ENROLLMENT TRENDS AT UNIVERSITY OF ALASKA COMMUNITY CAMPUSES

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Prepared for
University of Alaska
Office of Statewide Planning and Budget Development

September 2005

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EXECUTIVE SUMMARY

ISER investigated the factors that explain change over time in enrollments and credit hours (participation) at the community campuses of the University of Alaska using both quantitative and qualitative methods.

The level of tuition is only one of many determinants of participation. For example, in recent years strength in job growth, reduced grant funding, and a more restrictive residency requirement for instate tuition have all also negatively impacted participation. Conditions specific to individual campuses, such as consistency of leadership and the natural maturation cycle associated with the introduction of new programs, have also been important.

Some of these factors, such as the size and composition of the population and the structure and health of the economy, are beyond the control of the University. However, other factors such as financial aid, program offerings, and marketing can be managed to not only maximize participation but, more importantly, to obtain the best possible balance between access and program availability within the fiscal constraints of the University budget.

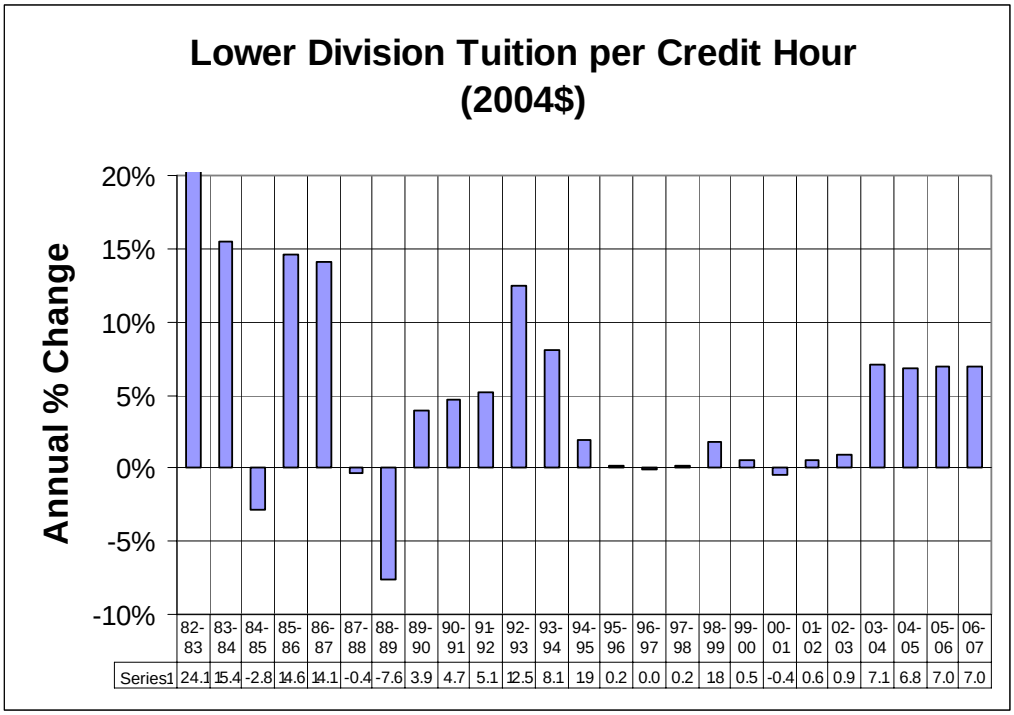
Not all students are equally impacted by tuition increases. “Non-degree-seeking” students do not have traditional sources of financial aid available to them and are more sensitive to tuition increases. However, these students, and the University, may not be taking advantage of all financial-aid opportunities. And, of course, a large share of non-degree seeking-students are enrolled at the main campuses, so the issue of access for these students is not limited to the community campuses.

In the last 2 years the University has raised tuition (price per credit hour) by 10 percent annually (in nominal $) and is scheduled to increase tuition further by another 10 percent per annum in each of the next two years. Implementation of all four consecutive annual increases would result in tuition in the 2006-2007 school year being 46 percent higher than it was in 2002-2003. If the inflation rate remains at its current level of about 3 percent per annum, the real increase over the four-year period will have been 31 percent.

Figure A shows that an increase of this magnitude, though large, is not without precedent for lower-division class tuition at the University. Although there was a nine-year period—from 1994-95 through 2002-03—when the tuition rate was almost constant in inflation-adjusted dollars, the 4-year period prior to that saw tuition grow 34 percent in real terms. The average annual real increase in tuition since 1983-84 has been 4.2 %, with

the largest annual increases occurring over a period of 5 years between 1982-83 and 1986-87 when tuition in real dollars increased 82 %.

Figure A. University of Alaska Tuition, Annual Rate of Increase



The rest of the nation has had a historical pattern of tuition increases similar to Alaska, and Alaska is now ranked 37th among the states in full-time tuition at 4 year public schools. However, unlike virtually all other states where tuition at 2-year public institutions is less than the main campuses, in Alaska the tuition is the same at the community campuses as the main campus (PWSCC and Kodiak are modest exceptions). As a consequence, Alaska ranks in the top 5 among the states for tuition at 2-year institutions.

Tuition increases not offset by comparable increases in financial assistance will, other things being equal, result in a reduction in participation in higher education. However, it is very difficult to estimate exactly HOW sensitive participation is to tuition increases because other factors that influence participation have been changing at the same time. For example, falling grant support and rising employment have both been happening at the same time tuition has been rising. The University also recently introduced a more restrictive policy for instate tuition. All of these factors tend to reduce participation in higher education. It is not possible, given the amount and quality of the data available to us, to determine how much of the observed change in participation in recent years can be attributable to increased tuition and how much to other factors.

Credit-hour data, available starting with the 1990-91 school year, allows us to compare growth in participation over time. (The use of credit hours avoids a problem of double

counting associated with enrollment data.) Figure B compares annual average credit hour growth among the campuses of the University during three different historical periods.

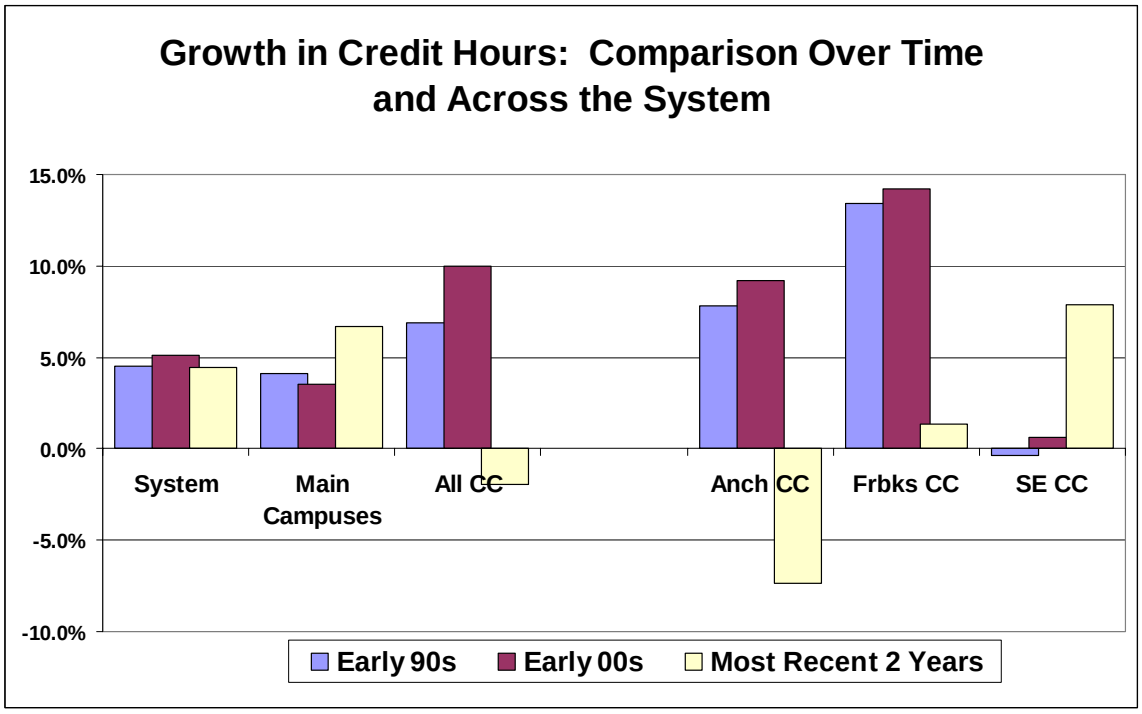
The Early 1990s: The 5 years from 1990-91 to 1994-95 were a period of rapid tuition increase as well as rapid population growth.

The Early 2000s: The 5 years from 1998-99 to 2002-03 were a period of no tuition increase as well as slower population growth

Most Recent Two Years: The two years from 2003-04 to 2004-05 were years of rapid real tuition increase with population growth slower than either of the earlier periods (except for the Anchorage MAU).

The growth rate in credit hours for the entire university system has been about the same during each of these three periods, just under 5% annually on average. The recent round of tuition increases does not appear to have had a big negative impact compared to the earlier periods.

Figure B. University of Alaska Credit-Hour Growth: Comparing Three Historical Periods



Comparing credit-hour growth at the main campuses with those of the community campuses, we see that the community campuses as a group grew faster than the main campuses in the two earlier historical periods. It is only in the most recent period that credit-hour growth at the community campuses has fallen behind that of the main campuses. In the most recent period, growth has accelerated—and concentrated—at the main campuses. In contrast, credit hours at the community campuses have declined.

But if we look at the community campuses by region, we see that during this recent period, it is only the combined Anchorage community campuses that have lost credit hours. Credit-hour growth has been modest for the Fairbanks community campuses and small compared to very rapid prior growth. In contrast, credit-hour growth has been strong for the Southeast community campuses, compared to very weak growth in the earlier periods.

We tried to quantify the relationship between the change in tuition ("sticker price") and the change in credit hours using regression analysis (seemingly unrelated variables) that also included population and economic conditions as explanatory variables, a technique commonly applied in other states and regions. Shortcomings in both the quality and quantity of the data prevented us from reaching robust conclusions.

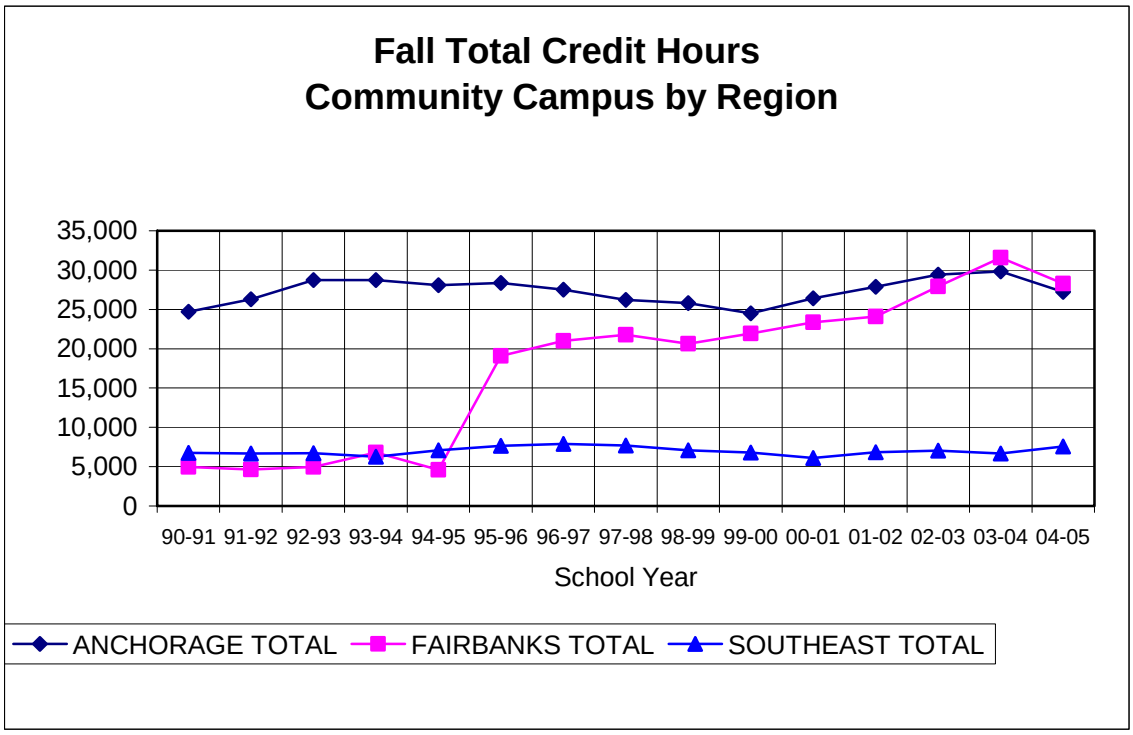
However, the analysis did suggest that there was a negative relationship between tuition and credit hours, that the negative response was greater for the community campuses than for the main campuses, and that the negative response was greater for "non-degree-seeking" students than for those in the "degree-seeking" category. A review of similar studies conducted in other places (econometric analyses of the relationship between tuition and college enrollments) strongly confirmed a negative relationship between tuition and enrollments, assuming no other factors, such as the level of financial aid, were changing simultaneously with tuition. These studies further suggested that the negative relationship was greater for 2-year institutions, for lower-income students, and for minority students.

The national studies generally concluded that the negative relationship between tuition and enrollments is "inelastic," which means that a 1% increase in tuition would result in a reduction in enrollment of less than 1%. A recent analysis of the 2-year colleges in California estimated the enrollment response to be less than .2 % for an increase in tuition of 1%.

We felt that these studies were of limited value for understanding the Alaska community campuses because our student population consists of three distinct groups not separately identified in any of these national studies and certainly not present in the same proportions at 2-year institutions in other places. These are traditional "degree-seeking" students, non-traditional "non-degree seeking" older students desiring to enhance their job skills, and "non-degree-seeking" students taking classes for personal enrichment.

However, it seems unlikely that participation responsiveness to tuition could be higher in Alaska than in other places. In fact, aggregate enrollments did not fall in the early 1990s—a period during which real tuition increased 34 %—but were instead steady or increasing (Figure C.). Although other factors were influencing enrollments during this time, a tuition increase of this magnitude would have had a noticeable impact if the relationship between tuition and enrollment were much larger in magnitude than suggested by the California study.

Figure C. Community Campus Fall Credit Hours



We conducted a series of interviews with current and former community campus directors to collect information about market characteristics, cost factors, and campus characteristics that could be influencing patterns of participation over time at their campuses. These interviews underscored the significant differences in characteristics among the campuses that result in a unique set of challenges for each of them.

In spite of marked differences among the campuses (Matsu, Kenai, Ketchikan, Kuskokwim, and Tanana Valley), several themes emerged from these interviews.

1. There was general concern about the ability of enrollment and credit-hour data—and particularly data broken into finer categories—to accurately and adequately portray the level and trends in activity at the community campuses.
2. Tuition was identified by only some directors as important in determining enrollments. Local economic conditions and revenues from grants and other sources that allowed for expanded capacity were specifically mentioned as being more important on some campuses.
3. Directors felt that "non-degree-seeking" students who are unable to qualify for financial aid were more sensitive to (and negatively impacted by) tuition increases than traditional "degree-seeking" students.
4. The expansion of course offerings made available by distance delivery is creating opportunities and challenges on all campuses. Some have taken more advantage of the opportunities to expand their credit hours through this means than others.

5. Distance delivery is also redefining the role of the community campuses. Some see this negatively—transforming the campuses into "facilitators of education rather than providers," but others see it as a positive opportunity to provide more options at the local level while at the same time freeing up resources for critical "face-to-face" interaction between students, faculty, and administrators.
6. Most campuses have been successful in recent years in attracting larger numbers of younger, more traditional students. It is not clear the extent to which this is due to the attractiveness of campus programs or the rising cost of education outside these communities.
7. The requirement introduced in the fall of 2004 restricting the instate tuition rate to 2-year residents has negatively impacted enrollments.
8. Financial aid is generally not available for "non-degree-seeking" students, leaving them more vulnerable to tuition increases than "degree-seeking" students who can offset some of the negative effect of increased tuition with higher financial aid. However, with one exception, none of the directors mentioned the importance of helping students work through the maze of aid options to maximize financial assistance. None of the directors mentioned the potential impact of the recently enacted education tax credits in reducing the net cost of education to students.
9. The relationship between the community campus and its main campus varied from place to place. An area-wide strategic plan helps Ketchikan focus resources on what it can do best without duplication, and this has been important in their recent success.
10. All campuses attempt to respond to local workforce training opportunities in areas like allied health, education, and petroleum technology. Sometimes these programs start big and then the "boom" dissipates after a couple of years, either because the pent up demand has been worked off or because the funding for the program has dried up. On small campuses these periodic fluctuations can have a significant impact on enrollments and credit hours.
11. Being responsive to student needs for scheduling classes is generally understood, and small changes in scheduling can sometimes have a big effect on enrollments—positive or negative.
12. Marketing is an important activity for all directors, but more coordination and consistency over time could pay off in higher enrollments. Variation in enrollments in the past has sometimes been due to improvements, or the lack of, in marketing.
13. Good and consistent leadership can directly translate into growing enrollments and vice versa.

Finally, the differences in market and campus characteristics across the state, combined with the growing importance of distance delivery, suggest that measures of participation in higher education should be viewed strategically rather than individually by campus. Each campus serves, in a different mix, traditional students as well as non-traditional students either taking job-related or personal enrichment classes. Distance delivery

expands the opportunities for all of these students, but not all campuses will necessarily see their participation rates increase as a result.

At the same time the community campuses provide the personal link to students that distance education cannot, but this important function might not be reflected in participation rates. Furthermore, the community campuses provide a direct and immediate link to the needs of the local economy for job training. The demand for job training tends to be quite variable over time as economic conditions change, and it may be a sign of effectiveness if participation rates for training fluctuate from year to year in response to these changing conditions.

For these and other reasons, a more regional and disaggregated approach to tracking participation might prove to be appropriate as the University continues to grow and evolve.

1. BACKGROUND

A growing number of studies and reports have documented the problem of affordability in higher education in the United States. For example, the summary of "Losing Ground: A National Status Report on the Affordability of American Higher Education" identifies these 5 important long term trends.[1]

1. Increases in tuition have made colleges and universities less affordable for most American families. Tuition and related expenses have grown faster than inflation and faster than family income as well.
2. Federal and state financial aid to students has not kept pace with increases in tuition.
3. More students and families at all income levels are borrowing more money than ever before to pay for college.
4. The steepest increases in public college and university tuition have been imposed during times of greatest economic hardship.
5. State financial support of public higher education has increased, but tuition has increased more.

Different studies reach different conclusions about the magnitude of the affordability problem, because they cover different time periods, different segments of higher education, or calculate the net cost of education differently (tuition plus other expenses net financial assistance), However the growth of tuition (the sticker price of higher education) is clear. A comprehensive national study (see table) that has calculated the growth rate each year since 1976 shows an increase in tuition at public two year colleges nearly every year. The growth rate has varied with inflation and other factors, but in the last two years the rate has been 9 percent, almost the same as the University of Alaska tuition increase in those two years.[2]

[1] "Losing ground: A National Status Report on the Affordability of American Higher Education", The National Center for Public Policy and Higher Education, 2002.
[2] Trends in College Pricing 2004, The College Board Trends in Higher Education Series, 2005.

Average Published Tuition and Fee Charges, 1976-77 to 2004-05 (Enrollment-Weighted)

Academic Year	Private Four-Year	% Chg	Public Four-Year	% Chg	Public Two-Year	% Chg*	Private Four-Year	% Chg	Public Four-Year	% Chg
76–77	$2,534		$617		$283		$8,179		$1,992	
77–78	$2,700	7%	$655	6%	$306		$8,167	0%	$1,981	-1%
78–79	$2,958	10%	$688	5%	$327	8%	$8,181	0%	$1,903	-4%
79–80	$3,225	9%	$738	7%	$355	9%	$7,870	-4%	$1,801	-5%
80–81	$3,617	12%	$804	9%	$391	10%	$7,910	1%	$1,758	-2%
81–82	$4,113	14%	$909	13%	$434	10%	$8,280	5%	$1,830	4%
82–83	$4,639	13%	$1,031	13%	$473	11%	$8,954	8%	$1,990	9%
83–84	$5,093	10%	$1,148	11%	$528	10%	$9,480	6%	$2,137	7%
84–85	$5,556	9%	$1,228	7%	$584	11%	$9,952	5%	$2,200	3%
85–86	$6,121	10%	$1,318	7%	$641	8%	$10,657	7%	$2,295	4%
86–87	$6,658	9%	$1,414	7%	$660	8%	$11,340	6%	$2,408	5%
87–88	$7,048	6%	$1,485	5%	$739	8%	$11,526	2%	$2,429	1%
88–89	$8,004	14%	$1,578	6%	$799	8%	$12,512	9%	$2,467	2%
89–90	$8,663	8%	$1,696	7%	$841	7%	$12,925	3%	$2,530	3%
90–91	$9,340	8%	$1,908	13%	$906	14%	$13,213	2%	$2,699	7%
91–92	$9,812	5%	$2,107	10%	$1,171	11%	$13,450	2%	$2,888	7%
92–93	$10,448	6%	$2,334	11%	$1,116	12%	$13,888	3%	$3,102	7%
93–94	$11,007	5%	$2,535	9%	$1,245	4%	$14,262	3%	$3,285	6%
94–95	$11,719	6%	$2,705	7%	$1,310	6%	$14,761	4%	$3,407	4%
95–96	$12,216	4%	$2,811	4%	$1,330	6%	$14,979	1%	$3,447	1%
96–97	$12,994	6%	$2,975	6%	$1,465	6%	$15,491	3%	$3,547	3%
97–98	$13,785	6%	$3,111	5%	$1,567	5%	$16,147	4%	$3,644	3%
98–99	$14,709	7%	$3,247	4%	$1,554	4%	$16,950	5%	$3,742	3%
99–00	$15,518	6%	$3,362	4%	$1,649	2%	$17,384	3%	$3,766	1%
00–01	$16,072	4%	$3,508	4%	$1,642	1%	$17,390	0%	$3,796	1%
01–02	$17,377	8%	$3,766	7%	$1,608	1%	$18,475	6%	$4,004	5%
02–03	$18,060	4%	$4,098	9%	$1,674	5%	$18,788	2%	$4,263	6%
03–04	$18,950	5%	$4,645	13%	$1,909	9%	$19,292	3%	$4,729	11%
04–05	$20,082	6%	$5,132	10%	$2,076	9%	$20,082	4%	$5,132	9%

*Because of instability in the sample, percent change for public two-year institutions is a three-year rolling average.

Source: 1987-88 to 2004-05: data from Annual Survey of Colleges, The College Board, New York, NY, weighted by full-time undergraduate enrollment; 1976-77 to 1986-87: data from Integrated Postsecondary Education Data System (IPEDS), U.S. Department of Education, National Center for Education Statistics, weighted by full-time equivalent undergraduate enrollment.

Even though participation in higher education continues to increase in spite of its higher cost, the declining affordability of higher education has led to concerns about access to higher education particularly for lower income and minority students. A review of current trends in relation to community colleges reported[3],

> The swelling cost of college has important implications for access to higher education. Community colleges have historically provided access to a number of students who would not have otherwise been able to attend college. More than any other segment of higher education, community colleges offer open admissions, low cost tuition, and geographical access to students that are place bound, working full-time, under-prepared academically, single parent, or lower income. …Community colleges, sometimes called democracy's colleges, are considered an educational and economic equalizer in our country. Certainly the current trends in tuition and financial aid will make access to a college education more difficult and this will have important implications for individuals as well as for society as a whole.

In light of this concern about access to higher education, numerous policy papers have recently been written. For example, the Carnegie Commission Tuition Policy study concluded:[4]

> **(1) Public and private subsidies.** Higher education is both a public as well as a private good, and investment in higher education should reflect both dimensions. The mix of resources should reflect the different purposes of different programs in terms of goals and audiences, public and private benefits, and costs.
>
> **(2) The public/private benefit continuum.** The benefits from investment in higher education in terms of lifetime incomes and enhanced personal opportunities are greater in upper-division and graduate or professional education than at entry levels. Public benefits are greatest at entry levels.
>
> **(3) Tuition charges should reflect costs.** While public subsidies are generally justified in all programs because of the public benefits from higher education that occur at all levels, student tuitions should reflect the cost of programs. Higher-cost programs should charge higher tuitions.
>
> **(4) Student loans.** Student loan financing should be available to enable students to attend high-cost programs.

[3] "Community College Tuition and Financial Aid: Current Trends", ERIC clearinghouse for Community Colleges, by Michelle D. Plecha, December 2003.
[4] "Looking Back, Going Forward: The Carnegie Commission Tuition Policy", sponsored by The Institute for Higher Education Policy, The Ford Foundation, and The Education Resource Institute, 2001..

(5) Financial aid. Responsibility for ensuring economic access to higher education is a broad-based public responsibility and should be funded from the widest source of revenue.

(6) Tuition and aid tied together. Economic access can be maintained despite higher charges through appropriately structured student-aid programs. As tuitions increase, so should funding for financial aid.

(7) The benefits from private higher education. In private higher education, the benefits of investment are essentially the same as the benefits to investment in public higher education. Therefore, a mix of public and private funding strategies is appropriate for private higher education as well as for public higher education.

(8) The opportunity costs of college. Foregone income, as well as subsistence costs, are legitimate elements of the cost of education and should be factored into the calculus of responsibilities for funding higher education. Opportunity costs, in particular, represent a higher percentage of family income for low-income students than for middle- and upper-income students.

Although affordability and access are challenges for all of higher education, the focus of this analysis is the community campuses within the University of Alaska system. Like community colleges throughout the United States, the community campuses potentially provide a broad range of services to a wide variety of clients as indicated by this chart.[5]

Table 1. Conceptual Relationships Between Key Client Groups and Community College Services

Services	Primary Client Groups: In-school youth (secondary education)	Recent high school graduates	Adults	Employers
Remedial and developmental education and adult education	●	●	●	●
General education	●	●	●	●
Transfer preparation	●	●	●	
Career preparation	●	●	●	●
Customized training, rapid-response workforce development			●	●
Community service (noncredit courses and other services to the community)	●	●	●	●
Brokering and serving as a delivery site for other providers	●	●	●	●

In order to analyze the question of access to higher education in Alaska we begin with a general understanding of the characteristics of students. Compared to the rest of the

[5] Narrowing the Gaps in Educational Attainment Within States, Center for Community College Policy, October 2003.

nation, students in Alaska, both at the community campuses and at the main campuses, are more likely to be part time and tend to be older than the national average.

For example the share of full-time students in public 2 year institutions in Alaska was 12.5 % in 2003 compared to 33.1 % for the average across all the western states. The full time share at 4 year institutions, a better measure, since most Alaska community campuses were reported in this study as part of the Alaska public 4-year institution, was 41 % compared to 78.1 % for the entire western region.

Undergraduate Enrollment by Attendance Status and Sector, Fall 2003 (Percent)

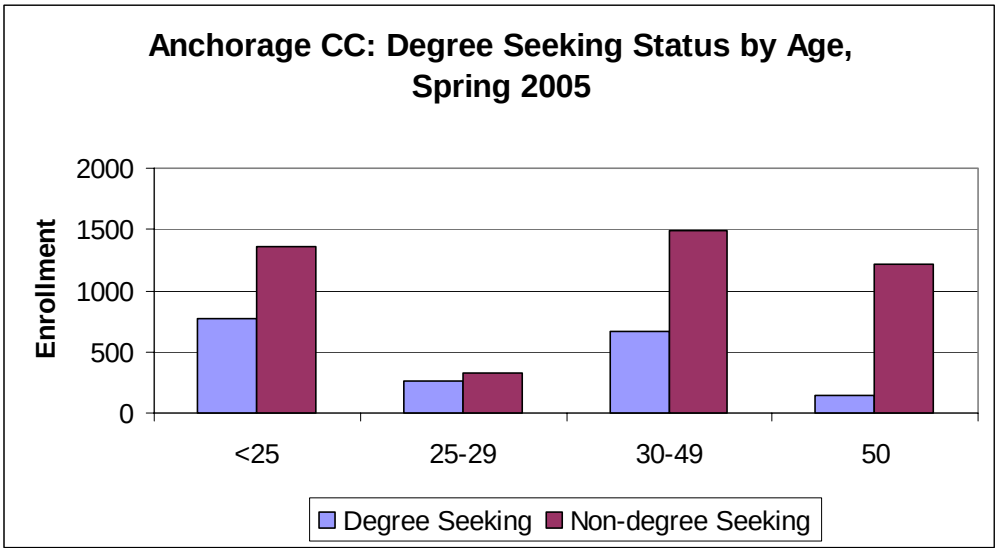
	Public 2 Year		Public 4 Year	
	Full-time	Part-Time	Full Time	Part-Time
Alaska	**12.5**	**87.5**	**41**	**59**
Arizona	25.9	74.1	79.3	20.7
California	31.0	69.0	83.0	17.0
Colorado	32.2	67.8	78.5	21.5
Hawaii	41.3	58.7	80.8	19.2
Idaho	51.2	48.8	70.8	29.2
Montana	57.6	42.4	84.6	15.4
Nevada	22.4	77.6	65.6	34.4
New Mexico	34.9	65.1	79.0	21.0
North Dakota	63.9	36.1	83.4	16.6
Oregon	39.0	61.0	78.4	21.6
South Dakota	79.5	20.5	72.1	27.9
Utah	42.9	57.1	60.9	39.1
Washington	47.1	52.9	85.3	14.7
Wyoming	43.2	56.8	81.0	19.0
WICHE	33.1	66.9	78.1	21.9

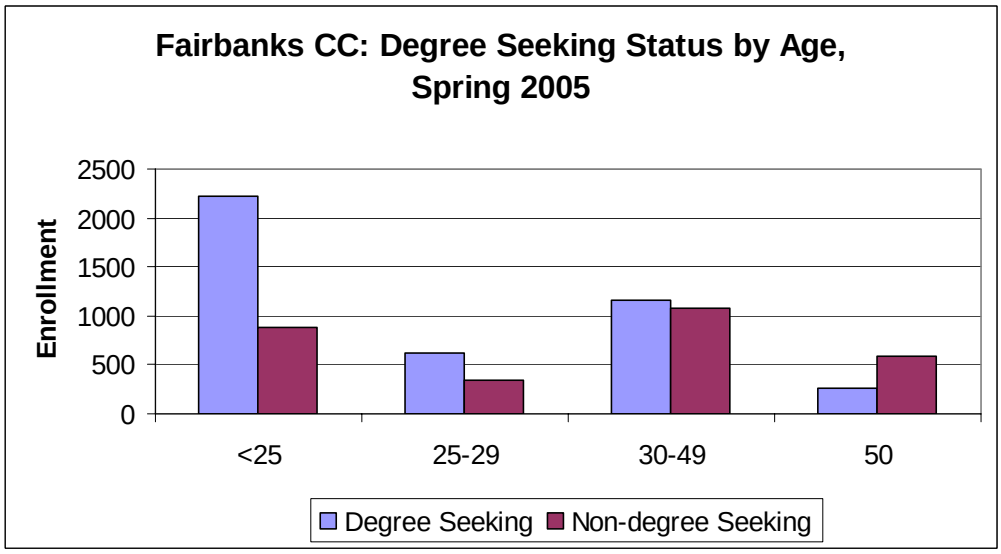
Source: National Center for Education Statistics, Integrated Postsecondary Education Data System. Fall Enrollment Survey, 2003.

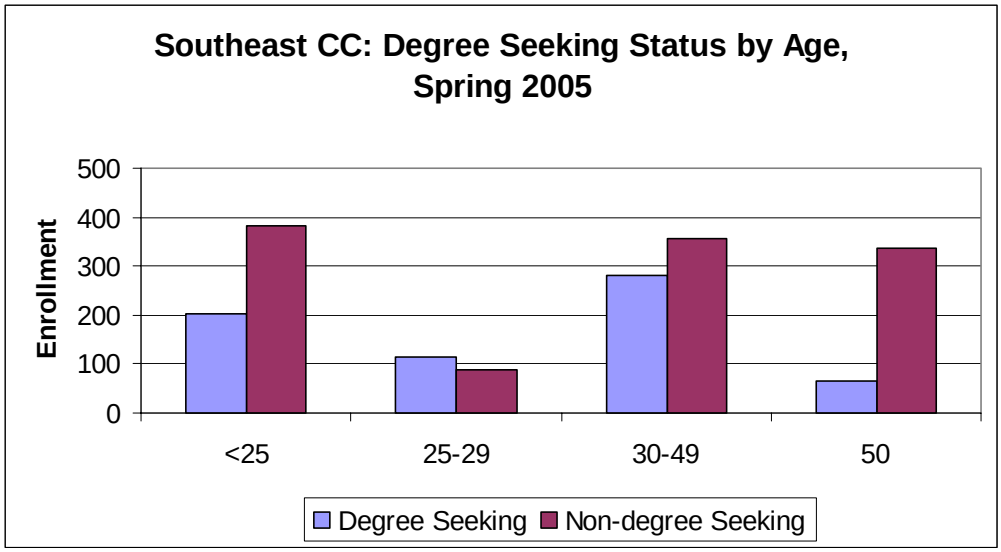
Likewise, the age distribution of students is older than the average for the western US. In Alaska 66.8 % of part time students were over the age of 24 in 2003 while the average for the western states was only 55.8 %. For full-time students the Alaska share over 24 was 25.9 % compared to 19.1 % for the western region.[6]

The question of access also depends upon the type of program students are pursuing. A majority of students, at least at the community campuses, are not "degree seeking". The enrollment of "non-degree seeking" students outnumbers that of degree seeking students at the Anchorage community campuses as well as the Southeast Alaska community campuses. The reverse is true only for the Fairbanks community campuses.

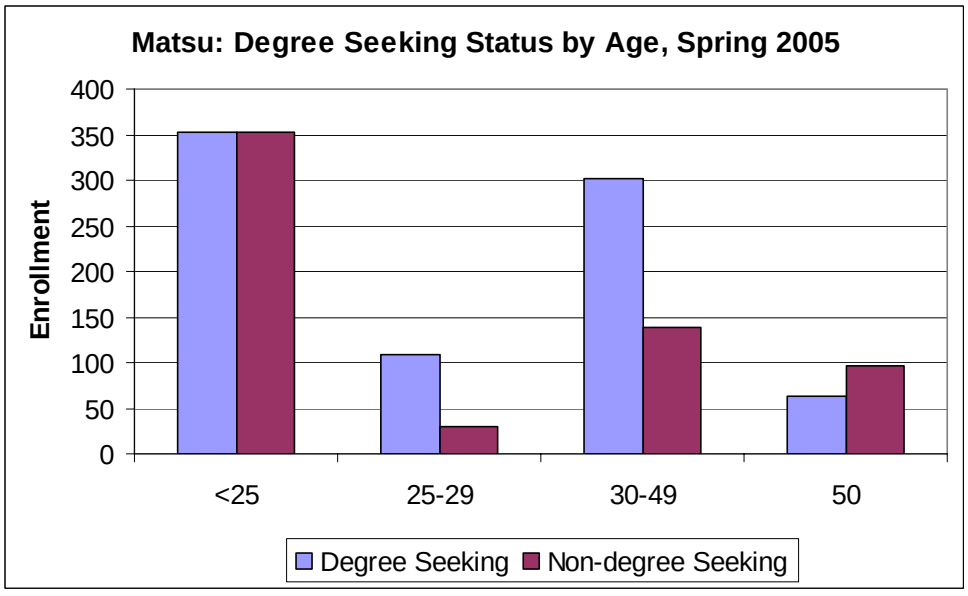
[6] National Center for Education Statistics, Integrated Postsecondary Education Data System, Fall Enrollment Survey.

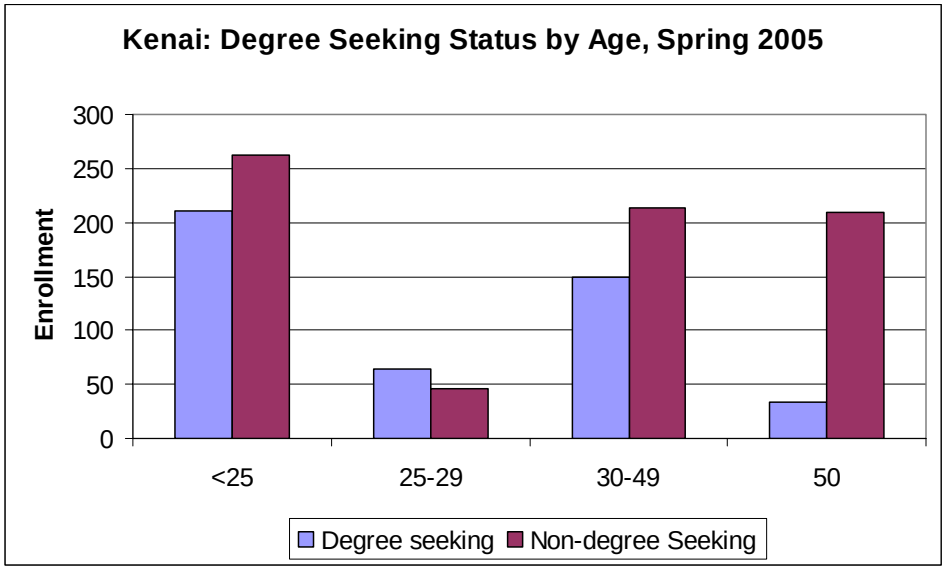

Anchorage CC: Degree Seeking Status by Age, Spring 2005
Enrollment
2000
1500
1000
500
0
<25
25-29
30-49
50
Degree Seeking
Non-degree Seeking


Fairbanks CC: Degree Seeking Status by Age, Spring 2005
Enrollment
2500
2000
1500
1000
500
0
<25
25-29
30-49
50
Degree Seeking
Non-degree Seeking



Differences in the composition of enrollments is also evident between campuses within the regions of the state. For example the share of students who are "degree seeking" is much higher on the Matsu campus than the Kenai campus.




Kenai: Degree Seeking Status by Age, Spring 2005
Enrollment
300
250
200
150
100
50
0
<25
25-29
30-49
50
Degree seeking
Non-degree Seeking

2. FACTORS INFLUENCING ENROLLMENTS: ALASKA POPULATION AND ECONOMICS

Participation in higher education is influenced by the size of the population as well as general economic conditions. Because of the small size of the community campuses and their market areas, as well as the unique characteristics of each campus, these relationships will differ from place to place. Nonetheless, it is useful to have a general understanding of the aggregate trends in population and economics for the state.

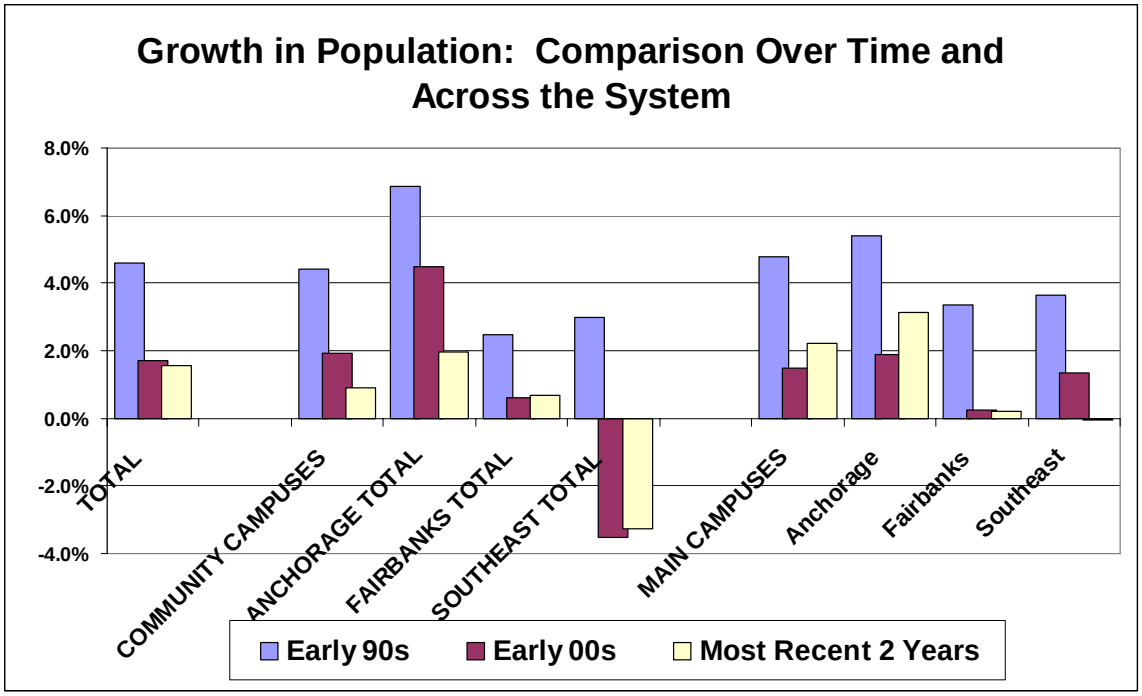
Population

The Alaska population has continued to growth over the last 15 years, but at a rate that has been decelerating. Population continues to concentrate in the Anchorage-Matsu area of the state. Finally, the population has been ageing as the large baby boomer cohort nears retirement.

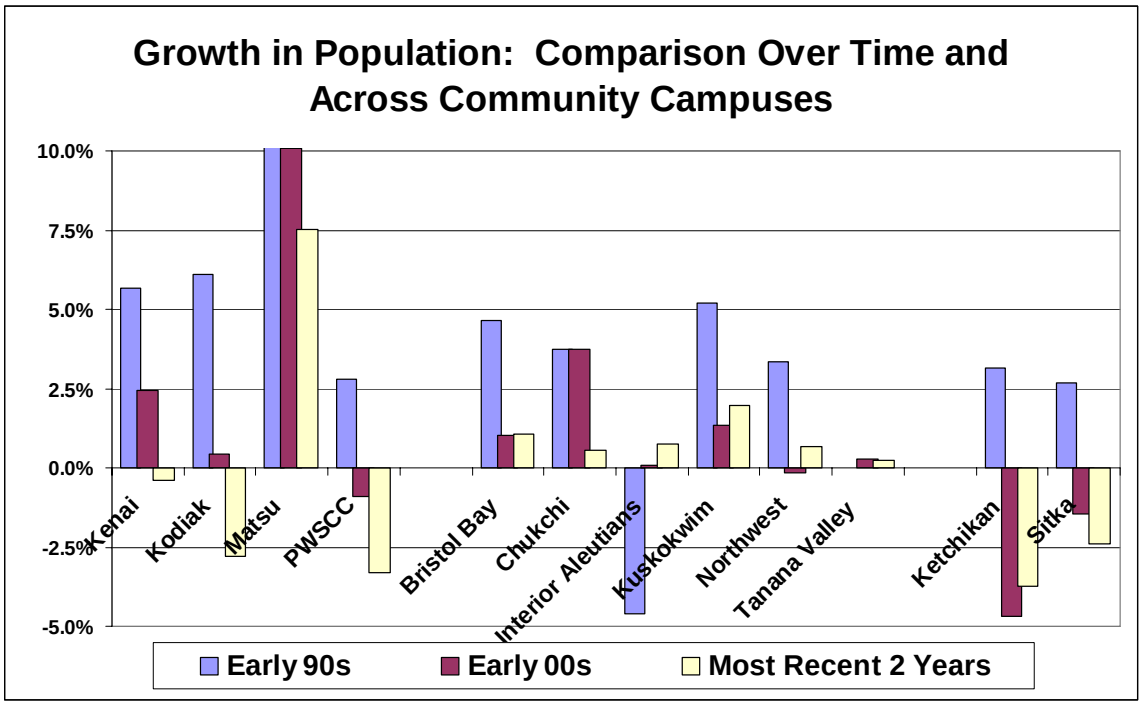
If we compare three periods in the recent history of the state—the early 90s and most recent two years—when real tuition at the University was increasing--with the early 00's when real tuition was constant, we see that population growth was faster in the early 1990's than it has been since 2000.

Other things being equal we would expect faster growth in population to contribute to faster growth in enrollments and credit hours. Comparing the two periods of tuition increase, we would expect faster enrollment and credit hour growth in the earlier period because, although tuition was increasing in both periods, population was growing faster in the earlier years. And comparing the two most recent periods of steady and growing tuition, we would expect growth to be slower in the most recent 2 year period because although population was increasing at about the same rate in both periods, tuition was increasing faster in the later period.

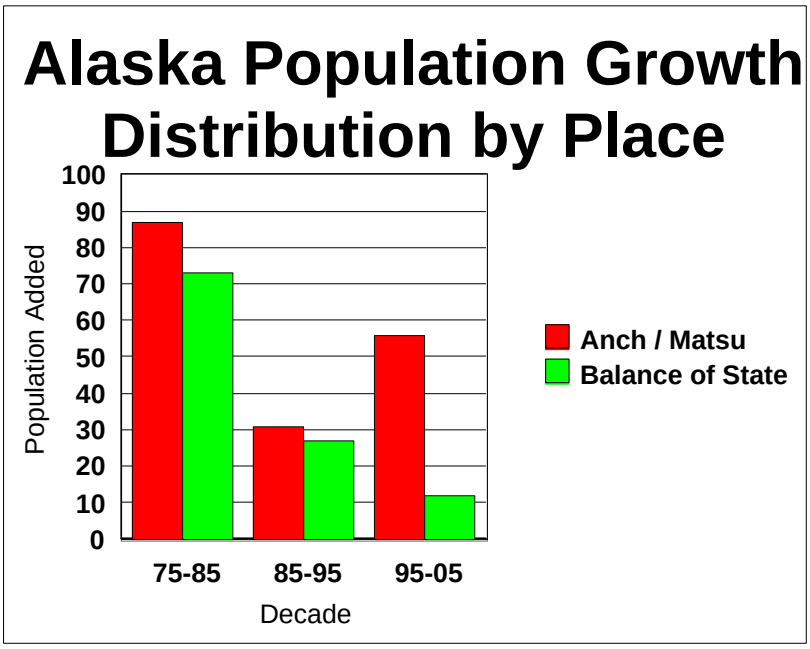
As we shall see, participation did not grow slower in the most recent two years than it did in the early 1990's. Nor did it grow slower in the most recent two years than the prior years of slower tuition increase (Early 00s). Clearly the relationship between aggregate population and participation is complex.



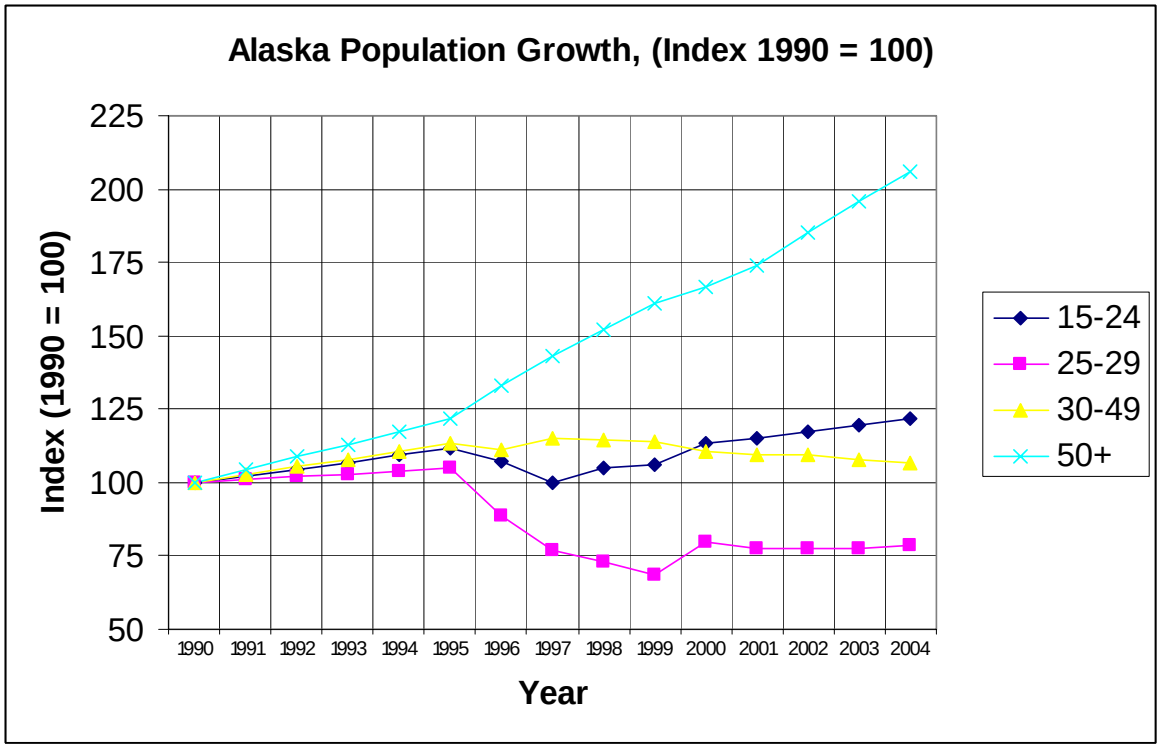
The situation is complicated by the fact that the rate of population growth has not been the same either across the broad regions of the state or among the community campus regions. However, there is some consistency in that the population growth rate is generally slower today than in the past in all locations.



Coupled with the slowing of population growth is the concentration of growth in the Anchorage-Matsu region of the state. Since 1995 about 80 % of the population increase in the state has concentrated in the Anchorage-Matsu region.

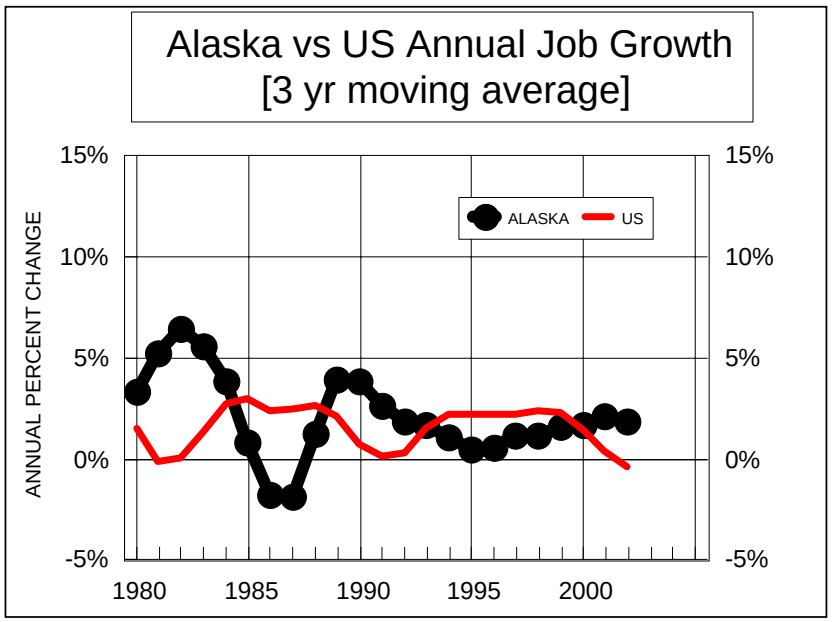


A final aspect of recent population growth is that the over 50 population growth rate has been the most rapid—doubling since 1990. In contrast the population 25-29 declined in the mid 1990's and remains considerably below its level of 10 years ago. The population 15-24 is about 25 % higher than it was in 1990.

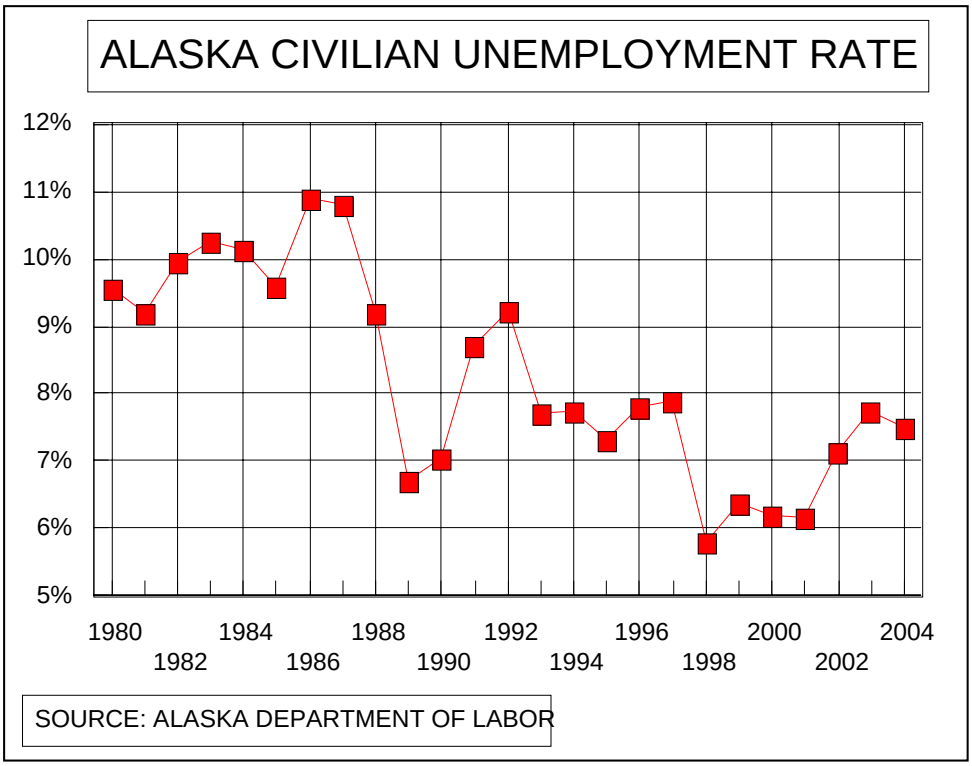


Employment

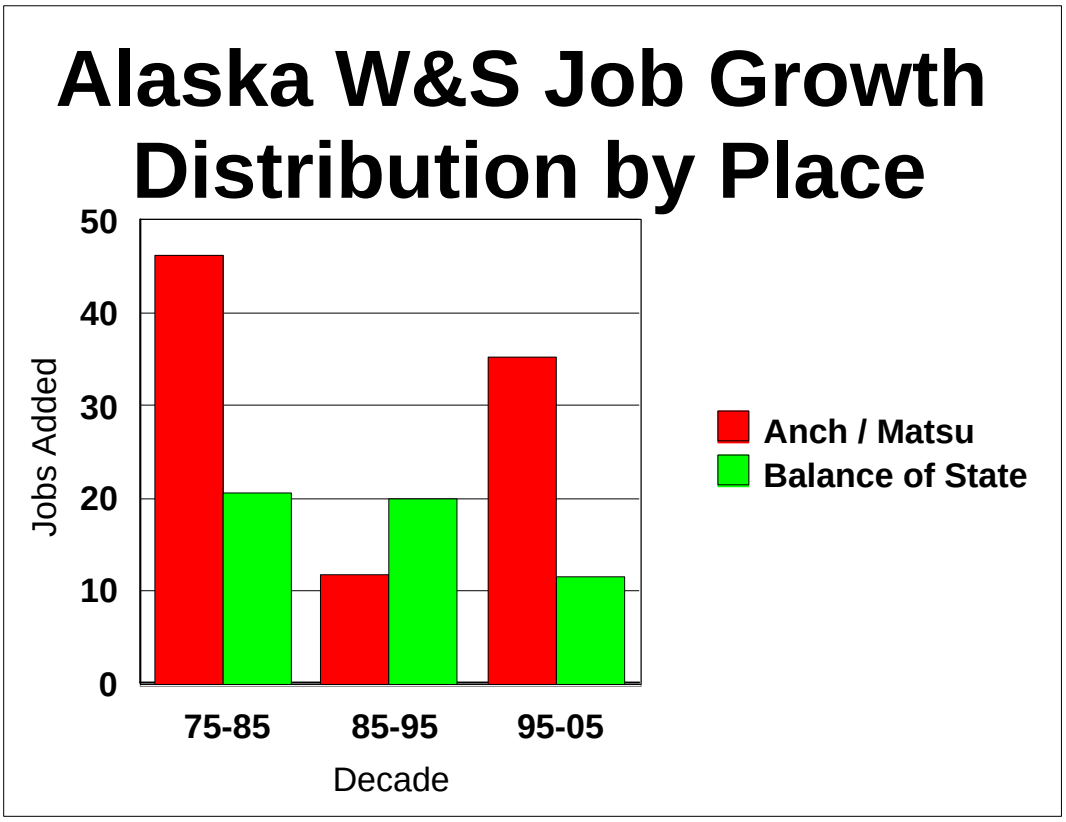
The growth rate of statewide employment has been positive since the early 1990's. More rapid growth, and growth relative to the rest of the US, has coincided with the historical periods when tuition was increasing at the University (the early 1990's and the most recent 2 years). Thus some of any observed effect of rising tuition on enrollments and credit hours may in fact be due to the fact that employment growth was increasing at the same time, reducing the relative attractiveness of higher education.



On the other hand, the unemployment rate has been slightly higher during these periods when employment growth has been faster. It is usually assumed that a higher rate of unemployment contributes to enrollment and credit hour growth. If that is the case then a higher unemployment rate during periods when the tuition rate is increasing would mask (by offsetting) some of the effect of tuition on enrollments and credit hour growth.



Like population, employment is, over time, concentrating more heavily in the Anchorage-Matsu region of the state.



Real Average Earnings

The annual earnings of the average Alaska worker trended downward thru the early 1990's but has moved up modestly since then. The downward trend is the result of a shift in the economy towards the creation of lower paying support jobs. Growth in construction and health care jobs has been the main factor explaining the reversal of the trend in recent years.

This indirectly reflects an increase over time in the relative return to higher education demonstrated by the relative increase in the expected lifetime earnings of a person with some college experience compared to a person with only a high school diploma. If a larger share of the working population can increase their lifetime earnings by a larger amount than in years past thru the pursuit of higher education, this should increase participation over time, other things being equal.

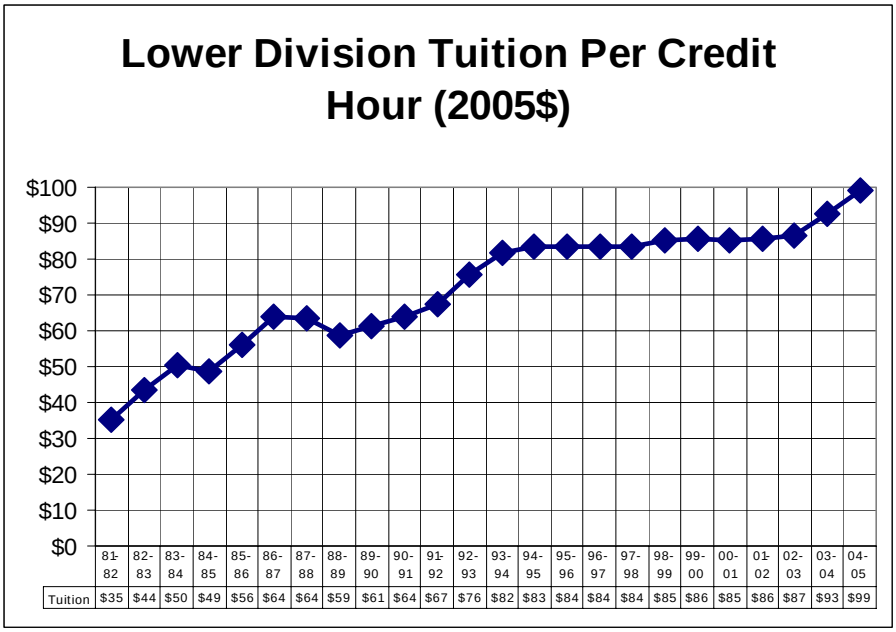
This phenomenon would be stronger in the early 1990s, but less important in more recent years of stronger economic growth.


ALASKA REAL AVERAGE ANNUAL EARNINGS
THOUSAND 2003 $
$50
$45
$40
$35
$30
1980
1985
1990
1995
2000
SOURCE: ALASKA DEPT OF LABOR, EMPLOYMENT AND EARNINGS
WAGE AND SALARY EMPLOYMENT EXCLUDING MILITARY

3. STUDENT COST FACTORS

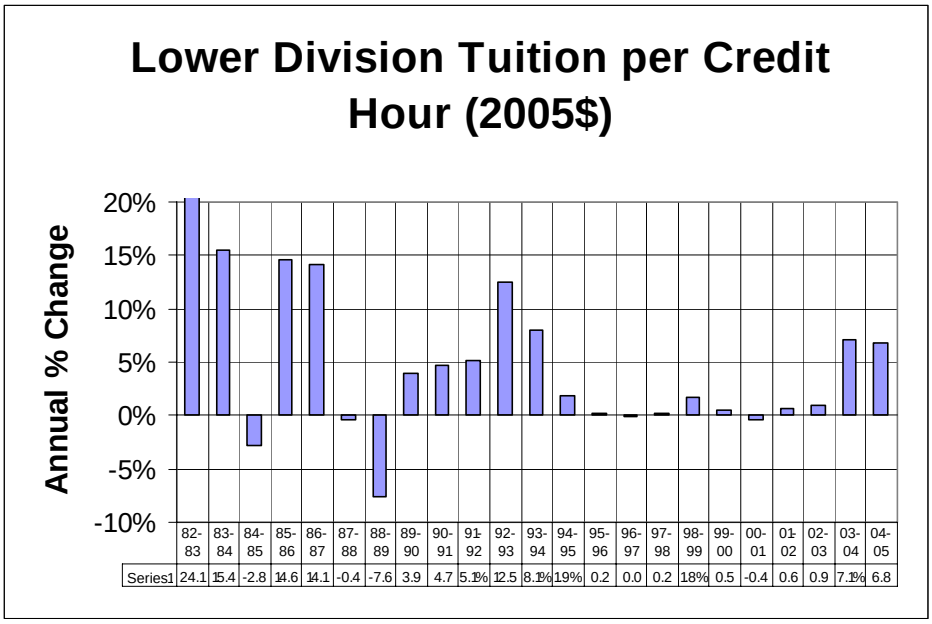
Tuition (Sticker Price)

The instate undergraduate lower division tuition per credit hour rate in 04-05 was $99 which converts to $297 for one 3 credit course and $594 for a 6 credit course load. The tuition rate is the same at the main campuses of the University as at the community campuses.[7]

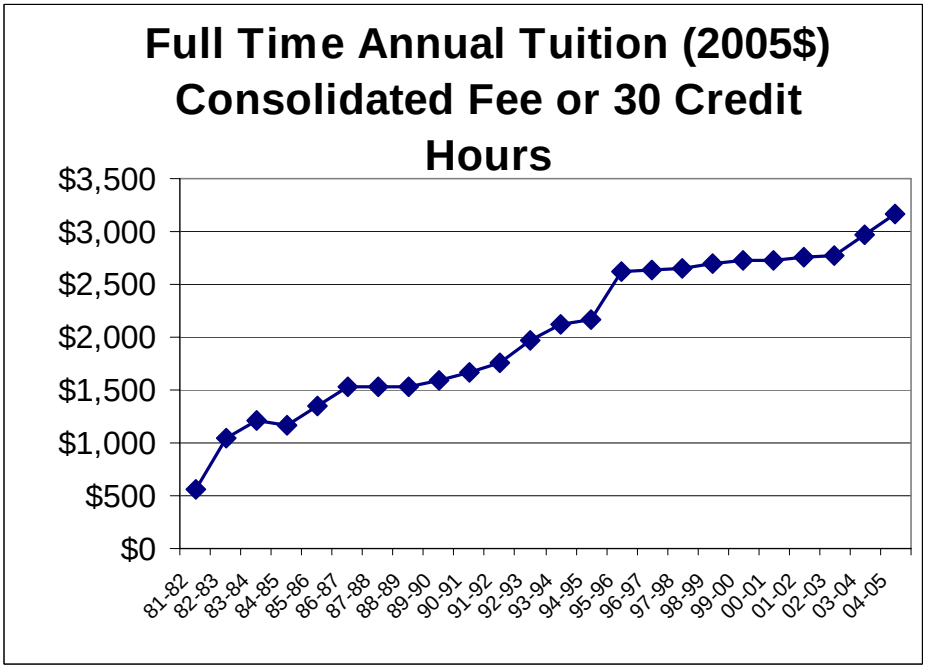


The growth rate in inflation adjusted tuition per credit has averaged almost 5 percent each year since the early 1980's but has varied considerably from year to year. The period of most rapid growth was in the mid 1980's when it nearly doubled in a 5 year period. After two years when tuition fell, 6 years of tuition increase resumed in 89-90 and continued through 94-95. This was followed by 8 years during which there was little noticeable change in the inflation adjusted tuition rate (although it did increase in nominal $). Increases of about 7 percent (net of inflation) occurred in 03-04 and 04-05. (The full history of tuition rates is in an appendix.)

[7] Except for PWSCC (Prince William Sound Community College) which in 04-05 had a rate of $85 and Kodiak which had a rate of $86.



The in-state full time (15 credits) undergraduate tuition[8] in 04-05 was $1,583 per semester or $3,165 for a full year.



The growth rate of inflation adjusted full time tuition parallels that of a single credit with one important exception which occurred in 95-96 when the consolidated fee was eliminated. Prior to that time a full time student taking 15 credits was charged only for

[8] A course load divided between lower division classes at $99 per credit and upper division classes at $112.

13 (or 12 before 88-89). Since then a student is charged for each credit. The elimination of the consolidated fee caused a large jump in the full time tuition in 95-96 that part time students did not share.

In most states tuition at the community colleges is lower than at the 4 year institutions. In Alaska, community campus tuition is the same as at the main campuses. The most recent national comparison shows that tuition at the University of Alaska ranked 37th among the states while tuition at the community campuses was 6th highest compared community colleges in the rest of the nation[9]. These comparisons also demonstrate a wide variation in the average tuition among the states.

Resident Tuition and Fees at Community Colleges, State Averages for 2004-2005

	Tuition	Rank
New Hampshire	$5,283	1
Wisconsin	$3,945	2
Minnesota	$3,822	3
Vermont	$3,696	4
Massachusetts	$3,385	5
ALASKA	**$3,219**	**6**
Texas	$1,552	46
Arizona	$1,407	47
North Carolina	$1,216	48
New York	$896	49
California	$780	50
US AVERAGE	**$2,324**	

Source: Washington Higher Education Coordinating Board.

Resident Tuition and Fees at Flagship Universities, State Averages for 2004-2005

	Tuition	Rank
Pennsylvania	$10,856	1
Vermont	$10,226	2
New Hampshire	$9,226	3
Massachusetts	$9,008	4
New Jersey	$8,564	5
ALASKA	**$4,408**	**37**
Idaho	$3,632	46
Hawaii	$3,581	47
Wyoming	$3,243	48
Florida	$2,955	49
Nevada	$2,850	50
US AVERAGE	**$5,724**	

Source: Washington Higher Education Coordinating Board.

Alaska community campus tuition is currently estimated to be the highest among the states in the WICHE (Western Interstate Commission for Higher Education) region[10] (although the western region has the lowest average tuition for public two year colleges compared to the rest of the US)[11]. In the most recent year the resident tuition reported for Alaska two year institutions was $2,658 which was only slightly less than Montana, North Dakota, and Oregon. However this is the full time tuition at PWSCC (Prince William Sound Community College), which is slightly less than the other community campuses. Adjusting for that difference would move Alaska's ranking up to the top.

[9] "2004-2005 Tuition and Fee Rates, A National Comparison", Washington Higher Education Coordinating Board, January 2005. The Alaska community college data in this report closely corresponds to but does not exactly track full time tuition for the most recent 3 years as reported by the University of Alaska. In earlier years however the Alaska tuition figures are less than full time tuition based on a per credit calculation. As a consequence the report overestimates the long term growth in tuition for the Alaska community campuses.

[10] Regional Fact Book for Higher Education in the West: Policy Indicators for Higher Education, WICHE states, December 2004, accessed on 8/17/05 at www.wiche.edu/policy/factbook. See also "Tuition and Fees in Public Higher Education in the West, 2004-2005 Detailed Tuition and Fees Tables", Western Interstate Commission for Higher Education, December 2004.

[11] "Trends in College Pricing 2004", the College Board, 2005.

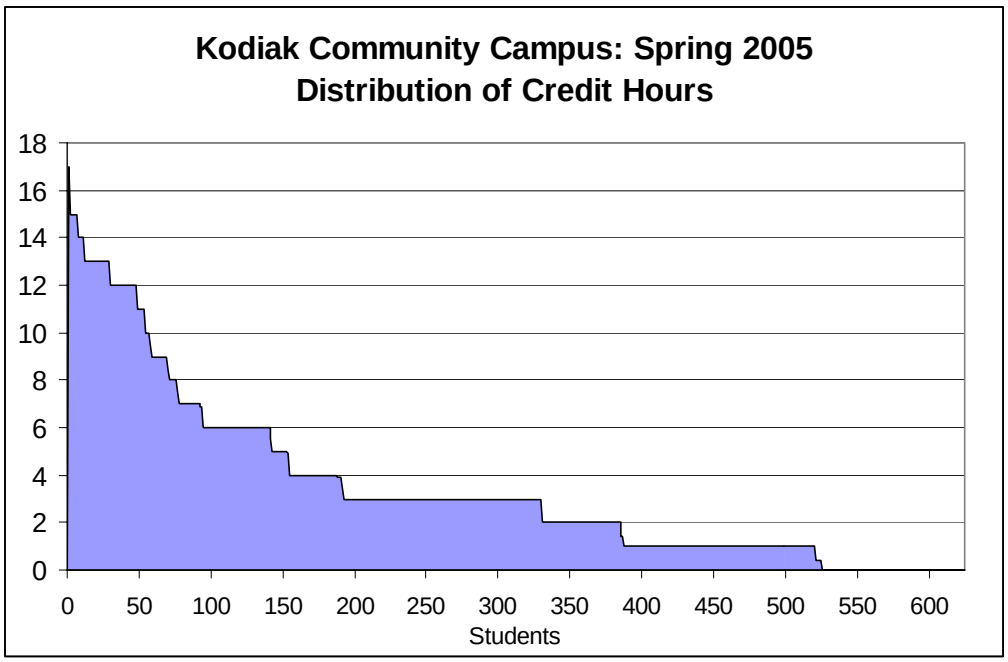
The WICHE data, shown in the following table, also shows that tuition increases have occurred in every state in recent years and that the rate of increase in Alaska is not inconsistent with rates occurring in other western states.

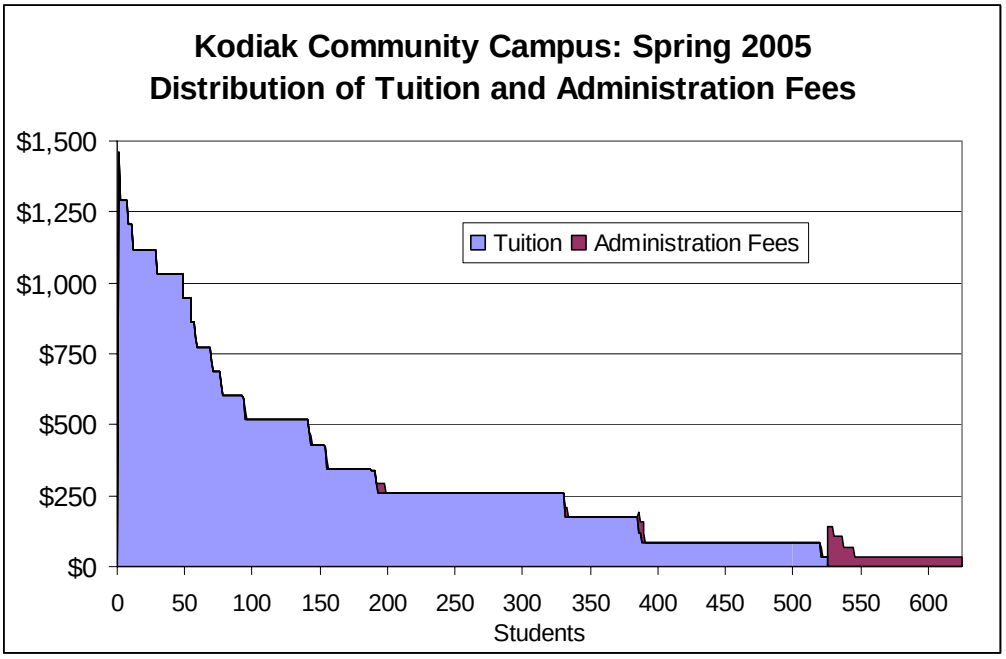
Table 23
Resident In-District/County Tuition and Fees at Public Two-Year Institutions
in the WICHE Region, State Averages, 2004-05, 2003-04, 1999-2000, and 1994-95

					Percent Change		
State Averages	**2004-05**	**2003-04**	**1999-2000**	**1994-95**	**2003-04 to 2004-05**	**1999-2000 to 2004-05**	**1994-95 to 2004-05**
Alaska	$2,658	$2,418	$2,028	$1,320	9.9%	31.1%	101.4%
Arizona	$1,413	$1,295	$993	$806	9.1%	42.4%	75.3%
California	$780	$540	$330	$390	44.4%	136.4%	100.0%
Colorado	$1,835	$1,717	$1,490	$1,213	6.9%	23.2%	51.4%
Hawaii	$1,176	$1,116	$1,052	$500	5.4%	11.7%	135.0%
Idaho	$1,732	$1,619	$1,264	$1,013	7.0%	37.0%	71.0%
Montana	$2,701	$2,509	$2,024	$1,474	7.7%	33.5%	83.2%
Nevada	$1,590	$1,537	$1,230	$915	3.4%	29.3%	73.8%
New Mexico	$1,050	$897	$723	$626	17.0%	45.1%	67.7%
North Dakota	$2,816	$2,503	$1,906	$1,738	12.5%	47.7%	62.0%
Oregon	$2,834	$2,701	$1,727	$1,380	4.9%	64.1%	105.4%
South Dakota	$2,468	$2,434	$1,954	$1,617	1.4%	26.3%	52.6%
Utah	$1,943	$1,815	$1,476	$1,305	7.1%	31.6%	48.9%
Washington	$2,457	$2,263	$1,664	$1,302	8.6%	47.7%	88.7%
Wyoming	$1,724	$1,633	$1,309	$886	5.6%	31.6%	94.5%
WICHE Average w/o CA	$2,028	$1,890	$1,489	$1,150	7.3%	36.3%	76.4%
WICHE Average w/ CA	$1,945	$1,800	$1,411	$1,099	8.1%	37.8%	77.0%
US	$2,076	$1,909	$1,649	$1,310	8.7%	25.9%	58.5%

Source: WICHE Regional Factbook for Higher Education

Because a majority of the students at the community campuses of the University of Alaska are part time, and because of the types of courses offered, the tuition payment for the average student is considerably less than the full time figures presented in these tables suggests. As an example, in the Spring of 2005 at Kodiak Community Campus there were 48 full time students (taking 12 or more credits) out of a total enrollment of 625. 70 percent of students were enrolled in three credits or less and paying $258 or less in tuition. The most common tuition payment (22 % of students) was $258, and the next most common amount was $86 (21 %). Sixteen percent paid an administration fee instead of tuition which for most was $35.





Other Out-of-Pocket Costs

Students incur other out-of-pocket education-related expenses to attend school in addition to tuition. For commuting students who do not live on campus—the case for most Alaska community campus students—books and lab fees are the most common expenses.

For full-time students, a review of these charges for the Kodiak campus for the Spring of 2005 revealed that the average expenditure for books, purchased through the University, was $116. However, only about half of the full-time students purchased books, so the average expense for those who did buy books was $199. The average lab fee across all full-time students was $22. The sum of all these additional direct expenses added 12 % to the cost of going to school over and above tuition.

For part-time students, the same review found the sum of other University expenses added 13 % to the price of going to school over and above the tuition.

Indirect expenses, from gasoline for commuting by car to student activity fees, further add to the out-of-pocket expenses of students and, of course, vary considerably depending upon individual circumstances. Information on the average size of these out-of-pocket costs is unavailable, and in any event some of these apparent costs would be incurred if students were not in school. For example, if a student quit school and took a job, there would likely be some commuting expenses associated with that job.

However, it is possible to say that in general these other expenses have not increased as fast over time as the tuition rate (the very recent increase in the price of gasoline excepted). When we say that the tuition rate has been increasing at 5 percent annually

after adjusting for inflation, it means that tuition has been increasing 5 percent faster than the average of all goods and services, many of which represent the other out-of-pocket costs associated with attending school.

Foregone Income

The largest cost of higher education for many students is the income forgone while attending school, estimated in one study to be 2/3 of the total cost.[12] This "opportunity cost" of higher education is higher for students from lower income families than middle or upper income families.

Since most students at community campuses are part time, they are not sacrificing current income to attend school. For these students, tuition is likely to be the largest component of cost.

Traditional Financial Assistance

A large number of public and private grant and loan programs are available to Alaska students. The trend in recent years has been for more financial assistance in the form of loans than grants or scholarships. This has had the effect of increasing the cost of education.

Beyond having a different effect on the cost of education, different types of financial assistance can have differential impacts on different types of students. In particular it is possible that a modest, well- structured (targeted) needs based grant program could offset much of any negative effect on participation that a tuition increase might impose. In other words it should be possible to offset the negative effects of a $1 tuition increase with a needs-based grants program of considerably less than $1.

Some federal financial assistance is needs based, but until recently the state of Alaska did not have any needs-based financial aid programs for higher education[13].

Most financial aid is restricted to "degree seeking" students, so for most students at the community campuses, traditional financial assistance is not available to help defray tuition and other costs of participation.

Tax Benefits

In recent years education savings plans, federal income tax credits, and federal income tax deductions have benefited many middle or higher income students.

[12] Looking Back, Going Forward, The Carnegie Commission Tuition Policy, 2001, sponsored by the Institute for Higher Education Policy, the Ford Foundation, and the Education Resources Institute.
[13] "Need-Based Grant Aid at University of Alaska: An Independent Analysis", by Derek V. Price, under contract to the University of Alaska, May 2005.

Students with enough income to save for future education needs can use Education IRAs and 529 plans to earn tax free interest which can later be applied to education expenses.

Students with a federal income tax liability may be able to offset some of their education expenses with federal tax credits or deductions, if they have taxable income, thru two programs.

Two types of education related federal tax credits were created by the Taxpayer Relief Act of 1997—the Hope Scholarship tax credit and the Lifetime Learning tax credit.

The Hope Scholarship tax credit is available to students in their first or second year of college who are enrolled at least half time. The credit is applicable on actual tuition paid, net of scholarships, up to a maximum of $1,500. The credit is a $1 per $1 reduction in income tax liability.

The Lifetime Learning Tax Credit is available to students who have completed two years of college or students who are enrolled less than half time and includes students who are enrolled in courses to acquire or improve job skills. The maximum credit is $ 2,000. As with the Hope Scholarship tax credit, a tax liability is necessary to take advantage of this credit.

A federal income tax deduction of up to $3000 for education expenses was included in the Tax Relief Act of 2001. At a 15 percent tax rate, this would have a maximum value of $450, reducing the cost of education by an equal amount.

What Students Actually Pay

The actual amount students pay is the sum of tuition, fees, other education expenses like books, and related expenses like gasoline for commuting or if in residence, room and board, plus foregone income, minus of financial assistance of all types and tax credits.

Comprehensive information is not available for different categories of Alaska students on what they actually pay, although some information is available, primarily on full time degree seeking students (since they receive the bulk of financial aid) in a recent study of needs based financial aid options for Alaska.[14]

Perceptions of Cost

Tuition is the "sticker price" of participation in higher education. However what students actually pay is dependent upon many other factors, not the least of which is financial aid.

Because access to information about financial aid is not as widespread as information about tuition, students may make their participation decisions on the basis of incomplete information that overestimates the true cost of participation.

[14] Derek V. Price, Ibid.

Furthermore, students may end up actually paying more for their education than they would need to if they do not take full advantage of available financial aid opportunities, either because they are unaware of them or they are unable or unwilling to apply for aid.

This problem of people not applying for assistance to which they are entitled is evident in Alaska in the number of people who are eligible for, but do not receive, the Earned Income Tax Credit (EITC). Under this program, low income working adults are eligible for a cash payment (credit) from the federal government independent of whether they have a federal income tax liability. Receipt of the credit requires only the filing of a special form with the federal income tax forms at the end of the year. However each year eligible Alaskans annually forgo millions of dollars of payments because they fail to apply for the EITC.

Affordability

By any measure of the average or median income of Alaska households has not increased as rapidly as the tuition rate over the last 20 years. In fact in spite of the absence of any broad based state tax and the presence of the Permanent Fund dividend payment, in 2000 a slightly larger share of family households with children had real earnings less than $25,000. The share of family households with children with income less than 10 times the annual UA tuition in 1990 was 8 percent. In 2000 the share had increased to 16 percent.

Affordability of Higher Education in Alaska

	UA Tuition	UA Tuition (2000$)	10 Times Tuition	Households with Children < 18 with Income <10 Times Tuition
1990	$1,092	$1,451	$14,500	8%
2000	$2,385	$2,385	$23,800	16%

Source: U.S. Census of Population and ISER

A recent WICHE affordability of higher education calculation, based on the ratio of tuition and fees to median household income (half of incomes below and half above this figure) reported that Alaska was only slightly above the regional average for colleges offering associates degrees but below the national average for colleges offering bachelor and higher degrees[15].

[15] Regional Fact-Book for Higher Education in the West: Policy Indicators for Higher Education, WICHE states, December 2004, accessed on 8/17/05 at www.wiche.edu/policy/factbook. See also "Tuition and Fees in Public Higher Education in the West, 2004-2005 Detailed Tuition and Fees Tables", Western Interstate Commission for Higher Education, December 2004.

Table 24
Ratio of Tuition and Fees to Median Household Income, Public Institutions, 2003-04, 1998-99, and 1993-94

State	Associate's Colleges			Baccalaureate/Master's		
	2003-04	1998-99	1993-94	2003-04	1998-99	1993-94
Alaska	4.7%	3.9%	3.0%	6.3%	5.0%	4.0%
Arizona	3.2%	2.6%	2.7%	8.7%	5.8%	6.0%
California	1.1%	0.9%	N/A	5.2%	4.6%	4.7%
Colorado	3.4%	3.0%	3.3%	5.7%	4.7%	5.2%
Hawaii	2.2%	2.5%	1.1%	4.4%	5.0%	2.6%
Idaho	3.8%	3.3%	2.9%	7.5%	5.7%	4.5%
Montana	7.4%	6.2%	5.0%	10.5%	8.4%	6.8%
Nevada	3.4%	3.0%	2.5%	4.6%	N/A	N/A
New Mexico	2.6%	2.1%	2.2%	6.8%	5.5%	5.3%
North Dakota	6.2%	6.1%	6.0%	8.9%	8.7%	6.5%
Oregon	6.5%	4.3%	3.8%	10.2%	8.2%	8.0%
South Dakota	6.2%	6.2%	7.8%	10.8%	9.0%	7.5%
Utah	3.7%	3.2%	3.5%	5.5%	4.4%	4.5%
Washington	4.8%	3.3%	3.2%	7.8%	5.6%	5.5%
Wyoming	3.8%	3.6%	2.9%	N/A	N/A	N/A
WICHE w/o CA	4.4%	3.8%	N/A	N/A	N/A	N/A
WICHE w/ CA	4.2%	3.5%	3.1%	7.2%	6.0%	5.3%

Source: WICHE Regional Factbook for Higher Education

The College Premium

Although the cost of higher education, measured by tuition, has been rising, the benefit, measured by the higher earnings of workers with some college education, has also been increasing in Alaska. In 2000 the “college premium” was 47 %. This was the additional annual earnings a full-time worker with a college degree could expect to receive on average compared to a person with no college education. This amounted to $15,000 per year. The comparable premium in 1990 was 42 %.

The College Premium in Alaska				
	Real median earnings (2000$) full time workers aged 35-64		Additional Annual Earnings Relative to High School Degree	
	1990	2000	1990	2000
< High School	$30,557	$22,600		
High School Degree	$37,200	$32,100		
Some College	$39,857	$36,000	7%	12%
Associate Degree	$42,514	$38,700	14%	21%
Bachelors Degree	$52,817	$47,100	42%	**47%**
Masters Degree	$56,682	$51,000	52%	59%
Professional / Doctorate Degree	$66,428	$65,000	79%	102%
Source: U.S. Census of Population and ISER.				

For the entire United States the expected lifetime earnings of a person with some college has recently been estimated to be 17 % greater than a person with only a high school diploma. The premium for an associate degree was estimated to be 23 % and a bachelor degree 73 % percent greater than a high school diploma.[16] The net present value lifetime earnings with a college degree compared to no college experience was estimated to be about $450,000.

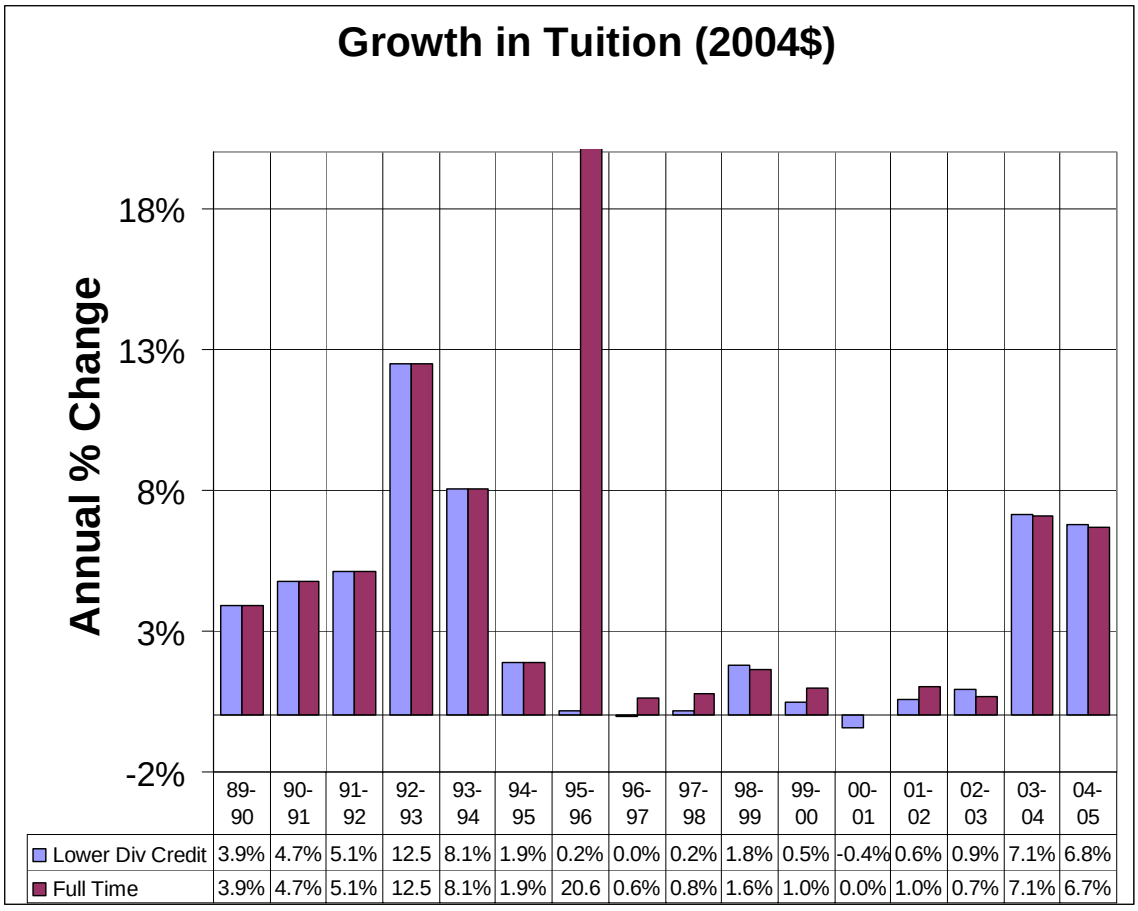
[16] Education Pays 2004, by Sandy Baum and Kathleen Payea, the College Board, The Trends in Higher Education Series, 2005.

4. Evidence of Tuition Price Sensitivity in Enrollments and Credit-Hour Production

In this section we review enrollment and credit hour data for the various campuses to identify patterns across campuses that could suggest sensitivity to tuition rates and increases. (The source data is presented in an Appendix.).

The real (inflation-adjusted) tuition growth rate since 1990-91 can be broken into three general periods:

1. 1990-91 to 1994-95 annual increases between 2% and 13%
2. 1995-96 to 2002-03 annual increases averaging less than 1% (except 95-96 when the consolidated fee for full-time students was eliminated and full-time tuition increased about 20 %)
3. 2003-04 to 2004-05 annual increases of about 7 %.



	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Lower Div Credit	3.9%	4.7%	5.1%	12.5	8.1%	1.9%	0.2%	0.0%	0.2%	1.8%	0.5%	-0.4%	0.6%	0.9%	7.1%	6.8%
Full Time	3.9%	4.7%	5.1%	12.5	8.1%	1.9%	20.6	0.6%	0.8%	1.6%	1.0%	0.0%	1.0%	0.7%	7.1%	6.7%

We have seen that trends in economic and demographic variables would suggest a positive trend in both enrollments and credit hours over time. If other factors remained

constant over time, and if tuition were an important consideration in determining enrollments and credit hours, one would expect to see differences in enrollment and credit hours during these three different periods of time. In particular their growth should be weaker during the beginning and end of the 15 year period and stronger during the middle years.

Any patterns should be easier to see if we aggregate across campuses, because that will minimize the effect of campus specific factors influencing enrollments and credit hours.

Changes in other factors might help to explain the patterns. In reviewing trends in enrollment and credit hours, one should ask is what these other factors might be.

Annual Enrollment

Annual (fall semester) enrollment data is available starting in 1990-91 by campus. Tracking total enrollments involves double counting of those students who are simultaneously enrolled at two or more community campuses, but the number does give a very general picture of the trend in enrollments, particularly if we assume that the share of such students is relatively constant over time.[17]

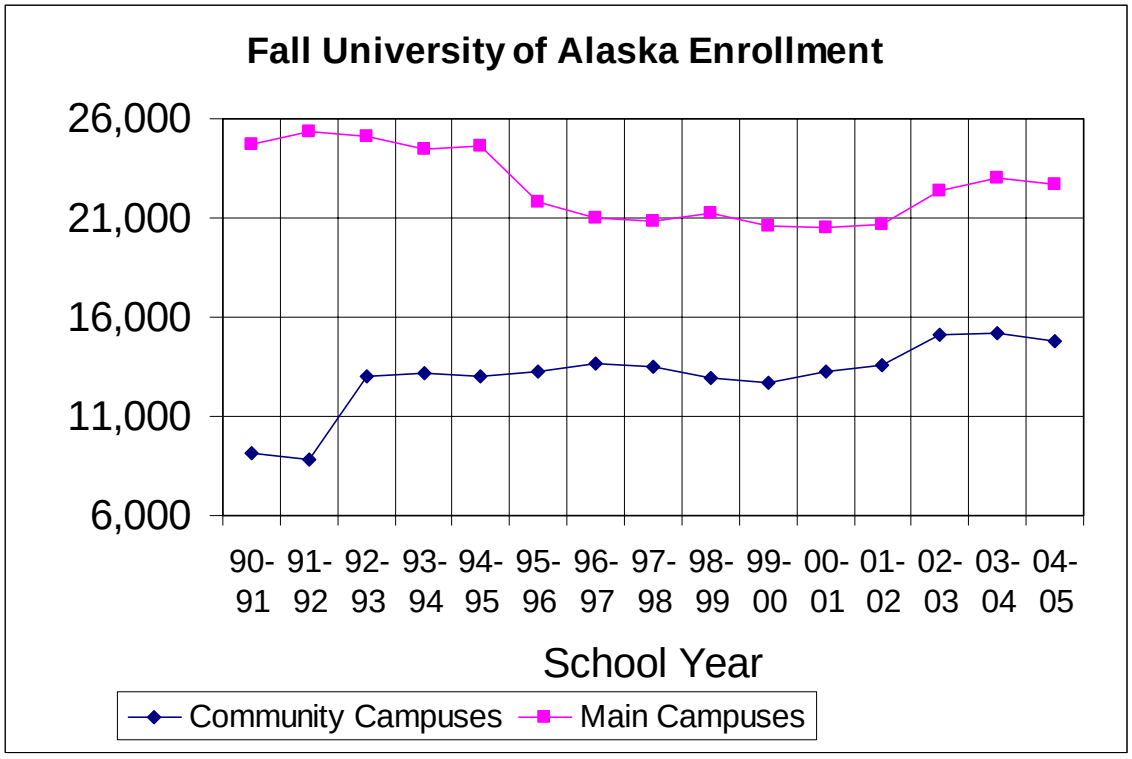
If we tried to combine the headcount of students enrolled at Mat-Su and Anchorage, we would count those students taking classes at both campuses twice and get an inflated figure for total enrollment in the Greater Anchorage area.

Since 1995-96 the general pattern of enrollment at the community campuses and at the main campuses has been similar. Before that time the definitions used in reporting the data make it more difficult to do comparisons and identify trends.

[17] Summing enrollment numbers across campuses results in a total greater than the actual number of students in the University system during any given semester. In the fall of 2004, 4,653 students, 14% of the total, were concurrently enrolled in classes at more than one campus. This assumes no student is enrolled at more than 2 campuses. The unique student headcount (enrollment) was 32,711 while the sum across campuses of students enrolled at each campus was 37,364.

