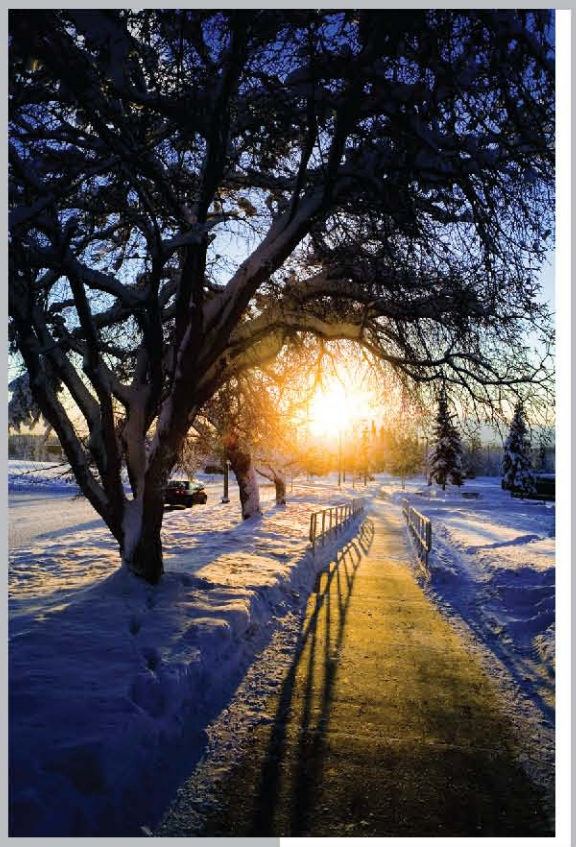
2009 ANNUAL REPORT

Performance-Based Budgeting Report



UNIVERSITY OF ALASKA FAIRBANKS

America's Arctic University

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Executive Summary

Highlights of UAF performance in FY09 include a continued increase in retention to 66.5%. Retention of first-time, full-time, baccalaureate freshmen was especially good at >80%. Student credit hours increased 1.6% in FY09 relative to FY08 and preliminary data indicate an increase of more than 7% for Fall 2009 relative to Fall 2008. In FY09 UAF awarded a record 37 doctoral degrees, reflecting steady enrollment increases in Ph.D. programs since FY02, when only 19 doctoral degrees were awarded.

The number of HDJA (High Demand Job Area) degree and certificate awards for FY09, 646, was well below UAF's low FY09 target, 760. While the number of 2009 awards was greater than that for any year before FY06, performance is well below expectations. Certificates and associate degrees awarded decreased sharply in FY09 compared with FY08, while baccalaureate and graduate HDJA degrees showed little change. There was no clear predictor of this result and indicators of future HDJA awards, such as SCH and headcount of majors in HDJA programs, remain strong. The most likely explanation is that economic conditions in FY09 made it difficult for certificate and associate degree seeking students to complete their programs. Therefore UAF predicts that HDJA awards will rebound in FY10 and 11, provided that Alaska's economy continues to improve. Recent investments in engineering are paying dividends, with enrollment for Fall 2009 estimated at 550 admitted baccalaureate-seeking students, 70% more than the average enrollment for FY04-06.

The FY09 performance of $215M in University Generated Revenue is midway between the low ($212M) and nominal ($216M) targets set last year. This metric is largely controlled by revenue from research grants and contracts and from student tuition and fees. In particular, slightly below par performance on this metric is related to slightly lower research revenues in FY09, due to unfavorable conditions at the Federal level and limited research space.

Research expenditures in FY09, $106M, were between the low and nominal targets set in Fall 2008. Decreases of several million dollars in FY07 to FY09 expenditures, relative to FY06, reflect reductions in congressionally directed funding, plus stagnant competitive federal research budgets and lack of new state base support for research, particularly new facilities required to expand UAF's research enterprise. Increases in external research revenue cannot be sustained unless there are immediate and substantial increases in state support of UAF research. UAF's researchers brought in $580K per research FTE (full-time equivalent research faculty) in FY09, an excellent rate of return compared with peer institutions. Even in the challenging funding environment, most units increased research expenditures in FY09 compared with FY08. UAF has received several ARRA (American Recovery and Reinvestment Act) research awards, which will bolster available research funding in FY10. UAF's successes represent the fruition of major internal re-allocations and State appropriations to invest in new faculty, in connection with infrastructure-building grants. UAF enrolled over 360 Ph.D. students in FY09 and awarded a record 37 doctoral degrees, continuing the steady expansion of these programs since 2002.

Fall 2008 retention (66.5%) was up over Fall 2006 (63.9%), and above UAF's mid-range target of 65%. There has been a generally increasing trend for the past decade. This will

continue based upon Fall 2009 opening enrollment figures, which yield a retention of about 67.0%. Improvements are due to increases for full-time, first-time freshmen baccalaureate-seeking students, whose retention is now over 80%; all other student cohorts performed at about the same level over the ten year period. Retention efforts targeted at baccalaureate degree-seeking students on Fairbanks campus include supplemental instruction, the federally-funded Student Support Services Program, and 'early warning' notifications to freshmen with poor class performance or attendance.

Student credit hours for FY09, 175,000, were equal to the mid-range FY09 target. Student credit hours were up about 1.6% in FY09 relative to FY08, and we anticipate annual increases of at least 1.5% for FY09 and FY10. SCH were up at all levels in FY09 relative to 08. Fall 09 enrollment (SCH) is currently up about 7.6% over Fall 08; in the past decade, only the increases in the FY02 to 04 period were comparable. External conditions contributed to the unusual increase in SCH for Fall 2009, particularly high unemployment (college attendance has a positive correlation with unemployment historically), restricted admission to many Lower 48 institutions with financial difficulties, and loss of funds invested for college, forcing students to choose less-expensive, in-state alternatives. Enrollment services staff and school/college recruiters have achieved increases in transfer students, UA scholars, and engineering and fisheries baccalaureate-seeking students.

Reporting of Non-credit Instruction Units (NIU) began this year. Although 2009 NIU (2700) were much greater than those counted in 2008, this may be largely a recording issue. Non-credit courses fill important needs in communities, but UAF continues to give priority to for-credit instruction in use of facilities, staff time, and other resources.

Enrollment management planning is part of the annual expectations for all deans and community campus directors. Enrollment management plans, as well as reporting and analysis of enrollment data, are included in the Annual Unit Plans (AUPs) submitted to the Provost each August.

All UAF 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 100% of active programs have submitted an assessment plan and over 75% have implemented their plans satisfactorily. Specialized accreditation of many UAF degree programs is an important indicator of program quality.

Overall UAF performed between its low and mid-range targets in FY09, except in retention, which was above the mid-range target, and HDJA awards, which were well below expectations. However, HDJA headcount and SCH production both remain strong, so HDJA awards should soon rebound. Performance in retention and total SCH production has been good. Research expenditures continued a slow (but predicted) decline, which can be traced to reductions in congressionally-directed funding in the context of a challenging competitive funding environment at the federal level. Further expansion of UAF's research is seriously hampered by a lack of recent State investment in research space.

UAF Proposed Targets and Goals, FY10-FY15

High-Demand Job Program Graduates: UAF Proposed Targets and Goals, FY10-FY15									
Target Level	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15
High			775	740	790	885	915	945	985
Nominal			760	710	760	820	880	910	940
Low			725	640	685	735	790	820	850
Actual Performance	**741**	**731**	**646**						
Undergraduate Retention: UAF Proposed Targets and Goals, FY10-FY15									
Target Level	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15
High			71%	72%	73%	74%	75%	76%	77%
Nominal			66%	67%	68%	69%	70%	71%	72%
Low			61%	62%	63%	64%	65%	66%	67%
Actual Performance	**67%**	**64%**	**66.5%**						
Student Credit Hours (Thousands): UAF Proposed Targets and Goals, FY10-FY15									
Target Level	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15
High			178	181	183	186	189	192	196
Nominal			175	178	179	181	183	185	187
Low			170	171	173	175	177	178	179
Actual Performance	171	**172**	**174**						
Grant-Funded Research Expenditures (Million $): UAF Proposed Targets and Goals, FY10-FY15									
Target Level	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15
High			109.8	109	112	115	119	125	131
Nominal			108.6	108	109	109	112	114	117
Low			104.8	105	106	107	108	110	111
Actual Performance	**113**	**107.8**	**106.2**						

University Generated Revenue (Million $): UAF Proposed Targets and Goals, FY10-FY15									
Target Level	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15
High			217	220	227	235	245	256	266
Nominal			216	218	223	228	235	242	250
Low			210	213	215	218	220	223	226
Actual Performance	**210**	**211**	**212.4**						
Non-credit Instruction Units: UAF Proposed Targets and Goals, FY10-FY15									
Target Level	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15
High				3300	3700	4000	4000	4000	4000
Nominal				3000	3300	3500	3500	3500	3500
Low				2700	2900	3000	3000	3000	3000
Actual Performance	**186**	**903**	**2731**						
Strategic Enrollment Management Planning: UAF Proposed Targets and Goals, FY10-FY15									
	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15
Target Level			100%	100%	100%	100%	100%	100%	100%
Actual Performance	**67%**	**100%**	**90%**						
Academic Program Outcomes: UAF Proposed Targets and Goals, FY10-FY15									
	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15
Target Level			100%	100%	100%	100%	100%	100%	100%
Actual Performance	**84%**	**92%**	**95%**						

The mid-range targets and goals in this table are predicated on a number of assumptions, including:

- WICHE projects that the number of Alaskan high school graduates will decrease by about 1200 between 2008 and 2014; this represents an average rate of decrease of 2.5 % per year, and so our projections of modest (1-1.5%) enrollment growth include the requirement to overcome this demographic trend.
- The population growth rates of Alaska (about 1% annually) and Fairbanks (about 0.5% annually) are similar to the June, 2007 projections of the Alaska State Department of Labor.

- The U.S. and Fairbanks regional economies are in mild to moderate recession, with increased unemployment rates up to about 6.5% nationally and 8% in Alaska, but the U.S. economy remains basically stable and unemployment rates, inflation-adjusted personal income, and availability/affordability of credit do not move outside the range of variation that has occurred since 1960.
- Tuition and fees/credit increase at an average rate of 5% per year for the high and nominal projections, 3% for the low projection.
- Other sources of university revenue increase at 0% (low target), 2% (nominal target) or 3% (high target) per year.
- Federal research spending remains at least at the FY08 level, even though there may be little or no growth.
- UAF consistently receives funding for operating budget fixed costs increases from the Legislature, and in addition receives an average of $1-2M per year in funding for new or enhanced programs.
- Further, UAF receives at least $20 M per year in capital R&R funding and, for FY11 or 12, receives State funding for at least one major instruction/research facility (at least $60M).

The low targets are under the same general economic and demographic assumptions, but assume no new operating funds (beyond fixed costs) and no capital investment except in R&R.

The high targets assume State operating and capital investments as for the mid-range targets, but in addition, two major instruction and research facilities funded (at least $120M). Also, it assumes at least moderate growth (3-5% per year) in federal research funding.

Summary of Budget Increments, Internal Reallocations, and Requests to Enhance Performance

Awarded Funding				
Fiscal Year	**Funding Source**	**One-time or Continuing, Amount**	**Program Enhancement**	**Metrics Impacted**
2009	PBB Reallocation	Continuing $80,106	CRCD Rural Health Programs instructional designer for distance courses	HDJA, SCH
2009	PBB Reallocation	Continuing $85,195	CRCD Rural Health Programs advising and student support services	HDJA, SCH
2009	PBB Reallocation	Continuing $49,164	CLA Psychology Ph.D. Program	HDJA, SCH
2009	PBB Reallocation	Continuing $254,000	UAF development and communication	(UGR)*
2009	PBB Reallocation	Continuing $32,000	CNSM graduate student assistantships	Research Expend.
2009	PBB Reallocation	Continuing $150,000	VCR Scenarios Network for Alaska Planning (SNAP)	Research Expend.
2009	PBB Reallocation	Continuing $50,000	VCR undergraduate research symposium	Research Expend. Retention SCH
2009	PBB Reallocation	Continuing $100,000	CLA Center for Alaska Native Health Research	Research Expend.
2009	PBB Reallocation	Continuing $30,000	CNSM Atmospheric Sciences	Research Expend.
2009	PBB Reallocation	Continuing $350,000	VCR biomedical research	Research Expend.
2009	PBB Reallocation	Continuing $72,664	VCAS Office of Grants and Contracts staff support	Research Expend.
2009	PBB Reallocation	Continuing $20,000	VCAS staff training	Research Expend.
2009	PBB Reallocation	Continuing $93,234	VCAS industrial hygienist (safety and compliance)	Research Expend.
2009	PBB Reallocation	Continuing $50,000	Student Support Services Program	Retention
2009	FY08 Carry Forward	One-time $30,000	TVC Paramedic Program ambulance simulator	HDJA
2009	FY08 Carry Forward	One-time $100,000	VCR veterinary services in support of biomedical research	Research Expend.

Fiscal Year	Funding Source	One-time or Continuing, Amount	Program Enhancement	Metrics Impacted
2009	FY08 Carry Forward	One-time $120,000	VCR International Polar Year and UArctic outreach and graduate education	Research Expend.
2009	FY08 Carry Forward	One-time $75,000	Specialist in student and enrollment data for Institutional Research	SCH
2009	FY08 Carry Forward	One-time $75,000	Instructional software (Roxen and Elluminate Live!)	Retention, SCH
2009	FY08 Carry Forward	One-time $200,000	Instructional equipment	Retention, SCH
2009	FY08 Carry Forward	One-time $30,000	Testing Services (placement testing for implementation of mandatory placement)	Retention, SCH
2009	TVEP	One-time $75,000	TVC Microcomputer Support Specialist Program	HDJA, SCH
2009	TVEP	One-time $35,000	TVC Law Enforcement Academy	HDJA, SCH
2009	TVEP	One-time $60,000	CRCD Early Childhood Education Program	HDJA, SCH
2009	TVEP	One-time $75,000	IAC Roads Scholar Program	HDJA, SCH
2009	TVEP	One-time $107,198	BBC vocational/career and technical program coordinator	HDJA, SCH
2009	TVEP	One-time $114,224	NWC Applied Business Program	HDJA, SCH
2009	TVEP	One-time $100,987	IAC Rural Renewable Energy Program	HDJA, SCH
2009	TVEP	One-time $121,867	CRCD Tech Prep coordinator	HDJA, SCH
2009	TVEP	One-time $118,446	IAC Rural Facilities Maintenance Program	HDJA, SCH
2009	TVEP	One-time $70,500	TVC Diesel/Heavy Equipment Program	HDJA, SCH
2009	TVEP	One-time $55,000	CEM Construction Management courses	HDJA, SCH
2009	Operating Increment	Continuing $1,000,000	SFOS Fisheries Program	HDJA, SCH
2009	Operating Increment	Continuing $850,000	CEM Engineering Program	HDJA, SCH
2009	Operating Increment	Continuing $90,000	CLA Psychology Program	HDJA, SCH
2009	Operating Increment	Continuing $233,100	TVC Dental Hygiene Program	HDJA, SCH
2009	Operating Increment	Continuing $82,000	TVC Paramedic Program	HDJA, SCH

Fiscal Year	Funding Source	One-time or Continuing, Amount	Program Enhancement	Metrics Impacted
2009	Operating Increment	Continuing $98,800	CRCD Community Health Aide Program	HDJA, SCH
2009	Operating Increment	Continuing $82,400	CRCD Allied Health Program	HDJA, SCH
2009	Operating Increment	Continuing $94,000	BBC health programs	HDJA, SCH
2010	PBB Reallocation	Continuing $80,000	CEM Engineering Program	HDJA, SCH
2010	PBB Reallocation	Continuing $130,000	SOM Business Administration and Accounting Programs	HDJA, SCH
2010	PBB Reallocation	Continuing $100,000	UAF Development	(UGR)
2010	PBB Reallocation	Continuing $100,000	VCR veterinary services in support of biomedical research	Research Expend.
2010	PBB Reallocation	Continuing $90,000	CLA Social Scientist (EPSCoR match)	Research Expend.
2010	PBB Reallocation	Continuing $165,000	VCR temporary research space (ATCO units)	Research Expend.
2010	PBB Reallocation	Continuing $50,000	Summer Sessions student retention and degree completion	Retention, SCH
2010	PBB Reallocation	Continuing $50,000	Center for Health and Counseling counselor	Retention, SCH
2010	PBB Reallocation	Continuing $75,000	Honors Program	Retention, SCH
2010	PBB Reallocation	Continuing $53,170	TVC financial aid advisor and associate director of academics (partial funding)	Retention, SCH
2010	PBB Reallocation	Continuing $131,000	CRCD rural student services managers (partial)	Retention, SCH
2010	TVEP	One-time $35,000	TVC Law Enforcement Academy	HDJA, SCH
2010	TVEP	One-time $90,925	IAC Roads Scholar Program	HDJA, SCH
2010	TVEP	One-time $107,198	BBC vocational/career and technical program coordinator	HDJA, SCH
2010	TVEP	One-time $114,224	NWC Applied Business Program	HDJA, SCH
2010	TVEP	One-time $123,259	IAC Rural Renewable Energy Program	HDJA, SCH
2010	TVEP	One-time $121,867	CRCD Tech Prep coordinator	HDJA, SCH
2010	TVEP	One-time $118,446	IAC Rural Facilities Maintenance/Management Program	HDJA, SCH

Fiscal Year	Funding Source	One-time or Continuing, Amount	Program Enhancement	Metrics Impacted
2010	TVEP	One-time 88,572	KuC Applied Business Program	HDJA, SCH
2010	TVEP	One-time $70,500	TVC Diesel/Heavy Equipment Program	HDJA, SCH
2010	TVEP	One-time $94,225	TVC Human Services Program	HDJA, SCH
2010	TVEP	One-time $170,000	TVC Pipeline Training Academy	HDJA, SCH
2010	TVEP	One-time $70,000	CEM Construction Management courses	HDJA, SCH
2010	Operating Increment	Continuing $87,400	CLA Psychology Ph.D. Program clinical training	HDJA, SCH
2010	Operating Increment	Continuing $40,850	CRCD Rural Human Services	HDJA, SCH
2010	Operating Increment	Continuing $47,150	TVC Medical Assisting Program	HDJA, SCH
2010	Operating Increment	One-time $500,000	INE Alaska Center for Energy and Power	Research Expend.
2010	Operating Increment	One-time $450,000	Cooperative Extension Service	Research Expend.

