

**ALASKA STATE LEGISLATURE
HOUSE EDUCATION STANDING COMMITTEE**

March 4, 2009
8:02 a.m.

MEMBERS PRESENT

Representative Paul Seaton, Chair
Representative Wes Keller

MEMBERS ABSENT

Representative Cathy Engstrom Munoz, Vice Chair
Representative Bryce Edgmon
Representative Peggy Wilson
Representative Robert L. "Bob" Buch
Representative Berta Gardner

OTHER MEMBERS PRESENT

Representative John Harris

COMMITTEE CALENDAR

OVERVIEW(S): UNIVERSITY OF ALASKA REGIONAL CAMPUS OVERVIEWS

- HEARD

PREVIOUS COMMITTEE ACTION

No previous committee action to report

WITNESS REGISTER

JENNIFER CARROLL, Acting Vice Chancellor
College of Rural and Community Development (CRCD)
University of Alaska Fairbanks (UAF)
Fairbanks, Alaska

POSITION STATEMENT: Reviewed the College of Rural and Community Development, University of Alaska Fairbanks.

RICK CAULFIELD, Director
Tanana Valley Campus
University of Alaska Fairbanks
Fairbanks, Alaska

POSITION STATEMENT: Reviewed the Tanana Valley Campus in Fairbanks.

CLARA JOHNSON, Director
Interior-Aleutians Campus
University of Alaska Fairbanks
Fairbanks, Alaska

POSITION STATEMENT: Reviewed the Interior Aleutians Campus in Fairbanks.

LINCOLN SAITO, Director
Chukchi Campus
University of Alaska Fairbanks
Kotzebue, Alaska

POSITION STATEMENT: Provided an overview of the Chukchi Campus.

DEBORAH MCLEAN-NELSON, Director
Bristol Bay Campus
University of Alaska Fairbanks
Dillingham, Alaska

POSITION STATEMENT: Provided a review of the Bristol Bay Campus in Dillingham.

SUSAN BAIRD, Assistant Director
Kuskokwim Campus
University of Alaska Fairbanks
Bethel, Alaska

POSITION STATEMENT: Provided an overview of the Kuskokwim Campus.

LEE HAUGEN, Director
Northwest Campus
University of Alaska Fairbanks
Nome, Alaska

POSITION STATEMENT: Provided an overview of the Northwest Campus in Nome.

JEFF JOHNSTON, Director
Sitka Campus
University of Alaska Southeast (UAS)
Sitka, Alaska

POSITION STATEMENT: Provided an overview of the Sitka Campus.

CATHY LECOMPTE, Director
Ketchikan Campus
University of Alaska Southeast
Ketchikan, Alaska

POSITION STATEMENT: Provided an overview of the Ketchikan Campus.

BARBARA BOLSON, Director
Kodiak College
University of Alaska Anchorage
Kodiak, Alaska

POSITION STATEMENT: Provided an overview of the Kodiak College.

DENNIS CLARK, Director
Matanuska-Susitna College
University of Alaska Anchorage
Palmer, Alaska

POSITION STATEMENT: Provided an overview of the Matanuska-Susitna College.

DOUG DESORCIE, President
Prince William Sound Community College
University of Alaska Anchorage
Valdez, Alaska

POSITION STATEMENT: Provided an overview of the Prince William Sound Community College (PWSCC).

GARY TURNER, Director
Kenai Peninsula College
University of Alaska Anchorage
Soldotna, Alaska

POSITION STATEMENT: Provided an overview of the Kenai Peninsula College.

CAROL SWARTZ, Director
Kachemak Bay Campus
Kenai Peninsula College
University of Alaska Anchorage
Homer, Alaska

POSITION STATEMENT: Provided additional information regarding regional campuses.

ACTION NARRATIVE

[8:02:05 AM](#)

CHAIR PAUL SEATON called the House Education Standing Committee meeting to order at 8:02 a.m. Representatives Seaton and Keller were present at the call to order. Representatives Buch, Edgmon, Wilson, Gardner, and Munoz were excused. Also in attendance was Representative Harris.

OVERVIEW(S): UNIVERSITY OF ALASKA REGIONAL CAMPUS OVERVIEWS

8:02:50 AM

CHAIR SEATON announced that the only order of business would be an overview of the University of Alaska regional campuses. He directed the regents to address the student needs, as understood on the regional campuses, and what the legislature might do to assist in their educational process and the university in attaining their mission to serve them. Additionally, he expressed interest in hearing about the integration of local high school and K-12 into the university's programs. Chair Seaton also expressed interest in hearing the ways in which regional campuses address education in Alaska, including workforce development. He concluded by encouraging those interested to provide public testimony on the operating budget, which is being held in the House Finance Committee today.

8:10:21 AM

JENNIFER CARROLL, Acting Vice Chancellor, College of Rural and Community Development (CRCD), University of Alaska Fairbanks (UAF), began by explaining that for UAF, all of its community campuses are organized under CRCD. Within CRCD, a number of units serve a statewide, broader mission or an Alaska Native-Serving [Institute] mission. For instance, the Center for Distance Education and Independent Learning provides all the web-based correspondence, independent learning courses, and course design for distance education.

8:11:13 AM

CHAIR SEATON asked if that is a central function at UAF.

MS. CARROLL answered, "It's within our college, and yes, it's a central function. This center is a centralized function within our college." In further response to Chair Seaton, Ms. Carroll clarified that the regional campuses each offer their own set of distance courses, both independently and in cooperation with one another.

8:12:02 AM

MS. CARROLL then informed the committee that CRCD also houses the Department of Alaska Native and Rural Development, which offers a Bachelor's and Master's degree program throughout the

state. The Distance Early Childhood Education program allows students to earn certificates, Associate's degrees, and Bachelor's degrees and is offered statewide. The Rural Health Programs uses the Allied Health coding and billing; the program is offered throughout rural Alaska. The Department of Developmental Studies serves all campuses in Fairbanks. Although each campus has faculty in the area of [developmental studies], the department is held within CRCD. The CRCD holds Rural Student Services, which serves all rural and Alaska Native students who attend the Fairbanks campus. The CRCD also holds the Rural Alaska Honors Institute. All of these [non-campus based units and programs] are part of CRCD in addition to the six campuses, which share certain parts of a similar mission.

[8:13:27 AM](#)

CHAIR SEATON inquired as to how that's different from the main campus.

MS. CARROLL explained that the Fairbanks campus has its own colleges, including the college of liberal arts, the college of natural sciences, etcetera. There are degrees and programs held within those colleges that are primarily offered on the Fairbanks campus. However, some of those [degrees and programs] extend through CRCD, such as English. Ms. Carroll clarified that CRCD is a separate college within the university.