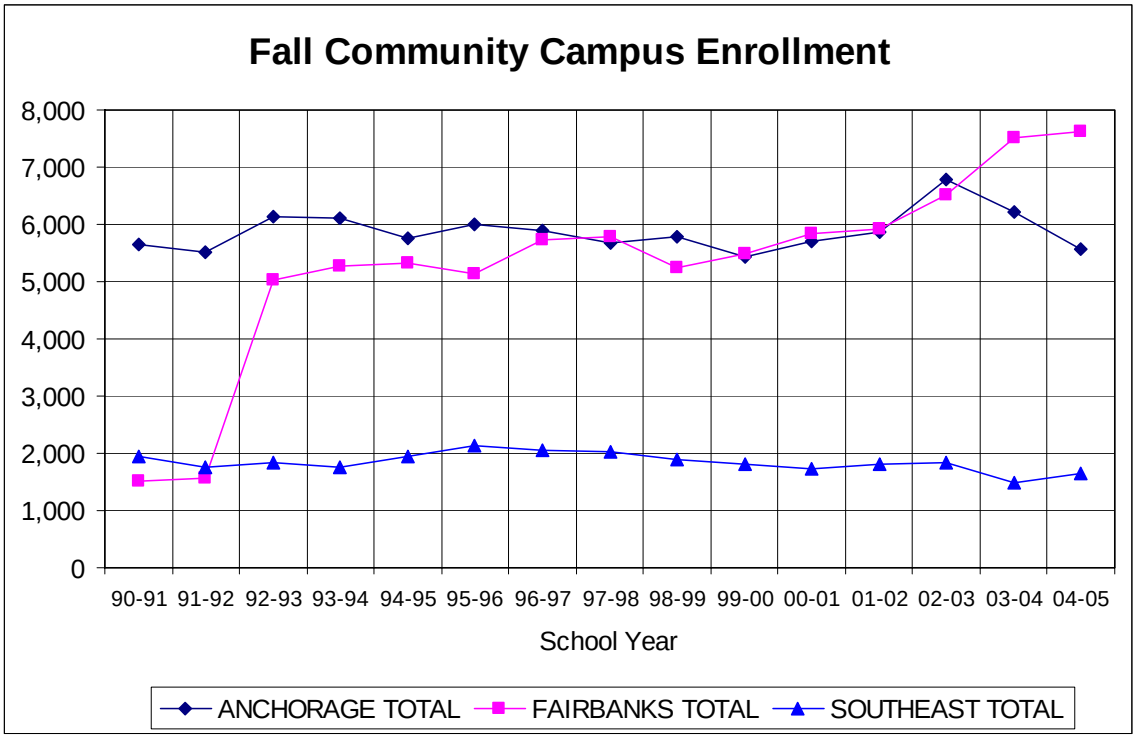
Furthermore each student has a "home" campus which is the campus that "owns" the student's degree program (degree seeking students), or the original campus at which the student entered the university (non-degree seeking students). The home campus for a student may not correspond to the campus at which a student is currently enrolled for several reasons. A student may have moved to a new location, or may still live where originally enrolled but commute to another campus or take distance delivery courses offered by another campus. For these reasons, tracking enrollment by "home" campus measures the total number of students enrolled in the system but does not provide an accurate picture of demand at a particular campus.

For example, in the fall of 2004, the Mat-Su campus had an enrollment of 1,478 (serving campus headcount). Mat-Su was the "home" campus to 1,047 of those students while Anchorage was the "home" campus to 403 students enrolled at Mat-Su. The remaining 28 had "home" campuses elsewhere in the system. That same semester there were 1,201 students enrolled in the University system for whom Mat-Su was the "home" campus. 1,047 were taking classes at Mat-Su, 135 at Anchorage, and 96 elsewhere.



There was little trend in community campus enrollments through the decade of the 1990s. In 02-03 there was a jump associated with a one time increase at PWSCC that was reversed in 03-04. Aside from that, 03-04 was consistent with the modest positive trend observed starting in 99-00. The trend however was reversed in 04-05 when enrollments declined by 2 percent, compared to 1 percent for the main campuses.

The recent historical pattern differed among the community campuses in the three MAUs. Enrollment has continued to increase in Fairbanks; it has dropped off in Anchorage (partially due to the one-time spike at PWSCC in 2002-03); and it dropped off and then partially rebounded in Southeast. This regional variation tends to undercut the notion that tuition alone is the driving variable in the determination of enrollment levels.



Using index numbers helps to compare trends over time. In the next chart we compare enrollment levels at the community campuses in the three regions using 1995-1996 as the baseline (an arbitrary choice.) and present data starting in 99-00 when enrollments throughout the community campus system began to grow. The table shows that in 99-00, Anchorage had fallen to 90.5% of the 95-96 level of enrollments. It then began to grow and was 13.1% above the 95-96 level in 02-03. It subsequently fell back to 92.6% of the baseline. In contrast, Fairbanks has increased each year. Southeast has displayed a mixed pattern with a drop in 03-04 (attributable to Sitka) and rebound in 04-05.

Fall Semester Enrollment at Community Campuses (Index 1995-1996 = 100)

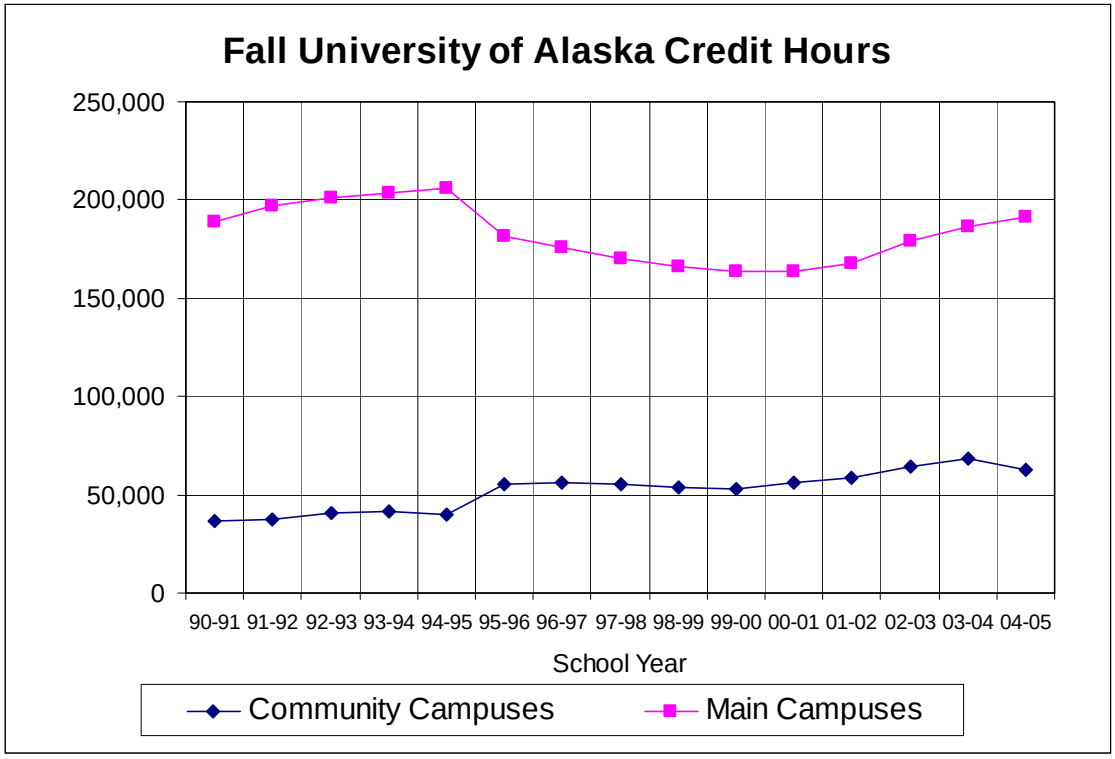
	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
Anchorage	90.5	94.8	97.6	113.1	103.3	92.6
Fairbanks	106.9	113.7	115.5	127.2	146.7	148.6
Southeast	84.2	80.9	84.8	85.5	69.1	76.9

Source: ISER

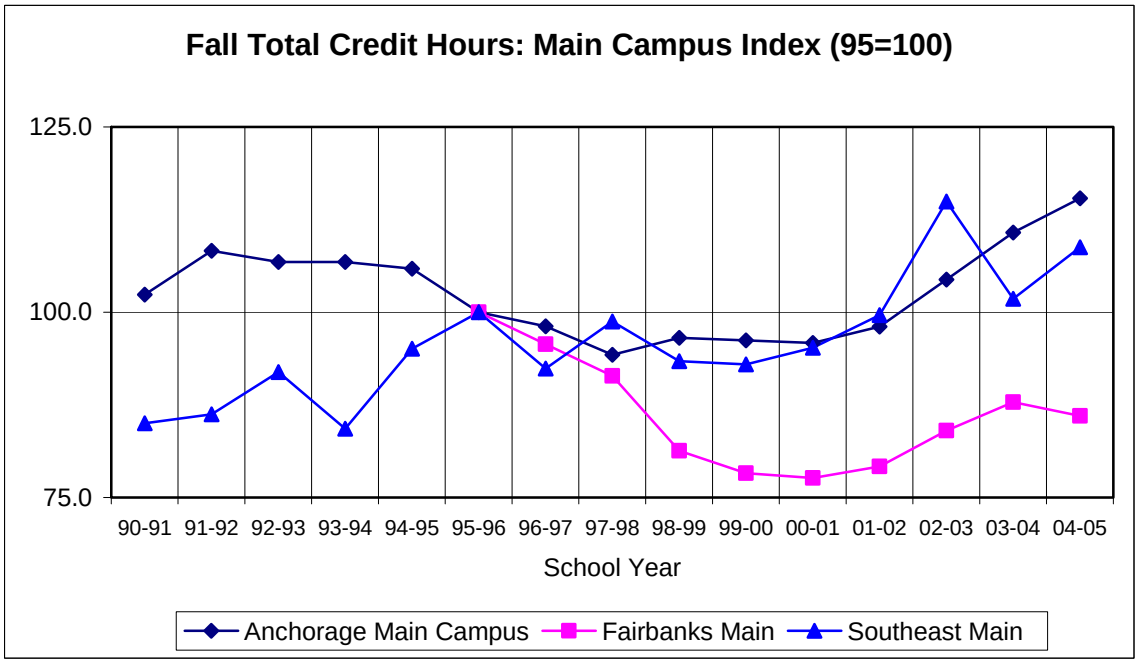
Annual Credit Hours

Tracking credit hours is an alternative method of analyzing the sensitivity of participation in higher education to tuition levels. It has the advantage of avoiding the double counting associated with students enrolled at multiple campuses simultaneously.

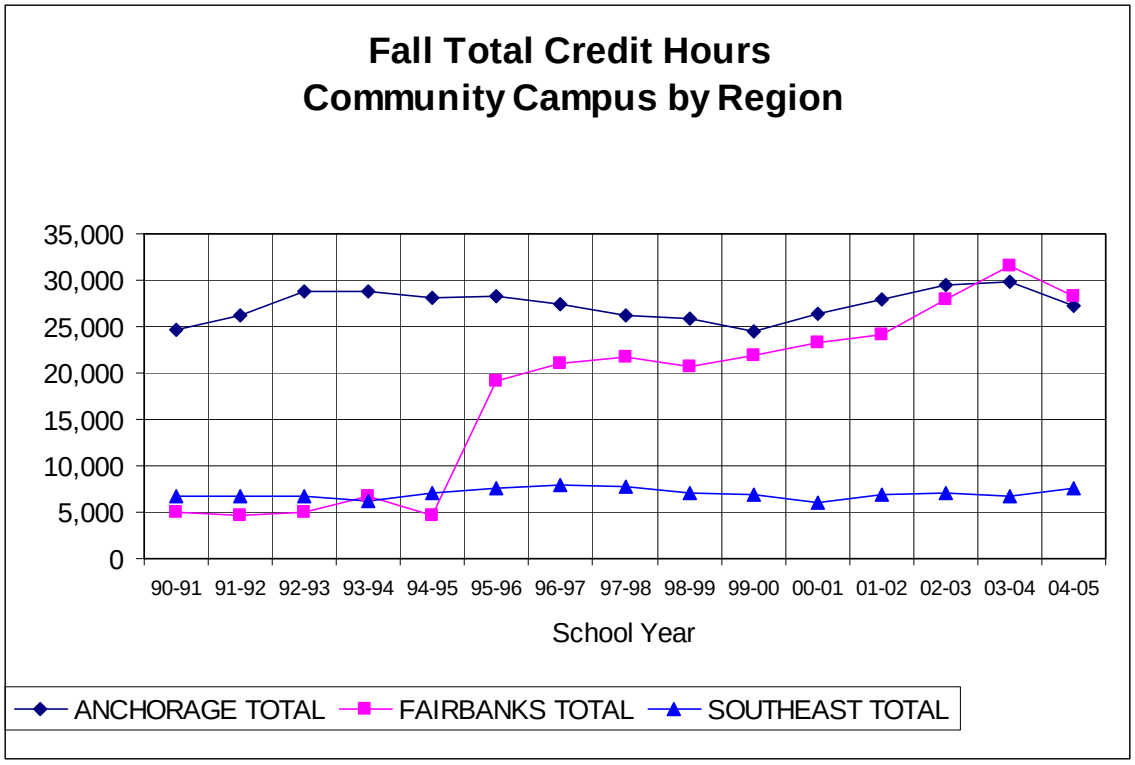
Credit hour production generally follows the same pattern as enrollment, although there appears to have been a more pronounced downward trend in credit hour production at the main campuses in the 1990's than in enrollment.

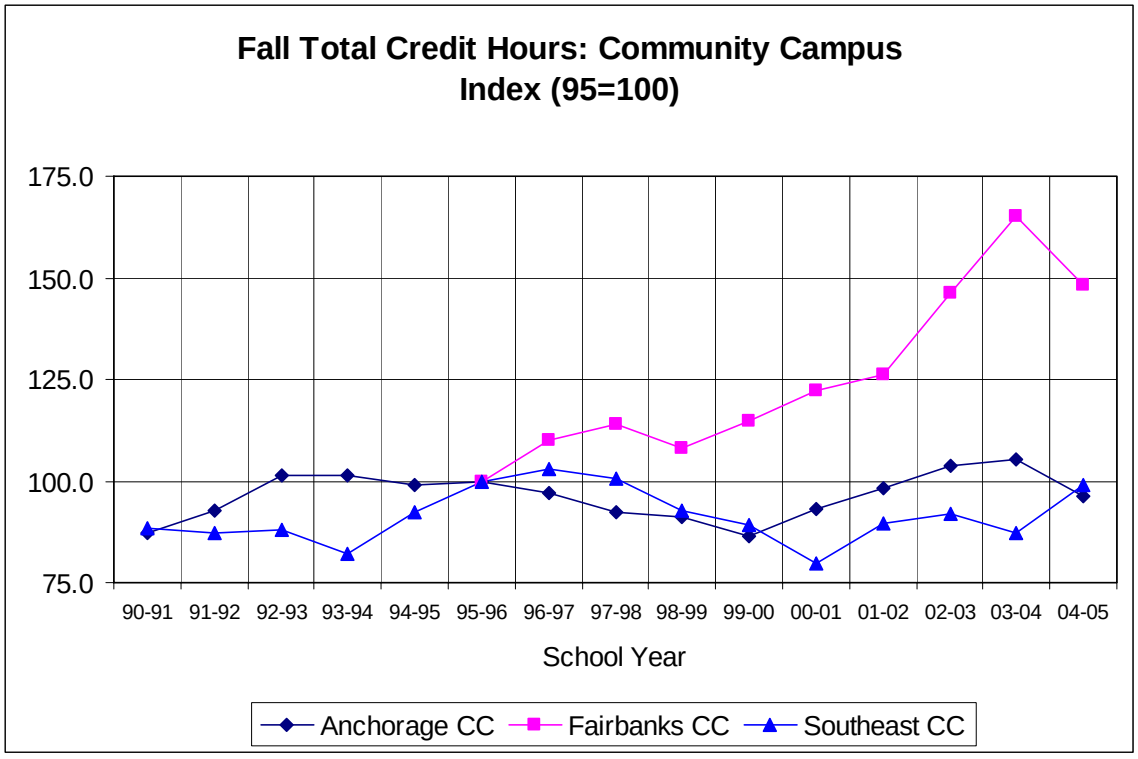


This downward trend was most pronounced on the Fairbanks campus, as indicated by the index of credit hours.



In contrast, the Fairbanks community campuses have experienced the most rapid increase in credit hours since the mid 1990s.





Fall Semester Credit Hours at Community Campuses (Index 1995-1996 = 100)						
	1999-00	**2000-01**	**2001-02**	**2002-03**	**2003-04**	**2004-05**
Anchorage	86.4	93.2	98.3	103.7	105.3	96.1
Fairbanks	114.8	122.3	126.2	146.1	165.3	148.1
Southeast	89.1	79.6	89.5	91.9	87.3	99.2
Source: UA in Review						

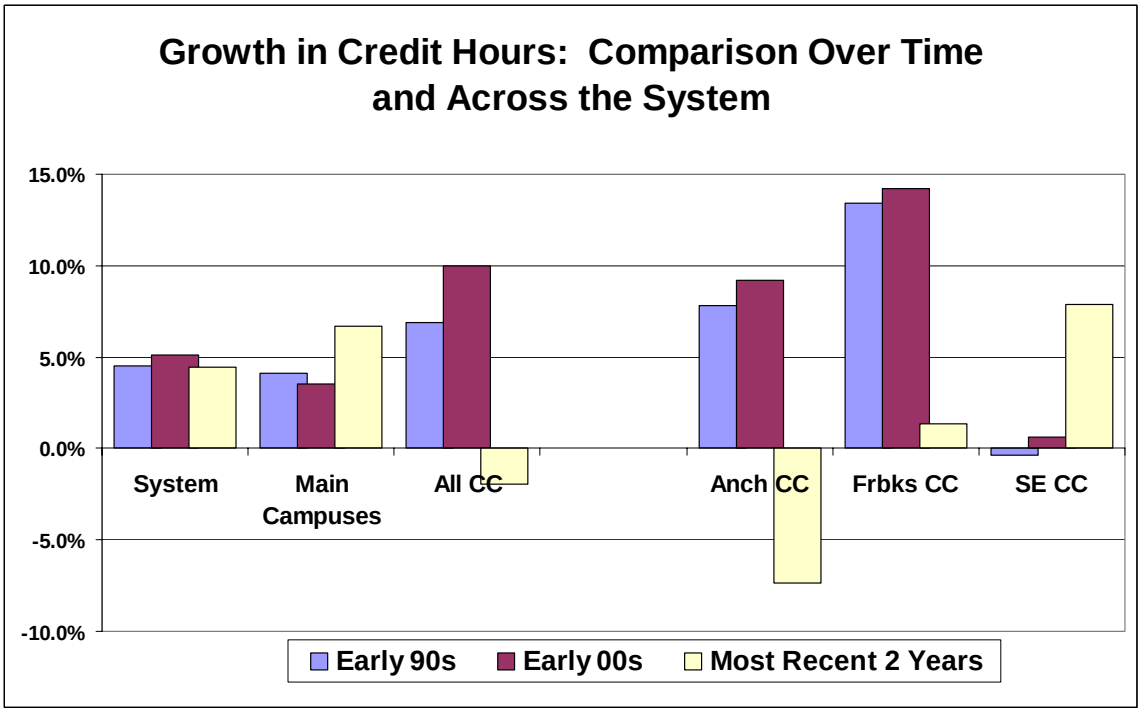
The relationship between credit hours and enrollment can also be seen by looking at the ratio of the two. This works as a tracking device as long as the pattern of simultaneous multiple campus enrollments by students is constant over time.

The number of credit hours per enrollee at the community colleges was higher in Anchorage and Southeast in 04-05 than it had been two years earlier, but lower in Fairbanks.

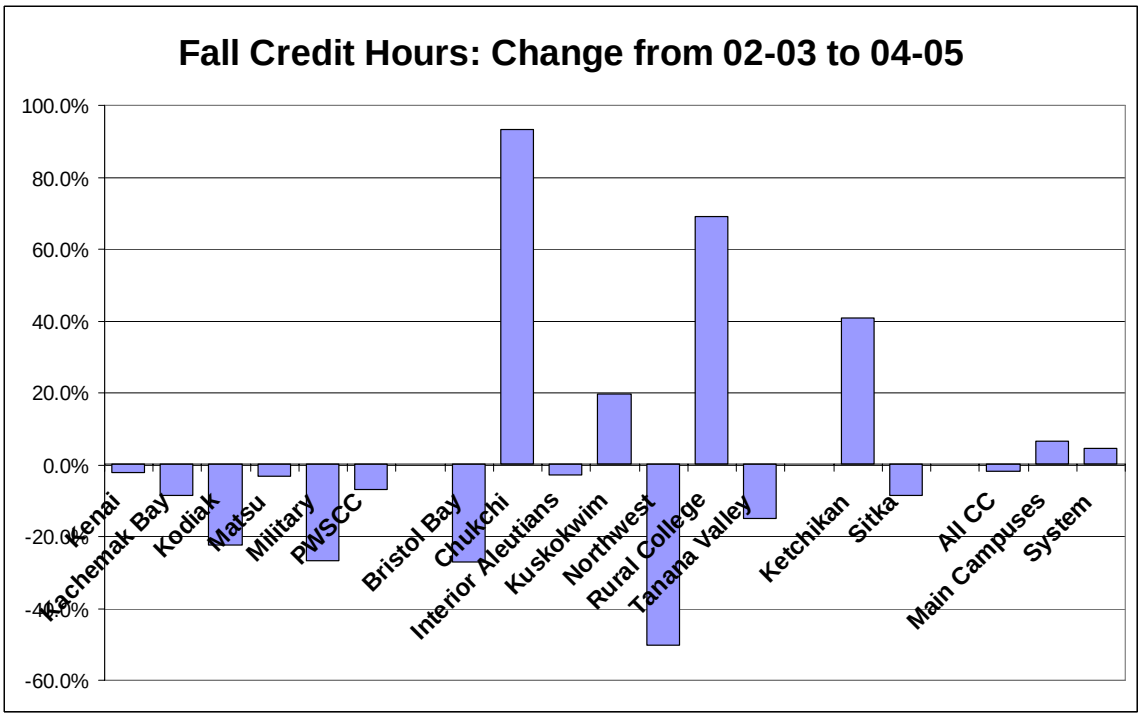
We might expect credit hours to be less sensitive to tuition in the short run than enrollments since for students already "in the pipeline" the impact of tuition increases on their education costs would be less than for new students On the other hand, a higher tuition could force existing students to take fewer course.

Fall Semester Credit Hours per Enrollee at Community Campuses						
	1999-00	**2000-01**	**2001-02**	**2002-03**	**2003-04**	**2004-05**
Anchorage	4.50	4.64	4.75	4.33	4.81	4.90
Fairbanks	4.00	4.01	4.07	4.28	4.2	3.71
Southeast	3.79	3.52	3.77	3.85	4.52	4.61
Source: UA in Review, ISER						

If we take a longer perspective and compare credit hour growth during three distinct periods in the history of the University—the early 1990s and the most recent two years when tuition was increasing, with the early 2000s when tuition was flat—we see little pattern to suggest that the influence of tuition is strong. For the main campuses the growth rate was actually slower when tuition was not growing. For the community campuses as a whole, growth was faster when tuition was flat, but not for the Southeast campuses. For the community campuses in each region, growth was very different during the more recent period of tuition increases than during the earlier round of tuition increases.

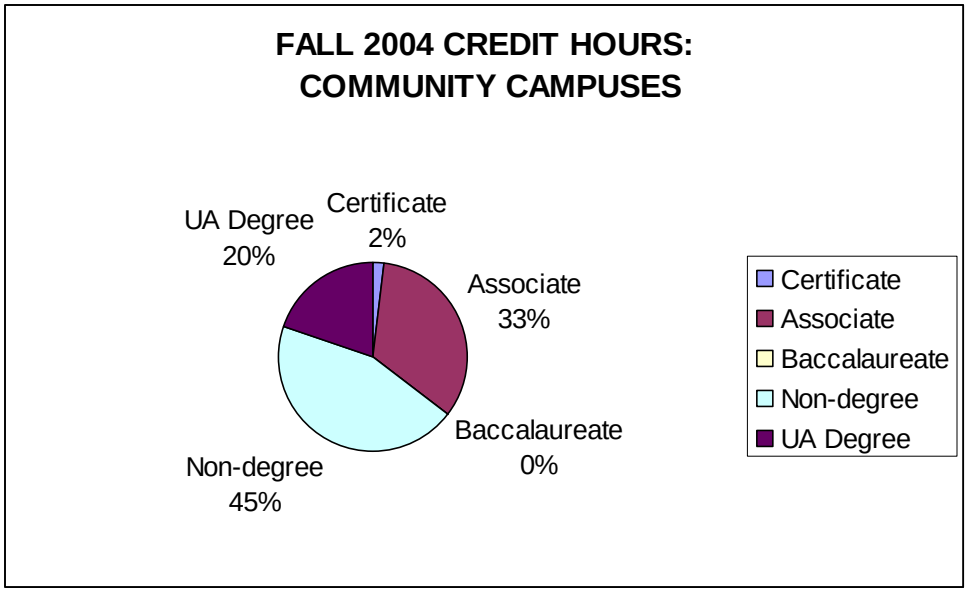


If we look at credit-hour growth during the last two years at the campus level, we see there is dramatic variation among the campuses. This suggests that many factors beyond tuition drive credit-hour production.



Credit Hours by Category

Credit-hour production can be divided into the various programs that students are pursuing. As shown in the pie chart, the largest shares of credit hours at the community campuses are generated by non-degree-seeking students, followed by associate degree students, and UA degree students.



Over time there is some movement among students between the Degree Seeking and Non-Degree Seeking categories, but our analysis shows that most do not switch. In particular, between the fall of semester of 1997 and the spring of 2005 74,768 different students attended the university and were initially enrolled at a community campus. 84% of these students were initially Non-Degree Seeking. Only 11% switched to Degree Seeking status during in that time period while another 1% switched status two or more times.

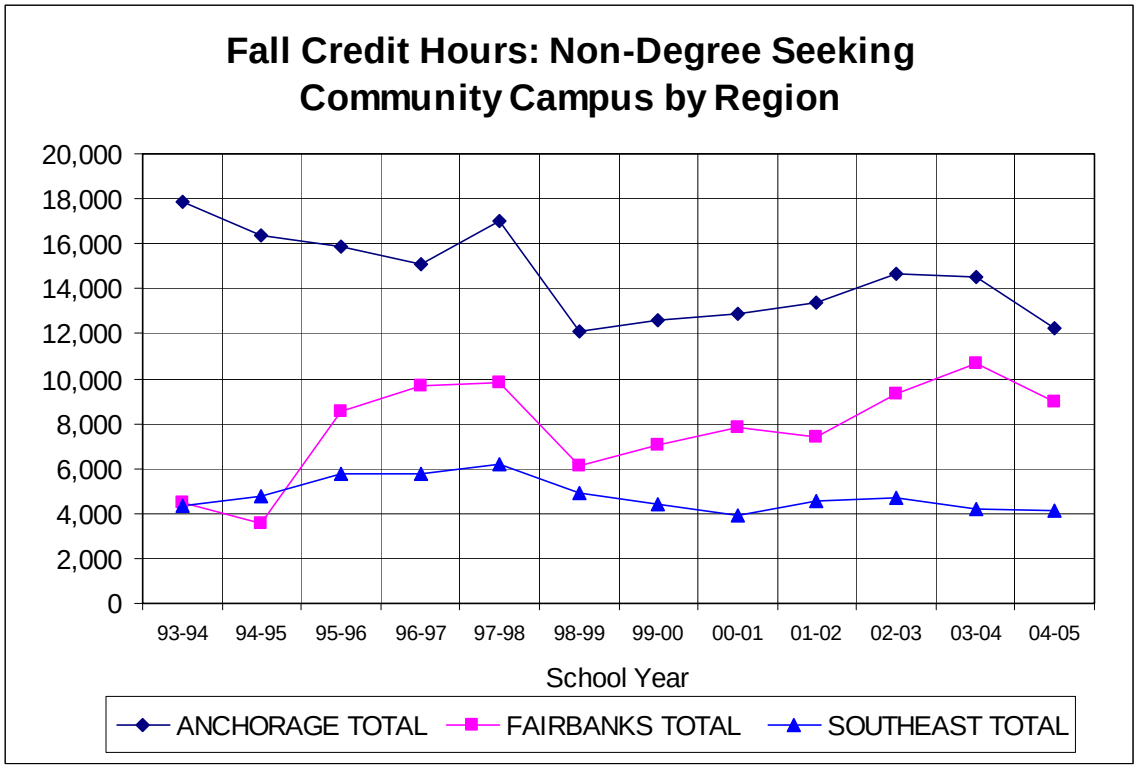
Switching from Non-Degree Seeking to Degree Seeking status among students has actually been somewhat higher –16%-- at the main campuses where there were 90,014 students and only 55 percent were Non-Degree Seeking..

UA Community Campus Attendees 1997 thru 2005			
	Non-Degree Seeking	**Degree Seeking**	**Total**
Initial Status	62,743	12,025	74,768
Number Switch	7,799	1,736	
Percent Switch Once	11 %	11 %	
Percent Switch >Once	1%	4 %	
Source: ISER			
UA Main Campus Attendees 1997 thru 2005			
	Non-Degree Seeking	**Degree Seeking**	**Total**
Initial Status	49,422	40,592	90,014
Number Switch	8,013	6,233	
Percent Switch Once	14 %	12 %	
Percent Switch >Once	2 %	4 %	
Source: ISER			

Non-Degree-Seeking Credit Hours

The number of credit hours at the community campuses in each region were lower in 04-05 than in 02-3. (Note: there was a discontinuity in the reporting of credit hours between 97-98 and 98-99 making it difficult to identify trends during the decade of the 1990's by type of credit.)

However, the index numbers show that the pattern differed in each region. In Anchorage Most of the decline was in 04-05 while in Southeast it was concentrated in 03-04. In Fairbanks credit hours increased in 03-04, but fell in 04-05.



Fall Semester Credit Hours:
Non-Degree Seeking at Community Campuses
(Index 1995-1996 = 100)

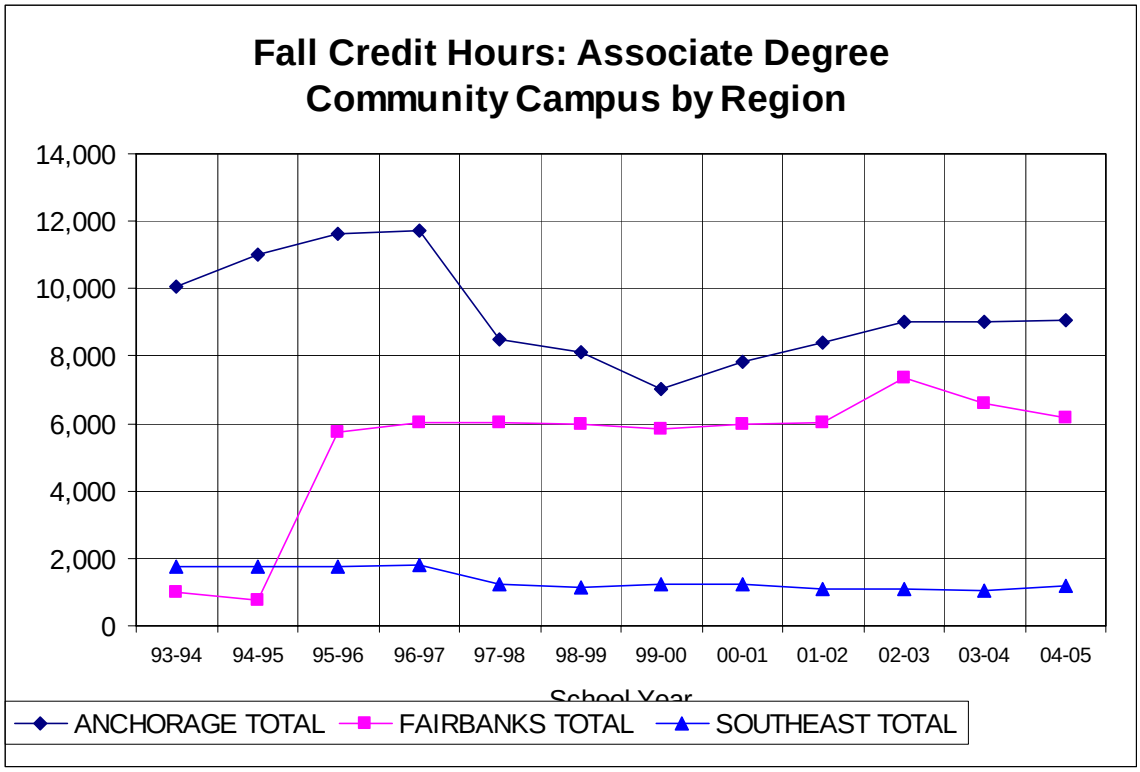
	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
Anchorage	79.5	81.3	84.3	92.5	91.5	77.3
Fairbanks	82.6	91.6	87.0	109.4	125.3	105.2
Southeast	76.8	68.3	79.8	82.1	72.9	71.6

Source: UA in Review

Degree Seeking Credit Hours

The number of credit hours for students seeking associate degrees at the community campuses in Anchorage and Southeast were higher 04-05 than in 02-3. (Note there was a discontinuity in the reporting of credit hours between 97-98 and 98-99 making it difficult to identify trends during the decade of the 1990's by type of credit.)

The number of credit hours for the Fairbanks community campuses was lower, but primarily because 02-03 was a year of unusually high credit hour production.



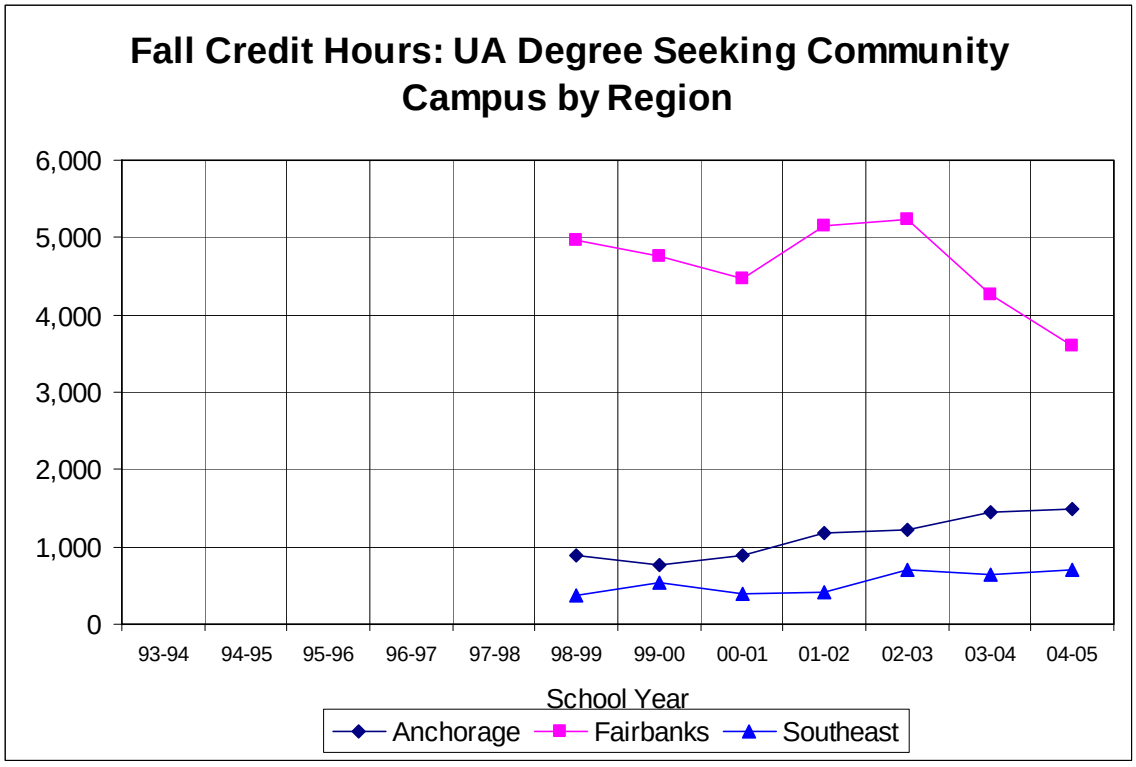
Fall Semester Credit Hours: Associates at Community Campuses (Index 1995-1996 = 100)

	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
Anchorage	60.2	67.2	72.1	77.6	77.6	77.9
Fairbanks	102.3	105.0	105.7	128.5	115.0	108.2
Southeast	70.4	71.6	62.3	61.6	59.1	67.9

Source: UA in Review

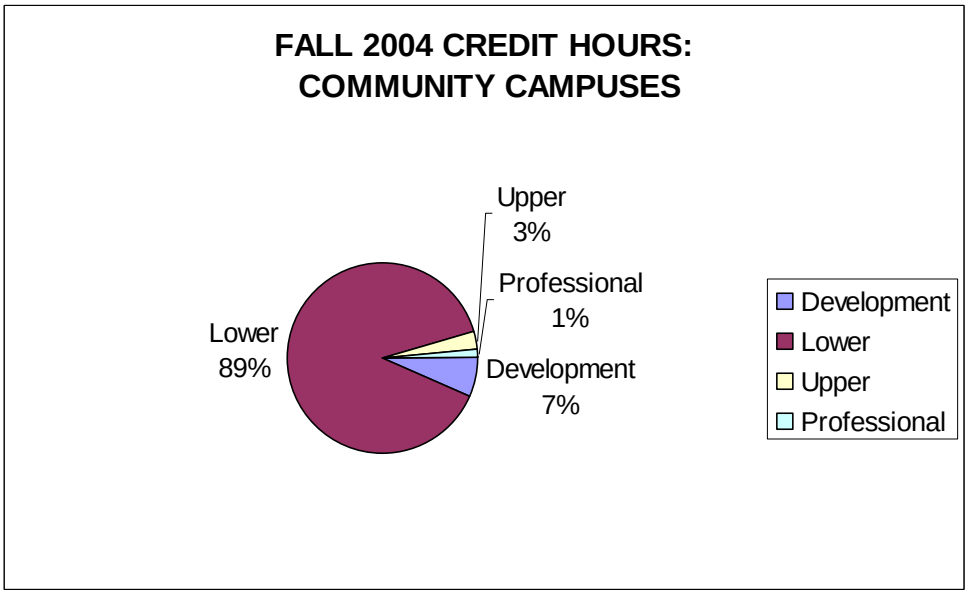
UA Degree Seeking Credit Hours

Credit hours fell between 02-03 and 04-05 in Fairbanks but increased in Anchorage and Southeast.



Upper Division Credit Hours

Almost all the credit hours at the community campuses are lower division classes, so total credit hours primarily reflects lower division classes.



If we isolate developmental, upper division, and professional credit hours, about 10% of the total, we see that they declined between 02-03 and 04-05 in Anchorage and Southeast, but increased in Fairbanks. The decline for Anchorage was concentrated in 04-05 while it came mostly in 03-04 in Southeast. Credit hour production in Fairbanks actually increased in 03-04.

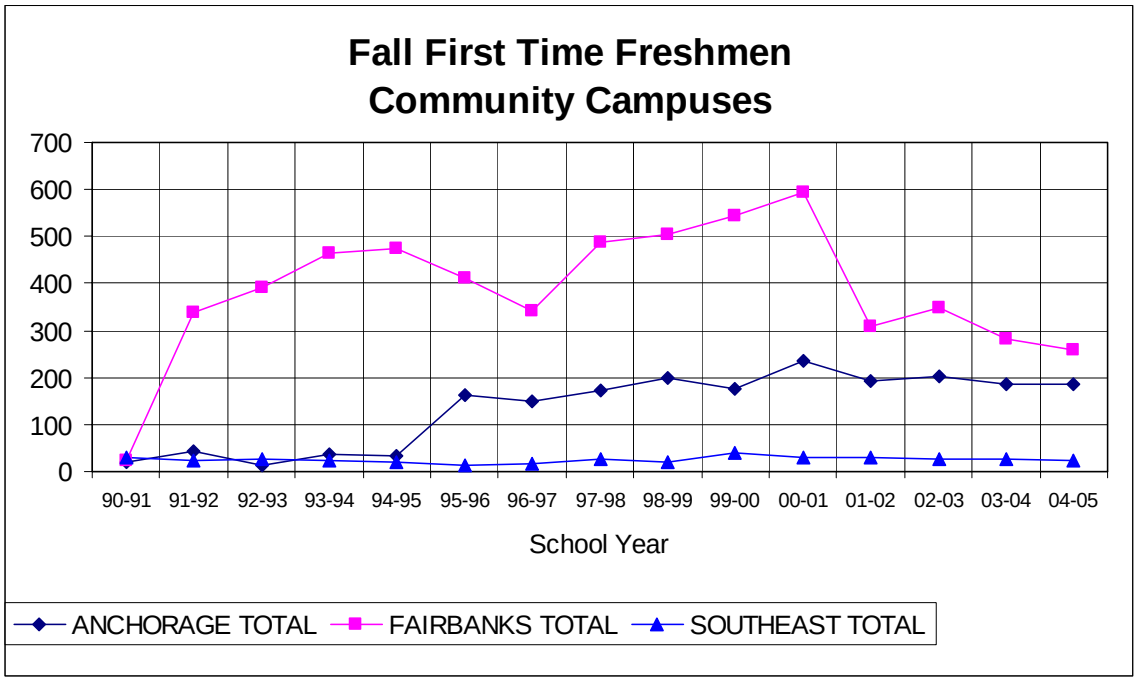
Fall Semester Credit Hours excluding Lower Division Classes at Community Campuses (Index 1995-1996 = 100)

	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
Anchorage	99.0	105.2	107.0	95.8	95.9	73.5
Fairbanks	105.1	105.7	93.7	105.5	145.9	120.6
Southeast	67.6	49.4	61.0	82.1	73.1	71.9

Source: UA in Review

Fall First-Time Freshmen

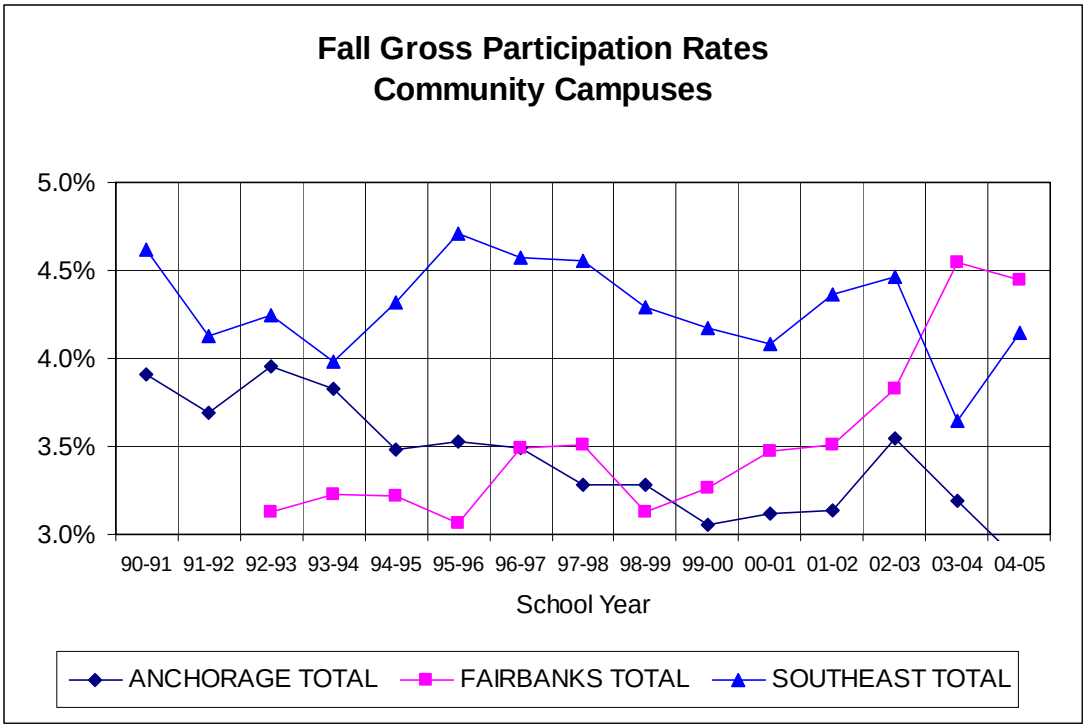
The number of first-time freshmen has varied considerably over time (perhaps partly due to changes in definitions and reporting). In the last two years, the number has fallen in all the community campus areas**.**



Fall Semester First Time Freshmen at Community Campuses (Index 1995-1996 = 100)						
	1999-00	**2000-01**	**2001-02**	**2002-03**	**2003-04**	**2004-05**
Anchorage	107.4	144.2	117.2	124.5	114.7	114.1
Fairbanks	132.3	144.4	75.2	84.7	68.4	62.9
Southeast	278.6	207.1	221.4	200.0	178.6	171.4
Source: UA in Review						

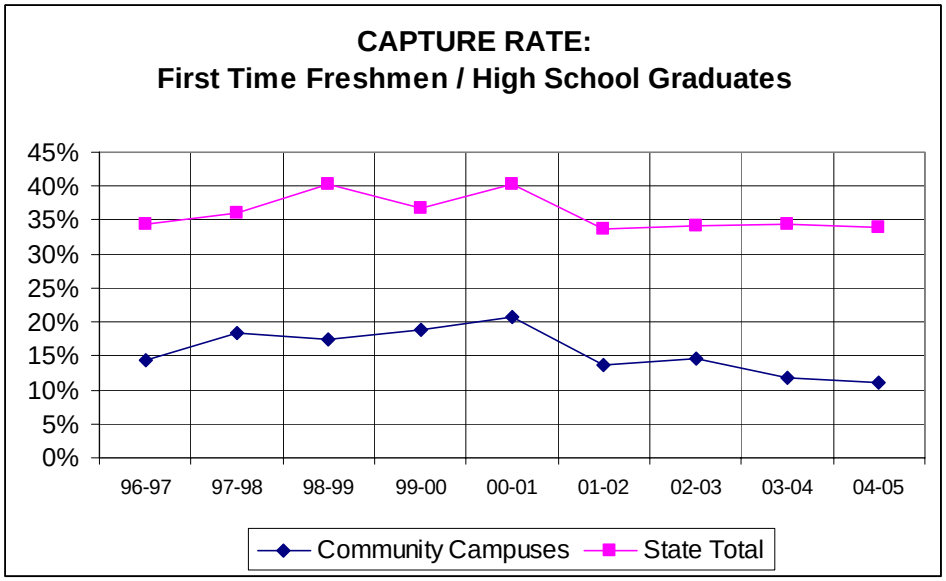
Participation Rates

Participation rates, here defined as enrollment as a share of regional population, show little if any pattern across regions or over time.



Capture Rates

The share of recent Alaska high school graduates enrolling at the University, the capture rate, has declined in the last two years for the community campuses, but the total has remained constant, because the main campuses have experiences an increase in their combined rate.



Summary

The growth rates of the various enrollment and credit hour indicators are summarized for the period 02-03 to 04-05 in the next table, and compared to growth during the two years prior to the introduction of the tuition hikes starting in 03-04. Although any comparison of this nature is somewhat arbitrary, it does provide another method of summarizing the information we have presented in this chapter.

The growth indicators for the community campuses are consistently lower for the more recent period, except for the capture rate (still negative, but less so.). The drop is most pronounced for Non-Degree Seeking credit hour production. However across the three community campus regions there is considerable variation in the grow rates as well as the differences between the earlier and later periods.

Growth Rate for Indicators:
Tuition Increasing during 2002-03 to 2004-05

	Enrollment	Credit Hours	CH Associate	CH Non-Degree Seeking	First-Time Freshmen	Participation Rate		Capture Rate	
Anchorage CC	-18.1	-7.4	+0.4%	-16.4%	- 8.4	-19.7			
Fairbanks CC	+16.9	+1.4	-15.8%	-3.8%	-25.8	+16.1			
Southeast CC	-10.1	+7.9	+10.2%	-12.9%	-14.3	- 7.0			
Total CC	- 2.1	-1.9	-5.9	-11.7	-19.1	- 3.0		-23.7%	
Main Campuses	+ 1.4	+6.7	+13.0	-13.2	+11.7	- 0.8			
System	+ 0.0	+4.4	+4.0	-14.3	+ 4.2	- 1.5			

Growth Rate for Indicators: Tuition Constant (real $) during 2000-01 to 2002-03									
	Enrollment	**Credit Hours**	**CH Associate**	**CH Non-Degree Seeking**	**First Time Freshmen**	**Participation Rate**		**Capture Rate**	
Anchorage CC	+19.3	+11.3	+15.5	+13.8	-13.6	+13.7			
Fairbanks CC	+11.8	+19.5	+22.5	+19.4	-41.3	+10.2			
Southeast CC	+5.7	+15.5	-14.0	+20.3	-3.4	+9.2			
Total CC	+14.2	+15.2	+15.8	+16.6	-32.5	+11.4		-29.2	
Main Campuses	+ 8.8	+ 9.8	-8.4	+10.8	- 1.7	+ 5.7			
System	+11.0	+11.2	+1.8	+ 6.7	-11.6	+ 8.0			

5. Other Factors Influencing Enrollments

The review of quantitative information suggests that general economic and demographics as well as tuition explain only a small part of the change from year to year in enrollment and credit hour production at the community campuses—both in the aggregate, and individually. Many other factors, as well as characteristics specific to individual campuses, help to drive enrollment and credit hours.

To collect more information about these other factors we interviewed the current directors of 5 of the community campuses—Kenai, Matsu, Ketchikan, Kuskokwim[18], and Tanana Valley— as well as two former campus directors. Prior to conducting each interview we send each of the directors a "Campus Brief" containing historical information on economics, demographics, enrollment, and credit hours associated with their own campus. The purpose of these background papers was to help to focus the interviews on the long term trends in enrollment at their institution and the factors they felt to be most important in driving those trends. These "Campus Briefs" are included as an appendix to this report.

The interviews focused on local market characteristics, cost factors, and campus characteristics. In this section we summarize the responses to those interviews and the viewpoints they represent. Of course because someone failed to mention something does not mean it is not important. The transcripts of the interviews are in an appendix.

The most important conclusions to draw from these interviews are that each campus faces a unique set of challenges, and the small size of each campus means that seemingly insignificant unique events can make a big difference in enrollments and at least in the short run swamp the influence of economics, demographics, tuition or other factors. As indicated by the Kuskokwim respondents, "We are small enough that very small things affect our enrollment. If a student goes back to the village and gets their buddies to come, for example."

General Data Caveat

Nearly everyone expressed some concerns about interpretation of the data presented in the "Campus Briefs".

Changes in enrollment and credit hours can be the result of reclassification of programs or the classification of programs in different units. For example the developmental courses offered at the Tanana Valley campus were recently switched to the College of Rural and Community Development. The director felt that in the absence of that change, the trend for Tanana Valley in the last couple of years would have been positive rather than negative.

[18] At the time of the interviews Kuskokwim community campus was between directors. We instead interviewed the Distance Education Coordinator and the Emerging Scholars Coordinator on that campus.

Several directors indicated that the distinction between degree seeking and non-degree seeking students was not useful. This is because many students will wait to be accepted into a degree program until they have completed their coursework, often because there is a fee associated with the declaration.

Another factor mentioned in being able to track activity levels more accurately is the notion of creating occupational certificates to increase the visibility of these classes within the system. The Kenai director mentioned the fact that the mining and petroleum training services (MAPTS), because they are non-credit, are not tracked.

Another challenged mentioned by the Kuskokwim respondents was that students who apply to the University on line in villages with the intention of going to Kuskokwim might be counted as having their home campus at Fairbanks. This could happen if they specified a course of study not offered at the Kuskokwim campus. (However most data on enrollment and credit hours is reported when the student is currently attending school.)

Market Characteristics

Market factors include the particular economic and demographic characteristics in the communities served by the campus. As expected we found considerable variation among the campuses in the markets they served.

Market Area. The population in the census area within which the campus is located is a poor measure of the market area of the institution, because of physical constraints, students drawn to the campus from other parts of the state, proximity to other regions, and competition for distance delivery credit hours.

Although Tanana Valley campus serves primarily the Fairbanks North Star Borough, it also offers a 1 year program in aviation maintenance that draws students from throughout the state. Its market area includes a large and transient military population with educational demands different from the population at large.

The Matsu campus serves the large Matsu Borough and the cost and time of commuting for outlying students (and perhaps for potential students in more central areas as well) may be hampering enrollment growth.

Access and commute time and cost is even more of a concern for the Kenai campus which has five separate facilities in Soldotna (2), Homer, Seward, and the University Center. Students commute up to 70 miles each way to attend classes and rising gasoline prices are making it more difficult for students to afford such long commutes.

The Kuskokwim campus serves a large number of villages scattered geographically. Face to face contact with current and potential students is a continuing challenge for this campus.

In contrast, the director of the Ketchikan campus, which serves the far southeast corner of the state, did not mention any issues associated with access to their student population.

Proximity to Other UA Campuses. Three of the directors mentioned relations with other campuses of the University. The Ketchikan director characterized their campus as contributing to a strategic plan involving the entire region. The Matsu director also mentioned the role of his campus as a "feeder" of degree seeking students to the main campus of UAA at Anchorage. He also spoke of the fact that with community campus tuition at the same level as the main campuses, his campus seemed to be losing first time students to the main campus in Anchorage. The same concern was expressed by the director of the Kenai campus.

Distance Delivery. Distance delivery offers the potential of expanding the market area of a campus, but also the possibility of increased competition from outside the region. Of course, as indicated by the Tanana Valley director, much of distance delivery is simply a more convenient method of reaching your own geographic market. He indicated that their credit hour numbers are sensitive to the military in his region because of the distance delivery courses they take.

The Ketchikan director also spoke of distance delivery courses as an opportunity to fill niches and to provide a convenient product to students throughout the system, which they are doing. Ketchikan was also partnering with the Tanana Valley campus to jointly offer a technical program in CISCO programming, using distance course delivery.

Distance delivery was mentioned by both the Ketchikan and Kenai directors as a way to offer a course that could otherwise not be offered because of insufficient local demand. A course may now have 5 face to face students and a larger number of distance delivery students.

The Kenai director talked about distance delivery as a way to build economies of scale and connect his local market, but saw the main campus at Anchorage drawing student credit hours from his campus. This was because of the greater resources that the main campus could devote to developing such courses.

A concern the Kenai director expressed with the main campuses drawing away student credit hours, and the tuition that goes with it, is that the community campuses are left to provide the other services to these students who still use the facilities of the community campus. Over time the community campuses would become "facilitators of education rather than providers".

Competition from Other Educational Institutions. The campus directors are aware of the competition from other educational institutions in their regions. The Kenai director mentioned a positive relationship developed with a one-year college in his market area—Alaska Christian College (ACC)—whereby students could use the dormitory facilities at ACC and take classes at Kenai community campus. He did not think that AVTEC was in

competition for students with his institution and did not mention other possible competition.

The Matsu director mentioned Wayland Baptist University that recently started a campus in his market area. They cater to working adults and offer courses in business, justice and human services. Their tuition is higher than UA and they are "doubling every semester" "They tell us their best advertisement is UAA (they have bad experiences with UAA). They are not competing with Matsu campus, but rather advise their students to start out at Matsu and then transfer into their programs. They are flexible and get people through their programs.

In the Kuskokwim region, competition comes from the military and the job corps. In addition the campus is developing new partnerships with vocational education centers in the region.

Economic Conditions. Because of the size of Anchorage, information about the state economy tends to reflect what is happening in Anchorage. However what is going on in individual communities is often at variance with the statewide conditions and trends. Furthermore the economic data tends to be available with a considerable time delay. Consequently the effect of local economics on community campuses can vary considerably from community to community.

In Fairbanks the specific economic consideration mentioned was the presence and condition of the military. Ketchikan was hit by the closer of the pulp mill in 1996 and the economy is slowly coming back, but the director did not mention its impact on enrollments and credit hours.

In the Matsu region the construction industry is booming and this is drawing potential and actual students away from school because of the wages they can get in construction trades. The economy in the Kenai area has not been growing as fast as Anchorage or Matsu and according to the director, this has contrained the ability of students to pay for higher education.

Student Characteristics. The differences here are dramatic. In the Kuskokwim region formal education is a relatively new concept. It was not until the 1960s or later than the high schools started producing graduates. Consequently the concept of higher education is relatively new with most of the population. But that is changing and young people are now more likely to continue on to college. However the pass rates in the high schools are still a problem.

Both Fairbanks and Ketchikan have a more traditional student population based in a single urban community. In Ketchikan however there is no local competition from a 4 year institution, so the student population is somewhat younger, and apparently getting younger over time. Some of this trend toward a younger population might be due to success in competition with colleges Outside that might otherwise draw students from Southeast Alaska.

The Kenai director indicated that his core student body has in the past been non traditional aged students 30-50 who would take 3-7 credits. Although growth of the population of the Kenai Peninsula has been slow he feels tuition and other cost increases as well as other factors are reducing the number of these students. He is trying to target a younger student population.

The Matsu campus is more of a feeder of younger students to the main campus in Anchorage or to 4 years institutions outside.

In general several campus directors remarked that their student population was getting younger, indicating that more students were beginning their college close to home, or were returning to pursue degrees closer to home.

Cost Factors

Residency Requirment. The new residency requirement introduced in the fall of 2004 requiring 2 years of residence to qualify for the instate tuition rate has had an impact on enrollments particularly in communities like Matsu with high growth from new migrants to the state and Kenai.

Tuition and Fees. Tuition increases were mentioned by several of the directors as being important in determining enrollment. The Matsu director mentioned the fact that students pay the same tuition as at the main campuses but get fewer services and that the loss was concentrated among men over 40 taking 6 or fewer credits. The same phenomenon was mentioned by the Kenai director who suggested higher tuition made it more difficult for 30-49 year olds to take classes for either a degree or enrichment. These students, typically taking 3-7 credits, were identified as the core of the student body. The Tanana Valley director also suggested that non-traditional students were more responsive to tuition hikes, for example single mothers.

He also suggested that for many workforce development courses fees were a significant part of the out of pocket cost of classes. For example in culinary arts there is a $200 fee and in automotive or diesel classes the fee may be $50 or $75.

The Ketchikan director mentioned tuition in passing but seemed to think that the characteristics of the campus were more important than either tuition or economic conditions in determining enrollments.

The Kuskokwim respondents indicated that tuition was not an important consideration for their enrollments. Grant aid was much more important.

One former director suggested that if tuition were lower at the community colleges for the same course offered at the main campuses, students would perceive the class to be of lower quality.

This former director made two other interesting observations about tuition. First, students do not adjust for inflation when thinking about tuition. What this may mean is that a student taking classes over a period of years might be more sensitive to increases in tuition than someone just entering college. The second is that parents tend to underestimate the cost of college Outside. Rising costs of higher education Outside could then be a factor explaining the number of traditional students returning to their home communities to pursue their education.

Other Out-of-Pocket Costs. The increasing cost of gas associated with commuting to campus by care was mentioned by the Kenai director and the Matsu director also mentioned the distances that separated his campus from parts of his market area. The cost of textbooks was also mentioned by the Kenai director. He suggested that the cost of a 3 credit course was now $500 including tuition, fees, and text books.

Financial Aid. In general students must be degree seeking in order to be eligible for financial aid such as Pell Grants and student loans. However it is not necessary to be a full time student to receive aid. The directors did not have a lot to say about financial aid or tax credits for education.

Most students at Kuskokwim qualify for Pell grants and the next largest source of aid has been scholarships from Native Corporations and others. The respondents felt that lack of organization and dissemination of information about the availability of aid was the biggest challenge.

Financial aid was also mentioned by the Kenai director as a problem for his core student population that was part time and had an income that was too high to qualify for traditional types of aid.

Other Cost Related Factors. The Kuskokwim respondents felt that a new policy requiring students to pay their tuition bill in full at the time of registration was negatively influencing their enrollments. At the Kenai campus on the other hand a deferred payment plan (the KPC EZ Payment Plan) has been helpful in recruiting students and increasing student credit hours.

Campus Characteristics

Supply of Faculty. Ketchikan indicated they had a solid core of faculty. Matsu mentioned difficulty finding qualified adjunct faculty to augment what was seen to be an insufficient number of full time faculty. This may be a function of the rapid growth and turnover of the population in the region and the growing economy. The Kenai director also mentioned the challenge associated with finding qualified adjuncts.

Other Supply Issues. The Kenai director also mentioned a shortage of classroom space as a constraint on supply. The Ketchikan director mentioned declining financial resources, but in the context of developing alternative and competitive delivery systems.

Course Offerings—Special Programs. The Ketchikan campus strategic plan includes both being a feeder to the main campus and also serving the needs of the local community. As part of that vision they have responded to pressure from the community in recent years to build both a forestry and fisheries program, both largely grant funded. The forestry program has not attracted students but the fisheries program has seen slow steady growth. They are also developing an AAS certificate in marine technology. These are some of the examples of how their programs are responding to the local needs of the community which are changing over time. These changing needs will in turn be reflected in changes over time, both positive, and negative in enrollments as demand for these programs fluctuates.

Examples of this responsiveness were also noted by the Kuskokwim respondents who suggested that the growth in the health care sector and the passage of No Child Left Behind have both led to the development of new programs, as for example the upgrading of teacher aides.

In contrast the Matsu director indicated that he was instructed in 2002 to reduce the number of upper division classes offered through his campus. He estimated this reduced his FTE by 50 over a 3 year period.

Class Scheduling. Because of the composition of the student population, it has been suggested that how courses are scheduled can be an important factor in determining how many students take a course. The Matsu director mentioned some changes that they have recently introduced that seem to be having a positive effect on enrollments. One was to start classes in refrigeration and heating two weeks after labor day to accommodate students who were working the construction season. He felt this change led to a doubling of enrollment. Another is the idea of "mixed delivery" which is a part classroom and part web based class. This seems to appeal to people and saves on classroom space.

Another concern is the scheduling of classes in the evening and on the weekends. For the non-traditional working student evening classes may be more attractive, and a shift in enrollments towards younger students might be partly indicative of class scheduling that is not convenient to older students.

Grants and Other Funding Sources. The implementation and delivery of some programs depends upon the availability of grant funding. In fact the Kuskokwim respondents indicated that "within our region of the state, little campuses and school districts and organizations live and die by grants". This source of revenue both pays directly for students and for administrative personnel to provide basic services that the institution could not otherwise afford. Spikes in enrollment were specifically identified with variation in the level of grant funding to the campus. The Tanana Valley director indicated that workforce development money is harder to get than in the recent past.

Another funding source that can result in variation in activity from year to year is initiative money. For example some of the recent growth in Tanana Valley could be traced to the development of the allied health programs funded by initiative money. This

can lead to a sharp increase from the existence of a pent up demand for a newly established program.

Finally, variations in employer based funding can influence enrollment growth. This was specifically mentioned by the Kuskokwim respondents.

Student Housing. Only Kuskokwim has student housing and this has contributed to growth in the number of resident students at that campus. The Kenai director suggested that student housing at his campus would increase enrollments.

Marketing. Although the Ketchikan director did not specifically discuss marketing, she did mention the strategic plan that provides a clear sense of the mission of the campus. The Tanana Valley director also indicated the direction of their marketing efforts which is to prepare Alaskans for Alaska's jobs through technical training. One important avenue to accomplish this is through the secondary schools.

The Kuskokwim campus markets stresses that its success depends upon face to face marketing with potential students in the many villages that feed students into its programs. This program is gradually helping to increase the demand for higher education within the region.

The Matsu director indicated that they have not had a consistent marketing and recruitment effort in the past, and that they need to institute a branding campaign. He did not know whether changes in their marketing over time have negatively impacted their enrollments in the last year.

The Kenai director has two marketing strategies corresponding to his two groups of students—young people just coming out of high school and the older non-traditional students that have historically been the majority of his enrollment. For both groups he has worked to identify the strengths of his campus and to provide the types of programs that the community needs. He feels that the strategy has been more successful for young traditional students who are less influenced by tuition and more by programs. He has been less successful with non-traditional students because "non-traditional students are less impacted by programs and more by cost."

A former director commented that there was no overall marketing strategy for the community campuses, and that the establishment of some incentive driven marketing process might be beneficial.

Leadership. The Ketchikan director stressed the importance of good leadership including establishment of a close relationship with the local community. Turnover in leadership was identified as a problem by the Kuskokwim respondents in terms of consistency of mission and program delivery over time. The implication is that some of the variation in enrollment can be the result of this inconsistency or variation over time in the quality of leadership.

Developmental Courses. A growth area identified in Ketchikan was courses that helped prepare recent graduates and older students for college courses. On the other hand the Tanana Valley saw these courses drop because they were transferred to the College of Rural and Community Development.

Other Factors.

Ketchikan—Recent enrollment growth has been concentrated among younger students who have different characteristics and expectations than older non-traditional students. Some of this growth might be due to students who went Outside deciding to return to further their education at home. Although not suggested by the director, this might in part be due to increases in the cost of education Outside the state.

Another area of expansion in recent years in Ketchikan has been in distance delivery classes reflected in the relatively more rapid growth in non home degree seeking and non degree seeking students compared to home students. The director mentioned their strategic approach in this regard and the notion that "students are shoppers now".

Kuskokwim—The nature of the university is changing particularly with the advent of distance education. It may be time to consider some type of consolidation. This would not mean the closure of campuses, since face to face contact with students, particularly in the smaller rural villages is critical for getting them successfully into the higher education pipeline. This involves things like recruiting, which is very sensitive actually getting out into the villages, advising, and financial aid.

6. Quantitative Studies of Price Responsiveness of Higher Education

A large number of academic studies have been published in books and journals that estimate the responsiveness of participation in higher education to changes in its price. These studies differ in many respects including geographic coverage, the time period covered, the type of institution, the type of student, and the extent to which other factors, such as tuition at competing institutions, financial aid, and public expenditures on higher education, are held constant as tuition is changing.

Although each study consequently reaches somewhat different quantitative conclusions, there is general agreement among them on a number of important points as follows[19]:

1. As tuition rises, people are likely to consume less higher education, other things being equal.
2. As real income rises, people are likely to consume more, other things being equal.
3. Low income students tend to be more responsive to price.
4. Certain minority students (afro-Americans and Hispanics) tend to be more responsive to price.
5. Enrollment at community colleges tends to be more price sensitive than enrollment at four-year institutions.
6. Tuition and financial aid policies in one college sector can influence enrollment in a different sector. (Within a state if tuition increases only at the community college level, some students will shift to the four year institution.)
7. Tuition price changes and financial aid changes do not always have the same effects on students. (The majority of studies that considered the effect of equivalent and offsetting changes in tuition and financial aid concluded that enrollment would fall in such a case. However, none of these studies were able to consider the effect of targeted financial aid.)
8. Different types of financial aid have different impacts on college enrollment behavior. In general grants tend to have a stronger influence on college enrollment than loans or work-study.

The easiest way to characterize the responsiveness of participation to price is using a measure known as price elasticity which is defined as

Elasticity = % change in participation / % change in price

where participation can be measured as enrollment, credit hours, the participation rate, or some other metric and the price is the tuition rate, adjusted for inflation. As indicated, the academic studies have all concluded that the real price elasticity is negative, and

[19] "The Effects of Tuition Prices and Financial Aid on Enrollment in Higher Education", by Donald Heller, Center for the Study of Higher and Postsecondary Education, University of Michigan, 2001.

generally less than 1. That means that a 1% increase in the real tuition rate would result in a decrease in participation of less than 1%.

The number of studies that have analyzed participation at community colleges is a small subset of the total and the quantitative results differ in each case.[20]

A recent study conducted for the Oregon Community College Council of Institutional Research reported a tuition elasticity of -.59 % on headcount and -.41 % on full-time equivalent (FTE) enrollment [21] (Curiously that study goes on to say that the FTE decrease in response to tuition increases persists for a least 2 subsequent years.) A study of participation in California reported an elasticity of -.153 for the community college system (compared to -.05 for the University of California).[22]

Another study reported that a $1,000 increase in tuition at community colleges with no change at 4 year public institutions, would reduce the participation rate at the community colleges by 4.7 %, but total participation by only 3.5 %.[23] This drop in community college participation is approximately equivalent to a price elasticity of -.2.[24] One other study found an 8% increase in tuition at only the community colleges led to a drop in the community college participation rate of .9 %, but a drop of only .7 % for total participation.[25] This converts approximately into an elasticity of -.38 for the community colleges.

The results of these studies all confirm a negative relationship between tuition and participation, demonstrate that the size of that relationship, as measured by the elasticity, can vary considerably based on the circumstances where and when the study was conducted, and that the elasticity is between -.15 5 and -.5 %.. The studies show that the elasticity is greater if tuition at competing institutions is held constant, and suggest that differences in the characteristics of students, programs, and financial aid can influence elasticity.

Nonetheless, differences in the way these studies have been conducted, and differences in the composition of the student population at Alaska community campuses compared to other places, suggests that these results have only limited value for explaining Alaska enrollment patterns. At best they confirm a negative relationship between tuition and participation, and underscore the fact that many other variables, such as financial aid and

[20] Most studies have concentrated on the participation rate of the 18-24 population in higher education and report what is known as a student price response coefficient (SPRC). This is the percent change in the participation rate in response to a $100 increase in tuition.
[21] Cited in "Tuition Increases at University of Alaska Community Campuses", by Gary Turner, Kenai Peninsula College, Director, March 2005.
[22] Heller, Ibid.
[23] "Student Price Response to Higher Education: An Update Leslie and Brinkman", Donald E. Heller, The Journal of Higher Education, Vol. 68, No.6., December 1997.
[24] Assuming that the average tuition rate were $1500 at the time of the study and the participation rate was 33 %.
[25] Heller, The Journal of Higher Education, Ibid.

public expenditures on higher education, are also important factors in determining participation.

7. Quantitative Analysis of Alaska Data of Price Responsiveness of Higher Education

We constructed a data set of historical information on participation in higher education in Alaska and variables likely to influence participation. We used the data to conduct a regression analysis to test the hypothesis that participation is influenced by the tuition rate and if possible to estimate the elasticity measure—the percent change in participation resulting from a 1 percent change in tuition.

The results were inconclusive and can best be described as exploratory. This conclusion is due to shortcomings in both the quantity and the quality of the data. (This database is contained in an appendix.)

Although we had aggregate participation data (credit hours) covering a 15 year historical period, for much of that time the tuition rate, adjusted for inflation, changed little if at all. When we tried to subdivide the credit hour data by type of credit, we were forced to work with a shorter time period of 12 years that included fewer years when the tuition rate was changing. The reporting of credit hours was also not consistent over time either by campus or by definition.

Quality problems were also associated with the primary explanatory variables—population and the unemployment rate. Regional age specific population data is not available for the first part of the 1990's and had to be interpolated. The definition used in the calculation of the unemployment rate has also not been consistent over this entire historical interval, and in fact the Department of Labor was in the process of revising the regional unemployment rate data for recent years as we were conducting our analysis. Personal income data, which we wanted to include in the analysis, is not yet available at the regional level for 2004 and 2005. Since these were two of the important years during which tuition increased we chose to drop this variable rather than have a regression that did not include these important years.

An additional shortcoming of the data is that the population and unemployment information is available only at the census division areas. Census areas, or aggregates of several census areas, do not necessarily provide a good estimate of the relevant market area for each community campus. We developed an estimate of the market area for each community campus based on proximity, but realize they are less than perfect. The advent of distance delivery courses further complicated the challenge of defining the appropriate market area for each community campus. The census area assignments are contained in an appendix.[26]

[26] We combined Kenai Peninsula and Kachemak Bay campus enrollments in order to have a single consistent data set across the model years. We could not model the College of Rural Alaska or the Interior Aleutians Campus because there was no logical census area to use for those campuses explanatory variables. We also had to exclude Tanana Valley Community Campus because it had even fewer years of data than the other campuses.

Furthermore we identified several explanatory variables that we were unable to quantify that may be correlated with tuition increases. If this is the case then any measured effect of tuition on credit hours would be overestimated. As a simple example, since a tuition increase happened in the same year that certain grant funds to the community campuses were phasing out, it would be impossible to determine how much of any credit hour drop was due to tuition and how much to reductions in programs necessitated by resource constraints.

Finally, the small size of each of the community campuses means that much of the variation in credit hours from year to year will be due to what are essentially random, rather than systematic, factors. For example, credit hour production in a semester could be (and apparently has been) heavily influenced by the health at an admissions officer. At a larger institution the influence of one person or a random event would have a smaller impact on variation in credit hours over time and it would be easier to identify variation due to systematic changes.

For participation in higher education we used both enrollment and credit hours, although we found credit hours to be a superior measure since it avoids a problem of double counting associated with students simultaneously taking courses from more than one campus of the University. Credit hour data also gave us the opportunity to consider whether there were differences in responses among “degree seeking” and “non-degree seeking” students.

As indicated, the explanatory variables used in the analysis included the tuition rate, adjusted for inflation, population, and the unemployment rate. With the exception of the tuition rate, this information is available by calendar year. We associated this calendar year data with the school year starting in the second half of the calendar year. Thus the economic and demographic data aligned with the 04-05 school year was calendar year 2004.

Because of the small number of years of historical data, we employed a standard technique used in most analyses of higher education participation. We created a historical data set for each of the community campuses in the University system, although in doing so we were forced to drop some campuses that did not have a complete data set covering the entire historical period.

We combined the data set for each of the campuses and conducted a set of regression analyses using a technique known as “seeming unrelated regression”. The advantage of the “seemingly unrelated regression” technique is that it increases the likelihood that the regression will identify any variables that are significant determinants of credit hours. It does this by looking simultaneously at the historical performance of each of the community campuses rather than individually.

The model we estimated has the following general form:

Credit Hours at Community Campus i = A + B*Tuition (inflation adjusted) + C* Population i + D*Unemployment Rate i + E*Dummy 1 + F*Dummy 2

Where i is a particular community campus or its market area.

Two dummy variables were used to account for definitional changes in credit hours and the unemployment rate in recent years.

All variables were logged and measured as the year to year change. As a consequence the coefficients B, C, D, E, and F can be directly interpreted as the elasticities of credit hours to a 1% change in each of the explanatory variables—in particular tuition, population, and the unemployment rate.

There are several possible responses of credit hours to a change in the tuition rate. Credit hours could decline if current students do not have sufficient income to continue taking classes, or take fewer classes. Credit hours can also decline if potential students chose not to attend school.

However it is possible that credit hours could increase if students decided to accelerate their studies to avoid further anticipated increases. It is also possible that credit hours could increase at some locations perceived to be less expensive, while falling at other locations.

The more likely result, based on many similar studies conducted in other states, is that higher tuition will lead to a decrease in credit hours, other things being equal. This result would be indicated by a negative value for the coefficient B. To have some confidence in the result we would also like the coefficient to pass a "significance test". Finally we would like the entire regression to have a lot of explanatory power.

We first modeled total student credit hours as the dependent variable, and ran this model with no constraints for 10 campuses. We then constrained the coefficient on tuition to be the same across all campuses. We ran the same two models (unconstrained and tuition coefficient constrained) to predict credit hours of Associate Degree seeking students, and those of "non-degree-seeking" students. We were only able to include 7 campuses in these models.

We were unable to consistently obtain a reasonable coefficient on tuition, significance of the coefficient, or explanatory power for the regression models.

There are two possible conclusions from these inconclusive results. The first is that there is no relationship between credit hours and tuition. The second is that a relationship exists, but the data is not of sufficient quality to allow us to quantify the relationship. Since all the published studies of the relationship between participation in higher education conclude that there is a negative relationship and since economic theory tells us

there should be a negative relationship, we must conclude that it is shortcomings in the data that prevent us from quantifying that relationship.

Unfortunately the shortcomings of the data we have identified are unlikely to be overcome any time soon. However the overall analysis in this report suggests that a single elasticity measure for the entire community campus system is not particularly useful since tuition responsiveness is likely to be related to student income and program of study. To the extent the objective of the tuition analysis is to help develop policies to maximize access to higher education, it is more important to understand how tuition influences the participation decisions of students of different incomes and with different educational objectives. Furthermore in the development of those policies one should consider the entire student body and not only those students enrolled or potentially enrolled at the community campuses.

Tables 1 through 3 summarize our results. R-Squared is a measure of the share of the total variation in credit hours "explained" by tuition, population, and unemployment. (The measure of the "significance" of this result is not reported in the tables.) The coefficient on tuition is a measure of the elasticity of credit hours to changes in tuition (the % change in credit hours for a 1 % increase in real tuition). The p-value for the tuition coefficient is the probability the measured elasticity could have arisen by chance. Thus, small values are good values. Social scientists often look for P-values less than .10, .05 or .01 in order to say that the relationship is statistically significant.

Table 1 summarizes results for models of total student credit hours. The tuition coefficients vary from -2.7 to +8.5. The coefficients on tuition and on the other variables (not shown) are generally not significant (the p-values are high). The R-Squared values indicate that the equations are explaining only a small share of the variation in credit hours. These poor results are likely because 1) there are too few years of data that is of poor quality so that the random variation is large compared to systematic variation; and 2) there are other explanatory factors (such as the usefulness of courses offered or the quality of teaching) that we were unable to model. The unconstrained model of total credit hours accounts for between 7 % (Northwest Campus) and 56 % (Bristol Bay campus) of the total variation in credit hours.

Table 1 also shows the results of regressions when we constrained the coefficient on tuition (the elasticity) to be the same across all campuses. Here the coefficient on tuition is positive (.99) and significant. Economic theory would lead us to expect a negative value–usually increases in price lead to decreases in consumption–so changes in tuition are probably correlated with changes in some other variable that we haven't measured. In any case, there is no evidence in the total credit hours models that increases in tuition have decreased the credit hours students take, and some evidence that those increases may have had no effect. The low R-Squared values indicate the model explains little of the variation in credit hours.

Table 1. Model Results for Total Student Credit Hours						
	Unconstrained Model			Tuition Coefficient Constrained		
Campus	R-Squared	Coefficient on Tuition	P-value for Tuition coefficient	R-Squared	Coefficient on Tuition	P-value for Tuition coefficient
Kenai	0.17	0.684	0.284	0.14	0.992	0.000
Kodiak	0.22	-1.562	0.080	-0.29	0.992	0.000
Mat-Su	0.49	0.045	0.913	0.29	0.992	0.000
PWSCC	0.33	1.391	0.141	0.33	0.992	0.000
Bristol Bay	0.56	-2.727	0.027	0.31	0.992	0.000
Chukchi	0.16	7.564	0.108	0.02	0.992	0.000
Kuskokwim	0.24	8.335	0.183	0.18	0.992	0.000
Northwest	0.07	-3.409	0.189	0.05	0.992	0.000
Ketchikan	0.37	1.035	0.176	0.37	0.992	0.000
Sitka	0.38	-0.803	0.253	0.08	0.992	0.000

We tried to improve the results of the statistical analysis by estimating separate equations for credit hours taken by different types of students—those pursuing an Associate Degree, and "non degree seeking" students. Table 2 tells presents the summarized results for predicting the credit hours taken by Associate Degree- seeking students. These models and coefficients have little explanatory power or statistical significance in predicting those credit hours–we simply don't have good models for these students. The wide variation in the estimated tuition coefficient across campuses suggests other campus specific factors are influencing enrollments, but in different ways at different campuses.

When we constrain the tuition coefficient to be the same across all campuses, the significance and explanatory power of all the campus modelsdeclines, and the tuition coefficient is no longer significant. The results of these models indicate we need additional data and different variables to construct a robust model of Associate Degree-seeking credit hours, and that there is no evidence of changes in those credit hours responding to changes in tuition.

Table 2. Model Results for Associate Degree-Seeking Student Credit Hours						
	Unconstrained Model			Tuition Coefficient Constrained		
Campus	R-Squared	Coefficient on Tuition	P-value for Tuition coefficient	R-Squared	Coefficient on Tuition	P-value for Tuition coefficient
Kenai	0.82	-3.366	0.003	0.69	-0.401	0.522
Kodiak	0.19	1.525	0.734	0.19	-0.401	0.522
Mat-Su	0.19	0.102	0.950	0.18	-0.401	0.522
PWSCC	0.22	-1.383	0.514	0.17	-0.401	0.522
Kuskokwim	0.12	5.423	0.706	0.13	-0.401	0.522
Ketchikan	0.59	3.382	0.055	0.46	-0.401	0.522
Sitka	0.29	-1.757	0.440	0.28	-0.401	0.522

Table 3 shows the results of restricting the analysis to credit hours associated with "non degree-seeking" students. These models are generally significant and the higher R-Squared values indicate they explain more of the variation in credit hours. The coefficients on tuition are negative in all six significant models, and those negative coefficients are also significant in three of them. Further, the general model performance improves when we constrain the tuition coefficient to be equal across campuses. The tuition coefficient is negative and significant in the constrained models. Interpreted as an elasticity, the 1.99 value implies that for each 1 % increase in the real tuition price, non-degree credit hours would decrease by 2 %. The significance of all the models increases (not shown in the table) and the amount of variation they explain changes little as reflected by the R-Square values.

Table 3. Model Results for Non-Degree-Seeking Student Credit Hours						
	Unconstrained Model			Tuition Coefficient Constrained		
Campus	R-Squared	Coefficient on Tuition	P-value for Tuition coefficient	R-Squared	Coefficient on Tuition	P-value for Tuition coefficient
Kenai	0.88	-1.712	0.019	0.89	-1.997	0.000
Kodiak	0.52	-5.366	0.001	0.32	-1.997	0.000
Mat-Su	0.58	-1.909	0.319	0.59	-1.997	0.000
PWSCC	0.53	-0.379	0.771	0.47	-1.997	0.000
Kuskokwim	0.37	-4.898	0.166	0.32	-1.997	0.000
Ketchikan	0.27	3.064	0.079	-0.40	-1.997	0.000
Sitka	0.96	-1.745	0.000	0.96	-1.997	0.000

We believe these models have too few data points, too few years with substantial tuition changes, too many missing variables, and too many data definitional problems to express confidence in their ability to estimate the importance of tuition to credit hours. At best,

the data suggest that “non-degree-seeking” students reduce their credit hours in response to tuition increases, and that Associate Degree seeking students respond less, if at all, to changes in tuition of the magnitude we’ve seen in the last decade.

The measured size of the elasticity of “non-degree seeking” credit hours of 2 % is unreasonably high. It implies that over a two year period of tuition increase of 14 % (net of inflation), credit hours would decrease by 28 %. This has clearly not been the case during the last two years. Most likely the coefficient on tuition is picking up the effect of other variables, not included in the regression equation. The result is a coefficient on tuition that includes the effect of other variables as well.

ENROLLMENT TRENDS AT UNIVERSITY OF ALASKA COMMUNITY CAMPUSES (APPENDIX)

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September 2005

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ENROLLMENT TRENDS AT UNIVERSITY OF ALASKA COMMUNITY CAMPUSES (APPENDIX)

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Appendix A
Historical Tuition Data

University of Alaska Tuition Rate History
Resident Undergraduate- 1981 to 2004 Academic Year

	Main Campuses			$/Credit Extended Campuses					
Year	$/Credit	Consolidated # Credits	Fee	ACC	PWSCC	KOC	KEC SC	KPC	All Other Extended Sites
2004-05									
Lower Divn.	$99	n/a	n/a	n/a	$85	$86	$99	$99	$99
Upper Divn.	$112	n/a	n/a	n/a	$112	$112	$112	$112	$112
2003-04									
Lower Divn.	$90	n/a	n/a	n/a	$77	$78	$90	$90	$90
Upper Divn.	$102	n/a	n/a	n/a	$102	$102	$102	$102	$102
2002-03									
Lower Divn.	$82	n/a	n/a	n/a	$70	$71	$82	$82	$82
Upper Divn.	$93	n/a	n/a	n/a	$93	$93	$93	$93	$93
2001-02									
Lower Divn.	$79	n/a	n/a	n/a	$68	$69	$79	$79	$79
Upper Divn.	$90	n/a	n/a	n/a	$90	$90	$90	$90	$90
2000-01									
Lower Divn.	$77	n/a	n/a	n/a	$66	$67	$77	$77	$77
Upper Divn.	$87	n/a	n/a	n/a	$87	$87	$87	$87	$87
1999-00									
Lower Divn.	$75	n/a	n/a	n/a	$64	$65	$75	$75	$75
Upper Divn.	$84	n/a	n/a	n/a	$84	$84	$84	$84	$84
1998-99									
Lower Divn.	$73	n/a	n/a	n/a	$62	$63	$73	$73	$73
Upper Divn.	$81	n/a	n/a	n/a	$81	$81	$81	$81	$81
1997-98									
Lower Divn.	$71	n/a	n/a	n/a	$60	$61	$71	$71	$71
Upper Divn.	$79	n/a	n/a	n/a	$79	$79	$79	$79	$79
1996-97									
Lower Divn.	$70	n/a	n/a	n/a	$60	$57	$70	$70	$70
Upper Divn.	$77	n/a	n/a	n/a	$77	$77	$77	$77	$77
1995-96									
Lower Divn.	$69	n/a	n/a	n/a	$52	$56	$69	$69	$69
Upper Divn.	$75	n/a	n/a	n/a	$75	$75	$75	$75	$75
1994-95	$67	13	$871	n/a	$50	$54	$63	$67	$67
1993-94	$64	13	$832	n/a	$48	$51	$57	$64	$64
1992-93	$58	13	$754	n/a	$48	$48	$51	$55	$58
1991-92	$50	13	$650	n/a	$43	$43	$43	$43	$43
1990-91	$46	13	$598	n/a	$39	$39	$39	$39	$39
1989-90	$42	13	$546	n/a	$35	$35	$35	$35	$35
1988-89	$38	13	$494	n/a	$30	$30	$30	$30	$30
1987-88	$40	12	$480	$35	$30	$30	$30	$30	$30
1986-87	$40	12	$480	$35	$30	$25	$30	$30	$30
1985-86	$35	12	$420	$25	$25	$25	$25	$25	$25
1984-85	$30	12	$360	$25	$25	$25	$25	$25	$25
1983-84	$30	12	$360	$25	$25	$25	$25	$25	$25
1982-83	$25	12	$300	$25	$25	$25	$25	$25	$25
1981-82	$20	8	$160	$25	$25	$25	$25	$25	$25

Part-Time Students

	FY Resident Undergraduate		FY Resident Undergraduate		Average Part-time Tuition 6 credits		Real Tuition Growth	Cal Yr Anch CPI All Items
	Lower	Upper	Lower 2005$	Upper 2005$	semester	year		
79-80								86.3
80-81								92.9
81-82	$20		$35		$211	$421		98.2
82-83	$25		$44		$261	$523	24.1%	98.9
83-84	$30		$50		$302	$603	15.4%	102.9
84-85	$30		$49		$293	$587	-2.8%	105.8
85-86	$35		$56		$336	$672	14.6%	107.7
86-87	$40		$64		$384	$767	14.1%	107.9
87-88	$40		$64		$382	$764	-0.4%	108.3
88-89	$38		$59		$353	$706	-7.6%	111.3
89-90	$42		$61		$367	$734	3.9%	118.4
90-91	$46		$64		$384	$769	4.7%	123.8
91-92	$50		$67		$404	$808	5.1%	128.0
92-93	$58		$76		$455	$909	12.5%	132.0
93-94	$64		$82		$491	$982	8.1%	134.8
94-95	$67		$83		$500	$1,001	1.9%	138.5
95-96	$69	$75	$84	$91	$501	$1,003	0.2%	142.4
96-97	$70	$77	$84	$92	$501	$1,002	0.0%	144.5
97-98	$71	$79	$84	$93	$502	$1,004	0.2%	146.3
98-99	$73	$81	$85	$94	$511	$1,022	1.8%	147.8
99-00	$75	$84	$86	$96	$514	$1,027	0.5%	151.1
00-01	$77	$87	$85	$96	$511	$1,023	-0.4%	155.8
01-02	$79	$90	$86	$98	$514	$1,029	0.6%	158.9
02-03	$82	$93	$87	$98	$519	$1,038	0.9%	163.4
03-04	$90	$102	$93	$105	$556	$1,112	7.1%	167.4
04-05	$99	$112	$99	$112	$594	$1,188	6.8%	**172.4**

Full-Time Students

	Average Full-time Undergraduate Tuition		Consolidated Fee for Semester	Credits	Consolidated Fee for Semester	Credit Hours or Consolidated Fee	Credit Hours or Consolidated Fee	Full-time Annual Growth
	2005$ semester 15 credits	2005$ year			2005$	2005$	(nominal $)	
79-80								
80-81								
81-82	$527		$160		$281	$562	$320	
82-83	$654	$1,307	$300	12	$523	$1,046	$600	86.2%
83-84	$754	$1,509	$360	12	$603	$1,207	$720	15.4%
84-85	$733	$1,467	$360	12	$587	$1,173	$720	-2.8%
85-86	$841	$1,681	$420	12	$672	$1,345	$840	14.6%
86-87	$959	$1,918	$480	12	$767	$1,534	$960	14.1%
87-88	$955	$1,910	$480	12	$764	$1,528	$960	-0.4%
88-89	$883	$1,766	$494	13	$765	$1,531	$988	0.1%
89-90	$917	$1,835	$546	13	$795	$1,590	$1,092	3.9%
90-91	$961	$1,922	$598	13	$833	$1,666	$1,196	4.7%
91-92	$1,010	$2,021	$650	13	$876	$1,751	$1,300	5.1%
92-93	$1,136	$2,273	$754	13	$985	$1,970	$1,508	12.5%
93-94	$1,228	$2,456	$832	13	$1,064	$2,128	$1,664	8.1%
94-95	$1,251	$2,502	$871	13	$1,084	$2,169	$1,742	1.9%
95-96	$1,308	$2,615				$2,615	$2,160	20.6%
96-97	$1,316	$2,631				$2,631	$2,205	0.6%
97-98	$1,326	$2,652				$2,652	$2,250	0.8%
98-99	$1,347	$2,695				$2,695	$2,310	1.6%
99-00	$1,361	$2,722				$2,722	$2,385	1.0%
00-01	$1,361	$2,722				$2,722	$2,460	0.0%
01-02	$1,375	$2,751				$2,751	$2,535	1.0%
02-03	$1,385	$2,770				$2,770	$2,625	0.7%
03-04	$1,483	$2,966				$2,966	$2,880	7.1%
04-05	$1,583	$3,165				$3,165	$3,165	6.7%

NATIONAL - TABLE 1
RESIDENT UNDERGRADUATE TUITION AND REQUIRED FEES
FLAGSHIP UNIVERSITIES

	2000-01	2001-02	2002-03	2003-04	2004-05	Percentage Increase One Year	Four Year
Alabama	3,014	3,292	3,556	4,134	4,630	12.0%	53.6%
Alaska	3,420	3,495	3,595	3,855	4,408	14.3%	28.9%
Arizona	2,344	2,486	2,583	3,593	4,087	13.7%	74.4%
Arkansas	3,867	4,158	4,456	4,768	5,135	7.7%	32.8%
California	4,046	4,123	3,830 ^	5,250	5,956	13.4%	47.2%
Colorado	3,188	3,357	3,566	4,020	4,557	13.4%	42.9%
Connecticut	5,596	5,824	6,154	6,812	7,490	10.0%	33.8%
Delaware	5,005	5,290	5,640	6,498	6,954	7.0%	38.9%
Florida	2,348	2,444	2,581	2,781	2,955	6.3%	25.9%
Georgia	3,276	3,418	3,616	4,078	4,272	4.8%	30.4%
Hawaii	3,157	3,253	3,349	3,465	3,581	3.3%	13.4%
Idaho	2,476	2,720	3,044	3,348	3,632	8.5%	46.7%
Illinois	4,994	5,754	6,704	7,010	7,944	13.3%	59.1%
Indiana	4,405	4,734	5,315	5,767	6,307	9.4%	43.2%
Iowa	3,204	3,522	4,191	4,993	5,396	8.1%	68.4%
Kansas	2,725	2,884	3,484	4,101	4,737	15.5%	73.8%
Kentucky	3,446	3,734	3,974	4,546	5,239	15.2%	52.0%
Louisiana	3,395	3,492	3,536	3,952	4,292	8.6%	26.4%
Maine	4,881	5,117	5,550	5,914	6,394	8.1%	31.0%
Maryland	5,136	5,341	5,898	6,759	7,426	9.9%	44.6%
Massachusetts	5,212	5,212	6,482	7,482	9,008	20.4%	72.8%
Michigan*	6,513	6,935	7,485	7,975	8,201	2.8%	25.9%
Minnesota*	4,877	5,536	6,280	7,116	8,029	12.8%	64.6%
Mississippi	3,153	3,626	3,916	3,916	4,110	5.0%	30.4%
Missouri	4,726	4,887	5,552	6,558	7,100	8.3%	50.2%
Montana	3,178	3,648	4,176	4,260	4,546	6.7%	43.0%
Nebraska	3,465	3,745	4,125	4,771	4,988	4.5%	44.0%
Nevada	2,220	2,415	2,490	2,670	2,850 **	6.7%	28.4%
New Hampshire	7,395	7,693	8,130	8,664	9,226	6.5%	24.8%
New Jersey	6,333	6,655	7,308	7,927	8,564	8.0%	35.2%
New Mexico	2,795	3,026	3,170	3,313	3,685	11.2%	31.8%
New York	4,715	4,790	4,850	5,852	5,957	1.8%	26.3%
North Carolina	2,710	3,219	3,856	4,072	4,451	9.3%	64.2%
North Dakota	3,088	3,261	3,662	4,156	4,828	16.2%	56.3%
Ohio	4,383	4,788	5,454	6,412	7,446	16.1%	69.9%
Oklahoma	2,861	2,963	3,206	3,741	4,140	10.7%	44.7%
Oregon	3,819	4,071	4,944	5,079	5,670	11.6%	48.5%
Pennsylvania	6,852	7,396	8,382	9,206	10,856	17.9%	58.4%
Rhode Island	5,154	5,365	5,854	6,186	6,752	9.1%	31.0%
South Carolina	3,868	4,064	4,984	5,778	6,416	11.0%	65.9%
South Dakota	3,448	3,642	3,872	4,205	4,452	5.9%	29.1%
Tennessee	3,362	3,784	4,056	4,450	4,749	6.7%	41.3%
Texas	3,800	4,226	5,340	5,734	5,735	0.0%	50.9%
Utah	2,895	3,043	3,325	3,646	4,000	9.7%	38.2%
Vermont	8,288	8,665	8,994	9,636	10,226	6.1%	23.4%
Virginia	4,160	4,236	4,980	5,964	6,600	10.7%	58.7%
WASHINGTON	**3,761**	**3,983**	**4,566**	**4,863**	**5,181**	**6.5%**	**37.8%**
West Virginia	2,836	2,948	3,240	3,548	3,938	11.0%	38.9%
Wisconsin	3,788	4,086	4,423	5,136	5,862	14.1%	54.8%
Wyoming	2,575	2,807	2,997	3,090	3,243	5.0%	25.9%
National Average	**4,003**	**4,263**	**4,694**	**5,221**	**5,724**	**9.6%**	**43.0%**
Washington Rank	**25**	**25**	**22**	**25**	**26**		
CHANGES FROM PREVIOUS YEAR:							
National Average		**6.5%**	**10.1%**	**11.2%**	**9.6%**		
Washington		**5.9%**	**14.6%**	**6.5%**	**6.5%**		

*Average of lower division and upper division charges.
^Fees reduced. **See endnotes.