Requested Funding				
Fiscal Year	**Funding Request Type**	**One-time or Continuing, Amount**	**Program Enhancement**	**Metrics Impacted**
2011	Operating	Continuing $75,000	CNSM Alaska Summer Research Academy engineering modules (high school to college bridging)	HDJA, SCH
2011	Operating	Continuing $105,000	CNSM math and science courses for engineering students	HDJA, SCH
2011	Operating	Continuing $142,000	SoEd Special Education Program	HDJA, SCH
2011	Operating	Continuing $85,000	SoEd rural teacher preparation	HDJA, SCH
2011	Operating	Continuing $40,850	CRCD Rural Human Services Program	HDJA, SCH
2011	Operating	Continuing $47,150	TVC Allied Health Program	HDJA, SCH
2011	Operating	Continuing $87,400	CLA Psychology Ph.D. Program Clinical Training	HDJA, SCH
2011	Operating	Continuing $90,000	IAC Tribal Management Program	HDJA, SCH

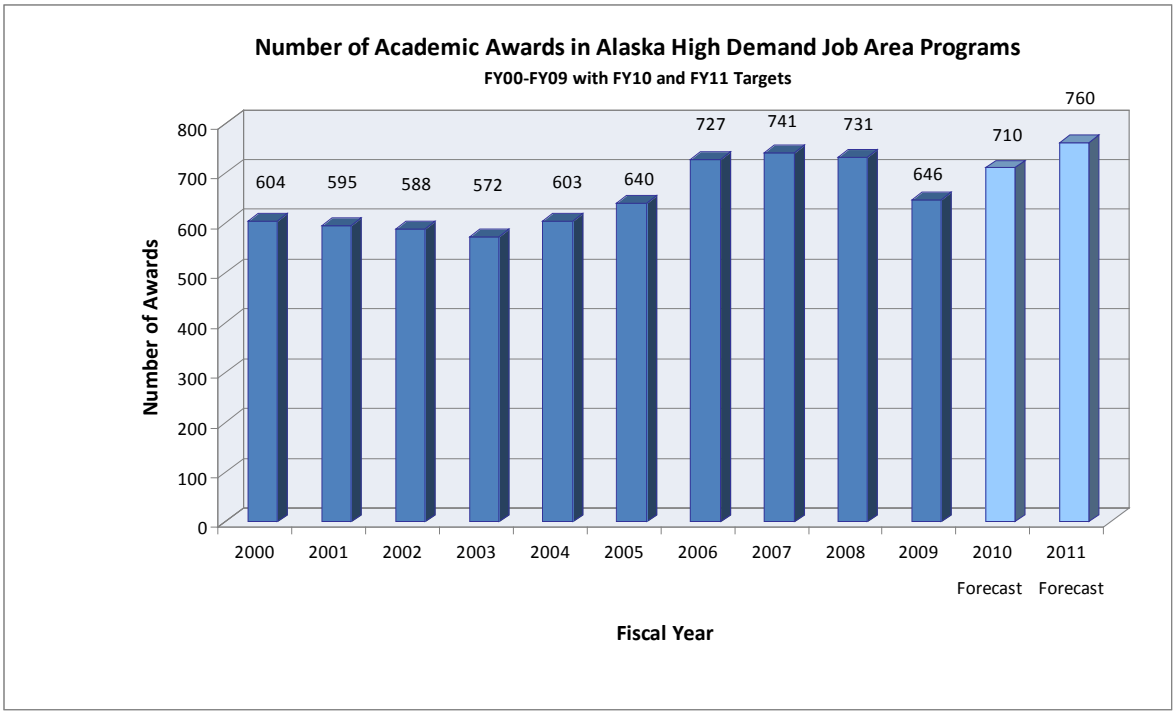
Fiscal Year	Funding Request Type	One-time or Continuing, Amount	Program Enhancement	Metrics Impacted
2011	Operating	Continuing $90,000	IAC Roads Scholar Program	HDJA, SCH
2011	Operating	Continuing $98,600	TVC Law Enforcement Academy	HDJA, SCH
2011	Operating	Continuing $125,000	TVC Process Technology	HDJA, SCH
2011	Operating	Continuing $500,000	INE Alaska Center for Energy and Power	Research Expend.
2011	Operating	Continuing $450,000	Cooperative Extension Service	Research Expend.
2011	Operating	Continuing $75,300	IAB joint virology faculty position with State of Alaska Public Health Laboratory	Research Expend.
2011	Operating	Continuing $100,400	IAB/CNSM faculty position in virology and infectious disease	Research Expend.
2011	Operating	Continuing $100,400	IAB/CNSM faculty position in immunology	Research Expend.
2011	Operating	Continuing $45,000	VCR veterinary services animal health technician in support of biomedical research	Research Expend.
2011	Operating	Continuing $45,000	VCR veterinary services laboratory technician in support of biomedical research	Research Expend.
2011	Operating	Continuing $225,000	VCR Scenarios Network for Alaska Planning (SNAP)	Research Expend.
2011	Operating	Continuing $150,000	VCR Alaska Center for Climate Assessment and Policy (ACCAP)	Research Expend.
2011	Operating	Continuing $200,000	VCR ecological modeling of response to climate change	Research Expend.
2011	Operating	Continuing $217,700	Indigenous Studies Ph.D. Program	Research, SCH
2011	Operating	Continuing $614,400	SFOS Marine Advisory Program research outreach and community development	Research Expend.
2011	Operating	Continuing $200,000	Honors Program enhancement	Retention, SCH
2011	Operating	Continuing $200,000	Undergraduate research enhancement	Retention, SCH
2011	Operating	Continuing $150,000	Technology-based math instruction and summer math high school to college bridging program	Retention, SCH
2011	Operating	Continuing $95,700	IAC early college high school	Retention, SCH

Fiscal Year	Funding Source	One-time or Continuing, Amount	Program Enhancement	Metrics Impacted
2011	Operating	Continuing $220,000	CRCD rural campus student services professionals (partial)	Retention, SCH
2011	Capital	One-time $87,975,000	Life sciences research and teaching facility	Research Expend, HDJA
2011	Capital	One-time $5,000,000	UA planning funds for energy research facility	Research Expend.
2011	Capital	One-time Receipt Authority	Honors Program house renovation	Retention, SCH

BBC=Bristol Bay Campus, CEM=College of Engineering and Mines, CLA=College of Liberal Arts, CNSM=College of Natural Science and Mathematics, CRCD=College of Rural and Community Development, HDJA=High Demand Job Area awards, IAC=Interior Aleutians Campus, INE=Institute of Northern Engineering, KuC=Kuskokwim Campus, NWC=Northwest Campus, PBB=Performance Based Budgeting, SCH=Student Credit Hours, SFOS=School of Fisheries and Ocean Sciences, SoEd=School of Education, TVC=Tanana Valley Campus, TVEP=Technical and Vocational Education Programs, VCAS=Vice Chancellor for Administrative Services, VCR=UAF Vice Chancellor for Research
* Not officially part of the University Generated Revenue (UGR) metric.

High Demand Job Area Degrees, Certificates, and Occupational Endorsements

Target: A target of 760 degrees and certificates awarded in high demand job area (HDJA) programs in FY11.
Measure: The number of Alaska HDJA degrees and certificates awarded.

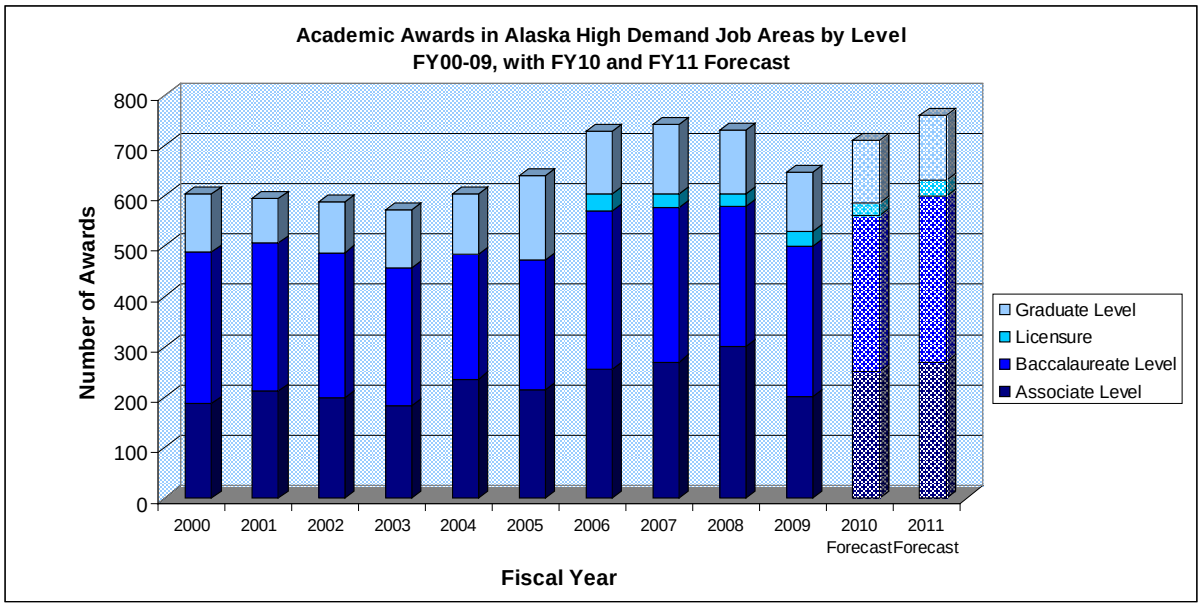


Analysis of Results and Challenges

The number of HDJA (High Demand Job Area) degree and certificate awards for FY09, 646, was well below UAF's low FY09 target, 760. While the number of 2009 awards was greater than that for any year before FY06, this performance is well below expectations. As discussed below under Strategy A1, there was no clear predictor of this result and indicators of future HDJA awards, such as SCH and headcount of majors in HDJA programs, remain strong. Therefore UAF predicts that HDJA will rebound in FY10 and 11, to 710 and 760 awards, respectively.

The addition of new HDJA programs at UAF has been largely at the associate and certificate level, and so growth of HDJA program productivity has been predominantly at those levels. However, certificates and associate degrees awarded decreased sharply in FY09 compared with FY08, while baccalaureate and graduate HDJA degrees showed little change (see page 15). There was no clear pattern in the certificate and associate programs experiencing decreased awards, which included Applied Business, Emergency Services, Process Technology, and Information Technology Specialist, which all enroll mainly TVC students, and Community Health Practitioner (CHP) and Construction Trades Technology (CTT), which are both rural campus programs. Of the larger certificate and AAS programs, only

Rural Human Services graduates increased slightly in FY09 compared with FY08. Such a pervasive downturn indicates a broadly acting cause, and the most obvious is the economy. Throughout FY09 fuel prices were extremely high in rural communities, and even in Fairbanks they have not returned to pre-2008 levels. Coupled with the national economic crisis, and increasing tuition and fees, it seems likely that some individuals could no longer afford to attend college or could not complete enough credits to graduate. A softer job market may also have reduced students' incentives to graduate. The absence of a clear impact on baccalaureate degrees is consistent, because certificate and AAS program enrollment is more sensitive to economic factors. Additionally, military deployments (affecting dependents as well as active military) have affected TVC enrollment. CHP and CTT enrollment is largely made up of sponsored students, and such sponsorships were relatively lacking for the students who would have made up a FY09 graduating cohort. Still, the causes of the HDJA award downturn warrant further investigation. During Fall, 2009 UAF will commission a study of factors affecting HDJA certificate and associate degree completion within CRCD.

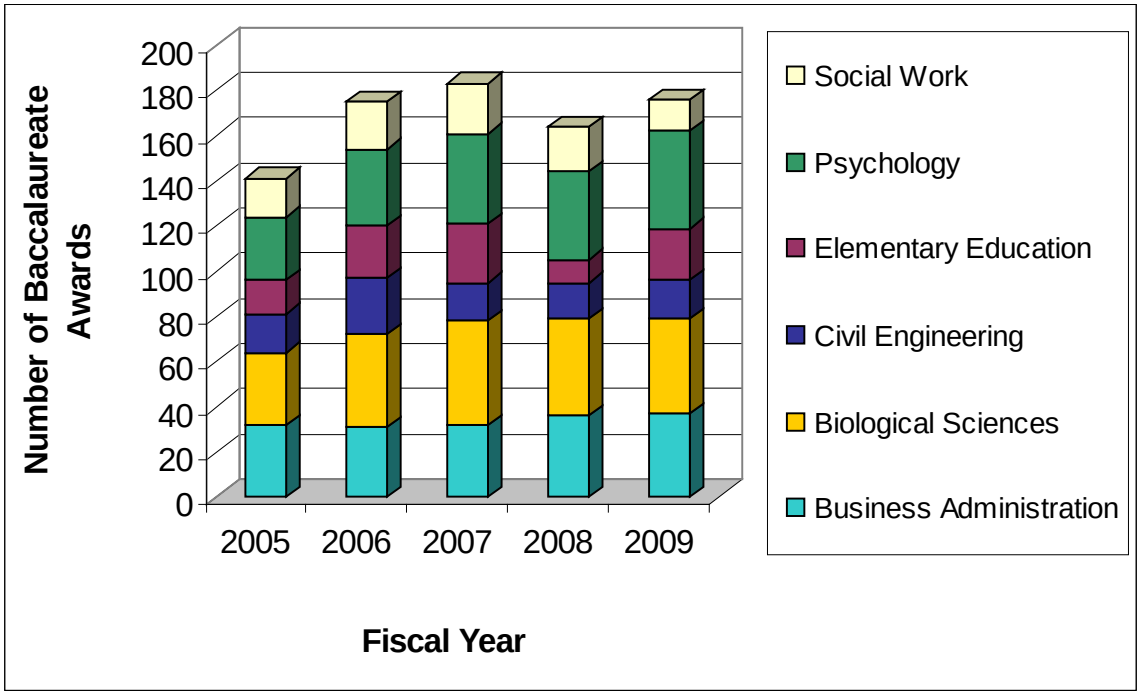


UAF High Demand Job Area Awards by Award Level, FY99-FY08, with FY10 and FY11 Targets

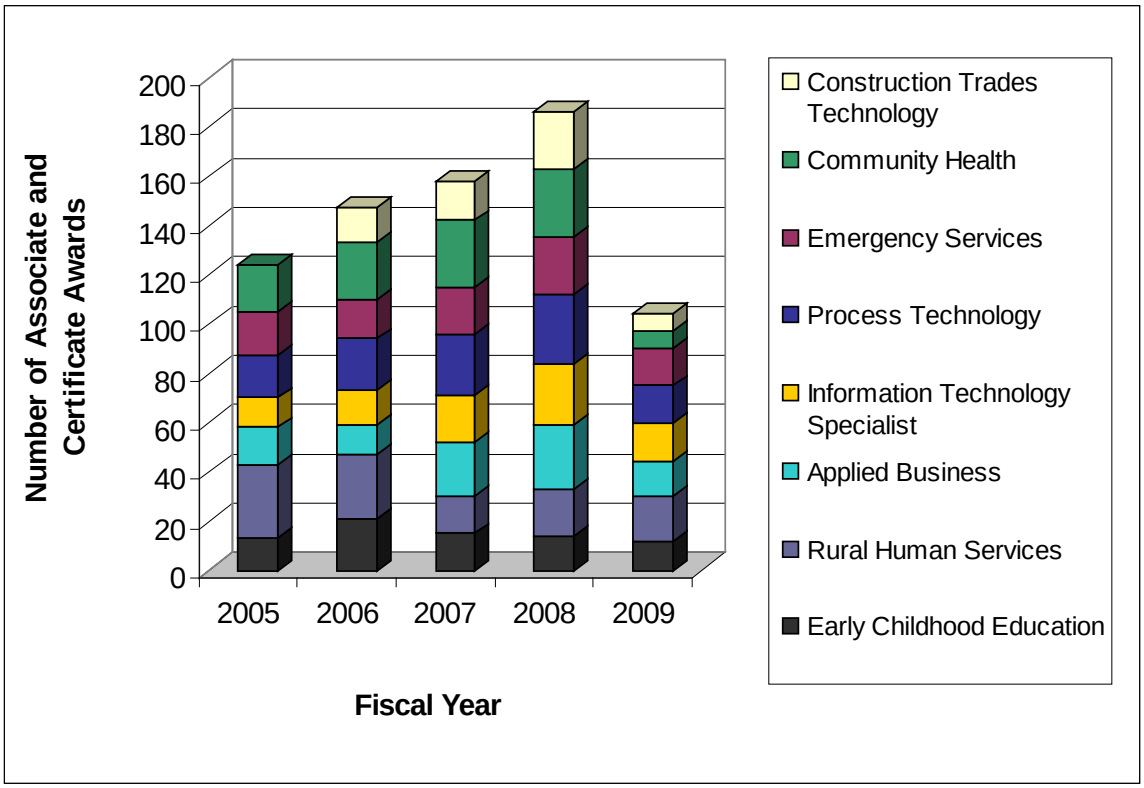
Award Level	FY99	FY00	FY01	FY02	FY03	FY04	FY05	FY06	FY07	FY08	FY09	FY10 Fore-cast	FY11 Fore-cast
Associate and Cert Level	131	187	212	198	182	236	214	255	270	300	201	250	270
Baccalaureate Level	334	302	295	289	274	248	259	314	307	279	299	310	330
Graduate Level	90	115	88	101	116	119	167	124	137	127	117	125	130
Licensures	**	**	**	**	**	**	**	34	27	25	29	25	30
Total Awards	555	604	595	588	572	603	640	727	741	731	646	710	760

*As yet UAF has awarded only one Occupational Endorsement, and so data for that type of award are not included.

**Recommendations for teacher licensure were not recorded prior to FY06.



Number of Baccalaureate Awards in the Six Largest UAF Baccalaureate Degree Programs.



Number of Associate and Certificate Awards in the Eight Largest UAF AAS or Certificate Programs.

Funding Impact

FY09 and FY10 Program Increments

FY09 TVEP funding was awarded for the TVC Microcomputer Support Specialist Program ($75,000), the TVC Law Enforcement Academy ($35,000), the Early Childhood Education Program ($60,000), the IAC Alaska Road Scholar Program ($75,000), a vocational/career and technical program coordinator for BBC ($107,198), the NWC Applied Business Program ($114,224), the IAC Rural Renewable Energy Program ($100,987), a Tech Prep coordinator for CRCD ($121,867), the IAC Rural Facilities Maintenance Program ($118,466), and TVC Diesel/Heavy Equipment Program ($70,500). TVEP provided $55,000 in start up funding for Construction Management graduate courses. For FY09 UAF received operating budget increments of $1 million for Fisheries undergraduate programs, which over the next five years will match a $5 million grant from the Rasmuson Foundation. To expand engineering programs to meet the FY12 UA goal of doubling the number of engineering baccalaureate degrees awarded, $850,000 was appropriated. Psychology programs received $90,000 for an additional faculty member. The new Dental Hygiene program at TVC received $233,100, and the TVC Paramedic program $82,000. The Community Health Aide program was awarded $98,800, CRCD Allied Health $82,400, and Bristol Bay health programs $94,000 for additional faculty.

FY10 TVEP funding was awarded for the TVC Law Enforcement Academy ($35,000), the IAC Alaska Roads Scholar Program ($90,925), a vocational/career and technical program coordinator for BBC ($107,198), the NWC Applied Business program ($114,224), the IAC Rural Renewable Energy program ($123,259), a CRCD Tech Prep coordinator ($121,867), the IAC Rural Facilities Maintenance/Management Program ($136,944), the KuC Applied Business Program ($88,572), the TVC Human Services Program ($94,225), the TVC Pipeline Training Academy ($175,000), and the TVC Diesel/Heavy Equipment and Welding program ($25,500). TVEP also provided $70,000 in start up funding for Construction Management graduate courses. For FY10 UAF received operating budget increments of $87,400 to support the Clinical-Community Psychology Ph.D. Program Clinic, $40,850 for a Rural Human Services faculty member, and $47,150 for a TVC Medical Assisting faculty member. These three increments for health-related academic programs were at only one-half of the requested level, so internal reallocations were necessary to fund the remainder of these needs.

Internal MAU Reallocations

For FY09 and FY10 UAF received legislative funding of fixed costs increases, so units offering HDJA degrees and certificates were allocated funding for fixed costs increases and internal reallocation was not required. FY09 UAF PBB funds were allocated to partial support of two CRCD Rural Health positions, one in the area of instructional design for developing and supporting distance delivery of courses ($80,106), the other a trainee success coordinator to provide advising and other student support services ($85,195). One-time funds (FY08 carry forward) were allocated for ambulance simulation equipment needed by

the TVC paramedic program ($30,000). FY10 PBB funding was allocated to the College of Engineering and Mines ($80,000) and the School of Management ($130,000) to help with increased costs due to increasing enrollments.

FY11 Program Increment Requests

The FY11 operating increment request (first review version) includes $75,000 for summer high school to college bridging programs in the area of engineering, additional math and physics faculty to support increased enrollment in engineering-related courses ($105,000), support for special education faculty ($142,100) and rural teacher preparation ($85,000), and the remaining half of the funds for Rural Human Services faculty ($40,850), the Psychology clinical training program for doctoral students ($87,400), and the TVC assistant professor of Allied Health ($47,150). For workforce programs, requests include faculty for IAC Tribal Management ($90,000), faculty for the IAC Alaska Roads Scholar Program ($90,000), base support for the TVC Law Enforcement Academy ($98,600), and funds for TVC Process Technology Program expansion ($125,000).

FY11 Fixed Costs

To maintain existing performance the fixed costs items in the Board of Regents approved operating request are required, including compensation increases and non-discretionary fixed costs increases.

FY11 Capital Request

Sufficient funding for Maintaining Existing Facilities and Equipment Renewal and Renovation Annual Requirement is essential to providing high quality and up-to-date facilities required for workforce development programs.

Looking to the Future

Community campuses work closely with community and business leaders to identify the workforce development programs that will best meet local and regional needs. Recently, both TVC and IAC have been particularly active in developing programming, as discussed in A1 below. However, HDJA programs are not limited to the certificate and associate level, nor to community campuses. One of UAF's largest group of HDJA programs is baccalaureate engineering programs, and their efforts to respond to Alaska's workforce needs are described in A2.

A1: Strategy – Increase enrollment in High Demand Job Area Programs

Target A1.1: A target of 4,685 enrolled students (majors) in High Demand Job Area programs in FY11. Deans and directors have established targets at the unit level, as well, via the Annual Unit Plans.

Measure A1.1: The number of enrolled students in high demand job area programs.

