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FOR FURTHER INFORMATION

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COMMUNITY COLLEGE COALITION OF ALASKA

PLAN

TO PRESERVE AND STRENGTHEN COMMUNITY COLLEGES

"It seems almost incomprehensible that in the great State of Alaska, the University of Alaska Board of Regents has voted to scrap their comprehensive community college program...."

(from the December 19, 1986, AACJC Letter, published by the American Association of Community and Junior Colleges)

INTRODUCTION

The Community College Coalition of Alaska is actively working for state legislation that will separate the community colleges of Alaska from the University system. This booklet has been prepared for legislators and others in order to document the rationale and public support for the Community College Coalition of Alaska's effort to achieve this separation.

CCCA represents a broad base of Alaskans, from students to employees within the University. The Coalition is dedicated to ensuring the continuance of the vital mission that our community colleges play in the fabric of Alaska. The October 31, 1986 proposal of President O'Dowd calling for a merger of higher education system seriously jeopardizes the role community colleges play in the educational and economic well being of our state, at the expense of thousands of students and hundreds of communities.

With its broad base of support, and with lessons from other states, CCCA now calls for the Alaska legislature to finally forge this much needed separation. As can be seen within these pages, this concept is far from new. Legislation for separation was introduced and narrowly defeated in 1976. Similar proposals have also been made by professional groups and commissions, and have been supported by numerous organizations and groups throughout our state. Also within these pages is information that outlines the failure of previous merger attempts. It will also be noted that the proposal for separation goes much further in cost savings than the O'Dowd proposal, while greatly improving the quality of education in our state.

As can be seen in the final section of this booklet, this entire issue has resulted in a tremendous degree of public interest. Throughout Alaska, citizens have given testimony, written letters to editors and expressed their opinions. And a survey of these clips indicates an unusually high support of our community colleges, their missions and their role within Alaska.

The time is ripe for separation. And for this to occur Alaskans require the assistance of the legislature and a legislative act. We ask you now to assist in this effort and to ensure a continuation of quality higher education through the remainder of this century.

COMMUNITY COLLEGE COALITION OF ALASKA, INC.

6311 DEBARR ROAD, SUITE #144
ANCHORAGE, ALASKA 99504-1799
(907) 337-6655

January 20, 1987

Dear Legislator:

On behalf of the many Coalition supporters throughout Alaska, I can assure you how pleased we are in your interest to take the few minutes to learn more about this vital issue. And as you know, higher education and career training for Alaska is a vital issue.

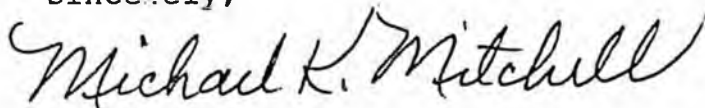
It's my hope that the enclosed materials will help you to better understand the importance and gravity of this entire issue. During the last few months our newspapers and media have carried stories of President O'Dowd's proposed merger. We have heard how much money this can save the state, how the mission of the community colleges can be preserved, and how our higher educational system can be improved as a result of O'Dowd's plan.

But many of us, including those who have seen this plan attempted in other states know better. We strongly feel there is a better alternative, one which has dramatically increased savings and far better assurances of continuing quality education throughout all our state. And that alternative is separation.

This booklet presents elements and the rationale for such a plan. Please take the time to review it. If, when you are finished, should you have any questions I would be honored if you would call me.

In the meantime, Happy New Year!

Sincerely,



Michael K. Mitchell, Ph.D
President



federation of teachers

2553 providence, anchorage, alaska 99508 4670, (907) 562 2660

January 21, 1987

Dear Legislator:

I am pleased to offer you the attached materials regarding the proposal to separate the community colleges from the University. As you probably already know, this is not a new proposal--in fact, you will see in these pages a copy of the original legislation which was narrowly defeated in 1976.

These pages have a great deal of information on the tremendous savings that separation can mean to Alaska, and the potential for a much better higher education system. It is clear that there exists a number of indisputable reasons as well as tremendous citizen support for this proposal.

The proposal presented by President O'Dowd is full of legal and administrative problems. Whereas our proposal for separation is a viable solution that has been tested successfully nationwide.

We hear it from our students and faculty, we read it in the state-wide papers and polls, and we hear from colleagues and experts throughout the United States who have witnessed the failure of these types of plans--merger will not work, will cost too much, and will effectively begin to erode our Alaskan job market at a time when we can't afford that. The time has come for a separation of the systems.

Thank you for taking the time to review these materials. We all know your work in Juneau this session will be critical, but we also believe our proposal will greatly assist you in many of the budget considerations you will face.

Respectfully,

Gerald H. Park

Gerald H. Park
President

alaska community colleges'

american fed. of teachers, local 2404, america fed. of labor - congress of industrial organizations

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Alaska history clearly shows that merging community colleges with university centers is doomed to failure. The following letters from UAF Chancellor O'Rourke and former ACC administrator and President of Sitka Community College Dave Knapp, as well as the report of the Legislative Interim Study Committee, bear this out.

SECTION 3

The Alaska Legislature early recognized the need for a discrete community college system. Thus, the legislative history of the community college movement in Alaska reflects the priority of this unique institution to the State. This history also provides further evidence of the need for community colleges, beginning with the first such institution in 1954. Given the situation in Alaska today, this history further reinforces the need for community colleges to meet critical needs of the State and its people.

SECTION 4

The idea of a separate system of community colleges in Alaska is not new. The 1976 legislative proposal for just such a system was the first of a continuing series of acts introduced by knowledgeable legislators to bring about quality and equity in higher education for Alaskan citizens. This 1976 proposal provides a model which can be adapted to the needs of Alaska today.

SECTION 5

In an era of shrinking State revenues, the costs for all segments of Alaskan government must come under scrutiny. The following tables demonstrate graphically that community colleges provide the greatest amount of higher education for Alaskans at the lowest per-unit cost. The data also show how community colleges effectively address the most pressing employment needs of our society. At a time when the State needs to obtain the most benefits for its people at the lowest possible cost, community college education makes sense for Alaska. The community college structure is the model of efficiency in higher education.

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Broad public support for separate, autonomous community colleges in Alaska is clearly evidenced by the following materials. Included in this broad base are the general public, school boards, boroughs, community councils, students, the State AFL-CIO, the prestigious American Association of Community and Junior Colleges, and Alaskan Legislators. These people are telling us something, and it isn't that community colleges in Alaska should be abolished by merging them with university units.

SECTION 7

Further evidence of widespread public outrage at the notion of eliminating the community college in Alaska is found in the following statewide newspaper clippings. These clippings demonstrate that the time has come for the community colleges to stand on their own as a separate system. This system will continue to deliver the kinds of valued services to Alaska and its citizens needed for economic health and social stability.

SECTION 1

COMMUNITY COLLEGE COALITION OF ALASKA

PLAN

TO PRESERVE AND STRENGTHEN COMMUNITY COLLEGES

On the following pages is a plan to preserve and strengthen community colleges in Alaska. It has broad support across the State, as evidenced by other materials in this booklet and letters of endorsement from the Community College Coalition of Alaska and the Alaska Community College Federation of Teachers.

Community College Coalition of Alaska
6626 Foothill Dr. Anchorage, Ak 99504
December 02, 1986

P L A N

TO PRESERVE AND STRENGTHEN COMMUNITY COLLEGES

The Community College Coalition, an incorporated non-profit group, was formed for the purpose of promoting the community colleges statewide. It allows individuals and groups to *speak out forcefully* and with a *united voice* in their belief that COMMUNITY COLLEGES FULFILL THE EDUCATIONAL NEEDS OF A MAJORITY OF ALASKANS.

In contrast to the more remote and expensive university administration, community colleges arise from COMMUNITY needs and administrators respond on a *daily* basis to the people they serve. As a result, COMMUNITY COLLEGES HELP TO SOLVE MANY SOCIAL AND ECONOMIC PROBLEMS OF ALASKAN COMMUNITIES while they are meeting the educational needs of adults living in those communities.

The proposal announced October 31, 1986 by University of Alaska President O'Dowd proposes to eliminate the community college system in Alaska, as a *cost-saving measure*. It moves ALL administrative decision-making in public higher education away from Alaska's communities and into three university centers, in Fairbanks, in Anchorage and in Juneau. EXPERIENCE IN ALASKA AND ELSEWHERE CONFIRMS REMOTE DECISION-MAKING CREATES WASTEFUL AND NEEDLESSLY COMPLEX ORGANIZATIONS.

The Community College Coalition of Alaska has an alternative to the 'tri-university' concept of President O'Dowd. THE COALITION PLAN ADDRESSES THE STATE'S INCOME REDUCTIONS NOW; IT PUTS EDUCATIONAL MONEYS NOW BEHIND LONG-RANGE IMPROVEMENTS IN ALASKAN COMMUNITIES AND IN THE ALASKAN ECONOMY.

This PLAN has the force of history, enfranchises local communities, is cost-efficient, and guarantees public accountability. With input from many individuals statewide, and review by many educational groups as well, THE COALITION ALTERNATIVE PLAN ASSURES THAT THE MISSION OF COMMUNITY COLLEGES IS PRESERVED, ACCREDITATION IS PROTECTED, AND DUPLICATION OF SERVICES IS ENDED. IT SUPPORTS AND STRENGTHENS OUR COMMUNITIES BY SAVING OUR COMMUNITY COLLEGES.

THE ALASKA COMMUNITY COLLEGE PLAN:

PURPOSE: To establish a comprehensive, statewide community college system capable of offering degree and non-degree programs of postsecondary and continuing education.

GOVERNANCE:

The Alaska Community Colleges shall be governed by an independent Board of Governors. The Board shall be representative of the state's geographic boundaries and include a teacher and student. All meetings of the Board are open to the public as provided for by Alaska Statute.

TRANSFER: PROPERTY AND FUNDS:

Under the direction of the Alaska Commission on Postsecondary Education, the Board of Regents of the University of Alaska shall redistribute or transfer all the property, assets and state or federal funds of the University of Alaska relating to the operation, maintenance and support of the community colleges within the University to the Alaska Community Colleges.

DEFINITION OF ALASKA COMMUNITY COLLEGES:

Colleges means the Alaska Community Colleges, including but not limited to the individual community colleges, extension centers and community outreach programs established, operated and maintained by the Board of Governors.

COMPREHENSIVE COMMUNITY COLLEGES MISSION:

The comprehensive community college shall include flexible, versatile programs of postsecondary instruction, counseling and advising, job placement and other activities designed to meet the needs of the people it serves. This shall include:

- A) Courses and curricula that lead to associate degrees, or that enable the student to transfer to a four-year institution of higher education in pursuit of a baccalaureate degree;
- B) Occupational education including vocational-technical programs and cooperative education in conjunction

with employment in business and industry that enables the student to develop technical skills in a chosen trade or occupation and lead either to a degree or a certificate of completion;

- C) General education and public interest courses designed to meet the needs of a community, to enable a person to expand his or her knowledge, improve the quality of life, or acquire, change or update skills needed in today's society;
- D) Development of educational courses and programs as an outreach of the community colleges into rural Alaska, including off-campus student and credit and non-credit courses that may lead to a certificate, associate, baccalaureate or advanced degree.

ALASKA COMMUNITY COLLEGES CENTRALIZED ADMINISTRATION:

The Chancellor shall serve as Executive Secretary of the Board of Governors and Chief Executive Officer of the Alaska Community Colleges. Primary responsibility of this position is the administration of community colleges and working with the principal administrative officer at each community college. A central service organization for all the community colleges shall be established. Duplication of administrative services shall be eliminated within and between existing community colleges.

ALASKA COMMUNITY COLLEGES UNIT ADMINISTRATION:

The principal administrative officer at each community college is responsible to the chancellor and works closely with the Community College Council which is representative of community needs and interests.