NATIONAL - TABLE 9
RESIDENT* TUITION AND REQUIRED FEES (Estimated State Averages)
COMMUNITY COLLEGES

	2000-01	2001-02	2002-03	2003-04	2004-05	Percentage Increase One Year	Four Year
Alabama	1,653	1,964	2,099	2,458	2,700	9.8%	63.3%
Alaska	2,088	2,148	2,625	2,880	3,219	11.8%	54.2%
Arizona	903	930	977	1,103	1,407	27.6%	55.8%
Arkansas	1,314	1,503	1,752	1,885	1,982	5.1%	50.8%
California	330	330	330	540	780	44.4%	136.4%
Colorado	1,920	1,999	2,117	2,210	2,274	2.9%	18.4%
Connecticut	1,886	1,888	2,034	2,310	2,406	4.2%	27.6%
Delaware	1,530	1,710	1,806	1,992	1,998	0.3%	30.6%
Florida	1,463	1,525	1,576	1,688	1,777	5.3%	21.5%
Georgia	1,514	1,486 ^	1,550	1,612	1,688	4.7%	11.5%
Hawaii	1,319	1,322	1,323	1,387	1,458 **	5.1%	10.5%
Idaho	1,313	1,406	1,547	1,673	1,816	8.5%	38.3%
Illinois	1,507	1,580	1,705	1,807	1,993	10.3%	32.2%
Indiana	2,540	2,601	2,957	2,524 ^	2,661 **	5.4%	4.8%
Iowa	2,187	2,422	2,670	2,757	2,920	5.9%	33.5%
Kansas	1,368	1,446	1,554	1,765	1,819	3.1%	33.0%
Kentucky	1,230	1,450	1,536	1,896	2,208	16.5%	79.5%
Louisiana	1,366	1,438	1,502	1,683	1,837	9.2%	34.5%
Maine	2,040	2,040	2,040	2,040	2,040	0.0%	0.0%
Maryland	2,262	2,345	2,564	2,675	2,875	7.5%	27.1%
Massachusetts	2,180	2,279	2,861	3,267	3,385	3.6%	55.3%
Michigan	1,570	1,677	1,800	1,920	1,994	3.9%	27.0%
Minnesota	2,472	2,750	3,049	3,149	3,822	21.4%	54.6%
Mississippi	1,072	1,278	1,396	1,418	1,562	10.2%	45.7%
Missouri	2,129	2,214	2,437	2,471	2,911	17.8%	36.7%
Montana	1,944	1,818 ^	1,891	2,090	2,318	10.9%	19.2%
Nebraska	1,415	1,480	1,536	1,578	1,748	10.8%	23.5%
Nevada	1,275	1,440	1,485	1,537	1,590 **	3.4%	24.7%
New Hampshire	4,114	3,780 ^	4,429	4,771	5,283	10.7%	28.4%
New Jersey	2,337	2,399	2,524	2,647	2,771	4.7%	18.6%
New Mexico	714	744	768	849	896 ^	5.5%	25.5%
New York	2,602	2,838	2,855	2,956	3,080 **	4.2%	18.4%
North Carolina	880	992	1,096	1,136	1,216 **	7.0%	38.2%
North Dakota	1,954	2,040	2,263	2,503	2,816	12.5%	44.1%
Ohio	2,133	2,138	2,300	2,717	2,876	5.9%	34.8%
Oklahoma	1,399	1,520	1,613	1,845	2,041	10.6%	45.9%
Oregon	1,828	1,934	2,059	2,701	2,834	4.9%	55.0%
Pennsylvania	2,134	2,252	2,285	2,417	2,635	9.0%	23.5%
Rhode Island	1,806	1,854	2,014	2,120	2,310	9.0%	27.9%
South Carolina	1,507	1,856	2,343	2,731	2,785	2.0%	84.8%
Tennessee	1,430	1,626	1,740	2,065	2,193	6.2%	53.4%
Texas	1,072	895 ^	977	1,281	1,552	21.2%	44.8%
Utah	1,526	1,626	1,664	1,806	1,929	6.8%	26.4%
Vermont	3,004	3,124	3,312	3,494	3,696	5.8%	23.0%
Virginia	1,159	1,159	1,488	1,883	2,006	6.5%	73.1%
WASHINGTON	**1,641**	**1,743**	**1,982**	**2,142**	**2,313**	**8.0%**	**41.0%**
West Virginia	1,675	1,628 ^	1,708	1,722	1,785	3.7%	6.6%
Wisconsin	2,453	2,619	2,902	3,433	3,945	14.9%	60.8%
Wyoming	1,431	1,501	1,575	1,633	1,724	5.6%	20.5%
Average*	**1,726**	**1,811**	**1,972**	**2,146**	**2,324**	**8.3%**	**34.6%**
Washington Rank	**24**	**24**	**23**	**21**	**21**		
CHANGES FROM PREVIOUS YEAR:							
National Average		**4.9%**	**8.9%**	**8.9%**	**8.3%**		
Washington		**6.2%**	**13.7%**	**8.1%**	**8.0%**		

In-district rates for AZ, AR, CO, MT, and PA.
*South Dakota not included.
^Fees reduced.

Appendix B
Historical Participation, Economic, and Demographic Tables

TABLE 1. FALL TOTAL CREDIT HOURS

	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
TOTAL	224,936	234,863	241,761	245,677	245,491	236,463	232,007	225,736	219,470	216,981	219,266	226,167	243,772	254,488	254,573
COMMUNITY CAMPUSES (CC)	36,418	37,594	40,437	41,843	39,781	55,101	56,392	55,665	53,547	53,225	55,873	58,813	64,348	68,113	63,106
Kenai	8,055	9,082	9,542	10,047	9,347	7,622	7,892	7,091	7,208	6,685	7,022	8,193	7,556	7,723	7,389
Kachemak Bay				0	0	1,806	1,645	1,705	1,819	1,258	1,580	1,520	1,718	1,786	1,572
Kodiak	2,640	2,634	2,237	2,688	2,633	2,732	2,566	2,271	2,385	2,168	2,909	3,001	3,094	3,025	2,406
Matsu	8,342	9,322	10,425	9,475	10,021	9,774	8,997	8,690	8,289	8,853	9,102	9,614	10,445	11,335	10,099
Military	3,671	3,597	3,917	3,543	2,678	2,789	2,409	2,106	1,609	1,423	1,916	1,739	1,889	1,565	1,384
PWSCC	2,001	1,656	2,616	2,999	3,413	3,625	3,987	4,364	4,484	4,101	3,899	3,792	4,709	4,417	4,388
Bristol Bay	556	579	692	597	583	839	1,324	1,374	1,074	1,398	1,231	1,110	1,617	1,831	1,182
Chukchi	756	378	341	1,942	669	509	453	904	559	700	790	591	510	1,167	986
Interior Aleutians	738	1,016	1,207	996	736	1,210	1,430	1,267	1,497	1,560	2,115	1,723	1,894	2,921	1,842
Kuskokwim	2,026	1,479	1,681	1,942	1,574	2,342	2,134	1,326	1,629	1,344	1,762	1,550	1,579	2,595	1,889
Northwest	869	1,180	1,057	1,327	1,050	942	1,064	1,007	752	1,210	1,367	1,267	2,390	1,051	1,186
Rural College	0	0	0	0	0	2,837	3,008	3,435	2,618	2,506	2,808	4,305	5,070	6,129	8,571
Tanana Valley	0	0	0	0	0	10,423	11,594	12,440	12,523	13,205	13,284	13,564	14,844	15,890	12,626
Ketchikan	2,937	3,134	2,712	2,538	2,406	2,436	2,565	2,019	2,330	2,414	2,017	2,132	2,352	2,750	3,313
Sitka	3,827	3,537	4,010	3,749	4,671	5,215	5,324	5,666	4,771	4,400	4,071	4,712	4,681	3,928	4,273
ANCHORAGE TOTAL	24,709	26,291	28,737	28,752	28,092	28,348	27,496	26,227	25,794	24,488	26,428	27,859	29,411	29,851	27,238
FAIRBANKS TOTAL	4,945	4,632	4,978	6,804	4,612	19,102	21,007	21,753	20,652	21,923	23,357	24,110	27,904	31,584	28,282
SOUTHEAST TOTAL	6,764	6,671	6,722	6,287	7,077	7,651	7,889	7,685	7,101	6,814	6,088	6,844	7,033	6,678	7,586
MAIN CAMPUSES	188,518	197,269	201,324	203,834	205,710	181,362	175,615	170,071	165,923	163,756	163,393	167,354	179,424	186,375	191,467
Anchorage	110,821	117,208	115,605	115,606	114,609	108,247	106,174	102,049	104,520	104,154	103,783	106,147	112,999	119,872	124,891
Fairbanks	63,947	66,119	70,853	74,596	75,723	56,942	54,495	52,051	46,298	44,564	44,212	45,096	47,833	50,034	48,986
Southeast	13,750	13,942	14,866	13,632	15,378	16,173	14,946	15,971	15,105	15,038	15,398	16,111	18,592	16,469	17,590
GROWTH INDEX (1995=100)															
Anchorage CC	87.2	92.7	101.4	101.4	99.1	100.0	97.0	92.5	91.0	86.4	93.2	98.3	103.7	105.3	96.1
Fairbanks CC						100.0	110.0	113.9	108.1	114.8	122.3	126.2	146.1	165.3	148.1
Southeast CC	88.4	87.2	87.9	82.2	92.5	100.0	103.1	100.4	92.8	89.1	79.6	89.5	91.9	87.3	99.2
Anchorage Main Campus	102.4	108.3	106.8	106.8	105.9	100.0	98.1	94.3	96.6	96.2	95.9	98.1	104.4	110.7	115.4
Fairbanks Main						100.0	95.7	91.4	81.3	78.3	77.6	79.2	84.0	87.9	86.0
Southeast Main	85.0	86.2	91.9	84.3	95.1	100.0	92.4	98.8	93.4	93.0	95.2	99.6	115.0	101.8	108.8
CC SHARE OF MAU															
Anchorage CC	18.2%	18.3%	19.9%	19.9%	19.7%	20.8%	20.6%	20.4%	19.8%	19.0%	20.3%	20.8%	20.7%	19.9%	17.9%
Fairbanks CC						25.1%	27.8%	29.5%	30.8%	33.0%	34.6%	34.8%	36.8%	38.7%	36.6%
Southeast CC	33.0%	32.4%	31.1%	31.6%	31.5%	32.1%	34.5%	32.5%	32.0%	31.2%	28.3%	29.8%	27.4%	28.9%	30.1%

Source: UA in Review, annual

TABLE 2a. FALL CREDIT HOURS BY DEGREE SEEKING STATUS: CERTIFICATE

	90-91	*91-92*	*92-93*	*93-94*	*94-95*	*95-96*	*96-97*	*97-98*	98-99	99-00	00-01	01-02	02-03	03-04	04-05
TOTAL				3,780	4,340	3,922	3,951	3,410	3,386	3,139	3,032	3,006	2,997	4,137	3,655
COMMUNITY CAMPUSES (CC)				1,115	1,366	1,879	2,035	1,657	1,631	1,587	1,674	1,655	1,399	1,726	1,686
Kenai				390	262	279	220	229	172	134	157	169	162	110	167
Kachemak Bay				0	0	94	77	44	0	0	0	0	0	0	0
Kodiak				166	187	188	96	95	92	58	45	197	115	76	62
Matsu				112	191	225	231	168	166	153	242	160	134	216	270
Military				0	0	0	0	0	0	0	0	0	0	0	0
PWSCC				148	91	69	103	115	82	78	73	62	29	56	53
Bristol Bay				0	16	5	134	17	34	23	3	4	6	2	0
Chukchi				43	0	6	74	16	3	6	0	0	0	74	0
Interior Aleutians				70	31	44	125	98	121	60	147	140	70	272	141
Kuskokwim				0	18	174	20	112	12	0	60	15	3	98	7
Northwest				0	6	7	118	0	0	0	0	0	2	0	0
Rural College				0	0	3	160	16	0	0	0	0	0	0	0
Tanana Valley				0	0	603	357	520	822	898	829	751	745	708	839
Ketchikan				118	126	51	58	46	48	40	32	26	32	61	58
Sitka				68	438	131	262	181	79	137	86	131	101	53	89
ANCHORAGE TOTAL				816	731	855	727	651	512	423	517	588	440	458	552
FAIRBANKS TOTAL				113	71	842	988	779	992	987	1,039	910	826	1,154	987
SOUTHEAST TOTAL				186	564	182	320	227	127	177	118	157	133	114	147
MAIN CAMPUS				2,665	2,974	2,043	1,916	1,753	1,755	1,552	1,358	1,351	1,598	2,411	1,969
Anchorage				1,848	2,011	1,887	1,725	1,401	1,543	1,336	1,214	1,203	1,499	2,227	1,561
Fairbanks				651	794	42	18	74	0	0	0	0	0	0	0
Southeast				166	169	114	173	278	212	216	144	148	99	184	408
GROWTH INDEX (1995=100)															
Anchorage CC				95.4	85.5	100.0	85.0	76.1	59.9	49.5	60.5	68.8	51.5	53.6	64.6
Fairbanks CC				13.4	8.4	100.0	117.3	92.5	117.8	117.2	123.4	108.1	98.1	137.1	117.2
Southeast CC				102.2	309.9	100.0	175.8	124.7	69.8	97.3	64.8	86.3	73.1	62.6	80.8
Anchorage Main Campus				97.9	106.6	100.0	91.4	74.2	81.8	70.8	64.3	63.8	79.4	118.0	82.7
Fairbanks Main				1550.0	1890.5	100.0	42.9	176.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Southeast Main				145.6	148.2	100.0	151.8	243.9	186.0	189.5	126.3	129.8	86.8	161.4	357.9
CC SHARE OF MAU															
Anchorage CC				30.6%	26.7%	31.2%	29.6%	31.7%	24.9%	24.0%	29.9%	32.8%	22.7%	17.1%	26.1%
Fairbanks CC				14.8%	8.2%	95.2%	98.2%	91.3%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Southeast CC				52.8%	76.9%	61.5%	64.9%	45.0%	37.5%	45.0%	45.0%	51.5%	57.3%	38.3%	26.5%

Source: UA in Review, annual

TABLE 2b. FALL CREDIT HOURS BY DEGREE SEEKING STATUS: ASSOCIATES

	90-91	*91-92*	*92-93*	*93-94*	*94-95*	*95-96*	*96-97*	*97-98*	98-99	99-00	00-01	01-02	02-03	03-04	04-05
TOTAL				51,208	54,119	53,111	51,784	45,976	39,620	35,326	35,789	36,001	36,432	35,691	37,874
COMMUNITY CAMPUSES (CC)				12,772	13,552	19,089	19,526	15,736	15,252	14,078	15,067	15,521	17,453	16,630	16,430
Kenai				4,397	4,332	3,859	3,662	2,623	2,766	1,981	2,341	3,109	2,590	2,650	2,512
Kachemak Bay				0	0	723	641	565	0	0	0	0	0	0	0
Kodiak				569	683	690	727	534	483	339	537	291	524	461	751
Matsu				3,739	4,688	4,786	4,617	3,377	3,332	3,198	3,314	3,602	4,267	4,422	4,439
Military				447	414	480	629	429	527	267	459	246	306	234	174
PWSCC				890	892	1,098	1,423	955	1,019	1,224	1,171	1,147	1,347	1,260	1,191
Bristol Bay				81	39	152	154	69	57	83	58	94	114	158	137
Chukchi				636	154	118	92	6	9	6	3	9	1	27	38
Interior Aleutians				197	42	81	144	31	53	115	133	40	81	157	119
Kuskokwim				14	435	540	542	257	315	138	367	438	478	502	456
Northwest				53	109	172	175	32	45	35	23	20	36	28	70
Rural College				0	0	200	198	342	0	0	0	0	0	0	0
Tanana Valley				0	0	4,456	4,714	5,277	5,496	5,472	5,419	5,444	6,641	5,707	5,366
Ketchikan				913	859	769	859	531	632	783	718	621	526	627	677
Sitka				836	905	965	949	708	518	437	524	460	542	397	500
ANCHORAGE TOTAL				10,042	11,009	11,636	11,699	8,483	8,127	7,009	7,822	8,395	9,034	9,027	9,067
FAIRBANKS TOTAL				981	779	5,719	6,019	6,014	5,975	5,849	6,003	6,045	7,351	6,579	6,186
SOUTHEAST TOTAL				1,749	1,764	1,734	1,808	1,239	1,150	1,220	1,242	1,081	1,068	1,024	1,177
MAIN CAMPUS				38,436	40,567	34,022	32,258	30,240	24,368	21,248	20,722	20,480	18,979	19,061	21,444
Anchorage				27,901	26,203	25,611	24,821	22,903	22,428	19,284	18,536	18,223	16,867	16,984	17,595
Fairbanks				8,603	11,922	6,353	5,422	5,198	13	0	0	20	21	0	1,687
Southeast				1,932	2,442	2,058	2,015	2,139	1,927	1,964	2,186	2,237	2,091	2,077	2,162
GROWTH INDEX (1995=100)															
Anchorage CC				86.3	94.6	100.0	100.5	72.9	69.8	60.2	67.2	72.1	77.6	77.6	77.9
Fairbanks CC				17.2	13.6	100.0	105.2	105.2	104.5	102.3	105.0	105.7	128.5	115.0	108.2
Southeast CC				100.9	101.7	100.0	104.3	71.5	66.3	70.4	71.6	62.3	61.6	59.1	67.9
Anchorage Main Campus				108.9	102.3	100.0	96.9	89.4	87.6	75.3	72.4	71.2	65.9	66.3	68.7
Fairbanks Main				135.4	187.7	100.0	85.3	81.8	0.2	0.0	0.0	0.3	0.3	0.0	26.6
Southeast Main				93.9	118.7	100.0	97.9	103.9	93.6	95.4	106.2	108.7	101.6	100.9	105.1
CC SHARE OF MAU															
Anchorage CC				26.5%	29.6%	31.2%	32.0%	27.0%	26.6%	26.7%	29.7%	31.5%	34.9%	34.7%	34.0%
Fairbanks CC				10.2%	6.1%	47.4%	52.6%	53.6%	99.8%	100.0%	100.0%	99.7%	99.7%	100.0%	78.6%
Southeast CC				47.5%	41.9%	45.7%	47.3%	36.7%	37.4%	38.3%	36.2%	32.6%	33.8%	33.0%	35.3%

Source: UA in Review, annual

TABLE 2c. FALL CREDIT HOURS BY DEGREE SEEKING STATUS:BACCALAUREATE

	90-91	*91-92*	*92-93*	*93-94*	*94-95*	*95-96*	*96-97*	*97-98*	98-99	99-00	00-01	01-02	02-03	03-04	04-05
TOTAL				108,517	110,678	105,032	104,438	96,487	91,733	88,815	90,659	95,789	102,645	111,043	117,168
COMMUNITY CAMPUSES (CC)				134	220	3,936	4,663	5,071	394	302	293	237	254	259	217
Kenai				0	0	0	0	6	0	0	0	0	0	0	0
Kachemak Bay				0	0	0	0	0	0	0	0	0	0	0	0
Kodiak				0	0	0	0	0	10	0	0	0	0	0	0
Matsu				0	0	0	0	68	8	5	0	0	0	0	0
Military				0	0	0	0	0	0	0	0	0	0	0	0
PWSCC				0	0	0	0	0	0	0	0	0	0	0	0
Bristol Bay				18	17	61	109	45	50	40	44	22	30	30	26
Chukchi				72	60	45	66	13	6	13	12	0	3	15	18
Interior Aleutians				24	13	34	71	23	24	23	23	36	6	8	13
Kuskokwim				18	85	217	217	191	296	205	183	159	196	202	152
Northwest				2	45	27	63	7	0	16	31	20	19	4	2
Rural College				0	0	662	571	1,004	0	0	0	0	0	0	0
Tanana Valley				0	0	2,890	3,566	3,714	0	0	0	0	0	0	6
Ketchikan				0	0	0	0	0	0	0	0	0	0	0	0
Sitka				0	0	0	0	0	0	0	0	0	0	0	0
ANCHORAGE TOTAL				0	0	0	0	74	18	5	0	0	0	0	0
FAIRBANKS TOTAL				134	220	3,936	4,663	4,997	376	297	293	237	254	259	217
SOUTHEAST TOTAL				0	0	0	0	0	0	0	0	0	0	0	0
MAIN CAMPUS				108,383	110,458	101,096	99,775	91,416	91,339	88,513	90,366	95,552	102,391	110,784	116,951
Anchorage				57,206	58,469	55,383	54,221	49,249	52,651	52,905	54,204	58,429	63,973	69,746	76,768
Fairbanks				46,567	46,096	39,348	38,912	35,559	32,198	30,077	30,275	30,107	31,188	33,414	32,427
Southeast				4,610	5,893	6,365	6,642	6,608	6,490	5,531	5,887	7,016	7,230	7,624	7,756
GROWTH INDEX (1995=100)															
Anchorage CC															
Fairbanks CC				3.4	5.6	100.0	118.5	127.0	9.6	7.5	7.4	6.0	6.5	6.6	5.5
Southeast CC															
Anchorage Main Campus				103.3	105.6	100.0	97.9	88.9	95.1	95.5	97.9	105.5	115.5	125.9	138.6
Fairbanks Main				118.3	117.1	100.0	98.9	90.4	81.8	76.4	76.9	76.5	79.3	84.9	82.4
Southeast Main				72.4	92.6	100.0	104.4	103.8	102.0	86.9	92.5	110.2	113.6	119.8	121.9
CC SHARE OF MAU															
Anchorage CC				0.0%	0.0%	0.0%	0.0%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Fairbanks CC				0.3%	0.5%	9.1%	10.7%	12.3%	1.2%	1.0%	1.0%	0.8%	0.8%	0.8%	0.7%
Southeast CC				0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Source: UA in Review, annual

TABLE 2d. FALL CREDIT HOURS BY DEGREE SEEKING STATUS: NON-DEGREE SEEKING

	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
TOTAL				68,138	65,903	63,341	61,574	69,811	53,970	60,181	59,274	58,064	65,686	64,280	57,017
COMMUNITY CAMPUSES (CC)				26,719	24,645	30,130	30,533	33,065	23,094	24,070	24,627	25,363	28,718	29,389	25,349
Kenai				5,260	4,753	3,484	4,010	4,227	2,510	3,042	2,799	3,129	3,416	3,574	3,384
Kachemak Bay				0	0	989	927	1,096	917	749	852	772	919	802	691
Kodiak				1,953	1,763	1,854	1,743	1,642	1,676	1,579	2,085	2,171	2,186	2,165	1,378
Matsu				5,624	5,142	4,763	4,149	5,077	2,927	3,719	3,465	3,494	3,722	3,973	2,728
Military				3,087	2,264	2,309	1,780	1,677	989	982	1,254	1,328	1,359	1,137	1,096
PWSCC				1,962	2,431	2,458	2,461	3,295	3,079	2,537	2,434	2,467	3,065	2,865	2,984
Bristol Bay				495	511	618	1,052	1,244	566	842	736	745	1,135	1,160	799
Chukchi				1,191	455	340	292	869	247	354	555	378	283	631	495
Interior Aleutians				1,036	650	1,051	1,103	1,115	971	1,139	1,267	991	1,165	1,917	1,158
Kuskokwim				818	1,036	1,411	1,355	766	779	734	840	575	581	1,208	935
Northwest				941	890	736	815	968	497	726	1,027	884	2,025	762	868
Rural College				0	0	1,943	2,192	1,983	467	422	417	638	1,014	1,077	1,382
Tanana Valley				0	0	2,439	2,893	2,886	2,579	2,838	2,981	3,213	3,138	3,939	3,347
Ketchikan				1,507	1,421	1,616	1,648	1,442	1,392	1,243	1,032	1,069	1,335	1,405	1,691
Sitka				2,845	3,329	4,119	4,113	4,778	3,498	3,164	2,883	3,509	3,375	2,774	2,413
ANCHORAGE TOTAL				17,886	16,353	15,857	15,070	17,014	12,098	12,608	12,889	13,361	14,667	14,516	12,261
FAIRBANKS TOTAL				4,481	3,542	8,538	9,702	9,831	6,106	7,055	7,823	7,424	9,341	10,694	8,984
SOUTHEAST TOTAL				4,352	4,750	5,735	5,761	6,220	4,890	4,407	3,915	4,578	4,710	4,179	4,104
MAIN CAMPUS				41,419	41,258	33,211	31,041	36,746	30,876	36,111	34,647	32,701	36,968	34,891	31,668
Anchorage				24,956	24,000	21,048	21,138	24,046	21,930	25,665	24,470	22,757	24,191	24,195	22,141
Fairbanks				10,727	11,006	5,112	4,528	6,111	3,723	4,246	4,156	4,229	5,191	5,546	4,240
Southeast				5,736	6,252	7,051	5,375	6,589	5,223	6,200	6,021	5,715	7,586	5,150	5,287
GROWTH INDEX (1995=100)															
Anchorage CC				112.8	103.1	100.0	95.0	107.3	76.3	79.5	81.3	84.3	92.5	91.5	77.3
Fairbanks CC				52.5	41.5	100.0	113.6	115.1	71.5	82.6	91.6	87.0	109.4	125.3	105.2
Southeast CC				75.9	82.8	100.0	100.5	108.5	85.3	76.8	68.3	79.8	82.1	72.9	71.6
Anchorage Main Campus				118.6	114.0	100.0	100.4	114.2	104.2	121.9	116.3	108.1	114.9	115.0	105.2
Fairbanks Main				209.8	215.3	100.0	88.6	119.5	72.8	83.1	81.3	82.7	101.5	108.5	82.9
Southeast Main				81.4	88.7	100.0	76.2	93.4	74.1	87.9	85.4	81.1	107.6	73.0	75.0
CC SHARE OF MAU															
Anchorage CC				41.7%	40.5%	43.0%	41.6%	41.4%	35.6%	32.9%	34.5%	37.0%	37.7%	37.5%	35.6%
Fairbanks CC				29.5%	24.3%	62.5%	68.2%	61.7%	62.1%	62.4%	65.3%	63.7%	64.3%	65.8%	67.9%
Southeast CC				43.1%	43.2%	44.9%	51.7%	48.6%	48.4%	41.5%	39.4%	44.5%	38.3%	44.8%	43.7%

Source: UA in Review, annual

TABLE 2e. FALL CREDIT HOURS BY DEGREE SEEKING STATUS: UA DEGREE SEEKING

	90-91	*91-92*	*92-93*	*93-94*	*94-95*	*95-96*	*96-97*	*97-98*	98-99	99-00	00-01	01-02	02-03	03-04	04-05
TOTAL									19,369	19,161	19,957	22,820	23,673	26,464	27,212
COMMUNITY CAMPUSES (CC)									13,139	13,100	14,185	16,072	16,516	20,106	21,421
Kenai									1760	1528	1725	1,786	1,388	1,389	1,323
Kachemak Bay									902	509	728	784	799	984	881
Kodiak									124	147	242	342	269	323	215
Matsu									1856	1778	2081	2,358	2,322	2,724	2,662
Military									93	174	203	165	224	194	114
PWSCC									295	259	222	115	269	235	160
Bristol Bay									367	383	374	245	332	481	220
Chukchi									294	321	220	204	223	420	435
Interior Aleutians									325	223	532	516	560	564	410
Kuskokwim									202	264	312	363	321	585	339
Northwest									210	421	286	343	308	257	246
Rural College									2151	2084	2391	3,667	4,056	5,052	7,189
Tanana Valley									3626	3998	4056	4,156	4,322	5,537	5,069
Ketchikan									258	348	235	416	459	657	887
Sitka									676	663	578	612	664	704	1,271
ANCHORAGE TOTAL									5,030	4,395	5,201	5,550	5,271	5,849	5,355
FAIRBANKS TOTAL									7,175	7,694	8,171	9,494	10,122	12,896	13,908
SOUTHEAST TOTAL									934	1,011	813	1,028	1,123	1,361	2,158
MAIN CAMPUSES									6,230	6,061	5,772	6,748	7,157	6,358	5,791
Anchorage									883	771	894	1,183	1,217	1,438	1,482
Fairbanks									4965	4761	4477	5,147	5,233	4,269	3,596
Southeast									382	529	401	418	707	651	713
GROWTH INDEX (1995=100)															
Anchorage CC									na	na	na	na	na	na	na
Fairbanks CC									na	na	na	na	na	na	na
Southeast CC									na	na	na	na	na	na	na
Anchorage Main Campus									na	na	na	na	na	na	na
Fairbanks Main									na	na	na	na	na	na	na
Southeast Main									na	na	na	na	na	na	na
CC SHARE OF MAU															
Anchorage CC									85.1%	85.1%	85.3%	82.4%	81.2%	80.3%	78.3%
Fairbanks CC									59.1%	61.8%	64.6%	64.8%	65.9%	75.1%	79.5%
Southeast CC									71.0%	65.6%	67.0%	71.1%	61.4%	67.6%	75.2%

Source: UA in Review, annual

TABLE 3a. FALL CREDIT HOURS: DEVELOPMENT

	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
TOTAL			10,379	10,264	9,733	8,938	8,530	7,770	9,405	9,681	8,810	9,545	9,801	10,793	9,845
COMMUNITY CAMPUSES (CC)			3,484	3,247	2,947	4,710	4,436	3,924	4,573	4,436	3,544	4,270	4,741	5,787	4,463
Kenai			504	525	569	273	411	310	495	336	337	428	453	436	402
Kachemak Bay			0	0	0	127	152	173	159	166	156	131	180	156	78
Kodiak			74	155	106	258	119	107	202	229	150	257	320	248	303
Matsu			643	489	546	462	485	399	551	624	590	669	741	714	679
Military			0	157	150	191	116	44	0	96	104	144	104	216	56
PWSCC			805	728	579	402	333	302	291	231	312	217	277	329	266
Bristol Bay			23	31	31	57	4	18	19	15	13	13	59	48	0
Chukchi			75	87	48	12	21	20	0	0	0	0	0	14	0
Interior Aleutians			123	53	27	0	39	8	0	30	5	14	16	47	0
Kuskokwim			249	246	188	159	117	66	82	24	56	151	112	119	92
Northwest			182	104	30	87	36	58	0	0	0	0	0	716	0
Rural College			0	0	0	96	99	184	70	115	61	122	152	203	1,218
Tanana Valley			0	0	0	1,782	1,679	1,590	1,687	1,735	1,279	1,360	1,443	1,562	534
Ketchikan			163	286	163	165	114	90	163	130	109	144	201	188	218
Sitka			643	386	510	639	711	555	854	705	372	620	683	791	617
ANCHORAGE TOTAL			2,026	2,054	1,950	1,713	1,616	1,335	1,698	1,682	1,649	1,846	2,075	2,099	1,784
FAIRBANKS TOTAL			652	521	324	2,193	1,995	1,944	1,858	1,919	1,414	1,660	1,782	2,709	1,844
SOUTHEAST TOTAL			806	672	673	804	825	645	1,017	835	481	764	884	979	835
MAIN CAMPUS			6,895	7,017	6,786	4,228	4,094	3,846	4,832	5,245	5,266	5,275	5,060	5,006	5,382
Anchorage			3,660	3,755	3,218	3,105	3,259	3,124	4,290	4,671	4,542	4,529	4,361	4,333	4,574
Fairbanks			2,619	2,481	2,725	420	234	203	75	57	75	57	72	17	0
Southeast			616	781	843	703	601	519	467	517	649	689	627	656	808
GROWTH INDEX (1995=100)															
Anchorage CC			118.3	119.9	113.8	100.0	94.3	77.9	99.1	98.2	96.3	107.8	121.1	122.5	104.1
Fairbanks CC			29.7	23.8	14.8	100.0	91.0	88.6	84.7	87.5	64.5	75.7	81.3	123.5	84.1
Southeast CC			100.2	83.6	83.7	100.0	102.6	80.2	126.5	103.9	59.8	95.0	110.0	121.8	103.9
Anchorage Main Campus			117.9	120.9	103.6	100.0	105.0	100.6	138.2	150.4	146.3	145.9	140.5	139.5	147.3
Fairbanks Main			623.6	590.7	648.8	100.0	55.7	48.3	17.9	13.6	17.9	13.6	17.1	4.0	0.0
Southeast Main			87.6	111.1	119.9	100.0	85.5	73.8	66.4	73.5	92.3	98.0	89.2	93.3	114.9
CC SHARE OF MAU															
Anchorage CC			35.6%	35.4%	37.7%	35.6%	33.1%	29.9%	28.4%	26.5%	26.6%	29.0%	32.2%	32.6%	28.1%
Fairbanks CC			19.9%	17.4%	10.6%	83.9%	89.5%	90.5%	96.1%	97.1%	95.0%	96.7%	96.1%	99.4%	100.0%
Southeast CC			56.7%	46.2%	44.4%	53.4%	57.9%	55.4%	68.5%	61.8%	42.6%	52.6%	58.5%	59.9%	50.8%

Source: UA in Review, annual

TABLE 3b. FALL CREDIT HOURS: LOWER DIVISION

	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
TOTAL			170,936	168,341	167,749	159,949	158,969	152,775	147,354	145,164	149,307	156,488	168,592	178,997	179,556
COMMUNITY CAMPUSES (CC)			30,527	33,561	32,852	44,738	46,821	46,354	44,702	43,414	46,422	48,970	54,032	57,321	55,249
Kenai			8,293	8,103	7,617	6,087	6,406	5,675	5,735	5,155	5,689	6,545	6,309	6,744	6,491
Kachemak Bay			0	0	0	1,487	1,364	1,183	1,927	959	1,361	1,319	1,351	1,563	1,386
Kodiak			2,052	2,327	2,288	2,422	2,312	2,051	1,976	1,638	2,515	2,662	2,603	2,716	1,984
Matsu			9,030	8,269	8,491	8,450	7,758	7,627	6,861	7,489	7,636	7,813	9,058	10,052	9,031
Military			0	3,269	2,528	2,598	2,293	2,062	1,609	1,327	1,812	1,595	1,785	1,329	1,328
PWSCC			1,918	2,199	2,745	3,069	3,556	3,757	4,110	3,734	3,401	3,492	4,344	3,985	4,006
Bristol Bay			435	684	542	585	1,030	1,056	690	996	909	978	1,355	1,577	1,031
Chukchi			146	342	575	425	357	788	484	479	657	338	375	882	759
Interior Aleutians			1,063	781	605	969	1,139	1,001	1,308	1,048	1,183	1,155	1,230	2,501	1,446
Kuskokwim			1,373	1,532	1,208	1,789	1,774	1,062	1,352	1,137	1,577	1,168	1,236	2,075	1,659
Northwest			901	1,131	749	725	837	786	592	878	852	1,092	2,038	60	616
Rural College			0	0	0	1,773	1,921	2,197	1,807	1,742	1,909	3,022	3,481	4,383	5,381
Tanana Valley			0	0	0	8,548	9,776	10,694	10,644	11,257	11,732	12,090	13,232	14,139	13,890
Ketchikan			2,370	1,945	1,766	1,785	2,170	1,643	1,927	2,032	1,646	1,757	1,921	2,395	2,834
Sitka			2,946	2,979	3,738	4,026	4,128	4,772	3,680	3,543	3,543	3,944	3,714	2,920	3,407
ANCHORAGE TOTAL			21,293	24,167	23,669	24,113	23,689	22,355	22,218	20,302	22,414	23,426	25,450	26,389	24,226
FAIRBANKS TOTAL			3,918	4,470	3,679	14,814	16,834	17,584	16,877	17,537	18,819	19,843	22,947	25,617	24,782
SOUTHEAST TOTAL			5,316	4,924	5,504	5,811	6,298	6,415	5,607	5,575	5,189	5,701	5,635	5,315	6,241
MAIN CAMPUS			140,409	134,780	134,897	115,211	112,148	106,421	102,652	101,750	102,885	107,518	114,560	121,676	124,307
Anchorage			86,339	79,808	79,520	73,845	72,624	68,151	68,010	68,404	68,167	71,390	76,606	83,779	87,287
Fairbanks			45,410	46,586	46,055	31,811	29,965	28,258	25,197	24,452	25,360	25,713	27,189	27,934	27,073
Southeast			8,660	8,386	9,322	9,555	9,559	10,012	9,445	8,894	9,358	10,415	10,765	9,963	9,947
GROWTH INDEX (1995=100)															
Anchorage CC			88.3	100.2	98.2	100.0	98.2	92.7	92.1	84.2	93.0	97.2	105.5	109.4	100.5
Fairbanks CC			26.4	30.2	24.8	100.0	113.6	118.7	113.9	118.4	127.0	133.9	154.9	172.9	167.3
Southeast CC			91.5	84.7	94.7	100.0	108.4	110.4	96.5	95.9	89.3	98.1	97.0	91.5	107.4
Anchorage Main Campus			116.9	108.1	107.7	100.0	98.3	92.3	92.1	92.6	92.3	96.7	103.7	113.5	118.2
Fairbanks Main			142.7	146.4	144.8	100.0	94.2	88.8	79.2	76.9	79.7	80.8	85.5	87.8	85.1
Southeast Main			90.6	87.8	97.6	100.0	100.0	104.8	98.8	93.1	97.9	109.0	112.7	104.3	104.1
CC SHARE OF MAU															
Anchorage CC			19.8%	23.2%	22.9%	24.6%	24.6%	24.7%	24.6%	22.9%	24.7%	24.7%	24.9%	24.0%	21.7%
Fairbanks CC			7.9%	8.8%	7.4%	31.8%	36.0%	38.4%	40.1%	41.8%	42.6%	43.6%	45.8%	47.8%	47.8%
Southeast CC			38.0%	37.0%	37.1%	37.8%	39.7%	39.1%	37.3%	38.5%	35.7%	35.4%	34.4%	34.8%	38.6%

Source: UA in Review, annual

TABLE 3c. FALL CREDIT HOURS: UPPER DIVISION

	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
TOTAL			52,474	51,000	51,431	49,861	48,906	47,945	45,120	43,009	41,870	42,373	43,103	43,811	46,211
COMMUNITY CAMPUSES (CC)			3,315	2,627	2,926	4,201	3,903	4,098	3,734	3,765	3,613	3,823	3,572	3,187	3,246
Kenai			1,059	1,060	902	955	887	983	886	944	867	954	489	377	295
Kachemak Bay			0	0	0	142	95	307	180	120	56	42	142	36	78
Kodiak			89	117	177	24	60	42	96	111	120	52	0	61	36
Matsu			917	579	878	762	727	641	730	459	517	857	373	434	389
Military			0	108	0	0	0	0	0	0	0	0	0	20	0
PWSCC			73	72	90	95	98	176	83	139	155	67	33	37	60
Bristol Bay			256	0	4	129	178	228	258	279	174	81	120	111	57
Chukchi			120	129	46	72	75	81	75	165	96	117	129	216	165
Interior Aleutians			42	50	73	203	97	159	78	150	375	327	426	78	33
Kuskokwim			120	78	114	197	90	144	195	183	129	231	231	291	138
Northwest			27	84	231	99	120	81	54	222	132	21	108	236	51
Rural College			0	0	0	700	685	699	642	525	559	742	948	916	1,399
Tanana Valley			0	0	0	93	139	156	192	213	273	102	115	182	195
Ketchikan			228	160	231	292	264	250	222	158	117	129	229	86	147
Sitka			384	190	180	438	388	151	43	97	43	101	229	106	203
ANCHORAGE TOTAL			2,138	1,936	2,047	1,978	1,867	2,149	1,975	1,773	1,715	1,972	1,037	965	858
FAIRBANKS TOTAL			565	341	468	1,493	1,384	1,548	1,494	1,737	1,738	1,621	2,077	2,030	2,038
SOUTHEAST TOTAL			612	350	411	730	652	401	265	255	160	230	458	192	350
MAIN CAMPUS			49,159	48,373	48,505	45,660	45,003	43,847	41,386	39,244	38,257	38,550	39,531	40,624	42,965
Anchorage			26,688	26,539	26,082	24,633	23,558	23,028	22,663	22,205	22,138	22,302	22,805	23,068	24,507
Fairbanks			19,098	18,966	19,171	17,312	17,944	16,977	15,339	13,599	13,129	13,395	13,387	14,377	14,794
Southeast			3,373	2,868	3,252	3,715	3,501	3,842	3,384	3,440	2,990	2,853	3,339	3,179	3,664
GROWTH INDEX (1995=100)															
Anchorage CC			108.1	97.9	103.5	100.0	94.4	108.6	99.8	89.6	86.7	99.7	52.4	48.8	43.4
Fairbanks CC			37.8	22.8	31.3	100.0	92.7	103.7	100.1	116.3	116.4	108.6	139.1	136.0	136.5
Southeast CC			83.8	47.9	56.3	100.0	89.3	54.9	36.3	34.9	21.9	31.5	62.7	26.3	47.9
Anchorage Main Campus			108.3	107.7	105.9	100.0	95.6	93.5	92.0	90.1	89.9	90.5	92.6	93.6	99.5
Fairbanks Main			110.3	109.6	110.7	100.0	103.7	98.1	88.6	78.6	75.8	77.4	77.3	83.0	85.5
Southeast Main			90.8	77.2	87.5	100.0	94.2	103.4	91.1	92.6	80.5	76.8	89.9	85.6	98.6
CC SHARE OF MAU															
Anchorage CC			7.4%	6.8%	7.3%	7.4%	7.3%	8.5%	8.0%	7.4%	7.2%	8.1%	4.3%	4.0%	3.4%
Fairbanks CC			2.9%	1.8%	2.4%	7.9%	7.2%	8.4%	8.9%	11.3%	11.7%	10.8%	13.4%	12.4%	12.1%
Southeast CC			15.4%	10.9%	11.2%	16.4%	15.7%	9.5%	7.3%	6.9%	5.1%	7.5%	12.1%	5.7%	8.7%

Source: UA in Review, annual

TABLE 3d. FALL CREDIT HOURS: PROFESSIONAL

	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
TOTAL				2,774	3,251	3,804	2,628	3,892	5,435	6,574	7,216	4,709	7,331	7,048	5,832
COMMUNITY CAMPUSES (CC)				957	818	1,001	716	792	783	1,285	2,272	1,145	1,322	2,116	1,428
Kenai				180	178	145	125	87	83	240	123	245	290	163	198
Kachemak Bay						50	34	42	50	13	7	28	45	31	30
Kodiak				5	6	50	39	5	0	70	106	0	150	254	83
Matsu				138	103	100	27	23	147	278	359	275	273	135	0
Military				0	0	0	0	0	0	0	0	0	0	216	0
PWSCC				0	0	59	0	129	0	0	348	16	55	65	56
Bristol Bay				135	6	59	112	72	107	108	132	2	44	92	94
Chukchi				0	0	0	0	15	0	56	37	136	0	16	11
Interior Aleutians				112	31	35	92	55	90	269	522	185	102	202	279
Kuskokwim				86	46	188	72	54	0	0	0	0	0	110	0
Northwest				8	10	19	59	73	106	107	380	130	156	39	474
Rural College				0	0	10	45	13	0	4	0	0	0	627	72
Tanana Valley				0	0	0	0	0	0	0	0	12	54	7	7
Ketchikan				102	195	176	17	36	6	85	145	69	98	48	78
Sitka				191	243	110	94	188	194	55	113	47	55	111	46
ANCHORAGE TOTAL				323	287	404	225	286	280	601	943	564	813	864	367
FAIRBANKS TOTAL				341	93	311	380	282	303	544	1,071	465	356	1,093	937
SOUTHEAST TOTAL				293	438	286	111	224	200	140	258	116	153	159	124
MAIN CAMPUS				1,817	2,433	2,803	1,912	3,100	4,652	5,289	4,944	3,564	6,009	4,932	4,404
Anchorage				187	183	723	1,032	1,528	3,109	3,268	3,217	2,061	2,445	2,140	2,188
Fairbanks				1,066	1,296	783	384	798	595	1,005	348	328	1,144	1,201	425
Southeast				564	954	1,297	496	774	948	1,016	1,379	1,175	2,420	1,591	1,791
GROWTH INDEX (1995=100)															
Anchorage CC				80.0	71.0	100.0	55.7	70.8	69.3	148.8	233.4	139.6	201.2	213.9	90.8
Fairbanks CC				109.6	29.9	100.0	122.2	90.7	97.4	174.9	344.4	149.5	114.5	351.4	301.3
Southeast CC				102.4	153.1	100.0	38.8	78.3	69.9	49.0	90.2	40.6	53.5	55.6	43.4
Anchorage Main Campus				25.9	25.3	100.0	142.7	211.3	430.0	452.0	445.0	285.1	338.2	296.0	302.6
Fairbanks Main				136.1	165.5	100.0	49.0	101.9	76.0	128.4	44.4	41.9	146.1	153.4	54.3
Southeast Main				43.5	73.6	100.0	38.2	59.7	73.1	78.3	106.3	90.6	186.6	122.7	138.1
CC SHARE OF MAU															
Anchorage CC				63.3%	61.1%	35.8%	17.9%	15.8%	8.3%	15.5%	22.7%	21.5%	25.0%	28.8%	14.4%
Fairbanks CC				24.2%	6.7%	28.4%	49.7%	26.1%	33.7%	35.1%	75.5%	58.6%	23.7%	47.6%	68.8%
Southeast CC				34.2%	31.5%	18.1%	18.3%	22.4%	17.4%	12.1%	15.8%	9.0%	5.9%	9.1%	6.5%

Source: UA in Review, annual

TABLE 4. FALL SEMESTER TOTAL CAMPUS ENROLLMENT

	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
TOTAL	33,802	34,233	38,155	37,591	37,642	35,113	34,670	34,292	34,212	33,337	33,801	34,308	37,504	38,195	37,498
COMMUNITY CAMPUSES (CC)	9,113	8,857	13,007	13,145	13,000	13,269	13,659	13,471	12,939	12,717	13,252	13,595	15,139	15,198	14,823
Kenai	1,834	1,817	1,320	1,420	1,158	1,227	1,304	1,205	1,197	1,116	1,146	1,308	1,334	1,355	1,262
Kachemak Bay	0	0	440	461	495	507	426	384	422	337	413	384	436	410	368
Kodiak	828	749	655	760	689	823	759	681	665	677	757	786	835	717	625
Matsu	1,569	1,689	1,507	1,382	1,396	1,333	1,256	1,285	1,236	1,448	1,515	1,594	1,684	1,783	1,478
Military	921	892	963	873	625	640	531	450	348	308	406	364	432	351	317
PWSCC	497	374	1,237	1,220	1,388	1,477	1,614	1,663	1,926	1,552	1,459	1,427	2,074	1,589	1,514
Bristol Bay	204	256	379	349	310	376	679	640	475	589	531	406	594	736	444
Chukchi	232	122	117	174	195	161	160	284	169	249	216	193	145	293	266
Interior Aleutians	308	450	502	584	428	519	548	556	689	594	676	625	625	581	698
Kuskokwim	463	294	344	422	405	558	500	354	366	334	335	307	308	630	439
Northwest	306	446	344	389	344	387	412	377	291	391	523	410	519	415	456
Rural College	0	0	820	905	1,051	849	970	1,015	731	721	819	1,175	1,392	1,564	2,136
Tanana Valley	0	0	2,530	2,448	2,582	2,273	2,459	2,554	2,533	2,601	2,726	2,802	2,933	3,295	3,176
Ketchikan	652	657	598	584	603	628	588	488	576	549	465	462	558	559	710
Sitka	1,299	1,111	1,251	1,174	1,331	1,511	1,453	1,535	1,315	1,251	1,265	1,352	1,270	920	934
ANCHORAGE TOTAL	5,649	5,521	6,122	6,116	5,751	6,007	5,890	5,668	5,794	5,438	5,696	5,863	6,795	6,205	5,564
FAIRBANKS TOTAL	1,513	1,568	5,036	5,271	5,315	5,123	5,728	5,780	5,254	5,479	5,826	5,918	6,516	7,514	7,615
SOUTHEAST TOTAL	1,951	1,768	1,849	1,758	1,934	2,139	2,041	2,023	1,891	1,800	1,730	1,814	1,828	1,479	1,644
MAIN CAMPUSES	24,689	25,376	25,148	24,446	24,642	21,844	21,011	20,821	21,273	20,620	20,549	20,713	22,365	22,997	22,675
Anchorage	14,509	15,036	14,394	14,030	13,727	12,998	13,032	12,609	13,559	13,148	12,857	12,818	13,644	14,220	14,221
Fairbanks	7,281	7,588	7,688	7,900	8,132	5,919	5,523	5,514	5,110	4,957	4,938	5,137	5,632	5,959	5,544
Southeast	2,899	2,752	3,066	2,516	2,783	2,927	2,456	2,698	2,604	2,515	2,754	2,758	3,089	2,818	2,910
GROWTH INDEX (1995=100)															
Anchorage CC	94.0	91.9	101.9	101.8	95.7	100.0	98.1	94.4	96.5	90.5	94.8	97.6	113.1	103.3	92.6
Fairbanks CC	29.5	30.6	98.3	102.9	103.7	100.0	111.8	112.8	102.6	106.9	113.7	115.5	127.2	146.7	148.6
Southeast CC	91.2	82.7	86.4	82.2	90.4	100.0	95.4	94.6	88.4	84.2	80.9	84.8	85.5	69.1	76.9
Anchorage Main Campus	111.6	115.7	110.7	107.9	105.6	100.0	100.3	97.0	104.3	101.2	98.9	98.6	105.0	109.4	109.4
Fairbanks Main	123.0	128.2	129.9	133.5	137.4	100.0	93.3	93.2	86.3	83.7	83.4	86.8	95.2	100.7	93.7
Southeast Main	99.0	94.0	104.7	86.0	95.1	100.0	83.9	92.2	89.0	85.9	94.1	94.2	105.5	96.3	99.4
CC SHARE OF MAU															
Anchorage CC	28.0%	26.9%	29.8%	30.4%	29.5%	31.6%	31.1%	31.0%	29.9%	29.3%	30.7%	31.4%	33.2%	30.4%	28.1%
Fairbanks CC	17.2%	17.1%	39.6%	40.0%	39.5%	46.4%	50.9%	51.2%	50.7%	52.5%	54.1%	53.5%	53.6%	55.8%	57.9%
Southeast CC	40.2%	39.1%	37.6%	41.1%	41.0%	42.2%	45.4%	42.9%	42.1%	41.7%	38.6%	39.7%	37.2%	34.4%	36.1%

Source: UA in Review, annual

TABLE 5. FALL FIRST TIME FRESHMEN

	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
TOTAL	1,575	1,853	1,823	2,044	2,092	2,168	2,068	2,222	2,609	2,517	2,689	2,303	2,378	2,529	2,477
COMMUNITY CAMPUSES (CC)	76	404	430	527	525	589	506	689	722	759	859	532	580	494	469
Kenai	0	8	3	29	11	55	46	50	31	50	74	64	58	65	59
Kachemak Bay		2	2	2	9	9	9	12	9	9	14	0	0	0	0
Kodiak	7	11	1	0	1	5	3	5	13	11	12	8	15	6	22
Matsu	0	0	5	3	6	69	71	78	102	72	91	86	99	93	73
Military		8	2	3	4	3	9	11	12	4	9	3	5	2	1
PWSCC	14	15	0	0	1	22	11	17	32	29	35	30	26	21	31
Bristol Bay	3	0	1	2	3	2	2	2	1	4	1	5	4	4	1
Chukchi	4	3	0	1	8	0	4	0	0	0	0	0	0	10	3
Interior Aleutians	2	5	1	0	5	5	6	7	5	6	12	5	6	18	18
Kuskokwim	10	20	14	15	12	21	14	22	15	11	24	17	15	29	16
Northwest	5	9	3	2	5	3	8	1	2	0	1	2	3	1	2
Rural College	0	0	14	11	13	11	14	42	53	45	52	0	0	0	0
Tanana Valley		300	358	435	427	370	293	414	428	479	505	281	321	220	219
Ketchikan	6	10	14	17	10	12	7	17	17	23	14	17	10	19	16
Sitka	25	13	12	7	10	2	9	11	2	16	15	14	18	6	8
ANCHORAGE TOTAL	21	44	13	37	32	163	149	173	199	175	235	191	203	187	186
FAIRBANKS TOTAL	24	337	391	466	473	412	341	488	504	545	595	310	349	282	259
SOUTHEAST TOTAL	31	23	26	24	20	14	16	28	19	39	29	31	28	25	24
MAIN CAMPUS	1,499	1,449	1,393	1,517	1,567	1,579	1,562	1,533	1,887	1,758	1,830	1,771	1,798	2,035	2,008
Anchorage	760	666	486	636	720	815	819	765	1,190	1,041	1,055	1,101	1,146	1,247	1,248
Fairbanks	696	739	858	829	782	670	646	638	588	625	650	513	513	644	600
Southeast	43	44	49	52	65	94	97	130	109	92	125	157	139	144	160
GROWTH INDEX (1995=100)															
Anchorage CC	12.9	27.0	8.0	22.7	19.6	100.0	91.4	106.1	122.1	107.4	144.2	117.2	124.5	114.7	114.1
Fairbanks CC	5.8	81.8	94.9	113.1	114.8	100.0	82.8	118.4	122.3	132.3	144.4	75.2	84.7	68.4	62.9
Southeast CC	221.4	164.3	185.7	171.4	142.9	100.0	114.3	200.0	135.7	278.6	207.1	221.4	200.0	178.6	171.4
Anchorage Main Campus	93.3	81.7	59.6	78.0	88.3	100.0	100.5	93.9	146.0	127.7	129.4	135.1	140.6	153.0	153.1
Fairbanks Main	103.9	110.3	128.1	123.7	116.7	100.0	96.4	95.2	87.8	93.3	97.0	76.6	76.6	96.1	89.6
Southeast Main	45.7	46.8	52.1	55.3	69.1	100.0	103.2	138.3	116.0	97.9	133.0	167.0	147.9	153.2	170.2
CC SHARE OF MAU															
Anchorage CC	2.7%	6.2%	2.6%	5.5%	4.3%	16.7%	15.4%	18.4%	14.3%	14.4%	18.2%	14.8%	15.0%	13.0%	13.0%
Fairbanks CC	3.3%	31.3%	31.3%	36.0%	37.7%	38.1%	34.5%	43.3%	46.2%	46.6%	47.8%	37.7%	40.5%	30.5%	30.2%
Southeast CC	41.9%	34.3%	34.7%	31.6%	23.5%	13.0%	14.2%	17.7%	14.8%	29.8%	18.8%	16.5%	16.8%	14.8%	13.0%

Source: UA in Review, annual

TABLE 6. FALL DEVELOPMENTAL COURSE HEADCOUNT

	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
TOTAL	3,309	3,768	4,328	3,609	3,283	3,026	2,923	2,645	2,941	2,895	2,658	2,741	3,331	3,199	2,952
COMMUNITY CAMPUSES (CC)	897	1,478	2,335	2,175	1,958	1,797	1,695	1,490	1,618	1,484	1,273	1,390	1,978	1,848	1,564
Kenai	143	229	144	133	122	98	132	104	143	103	112	125	145	134	126
Kachemak Bay	0	37	44	32	54	42	51	47	39	44	55	45	52	52	27
Kodiak	50	22	26	51	34	87	47	43	62	72	46	70	69	49	61
Matsu	201	251	221	175	189	165	171	141	156	173	158	185	218	208	199
Military	79	62	45	50	42	50	29	11	0	25	26	36	27	54	14
PWSCC	44	33	766	755	555	531	441	349	378	234	305	207	661	430	318
Bristol Bay	11	24	13	12	11	21	2	22	19	15	13	13	61	49	0
Chukchi	25	14	25	29	16	4	7	20	0	0	0	0	0	14	0
Interior Aleutians	31	28	39	22	9	0	15	4	0	14	5	14	14	47	0
Kuskokwim	46	53	62	39	83	40	39	18	40	18	28	52	32	41	54
Northwest	61	64	62	43	10	32	12	16	0	0	0	0	0	0	0
Rural College	0	0	57	62	42	30	31	61	21	39	22	38	51	65	356
Tanana Valley	0	502	575	584	614	508	470	478	496	515	370	394	423	457	173
Ketchikan	63	71	54	77	44	37	32	20	44	37	26	35	45	48	55
Sitka	143	88	202	111	133	152	216	156	220	195	107	176	180	200	181
ANCHORAGE TOTAL	517	634	1,246	1,196	996	973	871	695	778	651	702	668	1,172	927	745
FAIRBANKS TOTAL	174	685	833	791	785	635	576	619	576	601	438	511	581	673	583
SOUTHEAST TOTAL	206	159	256	188	177	189	248	176	264	232	133	211	225	248	236
MAIN CAMPUS	2,412	2,290	1,993	1,434	1,325	1,229	1,228	1,155	1,323	1,411	1,385	1,351	1,353	1,351	1,388
Anchorage	1,583	1,432	1,077	1,158	1,034	961	1,015	949	1,176	1,269	1,201	1,166	1,178	1,171	1,202
Fairbanks	691	680	740	81	93	88	61	70	25	19	25	19	24	17	0
Southeast	138	178	176	195	198	180	152	136	122	123	159	166	151	163	186
GROWTH INDEX (1995=100)															
Anchorage CC	53.1	65.2	128.1	122.9	102.4	100.0	89.5	71.4	80.0	66.9	72.1	68.7	120.5	95.3	76.6
Fairbanks CC	27.4	107.9	131.2	124.6	123.6	100.0	90.7	97.5	90.7	94.6	69.0	80.5	91.5	106.0	91.8
Southeast CC	109.0	84.1	135.4	99.5	93.7	100.0	131.2	93.1	139.7	122.8	70.4	111.6	119.0	131.2	124.9
Anchorage Main Campus	164.7	149.0	112.1	120.5	107.6	100.0	105.6	98.8	122.4	132.0	125.0	121.3	122.6	121.9	125.1
Fairbanks Main	785.2	772.7	840.9	92.0	105.7	100.0	69.3	79.5	28.4	21.6	28.4	21.6	27.3	19.3	0.0
Southeast Main	76.7	98.9	97.8	108.3	110.0	100.0	84.4	75.6	67.8	68.3	88.3	92.2	83.9	90.6	103.3
CC SHARE OF MAU															
Anchorage CC	24.6%	30.7%	53.6%	50.8%	49.1%	50.3%	46.2%	42.3%	39.8%	33.9%	36.9%	36.4%	49.9%	44.2%	38.3%
Fairbanks CC	20.1%	50.2%	53.0%	90.7%	89.4%	87.8%	90.4%	89.8%	95.8%	96.9%	94.6%	96.4%	96.0%	97.5%	100.0%
Southeast CC	59.9%	47.2%	59.3%	49.1%	47.2%	51.2%	62.0%	56.4%	68.4%	65.4%	45.5%	56.0%	59.8%	60.3%	55.9%

Source: UA in Review, annual

Table 7. FALL FULL TIME EQUIVALENT ENROLLMENT

	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
AL	19,684	21,374	22,037	16,555	16,642	16,054	15,728	15,336	14,932	14,787	14,942	15,375	16,625	17,320	17,454
MUNITY CAMPUSES (CC)	2,503	3,490	3,603	3,694	3,736	3,705	3,781	3,733	3,587	3,577	3,765	3,951	4,326	4,577	4,377
Kenai	561	629	522	546	485	513	529	475	482	450	470	551	509	518	496
Kachemak Bay	0	103	118	130	142	121	110	114	122	84	106	102	115	120	105
Kodiak	183	180	150	181	177	183	173	153	161	148	196	201	209	203	162
Matsu	565	632	698	634	670	653	600	580	555	595	613	646	701	758	674
Military	245	240	261	236	178	186	161	140	107	95	128	116	126	104	92
PWSCC	142	118	174	200	228	243	266	293	299	274	260	253	315	296	294
Bristol Bay	38	39	61	70	56	57	90	93	73	95	84	75	109	124	80
Chukchi	53	25	23	40	45	34	30	62	37	48	53	42	34	79	67
Interior Aleutians	51	71	96	104	64	85	98	86	102	110	150	119	130	200	129
Kuskokwim	138	102	112	130	106	160	145	89	109	90	118	103	105	175	126
Northwest	61	82	70	89	71	63	72	68	52	83	98	87	163	75	88
Rural College	0	200	194	216	246	190	206	235	176	169	192	294	346	419	581
Tanana Valley	0	619	671	693	788	695	773	829	835	880	886	904	991	1,059	975
Ketchikan	202	213	181	172	165	166	171	135	156	162	137	144	159	185	223
Sitka	264	237	272	253	315	356	357	381	321	294	273	315	313	264	286
ANCHORAGE TOTAL	1,696	1,902	1,923	1,927	1,880	1,899	1,839	1,755	1,726	1,646	1,773	1,869	1,975	1,998	1,822
FAIRBANKS TOTAL	341	1,138	1,227	1,342	1,376	1,284	1,414	1,462	1,384	1,475	1,581	1,623	1,879	2,130	2,046
SOUTHEAST TOTAL	466	450	453	425	480	522	528	516	477	456	410	459	472	449	509
N CAMPUSES	17,181	17,884	18,434	12,861	12,906	12,349	11,947	11,603	11,345	11,210	11,177	11,424	12,299	12,743	13,078
Anchorage	7,942	8,325	8,251	7,799	7,737	7,327	7,190	6,932	7,127	7,092	7,068	7,209	7,687	8,136	8,468
Fairbanks	4,449	4,620	4,920	4,127	4,111	3,914	3,739	3,580	3,181	3,079	3,042	3,105	3,309	3,464	3,384
Southeast	4,790	4,939	5,263	935	1,058	1,108	1,018	1,091	1,037	1,039	1,067	1,110	1,304	1,143	1,226
)WTH INDEX (1995=100)															
Anchorage CC	89.3	100.2	101.3	101.5	99.0	100.0	96.8	92.4	90.9	86.7	93.4	98.4	104.0	105.2	96.0
Fairbanks CC	26.6	88.6	95.6	104.5	107.2	100.0	110.1	113.9	107.8	114.9	123.1	126.4	146.3	165.9	159.3
Southeast CC	89.3	86.2	86.8	81.4	92.0	100.0	101.1	98.9	91.4	87.4	78.6	87.9	90.4	86.0	97.4
Anchorage Main Campus	108.4	113.6	112.6	106.4	105.6	100.0	98.1	94.6	97.3	96.8	96.5	98.4	104.9	111.0	115.6
Fairbanks Main	113.7	118.0	125.7	105.4	105.0	100.0	95.5	91.5	81.3	78.7	77.7	79.3	84.5	88.5	86.5
Southeast Main	432.3	445.8	475.0	84.4	95.5	100.0	91.9	98.5	93.6	93.8	96.3	100.2	117.7	103.1	110.6
SHARE OF MAU															
Anchorage CC	17.6%	18.6%	18.9%	19.8%	19.5%	20.6%	20.4%	20.2%	19.5%	18.8%	20.1%	20.6%	20.4%	19.7%	17.7%
Fairbanks CC	7.1%	19.8%	20.0%	24.5%	25.1%	24.7%	27.4%	29.0%	30.3%	32.4%	34.2%	34.3%	36.2%	38.1%	37.7%
Southeast CC	8.9%	8.4%	7.9%	31.3%	31.2%	32.0%	34.2%	32.1%	31.5%	30.5%	27.8%	29.2%	26.6%	28.2%	29.3%

Source: UA in Review, annual

TABLE 8. FALL SEMESTER: CREDIT HOURS PER ENROLLEE

	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
TOTAL				6.51	6.52	6.73	6.69	6.58	6.42	6.51	6.49	6.59	6.50	6.66	6.79
COMMUNITY CAMPUSES (CC)				3.10	3.06	4.15	4.13	4.13	4.14	4.19	4.22	4.33	4.25	4.48	4.26
Kenai				7.08	8.07	6.21	6.05	5.88	6.02	5.99	6.13	6.26	5.66	5.70	5.85
Kachemak Bay				0.00	0.00	3.56	3.86	4.44	4.31	3.73	3.83	3.96	3.94	4.36	4.27
Kodiak				3.54	3.82	3.32	3.38	3.33	3.59	3.20	3.84	3.82	3.71	4.22	3.85
Matsu				6.86	7.18	7.33	7.16	6.76	6.71	6.11	6.01	6.03	6.20	6.36	6.83
Military				4.06	4.28	4.36	4.54	4.68	4.62	4.62	4.72	4.78	4.37	4.46	4.37
PWSCC				2.46	2.46	2.45	2.47	2.62	2.33	2.64	2.67	2.66	2.27	2.78	2.90
Bristol Bay				1.71	1.88	2.23	1.95	2.15	2.26	2.37	2.32	2.73	2.72	2.49	2.66
Chukchi				11.16	3.43	3.16	2.83	3.18	3.31	2.81	3.66	3.06	3.52	3.98	3.71
Interior Aleutians				2.27	1.72	2.33	2.61	2.28	2.17	2.63	3.13	2.76	3.03	5.03	2.64
Kuskokwim				2.01	3.89	4.20	4.27	3.75	4.45	4.02	5.26	5.05	5.13	4.12	4.30
Northwest				2.56	3.05	2.43	2.58	2.67	2.58	3.09	2.61	3.09	4.61	2.53	2.60
Rural College				0.00	0.00	3.34	3.10	3.38	3.58	3.48	3.43	3.66	3.64	3.92	4.01
Tanana Valley				0.00	0.00	4.59	4.71	4.87	4.94	5.08	4.87	4.84	5.06	4.82	3.98
Ketchikan				4.35	3.99	3.88	4.36	4.14	4.05	4.40	4.34	4.61	4.22	4.92	4.67
Sitka				3.19	3.51	3.45	3.66	3.69	3.63	3.52	3.22	3.49	3.69	4.27	4.57
ANCHORAGE TOTAL				4.70	4.88	4.72	4.67	4.63	4.45	4.50	4.64	4.75	4.33	4.81	4.90
FAIRBANKS TOTAL				1.08	0.87	3.73	3.67	3.76	3.93	4.00	4.01	4.07	4.28	4.20	3.71
SOUTHEAST TOTAL				3.58	3.66	3.58	3.87	3.80	3.76	3.79	3.52	3.77	3.85	4.52	4.61
MAIN CAMPUSES				8.34	8.35	8.30	8.36	8.17	7.80	7.94	7.95	8.08	8.02	8.10	8.44
Anchorage				8.24	8.35	8.33	8.15	8.09	7.71	7.92	8.07	8.28	8.28	8.43	8.78
Fairbanks				9.44	9.31	9.62	9.87	9.44	9.06	8.99	8.95	8.78	8.49	8.40	8.84
Southeast				5.42	5.53	5.53	6.09	5.92	5.80	5.98	5.59	5.84	6.02	5.84	6.04
GROWTH INDEX (1995=100)															
Anchorage CC				99.6	103.5	100.0	98.9	98.1	94.3	95.4	98.3	100.7	91.7	101.9	103.7
Fairbanks CC				29.1	23.3	100.0	98.4	100.9	105.4	107.3	107.5	109.3	114.8	112.7	99.6
Southeast CC				100.0	102.3	100.0	108.1	106.2	105.0	105.8	98.4	105.5	107.6	126.2	129.0
Anchorage Main Campus				98.9	100.3	100.0	97.8	97.2	92.6	95.1	96.9	99.4	99.4	101.2	105.5
Fairbanks Main				98.2	96.8	100.0	102.6	98.1	94.2	93.5	93.1	91.3	88.3	87.3	91.8
Southeast Main				98.1	100.0	100.0	110.1	107.1	105.0	108.2	101.2	105.7	108.9	105.8	109.4

Source: UA in Review, annual, ISER.

TABLE 9. FALL SEMESTER: MARKET AREA POPULATION

	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
TOTAL	550,043	563,214	576,386	589,557	602,729	615,900	607,800	611,300	621,400	622,000	626,932	633,630	643,786	645,280	655,435
COMMUNITY CAMPUSES (CC)	344,023	351,763	359,503	367,244	374,984	382,724	377,786	381,800	388,494	388,868	392,992	396,960	403,004	400,255	406,604
Kenai	40,802	41,993	43,185	44,376	45,568	46,759	46,790	48,098	48,815	48,952	49,691	50,185	51,187	51,398	50,980
Kachemak Bay	40,802	41,993	43,185	44,376	45,568	46,759	46,790	48,098	48,815	48,952	49,691	50,185	51,187	51,398	50,980
Kodiak	13,309	13,727	14,145	14,564	14,982	15,400	14,028	13,547	13,848	13,989	13,913	14,167	13,852	13,797	13,466
Matsu	39,683	41,867	44,050	46,234	48,417	50,601	50,759	52,448	54,526	55,694	59,322	62,052	65,241	67,526	70,148
Military	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PWSCC	9,952	10,093	10,234	10,375	10,516	10,657	10,558	10,431	10,365	10,333	10,195	10,114	10,300	10,227	9,959
Bristol Bay	19,336	19,794	20,252	20,711	21,169	21,627	21,714	21,898	22,557	22,689	22,751	22,879	23,055	20,289	23,301
Chukchi	6,113	6,229	6,345	6,462	6,578	6,694	6,525	6,701	6,844	6,873	7,208	7,224	7,266	7,293	7,306
Interior Aleutians	26,333	25,742	25,151	24,561	23,970	23,379	22,387	22,212	22,285	21,962	22,780	22,257	22,014	22,175	22,179
Kuskokwim	19,447	19,965	20,483	21,001	21,519	22,037	22,121	22,507	23,060	23,227	23,034	23,446	23,778	24,142	24,247
Northwest	8,288	8,429	8,569	8,710	8,850	8,991	9,085	9,178	9,402	9,311	9,196	9,321	9,342	9,358	9,403
Rural College	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tanana Valley	77,720	79,052	80,384	81,716	83,048	84,380	82,435	82,278	83,928	83,773	82,840	83,530	84,791	82,131	84,979
Ketchikan	27,148	27,582	28,016	28,451	28,885	29,319	28,971	28,664	28,320	27,687	26,900	26,326	25,792	25,448	24,825
Sitka	15,090	15,296	15,502	15,709	15,915	16,121	15,623	15,740	15,729	15,426	15,471	15,274	15,199	15,073	14,831
ANCHORAGE TOTAL	144,548	149,674	154,799	159,925	165,050	170,176	168,925	172,622	176,369	177,920	182,812	186,703	191,767	194,346	195,533
FAIRBANKS TOTAL	157,237	159,211	161,185	163,160	165,134	167,108	164,267	164,774	168,076	167,835	167,809	168,657	170,246	165,388	171,415
SOUTHEAST TOTAL	42,238	42,878	43,519	44,159	44,800	45,440	44,594	44,404	44,049	43,113	42,371	41,600	40,991	40,521	39,656
MAIN CAMPUSES	330,809	338,925	347,041	355,156	363,272	371,388	366,228	366,940	372,946	373,353	373,834	378,145	384,842	386,979	393,443
Anchorage	226,338	232,626	238,915	245,203	251,492	257,780	254,269	254,849	258,782	259,391	260,283	263,940	269,070	273,602	277,498
Fairbanks	77,720	79,052	80,384	81,716	83,048	84,380	82,435	82,278	83,928	83,773	82,840	83,530	84,791	82,131	84,979
Southeast	26,751	27,246	27,742	28,237	28,733	29,228	29,524	29,813	30,236	30,189	30,711	30,675	30,981	31,246	30,966
GROWTH INDEX (1995=100)															
Anchorage CC	84.9	88.0	91.0	94.0	97.0	100.0	99.3	101.4	103.6	104.6	107.4	109.7	112.7	114.2	114.9
Fairbanks CC	94.1	95.3	96.5	97.6	98.8	100.0	98.3	98.6	100.6	100.4	100.4	100.9	101.9	99.0	102.6
Southeast CC	93.0	94.4	95.8	97.2	98.6	100.0	98.1	97.7	96.9	94.9	93.2	91.5	90.2	89.2	87.3
Anchorage Main Campus	87.8	90.2	92.7	95.1	97.6	100.0	98.6	98.9	100.4	100.6	101.0	102.4	104.4	106.1	107.6
Fairbanks Main	92.1	93.7	95.3	96.8	98.4	100.0	97.7	97.5	99.5	99.3	98.2	99.0	100.5	97.3	100.7
Southeast Main	91.5	93.2	94.9	96.6	98.3	100.0	101.0	102.0	103.4	103.3	105.1	105.0	106.0	106.9	105.9

Source: ISER. Some community comapuses serve the same census area.

TABLE 10. FALL SEMESTER: GROSS PARTICIPATION RATES

	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
TOTAL	6.15%	6.08%	6.62%	6.38%	6.25%	5.70%	5.70%	5.61%	5.51%	5.36%	5.39%	5.41%	5.83%	5.92%	5.72%
COMMUNITY CAMPUSES (CC)	2.65%	2.52%	3.62%	3.58%	3.47%	3.47%	3.62%	3.53%	3.33%	3.27%	3.37%	3.42%	3.76%	3.80%	3.65%
Kenai	4.49%	4.33%	3.06%	3.20%	2.54%	2.62%	2.79%	2.51%	2.45%	2.28%	2.31%	2.61%	2.61%	2.64%	2.48%
Kachemak Bay	0.00%	0.00%	1.02%	1.04%	1.09%	1.08%	0.91%	0.80%	0.86%	0.69%	0.83%	0.77%	0.85%	0.80%	0.72%
Kodiak	6.22%	5.46%	4.63%	5.22%	4.60%	5.34%	5.41%	5.03%	4.80%	4.84%	5.44%	5.55%	6.03%	5.20%	4.64%
Matsu	3.95%	4.03%	3.42%	2.99%	2.88%	2.63%	2.47%	2.45%	2.27%	2.60%	2.55%	2.57%	2.58%	2.64%	2.11%
Military															
PWSCC	4.99%	3.71%	12.09%	11.76%	13.20%	13.86%	15.29%	15.94%	18.58%	15.02%	14.31%	14.11%	20.14%	15.54%	15.20%
Bristol Bay	1.06%	1.29%	1.87%	1.69%	1.46%	1.74%	3.13%	2.92%	2.11%	2.60%	2.33%	1.77%	2.58%	3.63%	1.91%
Chukchi	3.80%	1.96%	1.84%	2.69%	2.96%	2.41%	2.45%	4.24%	2.47%	3.62%	3.00%	2.67%	2.00%	4.02%	3.64%
Interior Aleutians	1.17%	1.75%	2.00%	2.38%	1.79%	2.22%	2.45%	2.50%	3.09%	2.70%	2.97%	2.81%	2.84%	2.62%	3.15%
Kuskokwim	2.38%	1.47%	1.68%	2.01%	1.88%	2.53%	2.26%	1.57%	1.59%	1.44%	1.45%	1.31%	1.30%	2.61%	1.81%
Northwest	3.69%	5.29%	4.01%	4.47%	3.89%	4.30%	4.53%	4.11%	3.10%	4.20%	5.69%	4.40%	5.56%	4.43%	4.85%
Rural College															
Tanana Valley	0.00%	0.00%	3.15%	3.00%	3.11%	2.69%	2.98%	3.10%	3.02%	3.10%	3.29%	3.35%	3.46%	4.01%	3.74%
Ketchikan	2.40%	2.38%	2.13%	2.05%	2.09%	2.14%	2.03%	1.70%	2.03%	1.98%	1.73%	1.75%	2.16%	2.20%	2.86%
Sitka	8.61%	7.26%	8.07%	7.47%	8.36%	9.37%	9.30%	9.75%	8.36%	8.11%	8.18%	8.85%	8.36%	6.10%	6.30%
ANCHORAGE TOTAL	3.91%	3.69%	3.95%	3.82%	3.48%	3.53%	3.49%	3.28%	3.29%	3.06%	3.12%	3.14%	3.54%	3.19%	2.85%
FAIRBANKS TOTAL			3.12%	3.23%	3.22%	3.07%	3.49%	3.51%	3.13%	3.26%	3.47%	3.51%	3.83%	4.54%	4.44%
SOUTHEAST TOTAL	4.62%	4.12%	4.25%	3.98%	4.32%	4.71%	4.58%	4.56%	4.29%	4.18%	4.08%	4.36%	4.46%	3.65%	4.15%
MAIN CAMPUSES	7.46%	7.49%	7.25%	6.88%	6.78%	5.88%	5.74%	5.67%	5.70%	5.52%	5.50%	5.48%	5.81%	5.94%	5.76%
Anchorage	6.41%	6.46%	6.02%	5.72%	5.46%	5.04%	5.13%	4.95%	5.24%	5.07%	4.94%	4.86%	5.07%	5.20%	5.12%
Fairbanks	9.37%	9.60%	9.56%	9.67%	9.79%	7.01%	6.70%	6.70%	6.09%	5.92%	5.96%	6.15%	6.64%	7.26%	6.52%
Southeast	10.84%	10.10%	11.05%	8.91%	9.69%	10.01%	8.32%	9.05%	8.61%	8.33%	8.97%	8.99%	9.97%	9.02%	9.40%
GROWTH INDEX (1995=100)															
Anchorage CC	110.7	104.5	112.0	108.3	98.7	100.0	98.8	93.0	93.1	86.6	88.3	89.0	100.4	90.4	80.6
Fairbanks CC	0.0	0.0	101.9	105.4	105.0	100.0	113.7	114.4	102.0	106.5	113.2	114.5	124.8	148.2	144.9
Southeast CC	98.1	87.6	90.3	84.6	91.7	100.0	97.2	96.8	91.2	88.7	86.7	92.6	94.7	77.5	88.1
Anchorage Main Campus	127.1	128.2	119.5	113.5	108.2	100.0	101.6	98.1	103.9	100.5	98.0	96.3	100.6	103.1	101.6
Fairbanks Main	133.6	136.8	136.3	137.8	139.6	100.0	95.5	95.5	86.8	84.4	85.0	87.7	94.7	103.4	93.0
Southeast Main	108.2	100.9	110.4	89.0	96.7	100.0	83.1	90.4	86.0	83.2	89.5	89.8	99.6	90.1	93.8

Source: ISER.

TABLE 11. FALL SEMESTER: MARKET AREA PER CAPITA PERSONAL INCOME (NOMINAL$)

	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
TOTAL	$22,804	$23,161	$23,786	$24,538	$25,050	$25,504	$25,805	$26,759	$27,560	$28,100	$29,867	$31,704	$32,582	$33,213	
COMMUNITY CAMPUSES (CC)															
Kenai	$21,639	$21,608	$21,781	$23,047	$23,364	$23,857	$23,634	$24,253	$24,766	$25,005	$28,156	$28,830	$29,553	$29,362	
Kachemak Bay	$21,639	$21,608	$21,781	$23,047	$23,364	$23,857	$23,634	$24,253	$24,766	$25,005	$28,156	$28,830	$29,553	$29,362	
Kodiak	$21,932	$21,045	$20,983	$21,761	$21,534	$22,342	$22,708	$23,725	$24,378	$25,264	$26,695	$27,794	$27,873	$29,479	
Matsu	$19,374	$19,863	$20,140	$21,126	$22,099	$22,235	$22,511	$22,842	$24,053	$24,227	$25,902	$28,686	$29,536	$29,483	
Military															
PWSCC	$24,279	$25,013	$26,576	$26,701	$26,841	$26,109	$26,579	$27,299	$28,540	$28,496	$30,011	$31,714	$32,792	$33,321	
Bristol Bay	$17,889	$19,909	$19,892	$20,235	$19,984	$20,435	$20,535	$21,440	$22,194	$23,212	$24,948	$25,501	$25,940	$27,070	
Chukchi	$15,608	$15,771	$16,555	$17,612	$17,902	$18,354	$18,633	$19,826	$20,523	$20,230	$22,174	$24,463	$24,501	$24,425	
Interior Aleutians	$14,401	$15,235	$15,721	$16,774	$17,195	$19,056	$19,095	$19,919	$20,422	$22,123	$23,379	$25,552	$26,184	$26,705	
Kuskokwim	$14,151	$14,519	$15,186	$16,731	$16,878	$17,102	$17,105	$17,748	$18,231	$17,813	$19,392	$20,840	$21,987	$22,883	
Northwest	$15,365	$15,736	$16,572	$17,391	$18,173	$18,990	$19,163	$20,047	$20,113	$20,542	$21,436	$22,264	$23,943	$24,774	
Rural College															
Tanana Valley	$19,824	$20,159	$21,098	$21,743	$21,755	$22,921	$23,205	$24,353	$25,179	$25,889	$27,842	$28,737	$29,795	$30,583	
Ketchikan	$28,258	$27,849	$28,415	$30,029	$30,397	$31,377	$31,192	$31,258	$31,506	$31,799	$34,389	$36,568	$37,237	$38,343	
Sitka	$22,640	$22,882	$23,022	$23,252	$23,170	$24,360	$25,100	$24,942	$26,246	$27,055	$29,078	$30,669	$30,699	$31,467	
ANCHORAGE TOTAL															
FAIRBANKS TOTAL															
SOUTHEAST TOTAL															
MAIN CAMPUSES															
Anchorage	$25,804	$26,193	$26,800	$27,620	$28,213	$28,403	$29,072	$30,472	$31,436	$32,109	$33,697	$36,019	$37,034	$37,750	
Fairbanks	$19,824	$20,159	$21,098	$21,743	$21,755	$22,921	$23,205	$24,353	$25,179	$25,889	$27,842	$28,737	$29,795	$30,583	
Southeast	$26,703	$27,531	$28,763	$29,144	$30,341	$31,396	$31,550	$32,084	$32,488	$32,480	$34,762	$35,385	$35,891	$36,668	
GROWTH INDEX (1995=100)															
Anchorage CC															
Fairbanks CC															
Southeast CC															
Anchorage Main Campus	90.8	92.2	94.4	97.2	99.3	100.0	102.4	107.3	110.7	113.0	118.6	126.8	130.4	132.9	
Fairbanks Main	86.5	87.9	92.0	94.9	94.9	100.0	101.2	106.2	109.9	112.9	121.5	125.4	130.0	133.4	
Southeast Main	85.1	87.7	91.6	92.8	96.6	100.0	100.5	102.2	103.5	103.5	110.7	112.7	114.3	116.8	

Source: ISER. Personal Income of Census Area where campus is situated.

TABLE 12. FALL SEMESTER: MARKET AREA TOTAL EMPLOYMENT

	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
TOTAL	340,833	348,975	353,016	360,585	365,748	367,324	371,350	376,856	383,421	383,906	395,017	401,639	410,389	418,501	
COMMUNITY CAMPUSES (CC)	154,236	157,530	159,704	164,977	168,723	170,598	173,701	177,649	179,917	180,623	186,884	191,808	197,949	201,158	
Kenai	22,399	23,172	23,237	24,481	25,104	25,359	25,945	26,514	26,885	26,785	28,193	28,404	29,304	29,590	
Kachemak Bay	22,399	23,172	23,237	24,481	25,104	25,359	25,945	26,514	26,885	26,785	28,193	28,404	29,304	29,590	
Kodiak	9,502	9,310	8,973	8,937	9,365	9,588	9,794	9,643	9,243	9,250	9,459	9,463	9,093	9,171	
Matsu	12,626	13,879	14,569	15,039	16,766	17,174	17,599	18,803	19,673	20,169	21,178	23,193	24,715	25,955	
Military															
PWSCC	6,666	6,622	6,767	6,724	6,709	6,731	6,760	7,038	6,955	6,770	6,922	7,045	7,310	7,393	
Bristol Bay	3,783	4,100	4,310	4,417	4,539	4,333	4,434	4,672	4,865	5,039	5,292	4,740	4,810	4,862	
Chukchi	2,566	2,592	2,618	2,638	2,842	2,868	2,792	2,949	3,069	3,027	3,234	3,351	3,387	3,325	
Interior Aleutians	3,830	3,762	3,936	3,992	3,901	4,098	4,378	4,600	4,708	5,200	4,776	5,188	5,299	5,300	
Kuskokwim	5,935	5,850	6,055	6,784	7,045	7,129	7,280	7,323	7,637	7,598	7,953	8,050	8,753	9,014	
Northwest	3,568	3,602	3,708	3,882	4,037	4,097	4,206	4,395	4,374	4,229	4,228	4,360	4,586	4,645	
Rural College															
Tanana Valley	43,996	45,157	46,020	46,940	46,857	46,970	47,651	49,027	49,739	49,695	51,117	53,041	54,706	55,250	
Ketchikan	10,761	10,302	10,253	10,483	10,579	10,986	10,947	10,304	9,954	10,042	10,188	10,117	9,963	10,134	
Sitka	6,205	6,010	6,021	6,179	5,875	5,906	5,970	5,867	5,930	6,034	6,151	6,452	6,719	6,929	
ANCHORAGE TOTAL	73,592	76,155	76,783	79,662	83,048	84,211	86,043	88,512	89,641	89,759	93,945	96,509	99,726	101,699	
FAIRBANKS TOTAL	63,678	65,063	66,647	68,653	69,221	69,495	70,741	72,966	74,392	74,788	76,600	78,730	81,541	82,396	
SOUTHEAST TOTAL	16,966	16,312	16,274	16,662	16,454	16,892	16,917	16,171	15,884	16,076	16,339	16,569	16,682	17,063	
MAIN CAMPUSES	217,549	223,368	225,478	230,059	232,451	233,870	235,957	240,404	245,599	246,127	252,273	254,884	259,965	264,446	
Anchorage	155,540	159,725	160,751	164,164	165,910	166,269	167,264	170,074	174,746	175,388	179,579	181,805	185,056	188,885	
Fairbanks	43,996	45,157	46,020	46,940	46,857	46,970	47,651	49,027	49,739	49,695	51,117	53,041	54,706	55,250	
Southeast	18,013	18,486	18,707	18,955	19,684	20,631	21,042	21,303	21,114	21,044	21,577	20,038	20,203	20,311	
GROWTH INDEX (1995=100)															
Anchorage CC	87.4	90.4	91.2	94.6	98.6	100.0	102.2	105.1	106.4	106.6	111.6	114.6	118.4	120.8	
Fairbanks CC	91.6	93.6	95.9	98.8	99.6	100.0	101.8	105.0	107.0	107.6	110.2	113.3	117.3	118.6	
Southeast CC	100.4	96.6	96.3	98.6	97.4	100.0	100.1	95.7	94.0	95.2	96.7	98.1	98.8	101.0	
Anchorage Main Campus	93.5	96.1	96.7	98.7	99.8	100.0	100.6	102.3	105.1	105.5	108.0	109.3	111.3	113.6	
Fairbanks Main	93.7	96.1	98.0	99.9	99.8	100.0	101.4	104.4	105.9	105.8	108.8	112.9	116.5	117.6	
Southeast Main	87.3	89.6	90.7	91.9	95.4	100.0	102.0	103.3	102.3	102.0	104.6	97.1	97.9	98.4	

Source: ISER. Total Employment of Census Area where campus is situated.

