



UNIVERSITY OF ALASKA ANCHORAGE



# KODIAK COLLEGE CAMPUS FACILITIES MASTER PLAN 2009

ZGF Architects Inc.

## ACKNOWLEDGEMENTS

---

Kodiak College Representatives

UA Board of Regents

KoC Board of Advisors

Kodiak Master Plan Steering Committee

UAA Facilities

## DOCUMENTS CONSULTED INCLUDE:

---

Kodiak College Academic Plan, 2006 - 2010

Kodiak College Strategic Plan 2006 - 2010

Kodiak College Housing Study 2002

Kodiak College Technical Center Feasibility Study 2002

Draft Strategic Plan UAA 2017

UNIVERSITY OF ALASKA ANCHORAGE



KODIAK COLLEGE CAMPUS  
FACILITIES MASTER PLAN 2009

ZGF Architects Inc.





## INTRODUCTION

Chancellor's Message

Director's Message

**3** Executive Summary 1

## PURPOSE & BACKGROUND

**11** Regional, Community and Cultural Context 4

The Statewide System 5

Why a Master Plan 7

UAA Facilities Master Plan 8

## VISION FOR KODIAK COLLEGE

Strategic Plan for Kodiak College 12

Goals 15

Objectives 16

## ANALYSIS OF CAMPUS SYSTEMS IN 2006

Campus History 20

Current Configuration of Campus Buildings 21

**Enrollment Projections** 22

Academic Master Plan & Projected Facilities Needs 23

**2** **4** Facility Replacement Criteria 24

**Property Acquisition and Disposal** 26

**3** Existing Transportation Conditions 26

**6** Natural Features and Landscape Architecture 27

**3** Parking Requirements 28

## PROJECTED FACILITIES NEEDS

**3** **5** **6** Projected Facility Needs 2009 to 2019 32

## MASTER PLAN RECOMMENDATIONS

**12** Recommended Improvements 40

Achievement of the Five Master

Plan Goals 41

Key Design Guidelines 42

## MASTER PLAN IMPLEMENTATION

Capital Improvement Plan 52

Periodic Updating of the Master Plan 54

## APPENDIX

Existing Facilities 55



## CHANCELLOR'S MESSAGE

---

Dear Friends and Colleagues:

When Kodiak College was established 1968, the College began a tradition of serving the land, sea, and peoples of Kodiak Island. From the first days of its modest beginnings, Kodiak College has partnered with Island communities to help meet changing social and economic needs for nearly half a century. The College's recent strategic plan and this new master plan will ensure the tradition of excellence and service continues well into the next half century.

Many of you have invested your time, expertise, and insight on the unique needs of your communities to help develop this comprehensive master plan. Thank you for your support and collective wisdom. Your contributions have produced a valuable blueprint for the future development of Kodiak College. The plan takes into account population growth and workforce development needs, from healthcare, to high-tech industry, to welding. It anticipates dynamic academic program and facility needs, while setting an important priority to incorporate and celebrate the natural setting of the Island in campus development. It is a plan in which we can take great pride. And, it is a plan that will continue to enhance the quality of life and meet the educational needs of Kodiak Island communities for the next generations. We will refer to the Kodiak College Master Plan often and look forward to continuing our history of partnership with Kodiak Island communities.

**Sincerely, Fran Ulmer, Chancellor**

## WELCOME FROM THE DIRECTOR

---

Welcome to Kodiak College, our beautiful island community, and an exciting array of educational options, from transfer degrees to technical training and personal enrichment courses. Kodiak College is a public, two-year campus of the University of Alaska Anchorage, located on the second largest island in the U.S. about 250 air miles south of Anchorage. Our unique coastal environment and culturally diverse community offer a wide variety of educational opportunities both in and out of the classroom.

At Kodiak College, students will find state-of-the-art learning labs, curricula that meet industry standards, and highly trained faculty who understand the rapidly changing needs of today's job market. Small class size coupled with outstanding academic advising and career counseling assures that students receive the personal attention they need to excel.

I invite you to experience the diverse educational opportunities that await you at Kodiak College, where you will find our commitment to student success our highest priority.

**Sincerely, Barbara Bolson, Director**



## EXECUTIVE SUMMARY

### Background

In almost forty years since Kodiak College was built in a clearing among the spruce woodlands east of the town, its reputation as an educational institution has soared. It has opened opportunities to many islanders, and continues to serve the needs of Alaskans in many small and scattered communities.

The buildings that house the College were constructed in an era in which energy use and other aspects of sustainability were afforded little regard. Now, as remodeling and expansion of facilities becomes due, there is an opportunity to design improvements that respond positively to the precepts of economic, ecological and cultural sustainability. A priority will be to cultivate the values and traditions of the cultures represented on the Island and in nearby communities.

Enrollments at Kodiak College have fluctuated over the years with the economy and other factors. However, a steady increase in full time students is a noticeable trend that presages improvement in the quality and quantity of facilities at the campus and in remote locations.

### Recommendations

Recommendations are guided by five goals and a number of derivative objectives that address campus appearance, facilities functions, access and circulation, community and natural environment. The five goals are:

1. Make UAA a model northern university;
2. Accommodate and integrate substantial growth;
3. Build quality facilities;
4. Celebrate the natural campus setting;
5. Build community with neighbors.

This master plan includes design guidelines intended specifically for this campus, although they are entirely consistent with those developed for UAA as a whole and for the Anchorage campus. Essentially the guidelines speak to the importance of sustainable and adaptable architecture that is attuned to the particular needs of this sub-Arctic island location, set in a mature spruce woodland.

A concept plan has been developed for expansion of the

campus core and for the 52-acre campus as a whole. These anticipate remodeling and expansion of existing buildings to match them more closely to 21st century needs, and additional buildings ranged round an open quadrangle in the space between the Benny Benson Building and the Campus Center Building. The east side of the quadrangle would be formed by a Long House, with wide eaves providing sheltered passage between buildings. The main entrance to the campus from the parking lot would be a covered way between the Vocational Technology Building and the Long House. The east side of the quadrangle would be formed by one or more teaching and office buildings. Entry to the parking lot would be via a realigned driveway passing north of the Campus Center Building and emerging just to the east of it. The parking lot would be extended east towards Woody Way.

The main consequence of this configuration would be to link all the buildings together in an exclusively pedestrian environment. The quadrangle would include plantings, furnishings and paving so that it could be enjoyed at various times of the year. The sense of collegiality would be promoted by this crossing of paths.

Improvement concepts are described in greater detail near the end of the facilities master plan document.





UAA Kodiak (existing)



UAA Kodiak (future)





# PURPOSE & BACKGROUND

The mission of Kodiak College is to provide quality education, training tools and opportunities for Island learners.





## REGIONAL, COMMUNITY AND CULTURAL CONTEXT

### The Great Land

Maritime hunters were living on Kodiak Island 7,000 years ago. Known among archeologists as the Ocean Bay I tradition in Kodiak, they used slate tools with ground edges. Over subsequent millennia, a blending of Thule and Pacific coastal cultures occurred, so that by 1500 AD, the Koniag culture was well established.

The first recorded non-native contact was made in 1763 by Stephen Glotov. In 1784, Grigory Ivanovich Shelikhov founded a Russian settlement at Three Saints Bay. By 1792, Alexander Baranov and other Russian fur trappers were trading with native inhabitants for sea otter pelts. At this time, the island known as 'Kikhtak' was occupied by over 6,500 Sugpiaqs (Koniags). The following year, they established the center of government at Pavlov Harbor, the site of present day Kodiak. Soon Russian Orthodox clergy began to arrive, and to convert the native population to Christianity.

Alaska was purchased from the Russians in 1867, prompting a flood of entrepreneurs from the lower 48. Hunting continued to near extinction of the sea otters, until its legal protection in 1911. The following year, volcanic eruption of Mount Katami buried the island in eighteen inches of ash, clogging streams and obliterating vegetation. Two

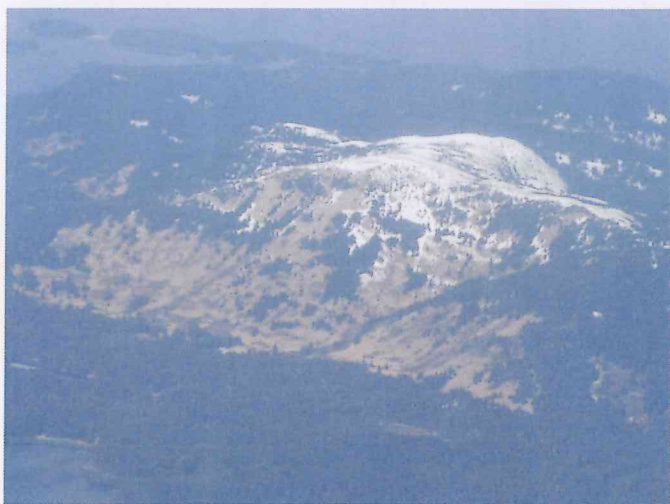
months later, Alaska gained Territorial status with the United States Congress on August 24, 1912. This gave Alaska a say in the laws that were being passed to administer the Territory. Territorial status coincided with a period of economic and population decline, yet the Alaska Railroad was built to link Seward and Fairbanks between 1914 and 1923. Copper was shipped from the Kennecott Copper Mine to Cordova between 1911 and 1938. By the 1920s, halibut and salmon fishing around Kodiak had expanded to include cod and herring boats too. A US Navy base was established on the island in 1938, and was substantially expanded during World War II. After the war, it continued as a US Navy base until 1972 when the US Coast Guard assumed control.

In 1949 the Alaska Statehood Committee launched a campaign which brought about the Alaska Statehood Act which was signed by President Eisenhower on July 7, 1958. On January 3, 1959, Alaska was officially proclaimed the forty-ninth state of the Union. From 1959 to present, Alaska has had a succession of economic booms with timber, oil, sea foods, and the tourism industries. In common with other parts of the state, Kodiak Island has begun to emerge as a tourist destination, spurring yet another chapter in the economic history of this 'emerald island'.

### Kodiak Borough Assembly

The master plan team met with the Borough Assembly in April 2006 to discuss issues of mutual interest and concern. The Assembly noted the importance of Lifelong Learning programs to the community, as the population of seniors will double in the next few years. The Kodiak College Strategic Plan specifically addresses this issue and others, such as the aims of the Cultural Community Committee, which align closely with those of the Borough.

An interesting idea raised at the Assembly was the possibility of teaming seniors in housing with students from smaller communities. Such a co-housing arrangement near the campus could help to increase enrollments from small and remote communities: segments of the population specifically targeted by the College.



The vastness and diverse landscape of the State of Alaska continues to attract visitors and soon-to-be residents.



## THE STATEWIDE SYSTEM

### History of the University of Alaska

Alaska was still a US Territory in 1915 when the United States Congress set aside federal lands near Fairbanks for a land-grant college. In 1917, Alaska's territorial legislature approved a statute establishing the Alaska Agricultural College and School of Mines which opened in 1922. In 1935, the institution was renamed the University of Alaska. Not until 1972 did Kodiak College open its doors to students, administered as part of the University of Alaska, South Central Region.

The University of Alaska System, which covers an area one-third the size of the mainland United States, is governed by an 11-member Board of Regents appointed by the governor and confirmed by the legislature. All but the student regent, who serves a two-year term, serve for eight-year, staggered terms.

The Board reviews and approves educational policy, degree programs, campus development, and budget requests. The Board appoints the president who is responsible for the administration of the System and serves as executive officer of the Board of Regents. The president's immediate staff consists of a vice president for finance and planning, vice president for university relations, and a general counsel. The System office is located in Fairbanks.

### The UA System

There are three universities in the System: University of Alaska Southeast, University of Alaska Anchorage, which includes Kodiak College, and University of Alaska Fairbanks. Each is headed by a chancellor who reports to the president.

The University of Alaska Southeast (UAS) serves students in Southeast Alaska, with the main campus in Juneau, branch campuses in Ketchikan and Sitka, and outreach locations throughout the region. UAS has cooperative agreements with the Yukon Territory and provides degrees to military personnel via distance delivered coursework. UAS has exchange and cooperative agreements with over 100 international institutions around the world through its international education consortia affiliations.

The University of Alaska Anchorage (UAA), based in Anchorage, besides Kodiak College, has Community campuses serving the Kenai Peninsula, Matanuska-Susitna, and the Prince William Sound area. Instruction is also offered in numerous other sites in Southcentral Alaska and the Aleutian Chain. UAA has exchange and cooperative agreements with Japan, Korea, Finland, Canada, China and Russia.

The University of Alaska Fairbanks (UAF) serves the Interior, and is a Land, Sea and Space Grant Institution. In addition to the main campus in Fairbanks, UAF oversees the Bristol Bay Campus, Chukchi Campus, Interior-Aleutians Campus, Kuskokwim Campus, Northwest Campus, and the Tanana Valley Campus. UAF has exchange and cooperative agreements with Japan, Denmark, Russia, Sweden, Venezuela, Mexico, and Norway. UAF also administers the Fisheries Industrial Technology Center on Kodiak Island.

### Goals Shared With All UA Campuses

The Board of Regents University of Alaska 2009 Goals and Objectives set a common standard for all universities and colleges in the Alaska system. Each of seven goals is amplified as the series of objectives that is summarized below.

#### Goal 1: Student Success

The University will provide the learning environments, support systems, academic programs, facilities, technology, and faculty to enable the life-long success of our students, with their diverse needs, interests, capabilities, and ambitions. We seek to increase the number and share of traditional and non-traditional students attending a University campus. We are particularly committed to the success of Alaska Native students.

#### Objectives

- Enhance efforts in student recruitment and retention.
- Continue to place students in good jobs.
- Build life-long relationships with alumni.



## Goal 2: Educational Quality

The University will offer the highest quality in our educational offerings, from non-degree training programs to graduate degrees. Our campuses will provide the highest possible quality programs and services within their respective missions.

### Objectives

- Emphasize the community college mission.
- Improve collaboration among campuses.
- Ensure efficient allocation of programs.
- Develop new and relevant programs.
- Strengthen advising services for our diverse student community.

