



University of Alaska

Key Indicators

Student Participation	FY13	FY14	FY15	FY16	FY17	% Change		FY17 Status	FY18
						FY16 - FY17	FY13- FY17		
Annual Number of Students Taking For-Credit Courses	48,494	46,062	45,269	43,534	40,817	-6.2%	-15.8%	↓	May 2018
Associate, Certificate and Endorsements	9,845	9,656	9,054	8,608	7,793	-9.5%	-20.8%	↓	May 2018
Bachelor's	16,250	15,942	15,675	15,338	14,886	-2.9%	-8.4%	↓	May 2018
Graduate	3,439	3,396	3,066	2,958	2,866	-3.1%	-16.7%	↓	May 2018
Non-Degree-Seeking	18,960	17,068	17,474	16,630	15,272	-8.2%	-19.5%	↓	May 2018
Average Annual Student Credit Hour Load, Degree- Seekers	17.8	17.8	17.9	18.0	18.2	1.1%	2.1%	↑	May 2018
% of Recent College Bound Alaska High School Graduates		46.4%		45.9%		n/a	n/a	↓	44.0%
% of Recent Alaska High School Graduates who Attend UA	29.3%	29.4%	29.4%	28.9%	28.3%	-2.1%	-3.4%	↓	26.5%
% of Adult Alaskans who took a UA Class	7.9%	7.6%	7.4%	7.0%	6.6%	-5.7%	-16.5%	↓	January 2019
Student Learning Outcomes									
Degree, Certificates and Endorsements Awarded	4,491	4,908	4,678	4,794	4,594	-4.2%	2.3%	↔	August 2018
Vocational Pre- to Post-Training Change in Average Total Wages	33.3%	27.3%	24.4%	February 2018	February 2019	n/a	n/a	↔	February 2020
Bachelor's 150% Graduation Rate (Full-Time)	31.6%	32.1%	32.2%	29.4%	31.0%	5.4%	-1.9%	↔	September 2018
Associate, Certificate, and Endorsement 3-Year Graduation Rate (Full-Time)	13.9%	16.8%	22.9%	16.6%	20.8%	25.3%	50.0%	↑	September 2018
Research & Creative Activity									
Total Research Expenditures (\$Millions)	\$144.2	\$138.7	\$133.9	\$144.2	\$159.4	10.5%	10.5%	↑	October 2018
Arctic Research Publications and Citations (Worldwide Rank)	1	1	1	1	1	0.0%	0.0%	↔	August 2018
Service									
Non-Credit Instructional Units Delivered	12,922	10,394	6,962	5,658	3,218	-43.1%	-75.1%	↓	May 2018
Outreach Publications Distributed		232,549	275,895	177,315	178,410	0.6%	n/a	↔	November 2018
Facilities									
Sq. Ft. Per Faculty FTE	2,407	2,383	2,447	2,596	3,140	21.0%	30.5%	↑	January 2019
Deferred Maintenance & Revitalization Backlog in \$ Per Sq. Ft.	\$172	\$144	\$140	\$125	\$129	3.2%	-25.0%	↔	November 2018
Finance									
Viability Ratio	4.5	4.8	4.9	2.4	2.8	16.7%	-37.8%	↔	December 2018
Return on Net Assets Ratio	6.6	5.7	2.4	0.7	1.1	57.1%	-83.3%	↔	December 2018
Corporate Giving (\$1000s)					\$9,208.5	n/a	n/a		August 2018
Alumni Giving (\$1000s)					\$1,143.1	n/a	n/a		August 2018

Each arrow, in the status column, indicates how the metric is trending while the color indicates whether current performance is meeting desired expectations (green), causes concern and should be closely monitored (orange), or is trending opposite of the desired direction (red).



University of Alaska Performance Metrics

Theme I: Student Achievement & Attainment	FY13	FY14	FY15	FY16	FY17	FY16 - FY17	FY13- FY17	FY17 Status	FY18
Incoming Alaska Performance Scholarship (APS) Recipients	994	1,001	1,058	1,032	1,081	4.7%	8.8%	↑	970
Degrees, Certificates, Endorsements Awarded to Alaska Native/American Indian Students	564	713	621	691	607	-12.2%	7.6%	↔	August 2018
Baccalaureate Recipients Earning Subsequent Graduate Credential within 5 Years	18.0%	18.8%	19.7%	16.8%	November 2018	n/a	n/a	↓	November 2019
Percent Degree-Seekers who Successfully Complete 30+ Credits Per FY									
Bachelor's	15.0%	15.2%	15.8%	16.0%	16.8%	5.0%	12.0%	↑	May 2018
Associate	4.2%	3.9%	4.2%	4.2%	3.9%	-7.1%	-7.1%	↓	May 2018
Developmental Course Takers (050-099) Successfully Completing College-Level Class in Math or English Within 2 Years									
Bachelor's Degree-Seekers	41.0%	40.5%	42.9%	36.6%	36.0%	-1.6%	-12.2%	↓	39.0%
Associate of Arts/Science Degree-Seekers	30.8%	31.5%	32.1%	31.8%	34.0%	6.9%	10.4%	↑	37.9%
150 Percent Graduation Rate, Bachelor's Degree-Seekers									
Bachelor's, Full-Time	31.6%	32.1%	32.2%	29.4%	31.0%	5.4%	-1.9%	↔	September 2018
Pell Recipients	17.4%	20.3%	21.3%	20.3%	20.6%	1.5%	18.1%	↑	September 2018
Alaska Native/American Indian	13.1%	11.0%	18.6%	17.7%	17.5%	-1.1%	33.6%	↔	September 2018
Bachelor's, Part-Time	9.0%	6.7%	6.4%	6.8%	6.8%	0.0%	-24.4%	↔	September 2018
150 Percent Graduation Rate, Associate Degree-Seekers									
Associate, Full-Time	11.4%	12.5%	16.7%	11.1%	16.2%	45.9%	42.1%	↑	September 2018
Pell Recipients	8.9%	10.9%	9.9%	8.4%	13.9%	65.5%	55.8%	↑	September 2018
Alaska Native/American Indian	5.2%	9.2%	14.5%	5.2%	10.2%	96.2%	95.1%	↑	September 2018
Associate, Part-Time	3.2%	4.0%	1.8%	3.9%	3.5%	-10.3%	9.4%	↔	September 2018
Graduate Students with Externally Funded Assistantships	8.0%	6.9%	7.8%	7.4%	7.4%	0.0%	-7.5%	↔	April 2018
Theme II: Productive Partnerships with Alaska's Schools									
APS Recipients Meeting Annual Student Credit Hour Completion Requirements	80.5%	83.9%	85.0%	85.9%	86.6%	0.8%	7.6%	↑	May 2018
Percent of First-Time Freshmen Taking Developmental Class (050-099)									
Bachelor's Degree-Seekers	26.0%	24.3%	23.1%	23.7%	25.3%	6.8%	-2.7%	↔	21.5%
Associate of Arts/Science Degree-Seekers	54.7%	53.8%	45.8%	39.8%	44.2%	11.1%	-19.2%	↔	36.6%
Percent First-Time Freshmen with Concurrent Enrollment Credit	26.4%	27.8%	24.8%	27.6%	27.6%	0.0%	4.5%	↔	23.2%
Theme III: Productive Partnerships with Public Entities and Private Industry									
Percent UA Degree Recipients Employed 1 Year Later	78.2%	78.2%	78.3%	February 2018	February 2019	n/a	n/a	↔	February 2020
Number of Alumni Donors					2,906	n/a	n/a		August 2018
Baccalaureate Engineering Degrees Earned at UA	156	189	172	168	216	28.6%	38.5%	↑	August 2018
Health Program Completions	799	871	855	941	874	-7.1%	9.4%	↔	August 2018