TABLE 13. MARKET AREA ASSUMPTIONS FOR EACH COMMUNITY CAMPUS

MAU	Community Campus	Location (campus name)	main or extension/center	Census Area covered
UAA	Kenai	Soldotna	main	Kenai Peninsula
UAA	Kenai	Homer (Kachemak Bay)	center	
UAA	Kenai	Seward	center	
UAA	Prince William Sound	Valdez	main	Valdez-Cordova
UAA	Prince William Sound	Cordova	center	
UAA	Prince William Sound	Glennallen (Copper Basin)	center	
UAA	Kodiak	Kodiak	main	Kodiak Island
UAA	Mat-Su	Palmer	main	Mat-Su
UAA	Military	Elmendorf	extension	Military
UAA	Military	Eielson	extension	
UAA	Military	Fort Richardson	extension	
UAA	Military	Fort Wainwright	extension	
UAF	Bristol Bay	Dillingham	main	Dillingham, Bristol Bay, Lake and Peninsula
UAF	Bristol Bay	King Salmon	center	
UAF	Bristol Bay	Togiak	center	
UAF	Chukchi	Kotzebue	main	Northwest Arctic
UAF	Interior/Aleutians	Unalaska (Aleutians/Pribilof)	extension	Yukon/Koyukuk, Aleutians East, Aleutians West,
UAF	Interior/Aleutians	McGrath	extension	Southeast Fairbanks, Denali
UAF	Interior/Aleutians	Nenana	extension	
UAF	Interior/Aleutians	Tok	extension	
UAF	Interior/Aleutians	Ft. Yukon (Yukon Flats)	extension	
UAF	Interior/Aleutians	Galena (Yukon-Koyukuk)	extension	
UAF	Northwest	Nome	main	Nome
UAF	Tanana Valley	Fairbanks	main	Fairbanks North Star
UAF	Kuskokwim (Bethel)	Bethel	main	Bethel, Wade Hampton
UAF	Center for distance education	Fairbanks	main	North Slope
UAS	Ketchikan	Ketchikan	main	Prince of Wales-Outer Ketchikan, Ketchikan, Wrangall-Petersburg
UAS	Sitka	Sitka	main	Sitka, Skagway-Hoonah-Angoon, Haines, Yakutat

Appendix C
High School Graduates by School

Alaska High School Graduates by School

District Name	School Name	City	Community Campus	Graduation Year								
District Name	School Name	City	Community Campus	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
Alaska Gateway Schools	Dot Lake School	Dot Lake	Interior/Aleutians	3	1	0	4	1	0	1	0	1
Alaska Gateway Schools	Eagle Community School	Eagle	Interior/Aleutians	0	4	0	2	2	2	1	1	1
Alaska Gateway Schools	Mentasta Lake School	Mentasta Lake	Prince William Sound	4	2	3	2	1	1	3	2	2
Alaska Gateway Schools	Walter Northway School	Northway	Interior/Aleutians	8	3	7	6	7	5	1	4	0
Alaska Gateway Schools	Tanacross School	Tanacross	Interior/Aleutians	0	0	0	0	0	0	0	0	0
Alaska Gateway Schools	Tetlin School	Tetlin	Interior/Aleutians	3	3	2	1	4	1	0	0	3
Alaska Gateway Schools	Alaska Gateway Corresp/Alt	Tok	Interior/Aleutians	1	0	1	2	3	3	3	3	5
Alaska Gateway Schools	Tok School	Tok	Interior/Aleutians	22	8	16	17	14	13	17	17	10
Aleutian Region Schools	Adak School	Adak	Interior/Aleutians	0	0	0	0	1	0	2	1	0
Aleutian Region Schools	Yakov E. Netsvetov School	Atka	Interior/Aleutians	1	0	0	0	1	0	2	3	1
Aleutian Region Schools	Nikolski School	Nikolski	Interior/Aleutians	0	0	0	0	0	0	0	0	1
Aleutians East Borough Sch	Akutan School	Akutan	Interior/Aleutians	0	1	1	1	0	3	3	3	0
Aleutians East Borough Sch	Cold Bay School	Cold Bay	Interior/Aleutians	0	1	0	0	0	0	0	2	1
Aleutians East Borough Sch	False Pass School	False Pass	Interior/Aleutians	1	0	0	0	2	0	1	0	1
Aleutians East Borough Sch	King Cove School	King Cove	Interior/Aleutians	2	7	9	11	4	6	14	9	10
Aleutians East Borough Sch	Nelson Lagoon School	Nelson Lagoon	Interior/Aleutians	1	0	0	0	0	2	0	0	0
Aleutians East Borough Sch	Sand Point School	Sand Point	Interior/Aleutians	3	6	10	9	7	10	4	0	6
Alyeska Central School	Alyeska Central School	Juneau	All	26	25	48	32	34	47	52	73	0
Anchorage Schools	Alaska School for the Deaf & Hard of Hearing	Anchorage	UAA	0	0	0	0	0	0	0	0	2
Anchorage Schools	Alternative Career Education	Anchorage	UAA	0	0	0	0	0	0	42	24	0
Anchorage Schools	Avail School	Anchorage	UAA	8	22	0	0	0	6	17	17	8
Anchorage Schools	Bartlett High School	Anchorage	UAA	263	253	270	288	286	316	326	333	325
Anchorage Schools	Benson Secondary/S.E.A.R.C.H	Anchorage	UAA	46	45	32	30	24	74	70	74	80
Anchorage Schools	Dimond High School	Anchorage	UAA	374	409	408	447	396	399	428	448	408
Anchorage Schools	East High School	Anchorage	UAA	346	374	332	384	323	347	351	372	365
Anchorage Schools	Family Partnership Charter Sch	Anchorage	UAA	0	0	1	7	6	8	26	13	29
Anchorage Schools	Frontier Charter	Anchorage	UAA	0	0	0	0	0	0	0	0	6
Anchorage Schools	McLaughlin Youth Center	Anchorage	UAA	5	2	4	4	14	16	5	12	15
Anchorage Schools	Polaris K-12 School	Anchorage	UAA	30	18	26	32	32	24	27	29	28
Anchorage Schools	SAVE High School	Anchorage	UAA	62	60	58	70	63	107	73	68	75
Anchorage Schools	Service High School	Anchorage	UAA	490	448	456	448	468	479	431	527	513
Anchorage Schools	Steller Second. School	Anchorage	UAA	37	43	47	51	40	32	32	33	44
Anchorage Schools	Walden Pond Charter School	Anchorage	UAA	0	0	7	4	9	0	0	0	0
Anchorage Schools	West High School	Anchorage	UAA	247	246	281	311	258	265	269	321	277
Anchorage Schools	Whaley Center	Anchorage	UAA	1	9	2	3	4	2	5	5	19
Anchorage Schools	Chugiak High School	Eagle River	UAA	382	388	372	418	395	366	403	388	415
Anchorage Schools	Completion PGM Second.Sch	0	UAA	0	0	0	110	0	0	0	0	0
Anchorage Schools	Crossroads School	0	UAA	0	0	0	0	0	0	0	0	12
Anchorage Schools	High School Completion	0	UAA	0	0	0	0	16	0	0	0	0
Anchorage Schools	Jesse Lee Home	0	UAA	0	1	0	2	0	0	0	0	0
Annette Island Schools	Metlakatla High School	Metlakatla	Ketchikan	29	30	25	24	27	23	16	15	25
Bering Strait Schools	Brevig Mission School	Brevig Mission	Northwest	7	2	4	3	4	1	2	0	2
Bering Strait Schools	Diomeda School	Diomede	Northwest	1	5	0	0	0	0	1	3	0
Bering Strait Schools	Aniguiin School	Elim	Northwest	1	5	4	2	7	3	1	1	2
Bering Strait Schools	Gambell Schools	Gambell	Northwest	7	3	8	4	6	6	2	5	5
Bering Strait Schools	Martin L. Olson School	Golovin	Northwest	4	0	4	3	5	0	2	2	4
Bering Strait Schools	Koyuk-Malemute School	Koyuk	Northwest	3	1	1	0	4	1	3	2	6
Bering Strait Schools	Hogarth Kingeekuk Mem. HS	Savoonga	Northwest	4	2	5	9	8	7	3	6	4
Bering Strait Schools	Shaktoolik School	Shaktoolik	Northwest	3	3	7	3	3	3	3	3	4
Bering Strait Schools	Shishmaref School	Shishmaref	Northwest	11	9	6	5	9	11	4	6	8
Bering Strait Schools	Anthony A. Andrews School	St. Michael	Northwest	6	9	4	5	4	8	2	5	2
Bering Strait Schools	Tukurngailnguq School	Stebbins	Northwest	11	4	4	8	2	8	3	3	4

Bering Strait Schools	J
Bering Strait Schools	U
Bering Strait Schools	W
Bering Strait Schools	W
Bristol Bay Borough Schools	B
Chatham Schools	A
Chatham Schools	C
Chatham Schools	G
Chatham Schools	K
Chatham Schools	T
Chugach Schools	C
Chugach Schools	T
Chugach Schools	C
Chugach Schools	W
Copper River Schools	K
Copper River Schools	C
Copper River Schools	G
Copper River Schools	S
Cordova City Schools	C
Craig City Schools	C
Craig City Schools	C
Craig City Schools	P
Craig City Schools	P
Delta/Greely Schools	D
Delta/Greely Schools	D
Delta/Greely Schools	D
Delta/Greely Schools	D
Delta/Greely Schools	N
Delta/Greely Schools	H
Denali Borough Schools	A
Denali Borough Schools	C
Denali Borough Schools	D
Denali Borough Schools	T
Dillingham City Schools	D
Fairbanks North Star Borough	B
Fairbanks North Star Borough	A
Fairbanks North Star Borough	F
Fairbanks North Star Borough	G
Fairbanks North Star Borough	H
Fairbanks North Star Borough	L
Fairbanks North Star Borough	N
Fairbanks North Star Borough	W
Fairbanks North Star Borough	N
Fairbanks North Star Borough	H
Galena City Schools	Ir
Galena City Schools	G
Galena City Schools	P
Haines Borough Schools	H
Hoonah City Schools	H
Hydaburg City Schools	H
Iditarod Area Schools	B
Iditarod Area Schools	D
Iditarod Area Schools	H
Iditarod Area Schools	M
Iditarod Area Schools	L

Iditarod Area Schools	McGrath School	Mc Grath	Interior/Aleutians	8	3	15	11	8	9	10	6	2
Iditarod Area Schools	Top of Kuskokwim School	Nikolai	Interior/Aleutians	0	0	0	0	0	1	0	0	0
Iditarod Area Schools	Innoko River School	Shageluk	Interior/Aleutians	0	1	3	0	2	1	0	1	0
Iditarod Area Schools	Takotna Train Ctr Charter Sch	Takotna	Interior/Aleutians	1	3	5	1	1	5	2	0	0
Iditarod Area Schools	Dist. Learn/Corresp Center	0	Interior/Aleutians	0	0	0	0	5	6	0	5	2
Juneau Borough Schools	Johnson Youth Center	Juneau	UAS	0	0	0	0	0	0	0	5	6
Juneau Borough Schools	Juneau District Corresp. School	Juneau	UAS	0	0	0	0	0	0	0	2	8
Juneau Borough Schools	Juneau Douglas High School	Juneau	UAS	276	293	324	349	344	325	333	327	340
Juneau Borough Schools	Ya Koos Gei Daakahidi Alt HS	Juneau	UAS	0	0	0	0	0	32	0	0	0
Kake City Schools	Kake High School	Kake	Ketchikan	13	11	12	5	7	9	8	11	14
Kashunamiut Schools	Chevak School	Chevak	Kuskokwim	12	4	12	13	10	12	12	12	16
Kenai Peninsula Borough Sch	Nikolaevsk School	Anchor Point	Kenai	5	6	7	5	4	3	6	4	6
Kenai Peninsula Borough Sch	Kachemak Selo School	Fritz Creek	Kenai	0	0	0	0	0	0	0	0	2
Kenai Peninsula Borough Sch	Voznesenka Elem. School	Fritz Creek	Kenai	3	4	3	1	6	2	2	3	6
Kenai Peninsula Borough Sch	Homer Flex School	Homer	Kenai	0	4	8	8	14	14	12	16	9
Kenai Peninsula Borough Sch	Homer High School	Homer	Kenai	95	87	115	106	107	111	95	97	88
Kenai Peninsula Borough Sch	Razdolna School	Homer	Kenai	0	0	0	0	0	0	0	0	1
Kenai Peninsula Borough Sch	Hope School	Hope	Kenai	0	0	0	0	0	2	0	1	0
Kenai Peninsula Borough Sch	Kenai Alt High School	Kenai	Kenai	6	10	6	18	35	26	21	25	27
Kenai Peninsula Borough Sch	Kenai Central High School	Kenai	Kenai	108	89	93	97	93	82	99	116	80
Kenai Peninsula Borough Sch	Nanwalek School	Nanwalek	Kenai	4	2	0	4	6	1	2	9	3
Kenai Peninsula Borough Sch	Nikiski Middle/Sr High School	Nikiski	Kenai	58	54	69	67	63	59	79	72	68
Kenai Peninsula Borough Sch	Ninilchik School	Ninilchik	Kenai	10	15	17	13	19	16	14	14	15
Kenai Peninsula Borough Sch	Susan B English School	Seldovia	Kenai	6	1	5	5	5	4	6	7	11
Kenai Peninsula Borough Sch	Seward Middle/High School	Seward	Kenai	64	67	53	47	68	66	60	55	62
Kenai Peninsula Borough Sch	Spring Creek School	Seward	Kenai	0	0	0	0	0	1	33	6	15
Kenai Peninsula Borough Sch	Connections	Soldotna	Kenai	0	0	0	0	0	4	11	13	12
Kenai Peninsula Borough Sch	Skyview High School	Soldotna	Kenai	106	135	114	133	138	110	135	114	111
Kenai Peninsula Borough Sch	Soldotna High School	Soldotna	Kenai	101	109	140	120	126	111	90	117	105
Kenai Peninsula Borough Sch	Tebughna School	Tyonek	Kenai	0	0	0	0	0	0	0	2	0
Kenai Peninsula Borough Sch	Alternative School/Bilingual	0	Kenai	3	5	2	2	5	0	0	0	0
Kenai Peninsula Borough Sch	Bartlett Elem/High School	0	Kenai	2	3	1	0	2	0	0	0	0
Ketchikan Gateway Borough	Ketchikan Corresp	Ketchikan	Ketchikan	5	6	3	4	0	3	4	0	2
Ketchikan Gateway Borough	Ketchikan High School	Ketchikan	Ketchikan	121	136	137	128	119	122	116	108	121
Ketchikan Gateway Borough	Revilla Jr/Sr High School	Ketchikan	Ketchikan	12	9	9	11	10	6	12	11	8
Klawock City Schools	Klawock Jr/Sr High School	Klawock	Ketchikan	11	13	15	14	20	11	13	11	6
Kodiak Island Borough Sch	Akhiok School	Akhiok	Kodiak	0	1	3	4	1	0	2	1	1
Kodiak Island Borough Sch	Chiniak School	Chiniak	Kodiak	0	0	0	0	0	0	0	0	0
Kodiak Island Borough Sch	Danger Bay School	Danger Bay	Kodiak	0	0	1	0	0	0	0	0	0
Kodiak Island Borough Sch	Kodiak Alternative High School	Kodiak	Kodiak	0	0	0	0	0	0	3	0	0
Kodiak Island Borough Sch	Kodiak High School	Kodiak	Kodiak	153	151	136	151	128	136	166	160	139
Kodiak Island Borough Sch	Kodiak Island Corresp	Kodiak	Kodiak	0	5	5	7	0	0	6	0	1
Kodiak Island Borough Sch	Larsen Bay School	Larsen Bay	Kodiak	0	0	4	1	0	0	0	0	0
Kodiak Island Borough Sch	Old Harbor School	Old Harbor	Kodiak	2	3	2	3	1	3	3	2	4
Kodiak Island Borough Sch	Ouzinkie School	Ouzinkie	Kodiak	4	2	2	2	2	4	2	4	1
Kodiak Island Borough Sch	Port Lions School	Port Lions	Kodiak	6	2	4	7	1	3	2	1	5
Kodiak Island Borough Sch	Big Sandy Lake	0	Kodiak	0	0	0	2	0	0	0	0	0
Kuspuk Schools	Aniak High School	Aniak	Kuskokwim	12	11	8	12	11	14	13	11	9
Kuspuk Schools	Crow Village Sam School	Chuathbaluk	Kuskokwim	0	0	0	0	3	1	4	3	0
Kuspuk Schools	Johnnie John Sr School	Crooked Creek	Kuskokwim	0	0	0	2	1	1	0	0	3
Kuspuk Schools	George Morgan Jr/Sr High Sch	Kalskag	Kuskokwim	6	4	10	10	6	6	7	9	6
Kuspuk Schools	George Willis School	Red Devil	Kuskokwim	3	0	0	1	1	0	0	0	0
Kuspuk Schools	Jack Egnaty School	Sleetmute	Kuskokwim	0	1	1	1	1	0	2	1	2
Kuspuk Schools	Gusty Michael School	Stony River	Kuskokwim	1	0	0	2	2	0	0	0	0
Lake & Peninsula Borough	Chignik Bay School	Chignik Bay	Bristol Bay	1	1	1	3	0	1	0	2	1

Lake & Peninsula Borough	Chignik Lagoon School	Chignik Lagoon	Bristol Bay	0	3	3	4	2	0	1	1	1
Lake & Peninsula Borough	Chignik Lake School	Chignik Lake	Bristol Bay	3	2	2	3	1	3	2	3	2
Lake & Peninsula Borough	Egegik School	Egegik	Bristol Bay	2	1	0	0	0	0	0	2	0
Lake & Peninsula Borough	Igiugig School	Igiugig	Bristol Bay	0	0	0	0	0	1	0	1	1
Lake & Peninsula Borough	Newhalen School	Iliamna	Bristol Bay	5	1	7	12	5	5	3	9	2
Lake & Peninsula Borough	Ivanof Bay School	Ivanof Bay	Bristol Bay	0	0	0	1	0	0	0	0	0
Lake & Peninsula Borough	Kokhanok School	Kokhanok	Bristol Bay	1	3	2	5	1	3	4	3	1
Lake & Peninsula Borough	Levelock School	Levelock	Bristol Bay	0	5	1	1	0	1	2	0	1
Lake & Peninsula Borough	Nondalton School	Nondalton	Bristol Bay	1	0	5	5	2	5	2	5	3
Lake & Peninsula Borough	Dena'ina School (Pedro Bay)	Pedro Bay	Bristol Bay	1	0	0	1	2	0	0	2	3
Lake & Peninsula Borough	Perryville School	Perryville	Bristol Bay	1	4	1	1	5	2	4	3	0
Lake & Peninsula Borough	Pilot Point School	Pilot Point	Bristol Bay	0	0	0	0	0	0	0	2	1
Lake & Peninsula Borough	Port Alsworth School	Port Alsworth	Bristol Bay	2	2	2	0	0				
Lake & Peninsula Borough	Tanalian School	Port Alsworth	Bristol Bay				0	0	3	1	2	1
Lake & Peninsula Borough	Meshik School (Port Heiden)	Port Heiden	Bristol Bay	0	2	0	1	0	4	0	2	3
Lower Kuskokwim Schools	Joann A. Alexie Mem School	Atmautluak	Kuskokwim	1	4	5	8	6	3	5	5	1
Lower Kuskokwim Schools	Bethel Alt Boarding School	Bethel	Kuskokwim	0	0	0	0	8	4	7	3	2
Lower Kuskokwim Schools	Bethel Regional High School	Bethel	Kuskokwim	52	42	44	45	39	41	35	38	40
Lower Kuskokwim Schools	Bethel Youth Facility	Bethel	Kuskokwim	0	0	0	0	0	0	0	1	0
Lower Kuskokwim Schools	Chaptnguak School	Chefornak	Kuskokwim	5	7	5	5	4	3	5	2	4
Lower Kuskokwim Schools	Eek School	Eek	Kuskokwim	2	4	1	0	1	3	2	1	4
Lower Kuskokwim Schools	Rocky Mountain School	Goodnews Bay	Kuskokwim	0	1	6	1	1	5	1	2	2
Lower Kuskokwim Schools	Akiuk School	Kasigluk	Kuskokwim	5	2	2	2	2	1	2	6	4
Lower Kuskokwim Schools	Akula Elitnauvik School	Kasigluk	Kuskokwim	2	10	1	5	2	8	2	5	2
Lower Kuskokwim Schools	Chief Paul School	Kipnuk	Kuskokwim	5	8	7	6	7	5	10	11	9
Lower Kuskokwim Schools	Dick R Kiunya School	Kongiganak	Kuskokwim	4	1	7	6	5	7	3	6	3
Lower Kuskokwim Schools	Ket'achik/Aapalluk Memorial School	Kwethluk	Kuskokwim	0	0	0	0	0	0	0	5	2
Lower Kuskokwim Schools	Kwethluk Community School	Kwethluk	Kuskokwim	10	9	5	4	8	5	5	0	0
Lower Kuskokwim Schools	Kwigillingok School	Kwigillingok	Kuskokwim	4	4	3	4	3	5	7	2	5
Lower Kuskokwim Schools	Nuniwaarmiut School	Mekoryuk	Kuskokwim	7	0	5	1	6	5	3	2	2
Lower Kuskokwim Schools	William N. Miller School	Napakiak	Kuskokwim	4	1	4	2	1	4	2	2	3
Lower Kuskokwim Schools	Qugcuun School	Napaskiak	Kuskokwim	1	0	0	0	2	0	0	1	0
Lower Kuskokwim Schools	Z. John Williams School	Napaskiak	Kuskokwim	4	3	7	5	2	1	5	1	2
Lower Kuskokwim Schools	Ayaprun School	Newtok	Kuskokwim	7	5	3	8	4	2	3	7	1
Lower Kuskokwim Schools	Nightmute School	Nightmute	Kuskokwim	5	5	2	1	4	0	3	0	0
Lower Kuskokwim Schools	Anna Tobeluk School	Nunapitchuk	Kuskokwim	11	7	4	3	3	3	5	6	6
Lower Kuskokwim Schools	Kuinerrarmiut Elitnaurviat	Quinhagak	Kuskokwim	7	7	3	3	2	5	0	0	2
Lower Kuskokwim Schools	Nelson Island Area Schools	Toksook Bay	Kuskokwim	9	7	7	5	6	8	9	5	5
Lower Kuskokwim Schools	Lewis Angapak School	Tuntutuliak	Kuskokwim	8	4	5	1	5	4	0	2	2
Lower Kuskokwim Schools	Paul T. Albert School	Tununak	Kuskokwim	3	2	2	1	0	2	4	4	5
Lower Kuskokwim Schools	Arviq School	0	Kuskokwim	0	0	0	0	1	0	0	0	0
Lower Yukon Schools	Alakanuk School	Alakanuk	Kuskokwim	9	4	7	9	5	5	3	4	7
Lower Yukon Schools	Emmonak School	Emmonak	Kuskokwim	9	5	7	8	7	9	9	8	7
Lower Yukon Schools	Hooper Bay School	Hooper Bay	Kuskokwim	7	9	8	14	14	14	10	22	18
Lower Yukon Schools	Kotlik School	Kotlik	Kuskokwim	4	5	7	4	8	7	4	5	5
Lower Yukon Schools	Marshall School	Marshall	Kuskokwim	6	7	2	5	1	6	0	6	4
Lower Yukon Schools	Ignatius Beans School	Mountain Village	Kuskokwim	0	0	0	0	6	2	6	5	15
Lower Yukon Schools	Mountain Village School	Mountain Village	Kuskokwim	10	2	2	7					
Lower Yukon Schools	Pilot Station School	Pilot Station	Kuskokwim	7	10	5	3	10	8	1	6	8
Lower Yukon Schools	Pitkas Point School	Pitkas Point	Kuskokwim	1	0	1	1	0	0	1	0	1
Lower Yukon Schools	Russian Mission School	Russian Mission	Kuskokwim	4	1	5	5	3	4	7	2	3
Lower Yukon Schools	Scammon Bay School	Scammon Bay	Kuskokwim	10	8	4	1	2	4	7	8	3
Lower Yukon Schools	Sheldon Point School	Sheldon Point	Kuskokwim	3	2	3	0	0	1	2	5	2
Mat-Su Borough Schools	Mid-Valley High	Big Lake	Mat-Su	0	0	0	0	0	0	0	10	11
Mat-Su Borough Schools	Beryozava School	Palmer	Mat-Su	0	0	0	0	0	1	2	0	1

Mat-Su Borough Schools	Colony High School	Palmer	Mat-Su	184	189	226	219	182	211	179	210	203
Mat-Su Borough Schools	Horizon Charter	Palmer	Mat-Su	0	0	0	0	0	0	0	0	12
Mat-Su Borough Schools	Mat-Su Yough Facility	Palmer	Mat-Su	0	0	0	0	0	0	0	1	0
Mat-Su Borough Schools	Palmer High School	Palmer	Mat-Su	122	166	189	204	182	170	202	198	177
Mat-Su Borough Schools	SeeUOnline.org	Palmer	Mat-Su	0	0	0	0	0	0	0	0	6
Mat-Su Borough Schools	Valley Pathways	Palmer	Mat-Su	0	0	0	0	0	21	25	28	63
Mat-Su Borough Schools	Susitna Valley High	Talkeetna	Mat-Su	18	26	28	26	38	21	31	26	28
Mat-Su Borough Schools	Burchell High School	Wasilla	Mat-Su	0	0	0	0	50	79	91	92	94
Mat-Su Borough Schools	Corresp Study School	Wasilla	Mat-Su	19	0	14	17	13	0	36	48	104
Mat-Su Borough Schools	Wasilla High School	Wasilla	Mat-Su	156	158	176	172	189	186	207	211	241
Mat-Su Borough Schools	Alternate Study School	0	Mat-Su	42	45	44	44	0	32	0	0	0
Mat-Su Borough Schools	Glacier View School	0	Mat-Su	5	2	2	2	1	6	1	1	2
Mat-Su Borough Schools	Houston Jr/Sr High School	0	Mat-Su	62	50	54	60	52	58	56	57	64
Mat-Su Borough Schools	Skwentna School	0	Mat-Su	0	0	2	0	1	0	0	0	0
Mt Edgecumbe High School	Mt Edgecumbe High School	Sitka	Sitka	37	52	53	41	48	42	50	53	59
Nenana City Schools	Cyberlynx Corresp School	Nenana	Interior/Aleutians	0	0	0	0	0	14	30	23	0
Nenana City Schools	Nenana City School	Nenana	Interior/Aleutians	8	11	6	10	4	12	13	16	14
Nome City Schools	Leonard Seppala High School	Nome	Northwest	11	0	7	6	9	7	0	0	0
Nome City Schools	Nome-Beltz Jr/Sr High School	Nome	Northwest	32	42	41	36	23	36	25	39	30
North Slope Borough Schools	Nunamiut School	Anaktuvuk Pass	None	5	3	6	4	2	5	5	6	1
North Slope Borough Schools	Meade River School	Atqasuk	None	1	2	2	3	6	3	3	4	0
North Slope Borough Schools	Barrow High School	Barrow	None	33	32	38	39	59	55	71	69	59
North Slope Borough Schools	Harold Kaveolook School	Kaktovik	None	1	3	1	3	5	6	5	4	6
North Slope Borough Schools	Nuiqsut Trapper School	Nuiqsut	None	3	4	1	8	4	6	17	1	2
North Slope Borough Schools	Tikigaq School	Point Hope	None	8	18	9	20	11	10	16	16	12
North Slope Borough Schools	Cully School	Point Lay	None	1	1	1						
North Slope Borough Schools	Kali School	Point Lay	None				1	5	4	6	5	4
North Slope Borough Schools	Alak School	Wainwright	None	4	10	7	5	12	7	10	9	9
Northwest Arctic Borough	Ambler School	Ambler	Chukchi	3	5	3	5	5	1	4	6	1
Northwest Arctic Borough	Buckland School	Buckland	Chukchi	5	6	9	6	12	9	6	7	9
Northwest Arctic Borough	Deering School	Deering	Chukchi	1	1	1	3	1	0	2	0	2
Northwest Arctic Borough	Kiana School	Kiana	Chukchi	7	6	3	3	2	6	3	2	11
Northwest Arctic Borough	McQueen School	Kivalina	Chukchi	3	2	3	4	5	6	7	4	4
Northwest Arctic Borough	Kotzebue Middle/High School	Kotzebue	Chukchi	21	26	25	25	32	26	24	26	36
Northwest Arctic Borough	Napaaqtugmiut School	Noatak	Chukchi	1	8	5	3	6	7	6	5	9
Northwest Arctic Borough	Aqqaluk School	Noorvik	Chukchi					6	14	8	4	3
Northwest Arctic Borough	Noorvik School	Noorvik	Chukchi	9	9	3	7					
Northwest Arctic Borough	Davis-Ramoth School	Selawik	Chukchi					6	10	7	8	8
Northwest Arctic Borough	Selawik School	Selawik	Chukchi	5	12	11	3					
Northwest Arctic Borough	Shungnak School	Shugnak	Chukchi	6	4	1	0	1	1	1	1	2
Northwest Arctic Borough	NW Arctic Dist Wide Corresp	0	Chukchi	0	0	0	0	1	0	0	0	0
Pelican City Schools	Pelican School	Pelican	Sitka	1	1	1	2	2	3	0	3	3
Petersburg City Schools	Petersburg High School	Petersburg	Ketchikan	44	43	60	54	43	43	50	41	53
Pribilof Schools	St George School	St. George	Interior/Aleutians	0	0	0	0	0	0	0	1	0
Pribilof Schools	St Paul School	St. Paul	Interior/Aleutians	8	8	8	4	5	7	8	5	6
Saint Mary's Schools	Andreafski High School	St. Mary's	Kuskokwim	6	4	6						
Saint Mary's Schools	St Mary's School	St. Mary's	Kuskokwim				5	6	3	6	4	9
Sitka Borough Schools	Pacific High School	Sitka	Sitka	0	0	0	8	14	11	15	15	11
Sitka Borough Schools	Sitka Alt School	Sitka	Sitka	11	8	10	0	0	0	74	0	0
Sitka Borough Schools	Sitka Corresp	Sitka	Sitka	0	0	1	1	0	0	0	1	0
Sitka Borough Schools	Sitka High School	Sitka	Sitka	74	86	96	90	98	74	0	98	70
Skagway City Schools	Skagway City School	Skagway	Sitka	10	14	9	10	4	13	7	13	5
Southeast Island Schools	Howard Valentine School	Coffman Cove	Ketchikan	2	4	0	0	0	1	3	3	1
Southeast Island Schools	Edna Bay School	Edna Bay	Ketchikan	1	2	0	0	1	0	0	0	0
Southeast Island Schools	Hollis School	Hollis	Ketchikan	0	1	3	0	2	0	0	0	0

Southeast Island Schools	Hyder School	Hyder	Ketchikan	0	0	0	0	0	1	2	0	0
Southeast Island Schools	Kasaan School	Kasaan	Ketchikan	0	0	2	0	0	0	0	2	0
Southeast Island Schools	Meyers Chuck School	Meyers Chuck	Ketchikan	1	0	0	0	0	0	0	0	0
Southeast Island Schools	Naukati School	Naukati	Ketchikan	2	1	1	1	0	2	3	2	1
Southeast Island Schools	Polk Inlet School	Polk Inlet	Ketchikan	2	0	0	0	0	0	0	0	0
Southeast Island Schools	Port Alexander School	Port Alexander	Ketchikan	2	1	2	0	1	1	2	0	0
Southeast Island Schools	Port Protection School	Port Protection	Ketchikan	0	1	0	1	2	0	1	0	0
Southeast Island Schools	SE Island Corresp	Thorne Bay	Ketchikan	7	1	0	0	1	1	1	3	0
Southeast Island Schools	Thorne Bay School	Thorne Bay	Ketchikan	5	4	7	6	9	11	2	4	0
Southeast Island Schools	Whale Pass School	Whale Pass	Ketchikan	0	0	1	0	0	0	0	0	0
Southwest Region Schools	Koliganek School	Koliganek	Bristol Bay	5	1	3	4	2	3	2	5	2
Southwest Region Schools	Manokotak School	Manokotak	Bristol Bay	5	4	4	10	2	7	13	12	2
Southwest Region Schools	Chief Ivan Blunka School	New Stuyahok	Bristol Bay					5	6	5	6	5
Southwest Region Schools	New Stuyahok School	New Stuyahok	Bristol Bay	5	4	11	9					
Southwest Region Schools	Togiak School	Togiak	Bristol Bay	12	5	12	9	13	13	8	9	10
Tanana Schools	Maudrey J Sommer School	Tanana	Interior/Aleutians	4	5	5	6	6	5	4	4	2
Tanana Schools	Yukon River Academy Correspondence	Tanana	Interior/Aleutians	0	0	0	0	0	0	0	0	4
Unalaska City Schools	Unalaska Jr/Sr High School	Unalaska	Interior/Aleutians	13	23	24	11	17	22	22	26	20
Valdez City Schools	Valdez High School	Valdez	Prince William Sound	43	37	57	46	50	63	53	49	69
Wrangell City Schools	Wrangell High School	Wrangell	Ketchikan	24	26	30	29	38	30	22	28	35
Yakutat City Schools	Icy Bay School	Icy Bay	Sitka	1	0	0	0	0	2	0	0	0
Yakutat City Schools	Yakutat School	Yakutat	Sitka	11	9	9	7	8	5	13	9	6
Yukon Flats Schools	Arctic Village School	Arctic Village	Interior/Aleutians	4	3	3	1	1	0	0	2	2
Yukon Flats Schools	Beaver 'Cruikshank' School	Beaver	Interior/Aleutians	1	2	0	0	1	1	0	0	0
Yukon Flats Schools	Central School	Central	Interior/Aleutians	0	0	1	0		0	3	0	0
Yukon Flats Schools	Far North School	Central	Interior/Aleutians	0	0		0	1	0	3	0	0
Yukon Flats Schools	Chalkyitsik School	Chalkyitsik	Interior/Aleutians	1	3	0		0				0
Yukon Flats Schools	Tsuk Taih School	Chalkyitsik	Interior/Aleutians			0	1	0	1	1	3	0
Yukon Flats Schools	Circle School	Circle	Interior/Aleutians	1	0	0	0	3	1	0	0	1
Yukon Flats Schools	Fort Yukon Alt School	Fort Yukon	Interior/Aleutians	0	2	0	0	0	0	6	3	4
Yukon Flats Schools	Fort Yukon School	Fort Yukon	Interior/Aleutians	4	6	3	7	6	5	0	1	0
Yukon Flats Schools	Rampart School	Rampart	Interior/Aleutians	2	0	0	0	0	0	0	0	0
Yukon Flats Schools	Stevens Village School	Stevens Village	Interior/Aleutians	3	0	2	1	1	0	1	1	0
Yukon Flats Schools	John Fredson School	Venetie	Interior/Aleutians	0				2	5	1	0	0
Yukon Flats Schools	Venetie School	Venetie	Interior/Aleutians	0	2	4	4				0	0
Yukon Flats Schools	Yukon Flats Corresp	Yukon Flats	Interior/Aleutians	1	0	0	0	0	0	0	0	0
Yukon Flats Schools	Northern Lights School	0	Interior/Aleutians	4	0	0	0	0	0	0	0	0
Yukon/Koyukuk Schools	Allakaket School	Allakaket	Interior/Aleutians	2	3	2	2	4	4	1	4	1
Yukon/Koyukuk Schools	Bettles Field School	Bettles	Interior/Aleutians	0	1	1	0	1	1	0	0	0
Yukon/Koyukuk Schools	Johnny Oldman School	Hughes	Interior/Aleutians	0	0	0	0	0	0	0	1	0
Yukon/Koyukuk Schools	Jimmy Huntington School	Husila	Interior/Aleutians	2	4	3	2	8	1	2	2	4
Yukon/Koyukuk Schools	Alyeska Central School	Juneau	All	0	0	0	0	0	0	0	0	40
Yukon/Koyukuk Schools	Kaltag School	Kaltag	Interior/Aleutians	2	9	4	5	6	3	4	2	1
Yukon/Koyukuk Schools	Gladys Dart School	Manley Hot Springs	Interior/Aleutians	0	0	0	0	1	1	0	0	1
Yukon/Koyukuk Schools	Minto School	Minto	Interior/Aleutians	11	8	2	2	5	9	2	3	10
Yukon/Koyukuk Schools	Andrew K Demoski School	Nulato	Interior/Aleutians	9	8	6	7	8	7	6	4	13
Yukon/Koyukuk Schools	Merreline A Kangas School	Ruby	Interior/Aleutians	2	4	2	3	5	1	3	2	1
Yukon/Koyukuk Schools	Northwind School Corresp	0	Interior/Aleutians	5	0	0	0	0	0	0	0	0
Yukon/Koyukuk Schools	Raven Correspondence School	0	Interior/Aleutians	0	0	0	0	0	0	0	9	31
Yukon/Koyukuk Schools	Wiseman Charter School	0	Interior/Aleutians	0	0	0	0	0	1	1	0	0
Yupiit Schools	Akiachak School	Akiachak	Kuskokwim	10	9	8	6	6	7	8	6	7
Yupiit Schools	Akiak School	Akiak	Kuskokwim	3	9	2	10	4	3	6	1	0
Yupiit Schools	Tuluksak High School	Tuluksak	Kuskokwim	4	2	4	6	3	0	5	2	1
0	**Total Alaska High School Graduates**	**0**	**0**	**6,017**	**6,175**	**6,485**	**6,858**	**6,668**	**6,812**	**6,945**	**7,366**	**7,290**

Appendix D
Miscellaneous Financial Aid Data

Aid Used to Finance Postsecondary Education Expenses in Constant (2003) Dollars (in Millions), 1993-04

	Academic Year											
												10 year
Federally Supported Programs	**93–94**	**94–95**	**95–96**	**96–97**	**97–98**	**98–99**	**99–00**	**00–01**	**01–02**	*Estimated* **02–03**	*Preliminary* **03–04**	% Change
Grants												
Pell Grants	$7,196	$6,829	$6,591	$6,769	$7,284	$8,187	$7,932	$8,456	$10,417	$11,896	$12,661	76%
SEOG	$742	$721	$702	$683	$671	$695	$681	$671	$722	$741	$760	2%
LEAP	$91	$90	$77	$37	$57	$28	$28	$43	$57	$68	$64	-31%
Veterans	$1,518	$1,554	$1,569	$1,498	$1,549	$1,680	$1,641	$1,748	$1,966	$2,292	$2,365	56%
Military	$515	$518	$527	$533	$532	$564	$587	$596	$683	$910	$981	90%
Other Grants	$245	$333	$315	$314	$307	$301	$315	$343	$358	$312	$353	44%
Subtotal	**$10,308**	**$10,045**	**$9,782**	**$9,834**	**$10,401**	**$11,455**	**$11,183**	**$11,856**	**$14,204**	**$16,219**	**$17,184**	**67%**
Federal Work-Study	**$982**	**$937**	**$920**	**$909**	**$1,043**	**$1,034**	**$1,009**	**$998**	**$1,078**	**$1,122**	**$1,218**	**24%**
Loans												
Perkins Loans	$1,169	$1,201	$1,239	$1,196	$1,222	$1,211	$1,211	$1,216	$1,294	$1,492	$1,201	3%
Subsidized Stafford	$18,018	$19,175	$19,730	$20,639	$20,703	$20,033	$20,067	$19,664	$20,597	$22,830	$25,291	40%
(FDLP)	-	($1,360)	($5,982)	($6,597)	($6,919)	($6,730)	($6,296)	($5,784)	($5,642)	($6,102)	($6,150)	352%
(FFELP)	($18,018)	($17,815)	($13,748)	($14,041)	($13,784)	($13,302)	($13,771)	($13,880)	($14,954)	($16,729)	($19,140)	6%
Unsubsidized Stafford	$2,582	$9,009	$10,447	$12,085	$13,354	$13,775	$15,435	$16,146	$17,837	$20,406	$23,105	795%
(FDLP)	-	($595)	($2,934)	($3,583)	($4,151)	($4,195)	($4,377)	($4,260)	($4,398)	($4,876)	($4,903)	725%
(FFELP)	($2,582)	($8,414)	($7,513)	($8,502)	($9,203)	($9,580)	($11,058)	($11,886)	($13,439)	($15,531)	($18,202)	605%
PLUS	$1,943	$2,257	$2,805	$3,115	$3,511	$3,760	$4,127	$4,408	$4,806	$5,583	$7,072	264%
(FDLP)	-	($203)	($869)	($979)	($1,105)	($1,259)	($1,303)	($1,333)	($1,380)	($1,669)	($1,920)	848%
(FFELP)	($1,943)	($2,054)	($1,936)	($2,136)	($2,406)	($2,501)	($2,824)	($3,075)	($3,426)	($3,914)	($5,152)	165%
SLS	$4,415	$40	-	-	-	-	-	-	-	-	-	
Other Loans	$580	$500	$392	$329	$249	$132	$125	$123	$123	$128	$125	-78%
Subtotal	**$28,708**	**$32,182**	**$34,613**	**$37,364**	**$39,038**	**$38,912**	**$40,965**	**$41,558**	**$44,656**	**$50,440**	**$56,794**	**98%**
Education Tax Benefits	-	-	-	-	-	$3,823	$5,251	$5,156	$5,436	$6,436	$6,298	65%
Total Federal Aid	**$39,998**	**$43,163**	**$45,315**	**$48,106**	**$50,481**	**$55,223**	**$58,408**	**$59,567**	**$65,374**	**$74,216**	**$81,494**	**104%**
State Grant Programs	$3,022	$3,431	$3,613	$3,704	$3,917	$4,153	$4,472	$5,066	$5,454	$5,918	$6,017	99%
Institutional Grants	$11,852	$12,805	$13,656	$14,544	$15,648	$16,912	$18,009	$19,029	$20,439	$21,800	$23,253	96%
Total Federal, State, Inst Aid	**$54,872**	**$59,399**	**$62,583**	**$66,355**	**$70,046**	**$76,288**	**$80,889**	**$83,662**	**$91,267**	**$101,934**	**$110,764**	**102%**
Nonfederal Loans	-	-	$1,606	$2,185	$2,660	$3,287	$4,361	$4,566	$5,613	$8,083	$11,271	602%
(State-Sponsored)	-	-	($269)	($343)	($406)	($496)	($550)	($579)	($649)	($649)	($677)	151%
(Private Sector)	-	-	($1,337)	($1,843)	($2,254)	($2,790)	($3,812)	($3,988)	($4,964)	($7,434)	($10,594)	692%
Total Aid Used to Finance Postsecondary Expenses	**$54,872**	**$59,399**	**$64,190**	**$68,540**	**$72,706**	**$79,575**	**$85,250**	**$88,229**	**$96,880**	**$110,018**	**$122,035**	**122%**

* Where programs have been in existence for less than 10 years, percent change is calculated based on the age of the program.

Note: Components may not sum exactly to totals due to rounding.

Table 323. Percent of full-time, full-year undergraduates receiving aid, by type and source of aid received, and control and type of institution: 1992–93, 1995–96, and 1999–2000

Control and type of institution	Percent receiving aid, by type and source													
	Any aid			Grants			Loans			Work-study [1]		Other		
	Total [2]	Federal	Non-federal	Total	Federal	Non-federal	Total	Federal	Non-federal	Total	Federal	Total	Federal	Non-federal
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1992–93														
All institutions	**58.7 (0.8)**	**45.6 (0.8)**	**37.9 (0.8)**	**48.9 (0.8)**	**29.4 (0.8)**	**34.0 (0.7)**	**32.3 (0.8)**	**31.3 (0.8)**	**2.7 (0.2)**	**10.2 (0.5)**	**6.8 (0.4)**	**9.5 (0.4)**	**5.2 (0.3)**	**4.6 (0.3)**
Public	52.6 (1.0)	40.0 (1.0)	33.0 (0.9)	43.1 (0.9)	27.8 (0.8)	29.1 (0.8)	25.5 (0.9)	24.8 (0.9)	2.0 (0.2)	6.8 (0.4)	4.2 (0.3)	7.9 (0.4)	3.7 (0.3)	4.4 (0.3)
4-year doctoral	54.1 (1.2)	39.3 (1.2)	34.8 (0.8)	42.4 (1.0)	23.8 (1.0)	30.8 (0.7)	31.2 (1.1)	30.4 (1.0)	2.4 (0.3)	7.1 (0.6)	4.3 (0.4)	8.6 (0.4)	5.0 (0.4)	3.9 (0.3)
Other 4-year	57.1 (1.6)	46.1 (1.6)	37.4 (1.7)	46.1 (1.7)	32.1 (1.6)	32.4 (1.6)	32.2 (1.4)	31.1 (1.3)	2.8 (0.6)	9.5 (0.8)	5.4 (0.6)	7.9 (0.6)	4.2 (0.4)	3.8 (0.6)
2-year	47.2 (2.4)	36.0 (2.1)	27.0 (2.0)	41.9 (2.2)	29.9 (1.8)	24.3 (1.9)	12.1 (1.4)	11.7 (1.4)	0.7 (0.2)	4.1 (0.8)	3.0 (0.6)	7.0 (0.9)	1.3 (0.5)	5.7 (0.8)
Less than 2-year	35.4 (7.3)	31.6 (7.3)	15.7 (6.5)	30.3 (5.5)	26.6 (5.7)	12.8 (5.8)	3.0 (1.6)	3.0 (1.6)	0.6 (0.5)	1.5 (1.0)	1.4 (1.0)	5.1 (2.6)	0.8 (0.6)	4.4 (2.5)
Private, not-for-profit	70.2 (1.5)	53.4 (1.4)	58.0 (1.6)	62.9 (1.5)	27.7 (1.8)	54.1 (1.6)	45.4 (1.3)	43.6 (1.3)	5.0 (0.5)	22.2 (1.1)	15.9 (1.0)	12.1 (1.0)	7.7 (0.5)	5.0 (0.9)
4-year doctoral	63.6 (1.8)	44.5 (1.6)	54.8 (1.8)	56.1 (1.8)	17.3 (1.3)	51.8 (1.7)	40.5 (1.4)	38.5 (1.3)	6.1 (0.7)	18.9 (1.2)	13.2 (1.4)	11.6 (1.0)	7.4 (0.7)	4.5 (0.7)
Other 4-year	76.2 (2.1)	60.8 (2.1)	62.7 (2.7)	69.4 (2.1)	35.6 (2.8)	58.1 (2.8)	50.6 (2.2)	49.0 (2.2)	4.1 (0.8)	27.0 (1.6)	19.7 (1.5)	12.2 (1.8)	7.9 (0.9)	5.3 (1.7)
Less than 4-year	73.9 (4.0)	63.9 (5.7)	42.0 (5.4)	61.3 (4.7)	47.3 (7.2)	35.4 (6.7)	39.7 (5.7)	38.1 (5.5)	2.5 (1.0)	4.6 (1.4)	3.0 (1.0)	17.2 (4.0)	9.4 (4.3)	7.8 (3.1)
Private, for-profit	77.3 (2.5)	72.4 (2.8)	16.4 (3.0)	57.0 (2.7)	50.9 (2.7)	11.4 (2.8)	52.9 (3.9)	52.4 (3.9)	2.1 (0.7)	1.9 (1.2)	0.8 (0.4)	15.6 (2.4)	11.3 (2.3)	4.5 (1.0)
2-year and above	82.7 (3.4)	77.4 (4.3)	22.7 (5.7)	52.5 (4.2)	43.4 (4.1)	16.4 (5.2)	63.3 (4.2)	63.0 (4.2)	3.0 (1.4)	3.5 (2.6)	1.4 (0.8)	24.6 (4.6)	18.8 (4.5)	6.5 (2.1)
Less than 2-year	73.2 (3.3)	68.6 (3.3)	11.5 (2.4)	60.4 (3.6)	56.7 (3.8)	7.5 (2.5)	45.0 (5.1)	44.3 (5.1)	1.5 (0.4)	0.7 (0.4)	0.2 (0.1)	8.7 (1.5)	5.6 (1.2)	3.1 (0.9)
1995–96														
All institutions	**68.4 (0.8)**	**55.6 (0.8)**	**45.7 (0.9)**	**54.1 (0.8)**	**30.6 (0.8)**	**41.0 (0.8)**	**43.7 (0.8)**	**43.2 (0.8)**	**1.7 (0.2)**	**11.0 (0.6)**	**9.0 (0.5)**	**10.9 (0.4)**	**5.0 (0.3)**	**5.9 (0.4)**
Public	62.8 (1.0)	50.8 (1.0)	39.0 (1.0)	47.5 (1.0)	29.6 (1.0)	34.2 (0.9)	37.2 (0.9)	36.9 (0.9)	0.8 (0.2)	7.0 (0.5)	5.4 (0.4)	9.3 (0.5)	3.7 (0.3)	5.5 (0.4)
4-year doctoral	65.4 (1.2)	51.9 (1.1)	42.2 (1.2)	47.6 (1.2)	26.1 (1.1)	37.2 (1.2)	44.5 (1.1)	44.1 (1.1)	1.4 (0.3)	7.4 (0.7)	5.3 (0.5)	11.0 (0.8)	5.6 (0.6)	5.4 (0.5)
Other 4-year	69.3 (1.4)	59.8 (1.3)	44.5 (1.6)	52.3 (1.5)	34.4 (1.5)	40.0 (1.5)	47.4 (1.6)	47.2 (1.6)	0.4 (0.1)	9.2 (0.9)	6.7 (0.6)	8.6 (0.7)	3.7 (0.5)	4.8 (0.5)
2-year	55.9 (2.3)	44.5 (2.3)	31.3 (2.3)	44.5 (2.4)	31.1 (2.4)	26.9 (1.9)	21.8 (1.9)	21.3 (1.8)	0.4 (0.4)	5.1 (1.2)	4.7 (1.1)	7.4 (1.2)	1.3 (0.4)	6.0 (1.0)
Less than 2-year	39.5 (9.9)	20.6 (6.5)	27.5 (7.2)	30.9 (7.5)	18.5 (5.9)	16.0 (5.3)	4.4 (2.3)	4.4 (2.3)	0.0 (0.0)	0.1 (0.1)	0.1 (0.1)	12.6 (4.5)	0.1 (0.1)	12.0 (4.4)
Private, not-for-profit	80.3 (1.1)	64.0 (1.4)	67.6 (1.6)	71.3 (1.3)	28.6 (1.4)	64.8 (1.6)	56.9 (1.4)	56.2 (1.4)	3.4 (0.6)	24.7 (1.5)	21.0 (1.3)	14.0 (0.9)	8.2 (0.6)	6.1 (0.7)
4-year doctoral	70.6 (1.6)	55.4 (1.8)	61.2 (1.8)	61.6 (1.7)	19.3 (0.9)	58.7 (1.9)	50.9 (1.8)	49.9 (1.9)	3.9 (0.8)	22.6 (1.7)	20.2 (1.6)	13.3 (0.9)	8.6 (0.8)	4.9 (0.5)
Other 4-year	85.6 (1.4)	68.3 (2.0)	72.5 (2.2)	77.3 (1.8)	32.5 (2.1)	70.1 (2.3)	60.4 (1.9)	60.0 (2.0)	2.6 (0.6)	27.6 (2.1)	23.0 (1.8)	14.6 (1.3)	8.2 (0.9)	6.7 (1.2)
Less than 4-year	79.2 (5.7)	67.5 (6.4)	52.0 (8.3)	61.9 (4.9)	40.0 (4.7)	42.0 (6.1)	52.9 (7.6)	51.7 (7.3)	9.3 (7.2)	5.3 (2.2)	4.6 (2.0)	11.4 (3.3)	5.0 (1.4)	6.3 (2.2)
Private, for-profit	86.2 (1.7)	79.7 (2.1)	32.8 (3.1)	61.3 (2.4)	53.9 (2.5)	20.2 (2.6)	67.7 (3.4)	65.5 (3.7)	5.1 (1.9)	0.5 (0.2)	0.5 (0.2)	17.2 (1.7)	7.6 (1.1)	8.9 (1.3)
2-year and above	85.8 (1.9)	80.3 (2.6)	33.0 (3.4)	60.0 (3.0)	49.1 (3.2)	26.0 (3.8)	70.9 (3.5)	70.9 (3.5)	1.4 (0.7)	0.7 (0.3)	0.7 (0.3)	15.3 (1.9)	7.8 (1.4)	6.9 (1.2)
Less than 2-year	86.6 (2.9)	79.1 (3.2)	32.5 (5.2)	62.5 (3.7)	58.6 (3.8)	14.5 (3.6)	64.6 (5.8)	60.3 (6.3)	8.7 (3.6)	0.3 (0.2)	0.2 (0.2)	19.1 (2.9)	7.4 (1.7)	10.9 (2.3)
1999–2000														
All institutions	**72.5 (0.5)**	**57.7 (0.6)**	**51.8 (0.6)**	**58.7 (0.6)**	**30.3 (0.6)**	**48.3 (0.7)**	**45.4 (0.6)**	**44.3 (0.6)**	**6.8 (0.3)**	**11.2 (0.4)**	**8.5 (0.3)**	**9.6 (0.3)**	**5.6 (0.2)**	**1.9 (0.2)**
Public	67.5 (0.6)	52.6 (0.7)	46.0 (0.7)	53.0 (0.7)	29.8 (0.7)	42.5 (0.7)	38.9 (0.7)	37.9 (0.8)	4.4 (0.2)	7.2 (0.4)	5.4 (0.3)	8.2 (0.4)	3.9 (0.2)	1.9 (0.2)
4-year doctoral	71.0 (0.7)	54.7 (0.7)	48.7 (0.7)	53.1 (0.7)	25.7 (0.7)	44.6 (0.7)	48.3 (0.8)	47.2 (0.8)	5.5 (0.4)	8.3 (0.5)	5.8 (0.4)	9.6 (0.5)	6.1 (0.4)	1.6 (0.2)
Other 4-year	75.0 (1.2)	62.2 (1.5)	50.0 (1.6)	57.7 (1.7)	34.5 (2.1)	46.2 (1.6)	49.1 (1.8)	48.2 (1.8)	4.5 (0.5)	10.4 (1.1)	7.7 (0.8)	7.8 (0.7)	3.9 (0.6)	1.7 (0.4)
2-year	58.2 (1.3)	43.8 (1.3)	40.0 (1.6)	49.9 (1.4)	32.1 (1.2)	37.7 (1.6)	20.5 (1.3)	19.6 (1.2)	3.1 (0.5)	3.8 (0.5)	3.4 (0.5)	6.5 (0.7)	1.1 (0.2)	2.4 (0.5)
Less than 2-year	60.7 (5.9)	48.1 (6.4)	33.6 (4.8)	49.2 (5.4)	40.8 (5.9)	25.0 (5.1)	11.0 (4.1)	11.0 (4.1)	0.3 (0.3)	0.8 (0.8)	# (#)	17.2 (2.2)	0.1 (0.1)	11.7 (2.0)
Private, not-for-profit	84.0 (0.8)	67.6 (1.0)	71.6 (1.3)	74.7 (1.1)	27.7 (1.2)	68.9 (1.4)	59.3 (1.1)	57.7 (1.2)	13.4 (0.7)	24.4 (1.1)	18.8 (0.8)	12.8 (0.7)	9.7 (0.6)	1.5 (0.4)
4-year doctoral	78.8 (1.1)	62.3 (1.4)	69.4 (1.3)	69.7 (1.2)	22.4 (1.0)	66.4 (1.4)	57.3 (1.4)	55.5 (1.4)	15.1 (0.9)	24.7 (1.2)	20.9 (1.1)	12.0 (0.7)	9.9 (0.7)	1.1 (0.2)
Other 4-year	88.3 (1.1)	72.2 (1.5)	74.1 (2.1)	78.7 (1.6)	30.9 (2.1)	71.6 (2.3)	62.2 (1.8)	60.6 (1.9)	12.8 (1.0)	24.8 (1.8)	17.7 (1.3)	13.2 (1.1)	9.6 (0.9)	1.8 (0.7)
Less than 4-year	81.1 (3.6)	62.6 (3.9)	61.5 (4.8)	73.9 (3.6)	40.0 (3.7)	59.4 (5.2)	40.3 (5.2)	40.2 (5.2)	5.0 (0.8)	15.1 (2.9)	10.9 (2.5)	14.6 (1.9)	8.8 (1.0)	2.0 (0.8)
Private, for-profit	89.2 (1.3)	86.0 (1.5)	35.3 (3.5)	61.8 (2.5)	52.0 (3.0)	28.8 (3.1)	75.0 (2.9)	74.1 (2.9)	7.3 (1.7)	2.3 (0.8)	2.0 (0.8)	16.1 (1.6)	10.9 (1.4)	2.3 (0.5)
2-year and above	88.3 (1.6)	85.3 (1.9)	38.3 (4.5)	58.5 (3.0)	46.3 (3.5)	33.1 (4.0)	79.5 (2.8)	78.7 (2.8)	6.8 (2.2)	2.6 (1.0)	2.1 (1.0)	17.1 (1.9)	12.3 (1.8)	1.8 (0.5)
Less than 2-year	91.7 (1.3)	88.3 (1.9)	26.1 (3.5)	71.9 (3.5)	69.9 (3.5)	15.6 (3.8)	61.0 (7.1)	59.9 (7.3)	8.9 (1.9)	1.6 (1.4)	1.6 (1.4)	12.9 (2.4)	6.7 (1.9)	3.8 (1.4)

Rounds to zero.

[1] Details on nonfederal work study participants are not available.

[2] Includes students who reported they were awarded aid but did not specify the source of aid.

NOTE: Excludes students whose attendance status was not reported. Because of rounding and the fact that some students receive multiple types and sources of aid, details may not add to totals. Standard errors appear in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93, 1995–96, and 1999–2000 National Postsecondary Student Aid Studies (NPSAS:93), (NPSAS:96), and (NPSAS:2000). (This table was prepared May 2002.)

Table 324. Percent of part-time or part-year undergraduates receiving aid, by type and source of aid received, and control and type of institution: 1992–93, 1995–96, and 1999–2000

Control and type of institution	Percent receiving aid, by type and source													
	Any aid			Grants			Loans			Work-study [1]		Other		
	Total [2]	Federal	Non-federal	Total	Federal	Non-federal	Total	Federal	Non-federal	Total	Federal	Total	Federal	Non-federal
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1992–93														
All institutions	**37.6 (0.8)**	**25.0 (0.8)**	**16.5 (0.4)**	**32.4 (0.8)**	**18.8 (0.8)**	**14.5 (0.4)**	**13.5 (0.5)**	**13.1 (0.5)**	**0.8 (0.1)**	**2.1 (0.1)**	**1.2 (0.1)**	**4.0 (0.3)**	**13.5 (0.5)**	**2.7 (0.2)**
Public	31.7 (0.7)	19.8 (0.7)	14.5 (0.5)	27.6 (0.7)	15.3 (0.6)	12.6 (0.4)	9.3 (0.4)	8.9 (0.4)	0.6 (0.1)	1.7 (0.1)	0.9 (0.1)	3.5 (0.3)	9.3 (0.4)	2.6 (0.3)
4-year doctoral	40.5 (1.0)	27.5 (1.0)	19.5 (0.7)	31.3 (0.9)	17.1 (0.7)	16.6 (0.6)	20.9 (0.8)	20.4 (0.8)	1.1 (0.2)	3.6 (0.3)	2.1 (0.2)	5.2 (0.4)	21.4 (0.8)	3.4 (0.3)
Other 4-year	39.5 (1.2)	28.4 (1.3)	19.2 (1.0)	33.8 (1.2)	22.0 (1.2)	16.1 (0.9)	16.2 (1.0)	15.6 (0.9)	1.3 (0.3)	3.1 (0.4)	1.6 (0.3)	4.1 (0.5)	16.3 (1.0)	2.6 (0.4)
2-year	28.6 (0.9)	16.5 (0.8)	12.7 (0.6)	25.9 (0.9)	13.7 (0.8)	11.2 (0.5)	5.6 (0.4)	5.3 (0.4)	0.4 (0.1)	1.1 (0.1)	0.6 (0.1)	2.9 (0.4)	5.5 (0.4)	2.5 (0.4)
Less than 2-year	21.2 (3.1)	15.1 (3.6)	6.9 (1.5)	19.4 (3.4)	13.8 (3.9)	6.0 (1.4)	0.7 (0.3)	0.7 (0.3)	# (#)	0.6 (0.4)	0.4 (0.3)	1.7 (0.7)	0.7 (0.3)	1.3 (0.6)
Private, not-for-profit	56.4 (2.0)	35.1 (2.7)	33.7 (1.5)	50.2 (2.1)	23.2 (3.0)	31.7 (1.5)	23.7 (1.4)	23.2 (1.3)	1.8 (0.2)	5.9 (0.7)	3.8 (0.4)	5.3 (0.5)	23.6 (1.4)	2.9 (0.5)
4-year doctoral	51.4 (1.9)	28.3 (1.5)	33.0 (1.9)	44.4 (1.9)	12.8 (1.0)	31.7 (1.9)	24.2 (1.4)	23.3 (1.4)	2.7 (0.5)	5.4 (0.9)	3.1 (0.6)	4.2 (0.5)	23.8 (1.5)	1.5 (0.3)
Other 4-year	59.4 (2.8)	38.1 (4.2)	35.6 (2.3)	53.8 (3.1)	26.8 (4.7)	33.6 (2.2)	24.4 (2.1)	23.9 (2.0)	1.5 (0.3)	7.3 (1.1)	4.8 (0.7)	5.7 (0.6)	24.4 (2.0)	3.4 (0.7)
Less than 4-year	53.9 (5.2)	35.6 (5.0)	28.4 (4.1)	47.3 (4.8)	28.3 (4.6)	24.4 (4.1)	20.7 (3.6)	20.3 (3.6)	1.2 (0.4)	1.2 (0.7)	1.2 (0.7)	5.8 (1.9)	20.6 (3.6)	3.6 (1.9)
Private, for-profit	71.0 (3.1)	64.4 (3.4)	11.8 (1.6)	55.3 (3.3)	48.8 (3.6)	8.6 (1.3)	42.3 (3.5)	41.9 (3.5)	1.5 (0.5)	0.9 (0.3)	0.4 (0.1)	6.8 (1.0)	42.2 (3.5)	2.5 (0.7)
2-year and above	64.4 (5.8)	54.9 (5.9)	14.3 (2.8)	46.2 (4.3)	35.0 (4.2)	12.1 (2.5)	45.7 (5.6)	45.5 (5.6)	0.9 (0.6)	1.4 (0.6)	0.6 (0.2)	8.0 (1.5)	45.9 (5.6)	2.1 (0.6)
Less than 2-year	75.5 (2.8)	70.8 (3.4)	10.2 (1.7)	61.5 (4.2)	58.1 (4.5)	6.3 (1.3)	40.0 (4.5)	39.4 (4.4)	1.8 (0.6)	0.5 (0.3)	0.3 (0.1)	5.9 (1.2)	39.7 (4.5)	2.7 (1.0)
1995–96														
All institutions	**38.3 (0.8)**	**24.8 (0.7)**	**24.0 (0.7)**	**29.9 (0.8)**	**16.6 (0.6)**	**19.7 (0.6)**	**14.4 (0.5)**	**14.1 (0.5)**	**0.7 (0.2)**	**1.4 (0.1)**	**1.1 (0.1)**	**5.4 (0.4)**	**0.8 (0.1)**	**4.3 (0.4)**
Public	33.7 (0.9)	20.8 (0.8)	21.8 (0.8)	26.6 (0.8)	14.4 (0.7)	17.9 (0.7)	10.5 (0.5)	10.3 (0.5)	0.3 (0.2)	1.2 (0.1)	0.9 (0.1)	4.7 (0.4)	0.5 (0.1)	3.9 (0.4)
4-year doctoral	41.8 (1.3)	31.2 (1.1)	23.7 (1.2)	28.9 (1.1)	16.9 (1.0)	19.0 (1.0)	25.9 (1.1)	25.6 (1.1)	0.7 (0.2)	2.4 (0.4)	1.4 (0.2)	5.8 (0.7)	1.7 (0.3)	3.9 (0.6)
Other 4-year	41.9 (1.5)	30.9 (1.5)	22.8 (1.1)	30.2 (1.2)	18.2 (1.1)	19.3 (1.1)	22.3 (1.4)	22.1 (1.4)	0.4 (0.1)	2.3 (0.4)	2.0 (0.4)	4.8 (0.6)	0.8 (0.2)	3.7 (0.5)
2-year	30.7 (1.2)	17.2 (1.0)	21.1 (1.1)	25.4 (1.1)	13.4 (0.9)	17.5 (0.9)	5.7 (0.6)	5.5 (0.5)	0.3 (0.2)	0.8 (0.2)	0.7 (0.1)	4.4 (0.5)	0.2 (0.1)	3.9 (0.5)
Less than 2-year	34.3 (6.4)	13.9 (3.6)	26.0 (6.0)	27.8 (6.7)	12.3 (2.9)	17.4 (6.6)	2.2 (1.3)	2.2 (1.3)	# (#)	# (#)	# (#)	8.6 (2.7)	# (#)	8.3 (2.7)
Private, not-for-profit	55.6 (1.6)	34.9 (1.7)	41.5 (1.7)	44.1 (1.7)	17.9 (1.4)	36.1 (1.6)	26.4 (1.4)	26.1 (1.4)	1.4 (0.5)	4.0 (0.5)	3.1 (0.4)	8.6 (1.1)	2.0 (0.3)	6.6 (1.1)
4-year doctoral	51.0 (1.8)	27.7 (1.6)	39.7 (2.1)	39.3 (1.9)	12.0 (1.4)	34.3 (2.0)	24.4 (1.3)	23.6 (1.3)	1.4 (0.6)	4.6 (0.7)	3.7 (0.7)	8.4 (0.9)	2.1 (0.4)	5.9 (0.8)
Other 4-year	58.4 (2.3)	37.0 (2.5)	44.6 (2.3)	47.5 (2.4)	19.1 (2.1)	39.7 (2.3)	27.3 (2.0)	27.2 (2.0)	0.8 (0.3)	4.5 (0.8)	3.3 (0.6)	8.9 (1.7)	1.7 (0.4)	7.1 (1.6)
Less than 4-year	50.8 (6.2)	39.7 (5.9)	28.3 (5.6)	36.8 (4.7)	24.6 (4.0)	20.5 (3.6)	26.2 (5.4)	25.9 (5.3)	4.3 (3.9)	0.4 (0.2)	0.3 (0.2)	7.8 (2.4)	2.9 (1.0)	5.1 (1.9)
Private, for-profit	74.1 (2.9)	66.5 (3.3)	24.3 (2.6)	53.4 (3.1)	46.4 (3.1)	15.3 (2.4)	50.3 (3.6)	49.3 (3.5)	4.6 (1.5)	0.4 (0.1)	0.4 (0.1)	10.4 (1.2)	4.2 (0.8)	5.8 (0.9)
2-year and above	74.5 (2.8)	66.9 (3.2)	25.5 (2.7)	53.4 (3.3)	44.8 (3.4)	17.9 (2.7)	50.2 (3.8)	49.8 (3.7)	1.7 (1.1)	0.8 (0.3)	0.7 (0.3)	12.2 (1.8)	4.9 (1.1)	6.9 (1.3)
Less than 2-year	73.8 (5.0)	66.1 (5.7)	23.2 (4.2)	53.5 (5.1)	47.9 (5.1)	13.0 (3.8)	50.5 (5.9)	48.8 (5.8)	7.2 (2.7)	0.1 (0.1)	0.1 (0.1)	8.7 (1.5)	3.5 (1.1)	4.7 (1.1)
1999–2000														
All institutions	**44.6 (0.8)**	**29.8 (0.6)**	**27.4 (0.8)**	**35.4 (0.7)**	**18.6 (0.5)**	**25.0 (0.7)**	**18.4 (0.6)**	**17.7 (0.6)**	**2.1 (0.1)**	**1.9 (0.1)**	**1.4 (0.1)**	**5.2 (0.4)**	**1.2 (0.1)**	**1.5 (0.3)**
Public	39.7 (0.9)	24.8 (0.6)	25.3 (0.9)	31.7 (0.8)	15.9 (0.5)	23.3 (0.8)	13.5 (0.4)	13.0 (0.4)	1.3 (0.1)	1.5 (0.1)	1.1 (0.1)	4.5 (0.4)	0.7 (0.1)	1.4 (0.3)
4-year doctoral	51.0 (0.9)	36.6 (0.9)	30.0 (0.8)	35.7 (0.8)	17.9 (0.7)	26.7 (0.7)	31.5 (1.0)	30.3 (0.9)	3.3 (0.4)	3.0 (0.3)	1.9 (0.3)	5.2 (0.4)	2.3 (0.2)	0.8 (0.1)
Other 4-year	51.2 (1.3)	37.0 (1.4)	29.9 (1.1)	39.1 (1.2)	21.5 (1.3)	27.9 (1.1)	27.4 (1.0)	26.6 (1.0)	2.4 (0.3)	3.1 (0.5)	2.5 (0.4)	4.7 (0.4)	0.9 (0.2)	1.0 (0.2)
2-year	34.9 (1.1)	19.8 (0.7)	23.5 (1.2)	29.5 (1.1)	14.4 (0.6)	21.9 (1.2)	6.9 (0.4)	6.5 (0.4)	0.6 (0.1)	0.8 (0.1)	0.7 (0.1)	4.1 (0.5)	0.3 (0.1)	1.5 (0.5)
Less than 2-year	38.6 (3.1)	21.9 (3.9)	22.2 (1.8)	29.6 (3.2)	18.2 (3.5)	14.4 (2.5)	5.0 (3.1)	4.7 (3.1)	0.4 (0.3)	1.6 (0.5)	0.9 (0.3)	11.1 (2.4)	0.4 (0.3)	7.9 (2.1)
Private, not-for-profit	64.8 (1.0)	44.5 (1.6)	47.2 (1.3)	53.9 (1.2)	22.1 (1.3)	44.8 (1.4)	34.8 (1.5)	33.4 (1.4)	6.0 (0.5)	5.9 (0.5)	4.0 (0.4)	8.2 (0.8)	3.4 (0.4)	1.2 (0.3)
4-year doctoral	60.2 (1.6)	40.9 (1.7)	46.8 (1.6)	49.9 (1.5)	17.0 (1.2)	44.2 (1.5)	35.1 (1.8)	34.1 (1.7)	7.6 (1.0)	6.5 (0.9)	4.7 (0.8)	7.5 (1.1)	3.7 (0.6)	1.7 (0.7)
Other 4-year	66.2 (1.3)	44.6 (2.2)	48.5 (1.8)	54.9 (1.6)	22.2 (1.9)	46.3 (2.0)	34.4 (2.1)	32.8 (2.0)	5.7 (0.6)	5.8 (0.7)	3.7 (0.5)	8.5 (1.2)	2.9 (0.5)	0.9 (0.3)
Less than 4-year	71.2 (4.2)	57.3 (5.1)	37.2 (6.4)	61.0 (4.4)	41.7 (4.2)	34.4 (6.7)	36.4 (5.1)	35.9 (5.0)	2.9 (0.6)	4.6 (1.5)	3.5 (1.1)	8.6 (1.7)	5.6 (1.4)	2.0 (0.9)
Private, for-profit	83.1 (1.8)	78.5 (1.5)	22.3 (1.8)	58.9 (2.0)	53.3 (2.2)	14.6 (1.7)	62.7 (3.1)	61.2 (3.1)	6.1 (0.9)	0.3 (0.2)	0.3 (0.2)	11.4 (1.8)	4.6 (0.5)	3.9 (1.2)
2-year and above	81.8 (2.0)	77.9 (2.2)	25.4 (2.8)	54.0 (2.9)	45.6 (2.9)	19.3 (2.2)	69.5 (3.1)	68.5 (3.1)	6.0 (1.3)	0.3 (0.2)	0.3 (0.2)	11.1 (1.4)	5.9 (0.8)	2.5 (0.8)
Less than 2-year	84.7 (2.8)	79.1 (2.0)	18.7 (2.4)	64.5 (2.4)	62.2 (2.5)	9.1 (1.8)	54.8 (6.3)	52.9 (6.3)	6.3 (1.1)	0.4 (0.2)	0.3 (0.2)	11.8 (3.6)	3.1 (0.6)	5.5 (2.2)

Rounds to zero.

[1] Details on nonfederal work study participants are not available.

[2] Includes students who reported they were awarded aid, but did not specify the source of aid.

NOTE: Excludes students whose attendance status was not reported. Because of rounding and the fact that some students receive multiple types and sources of aid, details may not add to totals. Standard errors appear in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1992–93, 1995–96, and 1999–2000 National Postsecondary Student Aid Studies (NPSAS:93), (NPSAS:96), and (NPSAS:2000). (This table was prepared May 2002.)

Highlights of Tax Benefits for Education for Tax Year 2004

	Scholarships, Fellowships, Grants, and Tuition Reductions	Hope Credit	Lifetime Learning Credit	Student Loan Interest Deduction	Tuition and Fees Deduction
What is your benefit?	Amounts received may not be taxable	Credits can reduce amount of tax you must pay		Can deduct interest paid	Can deduct expenses
What is the annual limit?	None	$1,500 credit per student	$2,000 credit per family	$2,500 deduction	$4,000 deduction
What expenses qualify besides tuition and required enrollment fees?	None	None	None	Books Supplies Equipment Room & board Transportation Other necessary expenses	None
What education qualifies?	Undergraduate & graduate K–12	1st 2 years of undergraduate (postsecondary)	Undergraduate & graduate Courses to acquire or improve job skills	Undergraduate & graduate	Undergraduate & graduate
What are some of the other conditions that apply?	Must be in degree or vocational program Payment of tuition and required fees must be allowed under the grant	Can be claimed for only 2 tax years Must be enrolled at least half-time in degree program No felony drug conviction(s)		Must have been at least half-time student in degree program	Cannot claim both deduction & education credit for same student in same year
In what income range do benefits phase out?	No phaseout	$42,000 – $52,000 $85,000 – $105,000 for joint returns		$50,000 – $65,000 $100,000 – $130,000 for joint returns	$65,000 – $80,000 $130,000 – $160,000 for joint returns

(Continued)

This chart highlights some differences among the benefits discussed in this publication. See the text for definitions and details. Do not rely on this chart alone.
Caution: You generally cannot claim more than one benefit for the same education expense.

Appendix B. *(Continued)*

This chart highlights some differences among the benefits discussed in this publication. See the text for definitions and details. **Do not rely on this chart alone.**

Caution: *You generally cannot claim more than one benefit for the same education expense.*

	Coverdell ESA*	Qualified Tuition Program (QTP)*	Early IRA Distributions*	Education Savings Bond Program*	Employer-Provided Educational Assistance*	Business Deduction for Work-Related Education
What is your benefit?	Earnings not taxed	Earnings not taxed	No 10% additional tax on early distribution	Interest not taxed	Employer benefits not taxed	Can deduct expenses
What is the annual limit?	$2,000 contribution per beneficiary	None	Amount of qualified education expenses	Amount of qualified education expenses	$5,250 exclusion	Amount of qualifying work-related education expenses
What expenses qualify besides tuition and required enrollment fees?	Books Supplies Equipment Expenses for special needs services Payments to QTP Higher education: Room & board if at least half-time student Elem/sec (K–12) education: Tutoring Room & board Uniforms Transportation Computer access Supplementary expenses	Books Supplies Equipment Room & board if at least half-time student Expenses for special needs services	Books Supplies Equipment Room & board if at least half-time student Expenses for special needs services	Payments to Coverdell ESA Payments to QTP	Books Supplies Equipment	Transportation Travel Other necessary expenses
What education qualifies?	Undergraduate & graduate K–12	Undergraduate & graduate	Undergraduate & graduate	Undergraduate & graduate	Undergraduate & graduate	Required by employer or law to keep present job, salary, status Maintain or improve job skills
What are some of the other conditions that apply?	Assets must be distributed at age 30 unless special needs beneficiary			Applies only to qualified series EE bonds issued after 1989 or series I bonds		Cannot be to meet minimum educational requirements of present trade/ business Cannot qualify you for new trade/ business
In what income range do benefits phase out?	$95,000 – $110,000 $190,000 – $220,000 for joint returns	No phaseout	No phaseout	$59,850 – $74,850 $89,750 – $119,750 for joint returns	No phaseout	May be subject to limit on itemized deductions

* Any nontaxable distribution is limited to the amount that does not exceed qualified education expenses.

Source: IRS Publication 970, Tax Benefits for Education for use in preparing 2004 returns.

Here is where the 5 campus briefs go as well as the interviews.

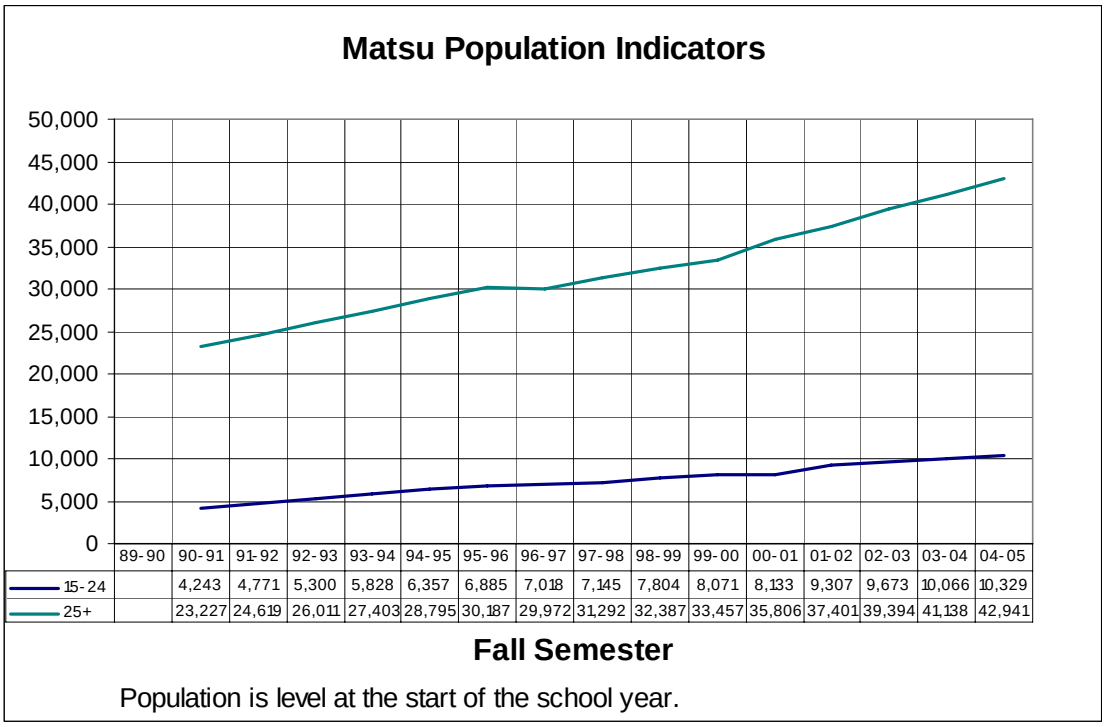
Appendix E
Campus Briefs

MATSU COMMUNITY CAMPUS BRIEF 8/8/05

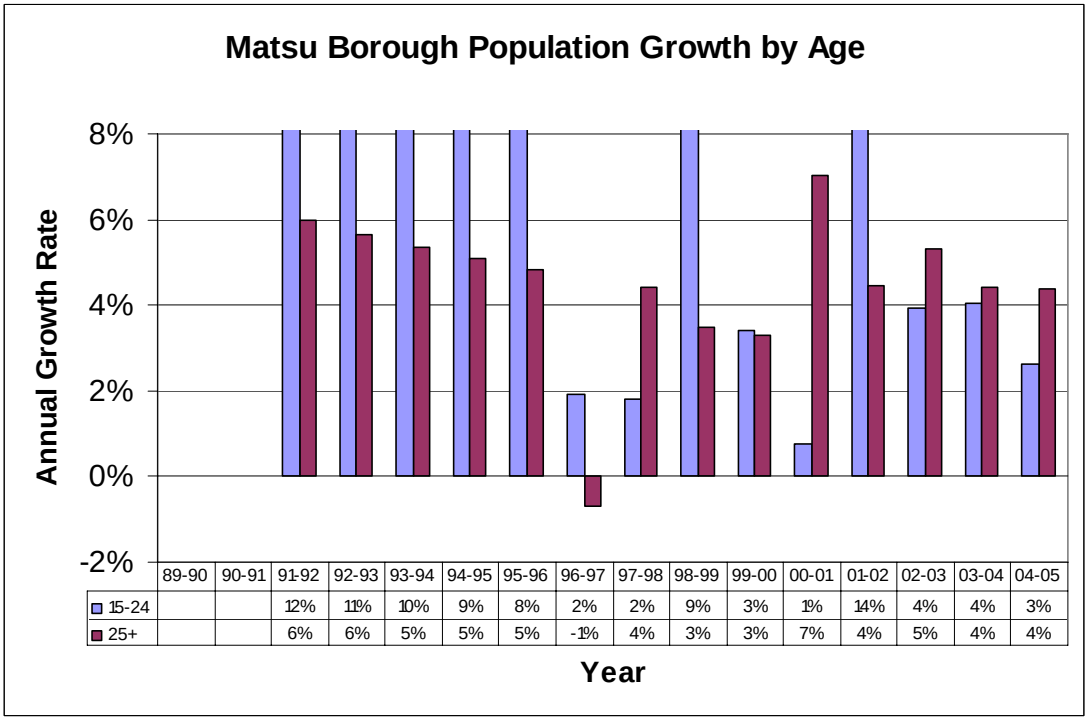
Part 1. ANNUAL TRENDS SINCE 1990 (all UA data from UA in Review)

SUMMARY: Fluctuation in enrollment in some years coincides with tuition rate increases, and in some years with changes in the unemployment rate. However in many years enrollment changes have been independent of either of these variables and not due to population, employment, or income shifts because these variables have been flat or smoothly trending upward. During about a 5 year period in the mid 90s tuition per credit hour was constant, but the enrollment participation rate declined as population grew. The large increase in full time tuition in 95-96 did coincide with a drop in enrollment, but the decline in the following year was more pronounced.

POPULATION: Population growth in the Matsu Borough has been strong but variable in all age groups. (Population data from Alaska Department of Labor except 91,92,93,94 interpolated.)

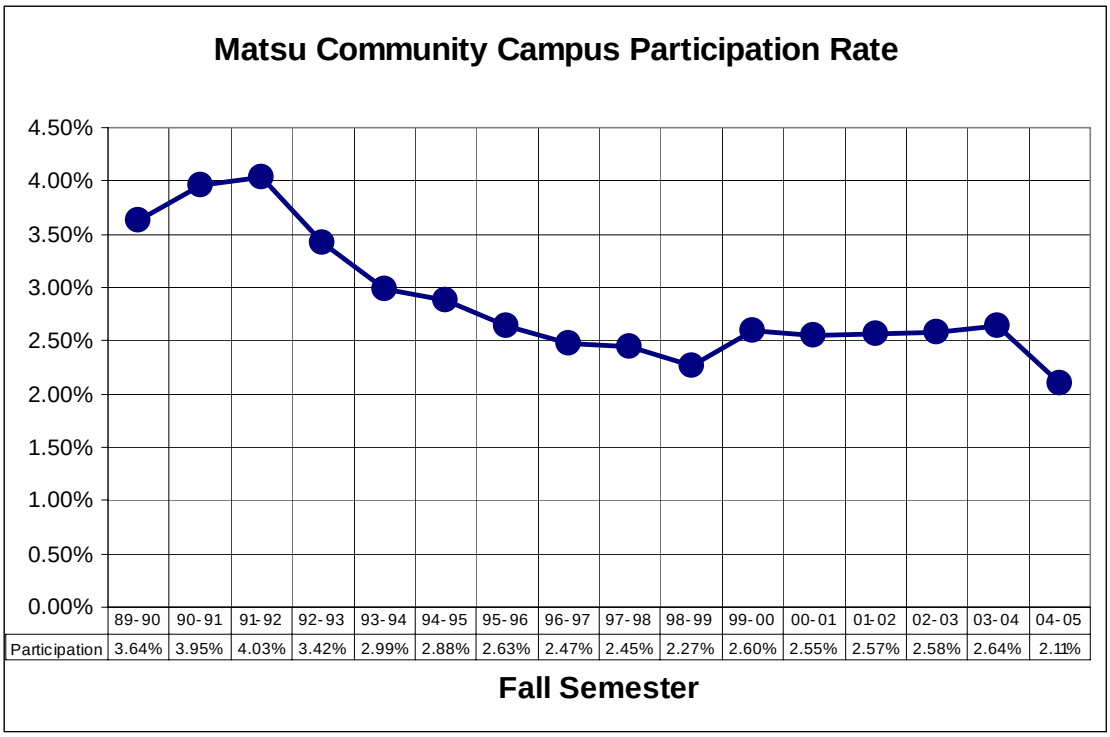


	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
15-24		4,243	4,771	5,300	5,828	6,357	6,885	7,018	7,145	7,804	8,071	8,133	9,307	9,673	10,066	10,329
25+		23,227	24,619	26,011	27,403	28,795	30,187	29,972	31,292	32,387	33,457	35,806	37,401	39,394	41,138	42,941



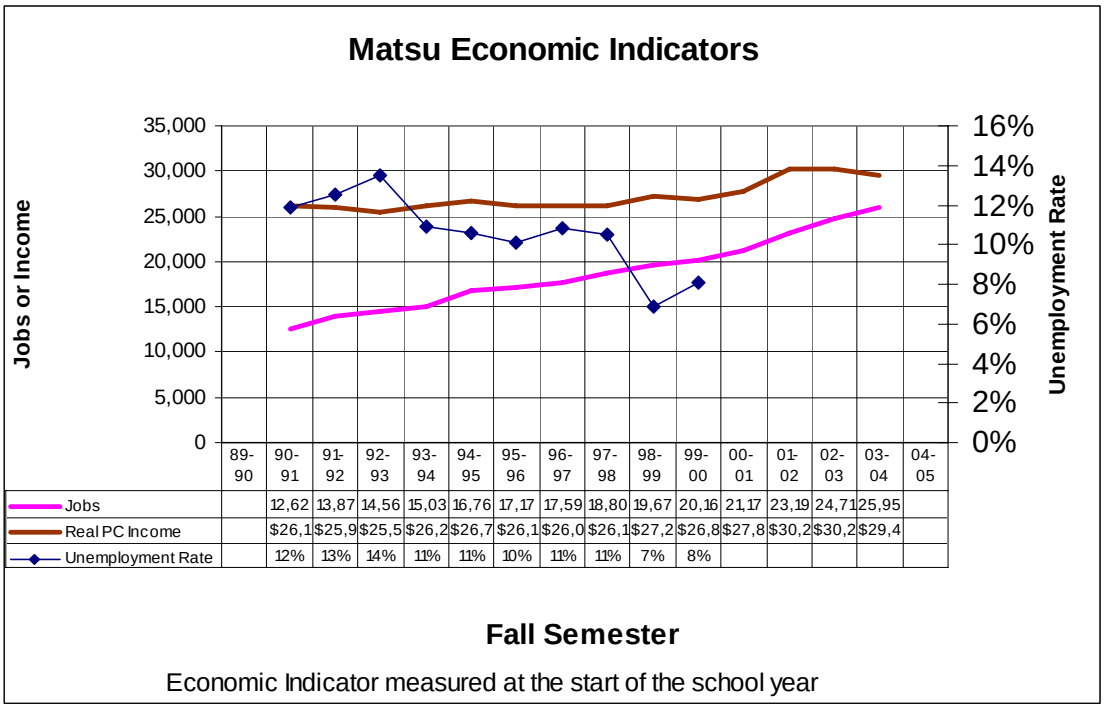
	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
15-24			12%	11%	10%	9%	8%	2%	2%	9%	3%	1%	14%	4%	4%	3%
25+			6%	6%	5%	5%	5%	-1%	4%	3%	3%	7%	4%	5%	4%	4%

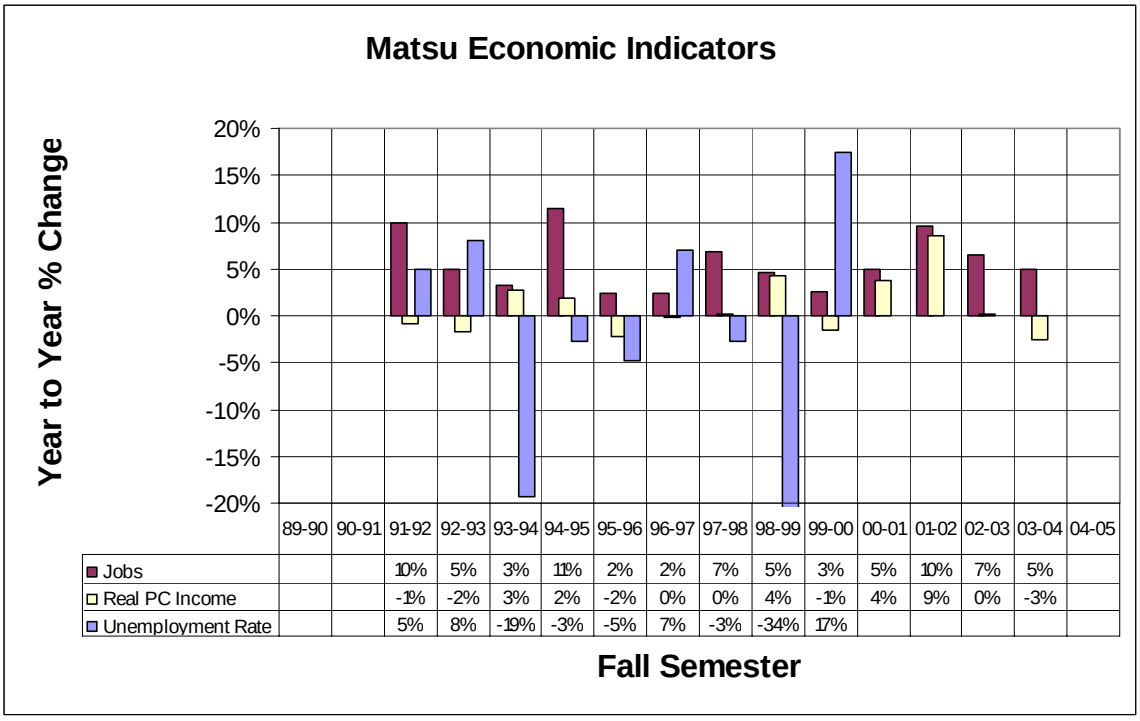
PARTICIPATION RATE: The ratio of enrollment to population (participation rate) trended downward through the 90s, then plateaued until falling again in 04-05.



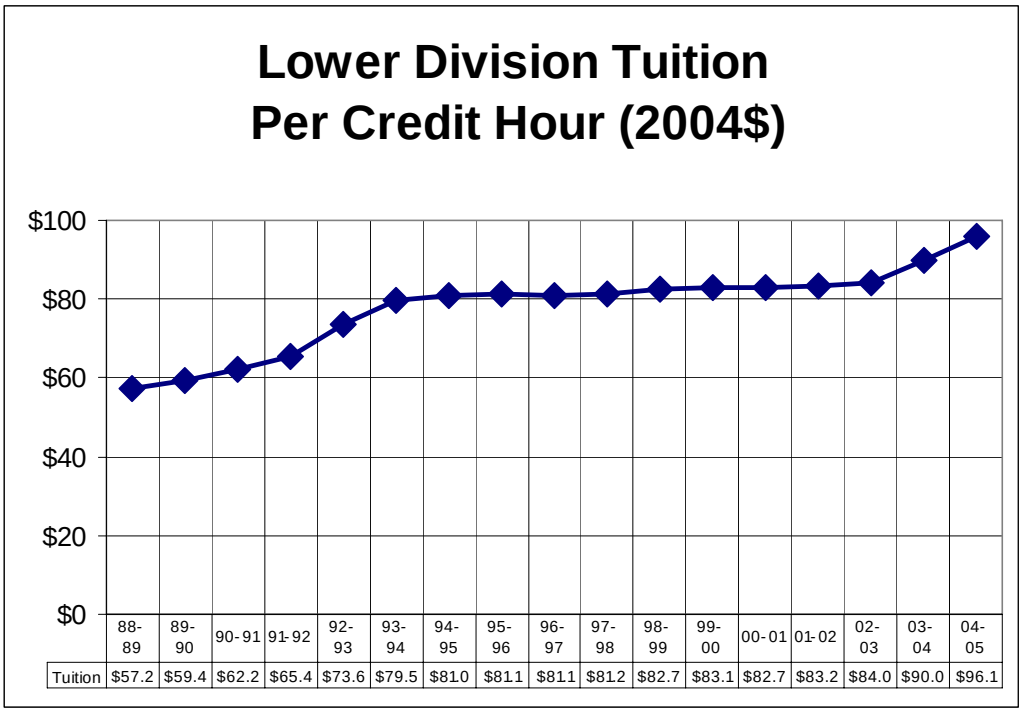
CAPTURE RATE: The percentage of newly graduated high school students that enroll at the campus is the capture rate. This trend has not yet been calculated.

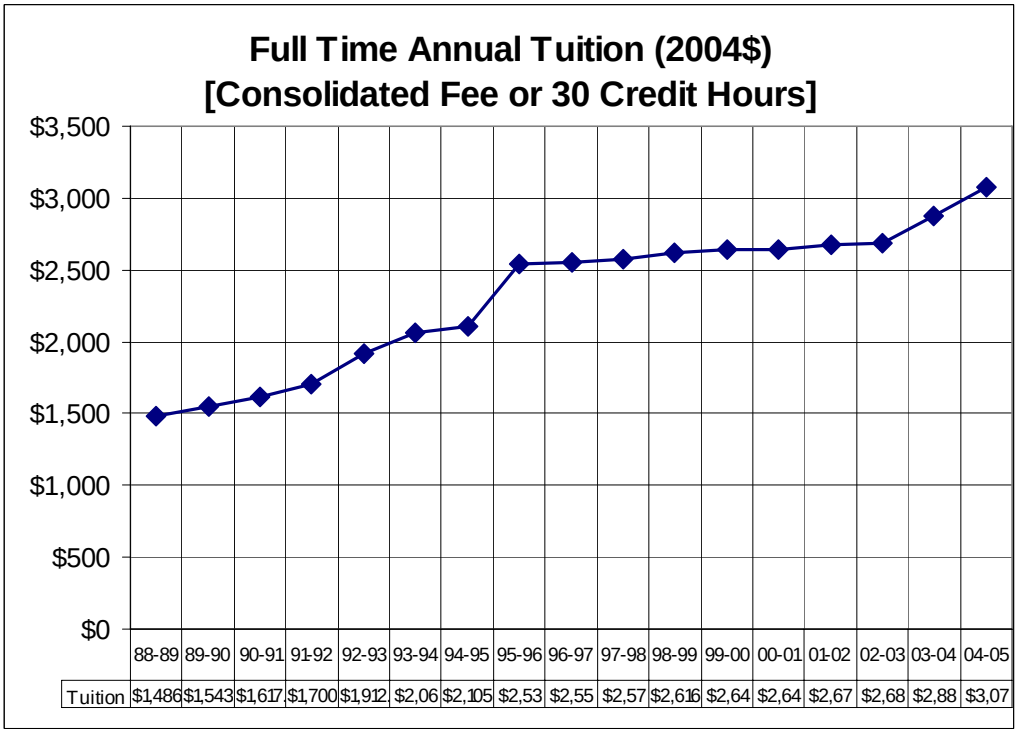
ECONOMIC CONDITIONS: Job growth in the Matsu Borough (US Department of Commerce) has been strong and consistent with per capita real income (US Department of Commerce), slowly trending upward with minor annual fluctuations. The unemployment rate has trended downward and fell precipitously in 93-94 and 98-99 (more recent data on unemployment rate will be available in August from the Alaska Department of Labor).

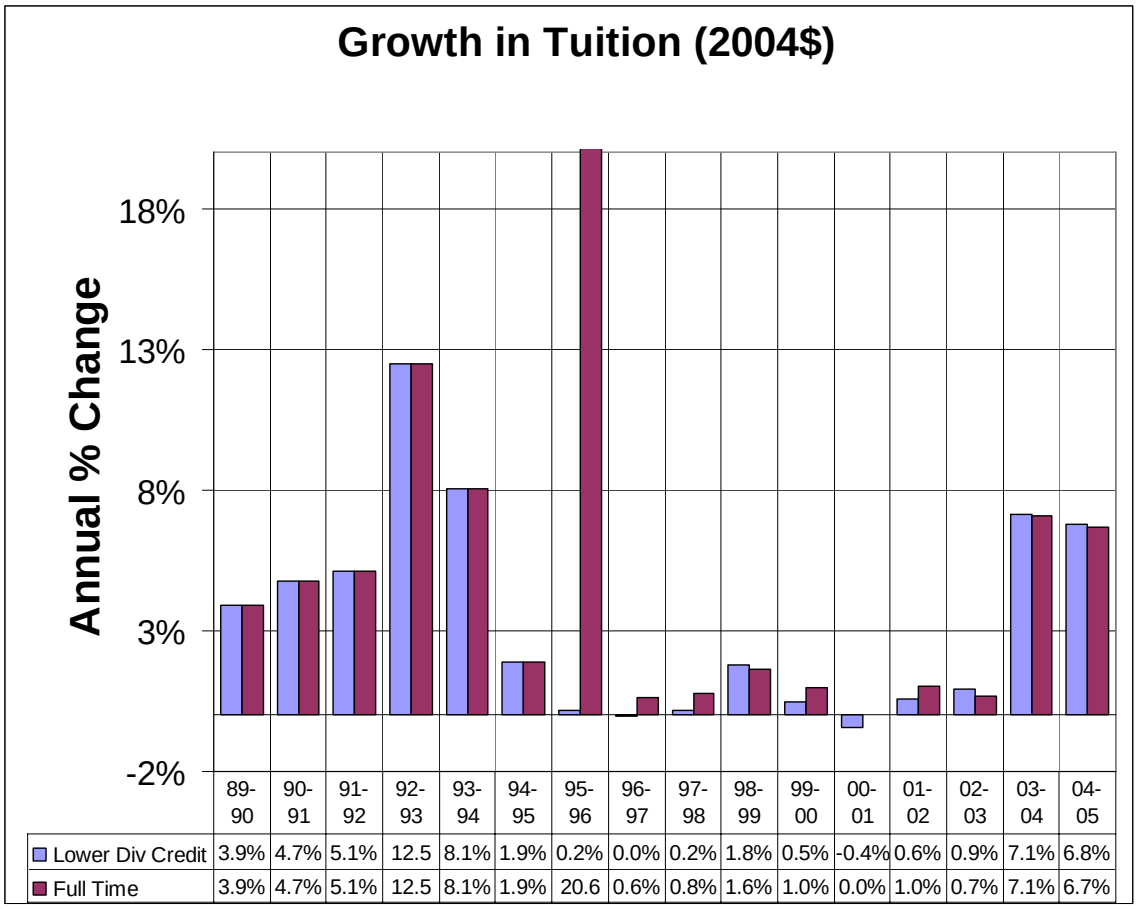



Matsu Economic Indicators
Year to Year % Change
20%
15%
10%
5%
0%
-5%
-10%
-15%
-20%
89-90 90-91 91-92 92-93 93-94 94-95 95-96 96-97 97-98 98-99 99-00 00-01 01-02 02-03 03-04 04-05
Jobs 10% 5% 3% 11% 2% 2% 7% 5% 3% 5% 10% 7% 5%
Real PC Income -1% -2% 3% 2% -2% 0% 0% 4% -1% 4% 9% 0% -3%
Unemployment Rate 5% 8% -19% -3% -5% 7% -3% -34% 17%
Fall Semester

TUITION (2004$): Adjusted for inflation (Anchorage Consumer Price Index), the lower division tuition rate increased in the early 1990s, remained relatively constant for a decade until 02-03, and then resumed its upward trend again in 03-04. Percent increases in the last two years have been similar to those of the early 90s. The full time tuition followed the same pattern except for a jump in 95-96 when the consolidated fee was eliminated.