LOCAL COMMUNITY COLLEGE COUNCILS:

A local Community College Council, the majority of whose members shall be persons served by the programs developed at the local community college, shall be established. The Community College Council aids the principal administrative officer in setting policy for the local college which is consistent with the direction set by the Board of Governors.

RELATIONSHIP WITH SCHOOL DISTRICT, MUNICIPALITY, FEDERAL AGENCY, NON-PROFIT CORPORATION:

A school district, municipality, federal agency or non-profit corporation or association may make an agreement with the Alaska Community Colleges for the establishment, operation and maintenance of a community college, an extension center or off-campus instruction through an outreach program.

TRANSFERABILITY OF CREDITS:

The Alaska Commission on Postsecondary Education would be the arbitrator in determining the transferability of student credits and courses between Alaska Community Colleges and the University of Alaska.

ACCREDITATION:

The Alaska Community Colleges would be accredited as a statewide unit.

ALASKA COMMUNITY COLLEGE PLAN--financial impact statement:

COST SAVINGS IN THIS PLAN INCLUDE:

This proposal goes far beyond other proposals that have been made to date in accomplishing significant cost savings. If enacted, an estimated \$4.35 million can be saved from the annual operating budget of the community college system alone!

The accrued savings resulting from this proposal can be used to enhance further the community college's direct educational delivery of services or to strengthen its mission throughout Alaska. If, however, the community colleges are faced with budget constraints during this next year, they will be able to provide the current level of services, despite a \$4.35 million dollar reduction.

ALASKA COMMUNITY COLLEGES CENTRALIZED ADMINISTRATION SERVICE CENTER:

The consolidation of administrative services under a Chancellor with staff sufficient to service units statewide will cost 2.1 million. This is in place of the 3.45 million currently expended through CCREE and ACC.

Estimated Savings 1.35 M

UNIT ADMINISTRATION:

Eliminates Chancellor title at the unit level, relating title, salary and benefits of the chief administrative officer of the unit--and the size/expense of his or her staff--to job-related experience, the extent of the educational programs and the geographical area served. Due to the centralized administration of admissions and records, business functions, purchasing, and public relations, this savings is extensive.

Estimated Savings 3.00 M

ESTIMATED TOTAL SAVINGS 4.35 M

Community College Coalition of Alaska
6626 Foothill Dr. Anchorage, Ak. 99504
December 02, 1986

SECTION 2

PAST FAILURES IN MERGING COMMUNITY COLLEGES WITH UNIVERSITY UNITS

Alaska history clearly shows that merging community colleges with university centers is doomed to failure. The following letters from UAF Chancellor O'Rourke and former ACC administrator and President of Sitka Community College Dave Knapp, as well as the report of the Legislative Interim Study Committee, bear this out.



UNIVERSITY OF ALASKA — FAIRBANKS
Fairbanks, Alaska 99775-0500

MEMORANDUM

To: Donald D. O'Dowd, President
University of Alaska Statewide System

From: Pat O'Rourke, Chancellor *P.O.R.*
University of Alaska-Fairbanks

Subject: University Restructuring

Date: November 17, 1986

The following material pertaining to community colleges is excerpted from UAF Chancellor O'Rourke's November 17, 1986, memorandum to President O'Dowd on the subject of University restructuring. The excerpt begins on page 5 and ends on page 9 of Chancellor O'Rourke's memorandum.

We might pause and ask why community colleges historically developed in this country. They did so because the existing universities, despite the land grant movement and its populist notions and despite the regional universities and their community development notions, were unable to fulfill the needs of specific segments of society. As you know, the community college movement took off in the late fifty's and early sixty's so that of the 3,300 post secondary institutions in the United States today, approximately 1,300 of them are community colleges. Now in some states, the commu-

nity colleges are strictly vocational/technical community colleges. Indiana, Nebraska and New Hampshire are three examples of this. Many of the regional and land grant universities had quasi open admissions policies, if not direct open admissions and yet this appeared to prove inadequate to meet the needs of the multiple clientele who were seeking services. I don't profess to know why these clientele could not use the universities to meet their needs but the answer may lie in the fact that students had tried a college or a university at one time and had an unsuccessful academic experience. It may lie in the fact that these students went out to work for awhile, discovered new talents and decided that they needed to re-enter the higher education system. Yet their confidence had been shaken or they were not able to leave their families and move to one of these regional university centers and so they started anew as a traditional "second chance" student in the community college. Some regained their confidence and moved on to the university and subsequently had very successful experiences, but it was perhaps the existence of the community college that encouraged them to try again.

Consider for a moment the typical academic disqualification policy. Should students be academically disqualified from a university if they are unable to fulfill the requirements? I believe most university faculty feel very strongly that the answer to this question is yes. How does the student regain access? They are advised to pursue the open admissions policy of a community college and try again there. Once they have demonstrated renewed success and capability they can be readmitted to the university. Again, it is this second chance aspect of the community college that has provided it a major role in renewing educational opportunity for a great many people. By providing this function, it has allowed the universities to maintain and build their own academic credentials which are necessary to attract and retain the very capable students. Why is it that many of our higher ability Alaskan high school graduates leave the state? Certainly some of it reflects their need for a geographic change just as it did with many of us but I believe there is an additional element in so far as none of our institutions have particularly high admissions requirements. Thus, they are perceived as easy institutions, thereby negatively impacting the academic reputation of the institutions. This is not necessarily true when students arrive here; however, it is very difficult, with low or open admissions, to carry this message before the fact.

Just about fifty percent of all American high school graduates enter college or university today. There is not another country in the world that even begins to come close to this figure. At the same time, the American university has made some of the significant developments in the understanding of science and the problems that the world faces. This is truly remarkable that this country has been able to accomplish such a wide expanse of activities through its higher education system. I maintain that this is because the United States has a highly variable system ranging from private research universities and major public universities to state colleges, small private liberal arts colleges, private junior colleges and public community colleges.

These considerations lead me to believe that the proposed structure does not provide a significant enough variability to assure meeting these multiple and diverse service requirements. I think we need to retain some type of community college structure, particularly given the fact that communities are being offered the opportunity to "buy in" a portion of local support in the future. Unless we retain the structure that allows that to occur with some degree of ease, we will once again find ourselves in a position of tearing something down before we have to build it up again. Additionally, we need to diversify the missions of our two universities to help meet the multiple needs of Alaskans.

Some say that a community college and university educational philosophy can exist within one entity. Others say that they cannot. The question is not one that has an all or nothing answer to it. Evidently, they can coexist in some form. The real question is how well they can and here I believe that as accommodations for the variable missions are met, something from both is lost. In a way, we already have examples of this within the University of Alaska system. I am told today that there is no viable vocational/technical program at the University of Alaska-Juneau. There was at one time prior to the merger of the community college and the university structures. I don't quite believe that the market has disappeared because at one time JPOC had fairly strong vocational programs but, rather, it is a reflection of the emphasis that the institution was given in its new form. I am not being critical of this because the administrative team in Juneau was charged with developing a university which would have advanced degree programs as well. It's just that it was not possible to build all elements of the institution and so a piece of that former community college mission devolved into nothing more than a minor continuing

education program which it is reputed to be at the present.

Prior to 1976 when all of the community colleges were part of three university structures, many real problems did exist. There were problems with similar faculty qualifications. There were problems with some of the types of courses that community colleges proposed to offer because these were not understood well by the senior college faculties. There were problems with the quick response mode needed by the community colleges to address local community needs as opposed to the broader state needs of the universities. There were battles of conflicting philosophies, of a what the requirement should be for admission to the institution, over retention or disqualification of students, over facilities built more for community use participation such as the sports center in Anchorage versus facilities needed for a more resident full-time population. As a result, after community colleges emerged into their own structure, I believe their function was strengthened within the state. Now, I hasten to add that I don't believe we have fully functioning community colleges in all the areas where they currently exist. I also believe that in certain areas of the state, the community college is not the institution which can best fulfill the needs, hopes and aspirations of the people of those areas but, I believe in some areas of the state they probably are the appropriate entities.

Finally, perhaps the proposal that is now before the state is another indication of the fact that the missions don't mix well. We are facing some major financial and resource problems. We all know that and we are all striving to try to deal with it, but it appears that when push comes to shove, it is the community college mission that is being submerged. Yes, the proposal will try to carry forward as much of that as is possible and I am sure those initially charged with carrying it out will do their very best to try to meet these multiple needs, but in reality, some of those local community functions will be lost. The proposal calls for this. I believe the reason is that because as predominantly university personnel, we do not place as high a value on some of these functions as the clientele and staff of the community colleges do, and this is legitimate for we have other visions that go much beyond these local community needs.

I note that many of the Tanana Valley Community Colleges supporters have taken me to task for my comment on the "casual student." While many of those testifying chose to emotionalize this comment and utilize tertiary reference to

a poorly written Sun Star article, and while most of those who described themselves as casual students did not fit that definition, I believe there is something to be learned from this. The "casual student" as I have used it is the non-degree seeker. My comments were in reference to who gets served first in difficult resource times. As a university, I guess I feel we have a major obligation to our degree seekers before our casual students. I also believe that the proposal as you have outlined it maintains this same priority. You use as your five major commitments; remedial developmental work, a two-year liberal arts program, a bachelor's level program in core arts and sciences as well professional degrees, focused research and graduate programs, and high quality vocational/technical programs. The point of difference is the balance and mix between degree and non-degree seekers in the community college and the university. In reality, both TVCC and UAF give priority during registration to their degree enrolled students. The difference is that these students make up the predominant proportion of the university while they make up relatively minor proportion of the community college. Thus, when registration is opened to those who have not sought and obtained admission, the community college, historically, has much more space to offer. The university, historically, has not. In this way, I believe the community colleges have served these "casual students" much better than has the university.

I am concerned about the forced marriage, predominantly in Anchorage. I know that here I am delving somewhat into the implementation elements but I think it is an important consideration. If those two faculties in Anchorage will engage in conflict with each other for the next ten years, then, I do not believe the higher education needs of the people of Alaska will have been well served by this merger. Evolution may obtain some long term objectives better than revolution at the present time. I believe there is concern about how personnel will be selected and amalgamated into the new institution, particularly in Anchorage. What might appear palatable to the UAA faculty now might not be when decisions are reached regarding the community college faculty.

Nov. 11, 1986

Dr. Donald O'Dowd, President
University of Alaska
Fairbanks, Alaska 99701

Dear Dr. O'Dowd:

The University of Alaska central administration's proposed plan for re-organization of the University system has had media attention and of course the attention of those within the system and a few of us who are not all that far removed, at least emotionally. In this letter I would like to comment on some of the thoughts in your proposal and suggest a counter-proposal. In each case I will try to provide a rationale.

First, I would like to give you a bit of personal background to show that I have some familiarity with the system. I first came to Alaska to work for the Anchorage school district in the summer of 1957 and functioned there until the summer of 1961 when I transferred to the Anchorage Community College as registrar and director of students. Eugene Short was the President, then called Resident Director. I was Gene's second in command from August of 1961 until September of 1972 when I transferred to Sitka as Director of the Sitka Community College, now called Islands C.C. The titles of the Community College heads changed to Campus President in about 1976. I held that position until I retired in July of 1982.

It occurs to me in looking at your proposal that it might help you at least understand my position and thus counter proposal, if I included a bit of the history that involves Community Colleges in Alaska. A main purpose in this is to show that there are those who have attempted combining Community Colleges into the University of Alaska structure since 1961 and before. The result is the same each time. It sounds plausible but 25 years of record show it not workable.

The first Community College act was passed by the Territorial legislature in the session of the spring of 1953. The enabling bill was drawn up by 4 people in Anchorage and I can't really say that it had much support from the U. of A. administration. Anchorage Community College was established in February of 1954, followed by Ketchikan in July of the same year. The C.C. law was amended in 1962 and is still in effect.