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University of Alaska

Performance Metrics, Continued

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

	FY13	FY14	FY15	FY16	FY17	FY16 - FY17	FY13- FY17	FY17 Status	FY18
Ratio Federal & Other: Unrestricted GF Research Revenue	4.7	4.7	4.1	4.0	6.2	55.0%	31.9%	↑	October 2018
Invention Disclosures	88	86	55	25	17	-32.0%	-80.7%	↓	July 2018
Total Research Expenditures per Research Faculty Full-Time Equivalent (\$1,000s)	\$653.5	\$600.2	\$616.5	\$718.0	\$807.7	12.5%	23.6%	↑	October 2018

Theme V: Accountability to the People of Alaska

Percent of Degree Seeking Undergraduates Receiving Pell	36.1%	35.4%	35.3%	33.1%	32.3%	-2.4%	-10.5%	↓	October 2018
Average Non-Loan Aid (\$) for Financial Aid Eligible Undergraduates									
Bachelor's	\$4,422	\$4,569	\$4,910	\$4,981	\$5,028	0.9%	13.7%	↑	October 2018
Associate, Certificate & Endorsements	\$3,026	\$3,048	\$3,209	\$3,160	\$3,266	3.4%	7.9%	↑	October 2018
Average Loan Debt for those Graduating with Loans									
Bachelor's Degree Recipients	\$28,757	\$28,402	\$27,083	\$27,336	\$25,844	-5.5%	-10.1%	↓	October 2018
Associate Degree, Certificate, and Endorsement Recipients	\$20,207	\$19,912	\$19,664	\$18,622	\$19,336	3.8%	-4.3%	↔	October 2018
Loan Default Rate	11.5%	12.6%	October 2018	October 2019	October 2020	n/a	n/a	↑	October 2021
Number of Programs Available by e-Learning									
All (50-100% e-Learning)				243	233	-4.1%	n/a	↔	September 2018
Distance Only (100% e-Learning)				108	106	-1.9%	n/a	↔	September 2018
Average e-Learning Credits per Student	3.0	3.3	3.4	3.7	4.3	16.2%	43.3%	↑	May 2018
Percent UA Groups Reporting Alaska Native/American Indian Racial Background. Alaska Population in 2015 = 18.1%									
Faculty	4.5%	4.6%	4.8%	5.4%	5.5%	1.9%	23.4%	↑	5.5%
Staff	9.0%	8.5%	8.6%	8.5%	9.1%	7.1%	1.4%	↑	8.7%
Bachelor's Degree-Seekers	13.6%	13.9%	13.7%	13.6%	13.6%	0.0%	0.0%	↔	14.1%
Associate Degree, Certificate & Endorsement -Seekers	18.3%	18.5%	17.5%	18.7%	19.2%	2.7%	5.0%	↔	20.5%
Graduate Degree-Seekers	9.2%	9.9%	9.5%	9.8%	10.5%	7.1%	13.8%	↑	10.7%
Degree Recipients	12.6%	14.5%	13.3%	14.4%	13.2%	-8.3%	5.1%	↔	August 2018
UA Tuition & Fees Compared with Western Institutions (Including CA)									
4-Year as percent of WICHE Average	77.7%	77.2%	80.2%	84.2%	87.9%	4.4%	13.1%	↑	87.5%
2-Year as percent of WICHE Average	211.1%	211.8%	223.2%	237.7%	245.7%	3.4%	16.4%	↑	247.5%
Weighted Completions per 100 Student FTEs	20/100	21/100	21/100	22/100	23/100	0.9%	12.5%	↑	August 2018
Total Cost of Risk per \$1,000 in Revenue	\$9.3	\$10.5	\$8.2	\$10.2	\$9.8	-3.9%	5.4%	↔	October 2018
Total Cost of Education (Indirect and Direct) per Weighted Completion (\$)	\$117,100	\$113,400	\$114,900	\$110,400	\$107,300	-2.8%	-8.4%	↓	October 2018

Each arrow, in the status column, indicates how the metric is trending while the color indicates whether current performance is **meeting desired expectations (green)**, **causes concern and should be closely monitored (orange)**, or is **trending opposite of the desired direction (red)**.

Brief Interpretations and Operating Definitions

Unless otherwise noted in an individual metric definition, all metrics were calculated on a fiscal year basis and all source data was provided by UAA, UAF, UAS and SW via UA information systems and is available from the University of Alaska's data warehouse (DSDMGR.RP1P). Additional information sources are noted as applicable. Due to timing, final FY18 performance results may not yet be available for all measures. In this case, the five-year trend described in the written analysis portion of this report is based on FY13 to FY17 changes, and any one-year trend looks at the change between FY16 and FY17. If final FY18 data is available, the written analysis refers to a five-year trend from FY14 to FY18 and any one-year trend is calculated from FY17 to FY18.

UA Key Indicators

Student Participation

Number of Students Taking For-Credit Courses

The University of Alaska served 40,817 students taking at least one for-credit course in FY17, a decrease of 6 percent from FY16 and a decrease of just under 16 percent since FY13. UAA, UAF and UAS generally attribute recent, historical declines in the number of students with Alaska's financial uncertainty, especially affecting casual, non-degree-seeking students. Enrollment declines negatively impact UA student tuition and fees revenue.

Annual Number of Associate, Certificate, and Endorsement Majors Taking For-Credit Courses

The number of associate, certificate, and endorsement majors enrolled at UA decreased 21 percent from 9,845 in FY13 to 7,793 in FY17; FY17 enrollment reflects a 10 percent decrease from the FY16 level of 8,608 students.

Annual Number of Bachelor's Majors Taking For-Credit Courses

Headcount of bachelor's degree-seekers decreased 3 percent from FY16 to FY17, from 15,338 to 14,886, down 8 percent from the FY13 level of 16,250 students.

Annual Number of Graduate Majors Taking For-Credit Courses

Graduate degree and credential seekers attending UA decreased 17 percent in the last five years, from 3,439 in FY13 to 2,866 in FY17, and down 3 percent from the FY16 level of 2,958.

Annual Number of Non-Degree-Seeking Students Taking For-Credit Courses

The number of non-degree-seeking students declined almost 20 percent between FY13 and FY17, from 18,960 to 15,272, and dropped 8 percent from the FY16 level of 16,630.

Defined as: Unduplicated headcount of students taking at least one for-credit course anytime during the fiscal year, including students who audit a course. Fiscal year consists of consecutive summer, fall, and spring semesters. Students are classified based on the most recent degree level sought within the fiscal year, i.e. a student who is non-degree-seeking in the fall term and seeking an associate degree in the spring term is considered an associate degree-seeker for this measure.

Average Annual Student Credit Hour Load, Degree-Seekers

The average student credit hour load attempted by degree-seeking students over the course of a fiscal year grew by 0.4 student credit hours (2 percent) over the period of FY13 to FY17, from 17.8 to 18.2. A baccalaureate or associate degree-seeker who completes at least 30 credits per year is able to finish undergraduate degree requirements on time, i.e. taking 4 years to receive a baccalaureate or 2 years to receive an associate degree.

Defined as: Total number of non-audit student credit hours attempted by degree-seeking students during the fiscal year divided by the distinct fiscal year headcount of degree-seeking students taking at least one for-credit course, excluding degree-seeking students who are exclusively auditors.

Percent of Recent College Bound Alaska High School Graduates

Alaska has historically had one of the lowest college going rates in the nation and consistently ranks last or second to last of all 50 states in the percentage of high school graduates going to college immediately after high school. University of Alaska and State of Alaska Department of Education and Early Development have a common goal of increasing the proportion of Alaska high school graduates who go on to college directly after graduating, however observable progress has been difficult to achieve. Over the last five years, the percent of Alaskan high school graduates going directly to college dropped from 46.4 percent to 45.9 percent to 44.0 percent, a decline of 5.2 percent. The national average for the percent of graduates going directly to college following high school was 62.6 percent, for comparison.

