



University of Alaska Community Campus Impact Study

*Prepared for:
University of Alaska
University Relations*



Research-Based Consulting

Juneau
Anchorage



April 2010

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Executive Summary

This report is a compilation of 13 University of Alaska (UA) community campus impact reports (12 physical campuses and the Rural College virtual campus) completed by McDowell Group between April 2009 and March 2010. In the spring of 2009 when these studies began, data for 2008 was the most recently available; therefore the reports focused on fiscal year 2008 and Fall 2008. The reports present descriptions of each campus, its service area, and programs and degree offerings. Data gathered included enrollment, student demographics, campus employment, revenues, and spending. Copies of the 13 individual campus reports are available from each campus.

The purpose of these reports was twofold. One was to highlight the community campus system's significant employment, payroll, and economic activity in more than 50 Alaska communities. These impacts not only occur in Alaska's larger urban centers but also affect many of Alaska's rural regional centers and villages. The analysis of quantifiable measures is based on the aggregate of all 13 UA community campuses. Following the aggregate analysis, a table outlining each campus's contribution to the total is presented. Second, and at least as important, is the qualitative information concerning the positive social and economic impacts UA community campuses and programs have on individual Alaskans, their families, and their communities. Qualitative information was gathered through interviews with campus administrators, local government officials, community leaders, and prominent individuals within the business communities to capture their opinions of the impacts of their local community campus. These individuals provided many heart-felt comments on the positive impacts that UA community campuses have on their communities.

Quantitative Findings

A summary of key quantitative findings of the studies follows.

Community Campus Student Profile (Fall 2008)

- Combined, the 13 campuses served 12,832 students. Nine out of 10 students were from among 250 communities within the state of Alaska. Slightly more than two-thirds of students attended part-time. Just over half of students were degree seeking. Sixty percent were female. Nearly two-thirds were white and one out of five students was Alaska Native. The average age of students at 10 out the 13 UA community campus was above the UA system-wide average of age 30.

Student Success

- Community campuses awarded 700 degrees and certificates in FY 2008. Two-thirds were Associate degrees and 31 percent were certificates.

Community Campus Direct Spending

- Combined (routine and capital) direct expenditures within Alaska totaled \$82 million in FY 2008.
- Combined, campus nonpersonnel spending in Alaska totaled \$22.7 million and occurred with hundreds of Alaska businesses in more than 50 Alaska communities.
- Fairbanks and Anchorage benefitted from community campus spending for goods and services (\$4.1 million and \$3.6 million respectively). Spending for goods and services in the home communities of the 13 campuses totaled \$11.5 million and contributed significantly to those communities' economies.

Direct Employment and Payroll

- UA community campuses combined employed a total of about 1,400 people statewide (mid-semester) in FY 2008, with average annual employment of about 1,140 people.
- Community campus Alaska-based faculty and staff received virtually all of the combined campuses \$54.7 million in payroll in FY 2008. Most payroll expenditures for each campus were in the campuses' home communities and service areas. A very small portion went to faculty living out of state.
- Fund Five capital expenditures added \$4.6 million to in-state payroll spending and \$4.4 million in expenditures for goods and services.

Total Economic Impacts

- Based on UA community campus annual average statewide direct employment of 1,144 full-time/part-time individuals, the campuses had an indirect and induced impact of about 630 additional jobs for a total of about 1,800 statewide jobs related to community campus spending. The additional payroll associated with this indirect and induced employment totaled about \$27 million statewide for a total estimated statewide community campus-related payroll impact of \$86 million.
- Campus spending (routine and capital) of \$22.7 million created indirect and induced activity of about \$12.6 million resulting in total estimated activity related to campus spending of \$35 million.
- Total direct spending by the campuses of \$82 million created an estimated \$39 million in indirect and induced activity. This resulted in estimated total state-wide community campus-related economic activity of \$121 million.

Statewide Economic Impacts of Community Campus Expenditures, FY 2008

| | Direct Employment and Spending* | Indirect & Induced | Total Economic Activity |
|-----------------------------------|------------------------------------|---------------------|----------------------------|
| Annual average employment | 1,144 | 630 | 1,774 |
| Labor income (payroll & benefits) | \$59,290,000 | \$26,680,000 | \$85,970,000 |
| UA community campus spending | 22,703,000 | 12,259,000 | 34,962,000 |
| Total spending impact | \$81,992,000 | \$38,939,000 | \$120,932,000 |

Sources: UAA Financial Services, UAS Business Services and CRCDD, UAA, UAF, UAS Facilities Services, and McDowell Group analysis. Note: Figures have been rounded. *Includes Fund Five labor income and capital expenditures.

Qualitative Findings

Qualitative findings from 100 interviews were divided into five impact categories:

- **Place-Based Education**
- **Workforce Development**
- **Continuum of Education**
- **Personal Enrichment/Skill Building**
- **Quality of Life**

A summary of qualitative findings with supporting quotes follows. More extensive quotes are included in the Community Impacts section of this report.

Place-Based Education

- “Place-based education” means delivering education to the students where and when they need it. The ability of residents to engage in higher education while maintaining their lifestyle, families, and livelihood was mentioned positively by nearly all of those interviewed. Leaving their home community to further their education would be a hardship for many Alaskans. The prospect of leaving family, jobs, and other responsibilities is often a deterrent to pursuing higher education.
- Many enrollees, especially in rural areas, would not have even considered taking college courses if not for the availability of a local campus. In that sense, local campuses actually increase the statewide demand for higher education.
- The availability of local educational training provides convenient opportunities for teachers and other professionals to maintain their certifications without the expense of travel.
- Community campuses are in touch with their communities and have done a good job of customizing campus programs to meet the needs of businesses, organizations and individuals.

The following quotes provide examples of the importance of place-based education.

One of our Rural College health program students is a mother with 10 kids. She can't move out of the village to go to school. She takes a full-time class load, sits on community councils and has a job. We are there for students like this, the ones who cannot leave their life because their life is too important.

It is really nice to have local people earning degrees and qualifying for jobs that normally went to Outsiders.

I think one thing they do well is they have done a great service for the young people in the region. Instead of having to leave the area, and move to urban areas, they can stay here and complete their education. It provides a quality service, an educational service, and these young folks who don't want to leave the area and want to stay connected to their communities and families have the opportunity to do so. The campus understands the way of life out here, and makes suggestions to meet the students' unique needs.

Workforce Development

- Nearly all interviewees mentioned that their community campus was an integral part of workforce development in their area. This includes training workers who are new to an industry as well as providing ongoing education that leads to career or professional advancement.

- A trained local workforce is a significant driver for economic development in their communities. The availability of a skilled workforce helps attract and retain businesses in a community. The community campuses provide a variety of industry training opportunities around the state with significant offerings in construction trades and health care. *(For a complete list of individual campus courses and programs see the Appendix of this report.)*
- Community campuses are responsive to the needs of local industries and the community and have created extensive partnerships.
- Graduates who earn an occupational endorsement, certificate, Associate degree, or higher academic degree develop their careers and increase their earning potential. Students graduating from these career education programs are filling local jobs in high-demand areas that might otherwise go to non-Alaska residents (who may spend less of their earnings in the Alaska economy). Employers also benefit from a local source of qualified workers, resulting in an even higher level of business activity in their region.

The following quotes provide examples of the importance of workforce development in the communities.

Mat-Su College (MSC) is here to train people, mostly at an Associate's level. A lot of people go back to MSC and retool for lots of different reasons. People go, learn, and then apply what they learned, no matter what class they take. It's a driver in the workforce. Generally speaking, the more educated the people of the community are, the better the community can be.

In order to have employment in this current world economy, you must have education. To be competitive you need to have an institution nearby. A local campus makes us more attractive in the world economy.

Our main industries are commercial fishing, but we also have a need for skilled nurses, social workers, and accountants. We would have a hard time filling those positions without the campus. We really need that campus.

The economic impact is important; we are an extremely expensive place to live. For example, gas is \$7 to \$10 per gallon. The campus helps by bringing new skills so people can develop and make a living in this environment. The campus also has new curriculum and makes available classes to assist our leaders in developing ways to handle our energy issues.

The goal in our partnerships is to educate local nurses. If we fill jobs with nurses we fly in, they almost always leave, if we raise local nurses they are more likely to stay.

Continuum of Education

UA community campuses serve four purposes in the continuum of education in Alaska.

- First, the campuses encourage the state's youth to continue their education (academic or vocational) beyond high school through efforts such as Tech-prep and dual credit courses. Dual credit students can graduate from high school with one to two years of college credits. This saves time and a significant amount of money in addition to preparing them to pursue a college degree. Tech-prep allows high school students to take courses that will be required once they enroll in a program at UA,

and to experience college level academics while still in high school. These programs instill a sense of confidence in students that they can be successful at a higher educational level.

- Second, the campuses provide place-based educational opportunities that allow students to enter the higher educational system at the occupational endorsement or Associate degree level. As their skills and confidence grow, they can easily transition to higher degree programs (Bachelors, Masters, and PhD's) locally (where available) or through other UA campuses or institutions outside Alaska.
- Third, community campuses in the state's rural areas help ease the culture shock that many village residents experience when they venture outside their home community. The culture shock that occurs when someone leaves their community for the first time to attend the urban campuses of UAA, UAF, or a college outside Alaska can be traumatic, resulting in the student leaving the educational system all together, perhaps never to return.
- Fourth, community campuses prepare many Alaskans for the rigorous academic environment of the university system. According to UA Planning and Institutional Research, half of all first-time UA freshman from Fall 2005 to Fall 2009 took a preparatory course (even 35 percent of UA Scholars took a preparatory course). System-wide in FY 2008, 14 percent of all UA enrollment was in preparatory courses while 16 percent of community campus enrollment was in preparatory classes. Many adults returning to education later in life or training for new careers must relearn lost skills and need preparatory courses. Foreign immigrants also benefit from developmental courses that facilitate their assimilation into the UA higher education system. The UA community campus system offers adult basic education, GED preparatory classes, and English as a Second Language, as well as developmental level courses in Math, English, science, reading, and writing.

The following quotes provide examples of the role community campuses play in the continuum of education in Alaska.

Many of our students don't even have high schools in the communities they live, and we are now engaging those students, and offering them college courses to take while in high school. It gets them thinking about college while in high school.

UAF is collaborating in the Yukon Kuskokwim area with students K-12, which makes it possible for them to be exposed to the local university through dual credits or summer programs. The "Talent Search" offered through Kuskokwim Campus bring students into the community and gives them a perspective of what it is like to be a college student. It exposes them to career opportunities in many different areas, and it makes an impact on these young peoples' lives. It allows them to see what happens beyond their world and what opportunities exist, which makes a big difference in their lives down the road. They are able to see more than just what is in front of them because their worldview is so limited right now by staying in a village of 50 to 100 people. The fact that the university provides this exposure now cannot be measured, but will be very important for the future. It shows the kids that they don't have to leave the community, but they can still do so much.

At graduation, there are usually 10 to 20 people getting recognition for getting their GED. They have gone back to school with the help of the college. I think it's a really important success story.

The Rural College has a fairly significant number of students taking developmental courses. They don't have the math skills or writing skills to be successful, so they are floundering. We ensure they are placed appropriately so they don't get overwhelmed and leave.

Personal Enrichment/Skill Building Courses

- Courses taken for personal growth or enjoyment enrich the lives of community members and help them gain practical skills. UA community campuses offer a wide variety of credit and noncredit personal enrichment courses such as astronomy, ceramics, photography, weaving, beading, and art history, as well as practical skill building classes such as snow machine repair, organic gardening, Alaska Native and other languages, American Sign Language, and boating safety.

The following quotes provide examples of interviewee's thoughts concerning personal enrichment courses.

People can take courses ranging from religion to pottery. Winters are sort of long and dark and dreary, anyplace we can go to entertain ourselves and learn at the same time is good. The plant, pottery, photography and water rescue classes are good. The water safety class taught at the local pool by a certified instructor teaches people how to quickly, safely, and properly put on a survival suit. This actually helps people.

I really like the subsistence-based classes, such as plant lore, salmon camps, plant identification, and Native arts and crafts. These courses really are a benefit to the community. It keeps those crafts alive and passed on to the younger generation.

Quality of Life

- Quality of life is difficult to measure and can mean different things to different people. Usually it is a combination of factors that contribute to a person's sense of well being and happiness. UA community campuses contribute to Alaskans' quality of life in several ways. One of the most important is to help them become more financially independent. Additional education can result in a new job, a better job, or career advancement. These steps are usually accompanied by wage increases. Higher incomes can significantly benefit students and their family's quality of life, especially those in rural areas of the state where jobs are more scarce.
- Less tangible, but also important, is the sense of satisfaction and confidence that educational attainment provides.
- The campuses contribute to the quality of life in the communities through the volunteer efforts of their faculty and staff who donate countless hours to make their communities a better place to live.
- Campuses also present guest speakers, films, forums, and workshops that enrich community life.
- Campus libraries are a valuable resource for communities. In some communities, the campus library is the only readily available source of reading material.

The following quotes provide examples of how community campuses effect the quality of students and community members lives.

There are scores of students' lives that have been changed forever — not just the students, but their families. All sorts of people have gone through KuC who can, and will, make solid contributions to the community.

Above and beyond what they are already doing amazingly well, I think they want to build on the good programs they have going, like the nutrition program. Not just in response to employment, but in response to diabetes in rural Alaska. Helping people in the communities be healthier, really educating people in ways they can help their children. IAC takes an idea and runs with it, and will get people excited about doing it.

Kenai Peninsula College helps to sustain our community. It helps us keep people here who want to continue their education. It makes our community more attractive to retirees who want to continue their learning. It is as important an asset as transportation or shopping.

They have the only library in the whole region. Access to the library is allowed by all community members, 28,000 people in the service area. Every community member who wants to have access to reading material and media are able to get what they need.

Outside of work, the staff and faculty are musicians, painters, potters and artists who help the community...they are adding culture to the community.

Methodology

There are two areas of investigation in this series of reports, quantitative and qualitative.

This report details direct campus spending and employment as well as student demographics. The Economic Impact section of this study examines the cumulative effects of community campus-related expenditures within the Alaska economy. Economic multipliers were applied to campus-related expenditures and employment to measure indirect and induced impacts. Multipliers are derived from a widely used and customizable input/output model, IMPLAN¹. IMPLAN is a tool that helps analyze relationships within an economy –spending in one sector affects spending in a different sector, for example – so that the total effect of changes (inputs and outputs) in an economy can be measured. While IMPLAN is a useful tool for estimating multiplier effects, when necessary, based on extensive project experience and measuring Alaska’s rural and urban economies, McDowell Group modifies IMPLAN multipliers to create the most accurate estimates possible.

The research team acquired student data for these reports from multiple sources. Information was gathered from the UA Year in Review 2009 and UA 2009 Unit Level Reporting. Both publications are produced by UA Statewide Planning and Institutional Research and are available on the Statewide Planning and Budget website². Additional information was provided at the Major Academic Unit (MAU) level by UAA Financial Services, UAS Business Services, UAF Planning, Analysis, and Institutional Research, and UAA, UAF, and UAS Facilities Services. Additional data was provided by UAF College of Rural and Community Development (CRCDD) and each of the community campuses.

Qualitative information was gathered through 100 interviews with local government officials, community leaders, and prominent individuals within the business communities, and campus administrators, staff, and faculty to capture their opinions on the impacts of their local UA community campuses. A summary of common themes from these interviews is presented in the Community Impacts section of this report.

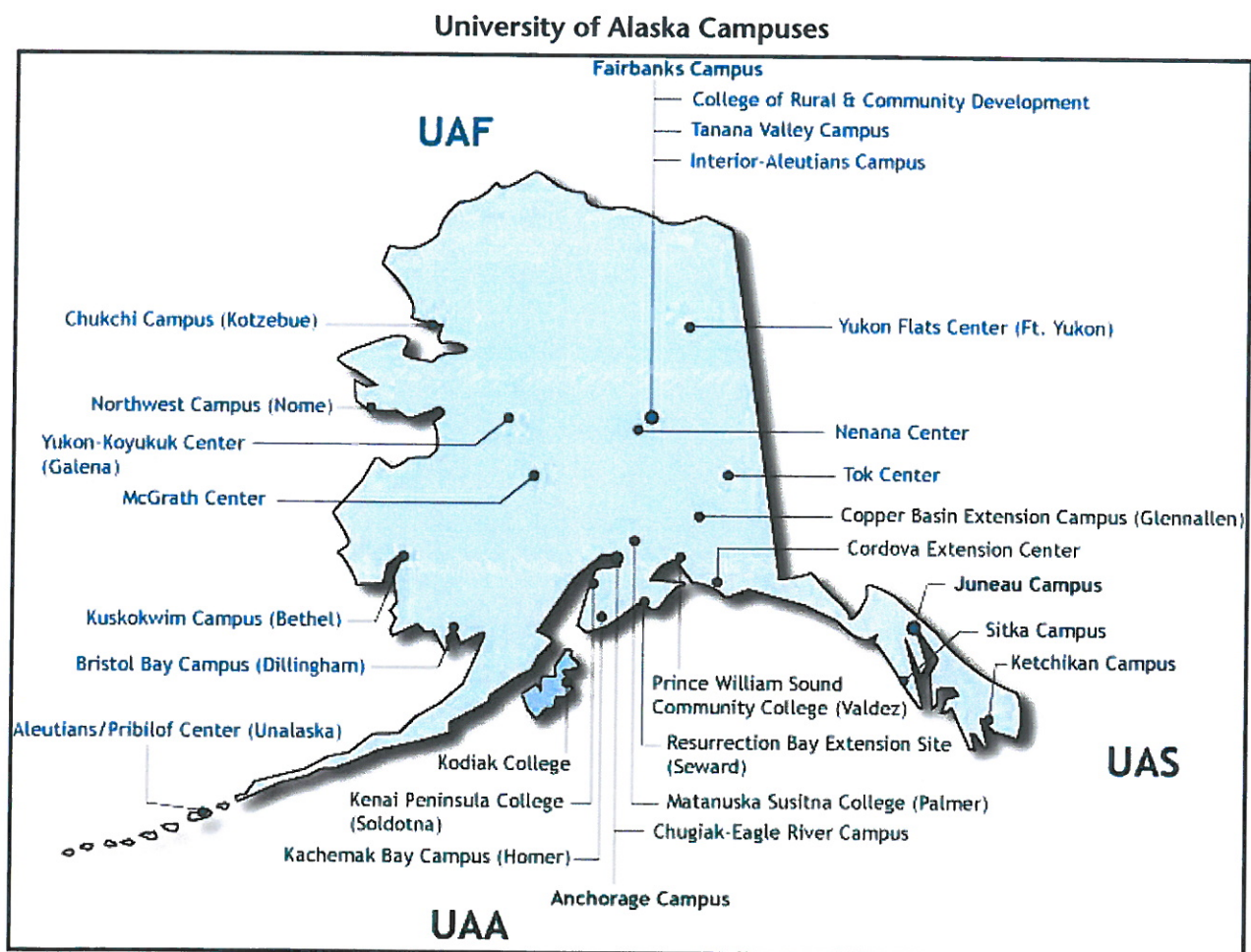
¹ Minnesota IMPLAN Group Inc., IMPLAN Professional version 2.0

² <http://www.alaska.edu/swbir/ir/publications-reports>

Community Campus System Profile

There are 12 physical UA community campuses located around the state. In addition to the physical campus locations, the Rural College, serving as a virtual community campus, is made up the Center for Distance Education and Independent Learning, statewide academic programs such as the Department of Alaska Native and Rural Development (DANRD), Rural Student Services, Rural Alaska Honors Institute, Developmental Education, Rural Health Programs, Developmental Education, and Early Childhood Education. The majority of Rural College student credit hours (73 percent) are Distance and Technology Delivered (DTD). For purposes of this report all 13 campuses are referred to as UA community campuses.