## Goal 3: Research Excellence

The University will be a globally recognized leader in areas of research for which Alaska has special competitive capabilities or unique environments in key areas of culture, economy, and health, using approaches that integrate the human dimension with natural sciences, and expand from basic processes to synthesis and policy advice.

### Objectives

- Enhance competitive capacity.
- Increase opportunities for undergraduate and graduate student participation in research.
- Capture Alaska-specific opportunities for the State and the University.
- Account for the value and cost of research.
- Expand support for the transfer of University intellectual property to private economic development.

## Goal 4: Faculty and Staff Strength

The University will recruit, develop, and retain a culturally diverse faculty and staff who bring excellence to our research, teaching, and public service and through innovative and mission-focused academic and staff human resources programs and services.

### Objectives

- Invest in faculty and staff development.
- Reward faculty and staff for innovation, creativity, and excellence.
- Ensure alignment between institutional goals and workload, productivity, and selection.
- Ensure excellent administrative practices that are integrated with the university's strategic priorities.
- Ensure high quality teaching.

## Goal 5: Responsiveness to State Needs

The University will continuously enhance its capacity to meet the changing needs of Alaska's people and work through core programs as well as creative, entrepreneurial arrangements and partnerships to meet those needs. Among the changing conditions affecting the state's needs are continued rapid population growth in Anchorage and surrounding communities, the need for economic diversification, particularly in rural Alaska, and uncertainty regarding the state's ability to provide for its own economic future.

### Objectives

- Assess and meet Alaska's current and projected workforce needs.
- Focus on rural Alaska needs.
- Provide support for cultural needs.
- Increase public policy analysis.
- Build community engagement programs.
- Enhance responsiveness to workforce needs.

## Goal 6: Technology and Facility Development

The University will provide students, faculty, and staff the facilities and technology they need to most effectively pursue their research, education, and public service goals.

### Objectives

- Address process issues: facility planning and facility utilization.
- Explore privatization and partnering.
- Support distance education through additional technology and faculty development.
- Expand access through appropriate technologies to as many university programs and services as possible.

## Goal 7: Diverse Sources of Revenue

Engaging major stakeholders to increase their investment in the University is a critical precondition for the achievement of the above six goals. These stakeholders include all citizens of Alaska, but especially alumni, state, federal, and local governments; businesses, including non-profit organizations; and private philanthropy.

### Objectives

- Diversify funding sources to reduce reliance on the state's general fund.
- Pursue land for long term endowment and growth.
- Encourage the commercial utility and application of University intellectual property.

*(Compare these with UAA goals on pages 15 & 41).*



## WHY A MASTER PLAN?

### Master Plan Purpose

The purpose of the Master Plan is to provide a philosophy, design guidelines, and a physical structure for the ongoing development and redevelopment of the campus. Kodiak College Master Plan provides a vision for the campus over the next 10-25 years. It preserves flexibility in the exact location of various uses, but through a set of goals and objectives, it clearly describes an overall form for the campus as new projects are developed. The goals, objectives, plans, and design guidelines are intended to assist Kodiak College in planning for rational, orderly growth, and redevelopment.

It is the intent of the Master Plan to acknowledge current planning efforts in the community while forging a more interactive relationship between the College and its neighbors. Kodiak College has developed many significant ties with regional groups. Suitable partnerships could leverage complementary resources of both the College and outside groups. This effort can bring new investments to the College, while expanding its influence and contribution to the larger Alaskan communities.

### UAA Draft Strategic Plan UAA 2017

Within the framework of the Board of Regents' Goals and Objectives, UAA aims to become the university of first choice, distinguished for:

- Excellence in teaching, learning, research and creative expression;
- Expanding educational opportunity and supporting life-long learning;

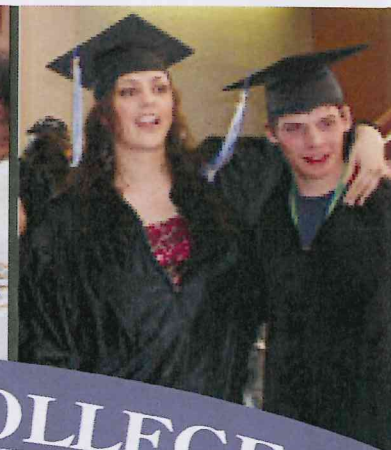
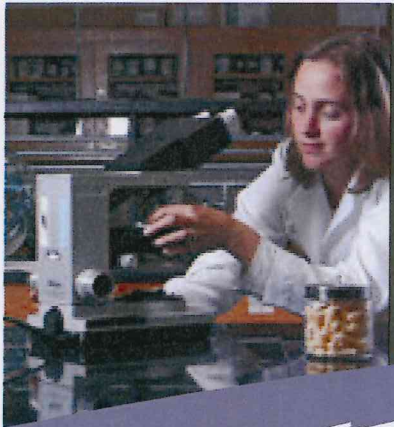
- Building student success with special attention to serving Alaska Native and other under-represented populations, and first-generation college students;
- Innovative undergraduate and graduate education centered on professional and craft practice, academic research, or creative performance;
- High quality research that includes special attention to Alaska, the Pacific Rim, and the circumpolar north;
- Driving Alaska's social and economic development through education and training for workforce development and high demand careers;
- Its diverse, engaged community of students, staff, faculty, schools, colleges and campuses;
- Its role as public square: the extent and quality of its community engagement, its partnerships with public and private institutions, and its support for critical inquiry, public debate, and creative expression; and
- Commitment to sustainability and environmental responsibility.

To achieve this vision, UAA 2017 establishes five strategic priorities to guide planning and decision-making for all schools, colleges and campuses in the University.

- Strengthen and develop the total UAA instructional program;
- Reinforce and rapidly expand the UAA research mission;
- Expand educational opportunity and increase student success;
- Strengthen the UAA community;
- Expand and enhance the 'public square' functions.







# KENAI PENINSULA COLLEGE

UNIVERSITY OF ALASKA ANCHORAGE

• **ANCHORAGE**  
*Anchorage Extension Site*

• **SOLDOTNA**  
*Kenai River Campus*



*Kenai Peninsula*

• **SEWARD**  
*Resurrection Bay Extension Site*

*Kenai Mountains*

*Gulf of Alaska*

• **HOMER**  
*Kachemak Bay Campus*



FINAL DRAFT, December 2008

## Campus Facility Master Plan 2008 - 2018



# Kenai Peninsula College Locations

## ● ANCHORAGE

Anchorage Extension Site  
University Center, Suite 118  
3901 Old Seward Hwy.  
Anchorage, AK 99503  
(907) 786-6421

## ● SOLDOTNA

Kenai River Campus  
156 College Road  
Soldotna, Alaska 99669  
(907) 262-0330

## ● SEWARD

Resurrection Bay Extension Site  
P.O. Box 1049  
Seward, Alaska 99664  
Office location:  
Seward High School  
(next to Administration Office)  
(907) 224-2285

## ● HOMER

Kachemak Bay  
Kachemak Bay Campus  
533 East Pioneer Avenue  
Homer, Alaska 99603  
(907) 235-7743

Cook Inlet

Kenai Mountains

Gulf of Alaska

## ACKNOWLEDGEMENTS:

A special thanks to the many KPC staff, students, and community supporters who volunteered input and insight for this effort, and especially to Gary Turner, Director of Kenai Peninsula College; Phillip Miller, KRC Facilities Maintenance; and Carol Swartz, Director of Kachemak Bay Campus.



COMMITTED TO EXCELLENCE IN EDUCATION

## **Chancellor's Message**

---

(Insert text)

## **Directors' Messages**

---

(Insert text)



# University of Alaska Board of Regents - Policy Reference Table

This Master Plan was developed in accordance with Board of Regents Policy 05.12.030, which is provided in full below. To demonstrate where specific policy elements are addressed within the document, a reference table highlights where each element is covered in the KPC Campus Master Plan, by section and page number.

## **05.12.030 Campus Master Plans (09-19-08)**

- A. Intent:** The administration will develop and present to the board for adoption, a campus master plan for each campus. The purpose of a campus master plan is to provide a framework for implementation of the academic, strategic and capital plans.
- B. Contents:** A campus master plan will contain, at minimum, maps, plans, drawings or renderings, and text sufficient to portray and describe the following elements. Projections will be developed for 10 years and may be developed for other intervals.

<b>Campus Master Plan Required Elements BOR 05.12.030 B</b>	<i>Where each element is covered in the KPC Campus Master Plan (by section and page)</i>
1. Projected enrollment and other factors affecting the need for facilities and infrastructure;	<i>Section 1 (pages 2, 6-9); Section 2 (pages 18-20); Chapter 3 (page 49)</i>
2. General areas for land acquisition and disposal;	<i>Section 2 (page 30); Section 3 (53-55)</i>
3. The general location of new or upgraded infrastructure, including roads, parking, pedestrian circulation, transit circulation, and utilities;	<i>Section 2 (page 20-24, 31-33); Chapter 3 (page 52)</i>
4. Demolition of buildings, structures, and facilities;	<i>Section 2 (page 33-34); Chapter 3 (page 55 and 58)</i>
5. General location, size, and purpose of new buildings, structures, and facilities;	<i>Section 2 (page 32-37); Chapter 3 (page 52-53)</i>
6. Guidelines for landscaping;	<i>Section 2 (page 37); Chapter 3 (page 58)</i>
7. General location and intent for open spaces, plazas, etc.;	<i>Section 2 (page 37); Chapter 3 (page 52 and 58)</i>
8. Guidelines for signage, both freestanding and on buildings and structures;	<i>Section 2 (page 38); Chapter 3 (page 58-59)</i>
9. Architectural guidelines for all buildings, structures, and facilities;	<i>Section 2 (page 38); Chapter 3 (page 59)</i>
10. Environmental and cultural issues, ADA accessibility, and energy conservation;	<i>Section 2 (pages 11-17, 32, 38); Chapter 3 (page 59)</i>
11. The relationship of the campus to its surroundings and coordination with local government land use plans and ordinances; and	<i>Section 1 (pages 4-5); Section 2 (pages 11-17, 23-24, 30, 38); Section 3 (40-43; 56-59); ; Chapter 3 (page 58-60)</i>
12. General priorities for capital projects.	<i>Section 2 (page 26-29, 31-37); Chapter 3 (53)</i>

## **C. Development; Review and Update; Revision, and Amendment**

1. Development: The administration will implement a process for development of the campus master plan that allows for participation by the local government and members of the university community, to include faculty, staff and students.
2. Review and Update: A campus master plan will be reviewed and updated on a five to seven year cycle.
3. Revision and Amendment: A campus plan may be revised or amended from time to time. An amendment to accommodate a proposed specific capital project shall be considered and approved by the board prior to consideration of the proposed capital project.

## **D. Purpose and Function; Renovations**

1. Purpose and Function: When adopted by the board, the campus master plan governs the capital improvements plan and budget request for the campus, and approval of all proposed capital projects on the campus. The board may not grant schematic approval for a capital project request unless it implements the adopted campus master plan.
2. Renovations: When a capital project consists of the renovation of an existing building, structure, or facility, as part of the renovation, the exterior and immediate environs of the building, structure, or facility should be brought into conformance with the campus master plan to the extent reasonably possible.



# **Kenai Peninsula College**

## **Campus Facility Master Plan 2008 - 2018**

*Final Draft - December 2008*

### **Table of Contents**

---

Chancellor and Director's Messages

#### **Section 1. Introduction**

Master Plan Purpose & Scope / page 1  
KPC's Mission and Strategic Role / page 1  
College History / page 4  
Regional Context / page 6

#### **Section 2. Kenai River Campus** *Soldotna*

Existing Conditions / page 10  
Campus Academic Plan & Vision / page 25  
Recommendations / page 30

#### **Section 3. Kachemak Bay Campus** *Homer*

Existing Conditions / page 40  
Campus Academic Plan & Vision / page 46  
Recommendations / page 52

#### **Section 4. KPC Extensions & Distance Learning** / page 62

Resurrection Bay Extension Site - *Seward* / page 63  
Anchorage Extension Site - *Anchorage* / page 64  
Distance Learning / page 65

#### **References - End Notes**

#### **Appendix - Building Floor Plans**



# 1. Introduction

## Master Plan Purpose and Scope

Kenai Peninsula College (KPC) is a community campus of the University of Alaska Anchorage (UAA). The KPC system consists of two campuses, the Kenai River Campus near Soldotna, and the Kachemak Bay Campus in Homer. There are also two extension sites, one in Seward and the other in Anchorage. KPC also has a strong online distance education presence throughout the state.

This Master Plan identifies phased site and facility improvements for KPC for the next ten years (2008-2018) with an emphasis on the first five years. The intent of this plan is to address the physical needs required for implementation of the KPC Strategic and Academic plans. As with all satellite campuses, KPC's units are closely tied to their local communities and strive to be very responsive to local higher education needs over time. As "a living document reflecting the aspirations" of the campus in accordance with UA Board of Regent Policy,<sup>1</sup> the Master Planning process does not end with the approval of this plan but will be revised as necessary in response to changes in strategic plans, educational objectives, enrollment plans, teaching techniques, space plans, new technologies, regulatory mandates and expected funding.

This Master Plan was developed with the help and generous input from KPC's administrative and academic staff, students, local community members, University of Alaska Land Management, and UAA's Department of Facilities Planning and Construction. This document is a

sub-chapter to UAA's Campus Master Plan, which should be used in tandem to supply more detailed system-wide information. The document is organized as follows:

**Section One** describes KPC's strategic mission and role in the UA system, history and regional context, future student projections, and trends that could play a role in future campus planning needs.

**Section Two** is focused on KPC's Kenai River Campus in Soldotna, and **Section Three** on KPC's Kachemak Bay Campus in Homer. Both of these chapters describe existing campus conditions, facility needs based on their academic plans and visions, and Master Plan recommendations including future campus configurations and priority facility needs.

**Section Four** looks briefly at KPC's Extension Sites in Seward and Anchorage and their current role in the KPC system. This is followed by a brief discussion of "online" and "mobile" education programs at KPC, and the growing facility and resource demands of students who do not physically sit in KPC classrooms, but who nonetheless need a range of higher education support services based from KPC's campuses and extension sites.

