support functions: student services; academic support; scholarships; athletics; and library. Beyond those discussed here, additional areas in development for measures related to Student Instruction include job placement, workforce alignment, and advising.

## Results

### Measure 1. Degrees, Certificates & Endorsements Awarded

The University of Alaska delivered an all time high number of degrees, certificates and licensures in FY12, a nearly 20 percent increase in annual awards compared with five years ago. This is driven by increases since FY08 in the number of baccalaureates (+14.5 percent, +205), occupational endorsements (+256 percent, +192) and licensures (+140 percent, +112). In contrast, there were 32 fewer certificates in FY12 (-9.8 percent) than in FY08. Total credentials awarded is a new result measure for the university, therefore no performance target was set for this measure prior to FY13.

*Strategic Direction Initiative Theme: Student Achievement and Attainment.*



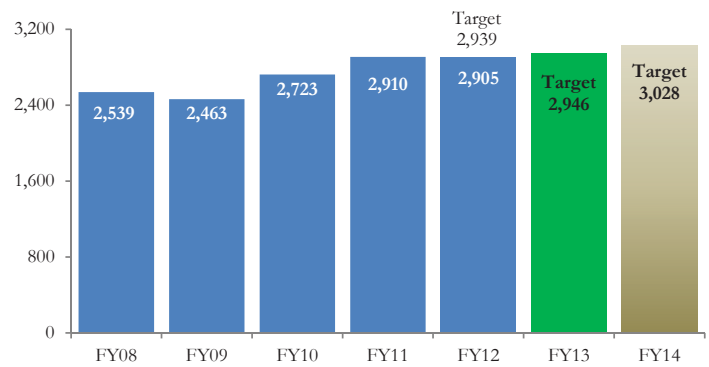
\* University of Alaska Anchorage: [omb.alaska.gov/html/performance/details.html?p=233](http://omb.alaska.gov/html/performance/details.html?p=233)  
 University of Alaska Fairbanks: [omb.alaska.gov/html/performance/details.html?p=234](http://omb.alaska.gov/html/performance/details.html?p=234)  
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## Student Instruction, Continued

### Measure 2. High Demand Job Area Degrees Awarded

Nearly 15 percent (366) more degrees were awarded to students in High Demand Job Area programs in FY12 than in FY08.

*Strategic Direction Initiative Theme: Student Achievement and Attainment.*

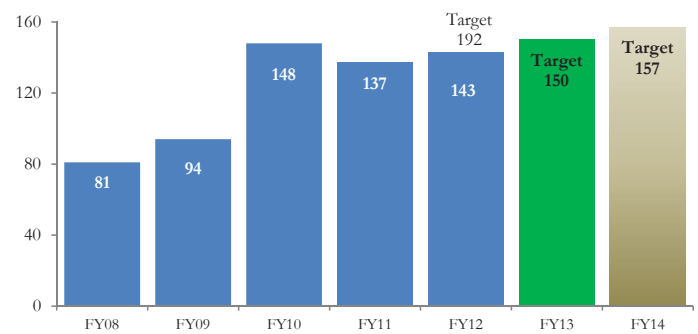


### Measure 3. Baccalaureate Engineering Degrees

Baccalaureate engineering degrees awarded in FY12 fell short of the target by 49 awards, or about 25 percent. More than 1,100 baccalaureate engineering majors were enrolled across the system in FY12, a 37 percent increase since FY08.

*Update: Targets for FY13 and FY14 have been reduced about 20 percent. This year's decline in first-time freshmen entering the UAA program has led to more modest projected growth in baccalaureate engineering degrees awarded through FY16.*

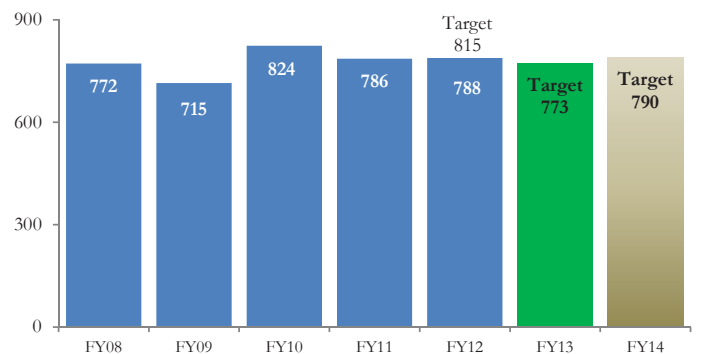
*Strategic Direction Initiative Theme: Student Achievement and Attainment.*



### Measure 4. Health-Related Degrees

Degrees, certificates and endorsement awards in Health related programs remained steady at about 780 awards annually since FY08. Targets for FY13 and FY14 have been modified to reflect this steady state level of activity. More than 2,700 health related majors were enrolled in FY12, a 22 percent increase since FY08.