[8:14:19 AM](#)

MS. CARROLL, continuing her presentation, noted that CRCD provides administrative support to the aforementioned [non-campus units and programs] and the [community] campuses. The CRCD is located in the Brooks building on the UAF campus. Ms. Carroll explained that the headcount and credit hours generally accrue to the campus [from which the class is offered]. However, a large number of courses accrue to the "rural college." Any Center for Distance Education course will accrue to the rural college. For instance, the [headcount and credit hours] for those Distance Early Childhood Education courses not offered from a specific campus, but rather through the overall program would accrue to the rural college. The Rural Health programs try to push as much of the [headcount and credit hours] to the campuses, although some still accrue to the rural college. The credits earned under the Department of Alaska Native and Rural Development accrues to the rural college. The statewide total headcount for rural college was 2,300. The Center for Distance Education is a large part of those credits

because of the demand in rural areas and the Fairbanks campus for independent learning and web-based courses. In fact, 87 percent of the students taking these rural college courses are seeking degrees either in another college or in CRDC.

MS. CARROLL then informed the committee that the Department of Alaska Native and Rural Development program has 12 full-time Bachelor's students, 23 part-time Bachelor's students, and 22 students not enrolled for spring. She pointed out that her document entitled "UA Community Campus Profile Prepared for House Education Committee" also includes the numbers for those seeking a Master's degree as well. She said that the campuses will talk with the committee about dual credit courses. However, she noted that her document specifies that there are some Rural Health Programs, in the form of camps, for which high school students receive credits. These camps have an outstanding completion rate and are very successful. She related that those students who participate in the Rural Alaska Honors Institute receive dual credit. She also said that adult basic education/GED services are best addressed by the individual campuses. In conclusion, Ms. Carroll opined that all of the community campuses are the workforce development engine for the state. It's a challenge to ensure people understand that the university system is performing workforce development. The rural campuses face the challenge of being heavily dependent on federal grant funds since all of the rural campuses serve greater than 20 percent Alaska Native students. In fact, most of the rural campuses serve greater than 50 percent Alaska Native students. She specified that it's problematic when essential services are dependent upon federal funds.

8:20:00 AM

CHAIR SEATON recalled that in an effort to stem the turn over rate there has been a push to attain more teachers from rural Alaska to train and return to the Bush. Therefore, he questioned whether there is a targeted effort to recruit more rural Alaskans and Native Alaskans into elementary and secondary teaching.

MS. CARROLL responded that the aforementioned would fall under the "School of Ed," which is a separate college for those degrees. She noted that [CRCD] works cooperatively with those separate colleges in rural Alaska to offer the distance programs for rural Alaska. She remarked that she isn't satisfied with that effort and explained that CRCD campuses target those at the low end who need to improve their skills to allow them to enter

the teacher education program. Grants are available for this purpose, she mentioned.

[8:22:09 AM](#)

CHAIR SEATON requested that presenters identify programs that exist to address those occupations for which there are critical shortages.

[8:22:43 AM](#)

REPRESENTATIVE KELLER inquired as to whether there is collaboration with K-12 for distance learning.

MS. CARROLL specified that such collaboration is addressed via each campus and the local school district. She noted that Rural Health Services have a lot of their own tech prep agreements, although it mostly occurs through such agreements with the local schools.

[8:23:35 AM](#)

REPRESENTATIVE KELLER related his understanding that the use of longitudinal data for students in Alaska is prevented due to the lack of standardized reporting in the K-12 arena. He recalled that the university "has such a good corner on that ... [the university] started years ago." He asked, "I was just wondering if as the EED [Department of Education and Early Development] develops these standards ... if there was some link there." He mentioned that Commissioner LeDoux and Mr. Hamilton, President, University of Alaska, are interested.

MS. CARROLL said those were conversations that were held at the education summit. She further said that she isn't personally involved with that.

[8:24:38 AM](#)

MR. TURNER indicated that the committee packet should include one-page data information sheets for each campus. He pointed out that these sheets have the most up-to-date information.

[8:25:46 AM](#)

CHAIR SEATON requested that presenters should highlight programs that need coordination with the legislature.

[8:26:33 AM](#)

RICK CAULFIELD, Director, Tanana Valley Campus, University of Alaska Fairbanks, relayed that the core purpose of the Tanana Valley Campus is community-driven education with a focus on workforce development, academic preparation, and lifelong learning. He further relayed that the Tanana Valley Campus makes up over 50 percent of UAF's CRCD. This past year the Tanana Valley Campus graduated 280 students from which he highlighted graduates Joanne Beck (ph), Ross Benjamin, and Katie Bellant (ph). In the past, these students may have had to leave the state to receive training that is now available at the Tanana Valley Campus. Mr. Caulfield informed the committee that the Tanana Valley Campus is one of the largest of the community campuses in the UA system. With the support from the legislature, the Tanana Valley Campus is in the process of improving the energy efficiency of the main building, which is the old, 1962, Fairbanks court house.

[8:29:54 AM](#)

MR. CAULFIELD highlighted the critical importance of career and technical education to the state. He noted that he closely follows the "Alaska Economic Trends" magazine in order to identify the jobs that offer the greatest promise for good wages and good employment opportunities in the next 10 years. The campuses present today are all about training and educating Alaskans for these positions. Mr. Caulfield then mentioned Alaska's aging workforce. He also mentioned that about 20 percent of Alaska's workforce is nonresidents, which he stressed needs to be curbed. Furthermore, he related that the campuses share a commitment to reduce the number of nonresidents employed in Alaska by finding ways to ensure Alaskans have the skills and training to be able to take those jobs. In Fairbanks there is specific interest in the proposed gasline. The aforementioned requires partnerships, and therefore the Tanana Valley Campus is working closely with the Fairbanks North Star Borough School District and the Hutchinson Institute of Technology. The aforementioned is a shared facility in which the community of Fairbanks invested \$23 million to renovate the facility a few years ago. About two-thirds of the facility is the James T. Hutchinson High School, which is a career and technical education magnet school, while one-third of the facility is the Tanana Valley Campus. This collaboration provides opportunities for students to take classes at high school and college. Recalling an earlier reference to Tech Prep, Mr. Caulfield explained that it's the opportunity for high school students in

Alaska to earn college credits in technical fields while still in high school. Another advantage of the Tech Prep program is that the associated fee is much lower than tuition. Therefore, he said he would encourage young people to participate in these tech prep agreements when possible.

MR. CAULFIELD then highlighted the partnership the Tanana Valley Campus has with the trades to provide career academies, bridging programs. For example, there is the Interior Alaska Career Academy in which a 40-hour program is offered. This January prior to the beginning of school a diesel and welding program was offered through this program. During the upcoming spring break in Fairbanks, the plumbers and pipefitters in partnership with the Tanana Valley Campus will offer a similar program for plumbing and pipefitting in the plumbers and pipefitters training facility. The program is full and has a waiting a list. Mr. Caulfield underscored President Hamilton's request to the legislature to fund the aforementioned types of K-12 bridging programs. He then commended the work of the commissioner of education, the labor commissioners, and the president of the University of Alaska for working toward a common goal. Mr. Caulfield suggested that nearly every Alaskan needs to attend college of some sort. In closing, he highlighted the Delta Career Advancement Center, which is a partnership between the Tanana Valley Campus, the Delta Greely School District, the Delta Mining Training Center, the Alaska Works Partnership, and Cooperative Extension Service, a nonprofit 501(c)(3) that leverages all the resources possible for workforce development. Therefore, courses in welding, a civil construction academy, and a certified nurse's aide program are being offered. He then highlighted the Automotive Technology Center, and related his pride in the revitalization of both the automotive technology and diesel heavy equipment program.