## KPC's Mission and Strategic Role

KPC is a unit of UAA within the University of Alaska (UA) system. As such, the college strives to implement three nested missions:

- *UA Mission Statement:* The University of Alaska inspires learning, and advances and disseminates knowledge through teaching, research, and public service, emphasizing the North and its diverse peoples.<sup>2</sup>
- *UAA Mission Statement:* The mission of the University of Alaska Anchorage is to discover and disseminate knowledge through teaching, research, engagement, and creative expression. Located in Anchorage and on community campuses in Southcentral Alaska, UAA is committed to serving the higher education needs of the state, its communities, and its diverse peoples. The University of Alaska Anchorage is an open access university with academic programs leading to occupational endorsements; undergraduate and graduate certificates; and associate, baccalaureate, and graduate degrees in a rich, diverse, and inclusive environment.<sup>3</sup>



**Figure 1.  
KPC Service Area  
& Locations**



**Kenai River Campus, Soldotna**  
 # students: 1,400  
 # staff: 25 f/t faculty; 35 staff, 85 adj  
 acres: 309  
 square feet: 95,373



**Kachemak Bay Campus, Homer**  
 # students: 400  
 # staff: 5.5 f/t faculty; 13 staff, 40 adj  
 acres: 3.13  
 square feet: 21,982



**Resurrection Bay Extension Site, Seward**  
 # students: 70  
 # staff: 1 staff, 8 adjuncts  
 acres: 0  
 square feet: +/-150



**Anchorage Extension Site, University Center**  
 # students: 95  
 # staff: 2 f/t faculty, 2 staff, 8 adj.  
 acres: 0  
 square feet: +/- 2,500

Source: KPC Registrar Fall 2008 data

- *KPC Mission Statement:* Kenai Peninsula College is committed to excellence in education, training and life-long learning by offering accessible opportunities in a supportive environment.<sup>4</sup>

As a satellite of UAA within the UA system, KPC serves the higher education needs of approximately 53,000 Kenai Peninsula residents in a 25,000 square mile service region (see figure 1). It prepares students using a unique mix of programs and curricula that have been developed over time to meet diverse needs, particularly in the Kenai Peninsula region. Following are the College's current offerings<sup>5</sup>:

#### UAA Bachelor Degrees (4 yr.)

- B.A. Psychology
- B.A. Liberal Studies
- B.A. Elementary Education
- B.A. Art

#### Associate Degrees (2 yr.)

- Associate of Arts
- Associate of Applied Science

- Accounting
- Computer Electronics
- Computer Information and Office Systems
- Digital Art
- Early Childhood Development
- General Business
- Human Services
- Industrial Process Instrumentation
- Nursing



*KPC offers a number of associate degrees in high-demand fields including Nursing and Paramedical Technology*



*KPC has played an important role in workforce development by providing qualified technicians for the petro-chemical industry*

- Occupational Safety & Health
- Paramedical Technology
- Process Technology

#### Certificate Programs (usually 1 year)

- Computer Information and Office Systems
- Mechanical Technology
- Instrumentation Technology
- Petroleum Technology
- Small Business Management
- Welding Technology
- Occupational Endorsement Certificates of Completion
- Computer Information and Office Systems
- Office Technology
- Bookkeeping
- Web Foundations
- Desktop Publishing & Graphics

#### Other Degrees & UA Programs

Additionally, a number of other four and two-year degree programs are available through a combination of lower and upper-level courses at KPC campuses and courses taken via distance learning programs offered by other University of Alaska campuses. KPC also provides a strong educational foundation in the greater UA system by supplying well-prepared students to other UA programs.





*Clayton Brockel's first "administrative office" was based out of Ol' Blue (a '63 Chevy Biscayne) which he drove all over the peninsula to spread the word and develop the College*

## College History

Kenai Peninsula College got its start as an adult education program for the Kenai City Schools in 1963. Soon after being absorbed into the Kenai Borough School District in 1964, the program became an official "University of Alaska Community College on the Kenai Peninsula" under the direction of Clayton Brockel. Brockel was a strong advocate for adult education and over the next ten years traveled constantly "from Seward to Homer, and every community between"<sup>6</sup> to spread the word and develop the College on the Peninsula. Since Brockel's days, many equally dedicated staff have played important roles in making KPC what it is today.

### Kenai River Campus

In 1966 Kenai Central High School allowed the College to set up operations out of their school using a "closet sized office. . . with enough room for a battered file cabinet, a small desk, and two chairs—one of which had to be moved in order to open a file cabinet drawer."<sup>7</sup>

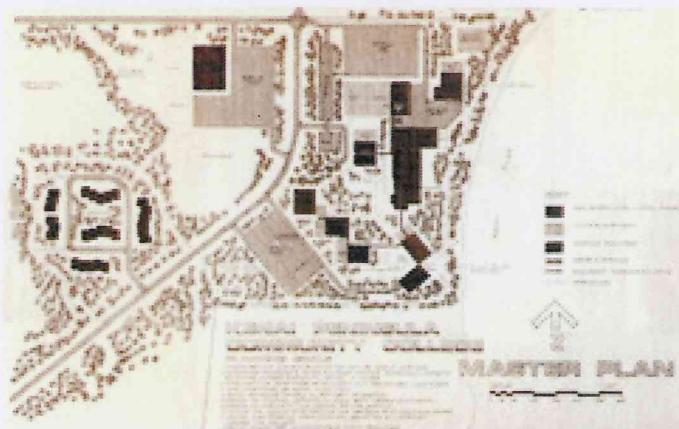
In 1970 Alaskan voters approved a bond package to construct community colleges at six locations. One was at Kenai, with the intent of serving the entire

Kenai Peninsula. Although there was some controversy regarding site selection, KPC was founded, and its first building, the McLane Building, was constructed in the early 1970s and is still in use today. The second building on campus, the Goodrich Building, was dedicated in 1975.<sup>8</sup>

As with many community colleges, KPC focused on responding to local educational needs. The oil boom days had started and there was a need for qualified technicians in the petro-chemical industry to work on oil and gas rigs and local refineries. The college quickly filled this need with its first day classes. It continues to fill the need for vocational training to the present day.

With oil money filling the State of Alaska's coffers in the early 1980s, the college expanded with the addition of two new buildings, the Ward Building (1982) and the Brockel Library Building (1983). During the early 1980s, offerings at the campus expanded well beyond vocational training. In 1988, as part of a major re-organization plan, community colleges were merged with the University of Alaska; KPC thus became a satellite campus of the University of Alaska Anchorage.

In 2007, construction was completed on a new facility to house the Mining and Petroleum Training Service (MAPTS) program, founded in 1979 by the University of Alaska specifically to deliver training, development and consulting services to the resource industries of Alaska on a mobile basis. MAPTS was assumed in June 2008 by UA's Corporate Programs division due to its expanding statewide mission. MAPTS employees occupy the facility and the unit is a tenant on the KPC Kenai River Campus.



*A Kenai River Campus Master Plan from 1979 helped to plan for the future expansions needed to support growing enrollment*





*The Kachemak Bay Campus building expansion created a new commons area that is very popular*

### **Kachemak Bay Campus**

In the 1960s volunteers ran adult education courses in Homer as a branch of the University of Alaska with some support from the school district. In 1970, operations were consolidated with KPC, and a broad range of courses were then taught at various locations in the community.<sup>9</sup>

In 1982, the Homer Branch rented classroom/office space on Pioneer Avenue in downtown Homer, in keeping with then KPC President Vierra's concept of adding "storefront branches" as a complement to the "main" KPC Campus in Soldotna. A year later, the campus was donated the use of its own small building, which allowed for expanded classes, and for the college to establish an identity separate from the Community Schools and other educational efforts in the area.

In 1988, the college obtained Homer's 7,200 square-foot old Post Office Building as its first permanent facility. By the 1990s the college was growing and leaders considered building a new campus on a 4.7-acre lot on the north edge of Homer's Town Center. The college bought the lot, but could not procure from the legislature the estimated \$6 million to construct a new campus. In 2003, after a state bond allocated \$3 million to expand the original campus and acquire an adjacent parcel, the university sold the lot to the City of Homer.

By 2004, renovations of the original Pioneer Avenue campus building were undertaken to add another 9,300-square feet, including more classrooms and offices, a large common area and two larger classrooms that open

into each. This was then followed by upgrades to the original section of the building with more offices and an 1,000-square-foot art studio.

Since 1997, the college has also been leasing space in the old Homer Intermediate School, a building shared with the Homer Boys and Girls Club. This situation was intended as a temporary overflow for some classes and staff offices until a final consolidation could be made. One plan, which would have achieved this, recently fell through. It envisioned the college purchasing the Homer City Hall adjacent to the west of the college, with a new city hall to be built elsewhere. In 2007, the college had received \$2.5 million from the legislature to acquire and renovate this facility. However, in 2008 City of Homer voters, concerned about the potential tax burden, declined to pass a bond initiative and enable the sale of the property. This leaves the Kachemak Bay Campus currently with two separate facilities more than a mile apart. As described later in this report, consolidation of both campuses is a high priority.

### **Resurrection Bay Extension Site**

In 1981, then KPC President Vierra began an effort to expand enrollment from 1.4% of the population up to the national average of 2.8%.<sup>10</sup> Soon after, new branches of the college were established as "storefront" operations in several communities, including Seward. By 1985, however, budget cuts forced KPC to reorganize, and the Seward storefront was closed. Following this, the Seward Branch reverted to offering a few classes as an evening adult education program.

At some point, a symbiotic relationship developed between KPC and Seward high school, where the college now has a dedicated office and a site coordinator. The office is largely oriented towards helping to support high school students take concurrent enrollment college courses, and in coordinating a number of community interest courses at various locations in Seward.

### **Anchorage Extension Site**

KPC's extension site in Anchorage was established in 2001 to help meet the statewide demand in the Alaskan industries for trained technicians in:

- Process Technology
- Occupational Safety & Health

This KPC program is located in the University Center, in order to provide some of the college's specialized knowledge at a location more accessible to major



employers and the state's population centers. Currently this program has two full time faculty, one staff program assistant and eight adjunct faculty.

KPC is one of the most stable and consistent community campuses in the UA system as evidenced by the statistics below.

- This fall, KPC headcount is up 9.0% (1,595) and semester credit hour production is up 5.4% (10,018).
- Last five years enrollment figures show the following:
  - Since F04, KPC had the largest headcount increase (7.6%) of any UA campus except for Bristol Bay and Chukchi; each has less than 375 students.
  - KPC's semester credit hour production increased 12.5% during the five-year period, more than any UA campus with the exception of Bristol Bay and Chukchi.
  - Since 2000, KPC's semester credit hour production has increased 15.7%.
  - KPC's semester credit hour production increased 5.4% from 2007-2008, more than the UAF Tanana Valley Campus (4.5%) and UAA's MatSu College (.8%). Both have larger population bases to draw from.
  - KPC consistently has the 2nd largest headcount and 2nd-3rd largest semester credit hour production of all UA community campuses.
  - In 2004, KPC accounted for 5.8% of UAA's semester credit hours; in 2008, it accounts for 6.5%.
  - 2007/08 semester credit hour production was 3rd largest in KPC history; 2006/07 was 2nd largest. KPC's largest semester credit hour production year was 1993 with 20,731. This record will likely be broken this year since Fall 08 credit hours are presently at (as of 10/2) 10,297.
  - KPC had 256 graduates in 2007/08, the most in its history; 2007 was the 2nd highest.
  - KPC reaches 5.16% of its service region that is within 50 miles of its two campuses. The national population penetration average for 2-year colleges is 1.98%.

- In 2006/07, KPC had 53 high demand job graduate; in 2007/08, it had 76, a 43.4% increase.
- KPC has added five new 2-year degrees since 2005: Paramedical Technology, Radiology Technology, Digital Arts, General Business and Occupational Safety & Health.

## Regional Context

KPC serves a population of approximately 52,407 residents spread over a 25,000 square mile service region. Population centers of over 1,000 include Kenai, Soldotna, Sterling, Seward, Ridgeway, Nikiski, Homer, Fritz Creek, Anchor Point, and Salamatof, but the borough also contains many smaller communities, most of which are connected by the Sterling and/or Seward Highways.<sup>11</sup>

Over the past four decades KPC has been able to develop a diverse institutional base while expanding and changing in response to local trends and regional workforce development needs. According to community input during this planning effort, KPC also has an important role to play in the region's future. The following briefly describes some trends and transitions now underway in the region that serve as a context for campus planning into the future.

It should be noted that KPC, since 1991, has received funding from the Kenai Peninsula Borough through a 1/10th mill tax levy on personal property. This year, the



*The Kenai Peninsula has been labeled "Alaska's Playground" and has a strong and growing tourism sector*



college will receive \$595,000 that is used to fund the JumpStart program, adult outreach programs on the Peninsula particularly to Russian and Native villages and to pay for staff positions that are not funded through University of Alaska operational funds as they typically are at other UA campuses.

The Kenai Peninsula economy is well-diversified with oil and gas, refining, fishing, seafood processing, sportfishing, timber, tourism and government. However, the region is currently facing a number of global economic pressures.<sup>12</sup> A declining resource base and aging infrastructure are causing several major sectors, especially the oil and natural gas sector, to decline. As one indication of this trend, shortages of natural gas supply in the Cook Inlet region led to the Agrium Fertilizer plant closure in 2007. While oil and gas are still of major importance to the region's economy, in part due to the high wages that prevail in the industry, the typical Kenai Peninsula Borough resident has been experiencing steady decreases in real income since the 1990s, and at the same time feeling the pinch of above average costs of living and high unemployment rates.<sup>13</sup>

However, the economic horizon on the peninsula appears to be brightening as first quarter statistics for 2008, according to the Kenai Peninsula Borough Economic Analysis Office, show the following as compared to 2007:

- Gross sales up \$24.3M; each of the borough's five cities had increases.
- Taxable sales up \$9.4M; each of the cities had increases.