*Strategic Direction Initiative Theme: Student Achievement and Attainment.*

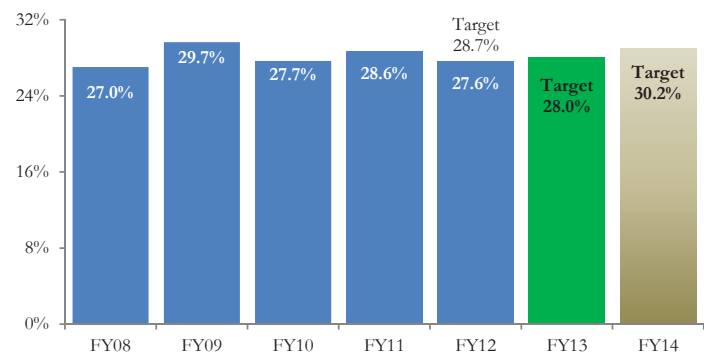


## Key Strategies

### Measure 5. Baccalaureate Graduation Rate, 6 Year

The proportion of first-time, full-time bachelor degree seeking students who graduate within six years has remained relatively steady over the last five years, with some year-to-year variation. UA landed about one percentage point below the desired FY12 performance target, with 27.6 percent of students starting in fall 2007 graduating with a baccalaureate by FY12. Improved placement and advising are intended to raise these rates. Nationally, an average 29 percent of first-time, full-time freshman starting at public, open admission universities get a bachelor's degree within six years.\*

*Strategic Direction Initiative Theme: Student Achievement and Attainment.*



\*<http://nces.ed.gov/programs/coe/tables/table-pgr-2.asp>

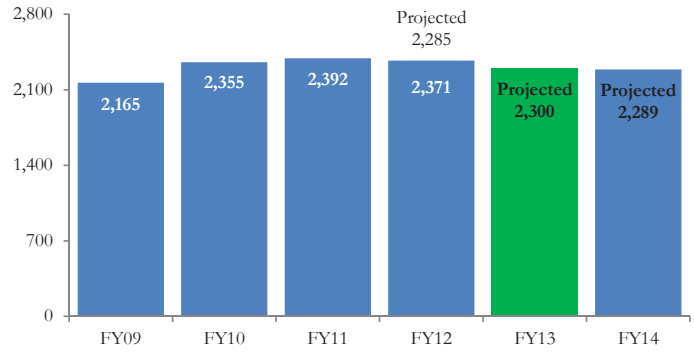
**Student Instruction, Continued**

**Measure 6. Recent Alaska High School Graduates at UA**

The number of recent Alaska high school graduates attending UA reached a plateau in FY11, declined slightly in FY12, and is projected to trend downward over the next few fiscal years\* as changes in the age composition of Alaska’s population reduce the number of high school-age students, which is expected to lead to a decline in high school graduates.

*Strategic Direction Initiative Theme: Productive Partnerships with Schools.*

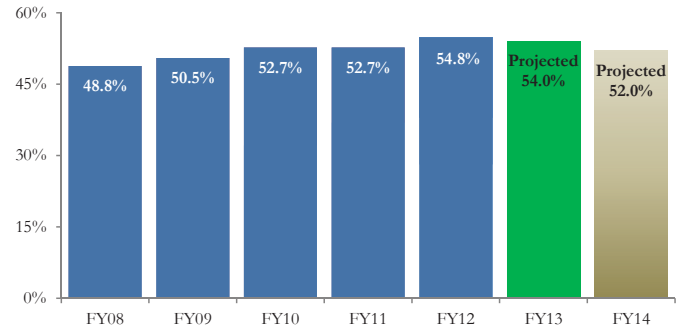
\* Source: Alaska Department of Education & Early Development