Until about 1968, all teaching or administrative staff had to be approved in Fairbanks. For a course outline, the approval route (course developed by C.C. person) was to first to the Dean of Statewide services, then to the appropriate department head, then to the cognizant Dean, then to the Academic V.P., and on occasion even to the President of the University. I saw course outline and

Dr. Donald O'Dowd
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instructor approval requests occasionally denied for reasons that were truly baffling!

In the meantime the C.C.'s grew and grew, especially in Anchorage, until the U. of A. campus in Fairbanks was no longer the largest unit in the system. It was Anchorage! Anchorage was apparently viewed as being a threat to the mother campus because of A.C.C. growth as well as the upper division and graduate work taking place there. The result was strong brakes being put on most anything that took place off the Fairbanks campus. This was the first major evidence that it is not workable to try to support a Community College philosophy within a University center.

In 1968, some decisions were made that created an atmosphere and situation that was guaranteed to make problems. The Anchorage Regional Center was created with Don Dafoe in charge and whose title then was Provost and Dean. The central administration of the system felt that the route to academic sainthood was to have an off campus program start as extension work, then progress to a Community College, and then to a University. The C.C. was a necessary step on the way to becoming holy. I think it is especially important to realize that the C.C. people had some excellent programs going, cherished the C.C. concept, and did not want to change to a University setting. The community college philosophy was in full bloom!

For a while, putting a Provost in Anchorage had some positive benefit. Dr. Dafoe had authority to do some things at the local level that were not possible before. This was due to the individual, however, and not the system. When Don resigned and went to Washington, D.C., his replacement was sent down from Fairbanks with specific instructions to make the whole Anchorage scene into a University. The concept sounded good to the new provost who sometimes called it a "Community University." Unfortunately, that approach combines the weaknesses rather than capitalizing on the separate strengths. Course work designed by the C.C. had to be approved by the senior institution, who viewed it in terms of how it fit into a baccalaureate degree program. This was the second major bit of evidence that it is not workable to try to maintain Community College philosophy and style in a University center!

By 1974 the atmosphere was so bad that it was obvious to all in the C.C. system that unless there were some major changes at the central level, the C.C. faculty would unionize. Of course it happened. In my opinion the ACCFT has not always been a positive influence, but it is not the cause of bad management, it is the result.

By the mid 1970's the Regents had caught so much flack that they created what is now the Community College division, much against

Dr. Donald O'Dowd
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the wishes of acting president Charles Ferguson. The division, however, included all sorts of things such as Fisheries, instructional T.V., cooperative extension, correspondence, and a part called Rural Education. The President's cabinet now included one chancellor for community colleges and three for university centers. This is an interesting power structure with predictable results in funding, curricula approval, etc.

In 1972 the University of Alaska, Southeast was created and had four components. These were Juneau-Douglas Community College, Sitka CC, Ketchikan CC, and the "Senior College." JDCC had responsibility for that level of instruction from latitude 58 degrees north to Yakutat, Ketchikan had the same responsibility for latitude 56 degrees south, and Sitka had the area between 56 and 58. The Senior College had responsibility for upper division and graduate work throughout the southeast panhandle.

At that time Juneau-Douglas CC was the second largest in the State and a good one! Chancellor Ferguson and the senior college staff felt that the CC's should become extension centers of what was to be UAJ, but the Community College division was established in the meantime. The result in Juneau was the merger of a strong CC and a weak senior college into what is now UAJ. Some years later, after infusing millions of dollars in capital and personnel, there are fewer students than there were in JDCC. The Chancellor of UAJ, was charged with maintaining community college concepts within the UAJ and we have all seen the failure of that idea there. This is the third strong piece of evidence that the combination of University and Community College concepts under the same executive officer is not workable.

Dr. O'Dowd, your proposal is of course based on the idea that there are some serious ills in the present University of Alaska system and I heartily agree. I also agree that a time of fiscal shortage is an opportune time to make some changes. There is a compelling reason then that is apparent to all. It is an opportunity to get rid of some "dead wood" that would otherwise be very difficult to accomplish. I feel, however, that the major problems of the system under your proposal will still be there after such a restructuring. I offer the following thoughts on problems as I see them and some solutions for your consideration.

Your proposal states that the system is administratively top heavy and I certainly agree. At present there are 5 chancellors and I would suggest that there be only two. One of these would be for the collective Community Colleges and one for the 3 University centers. This would accomplish several things. First it would preserve the Community College concepts we have already discussed and do so by virtue of the position rather than depend on the style of who might be chancellor at the time. Second, having a chancellor for the University centers would not eliminate but would certainly reduce the "war" between UAA and

UAF. It would possibly expedite services to UAJ. It also presumes a reduction in the "vice-chancellor" level of support. One of the statements in your proposal and one frequently heard in interviews is that the "Community College concepts" will be maintained. Everywhere I hear that "...at all costs, we must preserve the Community College concept...." If it is as good as I hear and believe, it seems the best way to retain the concept is to retain the institutions.

Next I would suggest that the system establish service areas for the University centers such as were in existence in 1972. UAJ would have responsibility for upper division work the the brokerage of graduate work from Yakutat south. UAF would have responsibility for its off campus upper division and graduate work north of the Alaska range, and UAA responsible at the same educational level for the area in between. The service areas must be contiguous. This same concept would apply to the Community Colleges, that is contiguous service areas that collectively cover the entire State. This removes all question about whose responsibility it is to serve the educational needs of a particular area. This also removes the need to create an additional internal entity such as Rural Education. The concept is there without need for separate organization.

Next, one might examine the room utilization on the all campuses with adequate definitions to go by in determining if and when a classroom is being used for a class. It is my understanding that the schedules are pretty tight from 10 A.M. to 3 P.M., Monday through Thursday but other than those times, on certain campuses, it can get a bit lonely.

A given for change is to eliminate courses and /or programs that have served their purpose.

A University faculty member normally teaches 9 credit hours, has a 3 credit hour release to do research, and another 3 hour release for student advising or general maintenance of the system. On the surface, I agree with this including the idea that a faculty member may elect to teach 3 hours in lieu of research. In my opinion there is a lot that goes on under the guise of research and I think that the appropriate department head or Dean should approve a research topic before it is done and evaluate it afterwards. The Carnegie Commission has just completed a large study which, in part, suggests that Universities are too far into research at the expense of teaching. Also, if I as a taxpayer am paying for the research, let's see some of it. Although I abhor the "publish or perish" thought from some other Universities, I think one might look at a "publish or teach" basis for the 3 credit release. I like to champion academic freedom but not academic license.

Dr. Donald O'Dowd
November 11, 1986
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It seems to me that the above would streamline administration, maintain Community College concepts, increase productivity of University faculty, and reduce the friction existing between the University centers. Thank you for your time and consideration.

Sincerely,

David R. Knapp
Campus President (retired)
cc: University Regents and others

CHAPTER IX. RECOMMENDATIONS

INTRODUCTION

The committee finds that in Alaska the missions of the community colleges and the university centers are distinct. This dissimilarity of the community college and university center missions is a phenomenon that is found nationwide. This has been documented by Dr. Leonard Romney of the National Center for Higher Education Management Systems (see Appendix A). In 1976, Dr. Romney surveyed over 1000 trustees, administrators, and faculty and asked them to rank 20 goal areas for their institutions. Those goals ranked highest by community college representatives were quite different from those ranked highest by doctorate-granting university representatives. For example, trustees, administrators, and faculty in community colleges ranked "meeting local needs" as second, first, and second respectively. Trustees, administrators, and faculty of doctorate-granting universities ranked it as sixteenth, fifteenth, and fifteenth respectively. Conversely, doctorate-granting university trustees, administrators, and faculty ranked "academic development" as second, first, and first respectively, while community college trustees, administrators, and faculty ranked it thirteenth, seventh, and ninth respectively.

In Alaska, the university centers, with their emphasis on graduate work and graduate research, have goals and purposes apart from those of the community colleges. This fundamental difference is reflected in the composition of the student bodies. The community colleges, by definition, attempt to serve students within their particular communities and region. The university centers, on the other hand, have a statewide mission and attempt to provide educational services for students in the

entire state. Community colleges have a particular appeal for students who delay their matriculation following their high school experience; thus, the students are, for the most part, older than lower-division university center students. Community college students are often motivated to seek postsecondary education for different purposes than students at the university centers. A larger portion of students at the community colleges than at the university centers are not pursuing a degree.

Distinct missions are also reflected in programs and course offerings. At the university centers, a larger proportion of the curriculum is in the traditional disciplines with very few vocational-technical offerings. The community colleges, on the other hand, strongly emphasize vocational training. Moreover, community service courses and activities represent a significant contribution of the community colleges whereas this function is ancillary at the university centers. Different college campuses will emphasize one of these areas over the others, depending on what is most important to the residents of a particular service area. However, university centers are more concerned with courses that meet the needs of a statewide constituency. When viewed as a whole, then, the colleges are more similar to each other in the area of program and course offerings than they are to the university centers.

The goals of an organization provide a framework for policy and procedures and establish a purpose to which its decision and activities are directed. Therefore, differences in policy and procedure between the community college division and the university centers constitute additional evidence of distinct missions. Several examples are noted here:

A. The faculty at the community colleges are all considered

instructors while the faculty at the university centers are ranked. The university faculty hierarchy is as follows: instructor, assistant professor, associate professor, and full professor. Community college teachers, on the other hand, all carry the title "instructor".

- B. A sizeable percentage of faculty at the university are actively involved in research, while nearly all community college faculty are directly involved in teaching. (The fact that community college teachers are under a collective bargaining agreement, and the university teachers are not, is prima-facie evidence that policies and procedures are different.)
- C. The community colleges have open-door admissions while the university centers strive to induce selectivity in their admissions process.
- D. In many situations the semester calendar, while well-suited to a university program, is inappropriate for the community college student. For many community college students, it is irrelevant whether the course bears college credit. This is seldom the case with university students.
- E. Community colleges require an organizational strategy for a quick response to community needs and a complementary mechanism for termination of programs. In general, university centers teach courses in the traditional semester format.

Measurements of quality are also different at the community college than at the university centers. Two examples demonstrate this:

- (A) One of the most commonly-used quantifiable indicators of quality for the university centers is the scholarly productivity of their faculty; at the community college, teaching skill is the

major index used to measure faculty quality.

- (B) Measurement of advanced degrees and awards for faculty within departments is a criterion for excellence at the university centers, yet it is of lesser importance at the community colleges.

Because of the differing missions of the community colleges and university centers, the president and board of regents are placed in a difficult position of deciding on financial and human resources within a consolidated budget that reflects different, and at times competing, values. Decisions often become a compromise between disparate goals which tends to satisfy neither party.

The creation of another board responsible only for the community college system would relieve each board from deciding upon dissimilar missions. Each would be unencumbered by goals and objectives that detract from their primary mission. This would serve to enhance the educational process for both.

SECTION 3

LEGISLATIVE HISTORY OF THE COMMUNITY COLLEGE MOVEMENT IN ALASKA

The Alaska Legislature early recognized the need for a discrete community college system. Thus, the legislative history of the community college movement in Alaska reflects the priority of this unique institution to the State. This history also provides further evidence of the need for community colleges, beginning with the first such institution in 1954. Given the situation in Alaska today, this history further reinforces the need for community colleges to meet critical needs of the State and its people.