Four of the campuses are associated with UAA (Kenai, Kodiak, Mat-Su, and Prince William Sound), seven with UAF (Bristol Bay, Chukchi, Interior-Aleutians, Kuskokwim, Northwest, Rural College, and Tanana Valley) and two with UAS (Ketchikan and Sitka). The seven UAF community campuses are managed under CRCD. The Interior-Aleutians campus has six rural centers (Aleutians/Pribilof, McGrath, Nenana, Tok, Yukon Flats, and Yukon-Koyukuk), Kenai Peninsula College has four campus locations (Keani River, Kachemak Bay, and extension sites at Resurrection Bay and UAA), Prince William Sound Community College has two extended campus sites (Cordova and Cooper Basin). Combined, the campuses served 12,800 students in the Fall 2008.



Programs and Courses

Community campuses offer students access to many programs and courses, ranging from occupational endorsements to Masters degrees. The campuses also offer a host of personal enrichment classes such as ceramics, Native language and art, and theater. Campuses partner with each other, as well as the MAU's UAA, UAF, and UAS, to provide both on-site programs and access to off-site programs. In general, degree and certificate programs are offered in conjunction with other campuses within the system, requiring students to take a mixture of in-person and distance learning courses.

The programs and courses provided by each campus, while having many similarities, also provide a sizeable number of unique offerings that capitalize on local expertise for content and delivery such as: Whale Biology, High Latitude Range Management, Roads Scholar, Renewable Energy, Environmental/Sustainable Energy, Advanced Aviation Simulator Training, Fishing Guide Academy, and Marine Transportation. Many of the campuses offer Adult Basic Education, GED preparatory courses, and other developmental courses. Multiple campuses offer programs in construction technologies and nursing (in conjunction with UAA's nursing program). A listing of program offerings for each campus is included in Appendix of this report.

Distance Education

Throughout the UA system, distance delivery is a significant component of course delivery for many community campuses. One-quarter of all FY 2008 UA community campus Student Credit Hours (SCH) were Distance and Technology Delivered (DTD). UA community campus enrollment in DTD courses ranged from a low of 5 percent of enrollment at Prince William Sound Community College to a high of 77 percent for UAS Ketchikan. UA will likely continue to increase DTD course offerings, providing more academic opportunities for the state's geographically dispersed population. With three MAU's and 13 widely dispersed community campuses all offering some level of distance delivery, there are efforts underway by UA to ensure the most efficient use of resources for statewide distance delivery.

**Distance and Technology Delivered Enrollment
and Student Credit Hours, Fall 2008**

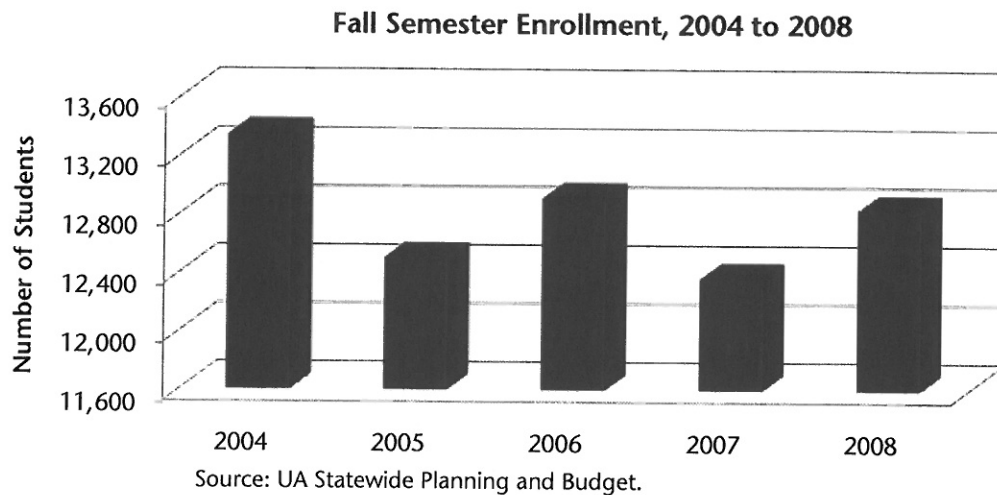
| Campus | Enrollment | % of Campus Enrollment | SCH | % of Campus Enrollment |
|--------------------|------------|------------------------|-------|------------------------|
| UAA | | | | |
| Kenai | 368 | 22% | 1,280 | 13% |
| Kodiak | 109 | 20 | 380 | 16 |
| Mat-Su | 268 | 16 | 898 | 8 |
| PWSCC | 60 | 5 | 226 | 6 |
| UAF | | | | |
| Bristol Bay | 192 | 29% | 703 | 41% |
| Chukchi | 165 | 42 | 573 | 39 |
| Interior-Aleutians | 176 | 36 | 569 | 31 |
| Kuskokwim | 76 | 25 | 234 | 13 |
| Northwest | 61 | 12 | 207 | 17 |
| Rural College | 1,691 | 73 | 7,318 | 75 |
| Tanana Valley | 181 | 6 | 657 | 4 |
| UAS | | | | |
| Ketchikan | 406 | 77% | 1,621 | 62% |
| Sitka | 577 | 67 | 2,591 | 69 |

Source: UA Statewide Planning and Budget. UAF Planning, Analysis, and Institutional Research

Student Enrollment Characteristics and Demographics

Enrollment Trends

Total combined Fall enrollment for the 13 community campuses has ranged from about 12,400 to 13,300 in the last five years. In Fall 2008, about 55 percent of those students were enrolled in UAF community campus programs, 35 percent were at UAA, and 10 percent were at UAS. Combined, community campus enrollment declined from 13,344 to 12,832 (about 4 percent) from 2004 to 2008. Enrollment increased by 4 percent from FY 2007 to FY 2008.



The followings two tables show enrollment numbers and percentage change by campus for Fall 2004 to Fall 2008.

Fall Semester Enrollment, 2004 - 2008

| Campus | 2004 | 2005 | 2006 | 2007 | 2008 | % of 2008 Community Campus Enrollment |
|-------------------------|---------------|---------------|---------------|---------------|---------------|--|
| UAA | | | | | | |
| Kenai | 1,598 | 1,638 | 1,666 | 1,580 | 1,699 | 12% |
| Kodiak | 625 | 561 | 560 | 540 | 559 | 4 |
| Mat-Su | 1,478 | 1,572 | 1,577 | 1,535 | 1,636 | 11 |
| PWSCC | 1,514 | 1,378 | 1,593 | 1,224 | 1,143 | 8 |
| UAF | | | | | | |
| Bristol Bay | 444 | 418 | 529 | 676 | 656 | 5% |
| Chukchi | 266 | 179 | 210 | 206 | 393 | 3 |
| Interior-Aleutians | 564 | 473 | 463 | 441 | 485 | 3 |
| Kuskokwim | 439 | 368 | 387 | 301 | 310 | 2 |
| Northwest | 456 | 261 | 360 | 520 | 490 | 3 |
| Rural College | 2,136 | 2,238 | 2,173 | 2,149 | 2,315 | 16 |
| Tanana Valley | 3,501 | 3,318 | 3,363 | 3,194 | 3,296 | 23 |
| UAS | | | | | | |
| Ketchikan | 710 | 590 | 537 | 480 | 525 | 4% |
| Sitka | 934 | 772 | 758 | 834 | 861 | 6 |
| Total enrollment | 13,344 | 12,502 | 12,910 | 12,363 | 12,832 | 100% |

Source: UA Statewide Planning and Budget, UAF Planning, Analysis, and Institutional Research. Counts are unduplicated.

Change in Fall Semester Enrollment, 2004 – 2008

| Campus | % Change 2004-05 | % Change 2005-06 | % Change 2006-07 | % Change 2007-08 | % Change 2004-08 |
|-------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| UAA | | | | | |
| Kenai | 3% | 2% | -5% | 8% | 6% |
| Kodiak | -10 | - | -4 | 4 | -11 |
| Mat-Su | 6 | - | -3 | 7 | 11 |
| PWSCC | -9 | 16 | -23 | -7 | -25 |
| UAF | | | | | |
| Bristol Bay | -6% | 27% | 28% | -3% | 48% |
| Chukchi | -33 | 17 | -2 | 91 | 48 |
| Interior-Aleutians | -16 | -2 | -5 | 10 | -14 |
| Kuskokwim | -16 | 5 | -22 | 3 | -29 |
| Northwest | -43 | 38 | 44 | -6 | 7 |
| Rural College | 5 | -3 | -1 | 8 | 8 |
| Tanana Valley | -5 | 1 | -5 | 3 | -6 |
| UAS | | | | | |
| Ketchikan | -17% | -9% | -11% | 9% | -26% |
| Sitka | -17 | -2 | 10 | 3 | -8 |
| Total enrollment | -6% | 3% | -4% | 4% | -4% |

Source: UA Statewide Planning and Budget.

NonCredit Enrollment

Students enrolled in at least one noncredit class totaled 2,780 for all community campuses in Fall 2008. These numbers include students who may have also been enrolled in for-credit courses.

Noncredit Enrollment, Fall 2008

| Campus | Total Enrollment in Noncredit Classes |
|-------------------------|---------------------------------------|
| UAA | |
| Kenai | 343 |
| Kodiak | 105 |
| Mat-Su | 349 |
| PWSCC | 743 |
| UAF | |
| Bristol Bay | 14 |
| Chukchi | 31 |
| Interior-Aleutians | 146 |
| Kuskokwim | 320 |
| Northwest | 86 |
| Rural College | 14 |
| Tanana Valley | 190 |
| UAS | |
| Ketchikan | 198 |
| Sitka | 241 |
| Total enrollment | 2,780 |

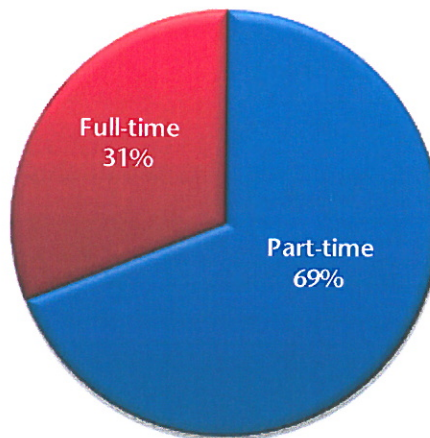
Source: UA Statewide Planning and Institutional Research, UAF Planning, Analysis, and Institutional Research. Non-credit head count is additive meaning that if a student takes more than one noncredit course they are counted once for each course. Some students may also have been enrolled in for-credit classes.

Attendance and Degree-Seeking Status

ATTENDANCE

In Fall 2008, nearly 70 percent of all community campus enrollees, or about 8,800 students, attended classes part-time. The remaining 4,000 were enrolled full-time. At nine of the 13 campuses, part-time students made up about three-quarters or more of the student body.

Full-Time/Part-Time Students, Fall 2008



Full-Time/Part-Time Students, Fall 2008

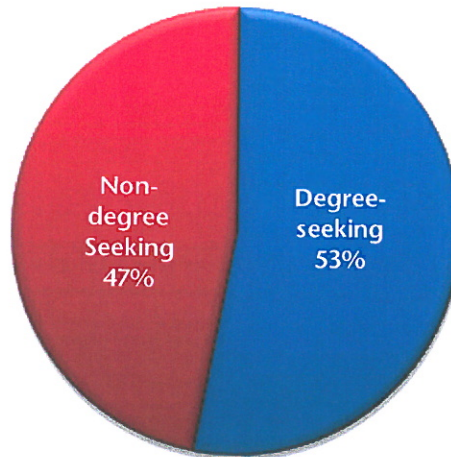
| Campus | Part-time | % of Campus Total | Full-time | % of Campus Total |
|--|--------------|-------------------|--------------|-------------------|
| UAA | | | | |
| Kenai | 1,234 | 73% | 465 | 27% |
| Kodiak | 471 | 84 | 88 | 16 |
| Mat-Su | 1,034 | 63 | 602 | 37 |
| PWSCC | 1,054 | 92 | 89 | 8 |
| UAF | | | | |
| Bristol Bay | 605 | 92% | 51 | 8% |
| Chukchi | 327 | 83 | 66 | 17 |
| Interior-Aleutians | 431 | 89 | 54 | 11 |
| Kuskokwim | 245 | 79 | 65 | 21 |
| Northwest | 467 | 95 | 23 | 5 |
| Rural College | 978 | 42 | 1,337 | 58 |
| Tanana Valley | 1,672 | 51 | 1,624 | 49 |
| UAS | | | | |
| Ketchikan | 324 | 62% | 201 | 38% |
| Sitka | 631 | 73 | 230 | 27 |
| % of combined campus enrollment | 8,853 | 69% | 3,979 | 31% |

Source: UA Statewide Planning and Budget, UAF Planning, Analysis, and Institutional Research.

DEGREE-SEEKING STATUS

Overall, about 6,800, or 53 percent of Fall 2008 UA community campus students sought degrees, while the remaining 47 percent, were non-degree seeking.

Degree Seeking Status, Fall 2008



Degree Seeking Status, Fall 2008

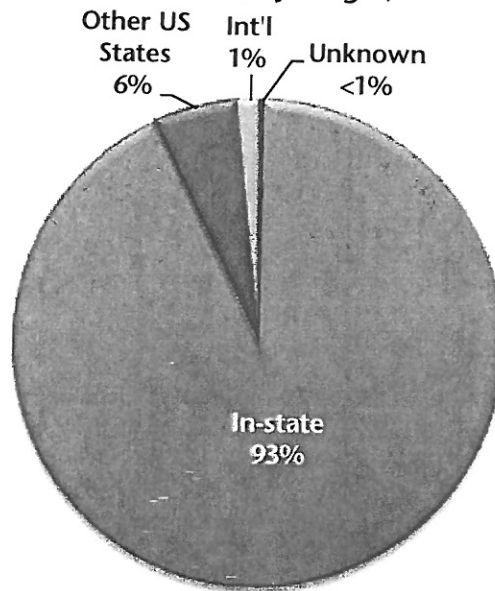
| Campus | Degree-seeking | % Campus Total | Non-degree seeking | % Campus Total |
|--|----------------|----------------|--------------------|----------------|
| UAA | | | | |
| Kenai | 922 | 54% | 777 | 46% |
| Kodiak | 221 | 40 | 338 | 60 |
| Mat-Su | 1,077 | 66 | 559 | 34 |
| PWSCC | 192 | 17 | 951 | 83 |
| UAF | | | | |
| Bristol Bay | 160 | 24% | 496 | 76% |
| Chukchi | 125 | 32 | 268 | 68 |
| Interior-Aleutians | 183 | 38 | 302 | 62 |
| Kuskokwim | 157 | 51 | 153 | 49 |
| Northwest | 82 | 17 | 408 | 83 |
| Rural College | 1,974 | 85 | 341 | 15 |
| Tanana Valley | 2,293 | 70 | 1,003 | 30 |
| UAS | | | | |
| Ketchikan | 345 | 66% | 180 | 34% |
| Sitka | 470 | 55 | 391 | 45 |
| % of combined campus enrollment | 6,801 | 53% | 6,031 | 47% |

Source: UA Statewide Planning and Budget. Degree-seeking status is determined at the UA statewide level; the students counted as degree-seeking are enrolled at each campus but may be degree-seeking at any of the three MAUs (UAF, UAA, UAS).

Student Origin

In Fall 2008, about 93 percent of all UA community campus students originated from within Alaska, six percent came from other states and 1 percent were international students.

Student Enrollment, by Origin, FY 2008



Student Origin by Campus, Fall 2008

| Campus | In-state | Other States | International | Unknown | Total Enrollment |
|--|---------------|--------------|---------------|---------------|------------------|
| UAA | | | | | |
| Kenai | 1,629 | 51 | 18 | 1 | 1,699 |
| Kodiak | 517 | 26 | 16 | - | 559 |
| Mat-Su | 1,576 | 45 | 15 | - | 1,636 |
| PWSCC | 1,087 | 42 | 10 | 4 | 1,143 |
| UAF | | | | | |
| Bristol Bay | 637 | 11 | 7 | 1 | 656 |
| Chukchi | 378 | 14 | 1 | - | 393 |
| Interior-Aleutians | 476 | 7 | 1 | 1 | 485 |
| Kuskokwim | 305 | 3 | 2 | - | 310 |
| Northwest | 470 | 13 | 6 | 1 | 490 |
| Rural College | 2,042 | 230 | 43 | - | 2,315 |
| Tanana Valley | 2,945 | 265 | 69 | 17 | 3,296 |
| UAS | | | | | |
| Ketchikan | 479 | 32 | 2 | 12 | 525 |
| Sitka | 772 | 59 | 2 | 28 | 861 |
| Total | 11,907 | 717 | 184 | 24 | 12,832 |
| % of combined campus enrollment | 93% | 6% | 1% | <1% | 100% |

Source: UAA Institutional Research, UAF Planning Analysis and Institutional Research, UAS Institutional Research

Note: Origin is the location of a student when first enrolling at the University of Alaska and may differ from a student's current citizenship, visa, or state residency status. For Alaskan students entering UA, the origin is recorded as a city or village. For students from other states, the origin is recorded as the state from which the student comes. In the case of international students, the origin is recorded as the student's home country.

IN-STATE STUDENT ORIGIN

The following table shows the top 25 communities of student origin for community campus enrollment. In total, students from about 250 Alaska communities were enrolled in Fall 2008. One-fifth of in-state students originated from Fairbanks. Other communities with enrollment of more than 500 include Wasilla (7 percent), Anchorage (7 percent), Kodiak (5 percent), and Palmer (4 percent).