[8:37:40 AM](#)

CHAIR SEATON asked whether the welding career academy is full.

MR. CAULFIELD explained that these career academies are 40-hour sessions for high school students who earn dual credit. In fact, if students attend two career academies they earn half of an elective credit in career technical education. He noted that many of the students are from high schools that don't have active career and technical education programs. He confirmed that the career academies are full and have a waiting list.

8:38:53 AM

CHAIR SEATON noted that the committee packet includes written responses to questions the campuses were asked from the committee.

8:40:26 AM

CLARA JOHNSON, Director, Interior-Aleutians Campus, University of Alaska Fairbanks, highlighted that although the Interior-Aleutians Campus is located in Fairbanks it serves an area the size of France. This large area encompasses 11 separate school districts, several state government areas, and 3 regional Native corporations. Furthermore, the Interior Aleutians Campus has Alaska Native-Serving Institution (ANSI) status. She noted that the Interior-Aleutians Campus provides service through six borough centers, which she reviewed. For instance, the campus is in partnership with the Aleutians School District, and therefore as part of the lease agreement the district provides space for the campus in the school district buildings.

8:42:22 AM

MS. JOHNSON informed the committee that the Interior-Aleutians Campus represents about 5 percent of UAF's students with almost 500 students enrolled for credit. Since 2004, the Interior-Aleutians Campus has graduated 50 students a year with certificates and credentials. She noted that 55 percent of the students are Alaska Natives and 60 percent of them are older. The campus offers about 1,800 credit hours. She explained that the Interior-Aleutians Campus programs were developed through federal funding, the Title III ANSI status. She then reviewed some of the programs that are in partnership with K-12 institutions, such as the Trio and Upward Bound programs. She expressed the hope to expand the aforementioned programs to more of the school districts. There is also a six-week summer program that is being lead by Howard Luke, a respected elder from the Interior, who has run the Gaalee'ya Spirit Camp for 20 years. This camp works with young people struggling with substance abuse, suicide, and academic failure. Last summer 30 students attended the camp, of which 2 received a 4.0 this year, 12 held B averages, and all are in school. She mentioned that a U.S. Department of Housing and Urban Development (HUD) grant will finance the renovation of the aforementioned camp. Next summer the camp will be open to 50 students. Ms. Johnson related that the Interior-Aleutians Campus has 16 separate MLAs and dual credit agreements. She noted that the campus allows

students to take extra courses in order to graduate from high school.

[8:45:31 AM](#)

MS. JOHNSON highlighted that the Interior-Aleutians Campus has made mathematics a priority and treated it as a gateway to careers. The graduation rate illustrates that once students are successful in math, they can do other things. She then related that over the past 15 years the Interior-Aleutians Campus has worked with the Rural Human Services program, which is designed to provide culturally appropriate training for village-based counselors. She continued to describe the degree programs offered, including the Educator: Para-Professional degree that offers training as a teacher's aide. Other programs offered are as follows: Rural Nutrition Services, Travel Management, Construction Trades Technology, Veterinary Science, and Alaska Tribal Technical Assistance Center. She noted that since 2003 480 students in the Interior and the Aleutians have completed their 7,000 credit hours in the Construction Trades Technology program. Ms. Johnson noted that there is a newly approved Associate of Science degree with which four individuals will graduate this May. The aforementioned degree is the first stepping stone to individuals becoming involved in math, science, and engineering degrees. She further noted that the first two graduates of the Veterinary Science program will graduate this May.

[8:49:04 AM](#)

MS. JOHNSON related that for the fiscal year (FY) 2010 budget the Tribal Management, Construction Trades Technology, Rhodes Scholar, and the Alaska Tribal Technical Assistance Center programs have been identified for expansion. Although those budget requests didn't make it through, Ms. Johnson asked for the committee's support for those programs.

[8:50:29 AM](#)

REPRESENTATIVE KELLER asked whether students sometimes move between the education centers in the Interior. He further asked if specific facilities are necessary for some of the training being offered.

MS. JOHNSON related her belief that programs that allow students to remain in their community should be developed. For example, with the Construction Trades Technology program the instructor

goes to the community with which the campus has partnered to do a [housing] project. For the Associate of Science people are being grouped and brought to hubs, which is why students are staying in the adult dormitories in Galena. These types of classes occur throughout the region in various realms.

[8:52:34 AM](#)

MS. JOHNSON, in response to Chair Seaton, clarified that although most students [in the Interior Aleutians Campus] are women, the Construction Trades Technology has attracted Alaska Native men.

[8:53:35 AM](#)

LINCOLN SAITO, Director, Chukchi Campus, University of Alaska Fairbanks, said that Chukchi is part of a web that allows students to remain in their village and receive instruction from across the state via distance learning. Not moving out of the village is key, he stressed, making distance education imperative. He highlighted that 51 percent of the students attending the Chukchi Campus are over the age of 40. Therefore, these students are parents who can take advantage of the social network in the village and remain in their current job while attending college. Mr. Saito clarified that he is talking about students becoming teachers, nurses, and other key community workers who stay in the village. The rural campuses are necessary to support the endeavor of keeping rural Alaskans in Alaska. Mr. Saito emphasized his support for Mr. Hamilton's proposed budget because it allows people to stay in the region. He then related that the Northwest Arctic School District has been discussing a magnet school and has also had discussions with the Chukchi Campus. Furthermore, the Department of Labor & Workforce Development (DLWD) and the Alaska Technical Center have worked closely with the Chukchi Campus in the hopes of doing a drill rig mining program. Such opportunities attract programs that allow residents to seek an education at home. The university budget helps things continue because whatever is done for any of the partners helps the campus partner with it. Mr. Saito characterized the regional campuses as a vital link.

[8:59:54 AM](#)

REPRESENTATIVE KELLER asked if the students attending the Chukchi Campus are able to transfer credits to other campuses and/or university programs within Alaska.

MR. SAITO specified that the community/regional campuses are part of the larger university system. In fact, the main university institutions make sure that the regional campuses offer gatekeeper classes in math and English.

9:01:10 AM

CHAIR SEATON recalled that transferring credits from regional campuses to the main campus has been an issue in the past. Has that remained a concern, he asked, or are classes more integrated to allow full transferability?

MR. SAITO opined that the key is advising students such that they know which credits are transferable and which are not. He noted that there are some programs that do not transfer and are only good for the certificate not the Bachelor's program.