Analysis of Results and Challenges

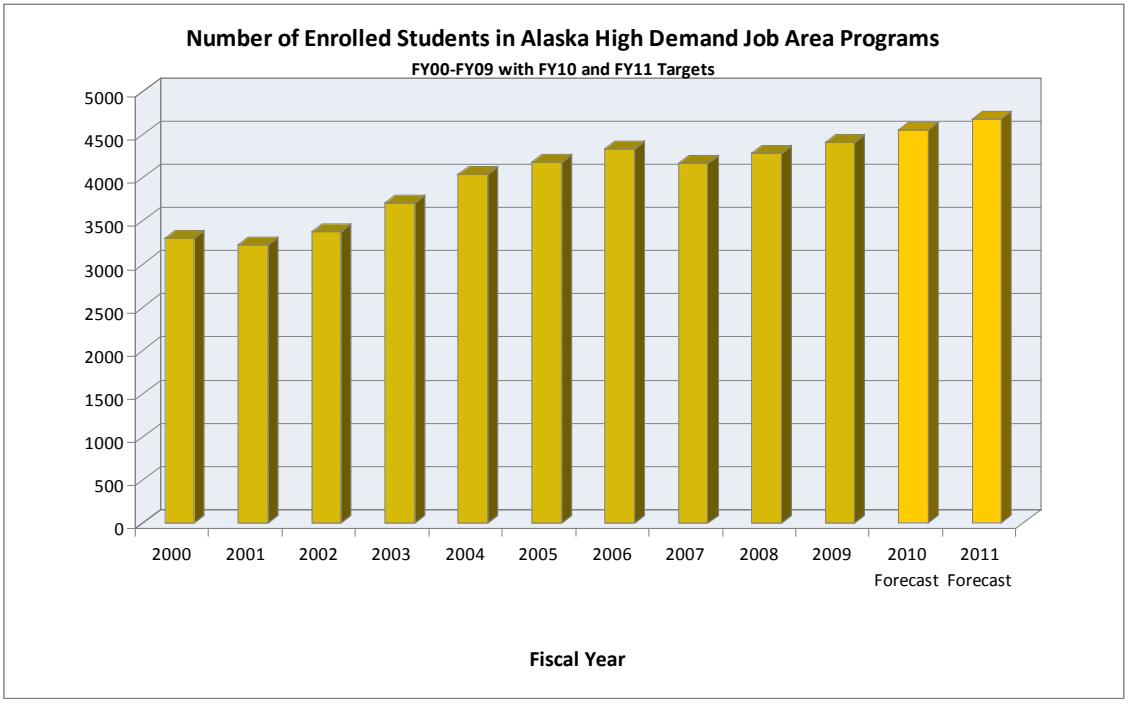
Enrollment in HDJA programs has increased 5.5% between FY05 and FY09 and 3% between FY08 and FY09 (see Number of Enrolled Students in Alaska High Demand Job Area Program chart below). This is in contrast to the drop in HDJA certificates and degrees awarded. Although enrollment has increased in most recent years, there was a small drop in FY07, which corresponds to unusually low retention of both TVC and Rural degree-seeking students who enrolled in Fall 2006 (see Retention section). However, neither of these two variations appear sufficient in magnitude to explain nearly 100 fewer HDJA awards.
Four approaches have led to the increase in HDJA program enrollment since 2000. First, new programs meeting documented employer demand for trained employees have been established. Since 2004, these include Medical Assistant (CERT); Construction Trades Technology (CERT, AAS); post-baccalaureate certificates in elementary and secondary education, K-12 Art, and counseling; Construction Management (AAS); Automotive Technology (CERT); Dental Hygiene (AAS); and Fisheries (BA). A challenge is that many of these HDJA programs have been started with TVEP funds, allowing UAF to demonstrate student demand, before the programs are proposed for General Fund support. However, not all of the successful programs have as yet secured General Fund support. If TVEP support is lost, some of these programs (especially those, such as health programs, for which the cost per student is high) could not continue.

Second, UAF and particularly its community campuses maintain strong contacts with employers and continuously improve workforce programs to better meet employer demand. Some employers provide financial support and/or release time for employees to pursue these programs.

Third, UAF has secured external funding for specialized programs, such as the U.S. Department of Labor funded TVC Fast Track Training program. Although the initial federal grant, which supplied full tuition for all accepted students, has expired, UAF is seeking corporate sponsorship to continue the program. Fast Track has led to significant increases in HDJA enrollment and in ready-to-work graduate production in the areas of instrumentation, heavy equipment, automotive, drafting, power generation, and safety technologies. Since Fast Track Program inception in 2006, graduates from these programs have accounted for 89 HDJA program awards.

Finally, HDJA programs at all levels actively recruit students. These efforts are described in the section on Student Credit Hour production. The most successful strategy has been

employing recruiters targeting specific HDJA programs, who work with high school counselors and teachers as well as potential students.



Year	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**
Headcount of HDJA Majors	3305	3222	3377	3709	4046	4183

Year	**2006**	**2007**	**2008**	**2009**	**2010 Forecast**	**2011 Forecast**
Headcount of HDJA Majors	4341	4174	4286	4416	4548	4685

Target A1.2: A target of increasing Student Credit Hour (SCH) production in HDJA programs by at least 6% from FY09 to FY11.
Measure A1.2: SCH production in high demand job area programs.

Increasing headcount of majors in HDJA programs (Measure A1.1) is necessary but not sufficient to increase HDJA graduates. In addition, the students must make steady progress in completing their programs. One way to assess that is by monitoring the SCH production in HDJA programs.

The table below is illustrative of a new tool available for enrollment management, planning and other purposes, the UAF Dynamic Factbook, http://www.uaf.edu/pair/factbook.html. It allows almost anyone to extract Banner information on degrees awarded, student credit hours, majors, and enrollment. In particular, deans, campus directors, and recruiters can

obtain SCH information as soon as it is available. (The SCH available via the Factbook are credit hours without audits based on the closing freeze extracts.)

The SCH data in the table were examined for trends that would help to explain the downturn in HDJA awards at the certificate and associate levels. The three lowest semester SCH for each area are shown in red. In this instance, SCH data show little reason for concern. Only Computer, Information, and Office Systems courses (leading to the Information Technology Specialist degree) show a steady decrease in SCH production over the past five years. Total SCH production in this selection of programs has been roughly level for ten years; there was a 7.6% decrease between FY08 and FY09, and a 10% drop between Spring 2008 and Spring 2009, but that would not have led us to predict the nearly two-fold decline in certificates and degrees that occurred. The pattern of increasing headcount together with decreasing SCH does support the hypothesis that economic factors were causing students to take fewer courses. Given that both major headcount and SCH remain strong, it is likely that HDJA will return to previous levels in FY10 and FY11.

Student Credit Hours by Designator for High Demand Job Areas

						Fast Track					
Program Type	**Subject**	**Fall 04**	**Spr 05**	**Fall 05**	**Spr 06**	**Fall 06**	**Spr 07**	**Fall 07**	**Spr 08**	**Fall 08**	**Spr 09**
TVC	Emergency Medical Services*	**611**	908	**481**	650	660	**610**	707	802	672	634
TVC	Fire Science*	635	**494**	551	**420**	618	567	**477**	574	503	529
TVC	Applied Business	**1698**	**1685**	1973	**1824**	2231	2218	2478	2708	2107	2369
TVC	Computer, Information and Office Systems**	3062	2727	2550	2289	2009	1872	**1572**	1814	**1533**	**1573**
TVC (Fast Track*)**	Process Technology	**547**	**492**	801	**673**	914	1126	976	842	972	723
TVC Fast Track	Drafting Technology	401	399	**318**	405	477	399	477	**366**	447	**327**
Rural and TVC	Early Childhood Education	835	896	952	905	814	**725**	**711**	**726**	893	780
Rural	Construction Trades Technology	**254**	870	**84**	1467	**667**	689	786	1225	734	1091
Rural	Community Health Practitioner	**255**	352	286	**265**	**268**	501	472	604	348	624
Rural	Rural Human Services	**324**	488	**334**	400	**293**	537	400	400	413	491

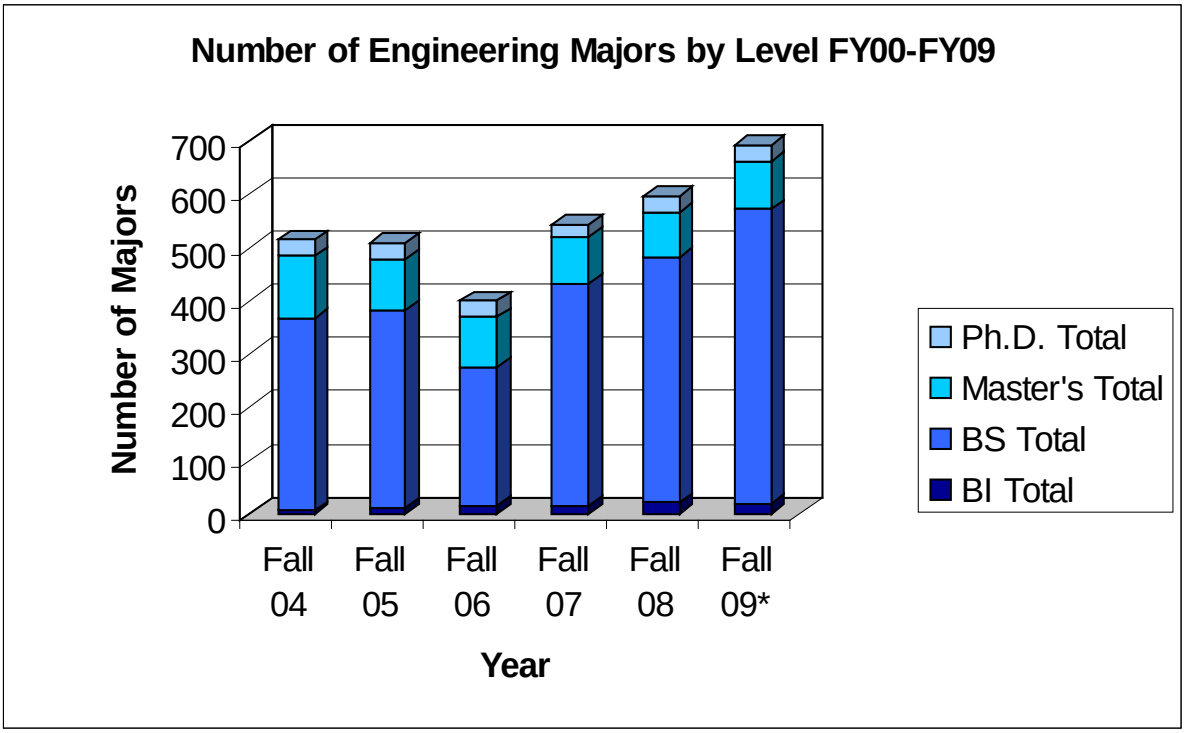
*Emergency Medical Services and Fire Science courses are taken by students pursuing the Emergency Services AAS.
**Computer, Information and Office Systems courses are taken by students pursuing the Information Technology Specialist AAS.
***Although Process Technology was not a Fast Track program, Instrumentation Technology (which requires PRT courses) was.

Funding Impact

This is the same as reported for the HDJA degree, certificate and occupational endorsement metric.

A2: Strategy – Increase Enrollment (Headcount) in Engineering Programs

Target A2: A target of 700 enrolled students in baccalaureate engineering programs in FY11.
Measure A2: The number of enrolled students (headcount) in baccalaureate engineering programs (academic year headcount.)



*Fall 2009 data are preliminary, as of September 15, 2009.

Analysis of Results and Challenges

UAF has high-quality ABET-accredited engineering programs that currently enroll about 700 undergraduate and graduate students, producing 50 undergraduate and 40 master's and Ph.D. level engineering graduates every year. College of Engineering and Mines (CEM) credit hour production and undergraduate enrollment were up in FY09 as compared to FY08. Most of the improvement is due to the successful recruitment program that was put into place in FY07 (including a new recruiter position, initially funded by internal reallocation, and development of an enrollment management plan). Fall 2009 results are also very favorable. Overall CEM admitted BS student headcount is up 67% and SCH are up 43% over the

average of Fall, 2004-06. SCH production lags behind major headcount because engineering students take mainly non-engineering courses for the first two years.

Performance of College of Engineering and Mines Degree Programs

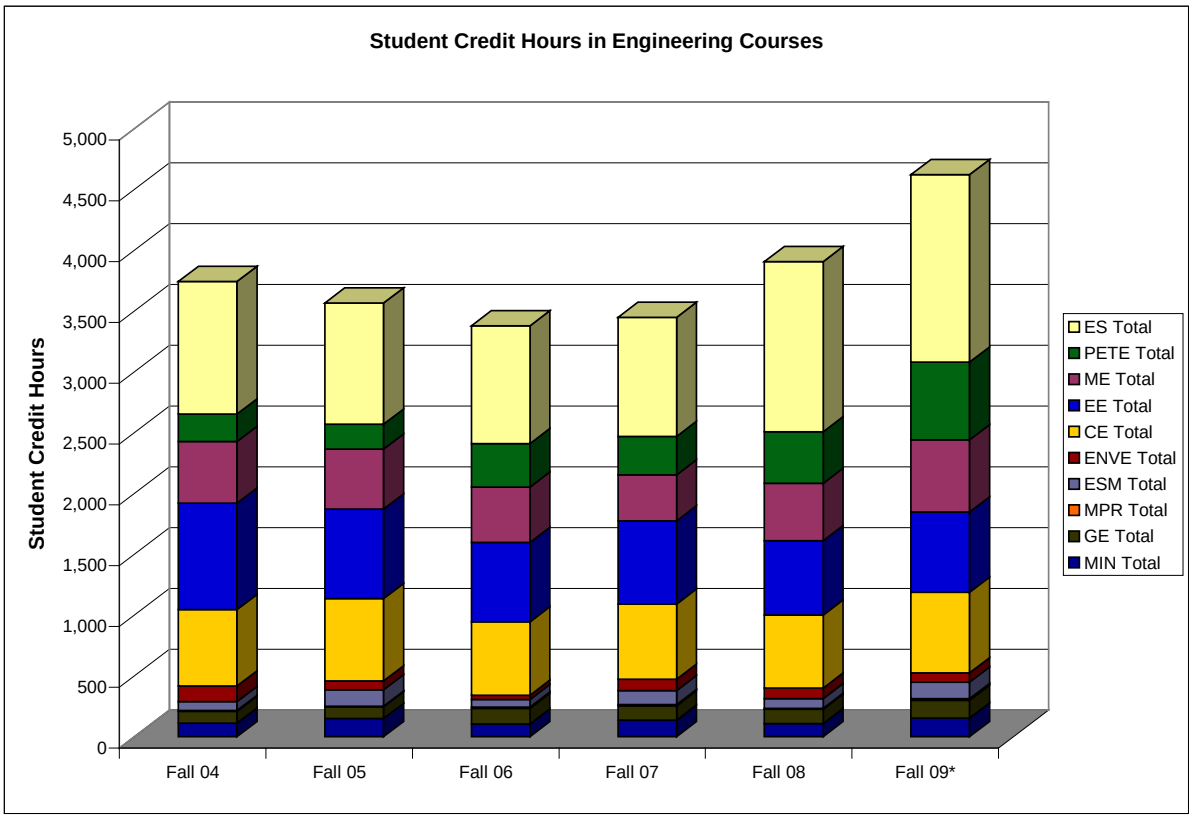
Performance Metrics and Supporting Data Reporting Period: FY09 (July 1, 2008 to June 30, 2009)	Historical Performance					FY10 Target		FY11 Target
	FY05	FY06	FY07	FY08	FY09	Current	New	
Student Credit Hours Generated (ex. 500-level)	7,010	7,535	7,396	6,935	7,036	7,600	9,200	10,500
High Demand Job Academic Awards	101	92	75	85	83	105	105	120
Undergraduate Student Retention	79%	72%	79%	72%	82%	80%	82%	82%
Undergraduate Enrollment*	424	456	434	523	579	660	640	700
UA Scholar Enrollment	175	157	161	142	143	170	150	170
Graduate Enrollment*	158	175	157	161	142	159	—	170

*In this table, enrollment is reported on an academic year basis, that is, number of students who enrolled in Fall or Spring semester or both. Thus the numbers shown are slightly higher than those found in Fall or Spring semesters.

CEM recruiting efforts were stepped up in FY07 with the hiring of a recruiter specifically for engineering. This recruiter works directly with high school students, teachers, and counselors to encourage applications, and follows up with accepted applicants to promote enrollment. CEM has been very active in increasing interactions with K-12, including sponsoring and fostering faculty participation in robotics competitions, working with the Lathrop Engineering Academy, and offering modules during the Alaska Summer Research Academy for high school students. Engineering Week draws many community members, but especially families, to campus to see engineering-related displays, presentations, and demonstrations. Successful engineering student projects, like the Space Grant sponsored student rocket program, the steel bridge competition, and the electric snowmobile competition have brought favorable attention to UAF engineering programs.

Additional strategies to increase student retention, engagement, and success were implemented in FY08. These included a revision of the main freshman engineering class to increase hands-on activities, the implementation of social events for new and returning students at the beginning of each semester, and the improvement of freshman advising (done by the recruiter during the period of this data review). These strategies are responsible for the improvement in student retention rates shown for FY09.

Engineering degree production increases will follow enrollment increases, but at least four years are required for students to complete the rigorous course of study, and many students (especially those who cannot complete calculus in their freshman year) will take 5 years to finish. Hence the first notable increases in degree production are expected in FY11.

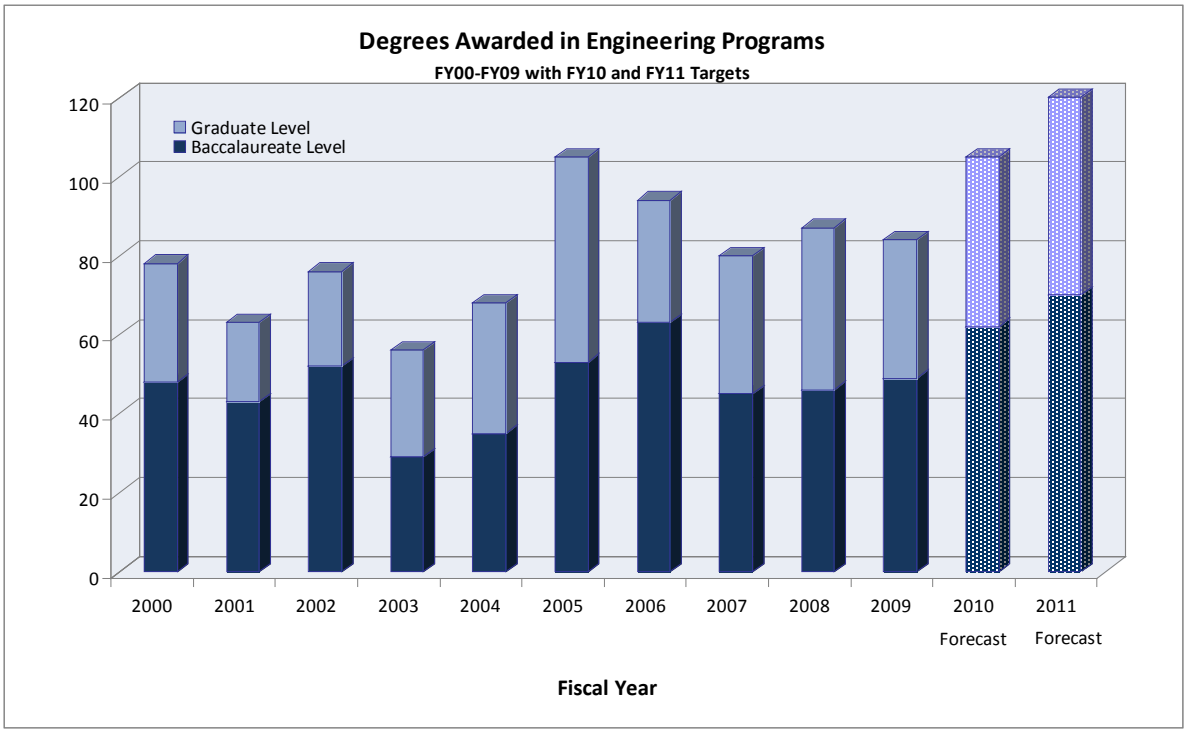


ES=Engineering Science (introductory engineering courses); PETE=Petroleum Engineering, ME=Mechanical Engineering; EE=Electrical Engineering; CE=Civil Engineering; ENVE=Environmental Engineering (graduate program only); ESM=Engineering and Science Management (graduate program only); MPR=Mineral Preparation Engineering (graduate program only); GE=Geological Engineering; MIN=Mining Engineering.

Funding Impact

FY09 and FY10 Program Increments

For FY09, $850,000 was appropriated for enhancements to undergraduate engineering programs. Funding is being directed towards student recruitment, advising, core instruction in math and physics, lab equipment, graduate teaching assistants for added focus on laboratory instruction, support of a graduate certificate in Construction Management, and a modest amount for additional engineering instructional faculty. Funding is providing for 13 graduate assistants and one additional faculty member to meet the added demand for core math, physics, and sciences requirements; a staff position serving as a recruiter and freshman advisor; 13 engineering graduate assistants serving as TAs and engineering lab instructors; and on-going lab equipment requirements. No new program funding was received in FY10. TVEP provided $55,000 (FY09) and $70,000 (FY10) in start up funding for Construction Management graduate courses. These courses have been successful and a new graduate certificate in Construction Management was approved by the Board of Regents in September, 2009.



Internal MAU Reallocations

FY10 PBB funding was allocated to the College of Engineering and Mines ($80,000) to help with increased costs due to increasing enrollments.