Defined as: Proportion of students who graduated from a private or public Alaska high school and who attended, as first-time freshmen, a postsecondary education anywhere in the U.S. the fall following graduation, as reported by the NCHEMS Information Center for Higher Education Policymaking and Analysis.¹ Figures are available every other year. For example, the figure of 44.0 percent, representing 2013-14 Alaska high school graduates who enrolled as first-time freshman anywhere in the U.S. by fall 2014, was published by NCHEMS in early fall 2017 and therefore is reported under FY18.

Percent of Recent Alaska High School Graduates who Attend UA

The proportion of recent Alaska high school graduates attending UA the following fall decreased 10 percent over the last five years, from 29.4 in FY14 to 26.5 in FY18, down 6 percent from 28.3 in FY17. This decline equates to 45 fewer recent Alaska high school graduates attending UA right after graduation than a year ago and about 275 fewer than five years ago. An estimated 40 percent of the drop (110 students) over the last five years on this measure resulted from a 5 percent decline in the proportion of Alaska high school graduates who go on to college during this time, and the remaining decrease (about 160 students) is attributed to more college-bound, recent high school graduates leaving the state for postsecondary education.

Defined as: Numerator is the number of recent Alaska high school graduates the year prior who enrolled at UA as first-time freshman the fall of the fiscal year reported. Denominator is the number of Alaska high school students graduating within four years, as reported by State of Alaska DEED for four-year graduation rates.²

Percent of Adult Alaskans who took a UA Class

Approximately 6.6 percent of adult, Alaska residents took at least one course from the University of Alaska during calendar year 2017, down 16.5 percent from calendar year 2013 when 7.9 percent took a UA class. The decline resulted from a decrease in course-takers rather than a change in the number of adult, resident Alaskans, which has remained relatively stable in recent years.³

Defined as: Total number of adult Alaska residents who took at least one course from UA divided by the total number of adult Alaska residents in a given calendar year. Calendar year figure is reported under the fiscal

year it starts in, i.e. calendar year 2017 is reported in FY17 and not FY18. Residency information provided via the Alaska Department of Revenue, Permanent Fund Division. Adults are defined as Alaskans aged 18+ in the calendar year reported.

Student Learning Outcomes

Degree, Certificates, and Endorsements Awarded

UA awarded 2 percent (103) more degrees, certificates, and endorsements in FY17 than in FY13. UA observed a 4 percent (200) decrease in the number of awards from FY16 to FY17, reflecting enrollment declines since FY12.

Defined as: Distinct count of degrees, certificates, and endorsements awarded each fiscal year. An individual graduate may earn more than one credential in a given year, and each credential earned is counted in this measure.

Vocational Pre- to Post-Training Change in Average Total Wages

A total of 3,886 students participated in one of UA's workforce training courses or programs as defined below in FY14, and subsequently exited the university, i.e. did not participate in postsecondary education in FY15. These exiters experienced a resulting average annual earnings increase of 24 percent pre- to post-training. For those who earned a degree before leaving, average earnings increased more than 67 percent compared to a 15 percent increase for those who did not earn a credential.

Defined as: Percent change between pre- and post-training total average earnings for participants in UA vocational education courses and programs. A vocational student is defined as someone pursuing an Associate of Applied Science, a certificate or occupational endorsement program. Source: Alaska Department of Labor and Workforce Development (DoLWD). FY16 employment outcomes for vocational training participants exiting UA during FY15 will be available in February 2018.

Bachelor's 150 Percent Graduation Rate (Full-Time)

Final figures for FY17 show that by August 2017, 31.0 percent of first-time, full-time bachelor's degree-seeking freshmen entering UA in fall 2011 had earned a baccalaureate. This represented a decline of 1.9 percent from the FY13 graduation rate of 31.6 percent, and an increase of 5.4 percent from the FY16 graduation rate of 29.4 percent. The latest available national average 150 percent baccalaureate graduation rate for public, four-year, open admission institutions was 31.8 percent in FY15, for comparison.⁴ Improved placement and advising practices, as well as the addition of basic baccalaureate admission standards at all three universities, support performance on this measure.

Defined as: Percent first-time, full-time bachelor's degree-seeking freshmen starting six years prior who earned a bachelor's degree anywhere in the UA system as of the August following the fiscal year the graduation rate is reported for. Cohort and calculation definitions follow the federal reporting definition, allowing for valid national and peer comparisons.

Associate, Certificate, and Endorsement Three-Year Graduation Rate (Full-Time)

Final figures for FY17 show that by August 2017, 20.8 percent of first-time, full-time associate, certificate, and endorsement seekers entering UA in fall 2014 had earned a degree at that level within three years. This represented an increase of 50 percent from the FY13 graduation rate of 13.9 percent and an increase of 25 percent from the FY16 graduation rate of 16.6 percent. The latest available national average 150 percent graduation rate for first-time, full-time degree or certificate-seeking students at public 2-year postsecondary institutions was 21.9 percent in FY15, for comparison.⁵

Defined as: Percent first-time, full-time associate, certificate, or occupational endorsement seeking freshmen starting three years prior who earned an award anywhere in the UA system as of the August following the fiscal year the graduation rate is reported for. Cohort as of fall semester opening freeze data, consistent with federal reporting, and allowing for valid national and peer comparisons. Bachelor's Intended students, classified as associate level, are not considered in this measure.

Research and Creative Activity

Total Research Expenditures (\$Millions)

In FY17, the University of Alaska had \$159.4 million in total research expenditures, from restricted and unrestricted sources. This was an increase of 10.5 percent from about \$144 million in both FY13 and FY16. Continuing to increase research expenditures is a priority for UA, as it leverages the University's strengths in physical and social aspects of the Arctic, which are of increasing importance as climate change amplifies.

Defined as: The total of expenditures in the Research NCHEMS reporting category. Source is the Yellowbook.⁶

Arctic Research Publications and Citations (Worldwide Rank)

UA leads the world in Arctic research, ranking first among all entities worldwide in the aggregate number of peer-reviewed publications and citations for the prior five years. For the period ending in FY17, UA's universities generated more than 14,000 Arctic research publications and citations, 23 percent more than the second ranked entity worldwide, University of Colorado at Boulder, which generated about 11,500 publications and citations.

Defined as: UA rank for the aggregate number of Arctic research publications and citations over the last five years as reported in the SCOPUS database of peer-reviewed literature.⁷ The value and reported worldwide rank for the most recent, complete five calendar years is reported under the fiscal year the five-year period ended in. For example, FY17 ranks are derived from the total number of peer-reviewed Arctic publications and citations for calendar years 2012-2016 period. FY18 values and ranks will be available in August 2018, derived from complete calendar year data for the period of 2013 - 2017.

Service

Non-Credit Instructional Units Delivered

The number of non-credit instructional units delivered decreased 75 percent between FY13 and FY17 from 12,922 to 3,218. The reasons for this are understood to be a combination of decreased non-credit instructional activity and/or a lack of systematic data entry for these functions in UA information systems historically recognized as the official source for this data. A new suite of metrics about non-credit program course takers, completers, and workforce outcomes was identified, based on requirements and best practices, however, some sustained investment over time would be required in order to implement these identified data collection improvements within UA.

Defined as: Number of non-credit instructional units delivered in a fiscal year, including workforce, special interest, professional, and continuing education courses. One non-credit instructional unit is equivalent to 10 contact hours for a non-credit course.

Outreach Publications Distributed

UAF Cooperative Extension Service (CES) has a statewide responsibility to publish and distribute research in a form useful and understandable to the general public. In FY17, the Extension distributed 178,410 publications in print and from its website, an increase of 0.6 percent from the FY16 value of 177,315.⁸

Defined as: Total number of outreach publications distributed in print and electronic format during the fiscal year as reported by CES. Final FY18 information will be available in November 2018.