ALASKA STATE LEGISLATURE
HOUSE OF REPRESENTATIVES
RESEARCH AGENCY

Pouch Y, State Capitol
Juneau, Alaska 99811
(907) 465-3991

December 29, 1982

MEMORANDUM

TO: Representative-elect John Lindauer

FROM: David Teal *Teal*
Research Staff

RE: Separation of Community Colleges and the University of Alaska -
Anchorage from the University of Alaska System
Research Request Number 82-201

You requested that this agency perform research on the degree of autonomy that portions of the University of Alaska system may exercise under Alaska's constitution. More specifically, you asked what action is required to separate the community colleges and the Anchorage campus of the University of Alaska (UAA) from the University of Alaska system.

Our research uncovered several documents which support the contention that separation of the community colleges and UAA from the University system is constitutional and that it can be accomplished by an act of the Legislature. Several legal opinions and bills filed as far back as 1976 were reviewed by the agency. Summaries and relevant excerpts appear below.

In a February 5, 1976 letter to the chairman of the Interim Committee on Higher Education, John Havelock, Director of Legal Studies for the University of Alaska, wrote the following opinion:

Some question has been raised concerning the degree to which the regents of the University of Alaska must control all publicly supported higher education in Alaska. This degree of control should not be overstated.

The constitution provides that in addition to "a system of public schools open to all children of the state," the Legislature "may provide for other public educational institutions." The constitutional authority of the regents is limited to the governance of the University of Alaska, an entity whose existence is formally affirmed by the Constitution, but which is given no monopoly on higher education. Its designation as "the state university" does not stretch that far.

Representative-elect Lindauer
December 29, 1982
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[T]he Constitution provides that the governance of the regents shall be "in accordance with law." That is, the Legislature has the authority to set legal standards governing the independence of units of the University such as community colleges or any new college or other public educational institution such as might be established by it pursuant to Article VII, Section I of the Constitution of Alaska within the university system. [Emphasis added.]

Havelock's opinion implies that the Legislature is empowered to govern the independence of units within the university system. Under this interpretation of the constitution, the community colleges and the UAA could be highly independent without total separation from the rest of the university system.

Your request pertained to the maximum autonomy permitted by the constitution. In a May 7, 1976 letter to Senator Bill Ray, Attorney General Avrum Gross discussed the source of the University's current degree of independence. He argues that:

[c]learly, the constitution itself makes explicit provision for legislative control of key aspects of the university's structure. Through these provisions, the legislature has created a semi-independent university by assigning many financial and operational responsibilities to the university. Thus it is statutory autonomy ("in accordance with law") rather than the constitution itself which has directly created the University's current degree of independence.

Attorney General Gross also responded to a request for his office's views on establishing postsecondary educational institutions independent of the University of Alaska. His memorandum of July 10, 1978 to Kerry Romesburg, Executive Director of the Alaska Commission on Postsecondary Education, stated that "home-rule municipalities are not precluded from establishing their own postsecondary educational institutions."

The memorandum went on to say that there is no clear idea of the meaning the voters who ratified the constitution placed on the article dealing with the university system. Mr. Gross concluded that the question of whether or not the University is the only public university authorized by the constitution will ultimately have to be determined by the courts. In reference to the question, he wrote the following opinion:

Even if that language were read as meaning there is one state university, that does not, by necessity, mean that the University of Alaska is to be the only public university.⁴ Moreover, a portion of Art. VII, §1 of the Constitution could be interpreted as contemplating the creation of other public postsecondary institution. in stating that the legislature "may provide for other public educational institutions."⁵

⁴ For instance, California has a provision similar to Art. VII, §2 in its constitution, yet we understand there are three independent systems of public higher education in that state, only one of which is governed by the constitutionally established Board of Regents of the University of California.

⁵ While we believe this language only has reference to providing other educational institutions for "children" (i.e., at the elementary/secondary level), with reference to special schools open only to children with special needs, language in a 1975 decision of the Alaska Supreme Court, University of Alaska v. National Aircraft Leasing, Ltd., 536 P.2d 121 at 124, 125, seems to indicate that, where a public educational institution is established and operated to meet the needs of a local area rather than for the purpose of meeting the statewide need for a public institution of higher education, other public postsecondary educational institutions might co-exist with the constitutionally established University of Alaska. [Emphasis added.]

This opinion clearly differentiates between the university system, a university system, and other postsecondary educational institutions. It implies that the community colleges can be separated from the university system under the provisions allowing the Legislature to "provide for other public educational institutions." The UAA situation is somewhat more complex. It could be argued that separation must be accompanied by a name change so that the UAA is no longer identified as a part of the university system.

Representative-elect: Lindauer
December 29, 1982
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The separation issue is not new; the legislative reference library has extensive files on the history of bills on this topic. The attached memorandum from the library to this agency gives a brief review of available information.

House Bill 651, which was sponsored by Representatives Buchholdt, Parker, Cotten and Malone during the 11th Legislature, would have established a State corporation to be called the Alaska Community College System. The corporation would have been governed by a Board of Trustees with powers similar to the powers held by the University's Board of Regents. The bill, which is attached to this memorandum, did not pass. However, Billy Berrier, Director of the Division of Legal Services of the Legislative Affairs Agency, concluded that the bill was not in violation of the constitution. That opinion is also attached to this memorandum. HB 651 is based on SB 294 and HB 410, which were submitted in 1977. Primary sponsors were Croft and McKinnon in the Senate and House, respectively. Additional research on the legislative history of this topic can be done if you would find it helpful.

In summary, it appears that the Legislature has the authority to grant a greater degree of independence to the UAA and to any or all community colleges without a total separation from the rest of the university system. It also appears that the constitution does not prohibit separation of the community colleges from the rest of the university system. This could also be accomplished through legislation. Separation of the UAA is a more complex issue. While proceedings of the constitutional convention indicate the intent to have a single university system (see attached memorandum from Billy Berrier to Representative Buchholdt), the opinion of Avrum Gross (on page 3 of this memorandum) indicates that a separate university may be constitutional. According to Mr. Gross, the constitutionality of separation of the UAA will require a decision by the courts.

* * *

I hope this information adequately addresses your questions on the potential for an autonomous community college system and separation of the UAA from the rest of the university system. If you wish to see the full text of bills or legal opinions cited here or would like additional information, please call. You may wish to speak directly to Billy Berrier and/or Kerry Romesburg on this subject. I found Mr. Romesburg to be especially candid and well-informed on the political, financial and administrative aspects of the issue. I would be pleased to set up a meeting for you if you wish to pursue this matter.

DT/sj

MOVEMENT IN ALASKA

COMMUNITY COLLEGES: A Report to the Twelfth Alaska State Legislature by the Community College Interim Committee. Vol. I, Feb. 1981. (excerpt).

The original Community College Act was passed by a Territorial Legislature in 1953. It stated that a qualified school district would establish, operate and maintain a community college "in conjunction with" the University of Alaska. In other words, the university board of regents would promulgate rules and regulations pertaining to the establishment, operation and maintenance of colleges, but the colleges would "be under the direct supervision of the school boards". The regents were also required to pay 75% of the cost of college administration and instruction from the university's general fund support.

The language of the 1953 Act caused confusion about whether the University or the school districts were to have ultimate authority over the colleges. In 1962, a special legislative committee recommended that the Act be amended so that the relationship between the school districts, the university and the colleges would be clarified. The committee wrote that "without ambiguity or equivocation, the Act should clearly establish the Board of Regents of the University of Alaska with complete authority over... higher education everywhere in the State." Their recommendation resulted in a revised version of the Community College Act which states that the university will establish, maintain, and operate community colleges "with cooperation of local school districts or other political subdivisions." The regents are mandated to pay for all credit courses and the school district or political subdivision is required to bear the cost of non-credit instruction.

The Community College Act has not been amended since 1962, even though several attempts to allow the community college system more

independence have been made by the legislature in the past decade. Two bills were introduced in the Seventh Legislature in 1970. HB 701, authored by Representative Sweet, would have created an individual board of regents for each community college. The colleges would have remained a part of the larger university system, and each college board would have been under the jurisdiction of the university board of regents. HB 701 remained in the House Finance Committee. SB 487, introduced in 1970 by Senator Begich, would have created a more autonomous community college system headed by a provost, although the system would have remained under the jurisdiction of the university regents. The bill was never reported out of the Senate's Health, Welfare and Education Committee.

During the interim months between the end of the Seventh Legislative Session in 1971 and the beginning of the Eighth Legislature in 1972, the legislature began its practice of establishing a special committee to look into the function and needs of higher education in the state. Such a committee has existed to study some or all parts of higher education in Alaska in almost every interim period from 1971 to the present.

The first Legislative Interim Committee on Higher Education also originated the practice, maintained until 1976, of hiring the consulting firm of McLean and Associates to advise the state on how to improve higher education. Their first report, completed in January of 1972, recommended that the university regents be retained as the single "governing and consolidating agency for all state-aided higher education." The report also noted, however, that many Alaskans felt that the university administration was "more committed to the central campuses than to the community colleges." To rectify the negative effects of this collective perception, the consultants argued that the separate mission and functions of the community colleges should be better recognized by the

regents, and that the regents should restrict themselves to the making of system-wide policy, leaving the administration of local campuses to the college presidents. The consultants suggested that a fragmented system would be too expensive and that duplication of effort would occur; however, if the single system was to function efficiently, all its parts must be considered equal. The report also mentioned that the role of individual college advisory councils should allow for more policy-making authority.

The Interim Committee on Higher Education introduced two pieces of legislation during the first session of the Eighth Legislature that directly reflected the recommendations of McLean and Associates, HCR 23 and HB 606. HCR 23 urged the regents to recognize community colleges and university campuses in the same community as components of the same system, to share facilities, and to otherwise cooperate. HB 606 contained several provisions to upgrade the community colleges in the university hierarchy. Like its predecessor, SB 487, it provided for a community college system under a provost within the university family. It also upgraded the heads of individual colleges to deans and gave statutory powers to the colleges' community advisory councils. Councils were directed to advise deans, the provost, and the regents on program offerings, facilities improvement and maintenance of community support. Finally, HB 606 stated that an "association composed of the deans . . . is the official organization of the community colleges of the University of Alaska" and that its "function . . . is to effect liaison" among the colleges and provide a forum for "discussion of mutual problems."

HB 636 was also introduced in 1972 by Representative Hohman. It would have separated the community colleges from the university and put them under the jurisdiction of the State Department of Education. The

bill remained in the House Health, Welfare and Education Committee.

Also in 1972, McLean and Associates prepared a report on the needs of the Anchorage area. This report was the result of, among other things, public hearings held in Anchorage by the House Health, Welfare and Education Committee in March. The report concluded that Anchorage Community College and the University of Alaska at Anchorage should remain combined. The consultants' 1972-73 interim report noted that minimum criteria for establishing community colleges should be developed. No new community college legislation was introduced during the second half of the Eighth Legislature though work on HB 606 continued. It passed the House and nearly passed the Senate. However, at the close of the legislative session in 1973, it remained in the Senate Rules Committee.

At the beginning of the Ninth Legislature in January 1974, McLean and Associates submitted its fourth report. Again, it recommended that the university regents remain the sole authority governing post-secondary education in the state and called for minimum criteria for the establishment of new community colleges. Citing advantages to the single campus situation, it repeated its recommendation that UAA and ACC should remain together and suggested that the same arrangement apply to the University of Alaska at Fairbanks and the proposed Tanana Valley Community College. The report further suggested that the college directors should be more involved in policy, program and budgetary decision-making, and that the comprehensive community college should be the model that all Alaskan community colleges should emulate.

HB 541 was introduced early in the 1974 session by the Interim Committee on Higher Education. It was the result of the consultants' report and the desire of the committee to have the Community College Act more closely reflect the reality of community college development in the

state.