FY11 Program Increment Requests

The FY11 operating increment request (first review version) includes $75,000 for summer high school to college bridging programs in the area of engineering, and additional math and physics faculty to support increased enrollment in engineering-related courses ($105,000). The engineering summer high school to college bridge program would be an added component of the well-established Alaska Summer Research Academy, which until now has focused on the natural sciences. This two-week summer program engages small classes students in exciting, hands-on research activities, with the goal of motivating the students to complete more math and science courses in high school and to enroll in engineering or science programs when they reach college age.

FY11 Fixed Costs

To maintain existing performance the fixed costs items in the Board of Regents approved operating request are required, including compensation increases and non-discretionary fixed costs increases. The current United Academics union contract requires annual market based salary increases for faculty, and engineering faculty salaries at UAF have been lagging behind the national market level.

FY11 Capital Request

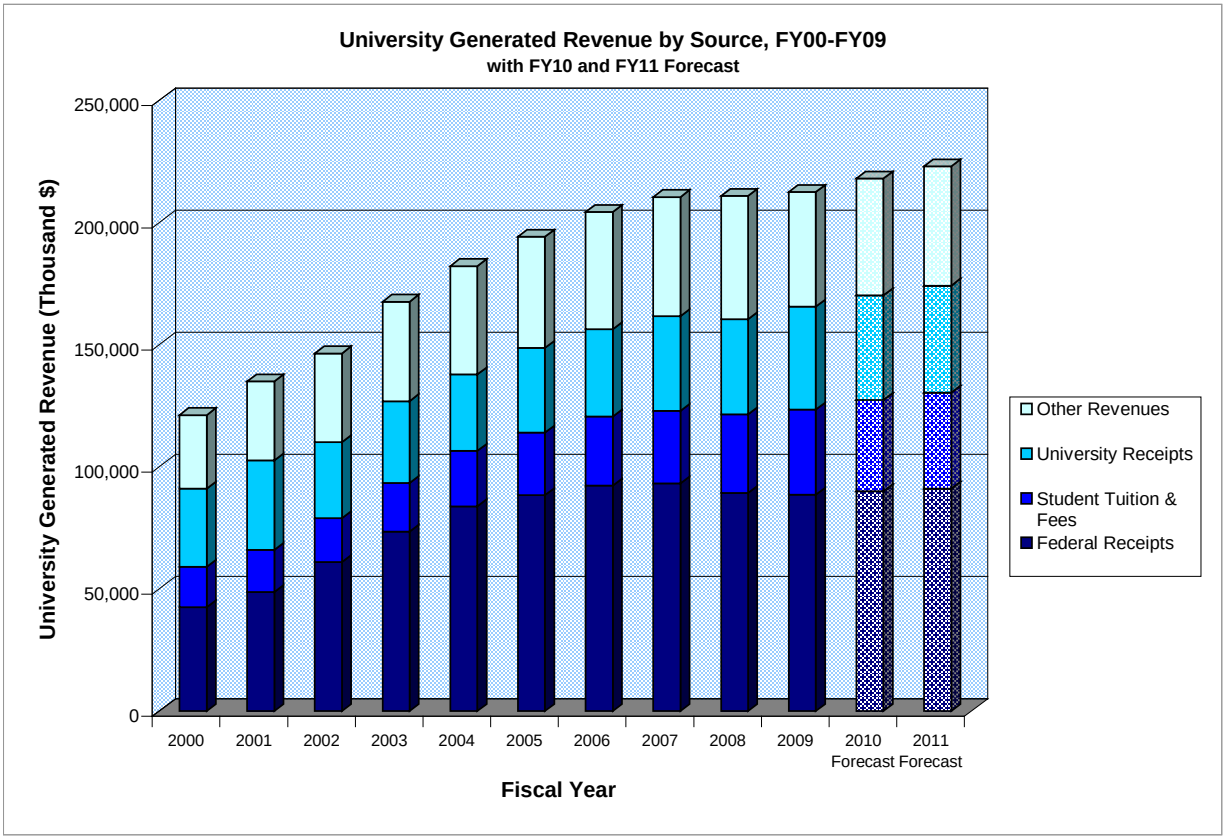
Planning funds ($5 million) are requested for an Engineering and Energy Technology Building, which would serve the needs of expanding research programs on Fairbanks campus, but would also help to alleviate crowding in the Duckering Building, which currently provides nearly all the space available for engineering research and instruction. Since the $13M Duckering Building renovation was completed in 2001, engineering programs have not been allocated any new space, even though enrollment has increased by over 60% and research expenditures by a factor of two.

Looking to the Future

During FY10 CEM will further enhance student advising with a recently-hired dedicated staff advisor. An engineering success laboratory (tutoring center) has been established via internal reallocation of funds. Both of these strategies should be effective at further increasing student retention and success. It will take at least four years (until FY11) for the first students in the increased enrollment cohorts to graduate. Meanwhile fairly level baccalaureate degree awards (40 to 60 per year) are expected, although the efforts to improve retention and students' successful completion of engineering courses may produce modest increases sooner.

University Generated Revenue

Target: A target of $221 million in university and federal receipts in FY11.
Measure: The amount of revenue the University of Alaska Fairbanks receives from external sources such as federal grants and contracts and tuition and fees.



UAF University Generated Revenue in Thousand $ by Revenue Source, FY00-FY09 with FY10-FY11 Forecasts

Revenue Source	FY00	FY01	FY02	FY03	FY04	FY05	FY06
Federal Receipts	42,379	48,692	60,995	73,525	83,808	88,276	92,244
Student Tuition & Fees	16,503	17,170	17,921	19,834	22,739	25,727	28,097
University Receipts	24,886	40,070	31,083	33,554	31,195	34,636	35,788
Other Revenues	45,802	51,530	36,758	40,238	44,914	45,073	48,164
TOTAL	**121,171**	**134,970**	**146,426**	**167,600**	**182,202**	**194,245**	**204,387**

Revenue Source	FY07	FY08	FY09	FY10 Forecast	FY11 Forecast
Federal Receipts	93,201	89,297	88,551	90,010	90,010
Student Tuition & Fees	29,689	32,131	34,871	37,242	39,323
University Receipts	40,083	41,336	42,109	42,951	43,810
Other Revenues	49,305	52,529	46,938	47,877	48,834
TOTAL	**210,469**	**210,949**	**212,468**	**218,080**	**223,020**

Analysis of Results and Challenges

The FY09 performance of $215M in University Generated Revenue is midway between the low ($212M) and nominal ($216M) targets set last year. This metric is largely derived from research grant and contract revenue and revenue from student tuition and fees. Hence the analysis of research expenditures and SCH production in other parts of the report is relevant here as well. In particular, slightly below par performance on this metric is directly related to slightly lower research revenues in FY09, due to unfavorable conditions at the Federal level and limited research space.

From FY00-FY05, Federal receipts more than doubled, but growth slowed to a 4.5% increase from FY05 to FY06 and a 1.0% increase from FY06 to FY07. Federal revenue decreased 4.2% in FY08 and a further 0.8% in FY09. On the other hand, since FY05 tuition and fee revenue has increased an average of 8.9% per year. This reflects overall net-zero enrollment changes over the same period of time in combination with 5-10% annual increases in tuition and larger relative increases in fees. Over the last five years, University Receipts and Other Revenues have increased an average of 4.3% and 0.8% per year, respectively. The decrease in the latter in FY09 reflects the poor economic conditions, and in particular, loss of interest income.

Research revenues, for reasons discussed in the next section, are most likely to remain near FY09 levels in FY10 to FY12. If the State invests in new facilities and in research programs, much better performance can be expected in FY13 and after. If there is no investment, research revenue will not improve. Tuition and fee revenue is projected to increase by about 6%, due to average 5% tuition increases and increased enrollment. It is anticipated that University Receipts and Other Revenues together will continue to show the approximately 2% average annual increases typical of recent years.

Funding Impact

This information is reported in the Research Expenditure and SCH sections.

B1: Strategy – Increase Philanthropy Directed Toward UAF

Target B1: A target of $6M in gifts in FY11.
Measure B1: The amount of funds received as gifts using CASE (Council for Advancement and Support of Education) standards.

Analysis of Results and Challenges

Although gift revenue is not officially part of the UGR metric, increasing gifts is an important goal for UAF. UAF's philanthropic efforts resulted in steady private and corporate giving in FY09. The total giving was $5.9M. The annual fund program was especially successful with over $250K unrestricted money being donated to UAF by alumni and friends.

The worldwide economic recession hit UAF development in FY09. The UA Foundation's interest earnings declined. The reduction in resources resulted in a cutback of funding support for FY09 and the elimination of funding support for FY10 and beyond. UAF adjusted its FY09 development plan by not hiring two development officers budgeted for FY09 and restructured the FY10 budget, which further reduced the development staff. Due to the funding and personnel reductions and the impact of the worldwide economic downturn, UAF has adjusted its fundraising goal to $5.6M (down from $8.5M) for FY10. The university's FY10 philanthropic development plan has been designed and is in place. The focus of the plan is on donor stewardship, annual giving, and community education and outreach.

- Stewardship is defined as maintaining contact with our present donors and supporters and cultivating new prospects. During periods of economic downturn the most important part of philanthropy is to stay in touch with our donors, identify options for giving now and in the future, and meet with prospective donors to prepare them for future giving. Our philosophy is to stay connected with our donors so they remember us when their situation improves and they resume their philanthropic giving.
- Annual giving is the renewable or replaceable gift that is contributed and expended on an annual basis. It is instituted through a systematic, predictable, and consistent program of solicitations and interactions, thus ensuring an annual gift and eventually identifying Major Donor candidates.
- Community education and outreach will allow UAF to build confidence in and excitement about our university with our alumni, friends, and corporate partners. Written and electronic communication, philanthropic educational opportunities, and target events will be used to engage, educate and nurture these constituent groups. UAF leadership and staff, alumni, and volunteers will drive this initiative.

The UAF philanthropic development is based on the philosophy that all units of the university are responsible for fund raising, and a parallel approach using budget based and donor centric fund raising will guide the institution to success.

- Budget based fundraising uses the annual budget of UAF as a document that prioritizes funding needs. The budget shows the annual funding needs and anticipates recurring expenses for following years. Fundraising will be used to fulfill identified funding needs beyond the budget funded needs.

- Donor centric fundraising allows the university to guide donors desiring to support the university to areas and projects that did not make the budget inclusion but do meet the institutional goals and have been vetted by appropriate university leadership. Discussions with donors will match their areas of interest with funding needs. Once one or more areas have been identified, a discussion with the Chancellor will ensure the best fit for their gift.

Funding Impact

FY09 and FY10 Program Increments

No operating budget increments have been received to support development.

Internal MAU Reallocations

UAF allocated $254,000 of PBB funding for development and communication in FY09 and an additional $100,000 in FY10.

FY11 Program Increment Requests

There are no FY11 operating requests.

FY11 Fixed Costs

To maintain existing performance the fixed costs items in the Board of Regents approved operating request are required, including compensation increases and non-discretionary fixed costs increases.

FY11 Capital Request

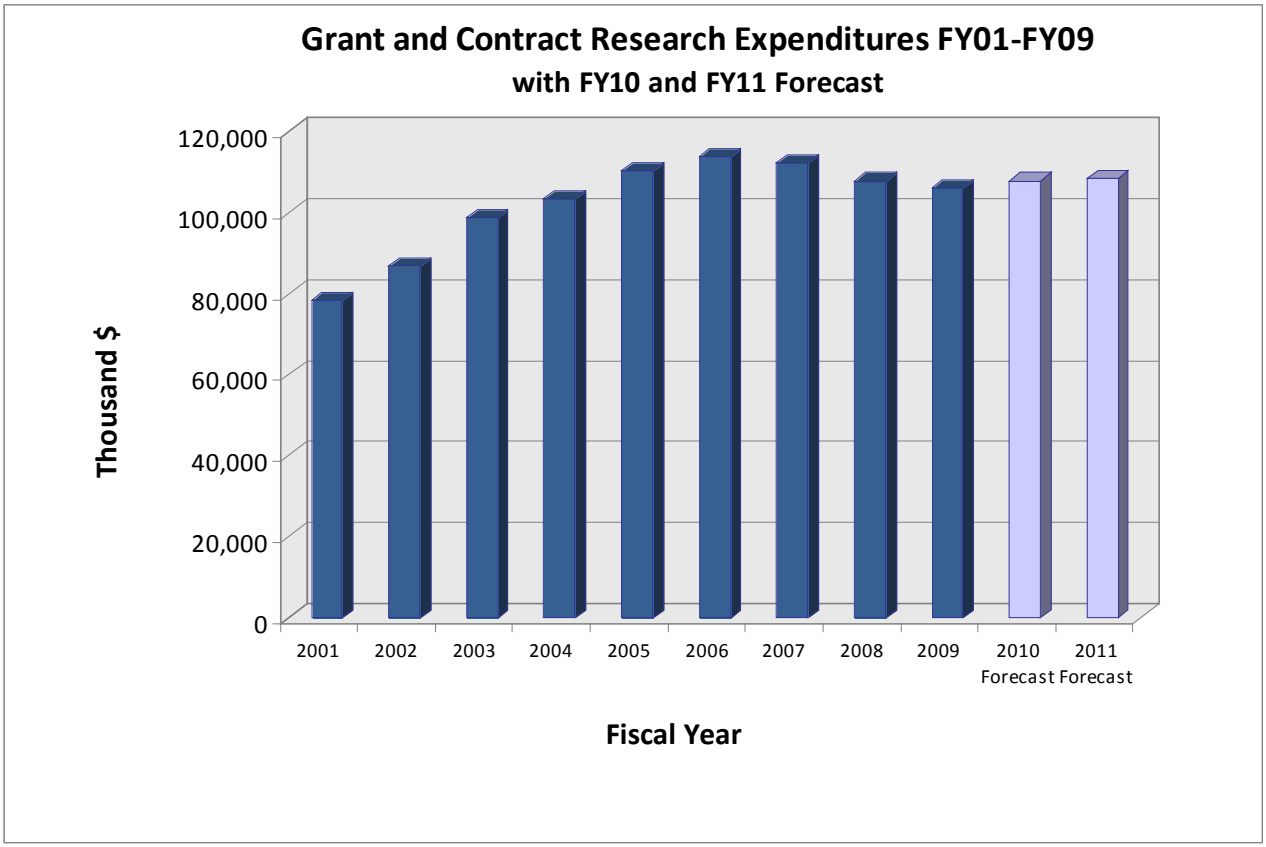
There are no related FY11 capital requests.

Looking to the Future

UAF has a multi-year philanthropy plan that will provide continued growth in private, corporate, and foundation giving.

Restricted Research Expenditures

Target: A target of $108.5 million in grant or contract funded expenditures in FY11.
Measure: The amount of grant or contract funded research expenditures by the University of Alaska Fairbanks.

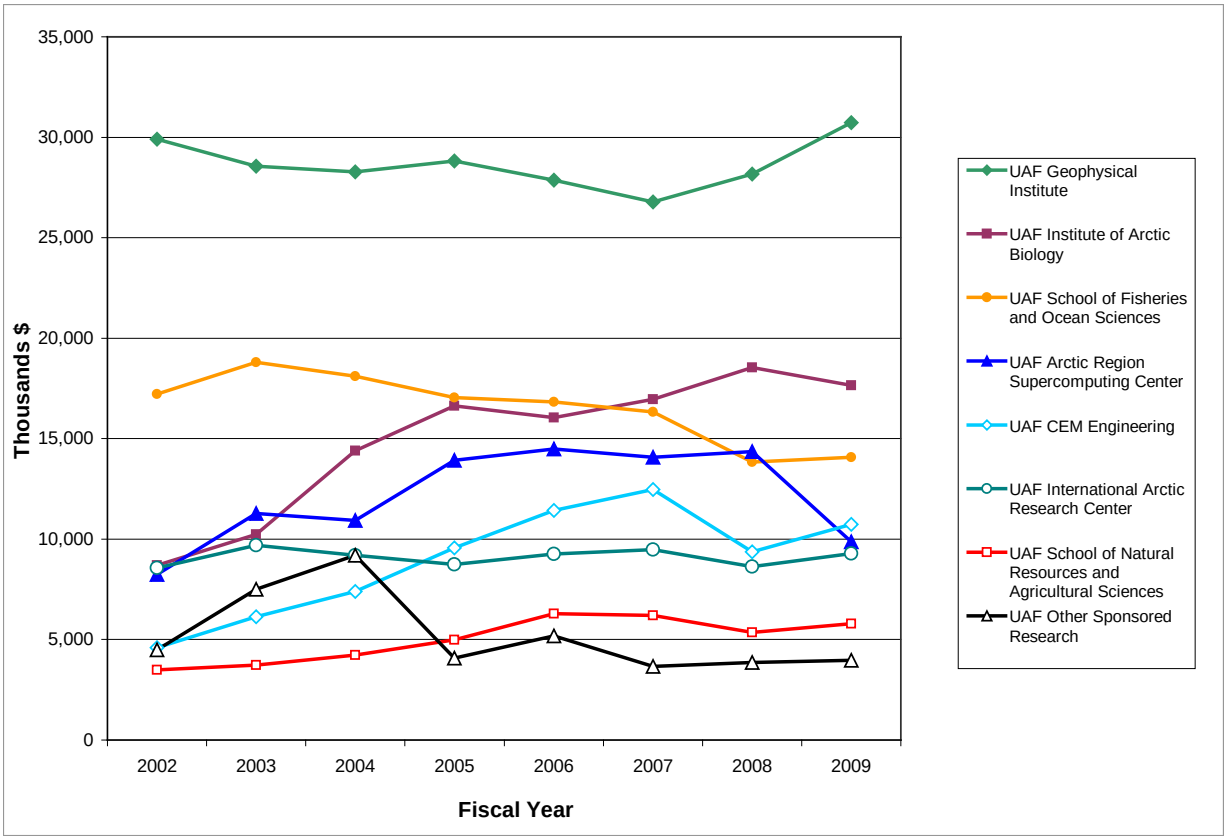


UAF Grant and Contract Research Expenditures by Unit, in Thousand $, for FY01-FY09, with FY10 and FY11 Forecast

Unit	FY01	FY02	FY03	FY04	FY05	FY06
UAF Arctic Region Supercomputing Center	13,681	8,236	11,267	10,928	13,917	14,491
UAF Geophysical Institute	25,758	29,904	28,564	28,281	28,811	27,860
UAF International Arctic Research Center	6,800	8,557	9,685	9,196	8,742	9,256
UAF School of Natural Resources and Agricultural Sciences	3,226	3,501	3,720	4,220	4,997	6,284
UAF CEM Engineering	5,323	4,592	6,137	7,387	9,568	11,419
UAF Institute of Arctic Biology	6,650	8,693	10,244	14,389	16,635	16,048
UAF School of Fisheries and Ocean Sciences	13,389	17,229	18,810	18,115	17,037	16,829
UAF Other Sponsored Research	3,410	5,939	10,487	10,882	10,651	11,602
MAU Grand Total	**78,238**	**86,651**	**98,914**	**103,399**	**110,357**	**113,788**

Unit	FY07	FY08	FY09	FY10 Forecast	FY11 Forecast
UAF Arctic Region Supercomputing Center	14,064	14,358	9,869		
UAF Geophysical Institute	26,791	28,161	30,724		
UAF International Arctic Research Center	9,480	8,623	9,281		
UAF School of Natural Resources and Agricultural Sciences	6,194	5,349	5,794		
UAF CEM Engineering	12,480	9,363	10,736		
UAF Institute of Arctic Biology	16,967	18,538	17,648		
UAF School of Fisheries and Ocean Sciences	16,324	13,824	14,068		
UAF Other Sponsored Research	9,950	9,629	8,084		
MAU Grand Total	**112,249**	**107,846**	**106,204**	**107,800**	**108,500**

Restricted Research Expenditures by Unit



Analysis of Results and Challenges

After years of steady growth research expenditures decreased about 1% in FY07 relative to FY06, and they decreased an additional 6% in FY08 and 1% in FY09. Research expenditures in FY09, $106M, were between the low and nominal targets set in Fall 2008. The decreases in FY07 to FY09 reflect reductions in congressionally directed funding, plus

stagnant competitive federal research budgets and lack of new state base support for research, particularly new facilities required to expand UAF's research enterprise. The trend is expected to continue unless there are immediate and substantial increases in UAF's state support of research.

UAF's researchers brought in $580K per research FTEF (full-time equivalent faculty) in FY09, an excellent rate of return compared with peer institutions. Even in the challenging funding environment, most units increased research expenditures in FY09 compared with FY08. This represents the fruition of major investments in new faculty, in connection with infrastructure-building grants (see Strategy A2 below for further discussion). The Geophysical Institute (GI) has increased research expenditures despite significant challenges in the loss of congressionally-directed funding for the Alaska Volcano Observatory, the Poker Flat Research Range, and the Alaska Satellite Facility. The GI is engaged in an ongoing effort to diversify its sources of research funding. The International Arctic Research Center (IARC) has experienced difficulties in retaining experienced faculty, because it has only a small base of general fund support and faculty must secure large fractions of their salaries through external grants or contracts. UAF is addressing this issue incrementally by internal reallocations, but the funds available are insufficient to put IARC on the same footing as long-established research institutes such as GI or IAB. SFOS, after several years of declining research expenditures due to decreasing numbers of faculty, has recently completed the hiring of faculty supported by a funding increment to the Fisheries program and is beginning to reap the benefits in research funding.