Facilities

Sq. Ft. Per Faculty FTE

Research institutions, with significant amounts of laboratory space, tend to have a higher ratio of square feet per faculty FTE than those primarily devoted to teaching. Square feet per UA faculty FTE increased 21.0 percent from 2,596 in FY16 to 3,140 in FY17. This was due to a decrease in faculty FTE (from 1,755 in FY16 to 1,668 in FY17) with square footage increasing following a reassessment of assignable square feet conducted by UA Cost Analysis in FY17, along with construction of additional office and research space since the last survey in FY12.

Defined as: Facility square foot information from UA Cost Analysis' Functional Use Survey and does not include non-assignable workspace. It counts all other UA-owned, leased and non-UA owned but -occupied space. Source: UA Statewide Strategy, Planning and Budget Office. For this measure, faculty full-time equivalent (FTE) is calculated in alignment with federal reporting practice, as the headcount of regular faculty plus the headcount of adjunct faculty divided by 3.

Deferred Maintenance & Revitalization Backlog in \$ Per Sq. Ft.

Deferred maintenance and revitalization is the practice of postponing maintenance and repair activities on real properties typically due to budgetary constraints. The dollar amount of such deferred maintenance and revitalization per gross square foot of real estate decreased 25.0 percent from \$172 per square foot in FY13 to \$129 per square foot in FY17. The latter is 3.2 percent greater than in FY16 (\$125).

Defined as: Dollar amount of deferred maintenance and revitalization per gross square foot of UA facilities. Source: UA Statewide Strategy, Planning and Budget Office.

Finance

Viability Ratio

The viability ratio is a standard measure of debt burden and debt capacity. Any ratio greater than 1 indicates that the university has a sufficient amount of expendable assets to cover its debt. Higher ratios imply greater financial health. The university's viability ratio decreased 37.8 percent from 4.5 in FY13 to 2.8 in FY17, primarily due to issuing new debt over this time. However, in FY17 the ratio increased 16.7 percent over FY16's viability ratio of 2.4, as an increase in endowment earnings outpaced the net increase in debt during that period.

Defined as: Compares expendable net assets to debt. Source: UA annual financial statements.⁹ FY18 information for this metric will be available in December 2018.

Return on Net Assets Ratio

This ratio measures total economic return and indicates whether the university is financially better off now than it was in the past. A higher ratio means the university has greater financial flexibility to meet its mission. The university's return on net assets increased by 57.1 percent from the FY16 ratio of 0.7 to the FY17 ratio of 1.1, due to an increase in investment income during that time. However, over the last five years, the return on net assets ratio declined 83.3 percent from the FY13 level of 6.6, primarily as a result of lower capital appropriations.

Defined as: Compares change in net assets to total net assets. Source: UA annual financial statements.⁹ FY18 information for this metric will be available in December 2018.

Corporate Giving (\$1,000s)

Corporate giving and financial support for FY17 was \$9,208.5 thousand.

Defined as: The methodology for calculating this metric was updated in FY17; prior year data is not reported. It is the amount of donations UA received from corporate sources during the fiscal year, counted consistent with the guidelines and practices of the Council for Advancement and Support of Education (CASE) standards, which are a common set of definitions and procedures for reporting the results of fundraising activities at educational institutions. Data provided by the UA Foundation, August following the close of the FY.

Alumni Giving (\$1,000s)

Alumni giving and financial support for FY17 was \$1,143.1 thousand.

Defined as: The methodology for calculating this metric was updated in FY17; prior year data is not reported. It is the total amount of alumni donations to UA during the fiscal year, counted consistent with the guidelines and practices of the Council for Advancement and Support of Education (CASE) standards, which are a common set of definitions and procedures for reporting the results of fundraising activities at educational institutions. Data provided by the UA Foundation, August following the close of the FY.

UA Performance Metrics

Theme I: Student Achievement & Attainment

Incoming Alaska Performance Scholarship (APS) Recipients

In FY18, there were 970 incoming Alaska Performance Scholarship (APS) recipients, down 10 percent from 1,081 in FY17 and a decline of 3 percent from about 1,000 in FY14.

Defined as: Fall APS recipients new to UA, receiving any level (1, 2, 3) or type (Vocational, Academic) of the APS award. The APS provides up to \$4,755 annually for four years to Alaska high school graduates meeting specific requirements for academic content and achievement who pursue a qualifying postsecondary degree or certificate in the State of Alaska.

Degrees, Certificates, Endorsements Awarded to American Indian/Alaska Native Students

The number of degrees, certificates, and endorsements that awarded to American Indian/Alaska Native students increased from 564 in FY13 to 607 in FY17, an 8 percent jump. However, postsecondary credentials earned by this demographic group dropped 12 percent, equivalent to 84 fewer awards, from FY16. The total number of degrees, certificates and endorsements awarded by UA also dropped over the same period, in part resulting from declining enrollment since FY12. American Indian/Alaska Native students earned more than 13 percent of all awards in FY17, down slightly from more than 14 percent of awards in FY16. For comparison, more than 18 percent of the state's population identifies as American Indian/Alaska Native¹⁷.

Defined as: The number of distinct degrees, certificates, and endorsements awarded to individuals self-reporting a racial background of Alaska Native or American Indian, either alone or in combination with any other race. Some individuals receive more than one postsecondary credential from UA in a given year.

Baccalaureate Recipients who Earned a Subsequent Graduate Credential within 5 Years

In FY16, 17 percent of people who had earned a baccalaureate from UA five years before had received a graduate degree or credential, a decrease of 7 percent compared to the 18 percent rate for 5-year graduate degree/credential recipients in FY13. This metric is a proxy measure for the quality of UA's baccalaureate programs, specific to preparing graduates for additional postsecondary education. Of note is that the proportion of UA baccalaureate graduates attending graduate schools in the U.S. other than UA has risen steadily from 23.6 percent in FY13 to 41.9 percent in FY17. The number earning a graduate credential at a non-UA U.S. graduate school was 47.0 percent in FY16, compared to 42.5 percent in FY12.

Defined as: Proportion of all baccalaureate degree recipients that subsequently earned a graduate degree or post-baccalaureate credential at UA, or from another U.S. institution, within the five fiscal years following graduation. For example, the FY16 value is calculated as follows: the denominator is the number of FY11 baccalaureate graduates and the numerator is the number of those FY11 baccalaureate graduates who earned one or more graduate degree(s) and/or post-baccalaureate credential(s) during the period of FY12 to FY16. Source: UAA, UAF, and UAS via UA information systems and the National Student Clearinghouse. Final FY17 information for this metric will be available in November 2018.

Percent of Bachelor's Degree-Seekers who Successfully Complete 30 Credits or More Per FY

Almost 17 percent of bachelor's degree-seekers completed 30 credits or more in FY17, which is the minimum amount needed to stay on track to timely graduation, e.g. 4 years for a baccalaureate, 2 years for an associate degree, etc. The proportion of bachelor's degree-seekers who complete at least 30 credits annually has increased incrementally over the last five years from 15 percent in FY13.

Defined as: Proportion of baccalaureate majors earning 30+ credits during the fiscal year reported. For students who changed the type of degree they were seeking during a given fiscal year, the level of degree sought is reported as the most recent status held during the fiscal year. A fiscal year consists of consecutive summer, fall, and spring semesters. A student is considered to have completed any course graded C or higher, or Pass.

Percent of Associate Degree-Seekers who Successfully Complete 30 Credits or More Per FY

The percent of associate degree-seekers who complete 30 credits or more per FY decreased 7 percent from FY13 to FY17 (from 4.2 percent to 3.9 percent).

Defined as: Proportion of associate degree-seeking students earning 30+ credits during the fiscal year reported. For students who changed the type of degree they were seeking during a given fiscal year, the level of degree sought is reported as the most recent status held during the fiscal year. A fiscal year consists of

consecutive summer, fall, and spring semesters. A student is considered to have completed any course graded C or higher, or Pass.