**Measure 7. First-Time Freshmen Taking Prep Classes in the First Semester of Enrollment**

The percentage of first-time freshmen requiring remediation in math or English or both has increased 12 percent since FY08, to nearly 55 percent in FY12. Much of this growth is likely due to improved placement testing for incoming students over the last several years, which more effectively identifies first-time freshman who need preparatory courses. This proportion is expected to trend down over time as an effect of the Alaska Performance Scholarship (APS). Ongoing work on a set of common cut scores for placement will result in a new baseline for future comparison.

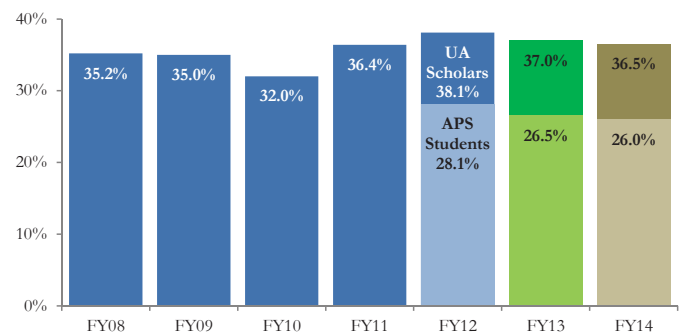
*Strategic Direction Initiative Theme: Productive Partnerships with Schools.*



**Measure 8. UA Scholars and Alaska Performance Scholarship Recipients Taking Prep Classes**

Entering first-time freshmen who are recipients of the Alaska Performance Scholarship or the UA Scholars award take preparatory math or English, or both, at a lower average rate than first-time freshmen overall. Alaska Performance Scholarship recipients are least likely to require preparatory coursework. As is observed for first-time freshmen on the whole in Measure 7, the proportion of UA Scholar first-time freshmen needing preparatory coursework has increased by 7 percent since FY08, likely due to improved placement testing.

*Strategic Direction Initiative Theme: Productive Partnerships with Schools.*



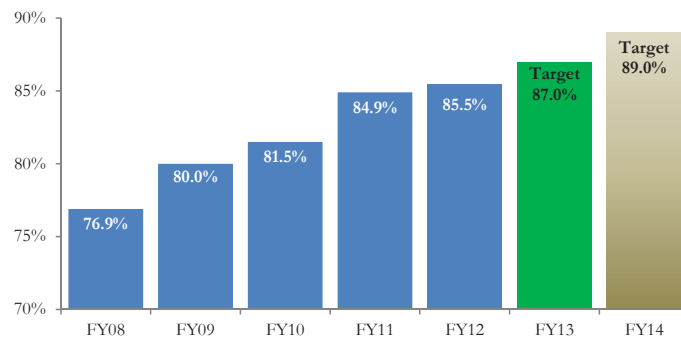
## Student Instruction, Continued

### Measure 9. Graduates Taking At Least One e-Learning Class

UA continues to expand its e-learning course delivery with nearly 86 percent of FY12 graduates taking at least one e-learning course in FY12, in comparison to 77 percent of FY08 graduates. Students who took an e-Learning class in FY12 had a slightly higher course completion rate (67 percent) than students who took a traditionally delivered course (62 percent).

UA is emphasizing development of more full programs for e-Learning delivery.

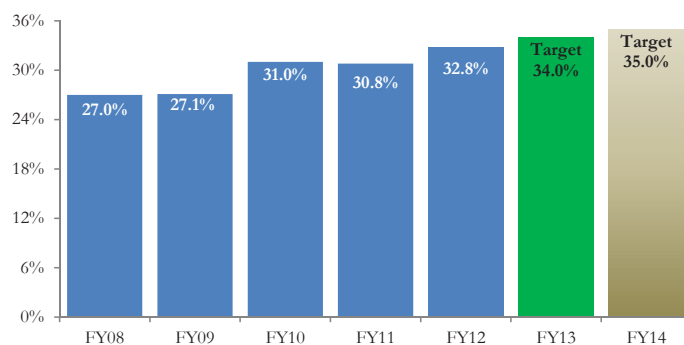
*Strategic Direction Initiative Theme: Student Achievement and Attainment.*



### Measure 10. Graduates Taking Courses from Multiple MAUs

More and more UA graduates are utilizing courses from multiple MAUs to meet degree requirements. More than one-third of all FY12 graduates fell into this category, an increase of more than 20 percent over the last five years.