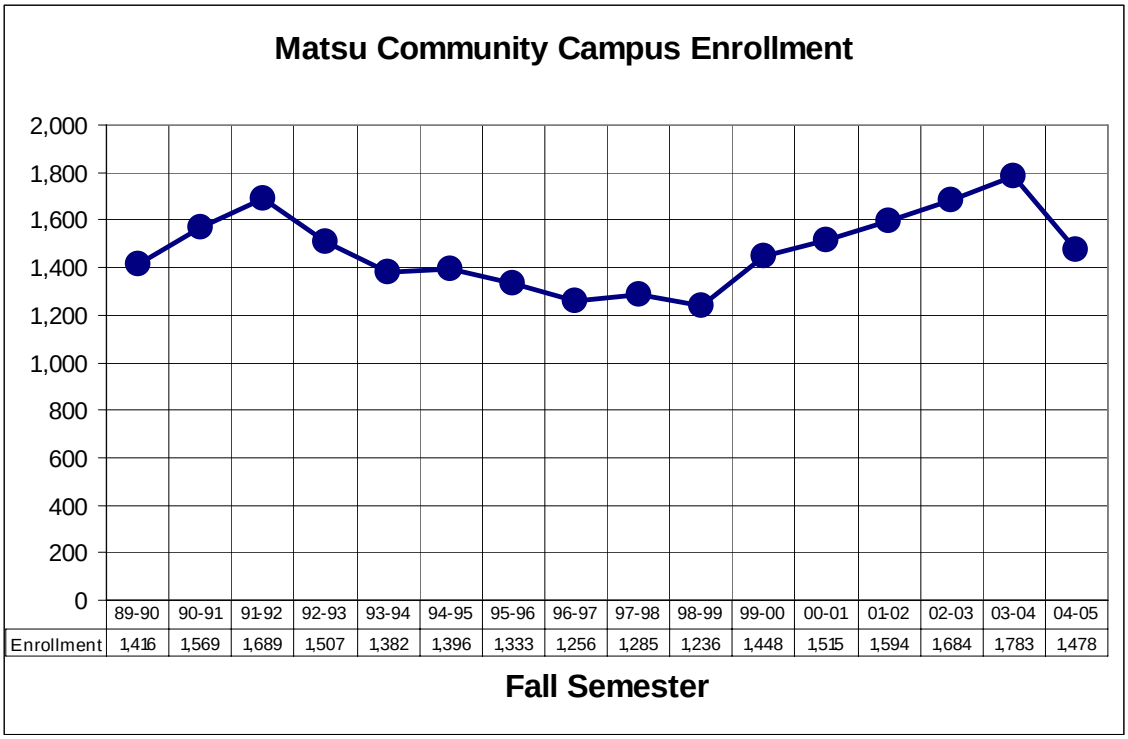


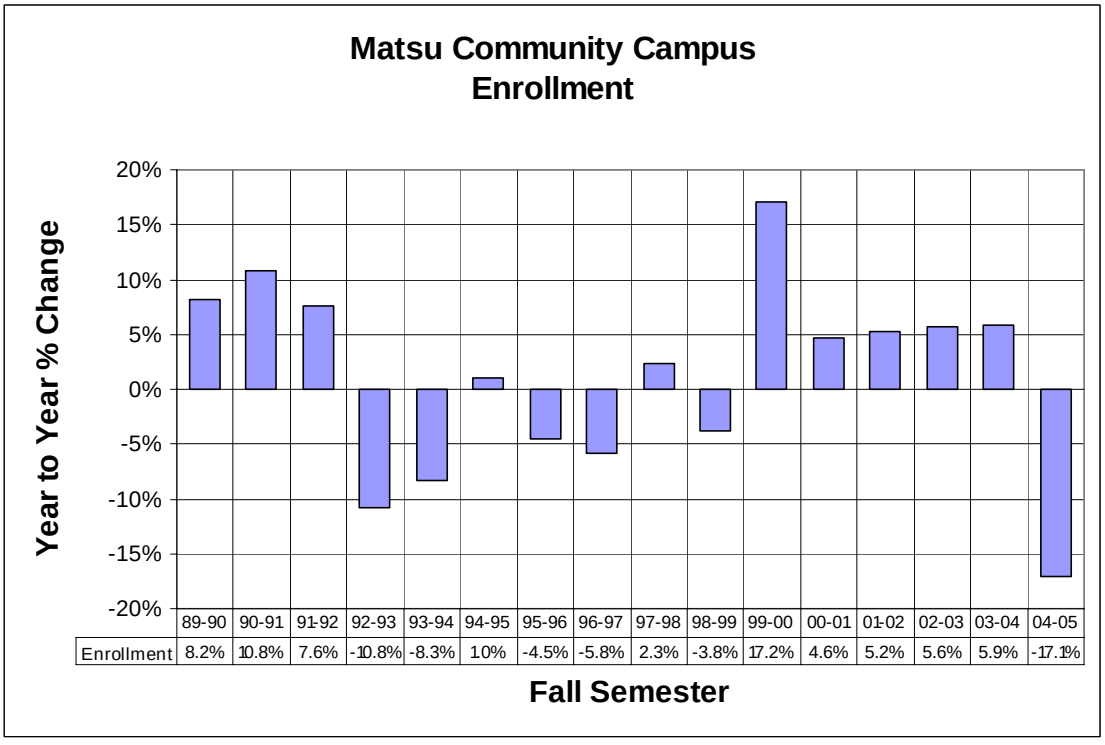




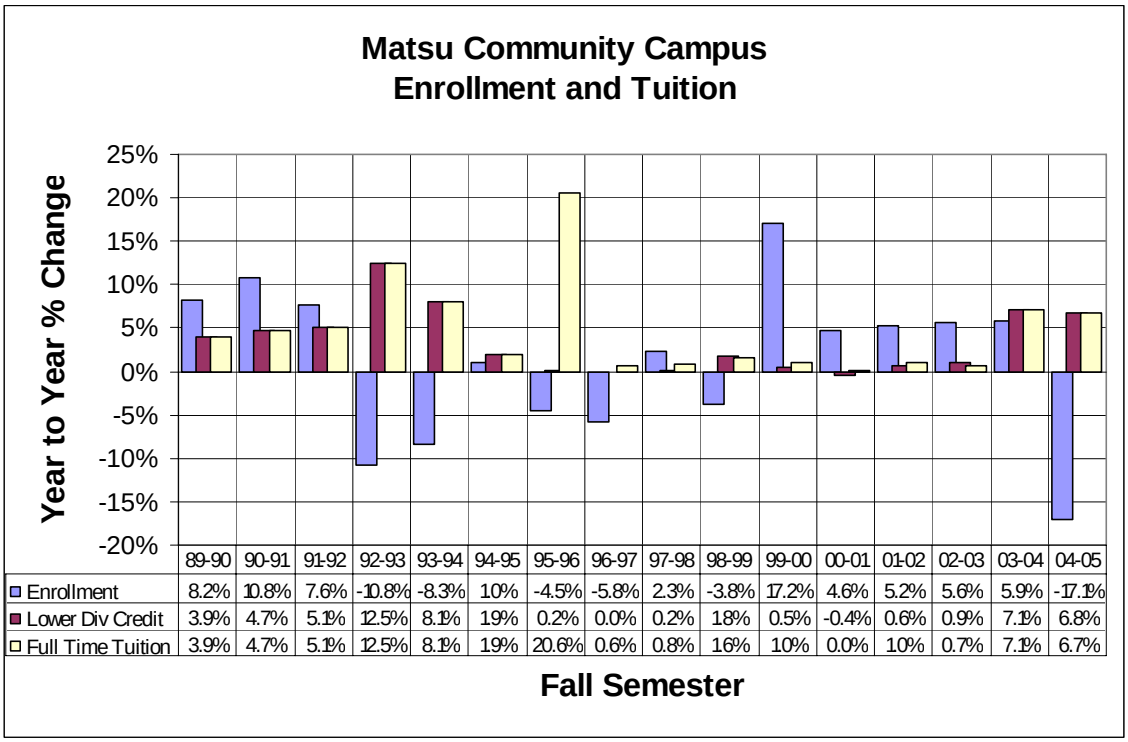
	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Lower Div Credit	3.9%	4.7%	5.1%	12.5	8.1%	1.9%	0.2%	0.0%	0.2%	1.8%	0.5%	-0.4%	0.6%	0.9%	7.1%	6.8%
Full Time	3.9%	4.7%	5.1%	12.5	8.1%	1.9%	20.6	0.6%	0.8%	1.6%	1.0%	0.0%	1.0%	0.7%	7.1%	6.7%

FALL SEMESTER ENROLLMENT: After growing in the late 80s and peaking in 91-92, enrollment trended downward to bottom out in 98-99. 5 years of growth followed until 04-05 when enrollment suffered the largest percent drop. The peak in 03-4 was 94 above 91-92.



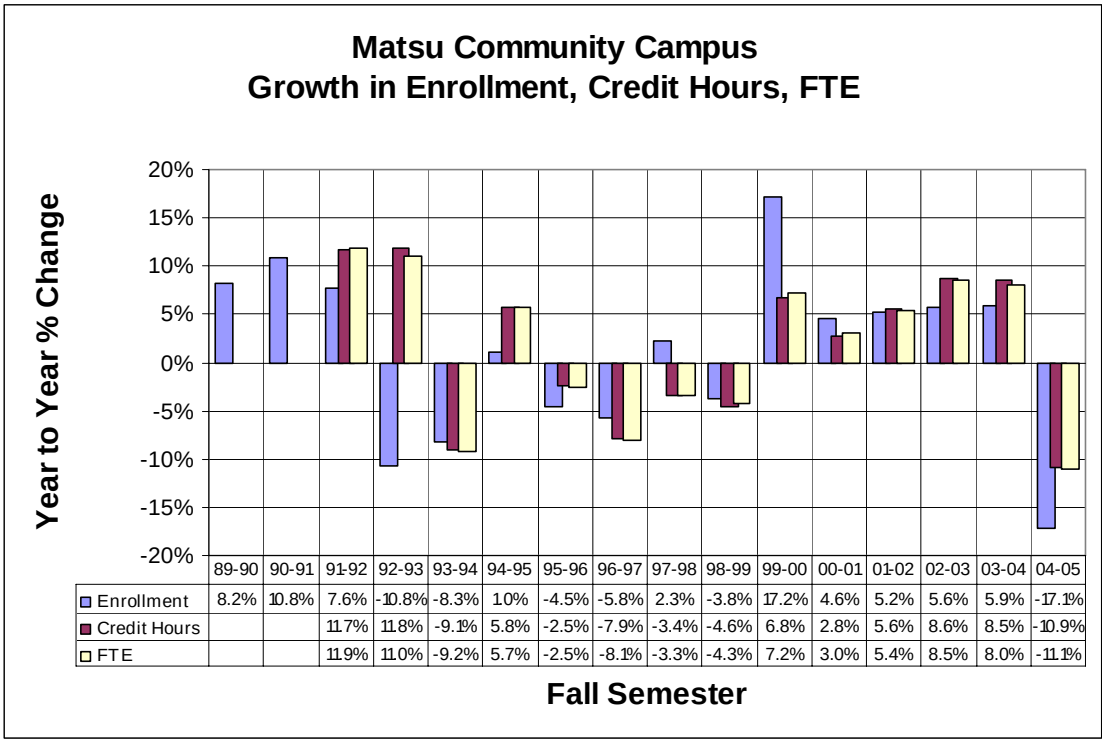


ENROLLMENT VS. TUITION RATE: In 89 thru 92 enrollment grew as the tuition rate grew. The next two years, enrollments declined as the tuition rate continued to increase. During the next 9 years, the tuition rate was approximately constant and enrollment growth was insignificant or negative for the first 5 years, but then grew rapidly during the last 4. When tuition began to rise again enrollments continued up for one year and then fell.



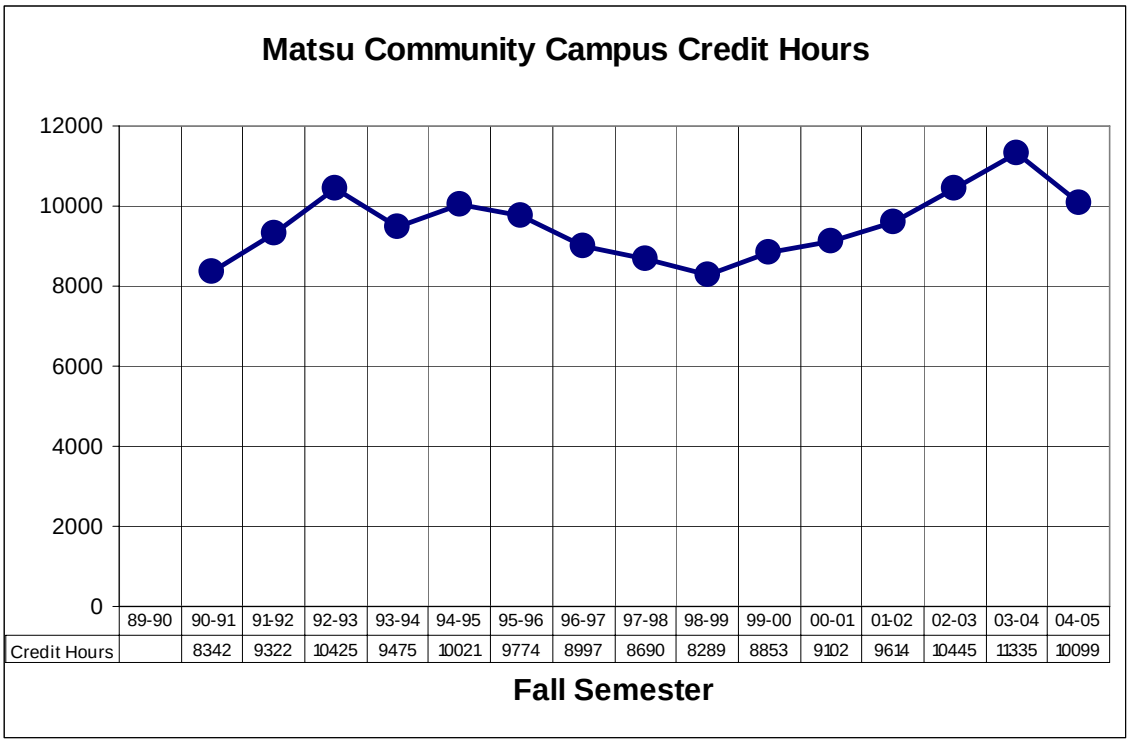
	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Enrollment	8.2%	10.8%	7.6%	-10.8%	-8.3%	1.0%	-4.5%	-5.8%	2.3%	-3.8%	17.2%	4.6%	5.2%	5.6%	5.9%	-17.1%
Lower Div Credit	3.9%	4.7%	5.1%	12.5%	8.1%	1.9%	0.2%	0.0%	0.2%	1.8%	0.5%	-0.4%	0.6%	0.9%	7.1%	6.8%
Full Time Tuition	3.9%	4.7%	5.1%	12.5%	8.1%	1.9%	20.6%	0.6%	0.8%	1.6%	1.0%	0.0%	1.0%	0.7%	7.1%	6.7%

FALL SEMESTER CREDIT HOURS AND FTE VS ENROLLMENTS: With a couple of exceptions in 92-93 and 97-98 credit hour and FTE growth moves in the same direction as enrollment growth. In 99-00 enrollments grew much faster than credit hours, while the reverse was true in 04-05. In 02-03 and 03-04 credit hours grew faster than enrollments.

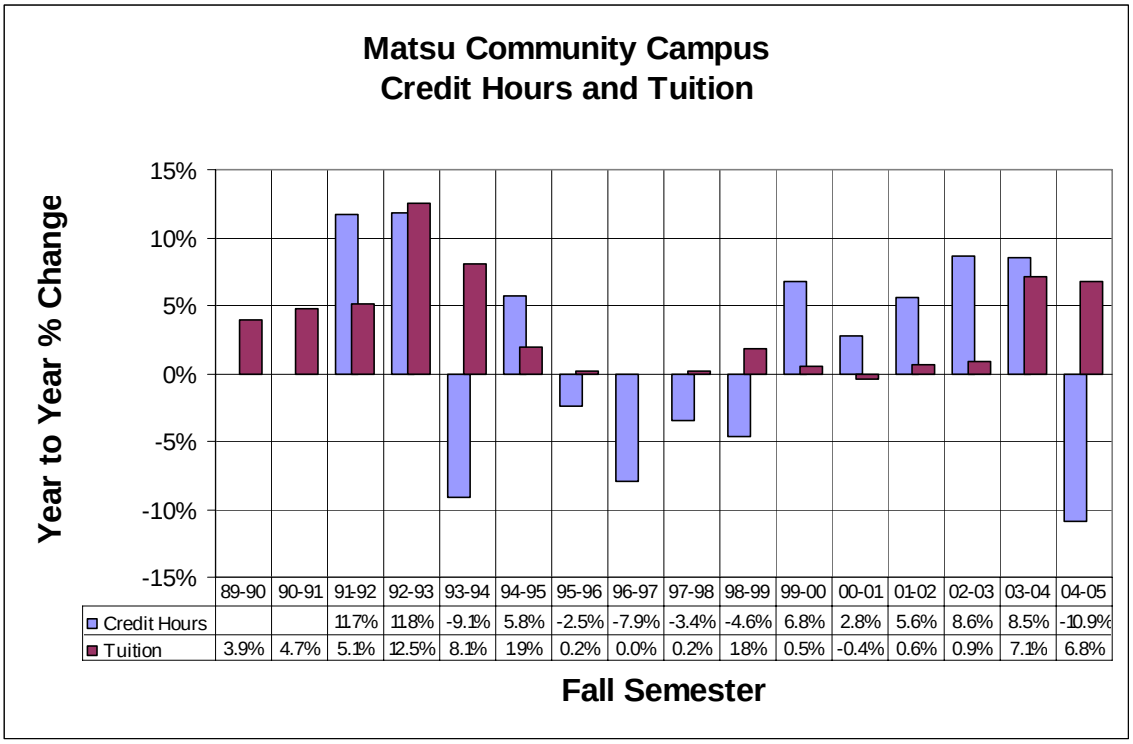


	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Enrollment	8.2%	10.8%	7.6%	-10.8%	-8.3%	1.0%	-4.5%	-5.8%	2.3%	-3.8%	17.2%	4.6%	5.2%	5.6%	5.9%	-17.1%
Credit Hours			11.7%	11.8%	-9.1%	5.8%	-2.5%	-7.9%	-3.4%	-4.6%	6.8%	2.8%	5.6%	8.6%	8.5%	-10.9%
FTE			11.9%	11.0%	-9.2%	5.7%	-2.5%	-8.1%	-3.3%	-4.3%	7.2%	3.0%	5.4%	8.5%	8.0%	-11.1%

CREDIT HOURS VS. TUITION: The relationship between credit hours and tuition has been similar to that of enrollments, except for 92-93 when credit hour production increased and enrollments fell as tuition was rising. (The relationship of FTE to tuition is similar to this pattern.)

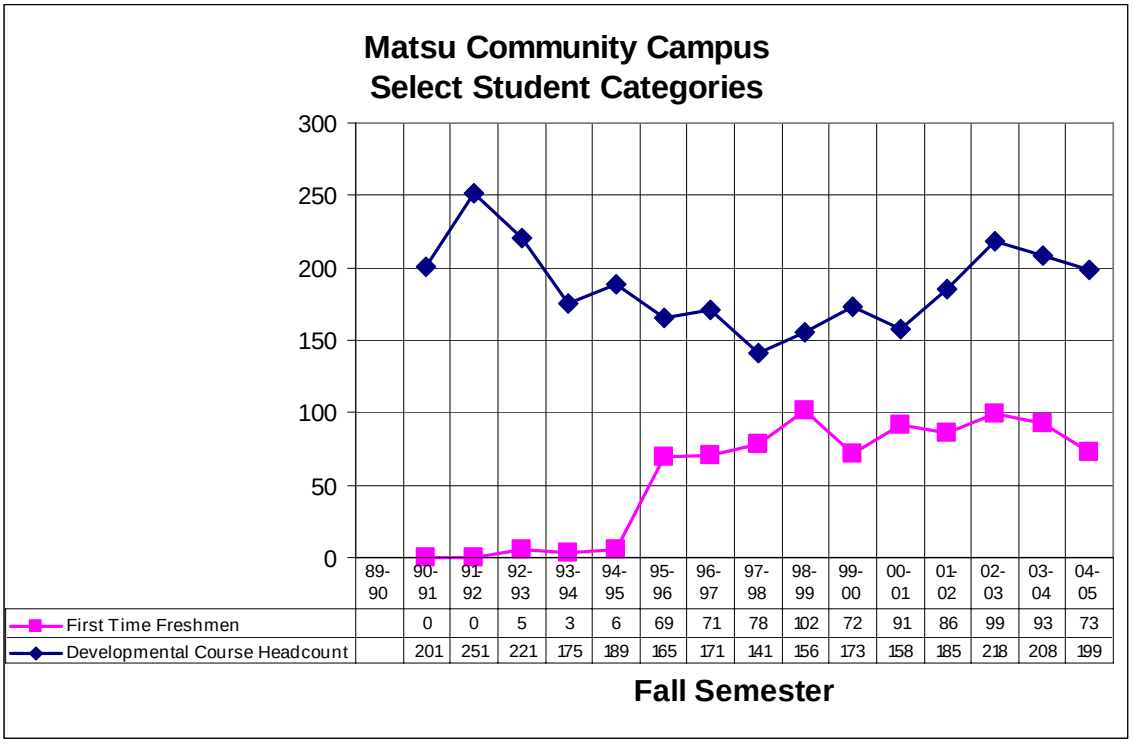


	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Credit Hours		8342	9322	10425	9475	10021	9774	8997	8690	8289	8853	9102	9614	10445	11335	10099



	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Credit Hours			11.7%	11.8%	-9.1%	5.8%	-2.5%	-7.9%	-3.4%	-4.6%	6.8%	2.8%	5.6%	8.6%	8.5%	-10.9%
Tuition	3.9%	4.7%	5.1%	12.5%	8.1%	1.9%	0.2%	0.0%	0.2%	1.8%	0.5%	-0.4%	0.6%	0.9%	7.1%	6.8%

SPECIAL STUDENT CATEGORIES: Developmental course headcount variation does not coincide with the unemployment rate but does rise and fall inversely with the rate of increase of tuition. First time freshmen declined in the last two years, but showed little positive trend in the earlier period of constant tuition.



	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
First Time Freshmen		0	0	5	3	6	69	71	78	102	72	91	86	99	93	73
Developmental Course Headcount		201	251	221	175	189	165	171	141	156	173	158	185	218	208	199

Part 2. SEMESTER DETAILED ANALYSIS SINCE 1997 (all UA data from Banner Database)

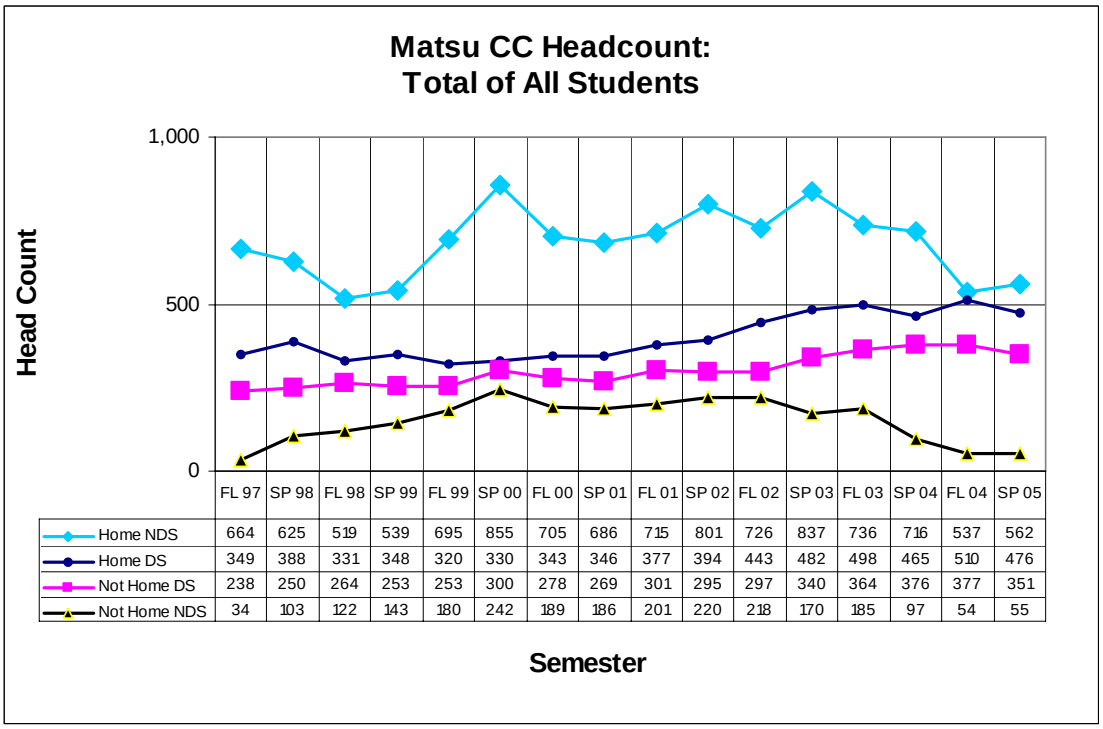
TUITION (2004$): Since 1997 the lower division tuition rate has been approximately constant except for a slight increase in 98-99 of 2% and increases of 7% in 03-04 and 04-05. The large increase in the full time tuition rate occurred in 95-96, so its effect cannot be observed in this data.

ECONOMICS: During this time the unemployment rate fell in 98-99 and increased in 99-00.

FALL AND SPRING ENROLLMENT [Headcount] BY DEGREE SEEKING STATUS[1]:
An increasing share of enrollments consists of degree seeking students who have been increasing in numbers for several years. In contrast non-degree seeking student numbers increased quickly between 99 and 00, but then plateaued. In the last 2 years when the tuition rate has been increasing, the number of non-degree seeking students has fallen dramatically, while the number of degree seeking students has fallen by very little. Non-degree seeking student enrollments fell in 98-99.

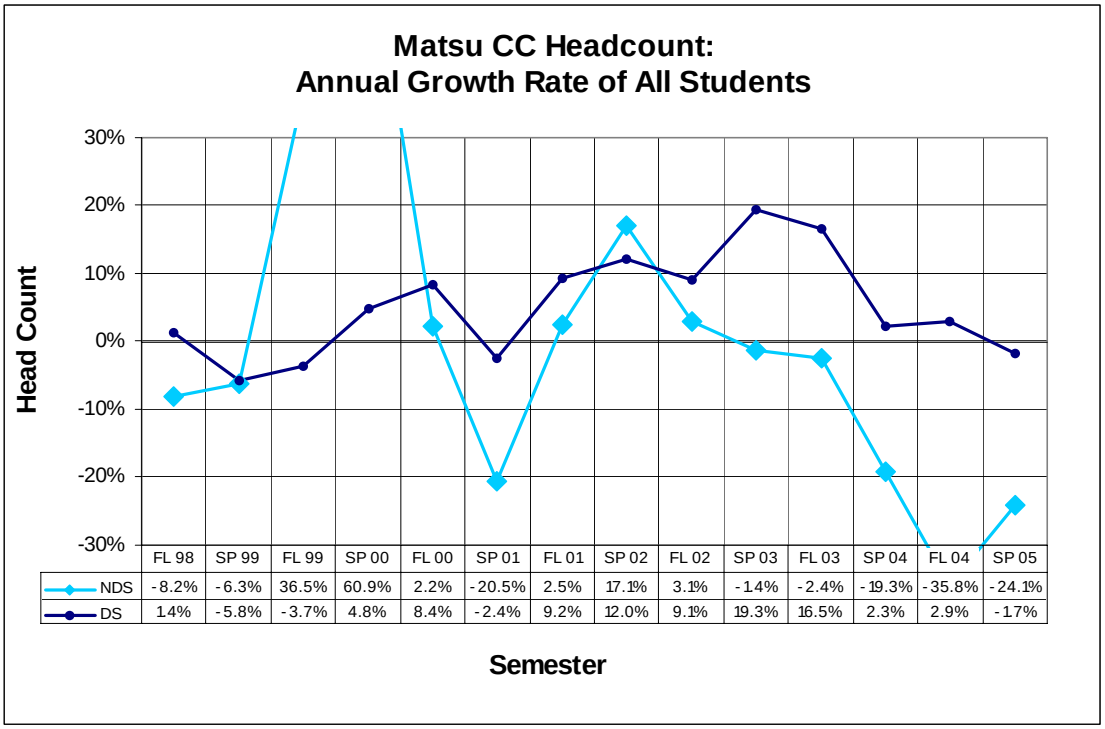
The spike in non-degree seeking enrollments in spring 00 coincides with an increase in the unemployment rate.

Enrollments of degree seeking and non-degree seeking students tend to move in the same direction, although non-degree seeking student enrollments are much move volatile from year to year. The year to year growth rate for degree seeking students has been positive except for spring 98 to spring 99, fall 98 to fall 99, and spring 04 to spring 05. The drop in non-degree seeking enrollments in the last year is the biggest negative swing for this period.



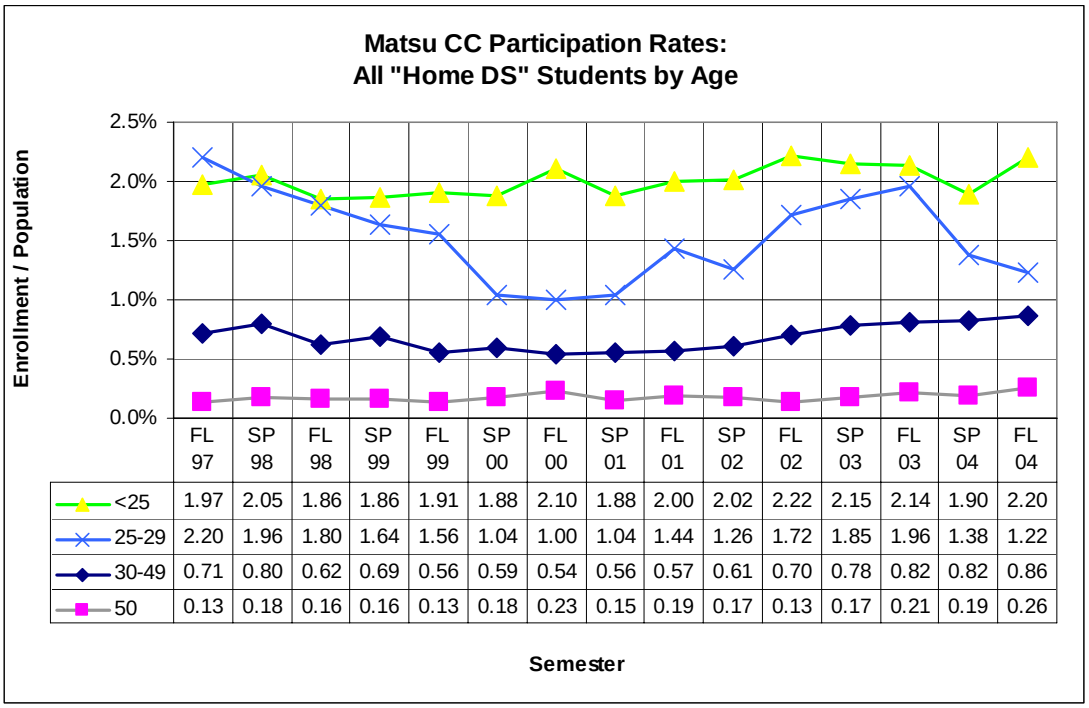
	FL 97	SP 98	FL 98	SP 99	FL 99	SP 00	FL 00	SP 01	FL 01	SP 02	FL 02	SP 03	FL 03	SP 04	FL 04	SP 05
Home NDS	664	625	519	539	695	855	705	686	715	801	726	837	736	716	537	562
Home DS	349	388	331	348	320	330	343	346	377	394	443	482	498	465	510	476
Not Home DS	238	250	264	253	253	300	278	269	301	295	297	340	364	376	377	351
Not Home NDS	34	103	122	143	180	242	189	186	201	220	218	170	185	97	54	55

[1] DS means degree seeking student. NDS means a non-degree seeking student. Home means the student first enrollment was at this campus. Not Home means the student's first campus of enrollment was not at this campus.

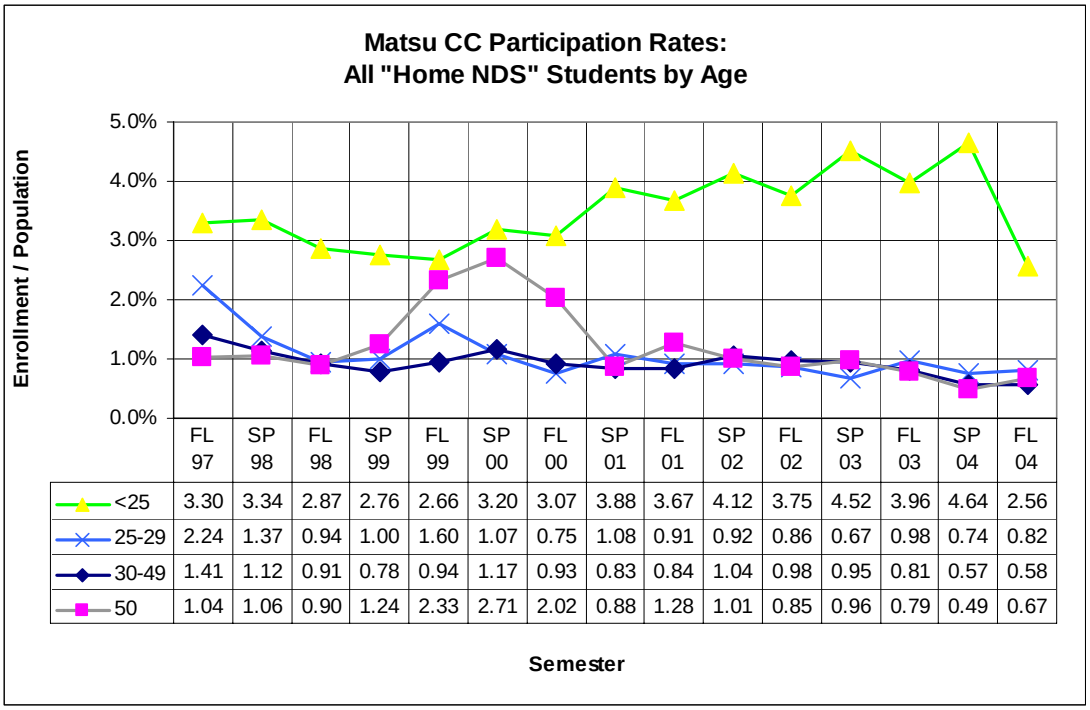


	FL 98	SP 99	FL 99	SP 00	FL 00	SP 01	FL 01	SP 02	FL 02	SP 03	FL 03	SP 04	FL 04	SP 05
NDS	-8.2%	-6.3%	36.5%	60.9%	2.2%	-20.5%	2.5%	17.1%	3.1%	-1.4%	-2.4%	-19.3%	-35.8%	-24.1%
DS	1.4%	-5.8%	-3.7%	4.8%	8.4%	-2.4%	9.2%	12.0%	9.1%	19.3%	16.5%	2.3%	2.9%	-1.7%

HOME CAMPUS ENROLLMENT PARTICIPATION RATES: For degree seeking students with Matsu as their home campus, participation rates have been increasing and have held up in the last 2 years, except for the 25-29 age group, which displays considerable volatility over time. In contrast participation rates for non-degree seeking students has been trending downward, except for students under 25. There was a big temporary jump in the 50+ rate for 1 ½ years.

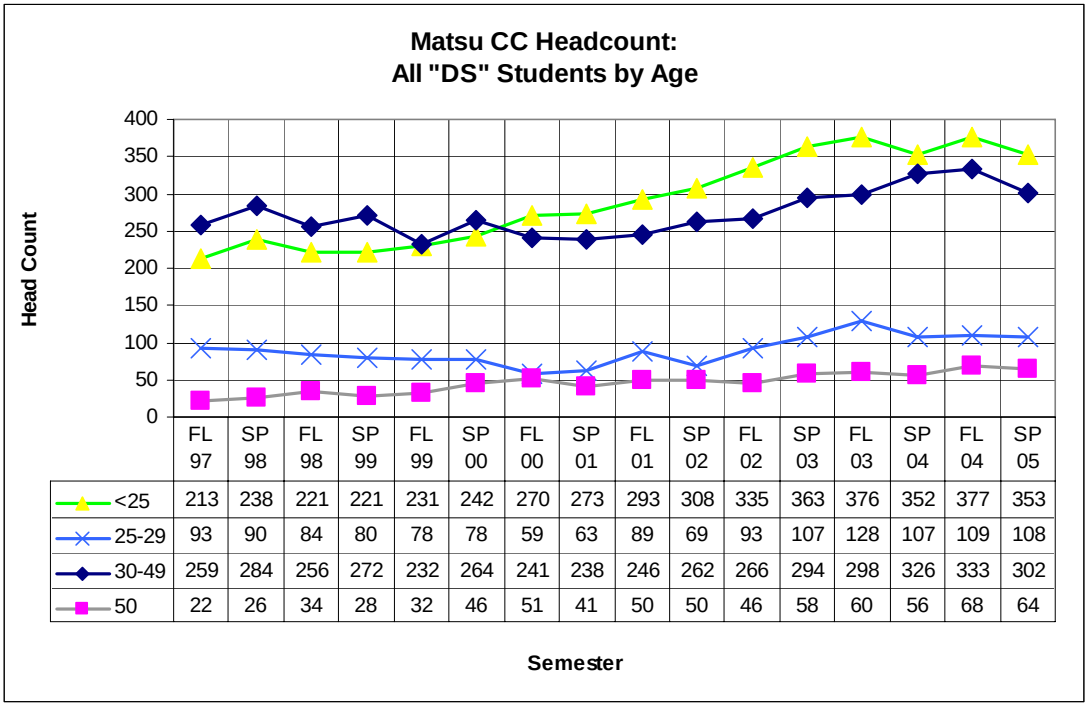


	FL 97	SP 98	FL 98	SP 99	FL 99	SP 00	FL 00	SP 01	FL 01	SP 02	FL 02	SP 03	FL 03	SP 04	FL 04
<25	1.97	2.05	1.86	1.86	1.91	1.88	2.10	1.88	2.00	2.02	2.22	2.15	2.14	1.90	2.20
25-29	2.20	1.96	1.80	1.64	1.56	1.04	1.00	1.04	1.44	1.26	1.72	1.85	1.96	1.38	1.22
30-49	0.71	0.80	0.62	0.69	0.56	0.59	0.54	0.56	0.57	0.61	0.70	0.78	0.82	0.82	0.86
50	0.13	0.18	0.16	0.16	0.13	0.18	0.23	0.15	0.19	0.17	0.13	0.17	0.21	0.19	0.26

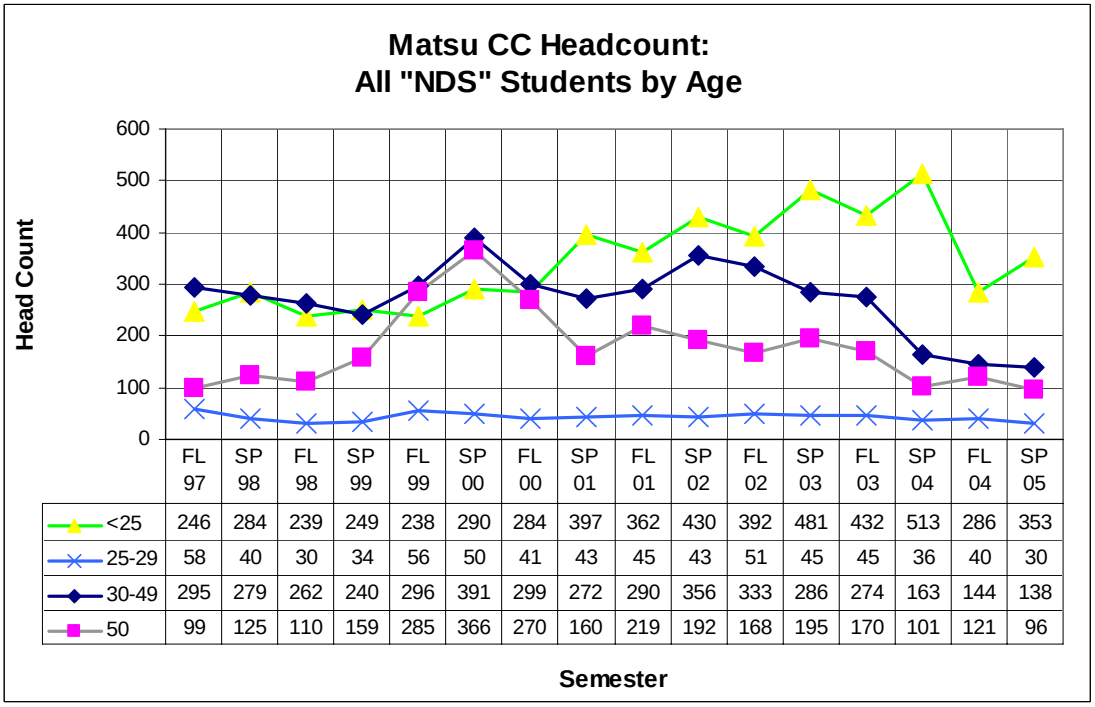


	FL 97	SP 98	FL 98	SP 99	FL 99	SP 00	FL 00	SP 01	FL 01	SP 02	FL 02	SP 03	FL 03	SP 04	FL 04
<25	3.30	3.34	2.87	2.76	2.66	3.20	3.07	3.88	3.67	4.12	3.75	4.52	3.96	4.64	2.56
25-29	2.24	1.37	0.94	1.00	1.60	1.07	0.75	1.08	0.91	0.92	0.86	0.67	0.98	0.74	0.82
30-49	1.41	1.12	0.91	0.78	0.94	1.17	0.93	0.83	0.84	1.04	0.98	0.95	0.81	0.57	0.58
50	1.04	1.06	0.90	1.24	2.33	2.71	2.02	0.88	1.28	1.01	0.85	0.96	0.79	0.49	0.67

ENROLLMENT BY AGE: Patterns in enrollment by age mirror the participation rates. Growth in enrollments for degree seeking students is strong for students <25 and 30-49. Enrollments by age for non-degree seeking students have been trending downward for some time in the 30-49 age group, and the biggest drop in the last year has been for students <25.

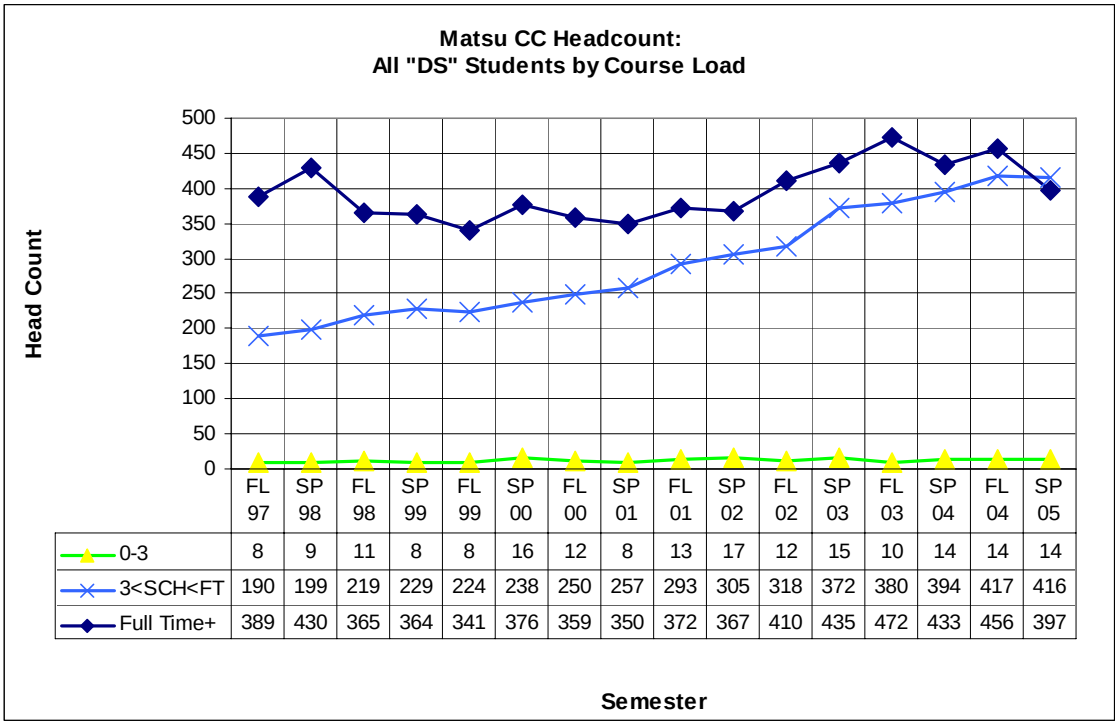


	FL 97	SP 98	FL 98	SP 99	FL 99	SP 00	FL 00	SP 01	FL 01	SP 02	FL 02	SP 03	FL 03	SP 04	FL 04	SP 05
<25	213	238	221	221	231	242	270	273	293	308	335	363	376	352	377	353
25-29	93	90	84	80	78	78	59	63	89	69	93	107	128	107	109	108
30-49	259	284	256	272	232	264	241	238	246	262	266	294	298	326	333	302
50	22	26	34	28	32	46	51	41	50	50	46	58	60	56	68	64

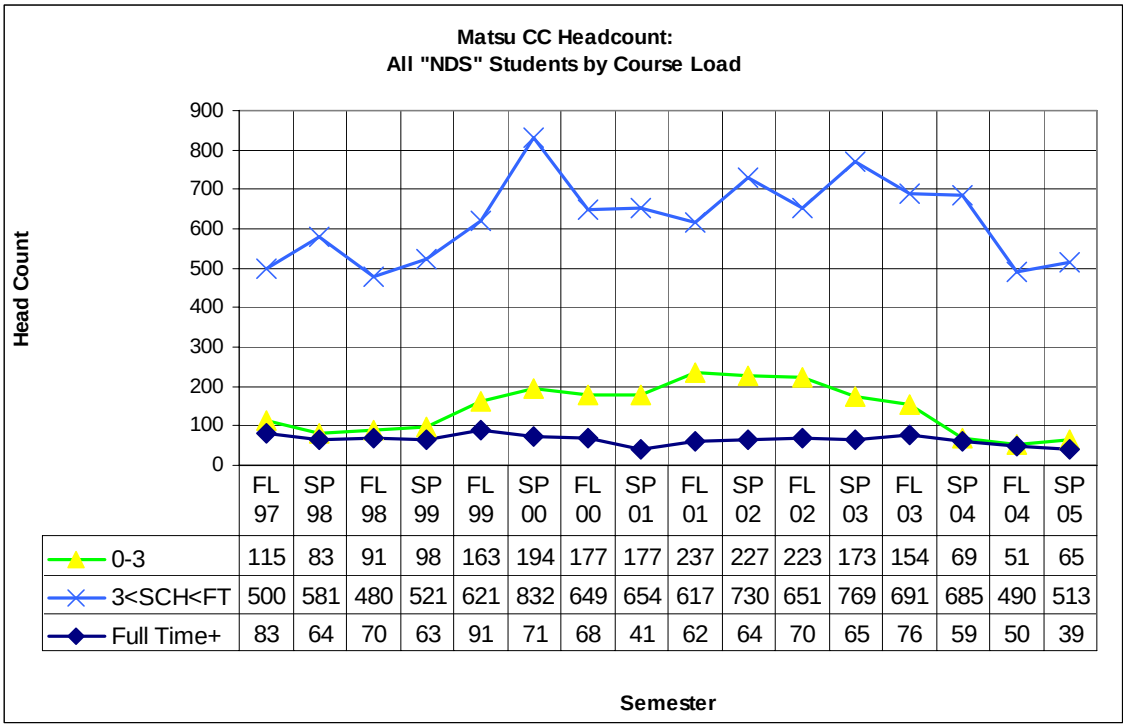


	FL 97	SP 98	FL 98	SP 99	FL 99	SP 00	FL 00	SP 01	FL 01	SP 02	FL 02	SP 03	FL 03	SP 04	FL 04	SP 05
<25	246	284	239	249	238	290	284	397	362	430	392	481	432	513	286	353
25-29	58	40	30	34	56	50	41	43	45	43	51	45	45	36	40	30
30-49	295	279	262	240	296	391	299	272	290	356	333	286	274	163	144	138
50	99	125	110	159	285	366	270	160	219	192	168	195	170	101	121	96

COURSE LOAD: Among degree seeking students the most rapid increase has been in part time students. Their numbers have continued to increase in spite of the increase in the tuition rate during the last 2 years. This may represent a shift from full time to part time status. The number of full time students increased until the last 2 years when it fell. Among non-degree seeking students, those taking 3 credits or less have been trending downward. The drop in non-degree seeking students in the last year has been concentrated among part time students.



	FL 97	SP 98	FL 98	SP 99	FL 99	SP 00	FL 00	SP 01	FL 01	SP 02	FL 02	SP 03	FL 03	SP 04	FL 04	SP 05
0-3	8	9	11	8	8	16	12	8	13	17	12	15	10	14	14	14
3<SCH<FT	190	199	219	229	224	238	250	257	293	305	318	372	380	394	417	416
Full Time+	389	430	365	364	341	376	359	350	372	367	410	435	472	433	456	397



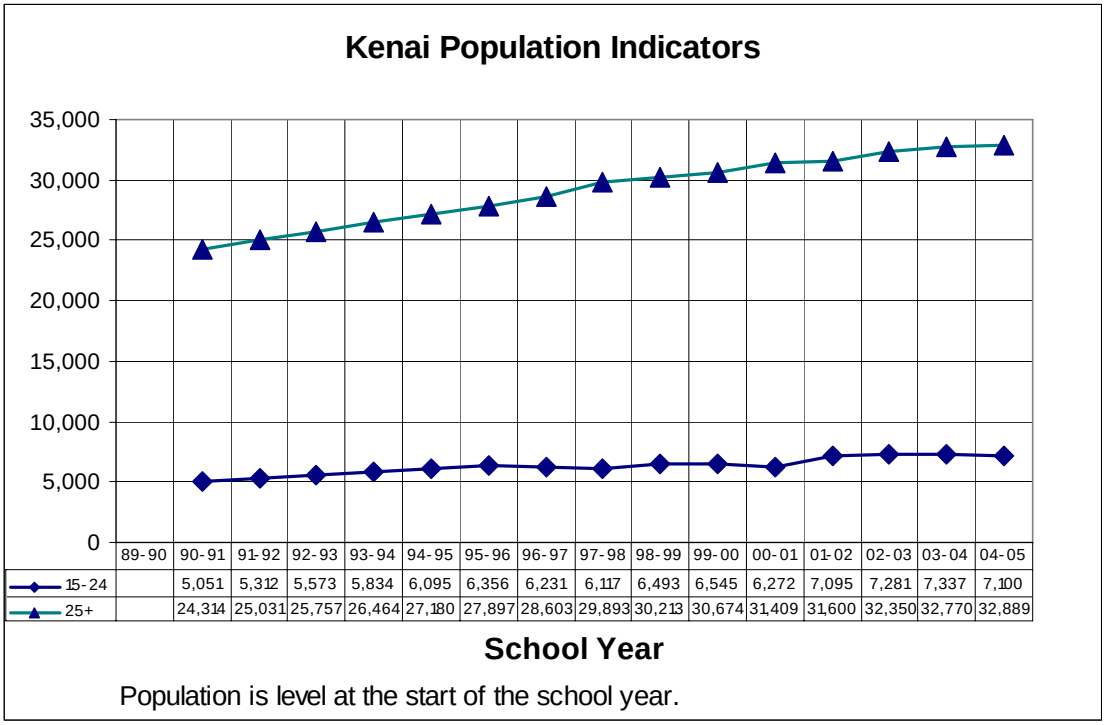
	FL 97	SP 98	FL 98	SP 99	FL 99	SP 00	FL 00	SP 01	FL 01	SP 02	FL 02	SP 03	FL 03	SP 04	FL 04	SP 05
0-3	115	83	91	98	163	194	177	177	237	227	223	173	154	69	51	65
3<SCH<FT	500	581	480	521	621	832	649	654	617	730	651	769	691	685	490	513
Full Time+	83	64	70	63	91	71	68	41	62	64	70	65	76	59	50	39

KENAI COMMUNITY CAMPUS BRIEF 8/8/05

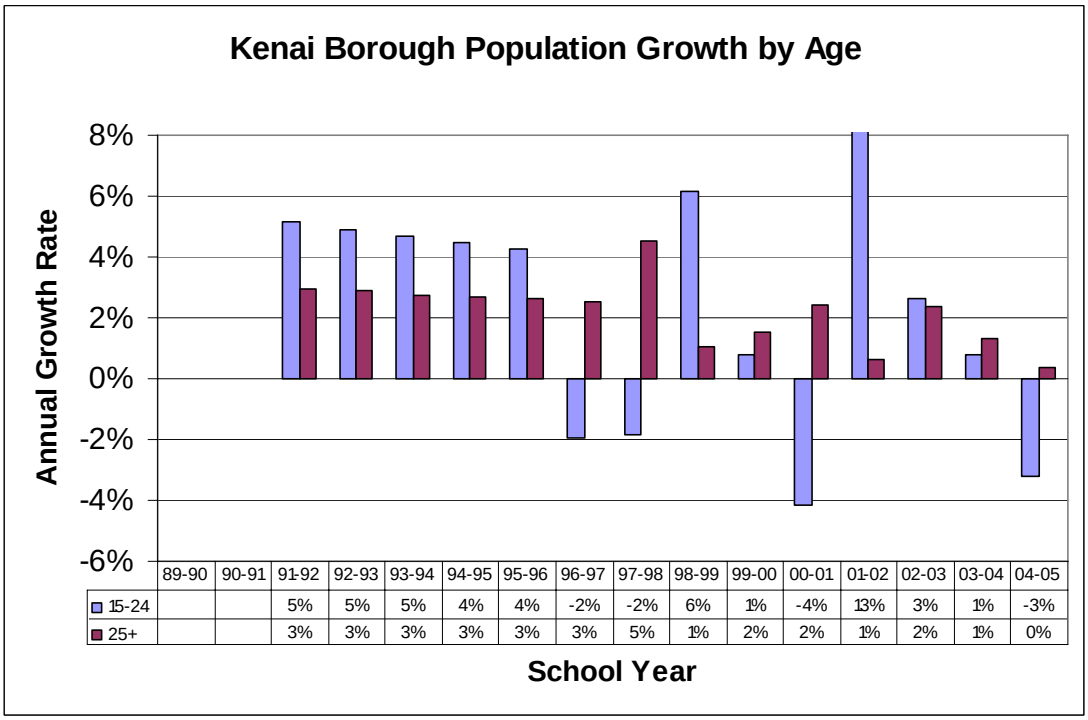
Part 1. ANNUAL TRENDS SINCE 1990 (all UA data from UA in Review)

SUMMARY: Enrollments trended downward thru the 90s during both the early years of the decade when tuition was rising and the later years of the decade when tuition was constant. Slight increases in enrollment occurred in years when the unemployment rate dropped significantly. During this time population was growing so the participation rate was falling. There was considerable change in enrollment from years to year, with years of positive and negative growth occurring back to back. After 99-00 enrollment growth turned positive, but stopped in 03-04.and turned negative in 04-05 at the same time that tuition was increasing.

POPULATION: Population growth in the Kenai Peninsula Borough has been strong with the age groups under 25 generally growing at a slower rate than the older adult population. (Population data from Alaska Department of Labor except 91,92,93,94 interpolated.)

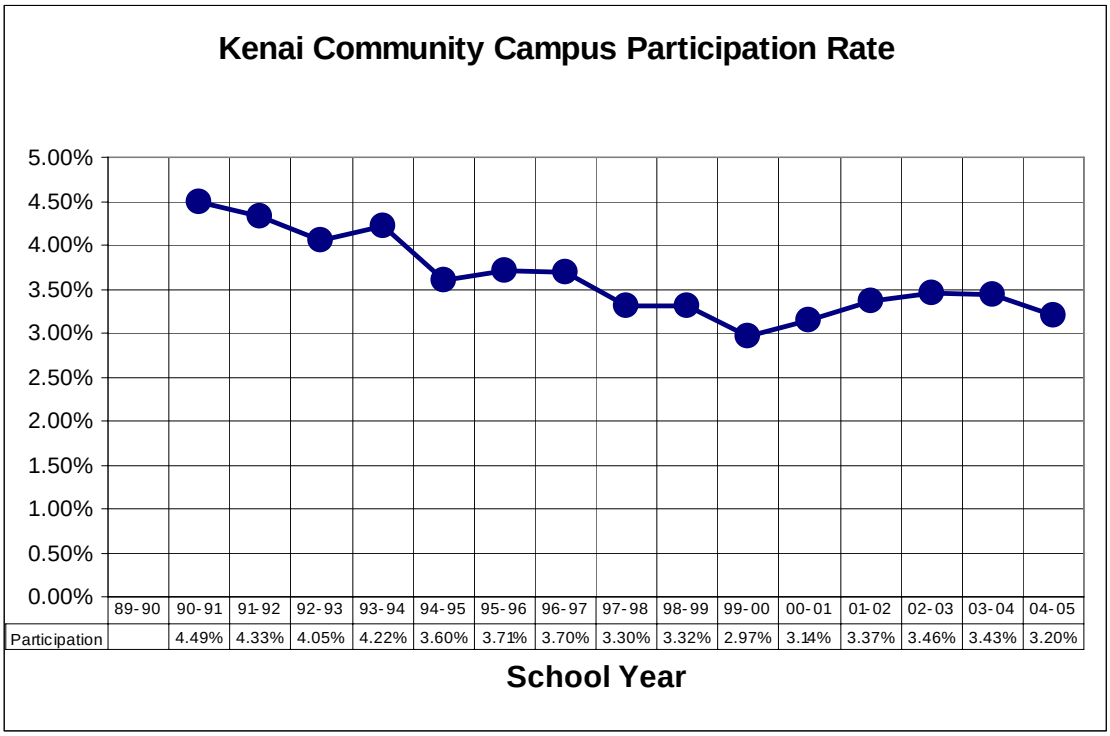


	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
15-24		5,051	5,312	5,573	5,834	6,095	6,356	6,231	6,117	6,493	6,545	6,272	7,095	7,281	7,337	7,100
25+		24,314	25,031	25,757	26,464	27,180	27,897	28,603	29,893	30,213	30,674	31,409	31,600	32,350	32,770	32,889



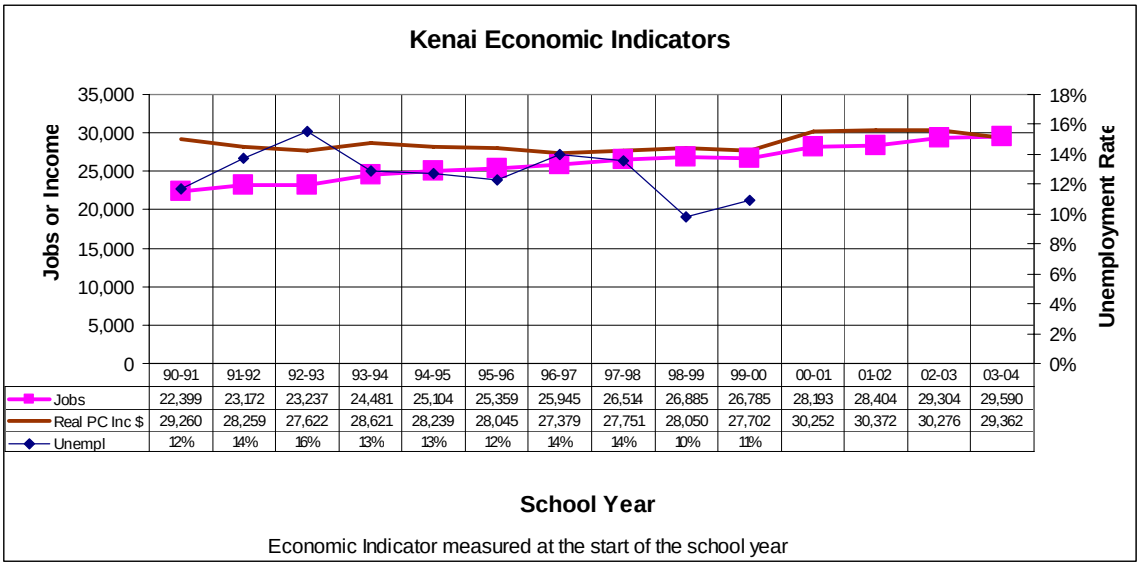
	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
15-24			5%	5%	5%	4%	4%	-2%	-2%	6%	1%	-4%	13%	3%	1%	-3%
25+			3%	3%	3%	3%	3%	3%	5%	1%	2%	2%	1%	2%	1%	0%

PARTICIPATION RATE: The ratio of enrollment to population (participation rate) trended downward in the 90s, turned positive for the next 3 years, and after a year dropped down.



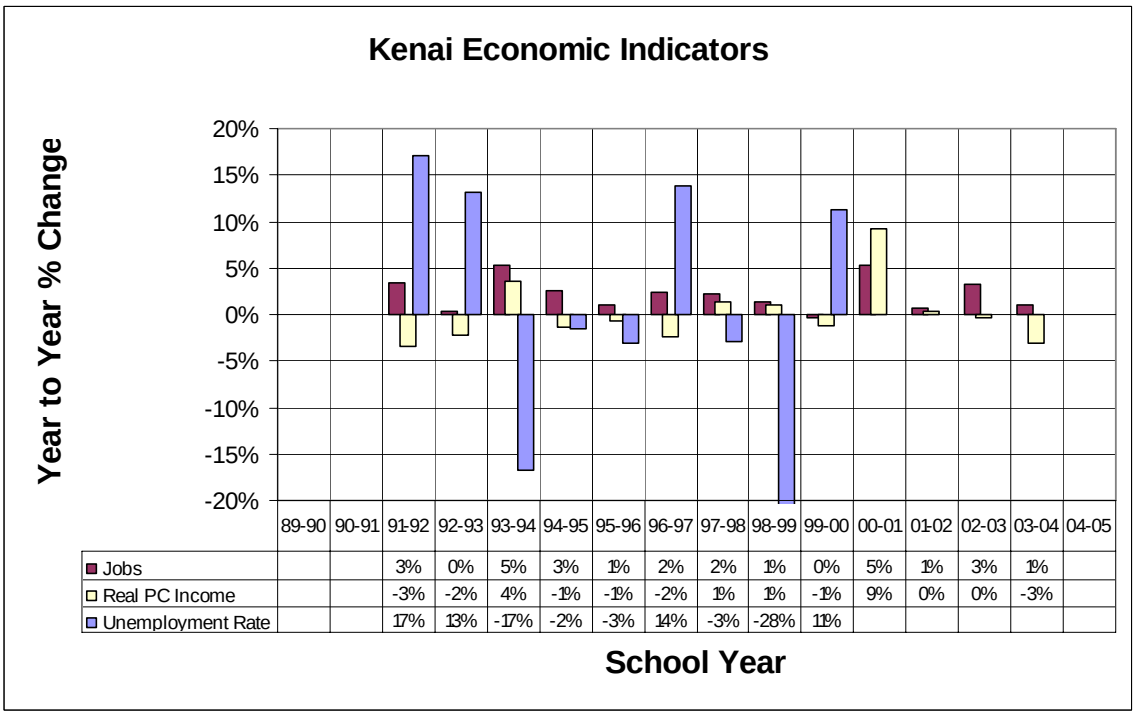
CAPTURE RATE: The percentage of newly graduated high school students that enroll at the campus is the capture rate. This trend has not yet been calculated.

ECONOMIC CONDITIONS: Job growth in the Kenai Peninsula Borough (US Department of Commerce) has been generally positive while per capita real income (US Department of Commerce) has fluctuated from year to year with little trend except for a jump in 00-01. The unemployment was higher in the early 90s than in the later part of the decade, with significant drops in 93-94 and 98-99. (More recent unemployment rate will be available in August from the Alaska Department of Labor).



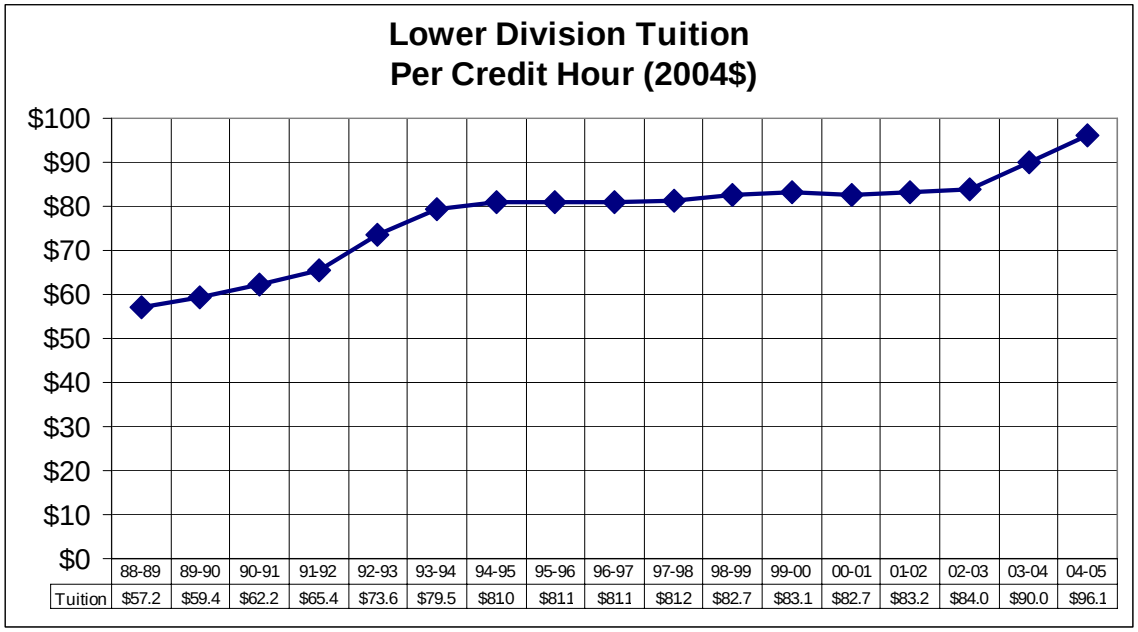
	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04
Jobs	22,399	23,172	23,237	24,481	25,104	25,359	25,945	26,514	26,885	26,785	28,193	28,404	29,304	29,590
Real PC Inc $	29,260	28,259	27,622	28,621	28,239	28,045	27,379	27,751	28,050	27,702	30,252	30,372	30,276	29,362
Unempl	12%	14%	16%	13%	13%	12%	14%	14%	10%	11%				

Economic Indicator measured at the start of the school year

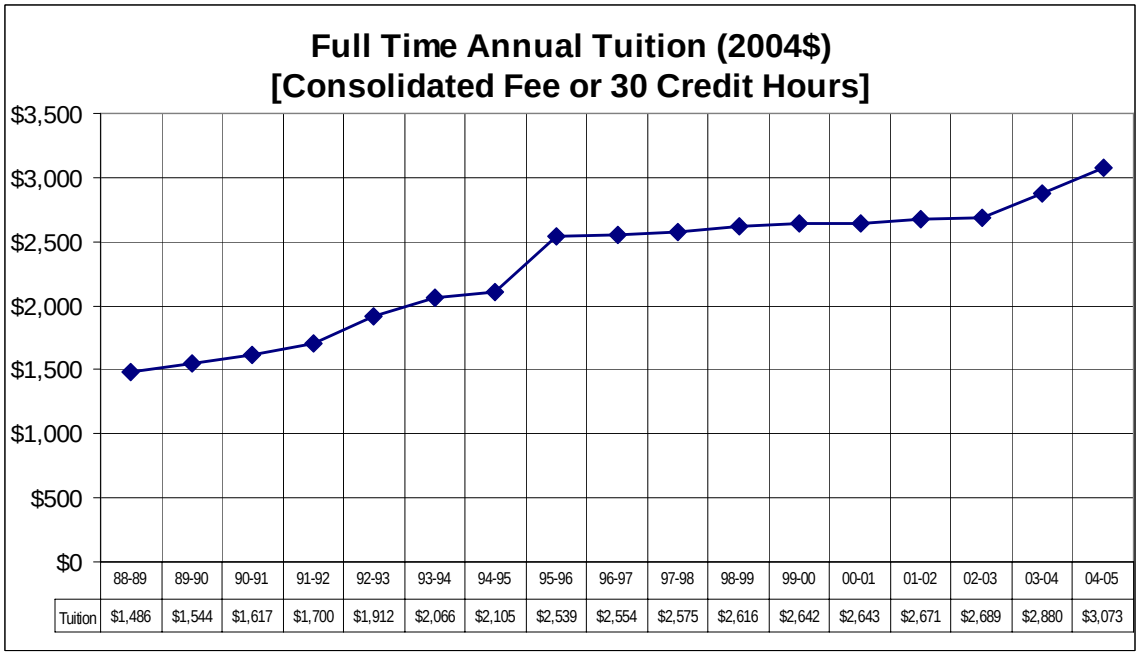


	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Jobs			3%	0%	5%	3%	1%	2%	2%	1%	0%	5%	1%	3%	1%	
Real PC Income			-3%	-2%	4%	-1%	-1%	-2%	1%	1%	-1%	9%	0%	0%	-3%	
Unemployment Rate			17%	13%	-17%	-2%	-3%	14%	-3%	-28%	11%					

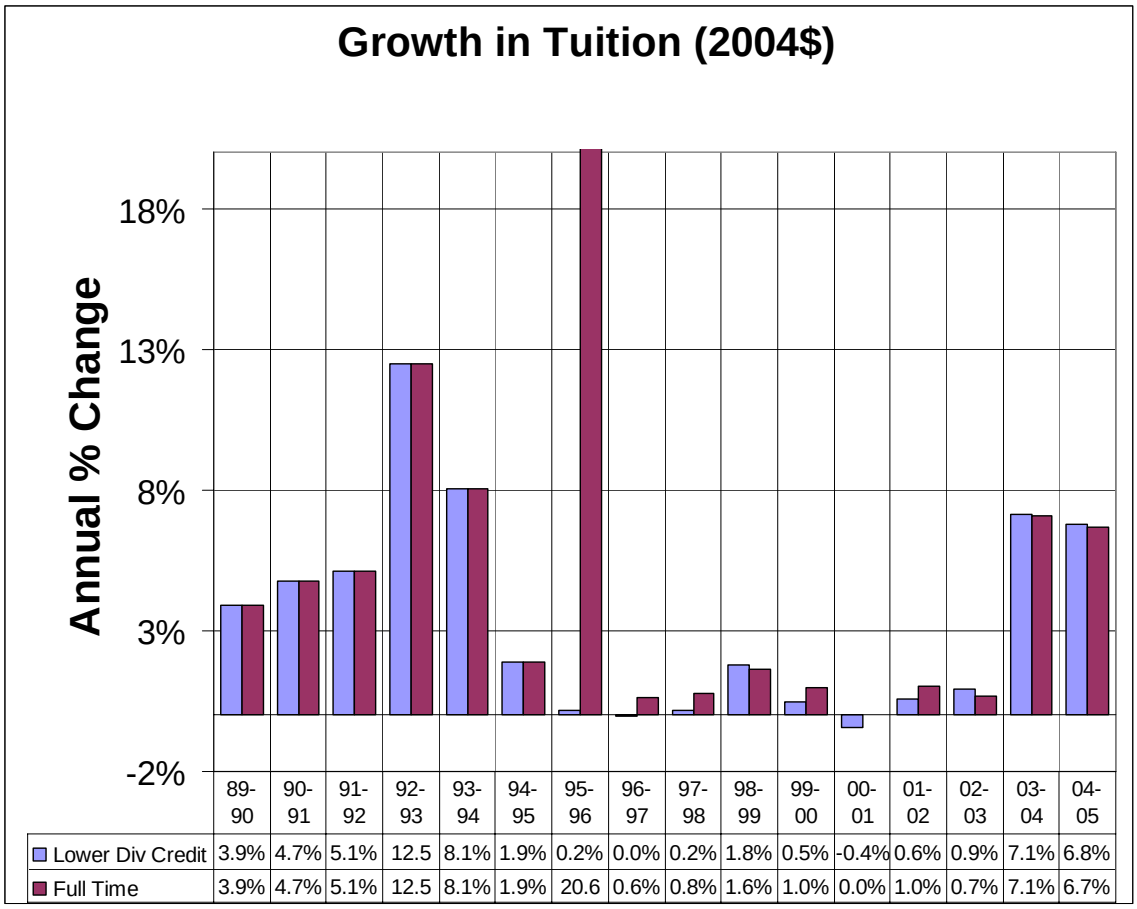
TUITION (2004$): Adjusted for inflation (Anchorage Consumer Price Index), the lower division tuition rate increased in the early 1990s, remained relatively constant for a decade until 02-03, and then resumed its upward trend again in 03-04. Percent increases in the last two years have been similar to those of the early 90s. The full time tuition followed the same pattern except for a jump in 95-96 when the consolidated fee was eliminated.



	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Tuition	$57.2	$59.4	$62.2	$65.4	$73.6	$79.5	$810	$811	$811	$812	$82.7	$83.1	$82.7	$83.2	$84.0	$90.0	$96.1

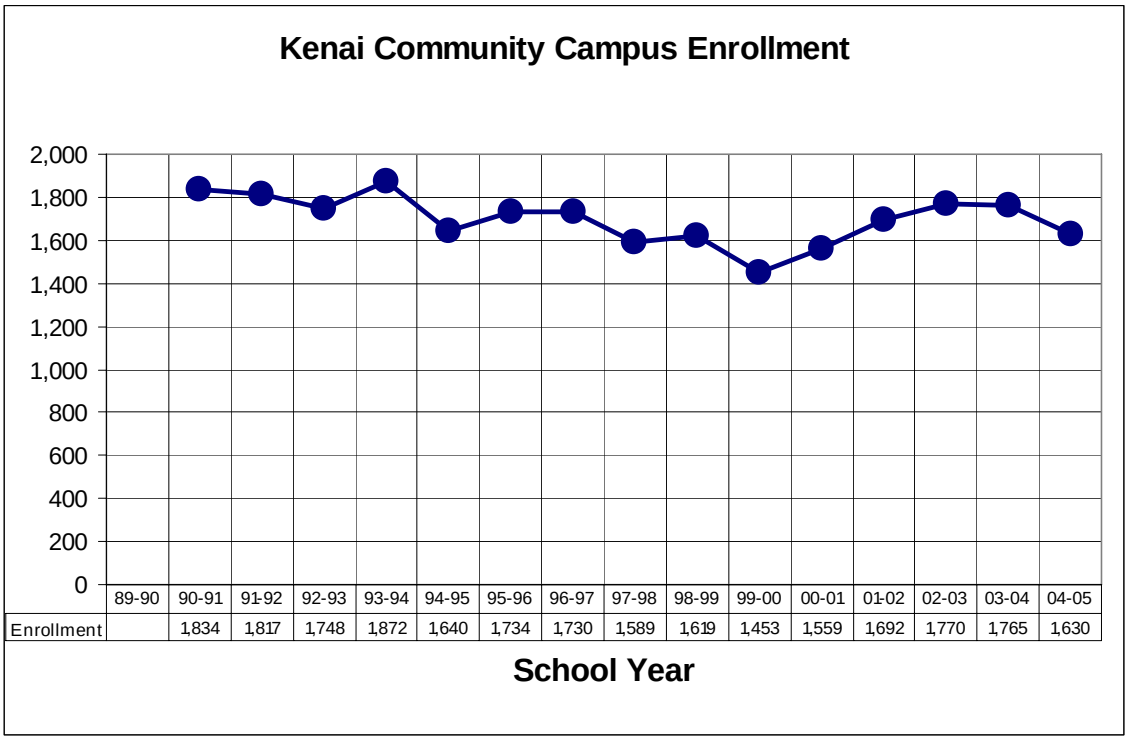


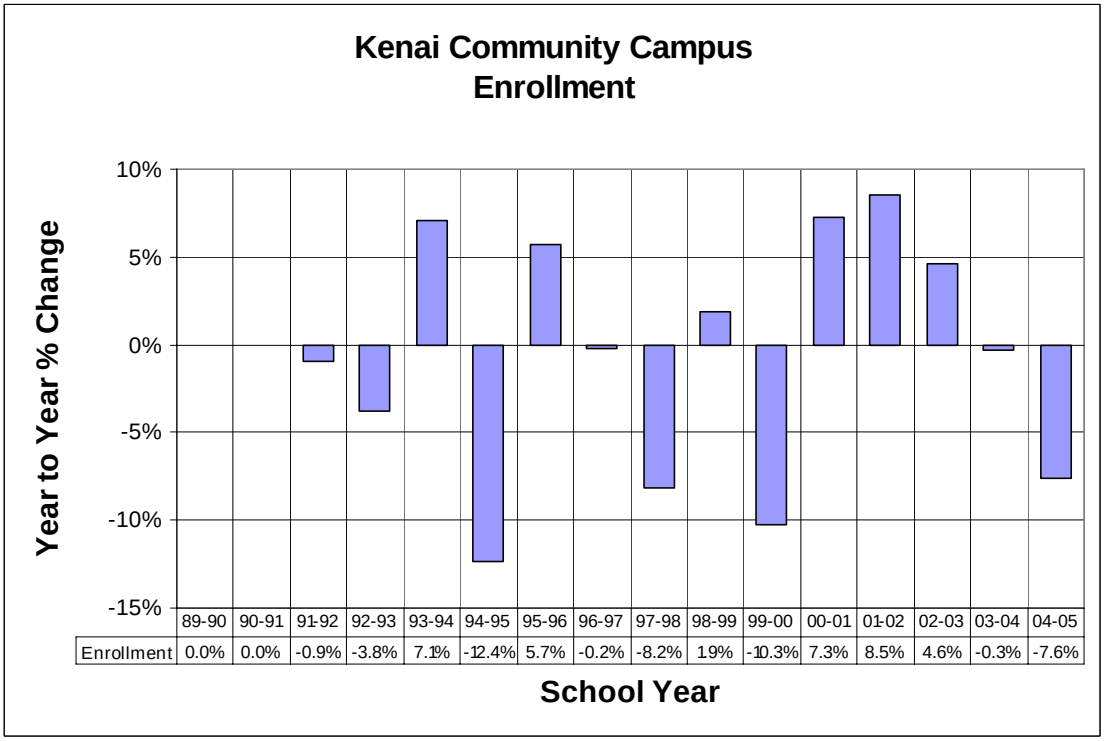
	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Tuition	$1,486	$1,544	$1,617	$1,700	$1,912	$2,066	$2,105	$2,539	$2,554	$2,575	$2,616	$2,642	$2,643	$2,671	$2,689	$2,880	$3,073



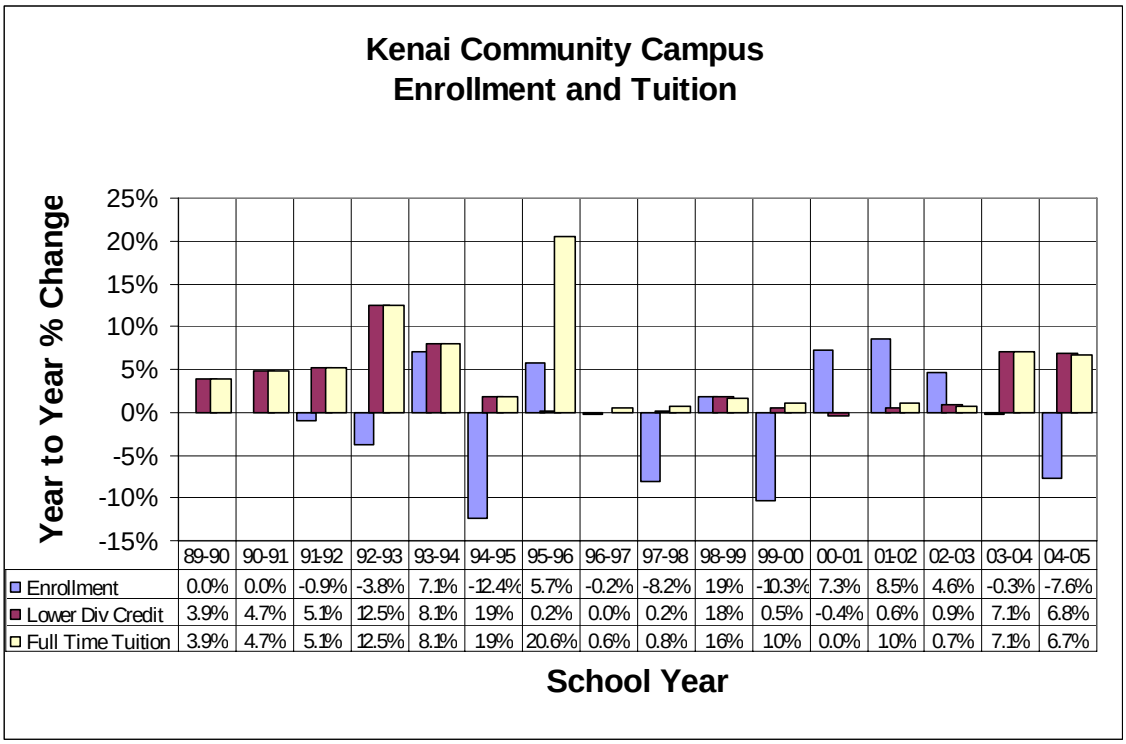
	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Lower Div Credit	3.9%	4.7%	5.1%	12.5	8.1%	1.9%	0.2%	0.0%	0.2%	1.8%	0.5%	-0.4%	0.6%	0.9%	7.1%	6.8%
Full Time	3.9%	4.7%	5.1%	12.5	8.1%	1.9%	20.6	0.6%	0.8%	1.6%	1.0%	0.0%	1.0%	0.7%	7.1%	6.7%

FALL SEMESTER ENROLLMENT: Fall semester enrollment trended downward through the 90s with significant year to year fluctuations, grew for the next 3 years, was unchanged for a year, and finally fell in 04-05..



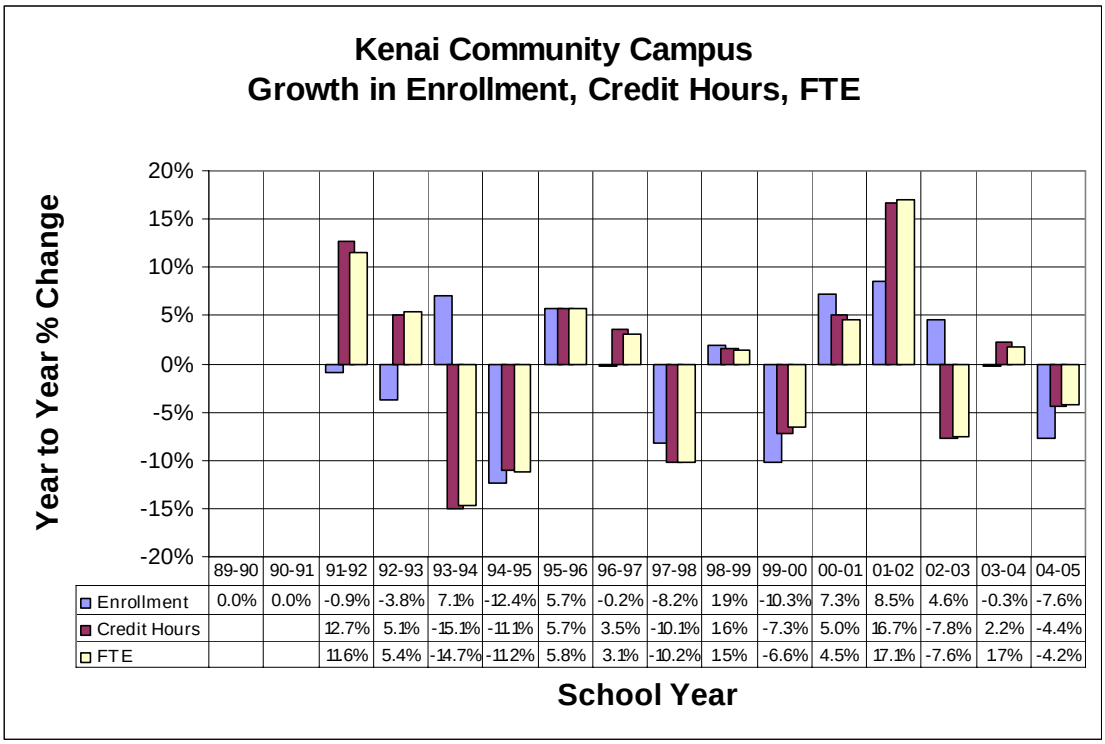


ENROLLMENT VS. TUITION RATE: In the early 90s enrollments fluctuated up and down during a period of growing tuition. In the later part of the decade enrollments fluctuated up and down during a period of flat tuition, but toward the end of this period demonstrated three years of growth. That enrollment growth stopped and was reversed in the last two years, at a time of increasing tuition.



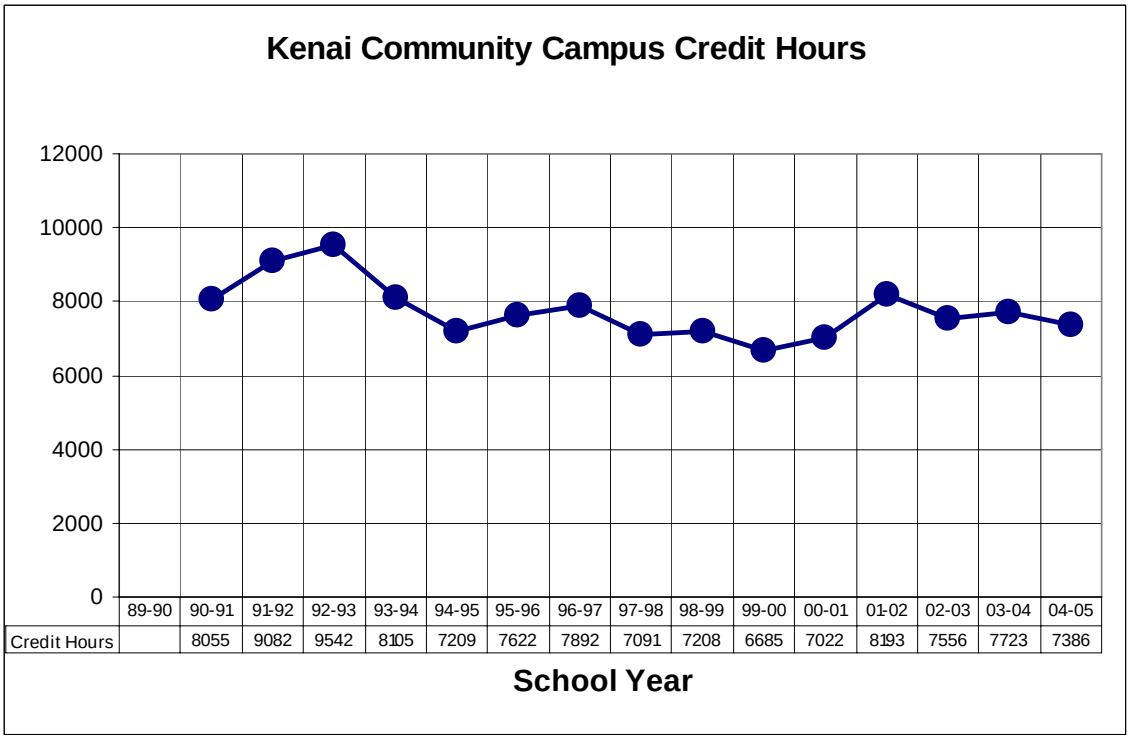
	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Enrollment	0.0%	0.0%	-0.9%	-3.8%	7.1%	-12.4%	5.7%	-0.2%	-8.2%	1.9%	-10.3%	7.3%	8.5%	4.6%	-0.3%	-7.6%
Lower Div Credit	3.9%	4.7%	5.1%	12.5%	8.1%	1.9%	0.2%	0.0%	0.2%	1.8%	0.5%	-0.4%	0.6%	0.9%	7.1%	6.8%
Full Time Tuition	3.9%	4.7%	5.1%	12.5%	8.1%	1.9%	20.6%	0.6%	0.8%	1.6%	1.0%	0.0%	1.0%	0.7%	7.1%	6.7%

FALL SEMESTER CREDIT HOURS AND FTE VS ENROLLMENTS: With the exception of the period from 91-92 to 93-94 and 02-03, credit hour and FTE growth moves in the same direction as enrollment growth. In 03-04 credit hours grew while enrollments were unchanged. In 02-03 credit hours fell while enrollment grew. In 04-05 enrollments fell more than credit hours.

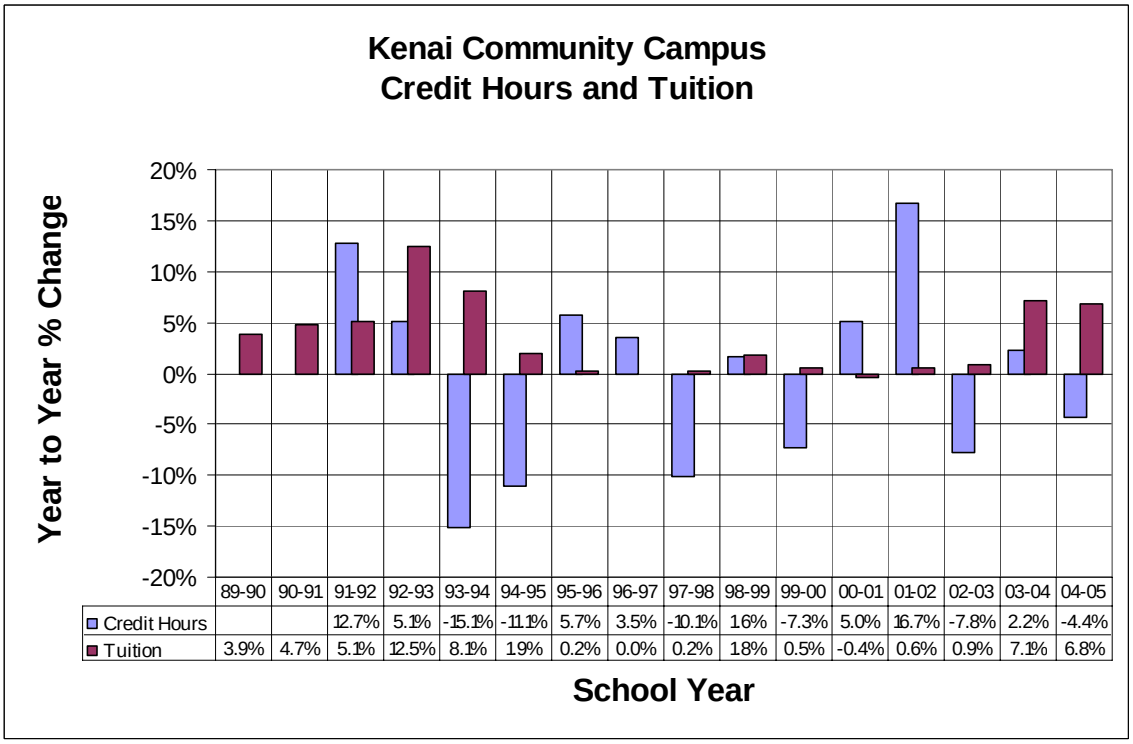


	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Enrollment	0.0%	0.0%	-0.9%	-3.8%	7.1%	-12.4%	5.7%	-0.2%	-8.2%	1.9%	-10.3%	7.3%	8.5%	4.6%	-0.3%	-7.6%
Credit Hours			12.7%	5.1%	-15.1%	-11.1%	5.7%	3.5%	-10.1%	1.6%	-7.3%	5.0%	16.7%	-7.8%	2.2%	-4.4%
FTE			11.6%	5.4%	-14.7%	-11.2%	5.8%	3.1%	-10.2%	1.5%	-6.6%	4.5%	17.1%	-7.6%	1.7%	-4.2%

CREDIT HOURS VS. TUITION: The relationship between credit hours and tuition has been similar to that of enrollments except for 02-03 when enrollments increased but credit hours declined after a rapid increase in the previous year. (The relationship of FTE to tuition is similar to this pattern.)

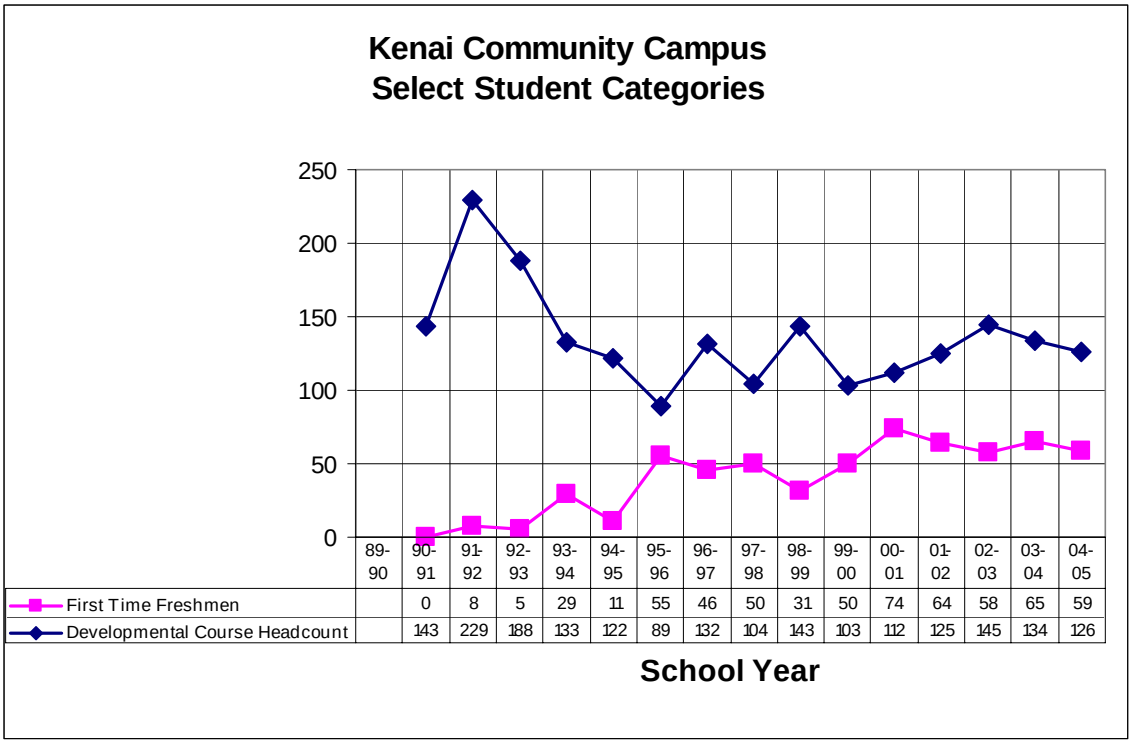


	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Credit Hours		8055	9082	9542	8105	7209	7622	7892	7091	7208	6685	7022	8193	7556	7723	7386



	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Credit Hours			12.7%	5.1%	-15.1%	-11.1%	5.7%	3.5%	-10.1%	1.6%	-7.3%	5.0%	16.7%	-7.8%	2.2%	-4.4%
Tuition	3.9%	4.7%	5.1%	12.5%	8.1%	1.9%	0.2%	0.0%	0.2%	1.8%	0.5%	-0.4%	0.6%	0.9%	7.1%	6.8%

SPECIAL STUDENT CATEGORIES: The developmental course headcount has been on a generally upward trend since 95-96, with considerable year to year change. It fell in 03-04 and again in 04-05. The number of first time freshmen has been increasing and in the last 3 years has been relatively constant.