Developmental Course Takers (050-099) Successfully Completing College-Level Class in Math or English Within 2 Years - Bachelor's Degree-Seekers

Of fall 2015 entering first-time freshman that sought a bachelor's degree and required developmental coursework, 39 percent successfully completed a corresponding college-level class in the subject area by fall 2017, i.e. FY18. This was an increase of 8.3 percent from the FY17 level of 36 percent, and a decrease of 3.7 percent from the FY14 performance level of 41 percent. Increasing the success rate of developmental students is a priority of UA, despite UA budgetary reductions. Interventions that seek to support improved student success in developmental education include enhanced operational practices in tutoring and supporting students and efforts to facilitate students' transition to campus life.

Defined as: An individual is counted if he or she attempts and passes a college level class in the same subject area that he or she required remediation, with a grade of C or better, or a Pass, within two years following entry into UA. This measure counts college level courses completed in the same subject area as developmental coursework taken during the first fall semester the student enrolled, or in the subsequent two years. For example, a student taking a developmental math course in fall 2015 would need to pass a college level math course by fall 2017 to be counted in this metric. Developmental courses are defined as having a course number between '050' and '099'.

Developmental Course Takers (050-099) Successfully Completing College-Level Class in Math or English Within 2 Years – Associate Degree-Seekers

For associate degree-seeking first time freshman entering UA in fall 2015 who required developmental coursework, about 38 percent successfully completed a corresponding college-level class in the same subject by fall 2017, i.e. FY18. This represented an increase of 11.5 percent from the FY17 level of 34 percent and a 20.3 percent increase from the FY14 performance level of 32 percent. Increasing the success rate of developmental students is a priority of UA, despite UA budgetary reductions. Interventions that seek to support improved student success in developmental education include enhanced operational practices in tutoring and supporting students and efforts to facilitate students' transition to campus life.

Defined as: An individual is counted if he or she attempts and passes a college level class in the same subject area that he or she required remediation, with a grade of C or better, or a Pass, within two years following entry into UA. This measure counts college level courses completed in the same subject area as developmental coursework taken during the first fall semester the student enrolled, or in the subsequent two years. For example, a student taking a developmental math course in fall 2015 would need to pass a college level math course by fall 2017 to be counted in this metric. Entering associate level students include those seeking an Associate of Arts or Associate of Science. Developmental courses are defined as those having a course number between '050' and '099'.

150 Percent Graduation Rate, Bachelor's Degree-Seekers

Final figures for FY17 show that by August 2017, 31.0 percent of first-time bachelor's degree-seeking freshmen entering UA in fall 2011 had earned a baccalaureate. This represented a decline of 1.9 percent from the FY13 graduation rate of 31.6 percent, and an increase of 5.4 percent from the FY16 graduation rate of 29.4 percent. The latest available national average 150 percent baccalaureate graduation rate for public, four-year, open admission institutions was 31.8 percent in FY15, for comparison.⁴ Improved placement and advising practices, as well as the addition of basic baccalaureate admission standards at all three universities, support performance on this measure.

Pell Recipients

The six-year graduation rate for first-time, full-time bachelor's degree-seeking Pell grant recipients increased 18 percent from FY13 to FY17 (from 17.4 percent to 20.6 percent). Alaska has the lowest college-going rate for low-income high school graduates (9.6 percent) of any state in the nation.¹⁰ Receipt of a federal Pell grant is a proxy for low-income status.

Alaska Native/American Indian

The proportion of first-time full-time Alaska Native/American Indian bachelor's degree-seekers who graduated within six years grew 34 percent from FY13 to FY17 (from 13.1 percent to 17.5 percent).

Part-Time

In FY17 the proportion of first-time, part-time bachelor's degree-seeking students who graduated within six years decreased by 24 percent from 9.0 percent in FY13 to 6.8 percent in FY17. Students who attend part-time are, by definition, less likely to graduate on time.

Defined as: Percent first-time bachelor's degree-seeking freshmen starting six years prior who earned a bachelor's degree anywhere in the UA system as of the August following the fiscal year the graduation rate is reported for. Cohort and calculation definitions follow the federal reporting definition, allowing for valid national and peer comparisons. Receipt of a Pell grant is a proxy for low-income status, and Pell recipients are defined as students who received a Pell grant during the fall semester in which they enrolled as first-time, full-time freshmen.

150 Percent Graduation Rate, Associate Degree-Seekers

The proportion of first-time, full-time freshmen seeking an associate degree that graduated with an associate degree within three years increased 42.1 percent from FY13 to FY17 (from 11.4 to 16.2 percent).

Pell Recipients

The three-year graduation rates for first-time, full-time associate degree-seeking Pell grant recipients increased by 55.8 percent from FY13 to FY17 (from 8.9 percent to 13.9 percent).

Alaska Native/American Indian

The proportion of first-time full-time associate degree-seeking Alaska Native/American Indian students who graduated within three years increased by 95.1 percent from FY13 to FY17 (5.2 to 10.2 percent).

Part-Time

The proportion of first-time, part-time associate degree-seeking students who graduated within three years increased by 9.4 percent from FY13 to FY17 (from 3.2 percent to 3.5 percent). Students who attend part-time are, by definition, less likely to graduate on time.

Defined as: Percent first-time associate degree-seeking freshmen starting three years prior who earned an A.A. or A.S. within three years, anywhere in the UA system as of the August following the fiscal year being reported. Cohort as of fall semester opening freeze data are consistent with federal reporting. Bachelor's Intended students, classified as associate level, are not considered in this measure. Receipt of a Pell grant is a proxy for low-income status, and Pell recipients are defined as students who received a Pell grant during the fall semester in which they enrolled as first-time, full-time freshmen.

Graduate Students with Externally Funded Assistantships

The proportion of graduate students who were supported by externally funded research grants decreased nearly 8 percent from FY13 to FY17, from 8.0 to 7.4 percent. There was no change from FY16 to FY17. This metric is an indicator of health for UA's graduate programs and the ability to attract high quality graduate students.

Defined as: Proportion of graduate students enrolled over the course of a fiscal year that hold a graduate assistantship paid from restricted, external funding.

Theme II: Productive Partnerships with Alaska's Schools

APS Recipients Meeting Annual Student Credit Hour (SCH) Completion Requirements

Awarded for the first time in FY12, the Alaska Performance Scholarship (APS) provides up to \$4,755 annually for four years to Alaska high school graduates meeting specific requirements for academic content and achievement who pursue a qualifying postsecondary degree or certificate in the State of Alaska. Meeting annual minimum requirements for the number of credit hours completed is one factor that determines whether a student is eligible to continue receiving the scholarship over time. Over the five-year period of FY13 – FY17, the proportion of APS scholarship recipients meeting the annual credit hour requirement to remain eligible for the scholarship increased from about 81 percent to roughly 87 percent.

Defined as: Proportion of Alaska Performance Scholarship recipients who met the minimum credit hour completion requirement¹¹.

Percent of First-Time Freshmen Taking a Developmental Class - Bachelor's

The proportion of bachelor's degree-seeking first-time freshmen requiring a developmental course in their first semester to be prepared for college level coursework was 21.5 percent in FY18, a decrease of about 15 percent from FY17 when 25.3 percent of first-time freshmen required developmental coursework, and a decrease of 12 percent since FY14 when 24.3 percent required such coursework. A lower proportion of incoming students who require remediation is an indication that UA's incoming students are better prepared for postsecondary education over time.

Defined as: Percent of first-time, bachelor's degree-seeking freshmen enrolled in at least one developmental course in their first semester. Developmental courses are defined as those courses having a course number between '050' and '099'.

Percent of First-Time Freshmen Taking a Developmental Class – Associate

The proportion of associate degree-seeking first-time freshmen requiring a developmental course in their first semester to be prepared for college level coursework was 36.6 percent in FY18, down 17 percent from FY17 when 44.2 percent of first-time freshmen required developmental classwork, and 32 percent from FY14, when 53.8 percent needed developmental coursework. A lower proportion of incoming students who require remediation is an indication that UA's incoming students are better prepared for postsecondary education.