9:03:40 AM

CHAIR SEATON related his understanding that not every advisor focuses on the transferability of credits. He then related his understanding that there is documentation as to which credits are transferable and which are not, which he presumed students are advised to review.

9:06:34 AM

DEBORAH MCLEAN-NELSON, Director, Bristol Bay Campus, University of Alaska Fairbanks, began by showing the committee a photo of the main Bristol Bay Campus in Dillingham, but noted that there is also a site in King Salmon. The Bristol Bay Campus partners with the Southwest Alaska Vocational Education Center to provide services in the King Salmon area. There is also a learning center in Togiak. Ms. McLean-Nelson informed the committee that in the past five years, the Bristol Bay Campus has experienced a 40 percent increase in its headcount as well as an increase in Alaska Native students to 62 percent. Furthermore, the number of males has increased from 37 percent to 42 percent. She related that the number of younger students, 30 years or younger, has increased to 50 percent. She attributed the aforementioned to the marketing campaign touting the ability to stay and save at the Bristol Bay Campus. Furthermore, 85 percent of the students attending Bristol Bay Campus receive scholarships from community entities that provide tuition, books, and fees. These scholarships also include transportation from the villages to one of the main centers. She highlighted that the Bristol Bay Campus is contributing to rural economic

development, per the workforce development that includes training in welding.

9:08:18 AM

MS. MCLEAN-NELSON relayed that the Bristol Bay Campus partners with the Bristol Bay Housing Authority, the Alaska Housing Finance Corporation, Alaska Works, and the Southwest Alaska Vocational Education Center to train for the weatherization and home energy raters program. The Bristol Bay Campus also partners with the Tanana Valley Campus for certified nurse aide training. In fact, last year 9 received their state certification and this year there are 15 students in training. She highlighted that the Bristol Bay Campus is developing strong community leaders in partnership with the Bristol Bay Native Association, Bristol Bay Native Corporation, Bristol Bay Area Health Corporation, and the Bristol Bay Economic Development Corporation. The campus informs rural and Alaska Native students regarding natural resource development, land management, and economic opportunities.

MS. MCLEAN-NELSON highlighted that the Bristol Bay Campus works with public education, home schools, and alternative education programs as evidenced by the fact that the campus served 137 students under the age of 18 in the fall of 2008. For example, Sidney, a 17-year-old Alaska Native in 12th grade in Dillingham whose goal is to be an engineer has earned 40 credits toward a science degree. She reviewed the various classes that Sidney has taken, including the electric car conversion course and an environmental studies course during which he is learning how to convert fish oil into biodiesel fuel. She then highlighted 15-year-old Brittany, an Alaska Native, whose goal is to become an art teacher. Brittany has taken classes in traditional Native crafts and recently related her experience with small business development via selling ivory carvings. Ms. McLean-Nelson informed the committee that the Bristol Bay Campus is partnering with Shell Oil and Avant-Garde Learning Foundation to develop Alaska Native and rural teachers.

MS. MCLEAN-NELSON concluded, "In Bristol Bay, it is clear that if we educate one, we educate all. Our graduates remain in our communities. They become leaders in education, business, and health care. And with the continued help from the legislative body, we will continue to 'grow our own' across the state."

9:11:44 AM

REPRESENTATIVE KELLER pointed out that the overview document for the Bristol Bay Campus specifies that only one-third of its students are pursuing a degree, which he opined seems low.

MS. MCLEAN-NELSON explained that one-third of 250 students would be approximately 200 students and the region only serves 7,000 students. She characterized it as a good percentage of the students. She clarified that most of the students pursuing degrees receive Associate's, Bachelor's, or Master's degrees. In further response to Representative Keller, Ms. McLean-Nelson noted that the Bristol Bay Campus has a certified nurse aide program and is working on an environmental studies certificate. She clarified that the degrees students at the Bristol Bay Campus receive are associate degrees, which require 60 credits, or a Bachelor's degree, which requires 120 credits. In response to Chair Seaton, the statistics don't include those students pursuing a certificate.

[9:13:12 AM](#)

SUSAN BAIRD, Assistant Director, Kuskokwim Campus, University of Alaska Fairbanks, began by informing the committee that the Kuskokwim Campus serves a 57,000 square mile region, which is about 7,000 square miles larger than the country of Greece. The campus provides educational services to the 25,000 people living in the City of Bethel and the 46 villages and 57 tribes. The Kuskokwim Campus educational services range from Adult Basic Education (ABE) to Associate's, Bachelor's, and Master's degrees. The campus also has a strong community outreach program, she noted. The Kuskokwim Campus has the only dorm in rural Alaska, which houses 38 of the campuses 67 full-time students. The 276 part-time students of the Kuskokwim Campus take courses on campus and in their home communities via distance education. She noted that spring enrollment for 2009 has increased by 17 percent from the spring 2008 enrollment. Furthermore, the distance education program has increased. In fact, the ABE program, for the first time ever, has a wait list. Ms. Baird attributed the aforementioned to the current economic situation in the villages and the recognition of the need to receive further education. However, she mentioned that the Kuskokwim Campus hired a Native Alaska recruiter to go into the village high schools to help students with registration and advising. The Kuskokwim Campus service area covers six school districts and the campus actively provides dual credits classes with those school districts. This year, the focus with dual credits was mainly on health and early childhood education. She

noted that high school students in the Bethel area are taking physics, anthropology, pre-calculus, calculus I and II.

MS. BAIRD pointed out that the Kuskokwim Campus, like all rural campuses faces serious challenges due to the economic downturn and the continuing high cost of fuel. For example, the campus's utility expense has increased 50 percent over the last year. Furthermore, the budget cuts to the Technical/Vocational Education Program may result in the loss of an Allied Health faculty position, which is the individual who provides much of the pre-nursing and nursing programs. She noted that deferred maintenance has become more expensive while the renewal and restoration fund has decreased. The possible discontinuation of the Title III program will negatively impact the successful Emerging Scholars Program, which directly contributes to student success and retention. The good news, she emphasized, is that the Kuskokwim Campus is healthy and moving in a positive direction. She thanked the legislature for its \$4 million appropriation to replace the roof, install exterior siding, and to help the campus become more energy efficient.