	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
First Time Freshmen		0	8	5	29	11	55	46	50	31	50	74	64	58	65	59
Developmental Course Headcount		143	229	188	133	122	89	132	104	143	103	112	125	145	134	126

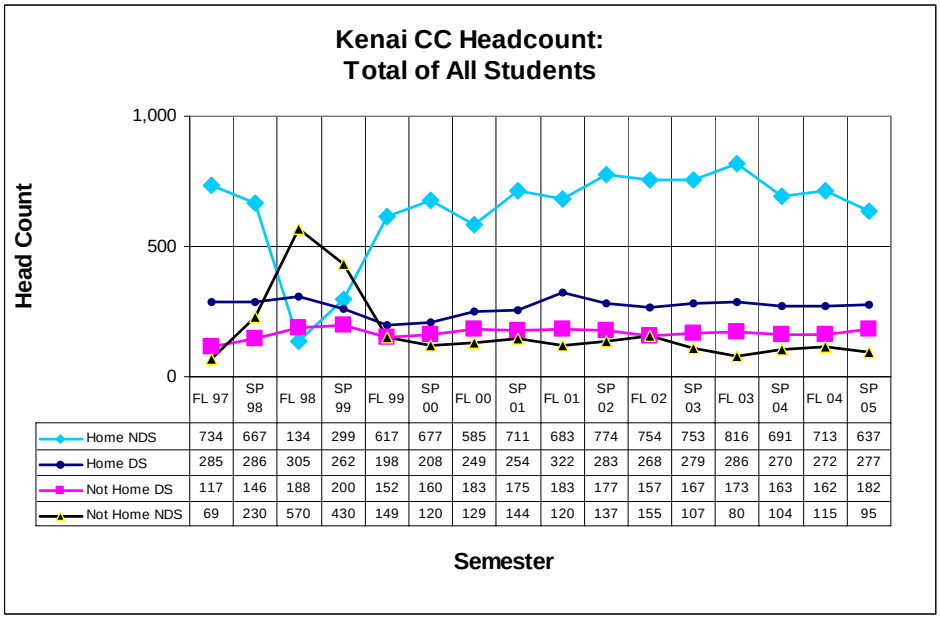
Part 2. SEMESTER DETAILED ANALYSIS SINCE 1997 (all UA data from Banner Database)

TUITION (2004$): Since 1997 the lower division tuition rate has been approximately constant except for a slight increase in 98-99 of 2% and increases of 7% in 03-04 and 04-05. The large increase in the full time tuition rate occurred in 95-96, so its effect cannot be observed in this data.

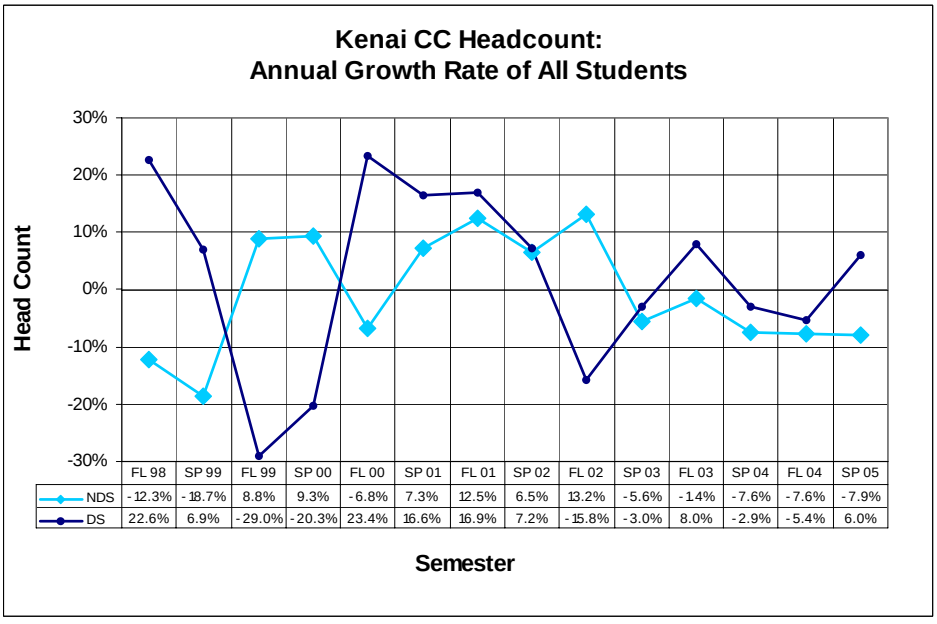
ECONOMICS: During this time the unemployment rate fell in 98-99 and increased in 99-00.

FALL AND SPRING ENROLLMENT [Headcount] BY DEGREE SEEKING STATUS[2]: Home non-degree seeking student growth in the last few years has now been reversed. The numbers for degree seeking students have not changed much in the last two years.

Enrollments of non-degree seeking students have fallen more than degree seeking students in the last two years. There is some pattern of growth of degree and non-degree seeking students moving together.



	FL 97	SP 98	FL 98	SP 99	FL 99	SP 00	FL 00	SP 01	FL 01	SP 02	FL 02	SP 03	FL 03	SP 04	FL 04	SP 05
Home NDS	734	667	134	299	617	677	585	711	683	774	754	753	816	691	713	637
Home DS	285	286	305	262	198	208	249	254	322	283	268	279	286	270	272	277
Not Home DS	117	146	188	200	152	160	183	175	183	177	157	167	173	163	162	182
Not Home NDS	69	230	570	430	149	120	129	144	120	137	155	107	80	104	115	95

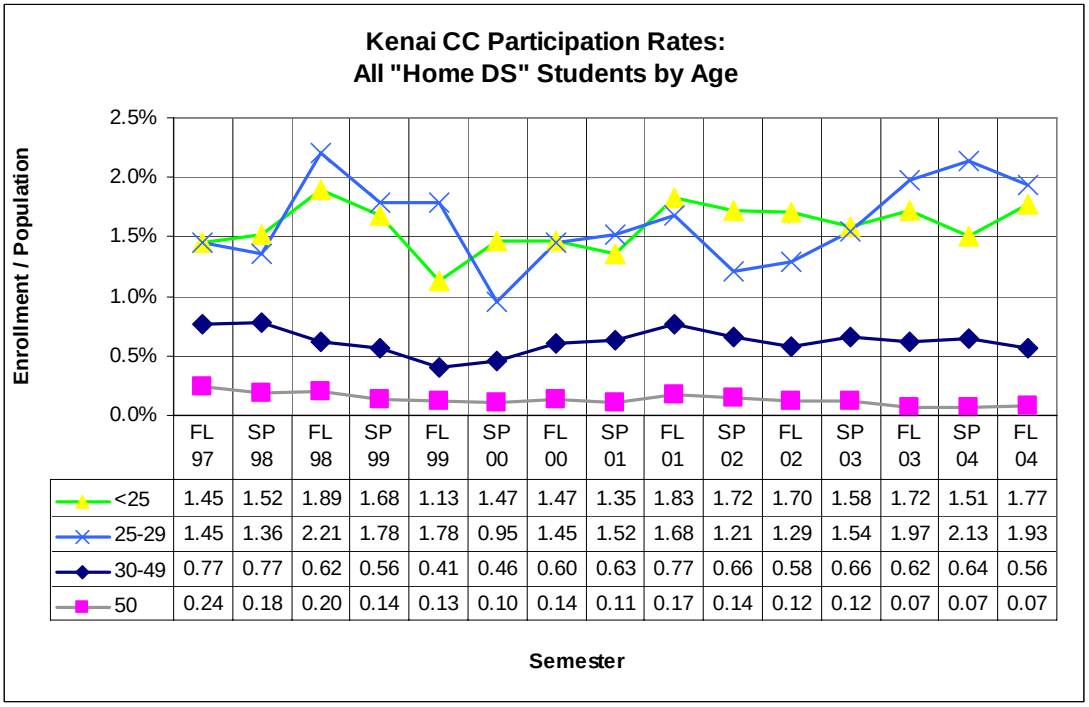


	FL 98	SP 99	FL 99	SP 00	FL 00	SP 01	FL 01	SP 02	FL 02	SP 03	FL 03	SP 04	FL 04	SP 05
NDS	-12.3%	-18.7%	8.8%	9.3%	-6.8%	7.3%	12.5%	6.5%	13.2%	-5.6%	-1.4%	-7.6%	-7.6%	-7.9%
DS	22.6%	6.9%	-29.0%	-20.3%	23.4%	16.6%	16.9%	7.2%	-15.8%	-3.0%	8.0%	-2.9%	-5.4%	6.0%

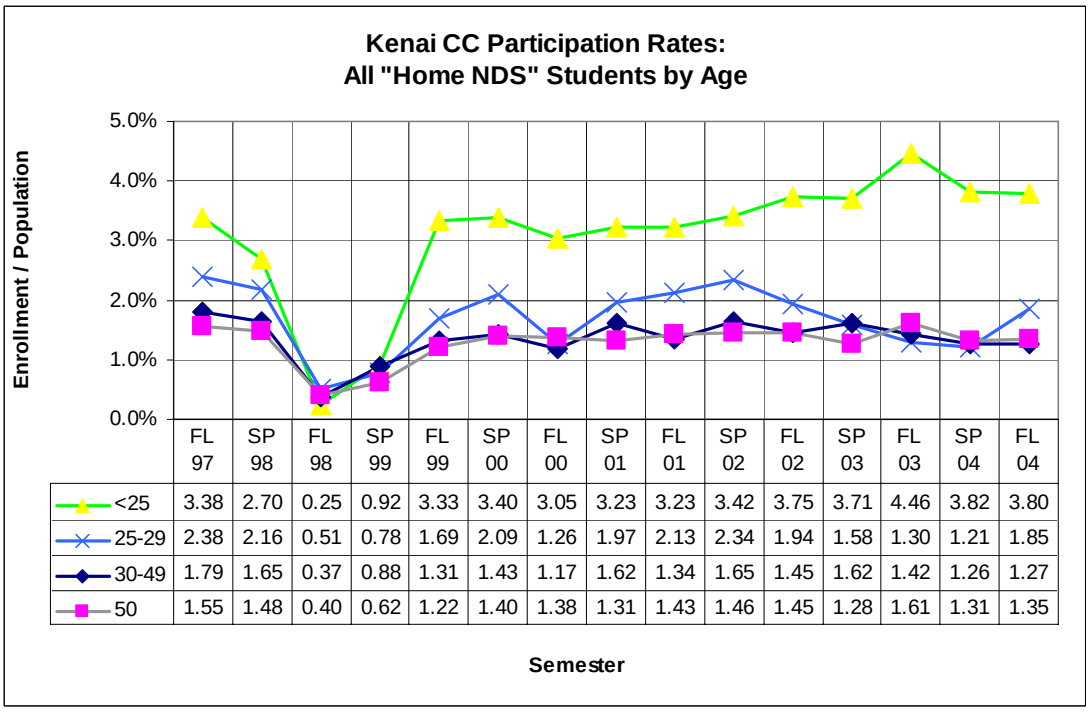
HOME CAMPUS ENROLLMENT PARTICIPATION RATES: For degree seeking students with Kenai as their home campus, participation rates for students 25-29 have recovered

[2] DS means degree seeking student. NDS means a non-degree seeking student. Home means the student first enrollment was at this campus. Not Home means the student's first campus of enrollment was not at this campus.

from a period of low levels. In contrast the participation rates for that same age group among non-degree seeking students has been falling.

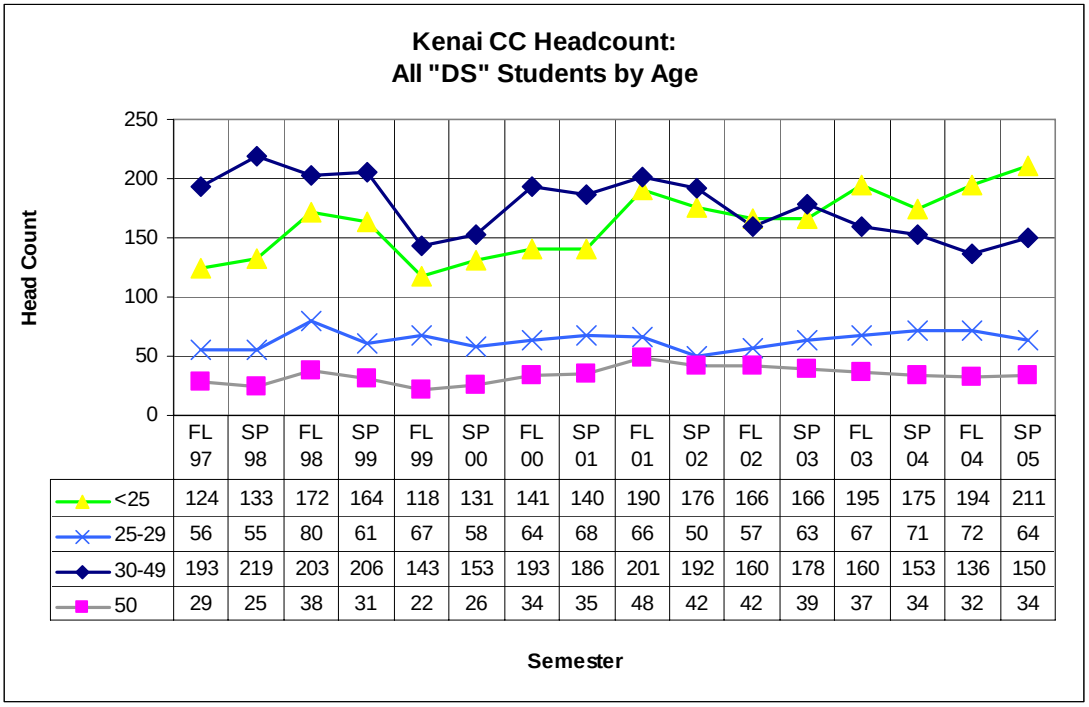


	FL 97	SP 98	FL 98	SP 99	FL 99	SP 00	FL 00	SP 01	FL 01	SP 02	FL 02	SP 03	FL 03	SP 04	FL 04
<25	1.45	1.52	1.89	1.68	1.13	1.47	1.47	1.35	1.83	1.72	1.70	1.58	1.72	1.51	1.77
25-29	1.45	1.36	2.21	1.78	1.78	0.95	1.45	1.52	1.68	1.21	1.29	1.54	1.97	2.13	1.93
30-49	0.77	0.77	0.62	0.56	0.41	0.46	0.60	0.63	0.77	0.66	0.58	0.66	0.62	0.64	0.56
50	0.24	0.18	0.20	0.14	0.13	0.10	0.14	0.11	0.17	0.14	0.12	0.12	0.07	0.07	0.07

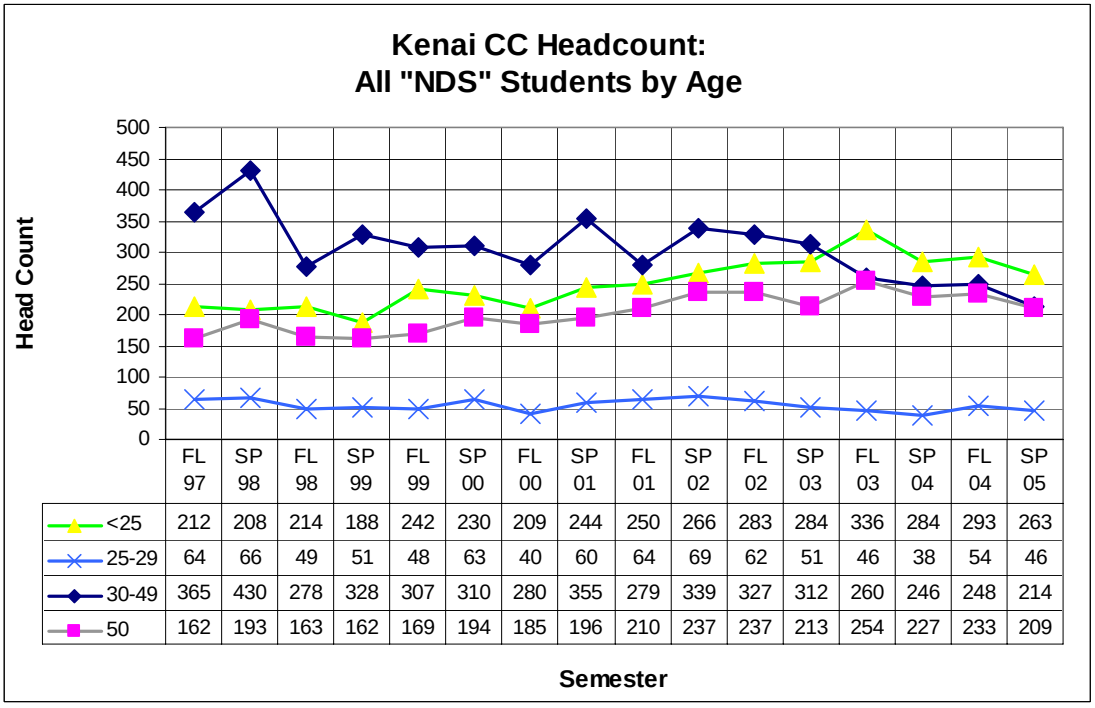


	FL 97	SP 98	FL 98	SP 99	FL 99	SP 00	FL 00	SP 01	FL 01	SP 02	FL 02	SP 03	FL 03	SP 04	FL 04
<25	3.38	2.70	0.25	0.92	3.33	3.40	3.05	3.23	3.23	3.42	3.75	3.71	4.46	3.82	3.80
25-29	2.38	2.16	0.51	0.78	1.69	2.09	1.26	1.97	2.13	2.34	1.94	1.58	1.30	1.21	1.85
30-49	1.79	1.65	0.37	0.88	1.31	1.43	1.17	1.62	1.34	1.65	1.45	1.62	1.42	1.26	1.27
50	1.55	1.48	0.40	0.62	1.22	1.40	1.38	1.31	1.43	1.46	1.45	1.28	1.61	1.31	1.35

ENROLLMENT BY AGE: Enrollment declines have been most noticeable in the last few years among the 30-49 age group.

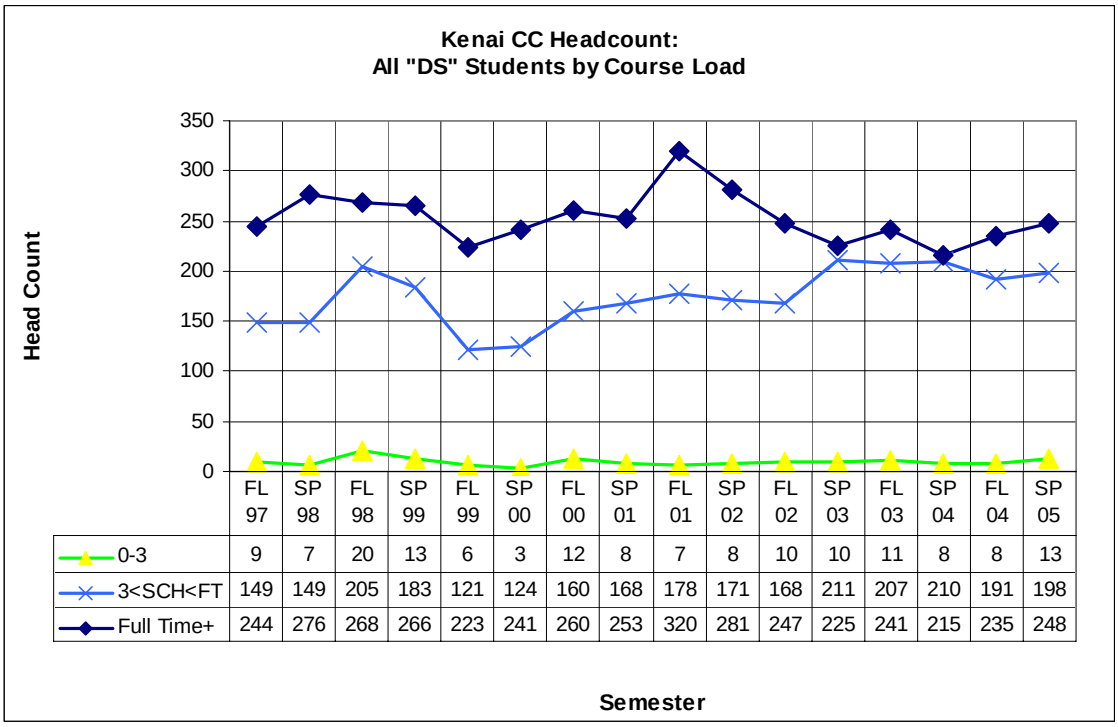


	FL 97	SP 98	FL 98	SP 99	FL 99	SP 00	FL 00	SP 01	FL 01	SP 02	FL 02	SP 03	FL 03	SP 04	FL 04	SP 05
<25	124	133	172	164	118	131	141	140	190	176	166	166	195	175	194	211
25-29	56	55	80	61	67	58	64	68	66	50	57	63	67	71	72	64
30-49	193	219	203	206	143	153	193	186	201	192	160	178	160	153	136	150
50	29	25	38	31	22	26	34	35	48	42	42	39	37	34	32	34

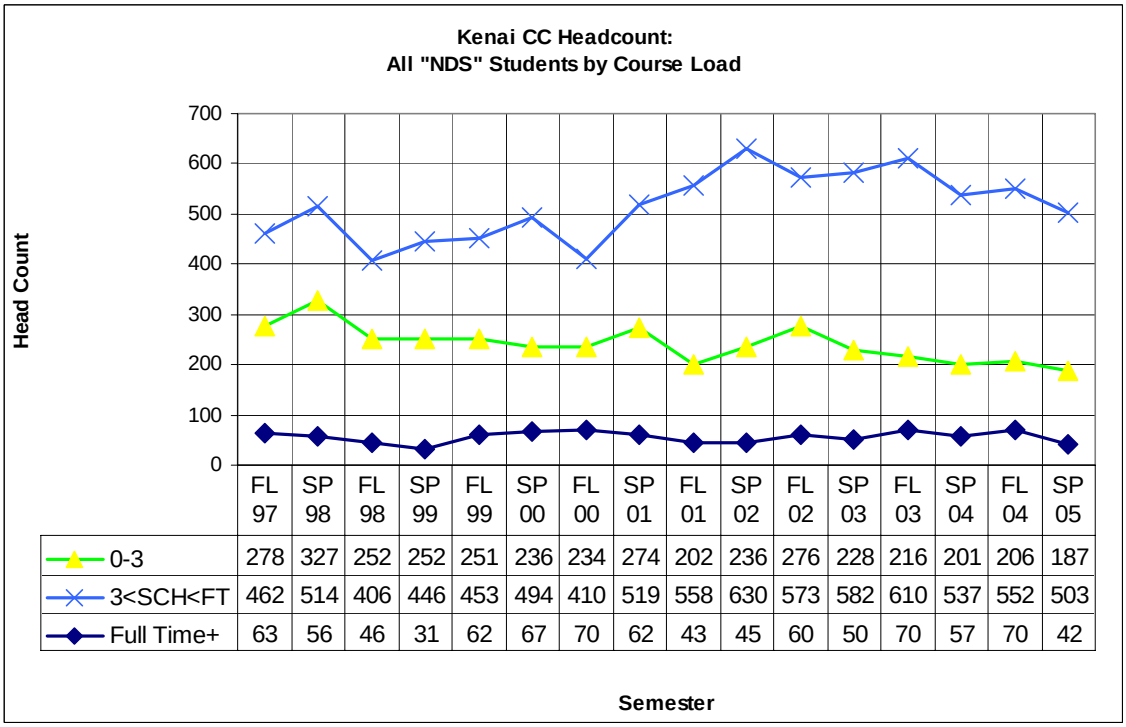


	FL 97	SP 98	FL 98	SP 99	FL 99	SP 00	FL 00	SP 01	FL 01	SP 02	FL 02	SP 03	FL 03	SP 04	FL 04	SP 05
<25	212	208	214	188	242	230	209	244	250	266	283	284	336	284	293	263
25-29	64	66	49	51	48	63	40	60	64	69	62	51	46	38	54	46
30-49	365	430	278	328	307	310	280	355	279	339	327	312	260	246	248	214
50	162	193	163	162	169	194	185	196	210	237	237	213	254	227	233	209

COURSE LOAD: Among degree seeking students there has been a shift away from full time and towards part time status. Among non-degree seeking students, there has been a shift toward students taking more than 3 credits, but less than a full time load.



	FL 97	SP 98	FL 98	SP 99	FL 99	SP 00	FL 00	SP 01	FL 01	SP 02	FL 02	SP 03	FL 03	SP 04	FL 04	SP 05
0-3	9	7	20	13	6	3	12	8	7	8	10	10	11	8	8	13
3<SCH<FT	149	149	205	183	121	124	160	168	178	171	168	211	207	210	191	198
Full Time+	244	276	268	266	223	241	260	253	320	281	247	225	241	215	235	248



	FL 97	SP 98	FL 98	SP 99	FL 99	SP 00	FL 00	SP 01	FL 01	SP 02	FL 02	SP 03	FL 03	SP 04	FL 04	SP 05
0-3	278	327	252	252	251	236	234	274	202	236	276	228	216	201	206	187
3<SCH<FT	462	514	406	446	453	494	410	519	558	630	573	582	610	537	552	503
Full Time+	63	56	46	31	62	67	70	62	43	45	60	50	70	57	70	42

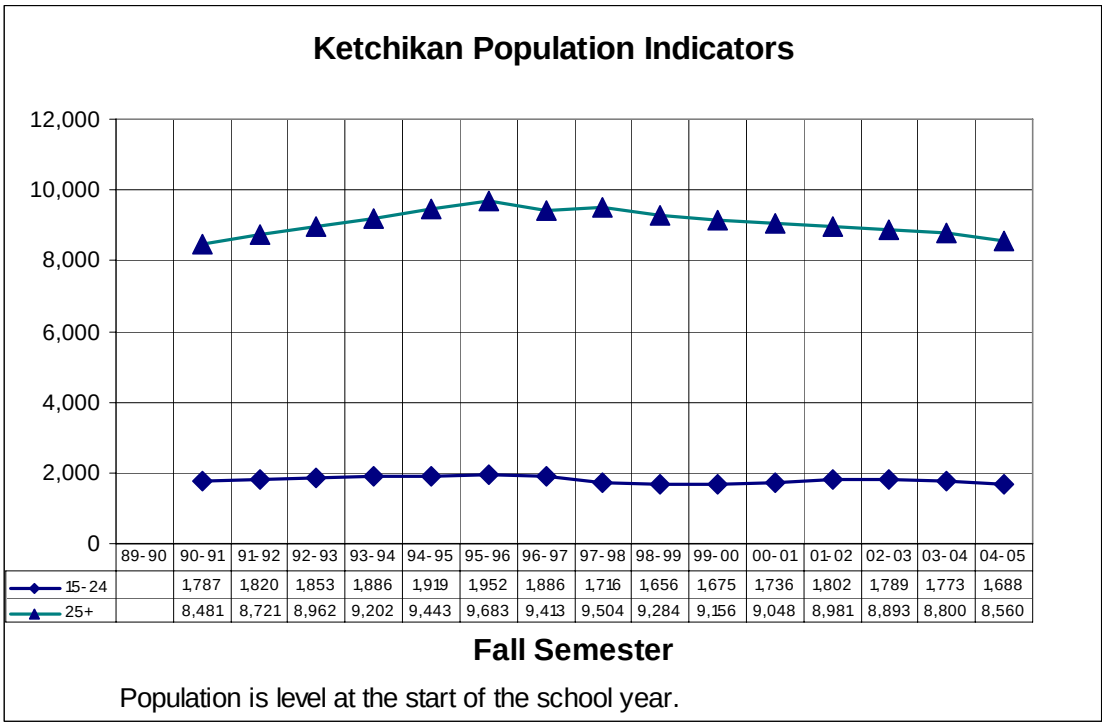
KETCHIKAN COMMUNITY CAMPUS BRIEF 8/8/05

Part 1. ANNUAL TRENDS SINCE 1990 (all UA data from UA in Review)

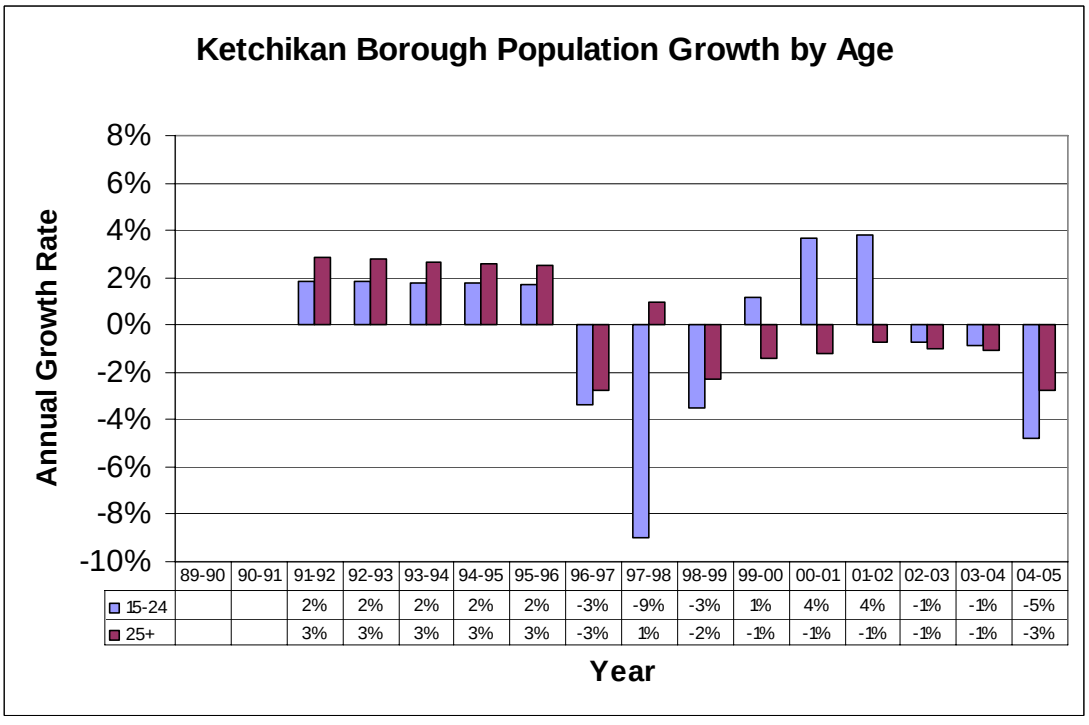
SUMMARY: Fluctuation in enrollment in have not generally coincided with years when tuition has increased, except in 92-93 and 03-04. In many years enrollment changes have been independent of tuition or economic change. During the later 90s when tuition was flat there were years of both rapid increase and rapid drop in enrollment.

During the last two years wheb tuition growth was particularly pronounced, credit hour production has continued to accelerate and enrollments also increased in 04-05.

POPULATION: Population growth in the Ketchikan Borough has general been negative since the mid 90's. (Population data from Alaska Department of Labor except 91,92,93,94 interpolated.)

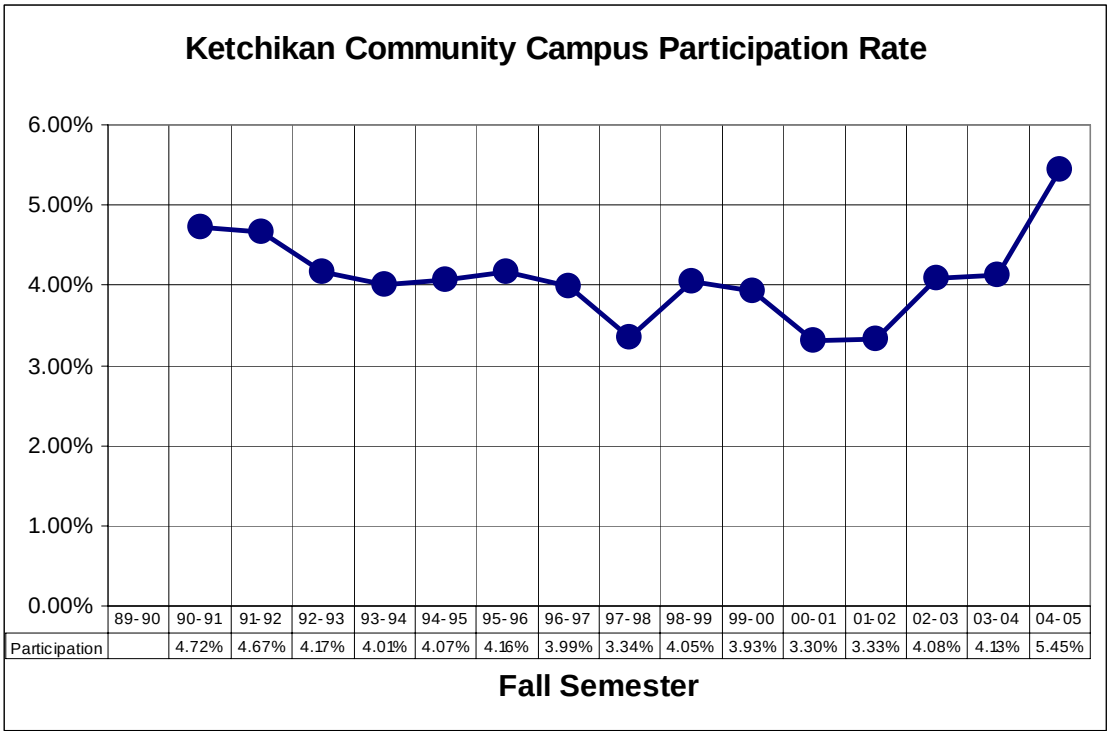


	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
15-24		1,787	1,820	1,853	1,886	1,919	1,952	1,886	1,716	1,656	1,675	1,736	1,802	1,789	1,773	1,688
25+		8,481	8,721	8,962	9,202	9,443	9,683	9,413	9,504	9,284	9,156	9,048	8,981	8,893	8,800	8,560



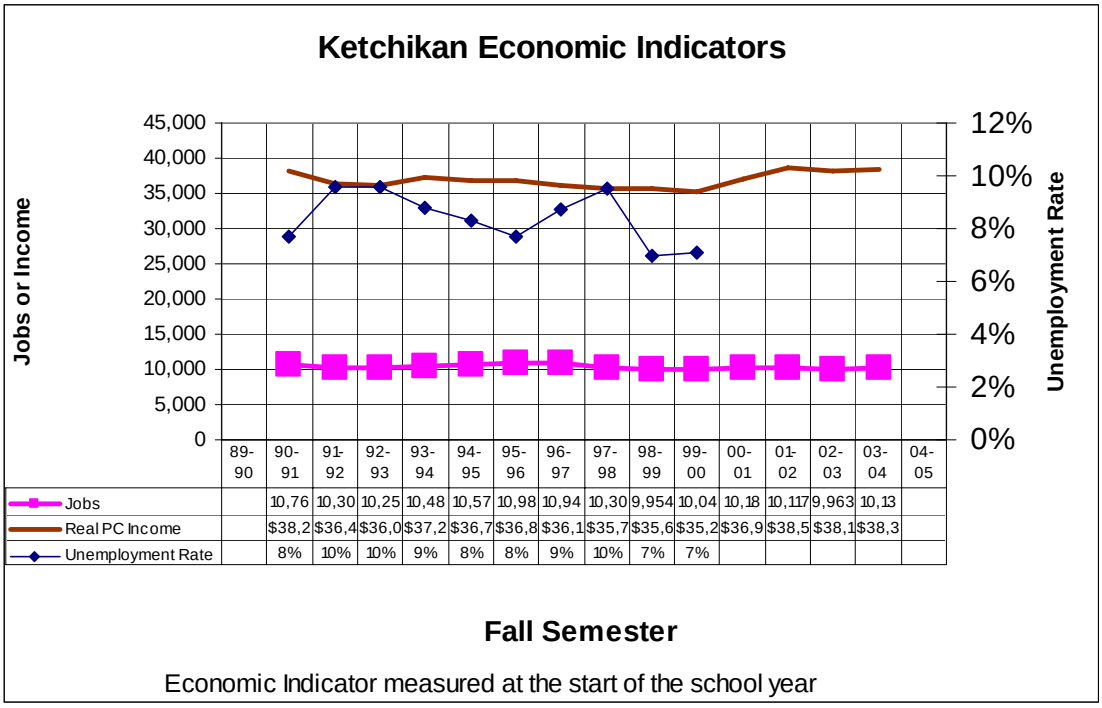
	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
15-24			2%	2%	2%	2%	2%	-3%	-9%	-3%	1%	4%	4%	-1%	-1%	-5%
25+			3%	3%	3%	3%	3%	-3%	1%	-2%	-1%	-1%	-1%	-1%	-1%	-3%

PARTICIPATION RATE: The ratio of enrollment to population (participation rate) trended downward through the 90s, but rebounded since 01-02..

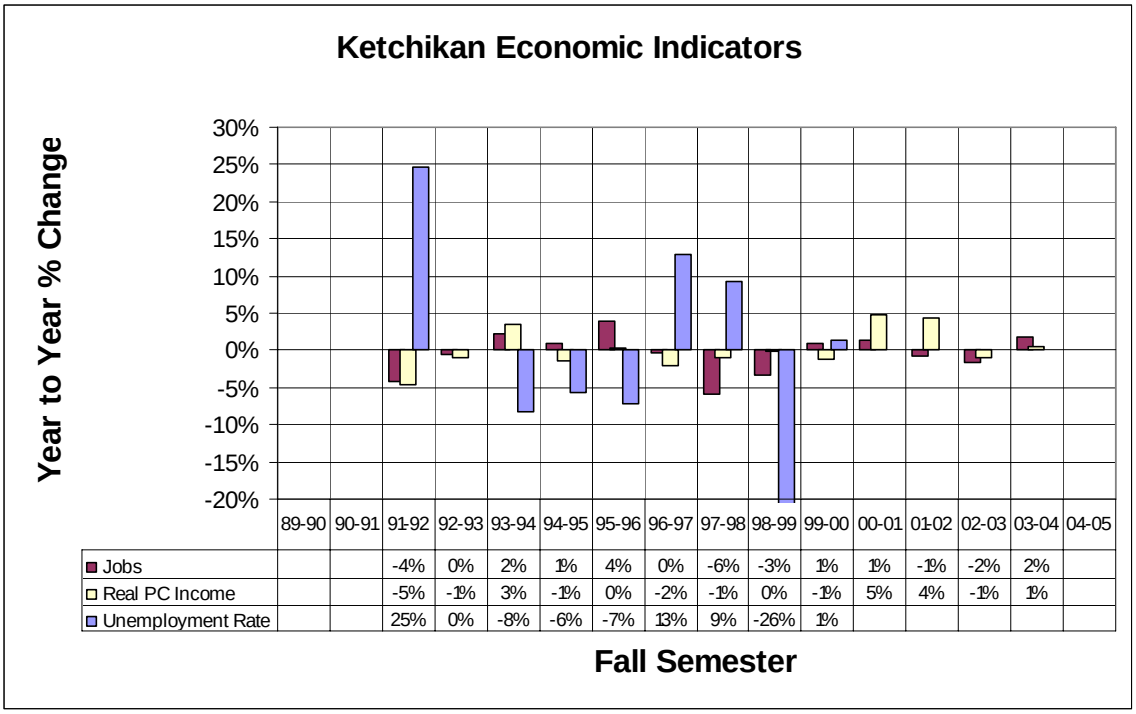


CAPTURE RATE: The percentage of newly graduated high school students that enroll at the campus is the capture rate. This trend has not yet been calculated.

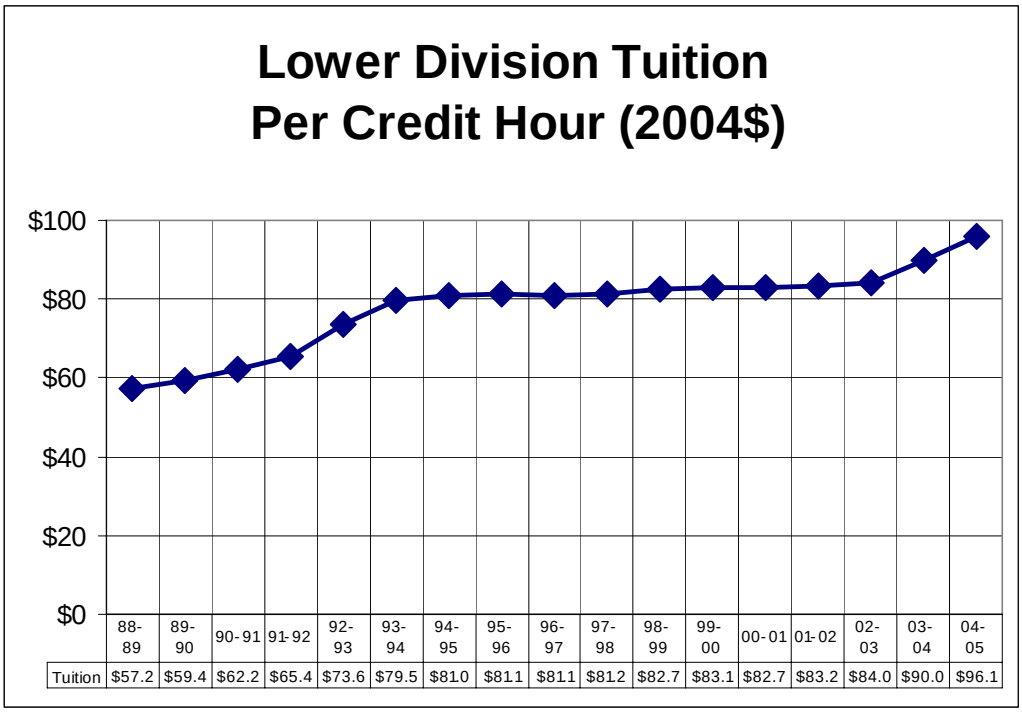
ECONOMIC CONDITIONS: Job growth in the Ketchikan Borough (US Department of Commerce) has been generally flat, with significant declines in 97-98 and 98-99. Per capita real income (US Department of Commerce), slowly trended downward thru most of this period. The unemployment rate has trended downward except for a period in the mid 90s. It fell precipitously in 98-99 (more recent data on unemployment rate will be available in August from the Alaska Department of Labor).



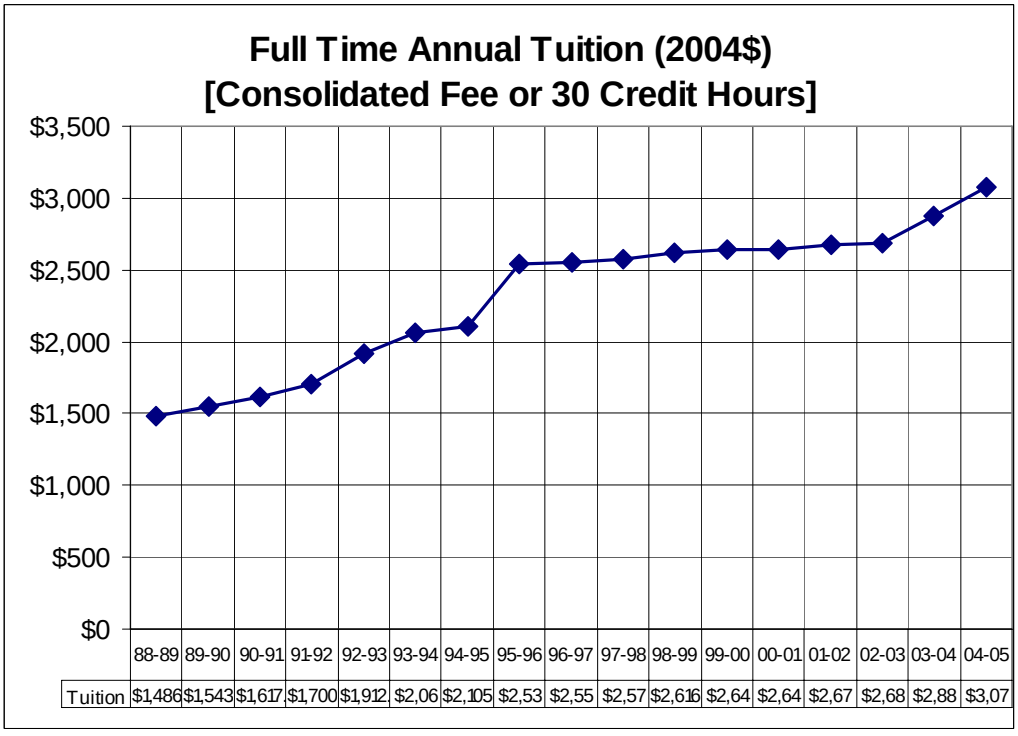
	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Jobs		10,76	10,30	10,25	10,48	10,57	10,98	10,94	10,30	9,954	10,04	10,18	10,117	9,963	10,13	
Real PC Income		$38,2	$36,4	$36,0	$37,2	$36,7	$36,8	$36,1	$35,7	$35,6	$35,2	$36,9	$38,5	$38,1	$38,3	
Unemployment Rate		8%	10%	10%	9%	8%	8%	9%	10%	7%	7%					


Ketchikan Economic Indicators
Year to Year % Change
30%
25%
20%
15%
10%
5%
0%
-5%
-10%
-15%
-20%
89-90 90-91 91-92 92-93 93-94 94-95 95-96 96-97 97-98 98-99 99-00 00-01 01-02 02-03 03-04 04-05
Jobs -4% 0% 2% 1% 4% 0% -6% -3% 1% 1% -1% -2% 2%
Real PC Income -5% -1% 3% -1% 0% -2% -1% 0% -1% 5% 4% -1% 1%
Unemployment Rate 25% 0% -8% -6% -7% 13% 9% -26% 1%
Fall Semester

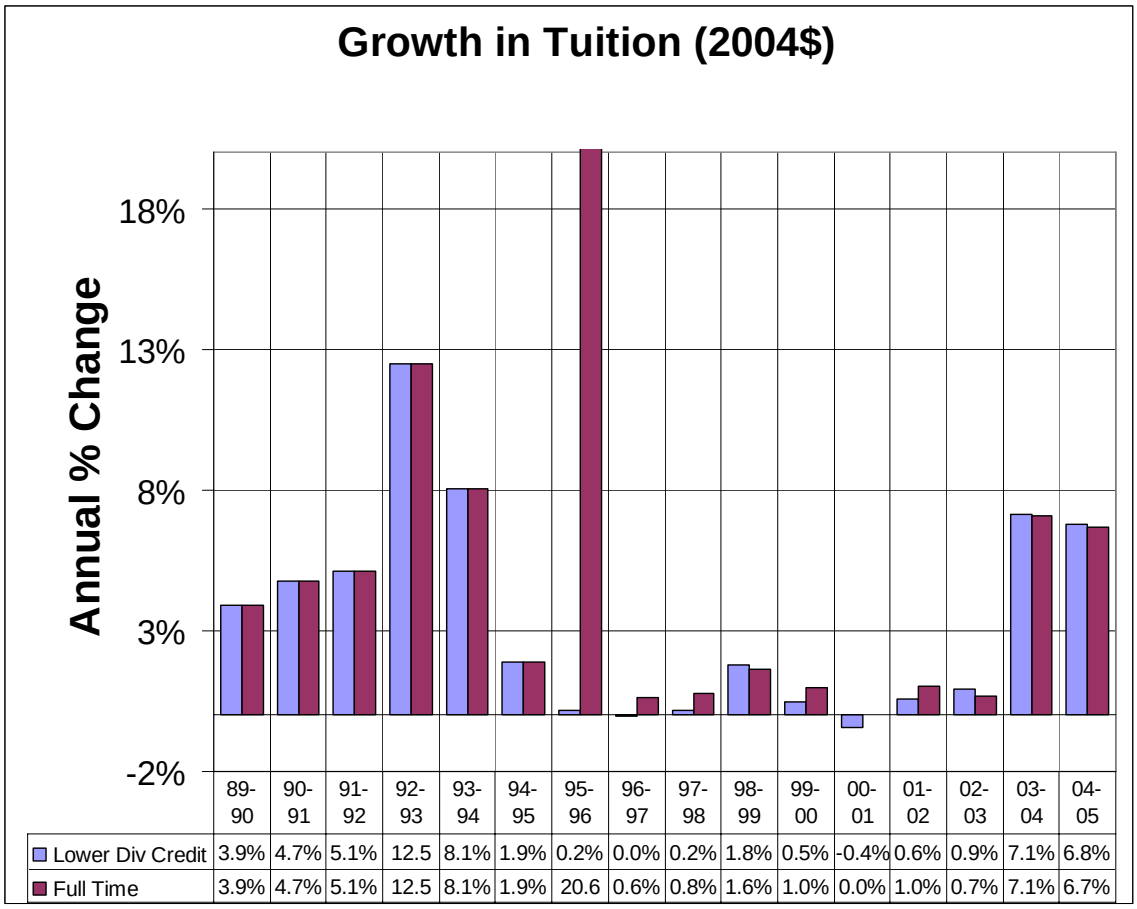
TUITION (2004$): Adjusted for inflation (Anchorage Consumer Price Index), the lower division tuition rate increased in the early 1990s, remained relatively constant for a decade until 02-03, and then resumed its upward trend again in 03-04. Percent increases in the last two years have been similar to those of the early 90s. The full time tuition followed the same pattern except for a jump in 95-96 when the consolidated fee was eliminated.



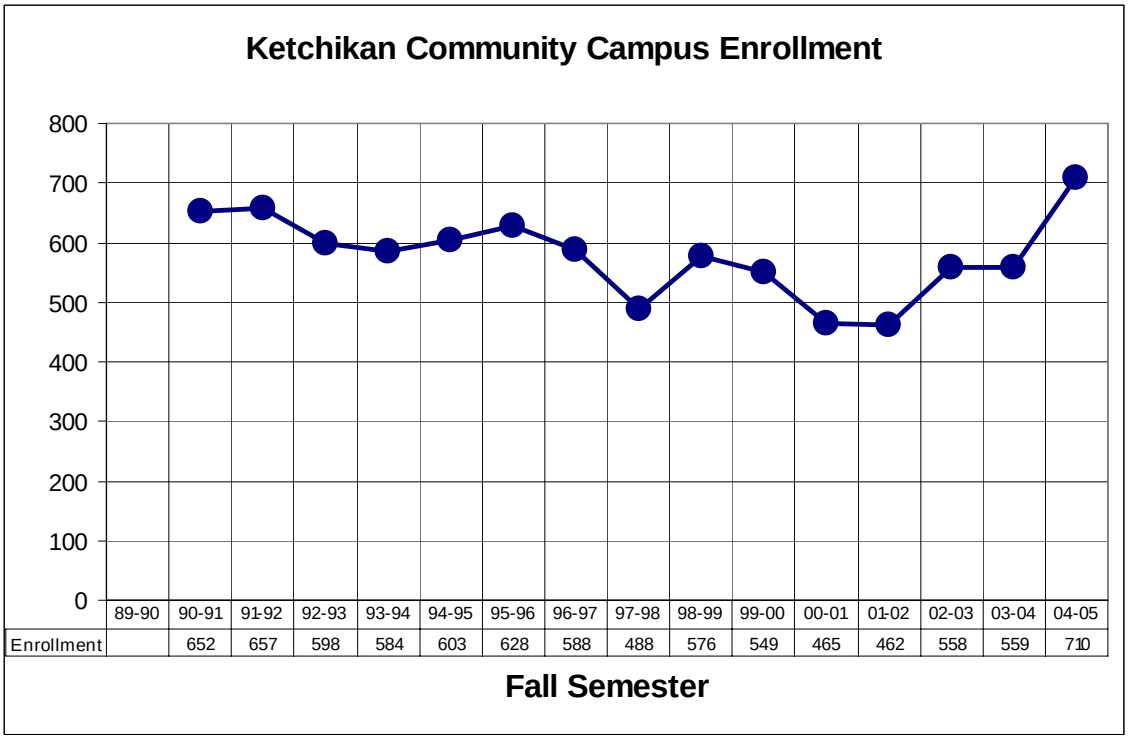
	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Tuition	$57.2	$59.4	$62.2	$65.4	$73.6	$79.5	$81.0	$81.1	$81.1	$81.2	$82.7	$83.1	$82.7	$83.2	$84.0	$90.0	$96.1

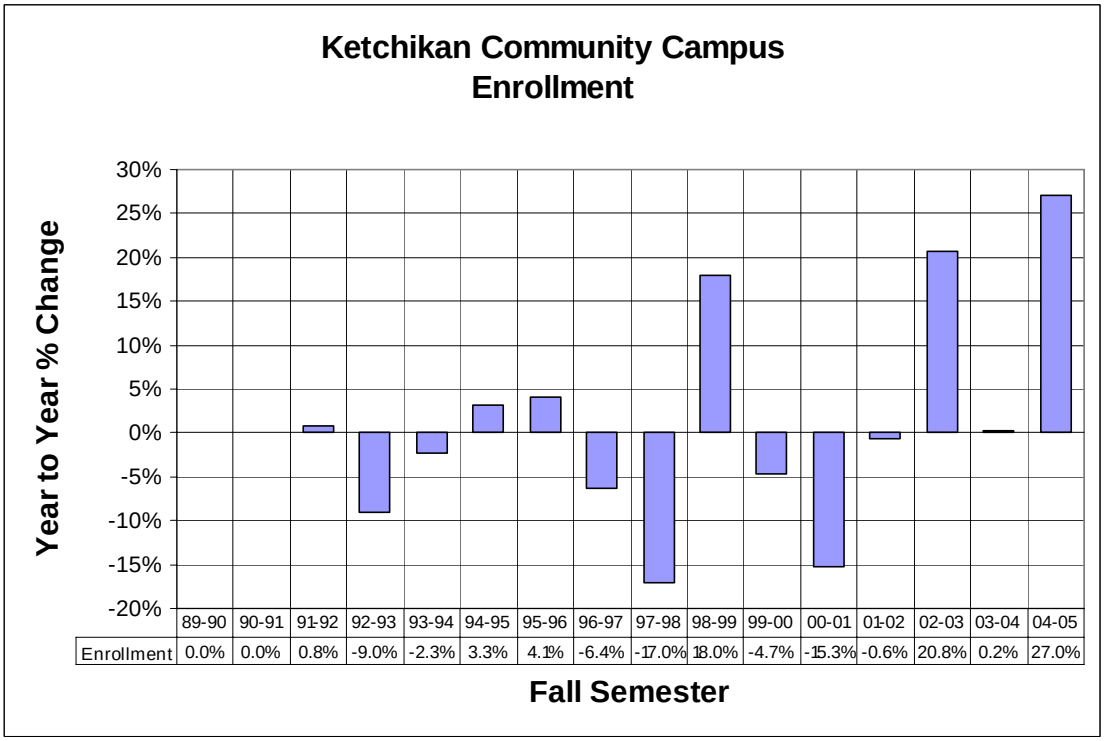


	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Tuition	$1,486	$1,543	$1,617	$1,700	$1,912	$2,06	$2,105	$2,53	$2,55	$2,57	$2,616	$2,64	$2,64	$2,67	$2,68	$2,88	$3,07

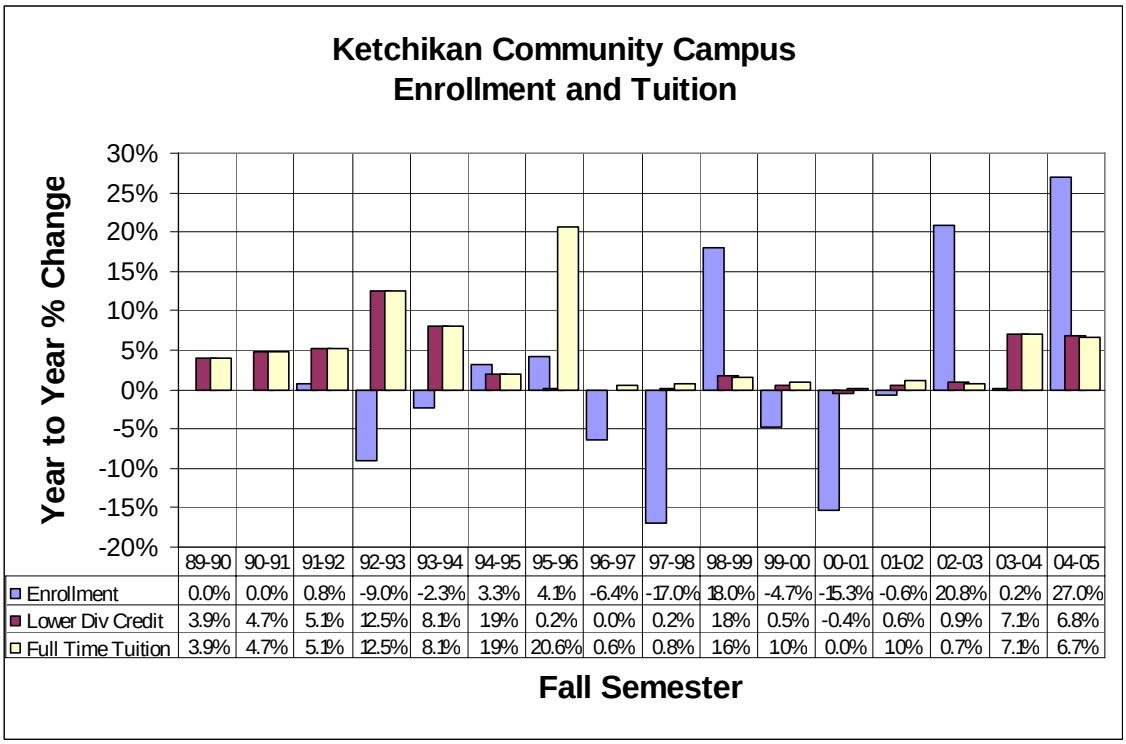


FALL SEMESTER ENROLLMENT: Enrollment generally trended downward during the 90s with growth returning in 02-03. An increase in 98-99 came at the same time that the unemployment rate was falling.


Ketchikan Community Campus Enrollment
800
700
600
500
400
300
200
100
0
89-90 90-91 91-92 92-93 93-94 94-95 95-96 96-97 97-98 98-99 99-00 00-01 01-02 02-03 03-04 04-05
Enrollment 652 657 598 584 603 628 588 488 576 549 465 462 558 559 710
Fall Semester

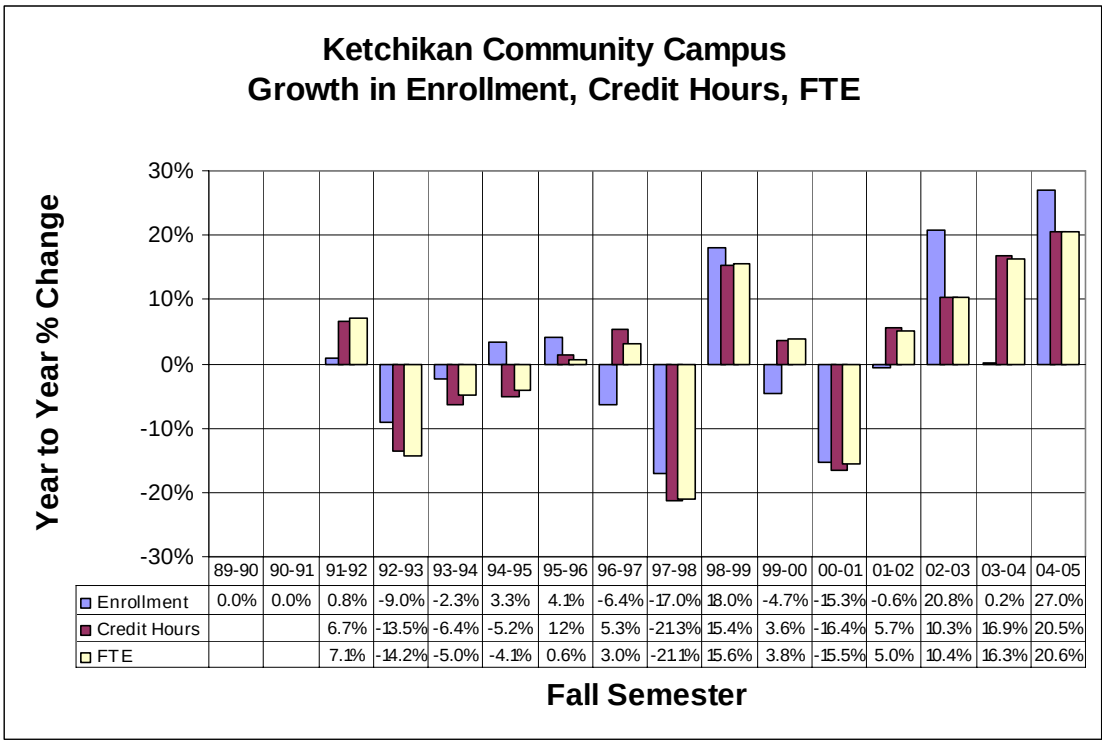

Ketchikan Community Campus Enrollment
Year to Year % Change
30%
25%
20%
15%
10%
5%
0%
-5%
-10%
-15%
-20%
89-90 90-91 91-92 92-93 93-94 94-95 95-96 96-97 97-98 98-99 99-00 00-01 01-02 02-03 03-04 04-05
Enrollment 0.0% 0.0% 0.8% -9.0% -2.3% 3.3% 4.1% -6.4% -17.0% 18.0% -4.7% -15.3% -0.6% 20.8% 0.2% 27.0%
Fall Semester

ENROLLMENT VS. TUITION RATE: In 92-93 enrollments declined at the same time tuition increased. Through the rest of the period there has been no pattern linking enrollment and tuition, with enrollments moving up and down by 15% to 20% a year during a time when tuition was flat, and in 04-05 enrollments increasing 25% at the same time tuition increased.



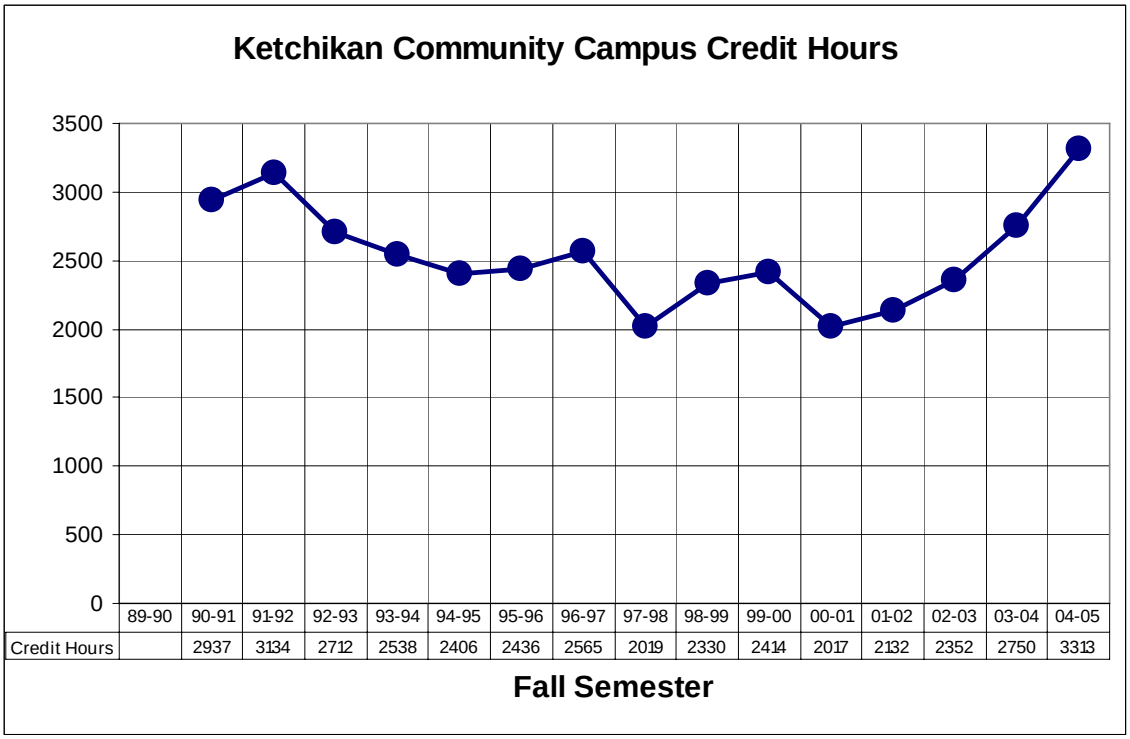
	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Enrollment	0.0%	0.0%	0.8%	-9.0%	-2.3%	3.3%	4.1%	-6.4%	-17.0%	18.0%	-4.7%	-15.3%	-0.6%	20.8%	0.2%	27.0%
Lower Div Credit	3.9%	4.7%	5.1%	12.5%	8.1%	1.9%	0.2%	0.0%	0.2%	1.8%	0.5%	-0.4%	0.6%	0.9%	7.1%	6.8%
Full Time Tuition	3.9%	4.7%	5.1%	12.5%	8.1%	1.9%	20.6%	0.6%	0.8%	1.6%	1.0%	0.0%	1.0%	0.7%	7.1%	6.7%

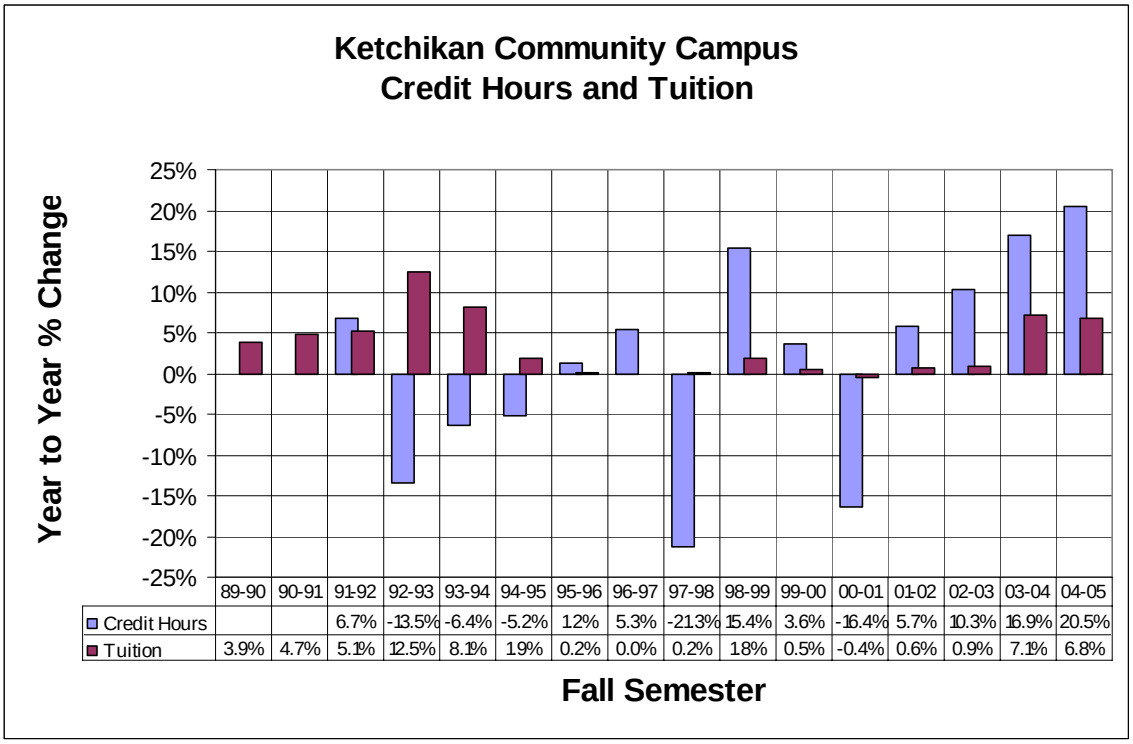
FALL SEMESTER CREDIT HOURS AND FTE VS ENROLLMENTS: With a couple of exceptions in 94-95, 96-97,and 99-00 credit hour and FTE growth moves in the same direction as enrollment growth.. Credit hour and FTE growth in 03-04 was 15% when enrollment growth did not occur.



	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Enrollment	0.0%	0.0%	0.8%	-9.0%	-2.3%	3.3%	4.1%	-6.4%	-17.0%	18.0%	-4.7%	-15.3%	-0.6%	20.8%	0.2%	27.0%
Credit Hours			6.7%	-13.5%	-6.4%	-5.2%	1.2%	5.3%	-21.3%	15.4%	3.6%	-16.4%	5.7%	10.3%	16.9%	20.5%
FTE			7.1%	-14.2%	-5.0%	-4.1%	0.6%	3.0%	-21.1%	15.6%	3.8%	-15.5%	5.0%	10.4%	16.3%	20.6%

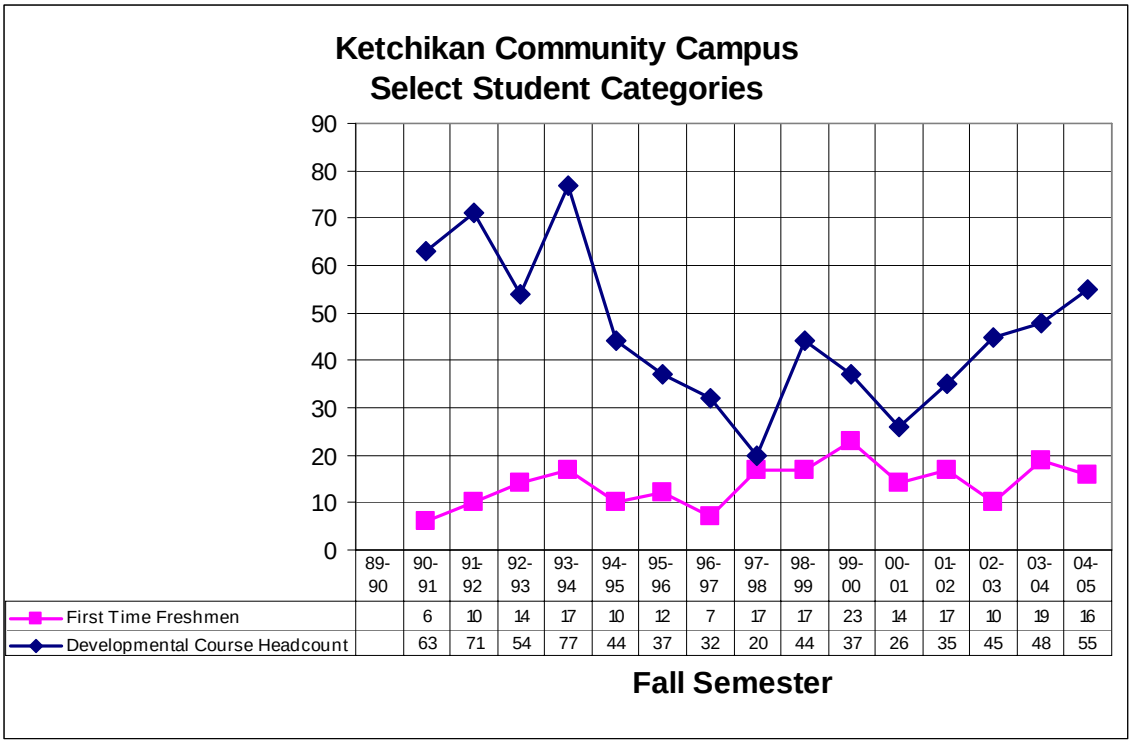
CREDIT HOURS VS. TUITION: The relationship between credit hours and tuition has been similar to that of enrollments except for strong credit hour growth in 03-04 at the same time tuition was increasing. Credit hour growth has accelerated over the last 4 years. (The relationship of FTE to tuition is similar to this pattern.)





	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Credit Hours			6.7%	-13.5%	-6.4%	-5.2%	1.2%	5.3%	-21.3%	15.4%	3.6%	-16.4%	5.7%	10.3%	16.9%	20.5%
Tuition	3.9%	4.7%	5.1%	12.5%	8.1%	1.9%	0.2%	0.0%	0.2%	1.8%	0.5%	-0.4%	0.6%	0.9%	7.1%	6.8%

SPECIAL STUDENT CATEGORIES: Developmental course headcount trended downward through the 90s, but has increased each year since 00-01. The number of first time freshmen is small but the number in recent years is above the average in the early 90s.



	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
First Time Freshmen		6	10	14	17	10	12	7	17	17	23	14	17	10	19	16
Developmental Course Headcount		63	71	54	77	44	37	32	20	44	37	26	35	45	48	55

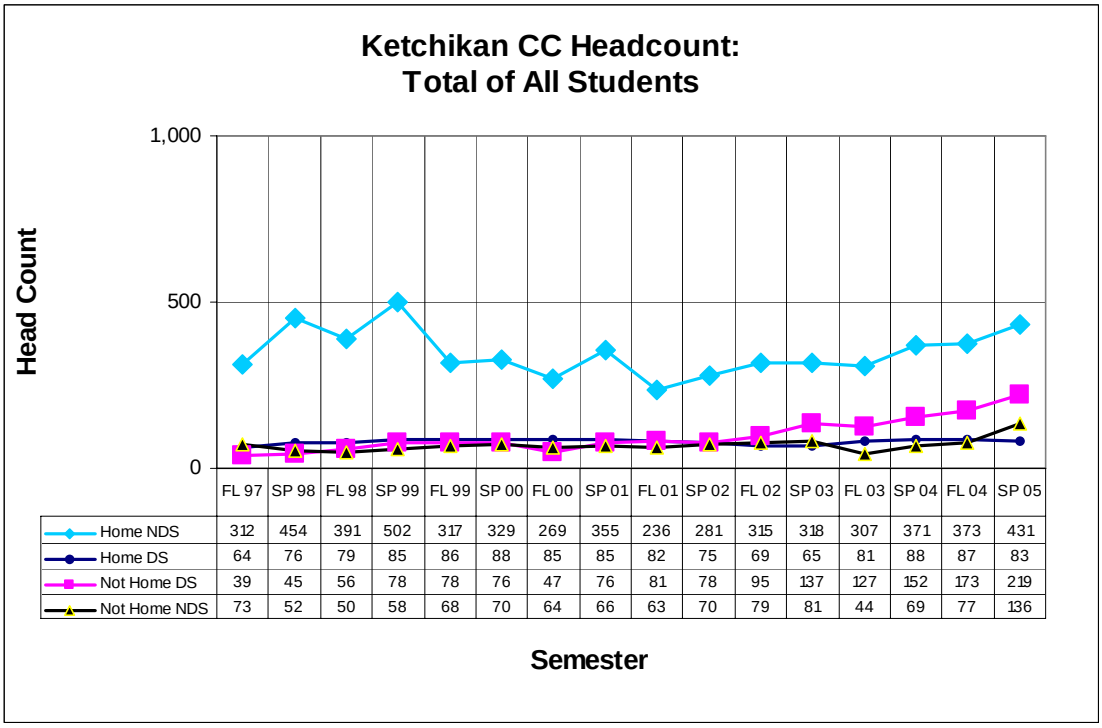
Part 2. SEMESTER DETAILED ANALYSIS SINCE 1997 (all UA data from Banner Database)

TUITION (2004$): Since 1997 the lower division tuition rate has been approximately constant except for a slight increase in 98-99 of 2% and increases of 7% in 03-04 and 04-05. The large increase in the full time tuition rate occurred in 95-96, so its effect cannot be observed in this data.

ECONOMICS: During this time the unemployment rate fell in 98-99 and increased in 99-00.

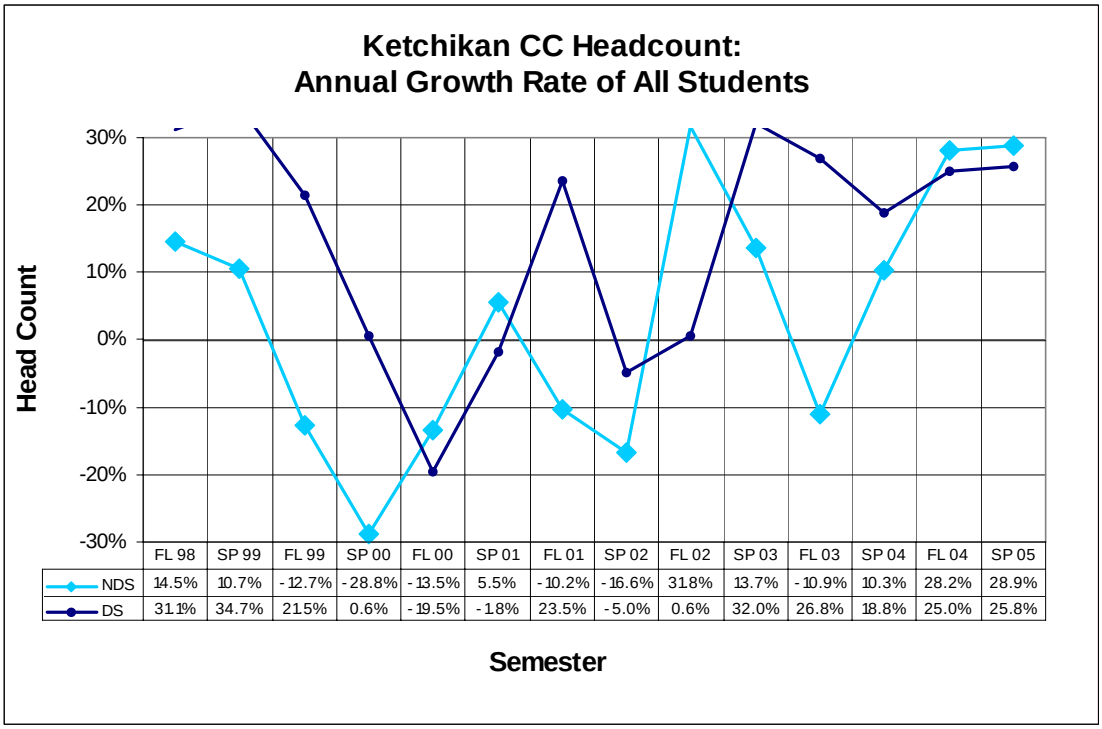
FALL AND SPRING ENROLLMENT [Headcount] BY DEGREE SEEKING STATUS[3]: Non-degree seeking students are the largest category. After trending downward for several years, they stabilized and their numbers have been increasing in the last two years. Not-home degree seeking students are the next largest group and they have also been growing in numbers in the last 2 years.

Enrollments of degree seeking and non-degree seeking students tend to move in the same direction, but with a curious lag of one semester for degree seeking students. Both categories are quite volatile from year to year. The year to year growth rates for both categories have been strongly positive for the last 3 years except for non-degree seeking students in the fall of 03.



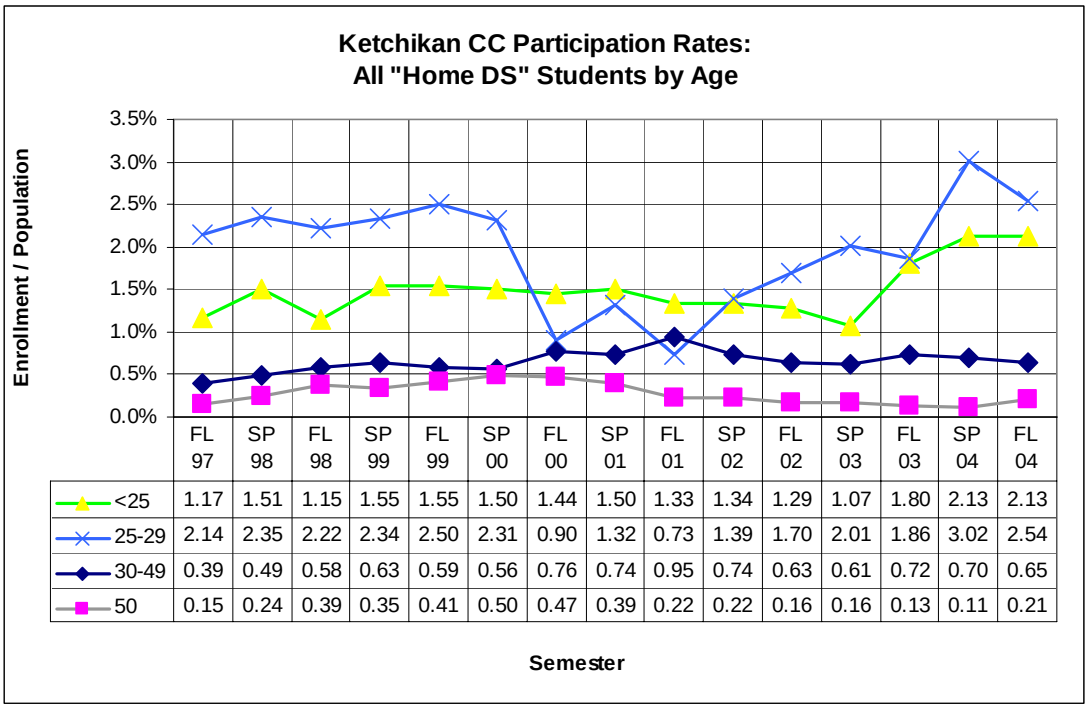
	FL 97	SP 98	FL 98	SP 99	FL 99	SP 00	FL 00	SP 01	FL 01	SP 02	FL 02	SP 03	FL 03	SP 04	FL 04	SP 05
Home NDS	312	454	391	502	317	329	269	355	236	281	315	318	307	371	373	431
Home DS	64	76	79	85	86	88	85	85	82	75	69	65	81	88	87	83
Not Home DS	39	45	56	78	78	76	47	76	81	78	95	137	127	152	173	219
Not Home NDS	73	52	50	58	68	70	64	66	63	70	79	81	44	69	77	136

[3] DS means degree seeking student. NDS means a non-degree seeking student. Home means the student first enrollment was at this campus. Not Home means the student's first campus of enrollment was not at this campus.

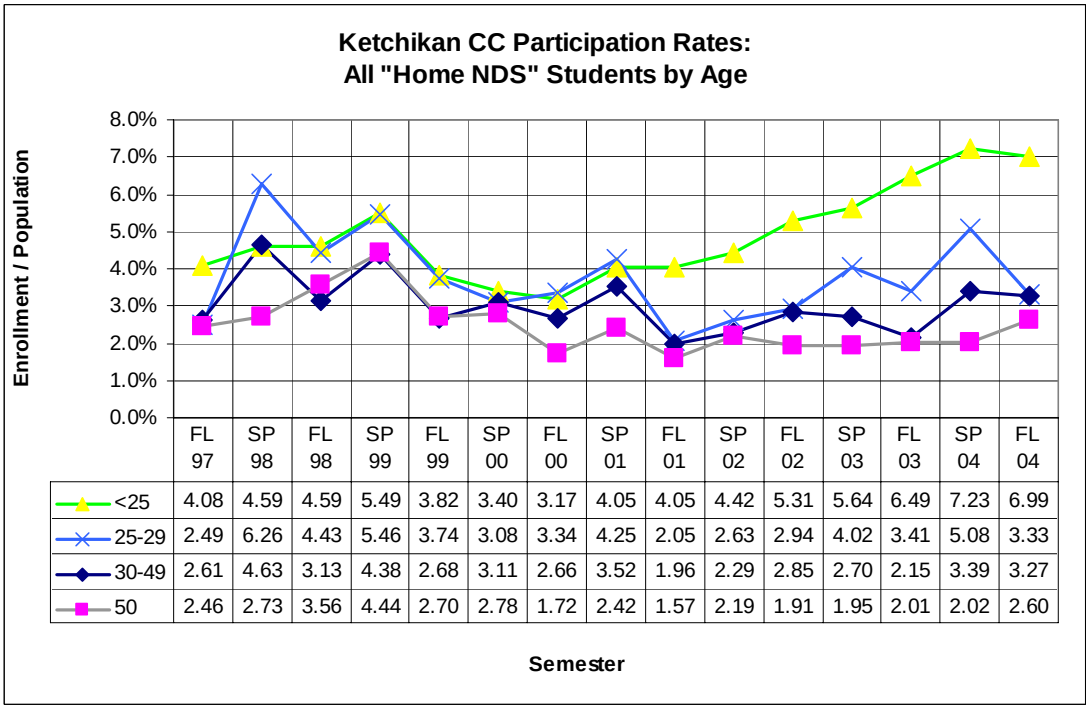


	FL 98	SP 99	FL 99	SP 00	FL 00	SP 01	FL 01	SP 02	FL 02	SP 03	FL 03	SP 04	FL 04	SP 05
NDS	14.5%	10.7%	-12.7%	-28.8%	-13.5%	5.5%	-10.2%	-16.6%	31.8%	13.7%	-10.9%	10.3%	28.2%	28.9%
DS	31.1%	34.7%	21.5%	0.6%	-19.5%	-1.8%	23.5%	-5.0%	0.6%	32.0%	26.8%	18.8%	25.0%	25.8%

HOME CAMPUS ENROLLMENT PARTICIPATION RATES: For degree seeking students with Ketchikan as their home campus, participation rates among the 25-29 age group have been the highest and most volatile. Rates for those under 30 have increased sharply in the last 2 years. Participation rates for non-degree seeking students generally trended downward for several years, but have been increasing for the last 2 to 3 years.

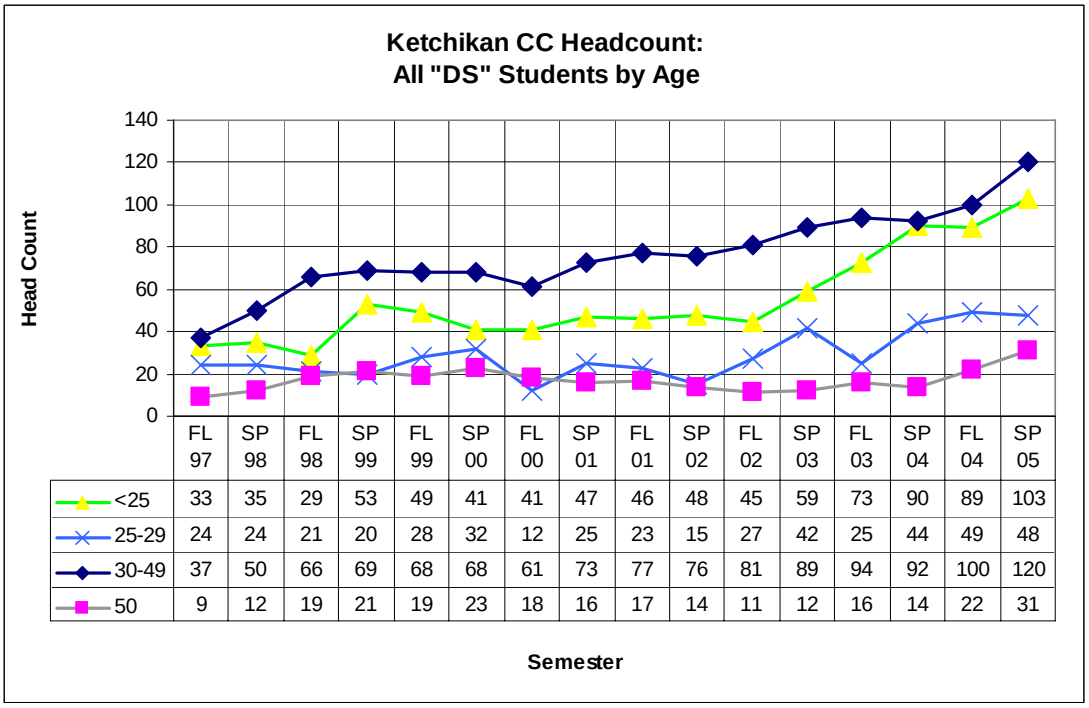


	FL 97	SP 98	FL 98	SP 99	FL 99	SP 00	FL 00	SP 01	FL 01	SP 02	FL 02	SP 03	FL 03	SP 04	FL 04
<25	1.17	1.51	1.15	1.55	1.55	1.50	1.44	1.50	1.33	1.34	1.29	1.07	1.80	2.13	2.13
25-29	2.14	2.35	2.22	2.34	2.50	2.31	0.90	1.32	0.73	1.39	1.70	2.01	1.86	3.02	2.54
30-49	0.39	0.49	0.58	0.63	0.59	0.56	0.76	0.74	0.95	0.74	0.63	0.61	0.72	0.70	0.65
50	0.15	0.24	0.39	0.35	0.41	0.50	0.47	0.39	0.22	0.22	0.16	0.16	0.13	0.11	0.21

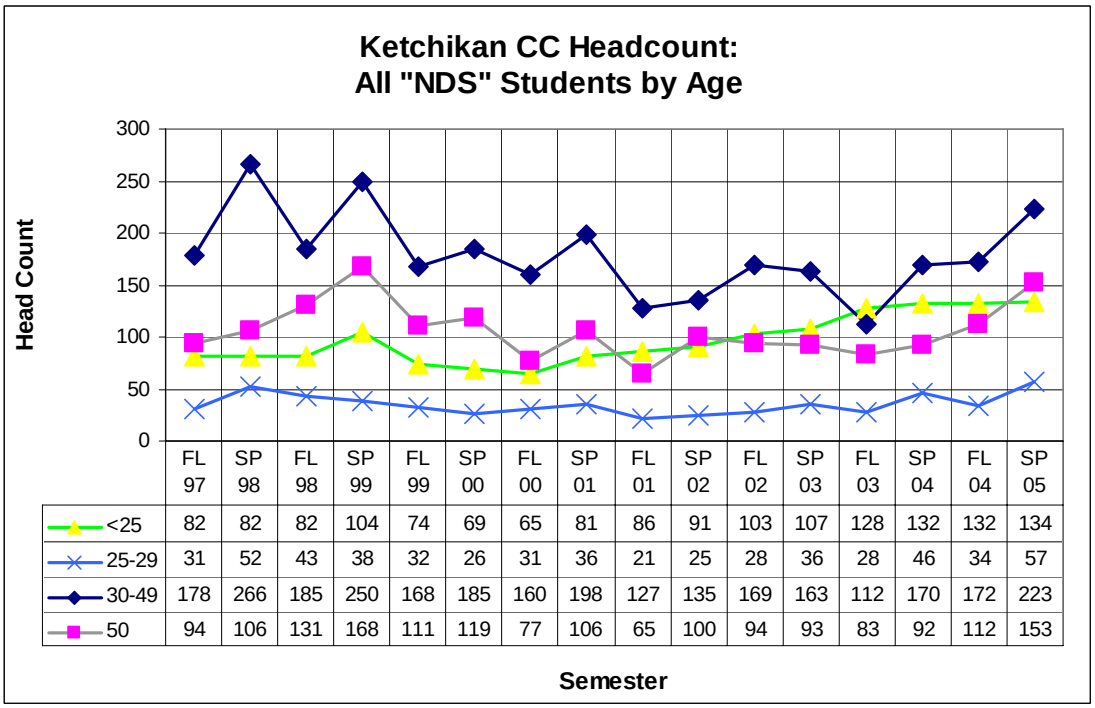


	FL 97	SP 98	FL 98	SP 99	FL 99	SP 00	FL 00	SP 01	FL 01	SP 02	FL 02	SP 03	FL 03	SP 04	FL 04
<25	4.08	4.59	4.59	5.49	3.82	3.40	3.17	4.05	4.05	4.42	5.31	5.64	6.49	7.23	6.99
25-29	2.49	6.26	4.43	5.46	3.74	3.08	3.34	4.25	2.05	2.63	2.94	4.02	3.41	5.08	3.33
30-49	2.61	4.63	3.13	4.38	2.68	3.11	2.66	3.52	1.96	2.29	2.85	2.70	2.15	3.39	3.27
50	2.46	2.73	3.56	4.44	2.70	2.78	1.72	2.42	1.57	2.19	1.91	1.95	2.01	2.02	2.60

ENROLLMENT BY AGE: Patterns in enrollment by age mirror the participation rates. Growth in enrollments for degree seeking students is strong for students <25 and 30-49. Enrollments by age for non-degree seeking students have been trending downward for some time in the 30-49 age group, but recent enrollment growth is spread across all age groups.