The only unit with a large decline in research expenditures in FY09 was the Arctic Region Supercomputing Center (ARSC), and this was a strategic decision. ARSC received its normal federal revenue of about $15M, but chose to reserve some of it to purchase a new supercomputer in FY10. Because of the large capital expenditure planned for FY10, ARSC Grant and Contract Research Expenditures will be well below $15M this year as well. Further, the new UAF policy of centrally redirecting carry forward in excess of 4% of general fund revenue for research units caused ARSC to expend most of its accumulated ICR (indirect cost recovery), which also reduced restricted research expenditures. The new carry forward policy caused several other research units to spend unrestricted rather than restricted funds in FY09, and had this not been the case, UAF's grant and contract research expenditures would have been several million dollars greater.

There are several challenges in making accurate predictions of restricted research expenditures. The projections discussed below are based on the current definition of this metric. Other external sources of funding, not included in the formal metric, are important in supporting UAF research, as illustrated by an example from the Institute of Northern Engineering:

INE Grant –Funded Research Expenditures					
	FY05	FY06	FY07	FY08	FY09
Grant-Funded Research Expenditures, Standard Metric Definition	9,574	11,571	12,716	9,363	10,173
Grant-Funded Research Expenditures per INE (see footnote)	9,327	12,468	14,025	11,354	13,817

INE grant funded research expenditures are herewith defined as restricted expenditures under "dlevel INE" to include NCHEMS category of outreach, public service, instruction, research and including indirect cost recovery and state funded capital expenditures.

The bottom row of the table indicates that INE research expenditures were $3.6M greater in FY09 than indicated by the standard metric. INE's research revenue typically includes very substantial amounts of capital funds that generate ICR and are used to support salaries, supplies, and services. These are not presently counted in the metric, but some new awards of this type will be. This change will increase future research expenditures, ultimately by $1 to $2M in an average year. Another challenge is that, occasionally, UAF receives very large grants or contracts which include major subcontracts, under which the funds are disbursed to other universities or research organizations. Again using the example of INE, research expenditures in FY06-07 included $1-2M of subcontracts. Large subcontracts passing through UAF cause relatively unpredictable spikes in research expenditures, because they do not depend on UAF's internal capacity for research effort.

The factors influencing future research expenditures that are amenable to analysis include the funds likely to be available to Federal agencies to support research, and UAF's capacity in terms of faculty and facilities to conduct research. However, it is not possible to predict future funding decisions by either the State or Federal government with certainty. Considering a range of external conditions yields the following research expenditure projections, for three scenarios from FY09-FY15:

Grant-Funded Research Expenditures (Million $): UAF Proposed Targets and Goals, FY10-FY15									
Target Level	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15
High			109.8	109.3	111.9	114.6	119.2	125.4	130.5
Nominal			108.6	107.8	108.5	109.3	111.8	114.3	116.8
Low			104.8	105.2	106.2	107.2	108.5	109.7	111.0
Actual Performance	**113**	**107.8**	**106.2**						

The most likely outcome falls between the mid- and low- ranges for the next two years. The governing conditions are applied at the State and Federal levels as described below.

State support:

Facilities:

- High projection: If both Life Sciences and the Engineering and Energy Technology Buildings are funded and completed by the end FY13, UAF's most critical research facilities problems will be alleviated. In addition, construction of a new Alaska Region Research Vessel (ARRV) has been funded under the American Recovery and Reinvestment Act (ARRA). This new vessel will enable a wide range of new, federally funded oceanographic and fisheries research programs by UAF faculty. The earliest direct returns related to facilities would be in FY13 (see Federal Support below). There might be some anticipatory return; once the State has committed to the buildings UAF can begin to hire new faculty and staff and there is a reasonable chance that funding agencies would be more receptive to awards in anticipation of new facilities. Further, UAF could justify an increase in its F&A rate. The new facilities would contribute nothing in FY10; $0.5M in FY11; $1M in FY12, $3.5M in FY13, $7.5M in FY14 and $10.5M in FY15.
- Nominal projection: If either the Life Sciences or the Energy Building is funded and completed by the end of FY13, their positive effects on research expenditures will be approximately halved. The effects of the ARRV will remain the same.
- Low projection: Neither building is funded or constructed. In this scenario, buildings contribute no growth through FY15. However, the benefits of the ARRV will remain.

Operating Budget and CIP (Capital Improvement Projects):

- High projection: This scenario assumes that the State covers the INBRE (Idea Network of Biomedical Research Excellence) commitment by funding the biomedical operating request, and also provides $4M (over 5 years) for energy and/or climate research. The INBRE commitment will not boost expenditures much in FY10 because the program will be hiring; furthermore, INBRE is already developed and much of this support is to maintain momentum, with a bit of expansion. Energy/climate research also cannot commence major growth immediately, due to the need to hire more scientists, so expenditures will increase over time: $0.75M in FY10; 0.9M in FY11; $1.1M in FY12; $1.2M in FY13; $1.4M in FY14, and $1.5M in FY15.
- Nominal projection: If only energy/climate is funded, FY10-FY15 expenditures are a flat $0.75M per year above FY08 levels.
- Low projection: No State research support will yield zero increases in expenditures.

Federal Support:

- High projection: This assumes that EPSCoR (Experimental Program to Stimulate Competitive Research) IV is funded at $4M per year for 5 years beginning in FY10. With another major infrastructure building grant recently awarded, the INBRE program, UAF research expenditures will total $1.5M for both programs over 5 years, or roughly $300K per year in new expenditures. Also, this scenario assumes no further cutbacks in federal earmarks, or a compensating increase in ARRA funding, so UAF continues to receive funds at its current level. Finally, this forecast assumes that federal funding agencies experience significant growth and UAF is able to secure a

larger market share, so that investments in biomedical and energy/climate programs are leveraged at a 4:1 ratio (typical of universities nationally, at least historically) after FY09. This yields the following: $2.3M in FY10, $4.3M in FY11, $6.3M in FY12, $8.3M in FY13, $10.3M in FY14, and $12.3M in FY15.

- Nominal projection: This projection assumes that EPSCoR is renewed and the related increases to research expenditures are as discussed above. It also assumes no reductions in earmarks, or a compensating increase in ARRA funding, but a federal leveraging of only 1:1: $0.8 M in FY10, $1.3M in FY11, $1.8M, in FY12, $2.3M in FY13, $2.8M in FY14, and $3.3M in FY15.
- Low projection: UAF is awarded EPSCoR at the requested level, but cuts in earmarks and federal competitive research programs reduce FY09-FY11 expenditure levels more than $1.5M annually. The negative federal economic climate causes faculty members to conserve and stretch their grant awards, so they are expended more slowly. This could yield the following: -$1M in FY10, $0 in FY11, $1M in FY12, $1.25M in FY13; $1.5M in FY14, and $1.75M in FY15.

Funding Impact

FY09 and FY10 Program Increments

No program increments for research were received for FY09. For FY10, there was a one-year increment of $500,000 to support the Alaska Center for Energy and Power (ACEP), which will develop energy research programs. It is very important that UAF's research results be applied, interpreted, and communicated to the public. This is the mission of the Cooperative Extension Service (CES), which received $450,000 one-year appropriation in FY10.

Internal MAU Reallocations

In FY09 $100,000 of funds were directed to Veterinary Services from FY08 carry forward in order to supply these important support services for research programs, with the hope that permanent funds will be secured through the FY11 budget process. An additional $120,000 of FY08 carry forward supported the IPY and UArctic higher education office, to provide research outreach and graduate education opportunities. From FY09 PBB funds, $49,464 were allocated to the clinical-community psychology Ph.D. program, and $32,000 were allocated to support graduate student teaching assistantships in the College of Natural Sciences and Mathematics (CNSM). Also in FY09, $150,000 of PBB funds were allocated to support the Scenarios Network for Alaska Planning (SNAP) and $50,000 for an undergraduate research symposium. A nutrition faculty member for the Center for Alaska Native Health Research (CANHR) was funded ($100,000), along with partial funding for Atmospheric Sciences faculty ($30,000). Also, $350,000 were allocated for a biomedical senior faculty position and support of biomedical research.

To address a critical lack of research space that has been developing over the past 10 years, UAF has constructed buildings and carried out renovations funded by revenue bonds. The debt service has been met by internal reallocation and now exceeds $3.5 million per year.

Research administrative support was also addressed by internal reallocations. For FY09 $72,664 of PBB funds were allocated toward partial support of a fiscal professional and a grant technician in the Grants and Contracts office, and $20,000 was allocated for ongoing staff training. In addition $93,234 was directed to hire an assistant industrial hygienist to foster research workers' safety and regulatory compliance.

FY10 PBB funding ($100,000) was allocated to continuing the Veterinary Services position supporting biomedical research. An EPSCoR Social Scientist position ($90,000) will contribute to the Resilience and Adaptation Interdisciplinary Ph.D. program, and to the new Indigenous Studies Ph.D. program. Additional PBB funds ($165,000) were allocated to the Vice Chancellor for Research and used in FY10 to purchase ATCO units to provide desperately needed office space for graduate research assistants.

FY11 Program Increment Requests

Increased State investment in research, in both the capital and operating budgets, is crucial to help counteract the likely decline in federal research dollars. For FY11, an operating budget increment of $500,000 will be sought to support the Alaska Center for Energy and Power (ACEP), which will develop energy research and testing programs to help in lowering the cost of energy for Alaskans and to develop economic opportunities for the state, its residents, and its industries. This was funded for one year in FY10, but one year will not be enough to achieve these goals. It is very important that UAF's research results be applied, interpreted, and communicated to the public. This is the mission of the Cooperative Extension Service. In FY10, a $450,000 one-year appropriation was provided for the Cooperative Extension Service, so that they can provide outreach programs in community development, positive youth development, conventional and alternative energy sources, and energy conservation. Again, one year of funding will not meet the continuing need for outreach and so the request will be repeated in the FY11 operating budget request.

For health-related programs, a joint faculty position in virology with the State of Alaska Public Health Laboratory ($75,300), a faculty position in virology and infectious disease ($100,400), and a faculty position in immunology ($100,400) are being requested. Also needed to support biomedical research programs and insure compliance with federal regulations are a Veterinary Services animal health technician ($45,000) and a Veterinary Services laboratory technician ($45,000).

Operating budget increments are also being sought for climate research programs. These include SNAP (Scenarios Network for Alaska Planning), a collaborative network of the University, State, Federal and local agencies, NGOs, and industry partners, whose mission is to provide timely access to scenarios of future conditions in Alaska ($225,000). ACCAP (Alaska Center for Climate Assessment and Policy) is seeking $150,000 to support the research that was called for by the Alaska Climate Impact Assessment Commission of the Alaska State Legislature. Ecological Modeling: Responses of Biological Systems to Climate Change ($200,000) would provide core support for research faculty and staff to conduct

long-term monitoring and understanding of environmental, ecological, and social change in Alaska.

Outreach to promote economic sustainability, apply the results university research, and respond to community needs in coastal Alaska would be enhanced by the $614,000 requested for the Marine Advisory Program. Funding will provide for continuing community engagement through Marine Advisory Program agents to be stationed in Unalaska, Petersburg, Cordova, Bristol Bay, Kodiak, and Nome.

UAF has shown that for every State research dollar invested, two to three times the amount will be secured in additional Federal grant support to carry out related research. Alaska's investment in the university returns over $3 in total economic activity for every $1 from the State. The return for investments in research is even greater, $7.60 for every $1 in State funding.[1]

FY11 Fixed Costs

To maintain existing performance the fixed costs items in the Board of Regents approved operating request are required, including compensation increases and non-discretionary fixed costs increases. The current United Academics union contract requires annual market based salary increases for faculty, and science and engineering faculty salaries at UAF have been lagging behind the national market level.

FY11 Capital Request

Lack of sufficient research space, especially acute in life sciences and engineering fields, continues to hamper UAF research programs. Hence the UA system's top new construction capital request is for the Life Sciences Classroom and Lab Building ($87.975M). UAF will reallocate internally to support debt service on bonds to be issued to secure the remaining $20.625M cost of the facility. This request is discussed in more detail under C2 below. Planning funds ($5M, to be administered by UA Statewide) are requested for an Engineering and Energy Technology Building to accommodate the growth in engineering research.

Looking to the Future

INE's strategy for enhancing research productivity is focusing on the new Alaska Center for Energy and Power (ACEP). INE is now working with the Alaska Energy Authority on plans for incorporating alternative energy into the State's energy mix and ramping up related research in INE. The strategy for funding ACEP is a multi-pronged approach aimed at federal funding agencies, state budget requests, and private donations. Other strategies being utilized by INE to increase research activity include hiring non-tenure track research faculty.

[1] Goldsmith, Scott. 2007. University of Alaska Research: An Economic Enterprise. Institute of Social and Economic Research, University of Alaska Anchorage.

GI's goals for the next one to two years are to restore the funding levels of the Alaska Volcano Observatory, Alaska Satellite Facility, and Poker Flat Research Range to FY07 levels or beyond. There will be a particular focus on developing additional sources of funding beyond the agencies that have traditionally funded these units.

SFOS, IARC, and IAB will continue to mentor and support junior faculty in developing competitively funded research programs, preferably from a range of sources so that no unit becomes overly dependent on a single agency. In the case of IAB, many of the junior faculty have received considerable initial research support from the infrastructure building grants, and this should provide them with an advantage in securing competitive funding.

IAB, INE, and ARSC all have substantial unmet needs for space (and other infrastructure, in the case of ARSC), which inhibit further growth of their research programs. These needs are especially acute for IAB as discussed under the FY11 Capital Request, Strategy C2.

C1: Strategy – Increase Headcount of Ph.D.-seeking Students

Target C1: A target of 400 enrolled Ph.D. students (annual enrollment total) in FY11.
Measure C1: The number of enrolled Ph.D. students (annual enrollment total).

Analysis of Results and Challenges

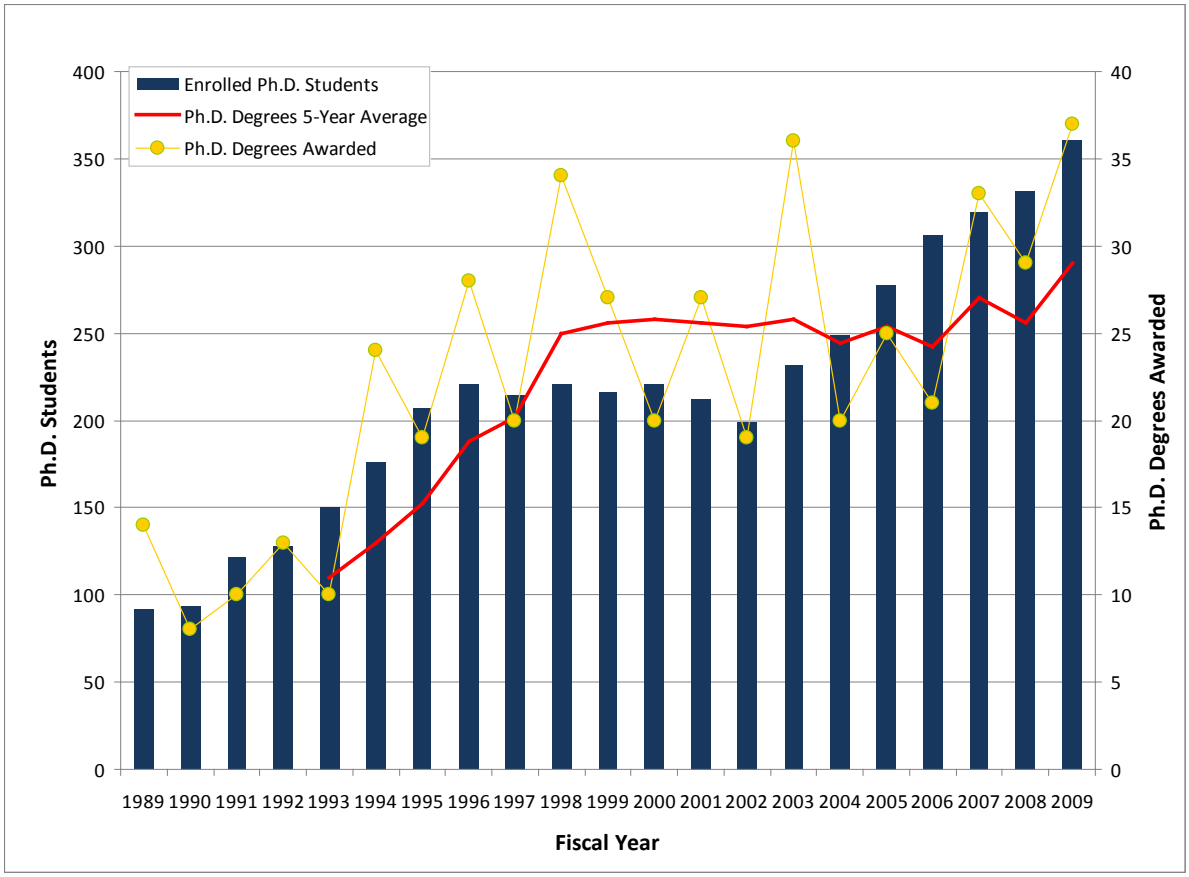
The target of 350 Ph.D. students enrolled by FY10 was met in FY09, with 361 enrolled. Hence the FY11 target has been revised upwards to 400. Ph.D. enrollment has increased by about 160 students since 2002. The increases have occurred in a variety of programs, especially including life sciences, engineering, the new clinical-community psychology program, and the interdisciplinary program. Enrollment increases are largely due to the expanded research opportunities and research assistantships available, due to the dramatically increasing research revenues of IAB and INE. The average time to degree for doctoral students at UAF is five years, and increased Ph.D. awards began with a record 37 doctoral degrees awarded in FY09. There is considerable year-to-year variability, but average annual degree production should increase to about 50 by 2011.

The new Indigenous Studies Ph.D. program, just approved in Spring, 2009, has already enrolled 13 students. Nine are new in Fall 2009 and four transferred from the Interdisciplinary Ph.D. program.

Funding Impact

<u>FY08 and FY09 Program Increments</u>

No program increments were received.



Internal MAU Reallocations

From FY09 PBB funds, $49,464 were allocated to the clinical-community psychology Ph.D. program, and $32,000 were allocated to support graduate student teaching assistantships in the College of Natural Sciences and Mathematics.

FY11 Program Increment Requests

A total of $217,700 is requested for support of the Indigenous Studies Ph.D. program in the four cooperating units of the Graduate School, the College of Liberal Arts, the College of Rural and Community Development, and the School of Education. Together these programs will help support UAF's goal of doubling the number of Alaska Native graduate students between 2005 and 2010, and awarding Ph.D.s to at least 10 Alaska Native people between 2008 and 2013. This latter goal will be fostered by a recent gift from the Andrew Mellon Foundation of $700,000 for graduate student fellowships. A request of $87,500 is to support the Psychology Clinic at UAF, which is an essential part of the training of the doctoral students in the Clinical-Community Psychology Ph.D. program. This request was mentioned earlier under HDJA degrees.

FY11 Fixed Costs

To maintain existing performance the fixed costs items in the Board of Regents approved operating request are required, including compensation increases and non-discretionary fixed costs increases.

FY11 Capital Request

There is no directly related capital request. However, sufficient life sciences and engineering facilities are critical to recruiting the best Ph.D. students in those areas and enabling them to carry out cutting-edge research.

Looking to the Future

Together these programs will help support UAF's longstanding goal of graduating 50 Ph.D. students per year, to make its output more comparable to other research universities.

C2: Strategy – Increase Research Expenditures in Biomedical and Biological Research

Target C2: A target of $19.5M of research expenditures by the Institute of Arctic Biology (IAB) in FY11.
Measure C2: IAB research expenditures.

Analysis of Results and Challenges

Since 2001 IAB has shown more growth in research expenditures than any other major UAF organized research unit. This has resulted from the major investments in new faculty made possible by (and required as a condition of) major infrastructure-building grants, including SNRP (Special Neuroscience Research Program), CANHR, EPSCoR (which has also provided significant support to engineering and other fields) and INBRE. The grants have provided salary for research, start-up funds for supplies, equipment, and research staff, shared use "core" laboratory facilities, and opportunities for mentoring and oversight of the developing research programs.

IAB had a small decrease in research expenditures in FY09 compared with FY08, from $18.5M to $17.6M. IAB faces a challenge in FY11 and FY12, in that SNRP, which expends about $3M annually) will probably not win immediate renewal, and will need a year of bridge funding before reapplying for NIH funding. This infrastructure-building program has not quite met its most important objective, which is for its associated faculty to secure R01 or other grants from NIH and other highly competitive agencies such as NSF. An additional challenge is that requests for additional State support for biomedical research have not been funded by the Legislature. Several key positions (described below) lack base support and are being maintained on a combination of external grants and ICR. However, IAB has secured several ARRA grants, and has reasonable expectations for renewal of the Toolik facilities grant, Long-Term Ecological Research grant (Bonanza Creek), and the Arctic Observing

Network grant. Investments in biomedical research should yield at least one additional R01 grant in FY10.