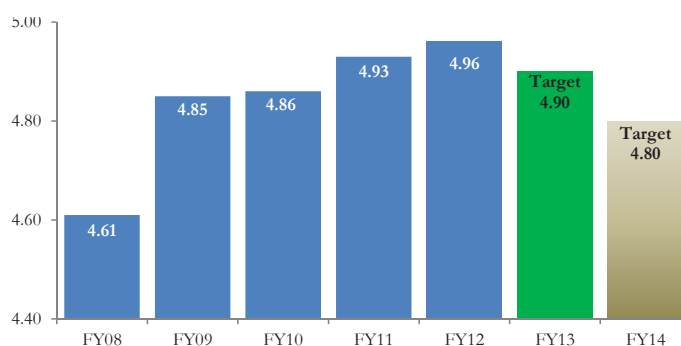
*Strategic Direction Initiative Theme: Student Achievement and Attainment.*



### Measure 11. Baccalaureate Graduates - Average Time to Degree

The average length of time a baccalaureate graduate takes to complete his or her degree increased by about 0.3 years (one semester) since FY08. Implementation of targeted student advising and the Alaska Performance Scholarship is expected to result in decreased average time to degree in the future. The average time to bachelor degree at UA is on par with other western states and the U.S. as a whole.\* Graduates counted here only partially overlap with the cohort tracked in Measure 5, the six-year baccalaureate graduation rate. About half of all bachelor degree recipients start part-time or transfer into UA. It is important to note this measure does not consider length of enrollment for majors who dropped out or otherwise have not yet graduated from UA.

*Strategic Direction Initiative Themes: Student Achievement and Attainment, Accountability to The People of Alaska*



\*see [http://www.completecollege.org/docs/Time\\_Is\\_the\\_Energy\\_Time.pdf](http://www.completecollege.org/docs/Time_Is_the_Energy_Time.pdf)

## Student Instruction, Continued

### Research: Advancing Knowledge, Basic and Applied

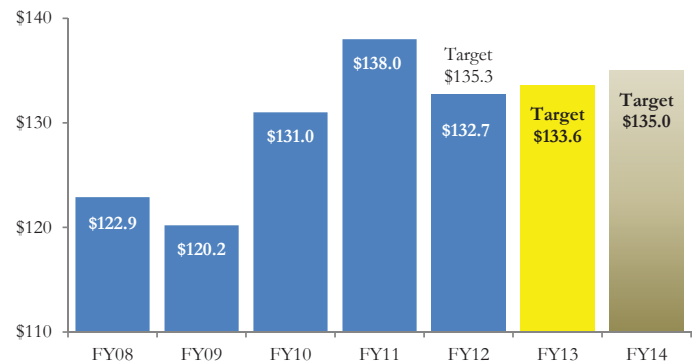
This program category represents activities directly related to scientific and academic research. The majority of the research is externally sponsored from non-general funds. Beyond those shown here, additional metric areas in development for the research mission include publications, citations and other measures of quality. Note, the analysis of Research performance is focused on year-to-year changes rather than on a five year trend. This is due to the relative volatility of research funding and activity in recent years, for example the loss of DoD funding for the Arctic Region Supercomputing Center (ARSC). *Note: Due to the possibility of sequestration during this fiscal year, all FY13 columns in research measures are colored either yellow or red. Yellow indicates a measure that sequestration could be expected to impact in FY14 and beyond. Red indicates a measure that could be immediately affected by sequestration in FY13.*

## Results

### Measure 12. Grant Funded Research Expenditures (Millions)

Federal funding cuts are reflected in the observed level of FY12 grant funded research expenditures, which fell by more than \$5 million from FY11, about 2 percent below the target performance. *Update: Final FY12 data.*