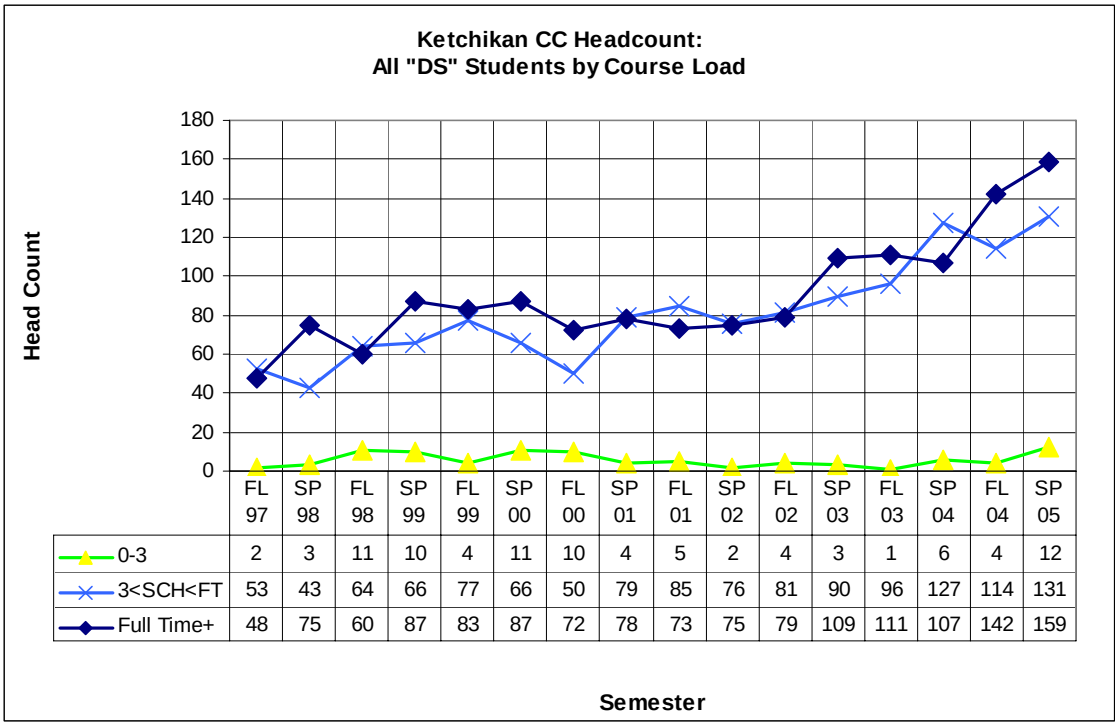


	FL 97	SP 98	FL 98	SP 99	FL 99	SP 00	FL 00	SP 01	FL 01	SP 02	FL 02	SP 03	FL 03	SP 04	FL 04	SP 05
<25	33	35	29	53	49	41	41	47	46	48	45	59	73	90	89	103
25-29	24	24	21	20	28	32	12	25	23	15	27	42	25	44	49	48
30-49	37	50	66	69	68	68	61	73	77	76	81	89	94	92	100	120
50	9	12	19	21	19	23	18	16	17	14	11	12	16	14	22	31

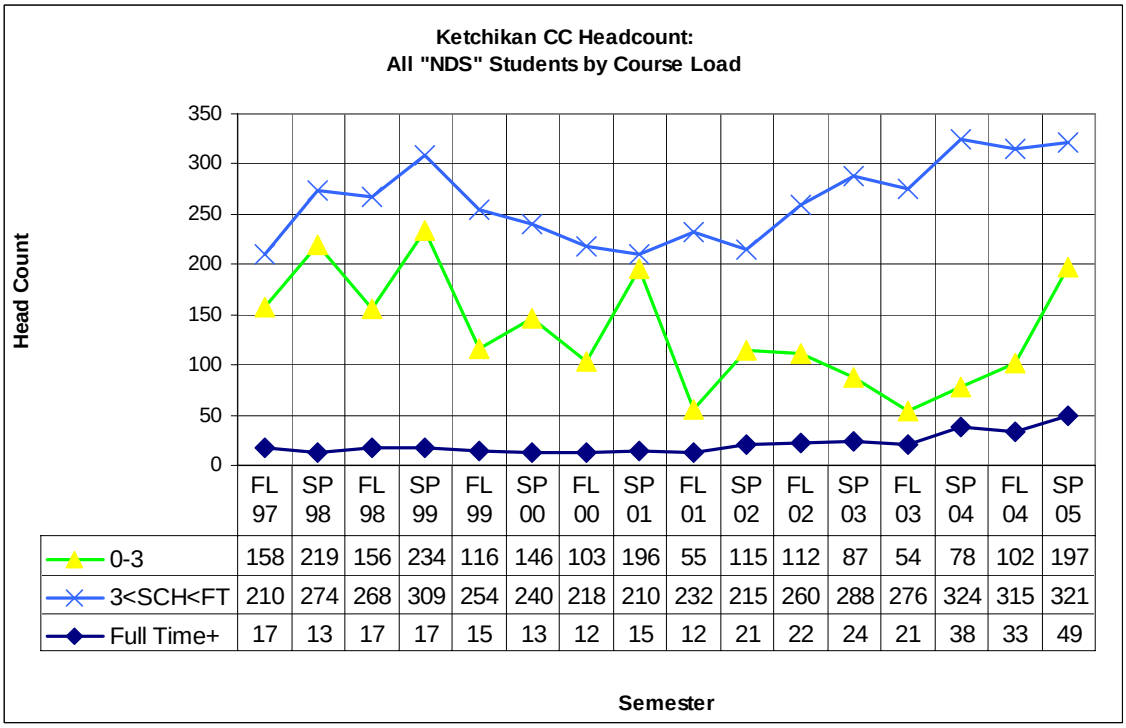


	FL 97	SP 98	FL 98	SP 99	FL 99	SP 00	FL 00	SP 01	FL 01	SP 02	FL 02	SP 03	FL 03	SP 04	FL 04	SP 05
<25	82	82	82	104	74	69	65	81	86	91	103	107	128	132	132	134
25-29	31	52	43	38	32	26	31	36	21	25	28	36	28	46	34	57
30-49	178	266	185	250	168	185	160	198	127	135	169	163	112	170	172	223
50	94	106	131	168	111	119	77	106	65	100	94	93	83	92	112	153

COURSE LOAD: Among degree seeking students the most rapid increase has been in full time students. Their numbers have continued to increase in spite of the increase in the tuition rate during the last 2 years. Among non-degree seeking students, a downward trend in students taking one course or less has recently turned around and growth has been spread across all categories of student.



	FL 97	SP 98	FL 98	SP 99	FL 99	SP 00	FL 00	SP 01	FL 01	SP 02	FL 02	SP 03	FL 03	SP 04	FL 04	SP 05
0-3	2	3	11	10	4	11	10	4	5	2	4	3	1	6	4	12
3<SCH<FT	53	43	64	66	77	66	50	79	85	76	81	90	96	127	114	131
Full Time+	48	75	60	87	83	87	72	78	73	75	79	109	111	107	142	159



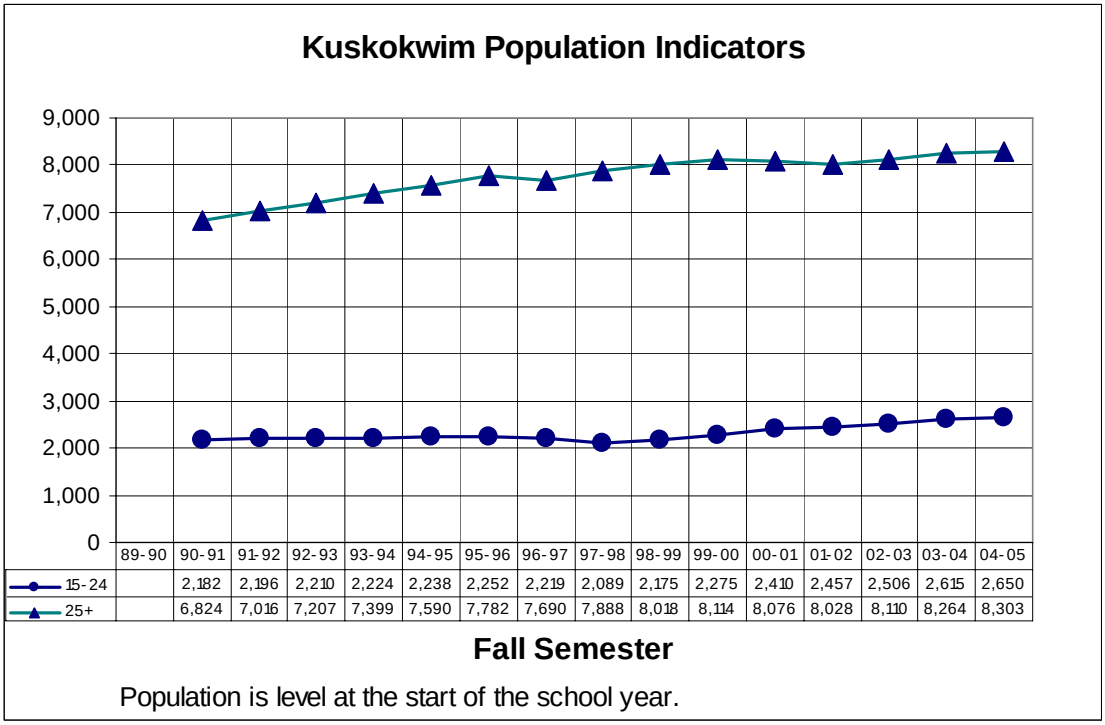
	FL 97	SP 98	FL 98	SP 99	FL 99	SP 00	FL 00	SP 01	FL 01	SP 02	FL 02	SP 03	FL 03	SP 04	FL 04	SP 05
0-3	158	219	156	234	116	146	103	196	55	115	112	87	54	78	102	197
3<SCH<FT	210	274	268	309	254	240	218	210	232	215	260	288	276	324	315	321
Full Time+	17	13	17	17	15	13	12	15	12	21	22	24	21	38	33	49

KUSKOKWIM COMMUNITY CAMPUS BRIEF 8/8/05

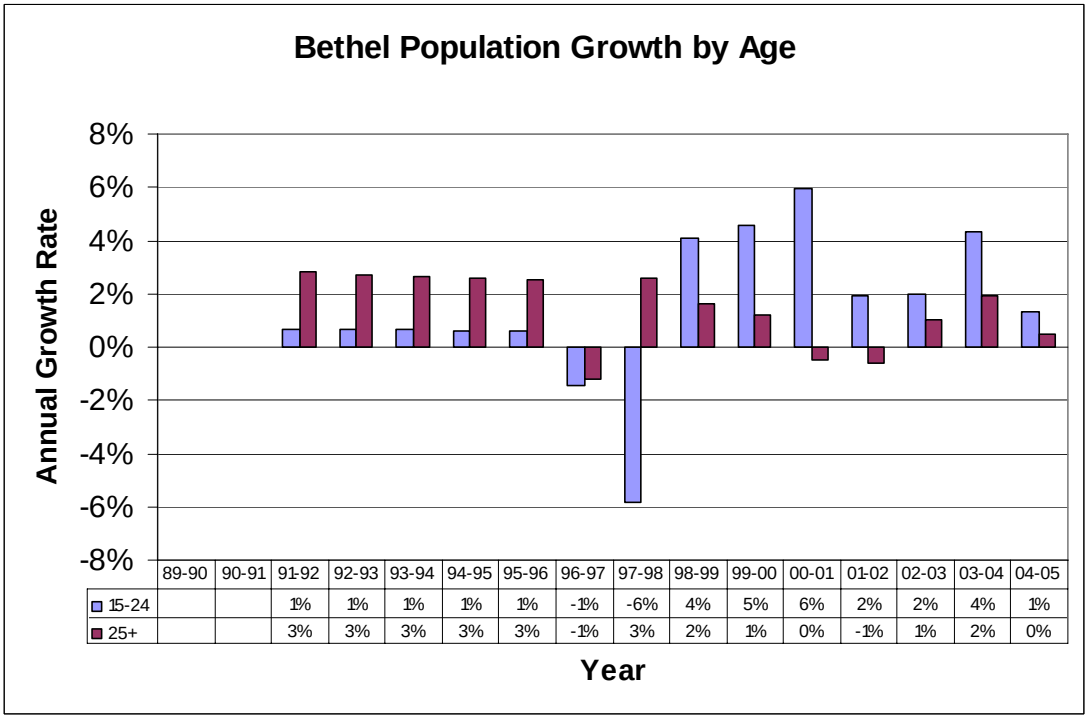
Part 1. ANNUAL TRENDS SINCE 1990 (all UA data from UA in Review)

SUMMARY: Enrollments trended upward when tuition was increasing in the early 90s and were declining when tuition was flat in the later 90s. Enrollments jumped dramatically in 03-04 at the same time that tuition increased. Enrollments fell in 04-05, but remain considerably above the previous trend line. The underlying positive trends in employment and per capita income seen to have little impact on the pattern of enrollments.

POPULATION: Population growth in the Bethel Census Area has been strong in the age groups under 25, and less so among the older population. (Population data from Alaska Department of Labor except 91,92,93,94 interpolated.)

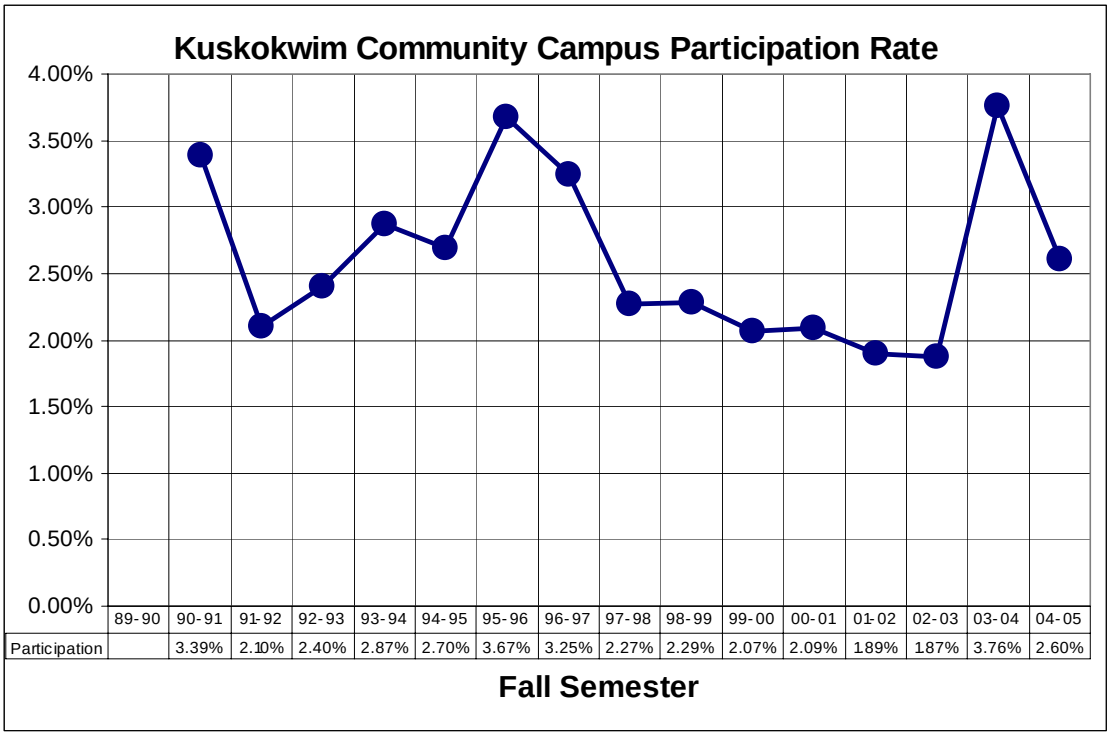


	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
15-24		2,182	2,196	2,210	2,224	2,238	2,252	2,219	2,089	2,175	2,275	2,410	2,457	2,506	2,615	2,650
25+		6,824	7,016	7,207	7,399	7,590	7,782	7,690	7,888	8,018	8,114	8,076	8,028	8,110	8,264	8,303



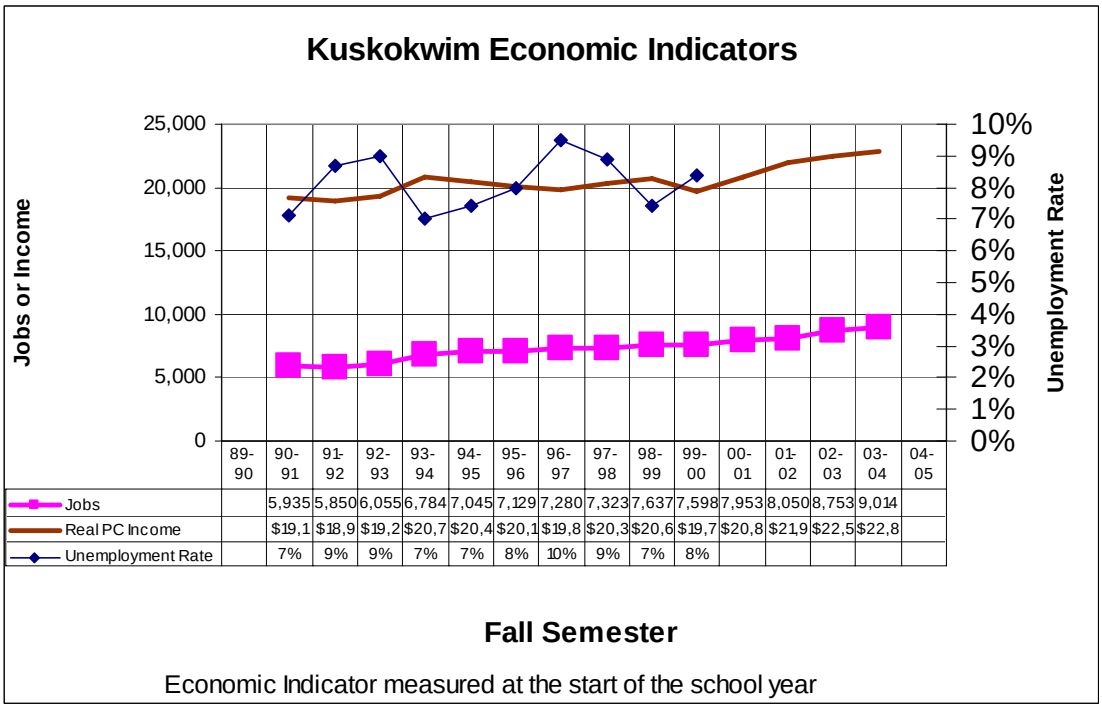
	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
15-24			1%	1%	1%	1%	1%	-1%	-6%	4%	5%	6%	2%	2%	4%	1%
25+			3%	3%	3%	3%	3%	-1%	3%	2%	1%	0%	-1%	1%	2%	0%

PARTICIPATION RATE: The ratio of enrollment to population (participation rate) trended upward, peaking in 95-96 and thereafter trended downward until the last 2 years when it jumped dramatically for a single year.

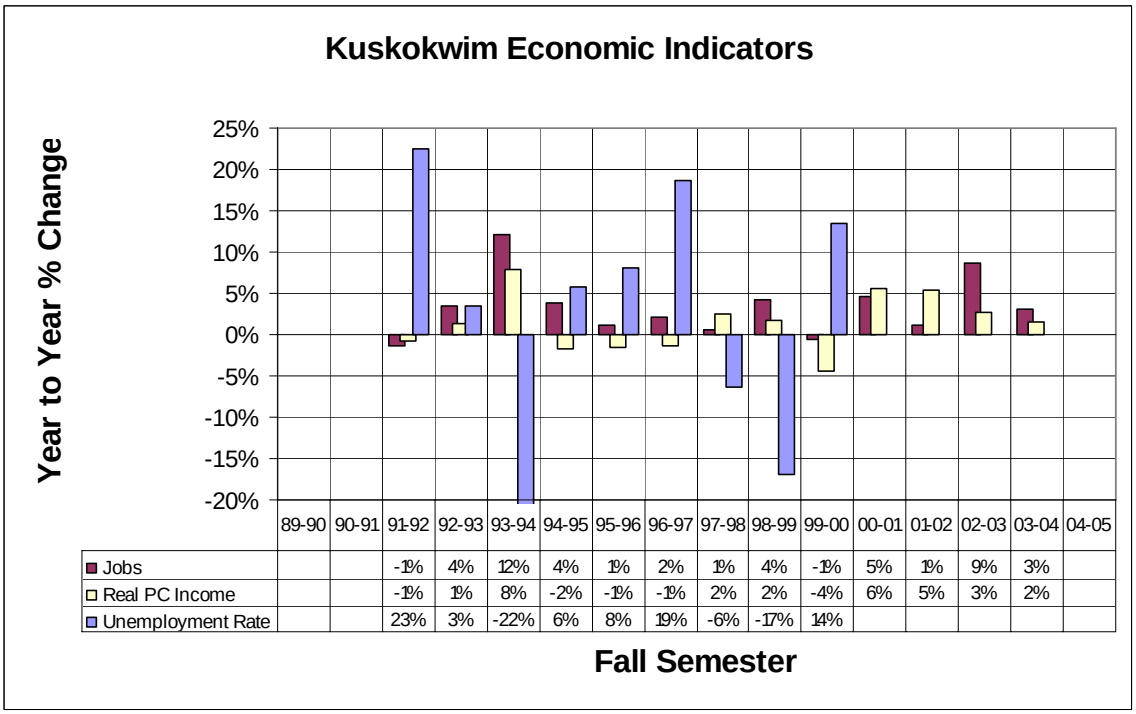


CAPTURE RATE: The percentage of newly graduated high school students that enroll at the campus is the capture rate. This trend has not yet been calculated.

ECONOMIC CONDITIONS: Job growth in the Bethel Census Area (US Department of Commerce) has been quite strong and consistent with per capita real income (US Department of Commerce), slowly trending upward with minor annual fluctuations. The unemployment rate has fluctuated around 8% with significant annual variations. (More recent unemployment rate will be available in August from the Alaska Department of Labor).

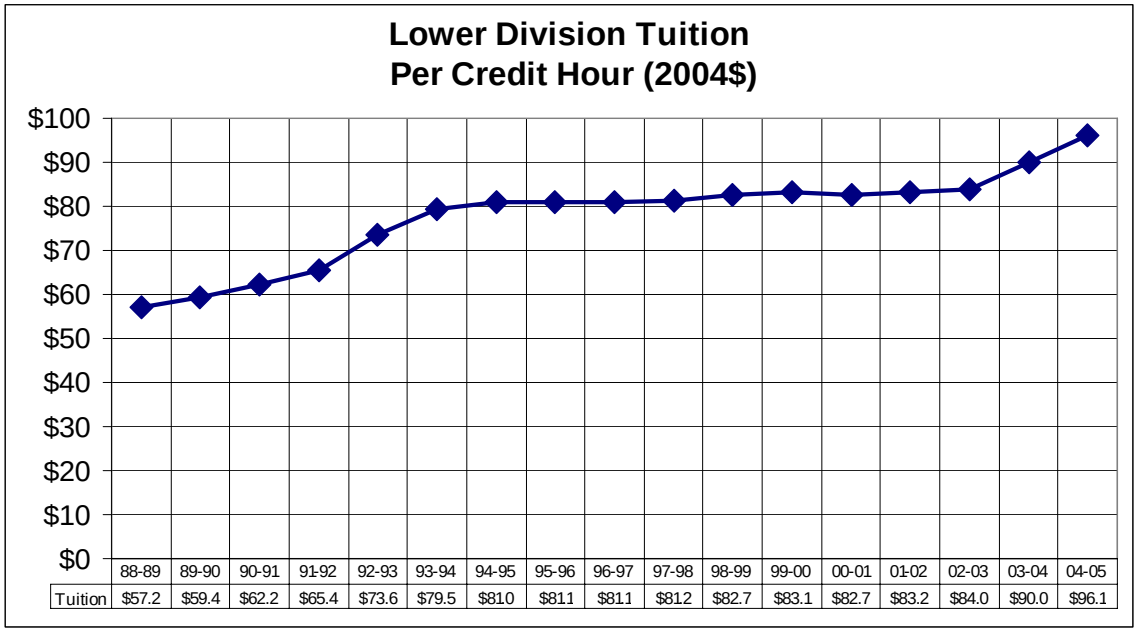


	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Jobs		5,935	5,850	6,055	6,784	7,045	7,129	7,280	7,323	7,637	7,598	7,953	8,050	8,753	9,014	
Real PC Income		$19,1	$18,9	$19,2	$20,7	$20,4	$20,1	$19,8	$20,3	$20,6	$19,7	$20,8	$21,9	$22,5	$22,8	
Unemployment Rate		7%	9%	9%	7%	7%	8%	10%	9%	7%	8%					

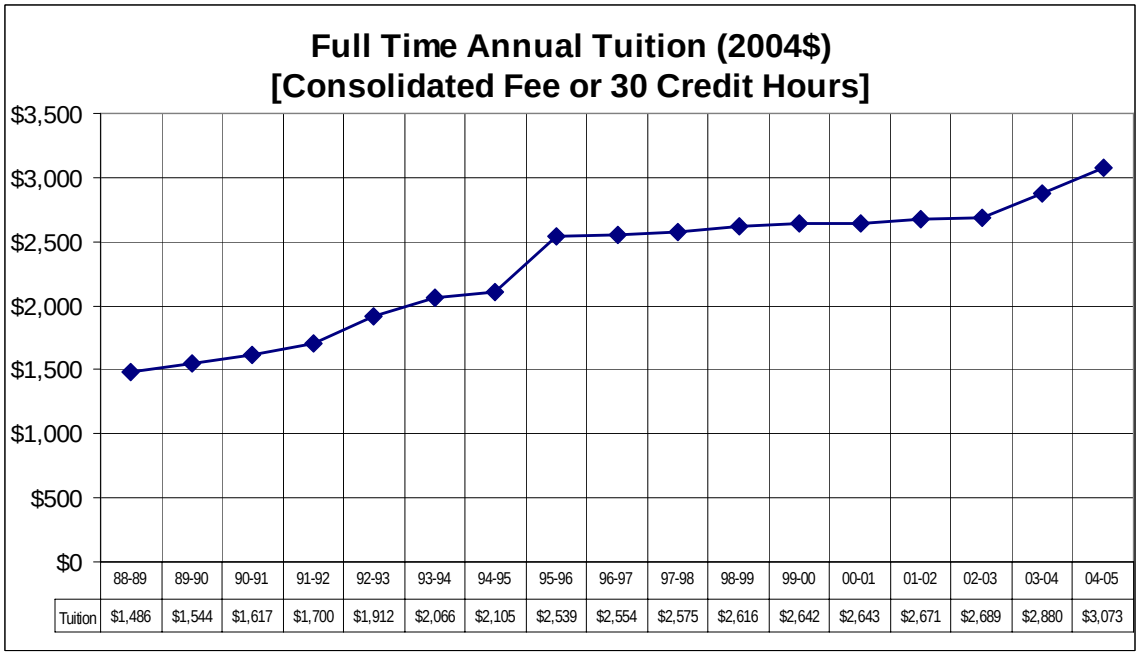


	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Jobs			-1%	4%	12%	4%	1%	2%	1%	4%	-1%	5%	1%	9%	3%	
Real PC Income			-1%	1%	8%	-2%	-1%	-1%	2%	2%	-4%	6%	5%	3%	2%	
Unemployment Rate			23%	3%	-22%	6%	8%	19%	-6%	-17%	14%					

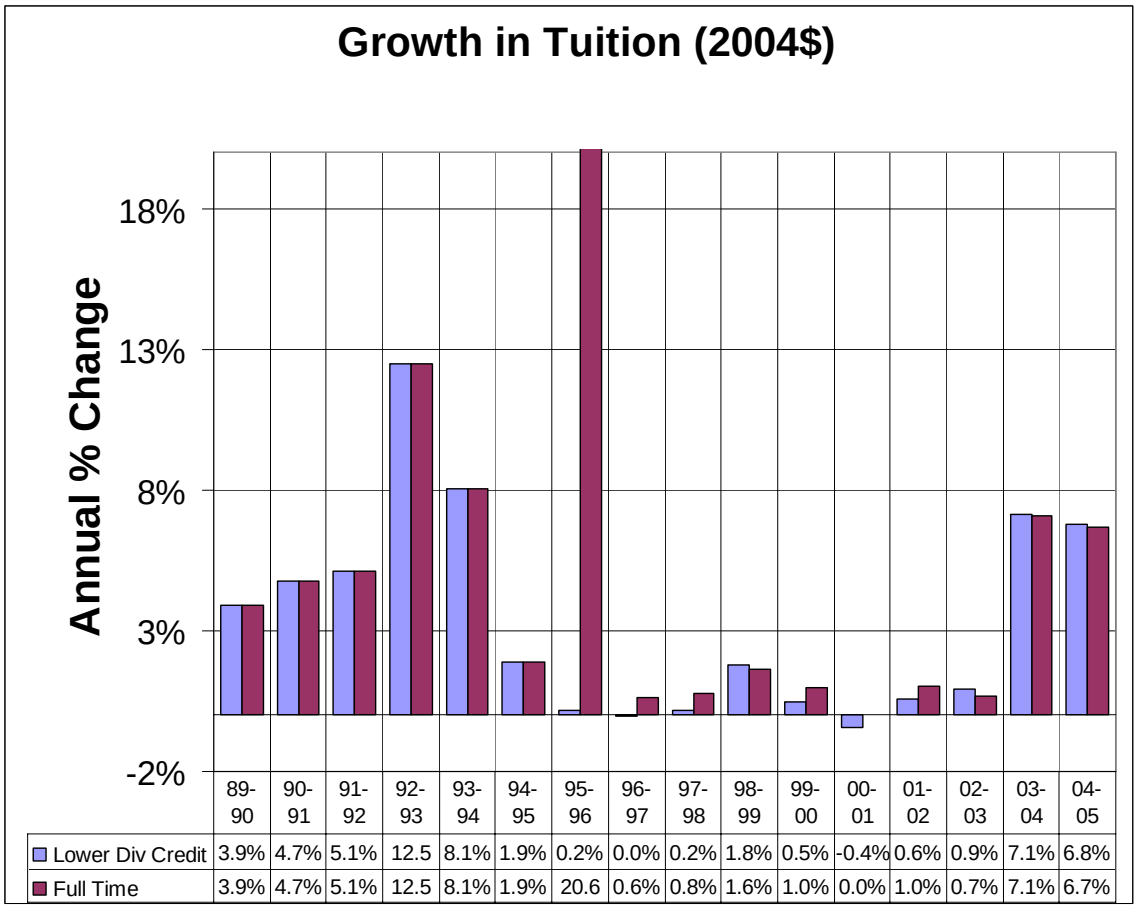
TUITION (2004$): Adjusted for inflation (Anchorage Consumer Price Index), the lower division tuition rate increased in the early 1990s, remained relatively constant for a decade until 02-03, and then resumed its upward trend again in 03-04. Percent increases in the last two years have been similar to those of the early 90s. The full time tuition followed the same pattern except for a jump in 95-96 when the consolidated fee was eliminated.



	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Tuition	$57.2	$59.4	$62.2	$65.4	$73.6	$79.5	$810	$811	$811	$812	$82.7	$83.1	$82.7	$83.2	$84.0	$90.0	$96.1

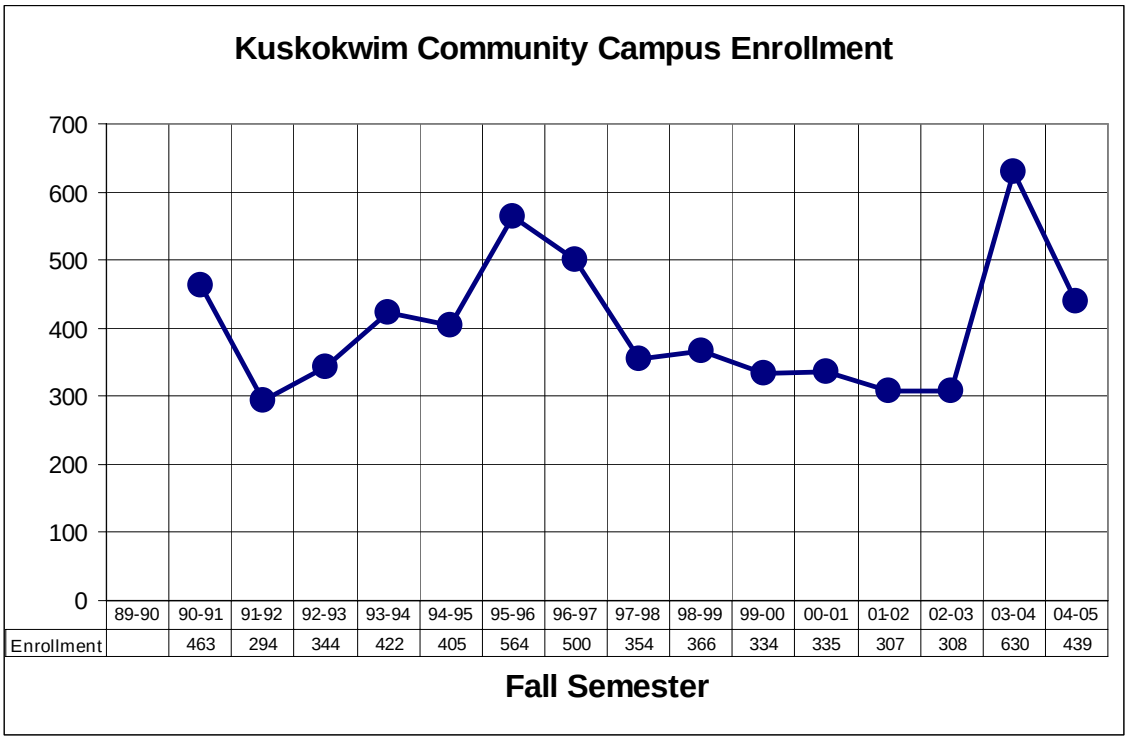


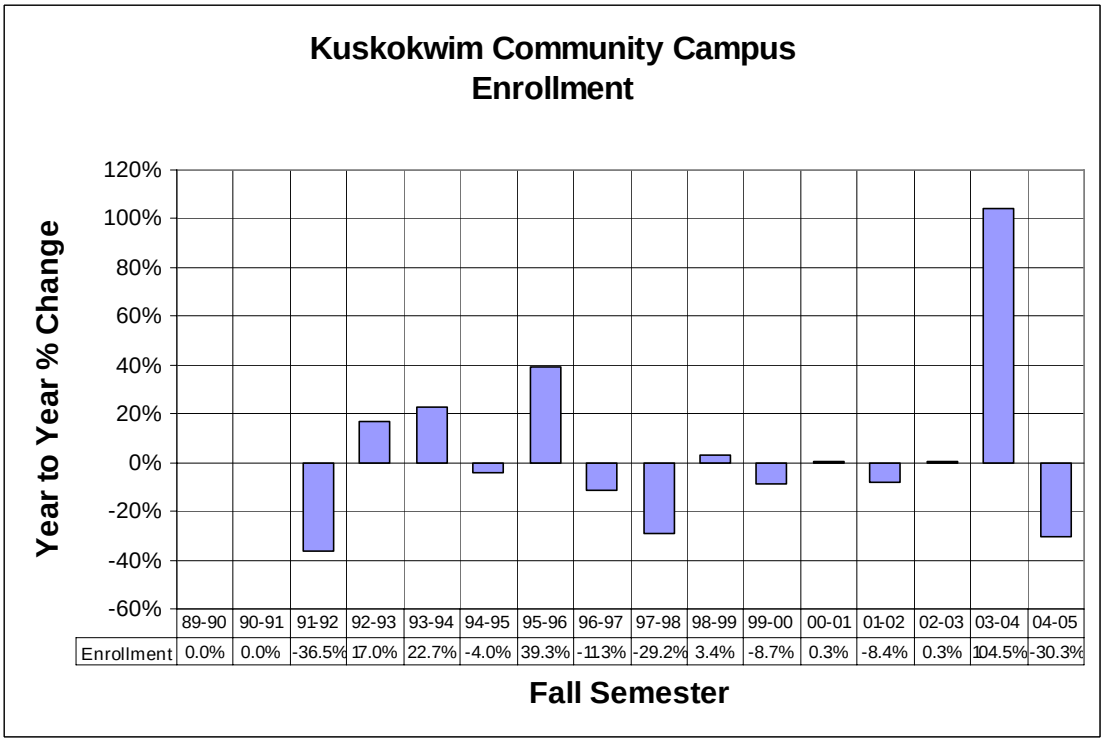
	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Tuition	$1,486	$1,544	$1,617	$1,700	$1,912	$2,066	$2,105	$2,539	$2,554	$2,575	$2,616	$2,642	$2,643	$2,671	$2,689	$2,880	$3,073



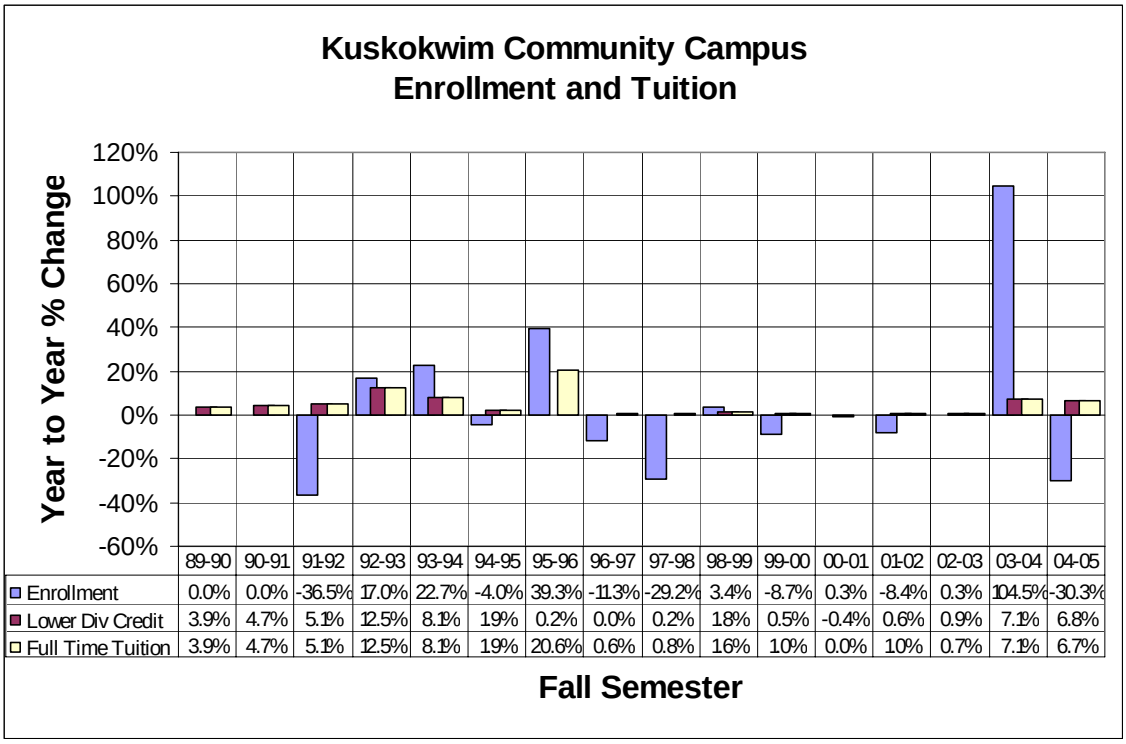
	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Lower Div Credit	3.9%	4.7%	5.1%	12.5	8.1%	1.9%	0.2%	0.0%	0.2%	1.8%	0.5%	-0.4%	0.6%	0.9%	7.1%	6.8%
Full Time	3.9%	4.7%	5.1%	12.5	8.1%	1.9%	20.6	0.6%	0.8%	1.6%	1.0%	0.0%	1.0%	0.7%	7.1%	6.7%

FALL SEMESTER ENROLLMENT: Fall semester enrollment grew for a few years in the early 90s and has been on a downward trend since 95-96. In the last two years it has jumped (100%) and then fallen.



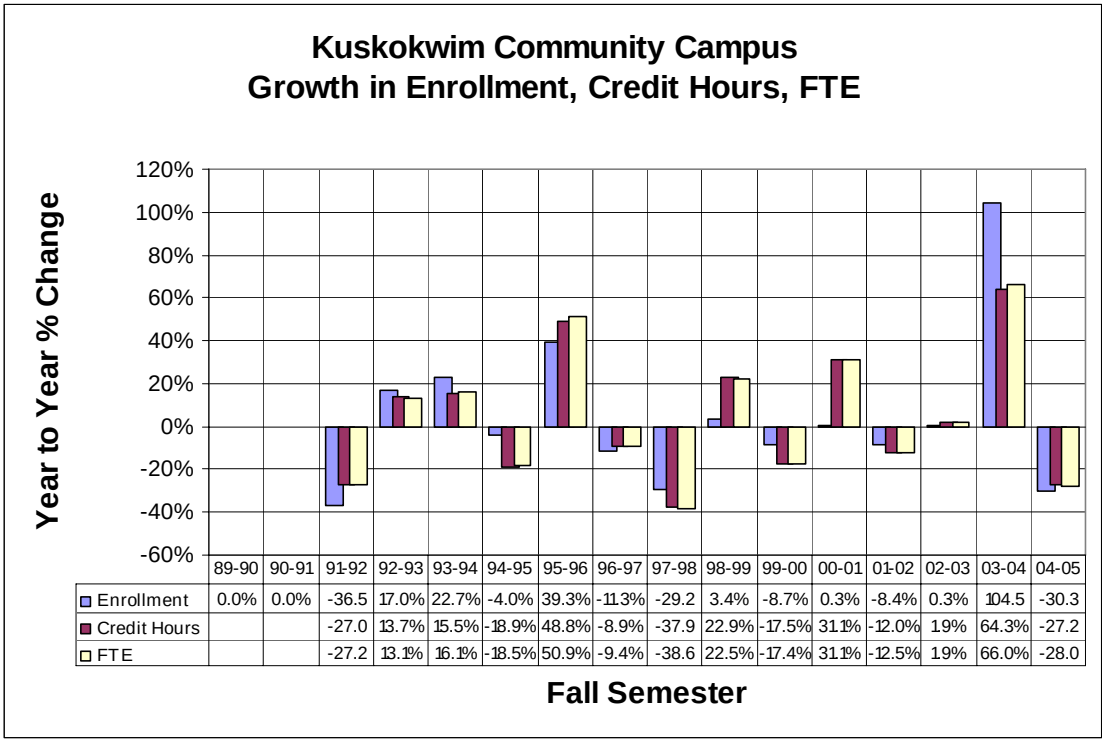


ENROLLMENT VS. TUITION RATE: In the early 90s growing enrollments were occurring with tuition increases. In the later 90s, flat enrollment were occurring with falt tuition. Enrollment increased dramatically in 03-04 at the same time tuition was increasing, and enrollment fell the following year, but has remained above the level of 02-03..



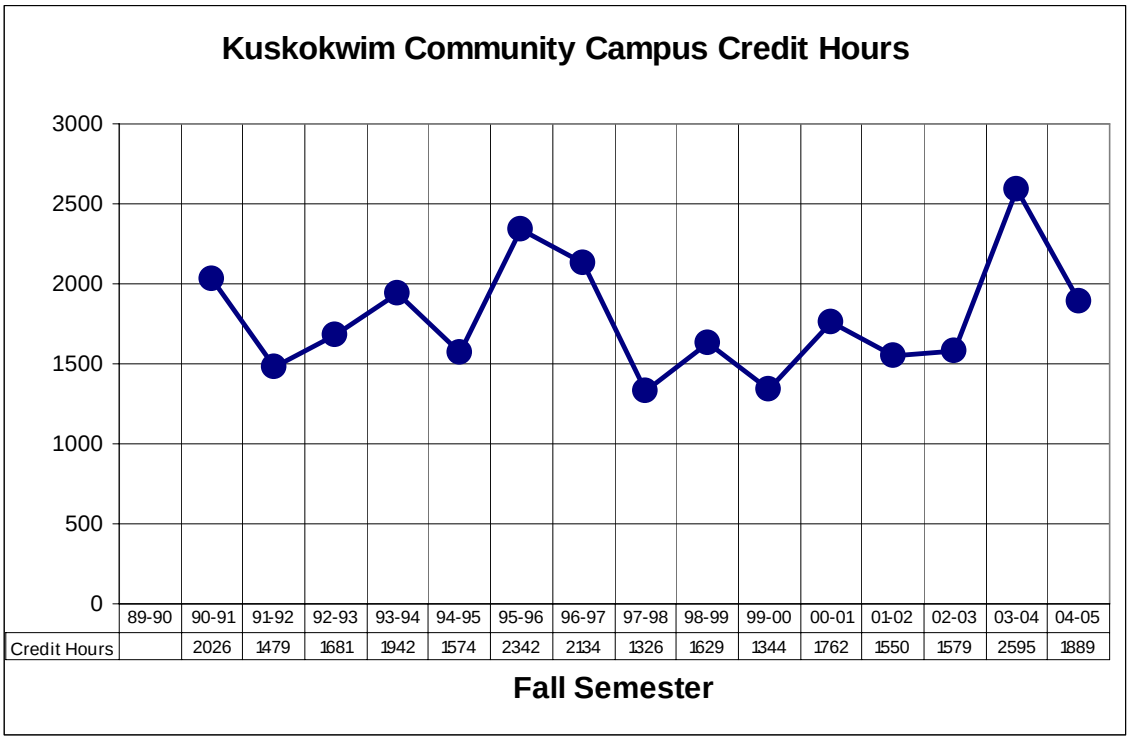
	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Enrollment	0.0%	0.0%	-36.5%	17.0%	22.7%	-4.0%	39.3%	-11.3%	-29.2%	3.4%	-8.7%	0.3%	-8.4%	0.3%	104.5%	-30.3%
Lower Div Credit	3.9%	4.7%	5.1%	12.5%	8.1%	1.9%	0.2%	0.0%	0.2%	1.8%	0.5%	-0.4%	0.6%	0.9%	7.1%	6.8%
Full Time Tuition	3.9%	4.7%	5.1%	12.5%	8.1%	1.9%	20.6%	0.6%	0.8%	1.6%	1.0%	0.0%	1.0%	0.7%	7.1%	6.7%

FALL SEMESTER CREDIT HOURS AND FTE VS ENROLLMENTS: Without exception credit hour and FTE growth moves in the same direction as enrollment growth. In 03-04 enrollments grew much faster than credit hours.

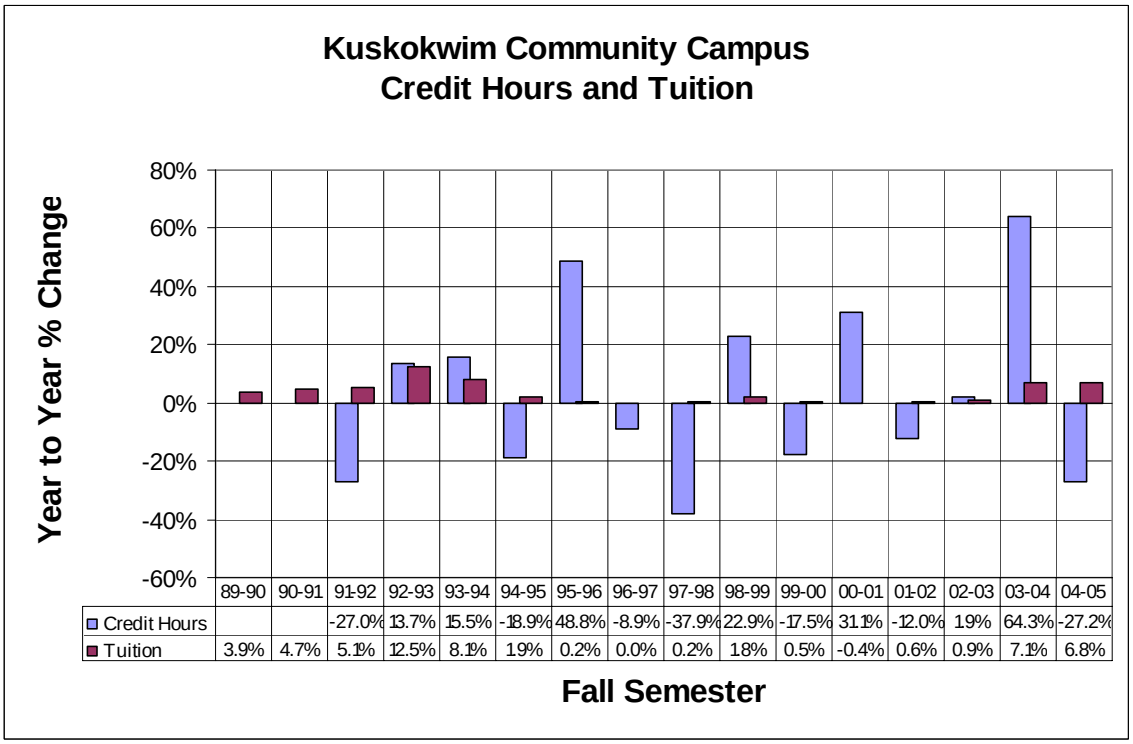


	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Enrollment	0.0%	0.0%	-36.5	17.0%	22.7%	-4.0%	39.3%	-11.3%	-29.2	3.4%	-8.7%	0.3%	-8.4%	0.3%	104.5	-30.3
Credit Hours			-27.0	13.7%	15.5%	-18.9%	48.8%	-8.9%	-37.9	22.9%	-17.5%	31.1%	-12.0%	1.9%	64.3%	-27.2
FTE			-27.2	13.1%	16.1%	-18.5%	50.9%	-9.4%	-38.6	22.5%	-17.4%	31.1%	-12.5%	1.9%	66.0%	-28.0

CREDIT HOURS VS. TUITION: The relationship between credit hours and tuition has been similar to that of enrollments. (The relationship of FTE to tuition is similar to this pattern.)

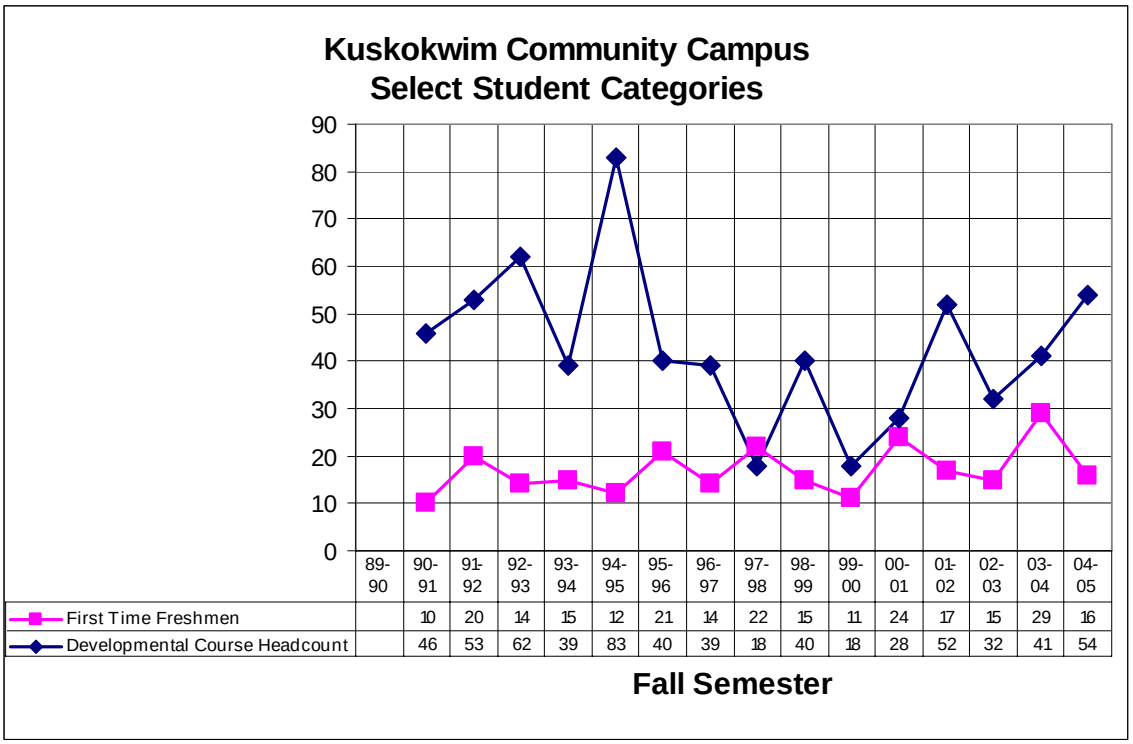


	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Credit Hours		2026	1479	1681	1942	1574	2342	2134	1326	1629	1344	1762	1550	1579	2595	1889



	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Credit Hours			-27.0%	13.7%	15.5%	-18.9%	48.8%	-8.9%	-37.9%	22.9%	-17.5%	31.1%	-12.0%	1.9%	64.3%	-27.2%
Tuition	3.9%	4.7%	5.1%	12.5%	8.1%	1.9%	0.2%	0.0%	0.2%	1.8%	0.5%	-0.4%	0.6%	0.9%	7.1%	6.8%

SPECIAL STUDENT CATEGORIES: The developmental course headcount has been on a generally upward trend, continuing through the tuition increases of the last two years. The number of first time freshmen is small and varies considerably from year to year with a modest long term upward trend.



	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
First Time Freshmen		10	20	14	15	12	21	14	22	15	11	24	17	15	29	16
Developmental Course Headcount		46	53	62	39	83	40	39	18	40	18	28	52	32	41	54

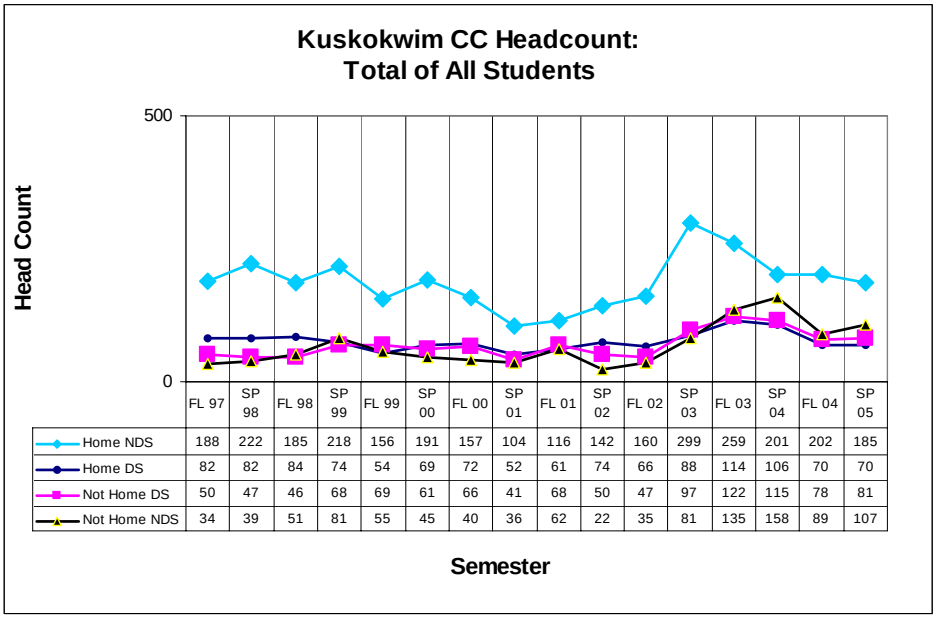
Part 2. SEMESTER DETAILED ANALYSIS SINCE 1997 (all UA data from Banner Database)

TUITION (2004$): Since 1997 the lower division tuition rate has been approximately constant except for a slight increase in 98-99 of 2% and increases of 7% in 03-04 and 04-05. The large increase in the full time tuition rate occurred in 95-96, so its effect cannot be observed in this data.

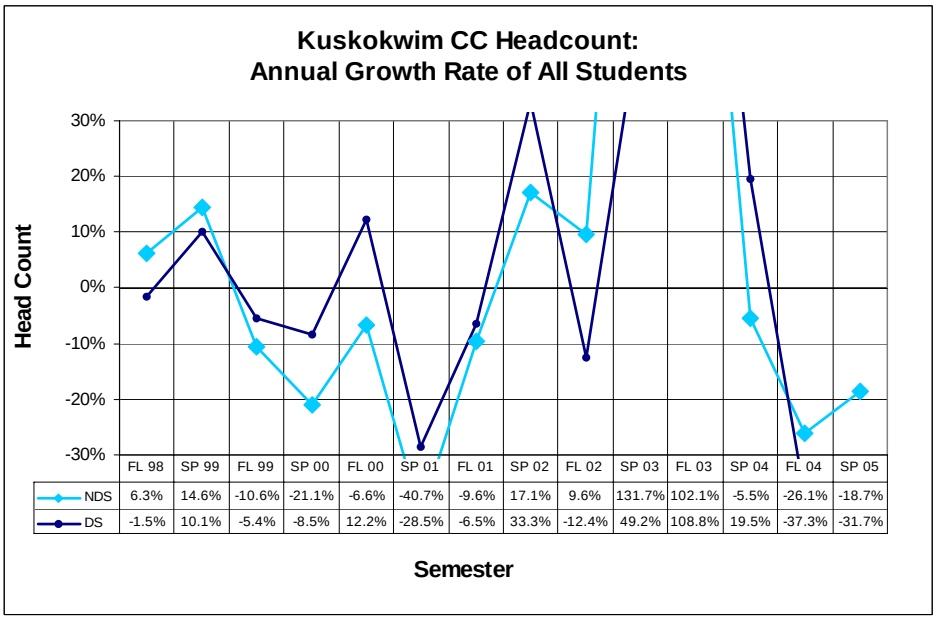
ECONOMICS: During this time the unemployment rate fell in 98-99 and increased in 99-00.

FALL AND SPRING ENROLLMENT [Headcount] BY DEGREE SEEKING STATUS[4]:
The dramatic increase in enrollments in 03-04 shows here to have begun in the spring of 03 and to consist of increases in all categories of student including both degree seeking and non-degree seeking students.

Enrollments of degree seeking and non-degree seeking students tend to move in the same direction. The drop in enrollments in the last year has been somewhat more pronounced among degree seeking students.although the numbers of both degree and non-degree seeking students are still above the levels of two years ago.



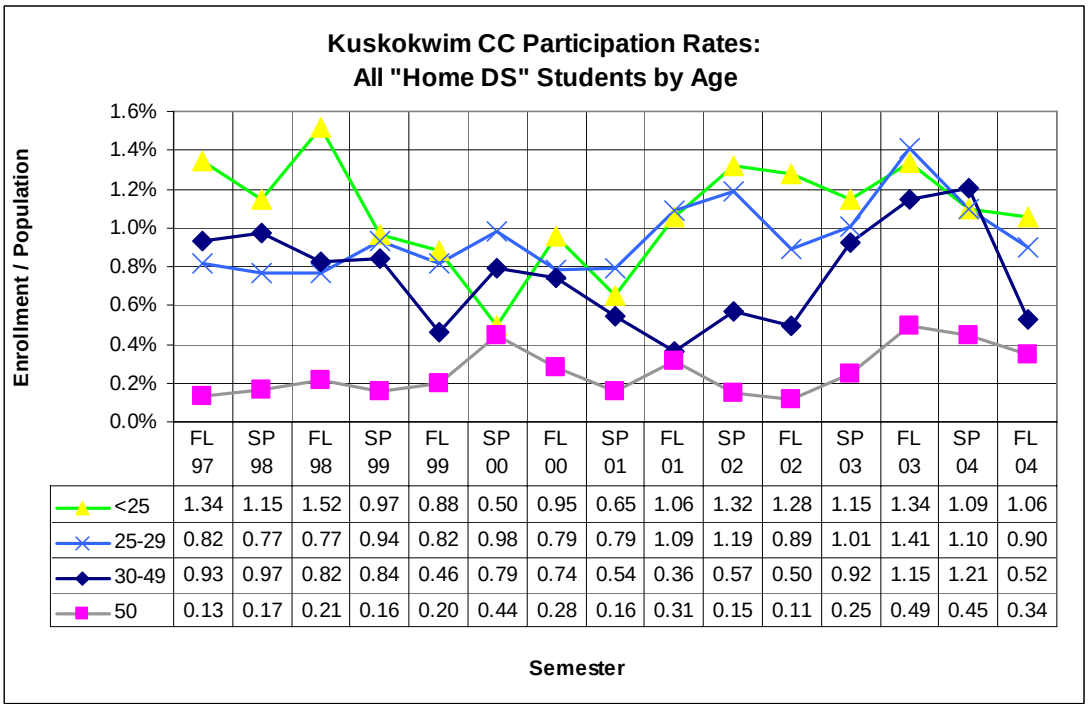
	FL 97	SP 98	FL 98	SP 99	FL 99	SP 00	FL 00	SP 01	FL 01	SP 02	FL 02	SP 03	FL 03	SP 04	FL 04	SP 05
Home NDS	188	222	185	218	156	191	157	104	116	142	160	299	259	201	202	185
Home DS	82	82	84	74	54	69	72	52	61	74	66	88	114	106	70	70
Not Home DS	50	47	46	68	69	61	66	41	68	50	47	97	122	115	78	81
Not Home NDS	34	39	51	81	55	45	40	36	62	22	35	81	135	158	89	107



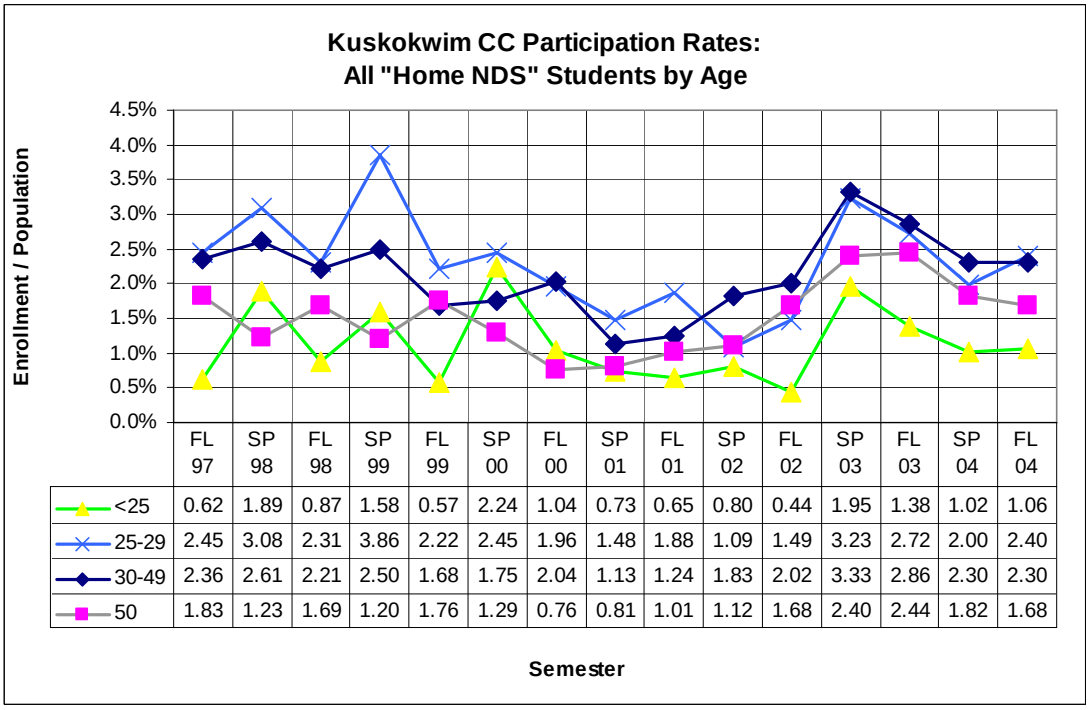
	FL 98	SP 99	FL 99	SP 00	FL 00	SP 01	FL 01	SP 02	FL 02	SP 03	FL 03	SP 04	FL 04	SP 05
NDS	6.3%	14.6%	-10.6%	-21.1%	-6.6%	-40.7%	-9.6%	17.1%	9.6%	131.7%	102.1%	-5.5%	-26.1%	-18.7%
DS	-1.5%	10.1%	-5.4%	-8.5%	12.2%	-28.5%	-6.5%	33.3%	-12.4%	49.2%	108.8%	19.5%	-37.3%	-31.7%

[4] DS means degree seeking student. NDS means a non-degree seeking student. Home means the student first enrollment was at this campus. Not Home means the student's first campus of enrollment was not at this campus.

HOME CAMPUS ENROLLMENT PARTICIPATION RATES: For degree seeking students with Kuskokwim as their home campus, participation rates have been volatile with little discernable pattern. Participation rates for non-degree seeking students have had more of a tendency to move together, with a clear increase in recent years.

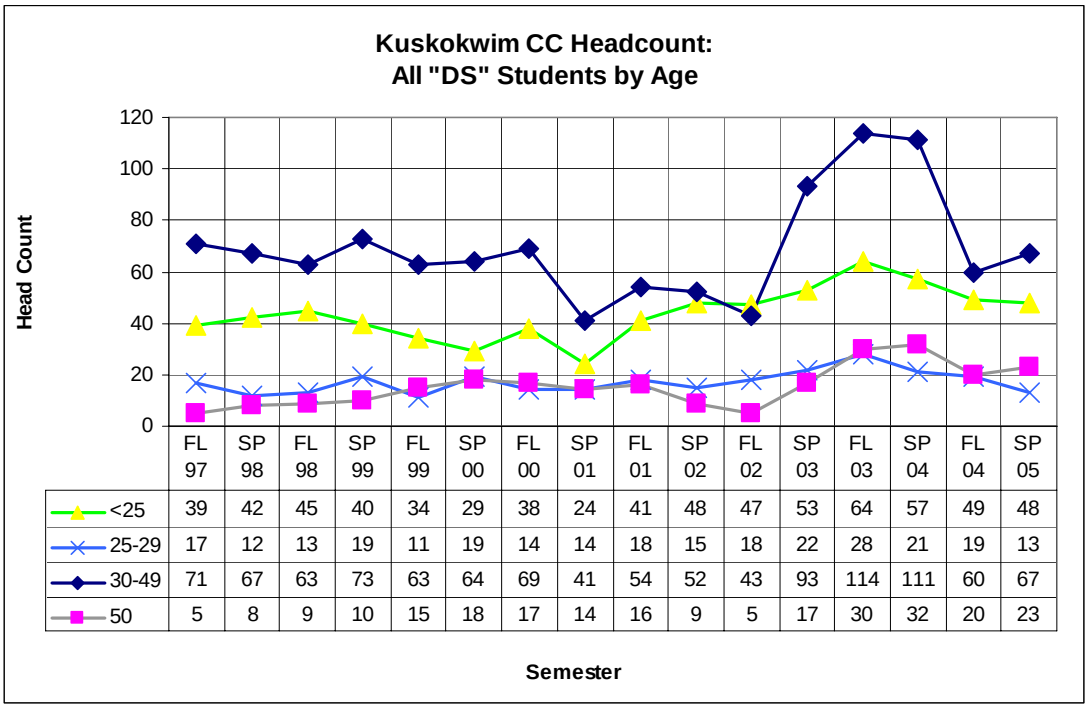


	FL 97	SP 98	FL 98	SP 99	FL 99	SP 00	FL 00	SP 01	FL 01	SP 02	FL 02	SP 03	FL 03	SP 04	FL 04
<25	1.34	1.15	1.52	0.97	0.88	0.50	0.95	0.65	1.06	1.32	1.28	1.15	1.34	1.09	1.06
25-29	0.82	0.77	0.77	0.94	0.82	0.98	0.79	0.79	1.09	1.19	0.89	1.01	1.41	1.10	0.90
30-49	0.93	0.97	0.82	0.84	0.46	0.79	0.74	0.54	0.36	0.57	0.50	0.92	1.15	1.21	0.52
50	0.13	0.17	0.21	0.16	0.20	0.44	0.28	0.16	0.31	0.15	0.11	0.25	0.49	0.45	0.34

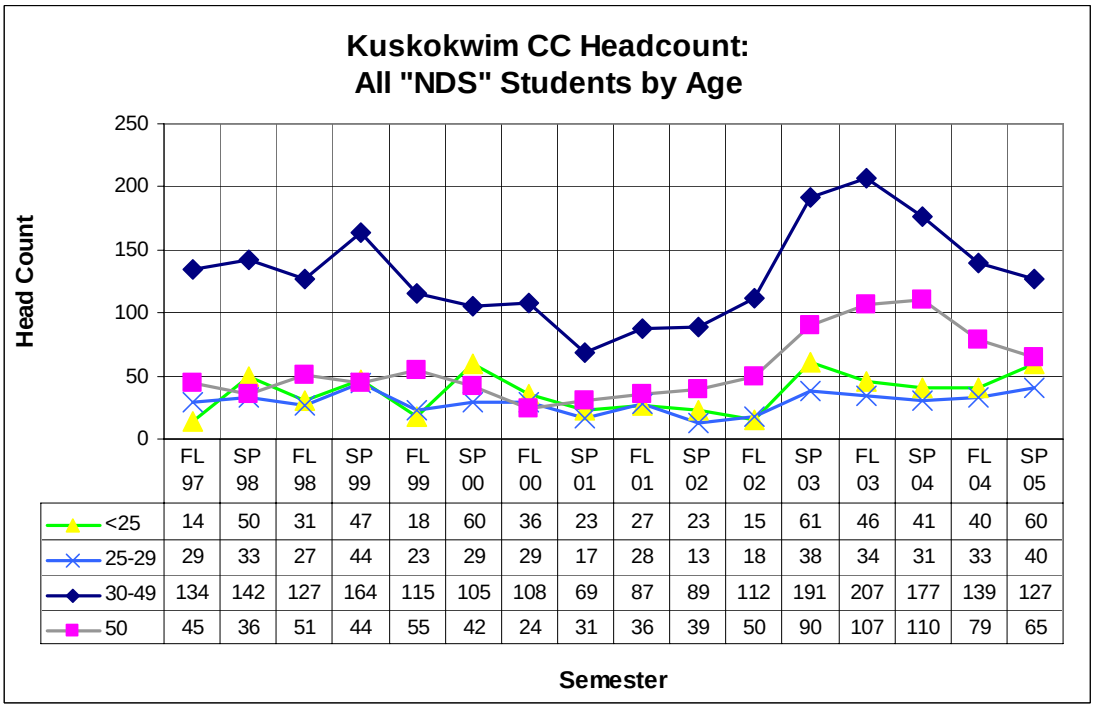


	FL 97	SP 98	FL 98	SP 99	FL 99	SP 00	FL 00	SP 01	FL 01	SP 02	FL 02	SP 03	FL 03	SP 04	FL 04
<25	0.62	1.89	0.87	1.58	0.57	2.24	1.04	0.73	0.65	0.80	0.44	1.95	1.38	1.02	1.06
25-29	2.45	3.08	2.31	3.86	2.22	2.45	1.96	1.48	1.88	1.09	1.49	3.23	2.72	2.00	2.40
30-49	2.36	2.61	2.21	2.50	1.68	1.75	2.04	1.13	1.24	1.83	2.02	3.33	2.86	2.30	2.30
50	1.83	1.23	1.69	1.20	1.76	1.29	0.76	0.81	1.01	1.12	1.68	2.40	2.44	1.82	1.68

ENROLLMENT BY AGE: Patterns in enrollment by age mirror the participation rates.

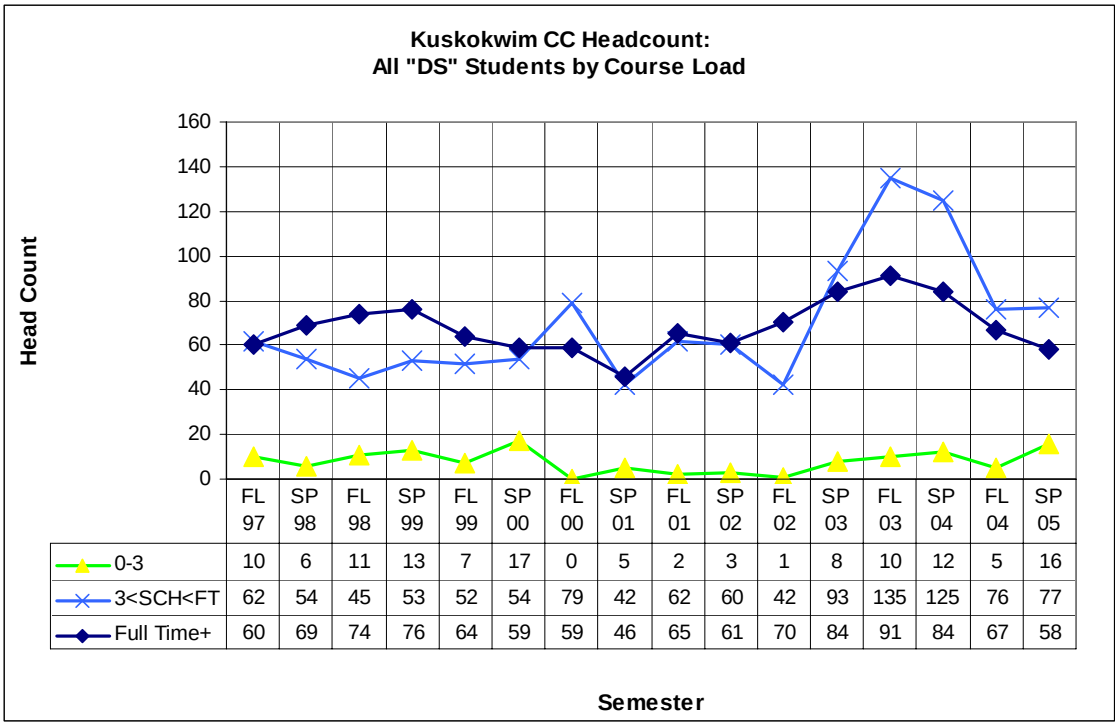


	FL 97	SP 98	FL 98	SP 99	FL 99	SP 00	FL 00	SP 01	FL 01	SP 02	FL 02	SP 03	FL 03	SP 04	FL 04	SP 05
<25	39	42	45	40	34	29	38	24	41	48	47	53	64	57	49	48
25-29	17	12	13	19	11	19	14	14	18	15	18	22	28	21	19	13
30-49	71	67	63	73	63	64	69	41	54	52	43	93	114	111	60	67
50	5	8	9	10	15	18	17	14	16	9	5	17	30	32	20	23

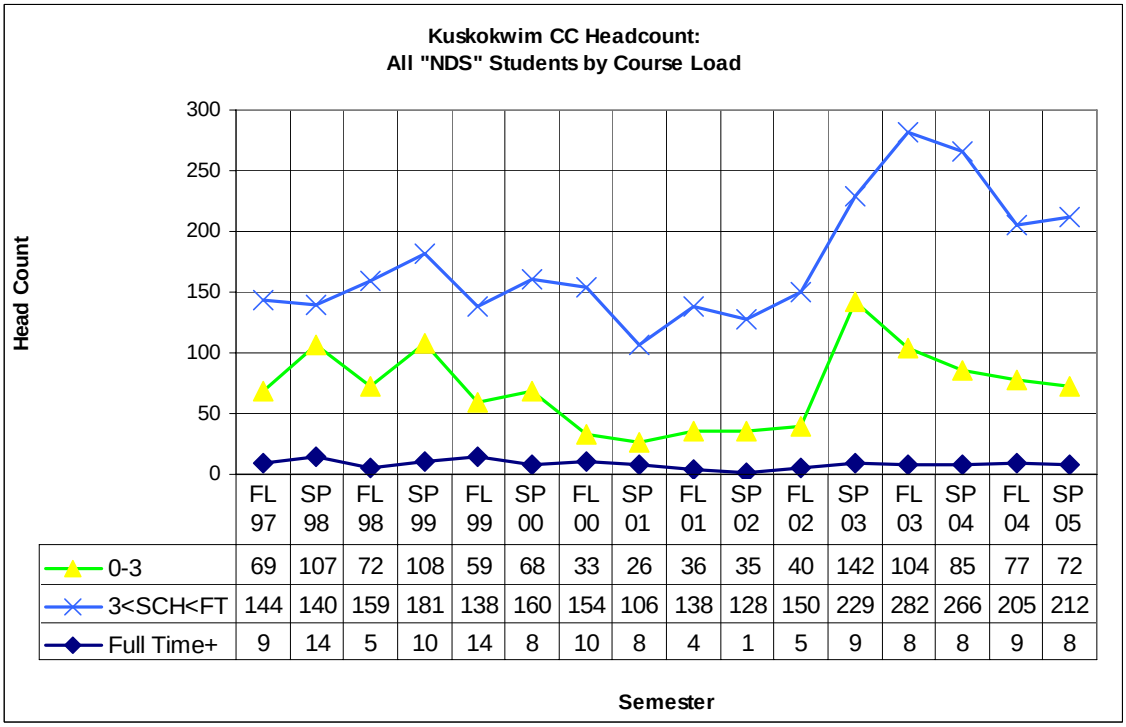


	FL 97	SP 98	FL 98	SP 99	FL 99	SP 00	FL 00	SP 01	FL 01	SP 02	FL 02	SP 03	FL 03	SP 04	FL 04	SP 05
<25	14	50	31	47	18	60	36	23	27	23	15	61	46	41	40	60
25-29	29	33	27	44	23	29	29	17	28	13	18	38	34	31	33	40
30-49	134	142	127	164	115	105	108	69	87	89	112	191	207	177	139	127
50	45	36	51	44	55	42	24	31	36	39	50	90	107	110	79	65

COURSE LOAD: Among degree seeking students the most rapid increase has been in part time students. Their numbers are above the long term trend. The number of full time students grew during the big expansion, but has dropped back to the longer term average. Less than full time non-degree seeking student enrollments are way up in the last 3 years, in a sharp reversal of the long term trend.



	FL 97	SP 98	FL 98	SP 99	FL 99	SP 00	FL 00	SP 01	FL 01	SP 02	FL 02	SP 03	FL 03	SP 04	FL 04	SP 05
0-3	10	6	11	13	7	17	0	5	2	3	1	8	10	12	5	16
3<SCH<FT	62	54	45	53	52	54	79	42	62	60	42	93	135	125	76	77
Full Time+	60	69	74	76	64	59	59	46	65	61	70	84	91	84	67	58



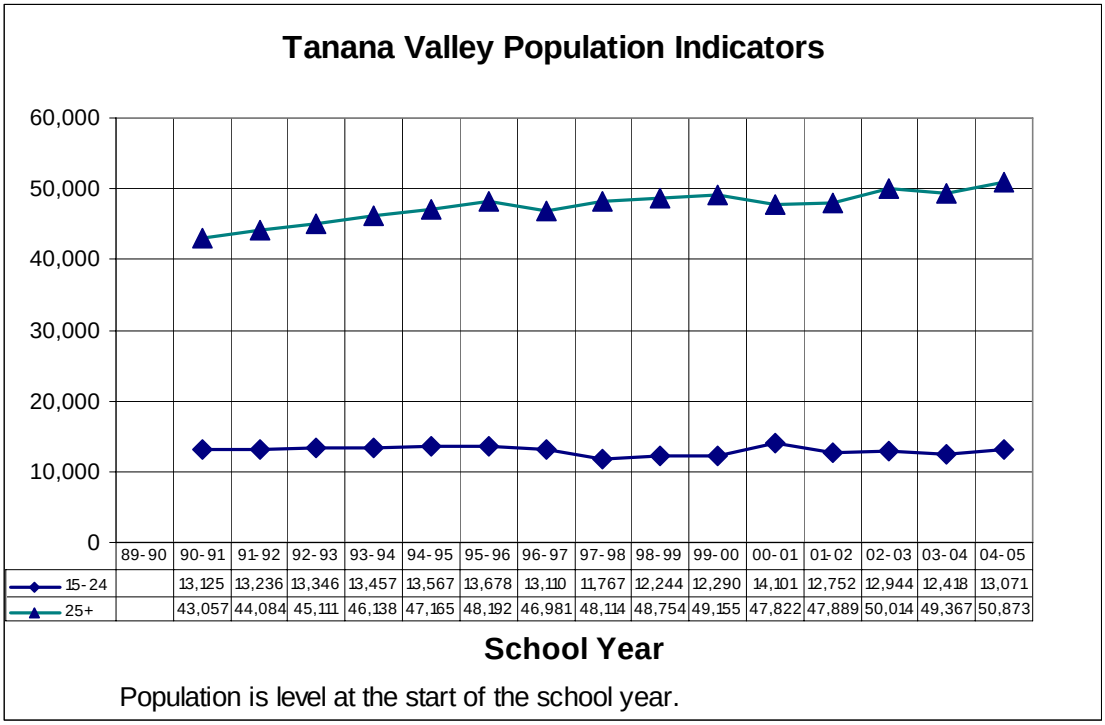
	FL 97	SP 98	FL 98	SP 99	FL 99	SP 00	FL 00	SP 01	FL 01	SP 02	FL 02	SP 03	FL 03	SP 04	FL 04	SP 05
0-3	69	107	72	108	59	68	33	26	36	35	40	142	104	85	77	72
3<SCH<FT	144	140	159	181	138	160	154	106	138	128	150	229	282	266	205	212
Full Time+	9	14	5	10	14	8	10	8	4	1	5	9	8	8	9	8

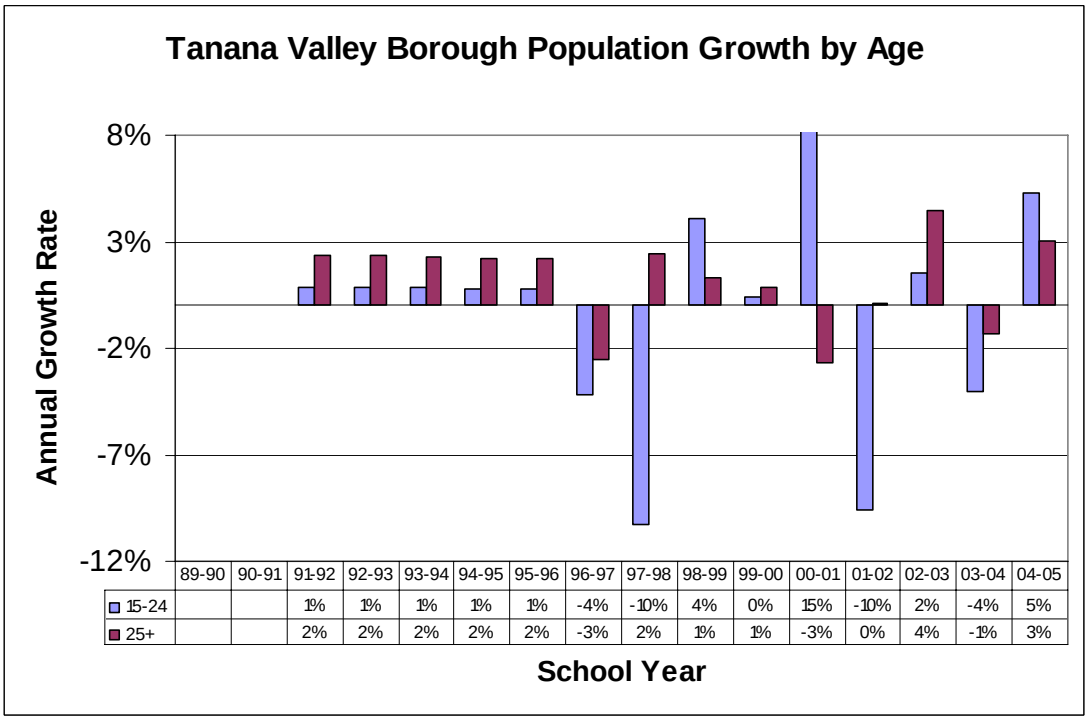
TANANA VALLEY CAMPUS BRIEF 8/8/05

Part 1. ANNUAL TRENDS SINCE 1990 (all UA data from UA in Review)

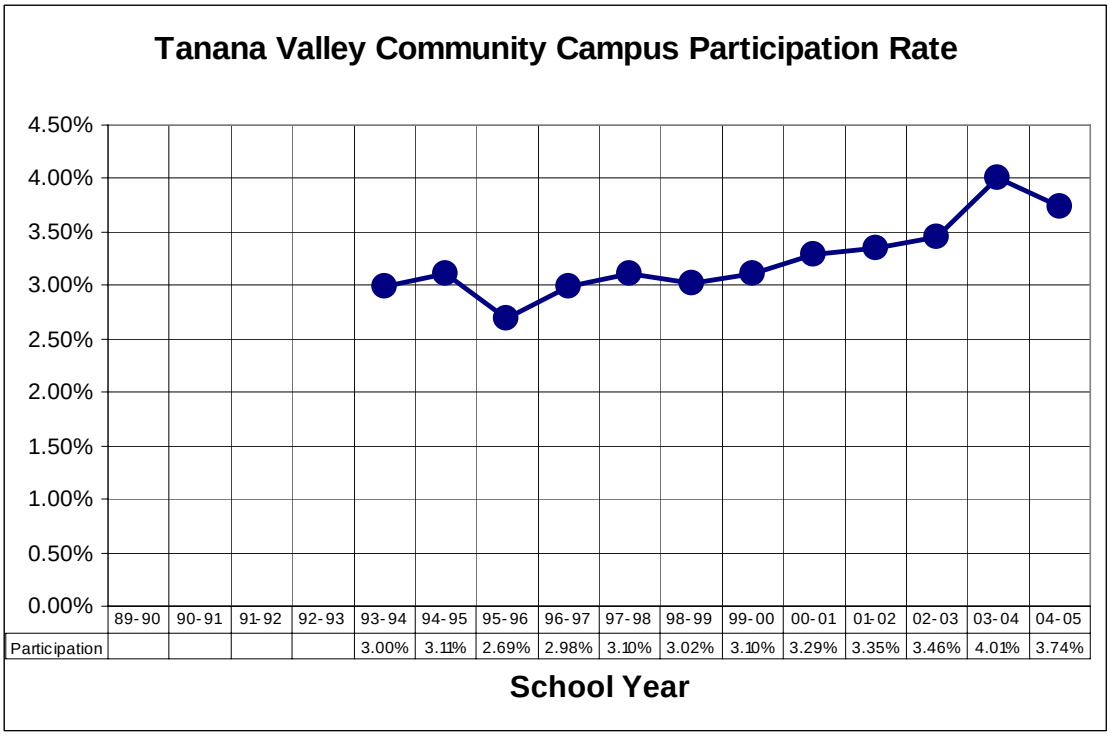
SUMMARY: Enrollments trended upward in the later half of the 90s after falling in the year that full time tuition was increased. Enrollments jumped dramatically in 03-04 at the same time that tuition increased. This growth occurred both among degree seeking and non-degree seeking students. Enrollments fell in 04-05, but remained above the previous trend line. The percentage decline has been less for degree seeking students. The underlying positive trends in employment and per capita income as well as variation in the unemployment rate seen to have little impact on the pattern of enrollments.

POPULATION: Population growth in the Fairbanks North Star Borough has been flat for the population aged 15-24 (with considerable year to year variation)but positive for adults aged 25+. (Population data from Alaska Department of Labor except 91,92,93,94 interpolated.)



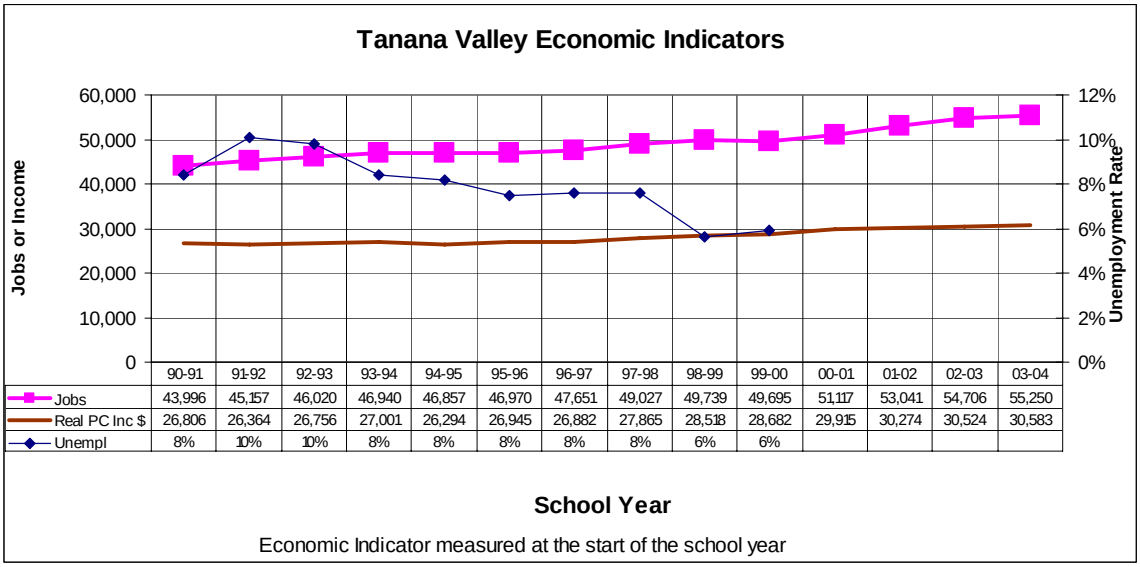


PARTICIPATION RATE: The ratio of enrollment to population (participation rate) has trended upward. There was a sharp rise in 03-04, followed by a smaller drop in 04-05. The participation rate in 04-05 was on or above the long term trend.

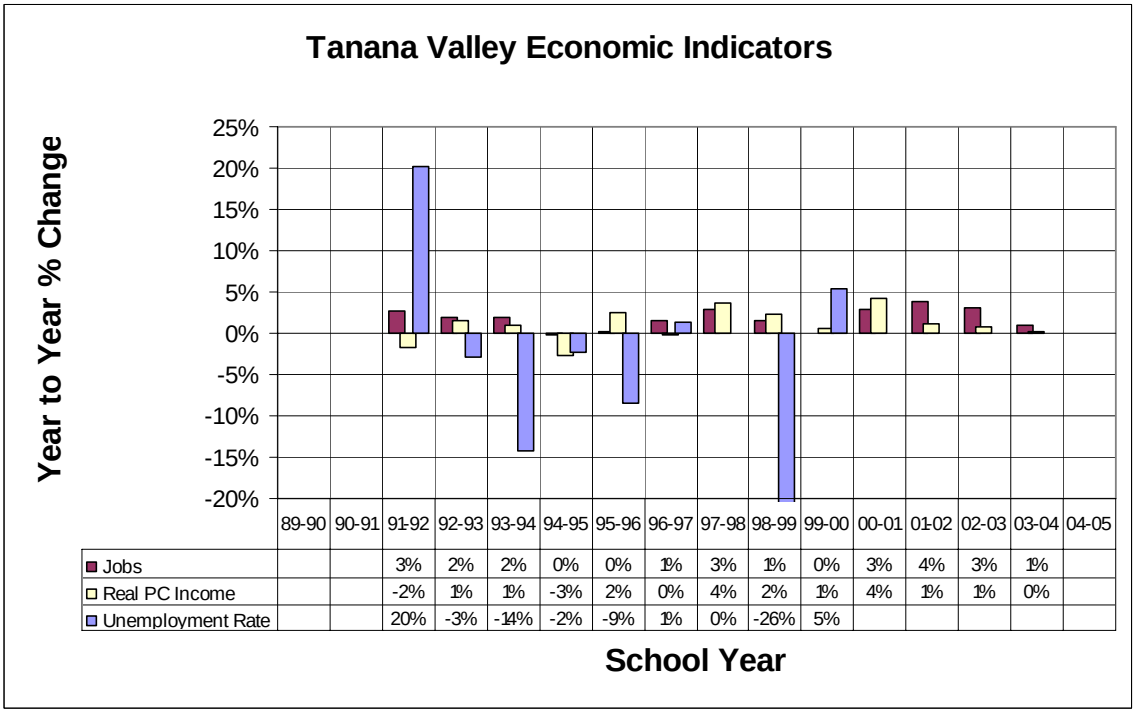


CAPTURE RATE: The percentage of newly graduated high school students that enroll at the campus is the capture rate. This trend has not yet been calculated.

ECONOMIC CONDITIONS: Job growth in the Fairbanks North Star Borough (US Department of Commerce) has been strong and consistent with per capita real income (US Department of Commerce), slowly trending upward with minor annual fluctuations. The unemployment rate has trended downward, with significant drops in 93-94, 94-95, and 98-99. (More recent unemployment rate will be available in August from the Alaska Department of Labor).