Funding Impact

FY09 and FY10 Program Increments

No program increments were received.

Internal MAU Reallocations

In FY09 $350,000 of PBB funds were allocated to one or more biomedical research positions, including a senior faculty member to provide leadership in this area. A nutrition faculty member for CANHR ($100,000) was also funded with FY09 PBB funds.

FY11 Program Increment Requests

In the area of health-related programs, a joint faculty position in virology with the State of Alaska Public Health Laboratory, a faculty position in virology and infectious disease, and a faculty position in immunology are requested to continue strengthening biomedical research programs at UAF. Also needed to support biomedical research programs and ensure compliance with federal regulations are a Veterinary Services animal health technician and Veterinary Services laboratory technician.

FY11 Fixed Costs

To maintain existing performance the fixed costs items in the Board of Regents approved operating request are required, including compensation increases and non-discretionary fixed costs increases.

FY11 Capital Request

Lack of sufficient research space continues to hamper UAF life sciences programs. Hence the UA system's top new construction capital request is for the Life Sciences Classroom and Lab Building ($87.975 M). UAF will reallocate internally to support debt service on bonds to be issued to secure the remaining $20.625 M cost of the facility.

The table above summarizes the small space additions for UAF life sciences programs for the past decade. The Institute of Arctic Biology has had a nearly three-fold increase in research expenditures since 2001, enrollment in IAB associated Ph.D. programs has increased 80%, and total enrollment in Biology and Wildlife degree programs (baccalaureate, master's and doctoral) has increased 25% over the same period, yet there have been almost no new facilities constructed with State capital dollars. Limited additional space for biology programs has been made available by renovations of the Arctic Health Research Building (AHRB), partly supported by State R&R. Two other buildings, Biological Research and Diagnostics (BiRD) and the West Ridge Research Building (WRRB, which is shared

between IAB and ARSC), have been built via UAF's internal reallocation of funds to pay debt service on revenue bonds. The annual debt service for research related projects now exceeds $3.5 million.

Looking to the Future

Within the next three to five years the federal infrastructure-building grant funding will mostly come to an end, and UAF life sciences research programs will need to compete with other, well-established programs nationwide. It is an especially challenging time for UAF's new investigators to be seeking competitive funding, and they will continue to need institutional support and improved facilities in order to succeed.

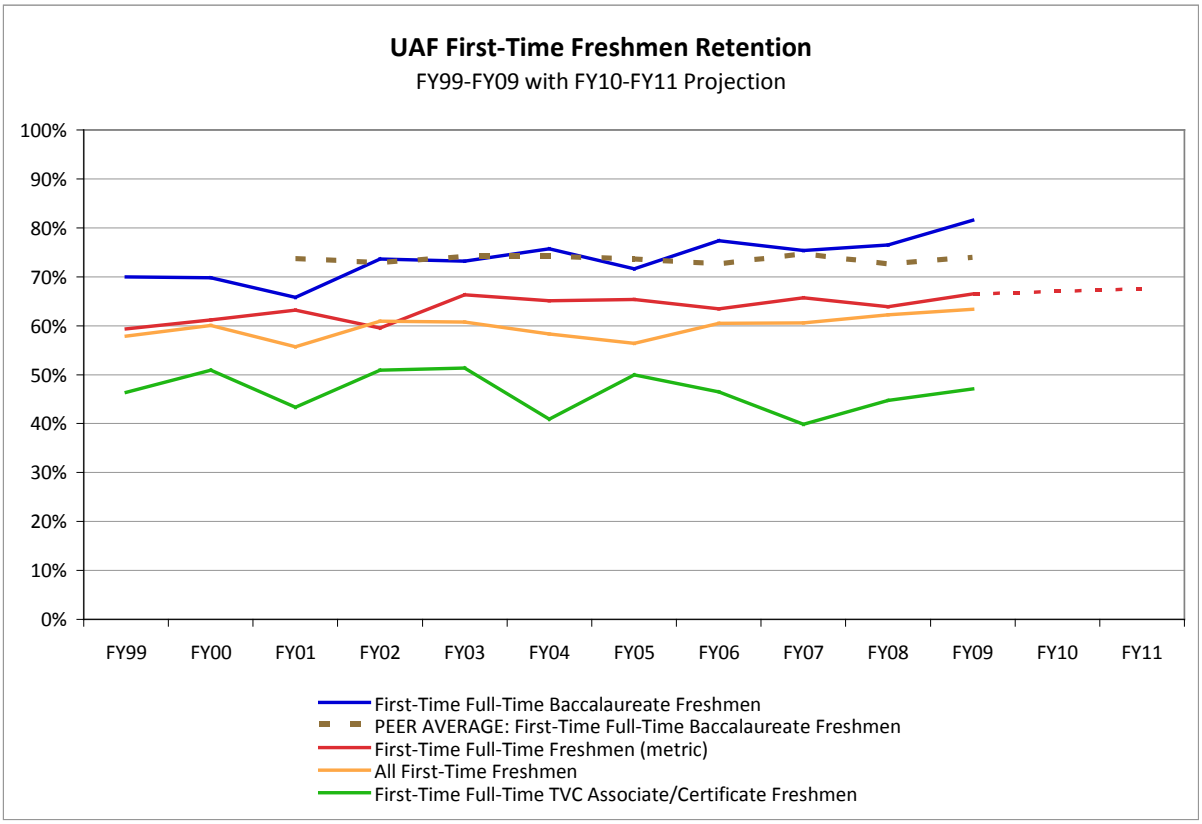
Changes in Life Sciences Research and Teaching Space

	Assignable Sq. Ft.				% Increase in Enrollment or Research $	Primary Source of Funding for Added Space
	1998	2009	Difference	% increase		
Biology and Wildlife	20,849	22,003	1,154	**5.5%**	**25% increase in enrollment**	N.A. (reassigned space)
Institute of Arctic Biology*	69,642	90,060	20,418	**29%**	**280% increase in research expenditures**	See below.
AHRB			*3,648*			*State R&R provided partial support for renovation of previously underutilized space.*
WRRB			*11,199*			*UAF revenue bond. Debt service paid by internal reallocation.*
BiRD			*11,192*			*UAF revenue bond. Debt service paid by internal reallocation*
Irving I			*-2,569*			*N/A; no additional space.*
Life Sciences Total			21,572	**24%**		

*The Institute of Arctic Biology is housed in four on-campus buildings including AHRB (Arctic Health Research Building), WRRB (West Ridge Research Building), BiRD (Biological Research and Diagnostics), and Irving I. IAB space includes 4709 sq. ft. of greenhouse, 432 sq. ft. of temporary structure, and 10,324 sq. ft. of off-campus facilities. Biology and Wildlife space is located in the Irving I and Bunnell Buildings, and includes 1,015 sq. ft. of temporary structure (ATCO unit).

Undergraduate Retention

Target: A target of 68% retention rate for first-time, full-time students in undergraduate degree and certificate programs in FY11.
Measure: The retention rate for first-time, full-time students in undergraduate degree and certificate programs.



Metric-defined Retention, FY99 to FY09 with FY10 and FY11 Forecasts

FY99	FY00	FY01	FY02	FY03	FY04	FY05	FY06	FY07	FY08	FY09	FY10 Projection	FY11 Forecast
59.4%	61.2%	63.2%	59.5%	66.3%	65.1%	65.4%	63.4%	65.7%	63.9%	66.5%	67.0%	68.0%

Analysis of Results and Challenges

Fall 2008 retention (66.5%) was up over Fall 2006 (63.9%), and above UAF's mid-range target of 65%. There has been a generally increasing trend for the past decade. Fall 2009 opening enrollment figures, yielding a retention of about 67.0%, indicate that improvement continues. Improvements are due to increases for full-time baccalaureate students; all other student cohorts performed at about the same level over the ten year period. There have been investments, via internal reallocations, in retention of baccalaureate degree-seeking students on Fairbanks campus, and little investment in community campus retention, except for the services provided via Title III grants. However, the more non-traditional student population

served by the community campuses is also responsible for the difference. Such students are more likely to attend intermittently even if they continue to pursue their educational goals, and so may not be captured in the retained cohort. Persistence (enrollment anytime during a fiscal year) is a better measure of progress for such students. For example, TVC FY09 retention was only 45%, but persistence was 56%.

UAF First-Time Freshmen Retention Rates, Fall 97-Fall 08

Group*	Fall 97	Fall 98	Fall 99	Fall 00	Fall 01	Fall 02
G1	65.2%	70.0%	69.8%	65.8%	73.6%	73.2%
G2	-	-	-	-	-	-
G3	47.8%	46.4%	50.9%	43.4%	50.9%	51.4%
G4	36.4%	58.3%	33.3%	45.5%	46.7%	31.3%
G5	45.5%	41.9%	45.5%	33.9%	32.6%	44.7%

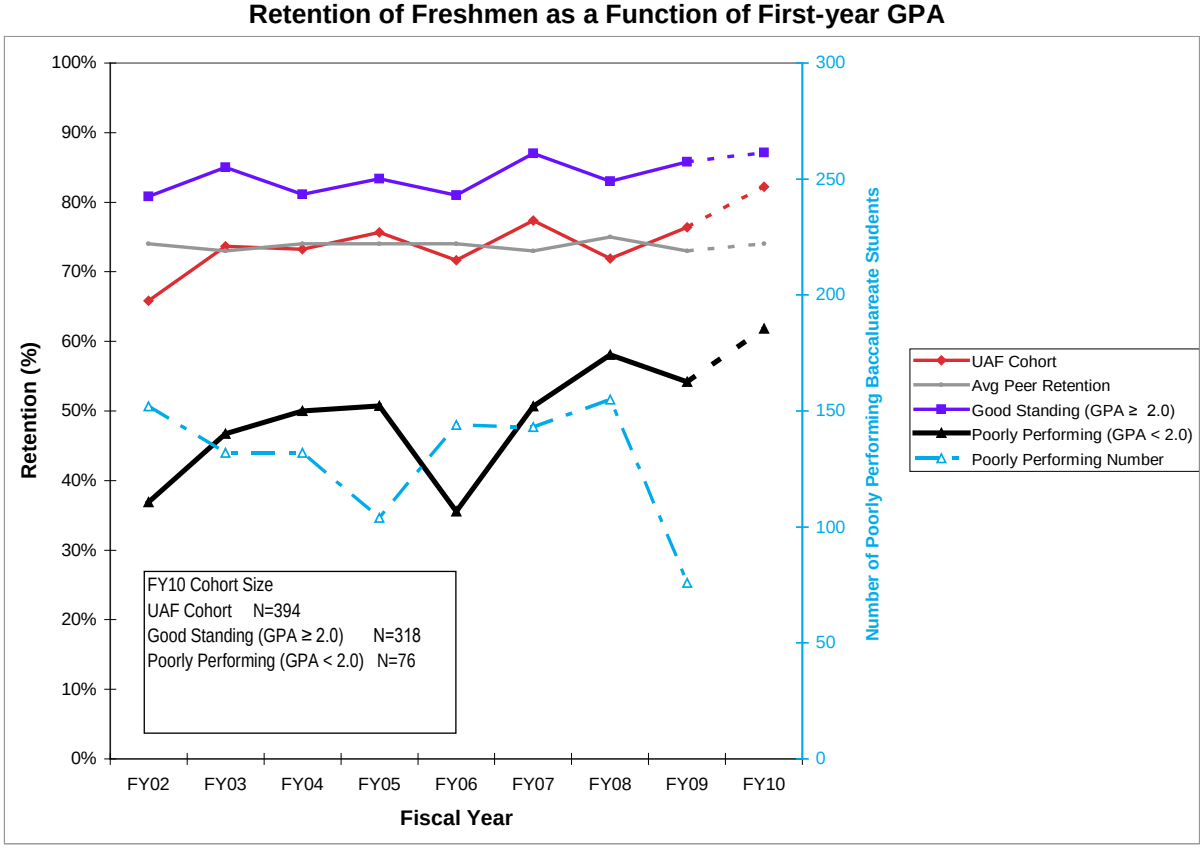
Group*	Fall 03	Fall 04	Fall 05	Fall 06	Fall 07	Fall 08
G1	75.7%	71.6%	77.4%	75.4%	76.5%	81.5%
G2	47.1%	47.0%	37.6%	49.4%	51.5%	54.0%
G3	40.9%	50.0%	46.5%	39.9%	44.7%	47.1%
G4	42.1%	25.0%	50.0%	30.0%	41.7%	65.0%
G5	34.3%	22.1%	39.2%	42.8%	41.8%	47.4%

*G1 First-Time Full-Time Baccalaureate Freshmen
G2 First-Time Full-Time Baccalaureate Pre-Major Freshmen
G3 First-Time Full-Time TVC Associate/Certificate Freshmen
G4 First-Time Full-Time Rural Campus Associate/Certificate Freshmen
G5 First-Time Part-Time Freshmen (all degree types)

If a first-time freshman starts out as anything other than full-time baccalaureate degree-seeking student, his or her retention is typically less than 50%. First-time full-time baccalaureate freshmen (G1) now are retained at a rate over 80%, which is significantly better than for all other students.

Continuing the pattern seen in past years, retention of successful students from all categories is also good, now better than 80%. Retention of students with poor initial performance is much lower, around 60%. UAF increased its baccalaureate admission standard for Fall 2008, and instituted mandatory placement (with registration blocking in Spring 2009), beginning with core math and English courses. Although the admission standard remains only moderately selective (high school GPA $\geq$ 3.0 or high school GPA $\geq$ 2.5 and composite ACT $\geq$ 18), the number of unsuccessful baccalaureate-admitted students decreased sharply (from 123 in the Fall 2007 cohort to 70 in the Fall 2008 cohort). Also, the retention of unsuccessful students increased from about 50% to 60%, probably because the remaining unsuccessful students were on average somewhat better prepared.

As discussed in the strategies section, UAF is directing its retention efforts at both successful and currently unsuccessful students. For successful students retention efforts are focusing on program enrichment; for unsuccessful students, efforts focus on academic improvement.



Funding Impact

FY09 and FY10 Program Increments

No program increments were received.

Internal MAU Reallocations

From FY09 PBB funds, $50,000 were allocated as match for the SSSP (Student Support Services Program, a federally funded TriO program assisting low income, first-generation and disabled students (see D1 below). This funding will enhance chances of competitive renewal of the grant and enable the program to sustain its level of service, despite a cap on federal funding and increased fixed costs. FY08 carry forward funds ($75,000) were directed toward the purchase of Roxen and Elluminate Live! FY09 software renewals. Roxen is web content management software that facilitates easier and thus more frequent updating of UAF's many websites, which in turn will help insure accurate information for current and prospective students. Elluminate Live! is an online teaching tool that enables instructors and students to interact and collaborate in real time to add synchronous content to asynchronous distance learning or combine blended online/onsite learning activities. It has low bandwidth requirements making it especially useful for distance delivery to rural communities. Both will promote student satisfaction with UAF and, hence, retention.

An additional $200,000 was allocated from FY08 carry forward for purchases of instructional equipment in FY09. Up-to-date instructional equipment is important for retaining students in many fields, from sciences and engineering to art and music.

Internal reallocations of $30,000 within the Provost's Office and the General Studies Program have allowed an additional half-time testing services staff member, necessitated by mandatory placement and other increasing demands for testing.

FY10 PBB funds ($50,000) were provided to Summer Sessions, to enhance offerings of summer courses that promote retention and degree program completion, such as Developmental Math and English (which if taken by entering freshmen will allow them to start at the 100-level in the fall) and baccalaureate core courses. The Center for Health and Counseling was funded for a half-time counseling position ($50,000). $75,000 was provided to the Honors Program, which will help in both recruiting and retaining academically high-performing students. A TVC financial aid position and Associate Director of Academics position were partially funded ($53,170), as were CRCD student services managers for rural campuses ($131,000), whose positions are currently funded through Title III grants.

FY11 Program Increment Requests

Operating budget requests aimed at increasing retention include funds for individual technology-based math instruction and summer math bridge programs ($150,000). These are aimed at improving student success in Functions for Calculus and Calculus, gateway courses to science and engineering degree programs which currently have poor pass rates. Funds $95,700) are also requested for the IAC Early College Initiative, which provides a program of college courses for high school students and enables some to complete 1-2 years of college credit. An increment of $220,000 is being sought for CRCD student services managers for rural campuses, whose positions are currently funded through Title III grants.

A request of $200,000 is made for the UAF Honors Program and an additional $200,000 for enhancement of undergraduate research. Both the UAF Honors program and undergraduate research mentoring need expansion and improvement in order to function well in helping to retain the most academically capable students. Last year UAF commissioned an external review by a representative of the National Collegiate Honors Council to help identify the priorities to address with this funding increment.

FY11 Fixed Costs

To maintain existing performance the fixed costs items in the Board of Regents approved operating request are required, including compensation increases and non-discretionary fixed costs increases.

FY11 Capital Request

There is no General Fund capital request in this area. UAF has requested receipt authority for the funds to create an Honors House, which would serve as a central location for Honors activities and study groups. Our goal is to secure donations to support renovation of an existing facility.

Looking to the Future

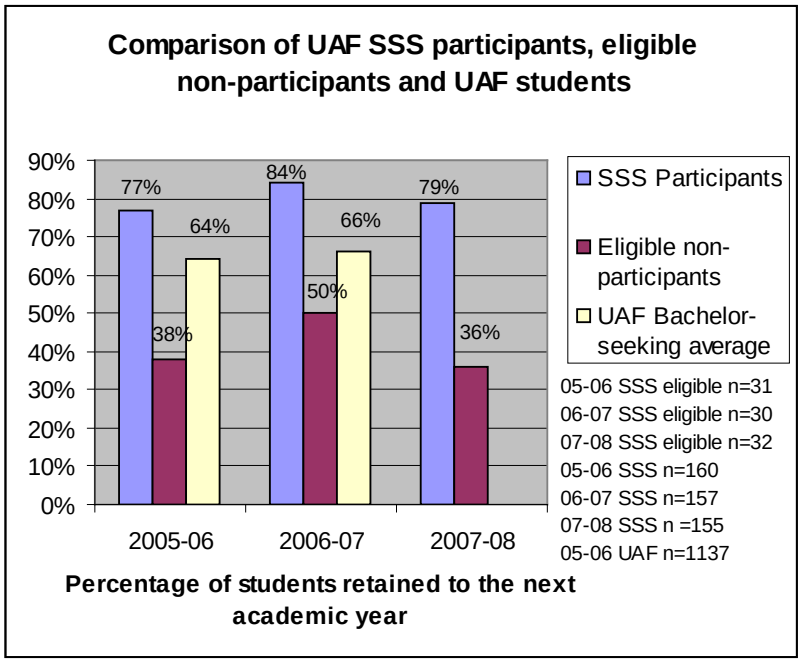
Fully loaded retention programs, like SSSP (described in D1 below) are effective but costly. With limited resources UAF is focusing on strategies that can be initiated at modest or no cost. These include:

- The early warning program identifies at-risk (not participating or not performing well) students. Faculty teaching courses with historical pass rates < 70% are asked to submit student names at the end of the 3rd week of classes. Advisors/Departments are informed of and encouraged to contact the students to advise them of their options, such as tutoring, supplemental instruction, or enrolling in a preparatory class. UAF assessed the impact of this program in Summer 2008, and found it significantly improved student end-of-term GPA.
- UAF data show that students with declared majors are more likely to be retained than undeclared (general studies) students. Therefore, since 2007 new general studies (undeclared baccalaureate) students receive a list of Alaska High Demand Jobs with their admit letter. In addition, UAF made a policy change to require general studies students to select a major by the time they have 75 credits. In Fall 2008 a lower proportion of baccalaureate students are undeclared than in Fall 2007.
- UAF faculty and administration have met with Fairbanks North Star Borough School District secondary teachers and counselors on improving alignment of our curricula in order to improve the transition from high school to college.
- In Fall 2008, UAF successfully implemented mandatory course placement for developmental and freshman core courses in Math and English. Placement insures that students have the necessary academic skills to succeed in the courses they attempt. We added the rest of the baccalaureate core curriculum courses in Spring 2009 and are adding other courses requested by CEM and SOM this academic year.
- In a cooperative arrangement between UAF Residence Life, General Studies, and the Registrar's Office, freshmen residential students are participating in a learning community trial, which includes classes located in the residence halls.