*Cook Inlet oil has been important to the regional economy, but production has been declining since 1970*



*Although the Kenai Peninsula's economy faces challenges, there are signs that things are brightening, including recent population increases and construction of new Lowes and WalMart stores.*

- Wholesale good sales increased 32.1% from \$48.6M to \$64.2M.
- New construction permits increased from \$2.47M to \$6.5M (31 to 46 permits).
- Unemployment on the Kenai (May 08) was 7.7% (down from 9.2% in April); Anchorage/MatSu was 6.0% (down from 6.1% in April).
- Rent for a 2BR apt or single family home on the Kenai Peninsula Borough is less expensive than any other Alaskan borough.
- Cost of a single family home is lower than any other Alaskan borough.
- Population increases on the Kenai (2006 to 2007):

	2006	2007	% Increase
Greater Kenai	13,910	14,181	1.95%
Greater Soldotna	13,422	13,892	3.5%
Greater Homer	12,302	12,508	1.67%
Greater Seward	4,989	5,044	1.1%
Sterling	5,036	5,123	1.73%

Another trend is that of an aging population on the peninsula with small declines in numbers of school age children. The strong population growth of the 1980s has been followed by slow declines in young families and working age populations. Since the 1990s this trend, along with a number of new retirees settling in the region, has lead to a significant increase



in the percentage of higher age groups. Not surprisingly, with a weaker economy and aging population, KPC experienced enrollment declines from a peak in the late 1980s, when it had over 2,000 students, to levels averaging about 1,630 over the past decade. While student head count was higher in the '80s, semester credit hour production was less than it has been for the past five years.

Also, the average age of a KPC student continues to fall and currently the number of students in the 18-24 year old category is up 60% compared to five years ago.<sup>14</sup> This year, 53% of the student body is younger than 29 years of age while this demographic comprised only 26% of the students in 1997. The under 25 year group now constitutes 44% of the student population.

KPC has 20% full-time students and 80% part-time students. One of several reasons for attracting younger students could be the Kenai Peninsula Borough School District's partnership with KPC on the "JumpStart" program, which lets high school seniors take up to six KPC credits a semester at a cost of only \$35 per credit. The rest of the cost of tuition is covered by funding received from the Borough. This program gives KPC greater exposure and allows younger students to access the system.

Another important trend is that KPC's enrollment is climbing significantly in the area of distance learning. In spring 2007 KPC offered nine distance education classes with a total of 169 students. A year later, in spring 2008, there were 29 courses and 382 students taking at least one distance-ed class, and fall 2008 KPC is offering 45 distance-ed classes.<sup>15</sup> Semester credit hour production in KPC distance courses has increased 236.4% in one year and accounts for 12% (1,238 SCH) of the total KPC SCH. In Fall 2007, 92 borough residents took at least one online course while in Spring 2008, 203 took at least one. In Summer 2008, 48.4% of all KPC credits taken were via distance.

During this planning effort, distance education trends and new "off campus" student body needs for "on-campus" support were important discussion points. KPC director Gary J. Turner stated a concern that, "In this technology age, historical data and facility usage will not predict what we need in the future." Following is discussion of why it is likely that this trend is growing at KPC, and will continue into the future, and Section Four covers possible physical planning implications and on-campus demands created by distance education.



*KPC is attracting younger students compared with five years ago, and has 20% full time and 80% part time students*

One reason for the popularity of distance learning is flexibility in class schedule and participation. North Slope workers, for example, are now able to take distance education classes that their two week on, two week off schedule would preclude with a live teacher. Since lectures and materials are videotaped and stored, students can retrieve them when it is convenient for them. This is a significant consideration given that 80% of KPC's students are in school part time and have a number of other obligations to balance. This semester, KPC is piloting the videostreaming of one process technology course enabling workers to view the course from home or the work site. They plan to offer a number of courses this way in Spring 2008 if there is sufficient server space at UAA.

Another reason for the rising rates of distance learning is the convenience in where students can take classes. On average, Kenai Peninsula Borough residents own and use personal computers and utilize the Internet at far higher rates than the U.S., although reliable and affordable internet service is not available borough-wide.<sup>16</sup> New distance-ed courses use technologies that allow students to stay at home, or be at any internet-accessible computer and gain full access to audio, visual of the professor, a whiteboard, and loads of linked documents in support of their coursework.

Given rising fuel prices and KPC's lack of student housing, distance education provides a way to study while limiting transportation costs. For a number of students, this could make the difference between being able to afford to study or not. For example, during this planning effort, we learned about students missing class



and/or borrowing funds for gasoline from instructors as a result of quickly rising energy prices, and the long distances students have to travel to reach class on a daily basis. Distance education is sometimes the only option for “place-bound” students to pursue their education and KPC is striving to meet this demand and need. Last spring, the college contracted the services of an e-Learning developer to teach more than 20 faculty members on converting face-to-face courses to distance and how to create new distance courses. In May 2008, the college paid for and hosted a 5-day “Excellence in Distance Education” workshop for 17 faculty, including adjuncts. This fall, KPC has three e-Learning developers working with more than 60% of KPC full-time faculty and adjuncts on distance education efforts.

In closing, there are a number of regional trends and issues that may affect KPC’s enrollment and master planning considerations into the future. As one member of a KPC’s Kachemak Bay Advisory Board from Homer described, “At KPC we need to lead the way toward finding new opportunities and providing the training needed to help us all respond to change.”

This sentiment is echoed in the 2008 Kenai Peninsula Comprehensive Economic Development Strategy, which recommends post-secondary education, vocational education and workforce development initiatives as critically important to transitioning the economy. Moreover, it sees a need to develop a stronger entrepreneurial base, and to create new attractions and opportunities in the region. These might include construction of student housing and a cultural center at KPC’s Kenai River Campus.<sup>17</sup>



*Distance-ed brings with it different facility and technology requirements, including workstations for proctored testing*



*A 2008 Kenai Peninsula Comprehensive Economic Development Strategy highlighted the need for workforce development initiatives and post-secondary education, and KPC's role in strengthening regional opportunities*



Figure 2. Northwest Kenai Peninsula - The Kenai River Campus serves a broader area with a population of around 17,000



Figure 3. KPC Kenai River Campus Vicinity - The University of Alaska's 309 acres of land is highlighted in yellow.





# Matanuska-Susitna College



*UNIVERSITY of ALASKA ANCHORAGE*



Campus Facility Master Plan 2008 - 2018  
FINAL DRAFT





# *Celebrating 50 Years of Excellence in Education*

## **Chancellor's Message**

---

(Insert text)

## **Director's Message**

---

November 2007

During 2008, Matanuska-Susitna College will be celebrating its 50th anniversary. Over the first fifty years Mat-Su College has grown from a small campus known as Palmer Community College, with a handful of students, to today's campus of 950 acres and five buildings serving over 1600 students per semester. Our modern and well-maintained buildings currently house ten associate degree programs, four certificate programs, six occupational endorsements in addition to courses that support many of the baccalaureate degree programs offered on the Anchorage Campus.

Many people have been involved in developing this planning document that will be the framework and guide for our growth throughout the next decade. This plan will enhance the quality of life on campus and provide guidance for our services, programs, land use, building efficiency and use of resources. It is no small task to develop a plan of this magnitude. Please join with me in thanking all of the individuals that have contributed their time and energy. We will refer to this plan often in the coming years.

Sincerely,

Dennis Clark, College Director



## University of Alaska Board of Regents - Policy Reference Table

This Master Plan was developed in accordance with Board of Regents Policy 05.12.030, which is provided in full below. To demonstrate where specific policy elements are addressed within the document, a reference table highlights where each element is covered in the MSC Campus Master Plan, by section and page number.

### **05.12.030 Campus Master Plans (09-19-08)**

- A. Intent:** The administration will develop and present to the board for adoption, a campus master plan for each campus. The purpose of a campus master plan is to provide a framework for implementation of the academic, strategic and capital plans.
- B. Contents:** A campus master plan will contain, at minimum, maps, plans, drawings or renderings, and text sufficient to portray and describe the following elements. Projections will be developed for 10 years and may be developed for other intervals.

<b>Campus Master Plan Required Elements BOR 05.12.030 B</b>	<i>Where each element is covered in the MSC Campus Master Plan (by Section and page)</i>
1. Projected enrollment and other factors affecting the need for facilities and infrastructure;	<i>Chapter 1 (pages 2-4); Chapter 2 (18-21).</i>
2. General areas for land acquisition and disposal;	<i>Chapter 4 (page 31).</i>
3. The general location of new or upgraded infrastructure, including roads, parking, pedestrian circulation, transit circulation, and utilities;	<i>Chapter 4 (page 28).</i>
4. Demolition of buildings, structures, and facilities;	<i>Chapter 4 (page 31).</i>
5. General location, size, and purpose of new buildings, structures, and facilities;	<i>Chapter 3 (pages 24-26); Chapter 4 (page 28).</i>
6. Guidelines for landscaping;	<i>Chapter 4 (page 29).</i>
7. General location and intent for open spaces, plazas, etc.;	<i>Chapter 4 (page 29).</i>
8. Guidelines for signage, both freestanding and on buildings and structures;	<i>Chapter 4 (page 30).</i>
9. Architectural guidelines for all buildings, structures, and facilities;	<i>Chapter 4 (page 30).</i>
10. Environmental and cultural issues ADA accessibility Energy conservation	<i>Chapter 4 (page 31). Chapter 4 (page 29-30).</i>
11. The relationship of the campus to its surroundings and coordination with local government land use plans and ordinances; and	<i>Chapter 1 (pages 2-5); Chapter 4 (32-33).</i>
12. General priorities for capital projects.	<i>Chapter 3 (pages 24-26); Chapter 4 (page 28).</i>

**C. Development; Review and Update; Revision, and Amendment**

1. Development: The administration will implement a process for development of the campus master plan that allows for participation by the local government and members of the university community, to include faculty, staff and students.
2. Review and Update: A campus master plan will be reviewed and updated on a five to seven year cycle.
3. Revision and Amendment: A campus plan may be revised or amended from time to time. An amendment to accommodate a proposed specific capital project shall be considered and approved by the board prior to consideration of the proposed capital project.

**D. Purpose and Function; Renovations**

1. Purpose and Function: When adopted by the board, the campus master plan governs the capital improvements plan and budget request for the campus, and approval of all proposed capital projects on the campus. The board may not grant schematic approval for a capital project request unless it implements the adopted campus master plan.
2. Renovations: When a capital project consists of the renovation of an existing building, structure, or facility, as part of the renovation, the exterior and immediate environs of the building, structure, or facility should be brought into conformance with the campus master plan to the extent reasonably possible.

# **Matanuska-Susitna College**

## **Campus Facility Master Plan 2008 - 2018**

### **Table of Contents**

---

*Chancellor and Director's Messages*

**Chapter 1. Introduction / page 1**

Master Plan Purpose & Scope / page 1

MSC's Mission and Strategic Role / page 1

Campus History & Regional Context / page 3

**Chapter 2. Existing Conditions / page 6**

Natural Features & Environmental Site Characteristics / page 7

Current Campus Configuration / page 9

Building Inventory & Conditions / page 11

Existing Transportation Conditions, Circulation & Parking / page 14

Existing Utilities & Services / page 16

Facility Demand / page 18

**Chapter 3. Campus Academic Plan & Vision / page 22**

Academic Plan Goals and Vision / page 23

Priority Projects / page 24

Other Campus Needs / page 26

**Chapter 4. Recommendations / page 28**

Master Plan 2008-2018 / page 28

Guidelines & Recommendations / page 29

Long Term Campus Configuration / page 33

**References - End Notes**

**Appendix - Building Floor Plans**



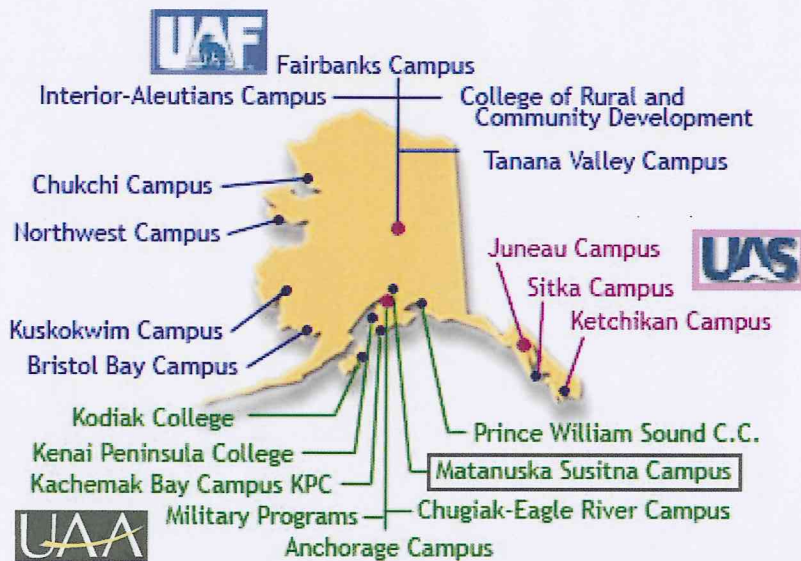


Figure 1. University of Alaska College Campuses



*The MSC campus from a birds-eye view, looking south: In the foreground is the Fred and Sara Machetanz Building (left), the Okeson Library (right), and Jalmar Kerttula Building (far right, mostly out of view). In the background, connected by a semi-enclosed spine, is Snodgrass Hall backed by a circular livestock pen that is no longer used. Behind the campus is a private subdivision.*





# 1. Introduction

## Master Plan Purpose and Scope

Matanuska-Susitna College (MSC) is an extended college of the University of Alaska Anchorage (UAA), located in the fastest growing region in the state. This Master Plan is for MSC's 950-acre campus and facilities located halfway between Palmer and Wasilla on mile 2 of Trunk Road.

The purpose of this Master Plan is to guide phased site and facility improvements over the next five to ten years (2008-2018) to best meet the unique demographic and higher education needs in the Matanuska-Susitna Valley. It is intended as "a living document reflecting the aspirations" of the campus in accordance with UA Board of Regent Policy<sup>1</sup>. As such, the planning process does not end with the approval of a plan but will be revised as necessary in response to changes in strategic plans, educational objectives, enrollment plans, teaching techniques, space plans, new technologies, regulatory mandates, and expected funding.