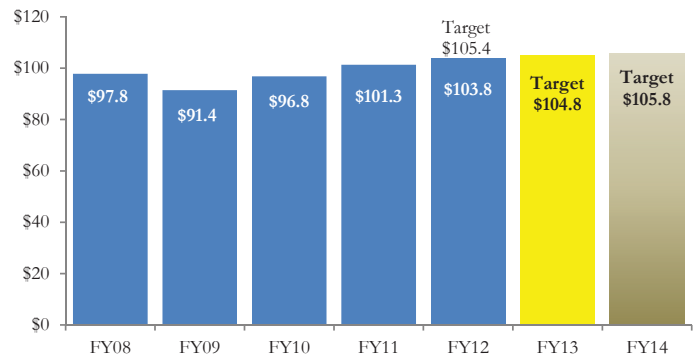
*Strategic Direction Initiative Theme: Research and Development to Build and Sustain Alaska's Economic Growth.*



### Measure 13. Alaska Related Grant Funded Research Expenditures (Millions)

Alaska related research expenditures, however, are estimated to be about 2.5 percent higher in FY12 than in FY11. The pattern of decreased overall research spending and increased Alaska related expenditures reflects the importance of climate change research among national and state priorities. *Update: Final FY12 data.*

*Strategic Direction Initiative Theme: Research and Development to Build and Sustain Alaska's Economic Growth.*

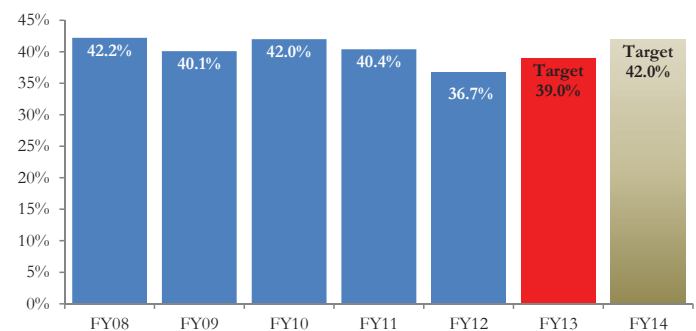


## Strategies

### Measure 14. Proportion of Proposals Funded

Nearly 37 percent of submitted proposals were awarded in FY12, representing a four point decrease (-10 percent) from the previous year. Although this measure varies by year, the decline since FY10 may be an early indicator of future declines in research expenditures. The FY13 column is red because to-date FY13 data, in conjunction with the threat of sequestration this winter, suggest that the target likely will not be met.

*Strategic Direction Initiative Theme: Research and Development to Build and Sustain Alaska's Economic Growth.*

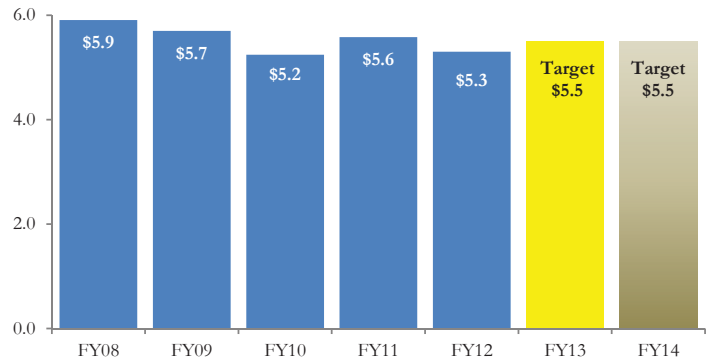


## Research: Advancing Knowledge, Basic and Applied, Continued

### Measure 15. Ratio of NGF to GF Research Revenue

UA continues to bring in a significant amount of non-general fund research revenue, realizing more than \$5 in non-general fund for each general fund dollar contributed to research activity in FY12. *Update: Final FY12 data.*

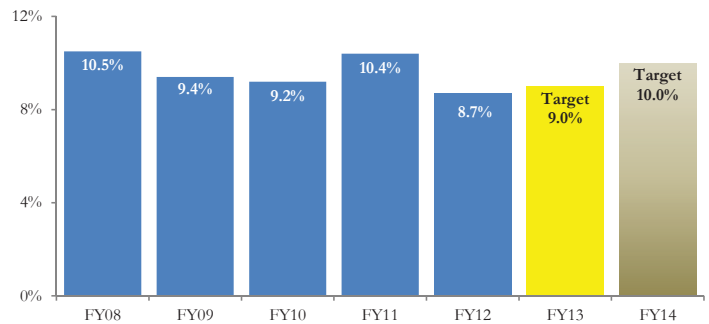
*Strategic Direction Initiative Theme: Accountability to The People of Alaska.*