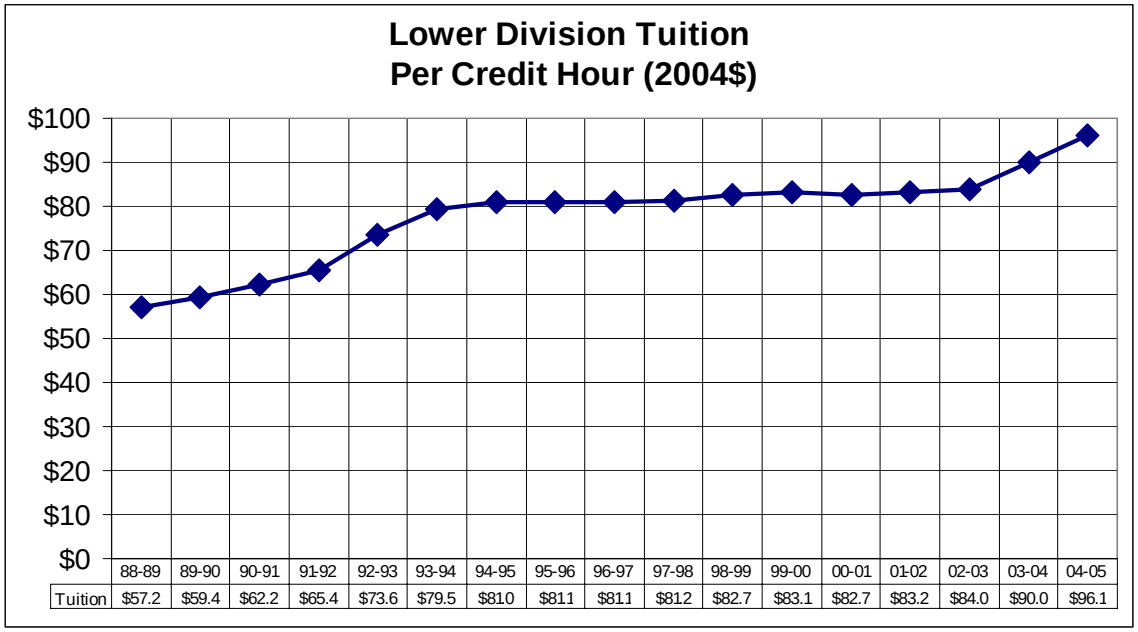


	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04
Jobs	43,996	45,157	46,020	46,940	46,857	46,970	47,651	49,027	49,739	49,695	51,117	53,041	54,706	55,250
Real PC Inc $	26,806	26,364	26,756	27,001	26,294	26,945	26,882	27,865	28,518	28,682	29,915	30,274	30,524	30,583
Unempl	8%	10%	10%	8%	8%	8%	8%	8%	6%	6%				

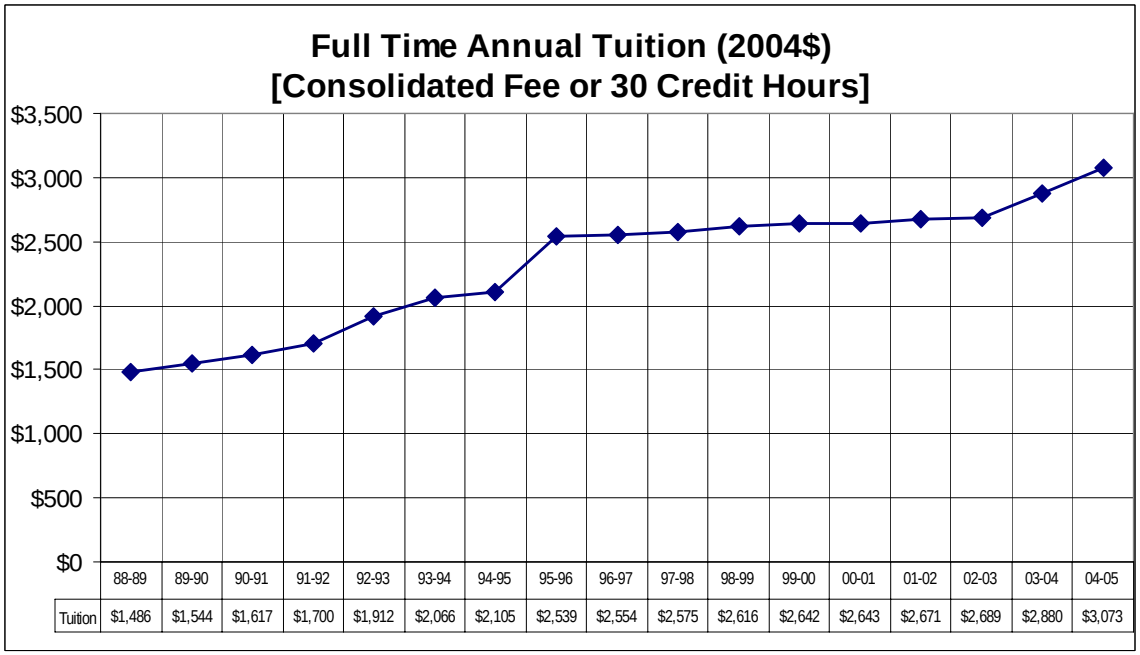


	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Jobs			3%	2%	2%	0%	0%	1%	3%	1%	0%	3%	4%	3%	1%	
Real PC Income			-2%	1%	1%	-3%	2%	0%	4%	2%	1%	4%	1%	1%	0%	
Unemployment Rate			20%	-3%	-14%	-2%	-9%	1%	0%	-26%	5%					

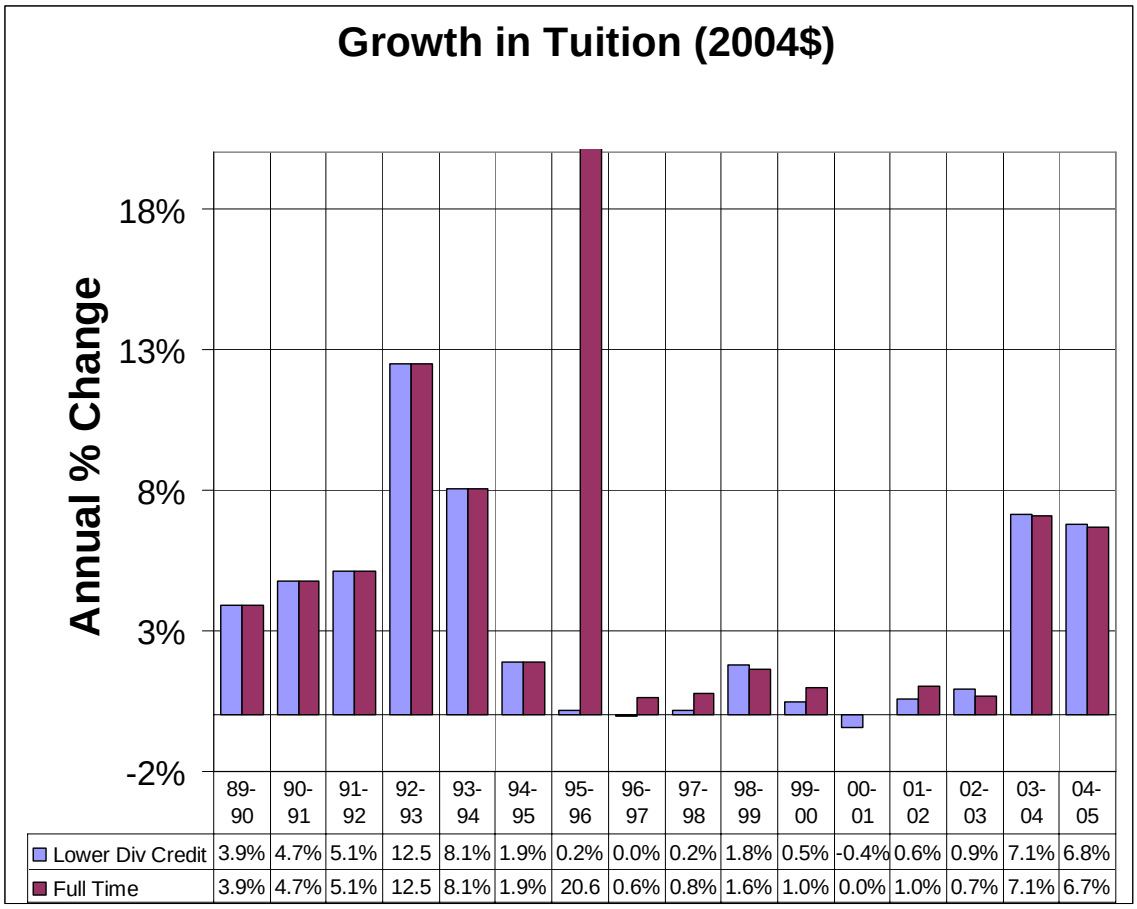
TUITION (2004$): Adjusted for inflation (Anchorage Consumer Price Index), the lower division tuition rate increased in the early 1990s, remained relatively constant for a decade until 02-03, and then resumed its upward trend again in 03-04. Percent increases in the last two years have been similar to those of the early 90s. The full time tuition followed the same pattern except for a jump in 95-96 when the consolidated fee was eliminated.



	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Tuition	$57.2	$59.4	$62.2	$65.4	$73.6	$79.5	$810	$811	$811	$812	$82.7	$83.1	$82.7	$83.2	$84.0	$90.0	$96.1

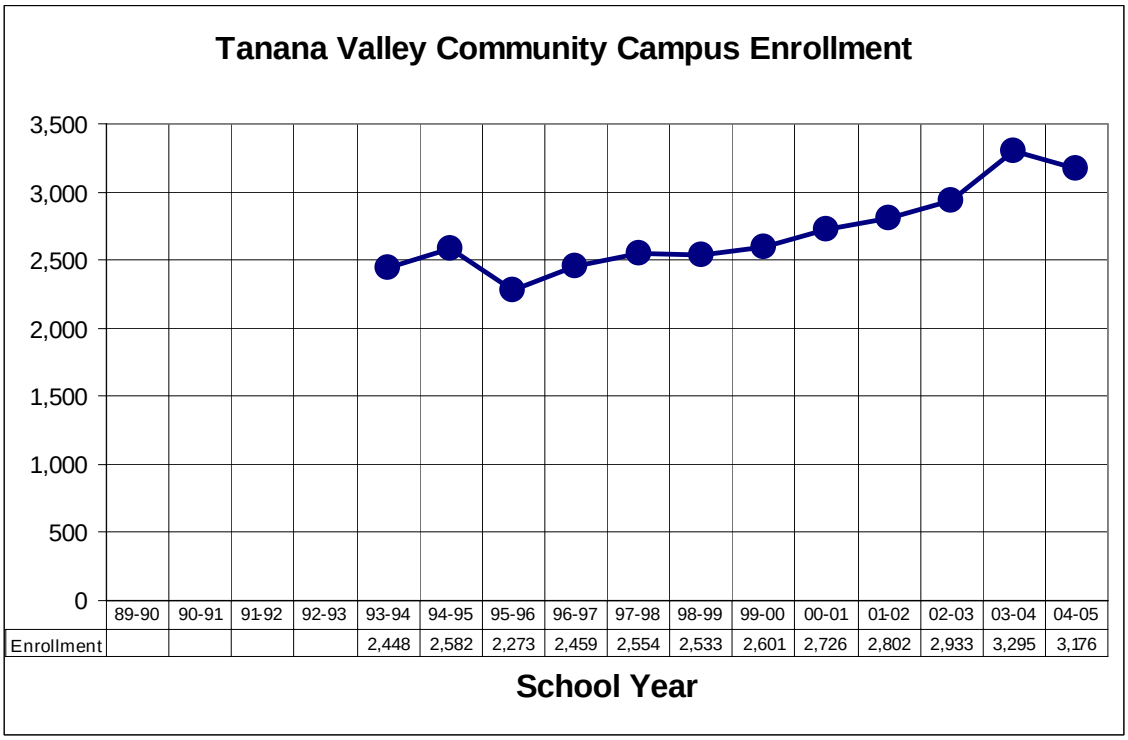


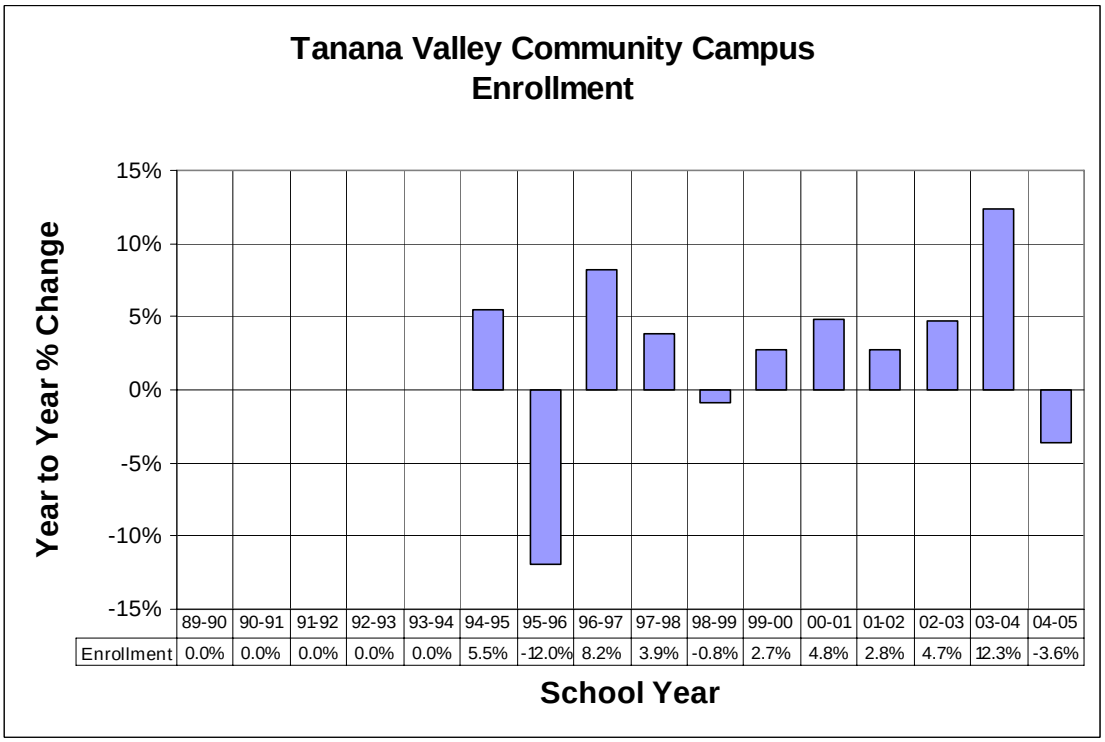
	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Tuition	$1,486	$1,544	$1,617	$1,700	$1,912	$2,066	$2,105	$2,539	$2,554	$2,575	$2,616	$2,642	$2,643	$2,671	$2,689	$2,880	$3,073



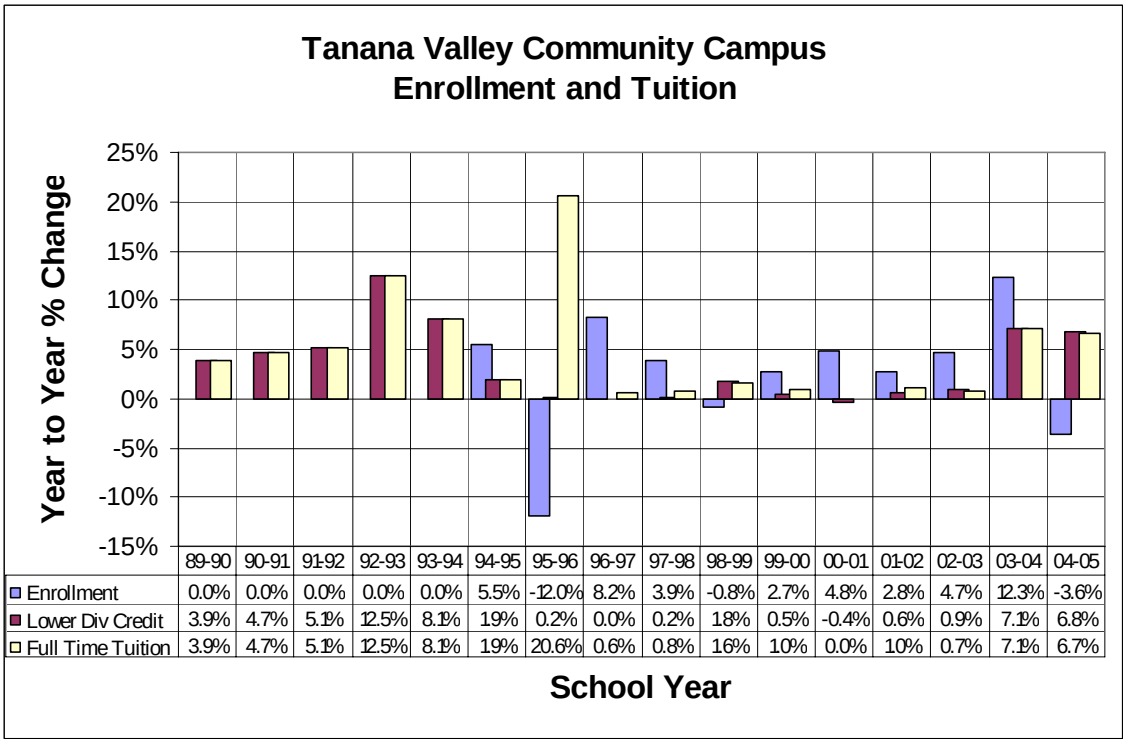
	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Lower Div Credit	3.9%	4.7%	5.1%	12.5	8.1%	1.9%	0.2%	0.0%	0.2%	1.8%	0.5%	-0.4%	0.6%	0.9%	7.1%	6.8%
Full Time	3.9%	4.7%	5.1%	12.5	8.1%	1.9%	20.6	0.6%	0.8%	1.6%	1.0%	0.0%	1.0%	0.7%	7.1%	6.7%

FALL SEMESTER ENROLLMENT: Fall semester enrollment has been trending upward since 95-96, with a big jump in 03-04. There was a decline in 04-05 but enrollment was still on or above the trend for the past 10 years.



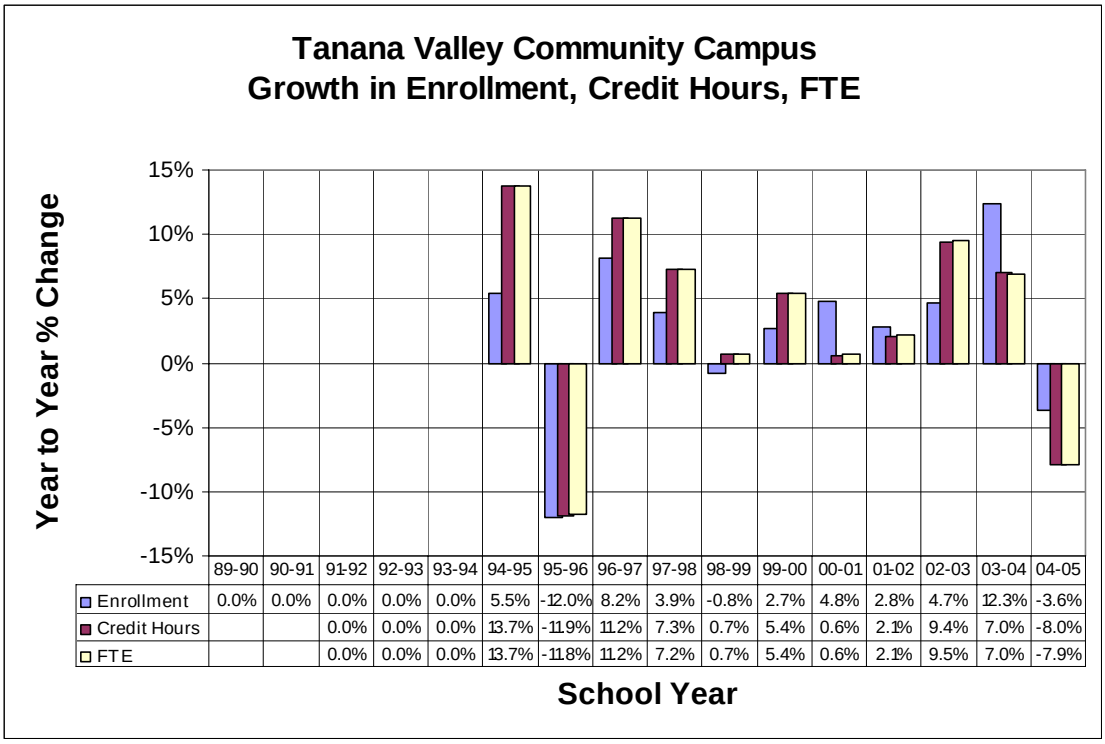


ENROLLMENT VS. TUITION RATE: Enrollment dropped at the same time full time tuition increased in 95-96. Then for a decade it grow at the same time tuition was either constant or increasing. In 03-04 enrollment and tuition both jumped, but in 04-05 enrollment dropped off at the same time tuition rose.



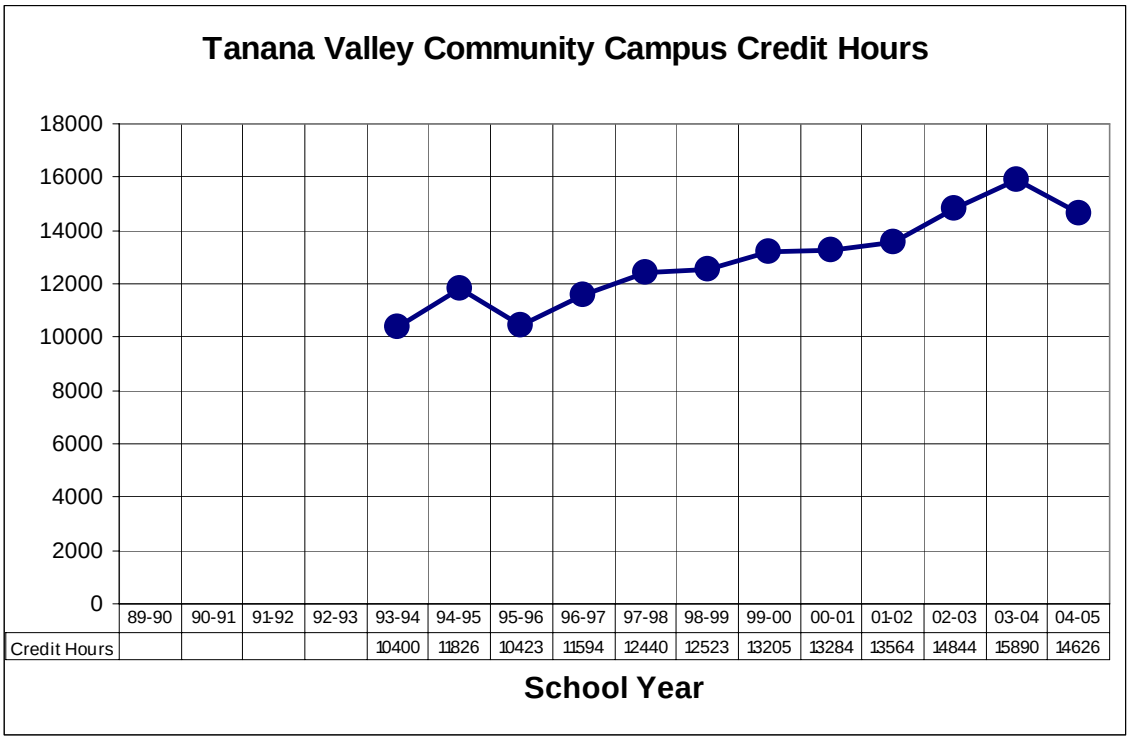
	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Enrollment	0.0%	0.0%	0.0%	0.0%	0.0%	5.5%	-12.0%	8.2%	3.9%	-0.8%	2.7%	4.8%	2.8%	4.7%	12.3%	-3.6%
Lower Div Credit	3.9%	4.7%	5.1%	12.5%	8.1%	1.9%	0.2%	0.0%	0.2%	1.8%	0.5%	-0.4%	0.6%	0.9%	7.1%	6.8%
Full Time Tuition	3.9%	4.7%	5.1%	12.5%	8.1%	1.9%	20.6%	0.6%	0.8%	1.6%	1.0%	0.0%	1.0%	0.7%	7.1%	6.7%

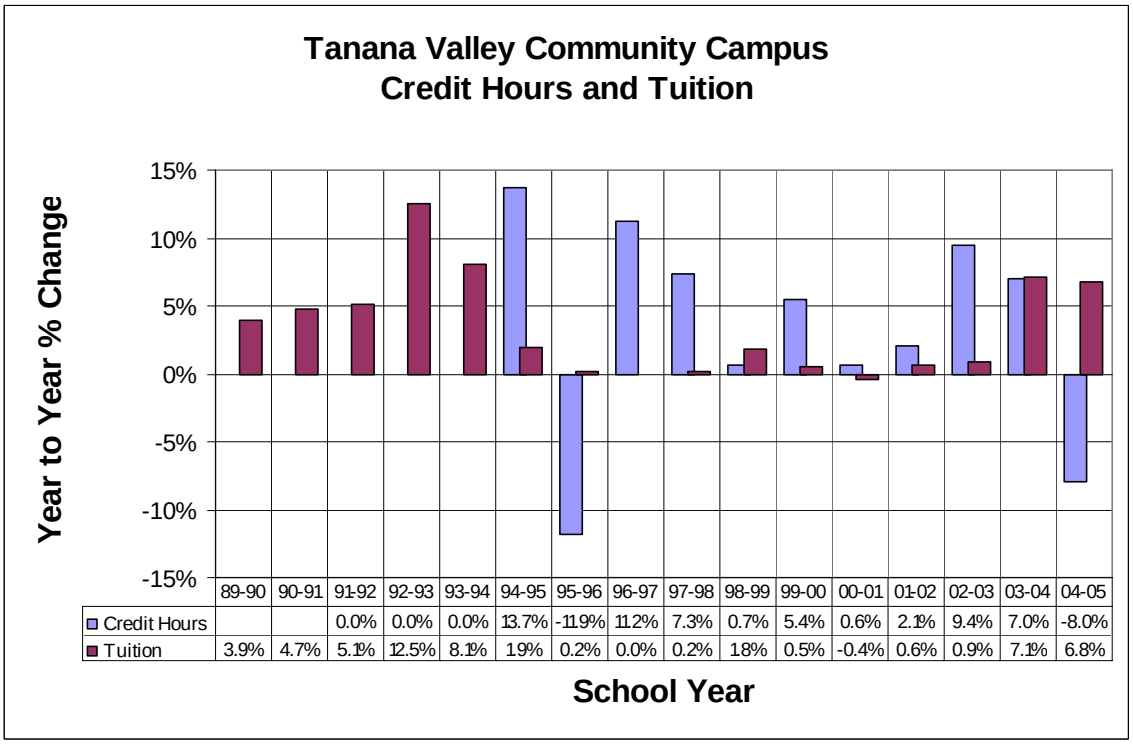
FALL SEMESTER CREDIT HOURS AND FTE VS ENROLLMENTS: Without exception credit hour and FTE growth move in the same direction as enrollment growth. In 03-04 enrollments grew much faster than credit hours. In 04-05 enrollments fell by a smaller percentage than credit hours or FTE.



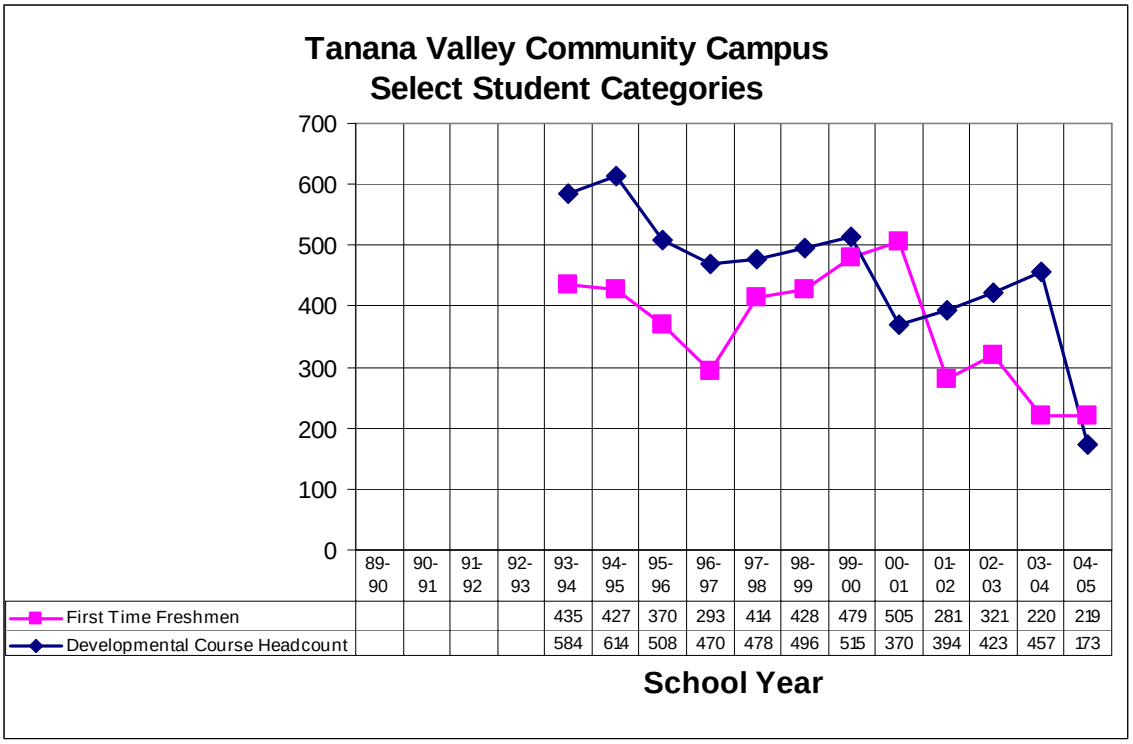
	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
Enrollment	0.0%	0.0%	0.0%	0.0%	0.0%	5.5%	-12.0%	8.2%	3.9%	-0.8%	2.7%	4.8%	2.8%	4.7%	12.3%	-3.6%
Credit Hours			0.0%	0.0%	0.0%	13.7%	-11.9%	11.2%	7.3%	0.7%	5.4%	0.6%	2.1%	9.4%	7.0%	-8.0%
FTE			0.0%	0.0%	0.0%	13.7%	-11.8%	11.2%	7.2%	0.7%	5.4%	0.6%	2.1%	9.5%	7.0%	-7.9%

CREDIT HOURS VS. TUITION: The relationship between credit hours and tuition has been similar to that of enrollments. (The relationship of FTE to tuition is similar to this pattern.)





SPECIAL STUDENT CATEGORIES: The developmental course headcount has been on a generally downward trend, with sharp drops in 95-96 and 00-01. Another sharp drop occurred in 04-05. The number of first time freshmen has also been on a generally downward trend, punctuated by 4 years of growth in the late 90s.



	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05
First Time Freshmen					435	427	370	293	414	428	479	505	281	321	220	219
Developmental Course Headcount					584	614	508	470	478	496	515	370	394	423	457	173

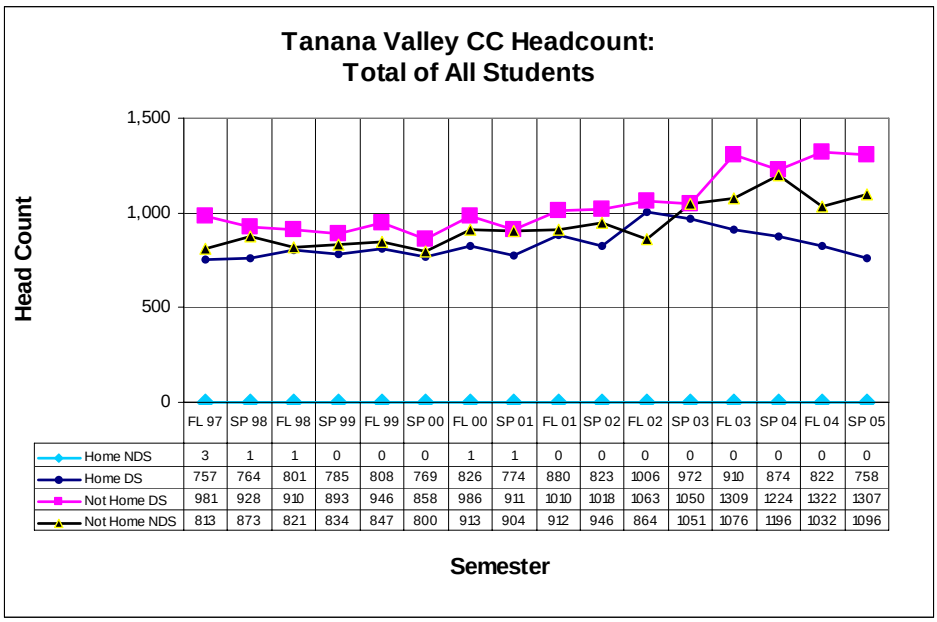
Part 2. SEMESTER DETAILED ANALYSIS SINCE 1997 (all UA data from Banner Database)

TUITION (2004$): Since 1997 the lower division tuition rate has been approximately constant except for a slight increase in 98-99 of 2% and increases of 7% in 03-04 and 04-05. The large increase in the full time tuition rate occurred in 95-96, so its effect cannot be observed in this data.

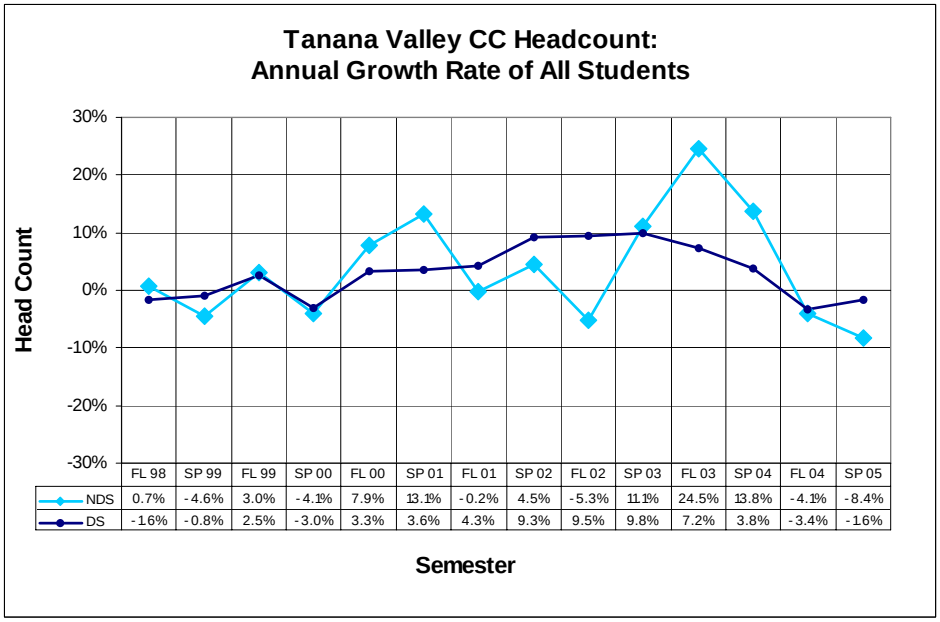
ECONOMICS: During this time the unemployment rate fell in 98-99 and increased in 99-00.

FALL AND SPRING ENROLLMENT [Headcount] BY DEGREE SEEKING STATUS[5]:
Growth of both degree and non-degree seeking students has generally been positive with a weak tendency for both growth rates to move together.

Enrollment growth of degree seeking students was particularly strong from spring 02 through spring 03 while growth in non-degree seeking students was stronger a bit more recently. Enrollment growth has fallen off in the last two years, particularly for non-degree seeking students.



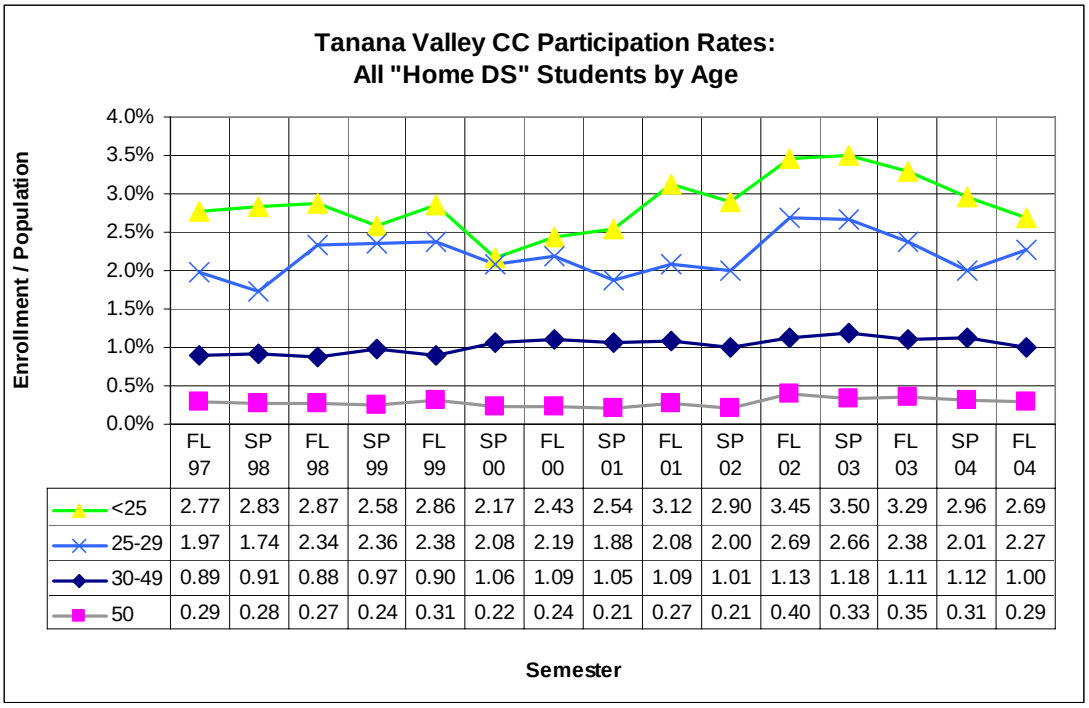
	FL 97	SP 98	FL 98	SP 99	FL 99	SP 00	FL 00	SP 01	FL 01	SP 02	FL 02	SP 03	FL 03	SP 04	FL 04	SP 05
Home NDS	3	1	1	0	0	0	1	1	0	0	0	0	0	0	0	0
Home DS	757	764	801	785	808	769	826	774	880	823	1006	972	910	874	822	758
Not Home DS	981	928	910	893	946	858	986	911	1010	1018	1063	1050	1309	1224	1322	1307
Not Home NDS	813	873	821	834	847	800	913	904	912	946	864	1051	1076	1196	1032	1096



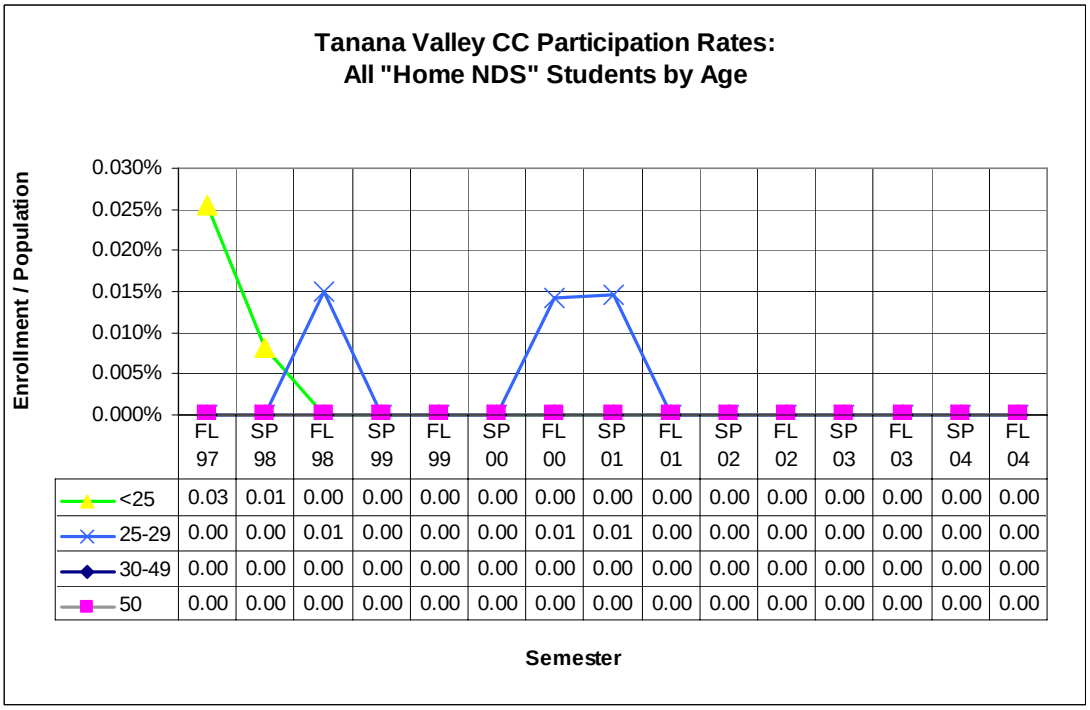
	FL 98	SP 99	FL 99	SP 00	FL 00	SP 01	FL 01	SP 02	FL 02	SP 03	FL 03	SP 04	FL 04	SP 05
NDS	0.7%	-4.6%	3.0%	-4.1%	7.9%	13.1%	-0.2%	4.5%	-5.3%	11.1%	24.5%	13.8%	-4.1%	-8.4%
DS	-1.6%	-0.8%	2.5%	-3.0%	3.3%	3.6%	4.3%	9.3%	9.5%	9.8%	7.2%	3.8%	-3.4%	-1.6%

[5] DS means degree seeking student. NDS means a non-degree seeking student. Home means the student first enrollment was at this campus. Not Home means the student's first campus of enrollment was not at this campus.

HOME CAMPUS ENROLLMENT PARTICIPATION RATES: For degree seeking students <25 with TVCC as their home campus, participation rates have fallen in the last two years after about 3 years of growth. The same general pattern is the case for students in other age groups.

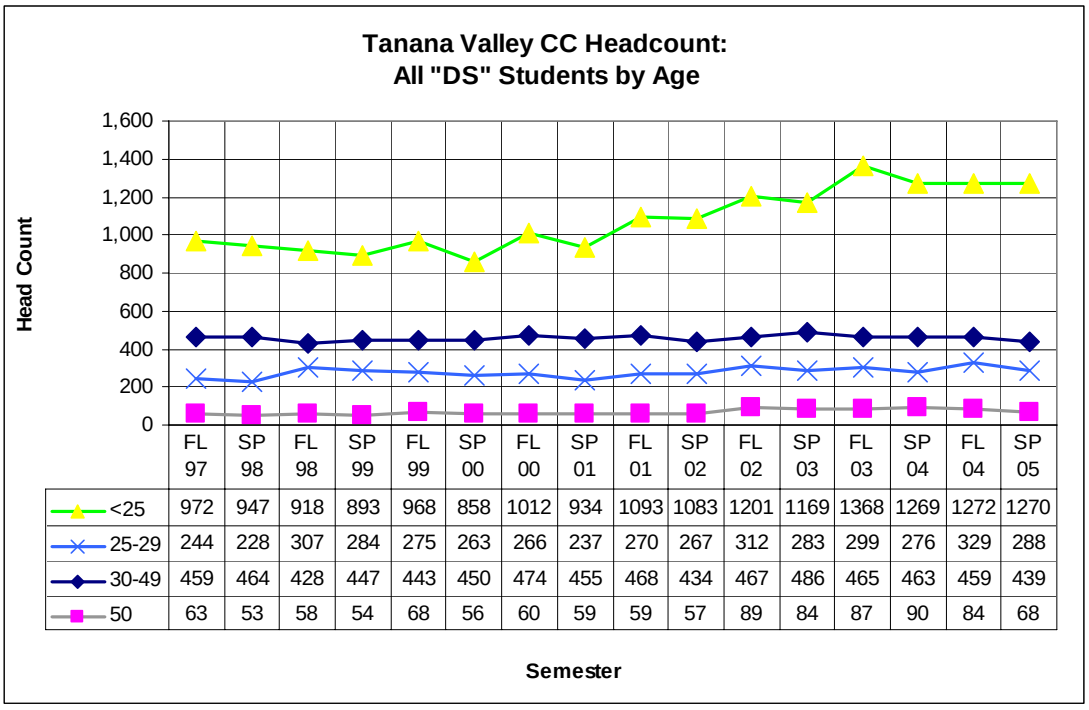


	FL 97	SP 98	FL 98	SP 99	FL 99	SP 00	FL 00	SP 01	FL 01	SP 02	FL 02	SP 03	FL 03	SP 04	FL 04
<25	2.77	2.83	2.87	2.58	2.86	2.17	2.43	2.54	3.12	2.90	3.45	3.50	3.29	2.96	2.69
25-29	1.97	1.74	2.34	2.36	2.38	2.08	2.19	1.88	2.08	2.00	2.69	2.66	2.38	2.01	2.27
30-49	0.89	0.91	0.88	0.97	0.90	1.06	1.09	1.05	1.09	1.01	1.13	1.18	1.11	1.12	1.00
50	0.29	0.28	0.27	0.24	0.31	0.22	0.24	0.21	0.27	0.21	0.40	0.33	0.35	0.31	0.29

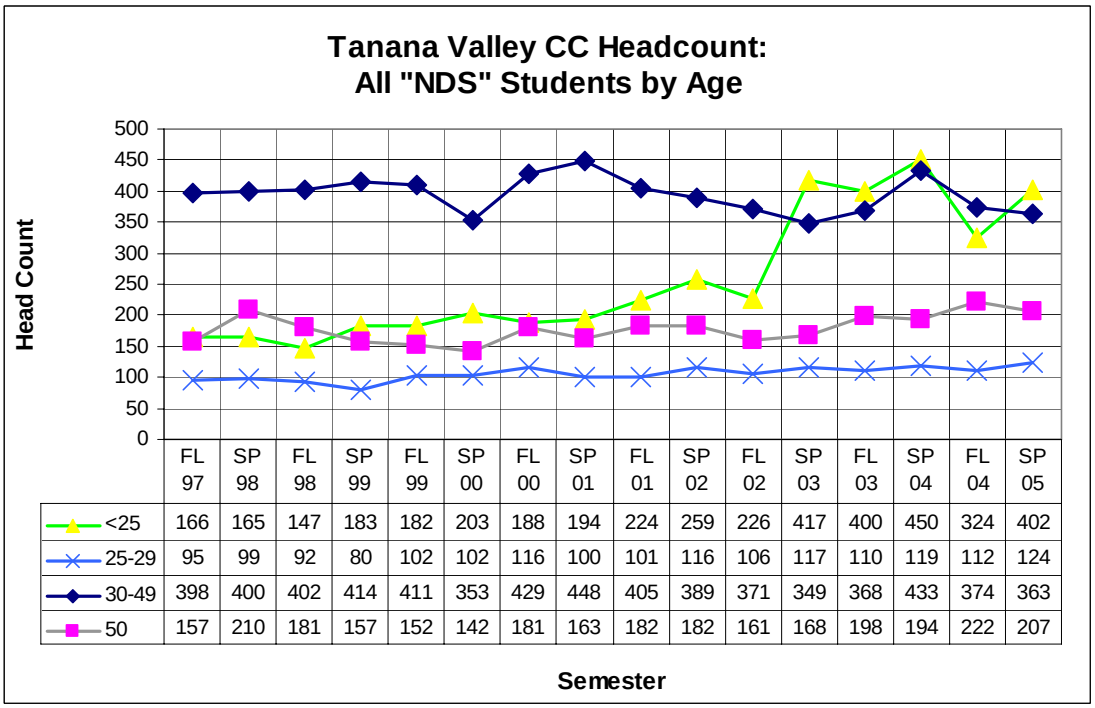


	FL 97	SP 98	FL 98	SP 99	FL 99	SP 00	FL 00	SP 01	FL 01	SP 02	FL 02	SP 03	FL 03	SP 04	FL 04
<25	0.03	0.01	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
25-29	0.00	0.00	0.01	0.00	0.00	0.00	0.01	0.01	0.00	0.00	0.00	0.00	0.00	0.00	0.00
30-49	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
50	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

ENROLLMENT BY AGE: Enrollment of degree seeking students <25 has been increasing, and has held constant during the last couple of years. Enrollments of older degree seeking students shows no trend. The number of non-degree seeking students <25 jumped dramatically in the last two years and has remained considerably above the long term trend. The number of non-degree seeking students >50 has also been increasing.

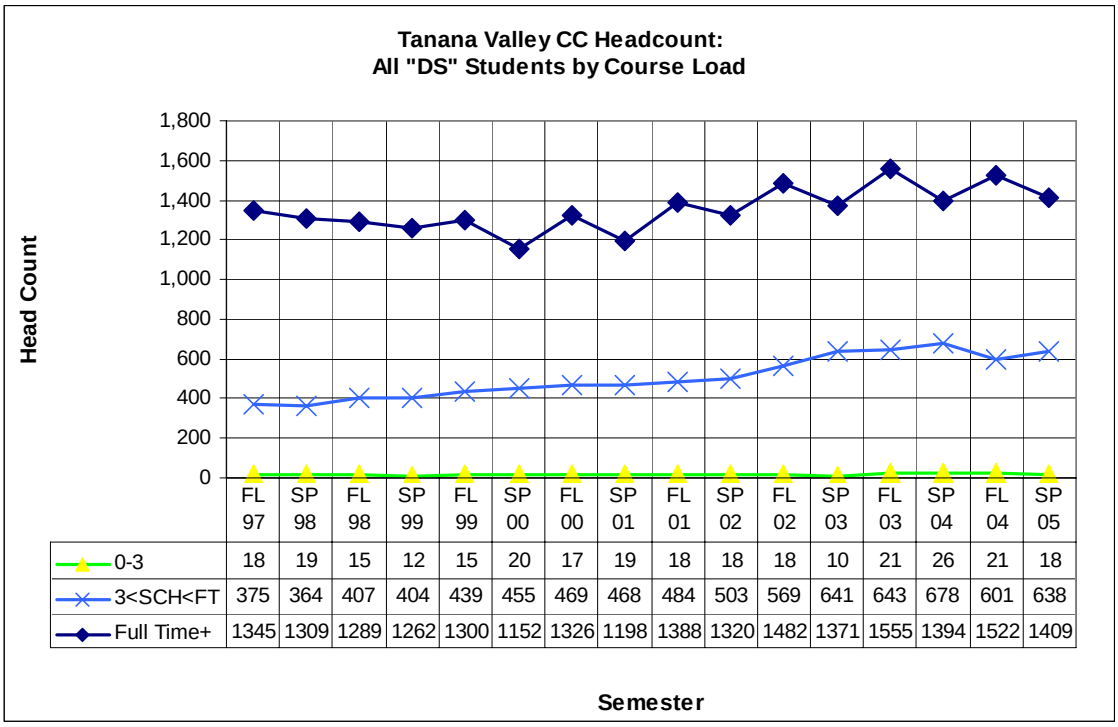


	FL 97	SP 98	FL 98	SP 99	FL 99	SP 00	FL 00	SP 01	FL 01	SP 02	FL 02	SP 03	FL 03	SP 04	FL 04	SP 05
<25	972	947	918	893	968	858	1012	934	1093	1083	1201	1169	1368	1269	1272	1270
25-29	244	228	307	284	275	263	266	237	270	267	312	283	299	276	329	288
30-49	459	464	428	447	443	450	474	455	468	434	467	486	465	463	459	439
50	63	53	58	54	68	56	60	59	59	57	89	84	87	90	84	68

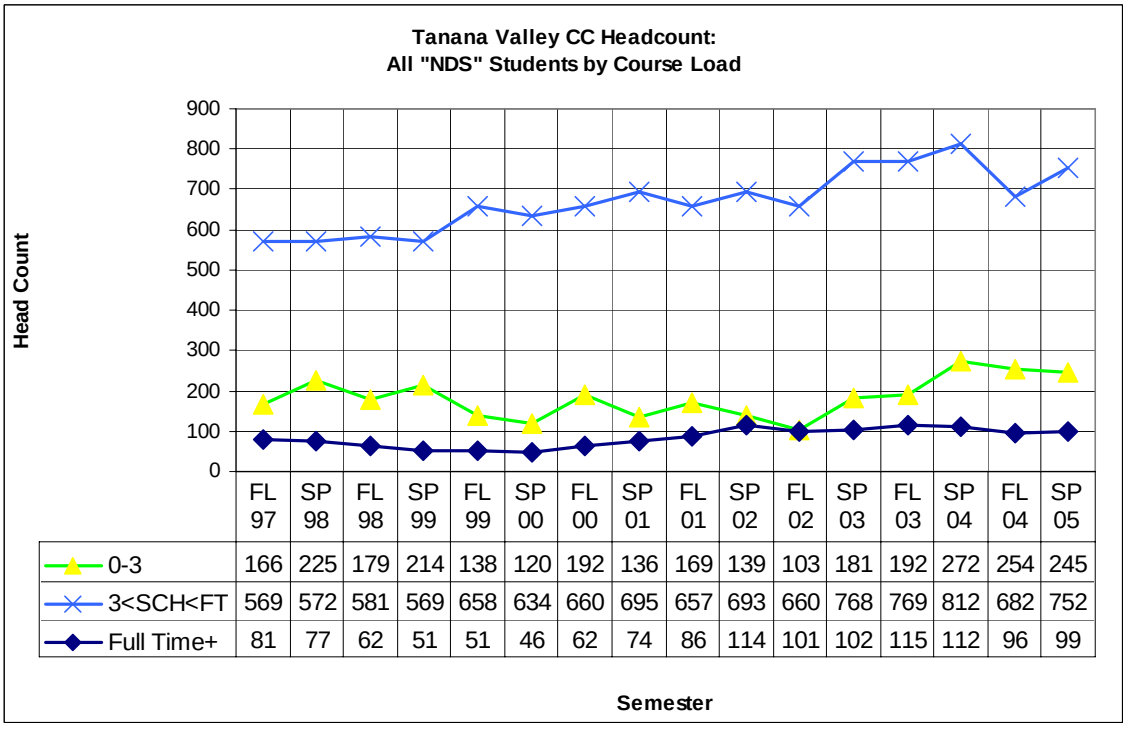


	FL 97	SP 98	FL 98	SP 99	FL 99	SP 00	FL 00	SP 01	FL 01	SP 02	FL 02	SP 03	FL 03	SP 04	FL 04	SP 05
<25	166	165	147	183	182	203	188	194	224	259	226	417	400	450	324	402
25-29	95	99	92	80	102	102	116	100	101	116	106	117	110	119	112	124
30-49	398	400	402	414	411	353	429	448	405	389	371	349	368	433	374	363
50	157	210	181	157	152	142	181	163	182	182	161	168	198	194	222	207

COURSE LOAD: Among degree seeking students the most rapid increase has been among part time students. Among non-degreee seeking students there seems to be little trend among the different course loads.



	FL 97	SP 98	FL 98	SP 99	FL 99	SP 00	FL 00	SP 01	FL 01	SP 02	FL 02	SP 03	FL 03	SP 04	FL 04	SP 05
0-3	18	19	15	12	15	20	17	19	18	18	18	10	21	26	21	18
3<SCH<FT	375	364	407	404	439	455	469	468	484	503	569	641	643	678	601	638
Full Time+	1345	1309	1289	1262	1300	1152	1326	1198	1388	1320	1482	1371	1555	1394	1522	1409



	FL 97	SP 98	FL 98	SP 99	FL 99	SP 00	FL 00	SP 01	FL 01	SP 02	FL 02	SP 03	FL 03	SP 04	FL 04	SP 05
0-3	166	225	179	214	138	120	192	136	169	139	103	181	192	272	254	245
3<SCH<FT	569	572	581	569	658	634	660	695	657	693	660	768	769	812	682	752
Full Time+	81	77	62	51	51	46	62	74	86	114	101	102	115	112	96	99

Appendix F
Interview Transcripts

Kenai Peninsula College

August 16, 2005

Gary Turner, Director

Gary has been at KPC for three years. Lived in Fairbanks, Ketchikan and Kenai. Previously worked at UAS Ketchikan and adjunct for UAA in Fairbanks (military programs)
262-0315

Bill Howell – Director of Student Services

At KPC for a year – retired from Navy
262-0314

KPC System: KPC is comprised of: Kenai River Campus in Soldotna; Kachemak Bay Campus in Homer; Mining and Petroleum Training Service in Soldotna and Anchorage; Resurrection Bay Extension Site in Seward; and, the Anchorage Extension Site at the University Center.

Mission: Kenai Peninsula College is committed to excellence in academic, vocational, and life-long learning. Our collective mission is to enhance individual and cultural potential as enlightened participants in the world community.

KPC offers a limited number of UAA four year degrees, as well as 2 year KPC degrees

Market – We talk about serving Kenai Peninsula Borough but there are areas within the borough that are unrealistic to assume we serve – Seldovia, other side of Cook Inlet, Hope. We've been encouraging people to look at it by census tracts – west of Cooper Landing – north to Nikiski – south to Homer - small presence in Seward. As **price of gas** increases the area we are realistically serving is shrinking. Affects basis of participation rate. The price of gas has impacted the number of credits students are taking. They tell us that instead of driving to campus twice a week to take six or nine credits they can only come once a week and take 3-6 credits. Considering that many of our students drive in excess of 70 miles roundtrip to reach one of our campuses, this factor is impacting enrollments; however, probably not to the degree that tuition increases have, and will, impact the number of students enrolling at KPC.

Bill – we have the mining and petroleum training service MAPTS (office complex in Soldotna and University Center in Anchorage – they have a statewide mission but we don't track them because they are non-credit: instruct about 1,500 students a year, 27,000 seat hours. We also recently assumed Occupational Safety and Health program and it is located at University Center in Anchorage.

We are a unique community campus because we operate from **five locations and have five distinct units which very few in the UA system realize**: Kenai River Campus, Soldotna; Kachemak Bay Campus, Homer; Mining and Petroleum Training Service (MAPTS) – Soldotna and Anchorage; Resurrection Bay Extension Site, Seward; Anchorage Extension Site, University Center (Process Technology, Industrial Process Instrumentation, and Occupational Safety and Health AAS degrees)

Demographics – 30 to 49 year olds can't afford to take classes whether it is to pursue a degree or enrichment. Losing non-traditional age students.
Population is not increasing to speak of – income decreasing because of downturn of resource industry.
Due to the large size of Kenai Peninsula Borough and the dispersed nature of its population, it is unreasonable to expect all its inhabitants to be able to attend KPC, given that the college has no student housing and a one-way commute can exceed an hour. To determine how well KPC is performing its mission as a community college for Kenai Peninsula Borough, a useful metric is the percentage of the population age 18+ that is attending KPC. Using 1990 and 2000 Census data and excluding those census tracts which are located far from any KPC campus, the following table was generated.[6]

Census Year	Adjusted KPB 18+ Pop.	KPC Fall Enrollment	% Enrolled
1990	23078	1834	7.95%
2000	29863	1549	5.19%

Since the national average for the percentage of 18+ population enrolled at a community college is approximately 2.8%[7], KPC is clearly fulfilling its role of supporting its local community and attracting more than double the national average number of students. More recent population estimates are only available for Kenai Peninsula Borough as a whole, but they show population continuing to increase until 2003, then declining by 0.8% from 2003 to 2004.

Don't have student housing – it would definitely draw other students and increase our enrollments. Now they are forced to go to Anchorage, Fairbanks, Juneau or out of state. In conjunction with UAA FP&C, we have presented a business pro forma that shows we can operate student housing at KPC if it is built. However, our capital requests for this funding have not been approved at the UA statewide level. If KPC were to construct housing at each campus with a total of 140 beds we could potentially realize another 4,200 credit hours each year. While it is possible this number would be smaller, if we added half that amount each year we would increase our SCH by 11% which would well exceed the UA SW SCH goal. This would also add another $228,900 to our tuition revenue which would pay for the four faculty vacancies that will go unfilled due to our FY06 funding shortfall.

New BOR Residency Policy Impact on Enrollment- The issue of the Board of Regents changing the residency policy from one to two years is also a factor that is affecting enrollment. Many potential students are telling us that this is what is keeping them from enrolling—they can't afford to pay non-resident tuition for two years, most can't pay it for one year since it costs $254/credit as a nonresident which is too much to expect students to pay to attend a community campus. It is understood that Prince William Sound Community College, UAS Sitka and UAS Ketchikan don't

[6] These population numbers were generated by combining 2000 Census Tracts ## 2 & 4-11. Together, they encompass all of the Kenai Peninsula west of Cooper Landing that is accessible by road.
[7] Education Testing Service's publication "**The American Community College Turns 100: A Look at its Students, Programs and Prospects"**, page 8.

charge the non-resident surcharge. Yes, financial aid is available, but you have to consider that many of our students can only take six credits or so a semester since most of them work full time jobs so they aren't usually eligible for financial aid or they are making just a little too much in their jobs to be eligible, and they fall through the financial aid cracks. Another major factor in this is that once we "lose" these students it is likely we have lost them forever due to various life factors or loss of interest in pursuing a degree.

Insufficient funding for FT faculty and FT faculty/adjunct faculty ratio impact on enrollment
The FT faculty/adjunct ratio at KPC is 24/76% while at UAA it is 44/56%. A lower FT faculty ratio negatively impacts SCH and HC in that the college's credibility and quality is not as high with the community as if they were being taught by fulltime professors. Further compounding this problem is that due to funding shortfalls this year, KPC is unable to fill three tenure track faculty positions as well as an assistant director/faculty position. This ratio also sends the wrong message to our accreditors especially since they will be at UAA for their interim visit this fall and we are only five years away from a full visit. One challenge KPC faces with a high number of adjuncts is that course scheduling conflicts occur with the high percentage of adjunct faculty utilized. Courses are not always offered at the optimum time and sequence to meet the programmatic needs of the students. This also impacts enrollment.

Tuition Increase Impact on Enrollment
Due to the increase in tuition, we are losing what used to be the core student body at KPC, non-traditional age students from 30-50. These students typically take 3-7 credits and are not usually eligible for financial aid. We have increased financial aid advertising aimed at this group as well as the visibility of our KPC EZ Payment Plan.

We believe increased recruiting efforts and closer ties to the local high schools are helping us see less decrease in enrollment, but even with these efforts we project a 5% decrease in each of the next two years. We are seeing an increasing number of students who have gone outside or to an MAU and then come to KPC due to our more personal atmosphere, smaller class sizes and quality of life issues. We advertise these advantages, but they will not make up for the value students receive and perceive for the high tuition they are paying. These students can go outside to a community college and the nonresident tuition they would pay would equal the resident tuition they would pay at KPC.

Recent tuition statistics comparing UA tuition at community campuses versus their lower 48 peer institutions:
-The 2004 national average for tuition and fees at community colleges is $2,076 while at UAA community campuses it is $3,378; 39% higher and $1,302 more per year. (Chronicle of Higher Education, http://chronicle.com/weekly/v51/i10/10a00101.htm#costs)

-The 2004 national average for tuition and fees at public 4-year institutions is $5,132 while at UAA it is $3,378; 32% lower and $1,754 less per year. (Chronicle of Higher Education, http://chronicle.com/weekly/v51/i10/10a00101.htm#costs)

-On a nationwide basis, UAA community campus students pay 39% more for their education than their Lower 48 peers, while students at the three MAUs pay 32% less than their Lower 48 peers.

One area the KPC business office and marketing coordinator have focused on to improve enrollments, as well as retention efforts, is increased visibility of our KPC EZ Payment Plan; we believe it was a factor in last spring's increased SCH production versus Spring 04. The deferred payment plan has shown positive results especially in light of increased tuition costs. The plan spreads out tuition payments over the course of the semester and makes it easier for students to pay for tuition. Over the past four semesters program participation has doubled, and increased 78% from Fall 04 to Fall 05:

-182 students-Spring 04 (end of semester total)
-206 students-Fall 04 (end of semester total)—awareness campaign began 8/04
-240 students-Spring 05 (end of semester total)
-367 students-Fall 05 (end of semester projected total)

Further visibility of this plan will be used to recruit students that don't qualify for financial aid, continuing education and retraining students and recertification students.

Due to increases in tuition and changing demographics, the number of Kachemak Bay Campus continuing education students—historically the majority of its students—have decreased. Historically, the Kachemak Bay Campus has experienced a low number of FT students due to serving less traditional-aged students. The number of FT students has decreased from 50 students in Fall 2003 to 38 students in Fall 2005. The majority of that target group attends schools Outside and we believe anecdotally that this trend is greater on the southern Kenai Peninsula as compared to other communities with a community campus.

Distance delivered classes from MAUs impact on enrollment--Recent number crunching has led us to reach the conclusion that the impact of courses being distance delivered to the KPC service area (Kenai Peninsula Borough [KPB]) by UAA and the other MAUs are having a negative impact on KPC SCH production. Here are the stats for UAA distance delivered courses to KPB:

-In 2001, 82 KPB residents took UAA distance courses; in 2005, 244 took distance courses. An increase of 197.6%
-In 2001, 248 SCH were taken; in 2005, 730 SCH were logged via distance. An increase of 194.4%.
-Dr Gary Rice attributes 25% of our SCH decrease over the past five years to distance classes being taught by UAA to our service area students.

-We have asked UAS and UAF to provide us similar statistics so we can judge the total impact from the three MAUs offering distance courses to Kenai Peninsula Borough students. We estimate KPC lost more than 2,000 SCH in 2005 to UA distance courses which would account for an 11% decrease in KPC SCH production for the year. With an average annual increase of

32% over the past five years in the number of SCH being taken via distance, we expect this impact to continue driving down the SCH production at KPC.

KPC does interactive video between campuses. Can beam courses from Soldotna to Homer to Seward and vice versa. Are doing some online classes. Beaming some interactive video to Anchorage and other community campuses but minor right now – will be doing more with this. Main thing with interactive video delivery is it allows us to offer a class when enrollment at one campus is insufficient to have a class "make." Our concern with distance delivery is that the MAUs are offering online classes that are more convenient than face to face interaction for the millenial generation. The MAUs have more faculty to do this and a wider range of faculty. UAA, UAS and UAF can offer variety we can't – these students who are located in our service area, but yet aren't KPC students are using our library and other services but we don't collect revenue since they are paying tuition to the MAUs. These Kenai Peninsula Borough students consider KPC as their home campus and thus come to us for services; we have to pay staff to advise these students, use our computer lab, library, distance learning classroom, satellite receiver and Learning Center. If this continues, community campuses will become more facilitators of education than providers. This system doesn't work for community campuses given the current performance-based budgeting model.

Prices of text books is affecting all campuses – hits non-traditional student harder since most aren't eligible for financial aid. The cost for a person to take a one 3-credit course is over $500 now with tuition costing $327 and books and fees accounting for the remainder.

Two **marketing strategies**: Market to high schoolers – go to college fairs, presentations, local guidance counselors.
What's mushier is the non-traditional age students. We market to them in a different fashion. We have an open house barbeque; we march in the parade at Soldotna Progress Days. Try to convince them that we are a vital part of local community and community resource. However, with the cost of tuition these potential students tell us they can no longer afford to take a class or two.

We didn't use to market to traditional age students – KPC was viewed by many traditional age students as the old people's college. We have nearly doubled the number of traditional age students in 7 years while the population of this demographic has increased very little. In 1998, we had 415 students under age 24. In Spring 2005, we had 800. Presently 37% of our student body is under the age of 24. Increased our efforts to reach this age group tremendously – that was our goal – increased partnerships, focusing ads. New programs – nursing, EMT, paramedic. There is a snowball effect. We see bounce back students – go outside and come back. All started within past few years.

Use advisory groups, DOL trends to determine what programs and courses we need to offer. We have created an associate degree in Digital Arts that will be presented to the Board of Regents in December. When approved it will be the only such program in the state. This is the kind of program that should attract more traditional age students.

Non-traditional students are less impacted by programs and more impacted by cost. With the skyrocketing costs of tuition and gas, these students need to now make a choice of whether they spend their money for a college class or shoes for the family. With tuition projected to increase to $128 in Fall 07, this trend will probably increase by an order of magnitude.

Tuition at $109 credit for lower division is a good deal at the MAU – more faculty, sports facility etc. Our community campus students come to us and say "what do I get here compared to Anchorage. I am getting much less for my tuition here –infrastructure, course selection, courses offered every semester, less FT faculty, etc."

When we go to college fairs to reach traditional-age students we bring up if you want to go to college – start at KPC and think about what you want to do. We also market our small class size; our instructors are not graduate assistants. Our PhDs teach both our lower division and upper division classes. We had about 30-40 Alaskan scholars. UA Statewide only markets that program truly at the MAUs. If we had housing, we would attract even more of these students. Some of them say that while they would like to stay closer to home, going to Anchorage is pretty much the same as going Outside. These students could attend KPC for two years and then move onto an MAU or stay at KPC and get one of the four-year degrees that we offer here. Many don't realize students can attend KPC and get all the courses they need for a number of bachelor degrees. We will increase our advertising to increase awareness.

We have a dedicated public relations/marketing person – we conduct one of the most comprehensive PR campaigns done in the university system. Our marketing coordinator conducts various ad and PR campaigns and tremendously increases our visibility in our service area.

Local business, industry, and community people work on advisory boards for college – we put programs together in response to their needs. Four years ago industry said they would need process technology – oil and gas – because of projected employee retirement. We put together a BOR approved degree program in 10 months.

In April, we put on the Putting Alaskans to Work (PARW) conference to bring together industry representatives and educators to discuss industry training needs over the next 3-10 years. We identified the training gaps; it is hoped that a second conference will be held this fall to determine how the training providers can meet industry needs.

Competition from other educational institutions - AVTEC and KPC do not offer the same programs – we have very little overlap. Main advantage AVTEC has is housing. I did a white paper on housing that should be referred to. Retention rate for Alaska Native students is about 30% at UAA and we believe we can do much better since there are less attractions at our campuses and we have smaller classes so our faculty can give more individualized attention. These students from small villages are not ready to attend a campus where the population of the city is 1000 times greater that where they grew up. Students attending KPC would have much less culture shock and therefore their retention rates would greatly improve. We see ourselves as a transition campus for these students from smaller areas. We believe that if you give us these students for two years, they will acclimate to an area that is just a bit larger than where they were

raised, they will have matured more and they will have learned how to succeed in college—then they will be ready to attend a campus in Anchorage, Fairbanks or Juneau. However, without housing we can't serve these students like they need to be served. Did an informal survey at Alaska Federation of Natives conference in Anchorage – about a dozen people we talked to said that if we had housing they would send their students to KPC since it is in a small community and it would be easier for their students to acclimate. They don't want young people to leave the village and fail as they so often do at the MAUs. Two years ago at AFN we recruited 24 Native parents and elders who volunteered to be KPC ambassadors in their villages. These people said KPC would be the college of choice for their students, if the college only had student housing.

We partner with Alaska Christian College located ¼ mile from the Kenai River Campus – started the Encore program. They have housing and a dining facility– have about 40-50 students. They are a one year bible institute. Once they graduate the best students can continue to live there and take classes at KPC – these are Alaska native students from remote villages and they are being successful at KPC which is proving that if we had housing it would positively impact our student retention and would increase our enrollments.

Financial aid issue big with non-traditional student – make a little too much money for financial aid. The rising cost of gas has an impact; however, we believe that the biggest impact is from rising tuition. It's difficult to tell students that our tuition costs are fair when they see what they get at the MAUs as compared to community campuses. University systems in the Lower 48 have tiered tuition rates—their MAUs have a higher rate than their extended campuses due to less services and infrastructure. UA should consider the same model.

(Gary said that he didn't know how education tax credits impacts students. He did say that UA sends out IRS forms to its students to indicate how much they spent on tuition and fees so they can use this information on their tax returns. He suggested contacting Gary Rice to see if he had any more information.)

DS and NDS – UAA mandated that students declare last year. Before had to apply to be a degree seeking student. We still see a number of students who seek admission and graduation at the same time. That data doesn't tell me a lot. (Have to pay a fee to apply to graduate and also a fee to be admitted into a program so people wait until the semester they graduate to say they are degree-seeking).
DS – traditional age students are more likely to be full time. NDS are going to take upwards of 10-15 years to get a degree. With the rise in tuition costs these students will now take even longer. Students this semester are telling us that they can no longer attend fulltime due to the costs so we are losing the number of FT students and they are taking longer to graduate.

Supply constraints – don't have enough classrooms so can't offer what we need to. Putting classes in downtown office space, high school, churches, etc. We are presently adding a three classroom addition at the Kenai River Campus which will help but we will still be short classrooms.

Sometimes we can't find qualified adjuncts. Because of this year's funding we can't fill three tenure track faculty positions and an assistant director/faculty position. We had three faculty

retire in May and we can't teach all the classes by using adjuncts – each of these faculty members taught four courses a semester. We have managed to fill past FT faculty openings when we had them with the exception of computer systems technology; this position has been the most difficult to fill since we can't pay applicants enough money to leave industry jobs.

If one semester we offer a course in the day, we try to offer at night the next time. Some classes we only offer once a year or every 18 months. We don't do short courses very much, but we offer open entry/open exit classes in CIOS. Our faculty is used to teaching a regular 15 week semester and there is also the difficulty of scheduling. Our classrooms are booked now. If we run a short course for a month we have to find other short classes to fill it for the rest of the semester. We are exploring this option further.

KPC has always been well viewed by the community. We get great articles in the Peninsula Clarion newspaper. We all do volunteer work. We have the best partnership with the school district of any college in the state. People know we are here. Since 1992, we have gotten funding from the Kenai Peninsula Borough - $502,000. It's a property tax. 1/10 of a mill. It pays for the jump start program we have. High school seniors can take courses with us where they only pay $35/credit. This funding also pays for 12 positions that typically would be funded through the university. (including student services director). The following positions are paid for with borough funds:

KBC IT technician
KBC Library clerk
KBC Registration clerk
KBC Career Center assistant
KBC Tutors
KBC Science Lab aide
KBC West Campus clerk
KRC Student Services director
KRC Test administrator
KRC Career Center coordinator
KRC Evening coordinator
KRC Tutors
KRC Financial Aid clerk

Paul Dauphinais, Director
MatSu
August 25, 2005

Beginning of my fourth year.

Caveat about numbers - Participation rate – surprised by the fall of the participation rate last year. Just may be a function of the population growing so quickly. Even though there was an enrollment decrease last year, it was the third best year in the college's history.

Mission – to serve this area in the MatSu Borough

Market – majority of our students are transfer oriented – generally want to go to UAA or UAF and some go to the lower 48. Kenai and Kodiak are more heavily involved in vocational and workforce development. Our economy is different. Our vocational program is refrigeration heating and they are building houses here so fast that students are hired at $35 per hour before they complete the program. The majority of our students are AA students looking at transfer. Tech prep program with high school – currently there is a conflict about what students should receive credit for. Our market area runs from Trapper Creek to Eagle River to Chickaloon. We are spread out and have issues of time and distance. We are looking to serve more through distance delivery. A fair number are seasonal workers. Timing is important here because of the construction season and road work.

Demographics – we are growing – in-migration more than anything else. More than the municipality of Anchorage – particularly from out of state. That is important because of the **new residency requirements** – 2 years as of Fall 2004. My understanding is that prior to that if you had an Alaska driver's license and address, a student could register. This is a big change. Now you must bring in proof of being here 2 years – application accepted for PFD, pay stubs, bills in your name. Coming to Alaska as a student doesn't count.
Drop in enrollment impacted by residency requirement, **increase in tuition** over time. Pay the same here as to go to Anchorage and you are only 45 miles away. We only have 20% of the services. Value for the dollar here is significantly less than Anchorage. When we look back, we have **generally lost men over 40 taking 6 credits or less**. We did our own institutional research. Tells me we have crossed the line between value of working over time and the value of going to school. Headcount was down last year but credit count was down more. Tells me people can't afford to take more credits. Also the requirement that you must declare a major (Fall 2004) – some people don't want to declare a major – normal for four year institutions not for 2 year colleges. In our view, the tuition increases and the cultural shifts haven't been good for us. They make sense for the 4 year institutions but not for us. Even MatSu and Kenai have significant differences.

Our enrollment is up this fall – we have more heads 5 or 6%; but FTE is up only 1%. Tells me more people are coming but they can't afford to take as many classes. We are probably growing because of demographics.

Our average age has dropped significantly since I have been here – fastest growing demographic is 18 to 24. It will go way up soon.

Competition– Wayland Baptist University started a campus here. They are private – have a larger campus in Anchorage. Cater to working adults – business, justice, human services. Their tuition is significantly more than ours and they are doubling every semester. They are not trying to compete with us. They tell us their best advertisement is UAA (they have bad experiences with UAA). They are flexible, they get people through a program, they don't want first year students. They tell first year students to go to MatSu to take the first year or year and a half. They are offering four year degree programs.

Traditional students increasing – demographics of the valley. People with kids who are just finishing high school and they go back to school to get degree. We have a number of parents and kids who go here. Parents don't take full time load.

Program Offerings – In July of 2002 I was directed by Provost Chapman to not offer as many upper division courses and we have cut the number of those courses over the last 3 years – cut about 50 FTE. This also affected us because upper division courses bring in more revenue – people are willing to pay that difference up here because of the gas money they save to drive to Anchorage and cost of university parking. I offered a required course in history for education and filled the same class back to back—20 people in summer and 19 in fall. Had a title 3 grant and a workforce investment grant in 02 and 03. I would think that the workforce investment brought people in who couldn't pay for training without it. But last year was a great year and these grants were finished. The title 3 was equipment only.

Supply constraints – we are strapped by our budget so we have only 22 full time faculty and we place great value on quality. We have adjuncts who have taught courses for us who don't meet credential requirements so they are not invited back. We are sacrificing quantity for quality. Our grading has gotten tougher and more consistent. We have decided to not offer some classes because we did not invite adjuncts back – particularly in English.
We never had a cut off number where if you didn't reach a number of students, the class didn't go. Now if a class doesn't have 10 people in it, 90% get cancelled. That may have more to do with the drop in enrollment last year than anything else. May not be good for head count but it's good for the budget. We lose money under 14 but we run some with 10 because it is unrealistic to set a floor at 15. This is a culture shift that needs time for people to get used to.

Timing – we found out in my second year here that we offered general ed requirements at the same time on the same day. When faculty saw they were competing with each other they started to spread them out and they have better head counts. Haven't done much in intensives – have done 10 or 12 week courses with mixed results. We have done some mixed delivery – part classroom part Web-based. Just starting this semester but they have their best enrollments. The idea seems to appeal to people. Refrigeration and heating – students work construction season schedule – doubled enrollment by starting classes two weeks after labor day. We are trying different things to see what is best for different constituencies.
Blended course delivery opens up classroom space but requires planning for classroom space.

Marketing – we have not had a consistent marketing and recruitment effort. We just had a retreat with faculty and with staff. We need to do a branding campaign as an institution. The previous few years we advertised in the movie theaters – we did not do that last year. I don't know if that is part of the enrollment drop.

Cathy LeCompte
Interim Director, Ketchikan
August 18, 2005

Ketchikan for six years.
Working on PhD in education.
Was appointed interim director in May 2005.

Our enrollment continues to grow despite tuition increases. Our ebbs and flows seem to be based more on characteristics of the campus than the economy. In 1996, the Ketchikan mill (Louisiana Pacific) closed and peripheral businesses really took a hit. Didn't bottom out right away – TANF, severance pay, etc. Economy is just now picking up again. We are starting to reinvent ourselves here and figure out what we are going to be. Right now we have put all our eggs in the tourism basket and that's seasonal.

I see our numbers increasing in developmental courses. (pre 100 classes) Our first time freshmen have gone up but not incrementally like the developmental classes. Increase in developmental courses: if kids are coming in unprepared from high school or if older people who need the review. I would need to look at the demographics in the developmental classes. I would like to know what is the demographic of the developmental classes – younger students not prepared or older students. My hunch is that it is over 25 student (average age is 32).

Demographics - Our first time freshmen are older students. 30 to 50 age range hasn't changed but the change 25 – 29 may be kids who have gone outside and returned. Kids here are isolated when they go outside they get in over their heads – discover the party etc – and end up coming back.
Biggest growth in last two years is under 25. Noticed by faculty – they haven't had to deal with younger students before. I started here as a faculty member for two years and then served two years as assistant director so I know our students well. Younger students have different expectations – they expect instructor to give them instant feedback. Their complaints re: lack of response, not timely response, attitude toward students. They have more of a demanding nature and they also expect things to be handed to them.
Of course it is difficult to generalize because numbers are so small.

There has also been some **institutional instability** here.
Karen Polley – hired as director in 2000. Prior to that for approximately 3 years they had a series of interim, acting directors. Campus leadership was in a state of flux so the credibility in the community was shaky. Karen's job was to reconnect with the community and that is reflected in enrollment numbers.
Previous director, Fran Feinerman, was a bit harsh and not connected to community.
Planning and course offerings were erratic – courses pulled because not enough students.
Over past 5 years, we have put a plan together and been solid. We cancel a course only if there are less than 5 students. Karen went to chamber, to rotary, she was very supportive of innovation.
As a result, we have **developed distance classes**. Not home declared increased and not home NDS have increased relative to the home. We have increased our student count by over 300 – we have increased our course offerings by 37%. The reason we can offer a course to five students

face to face is because we will have 25 distance students. My background is business. Karen also had a business background. We are looking at this strategically and as a business. If you continue to do business as usual here your numbers will go down. Our distance students aren't all distance. We have students in Ketchikan taking distance as well as kids in the residence hall in Juneau because it suits their schedule.

We say that we are part of a **regional university** –
I was part of the UAS business department. We would meet to build the program. Ketchikan feeds the pipeline to feed the BBA program in Juneau. We walk a fine line to be part of the university system and to serve the needs of our community. We fight for the bureaucracy to be minimal so that we can respond to community needs quickly.
This comes from UAS leadership – we have a **strategic plan** that we all embrace. The strategic assumption that we make is that we are meeting needs regionally in the developmental classes – we have developed them for distance delivery. We have a technical writing class – it fills up at 25 students every semester. We cap it at 25 because we want quality and students to come back. We have done a lot of professional development of our faculty so that they are good distance delivery instructors.
In the university system, you don't necessarily have to have teaching experience but we have had to take a step back. Students are shoppers now. Also declining resources – we have to figure out how to build a better mousetrap to be competitive in the explosion of on-line courses.

Faculty – we have a solid core of faculty. Most senior faculty member has been here for 25 years and the newest faculty member for two years. Only have about 10. Half of them have been here 5-10 years and half have been here less than 5 years. We have 35 adjunct faculty. We deliver an AA degree in general studies and an AAS in small business management, various business certificates; support students for bachelor's programs in business, liberal arts, MPA, and MBA. We are trying to focus efforts into a few degrees and do very well.

Program Offerings - We have pressure from the community to build a forestry program and a fisheries program. A lot was grant funded. We did not get enough students for the forestry program but the fishery program is growing slowly. Alaska Marine Highway moved here last year and we are building an AAS certificate in marine technology and building a marine academy in Ketchikan. My strategy is to build strategic alliances within system. We built an alliance with UAF and TVC to deliver a certificate in CISCO networking. We are working with Interior Aleutians to do a tribal management cohort. We want to partner with AVTEC for our maritime academy. We are building a partnership with TVC so that their students in AAS business management can get into our BS program. We are looking internally to align with other programs to make a win/win for students. I can see our numbers to continue to grow.

The **combination of increase in head count and increase in tuition is driving our revenue** up which is a good think.

Caveat about data - When looking at raw data – consider that internal decision making about how you do your head count can impact the numbers.

Rick Caulfield, Director
Scott McCrea, Marketing Coordinator
TVC – Tanana Valley Campus
August 25, 2005

Scott at TVC since September 2000
Rick—Interim Director, Oct.04-May 05; Director May 05-present

Market Area - We capture a majority of our students from the Fairbanks North Star Borough including military – also from Delta-Greely area and some from rural Alaska. TVC is increasingly involved in cross-regional delivery and statewide program coordination (e.g. ECE, Process Tech). Aviation maintenance is a one year program—students come from other parts of the state. What is happening on the local level largely drives trends. There is a theory that there is a correlation between unemployment rate and enrollment. Need unemployment numbers post 2000 to check this hypothesis.

Program Offerings – Statewide initiative funds focusing on high-demand jobs (e.g. allied health, process technology) have expanded offerings. SB137 funds have also been very important in growing high-demand programs. Examples: Spike in 03-04 might be tied to allied health initiative money. Process technology program (99-2000) is also big. Nursing and law enforcement have more modest enrollments but have come on recently. There may have been some pent up demand for allied health and so it would drop off a little bit. Monies came from statewide and workforce development (to sustaining dollars from other sources and tuition. Workforce development monies are harder to get than a year or two ago.

Financial Aid - A lot of our degree seeking students have some kind of financial aid – Pell grant, workforce dollars, Fairbanks Native Association or regional corporation, etc. Non-degree seeking students don't have access to financial aid. For financial aid, you must be accepted into the university as a degree seeking student but you can be part time student. Proposed new certificates of completion will be very important for students because they can secure financial aid.

Tuition increases and costs - Non-traditional students seem to be more responsive to tuition hikes – single moms, lower income wages. Need to consider impact of fees – in many workforce development areas tuition is only part of the picture. For example, culinary arts has a $200 fee; automotive or diesel - $50 or $75 additional fees.
From the administrative side, we are trying to charge an appropriate fee. If using consumables—oil, soap—try to cover those costs. We should count fees as part of analysis of costs. Parking costs up, 2% technology fee, activity fees.

TVC growth between 2000 and 03/04 is linked to investment in high-demand programs and more credit hours offered – allied health is extremely popular.

TVC enrollments were largely flat in AY05. The "decrease" in SCH in 05 is due to administrative changes—Developmental Education courses largely left TVC and were counted as part of CRA.

Enrollment Forecasts: We are likely looking at flat enrollments in 05-06. With deployment at Ft. Wainwright and possible Eielsen realignment [now not the concern once feared] we expect there may be an impact. School District has discovered that 70 or 80% of families are staying – school not seeing the drop they feared. If Eielsen went to warm status, we would see the impact in 3 or 4 years. We offer Web-based courses – they always meet their numbers--mostly through our applied business program. These are Fairbanks area students.

Developmental courses are going down – between 03-05 these programs were switched over to the College of Rural and Community Development. If we had retained those programs, our numbers would have been flat or increased last year rather than fallen.
Other special student categories – is it possible to find out how many students are military? All UA services (OESM Office of Education and Service to the Military) have been coordinated through UAA. Classes offered on bases have gone through UAA. But TVC will once again be involved in delivery to northern bases soon. Just met with the provost. In the past, data may have been kept at UAA. Question re: military is on the admission form I believe.

University last year or the year before changed **residency requirements** from one year to two years – this may have impacted enrollments. Military automatically get the resident rate.

You can take classes without being accepted into a degree program. Complete degree requirements and get accepted into program about the same time – do it backwards.
Credit hour production is a more accurate indicator for us than degree seeking.

Marketing plan – preparing Alaskans for Alaska's jobs. Place to come for job training, academic preparation and lifelong learning. We also do specialized programs – Tech-Prep (outreach to high schools), department of labor etc. People are interested in jobs down the road and what they pay. I think we will start seeing a growth in high school because we are revitalizing our tech prep program – receive college credit for courses here while in high school. Expectation is that they will continue on at TVC. We have a five year grant proposal for a tech prep demonstration project—IT, industrial technologies, and allied health. We have students who come to us from AVTEC and apply their certificates toward academic credit. I think allied health is a big factor in the growth of the under 25 students – probably more women than men.

Program Offerings - We are continually looking into innovative ways of offering courses. We have a law enforcement academy that is a 12 week program; a one year paramedic program; aviation and power plant is almost a 12 month intensive, full-time program. We have a lot of non-credit specialized training that are intensives – certificates of completion, continuing education units.

There is a discussion now about creating occupational certificates – 9 credits to 29 credits – within the university. Impact in recognizing these certificates is that these invisible intensives will become visible. Will be an important factor in tracking our success in these programs. In Anchorage, there have been departmental certificates but they are not transcripted so OIR would not have tracked them. Much of our training people for jobs is in the 3 to 30 credit range. Law enforcement – training to pass a state test. Can't receive financial aid for an academy. If you are

tracking retention, the academy students are considered last students. We are measured on how well we retain students. How we collect data doesn't reflect what we are doing here.

Ben Kuntz
Kuskokwim Campus
Emerging Scholars Coordinator
August 23, 2005

3 ½ years at the campus
Caveat about numbers: In working with enrollment numbers on the grants I have worked on, the numbers I have been able to get from OIR in Fairbanks don't accurately reflect enrollments for full time students. I work with full time and on-campus students. When they get an application in the village or apply on-line—usually without the assistance of an advisor—most eventually want to get a bachelors degree and check that box and then they write in history or biology—programs not owned by our campus. Headcount goes to whoever owns the program. When I go to UA Review, what they show is total full-time enrollment for a semester. I know they don't pick up on a large number of full time students.

Spike in 03-04 occurred at the same time as the spike in activity in our Title 3 **grant** – paid for 3 advisors to go and talk to students. Traveling really helped with part-time enrollments; also paid for on-campus full time traditional age students. Bob Menninger was here briefly and was a director with a vision. He was put on administrative leave by the college of rural Alaska in 2004 and Joli Morgan was an interim director. I think things will pick up when our new director can implement her vision for the campus. **Directors don't last very long** here.

We provide orientation and intensive advising and college success curriculum for our first year students. We have had good success retaining Native students full time compared to other institutions. We are small enough that very small things affect our enrollments. If a student goes back to the village and get their buddies to come, for example. In last year we have been hurt by a new **university policy** which **doesn't allow students to register until they pay their bill in full**. Previously they had been able to get on a payment plan and wait for their financial aid to come in etc.

Financial Aid - Most of our students qualify for Pell grants – next largest source of scholarships is regional corps. AVCP, United Utilities, Bethel Native Corp, Bethel regional corp. Irene Venus is our financial aid person and she has had to deal with health issues and so has not been available. In our new Title 3 grant, we have written in a position for a financial aid office. We are hoping to institutionalize financial aid in the next five years. I think a lack of organization and dissemination of information is the problem – students need help to apply for scholarships, know deadlines – I think students would qualify. We've done a pretty good job on-campus now with advisors that work with part-time students. We know what we are doing to get students degrees but we need training on the financial aid piece.

I think the big things that affect FTE are access to financial aid and university policies. We are under the College of Rural and Community Development.
A lot of our part time students in villages don't want to pay to stay in a degree program when they are taking one or two classes a semester. Taking classes because they are required to by employment – school district, head start, tribal council.

A lot of full time students are in my program and are in the dorm. Since the beginning of this program residential students have gone up 300% - 1999-2000 – 10 students in fall and 8 in spring. 2005 – last spring we had 20; in fall we usually have 25-35.
2003-2004 the dorm was completely full - 38 beds plus annex had 7 students. Paying full bill policy affected numbers and we lost two positions that were paid for by the grant. This semester we will have the biggest freshman class we have ever had but the returning student numbers are down because of university policy and access to financial aid.

Competition from other educational institutions - A lot of students who consider going to school here go to job corps or the military. A lot of students don't want to go to school in Bethel – see Fairbanks or Anchorage as more attractive communities.

I would like to compare these numbers with our registrar's unduplicated head count.
NCLB and Qualifying exam – regional pass rate is 20%. That also affects enrollments.
Most of the developmental courses are offered and attended on campus – so spikes may indicate higher on-campus enrollment. Or we also have been traveling to villages to offer intensive development courses because the grant was paying for that.

Heidi Simmons
Kuskokwim Campus
Distance Education Coordinator
August 22, 2005

Our campus is a hub and a stepping stone to the university.
Mission statement: Kuskokwim Campus of UAF prepares professional, community and cultural leaders in an active and relevant learning environment.
Vision Statement (in Yupik)--Our students are given wisdom to learn so that we can also learn through them.

I have been here since 1980 and seen changes in the university. One of my concerns – the MAUs made sense in 1985. Now because distance ed is so prevalent the university should consider some collapsing of some MAUs. Students are taking courses from other pieces of the university. Shouldn't close down other campuses but there is a great deal of cross-over happening. Within our region of the state, little campuses and school districts and organizations live and die by **grants**. When we have **spikes in enrollment** – majority of students in our region are funded through state or national funds. Tuition doesn't come from their pockets. We have had a grant Title 3. Before 1985 when the university cut back and changed programs, we had 12 field coordinators that worked out in the 46 villages. They were eliminated and we started doing things by distance. In early 80s we had 12 people in villages to advise students. We lost our ability for students to see us face to face. That is very important in villages throughout the state. People like distance but also want face to face. In 2000 or so we got a grant for 3 traveling advisors – took two years before all villages were touched again.

I support students in the district involved in distance ed courses. I will email you the statistics I have kept since 1998 and a history of distance delivery here. (attached)

In our region, the missionaries came and started being involved in the 1930s – but really in the 1950s. Wasn't really high school here until 50s and 60s. There weren't a whole lot of high school graduates – the concept of college was new. I have seen the demographic of parents that have themselves graduated and have brought their children to school. We are starting to see more younger people going to school. In the 1980s it would have been adults in their 30s working at the schools and starting to take courses. It probably takes people an average of 10 years or more to get a degree.

Program offerings - The emergence of **health care** and economics is driving more people to try and get jobs – YKHC. We have had more enrollments because of **NCLB**. Teacher aides in our schools don't have associate of arts degrees and in the last few years the school districts have been supporting them to get degrees.
We also received a state workforce grant under investment strategy. Work with school districts and run profiles of students – ran intensives in St. Mary's and Aniak – we brought in high school teachers' aides in intensives. (That was part of the spike.) Grant made for program development and school district paid for students. The state decided this last year to cut back on certain types of the grants. This year they are focusing on grants working with the pipeline.

Other Educational Institutions - People see what jobs are available in the villages – so there are simple pathways. Education, health, technology, business, and legal enforcement. I think the university has dropped the Voc Tech pathway – see students go to AVTEC. We are starting to build partnerships with the Yut Center, Aniak, St. Marys Smart Center – they all want to partner with us and provide credit courses. The issue is will they all go to the Yut or does each village have its own voc tech center (that would be less feasible). In 1980, we had degrees in surveying and certificates in small engine repair.
Yut – a voc ed training center that has operated for a year or two. Still getting started. A large change in the university this last year has been taking courses like carpentry and adding them to the catalog with a course sequence number. You may see some increase in enrollment with those courses. Kevin Kristof would know more.

These are small, home-grown things. Support our local community and respond to them. University has pushed us to special degree programs and not so much voc tech. Our main piece is trying to do what the community needs. Mary Peet will be working with health issues. Trying to work with allied health – UAA. Understand that technology is important and we will work with distance delivery and technology. Continue to beef up programs dealing with Yupik studies – translation. Our region has been interested in working with education programs. The 3 MAUs all do their education program differently – we would like a strong Yupik certification. We can be marketed – we are the **only rural campus with a dormitory**. We have had success as a stepping stone.
Kevin can tell you about residence numbers. With emerging scholars program and Alaska scholars we have had higher numbers. Our dormitory will take 40 students. It takes a lot of diligent recruiting.

Distance Ed – university system as a whole encouraging faculty through training and course development so they can deliver via distance. I don't think we are necessarily eating up each other students but better recruiting could help that. Our university has regions. UAA will try to recruit for their programs – UAA's education program is different than UAF's – will sign up students in the area for their program. Students should have choices but, when people don't have strong knowledge of how to support students, students drop out. Students need support locally. President Hamilton has been working with ways to divide incoming tuition numbers and that will help.

Every department here is a one person department. Most of the students take degrees and work on courses for a long time but we have always had **difficulty getting them to sign up as degree seeking.** And the danger is that degrees change. What influences that is if there is funding that allows them to finish courses. We have had a lot more students sign up for nursing and education because they have support from their employers. DS – if stopped taking courses you were no longer in active status. There were differences within the university about reapplying – did you have to pay again. There is a lot of lack of support in the rural areas for good advising.