[9:16:45 AM](#)

MS. BAIRD related that the Kuskokwim Campus has a strong community outreach program of which she was particularly proud of the business development courses at the cultural center. The aforementioned [courses] resulted in seven winners at the Alaska Marketplace, which she recalled was more than any other region. The Kuskokwim Campus, she noted, has one of the only ethnobotany certificate programs in rural Alaska. The Kuskokwim Campus also offers a Bachelor's degree in Yup'ik language and studies and is developing several new certificate programs. Ms. Baird informed the committee that the campus's main partner in workforce development is Yuut Elitnaurviat, Inc., which provides a lot of the vocational training. In fact, the Kuskokwim Campus is starting a certified nursing assistant (CNA) program with about 20 students and a personal care attendant (PCA) program, both of which are in high demand in the area due to the existence of the large health corporation located in the area. The campus is also exploring the possibility of a core drilling program. A Trio program, a summer talent search, will bring in 600 students from the villages to receive a taste of college. The aforementioned is a very successful program. She noted that the Kuskokwim Campus also has a strong ANCEP program that provides a summer science program at Nunivak Island for which students receive six credits. The campus also has a UAA nursing faculty on campus who [provides services] to the nursing students. This

December the first cohort graduated and a new cohort of about 15 nursing students began. The Kuskokwim Campus, she related, is also part of the Dental Health Aid Training Program, which is one of the first in the U.S. In December four students graduated from the aforementioned program. The Kuskokwim Campus also has a National Science Foundation (NSF) grant that helps with bridging classes in the summer in order to help students get their gateway classes, particularly math classes, and participate in afternoon internships with businesses and receive tutoring in the evening. The aforementioned is a really successful program.

[9:19:15 AM](#)

CHAIR SEATON inquired as to the definition of ethnobotany.

MS. BAIRD explained that ethnobotany is the study of native plants and how they are used for medicinal and herbal science.

[9:19:37 AM](#)

CHAIR SEATON asked if the dental health aid program is located solely at the Kuskokwim Campus or is spread throughout the university system.

MS. BAIRD clarified that the dental health aide program is provided by Yuut Elitnaurviat, Inc., and the Kuskokwim Campus is part of the consortium that helps with that. The dental health aids can only practice in Alaska as the American Dental Association [will not recognize the effort]. The need for dental care in the villages is great and is being met by these aides.

[9:21:40 AM](#)

LEE HAUGEN, Director, Northwest Campus, University of Alaska Fairbanks, highlighted that the Northwest Campus has been very busy in the last several years addressing students' needs through distance delivery, village-based courses, and community courses in Nome. The Northwest Campus serves the Bering Strait region and the Seward Peninsula, an area the size of Indiana. The campus also has learning centers in Shishmaref, St. Michaels, Unalakleet, and Savoonga. Ms. Haugen then drew attention to the overview document for the Northwest Campus. She pointed out that the Northwest Campus serves a region of about 9,000 people of which about 4,000 are available to come to college and 20 percent of those individuals enroll at the

Northwest Campus. The aforementioned, she opined, speaks highly of the region and its interest in postsecondary education. Ms. Haugen characterized the Northwest Campus as a partner with the UA system, and therefore it utilizes many of the campuses to support the programs at the Northwest Campus. In fact, 20 percent of the population attending the Northwest Campus seek degrees and use other UA campuses and regional campuses to attend courses. Therefore, the Northwest Campus is virtually serving the entire system with a third of its population. The aforementioned, she noted, demonstrates the connectedness of the campuses.

MS. HAUGEN then discussed the outreach the Northwest Campus does with K-12 institutions. The Northwestern Alaska Career and Technical Center (NACTEC) serves regional rural students in two- to three-week sessions during which the students travel to Nome to work in career development. In fact, last year the Northwest Campus partnered with NACTEC for dual credit and will do so this year as well in the areas of legal careers, aviation, field biology, emergency trauma training, certified nurse assistant training, early childhood education, welding, and carpentry. The campus also offers a Tech Prep program with the Nome public schools. She highlighted that the Northwest Campus is also deeply involved in dual credit with the Bering Strait School District in which courses, such as math, developmental studies, and digital fluency, are taught during the regular high school day.

[9:25:38 AM](#)

CHAIR SEATON inquired as to the meaning of digital fluency.

MS. HAUGEN explained that the Northwest Campus utilizes so much distance education the campus purports a powerful level of student support. There is a lot involved with students who attend school digitally. In the past, three days prior to a course, students would receive the applications and become familiar with them so that they could attend a course via a computer and/or telephone. She announced that the success/completion rates of the courses are above 90 percent, which she attributed to the aggressive student support system that's in place. Additionally, the Northwest Campus offers a variety of summer camps, an idea originally proposed by the city and school districts. The summer camps are for high school students in the region who are interested in careers in natural resources. Returning to her overview, Ms. Haugen informed the committee that the Northwest Campus graduates 30-50 students per

year from the ABE/GED programs. Those students are potential students of the Northwest Campus in the next semester.

MS. HAUGEN emphasized that only about 13 percent of the Northwest Campus students pay their own way. Everything the Northwest Campus offers is sponsored by its partners, whether it's the health corporations, the school districts, etcetera. In the partnership, the Northwest Campus offers the facilities and the instruction and the partners pay the tuition or the travel, all of which results in a better educated population. Some examples of the partnerships and the campus's ability to respond to local and regional demands are the CNA program. In fact, the Northwest Campus had eight certified nursing assistant students pass the state exam.

[9:28:44 AM](#)

MS. HAUGEN highlighted that the High Latitude Range Management Program is specific to the Northwest Campus region and is designed for range management and animal husbandry. She explained that the Northwest Campus has been working with the reindeer herders to produce U.S. Department of Agriculture (USDA) certified reindeer meat. To that end, last year USDA grants were used to purchase a portable slaughter plant that will provide training in certified meat cutters and slaughterers. The aforementioned would result in USDA certified meat, a value-added product. She then highlighted the Applied Business Program, which addresses the need for office employees. This program trains students in the villages. In fact, last year 230 students attended the program from eight villages.

[9:30:59 AM](#)

MS. HAUGEN noted she also does community engagement to keep the campus connected with the 15 villages with which the campus works via distance education. The most successful program the Northwest Campus has done in the last two years has been the International Polar Year Program for which a speaker series was utilized. She relayed that last year over 717 people listened in to the speaker series. In addition to the speaker series on science, there will be a speaker series using arts and crafts. The aforementioned illustrates that communities in the region are looking to the Northwest Campus for information and education.

MS. HAUGEN then turned to budgetary matters and informed the committee that the Northwest Campus has been flat-funded for the last decade. However, the campus has more students and is reaching out more. The current increases in funds are being used for the rising fuel and energy costs. In closing, Ms. Haugen highlighted that the Northwest Campus, a small campus on the Seward Peninsula, is able to have such an impact on its constituents that they come to the campus for education throughout their entire life. She related pride that the Northwest Campus is part of the UA system and can offer services from its home base.

[9:33:02 AM](#)

JEFF JOHNSTON, Director, Sitka Campus, University of Alaska Southeast (UAS), characterized the Sitka Campus and the Ketchikan Campus as regional campuses of the University of Alaska Southeast. The Sitka Campus and the Ketchikan Campus are bound by a six-year plan by which a schedule of classes was established in order to ensure that there's no overlap, competition, or offering of the same classes. Therefore, the campuses offer a fairly well-defined course sequence for students and the individual campuses.

[9:34:39 AM](#)

CHAIR SEATON asked if the Sitka Campus also utilizes courses offered through UAF via the distance program or would UAS have to develop its own course for use by the Sitka Campus.