### Measure 16. Percentage of Graduate Students Supported by Grants

Compared to last year, there was a decrease of 16 percent in the proportion of graduate students supported by research grants, dropping from 10.4 to less than 9 percent. This is due to growth in the number of enrolled graduate majors outpacing growth in available grant support, with about 500 more graduate majors enrolled in FY12 than in FY08, a 23 percent increase, even as graduate student enrollment is declining nationwide.\*

*Strategic Direction Initiative Theme: Research and Development to Build and Sustain Alaska's Economic Growth.*



\* <http://chronicle.com/article/Applications-to-US-Graduate/134746/>

## Service: Sharing Knowledge to Address Community Needs

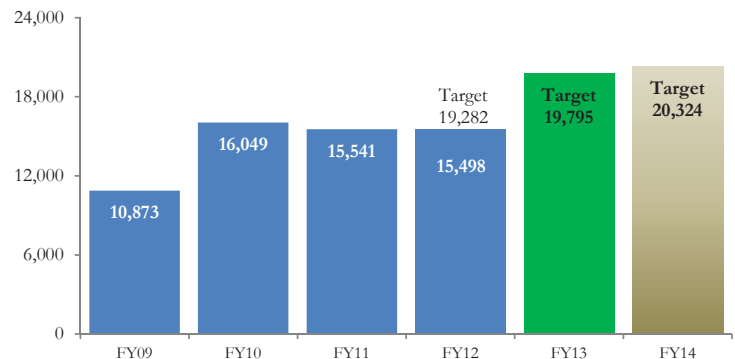
This mission area includes activities that make available to the public the unique resources and capabilities of the university in response to specific community needs or issues. There are very few metrics in place to assess and strategically manage university service activity at this time. A few examples of available information are shown here, however a number of additional performance measures are being considered for this important mission area.

## Results and Strategies

### Measure 17. Non-Credit Instructional Units Delivered

The number of non-credit instructional units delivered annually has remained relatively flat for three years after a jump in FY10, when this measure was first adopted as a system wide performance metric. Most of the growth from FY09 to FY10 was likely due to improvements in data entry.

*Strategic Direction Initiative Theme: Productive Partnerships with Alaska's Public and Private Industries.*



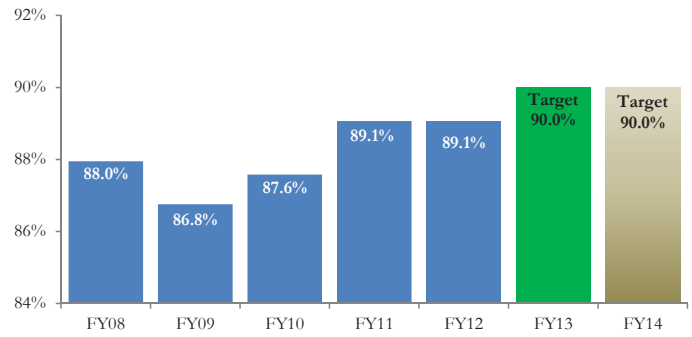
**Service: Sharing Knowledge to Address Community Needs, Continued**

**Measure 18. Professional (500) Level Courses Completion**

Of professional students who attempted a 500-level course, the percent who complete the course has remained steady between 85 and 90 percent over the last five years.

*Note: Professional courses are generally specialized post-baccalaureate courses, which may apply toward continuing education requirements in certain professional fields, such as education.*

*Strategic Direction Initiative Theme: Productive Partnerships with Alaska's Public and Private Industries.*



**Measure 19. Publications Distributed by Cooperative Extension Service**

UAF's Statewide Cooperative Extension Service distributed more than 280,000 copies of its publications in FY12. Although the activity reported here has occurred for some time historically, FY12 is the first year it has been adopted as a performance measure.

*Note: This count includes views and/or downloads of online publications.*

*Strategic Direction Initiative Theme: Productive Partnerships with Alaska's Public and Private Industries.*