The Master Plan was developed thanks to the help and generous input from MSC's administrative and academic staff, students, local community members, University of Alaska Land Management, and UAA's Department of Facilities Planning and Construction. This document is a sub-chapter to UAA's Campus Master Plan, which should be used in tandem to supply more detailed system-wide information. The document is organized as follows:

Chapter One describes Mat-Su College's strategic mission and role in the UA system, its history and regional context, future student projections, and trends that could play a role in future campus planning needs.

Chapter Two describes the Existing Conditions of the Mat-Su College Campus, including its configuration, existing facilities, transportation issues, utilities, and facility demand issues into the future.

Chapter Three provides a vision for future campus direction at MSC over the next decade. The vision, followed by a list of priority projects reflects enrollment, cultural and regional trends, and is based on the current academic plans and input constituent groups on-campus, and in the surrounding community.

Chapter Four presents Master Plan Recommendations including priority project locations and development guidelines for the next ten years. The chapter also illustrates a long-term Campus Configuration option.

## MSC's Mission and Strategic Role

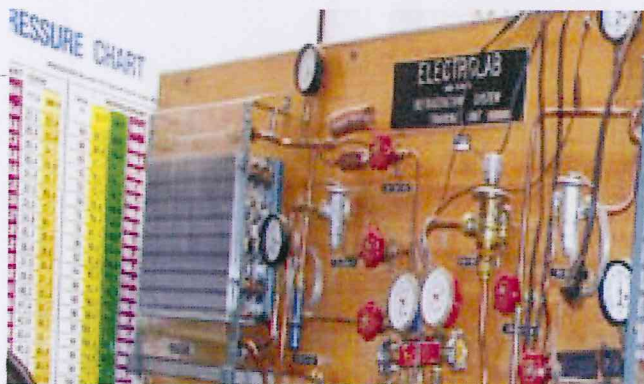
MSC is an extended college of UAA within the University of Alaska (UA) system (see figure 1), serving nearly 1,650 students per semester. As such, the college strives to implement three nested missions:

- *UA Mission Statement:* The University of Alaska inspires learning, and advances and disseminates knowledge through teaching, research, and public service, emphasizing the North and its diverse peoples.<sup>2</sup>
- *UAA Mission Statement:* The mission of the University of Alaska Anchorage is to discover and disseminate knowledge through teaching, research, engagement, and creative expression. Located in Anchorage and on community campuses in Southcentral Alaska, UAA is committed to serving the higher education needs of the state, its communities, and its diverse peoples. The University of Alaska Anchorage is an open access university with academic programs leading to occupational endorsements; undergraduate and graduate certificates; and associate, baccalaureate, and graduate degrees in a rich, diverse, and inclusive environment.<sup>3</sup>
- *MSC Mission Statement:* The college serves the geographically and culturally diverse region of the Matanuska-Susitna Valley and, as a college within the largest university in Alaska, it serves the people of the state and the nation. The mission of the college reflects a desire to build on the strengths of the history of the state, its diverse languages and cultures, and the individual experiences of our students.<sup>4</sup>



As satellite of UAA within the UA system, MSC's plays a strategic role in meeting the higher education needs of Valley residents. It accomplishes this by preparing students for "future learning, employment, and community engagement through a challenging and rigorous curriculum with exceptional support"<sup>3</sup> through a unique mix of programs and curricula that have been developed over time to meet these needs<sup>6</sup>:

- 2-year general Associate of Arts (AA) program
- 2-year Associate of Applied Science (AAS) degree program in a range of specialized and technical fields. Within these fields, listed below, there are a number of Technical College Certificate and Occupational Endorsement Certificate programs that directly prepare students with the credentials to enter a number of vocations that are important to the state economy:
  - Accounting
  - Architectural and Engineering Technology
  - Computer Information and Office Systems
  - Computer Systems Technology
  - Information Technology Specialists
  - Human Services
  - Refrigeration and Heating Technology
  - Small Business Administration
  - Paramedic Technology
- Coursework in support of a UAA degree through partnership programs including:
  - AAS in Nursing
  - AAS in Early Childhood Development
  - Bachelor of Human Services
- College-level classes for high school students including tech prep, academic concurrent enrollment, and district-wide course agreements with



*MSC has Alaska's only Refrigeration and Heating Technology technical certification program*



*Nursing and emergency medical services are high demand courses at MSC*

the Matanuska-Susitna Borough School District; and

- Noncredit vocational and personal enrichment courses, continuing education courses, professional development courses, and selected upper-division courses as demand warrants.

MSC also plays a role in the greater UA system by providing a strong foundation for a Baccalaureate and serving as a feeder to UAA and other 4-year programs. Finally, MSC provides an alternative location for UAA students living in the Valley to take required courses, or for Anchorage-based UAA students to find openings in courses that might be full or unavailable at the main campus.

## **Campus History and Regional Context**

MSC originated as Palmer Community College, offering its first courses to residents of the Matanuska and Susitna Valleys in 1958. It is one of several regional colleges, formed initially under the territorial Community College Act, that over the decades have fulfilled important roles as<sup>7</sup>:

- "Essential human development agencies and integral parts of their communities";
- "Cost-efficient and productive education units in the state"; and
- "Contributors to the educational and economic well-being of the state and its residents".

Classes were originally held at Palmer High School. By 1970, as the population in the region and demand for classes grew, a decision was made to relocate the campus to somewhere between Palmer and Wasilla. In 1971 the newly formed Mat-Su Borough donated 100 acres toward locating the campus at its current site



(see map 1, page 4) followed by another 180 acres in 1973. Around this time, Palmer Community College's name was changed to Matanuska-Susitna College and initial construction began on the Jalmar Kerttula Building. Over the subsequent two decades, ongoing phased building projects finished out the Jalmar Kerttula Building (JKB) and Okeson Library. In 1986 Snodgrass Hall was constructed and the land base of the campus was expanded when Fred and Sara Machetanz donated 230 acres to the campus, and the Mat-Su Borough donated an additional 440 acres.

In 1987, the college was changed following university system restructuring from its previous designation as a community college and became "an extended college" or satellite unit of the University of Alaska Anchorage (UAA).

During the 1990s the Fred and Sara Machetanz building was constructed followed a decade later by construction of a partially enclosed bridge to connect the Machetanz building with Snodgrass Hall. This was followed by replacement of the Ortner Warehouse in 2005.

As MSC reaches its 50th Anniversary in 2008, the college now serves nearly 1,650 students per semester in facilities totalling 102,676 square feet on its 950 acre campus.

Overall, MSC's development reflects a regional context of growth. In the past 15 years the Matanuska-Susitna Valley has surpassed all other regions of Alaska in its rate of population and job growth.<sup>8</sup> Valley growth has especially accelerated since 2000, averaging about five percent annually. Within this pattern of growth, the 25 to 40 year age group has grown faster than the overall population, reflecting the trend of families with young



*MSC's refrigeration lab in JKP was constructed in the 1970's and is still a high demand program*

children moving to the area. After high school, about half of the residents in the 20-24 years age group stay in the Valley while half leave to pursue educational and career opportunities elsewhere.

In terms of how this growth relates to MSC, the college has an important role to play in serving the resident young adult population and the growing Valley job market, which grew on average 5.5 percent in the last decade, more than three times as fast as the rest of Alaska. Although there are a few other resources in the area—the Job Corps Center in Palmer, Mat-Su Career and Technical Vocational High School in Wasilla, and a small private college (120 students)—MSC clearly is a valuable resource in supporting development of a well-educated and qualified regional workforce.

In addition to strong growth in population, the Valley has experienced significant physical development over the past decade, including in the vicinity of the college. Although Palmer and Wasilla have grown significantly, the unincorporated suburban/rural "Core Area" between the two towns where MSC is located has experienced the most growth. The Core Area now has more than twice as many residents as Palmer and Wasilla combined.<sup>9</sup>

At the juncture of Trunk Road and the Parks Highway, a short distance from MSC, a new \$101 million acute care hospital has been constructed that is attracting top health specialists—oncologists, cardiologists, neurologists—to the region, and creating new partnership and educational opportunities in the health field. Additionally, as growth creates new traffic, a number of road projects have and will continue to be built. A major project on the horizon that affects MSC is the state Trunk Road reconstruction project to change that road into a 4 lane minor arterial,



*In 1971 MSC received its first donated land and began to develop its current campus starting with the Jalmar Kerttula Building*

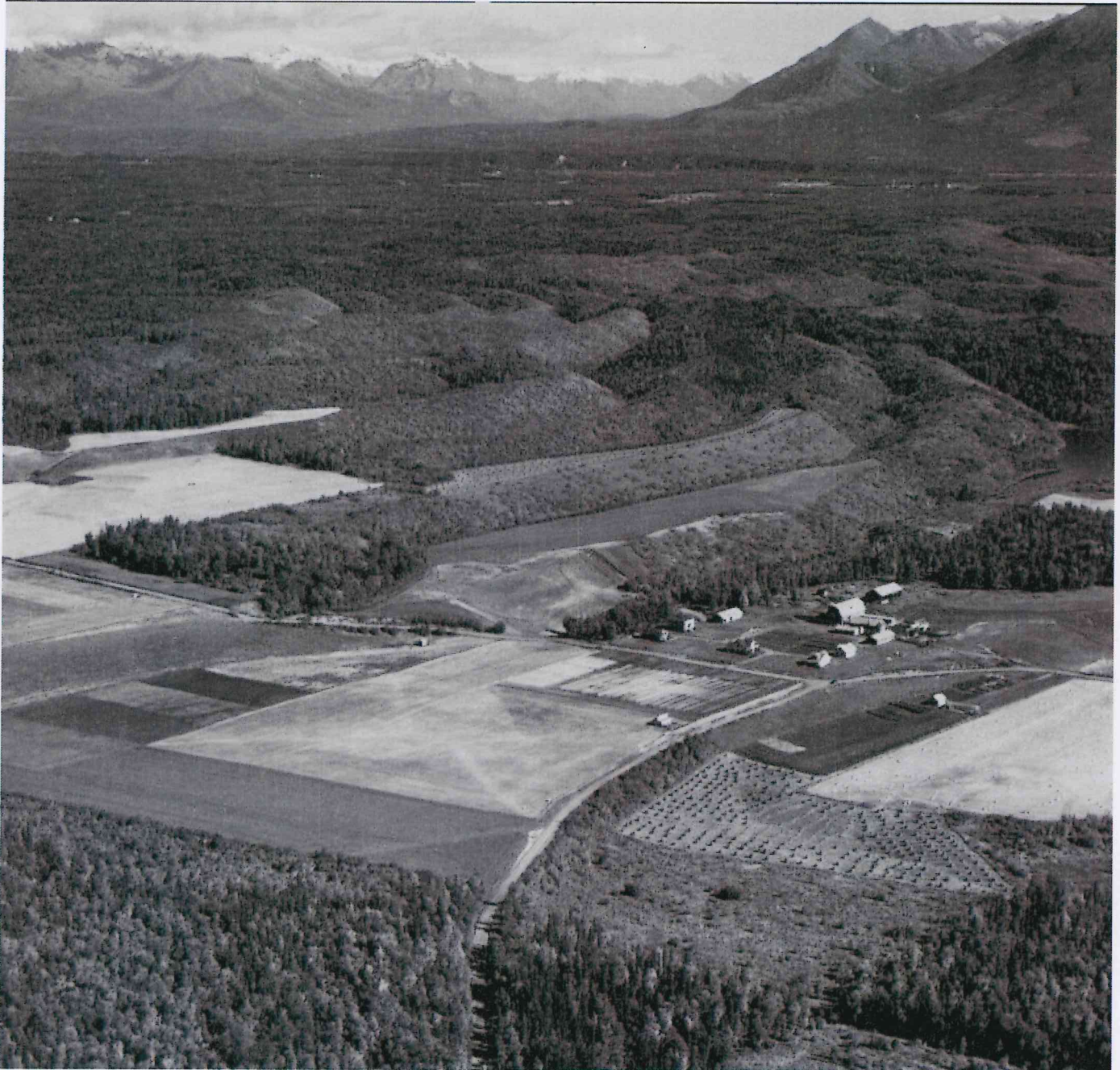


bisecting part of the MSC campus and changing its main entry access, as described later in this report.<sup>10</sup>

With the new hospital, Trunk Road upgrade, and overall growth trends, the Matanuska Susitna Borough (MSB) anticipates that the Core Area between Palmer and Wasilla will more than double in population by 2025, with the “Regional Medical Center/College campuses

vicinity becoming a major employment center with significant commercial and housing growth nearby”.<sup>11</sup>

Although the push for development and change will affect the campus, the landownership patterns directly surrounding the campus afford some stability. In addition to MSC’s 940 acres expanding northeast from the campus, the University of Fairbanks owns 1,060 acres



*This 1930's Palmer Historical Society photo shows UAF's Matanuska Experiment Farm land backed by the glacially formed ridges typical of the area. An early version of Trunk Road is in the foreground. Despite significant regional development since the 1930s in between Wasilla and Palmer —the “Core Area” of Mat-Su—MSC sits on the edge of 2,000 acres of mostly undeveloped land held by the University system for educational, experimental, and trust purposes.*