Defined as: Percent of first-time, associate degree-seeking freshmen enrolled in at least one developmental course in their first semester. Associate degree-seeking students are defined as those seeking an Associate of Arts (AA) or Associate of Science (AS). Developmental courses are defined as those courses having a course number between '050' and '099'.

Percent of First-Time Freshmen with Concurrent-Enrollment Credits

High school students who complete college coursework as a part of their curriculum are understood to be more likely to graduate from high school and to succeed in postsecondary education than peers who do not. Over 23 percent of first-time freshmen entering UA in FY18 had previously earned concurrent enrollment credit at UA (685 of 2,950 first-time freshmen), a 16 percent decrease from FY17 and about 17 percent less than in FY14.

Defined as: Number of first-time freshman enrolling in the fall of the reported fiscal year previously earned college credit through UA as a high school student. A concurrent enrollment student is a high school student that is (1) enrolled in high school courses that were intended to earn college credit and generate a college transcript, and/or (2) enrolled in postsecondary courses that resulted in a UA college transcript, but that may or may not have resulted in high school credit.

Theme III: Productive Partnerships with Public Entities and Private Industry

Percent of UA Degree Recipients Employed 1 Year Later

Graduates of UA who remain and work in Alaska forge important partnerships with public entities and private industry across the state. In FY16, more than 78 percent of FY15 UA graduates were employed in Alaska.

Defined as: Percent of UA graduates who were employed in the State of Alaska. Employment data includes wage and salary employment in Alaska's private sector, and in state and local government of Alaska. Employment data does not include the self-employed, workers in the seafood-harvesting industry, or Alaska-based employees of the federal government and military. Source: Alaska Department of Labor and Workforce Development (DoLWD). FY16 information for this metric will be available in February 2018.

Number of Alumni Donors

The number of unique alumni donors during FY17 was 2,906.

Defined as: The methodology for calculating this metric was updated in FY17; prior year data is not reported. It is the total number of alumni donating to UA during the fiscal year, counted consistent with the guidelines and practices of the Council for Advancement and Support of Education (CASE) standards, which are a common set of definitions and procedures for reporting the results of fundraising activities at educational institutions. Data provided by the UA Foundation, August following the close of the FY.

Baccalaureate Engineering Degrees Earned at UA

Baccalaureate engineering degree recipients help meet Alaska's job market need for more workers with post-secondary training. Projections indicate 65 percent of Alaska jobs will require such training by 2025.¹² The University of Alaska awarded 216 baccalaureate-engineering degrees in FY17, an all-time high representing a 39 percent increase from five years ago, and a 29 percent increase from FY16. FY17 marks achievement of the goal UA set ten years ago as the desired outcome of the Engineering Expansion Initiative – to double the number of baccalaureate engineering degrees awarded to at least 200 annually.

Defined as: Number of baccalaureate engineering degrees awarded each fiscal year that qualify recipients to pursue licensure requirements to become a Professional Engineer in the State of Alaska.

Health Program Completions

UA's health degree programs help meet persistent demand for health care workers in Alaska, one of the few occupational areas where growth remains strong, and also help meet Alaska's job market need for more workers with post-secondary training. Projections indicate 65 percent of Alaska jobs will require such training by 2025¹². Health programs qualify students to work in health professions such as nursing and allied health, mental health professions such as clinical psychology, and health administration professions. UA awarded 874 such degrees in FY17, a decrease of 7.1 percent from 941 health degrees awarded in FY16, and an increase of 9.4 percent from FY13 (799). The annual number of graduates demonstrates some year-to-year variation because some programs have new starting cohorts every other year, rather than annually.

Defined as: Number of completions in degree, certificate and credential programs delivered by UAA, UAF and UAS in the areas of health, mental health, and health administration as identified by the Classification of Instructional Program (CIP) code assigned to the program by each university.

Theme IV: Research and Development (R&D) and Scholarship to Sustain Alaska's Communities and Economic Growth

Ratio Federal & Other: Unrestricted GF Research Revenue

The ratio of Federal and Other Research revenue to Unrestricted General Fund research revenue is one measure of the return on investment in research at UA. Figures for FY17 indicate that, for every \$1 in Unrestricted General Fund committed to research, UA received \$6.2 in Federal and Other Research revenue, an increase of 55 percent over FY16, and 32 percent more than in FY13. The large growth in this measure over the last year is primarily associated with the federally funded R/V SIKULIAQ ship operations, although federally sponsored research has remained strong across the board. The declining ratio observed through about FY16 resulted from the combined effect of annual declines in Federal and Other Research revenue for research with annual increases in Unrestricted General Fund revenue in support of research. This occurrence reversed course in FY17, where Unrestricted General Fund support decreased \$7M in one year while Federal and Other Research revenue increased more than \$22M over the same time.

Defined as: Ratio of restricted, external (i.e., federal and other) research revenue to research revenue funded via unrestricted state general fund appropriation. Federal and other research revenue includes indirect cost recovery (ICR) received in association with external research funding, as well as capital budget revenue for research functions.

Invention Disclosures

UA continues to advance intellectual properties, a process that begins with invention disclosures. These may lead to commercialization of technologies valuable to inventors, the university, and state citizens. In FY17, UA reported 17 invention disclosures, a decrease of 8 disclosures, 32 percent, from the FY16's 25, and 81 percent lower than FY13's 88. UAF's Office of Intellectual Property and Commercialization underwent reorganization in FY15 and FY16, an effort that contributed to the recently lowered number of disclosures but that should, over time, result in increased numbers of disclosures. In addition, UAA has prioritized developing additional invention disclosures and continued to report 3 to 5 disclosures per year between FY15 and FY17.

Defined as: Number of invention disclosures per fiscal year as reported by the UAA Office of Technology Commercialization and the UAF Office of Intellectual Property and Commercialization.

Total Research Expenditures per Research Faculty Full-Time Equivalent (\$1,000s)

The average amount of research expenditures per research faculty full-time equivalent (FTE) was \$807.7 thousand in FY17, a 12.5 percent increase from an average of \$718.0 thousand per research faculty FTE in FY16 and 23.6 percent above the \$653.5 thousand in FY13.

Defined as: Research expenditures per NCHEMS reporting category for an FY in thousands divided by the total number of regular faculty full-time equivalents reported working on research funding in fall of the FY per NCHEMS reporting guidelines. Figures are from the Yellowbook⁶ and are not comparable outside UA. FY18 information for this metric will be available in October 2018.

Theme V: Accountability to the People of Alaska

Percent of Degree-seeking Undergraduates Receiving Pell

In Aid Year 2016-17 (AY17), 32.3 percent of degree-seeking undergraduate students received a Pell grant, a 10.5 percent decrease from AY13, when 36.1 percent received a Pell. Pell grants are the federal government's largest grant available to postsecondary education students who are low-income.

Defined as: Aid Year measure, e.g. Aid Year 2016-17 consists of consecutive fall, spring and summer semesters. Aid Year 2016-17 is displayed under the FY17 column. Degree-seeking undergraduates represents the total headcount of all undergraduates working towards a degree, certificate, or endorsement in a fall semester. Pell recipients are defined as the subset of those students who received a Pell grant in the fall, spring or summer semesters of an Aid Year.

Average Non-Loan Aid (\$) for Financial Aid Eligible Bachelor's Degree Seekers

In Aid Year 2016-17 (AY17) financial-aid eligible bachelor's degree-seekers received an average of \$5,028 in non-loan aid, i.e. financial aid that did not have to be paid back, an increase of 13.7 percent from the AY13 average amount of \$4,422. Growth in the average amount of non-loan financial aid awarded to bachelor's degree-seekers was slightly less than the 16.2 percent increase in resident, undergraduate tuition rates over the same time¹³.

Defined as: Non-loan financial aid includes grants, scholarships, work study and other financial aid support that does not need to be paid back. Aid Year measure, e.g. Aid Year 2016-17 consists of consecutive fall, spring and summer semesters. Denominator only includes baccalaureate degree-seekers who qualify to receive financial aid, regardless of whether the student applied for or received aid of any type including loans. For students who changed the type of degree they were seeking during a given year, the level of degree sought is reported as the most recent status held during the reporting year.