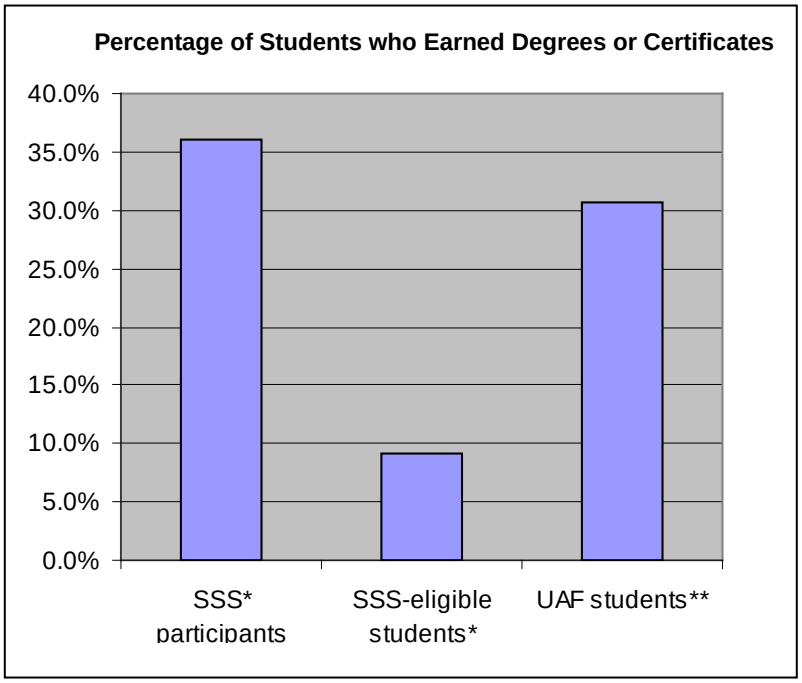
D1: Strategy – Increase Retention and Graduation Rates of Low-income, First-generation, and Disabled Students.

Target D1: Maintain retention of low-income, first-generation, and disabled students participating in SSSP at ≥80% in FY11. Increase six-year graduation rates (including baccalaureate, associate, certificate levels) of low-income, first-generation, and disabled students participating in SSSP to 42% by FY11.

Measure D1: Retention and six-year graduation rates (including baccalaureate, associate, certificate levels) of students participating in SSSP.



Participating SSS students have been retained at a higher rate than UAF baccalaureate students who enroll at least half-time and potentially eligible but non-participating students.



Percentages of graduates include those completing baccalaureate and associate's degrees and certificates. SSSP student data reflect all degrees earned from 2001 to 2007. UAF data represent 6-year graduation rates for FTFTF. Numbers of students in each cohort were SSS participants = 603; SSS eligible students = 141; UAF students = 603.

Analysis of Results and Challenges

The SSSP (Student Support Services Program) provides personalized and comprehensive academic support to eligible students. Their services include tutorial services; small study groups; academic advising; mentoring and personal support; direct financial assistance to

qualified Pell Grant recipients; use of laptop computers, labs, and other technology resources; and cultural and social engagement.

Retention of SSSP-participating students (averaging 80%) is much better than that of comparable but non-participating students (averaging 41%). Since its inception in 2001, SSSP at UAF has served 603 students. Those 603 students have earned 217 degrees from UAF (certificate, associate and baccalaureate included). During that same time period 141 students were eligible for the program, but chose not to receive services (the control group.) Those 141 students have earned only 13 degrees from UAF. As shown in the graph, the six-year graduation rate for SSSP participants is 36%, better than that for the average UAF student (31%).

Funding Impact

FY09 and FY10 Program Increments

No program increments were received.

Internal MAU Reallocations

An allocation of $50,000 per year in PBB funding was made in FY09 to provide a match for the next SSSP federal grant renewal proposal.

FY11 Program Increment Requests

There is no FY11 operating request for this program.

FY11 Fixed Costs

To maintain existing performance the fixed costs items in the Board of Regents approved operating request are required, including compensation increases and non-discretionary fixed costs increases.

FY11 Capital Request

There is no capital request directly related to this metric, but well-maintained facilities are essential to recruiting and retaining students.

Looking to the Future

The success of SSSP with disadvantaged students provides a clear model of what works to retain and graduate UAF students. Similar successful programs include RSS (Rural Student Services) and ANSEP (Alaska Native Science and Engineering Program at UAA with UAF participation). The key elements are tutorial services, small study groups, academic advising, mentoring and personal support, financial aid for needy students, and cultural and social engagement. SSSP and similar programs have a high cost/student, and UAF has not been able to secure new resources to extend all of these benefits to every student. Instead, UAF is

focusing on what can be accomplished at modest cost. Supplemental Instruction (see Strategy D2 below) is one such effort.

D2: Strategy – Increase Satisfactory Completion (grade ≥ 2.0) Rates in Gateway Courses by Using Supplemental Instruction (SI).

Target D2: Increase satisfactory completion (grade ≥ 2.0) rates of students participating in SI to >70% in FY11.
Measure D2: Percentage of SI participants who complete gateway courses with a grade of 2.0 or better.

Analysis of Results and Challenges

Supplemental Instruction (SI) provides an opportunity for collaborative peer-assisted learning in order to increase student performance. The focus is on lower-division courses with low (<70%) student success. Undergraduate students who previously took and did well in the course are hired as SI leaders. Facilitated study group sessions are offered four to eight times a week outside of class. In Spring 2007, SI was offered on a trial basis to Anthropology 100X and History 100X students (total enrollment, 320). For both courses, the grade point average of SI students was well above that of the non-SI students (3.6 and 3.1 vs. 2.4 and 1.8). In Fall 2007 SI was offered in History 100X, Biology 105X and 111X, and Math 262X, with 130 students participating, and similarly positive results. To assess whether SI is serving only the better students who would be successful anyway, a comparison of the cumulative GPA prior to taking the gateway course for students taking part in SI and those not taking part in SI was done. This shows that there was a positive effect of SI, irrespective of prior GPA. Eight courses were supported in AY 07-08 (see table below); in six of the eight, participants' average grade was greater than non participants'. Four courses were supported in AY 08-09, and there was a positive effect in all of them. It is apparent from the compiled data that SI helps students achieve academic success, which in turn will increase retention.

	Hist 100X Fall 2007	Number of Students	Biol 111X Fall 2007	Number of Students	Biol 105X Fall 2007	Number of Students	Math 262 Fall 2007	Number of Students
Mean Final Grade of SI Participants	3.00	1	2.78	40	2.24	47	2.00	17
Mean Final Grade of Non-SI Participants	3.00	43	2.37	78	1.61	128	1.78	27
Difference from SI to Non-SI group	0.00		0.41		0.64		0.22	

	Math 262 Spring 2008	Number of Students	History 100X Spring 2008	Number of Students	Biol 106X Spring 2008	Number of Students	History 100X Spring 2008	Number of Students
Mean Final Grade of SI Participants	2.92	25	1.13	8	2.88	16	2.46	28
Mean Final Grade of Non-SI Participants	2.31	20	1.74	34	2.26	72	1.76	18
Difference from SI to Non-SI group	0.60		-0.62		0.61		0.70	

	Biol 116 Spring 2009*	Number of Students	Chem 106 Spring 2009	Number of Students	Econ 100 Spring 2009	Number of Students	History 100X Spring 2009	Number of Students
Mean Final Grade of SI Participants	3.25	4	2.75	4	2.68	37	2.20	10
Mean Final Grade of Non-SI Participants	2.73	60	2.29	90	2.21	45	2.03	37
Difference from SI to Non-SI group	0.46		0.46		0.46		0.17	

*Supplemental instruction assessment was not done in Fall 2009, due to the coordinator being on leave.

FY09 and FY10 Program Increments

No program increments were received.

Internal MAU Reallocations

An internal reallocation within the Provost's Office of $5,000 to $10,000 per year supports limited implementation of this program.

FY11 Program Increment Requests

There is no FY11 operating request for this program.

FY11 Fixed Costs

To maintain existing performance the fixed costs items in the Board of Regents approved operating request are required, including compensation increases and non-discretionary fixed costs increases.

FY11 Capital Request

There is no capital request directly related to this metric.

Looking to the Future

To extend Supplemental Instruction to most gateway classes with current successful completion rates less than 70%, an annual budget of about $100,000 would be required. This would include a half-time staff coordinator (who would need to recruit, train, and support about 20 student facilitators per semester), and wages for the student SI facilitators. Since it has not been possible to secure incremental funding, UAF is attempting to expand the program gradually through internal reallocation.

D3: Strategy – Increase conversion of Baccalaureate-Intended Pre-Majors to Baccalaureate-admitted students.

Target D3: In FY11, 50% of students entering as pre-major students are admitted to full baccalaureate-seeking status by their second year.
Measure D3: Conversion rate of BI to full baccalaureate-seeking status by their second year (third semester) of enrollment.

General Studies: Unit-Level Historical Performance and Targets

Performance Metrics and Supporting Data	*Historical Performance*				
Reporting Period: FY09 (July 1, 2008 to June 30, 2009)	FY05	FY06	FY07	FY08	FY09
Total Core Student Credit Hours Generated	46,302	46,236	45,007	46,248	46,539
Lower Division Core SCH	39,126	38,341	37,276	38,200	37,502
Upper Division Core SCH	1,539	1,224	1,176	1,158	1,224
Core Student Credit Hours Generated via CDE	5,637	6,671	6,555	6,890	7,813
Baccalaureate Intended Pre-Majors (XGEN)	88	100	83	58	88
Other Baccalaureate Intended Pre-Majors (X%)	237	292	287	302	411
General Studies Baccalaureate Majors (GENR, UDCL)	679	611	558	493	375
BI Conversion to Full Baccalaureate (XGEN, X%)	5%	19%	17%	58%	44%
General Studies Conversion to Declared Major (GENR, UDCL)	32%	32%	28%	33%	39%
UA Scholar Majors (XGEN, X%, GENR, UDCL)	93	93	94	86	63
First-Time Full-Time Freshmen Retention (XGEN, X%, GENR, UDCL)	68%	68%	65%	67%	63%

Analysis of Results and Challenges

Baccalaureate intended (BI) freshmen are students who are baccalaureate-seeking but do not meet the academic standards for admission to a baccalaureate program. Up until FY08, 300-400 freshmen were in this category. With the new admission standard in FY09, about 500 BI students entered UAF.

Historically few BI students were ever admitted to full baccalaureate-seeking status and their retention rate was much lower than that of students who were admitted. Academic departments mainly left advising of these students to the Advising Center, and invested little effort in fostering their progress toward a degree. A clear path for these students to attain full admission was lacking. So, a standard for admission (completion of 15 credits with a grade of C or better, including 9 core curriculum credits) was established and communicated to students. The Advising Center urged BI students to enroll in courses that would lead to attaining this standard as soon as possible.

This has been quite successful in helping these students achieve full admission. In FY05 only 5% of these students were admitted by their second year. In FY08-09, 58% and 44% of BI students attained admission.

Funding Impact

FY09 and FY10 Program Increments

No program increments were received.

Internal MAU Reallocations

No reallocations were needed.

FY11 Program Increment Requests

There is no FY11 operating request for this program.

FY11 Fixed Costs

To maintain existing performance the fixed costs items in the Board of Regents approved operating request are required, including compensation increases and non-discretionary fixed costs increases.

FY11 Capital Request

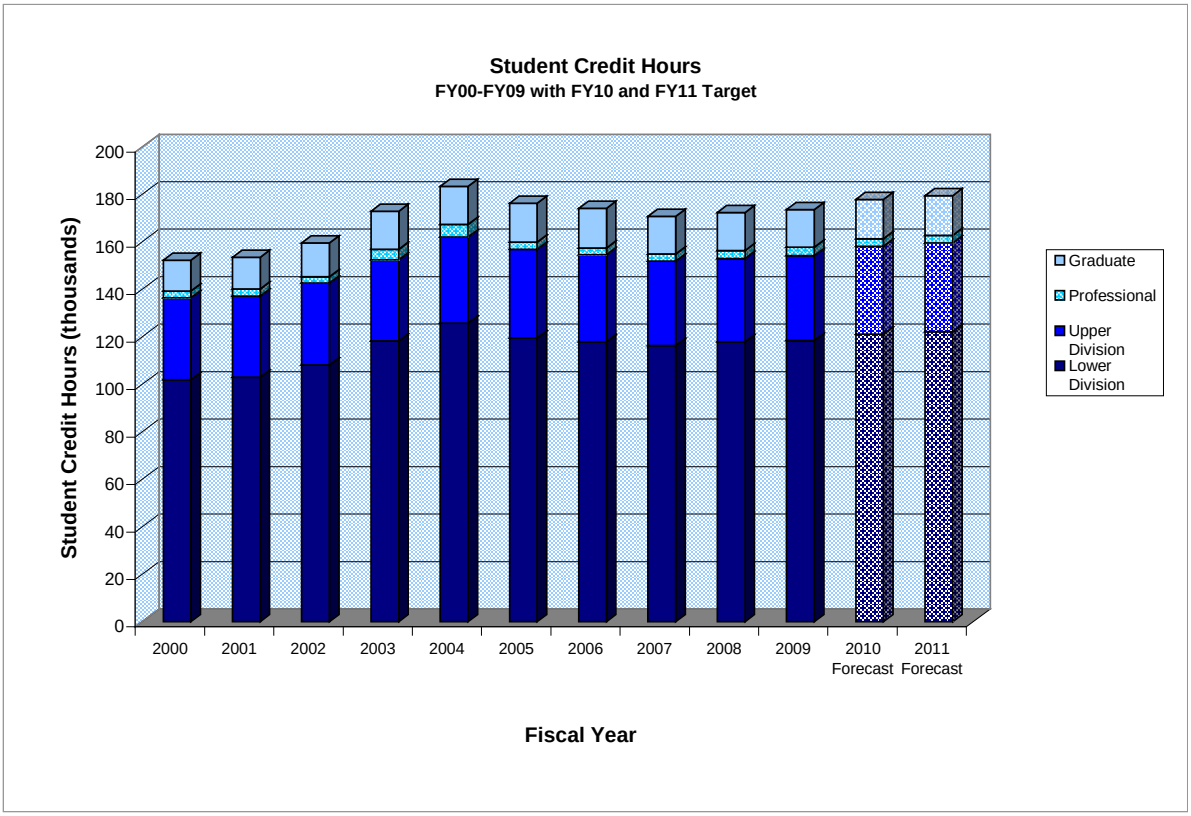
There is no capital request directly related to this metric.

Looking to the Future

The progress of the BI students through their programs to graduation will be followed. It is too soon to tell whether their conversion to baccalaureate-admitted status will lead to graduation, but it is an essential first step.

Student Credit Hours

Target: A target of 179,400 Student Credit Hours (SCH) attempted in FY11.
Measure: The number of Student Credit Hours attempted.



UAF Student Credit Hours by Course Level including audited hours and yearlong courses, FY00-FY09 with FY10 and FY11 Forecasts

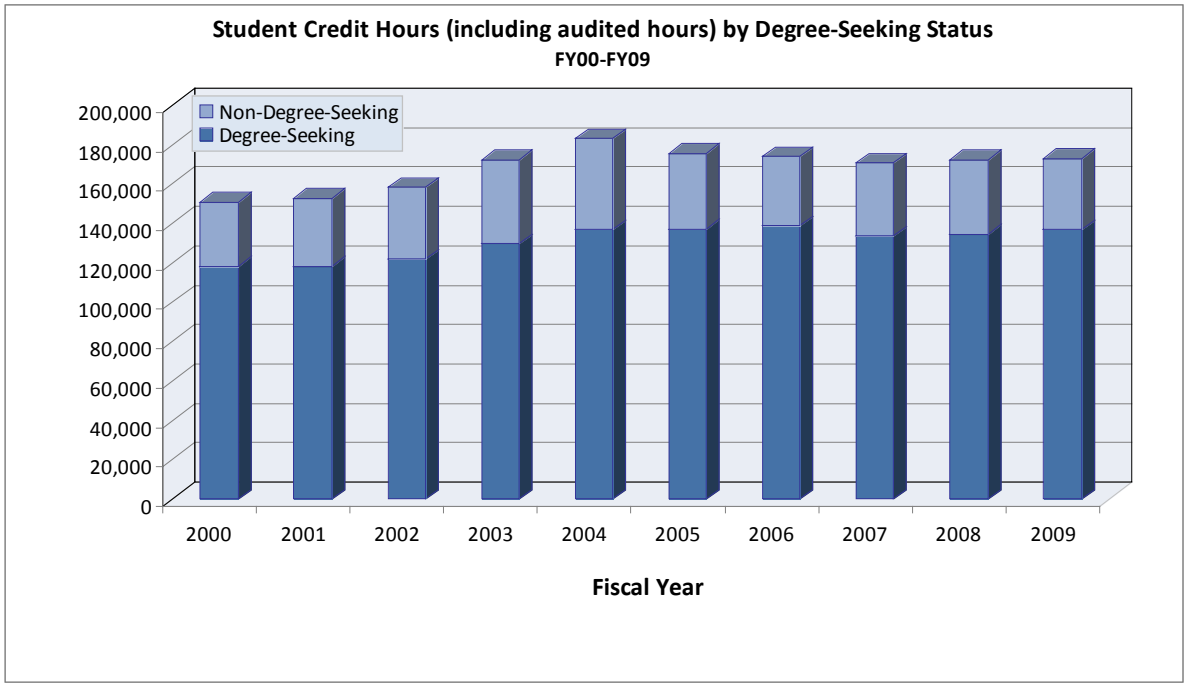
Course Level	FY00	FY01	FY02	FY03	FY04	FY05
Lower Division	101,844	102,890	108,135	118,216	125,750	119,430
Upper Division	34,470	34,176	34,396	34,210	36,169	37,425
Graduate	12,838	13,415	14,196	15,957	15,962	16,419
Professional	2,982	2,986	2,807	4,485	5,390	2,932
Total Credit Hours	152,134	153,467	159,533	172,868	183,271	176,206

Course Level	FY06	FY07	FY08	FY09	FY10 Forecast	FY11 Forecast
Lower Division	117,860	116,335	117,911	118,478	121,007	122,130
Upper Division	36,624	35,587	34,932	35,771	36,981	37,324
Graduate	16,740	15,747	15,994	15,788	16,547	16,700
Professional	2,844	3,023	3,393	3,480	3,215	3,245
Total Credit Hours	174,068	170,692	172,230	175,000	177,750	179,400

Analysis of Results and Challenges

Student credit hours for FY09, 175,000, were equal to the mid-range FY09 target. Student credit hours were up about 1.6% in FY09 relative to FY08, and we anticipate annual increases of about 1.5% for FY09 and FY10. SCH were up at all levels in FY09 relative to FY08. Fall 2009 enrollment (SCH) is currently up about 7.6% over Fall 2008; in the past decade, only the increases in the FY02 to 04 period were comparable. These positive results were achieved in the face of several challenges, including the increase in the UAF admission standard for baccalaureate programs for Fall 2008, mandatory course placement in math and English, increasing tuition and a new, substantial athletics fee. The new baccalaureate admission standard had a notable effect on first-time baccalaureate degree admitted freshmen (down 26.5% in Fall 2008), and a corresponding effect on baccalaureate-intended students (up 41%). However, external conditions certainly contributed to the unusual increase in SCH for Fall 2009, particularly high unemployment (college attendance has a positive correlation with unemployment historically), restricted admission to many Lower 48 institutions that are having financial difficulties, and loss of funds invested for college by many families, forcing them to choose less-expensive, in-state alternatives. Because of the uncertain, but probably temporary, impacts of these external factors, UAF has not revised its future targets upwards.

SCH by degree-seeking students increased in FY09. This is encouraging because most recruiting and retention efforts and investments are focused on the degree-seeking student. Community campuses do seek NDS (non-degree-seeking) students but are facing increasing challenges due to increased tuition and fees and extraordinary cost of living increases in rural communities.



UAF Student Credit Hours by Degree-Seeking Status Including Audited Hours and Yearlong Courses, FY00- FY09

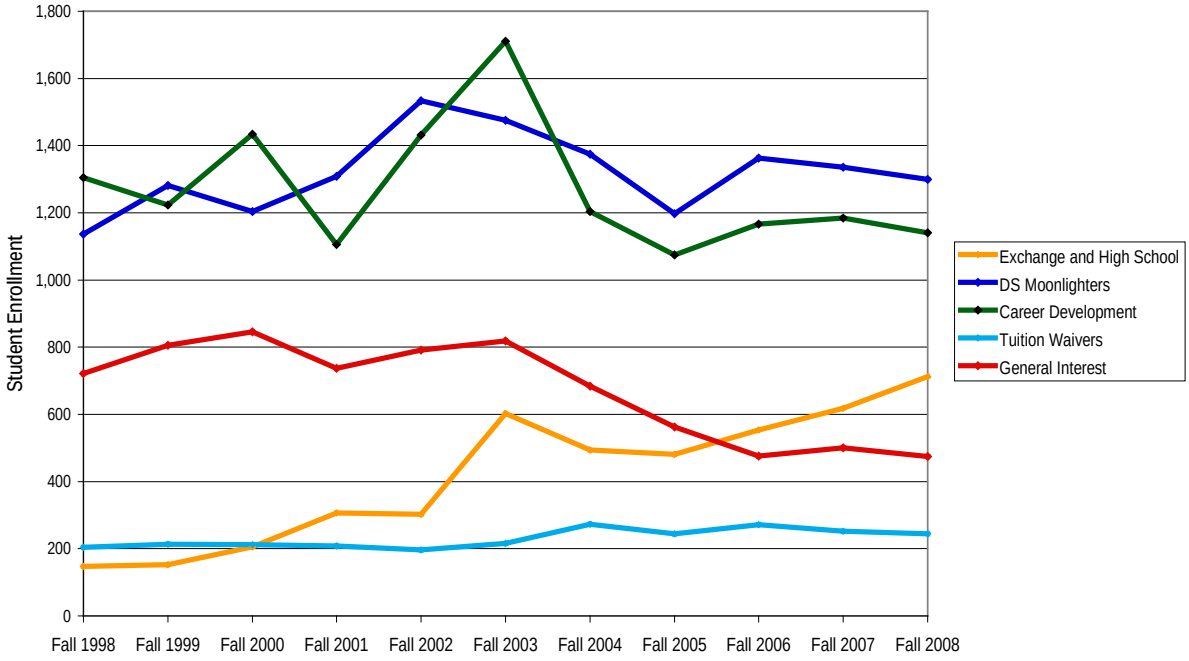
Course Level	FY00	FY01	FY02	FY03	FY04	FY05	FY06	FY07	FY08	FY09
Degree-Seeking	118,388	118,347	121,690	129,627	136,694	137,209	138,852	133,579	134,349	136,852
Non-Degree-Seeking	32,461	34,256	36,703	42,522	46,393	38,428	35,092	37,226	37,814	36,034

Note: A very small amount of credit hours cannot be attributed to either degree-seeking or non-degree-seeking student status and thus are not included in these figures.