MR. JOHNSTON answered that the Sitka Campus is integrated throughout the university system. Therefore, although the Sitka Campus may offer a course, if demand warrants students may take courses from other rural college campuses. The courses are transferable. The best example is the pre-nursing curriculum in which anatomy, English, and math courses are readily available via distance education.

[9:35:41 AM](#)

MR. JOHNSTON, continuing his presentation, related that the main mission of the Sitka Campus is the community campus mission guided by an education consortium that consists of the Southeast Alaska Regional Health Consortium (SEARHC), both high schools, and a variety of local citizen support groups. The core of the Sitka Campus is the general education requirements it offers because the campus's main mission is to prepare students to

continue on for four-year degrees. The general education requirements makeup about half of all the courses delivered by the Sitka Campus. Mr. Johnston informed the committee that the Sitka Campus partners with the Ketchikan Campus to offer an associate degree by distance; courses from the six-year plan are coordinated between the two campuses. As with all the campuses, the Sitka Campus has invested heavily in career and tech education with the welding and construction courses. In fact, 10 of Sitka's welding students are in apprenticeships. He noted that the construction program is unique in that it focuses mainly on women in construction.

[9:37:35 AM](#)

MR. JOHNSTON further noted that the Sitka Campus partners with the Alaska Law Enforcement Training Academy in Sitka. Just recently the Sitka Campus has worked out a transfer agreement with the new human services course at UAF such that all 15 of the justice courses [at the Sitka Campus] will transfer into the human services program at UAF. Furthermore, Joe Masters, the new commissioner of the Department of Public Safety, was part of the Sitka Campus advisory group for law enforcement. Mr. Masters is reviewing ways to increase education opportunities for the Alaska State Troopers. He opined that the troopers will train in Sitka and once they transfer around the state, they can avail themselves of the opportunities from UAF and UAA.

[9:38:13 AM](#)

MR. JOHNSTON, focusing on continuing education, characterized the continuing education offerings at the Sitka Campus as robust. He highlighted that the Sitka Campus offers harbor master training as a noncredit. Enrollment is approaching 75 and four of the eight modules are completed. He explained that this training is funded by a Title III grant to work with the community. Everything from cash register training to emergency medical technician (EMT) administrator training has been offered. The Sitka Campus is the distance health campus, and therefore offers a CNA program that's funded by a Denali grant which is available at a distance to students. After completing the book work students came to Sitka to perform their practicum, which is funded by DLWD. The Community Wellness Advocate (CWA) Program for rural areas is ongoing in cooperation with SEARHC. The two largest efforts of the Sitka Campus are the health information management and distance pre-nursing curriculums.

[9:40:05 AM](#)

CHAIR SEATON asked if the harbor master program is a certificate or is it a program that allows individuals to work with the cities in an effort for the individual to work up the ladder.

MR. JOHNSTON informed the committee that the West Coast Harbor Masters Association sponsors the program and provides the certification. As soon as all eight modules are completed, the program will fit in under the workforce credential, which is a non credit, continuing education course that leads to an industry-recognized certificate. The student will earn a documented workforce credential from the university upon completion of the eight-course module. In further response to Chair Seaton, Mr. Johnston confirmed that the modules are all distance education modules. In fact, one of the modules is of a simulated oil spill in which the trainee has to determine the course of action and cause of the spill. In even further response to Chair Seaton, Mr. Johnston specified that the Health Information Management program is a certificated and degree program. Although it's a national program, the Sitka Campus has taken the lead in offering the program via distance. He noted that often the graduates aren't realized because the students study enough to be able to take the certification exam and become a certified coder without actually completing the university's full curriculum.

[9:42:30 AM](#)

CATHY LECOMPTE, Director, Ketchikan Campus, University of Alaska Southeast, provided photographs of various buildings of the Ketchikan Campus. She noted that through a Title III grant, the Ketchikan Campus in partnership with the Annette Island School District has been able to open educational outreach centers in the Annette Island School and the Craig Community Association Building. Both centers are staffed with individuals who can help students get enrolled in courses. Although courses aren't held in these locations, the Ketchikan Campus partners with the community if it needs a place to meet or hold a course. Students can take courses via distance, become registered, learn about financial aid information, and receive advisor services. The Ketchikan Campus services include academic preparation courses and testing for the GED. The Ketchikan Campus also provides an Associate of Arts degree locally as well as via the distance program. The campus supports students in the community who take courses from UAS, UAA, and UAF via technology. The growth in technology is shocking, she remarked. Almost every course taken requires some sort of technology.

MS. LECOMPTE pointed out that the Ketchikan Campus provides all of the workforce development in the Ketchikan region. In fact, there is an assistant director of workforce development whose job is to determine industry needs in the community and work to maximize resources and partner when possible to provide workforce development. Currently, the Ketchikan Campus is a site for the UAA nursing program, and therefore there's a classroom dedicated to that in the technology center. The campus also has a welding program and a construction academy in partnership with the local builder's association. The Ketchikan Campus also offers a CNA program, a nine-credit course, for which there is a wait list. The Marine Transportation Program for the region is located in the Ketchikan Campus where all the training for the Alaska Marine Highway System (AMHS) is performed. The training includes a radar and bridge simulator. The campus has invested in software that allows students to navigate the waters in Southeast. The Ketchikan Campus also has the program head for the Regional Fisheries Technology Program and is partnering with local fish hatcheries in order to train technicians. The campus is close to an articulation agreement with the UAF School of Fish so that those completing the fisheries technology program can take their associate degree and move into the Bachelor's of Fish, which is in Juneau and Fairbanks.

MS. LECOMPTE noted that the Ketchikan Campus works closely with the Ketchikan Gateway Borough School District for the Tech Prep program. The campus also provides the high school welding program, which is part of the construction academy. The goal is to work within the region to develop the Tech Prep agreements in order that students can start classes in high school and continue a career path with the university. The aforementioned is done with the fisheries technology program and the welding program. The campus is also working with the local schools regarding marine transportation. The theory is that if a high school senior can take a basic safety training class and a crowd management class, he/she can work for AMHS.

MS. LECOMPTE highlighted that the headcount and credit hours at the Ketchikan Campus have increased, which she attributed in part to the growth in distance delivery. The Ketchikan Campus has grown from 5-6 courses of distance education in 2002 to 40 distance education courses today. An additional Title III supplemental grant will allow continued growth of services, such as student services, financial aid, advising, and other services.