Average Non-Loan Aid (\$) for Financial Aid Eligible Associate, Certificate, and Endorsement Seekers

In Aid Year 2016-17 (AY17) the associate degree, certificate, and endorsement seekers that were eligible for financial aid received an average of \$3,266 in non-loan aid, i.e. financial aid that did not have to be paid back. This was 7.9 percent more than the average non-loan aid award of \$3,026 in AY13. Tuition costs for resident, undergraduate students grew 16.2 percent over this period, more than double the growth in the average non-loan financial aid award amount to associate degree, certificate and endorsement seekers since AY13.

Defined as: Non-loan financial aid includes grants, scholarships, work study and other financial aid support that does not need to be paid back. Aid Year measure, e.g. Aid Year 2016-17 consists of consecutive fall, spring and summer semesters. Denominator only includes associate degree, certificate, and endorsement seekers who qualify to receive financial aid, regardless of whether the student applied for or received aid of

any type including loans. For students who changed the type of degree they were seeking during a given year, the level of degree sought is reported as the most recent status held during the reporting year.

Average Debt for those Graduating with Loans - Bachelor's Degree Recipients

Almost 48 percent of UA baccalaureate graduates in FY17 had some student loan debt at graduation, with an average cumulative loan debt amount of \$25,844 per graduate. In dollar terms, this is a decrease of 10.1 percent compared to FY13 graduates (\$28,757) and a 5.5 percent reduction from FY16's graduates (\$27,336).

Defined as: Average amount of aggregate loan aid taken by students over their academic career that earned a baccalaureate from UA in the reporting year. Graduates who have no loans are not considered in the average. For students who earned multiple degrees from UA over time, only the loans taken in association with the most recent degree earned are considered.

Average Debt for those Graduating with Loans – Associate Degree, Certificate, and Endorsement Recipients

In FY17 35.4 percent of associate degree, certificate, and endorsement graduates had taken student loans at some point while attending UA. The average, cumulative loan debt for these graduates was \$19,336. In dollar terms, this is a decrease of 4.3 percent compared to FY13 graduates (\$20,207) but a 3.8 percent increase from FY16's graduates (\$18,622).

Defined as: Average amount of aggregate loan aid taken by students over their academic career that earned an associate degree, certificate, or occupational endorsement at UA in the reporting year. Graduates who have no loans are not considered in the average. For students who earned multiple degrees from UA over time, only the loans taken in association with the most recent degree earned are considered.

Loan Default Rate

The 3-year federal loan default rate for UA's universities was 12.6 percent for FY14, compared to 11.5 percent for the nation as a whole¹⁴ and 12.8 percent for all Alaska institutions¹⁵.

Defined as: The 3-year default rate is the percentage of borrowers who entered repayment on federal student loans in the fiscal year reported, and defaulted during the first three years. Figures are for federal, rather than state, fiscal year. Source: US Department of Education.¹⁶ Information on the cohort starting student loan repayment in federal FY15 will be available in October 2018.

Number of Programs Available by e-Learning

All (50-100 Percent e-Learning)

In FY17, 233 degree programs were available at least 50 percent via e-Learning, i.e. hybrid or distance delivery, a 4 percent decrease from FY16.

Distance Only (100 Percent e-Learning)

In FY17, 106 degree programs were available 100 percent via e-Learning, i.e. distance delivery, about a 2 percent decrease from FY16.

Defined as: Each university identifies whether each program it delivers is offered by traditional, hybrid or distance delivery. Programs that do not provide for at least half of the required coursework to be completed fully at a distance are classified as traditionally delivered for reporting, while programs that provide for more than half but not all required coursework to be completed at a distance are considered hybrid. The official data source for degree programs offered was updated in fall 2016 from a historically utilized soft-ledger data source provided by each university's Registrar and IR Office to data from UA's management information

system, Banner. As a result, historical figures have been revised, where possible, to provide a valid trend comparison. Prior years for which comparable historical figures cannot be generated are not reported.

Average e-Learning Credits per Student

Over the last five years UA students have, on average, continued to take more course credits delivered by way of e-Learning, increasing from 3.0 credits on average per student in FY13 to 4.3 credits per student on average in FY17. This represents a 43 percent increase since FY13.

Defined as: Each course delivered by UA is classified by the university delivering the course based on the physical location and proportion of the course delivered by technology. Courses that are less than 50 percent location-based are classified as e-Learning. Metric calculated as the total student credit hours delivered by e-Learning, divided by total headcount of students taking at least one course from UA.

Percent Reporting Alaska Native/American Indian Racial Background - Faculty

The percent of regular and adjunct faculty working at UA and self-reporting a racial background of Alaska Native/American Indian, alone or in combination with other races, remained at 5.5 percent in FY17 and FY18, up 19 percent from the FY14 proportion of 4.6 percent. The proportion of UA faculty who identify as Alaska Native/American Indian is less than one-third the proportion of Alaska's population that self-identifies a racial background of Alaska Native/American Indian, alone or in combination with others, at 18.1 percent in 2015.¹⁷ The university has a goal of closing this gap over time.

Defined as: Percent of regular and adjunct faculty headcount self-reporting a racial background of Alaska Native/American Indian, either alone or in combination with another race, as of October 1 of the fiscal year.

Percent Reporting Alaska Native/American Indian Racial Background - Staff

The percent of staff working at UA and self-reporting a racial background of Alaska Native/American Indian, alone or in combination with other races, was 8.7 percent in FY18, a number that has varied little over the past 5 years. The proportion of UA staff who are Alaska Native/American Indian is less than half the proportion of Alaska's population that self-identifies a racial background of Alaska Native/American Indian, alone or in combination with others at 18.1 percent in 2015¹⁷ and the university has a goal of closing this gap over time.

Defined as: Percent of all employees, excluding faculty and student workers, self-reporting a racial background of Alaska Native/American Indian, either alone or in combination with another race, as of October 1 of the fiscal year.

Percent Reporting Alaska Native/American Indian Racial Background - Bachelor's Degree-seekers

The percent of bachelor's degree-seekers self-reporting a racial background of Alaska Native/American Indian, alone or in combination with other races, was 14.1 in FY18, an increase of almost 4 percent in the last year. The proportion of UA bachelor's degree-seekers who are Alaska Native/American Indian is almost 80 percent the proportion of Alaska's population that self-identifies a racial background of Alaska Native/American Indian, alone or in combination with others, at 18.1 percent in 2015.¹⁷ The university has a goal of closing this gap over time.

Defined as: Percent of all bachelor's degree-seeking students self-reporting a racial background of Alaska Native/American Indian, either alone or in combination with another race, as of October 1 of the fiscal year. Auditors are included.

Percent Reporting Alaska Native/American Indian Racial Background - Associate, Certificate and Endorsement Degree- seekers

The percent of associate, certificate and endorsement degree-seekers self-reporting a racial background of Alaska Native/American Indian, alone or in combination with other races, was 20.5 in FY18, compared to 19.2 percent in FY17 and 18.5 percent in FY14. This slightly exceeded the proportion of Alaska's population that self-identified a racial background of Alaska Native/American Indian, alone or in combination with others, at 18.1 percent in 2015.¹⁷

Defined as: Percent of all associate degree, certificate, and occupational endorsement certificate seeking students self-reporting a racial background of Alaska Native/American Indian, either alone or in combination with another race, as of October 1 of the fiscal year. Auditors are included.

Percent Reporting Alaska Native/American Indian Racial Background - Graduate Students

The percent of graduate students self-reporting a racial background of Alaska Native/American Indian, alone or in combination with other races, was 10.7 percent in FY18, similar to 10.5 percent in FY17 and an 8.4 percent increase between FY14 and FY18 (from 9.9 percent to 10.7 percent). The proportion of UA graduate degree-seekers who are Alaska Native/American Indian is 60 percent of the proportion of Alaska's population that self-identifies a racial background of Alaska Native/American Indian, alone or in combination with others, at 18.1 percent in 2015¹⁷, and the university has a goal of closing this gap over time.