It provided for the establishment of community colleges by the regents through contractual agreement with a school district or a municipality. Applicants for establishment of new colleges could come from a municipality, a school district, a federal agency, the regents, or a petition of concerned citizens. Minimum criteria for establishment were proposed, along with the submission to the legislature after approval by the Regents of a feasibility study detailing the need for the college along the lines prescribed in the legislation. HB 541 did not call for a separate system of colleges headed by a provost. Instead, it stated that "the chief administrative officer . . . is a vice-president" of the University. The bill also contained statutory powers for the community advisory councils in the areas of budgetary, programming, and facilities policy-making as well as a role in maintaining community support. HB 541 passed the House, but remained in the Senate Health, Education and Social Services Committee.

Senator Hohman again introduced legislation relating to the community colleges during the first session of the Ninth Legislature. SB 239 established a university vice president for rural education and native affairs, to coordinate higher education in the rural areas. The vice president was directed to work in cooperation with community colleges already in existence in rural Alaska. SB 239 was returned to the Senate Finance Committee where it remained for the duration of that legislative session.

The McLean report submitted to the legislature in early 1975 reiterated the benefits of the single system and the need for college establishment criteria. It further called for a separate advisory board for the colleges and suggested that a study of the effectiveness of the

college governance structure be undertaken. Once again legislation was introduced in conjunction with the submission of the report. The original version of the bill, HB 144/SB 162 was largely similar to the 1974 bill, HB 541. It differed in one important way, however. It created a university vice president whose sole responsibility would be administration of the community colleges. With this mechanism, the committee sought to ensure the separate "identity of the community college program within the University of Alaska without the creation of any additional unnecessary layers of administration." Another difference between HB 541 and HB 144 was that it recognized the role of the newly-created Alaska Commission on Postsecondary Education in monitoring the colleges. It provided that the Commission could recommend the establishment of a new college, and that all feasibility studies for new colleges should be reviewed by the Commission as well as the legislature. Finally, the bill directed each community advisory council to advise the university on senior colleges in its service area in addition to its other duties which were the same as those envisioned in HB 541.

When HB 144 was introduced, the committee wrote:

We respectfully suggest that unless this type of administrative arrangement we propose is established, a great deal of pressure may be brought upon the Legislature to establish the community colleges and extension centers as a separate and distinct institutional arrangement apart from the statewide university.

Recent history has proven the prescience of the committee. Each legislature since then has taken up legislation providing for a community college system entirely separate from the university system. Moreover, the last McLean report, submitted at the beginning of the second session of the Ninth Legislature in 1976, also called for the creation of an

CHAPTER III. ROLE OF THE COMMUNITY COLLEGES

COMMUNITY COLLEGES: A Report to the Twelfth Alaska State Legislature by the Community College Interim Committee. Vol. I, Feb. 1981. (excerpt).

INTRODUCTION

Community colleges are an American phenomenon. They first became part of higher, or postsecondary, education in the early 1900's. Although the first permanent junior college was established in Joliet, Illinois in 1902, the community college movement got its real impetus in 1907 when the California Legislature permitted secondary schools to extend their programs for two additional years. These California two-year institutions were later separated from the secondary schools (beginning in 1917) and now represent the largest network of community colleges in the nation.

Alaska became involved in community college education in 1954, with the establishment of Anchorage Community College, which is the second oldest public postsecondary education institution in the state. Since that time, eleven more community colleges have been established. One of these was combined with a four-year institution and another is not presently operating; therefore, there is currently a total of ten functioning community colleges in the state system.

Community colleges in Alaska reflect the goals and missions of community colleges nationwide; that is, to provide education for adults that is consistent with the needs of the communities of which the colleges are a part. As early as 1965, community college authors Blocker, Plummer, and Richardson¹ listed the following needs as appropriate for the emphasis of community colleges:

¹Blocker, Clyde, Robert H. Plummer, and Richard C. Richardson, Jr., The Two-Year College: A Social Synthesis, Prentice Hall, Inc., Englewood Cliffs, New Jersey, 1965.

1. transfer curricula;
2. vocational and technical programs;
3. adult education programs (credit and non-credit);
4. individual services to students; and
5. programs and services for cultural, civic, recreational, and other community projects and programs.

These needs are still appropriate today and are central to the mission and functions of Alaska's community colleges. Whether some of these areas receive more emphasis than others is determined by the needs of the community in which the college is located.

COMMUNITY COLLEGE MISSION IN ALASKA

In Alaska, community colleges have evolved into more than simply educational institutions, particularly in the smaller communities and rural areas. Alaska's community colleges are, essentially, human development agencies. The schools have become such an integral part of their communities that local residents increasingly look to their community colleges to assist them in addressing basic needs. Many of the activities of community colleges, especially in the rural areas, address survival of community residents. For instance, courses such as small engine repair, emergency medical technician training, and house wiring have been identified as essential to the well-being of various communities. An overriding purpose of the community colleges, then, is to provide vocational-technical training as well as credit and non-credit academic education. Additionally, the residents often look to the community college for the resolution, or at least an understanding, of community problems.

The community college is especially equipped to serve the non-traditional student as it strives to become the center of learning for the entire community. The community college tailors its programs and

services to the needs and wishes of its constituents, and offerings range from blacksmithing to workshops in marine celestial navigation to refresher courses in child psychology.

The educational mission of the community college is only as limited as the needs and interests of the community and the creativity of the administration and faculty to respond to those needs. The Mission and Goals statement of the Division of Community Colleges, Rural Education, and Extension of the University of Alaska reflects, in precise terms, the community college functions and services. It contains the following statements:

MISSION

The mission of the Division of Community Colleges, Rural Education and Extension is to provide postsecondary and continuing educational services to the population of Alaska in locations as close to home as possible. Non-credit, certificate, and degree programs are developed in response to community needs and preferences, and are delivered through a system of community colleges, learning centers and a statewide extension service. The Division seeks to provide quality academic and vocational programs aimed at producing a well-informed population and a trained work force capable of optimum participation in the social, political, and economic development of the State of Alaska. The Division also seeks to respond to social, cultural, and economic concerns through the extension and interpretation of research and knowledge of practical use and interest to Alaskans. To meet its goals, it seeks to maintain a flexibility in programs in order to meet changing needs.

GOALS

1. Each community college, based on assessment of community needs and preferences, will offer within its service area meaningful options among a variety of programs, including transfer and general education, occupational programs, remedial and developmental studies, continuing education, cultural programs, student and community services.
2. Each unit within the Division will seek to maintain a balance of enrollment and employment commensurate with the socio-economic and ethnic makeup of the region served.
3. Each unit within the Division will maintain a policy of open entry enrollment so that access might be provided to all, regardless of prior educational preparation and training.
4. At least half of the programs offered by institutions in this Division will be aimed at preparing individuals for entry into Alaska's workforce. Certain of these programs will be tailored to meet subsistence economy needs.
5. Preparation for entry into baccalaureate degree programs will be offered to students through academic transfer and general education programs.
6. Services will be offered in off-campus locations where feasible in both urban and rural settings.
7. Both full-time and part-time students will be provided similar programs and services through regularly scheduled daytime and evening classes, supported by special workshops, seminars, and conferences. Other supportive services will be available to both day and evening students.
8. Cooperative programs will be initiated with other educational and training institutions as well as those in the private and governmental sector.
9. Some programs will be offered which are specifically designed to address major social and health problems and promote economic and cultural development.
10. Counseling and guidance services to students will be strengthened.
11. Summer programs will be expanded.
12. Management systems and control at both the local and Division level will be improved.
13. High standards of quality instruction will be designed, implemented and maintained.
14. Informal educational services which are concerned with the acquisition and application of practical knowledge will be provided.

15. An equitable distribution of financial resources across all units will be provided.
16. Improved articulation with four-year institutions will be sought.

SCOPE OF SERVICES

The scope of educational services within this division include:

1. Preparation for multiple adult roles in a changing socio-economic system and for increased capacity to cope with changes.
2. Developing self knowledge and information processing skills to expand awareness of social, economic and political systems.
3. Developing abilities to respond to new opportunities for economic growth, utilizing land, transport, markets and credit.
4. Preparation for advanced instruction.
5. Preparation for entrance into special programs.
6. Specific training for entry into the Alaskan job market including initial training and retraining.
7. Self-enrichment and leisure time activities including cultural activities.
8. Continuing professional development.

SECTION 4

"AN ACT ESTABLISHING THE ALASKA COMMUNITY COLLEGES, 1976"

The idea of a separate system of community colleges in Alaska is not new. The 1976 legislative proposal for just such a system was the first of a continuing series of acts introduced by knowledgeable legislators to bring about quality and equity in higher education for Alaskan citizens. This 1976 proposal provides a model which can be adapted to the needs of Alaska today.

1 IN THE SENATE

BY CROFT

2 SPONSOR SUBSTITUTE FOR SENATE BILL NO. 658

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 NINTH LEGISLATURE - SECOND SESSION

5 A BILL

6 For an Act entitled: "An Act establishing the Alaska Community Colleges; and
7 providing for an effective date."

8 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

9 * Section 1. AS 14 is amended by adding a new chapter to read:

10 CHAPTER 41. ALASKA COMMUNITY COLLEGES.

11 ARTICLE 1. DECLARATION OF POLICY AND PURPOSE.

12 Sec. 14.41.010. PURPOSE. It is the purpose of this chapter to
13 establish a system of comprehensive community colleges, extension
14 centers and outreach programs which are an integral part of a statewide
15 system consisting of degree and nondegree programs of postsecondary
16 and continuing education established by the Board of Governors of the
17 Alaska Community Colleges either independently or in cooperation with
18 the governing bodies of school districts or municipalities in the state,
19 with an agency of the federal government, or with a nonprofit corpora-
20 tion or association to expand the opportunity for obtaining a post-
21 secondary education throughout the state beyond the confines of an
22 established college or university campus at minimal cost to the student.

23 Sec. 14.41.020. THE COMPREHENSIVE COMMUNITY COLLEGE. The compre-
24 hensive community college includes flexible, versatile programs of post-
25 secondary instruction, counseling and advising, job placement and other
26 activities designed to meet the needs of the area it serves, including
27 but not limited to,

28 (1) courses and curricula that lead to associate degrees, or
29 that enable the student to transfer to a four-year institution of

1 higher education in pursuit of a baccalaureate degree;

2 (2) occupational education including vocational-technical
3 programs and cooperative education in conjunction with employment in
4 business and industry that enable the student to develop technical
5 skills in a chosen trade or occupation and lead either to a degree or a
6 certificate of completion;

7 (3) general education and public interest courses designed to
8 meet the needs of a community, to enable a person to expand his know-
9 ledge, improve the quality of his life, or acquire, change or update a
10 skill that a person lacks or that has become obsolete; and

11 (4) combinations of (1) - (3) of this section.

12 Sec. 14.41.030. OUTREACH PROGRAMS IN RURAL ALASKA. The Alaska
13 Community Colleges shall develop an educational delivery system the
14 principal objective of which is the outreach of the community colleges
15 into rural Alaska. The Alaska Community Colleges shall administer and
16 conduct postsecondary educational programs, including but not limited to
17 off-campus study and credit and noncredit courses that may or may not
18 lead to associate, baccalaureate or advanced degrees through its rural
19 education affairs division.

20 ARTICLE 2. GOVERNANCE.

21 Sec. 14.41.040. CORPORATION ESTABLISHED; GENERAL POWERS. There is
22 established a state corporation to be called the Alaska Community
23 Colleges. It may in that name

- 24 (1) sue and be sued;
25 (2) receive, hold and manage real and personal property;
26 (3) contract and be contracted with;
27 (4) adopt, use and alter a corporate seal;
28 (5) adopt bylaws and administrative rules for the management
and operation of the community colleges, extension centers and outreach

1 programs;

2 (6) accept grants or loans from and contract with the federal
3 government, the state, or its political subdivisions, and to that end
4 comply with the provisions of federal, state, or local programs when
5 necessary;

6 (7) do and have done all matters necessary for the purpose
7 of any function set out in this chapter.