9:51:23 AM

BARBARA BOLSON, Director, Kodiak College, University of Alaska Anchorage, opined that the community colleges and regional campuses are a very exciting place to be as they are able to improve lives on a daily basis. She related that people are starting to realize the value of the programs offered by community colleges and rural campuses. Furthermore, it's a more economical avenue as travel costs increase and Lower 48 schools become more competitive and expensive. However, there are economic downturns in certain parts of the state, which is evidenced [in decreased] enrollment statistics. The aforementioned, she noted, may come in to play in Kodiak, although new programs, such as the nursing program, are experiencing great success. She related excitement with regard to the seamless transition of Kodiak College's mission. In 2006 the college had 126 student-credit hours in dual credit classes, which has increased to 786 this year. The aforementioned illustrates the real interest from high school students who want to jump start their career. The number of ABE graduates has increased from 85 in 2006 to 150 at the end of this year. Ms. Bolson said that Kodiak College has reviewed innovative ways of taking the services to those who need them. Kodiak College serves Kodiak Island, the largest island in the U.S. She noted that there are seven rural villages on the island and the college is involved in some unique relationships with them as well as partnership agreements with the K-12 district. Recently, the virtual simulated welder, a portable unit, has been taken to the villages to offer welding classes to high school students. In response to Chair Seaton, Ms. Bolson offered to provide the committee with the demo DVD of the welding classes.

9:58:35 AM

MS. BOLSON informed the committee that this year Kodiak College taught its first class on a U.S. Coast Guard Ship. The class illustrated the type of innovation staff is utilizing to reach students as students were able to all log on at the same time as the instructor or download podcasts of the lectures from the ship. Furthermore, the partnership opportunities help with the delivery of courses as well. She related her appreciation for the entrepreneurial opportunity to make such innovation happen. Ms. Bolson then related that despite the size of the Kodiak College, it has produced two American Association of Community College New Millennium Scholars in the last three years.

Moreover, Kodiak College's student services and learning center staff have received an award from the National Institute of Staff and Organizational Development for excellence in student services and for creation of a seamless transition from high school. She noted that Kodiak College staff actually went to the high school to enroll students in recognition of how over worked high school counselors are with tasks beyond college preparation. In fact, this year the Kodiak College is introducing local fifth graders to the program "I'm Going to College" in which they attend three classes. These students will work with the nursing students and use a simulator man as part of the course and will also attend a physics class and math class as well as use the simulated welder. The hope with the program is to plant seeds about a future at college.

[10:02:19 AM](#)

CHAIR SEATON said he is encouraged by the penetration of college classes into the K-12 system, especially for the student who masters the [secondary level] material and becomes bored. Bringing the college credit opportunities into the high school may alleviate some aspect of that, he opined. He lauded efforts to continue to keep students engaged and change the education model to one that's content driven rather than time driven, but noted that the public may need some education about changing the model of education.

[10:07:34 AM](#)

MS. BOLSON referred to the book "Good To Great," which discussed having the right people in the right positions for things to go in the right direction. She likened the current situation to "the perfect storm" in which there's the right university president, commissioner of education, and principals as well as the right community colleges and community college leaders [addressing this situation].

[10:08:13 AM](#)

CHAIR SEATON noted that he was impressed with President Hamilton's presentation regarding reaching down into the K-12 system. Although funding cuts may make this difficult, he stressed the need to continue these types of activities.

[10:09:12 AM](#)

DENNIS CLARK, Director, Matanuska-Susitna College, University of Alaska Anchorage, began by informing the committee that last year marked the Matanuska-Susitna College's 50th anniversary. He related that over the past three years, the Matanuska-Susitna College has tried to increase the number of full-time faculty. To that end, 40 percent of the students at the Matanuska-Susitna College are served by full-time faculty, which has mainly been accomplished by reallocating resources. He then informed the committee that one-year-and-a-half ago the Matanuska-Susitna College started a workforce development program, which he opined may be the college's saving grace in the long run. By the end of next year the workforce development program should be self supporting. A few years later, he said he anticipated that the workforce development program will return a lot of funds to the college for other programs. Mr. Clark highlighted that the Matanuska-Susitna College is working with some of the Anchorage corporations and Native corporations to provide specific services. Although there are a lot of contracts in place, the [downturn] in the economy has resulted in the cancellation of several of the contracts. However, he expected that to turn around.

MR. CLARK highlighted that much work has been done to develop several new programs at the Matanuska-Susitna College. The Paramedic Program will likely serve the greatest need. The Paramedic Program will begin in the fall. In fact, a full-time faculty member was hired for that program. He related that the Paramedic Program was funded by the Matanuska-Susitna Borough, which provided the Matanuska-Susitna College \$100,000 a year to keep the program alive. The [Paramedic Program] wants to add \$100,000 a year for use by other programs. He then highlighted the work the Matanuska-Susitna College is doing with the Matanuska-Susitna Borough School District to develop the 5-14 track. The 5-14 places students in 5th grade in a career in which they may be interested and moves them through the career and technical high school and into college. Therefore, at the end of the 14th year, such students will have an Associate's degree. The first programs will likely be the aviation and veterinary assistance.

[10:13:09 AM](#)

CHAIR SEATON inquired as to whether the 5-14 program is a time-based program or a knowledge-based program.

MR. CLARK opined that since the college will be working with the career and technical high school, many of the final pieces will

occur concurrently. Therefore, those who have the knowledge may graduate at the end of high school.

CHAIR SEATON said he was pleased that the 5-14 program doesn't just require students to attend college for two years, regardless of the student's competency. He highlighted the difficulty with the teacher education field that requires five years of education, which may result in individuals choosing a four-year degree in order to have the potential to earn a wage a year earlier rather than spend another year in college.

[10:15:21 AM](#)

MR. CLARK remarked that although all the details of the 5-14 program haven't been worked out, he believes in competency-based education. He related his understanding that the school district staff also believe in competency-based education.

CHAIR SEATON pledged his support for bringing momentum to the [competency-based] approach.

[10:16:32 AM](#)

MR. CLARK, returning to his overview, informed the committee that the Matanuska-Susitna College is working on a renewable energy program with an occupational endorsement, which he intended to have in place this fall semester. The aforementioned program is offered in partnership with the Alaska Center for Energy and Power from UAF, the School for Natural Resources and Agricultural Science from UAF, and the Alaska Community for Recycling Solutions. In fact, Monday a wind energy coordinator started work at the Matanuska-Susitna College. This position will serve the state, and therefore coordinate efforts for energy training, especially in wind and diesel hybrid systems. A wind turbine, he noted, is necessary to make the aforementioned program successful. In response to Chair Seaton, Mr. Clark clarified that the wind turbine would be a utility scale 100 kilowatt generator. Such a wind turbine costs about \$500,000. The program, he explained, will cover home use and the utility scale. He then returned to the veterinary assisting program is growing. The curriculum documents for the veterinary program are being put together now for the fall semester. Although the college has been offering veterinary technology for some time, this is the first program which would allow a student to go to work upon completion of the program.

MR. CLARK then informed the committee that one of the Matanuska-Susitna Borough's priorities is the Valley Center for Art and Learning, which would house a university and borough library as well as a 1,000 seat auditorium. He characterized it as a full performing arts center. Although this item wasn't in the governor's budget last year or the University of Alaska Regents' budget this year, the Matanuska-Susitna Borough is pushing it.

[10:20:38 AM](#)

REPRESENTATIVE KELLER inquired as to the size of the experimental farm.