**Top 25 In-state Communities
of Student Origin, Fall 2008**

| Community | Headcount | % Total Enrollment |
|-----------------|-----------|--------------------|
| Fairbanks | 2,613 | 20% |
| Wasilla | 853 | 7 |
| Anchorage | 840 | 7 |
| Kodiak | 618 | 5 |
| Palmer | 511 | 4 |
| Soldotna | 485 | 4 |
| Kenai | 347 | 3 |
| Homer | 342 | 3 |
| Valdez | 337 | 3 |
| Sitka | 323 | 3 |
| Ketchikan | 266 | 2 |
| Dillingham | 249 | 2 |
| Juneau | 246 | 2 |
| Bethel | 188 | 1 |
| Cordova | 185 | 1 |
| Eagle River | 137 | 1 |
| Nome | 136 | 1 |
| Kotzebue | 132 | 1 |
| Eielson AFB | 128 | 1 |
| Fort Wainwright | 111 | 1 |
| Seward | 109 | 1 |
| Tok | 100 | 1 |
| New Stuyahok | 93 | 1 |
| Delta Junction | 88 | 1 |
| Kasilof | 83 | 1 |

Source: UAA Institutional Research; UAF Planning Analysis and Institutional Research; UAS Institutional Research

Note: Origin is the location of a student when first enrolling at the University of Alaska and may differ from a student's current citizenship, visa, or state residency status. For Alaskan students entering UA, the origin is recorded as a city or village.

The following table is a list of other Alaska communities of origin.

Other Alaska Communities of Student Origin and Student Count, Fall 2008

25 to 83 students

Kasilof, Sterling, Togiak, Glennallen, Fort Yukon, Anchor Point, Copper Center, Barrow, Chugiak, Nikiski, Stebbins, Wrangell, Big Lake, Unalakleet, Nenana, Savoonga, Brevig Mission, Hooper Bay, King Salmon, Naknek, Elim, Willow, Saint Michael, Shishmaref, Galena

11 to 24 students

Gakona, Unalaska, Craig, Petersburg, Nikolaevsk, Ninilchik, Noorvik, Saint Mary's Talkeetna, Noatak, Selawik, Buckland, Healy, Kiana, Manokotak, Nulato, Haines, Koyuk, Gambell, Dutch Harbor, Elmendorf AFB, Point Hope, Fort Richardson, Clam Gulch, Emmonak, Golovin, Kwethluk, Sand Point, Sutton, Toksook Bay, Ambler, Girdwood, Teller, Akiachak, Iliamna, Kivalina, Tanana, Alakanuk, Cheforak, Chevak, Napaskiak, Skagway, White Mountain, Fritz Creek, Pilot Station, Saint Paul Island, Venetie

1 to 10 students

Hoonah, Koliganek, Kotlik, Kwigillingok, McGrath, Port Lions, Shaktoolik, Shungnak, Aleknagik, Houston, Northway, Trapper Creek, Akiak, Deering, Eagle, Fort Greely, Kipnuk, Klawock, Mountain Village, Old Harbor, Quinhagak, Scammon Bay, Seldovia, Tununak, Yakutat, Arctic Village, Chitina, Hydaburg, Kobuk, Napakiak, Russian Mission, Anaktuvuk Pass, Aniak, Beaver, Chalkyitsik, Huslia, Kake, Kalskag, Kaltag, Kokhanok, Mentasta Lake, Metlakatla, Nunapitchuk, Saint George Island, Slana, Stevens Village, Wales, Anderson, Circle, Clarks Point, Cooper Landing, English Bay, False Pass, Holy Cross Igiugig, Kasigluk, King Cove, Kittle Diomede, Marshall, Mekoryuk, Minto, Pelican, Tuntutuliak, Allakaket, Chignik, Crooked Creek, Diomede, Ekwok, Kongiganak, Levelock, Nondalton, Nuiqsut, Shageluk, Thorne Bay, Tyonek, Angoon, Atmautluak, Bettles Field, Chenega Bay, Coffman Cove, Denali National Park, Dot Lake, Hughes, Karluk, Koyukuk, Lower Kalskag, Moose Pass, Nanwalek, Nightmute, Nikolai, Pilot Point, Port Alexander, Port Alsworth, Port Graham, Port Heiden, South Naknek, Tetlin, Twin Hills, Anvik, Central, Chignik Lagoon, Chuathbaluk, Clear, Egegik, Elfin Cove, Good News Bay, Gustavus, Kaktovik, Manley Hot Springs, Ouzinkie, Pedro Bay, Ruby, Tatitlek, Tenakee Springs, Tuluksak, Whittier, Adak, Akhiok, Akiuk, Atka, Atkasuk, Cantwell, Chena Hot Springs, Chiniak, Cold Bay, Evans Island, Grayling, Hollis, Hope, Kasilof, Naukati, Nelson Lagoon, Newhalen, Nikishka, Nikolski, Perryville, Point Lay, Rampart, Red Devil, Stony River, Tanacross, Taylor, Upper Kalskag, Voznesenka

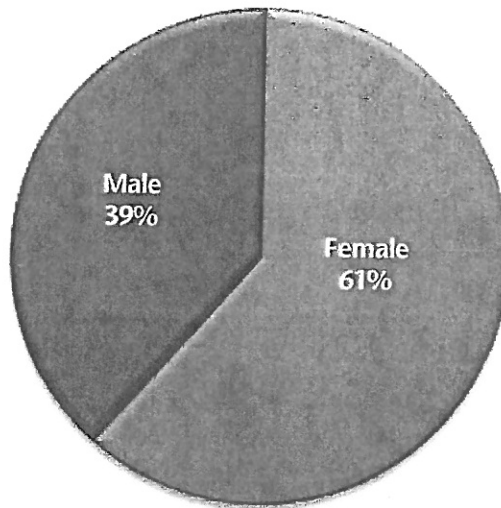
Source: UAA Institutional Research; UAF Planning Analysis and Institutional Research; UAS Institutional Research

Note: Origin is the location of a student when first enrolling at the university and may differ from a student's current citizenship, visa, or state residency status. For Alaskan students entering UA, the origin is recorded as a city or village.

Gender

The majority (61 percent) of UA community campus students in Fall 2008 were female.

Student Gender, Fall 2008



Student Gender, Fall 2008

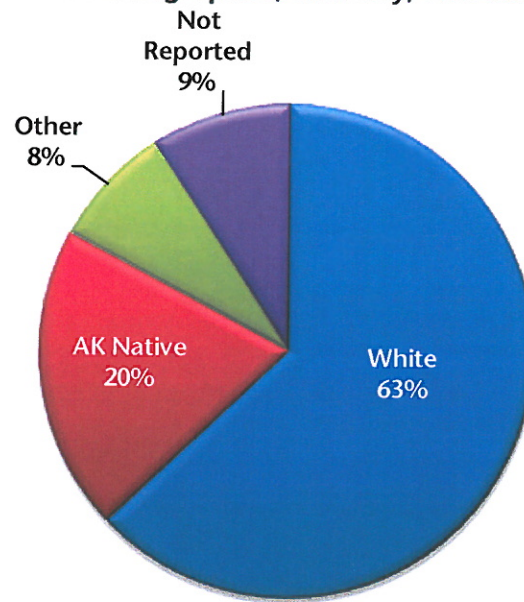
| Campus | Female | % of Total | Male | % of Total |
|-------------------------|--------------|------------|--------------|------------|
| UAA | | | | |
| Kenai | 995 | 59% | 704 | 41% |
| Kodiak | 395 | 71 | 164 | 29 |
| Mat-Su | 1,059 | 65 | 577 | 35 |
| PWSCC | 495 | 43 | 648 | 57 |
| UAF | | | | |
| Bristol Bay | 383 | 58% | 273 | 42% |
| Chukchi | 273 | 69 | 120 | 31 |
| Interior-Aleutians | 344 | 71 | 141 | 29 |
| Kuskokwim | 244 | 79 | 66 | 21 |
| Northwest | 360 | 73 | 130 | 27 |
| Rural College | 1,566 | 68 | 749 | 32 |
| Tanana Valley | 1,948 | 59 | 1,348 | 41 |
| UAS | | | | |
| Ketchikan | 345 | 66% | 180 | 34% |
| Sitka | 597 | 69 | 264 | 31 |
| Total enrollment | 7,886 | 61% | 4,946 | 39% |

Source: UA Statewide Planning and Budget, UAF Planning Analysis and Institutional Research.

Ethnicity

In Fall 2008, about 8,000 community campus students, or about 63 percent, were white. Alaska Natives totaled almost 2,600, or 20 percent of the student population. Students of other races totaled about 1,033, or 8 percent. About 9 percent of students did not report their ethnicity.

Student Demographics, Ethnicity, Fall 2008



Student Ethnicity, Fall 2008

| Campus | White | % of Total | Alaska Native | % of Total | Other | % of Total | Not Reported | % of Total |
|--------------------|--------------|------------|---------------|------------|--------------|------------|--------------|------------|
| UAA | | | | | | | | |
| Kenai | 1,289 | 76% | 128 | 8% | 95 | 6% | 187 | 11% |
| Kodiak | 399 | 71 | 64 | 11 | 75 | 13 | 21 | 4 |
| Mat-Su | 1,257 | 77 | 122 | 7 | 117 | 7 | 140 | 9 |
| PWSCC | 758 | 66 | 180 | 16 | 67 | 6 | 138 | 12 |
| UAF | | | | | | | | |
| Bristol Bay | 170 | 26% | 404 | 62% | 26 | 4% | 56 | 9% |
| Chukchi | 166 | 42 | 176 | 45 | 15 | 4 | 36 | 9 |
| Interior-Aleutians | 185 | 38 | 262 | 54 | 20 | 4 | 18 | 4 |
| Kuskokwim | 42 | 14 | 218 | 70 | 8 | 3 | 42 | 14 |
| Northwest | 226 | 46 | 220 | 45 | 11 | 2 | 33 | 7 |
| Rural College | 1,439 | 62 | 500 | 22 | 232 | 10 | 144 | 6 |
| Tanana Valley | 2,163 | 66 | 431 | 13 | 378 | 11 | 324 | 10 |
| UAS | | | | | | | | |
| Ketchikan | 321 | 61% | 102 | 19% | 37 | 7% | 65 | 12% |
| Sitka | 536 | 62 | 184 | 21 | 84 | 10 | 57 | 7 |
| Total | 8,068 | 63% | 2,561 | 20% | 1,033 | 8% | 1,170 | 9% |

Source: UA Statewide Planning and Budget.

Age

The average age of UA community campus students was 31 compared to the UA system wide average of 30 years (UAA 30, UAF 31 and UAS 33). The average age for community campuses ranged from 27 years (at Mat-Su campus) to 41 years (at Chukchi campus). The average age of students at 10 of the campuses was above the system wide average.

Student Demographics, Average Age, Fall 2008

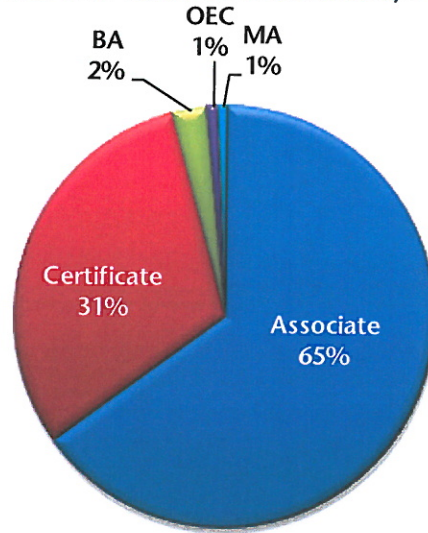
| Campus | Age |
|----------------------------------|-----------|
| UAA | |
| Kenai | 32 |
| Kodiak | 35 |
| Mat-Su | 27 |
| PWSCC | 36 |
| UAF | |
| Bristol Bay | 34 |
| Chukchi | 41 |
| Interior-Aleutians | 36 |
| Kuskokwim | 35 |
| Northwest | 38 |
| Rural College | 28 |
| Tanana Valley | 28 |
| UAS | |
| Ketchikan | 32 |
| Sitka | 33 |
| Community Campus avg. age | 31 |

Source: UA Statewide Planning and Budget, UAF Planning Analysis and Institutional Research

Awards

Almost 700 students earned a certificate or degree from a community campus in FY 2008. About 65 percent of those, or 455 graduates, earned Associate degrees. Another 31 percent (217 graduates) earned certificates. Eighteen baccalaureate degrees were awarded, making up about 3 percent of the total. Six occupational certificates were awarded Kenai (2), Kodiak (1), Mat-Su (1), and Sitka (3) in FY 2008 and five students earned Master's degrees through the Rural College.

Degrees and Certificates Awarded, FY 2008



Degrees and Certificates Awarded, FY 2008

| Campus | OEC | Certificate | Associate | BA | MA | Total Awards |
|-----------------------------|-----------|-------------|------------|-----------|-----------|--------------|
| UAA | | | | | | |
| Kenai | 2 | 7 | 101 | - | - | 110 |
| Kodiak | 1 | - | 10 | - | - | 11 |
| Mat-Su | 1 | 6 | 75 | - | - | 82 |
| PWSCC | - | 3 | 13 | - | - | 16 |
| UAF | | | | | | |
| Bristol Bay | - | 6 | 17 | 2 | - | 25 |
| Chukchi | - | 2 | 1 | - | - | 3 |
| IAC | - | 42 | 7 | 1 | - | 50 |
| Kuskokwim | - | 30 | 25 | 2 | - | 57 |
| Northwest | - | 3 | 4 | 1 | - | 8 |
| Rural College | - | - | - | 9 | 5 | 14 |
| Tanana Valley | - | 107 | 183 | 3 | - | 293 |
| UAS | | | | | | |
| Ketchikan | - | 1 | 10 | - | - | 11 |
| Sitka | 2 | 10 | 9 | - | - | 21 |
| Total awards by type | 6 | 217 | 455 | 18 | 5 | 701 |
| % of Total | 1% | 31% | 65% | 2% | 1% | 100% |

Source: UA Statewide Planning and Budget, College of Rural and Community Development.

HIGH DEMAND JOB AREA AWARDS

One of UA's primary roles is providing educational opportunities (academic and vocational) that allow students to pursue careers in High Demand Job Areas (HDJA). UA HDJA programs include among others: nursing, allied health, behavioral health, engineering, welding, computer networking, construction management and technology, information technology, business, accounting, and logistics.

The HDJA programs list is reviewed each time Alaska Department of Labor and Workforce Development produces a new occupational forecast. The last update was based on the 2004-2014 occupational forecast. This forecast included 312 occupations, of which 54 occupations were identified as high demand (i.e., classified as best bet occupations in Alaska, growing in the number of jobs available and having higher than average wages).

Two-thirds of FY 2008 community campus awards (468) were in High Demand Job Areas.

UA High Demand Job Area Degrees, Certificates, and Endorsements Awarded, FY 2008

| Campus | FY 2008 |
|---------------------|------------|
| UAA | |
| Kenai | 80 |
| Kodiak | 3 |
| Mat-Su | 43 |
| PWSCC | 4 |
| UAF | |
| Bristol Bay | 10 |
| Chukchi | 3 |
| Interior-Aleutians | 47 |
| Kuskokwim | 36 |
| Northwest | 4 |
| Rural College | 10 |
| Tanana Valley | 203 |
| UAS | |
| Ketchikan | 5 |
| Sitka | 20 |
| Total awards | 468 |

Source: UA Statewide Planning and Budget.

Revenue and Expenditures

Revenue

Revenue for all UA community campuses totaled slightly more than \$80 million for FY 2008. The largest source of revenue (about 47 percent) came from state general fund appropriations. Tuition and fees were the next largest source of income (about 23 percent). Twelve percent came from federal sources, such as grants and contracts. UA receipts, which include fees for courses, use of facilities, and educational testing, contributed about 9 percent of revenue. Other revenue sources included auxiliary receipts, State inter-agency, UA intra-agency transfers, educational program funding, indirect cost recovery and Alaska Mental Health Trust receipts.

Total Revenue by Campus, FY 2008

| Campus | Total Revenue |
|--------------------|---------------------|
| UAA | |
| Kenai | \$12,262,400 |
| Kodiak | 3,811,400 |
| Mat-Su | 7,398,400 |
| PWSCC | 6,080,200 |
| UAF | |
| Bristol Bay | \$3,045,900 |
| Chukchi | 1,789,400 |
| Interior-Aleutians | 4,231,700 |
| Kuskokwim | 5,549,300 |
| Northwest | 3,263,500 |
| Rural College | 11,553,000 |
| Tanana Valley | 11,015,600 |
| UAS | |
| Ketchikan | \$3,946,900 |
| Sitka | 6,188,900 |
| Total | \$80,136,600 |

Source: UA Statewide Planning and Budget.

Note: Figures have been rounded.

Description of Revenue Sources

State appropriations include receipts from the State of Alaska's general operating fund.

Federal receipts include restricted funds, such as grants and contracts, where spending is dictated by the specific federal funding agency.

Student tuition and fees are generated by tuition charged to students for instructional programs, as well as fees charged for specific activities or items such as materials, and labs.

Educational program funding is revenue from a variety of sources used to fund specific educational activities.

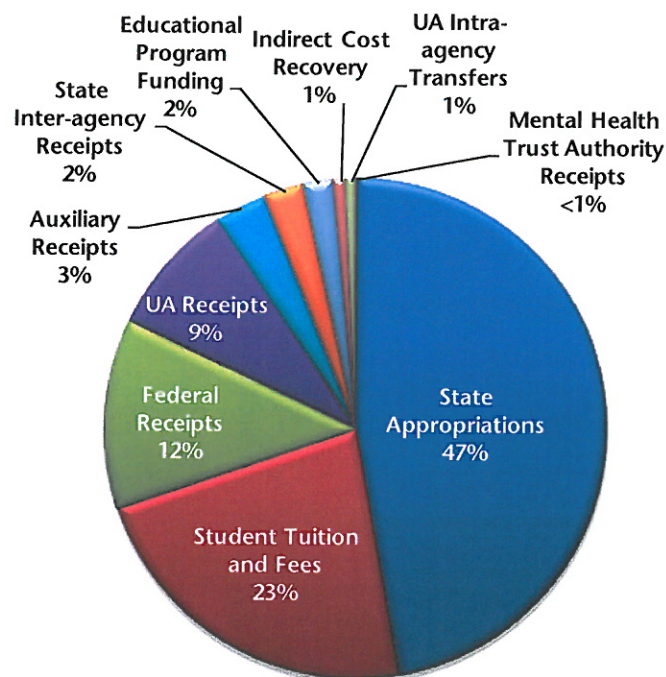
Indirect cost recovery revenues are generated from federal and other restricted grants, and are used to help offset administrative and support costs that cannot be efficiently tracked directly to grant programs. When the university receives a grant, it records the revenue for the actual project in restricted receipts and the revenue for indirect costs in indirect cost recovery.