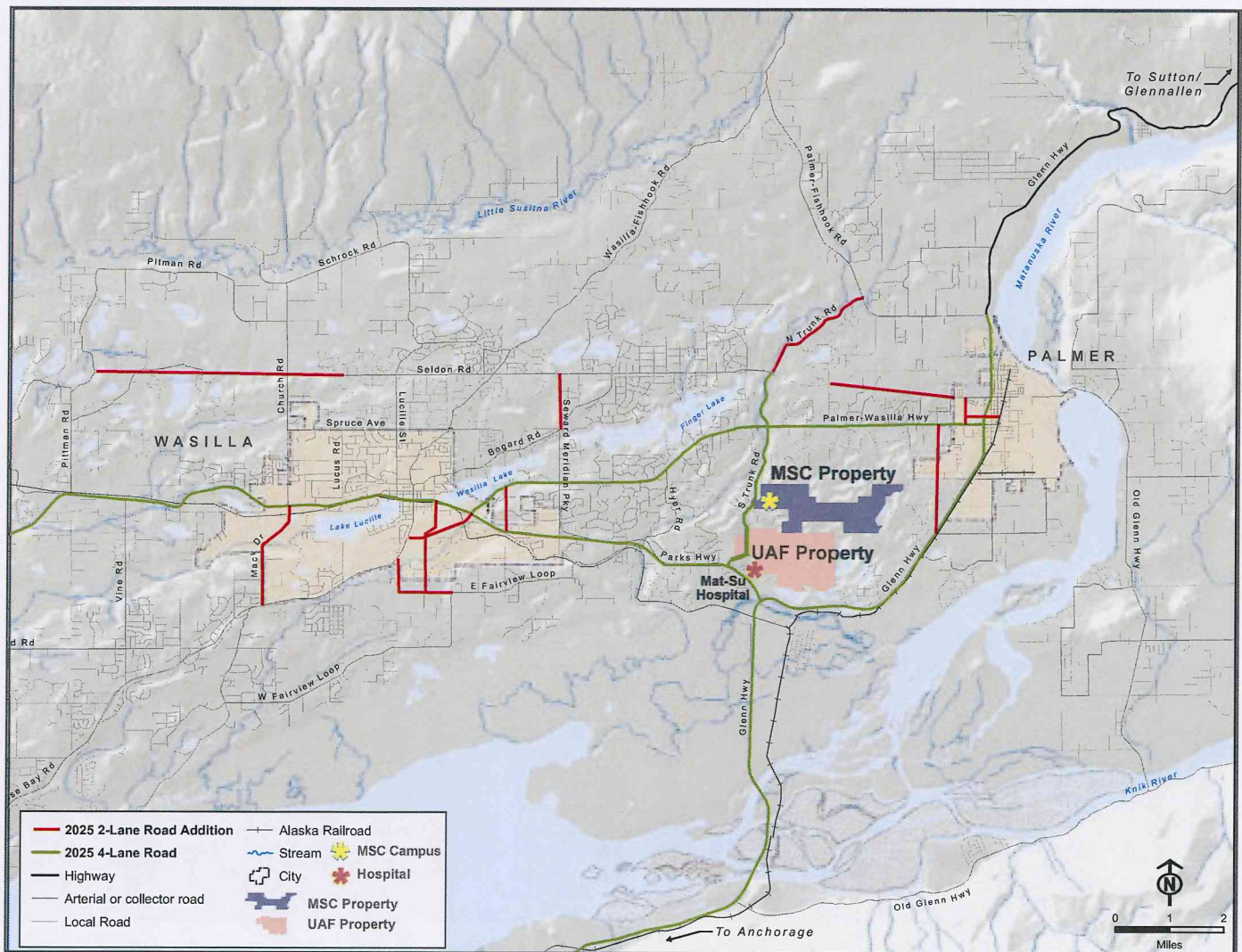




*The Mat-Su Regional Medical Center was built in 2006 and now employs 137 physicians and 600 support staff<sup>12</sup>*

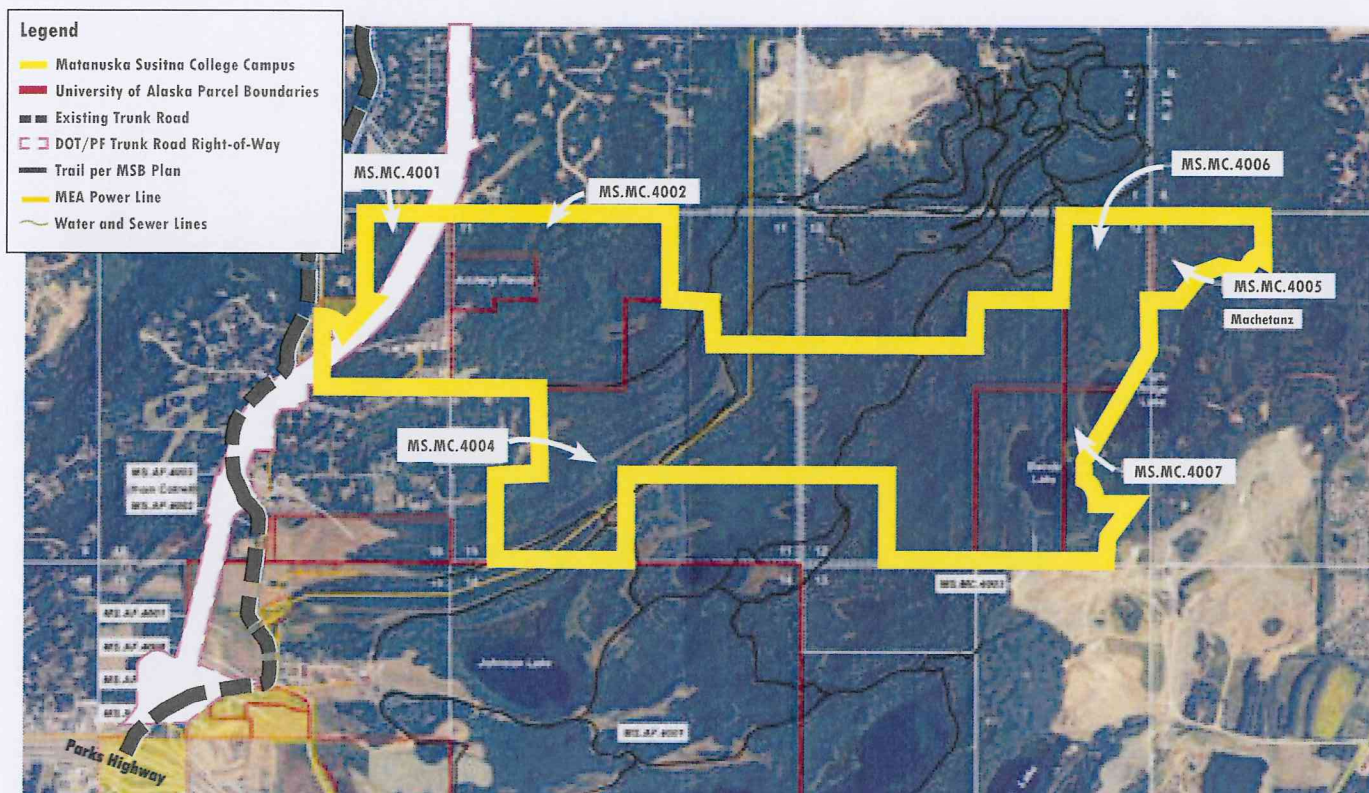
along Trunk Road associated with the The Matanuska Experiment Farm. This land base is part of the UAF Agriculture & Forestry Experiment Station established in 1917. It supports research in sustainable agriculture, land reclamation and other environmental issues. It includes 260 acres of cultivated land and 800 acres of forest land for research or demonstration purposes.

Into the future, the grouping of 2,000 total acres of University land (MSC and the UAF Ag Station) affords opportunities for guiding growth in the college vicinity and for institutional partnering, particularly in the areas of agricultural or forestry.



*Map 1 - This MSB Long Range Transportation Study map identifies base road upgrade needs until 2025. Trunk Road, the main access for MSC, is currently under design for upgrade to a 4-lane minor arterial. University system lands totalling 2,000 are highlighted.*





Map 2 - Property Map

## Mat-Su Campus Properties

Property #	Property Name	Grantor	Acquisition Date	Acreage	Deed Restrictions
MS.MC.4001	Mat-Su Campus #1	Mat-Su Borough	06/29/1971	94.88	To be used for Community College purposes
MS.MC.4002	Mat-Su Campus #2	Mat-Su Borough	03/27/1973	180	No restrictions, part of an exchange with the Borough
MS.MC.4003	Machetanz Donation	Sara Machetanz	12/17/1986	80	50 year development restriction
MS.MC.4004	Mat-Su Campus #3	Mat-Su Borough	12/17/1986	440	Educational use deed restrictions, see deed.
MS.MC.4005	Machetanz Donation	Sara Machetanz	12/05/1988	39.45	50 year development restriction
MS.MC.4006	Machetanz Donation	Sara Machetanz	12/06/1989	78.41	50 year development restriction
MS.MC.4007	Machetanz Donation	Sara Machetanz	12/11/1990	39.22	50 year development restriction

*The campus boundaries encompass approximately 940 acres of which only ten are used in direct support of educational facilities. There are a total of seven contiguous parcels which make up the Mat-Su Campus. The existing campus is almost entirely situated in the southern portion of Parcel MS.MC.4001, which was acquired from the Mat-Su Borough in 1971 for the purpose of establishing a Community College. The property was expanded to include parcel MS.MC.4002 in 1973. In 1986, Sara Machetanz donated Parcel MS.MC.4003. This was matched with a donation of Parcel 4004 from the Mat-Su Borough. In subsequent years, the Machetanz Family donated Parcels MS.MC.4005, 4006, and 4007. All of the parcels donated by the Machetanz Family have a 50 year restriction on development.*

*The Archery Range (shown on the map) is currently permitted through August 31, 2011. The permit can be terminated with a 30 notice on the part of the University.*

*The Alaska Department of Transportation and Public Facilities has completed negotiations with UAA to acquire public right-of-way to the re-development of Trunk Road. The right-of-way will bisect Parcel MS.MC.4001.*



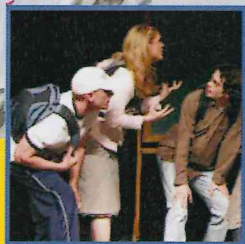


# PRINCE • WILLIAM • SOUND COMMUNITY • COLLEGE

## UAA Campus Facility Master Plan 2009 - 2019



Draft June 2, 2009



*"Large Enough to Serve You, Small Enough to Care"*



# Prince William Sound Community College Locations



## Main Campus

303 Lowe Street  
P.O. Box 97  
Valdez, Alaska 99686  
Phone: 907-834-1600  
Toll-Free: 1-800-478-8800  
Fax: (907) 834-1611



## Cordova Campus

702 2nd Street  
P.O. Box 1248  
Cordova, AK 99574  
Phone: 907-424-7598  
Fax: 907-424-7588



## High School Programs

High School students in Valdez, Glennallen and Cordova receive college instruction in their facility for entry level PWSCC courses.



## Copper Basin Campus

P.O. Box 730  
Glennallen, Alaska 99588  
Phone: 907-822-3673  
Fax: 907-822-5574



## "Wired In-Locations"

PWSCC students in rural and remote communities are "wired-in" to class real-time via two way audio-visual equipment. Chistochina (left) is one of 7 current sites.

## Acknowledgements:

A special thanks to the many staff, students, and community supporters who volunteered input and insight for this effort, and especially to Doug Desorcie, Campus President.

---

# PRINCE • WILLIAM • SOUND COMMUNITY • COLLEGE

---

*Large Enough to Serve You, Small Enough to Care*

## **Chancellor's Message**

---

(Insert text)

## **President's Message**

---

June 2009

Prince William Sound Community College is independently accredited by the Northwest Commission on Colleges and Universities (NWCCU). The College was established in 1978 and today is the only accredited Community College in the University of Alaska System, and an affiliate of the University of Alaska Anchorage. The Community College serves a geographic area of more than 44,000 square miles.

In September of 2008 the Community College began the master planning process and as a result has produced this planning document that will guide us through the next decade. The master plan will support our future direction in providing quality programs and services to all we serve. I would like to take this opportunity to thank all who have contributed in this process as we together look towards the bright future of Prince William Sound Community College.

Warm regards,

Douglas A. Desorcie



## University of Alaska Board of Regents - Policy Reference Table

This Master Plan was developed in accordance with Board of Regents Policy 05.12.030, which is provided in full below. To demonstrate where specific policy elements are addressed within the document, a reference table highlights where each element is covered in the PWSCC Campus Master Plan, by section and page number.

### **05.12.030 Campus Master Plans (09-19-08)**

- A. Intent:** The administration will develop and present to the board for adoption, a campus master plan for each campus. The purpose of a campus master plan is to provide a framework for implementation of the academic, strategic and capital plans.
- B. Contents:** A campus master plan will contain, at minimum, maps, plans, drawings or renderings, and text sufficient to portray and describe the following elements. Projections will be developed for 10 years and may be developed for other intervals.

<b>Campus Master Plan Required Elements BOR 05.12.030 B</b>	<i>Where each element is covered in the PWSCC Campus Master Plan (by Section and page)</i>
1. Projected enrollment and other factors affecting the need for facilities and infrastructure;	Section 1 (pages 5-7); Section 6 (page 37).
2. General areas for land acquisition and disposal;	Section 6 (pages 36 and 38).
3. The general location of new or upgraded infrastructure, including roads, parking, pedestrian circulation, transit circulation, and utilities;	Section 6 (pages 36 and 38).
4. Demolition of buildings, structures, and facilities;	Section 6 (page 38).
5. General location, size, and purpose of new buildings, structures, and facilities;	Existing - Section 2 (page 12). Proposed - Section 6 (page 36 - 37).
6. Guidelines for landscaping;	Section 6 (pages 38-39).
7. General location and intent for open spaces, plazas, etc.;	Section 6 (pages 36, 39 and 40).
8. Guidelines for signage, both freestanding and on buildings and structures;	Section 6 (pages 40-41).
9. Architectural guidelines for all buildings, structures, and facilities;	Section 6 (page 41-42).
10. Environmental and cultural issues ADA accessibility Energy conservation	Section 6 (page 42).
11. The relationship of the campus to its surroundings and coordination with local government land use plans and ordinances; and	Section 1 (pages 4 - 5); Section 2 (pages 8-15); and Section 6 (42).
12. General priorities for capital projects.	Valdez - Section 6 (page 36, 42-43) Other PWSCC sites (lease and/or outreach campuses) - Section 6 (page 43) and Section 3 (pages 20, 22, 25).

### **C. Development; Review and Update; Revision, and Amendment**

1. Development: The administration will implement a process for development of the campus master plan that allows for participation by the local government and members of the university community, to include faculty, staff and students.
2. Review and Update: A campus master plan will be reviewed and updated on a five to seven year cycle.
3. Revision and Amendment: A campus plan may be revised or amended from time to time. An amendment to accommodate a proposed specific capital project shall be considered and approved by the board prior to consideration of the proposed capital project.