8 Sec. 14.41.050. BOARD OF GOVERNORS. (a) The Alaska Community
9 Colleges shall be governed by a Board of Governors consisting of nine
10 members appointed by the governor, subject to confirmation by a majority
11 of the members of the legislature in joint session. One of the members
12 of the board shall be a member of the faculty and one shall be a member
13 of the student body of the Alaska Community Colleges. These two board
14 members shall be appointed by the governor in accordance with sec. 60
15 of this chapter.

16 (b) Board members shall be citizens of the United States and
17 residents of the State of Alaska for one year before appointment and
18 during the board member's term of office.

19 (c) One board member each shall be residents of Southeastern
20 Alaska, Western Alaska and Northern Alaska, respectively; two board
21 members shall be residents of Southcentral Alaska. However, this pro-
22 vision for the geographical distribution of board membership does not
23 apply to the appointment of faculty and student board members.

24 Sec. 14.41.060. FACULTY, STUDENT BOARD MEMBERS. (a) The faculty
25 board member shall be appointed by the governor from among a list of
26 nominees submitted to him comprised of the names of at least three but
27 not more than five full-time community college, extension center or
28 outreach program faculty members. These faculty members shall be nomi-
29 nated from among the full-time faculty members of the community

1 colleges, extension centers and outreach programs in the manner pre-
2 scribed by the board by regulation. A full-time faculty member is one
3 who is teaching at least nine credit hours a semester and who has taught
4 in the Alaska Community Colleges for at least two academic years.
5 Failure of the faculty board member to maintain full-time faculty status
6 during his term of office results in forfeiture of that office. For-
7 feiture occurs on certification by the principal campus administrative
8 officer at the community college where the faculty member is or has been
9 teaching that the faculty member is no longer employed full time.

10 (b) The student member of the board shall be appointed from a
11 list of nominees consisting of the names of two students from each cam-
12 pus of the Alaska Community Colleges, and one from each extension center
13 or outreach program, after an election is held at each campus, center
14 or program site. The elections shall be conducted under rules estab-
15 lished by the Governor's Commission on the Involvement of Young People
16 in Government (AS 44.19.777 - 44.19.787). In addition to satisfying
17 the requirements of sec. 50(b) of this chapter, the student board mem-
18 ber appointed under this section must

19 (1) have attended one of the Alaska Community Colleges, an
20 extension center or outreach program as a full-time student for at
21 least one academic year before appointment; and

22 (2) be enrolled as a full-time student at one of the Alaska
23 Community Colleges, extension centers or outreach programs at the time
24 of appointment.

25 (c) Failure of the student board member appointed under (b) of
26 this section to remain enrolled as a full-time student at one of the
27 Alaska Community Colleges, extension centers or outreach programs dur-
28 ing his term results in forfeiture of that office. The forfeiture
2 occurs upon certification by the registrar that the student board

1 member is no longer a full-time student. The governor shall appoint a
2 successor from among the list of nominees submitted to him under (b) of
3 this section at the time of original appointment.

4 Sec. 14.41.070. TERM OF OFFICE; VACANCIES. (a) Except for the
5 faculty and student board members, members of the Board of Governors
6 serve for seven-year terms. The terms of the initial appointees shall
7 be staggered in such a manner that the term of office of one board
8 member expires each year for seven years.

9 (b) The term of office of the faculty board member is two years
10 and of the student board member, one year.

11 (c) Vacancies shall be filled in the same manner as original
12 appointment.

13 Sec. 14.41.080. OFFICERS OF THE BOARD. The chairman, vice-
14 chairman and those other officers the board considers necessary shall be
15 elected from among the members of the board for a one-year term. No
16 member of the board may serve as chairman for more than two consecutive
17 one-year terms.

18 Sec. 14.41.090. RULES, VOTES REQUIRED. The board shall prescribe
19 its own rules of procedure. A quorum is a majority of the members of
20 the board. The votes of the board members shall be recorded, and
21 effective action requires the affirmative vote of a majority of the
22 board members. No board member may, with respect to a matter before the
23 board, vote for or on behalf of, or in any way exercise the vote of,
24 another member of the board.

25 Sec. 14.41.100. MEETINGS. (a) The board shall meet at least once
26 quarterly at a time and place determined by the chairman, and at other
27 times and places as the chairman or a majority of the members of the
28 board consider necessary. However, 30 days notice is required for all
29 regular meetings and 10 days notice is required for special meetings of

1 the board, its committees or subcommittees called under the bylaws or
2 rules of procedure of the board. Emergency meetings may be called
3 without notice.

4 (b) Insofar as possible, board meetings shall be held at community
5 college campuses, in rotation, so that the board meets at each community
6 college at least once in three years. The board shall provide adequate
7 facilities for members of the public to attend the meetings of the
8 board, its committees or subcommittees.

9 (c) The provisions of AS 44.62.310 apply to meetings of the board.
10 All meetings of the board, its committees or subcommittees, are open to
11 the public and press except as otherwise provided in AS 44.62.310(c).
12 The findings of an executive session shall be made a part of the record
13 of the proceedings of the board. All records of the meetings and pro-
14 ceedings shall be open to inspection by the public and the press at
15 reasonable times.

16 Sec. 14.41.110. COMPENSATION AND PER DIEM. Members of the board
17 serve without compensation but are entitled to per diem and travel ex-
18 penses as may be authorized by law for boards and commissions.

19 Sec. 14.41.120. DUTIES AND POWERS OF THE BOARD. (a) The board
20 shall

21 (1) appoint the chancellor of the Alaska Community Colleges
22 by a majority vote of all members of the board;

23 (2) fix the compensation of the chancellor, faculty and other
24 officers and employees of the colleges;

25 (3) confer degrees appropriate to the community colleges that
26 the board may determine and prescribe;

27 (4) have the care, control and management of all the real and
28 personal property and all funds of the colleges; and keep or have kept a
complete, accurate record of all funds received and disbursed;

1 (5) keep or have kept a correct and easily understood record
2 of the minutes of every meeting and all acts done by the board in the
3 pursuit of its duties;

4 (6) establish the policies within which the principal campus
5 administrative officers of the community colleges, the associated ex-
6 tension centers or outreach programs, and the community college councils
7 manage and control the operations of each community college, extension
8 center or outreach program;

9 (7) meet regularly with the community college councils to
10 determine the needs of each college, center or program.

11 (b) The board may

12 (1) adopt reasonable rules, orders and plans, with reasonable
13 penalties, for the good government of the colleges and for the regula-
14 tion of the board;

15 (2) determine and regulate the course of instruction in the
16 colleges with the advice of the chancellor, the principal campus admin-
17 istrative officers, and the community college councils at each college,
18 center or program.

19 Sec. 14.41.130. REMOVAL POWER. The board may remove from office
20 any officer or employee of the colleges by a majority vote of all of the
21 members of the board when in its judgment the good of the Alaska Com-
22 munity Colleges requires it.

23 ARTICLE 3. ADMINISTRATION.

24 Sec. 14.41.140. CHANCELLOR. (a) The chief executive officer of
25 the Board of Governors and of the Alaska Community Colleges is the
26 chancellor. His primary responsibility is the administration of the
27 community colleges, extension centers and outreach programs statewide,
28 working with the vice-chancellor for each division and the principal
29 administrative officers for each community college, extension center or

1 outreach program.

2 (b) In addition to his responsibility for the administration of
3 on-campus programs for the community colleges and extension centers, the
4 chancellor shall develop and administer off-campus educational delivery
5 systems and outreach programs for rural areas of the state.

6 (c) The chancellor shall establish two administrative divisions
7 within the colleges: an urban division and a rural education affairs
8 division. The urban division consists of the community colleges and
9 extension centers designated by the board and that are located in the
10 major urban centers of, or within any other geographically identifiable
11 and self-contained region in, the state. The rural education affairs
12 division consists of the community colleges, extension centers and out-
13 reach programs designated by the board and that are located outside the
14 major urban centers of the state. The administrator for each division
15 shall be a vice-chancellor.

16 Sec. 14.41.150. DUTIES AND POWERS OF THE CHANCELLOR. (a) The
17 chancellor shall

18 (1) appoint the vice-chancellor for each division and, on
19 recommendation of the appropriate vice-chancellor, the principal admin-
20 istrative officer for each community college, extension center on
21 recommendation of the community college council for each, subject to the
22 approval of the board;

23 (2) define the duties and supervise the performance of those
24 duties of the persons he appoints to positions established by the board;

25 (3) give general direction to the work of the divisions,
26 colleges, centers and programs in accordance with the policies estab-
27 lished by the board;

28 (4) in concert with the principal administrative officers,
coordinate the divisions, community colleges, extension centers and

1 outreach programs and other activities of the Alaska Community Colleges.

2 (b) The chancellor may appoint the faculty and other officers and
3 employees of each community college, extension center or outreach
4 program, on recommendation of the vice-chancellor and the principal
5 administrative officer of each; however, with the approval of the board,
6 the chancellor may delegate the authority to appoint faculty, officers
7 and employees to the vice-chancellor or to the principal administrative
8 officer of each college, center or program.

9 Sec. 14.41.160. SUSPENSION, EXPULSION OF STUDENTS. The authority
10 to suspend and expel a student for misconduct or other cause or to re-
11 instate him is vested solely in the chancellor; however, the chancellor
12 may delegate this authority to the principal campus administrative offi-
13 cer of each community college.

14 Sec. 14.41.170. CAMPUS ADMINISTRATION. (a) The principal admin-
15 istrative officer for each community college is a dean or director. He
16 is responsible directly to the chancellor and to the community college
17 council for the administration of the college. Subject to the approval
18 of the board, the dean or director shall be appointed by the chancellor,
19 on recommendation of the vice-chancellor and the council for the college
20 which the dean or director will administer.

21 (b) Each extension center or outreach program, whether estab-
22 lished, operated or maintained by the board, or in cooperation with the
23 Board of Regents of the University of Alaska, or a school district,
24 municipality, an agency of the federal government or a nonprofit cor-
25 poration or association, is under the direction of an administrator
26 appointed by the chancellor, on recommendation of the vice-chancellor,
27 in the manner prescribed by the board by regulation, or as prescribed in
28 the cooperative agreement.

29 Sec. 14.41.180. CENTRAL, REGIONAL SERVICE ORGANIZATIONS. The

board may establish statewide or central service organizations for the community colleges, extension centers and outreach programs. Regional service centers also may be established to administer the outreach programs and to provide postsecondary educational services to the residents of the rural areas of the state in each service area for which a regional center is established. In a service area where a community college or an extension center is located, the regional service center shall be integrated with the operation of the community college or extension center.

Sec. 14.41.190. FACULTY; COURSE OF INSTRUCTION. (a) Full-time members of the faculty and administrative staff of each community college, extension center and outreach program are members of the faculty and administrative staff, respectively, of the Alaska Community Colleges for all purposes.

(b) The chancellor is responsible for prescribing the qualifications, and for establishing the procedure for appointment, of all community college and extension center faculty and administrative staff, whether part or full-time.

(c) A community college, extension center or outreach program is concerned with the total educational needs of the area it serves and may coordinate and facilitate all public postsecondary and continuing education in the area. Selected upper division and graduate courses offered by the University of Alaska through its various divisions may be coordinated through the principal administrative officer of a community college, extension center, or an outreach program.

Sec. 14.41.200. COMMUNITY COLLEGE COUNCIL. (a) A community college council, the majority of whose members shall be persons served by the programs developed and administered under this chapter, shall be established for each community college. The council shall consist of

1 not less than seven nor more than 15 members who shall be broadly
2 representative of the area served, including faculty and student repre-
3 sentation. A council may be appointed for an extension center and for
4 each regional service center, when the center is not integrated with a
5 community college or extension center, at the discretion of the board.