Auxiliary receipts are associated with all self-supported activities of the campuses. They include all revenues from bookstore and other operations.

UA receipts and transfers include unrestricted revenues from course and facility-use fees, educational testing fees, revenue from administrative services, and other miscellaneous sources.

Mental Health Trust Authority Receipts help fund the Masters of Social Work program at UAA as well as other programs approved by the Mental Health Trust. These programs provide specialized curriculum for working with the beneficiary groups of the Mental Health Trust Authority and Alaska Native populations, providing an in-state avenue for social workers in Alaska to earn a Master's Degree.

Revenue Sources, by Percentage of Total Funding, FY 2008



Expenditures

Total Expenditures by Campus and Type

Routine expenditures for all UA community campuses in FY 2008 totaled slightly more than \$79 million.

Expenditures by Campus, FY 2008

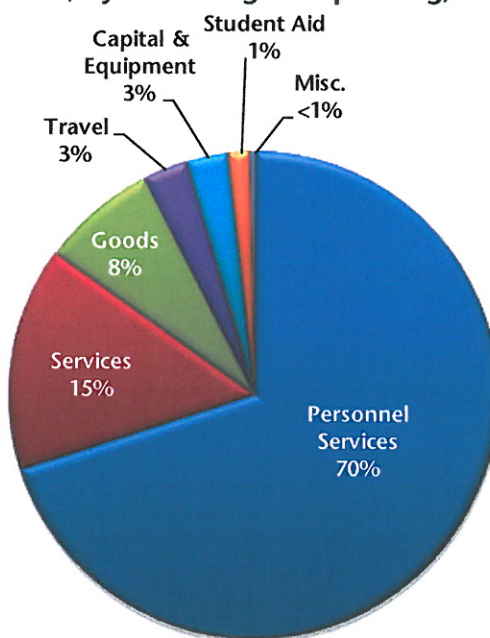
| Campus | Total Expenditures |
|--------------------|---------------------|
| UAA | |
| Kenai | \$12,218,600 |
| Kodiak | 3,661,800 |
| Mat-Su | 7,377,800 |
| PWSCC | 5,503,400 |
| UAF | |
| Bristol Bay | \$3,036,900 |
| Chukchi | 1,786,700 |
| Interior-Aleutians | 4,181,600 |
| Kuskokwim | 5,655,300 |
| Northwest | 3,263,300 |
| Rural College | 11,453,800 |
| Tanana Valley | 10,954,800 |
| UAS | |
| Ketchikan | \$3,961,500 |
| Sitka | 6,276,700 |
| Total | \$79,332,200 |

Source: UA Statewide Planning and Budget.

Note: Figures have been rounded. Figures do not include Tuition Allowance Discount.

Slightly more than \$55 million, or 70 percent, of total community campus spending was for wages and benefits. The next largest portion, 15 percent, was spent on services, totaling \$11.8 million. Goods accounted for 8 percent, or \$6 million, of total spending. The remaining expenditures included about \$2.4 million on travel (3 percent); \$2.2 million on capital spending and equipment (3 percent); and \$1.2 million on student aid (1 percent).

Expenditures, by Percentage of Spending, FY 2008



Expenditures by Type, FY 2008

| Campus | Wages and Benefits | Services | Goods | Travel |
|--------------------|---------------------|---------------------|--------------------|--------------------|
| UAA | | | | |
| Kenai | \$8,512,900 | \$1,463,200 | \$1,130,700 | \$354,500* |
| Kodiak | 2,270,000 | 558,400 | 245,100 | 69,600 |
| Mat-Su | 5,539,300 | 823,500 | 590,900 | 45,000 |
| PWSCC | 3,496,300 | 1,157,600 | 447,900 | 77,200 |
| UAF | | | | |
| Bristol Bay | \$2,183,500 | \$296,700 | \$233,600 | \$198,100 |
| Chukchi | 1,169,600 | 347,200 | 96,500 | 72,300 |
| Interior-Aleutians | 3,111,200 | 445,500 | 197,200 | 325,800 |
| Kuskokwim | 4,385,000 | 709,000 | 276,100 | 221,900 |
| Northwest | 2,062,800 | 980,000 | 91,300 | 101,200 |
| Rural College | 7,611,900 | 1,569,500 | 1,092,500 | 566,500 |
| Tanana Valley | 8,296,300 | 1,277,200 | 898,000 | 90,400 |
| UAS | | | | |
| Ketchikan | \$2,767,900 | \$668,100 | \$357,600 | \$101,100 |
| Sitka | 4,024,400 | 1,470,200 | 368,200 | 157,900 |
| Total | \$55,431,100 | \$11,766,400 | \$6,025,600 | \$2,381,500 |
| % of Total | 70% | 15% | 8% | 3% |

Source: UA Statewide Planning and Budget. Note: Figures have been rounded.* More than half of KPC FY 2008 travel was related to the Mining and Petroleum Training Service Program which ended July 1, 2008 and is not indicative of typical KPC-associated travel. Figures do not include Tuition Allowance Discount.

(table continued next page)

Expenditure by Type, FY 2008 (cont.)

| Campus | Student Aid | Capital and Equipment | Misc. | Total Expenditures |
|--------------------|--------------------|-----------------------|------------------|---------------------|
| UAA | | | | |
| Kenai | \$258,000 | \$453,600 | \$45,700 | \$12,218,600 |
| Kodiak | 28,400 | 482,100 | 8,200 | 3,661,800 |
| Mat-Su | 31,200 | 300,300 | 47,600 | 7,377,800 |
| PWSCC | 12,300 | 273,3000 | 38,800 | 5,503,400 |
| UAF | | | | |
| Bristol Bay | \$96,300 | \$28,700 | - | \$3,036,900 |
| Chukchi | 17,200 | 78,200 | 5,700 | 1,786,700 |
| Interior-Aleutians | 91,400 | - | 10,500 | 4,181,600 |
| Kuskokwim | 58,200 | - | 5,100 | 5,655,300 |
| Northwest | 21,000 | 6,700 | - | 3,263,300 |
| Rural College | 433,700 | 122,600 | 57,100 | 11,453,800 |
| Tanana Valley | 45,600 | 146,900 | 200,400 | 10,954,800 |
| UAS | | | | |
| Ketchikan | \$23,200 | \$51,700 | \$(8,100) | \$3,961,500 |
| Sitka | 36,900 | 218,300 | 800 | 6,276,700 |
| Total | \$1,153,400 | \$2,162,400 | \$411,800 | \$79,332,200 |
| % of Total | 1% | 3% | <1% | 100% |

Source: UA Statewide Planning and Budget. Note: Figures have been rounded. Figures do not include Tuition Allowance Discount.

Spending on Goods and Services

Total UA community campus spending for goods and services (all nonpersonnel expenditures) was \$23.2 million in FY 2008. Approximately three-quarters, or \$17.6 million of this spending occurred within of Alaska. The state's largest urban commercial centers received significant levels of spending; with Fairbanks receiving \$4.1 million and Anchorage \$3.6 million. Fairbanks, as the home community for the Tanana Valley, Interior-Aleutians and Rural College campuses, as well as the hub for the other CRCD campuses received the highest level of in-state community campus spending (23 percent). Anchorage received 20 percent of community campus in-state spending with sizeable contributions from the Kodiak, Mat-Su, Prince William Sound, and Kenai campuses, as well as some spending by all other campuses.

CAMPUS HOME COMMUNITY SPENDING

Spending in campus home communities totaled about \$11.5 million. In total, community campus spending took place in nearly 50 Alaska communities, contributing significantly to the local economies.

Local Spending on Goods and Services, Fall 2008

| Campus | Amount |
|--------------------|---------------------|
| UAA | |
| Kenai | \$1,600,000 |
| Kodiak | 397,000 |
| Mat-Su | 572,000 |
| PWSCC | 854,000 |
| UAF | |
| Bristol Bay | \$384,000 |
| Chukchi | 392,000 |
| Interior-Aleutians | 529,000 |
| Kuskokwim | 972,000 |
| Northwest | 1,000,000 |
| Rural College | 1,908,000 |
| Tanana Valley | 1,554,000 |
| UAS | |
| Ketchikan | \$610,000 |
| Sitka | 702,000 |
| Total | \$11,474,000 |

Source: UAA Financial Services, UAS Business Services and CRCD.

Note: Figures have been rounded.

Additional Community Campus-Related Capital Spending

In addition to routine campus expenditures, nearly \$9 million was spent by UA on behalf of eight campuses in FY 2008 for a variety of community campus capital projects such as remodeling a cultural center kitchen, welding lab, new siding and roofing, interior renovations, extension of a covered work area, construction of a museum, and science lab renovation.

This type of capital spending comes from "Fund Five accounts," which is money spent by UA on major capital projects on behalf of the campuses. These funds, however, are not included in the campuses' budgets and therefore are not included in campus spending figures. To show the full extent of community campus spending impacts, the study team included Fund Five spending in the economic impacts analysis section of this report.

The study team estimated spending on payroll and capital expenditures related to these projects based on data provided by UAA, UAF and UAS Facilities Services and interviews with construction company managers who worked on the projects.

Community Campus Fund Five Capital Expenditures, FY 2008

| Campus | Estimated Payroll | Estimated Capital Spending | Total |
|--------------------|--------------------|----------------------------|--------------------|
| PWSCC | \$1,359,000 | \$1,731,000 | \$3,090,000 |
| Tanana Valley | 872,000 | 768,000 | 1,640,000 |
| Kuskokwim | 529,000 | 778,000 | 1,307,000 |
| Interior-Aleutians | 568,000 | 413,000 | 981,000 |
| Kenai | 526,000 | 408,00 | 934,000 |
| Mat-Su | 366,000 | 38,000 | 404,000 |
| Ketchikan | 162,000 | 100,000 | 262,000 |
| Kodiak | 86,000 | 82,000 | 168,000 |
| Sitka | 116,000 | 31,000 | 147,000 |
| Total | \$4,085,000 | \$4,849,000 | \$8,933,000 |

Source: UAA, UAF, UAS Facilities Services, PWSCC and McDowell Group analysis.

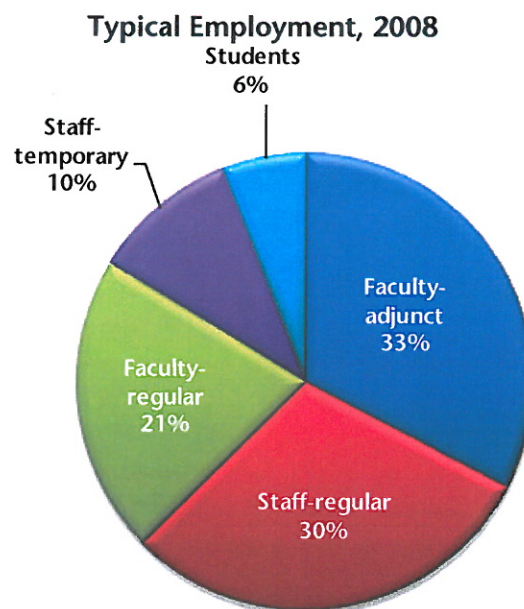
Note: Figures have been rounded.

Employment and Payroll

TYPICAL EMPLOYMENT

Payroll records were reviewed and a typical mid-semester payroll period was selected for each campus. Payroll for that period was then sorted by employee class. In FY 2008, UA community campuses typically employed about 1,400 people (full-time and part-time) mid-semester. More than half of those employees were faculty members, with about 20 percent full-time and 33 percent adjunct instructors. About 30 percent of community campus employees were full-time staff members, and about 10 percent temporary staff. About 6 percent were student employees. Virtually all employees were Alaska residents with the exception of a few adjunct faculty. Most campuses employed 1 to 3 adjuncts who resided outside Alaska.

Nearly all (99 percent) of the \$55.4 million in UA community campus expenditures for payroll and benefits occurred within the state.



ANNUAL AVERAGE ALASKA EMPLOYMENT

Annual average employment is lower than typical semester employment because the full year is considered (winter break and summer staffing levels are substantially lower). Annual average Alaska employment at the community campuses was about 1,144 people in FY 2008.

Annual Average Alaska Employment, FY 2008

| Campus | Average Annual Campus Employment |
|--------------------|--|
| UAA | |
| Kenai | 205 |
| Kodiak | 47 |
| Mat-Su | 131 |
| PWSCC | 70 |
| UAF | |
| Bristol Bay | 33 |
| Chukchi | 18 |
| Interior-Aleutians | 45 |
| Kuskokwim | 61 |
| Northwest | 30 |
| Rural College | 126 |
| Tanana Valley | 261 |
| UAS | |
| Ketchikan | 49 |
| Sitka | 68 |
| Total | 1,144 |

Source: UAA Human Resources, UAS Business Services, CRCSD and McDowell Group analysis.

SUMMARY OF ALASKA SPENDING

Combined, all direct UA community campus and Fund Five capital spending totaled approximately \$82 million in FY 2008. Payroll accounted for 72 percent of combined expenditures in Alaska.

Summary of In-State Campus Expenditures, FY 2008

| Campus | Total Alaska Payroll | Alaska Nonpersonnel Expenditures | Total Alaska Expenditures |
|--------------------|----------------------|----------------------------------|---------------------------|
| UAA | | | |
| Kenai | \$8,945,700 | \$3,303,600 | \$12,249,300 |
| Kodiak | 2,306,700 | 1,128,000 | 3,434,700 |
| Mat-Su | 5,888,700 | 1,250,000 | 7,138,700 |
| PWSCC | 4,820,300 | 3,579,000 | 8,399,000 |
| UAF | | | |
| Bristol Bay | \$2,185,000 | \$645,000 | \$2,830,000 |
| Chukchi | 1,157,900 | 440,000 | 1,597,900 |
| Interior-Aleutians | 3,676,000 | 1,280,000 | 4,956,000 |
| Kuskokwim | 4,900,800 | 1,934,000 | 6,834,800 |
| Northwest | 2,060,000 | 1,095,000 | 3,155,000 |
| Rural College | 7,199,000 | 2,646,000 | 9,845,000 |
| Tanana Valley | 9,165,300 | 2,675,000 | 11,840,300 |
| UAS | | | |
| Ketchikan | \$2,924,400 | \$838,000 | \$3,762,400 |
| Sitka | 4,059,900 | 1,889,000 | 5,948,900 |
| Total | \$59,289,700 | \$22,702,600 | \$81,992,000 |

Source: UAA Financial Services, UAS Business Services and CRCDD, UAA, UAF, UAS Facilities Services and McDowell Group analysis.

Note: Figures have been rounded. Includes routine campus spending, as well as Fund Five payroll and spending for goods and services.

Economic Impacts of UA Community Campuses

There are three types of economic impacts related to community campus spending and employment:

- **Direct impacts:** Spending on goods, services, travel, student aid, and payroll.
- **Indirect impacts:** Jobs and income in businesses providing goods and services to the campuses. For example, vendors who conduct business with UA community campuses in turn rent office space, buy supplies and equipment, and purchase services from other local providers in support of their day-to-day business operations. This spending creates additional jobs and income in their regions and statewide.
- **Induced impacts:** Jobs and income created as a result of campus employees spending their payroll dollars in the statewide economy.

Indirect and induced economic impacts, often described as multiplier effects, are important components of the overall economic impact of UA community campuses. In general, however, multiplier effects for Alaska are limited, especially for rural areas, as few goods are actually produced in the state.

UA Community Campus Spending Impacts

Based on community campus annual average statewide direct employment of 1,144 full-time/part-time individuals, the campuses had an indirect and induced impact of about 630 additional jobs around the state resulting in about 1,800 statewide jobs related to UA community campus spending. The additional payroll associated with this indirect and induced employment totaled about \$26.7million statewide in FY 2008 for a total estimated statewide community campus-related payroll of \$86 million.

UA community campus FY 2008 total direct statewide spending of nearly \$82 million created an estimated \$39 million in indirect and induced impacts and resulted in estimated total statewide economic activity of nearly \$121 million.

Statewide Economic Impacts of Community Campus Expenditures, FY 2008

| | Direct Employment and Spending* | Indirect & Induced | Total Economic Activity |
|-----------------------------------|------------------------------------|---------------------|----------------------------|
| Annual average employment | 1,144 | 630 | 1,774 |
| Labor income (payroll & benefits) | \$59,290,000 | \$26,680,000 | \$85,970,000 |
| UA community campus spending | 22,703,000 | 12,259,000 | 34,962,000 |
| Total spending impact | \$81,993,000 | \$38,939,000 | \$120,932,000 |

Source: UAA Financial Services, UAS Business Services and CRCDD, UAA, UAF, UAS Facilities Services and McDowell Group analysis.

Note: Figures have been rounded. *Includes Fund Five labor income and capital expenditures.

Community Impacts

Telephone interviews were conducted with 100 campus administrators, local government officials, community leaders, and prominent individuals within the business communities to capture their opinions of the qualitative impacts of their local UA community campus. Following is a summary of common themes from these interviews.

Place-Based Education

Place-based education means delivering education to where the students are, and at a time they need it. If education is easy to access more individuals will take advantage of higher education. The ability of residents to engage in higher education while maintaining their lifestyle, families, and livelihood was mentioned by nearly all of those interviewed for this project. Leaving their home community to further their education would be a hardship for many Alaskans. The prospect of leaving behind family, jobs, and other responsibilities can be a deterrent to pursuing higher education.

Many enrollees, especially in the rural areas, would not have even considered taking college courses if not for the availability of a local campus. In that sense, local campuses actually increase the statewide demand for higher education.

The availability of local education also provides convenient opportunities for professionals to engage in ongoing certifications and courses that provide career advancement opportunities.

Additionally, community campuses are in touch with their communities and have done a good job of providing education that allows locals to learn the skills needed for local jobs. Following are examples of the importance of place-based education.