### **D. Purpose and Function; Renovations**

1. Purpose and Function: When adopted by the board, the campus master plan governs the capital improvements plan and budget request for the campus, and approval of all proposed capital projects on the campus. The board may not grant schematic approval for a capital project request unless it implements the adopted campus master plan.
2. Renovations: When a capital project consists of the renovation of an existing building, structure, or facility, as part of the renovation, the exterior and immediate environs of the building, structure, or facility should be brought into conformance with the campus master plan to the extent reasonably possible.

# Prince William Sound Community College

## Campus Facility Master Plan 2009 - 2019

*Draft June 2, 2009*

### Table of Contents

---

*Chancellor and President's Messages*

*University of Alaska Board of Regents Policy Reference Table*

#### Chapter 1. Introduction / page 1

- Master Plan Purpose & Scope
- PWSCC's Mission and Strategic Role
- Campus History & Regional Context
- Campus Trends: Enrollment and Program Demands
- Anticipated Facilities & Infrastructure Needs to Meet Student Enrollment

#### Chapter 2. Main Campus Existing Conditions / page 8

- Community Context
- Environmental and Cultural Issues
- Campus Configuration & Existing Infrastructure
- Building Inventory & Conditions

#### Chapter 3. Other PWSCC Site Conditions / page 18

- Copper Basin Campus
- Cordova Campus
- "Wired-In" Outreach Campus Sites

#### Chapter 4. Campus Academic Plan & Vision / page 26

- Academic Plan Highlights
- Short-Term Immediate Campus Needs
- Long Term Campus Needs
- PWSCC's Special Niche and Future Vision

#### Chapter 5. Current Requests and Projects / page 32

- Fiscal Year 2008 - 2013 Capital Requests
- Projects Planned and Underway

#### Chapter 6. Campus Facility Master Plan / page 36

- Main Campus Recommendations
- Other PWSCC Site Recommendations

References - End Notes

Appendix - Building Floor Plans & Documents of Record



Figure 1.  
PWSCC Service Area  
& Locations



## "Wired - In" Locations

**23 Students** located in:

Chistochina  
Kenny Lake  
Chitina  
Mentasta  
Slana

## High School Concurrent Enrollment

**Students: 65**

Valdez  
Cordova  
Glenallen

## Training / Other

**Averages more than 1500 Individuals annually (including non-matriculated)**

Alyeska Pipeline Service Company/SERVS Oil Spill Response and Marine Safety Training: 700 participants

Arctic Slope Regional Corporation Training: 250 participants

Last Frontier Theater Conference: 300 registrants, plus 200 local participants

### Valdez Main Campus



**Students:** 70 full time; 896 part time  
8 Faculty; 29 Adjuncts; 35 Staff  
4.39 acre campus, 28,000 s.f. building  
Off-campus facilities: consortium library, residence halls (40 bed)

### Cordova Extension



**Students:** 1 full time; 77 part time  
7 Adjuncts, 3 Staff  
Leased Building: ≈ 4,200 s.f.

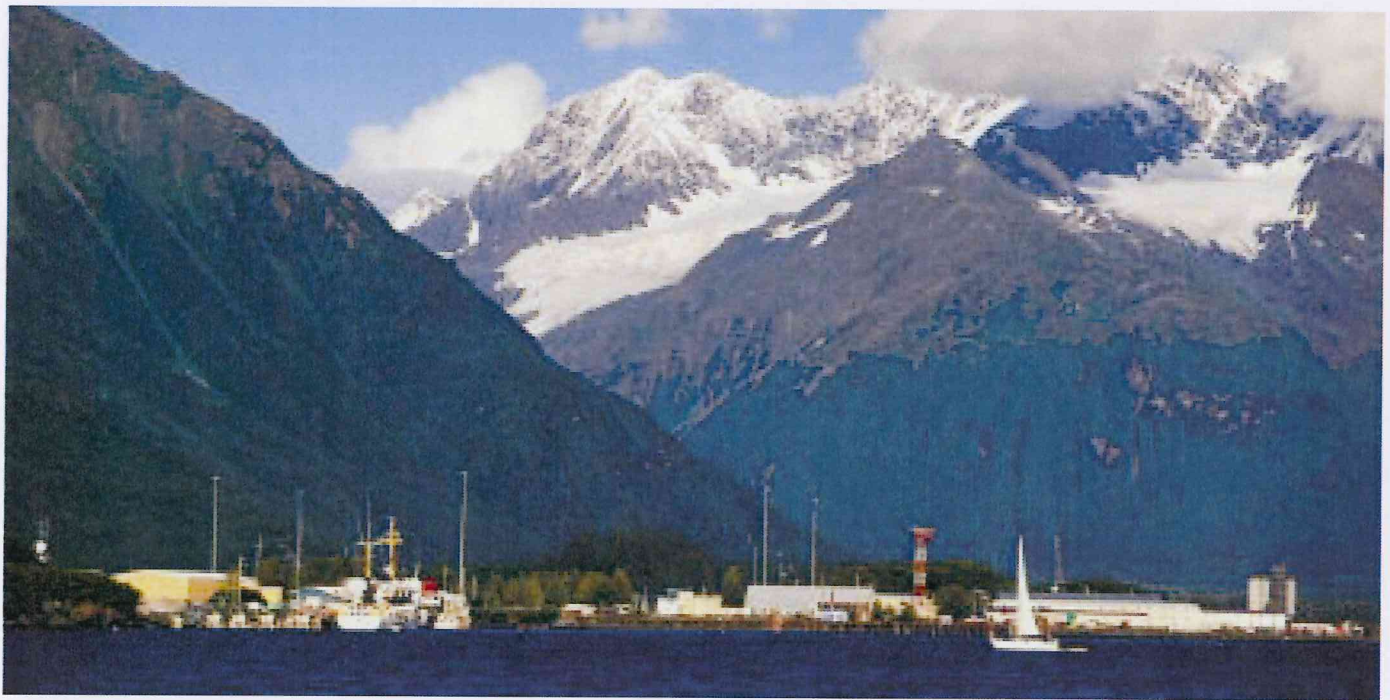
### Copper Basin Extension



**Students:** 8 full time; 61 part time  
10 Adjuncts; 2 Staff  
Leased Building ≈ 6,000 s.f.

SOURCE: PWSCC Registrar Fall 2008 data





*PWSCC's main campus is located in Valdez, Alaska*

# 1. Introduction

## Master Plan Purpose and Scope

Prince William Sound Community College (PWSCC) is an independently accredited Community College and affiliate of the University of Alaska Anchorage (UAA). A regional context map that highlights PWSCC's service area and locations is provided on page 2.

PWSCC consists of a main campus and administration located in Valdez and extension sites in Glennallen and Cordova. The college serves a geographical area of 44,000 square miles, an area larger than many U.S. states. Because of its large service area and dispersed population, PWSCC has developed a flexible service model that provides courses where and when needed.

PWSCC courses can be found on campus, online, in regional high schools, at industrial job sites, aboard boats in the Gulf of Alaska, and at "wired-in" outreach sites, consisting of a number of small villages and communities where there is sufficient infrastructure to power audio-visual equipment. "Wired-in" classes allow students to attend PWSCC campus classes in real time as active participants, based from their village or home community. This model of distance education works better than online classes for PWSCC because most prospective students

in small communities are unlikely to have the computer equipment, telecommunications bandwidth, computer knowledge, and sometimes electrical service required to participate on an personal or individual basis.

This Master Plan primarily focuses on planning for the main Valdez campus, with some coverage of the PWSCC extension sites that are located in leased facilities. Additionally, there is some coverage of PWSCC's unique facility planning and funding needs relative to "off campus programs," such as the need for an expanded IT staff and communications infrastructure in Valdez.

The purpose of this Master Plan is to guide phased site and facility improvements over the next five to ten years (2009-2019), in order best to meet the unique demographic and higher education needs in the Prince William Sound Region. It is intended as a "living document" which reflects the aspirations of the campus in accordance with UA Board of Regents Policy (P05.12.030). Thus, the planning process does not end with the approval of a plan as such, but will be revised as necessary in response to changes in strategic plans, educational objectives, enrollment plans, teaching techniques, space plans, new technologies, regulatory mandates, and expected funding.



This Master Plan was developed thanks to the help and generous input from PWSCC's administrative and academic staff, students, local community members, University of Alaska Land Management personnel, and people in UAA's Department of Facilities, Planning and Construction. Like other campus master plans, this document is a sub-chapter to UAA's Campus Master Plan, which supplies more detailed system-wide information. The document is organized as follows:

**Chapter One** describes PWSCC's strategic mission and role within the UA system as a whole, as well as PWSCC's history and regional context, future student projections, and trends that could play a role in future campus planning needs.

**Chapter Two** describes the Main Campus Existing Conditions, including the Valdez Campus configuration, facilities and conditions, utilities, circulation and land use and site considerations.

**Chapter Three** provides a brief overview of PWSCC facilities and operations at other sites, including the extension sites, Wired-In sites, and High Schools.

**Chapter Four** provides a vision and input on future development and improvement of the main campus in support of the college's academic plan.

**Chapter Five** lists current capital requests and projects.

**Chapter Six** presents several Master Plan Recommendations, including Capital Improvement Priorities and approaches for phasing investments over the life of the plan, in anticipation of changing conditions.



*PWSCC serves the largest percentage of Native Alaskan students of any UA campus. Partnering with traditional villages and communities on outreach campus sites supports participation.*



*PWSCC plays an important role in a region where professional training related to oil and marine services are routinely needed*

## Mission and Role in UA System

PWSCC is an independent community college within the University of Alaska (UA) system, and an affiliate college of UAA serving more than 1,500 students per semester. The college serves three overall missions:

- UA Mission Statement: The University of Alaska inspires learning, and advances and disseminates knowledge through teaching, research, and public service, emphasizing the North and its diverse peoples. (Board of Regents Policy P01.01.010).
- UAA Mission Statement: The mission of the University of Alaska Anchorage is to discover and disseminate knowledge through teaching, research, engagement, and creative expression. Located in Anchorage and on community campuses in South-central Alaska, UAA is committed to serving the higher education needs of the state, its communities, and its diverse peoples. The University of Alaska Anchorage is an open access university with academic programs leading to occupational endorsements; undergraduate and graduate certificates; and associate, baccalaureate, and graduate degrees in a rich, diverse, and inclusive environment. (Board of Regents Policy P01.01.020).
- PWSCC Mission Statement: Prince William Sound Community College offers accessible and affordable education to students of all ages, races, cultures, economic levels, and previous educational



experience. As a public, comprehensive community college, this multi-campus institution offers lower-division college transfer, occupational, technical, basic skills, wellness, cultural, and community education programs. Partnerships with business, industry, educational institutions, and public sector agencies provide training opportunities for the local work forces and promote economic development. Through effective teaching and supportive student services, Prince William Sound Community College prepares students for success as individuals, members of a democratic society, and citizens of a rapidly changing world.

PWSCC is accredited by the Northwest Commission on Colleges and Universities, an institutional accrediting body recognized by the Council on Postsecondary Accreditation and the U.S. Department of Education. As an independent Community College within the UA system, PWSCC's primary role is to meet the higher education needs of its region. PWSCC provides a unique mix of programs and curricula that has been developed over time to meet these needs:

#### BACHELOR DEGREES

- Bachelor of Business Administration, BA (UAS)
- Bachelor of Human Services, BS (UAA)
- Bachelor of Science, Technology with Business Option, BS (UAA)

#### ASSOCIATE DEGREES

- Associate of Arts, AA
- Computer Information and Office Systems, AAS
- Disability Services: Community Support Emphasis, AAS
- Disability Services: Educational Support Emphasis, AAS
- Disability Services: Speech-Language Support Emphasis, AAS
- Human Services, AAS (In Cooperation with UAA)
- Industrial Technology: Electrical Power Generation, AAS
- Industrial Technology: Millwright, AAS
- Industrial Technology: Oil Spill Response, AAS
- Industrial Technology: Safety Management, AAS
- Playwriting, AFA

#### CERTIFICATES

- Disability Services
- Electrical Power Generation
- Computer Information and Office Systems
- Oil Spill Response
- Safety Management



*PWSCC offers an associate degree in playwriting, and creates opportunities for students to "learn from the greats" during the annual summer Last Frontier Theatre Conference.*

#### OCCUPATIONAL ENDORSEMENT

- Computer Information and Office Systems
- Direct Support Services

#### OTHER EDUCATIONAL SERVICES

- Adult Basic Education
- Wellness Center
- College-level classes for high school students including tech prep, academic concurrent enrollment, and district-wide course agreements with the local School District; and
- Noncredit vocational and personal enrichment courses, continuing education courses, professional development courses, and selected upper-division courses as demand warrants.

PWSCC also plays a role in the greater UA system, by providing a strong foundation for a Baccalaureate and serving as a feeder to UAA and other 4-year programs.



## Campus History and Regional Context

During statehood in 1959, the new Alaska State Constitution (Section 7) and Alaska Statutes (Title 14) addressed the importance of higher education and established a legal framework for the entire University of Alaska system, including the UA Board of Regents as its governing entity.

In 1971, concerned citizens of Valdez and Cordova petitioned the University of Alaska to establish extension offices in each of their communities. That year, what eventually became PWSCC offered the first courses in both towns.

In 1988, the University of Alaska leased the facilities of the Growden-Harrison School from the City of Valdez and the Prince William Sound Community College established its new home on Valdez's Park Strip. In 1991 the city conveyed title to the Growden-Harrison School to the University of Alaska. Since that time the building has undergone a number of remodels and renovations, with the most recent addition being the Maxine and Jesse Whitney Museum, which opened in May 2008.