6 (b) The board, by regulation, shall prescribe the method of
7 selection of members of community college councils, prescribe the term
8 of office, procedure for removal and for the filling of vacancies on the
9 councils. Each community college council shall adopt bylaws which shall
10 provide for the election of officers, establishment of meeting schedules
11 and meeting notices, rules of procedure and quorums.

12 (c) Members of a council receive no compensation for their ser-
13 vices, but they may be reimbursed for the expenses incurred in the
14 performance of their duties in the manner prescribed by the board by
15 regulation.

16 (d) The provisions of sec. 100(c) of this chapter and AS 44.62.310
17 apply to meetings of community college councils in the same manner and
18 to the same extent applicable to meetings of the Board of Governors, its
19 committees and subcommittees.

20 (e) A community college council acts in a policy-making capacity
21 with respect to the principal administrative officer of each community
22 college, coordinator of an extension center or administrator of an out-
23 reach program. It acts in an advisory capacity to the chancellor, the
24 appropriate vice-chancellor, and to the Board of Governors.

25 (f) The community college council serves as a communications link
26 between the area served by the community college, extension center or
27 outreach program and the Alaska Community Colleges. Requests and
28 recommendations by a community college council shall be answered in
29 writing by the addressee.

1 (g) A community college council shall review and make recommenda-
2 tions

3 (1) concerning the selection of the principal administrative
4 officer of the community college, extension center or outreach program;

5 (2) concerning the proposed program budget for the community
6 college, extension center or outreach program for each fiscal year
7 before it is submitted to the statewide administration and to the Board
8 of Governors; and

9 (3) relating to the general operation and management of the
10 community college, extension center or outreach program, including but
11 not limited to,

12 (A) planning for, and review of, the types and uses of
13 instructional programs and activities and types and uses of facili-
14 ties that the community college, extension center or outreach
15 program should provide to meet area needs;

16 (B) the level of staffing and funding for these pro-
17 grams, activities or facilities; and

18 (C) the means of gaining support for the college's pro-
19 gram in that area.

20 ARTICLE 4. ESTABLISHMENT OF COMMUNITY COLLEGES.

21 Sec. 14.41.210. ESTABLISHMENT. (a) Since postsecondary and con-
22 tinuing education is a statewide responsibility, the colleges, as the
23 need arises, may either independently establish, operate and maintain,
24 or enter into a cooperative agreement with an agency of the federal
25 government, a school district, a municipality or a nonprofit corporation
26 or association for the establishment, operation and maintenance of,
27 appropriate public postsecondary and continuing educational programs and
28 activities in community colleges, extension centers or by other means.

29 (b) A community college or an extension center may be established

1 by the Board of Governors only in accordance with the minimum criteria
2 established by secs. 220 - 230 of this chapter, as supplemented by the
3 board by regulation.

4 (c) The establishment of a community college or an extension
5 center may be proposed by

- 6 (1) the governing body of a municipality, or a school dis-
7 trict;
- 8 (2) an agency of the federal government;
- 9 (3) petition of interested citizens in the community or area
10 to be served; a nonprofit corporation or association;
- 11 (4) the Alaska Commission on Postsecondary Education or the
12 state advisory council on community colleges created under AS 14.40.-
13 901 - 14.40.915;
- 14 (5) the legislature by concurrent resolution; or
- 15 (6) the board.

16 Sec. 14.41.220. FEASIBILITY STUDY. (a) A new community college
17 or a new extension center may not be established until a feasibility
18 study as to the need for its establishment in the community or area to
19 be served has been completed either as directed by the board, or by a
20 proponent under sec. 210(c) of this chapter, and approved by the board.
21 The feasibility study shall be submitted to the respective finance and
22 education policy committees of each house of the legislature and to the
23 Alaska Commission on Postsecondary Education.

24 (b) The feasibility study required in (a) of this section shall
25 include but is not limited to

- 26 (1) an analysis of the population and educational needs of
27 the municipality, school district or service area in which the proposed
28 community college is to be located;
- 29 (2) a description of the boundary of the service area for the

1 proposed community college;

2 (3) estimated and projected enrollment;

3 (4) proposed core faculty and administrative staffing;

4 (5) a proposed budget for the initial fiscal year of opera-
5 tion together with a statement of sources of financial support required
6 for core faculty and administrative staff, curriculum and other programs
7 and activities, and physical facilities;

8 (6) a plan for citizen involvement through a community
9 college council established under sec. 200 of this chapter; and

10 (7) a proposed agreement with the school district, munici-
11 pality or federal agency or a nonprofit corporation or association under
12 sec. 240 of this chapter.

13 Sec. 14.41.230. EXTENSION CENTERS. If in any community where a
14 community college has been proposed the level of demand for postsecond-
15 ary and continuing education as determined by the feasibility study
16 required under sec. 220(a) of this chapter is more limited than that
17 required for the establishment of a comprehensive community college pro-
18 gram, the board may establish an extension center or an outreach program
19 either independently or in cooperation with the University of Alaska, a
20 school district, a municipality, a nonprofit corporation or association,
21 or an agency of the federal government.

22 Sec. 14.41.240. RELATIONSHIP WITH SCHOOL DISTRICT, MUNICIPALITY,
23 FEDERAL AGENCY. (a) A school district, municipality, federal agency, a
24 nonprofit corporation or association, or the University of Alaska may
25 make an agreement with the Alaska Community Colleges for the estab-
26 lishment, operation and maintenance of a community college, an extension
27 center or off-campus instruction through an outreach program. The
- agreement shall include, but is not limited to,

29 (1) recognition that complete operational authority resides

1 with the colleges, subject to periodic reviews by the cooperating school
2 district, municipality, federal agency, nonprofit corporation or associ-
3 ation, or the University of Alaska and appropriate reports to ensure
4 program articulation and effective cross-utilization of facilities;

5 (2) provision for cooperative planning of program and facili-
6 ties needs and for cross-utilization of facilities;

7 (3) provision that local funding, in addition to student fees
8 or in-kind contributions, may be provided for support of those general
9 education courses, described in sec. 20(3) of this chapter, or secondary
10 school-related courses as the school district, municipality, federal
11 agency, nonprofit corporation or association, or the University of
12 Alaska considers appropriate; and

13 (4) provision for periodic review of the agreement.

14 (b) If separate facilities are financed, constructed or maintained
15 from federal, state or private funds for programs and activities of the
16 community college, extension center or outreach program, then the board
17 has title to and control of the separate facilities used for these pur-
18 poses. If separate facilities are financed, constructed or maintained
19 from school district, municipality or nonprofit corporation or associa-
20 tion funds for community college or extension center or outreach pro-
21 grams and activities, the school district, municipality or nonprofit
22 corporation or association has title to and control of the separate
23 facilities used for these purposes.

24 Sec. 14.41.250. EXPANSION OF COURSES. (a) To expand educational
25 and cultural opportunities in the state, to keep pace with the expansion
26 of knowledge and with the growth of the state in all fields of endeavor,
27 and to provide educational services and facilities of particular inter-
28 est to residents of the state, the board shall

29 (1) make a continuing study of the feasibility of expanding

1 the system of community colleges, extension centers and outreach pro-
2 grams in accordance with the criteria set out in sec. 220(b) of this
3 chapter;

4 (2) establish additional extension courses, outreach programs
5 and other accredited courses for students it considers advisable in
6 accordance with the procedures set out in secs. 210 - 230 of this
7 chapter;

8 (3) take all appropriate measures to implement this section.

9 (b) Laws of the state designed to meet requirements of the federal
10 government for the state's acceptance of federal grants and allotments
11 for educational and like purposes are extended to cover the establish-
12 ment and operation of the community college expansion program set out
13 in (a) of this section.

14 ARTICLE 5. FINANCE; FISCAL AND PROPERTY MANAGEMENT.

15 Sec. 14.41.260. FINANCE. (a) The state is basically responsible
16 for the funding for all community college, extension center or outreach
17 programs and activities. However, nothing in this chapter prohibits a
18 school district, municipality, federal agency or nonprofit corporation
19 or association from providing funds for additional courses and programs
20 which may be considered appropriate under sec. 240(a)(3) of this chap-
21 ter.

22 (b) The colleges shall prepare a complete program budget for each
23 community college, extension center and outreach program including all
24 courses, programs and activities regardless of the source of funding,
25 including but not limited to funds from fees, grants, contracts, agree-
26 ments, bequests, gifts, trusts, or endowments.

27 (c) All funds received for community college, extension center or
28 outreach program operations shall be administered in the manner pre-
scribed by the board by regulation.

1 Sec. 14.41.270. PROPERTY AND FUNDS GENERALLY. (a) Except as
2 otherwise provided in this chapter, the Alaska Community Colleges shall
3 hold and manage all property acquired by it. The Department of Admin-
4 istration, upon requisitions by the Board of Governors, signed by its
5 chairman and secretary, shall pay to the treasurer of the board all
6 federal land grant college funds coming into the possession of the
7 Department of Administration and subject to requisition by the board.
8 The department shall disburse federal funds in aid of land grant col-
9 leges in accordance with federal law and regulations providing for
10 disbursement of those funds.

11 (b) All funds appropriated by the legislature for the establish-
12 ment, construction, operation, maintenance and support of the Alaska
13 Community Colleges shall, on requisition by the board, signed by its
14 chairman and secretary, be paid by the Department of Administration to
15 the treasurer of the board. The treasurer of the board shall disburse
16 these funds on properly drawn vouchers signed by its chairman and
17 secretary, or by the administrative officer of the colleges to whom the
18 board delegates the performances of this function.

19 Sec. 14.41.280. BOARD OF GOVERNORS TO ACT AS TRUSTEE. (a) The
20 Board of Governors may receive, manage, and invest money or other real,
21 personal or mixed property in any manner received from sources other
22 than the state legislature or federal appropriation for the purpose of
23 the colleges, its improvement or adornment, or the aid or advantage of
24 students or faculty, and, in general, may act as trustee on behalf of
25 the colleges for any of these purposes. However, the board shall make a
26 written report to the legislature, in accordance with sec. 360 of this
27 chapter, as to the administration and disposition of funds received
28 under this section.

29 (b) The board shall keep or have kept suitable books of account in

1 which there shall be recorded each gift, the essential facts of the
2 management of the gift, and the expenditure of income. A statement of
3 all trust funds shall be included in the annual report to the governor
4 and to the legislature under sec. 360 of this chapter.

5 Sec. 14.41.290. ENDOWMENTS AND DONATIONS. All monetary gifts,
6 bequests or endowments which are made to the colleges for the purpose of
7 the separate trust fund created under AS 14.40.400, to the extent the
8 Alaska Community Colleges is the successor to the University of Alaska,
9 shall be transferred to the Department of Revenue. The Department of
10 Revenue shall manage that money in accordance with AS 14.40.400. Title
11 to and control or possession of land, personal property, and all money
12 other than that transferred to the Department of Revenue, which is
13 devised, bequeathed or given to the colleges, shall be taken by the
14 colleges in its corporate capacity acting by and through the Board of
15 Governors, or its authorized agent, and shall be entered in the per-
16 petual inventory of the colleges.

17 Sec. 14.41.300. INVENTORY OF PROPERTY. The board shall maintain
18 or cause to be maintained a perpetual inventory of all permanent proper-
19 ty of the colleges.

20 Sec. 14.41.310. APPLICABILITY OF FISCAL PROCEDURES ACT. The com-
21 petitive bid practices set out in AS 37.05.230 apply to the Alaska
22 Community Colleges, except that the provisions of that Act do not apply
23 in those cases where the work is to be performed substantially by
24 students enrolled in the colleges. Where the term "purchasing agent" is
25 used in AS 37.05, it means the administrative officer of the colleges so
26 designated either by the board or the chancellor.