- *One of our Rural College health program students is a mother with ten kids. She can't move out of the village to go to school. She takes a full-time class load, sits on community councils and has a job. We are there for students like this, the ones who cannot leave their life because their life is too important.*
- *I just think a lot of people who can't afford to leave the Island depend on UA. There are also others, who already have their college or career education, who also use the college. People can keep themselves active and learning.*
- *The Rural College is unique in that we can offer more than just an associate's degree. Some of our students are very remote, and they can advance their education beyond a two-year degree without buying a plane ticket.*
- *UA allows people to stay and work. You can keep your job and go to school.*
- *We would lose students to other communities or out of state. Once you've lost them you wouldn't get them back. You would have a less educated workforce and a less informed citizenry, with less opportunity for economic development projects and improvements to the community.*

- *You don't have to move away just to take some higher courses. It was nice and convenient for me. I worked full-time and went to school full-time. It worked out pretty well.*
- *A lot of people are able to be employed while pursuing their education. Not having to move away and being able to work while going to school really made a big change in pursuing an education.*
- *People want to learn. People want to improve their skills. We would lose a lot of people who would go out of the community to improve their skills and education and then not come back. We would have a loss of our own people.*
- *I think one thing they do well is they have done a great service for the young people in the region. Instead of having to leave the area, and move to urban areas, they can stay here and complete their education. It provides a quality service, an educational service, and these young folks who don't want to leave the area and want to stay connected to their communities and families have the opportunity to do so. The campus understands the way of life out here, and makes suggestions to meet the students' unique needs coming from villages.*
- *The campus is especially important for women in our region. The campus and distance classes allow women with jobs and families the opportunity to take classes and get degrees. This is so important. There have been several women in prominent management positions at regional Native corporations, regional health care providers and other organizations that have taken classes and acquired degrees through UA.*
- *I saw these moms who worked hard all day and had kids at home, taking classes at night, trying hard to better themselves. It made an impression on me. Now some of these women run major businesses in the community.*
- *I believe education is the first step in economic development. IAC has been very careful to kind of craft place-based job training. It gives people access to programs and allows them to stay in their home community and still make a living.*
- *It makes such a financial difference for residents to train in the region and not have to leave their family and friends.*
- *You can earn a degree while still staying in the village, working and raising children.*
- *We have a fair number of new teachers coming into the community, and all Alaskan teachers are required to take an Alaska humanities course. UA offers that course here, so teachers don't have to travel. They are also very good at offering graduate level courses through the UA system. It allows teachers to continue their education without having to leave.*
- *It is really nice to have local people earning degrees and qualifying for jobs that normally went to outsiders.*
- *I think it's grounding, it intertwines village life with the college life. A lot of people in rural areas don't want to move to go to school. UA tries to find people in communities who would like to improve their education and training and job skills. These people are not going to drop their job or family and move to UAF, UAA,*

or AVTEC in Seward. We have to take training to where the people are, motivate them and find funds for them. UA is a good bridge between village life and postsecondary education. Some who do really well are then able to move off to the cities to finish their education.

- *Our real focus at UA (community campus) is the rural communities and rural community development. We really feel that we have done a disservice to the community where members have to leave the community in order to get training and education. It is better for them to live in their community and get jobs there. We want them to stay, live and work in the community.*
- *Overall, I can just say that through UA partnerships, lives have been changed, particularly those of a vastly underserved population at UAF – Native men. Both the construction trades technology and tribal management programs have seen graduates who would have never considered higher education or would have thought they were not capable.*
- *A big focus is on getting young men, who maybe didn't want to leave home, involved in vocational courses offered here.*

Workforce Training

Nearly all interviewees mentioned that their community campus was an integral part of workforce development in their area. This includes training workers who are new to an industry as well as providing ongoing education that leads to career or professional advancement. Many interviewees mentioned that the ability to train their local workforce was a significant driver for economic development in their region. The UA community campuses provide a variety of industry training opportunities around the state with significant offerings in construction trades and health care. (For a complete list of individual campus courses and programs see the appendix of this report.) All of the community campuses were characterized as responsive to the needs of local industries and have created extensive partnerships. Interviewees reported a high level of interest by the campuses in offering programs that fit the training needs of local industries and the community.

Graduates that earn an occupational endorsement, certificate, associate degree, or higher academic degrees develop their careers and increase their earning potential. The availability of a skilled workforce is an economic driver that helps attract and maintain businesses in a community. Students graduating from these career education programs are filling local jobs in high-demand areas with qualified Alaskan workers. Employers benefit from a local source of qualified workers, resulting in greater business activity in the region.

Following are examples of the value of work force training in the communities.

- *The ability to educate and inform our workforce and to prepare them for employment is a major plus for our community.*
- *IAC uniquely serves our communities by providing access to higher education to a greatly underserved population of small Native rural communities; providing applicable workforce training to our communities, especially in construction trades technology, tribal management, early childhood education, allied health*

and community health; providing welcoming, well-equipped centers for meetings and training; and providing local, intensive courses which bring higher education right into our villages.

- *KuC is meeting the workforce needs of the delta, from construction trades to health careers. Whatever the community demands, KuC helps to provide it by working with the communities and the organizations in them.*
- *KPC is out in front with labor and task force needs. For local businesses, it is where skill sets can be improved across all age groups.*
- *TVC is very responsive to the business community. They are trying to meet the needs of the community and focus on the types of jobs that will be needed in the future.*
- *PWS If we can explain what we need and why we need it, and if we give them enough time, they'll come up with a solution for it.*
- *I can't tell you number of times the university has said, "We hear you. How can we put together a program for that?"*
- *The campus does an outstanding job with communicating and meeting the [workforce] needs of the various communities.*
- *If you go to them and say, "My staff is really weak in this area. Do you think you could provide training?" they try to make it happen.*
- *I've asked for basic computer classes, and the university brought a mobile computer unit out to Saxman. That was generous beyond what I would have expected.*
- *BBC works in partnership with many organizations. If they see a need or opportunity for employment, they work to be responsive to our needs and supply classes that are needed to get people trained.*
- *KoC has greatly impacted the community in a positive way. They are constantly seeking ways to offer courses that are needed for our unique industries; seafood, construction and health care.*
- *To our large immigrant population, KoC is really important. Services like ESL and ABE allow them to pursue their education. We need those workers for our industries, and it is great that KoC helps educate them.*
- *They (KoC) offer much-needed training for our workforce; they help with training in the fishing, construction, nursing, and aviation industries.*
- *MSC is here to train people, mostly at an associate's level. A lot of people go back to MSC and retool for lots of different reasons. People go, learn, and then apply what they learned, no matter what class they take. It's a driver in the workforce. Generally speaking, the more educated the people of the community are, the better the community can be.*
- *In order to have employment in this current world economy, you must have education. To be competitive you need to have an institution nearby. A local campus makes us more attractive in the world economy.*

- *Our main industries are commercial fishing, but we also have a need for skilled nurses, social workers, and accountants. We would have a hard time filling those positions without the campus. We really need that campus.*
- *The economic impact is important; we are an extremely expensive place to live. For example, gas is \$7 to \$10 per gallon. The campus helps by bringing new skills so people can develop and make a living in this environment. The campus also has new curriculum and makes available classes to assist our leaders in developing ways to handle our energy issues.*
- *The nursing program is absolutely essential to the Valley because we have a large privately owned hospital here, and they are one of our largest employers.*
- *Without KuC the medical field in the region would be affected. Dental health assistants, all kinds of folks would not have been trained.*
- *Our health records director went through the program. She started as health records tech, and then got into classes. Now she's our director.*
- *The goal in our partnerships is to educate local nurses. If we fill jobs with nurses we fly in, they almost always leave, if we raise local nurses they are more likely to stay.*
- *Many CNA's that have come through the program have advanced and received their RN degrees. Overall, it has given many of them a head start in the health career field.*
- *I'm the envy of every hospital in America with my ability to recruit home-grown nurses. I don't recall ever suffering from a nursing shortage.*
- *Eight to 10 nurses a year go through the program, and eight to 10 go to work for us. There's a real sense of loyalty, and folks are able to get their education and stay near home.*
- *The process technology program is very successful. That program has been so successful that we have outgrown it. We are training Alaskans who already live in Alaska. They don't leave after they are trained.*
- *These students are successful. Many go on to Head Start programs. Others have gone on to receive their Master's degrees and become faculty. Some do social work or work in pediatrics, not in medicine, but in a child behavioral aspect*
- *When you think about TVC, you really need to recognize that they have done a fantastic job of being responsive to the needs of the business community. They also have a growing relationship with labor organizations and unions who recognize the great work they are doing and the valuable training they are offering.*
- *The mandatory Kenai River Guide Academy for Kenai River fishing guides is taught right here. It is something that was specifically geared to the area. KPC worked closely with organizations like the Alaska Department of Natural Resources, Alaska Department of Fish and Game, US Fish and Wildlife Services, the Kenai River Professional Guides Association and Kenai River Sportfishing Association to develop the course.*

- *I know of 12 graduates in the two-year fish certification program. It gives them lots of opportunity to work for the Forest Service or Fish and Game. It's incredible that the program is working so well.*

Continuum of Education

The UA community campuses serve four purposes in the continuum of education in Alaska.

First, the campuses encourage the state's youth to continue their education (academic or vocational) beyond high school through efforts such as Tech-prep and dual credit courses. Interviewees mentioned that some students can graduate high school with one to two years of college credits. This saves them time and a significant amount of money as they pursue a college degree. Tech-prep allows high school students the opportunity to take courses that will be required once they enroll in a program at UA, and to experience college level academics while still in high school. This program helps to instill a sense of confidence in the student that they can be successful at a higher educational level.

Second, the campuses provide placed-based educational opportunities that allow students to enter the higher educational system at the occupational endorsement or associate degree level. As their skills and confidence grow, they can easily transition to higher degree programs (Bachelors, Masters, and PhD's) locally (if available) or through other UA campuses or institutions outside Alaska. As former students become successful, they in turn become role models for others.

Third, community campuses in the state's rural areas help ease the culture shock that would be experienced by many village residents if they ventured outside their home community for higher education. The culture shock that occurs when someone leaves their community for the first time to attend UAA, UAF, or a college outside Alaska can be traumatic, resulting in the student leaving the educational system all together.

Fourth, community campuses prepare many Alaskans for the rigorous academic environment of the university system. According to UA Planning and Institutional Research, half of all first-time UA freshman from Fall 2005 to Fall 2009 took a preparatory course (even 35 percent of UA Scholars took a preparatory course). System-wide in FY 2008, 14 percent of UA enrollment was in preparatory courses. Combined, the community campuses preparatory enrollment was 16 percent. Many adults returning to education later in life or training for new careers must relearn lost skills. Foreign immigrants also benefit from developmental courses that facilitate their assimilation into the UA higher education system. The UA community campus system offers adult basic education, GED preparatory classes, and English as a Second Language, as well as developmental level course in Math, English, science, reading, and writing.

Following are examples of the importance role of the community campuses in the continuum of education.

- *It has opened up many opportunities. For example, the CNA training for both adults and high school seniors. Those high school seniors can move to UAF to earn their nursing degree.*
- *KoC partners with the high school. Some motivated students have a year or two of college under their belt before they graduate high school.*

- *Because of KPC, our high school students have more options, a menu of opportunities. Because there is a relationship with our high school students, their parents feel comfortable in sending their students to KPC.*
- *Many of our students don't even have high schools in the communities they live, and we are now engaging those students, and offering them college courses to take while in high school. It gets them thinking about college while in high school.*
- *After [high school] graduation, she will be able to either continue college at home, or go to a bigger campus. Either way, she already has a year of college under her belt, which will save her time and money.*
- *We had one Rural College student who went to one of our camps in Galena. She then went through the CNA program, and is now enrolled at UAA in the nursing program.*
- *KoC gives people confidence and gets the first two years out of the way. People can get their writing up to college level. It is a positive experience, knowing they can do so much and go on to succeed. It encourages students who didn't think they were good enough for school.*
- *We are finding that a lot of students who aren't prepared to break out and leave the nest are coming back and taking core classes at KoC. This allows them to be more prepared. It is a really good transition for high school students.*
- *They're pretty prepared to pursue a teaching degree. It's been a very successful program [Tech-prep].*
- *UAF is collaborating in the Yukon Kuskokwim area with students K-12, which makes it possible for them to be exposed to the local university through dual credits or summer programs. The "Talent Search" offered through KuC bring students into the community and gives them a perspective of what it is like to be a college student. It exposes them to career opportunities in many different areas, and it makes an impact on these young peoples' lives. It allows them to see what happens beyond their world and what opportunities exist, which makes a big difference in their lives down the road. They are able to see more than just what is in front of them because their worldview is so limited right now by staying in a village of 50 to 100 people. The fact that the university provides this exposure now cannot be measured, but will be very important for the future. It shows the kids that they don't have to leave the community, but they can still do so much.*
- *I appreciate the major campuses including rural distance delivery services in their budgets. It's greatly needed and we appreciate the services they provide. It enhances the rural high school students' education. It gives them some exposure to a college education so they won't be so shocked when they go to college. These rural colleges have increased the standard of living for the younger generation. They go to more advanced fields because they have more exposure with elementary and secondary education.*
- *NWC is a leader in the development of post-secondary education in the region. The region has a low number of kids who graduate high school, and a lower number that go on to college. The few that do go rarely stay because they can't handle the lack of community support they had at home. NWC bridges this gap because they are a local campus. They [students] can start at NWC, get a handle on things, and then leave, or they can start and finish their education here.*

- *TVC is a key part of the educational continuum, and plays a valuable role in transitioning high school students to college. There are those who are not college-bound [academically] right out of high school and they can acquire skills needed for Alaskan industries. It gives them career and life skills, such as personal finance classes, as well as educational offerings for specific skills and interests.*
- *Without KuC, students would be forced to go to the bigger city to continue their education. In my opinion, if you're dealing with villagers who haven't experienced anything outside the village, the transition [to university] is very important. That piece of transition would be missing without KuC. A villager traveling to Fairbanks would be suffering culture shock. The dropout rate tends to go up because the village support and connectedness is not there. KuC provides the transition.*
- *Once kids are out of high school there is a lack of "connectedness" with the world. If kids can stay in their village after high school and take a few classes successfully, this can be a big confidence builder.*
- *At graduation, there are usually 10 to 20 people getting recognition for getting their GED. They have gone back to school with the help of the college. I think it's a really important success story.*
- *The GED thing is huge. They crank out a lot of GEDs. Sixty some graduated just a few weeks ago. These people are now a whole lot more employable than they were before they got their GED. There are many jobs they can now apply for.*
- *The Rural College has a fairly significant number of students taking developmental courses. They don't have the math skills or writing skills to be successful, so they are floundering. We ensure they are placed appropriately so they don't get overwhelmed and leave.*
- *Our faculty is very supportive. They know the students and know when they should be pushed or need encouragement. A lot of times that's all these students need is mentoring to show them what they can do.*
- *Without Developmental Education, we would have a much lower retention and success rate for our students. They would give up. We are the extra bit of cement for them to keep it together and realize that this is important.*

Personal Enrichment/Skill Building Courses

Courses taken for personal growth or enjoyment enrich the lives of community members and can also help them gain practical skills. UA community campuses offer a wide variety of credit and noncredit personal enrichment courses such as astronomy, ceramics, photography, weaving, beading, and art history as well as practical skill building classes such as snow machine repair, organic gardening, Alaska Native and other languages, American Sign Language, and boating safety.

The following quotes provide examples of interviewees' thoughts concerning personal enrichment classes.

- *People can take courses ranging from religion to pottery. Winters are sort of long and dark and dreary, anyplace we can go to entertain ourselves and learn at the same time is good. The plant, pottery, photography and water rescue classes are good. The water safety class taught at the local pool by a*

certified instructor teaches people how to quickly, safely, and properly put on a survival suit. This actually helps people.

- *I really like the subsistence-based classes, such as plant lore, salmon camps, plant identification, Native arts and crafts. These courses really are a benefit to the community. It keeps those crafts alive and passed on to the younger generation.*
- *KuC provides access to continuing education. People can take classes that enhance their employment skills or something fun, like learning how to knit or making a kuspuk.*
- *Haida weaver Delores Churchill is an amazing person and an expert in basket weaving. I went gathering with her and she told stories all the time she was teaching. I just really enjoyed the time. I have a lot of respect for what she does, not just for the weaving, but for gathering the materials to do it.*
- *We work with the elders too on digital photography and brochure making classes so they can advertise their artwork. These are very, very successful.*

Quality of Life

Quality of life is difficult to measure and can mean different things to different people. Usually it's a combination of factors that contribute to a person's sense of well being and happiness. UA community campuses contribute to residents' quality of life in several ways. One of the most important factors increasing the quality of life for community campus students is financial independence. Additional education can result in a new job, a better job, or career advancement. These steps are usually accompanied by wage increases. Higher incomes can significantly benefit students and their families, especially those in rural areas of the state where jobs are scarce.

Less tangible, but also important, is the sense of satisfaction and confidence that educational attainment provides. As former students become successful, they in turn become role models for those new to the educational system. The campuses also contribute to the quality of life in the communities through the volunteer efforts of their faculty and staff who donate countless hours to make their communities a better place to live. Campuses also present guest speakers, films, forums, and workshops that benefit the community as a whole. In some communities, the campus library is the only readily available source of reading material. Following are quotes that provide examples of the many ways that UA community campuses improve quality of life.

- *There are scores of students' lives that have been changed forever — not just the students, but their families. All sorts of people have gone through KuC who can, and will, make solid contributions to the community.*
- *They are a great facility and great folks who are truly committed to the well-being and improvement of the quality of life on Kodiak Island. They are a huge community asset.*
- *Above and beyond what they are already doing amazingly well, I think they want to build on the good programs they have going, like the nutrition program. Not just in response to employment, but in response*

to diabetes in rural Alaska. Helping people in the communities be healthier, really educating people in ways they can help their children. IAC takes an idea and runs with it, and will get people excited about doing it.