MR. CLARK answered that the experimental farm is about 1,000 acres. In further response to Representative Keller, Mr. Clark related his understanding that there's a lot more land than just the land on which the experimental farm and the college sit. He recalled that the borough has said the Matanuska-Susitna College owns over 20,000 acres in the borough.

REPRESENTATIVE KELLER characterized the property owned by the Matanuska-Susitna College as an asset to the Matanuska-Susitna Valley as well as the state. The potential that exists is huge, and hopefully the university will fully utilize that property, he said.

[10:22:11 AM](#)

CHAIR SEATON stated appreciation for the community network that exists and stressed the need for continued interaction and collaboration between campuses/colleges.

[10:23:31 AM](#)

DOUG DESORCIE, President, Prince William Sound Community College, University of Alaska Anchorage, informed the committee that the main campus of Prince William Sound Community College (PWSCC) is located in Valdez and other campuses are located in Glennallen and Cordova. Mr. Desorcie highlighted that PWSCC is unique in that it's independently credited by the Northwest Commission on Colleges and Universities and is the only independent community college in the University of Alaska system. The PWSCC serves 44,000 square miles throughout Prince William Sound and the Copper Basin region. As of the fall 2008, the headcount for PWSCC totaled about 1,100 students and generated just under 4,000 credits.

MR. DESORCIE highlighted that PWSCC has a CNA program that works with the local hospital as well as a nursing program with UAA. He related pride in the dual credit program with the Valdez High School. The program began in 1995 and charges \$25 for a three-credit course. Currently, over 23 courses are running this spring for which over 260 students are enrolled. These programs are also available in Glennallen and Cordova. Additionally, PWSCC's ABE and GED programs are essential to the success and mission of PWSCC. The PWSCC serves 156 students, full-time and part-time, in the following 14 communities: Valdez, Cordova, Tatitlek, Whittier, Glennallen, Copper Center, Tazlina, Chistochina, Slana, Nabesna, Mentasta Lake, Kenny Lake, Chitina, and McCarthy.

MR. DESORCIE related that PWSCC is facing some economic challenges in the community. He explained that the populations of Valdez and Cordova are decreasing while utility costs are increasing. However, PWSCC is partnering with the City of Valdez in order to develop economic development opportunities. He then turned attention to PWSCC's capital budget priorities, including the PWSCC Wellness Center that is in desperate need of upgrades. It opened in 1998 and the facility is open to the community, students, and staff. Mr. Desorcie then highlighted that in May 2008, PWSCC opened the Whitney Museum that displays over 1,000 pieces of Alaskan wildlife and Native artifacts that were gifted. In closing, Mr. Desorcie pointed out that even in the current economic times, the City of Valdez voted to increase the amount of funding from \$634,731 to \$700,000, which is the highest in the university system. He thanked the City of Valdez for its local support.

[10:30:40 AM](#)

REPRESENTATIVE KELLER asked if a representative from the experimental farm will be presenting today.

MR. TURNER clarified that the experimental farm is part of UAF and isn't a regional campus.

[10:31:15 AM](#)

GARY TURNER, Director, Kenai Peninsula College, University of Alaska Anchorage, informed the committee that the Kenai Peninsula College has the following four locations with the specified headcount: the Kenai River Campus - 1,438, Anchorage Extension Site - 94, Resurrection Bay Extension Site - 49, and the Kachemak Bay Campus - 422. He further informed the

committee that almost 60 percent of the Kenai Peninsula College's students are seeking a degree, which is an increase over the last few years. Mr. Turner pointed out that although the Kenai Peninsula College serves its regional students, many of the students don't really attend the campus as they attend classes via distance education. Those students who don't attend the campus do come to the campus to utilize support services, the library, the computer laboratory, financial aid, the Learning Center, and tutors. Since these students pay tuition to the campus from which the course is offered, the community campus serves these students with relatively little money to pay for the support services. The aforementioned is a challenge for all the campuses.

10:34:28 AM

MR. TURNER also pointed out that although campuses are providing accommodations for handicapped students, those students are taking more courses via distance education. For instance, for a student with a hearing impairment, the college has to provide interpretive services. Mr. Turner characterized this as an unfunded mandate to the university and thus the funds to provide the services are taken out of the operating budget. He informed the committee that the Kenai Peninsula College has a hearing impaired student, which will cost the college \$9,000 to support.

10:35:42 AM

MR. TURNER informed the committee that virtually all the students within the Kenai Peninsula Borough can take Kenai Peninsula College courses and receive dual credit. In fact, virtually every three-credit course offered by the college is dual credit. High school seniors pay \$43 per credit to take courses at the Kenai Peninsula College and can take up to 18 credits a year due to the borough funding. He anticipated that borough funding would amount to about \$620,000, which provides funding for the Jump Start program as well as other programs. The college is really engaged in the ABE and GED programs. With regard to contact hours, the Kenai Peninsula College had over 5,000 contact hours with yet-to-be college students. The college is also very involved in workforce development. The hope, he related, is to obtain additional faculty for the process technology program, which is a high demand job. However, the funds for the aforementioned program didn't make it in the governor's budget. The student success coordinator is an important position at the Kachemak Bay that also didn't make it in the governor's budget.

[10:37:38 AM](#)

MR. TURNER informed the committee that the Kenai Peninsula College was recently awarded an almost \$2 million Title III grant, which the college intends to use to enhance the distance education program and technology enhanced student services. He explained that two years ago, the Kenai Peninsula College started working hard on distance education. Currently, the college has 45 distance courses and 645 students taking distance courses. In the fall, 65 distance courses are scheduled. Every year there's about an 80-100 percent increase in the number of students throughout the state taking distance courses. In closing, Mr. Turner highlighted that the Kenai Peninsula College offers the following unique programs that no one else offers: industrial process instrumentation, mechanical technology, digital arts, petroleum certificate, and a corrections program. He then noted that the college also offers an elementary education degree.

[10:40:04 AM](#)

CAROL SWARTZ, Director, Kachemak Bay Campus, Kenai Peninsula College, University of Alaska Anchorage, opined that the economic challenges that have been mentioned earlier are impacting the campuses and the communities' access to higher education and continuing technical education. Furthermore, facilities are old and need maintenance or replacement, and some campuses, like the Kachemak Bay Campus, are trying to build core physical infrastructure. Moreover, some of the facilities can't handle the upgrades necessary to have the technology required to provide quality education. She then turned to the partnerships with the local school districts, the local health care industries, the construction industries, and the oil and gas industries. She noted that in Homer there is increased demand in welding, but the facilities aren't available to meet the demand.

CHAIR SEATON related his satisfaction that the university and the regional campuses have focused on health care fields, specifically nursing, due to the projections that those fields will be under employed. He mentioned the incentives for those in rural Alaska to go into these fields.

[10:44:56 AM](#)

ADJOURNMENT

There being no further business before the committee, the House Education Standing Committee meeting was adjourned at 10:45 a.m.