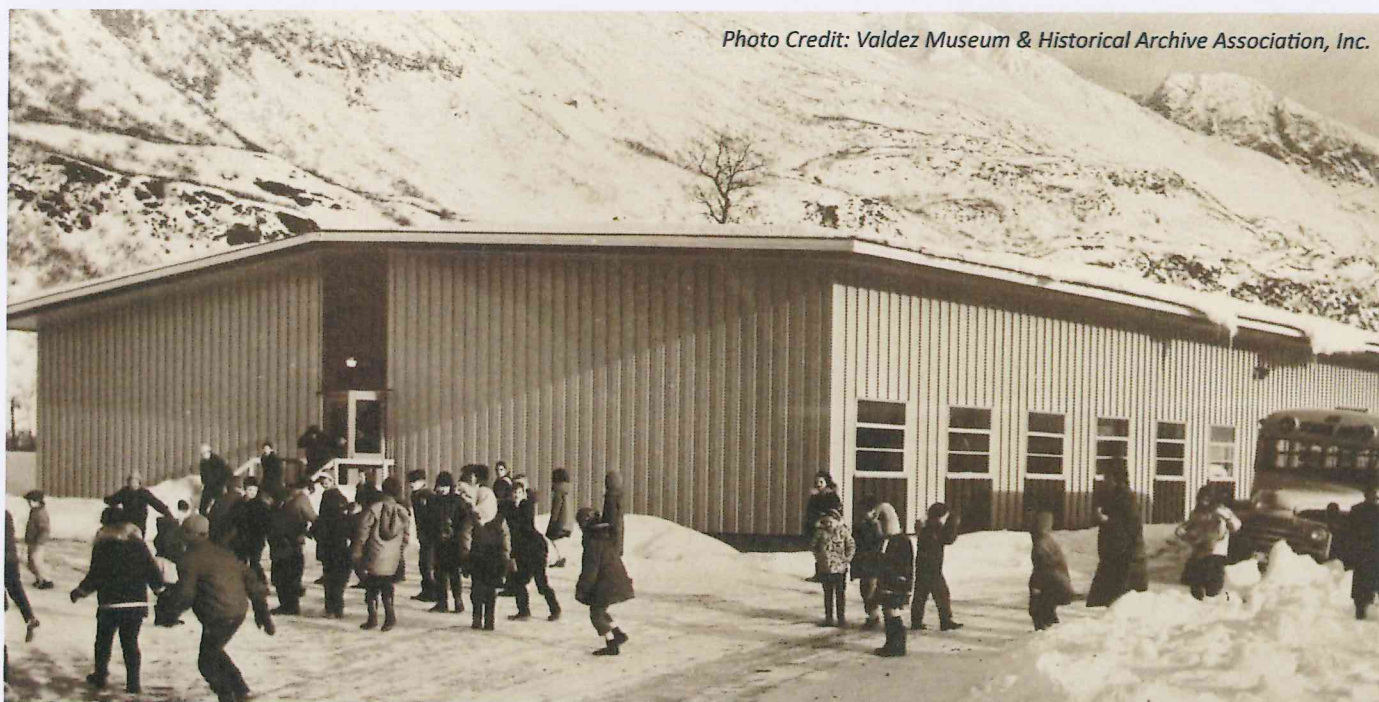
In 2000, PWSCC acquired its first student housing from the Alaska Housing Finance Corporation. The campus

in Valdez is unique among UAA's satellite campuses, as it is the only campus outside of Anchorage that offers student housing.

In 2003, PWSCC established a Theater Department. Each year, the City of Valdez hosts the Last Frontier Theatre Conference, which draws internationally known talent to this small community in beautiful Prince William Sound. The conference is a focus of the Drama Department and the department has gained recognition throughout Alaska as a premier program.

Today, as Prince William Sound Community College approaches its 40th anniversary, the college serves approximately 1,500 students per semester, including 60 to 70 full-time students. PWSCC does not charge out-of-state tuition and attracts students from around the United States, as well as a number of foreign countries. First year students from Valdez receive scholarships to attend PWSCC, providing local residents a very accessible portal into the University system.

Prince William Sound Community College also enjoys a unique relationship with its host community, since the City of Valdez provides the college with substantial financial support. For example, in 2009 the city has pledged \$700,000 dollars toward supporting the college.



*Photo Credit: Valdez Museum & Historical Archive Association, Inc.*

*The PWSCC Main Campus is built around what used to be the "Growden-Harrison School", built following the 1964 earthquake and relocation of the Valdez townsite. The photo above was taken shortly after the school opened, circa 1967. By the late 1980's the school was outgrown and a new facility constructed; in 1988 PWSCC moved to the site.*





*PWSCC serves a number of coastal communities that are nestled in among the rugged, heavily glaciated Chugach Mountains*

Prince William Sound Community College plays an important educational role for a huge geographical area and a regional population of 9,362 (US Census estimate, 2008). While the regional population is declining by about 3% per year, the need for higher education, and occupational education in particular, is expanding. For a number of years unemployment in the region has topped 10%. PWSCC offers a low-cost opportunity for motivated individuals to meet the educational requirements for a shifting job market.

Since the construction of the Trans-Alaska Pipeline System (TAPS) and the location of its shipping terminus at Valdez, PWSCC's relationship with the employees of the Alyeska Pipeline Service Company has been close. The college has provided training and courses for oil service sector employees, particularly in hazardous waste management and oil spill prevention and technologies. In 2007 however, a major pipeline control center was automated and re-located to Anchorage, reducing the number of oil-sector jobs in Valdez. Furthermore, general declines in oil production and energy costs have begun to erode the region's employment and municipal tax bases, while at the same time significantly raising the cost of living. Escalating heating and utility costs in 2007 and 2008 made PWSCC Student Housing fixed costs a highly attractive alternative to other local housing options.

Valdez is currently the northernmost ice-free port in North America, and PWSCC's service area spans

hundreds of miles of coastline. Besides oil shipping, PWSCC also has long played a role in supporting fisheries related activities by providing coursework in fisheries, refrigeration, and marine safety management. Prince William Sound's unique natural beauty also brings opportunities to the region related to tourism, outdoor recreation, and environmental research. Valdez is also the home of a U.S. Coast Guard station with about 250 employees. They often are interested in furthering their education during their tour of duty, as long as the credits are transferable.

PWSCC's service area includes much more than Prince William Sound, as it extends north from the coast deep into Alaska's interior. Connected to Valdez and Anchorage by road, employment in the interior region consists of pipeline services, flexible (North Slope) work arrangements, local services and small businesses. These economic activities are often connected to highway traffic on the Richardson, Edgerton, and Glenn Highways, and the Tok Cutoff. Back from these main roads there are also a number of widely dispersed homesteads, farms, and villages. Tourism and subsistence activities associated with highway traffic, Copper River fishing and the Wrangell-St. Elias National Park and Preserve also play substantive roles in the region's economy.

Alaska Natives make up a significant percentage of the region's population, both on the coast and in the interior. They are also well-represented in the college, making up twelve percent of the student body. PWSCC



*PWSCC also serves interior communities, including Native Alaskan Villages with young people who will need low-cost, flexible education options to get them into the job market*





*Despite historic economic ups and downs, the region has a diversity of smaller scale activities ranging from tourism to trapping that tend to maintain a baseline population.*

has been proactive in seeking Title III Grant funds to support educational opportunities for Alaska Native students, including in nursing and in “wired-in” Video Conference options for study that allow students to remain in their villages and connected with their communities.

Regional indicators and population demographics show clearly that opportunities for adult education are important in the region, especially as its economy faces transition and oil production declines. Historically, the region has survived a number of booms and slumps, starting with the Gold Rush, and extending through Richardson Highway Construction, the 1964 Good Friday Earthquake, construction of the Trans-Alaska oil pipeline, and the Exxon Valdez oil spill. During the down times, a range of smaller scale activities, including fishing, mining, fur trade, transportation, agriculture, tourism, subsistence, health and education services, have always maintained some level of population. In this context, PWSCC has an enduring role to play in response to its region’s dynamic needs.

## Campus Trends - Enrollment and Program Demands

Throughout Alaska, for at least the last decade, there has been a migration from some rural Alaskan communities to Alaska’s urban centers. The Prince William Sound Region is no exception to this trend. The

regional population, which is sparse to begin with, is gradually declining today. Recent increases in fuel costs, comparatively high unemployment and other factors are increasing the pressure for out-migration. This decline is readily apparent in the number of students PWSCC serves. In the fall of 1998, the college enrolled 1,926 students. In the fall of 2007, that number had dropped to 1,223, a decline of 37%.

While Prince William Sound Community College serves more degree-seeking students than it did a decade ago, degree-seeking students are a small fraction of the entire student body. PWSCC truly serves as a community college for the Prince William Sound region. Following are some of its distinguishing characteristics:

- PWSCC has an extensive industrial training component which strongly influences the composition of the student population. The college maintains a close relationship with the Alyeska Pipeline Service Company and with the fishing industry.
- More than 90% of the students attending PWSCC are not seeking a college degree and have not been admitted to one of the associate degree programs offered by the college. More than 90% attend part-time and of those, more than half take fewer than 3 credits.
- More than half the student population is male, which is the highest percentage of any UAA campus. This is probably attributable to the fact that local industries have a high percentage of male employees.
- PWSCC has an older student population, as more than half the students are more than 30 years of age.
- Due to a comprehensive Dual-Credit Program with regional high schools, PWSCC also has the largest percentage of students under the age of 18 years. In fact, underage students constitute 17% of the student population.
- PWSCC has the highest number of Alaska Native students of any campus outside of Anchorage. Alaska Native students constitute 12% of the overall student population.

Currently there is little to indicate that the trend in declining population will change in the near future. This will likely translate to fewer students attending PWSCC in the years to come. The facts remain, however, that students in this region of our state have significant higher education needs, and that PWSCC will continue to meet those needs.



Based on these trends, master planning for Prince William Sound Community College anticipates the following:

- Given declines in enrollment and regional population, existing campus facilities are generally adequate to support the current and projected enrollments and programs;
- While enrollment decline has been occurring at PWSCC, there is a need and therefore potential for growth through re-vamped or new programs such as the Millwright and Outdoor Leadership programs. Such programs offer innovative responses to economic trends, industry needs, and student interests. Thus, to some extent, enrollment declines may be partly offset by demand for new opportunities, re-training, and distance education in response to regional needs and trends.
- Additional unforeseen program facility needs may emerge during the life of this plan, particularly in the areas of vocational training, expansion of “wired in” outreach campus sites;
- Student enrollment from outside the region may actually grow slightly, primarily due to PWSCC’s competitive tuition pricing, access to world-class recreation, and the generally supportive community environment the college enjoys.

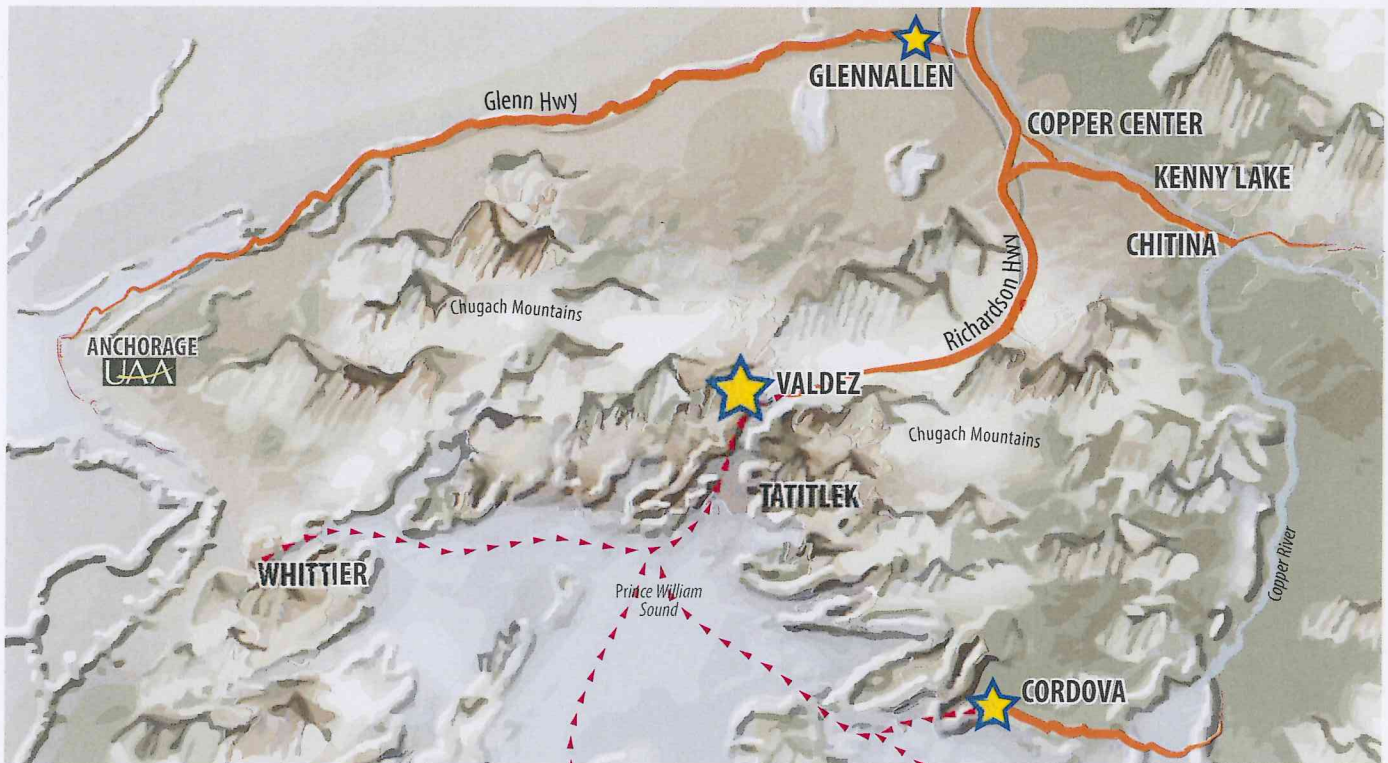


*Although enrollment has been in decline at PWSCC there is potential for growth through re-vamped or new programs, and innovative responses to economic trends, industry needs, and student interests.*

## Anticipated Facilities & Infrastructure Needs to Meet Student Enrollment

For the anticipated timeframe of this master plan, the existing facilities, combined with projects identified in the master plan are adequate to support Student enrollment at PWSCC.





Valdez regional context map - Valdez is connected to other communities by air, the Richardson Highway and the Alaska Marine Highway. Transportation costs to and within the region can be expensive. The City of Valdez is dominated by glaciated mountains on the north (Chugach range), and water to the south (Valdez Arm, Prince William Sound on the Gulf of Alaska).



Vicinity Map with PWSCC Campus, Student Housing, Consortium Library, and Valdez High School class locations are highlighted