- The creation of the vet science program allows people to care for their own animals and learn more about animal nutrition and emergency triage care. The development of the tribal management program trains people in the tribal administration and finance areas so they are more effective in the rural governments. The nutrition program teaches people how to eat better and counter the damaging effects of sugar and bad food choices that lead to hypertension and diabetes.*
- The gardening class is great for our area. It really got people into gardening. There were people who started it who didn't have gardens, and now they do. It's a good thing for the community to have.*
- TVC has a really positive impact. It contributes to the overall level of education in the community. The education isn't just about the workforce, but about personal development as well. It is good to have an outlet like TVC that provides highly accessible education and adds to the overall quality of life.*
- KPC helps to sustain our community. It helps us keep people here who want to continue their education. It makes our community more attractive to retirees who want to continue their learning. It is as important an asset as transportation or shopping.*
- They're all just a part of the community. At any community-wide event, you always see them. The whole group of them are an integral part of the community.*
- The community would not be the community it is without the university.*
- I don't know of anyone in town who hasn't been touched by the university in some way.*
- They have the only library in the whole region. Access to the library is allowed by all community members, 28,000 people in the service area. Every community member who wants to have access to reading material and media are able to get what they need.*
- The library is important. It is open to everyone, and there is no bookstore in town.*
- They are part of the community, active in Rotary and other service clubs.*
- BBC understands the cultural connections of the area and supports them.*
- The campus staff and faculty are local and part of the community. They are always willing to help out, regardless of payment. I have never seen Chukchi decline to help someone. It is about caring. You have to care to make a difference, and Chukchi really cares about the people in the region.*
- Outside of work, the staff and faculty are musicians, painters, potters and artists who help the community...they are adding culture to the community.*
- Staff and faculty are involved with civic things in the community, such as contributing to the folk music scene and organizing the Nome Folk Fest.*
- Some faculty members sit on the school board. They provide technical guidance and planning for school-related things, not just the Mat-Su campus.*

Community Campus Programs

Kenai Peninsula Campus Programs

- **Occupational Endorsement Certificate** — Corrections, Office Foundations, Office Support, Bookkeeping Support and Office Digital Media.
- **Industry Certificate** — CompTIA, A+; CompTIA, Network+; CISCO Systems, CCNA Certification; Microsoft, MCP; Microsoft, MCSA; Microsoft, MCSE; Emergency Trauma Technician; Emergency Medical Training I, II, III; Personal Care Assistant; Certified Nursing Assistant; GED; American Welding Society certifications; American Society of Mechanical Engineers welding certifications; NICET Instrumentation Technician Level I; ISA Certified Control Systems Technician Level I.
- **Undergraduate Certificate** — Computer Information and Office Systems, Corrections, Mechanical Technology, Petroleum Technology, Small Business Management, Welding Technology.
- **Associate of Applied Science** — Computer Electronics, Computer Information and Office Systems, Digital Art, Early Childhood Development, General Business, Human Services, Industrial Process Instrumentation, Nursing, Occupational Safety and Health, Paramedical Technology, Process Technology.
- **Associate of Arts** — General Studies.

ADULT BASIC EDUCATION PROGRAM

In collaboration with a number of national and state education initiatives, KPC offers adult basic education, including GED preparation and testing, English as a Second Language instruction, literacy training, and basic skills refresher courses. Traditional subjects include math, reading, writing, social studies, and science, but courses such as life-coping skills are also offered. Free seminars have included topics such as "Life After Public Assistance" and "Dyslexia - The Hidden Handicap."

PROCESS TECHNOLOGY

This two-year degree is designed to provide education/training that enables individuals to obtain employment in the industries that use and control mechanical, physical, or chemical processes to produce a product. In Alaska, this includes the process industries of oil and gas production, chemical manufacturing, petroleum refining, power generation and utilities, water and wastewater treatment, and seafood and other food processing. KPC operates two of the three UA locations where this program is offered: Kenai River Campus and KPC's Anchorage Extension Site.

INDUSTRIAL PROCESS INSTRUMENTATION

Graduates of this program are prepared for employment as instrument technicians. Instrument technicians are responsible for the repair, maintenance, adjustment, and calibration of automatic controls used in

refineries, chemical plants, pipelines, oil and gas production facilities, food processing facilities, and other industries where automatic control is used.

PARAMEDIC TECHNOLOGY PROGRAM (PMED)

KPC began offering the only paramedic technology AAS degree-granting program in UA in 2006. During the four years of its existence, the program has become nationally known for its quality instruction and top-notch graduates that frequently receive job offers before finishing the program. Training with cutting edge simulation equipment, students from the Lower 48 move to Alaska to enroll in the program due its reputation. In 2009, the KPC program was adopted by MatSu College and the two campuses now comprise the UAA Southcentral Paramedic Program. Faculty at each campus cross teach classes via videoconference and plan curriculum together making it a truly integrated and collaborative program. One-hundred percent of KPC's Paramedic AAS graduates in its three graduating classes have successfully passed certification testing for national licensure as paramedics. The average for paramedic training programs in the U.S. is a 66 percent success rate.

NURSING

KPC offers the UAA associates degree in Nursing at the Kenai River Campus and Kachemak Bay Campus. The curriculum is an intensive two-year combination of classroom and online instruction with clinical applications.

KENAI RIVER GUIDE ACADEMY

The academy is a state-required 40-hour course that all Kenai River fishing guides must take to professionally guide anglers on the river. Established in 2006, the program has graduated 393 guides in 18 classes. The course is taught by KPC professors, state and federal agency personnel representing the U.S. Fish and Wildlife Service, Alaska Department of Natural Resources, Alaska Department of Public Safety, U.S. Coast Guard, and members of the Kenai River Professional Guides Association and Kenai River Sportfishing Association.

KENAI FISHING ACADEMY

Sponsored by KPC, the Kenai Fishing Academy offers two one-week courses that are available as credit or non-credit: Bait Casting and Fly Fishing. Classes are small, and approximately 50 percent of the students are non-Alaska residents who are visiting the Kenai Peninsula. Students spend half of their days in the classroom learning about the species they will catch, fishing and fish preparation techniques, and the history and characteristics of the Kenai Peninsula waters. The other half of their days is spent on the water practicing what they learned.

KACHEMAK BAY WRITERS CONFERENCE

The KPC Kachemak Bay Campus began hosting and organizing this nationally recognized writer's conference in 2002 that attracts upwards of 150 registrants and hundreds to public readings. Internationally known and award winning writers serve as the keynote presenter each year with 25 other noted authors, editors, publishers and agents presenting workshops. The 4-day conference in Homer attracts people from across Alaska and Lower 48.

Kodiak College Programs

- **Occupational Endorsement Certificate** – Computer Information and Office Systems (Office Foundations, Bookkeeping Support, Medical Office Support, Office Digital Media, Office Support, Technical Support); Computer Technology (CISCO Certified Network Associate, Comp TIA A+ and Network, Microsoft Certified Systems Engineer, Microsoft Office User Specialist)
- **Certificate** – Welding, Construction Technology, Industrial Safety, Certified Nursing Assistant
- **Associate of Arts** – General Program
- **Associate of Applied Science** – Accounting, Computer Information and Office Systems, Computer Systems Technology, General Business, Nursing (through UAA), Technology (applied/vocational)

ADULT BASIC EDUCATION PROGRAM (ABE)

The ABE program is funded through a grant from the US State Department. This program provides free tutoring and classes for adults who need to either learn or re-visit basic skills in reading, writing and mathematics. Students undergo assessments and individual tutoring. Study programs including online learning, short courses, test preparation and GED practice tests. Students learn at a pace and schedule that fits their needs. Students in the program can achieve a GED after testing.

ENGLISH AS A SECOND LANGUAGE PROGRAM (ESL)

The ESL program aids students who wish to increase their language skills to achieve educational or career success. There are day and evening classes for beginning, intermediate and advanced students. Instruction includes reading, writing, speaking, and grammar. Students may study using cassettes, CDs, and online study programs. Individual tutoring is available.

SMART START PROGRAM

This program is for students new to college or returning after a break from pursuing their education. The program focuses on strengthening basic reading, writing, math, and study skills. This allows students to focus on specific academic strengths while improving their overall academic skills. Classes are taught weekdays from 9:00 a.m. to 1:00 p.m.

JUMP START PROGRAM

KoC offers reduced tuition to high school students through the Jump Start program which allows qualified high school students to attend college-level classes at KoC for a reduced rate of \$50 per credit hour. This is a significant savings over the usual \$127 per credit hour. The Jump Start program tuition is subsidized by the Kodiak Island Borough.

DUAL CREDIT/TECH PREP

Since 1999, KoC has offered more than a dozen Dual Credit and Tech Prep classes annually through Kodiak High School. Students in these classes earn both college and high school credit upon successful course completion. KoC works closely with the Kodiak Island Borough School District to encourage high school students to become familiar with the variety of options available for earning college credit before graduating

from high school. KoC student services staff visit local high school classes annually to review and approve the offerings, talk about the options, and register students. Students in Dual Credit and Tech Prep classes pay reduced tuition of \$25 per credit hour. KoC also works with the high school counseling staff to offer students early Accuplacer testing in their junior and senior years, as well as academic advising, which allows students to plan ahead for postsecondary education and workforce training.³

³ ACCUPLACER tests gather information about student skills in math, English, and reading. The results of the assessment, in conjunction with academic background, goals, and interests, are used by academic advisors and counselors to assist students with course selection.

Mat-Su Programs

- **Occupational Endorsement Certificate** — Architectural and Engineering Technology (CAD for Building Construction); CISCO (Certified Network Associate or CNA); Computer Information and Office System (Office Foundations, Bookkeeping Support, Medical Office Support, Office Digital Media, Office Support, Technical Support); Logistics Operations; Refrigeration and Heating Technology (Residential and Light Commercial Heating and Ventilation, Commercial HVAC Systems, Residential and Light Commercial Air-Conditioning and Refrigeration, Commercial Refrigeration Systems); and Veterinary Assistant.
- **Undergraduate Certificate** — Architectural and Engineering Technology (Architectural Drafting, Civil Drafting, Mechanical and Electrical Drafting, Structural Drafting); Refrigeration and Heating Technology; Telecommunications, Electronics and Computer Technology (Computer and Networking Technology).
- **Associate of Applied Science** — Accounting; Architectural and Engineering Technology; Computer Information and Office Systems; Fire and Emergency Service Technology; Human Services; Refrigeration and Heating Technology; Small Business Administration; Telecommunications, Electronics and Computer Technology; and Paramedic Technology.
- **Associate of Arts** — General Studies. AA degrees combine broad studies in written communication, oral communication, humanities, mathematics, natural sciences, and social sciences, with elective coursework selected by the student.

PARAMEDIC TECHNOLOGY PROGRAM (PMED)

The PTP is an AAS program developed in conjunction with the Matanuska-Susitna Borough that began in Fall 2009. The PTP will allow current EMTs to be trained as paramedics to work in the EMS system. Paramedics provide pre-hospital care to ill or injured patients. Students will train with state-of-the-art equipment in classrooms and at local and regional hospitals through clinical rotations and field internships. After graduation and PMED courses, students meet the U.S. Department of Transportation National Standards for Paramedics, and are eligible to take the National Registry examination. Upon passing the exam, the student will be a licensed paramedic. The first class was enrolled to capacity (16 students).

REFRIGERATOR AND HEATING TECHNOLOGY PROGRAM (RH)

The RHTP offers four occupational endorsement certificates, one undergraduate certificate, and an associate of applied science degree in Refrigeration and Heating. Upon completing the degree or certificate, a student will be able use knowledge of heating, air-conditioning, applied physics, mathematics, and electricity and be able to repair modern commercial and residential heating, refrigeration, air-conditioning and ventilation systems. The program emphasizes using the laws of physics related to heating, ventilation, air-conditioning, and refrigeration, using and understanding the tools necessary to complete the job, environmental responsibility in the workplace, and other lessons. The MSC RHTP is the only certified refrigerator and heating program being offered in the state.

VETERINARY ASSISTANT PROGRAM (VETT)

MSC began offering a veterinary assistant occupational endorsement program in Fall 2009. Students are taught how to assist and support veterinarians and the veterinarian technicians during their day to day operations. The program prepares students to deal with animals as patients and people as clients. The students learn about the care, treatment and management of the animals, and customer service, communication skills and clerical duties. Students also learn about the proper handling, nutrition and nursing of large and small animals and are introduced to proper laboratory procedures.

RENEWABLE ENERGY PROGRAM (RE)

Beginning in Spring 2010, MSC will offer an occupational endorsement in Renewable Energy. The program includes eight courses focused on renewable energy including wind, biomass, hydro, solar, and geothermal energy. Students will learn about renewable energy that can then lead them to careers in construction and utilities. It prepares students for employment in renewable energy fields, and allows them to identify energy sources that may be more environmentally friendly. The program focuses on energy efficiency, conservation and safety.

Prince William Sound Community College Programs

- **Certificate** — Disability Services, Electrical Power Generation, Computer Information and Office Systems, Oil Spill Response, and Safety Management
- **Associate of Applied Science** — Computer Information and Office Systems, Disability Services (Community Support Emphasis, Educational Support Emphasis, Speech-Language Support Emphasis), Human Services, Industrial Technology (Electrical Power Generation, Millwright, Oil Spill Response, Safety Management), Nursing**
- **Associate of Arts** — General
- **Associate of Fine Arts** — Playwriting
- **Bachelor's** — Business Administration*, Human Services**, Science in Technology with a Business Option**

In conjunction with *UAS or **UAA.

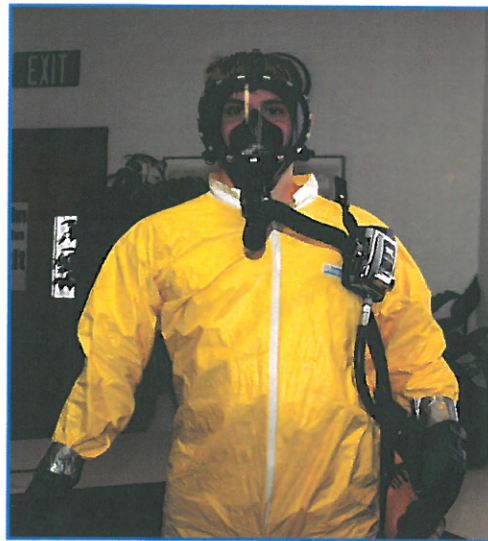
ADULT BASIC EDUCATION

The college includes an Adult Basic Education Program that offers instruction in reading, writing, and mathematics to help students move into the labor market or advance vocationally. The program includes courses to prepare for the GED, learn English as a second language, and build skills for college classes.

CAREER EDUCATION PROGRAMS

PWSCC has worked closely with the community to develop courses that meet the business sector's needs. Since the early 1990s, PWSCC has had a partnership with Alyeska Pipeline Service Co. and worked to create training opportunities for the oil industry workforce.

The campus provides safety and professional training, such as oil-spill response courses to participants in the Alyeska Pipeline Service Co.'s Ship Escort/Response Vessel System (SERVS). Classes such as Commercial Radar serve the fishing fleets in Valdez, Cordova, Whittier, Seward, Kodiak, and Homer. Other training includes HAZWOPER, confined space awareness, Red Cross first aid, Alaska Host customer service, and vessel operator license test preparation.



PWSCC students can earn professional certificates in disability services, electrical power generation, computer information and office systems, oil-spill response, and safety management.

HEALTH PROGRAMS

The school is currently training its first cohort of RNs in collaboration with the University of Alaska Anchorage nursing program. The RN program combines local classes and clinical training, and some instruction in

Anchorage. Four students are enrolled in the first cohort and six are expected in the second, with a potential for increased enrollment in the future. This program has helped to alleviate a serious shortage of nurses in the region.

The nursing program uses half of a newly renovated science laboratory, which provides state-of-the-art equipment for anatomy and physiology classes. In addition to the \$310,000 renovation, the campus acquired \$110,000 in additional equipment. The nursing portion of the lab includes two hospital rooms, two beds, and specialized mannequins for a variety of training. The lab is outfitted with personal-care and mobility equipment used in basic nursing instruction, as well as chest tubes, IVs, simulated human blood, and syringes for advanced training. The lab includes a \$90,000 SimMan (a mannequin used for advanced resuscitation techniques, defibrillation, and blood pressure monitoring) as well as SimBaby (a high-fidelity newborn also used for resuscitation and other training). PWSCC also converted a former computer lab and storage room into two classrooms for students in nursing and health-related courses.

Last year, the Valdez campus collaborated with UAA's Allied Health Department to make Allied Health programs available to PWSCC students who are interested in health fields but may not want to become nurses. Allied Health fields include Medical Assisting, Medical Lab Technician, and limited Radiation Technology, preparing students for jobs available in the region.

THEATER PROGRAM

The PWSCC Drama Department offers an associate of fine arts degree in playwriting. The department produces an average of two or three full-length shows each year, two sets of one-act plays from its acting classes, and the Last Frontier Theatre Conference, which has gained national recognition.

Valdez community members participate with theater students in the productions. Playwright Dawson Moore, who directs the department, has won national awards for his plays, which have been produced off-Broadway and in Alaska, California, Texas, Virginia, Washington, and Bologna, Italy.

Bristol Bay Campus Programs

- **Certificate** – Applied Business Management (Marketing, General Business, Computer Applications, Tourism, International Business, Human Resources, Public Management, Finance), Community Health, Early Childhood, Information Technology, Office Management and Technology, Renewable Resources, and Environmental Studies.
- **Associate of Arts** – General Studies
- **Associate of Applied Science** – Applied Business (Marketing, Entrepreneurship, Computer Applications, Tourism, International Business, Human Resources, Public Management, Finance), Applied Accounting, Community Health, Early Childhood, Human Services, Information Technology, Interdisciplinary Studies, Office Management and Technology, Renewable Resources.
- **Bachelor of Arts** – Elementary Education, Rural Development, Social Work, Interdisciplinary Studies.
- **Bachelor of Sciences** – Interdisciplinary Studies.
- **Master of Arts** – Rural Development.

ADULT BASIC EDUCATION (ABE/GED) PROGRAM

Considered an important component of BBC, the adult education program provides basic education at the high school level for Bristol Bay adults, allowing them to obtain their GED. These courses help with reading, writing, mathematics, and computer skills, but also provide guidance with household budgeting, resume writing, and preparation for the Department of Motor Vehicles driver's test. Many students use these courses to transition to other higher education courses and vocational training.

SKILL BUILDING CLASSES

Courses with an academic focus include Introduction to Spanish, Grant Writing, Keyboarding: Beginning, Keyboarding: Skill Building, Beginning Access, Grant Management, Web-Page Design: E-Commerce, Microcomputer Word Processing, and ANSCA: Understanding Alaska Native Claims Settlement Act. Courses with a vocational focus include Welding, Drivers and Safety Education, Burner Maintenance and Repair, and Marine Refrigeration.



PERSONAL ENRICHMENT CLASSES

BBC offers personal enrichment classes each semester. These one-credit courses are well-attended and many of them fill up quickly once registration opens. A broad spectrum of courses allows residents of different ages and interests to enhance their

knowledge. Courses focused on personal interests include Net Mending, Basket Weaving, Skin Sewing, Beading, Carving, Introduction to Ceramics, Snow Machine Maintenance and Repair, and Migratory Birds of Southwest Alaska. Residents are encouraged to approach BBC if they have interest in a subject and the campus will do whatever it can to design a course and find an instructor.