As illustrated in the graph below, UAF non-degree-seeking students exhibit several different patterns of behavior. Some take courses to improve career or job skills (this includes many of the UAF employees using tuition waivers and teachers taking professional development courses). Others pursue a baccalaureate curriculum as if they were degree-seeking. Of all the categories, the one that has shown the most consistent decline over the past 10 years is the 'general interest' group, who take courses in the arts, music, languages, creative writing, and similar subjects, or recreation courses. A likely explanation for the decline of this group is price, as tuition increased at 5-10% per year throughout this period.

UAF Non-Degree-Seeking Student Trends: 11-Year Model of Enrollment Behavior

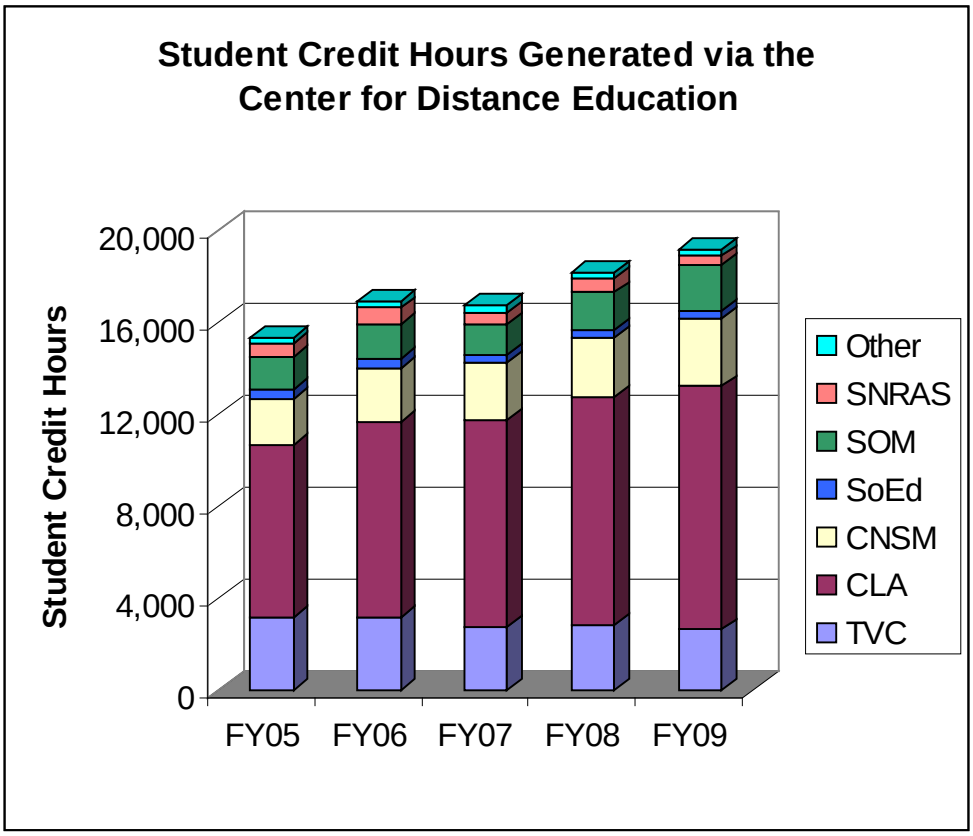
Fall 1998 - Fall 2008



Source: UA Information Systems: Banner SI Closing Extracts, 1998-2008.

Distance education is contributing an increasing share of total SCH. SCH delivered through the Center for Distance Education (CDE) constituted 8.7% of total SCH in FY05, but 10.9% in FY09. Outside of CDE, several degree programs, notably the College of Liberal Arts Psychology Ph.D., Administration of Justice MA, School of Education BA in Elementary Education, and Social Work BSW, are largely or entirely distance delivered. There is clearly

increasing demand for this mode of instruction, but we note that distance education at UAF is very heterogeneous, encompassing traditional correspondence courses, audio courses, videoconferenced courses, and online, asynchronous instruction among other delivery modes. CDE has recently begun working more closely with schools and colleges and is improving its course delivery with the aim of increasing successful course completion rates of students.



Funding Impact

FY09 and FY10 Program Increments

The program increments received for HDJA degree and certificate programs also positively affect SCH production.

Internal MAU Reallocations

The reallocations for HDJA degree and certificate programs and retention also positively affect SCH production. In FY09 an allocation of $75,000 was made from FY08 carry forward to support a data specialist in Institutional Research to provide timely data support for Student and Enrollment Services (SES), particularly data needed to develop and test recruiting strategies. For FY10, $75,000 in PBB funding was provided to the Honors Program, which will help in both recruiting and retaining academically high-performing students. $34,100 of PBB funding was provided to ASRA to expand this summer research

opportunity for high school students and potential UAF recruits. School of Management was allocated $130,000 in FY10 PBB funds to accommodate recent large enrollment growth.

FY11 Program Increment Requests

The increment requests for HDJA programs and retention will improve SCH production. In addition there will be a request of $200,000 for the UAF Honors Program and an additional $200,000 for enhancement of undergraduate research. Both the UAF Honors program and undergraduate research mentoring need expansion and improvement in order to function well in helping to recruit the most academically capable students. UAF recently commissioned an external review by a representative of the National Collegiate Honors Council to help identify the priorities to address with this funding increment.

$75,000 is being requested to support the Alaska Summer Research Academy. This growing summer program provides a week of hands-on research experiences to high school students. ASRA is highly praised by both students and parents. The students become more familiar with UAF and its programs, enhancing UAF's chance of recruiting them as high school seniors.

FY11 Fixed Costs

To maintain existing performance the fixed costs items in the Board of Regents approved operating request are required, including compensation increases and non-discretionary fixed costs increases.

FY11 Capital Request

There is no capital request directly related to this metric, but well-maintained facilities are essential to recruiting and retaining students.

Looking to the Future

Degree (and certificate) seeking students have been the focus of Fairbanks campus recruiting efforts, and recent campaigns (see E1 below) have further focused on traditional-age and full-time students. While such students remain important, they are a fraction of UAF's total enrollment; students who are or began their enrollment as FTFTF make up about 20% of UAF's total student headcount and account for about half of SCH production. Further, their numbers will be declining as the 'echo boom' generation passes traditional college age. The community campuses have long had a focus on recruiting serving the needs of part-time and returning, non-traditional students, and Fairbanks campus needs to explore additional ways to attract and serve this audience. One example of a program that is reaching out is the MBA program. After shifting to evening classes to accommodate working students, they have now developed an entry pathway, requiring only four graduate-level business courses, for people with baccalaureate degrees in non-business fields. As a result, graduate SCH nearly doubled from FY08 (641) to FY09 (1232).

E1: Strategy – Increase Recruitment of Undergraduate Degree-seeking Students.

Target E1: Increase number of undergraduate students admitted for Fall by 5% each year.
Measure E1: The number of undergraduate students admitted, including transfer students.

Analysis of Results and Challenges

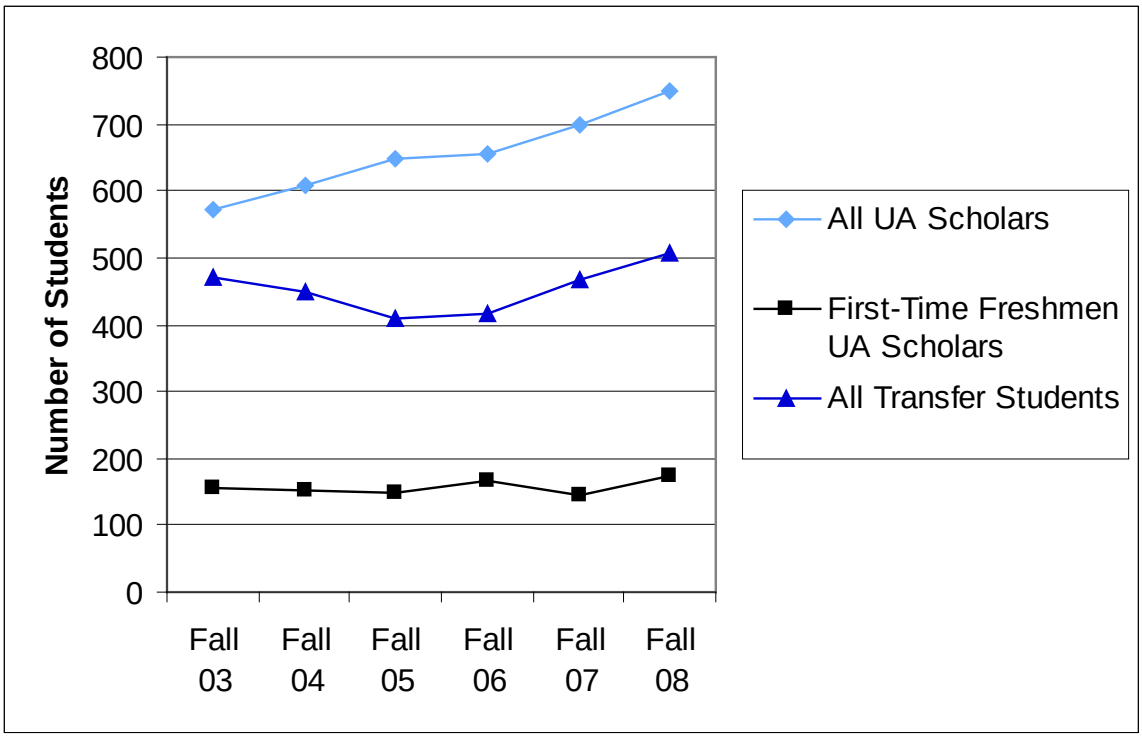
Recruiting efforts have helped to maintain a nearly constant level of baccalaureate plus baccalaureate-intended (BI) students at UAF from 2003 - 2008. The number of BI students has increased sharply in Fall 2008 and 2009 due to UAF's increased baccalaureate admission standard.

SES has been using enhanced strategies for recruiting students:

- Segmented student audience recruitment and promotion plans were developed. For example, both UA Scholars and transfer students have been targeted (see graph below). Success has been seen with both groups.
- "Territory management" methodology was implemented to foster greater accountability.
- E-recruitment methods were used, including targeted and timely e-mail.
- The UAF website was improved.
- Use of research and analysis to inform recruiting efforts was increased.
- Scheduled, annual recruiting trips to selected community colleges in the Pacific Northwest were added. Community college staff from these colleges were brought to Fairbanks in Spring, 2009.
- Communication plans were focused on building individual relationships.

UAF has experienced challenges in recruiting UA Scholars in past years. Final Scholar enrollment figures are not in for Fall 2009, although the large increase in Scholars admitted and enrolling is a positive sign. Our goal is to recruit the majority of UA Scholars choosing a UA system university, but recruiting of these students is highly competitive. Many of these students receive attractive scholarship offers from Outside institutions, and anecdotal evidence suggests that the UA Scholar financial package is not enough to recruit them. This year, UAF has targeted tuition waivers to recruit UA scholars who are eligible for the Honors Program. Also, economic conditions are probably making Outside college attendance less feasible for Scholars as well as other students. According to Early Semester Reports (9/14) UAF has a 19% increase in new Scholar enrollment.

In addition, several schools and colleges are employing full or part time recruiters and these have been quite successful. The notable enrollment increases in engineering have already been described. Fisheries undergraduate student enrollment is up 30% in Fall 2009 relative to Fall 2008.



Number of new UA Scholars, total UA Scholars, and new transfer students enrolled at UAF in the indicated Fall semester.

Funding Impact

FY09 and FY10 Program Increments

No operating budget increments for recruiting have been received.

Internal MAU Reallocations

In FY09 an allocation of $75,000 was made from FY08 carry forward to support a data specialist in Institutional Research to provide timely data support for SES, particularly data needed to develop and test recruiting strategies.

FY11 Program Increment Requests

No additional operating funds for SES are included in the FY10 operating request.

FY11 Fixed Costs

To maintain existing performance the fixed costs items in the Board of Regents approved operating request are required, including compensation increases and non-discretionary fixed costs increases.

FY11 Capital Request

There is no capital request directly related to this metric, but well-maintained facilities are essential to recruiting and retaining students.

Looking to the Future

Nearly all of the Schools and Colleges now have dedicated positions for recruiting, either half-time or full-time. The experience at CEM and SFOS has shown such recruiters to be very effective.

Various forms of distance education are contributing increasingly to SCH production. UAF is in the process of improving coordination and cooperation among the several units that offer distance courses. In its FY10 Performance Report, UAF plans to add a strategy on distance education and additional information on performance in this area.

Non-credit Instruction Units

Target: A target of 3000 Non-credit Instruction Units (NIU) in FY11.
Measure: The number of students enrolled in non-credit courses times the number of hours the course meets, divided by 10.

UAF Non-Credit Activity by Unit, FY04-FY09

UNIT	2004	2005	2006	2007	2008	2009	2010 Forecast	2011 Forecast
CRCD Bristol Bay	3.3	2.4	—	—	—	28	—	—
CRCD Chukchi	—	—	—	—	—	—	—	—
CRCD Interior-Aleutians	—	—	—	—	—	138	—	—
CRCD Kuskokwim	31	—	16	11	319	903	—	—
CRCD Northwest	16	102	66	146	42	91	—	—
CRCD Rural College	—	—	—	—	—	24	—	—
CRCD Tanana Valley	24	26	25	29	489	291	—	—
UAF College of Engineering and Mines	—	—	—	—	—	—	—	—
UAF College of Liberal Arts	—	—	—	—	54	291	—	—
UAF College of Natural Science and Mathematics	—	—	—	—	—	—	—	—
UAF Office of the Provost	—	—	—	—	—	950	—	—
UAF School of Education	—	0.4	0.04	—	—	—	—	—
UAF School of Fisheries and Ocean Sciences	—	—	—	—	—	—	—	—
UAF School of Management	—	—	—	—	—	13	—	—
Grand Total	**75**	**131**	**108**	**186**	**903**	**2731**	**3000**	**3300**

Analysis of Results and Challenges

Although 2009 NIU were much greater than those recorded in 2008, this may be largely a reporting issue. Formerly, most units recorded only Continuing Education Units. By 2009, academic units should have been entering NIUs consistently. Hence, much smaller increases will probably occur in FY10 to 11. Some increase is still anticipated, because before the metric was established, community campuses made an effort to de-emphasize non-credit instruction. Non-credit courses fill important needs in communities, but UAF continues to give priority to for-credit instruction in use of facilities, staff time, and other resources.

Funding Impact

FY09 and FY10 Program Increments

No program increments were received.

Internal MAU Reallocations

No internal reallocations have been made in this area.

FY11 Program Increment Requests

Non-credit instruction is self supporting through fees charged to students.

FY11 Fixed Costs

Non-credit instruction is self supporting through fees charged to students.

FY11 Capital Request

There is no General Fund capital request in this area.

Looking to the Future

Non-credit courses fill important needs in communities, such as promoting traditional handicrafts and Alaska Native cultural activities, providing information on food safety and nutrition, and developing a variety of workplace skills. Hence they are important to fulfilling UAF's community engagement mission. UAF's goal for the NIU metric is to achieve complete and accurate reporting of appropriate activities that meet community needs. UAF does not currently aim to change the number of NIUs that it offers, unless community demand warrants.

Enrollment Management Plans

Target: 100% of degree or certificate-granting units implementing and assessing the effectiveness of a unit enrollment management plan.
Measure: The percentage of degree or certificate-granting units with enrollment management plans implemented and assessed.

Analysis of Results and Challenges

Enrollment management planning is part of the annual expectations for all Deans and Community Campus Directors. Enrollment Management Plans, as well as reporting and analysis of enrollment data, are included in the Annual Unit Plans (AUPs) submitted to the Provost each August. This requirement has been in place for three years (2007-2009) and AUPs from all degree/certificate granting units have been received.

Below is an example of enrollment-related parts of the AUP data report for TVC:

Performance Metrics and Supporting Data	*Historical Performance*					*Targets*	
Reporting Period: FY09 (July 1, 2008 to June 30, 2009)	FY05	FY06	FY07	FY08	FY09	FY10	FY11
Total Student Credit Hours Generated	36,854	35,191	37,058	36,816	36,768	37,871 (+3%)	39,007 (+3%)
Lower Division SCH	33,261	31,472	33,704	33,537	33,634	—	—
Upper Division SCH	414	540	522	423	471	—	—
Professional Level SCH	7	5	59	0	34	—	—
Student Credit Hours Generated via CDE	3,172	3,174	2,773	2,856	2,629	—	—
High Demand Job Academic Awards	133	162	180	203	151	180	200
High Demand Job Majors	791	834	882	955	982	1,000	1,050
Associates/Certificates Awarded	212	251	277	290	231	275	300
First-Time Full-Time Freshmen Retention	42%	50%	48%	40%	45%	50%	53%
Undergraduate Student Persistence	55%	55%	54%	57%	56%	58%	60%
Undergraduate Majors	1,479	1,450	1,423	1,481	1,550	1,600	1,650
UA Scholar Enrollment	281	304	329	375	368	—	—
Non-credit Instructional Productivity Units (NCU)	26	25	29	489	291	—	—

Within the Annual Unit Plan, the dean or director is expected to analyze performance and trends, set performance targets for the next two years, and describe the strategies that will be used to attain those goals. The Provost reviews Annual Unit Plans and gives feedback to

deans or directors on any areas of concern, including Enrollment Management. The AUPs are transmitted to the Director of Admissions, who uses them to inform his annual planning and updates of the comprehensive university strategic enrollment plan. He and his staff coordinate with faculty and recruiting staff in the Schools and Colleges.

The new Director of Admissions plans to work with his recruiters and deans, directors, and unit staff recruiters to develop a plan for Enrollment Services staff that is well coordinated with the efforts of the schools, colleges and community campuses.

Funding Impact

Enrollment Management Planning is part of the annual expectations for all deans and community campus directors, and so it does not have an identifiable funding allocation, increment, or decrement.

Outcomes Assessment
Evaluation of Student Learning

Target: 100% of degree or certificate-granting programs implementing student learning outcomes assessment.
Measure: The percentage of degree or certificate-granting programs implementing student learning outcomes assessment.

Analysis of Results and Challenges

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, 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 100% of active programs have submitted an assessment plan and over 75% have implemented their plans satisfactorily. Outcomes assessment plans and implementation are evaluated according to the *Guidelines for Outcomes Assessment* that have been established for this metric by the Statewide system.

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% 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 is difficult to maintain consistent assessment data collection and reporting.

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.

Another indicator of program quality is the specialized accreditation or other professional

certification held by many of UAF's programs. The College of Engineering and Mines recently earned reaccreditation of all of its undergraduate programs from ABET. Social Work and the Paralegal Studies program were re-accredited in 2009, and Dental Hygiene received initial accreditation from the Commission on Dental Accreditation. During Fall 2009, the School of Education will is pursuing re-accreditation by NCATE and the School of Management re-accreditation by AACSB. Other degree programs with specialized accreditation at UAF include the Computer Science, Journalism, Forestry, and Music. Several of the Allied Health programs prepare students to receive national certification by passing a national standard examination. Finally, the Chemistry BS is certified by the American Chemical Society and the Wildlife Biology BS is certified by the Wildlife Society. Most of the accrediting organizations require thorough assessment of student learning outcomes and documented efforts to improve learning outcomes.

Funding Impact

Student Learning Outcomes Assessment is part of the annual expectations for all deans and community campus directors, and of the department chairs or program directors responsible for each degree or certificate program offered by UAF. Hence this effort does not have an identifiable funding allocation, increment, or decrement.

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