Defined as: Percent of all graduate students self-reporting a racial background of Alaska Native/American Indian, either alone or in combination with another race, as of October 1 of the fiscal year. Auditors are included.

Percent Reporting Alaska Native/American Indian Racial Background - Degree Recipients

The number of postsecondary credentials earned by Alaska Native/American Indian students dropped 12 percent, or 84 awards, from FY16. The total number of degrees, certificates and endorsements awarded by UA also dropped over the same period, in part resulting from declining enrollment since FY12. Alaska Native/American Indian students earned more than 13 percent of all awards in FY17, down slightly from 14.4 percent of awards in FY16. For comparison, 18.1 percent of the state's population identifies as Alaska Native/American Indian.¹⁷

Defined as: Percent of all degree recipients self-reporting a racial background of Alaska Native/American Indian, either alone or in combination with another race.

UA Tuition and Fees Compared with Western Institutions (Including CA)

4-Year as Percent of WICHE Average

In FY18, the cost of mandatory tuition and fees required to attend a 4-year program at UA was 87.5 percent of the average cost of 4-year programs in the Western U.S. This was 0.5 percent lower than in FY17, when it was 87.9 percent of the WICHE 4-year average and 13.3 percent higher than in FY14 when it was 77.2 percent of the WICHE average. UA's goal is to increase 4-year tuition and fees closer to the WICHE average by 2025.

Defined as: Mandatory tuition and fees for 4-year programs at UA compared to the average mandatory tuition and fees at four-year institutions in Western states, including California. Source: Western Interstate Commission for Higher Education.¹⁸

2-Year as Percent of WICHE Average

In FY18, the mandatory tuition and fees cost for a student enrolled in a 2-year program at UA was 247.5 percent of the cost of attending a separately accredited 2-year institution in other Western states. This was 0.7 percent higher than in FY17, when it was 245.7 percent of the WICHE 2-year average and 16.9 percent higher than in FY14 when it was 211.8 percent of the WICHE average. A 25 percent tuition discount was approved by the BOR for Academic Year 2018-19 (AY19) as one way of addressing the high 2-year cost of UA education. UA seeks to bring the cost of 2-year programs closer to the WICHE average.

Defined as: Mandatory tuition and fees for 2-year programs at UA compared to the average tuition and fees at two-year institutions in Western states, including California, as reported by the Western Interstate Commission for Higher Education¹⁸.

Weighted Average Completions per 100 Student FTEs

In FY17, there were 23 degree or credential completers per 100 student full time equivalents (FTEs). This is 0.9 percent higher than FY16's 22/100 student FTEs and 12.5 percent higher than FY13's 20/100. Increasing the completers per 100 student FTEs is a goal that will decrease time to degree and improve the likelihood of degree attainment.

Defined as: The number of weighted completions divided by fiscal year student full-time equivalents. The numerator is equal to weighted completions, calculated as the sum of (<1 year program grads/4) plus (1-2 year program grads/2) plus (4-year program grads) plus (Master's grads * 1.5) plus (Doctoral grads * 3). The denominator is equal to the sum of FTEs. One fiscal year student FTE is equal to 30 undergraduate credit hours or 24 graduate credit hours. Use of weighted completions normalizes for the length and intensity of instruction needed for each degree level and counts all UA for-credit credentials.

Total Cost of Risk per \$1,000 in Revenue

In FY17 the cost of risk management per \$1,000 of revenue was \$9.8, a 5.4 percent increase from FY13 (\$9.3), and a 3.9 percent decrease from FY16 (\$10.2).

Defined as: Total cost of risk is defined as the total cost to UA over a fiscal year from insurance, losses, expenses, broker's fees and commissions, opportunity costs, costs of capital, benefits, compliance, safety programs, global programs, and student safety. Source: UA Office of Risk Services and UA's annual approved operating budget materials (Yellowbook). FY18 information will be available by October 2018.

Total Cost of Education (Indirect and Direct) per Weighted Completion (\$)

In FY17, the total cost of education per weighted completion at UA was \$107,300 in FY17, a decrease of 2.8 percent from \$110,400 in FY16 and an 8.4 percent decrease from \$117,100 in FY13. This decrease is due a decline in the total cost of education from \$447 million in FY13 to \$413 million in FY17, along with a relatively constant level of weighted completions.

Defined as: The numerator is the direct cost of education, which is the sum of Instruction, Academic Support, Student Services plus the indirect share of administration, and operations & maintenance associated with Instruction. The denominator is weighted completions, calculated as the sum of (<1 year program grads/4) plus (1-2 year program grads/2) plus (4-year program grads) plus (Master's grads * 1.5) plus (Doctoral grads * 3). Numerator sourced by Strategy, Planning and Budget, calculated from Yellowbook actuals.⁶ Use of weighted completions normalizes for the length and intensity of instruction needed for each degree level and counts all UA for-credit credentials. This metric assesses the relationship between expenditures on UA's instruction mission and outputs as measured by the number of degrees and credentials

awarded each year, weighted to normalize for different degree lengths. Although expenditures in support of recruiting and educating an individual who received a degree occur over several years, this ratio utilizes total expenditures and total graduates for a single fiscal year as a standard proxy measure for the actual cost of educating each individual graduate.

¹ See <http://www.higheredinfo.org/dbrowser/?year=2014&level=nation&mode=graph&state=0&submeasure=63>

² See <https://education.alaska.gov/ReportCard/rc17>, p. 47

³ See <http://labor.alaska.gov/research/trends/jun14art1.pdf>

⁴ See https://nces.ed.gov/programs/digest/d16/tables/dt16_326.10.asp

⁵ See https://nces.ed.gov/programs/digest/d16/tables/dt16_326.20.asp

⁶ See <https://www.alaska.edu/files/swbudget/yellowbook/FY18---Yellowbook-Final-Revised-11-8-17.pdf>, p. 15

⁷ See <https://www.elsevier.com/solutions/scopus>

⁸ See <https://www.omb.alaska.gov/html/performance/program-indicators.html?p=172#td9341>

⁹ See [www.boarddocs.com/ak/alaska/Board.nsf/files/AS8MMZ5B5326/\\$file/2017%20Annual%20Report%20Presentation.pdf](http://www.boarddocs.com/ak/alaska/Board.nsf/files/AS8MMZ5B5326/$file/2017%20Annual%20Report%20Presentation.pdf)

¹⁰ See *College Participation Rates for Students from Low Income Families by State and Sector: 1998 to 2016*, Mortenson, T. (2017) in *Postsecondary Education OPPORTUNITY*, no. 290

¹¹ See “Continuing to Receive Awards” at <https://acpe.alaska.gov/FINANCIAL-AID/AK-Performance-Scholarship>. Full details on the scholarship are available at <https://acpe.alaska.gov/Portals/0/APS/Pubs/APS-Award-Checklist-2016.pdf>

¹² See <http://65by2025.org>

¹³ See UA in Review Table 4.11b, see <http://alaska.edu/swbir/ir/reports/ua-in-review/>

¹⁴ <https://www2.ed.gov/offices/OSFAP/defaultmanagement/schooltyperates.pdf>

¹⁵ <https://www2.ed.gov/offices/OSFAP/defaultmanagement/staterates.pdf>

¹⁶ <https://ifap.ed.gov/DefaultManagement/guide/attachments/CDRQuickReferenceGuide.pdf>

¹⁷ See figures for individuals reporting more than one race at: <http://live.laborstats.alaska.gov/pop/estimates/data/AgeBySexByRaceAICHispAK.xls>

¹⁸ See https://www.wiche.edu/info/tuitionAndFees/2017/20171101_TF_Report.pdf