ENVIRONMENTAL/SUSTAINABLE ENERGY INTEREST

Due to a growing interest in environmental issues an on-site environmental science lab was developed. Areas of concern include global warming, shifting meteorological patterns, our reliance on, (and the cost of) fossil fuels, as well as potential mining and offshore drilling in the region. Bristol Bay Environmental Science Lab (BBESL) allows students to participate and develop research projects, data collection, and conduct analysis in areas of local scientific interest including estuary ecology, water quality, tidal energy and explorations of renewable energy sources that have local potential. These findings are presented at local, regional, statewide, and international conferences. This coursework allows students to earn a certificate in Environmental Studies or an associate of applied science degree in Renewable Resources.



HIGH SCHOOL STUDENTS

Technical Preparation with High Schools (Tech Prep) allows rural high school students to take courses that prepare them for technical careers. Dual credit courses are available, allowing high school students the opportunity to acquire college credits while still in high school.

Chukchi Campus Programs

- **Certificate** – Accounting Clerk, Accounting Technician, Construction Trades Technology, Aviation, Applied Business Management, Early Childhood Education, Certified Nursing Assistant and Personal Care Attendant, UAA and UAF Allied Health Programs (Rural Human Services, Health Care Reimbursement, Community Health Aid Program, Clinical Assistant, Dental Assisting, Limited Radiology, Pharmacy Technology, Phlebotomy), Licensed Practical Nurse; Paraprofessional, Human Rural Services, Information Technology Specialist, Native Language (Iñupiaq) Education, Tribal Management, Veterinary Science, High Latitude Range Management, Ethno Botany, Environmental Science
- **Associate of Applied Science** – Applied Accounting, Applied Business, Early Childhood Education, Community Health, Registered Nurse, Educator: Paraprofessional, Human Services, Information Technology Specialist, Native Language (Iñupiaq) Education, Renewable Resources, Tribal Management, Veterinary Science
- **Associate of Art** – General
- **Bachelor of Art** – Business Administration, Child Development and Family Studies, Education, Iñupiaq Eskimo, Rural Development, Social Work
- **Masters** – Business Administration, Public Administration, Rural Development

NURSING PROGRAMS

As a result of community need and interest, Chukchi developed the ability for local students to obtain a one-year certificate that will qualify them (once they pass a state administrated exam) to become a Licensed Practical Nurse (LPN). Students can then take an additional year in the nursing program and acquire a Registered Nurse (RN) associate degree. Once they pass the state exam, they become licensed RNs.

CONSTRUCTION TRADES TECHNOLOGY

An example of a successful partnership is Chukchi's relationship with Alaska Technical Center's (ATC) Construction Trades Technology program (CTT). Chukchi campus wrote the grant with their partners, identified qualified instructors and approved courses for university credit. ATC hires the instructors, provides classrooms, shops, and dormitory housing for students.

The program has graduated 26 students in the last three years. Graduates have the opportunity to become certified in electrical and plumbing. In 2009, 11 graduates will be working for these advanced certificates. Once they acquire the advanced certificate, (and 8,000 apprenticeship work hours) they can become certified as journeymen, and qualify to work anywhere in the United States. About half of students in the CTT program are from Kotzebue and half from villages in the region.

AVIATION PROGRAM

The campus is in the process of setting up a unique program to help train pilots. Chukchi recently acquired an advanced flight simulator, which can train seven to eight students each semester. With the assistance of a certified instructor, students can log approximately 15 hours of flight-time using this simulator. They will still

need to leave the community to receive further flight training, but the simulator will help them in preparing to obtain a pilot's license.

IÑUPIAQ

Many Alaska Native languages are at risk of extinction, according to the Alaska Native Language Center at UAF. In the past, Chukchi recruited school district staff to teach Iñupiaq language classes to the public in Kotzebue. Eventually the program faded away. In 2005, Chukchi hired an Iñupiaq coordinator to revive the program. Chukchi, in partnership with NANA Iñupiaq Language Commission and the Native Village of Kotzebue Iñupiaq Immersion Program, has recently begun offering introductory Iñupiaq courses via live internet software. In 2007, NANA partnered with Rosetta Stone, the leading language learning company, to produce an interactive Iñupiaq CD-ROM in the coastal dialect. Chukchi now offers an Iñupiaq class using the Rosetta Stone CD.

Interior-Aleutians Academic Programs

- **Occupational Endorsements** – Rural Human Services, Construction Trades Technology, Rural Nutrition, and Roads Scholar.
- **Certificate** – Educator: Para-Professional, Tribal Management, Rural Human Services, and Construction Trade Technology, Veterinary Science.
- **Associate of Arts** – General Studies.
- **Associate of Applied Science** – Educator: Para-Professional, Tribal Management, Rural Human Services, and Construction Trade Technology.
- **Associate of Science** – General Studies.
- **Bachelors** – Rural Development, Education, Child Development & Family Studies.

BRIDGING THE GAP

Bridging the Gap is funded by the U.S. Department of Education through the Alaska Native Education (ANE) program and is designed to “increase the number of rural Alaska Native teachers” by supporting associate degree students who are interested in becoming teachers. The program focuses on the areas of English and mathematics and builds upon an earlier grant “Reach to Teach.” Using a multi-partnership approach, IAC seeks to increase the number of Associate graduates who will then transfer to a Bachelor of Education program. IAC’s outreach efforts include high school students involved in the future Educators of Alaska. The program has the following objectives:

- To assist in the development of new Future Educators of Alaska clubs.
- To support potential teacher candidate students enrolled in associates programs.
- To collaborate with schools of education to facilitate the smooth transition of AA/AS graduates into baccalaureate education programs.

EFFIE KOKRINE EARLY COLLEGE

The Effie Kokrine Early College Program is funded through a Bill and Melinda Gates Foundation grant from Antioch University in Seattle, Washington and is in its final year. The program is designed to give minority high school students a jump-start into the college atmosphere. Students take college classes and receive dual credit through this high school program. A college coordinator at IAC works with Effie Kokrine Charter School to determine the needs of the school and coordinates classes. IAC and Effie Kokrine staff work with a steering committee with representatives from UAF, Fairbanks Native Association, Tanana Chiefs Conference, parents, and community members to assure the program meets the needs of the students and the school. University classes that have been taught at Effie include: Biology, Arctic Survival, Study Skills, Art, Drama, Bush Physics, Library Science, English, Communications, and Geography.

UPWARD BOUND

The Upward Bound program was started with a grant from the U.S. Department of Education. The mission of the program is to increase the numbers of high school students graduating high school and entering a postsecondary institute. The students in the program are from low-income families where neither parent has received a baccalaureate degree and whose families meet income guidelines. The program targets Lathrop High School and the Effie Kokrine Charter School and helps students with high school academics and

financial aid applications. Students receive assistance in preparing for college exams as well as college life. Services include skill building, tutoring, advising, and cultural and career-based field trips. The program is free of charge for eligible participants.

The first part of the program assists high school students in their academics and exposes them to postsecondary educational opportunities. The focus is on math, laboratory science, composition, literature, and foreign language. Advising is offered to encourage students to graduate from high school and enroll in college. A secondary program element is a summer component held on the UAF campus. This intensive six-week program includes coursework, field trips, and a variety of activities both social and cultural.

TECH PREP

In an effort to better serve students at the high school level who are interested in college, IAC has begun offering the Tech Prep program, funded through the U.S. Department of Education's Title III program. Tech Prep offers high school students college credit for courses that are mainly vocational in nature. Tech Prep includes courses in areas such as welding, construction, aviation, and applied business. The Tech Prep program works with local high schools and school districts as well as the Department of Education to develop the programs courses. Upon high school graduation, a Tech Prep student will have made significant progress towards a college degree. High school students participating in Tech Prep receive reduced tuition (\$25 per credit). Since program inception, there has been a 55 percent increase in the number of high school students who are in enrolled in the Tech Prep program.

GAALEE'YA

The Gaalee'ya STEM (Science, Technology, Engineering and Mathematics) project is funded by a National Science Foundation grant with the goal of encouraging students interested in science to complete AS degrees and pursue bachelor's degrees at UAF. The project provides a rigorous and culturally relevant program through the associate's level for students in the Interior-Aleutians and Chukchi Campus regions by incorporating cultural values and perspectives and local interests in ecosystem changes with scientific coursework, research, and analysis from a Western academic perspective. The program provides financial support for Associate of Science students taking STEM courses and cultural enrichment and integration activities, including research activities organized around the theme "ecology of place" and summer camps organized around the theme of "Native Science."

Students (mostly adults) from villages gather in Fairbanks for one week each semester. This allows students from geographically disperse areas to meet and get to know each other. Students in the program are provided with computers and technical assistance. Student progress is closely monitored and extra support is provided as needed. There are currently two cohorts with nine to ten students in each group.

TRIBAL MANAGEMENT

The Tribal Management Program (TMP) began in 2000, in response to the needs of Alaska Native Tribal governments, and aims to provide the education and skills necessary for employment in Tribal institutions in rural Alaska. The TMP is a key component of IAC's focus on place-based, culturally relevant coursework. The program provides educational opportunities to residents of rural areas that otherwise would not be served.

The program works closely with Tribal governments and public and private organizations to design coursework that provides the knowledge and skills most important to employers.

There is a direct relationship between the program standards and the expected skills and knowledge that the student will need on the job. Some specific areas covered in the program are Tribal finance, human relations, and Tribal governance. As of end of Academic Year 2008-2009 more than 1,300 students from over 100 different communities have taken TMP courses and workshops. The program has awarded 30 certificates and 11 Associate of Applied Science degrees.

One early success of the program was a student who had worked as a village Tribal administrator and had been unsuccessful in obtaining the type of education needed for career advancement. The student enrolled in the TMP program and received a certificate and then an AAS. Both awards immediately led to increased pay. Eventually the student was employed as a department manager for one of Alaska's regional corporations.

CONSTRUCTION TRADES TECHNOLOGY

The Construction Trades Technology (CTT) program is designed to prepare students from rural Alaska to work in the construction industry. The hands-on training program prepares students for employment or pre-apprenticeship in carpentry, plumbing, and electrical work. The program emphasizes "place-based" training (i.e., training taking place in rural villages), academic preparation, and student support in order to fill a critical gap in the availability of workforce training options in rural Alaska.

The CTT Certificate program consists of 38.5 credits and is focused on carpentry skills building. The CTT Associate of Science requires 73 credits. Students increase their plumbing and electrical skills. The following is a breakdown of CTT graduates and their community of residence from 2006 to 2009.

IAC has continued to develop the CTT program adding a 15-credit Occupational Endorsement in Rural Facility Maintenance (RFM) comprised of 11 courses. The goal of the Facility Maintenance Program is to increase the longevity and usability of buildings, particularly in rural Alaska. This will be accomplished through improved workforce training in energy efficiency in heating systems and building construction and maintenance.

EDUCATOR: PARA-PROFESSIONAL PROGRAM

The Educator: Para-Professional program (EDPA) is designed to prepare students to work in classrooms assisting teachers. The program meets standards established by the No Child Left Behind Act, as well as standards developed by the State of Alaska for teacher aides. The curriculum emphasizes school protocols, classroom methods, management, and assessment. In rural Alaska, teacher aides are often the most stable element of the school educational staff. EDPA will prepare students for employment and improve the skills of those currently employed in various educational settings. Graduates can continue their education and work towards a Bachelor of Arts in Elementary Education.

ALASKA TRIBAL TECHNICAL ASSISTANCE

The Alaska Tribal Technical Assistance Center (TTAC) was moved to IAC in 2007 with the help of a grant from the U.S. Department of Transportation Federal Highway Administration.

TTAC provides Tribal governments in Alaska with assistance in fulfilling educational and technical needs with the goal of improving transportation infrastructure in Alaska. The program offers both workforce development and management training programs, including the Alaska Roads Scholar Program (see below). The center provides a key link to the services of the Alaska University Transportation Center (AUTC) and the federal Local Technical Assistance Program (LTAP) located in Fairbanks. TTAC provides information through newsletters, local classes, workshops and individual counseling.

ROADS SCHOLARS PROGRAM

The Alaska Roads Scholar Program (ARSP) promotes delivery of transportation-related training to existing and potential rural Alaska workforce participants. The transportation network in rural Alaska is truly multi-modal, and includes traditional air, road, and river/marine systems as well as non-recreational ATV and snowmachine trails, boardwalks/board roads, seasonal access routes, and pedestrian facilities. The transportation system provides a critical link to employment as well as to other village infrastructure such as clinics, schools, Tribal offices, and community buildings. This complex network requires a trained workforce to act as Tribal or municipal program managers, as well as a skilled staff to construct, operate, and maintain these facilities.

VETERINARY SCIENCE

The Veterinary Science (VTS) certificate was developed in response to a shortage of trained veterinary care workers in rural Alaska. In the absence of formal training, individuals – including dog mushers, animal enthusiasts and village-based health care workers – have provided primary and crisis care for animals in rural Alaska. Education in veterinary science provides a knowledge base for those involved in animal husbandry management, dog mushing, public health, tribal resource management, and veterinary technology. The VTS certificate is designed so that graduates may continue and work towards an Associate of Science degree.

TROTH YEDDHA' NUTRITION PROJECT

The goals of the Troth Yeddha' Nutrition Project are to deliver integrated, culturally relevant education to Alaska Natives and rural residents that increases the understanding of behavioral and community factors that influence healthy weight; and to develop and deliver effective, culturally compatible intervention strategies for promoting health and preventing obesity in rural Alaska. The program is funded for three years by the U.S. Department of Agriculture's NIFA Human Nutrition and Obesity Program. During the pilot year of the project, seven rural students completed the 12 credits of coursework required, while three additional students participated in the seven-credit Rural Nutrition Leadership Academy. The one-credit intensive Rural Nutrition and Health Change course was delivered in three rural communities to a total of 20 students. Fifteen students have enrolled in the second offering of Rural Nutrition Services coursework, and the Rural Nutrition and Health Change course is tentatively scheduled to be offered in three more rural communities.

Kuskokwim Programs

- **Certificates** — Community Health, Early Childhood Education, Ethnobotany, Information Technology Specialist, Rural Human Services, Tribal Management, Applied Business Management, Office Management and Technology, Yup'ik Language Proficiency
- **Associate of Arts** — General Studies
- **Associate of Applied Science** — Community Health, Early Childhood Education, Information Technology Specialist, Human Services, Applied Business, Applied Accounting, Renewable Resources, Tribal Management, Yup'ik Language Proficiency, Interdisciplinary, Office management and Technology, Apprenticeship Technology
- **Bachelor of Arts** — Education, Rural Development, Social Work, Childhood Development and Family Studies, Interdisciplinary, Yup'ik Language and Culture
- **Bachelor of Arts and Sciences** — Education
- **Master of Arts** — Rural Development, Community Psychology
- **Master of Education** — Education

REGIONAL TRAINING

KuC provides specialized training, certificates, and licenses for businesses and workers. These classes include first aid/CPR, boiler operation, English as a Second Language (ESL), waste water operation, water treatment, fire extinguisher inspection, hazardous materials handling, asbestos removal, workplace basics, Certified Public Managers program, and emergency wilderness training. These types of classes help strengthen the skill level of the regional workforce.

ADULT BASIC EDUCATION (ABE/GED) PROGRAM

Considered an important component of KuC, the adult education program provides basic education at the high school level for Kuskokwim region adults, allowing them to obtain their GED. These courses help with reading, writing, mathematics, and computer skills, as well as teaching them household budgeting, resume writing, and preparation for Public Safety's Department of Motor Vehicles driver's test. Many students use these courses to transition to other higher education courses and vocational training.

PERSONAL ENRICHMENT

Not measured by standard university metrics is KuC's Lifelong Learning program. Lifelong learning courses and lectures are available to the public and provide opportunities for increased community engagement. Classes are generally taught by part-time adjunct professors in Bethel or in surrounding villages and include topics such as health and fitness, beginning yoga, judo, driver's education, sewing a traditional qaspeq, and Alaska Native language classes.

EDUCATIONAL TALENT SEARCH

This federally-funded program is geared toward students at risk of not graduating from high school. Most students come from low-income families and are first-generation college students. The one-week camps offer subjects, such as robotics, that are likely to engage students. The program also offers some college-prep programming for older high school students.

ALASKA NATIVE SCIENCE AND ENGINEERING PROGRAM (ANSEP) BOOT CAMP

This program is designed for students who show an interest in science, technology, engineering and math. One recent ANSEP camp was held in Nash Harbor on Nunivak Island, where students captured, measured, and cataloged various specimens of aquatic life, as well as recorded river conditions and other environmental data. The program provides academic support and retention activities to encourage educational success.

Northwest Campus Programs

- **Occupational Endorsements** (Administrative Assistant, Bookkeeping Technician, Nurse Aide, Meat Cutting and Value Added Processing (Reindeer).
- **Certificate** (Information Technology, Health Education, Rural Human Services, High Latitude Range Management, Business Management, USDA Certified Slaughter (Reindeer).
- **Associate of Arts** (General Studies, Fisheries)
- **Associate of Applied Science** (Information Technology, Health Education, Rural Human Services, Accounting, and Nursing)
- **Bachelor of Arts** (Elementary Education, Rural Development, and Social Work)
- **Master of Arts** (Rural Development)

ABE/GED PROGRAM

GED/ABE program provides basic education, preparation and testing, at the high school level for adults while allowing them to earn a high school graduation diploma. Courses in reading, writing, mathematics, and computer skills provide students with the skill set necessary for making the transition to post secondary education courses and vocational training.

HIGH LATITUDE RANGE MANAGEMENT PROGRAM

High Latitude Range Management Program (HLRM) was created in cooperation with regional and statewide employers and educators in response to the unique needs of rural Alaska communities, its people, and regional resource issues. The program focuses on preparing rural residents for immediate entry into natural resources employment specifically related to reindeer herding, land management, and meat production. An extension of the HLRM Program is **Meat Production Sciences** education and training that will provide additional career pathways for Alaska Natives in Inspected Slaughter, Cutting and Value Added Processing. Using our Portable Meat Sciences Lab to produce a highly nutritional and marketable product, USDA Certified Reindeer Meat, students develop carcass processing and cutting expertise, and value added processing techniques. The program enhances economic development and sustainability in rural regional communities where subsistence reindeer herding is a viable economic base.

DEVELOPMENTAL EDUCATION AND STUDENT SERVICES

NWC offers a student support system designed to assist students in staying in school and completing all courses in which they are enrolled. Developmental faculty provide regular academic intervention to teach the skills necessary for students to become independent, self confident learners who are able to meet the academic challenges of post secondary education. Support is offered in math, reading, writing, study skills, and computer skills.

BERING STRAITS HEALTH CONSORTIUM

For seven years a consortium of regional organizations has collaborated to deliver health career education. From Introduction to Health Careers, Certified Nurse Assistant Training, and Pre-Nursing Program, this group has developed educational opportunities through the Fairbanks Memorial Hospital and the UAA School of Nursing.

COMMUNITY EDUCATION AND PERSONAL ENRICHMENT

Lifelong learning is highly valued by regional residents. Whether in career development, artistic exploration, or simple enjoyment, residents have supported a wide variety of courses, like Skin Sewing, Arctic Survival, Introduction to Memoir Writing, Ceramics/Pottery, QuickBooks, Excel, Supervision, Digital Photography, American Sign Language, Snowmachine/Four-Wheeler Repair and Maintenance. These courses often provide a threshold for further educational training.

MATH AND SCIENCE SUMMER CAMPS

In cooperation with regional partners (NACTEC, Nome Eskimo, SEA Grant, MAP) NWC offers several summer camps designed to specifically increase the number of rural and Alaska Native students pursuing science related careers. The camps increase students' exposure to and understanding of how science and math are used in careers in natural resources, fisheries, and reindeer research.

VILLAGE OUTREACH PROGRAM

This program brings higher education opportunities to the residents of 15 rural villages in the Bering Strait Region, who live and work at home and represent over half of the students enrolled at NWC. Courses include academics skills development, workforce development training, traditional crafts, cultural documentation, and village special trainings (diving safety, drivers' education, computer technology). Community forums ensure relevant course offerings by involving communities in the academic program development process and by hiring local experts as adjunct faculty.

Rural College Programs

CENTER FOR DISTANCE EDUCATION AND INDEPENDENT LEARNING

The Center for Distance Education (CDE) is the largest program component of the Rural College with 59 percent of RC enrollment. Currently CDE has over 150 courses, and offers paper-based courses through mail, fax or e-mail, but also offers web-based courses delivered through UAF's Blackboard, Elluminate-Live! and other online resources. Classes may be taken on a traditional semester-based schedule or on a year-long basis, offering students a high degree of flexibility. CDE does not offer degree programs.

Following is a list of academic programs available through the following Rural College programs: Rural College Health Programs, Early Childhood Development, and DANRD.

- **Developmental Studies**
- **Occupational Endorsements** – Rural Human Services, Construction Trades Technology, Rural Nutrition, and Roads Scholar.
- **Associate of Arts** – General Studies.
- **Associate of Science** – General Studies.
- **Bachelor's** – Rural Development, Education, Child Development and Family Studies.
- **Master's** – Rural Development.

Two majors are available from the Rural College, Childhood Development and Family Studies and Rural Development. Rural College students can also earn baccalaureate and graduate degrees in cross-cultural studies, education, and social work in conjunction with UAF College of Liberal Arts and the School of Education.

The Rural College is responsible for delivery of the following programs:

Department of Alaska Native and Rural Development

The Department of Alaska Native and Rural Development (DANRD) is a distance delivery program offered through UAF's Rural College with faculty and staff based in Fairbanks, Anchorage, Bethel, and Dillingham. The program allows students to advance beyond a two-year associate degree by offering both baccalaureate and master's degrees in Rural Development. The master's degree was first offered in 2000 based on demand from many of the DANRD BA graduates.

Early Childhood Education

The Early Childhood Development (ECD) program provides educational opportunities leading to certificates, Associate degrees or Bachelor of Arts degrees in Child Development and Family Studies. The program focuses on educating students in the skills needed to work with children from birth to age eight, the families of these children, and the communities they live in.

Department of Developmental Education

The goal of the Department of Developmental Education is to make educational opportunities and success possible for all students by focusing on developing the skills and the mental attitude needed for success in a higher educational setting. Preparatory courses are offered in math, writing, and reading.

Many first-year students fresh out of high school are not prepared for the rigors of college-level courses and many nontraditional students have been out of school for some time, requiring them to refresh previous skills such as math and writing. The use of placement tests to assess a student's current abilities allows for more accurate student placement upon entering the system.

Rural College Health Programs

CRCO Rural Health Program supports several behavioral and allied health programs. The training and education allow students to receive nationally recognized credentials as healthcare professionals. There is a current shortage of healthcare professionals in Alaska, and growth in this industry is expected to continue. Healthcare professionals are especially needed to fill these types of jobs in rural Alaska. The Rural College Health Program focuses on providing students with education appropriate for the unique needs and environment of healthcare in Alaska.

Rural Student Services

Rural Student Services (RSS) offers extensive student services and serves as a bridging program for students coming from rural communities. RSS reaches out to high schools across the state in an effort to prepare students for college success. They offer courses in financial aid, time management, course scheduling, and study skills. The goal of RSS is to provide rural students with culturally relevant guidance and assistance to help them meet their academic goals. RSS provides assistance to help ease the culture shock that many village residents experience when they venture outside their home community. The culture shock that occurs when someone leaves their community for the first time to attend the urban campuses of UAA, UAF, or a college outside Alaska can be traumatic, resulting in the student leaving the educational system altogether, perhaps never to return. In addition to orientation and academic services, RSS provides students with cultural opportunities while at UAF. RSS is based in Fairbanks with a staff of six.

Rural Alaska Honors Institute

The Rural Alaska Honors Institute (RAHI) program brings honors level students from rural communities, as well as Alaska Native honors students from semi-urban areas, to the UAF campus for six weeks each year.

This rigorous academic program provides students with a realistic introduction to a college environment. The focus is on composition and college level study skills, with additional specialty classes including: math, petroleum engineering, business management, education, biochemistry, and geoscience. Students who graduate earn between seven and eleven college credits.

Tanana Valley Campus Programs

- **Certificate** – Accounting Technician, Airframe, Airframe and Powerplant, Allied Health, Automotive Technology, Applied Business Management, Culinary Arts, Dental Assistant, Diesel/Heavy Equipment Technology, Drafting Technology, Early Childhood Education, Health Care Reimbursement, Information Technology Specialist, Instrumentation Technology, Medical Assistant, Medical/Dental Reception, Power Generation, Powerplant (Aviation), Safety, Health, and Environmental Awareness
- **Pilot program** – Cosmetology
- **Minor** – Aviation Technology
- **Associate** – Associate of Arts, Applied Accounting, Allied Health, Apprenticeship Technologies, Aviation Maintenance, Applied Business, Construction Management, Culinary Arts, Dental Assistant, Dental Hygiene, Early Childhood Education, Emergency Services (Fire Science), Human Services, Information Technology Specialist, Medical Assistant, Registered Nursing, Paralegal Studies, Professional Piloting, Process Technology, and Radiologic Technology
- **Occupational endorsement** – Administrative Assistant, Bookkeeping Technician, Financial Services Representative, Nurse Aide, and Entry Level Welding
- **Training programs** – Law Enforcement Academy, Paramedic Academy, and Phlebotomy

OPPORTUNITIES FOR HIGH SCHOOL STUDENTS

TVC works actively to promote career pathways linking secondary and post-secondary education and training. It does so in a variety of ways including shared use of the Hutchison Institute of Technology in Fairbanks. This state-of-the-art Career and Technical education (CTE) facility combines the James T. Hutchison High School — a CTE magnet school for the greater Fairbanks area — with TVC programs such as Culinary Arts, Process Technology, Welding, Aviation, and Diesel/Heavy Equipment. Hutchison High School career clusters align to a significant degree with TVC programs, and TVC offers college-level courses to high school students at Hutch (including advanced math, Nurse Aide courses, and college-level English).

In addition, TVC has Tech-Prep agreements with high schools in Fairbanks, Delta Junction, and across the state. Tech-Prep allows high school students to earn college credit in approved technical courses that lead into postsecondary degrees. TVC also sponsors the Interior Alaska Career Academy which typically offers three 40-hour sessions per year for high school students; sessions are held outside of the normal high school schedule (e.g. on weekends and during holiday breaks). These Academy sessions provide high school students—especially those who do not have CTE opportunities in their high school students—the opportunity to explore a particular career. Recent sessions included Nursing and Allied Health, Culinary Arts, and Fire Science. By agreement with the Fairbanks school district, students completing two of these sessions earn dual-credit.

UAS Ketchikan Programs

- **Occupational endorsements:** Administrative Office Support; Child Development Associate; Community Wellness Associate; Computer Applications; Environmental Technology; Introductory Network Administration; Medical Office Specialist; Programming Foundations; Web Authoring; and Web Foundations.
- **Certificates:** Accounting Technician; Computer Information and Office Systems; Community Wellness Advocate; Early Childhood Education; Environmental Technology; Fisheries Technology; Health Information Management Coding Specialist; Health Care Privacy; Nursing, and Small Business Management.
- **Associate degrees:** Business Administration; Computer Information and Office Systems; Early Childhood Education; Environmental Technology; Fisheries Technology; General Education; Nursing, and Health Information Management.
- **Bachelor degrees:** Accounting; Entrepreneurship; General Studies; Health Care Administration; Human Resource Management; and Marketing.
- **Graduate degrees:** Business Administration; Early Childhood; Educational Leadership; Educational Technology; Elementary Education; Mathematics Education; Public Administration; and Reading.
- **Graduate certificates:** Elementary Education; Early Childhood Education; Educational Technology; Mathematics Education; Reading Specialist; and Special Education.

OCCUPATIONAL ENDORSEMENTS

The Ketchikan campus offers opportunities to earn occupational endorsements in 10 areas. The UAS Marine Transportation Program offers about a dozen courses in the region, ranging from basic safety training to advanced firefighting. The campus offers a similar number and range of classes in welding. Other areas in which students can earn endorsements are construction technology, administrative office support, computer applications, introductory network administration, medical office specialist, networking essentials, programming foundations, Web authoring, and Web foundations.

CAREER EDUCATION PROGRAMS

The campus focuses on three areas in career education: fisheries technology, marine transportation, and welding.

- **The Fisheries Technology Program,** This program is delivered from Ketchikan and offers a professional certification as well as an associate of applied science degree. This program prepares students for entry-level employment in state and federal agencies, hatcheries, and the private sector. Laboratories provide students with state-of-the-art equipment. Courses include introductory environmental sciences, limnology, spreadsheet applications, scuba diving, and fin fish culture. The fisheries department is also working with the regional shellfish industry on two experiments. One examines whether oyster shelf life can be extended by reducing the oysters' core temperature after being removed from the water. The other looks at whether oyster spat can be grown in intertidal areas rather than the current nursery system. The program prepares students for a field that is suffering a shortage of fisheries technicians and biologists, a trend expected to continue for the next

decade. In fall 2009, nine of the students enrolled in the fisheries program were living in the Ketchikan area and 14 were from around the state.

- The **Marine Transportation Program** offers Coast Guard-approved coursework to students pursuing a deck department career, from entry-level deckhand to deck officer. Classes are also available to students who would like to improve their skills in vessel operation and navigation. In 2008, one full-time faculty, one part-time coordinator, and eight to ten adjunct faculty staffed the program. In 2009, an additional full-time faculty member was added to the staff.
- The **Welding Program** offers an 18-credit occupational endorsement after two semesters of coursework. The American Welding Society has certified the program, which emphasizes aluminum and steel welding techniques. Coursework and an exam allow student to become certified by the American Welding Society as entry-level welders.

DEGREE PROGRAMS

The Ketchikan campus offers associate degrees in seven areas: General Education, Apprenticeship Technology, Business Administration, Computer Information and Office Systems, Fisheries Technology, Health Sciences, and Nursing.

Students can also earn a bachelor's degree via distance classes in the following areas: Accounting, Entrepreneurship, Health Care Administration, Human Resources Management, Marketing, General Studies, and Elementary Education.

Master's degrees are available through distance courses in four areas: Master of Arts in Teaching (M.A.T.), Master of Business Administration (M.B.A.), Master of Education (M.Ed.), and Master of Public Administration (M.P.A.).

UAS Sitka Academic Programs

- **Occupational endorsements:** Child Development Associate, Community Wellness Advocate, Computer Information and Office Systems (four options), Administrative Office Support, Network Administration, Network Support Technician, Web Development, Construction Technology, Northwest Coast Art, Welding-AWS Entry and Advanced Welder.
- **Certificates:** Accounting Technician, Community Wellness Advocate, Computer Information and Office Systems, Early Childhood Education, Fisheries Technology, Health Information Management Coding Specialist and Health Care Privacy, Pre-Nursing Qualifications, Pre-Radiologic Technology Qualifications, and Small Business Management.
- **Associate degrees:** Apprenticeship Technology, Business Administration, Computer Information and Office Systems, Early Childhood Education, Fisheries Technology, General Education, Health Information Management, Health Sciences, and Nursing through UAA.
- **Bachelor degrees:** Accounting, Entrepreneurship, Human Resource Management, Marketing, and Social Work through UAF.
- **Graduate degrees:** Business Administration, Early Childhood, Educational Leadership, Educational Technology, Elementary Education, Mathematics Education, Public Administration; Secondary Education, Reading Specialist, and Special Education.
- **Graduate certificates:** Elementary Education; Early Childhood Education; Educational Technology; Mathematics Education; Reading Specialist; and Special Education.

MASTER'S DEGREES

Master's degrees are available through distance courses in four areas: Master of Arts in Teaching (M.A.T.), Master of Education (M. Ed.), Master of Business Administration (M.B.A.), and Master of Public Administration (M.P.A.).

Graduate Teaching is available through distance coursework in early childhood and elementary education.

The Business Administration Program offers a two year M.B.A. in service management, an area that fits Alaska's economy and highest-growth sector. The program aims to train managers in businesses that are estimated to grow the most in the next decade, including health care, retail and wholesale, tourism, financial services, logistics, and oil field and mining support services. The program can enroll up to 25 students.

The Graduate Education Program offers students a choice of six emphases: Early Childhood Education, Educational Leadership, Educational Technology, Mathematics, Reading, and Special Education. Each program is geared toward specific needs within schools; the Early Childhood Education Program is intended as part-time coursework for practicing teachers, while the Leadership Program aims to prepare students to become school administrators. The UAS Graduate Reading Program won national recognition from the International Reading Association in 2004, as did the Early Childhood Education Program, through the National Association for the Education of Young Children.

The Public Administration Program is designed for people in public service careers in Alaska and the Yukon Territory. Classes are broadcast live on television and the internet. The goal is to hone skills surrounding policy and project implementation and program administration.

CAREER EDUCATION PROGRAMS

The Sitka campus offers a number of career education programs in areas such as Construction Technology, Health Sciences, Health Information Management, and Law Enforcement.

Below are Sitka-based offerings.

NURSING

Sitka offers a Certified Nursing Assistant (CNA) program in cooperation with the Sitka Pioneers' Home, Southeast Alaska Regional Health Consortium, Mount Edgecumbe Hospital, Sitka Community Hospital, and Sitka Home Health Care Agency. Classes are held at the university, and students rotate through clinical assignments at the hospitals, Pioneers' Home and Sitka Home Health Care Agency.

Students can also pursue an Associate of Applied Science Degree in nursing. The Sitka campus offers all of the GER courses and the non-nursing co-requisite major requirements for the A.A.S. in Nursing either locally or as distance delivered courses. Cohorts are scheduled in Sitka every other year. Distance courses are delivered through UAA with clinical practicums completed in Sitka and Anchorage.

THE ALASKA LAW ENFORCEMENT TRAINING PROGRAM

The ALET program is unique to UAS Sitka. The program, in cooperation with the Alaska Department of Public Safety, trains people to become police officers, Alaska State Troopers, fire marshals, airport safety officers, and VPSO's. The academy offers a 15-week course on criminal investigation, police procedure, laws, and physical skills. It also offers a 10-week VPSO class for rural first responders. More than 60 percent of the graduates from the law enforcement training program are employed in Alaska law enforcement.

The program includes rigorous physical training and instruction in handguns and shotguns, driving and emergency vehicle operation, defense tactics, and other areas. The academy has a state-of-the-art driving simulator for training, two firearms ranges, gym with aerobic and weight-lifting equipment, and a multi-purpose room for training drills and simulation events.

CONSTRUCTION TECHNOLOGY PROGRAM

UAS Sitka partners with the construction industry and Mt. Edgecumbe High School to provide workers with the skills needed in the residential construction industry in Alaska. Sitka offers an Occupational Endorsement in Residential/Light Construction. This endorsement gives a general overview of the industry and provides skill development opportunities. The endorsement is articulated with the A.A.S. degree in Construction Technology.

HEALTH INFORMATION MANAGEMENT PROGRAM

The HIM program provides a course of study, using primarily distance delivery technology that prepares entry-level health information professionals. This program is the only nationally accredited program in Alaska, having earned accreditation from the Commission on Accreditation for Health Informatics and Information Management Education (CAHIM). Graduates are eligible to take a certification examination; successful completion of the examination leads to the professional credential of Registered Health Information Technician (RHIT).

WHALE RESEARCH

UAS Sitka houses a whale research program led by Assistant Professor of Marine Biology, Jan Straley. Research includes population and demographics of humpback whales in Alaska, sperm whale behavior in the Gulf of Alaska, and killer whale biology in Southeast Alaska.

UAS collaborates with the University of Hawaii on a program that helps prepare Native students from Alaska and Hawaii for careers in science. Ten to 20 students are involved for one to two semesters each year in classes, internships, and mentoring related to whale research.

WELDING

UAS Sitka's Welding Program, housed in a recently completed 16-booth facility, provides state-of-the-art equipment and instruction by an American Welding Society certified instructor. The program prepares students for jobs in the oil, manufacturing, services, construction, or wholesale trade industries.

COMMUNITY EDUCATION AND PROFESSIONAL DEVELOPMENT PROGRAMS

UAS Sitka offers a range of classes, conferences, and workshops for professionals to enhance their skills. These may be as short as a 1-day class allowing asbestos abatement workers to earn an annual certification in their field, or they may be as long as a 6-week course to certify health-care workers in the care of those with Alzheimer's or related disorders.

Other courses leading to certification or professional credentials include EMS leadership and management; CPR and first aid; backflow certification training and testing; hazardous waste operations and emergency response; and training in port, marina, and harbor operations.

ALASKA TRAINING/TECHNICAL ASSISTANCE CENTER (ATTAC)

Congress authorized eight regional small water system technical assistance centers throughout the country in the Safe Drinking Water Act (1996). UAS Sitka was designated as the center for Alaska and has received continuing funding each year since FY 1998. ATTAC's on-going, broad objectives are: 1) to coordinate and expand training opportunities, 2) to serve as a statewide clearinghouse for training information and technical resources, 3) to increase community capacity, particularly among Alaska Native Villages, for support of community water systems, and 4) to investigate water resource issues unique to small systems in arctic conditions.

ATTAC has provided training and technical assistance to the small public water system operators, training over 2,000 individuals. Each year ATTAC conducts more than 20 workshops throughout the state. In addition, ATTAC develops on-line, non-credit courses for operators and managers of small utilities that are offered nationwide.