27 Sec. 14.41.320. WORKING CAPITAL RESERVE FUND. (a) There is
28 established in the treasury of the Alaska Community Colleges a working
29 capital reserve fund. The fund consists of money appropriated by the

1 legislature for the purpose of providing current working capital for the
2 Alaska Community Colleges and is not available for appropriation by the
3 Board of Governors.

4 (b) A quarterly report of all activity of the working capital re-
5 serve fund shall be submitted to the Legislative Budget and Audit Com-
6 mittee.

7 Sec. 14.41.330. APPLICABILITY OF CERTAIN FEDERAL LAWS. To the
8 extent the Alaska Community Colleges is considered a successor to the
9 University of Alaska as a land grant college, or for any other purposes,
10 and thus a beneficiary of federal grants of land or money under AS 14.-
11 40.350 - 14.40.450, insofar as the operation, management and control of
12 the community colleges, extension centers and outreach programs are
13 concerned, the provisions of AS 14.40.350 - 14.40.450 apply to the
14 Alaska Community Colleges in the same manner they apply to the Univer-
15 sity of Alaska.

16 ARTICLE 6. GENERAL PROVISIONS.

17 Sec. 14.41.340. DISCRIMINATION, RELIGIOUS, PARTISAN INSTRUCTION OR
18 TESTS PROHIBITED. (a) No person may be deprived of the privileges or
19 services of the colleges because of age, sex, color or nationality.

20 (b) No instruction either sectarian in religion or partisan in
21 politics may be given in any department of the colleges, and no sec-
22 tarian or partisan test may be employed or applied in the appointment of
23 board or council members, faculty, or other officers or employees of the
24 colleges, or in the admission of students or for any purposes.

25 Sec. 14.41.350. JOINT USE OF FACILITIES REQUIRED. (a) When the
26 campuses of the Alaska Community Colleges and the University of Alaska
27 are located in the same community or municipality either contiguous,
28 adjacent or reasonably close to one another, or when before the effec-
29 tive date of this chapter the community colleges as a part of the

1 University of Alaska shared or jointly used the same buildings and other
2 facilities as other colleges, departments, divisions, institutes, or
3 other units of the University of Alaska, the shared or joint use of
4 these facilities shall be continued after the effective date of this
5 chapter. The Board of Governors of the Alaska Community Colleges and
6 the Board of Regents of the University of Alaska shall enter into a
7 contract, consortium or other cooperative agreement for the continued
8 sharing or joint use of these buildings or facilities, including the
9 cost of their construction, operation and maintenance. When new build-
10 ings or facilities are required by either the colleges or the univer-
11 sity, and the same contiguous, adjacent or proximal physical location of
12 the campuses of the two institutions exists or would come into existence
13 by virtue of the location and construction of these buildings or facili-
14 ties, the two boards shall enter into a contract, consortium or other
15 cooperative agreement for the sharing or joint use of these buildings or
16 facilities, including the cost of their construction, operation and
17 maintenance.

18 (b) For purposes of (a) of this section, "buildings or facilities"
19 includes, but is not limited to, libraries, gymnasiums or other athletic
20 facilities, auditoriums, cafeterias or other food service facilities,
21 residence halls, dormitories or other student living accommodations,
22 laboratories, classrooms, offices, parking structures or facilities,
23 landscaping, roads, utilities, and other buildings, structures or
24 facilities of a like nature appropriate to or necessary for the opera-
25 tion and maintenance of an institution of higher education.

26 Sec. 14.41.350. LIBRARY SERVICES. Libraries shall be established
27 on each community college campus and, when feasible, for an extension
28 center or outreach program. This resource or service shall be made
29 available, and the library facility shall be open to, the community or

1 service area served by the college. The library's collection shall in-
2 clude material appropriate to the needs and interests of the community
3 or service area served.

4 Sec. 14.41.360. REPORT TO THE GOVERNOR, LEGISLATURE. The Board of
5 Governors shall make a written report to the governor and to the legis-
6 lature at the beginning of its regular sessions of the condition of the
7 colleges' property, of all receipts and expenditures, including but not
8 limited to the administration and disposition of appropriated and
9 restricted funds, and of the educational and other work performed..

10 Sec. 14.41.370. REGULATIONS. A community college, an extension
11 center, an outreach program, or a central or regional service center for
12 that program, established under this chapter independently or in co-
13 operation with a school district, municipality, an agency of the federal
14 government, a nonprofit corporation or association, or the University
15 of Alaska, shall be operated and maintained under regulations prescribed
16 by the board.

17 Sec. 14.41.380. DEFINITIONS. In this chapter

18 (1) "board" means the Board of Governors of the Alaska
19 Community Colleges;

20 (2) "chancellor" means the chancellor of the Alaska Community
21 Colleges;

22 (3) "colleges" means the Alaska Community Colleges, including
23 but not limited to the individual community colleges, extension centers
24 and outreach programs established, operated and maintained independently
25 by the board or in cooperation with a municipality, school district,
26 federal agency, nonprofit corporation or association, or the University
27 of Alaska;

28 (4) "council" means a community college council appointed for
29 an individual community college, extension center or outreach program;

1 (5) "municipality" means a home rule or general law borough
2 or city including but not limited to a unified municipality organized
3 under AS 29.68;

4 (6) "outreach program" means either an off-campus educational
5 delivery system or program, whether or not conducted in a physical
6 facility, designed for the conduct of instruction in localities in the
7 rural areas of the state where there is no community college or exten-
8 sion center;

9 (7) "service area" means one or more school districts or
10 municipalities, combinations or portions of each or of the unorganized
11 borough, which when combined are considered an educationally serviceable
12 unit for the establishment, operation and maintenance of a community
13 college, an extension center or an outreach program either independently
14 by the Alaska Community Colleges or in cooperation with a municipality,
15 school district, federal agency, nonprofit corporation or association,
16 or the University of Alaska.

17 Sec. 14.41.390. SHORT TITLE. Sections 10 - 390 of this chapter
18 may be cited as the Community College Act.

19 * Sec. 2. AS 14.40.560 - 14.40.640 are repealed.

20 * Sec. 3. AS 14.40.460 is amended to read:

21 Sec. 14.40.460. STUDENTS ENTITLED TO SCHOLARSHIP. The high
22 school student in each graduating class in each high school in the state
23 who, upon the completion of four years of high school work in a high
24 school in the state, obtains the highest average standing for all the
25 credits earned, and who is graduated at an annual commencement is
26 entitled to receive, during dormitory residence at the University of
27 Alaska or the Alaska Community Colleges, a scholarship covering dormi-
28 tory rent for a period of two years following the year of graduation
29 upon presenting to the registrar of the university or of the colleges

1 a certificate signed by the superintendent or principal of the high
2 school from which he graduated stating that the graduate named is
3 entitled to receive the benefits of the scholarship. Dormitory resi-
4 dence is governed by [THE RULES AND] regulations established by the
5 Board of Regents or the Board of Governors.

6 * Sec. 4. AS 14.40.480 is amended to read:

7 Sec. 14.40.480. APPLICATIONS FOR AND ISSUANCE AND REPORT OF CERTI-
8 FICATES. A certificate shall be applied for and issued to a graduate
9 before August 2 of each year and shall be reported immediately to the
10 registrar of the university or of the colleges by the superintendent or
11 principal issuing it.

12 * Sec. 5. AS 14.40.490 is amended to read:

13 Sec. 14.40.490. FORFEITURE OF SCHOLARSHIP BENEFITS. Failure to do
14 passing work in more than one subject during a semester, or withdrawal
15 or expulsion from the university or the colleges constitutes a for-
16 feiture during the following semester or semesters of the benefits of
17 secs. 460 and 470 of this chapter.

18 * Sec. 6. AS 14.40.500 is amended to read:

19 Sec. 14.40.500. PAYMENT OF SCHOLARSHIPS. Payment of the scholar-
20 ships shall be made monthly to the university or the colleges upon
21 vouchers drawn upon the Department of Administration and duly certified
22 by the treasurer and the president of the Board of Regents or the
23 treasurer and chairman of the Board of Governors. No payments may be
24 made in excess of amounts specifically appropriated for this purpose.

25 * Sec. 7. AS 14.40.520 is amended to read:

26 Sec. 14.40.520. SCHOLARSHIPS. The Board of Regents of the Univer-
27 sity of Alaska and the Board of Governors of the Alaska Community
28 Colleges shall offer not more than 15 new scholarships for each academic
29 year to Alaska Natives desiring to attend the University of Alaska or

1 the Alaska Community Colleges. The boards [BOARD] shall give preference
2 to Natives residing in the rural areas of the state who desire to re-
3 ceive training in the field of education. If there are more than 15
4 applications the boards [BOARD] shall award 15 scholarships to those
5 applicants who have the highest scholastic record or who the boards
6 determine [BOARD DETERMINES] are the most qualified among the applicants
7 and who are financially unable to obtain a higher education without
8 assistance. The university and the colleges shall provide such minimum
9 financial assistance to these students as is necessary in each indi-
10 vidual case, but not exceeding fees, board and room.

11 * Sec. 8. AS 14.40.530 is amended to read:

12 Sec. 14.40.530. CONTINUATION OF SCHOLARSHIPS. The award of free
13 room and board shall be made from any funds available to the university
14 or the colleges. Each Native who receives a scholarship under secs.
15 510 - 550 of this chapter is entitled to retain the scholarship and to
16 receive free room and board during his attendance at the university or
17 the colleges as long as he maintains a grade average equivalent to a
18 "C" or better. However, no Native is entitled to the scholarship for
19 more than four years, or for more than the number of years necessary to
20 receive a bachelor's degree.

21 * Sec. 9. AS 14.40.903(a)(6) is repealed and re-enacted to read:

22 (6) two members of the Board of Governors of the Alaska
23 Community Colleges designated by the members of that body; and, if the
24 council is a separate and distinct entity from the Board of Governors,
25 one member of the state Advisory Council on Community Colleges desig-
26 nated by the members of that body;

27 * Sec. 10. AS 14.40.909(b)(2) is amended to read:

28 (2) establish a state advisory council on community colleges
29 and develop a comprehensive statewide plan for the expansion and im-

1 provement of the community colleges under sec. 1001 of Title X of the
2 Higher Education Act of 1965, as amended by the Education Amendments of
3 1972 (PL 92-318, sec. 186; 86 Stat. 312, 313); however, to avoid the
4 establishment of duplicate agencies, the commission may designate the
5 Board of Governors of the Alaska Community Colleges as the state
6 Advisory Council on Community Colleges if the composition of the board's
7 membership meets the requirements of applicable federal law or regula-
8 tion;

9 * Sec. 11. AS 39.25.110(7) is amended to read:

10 (7) officers, members of the teaching staff, and employees
11 of the University of Alaska and the Alaska Community Colleges;

12 * Sec. 12. AS 39.50.200(9) is amended by adding a new paragraph to read:

13 (LL) Alaska Community Colleges Board of Governors;

14 (AS 14.41.050).

15 * Sec. 13. TRANSITION: PROPERTY AND FUNDS. Under the direction of the
16 Alaska Commission on Postsecondary Education, in cooperation with the Depart-
17 ments of Administration and Revenue, the Board of Regents of the University
18 of Alaska shall redistribute or transfer all the property, assets and state
19 or federal funds of the University of Alaska relating to the operation,
20 maintenance and support of the community colleges within the university to
21 the Alaska Community Colleges.

22 * Sec. 14. TRANSITION: PENDING PROCEEDINGS; REGULATIONS; LEGAL OBLIGA-
23 TIONS. All litigation, hearings, investigations and other proceedings pend-
24 ing under a law amended for functions which may be transferred by this Act,
25 continue in effect and may be continued and completed notwithstanding a
26 transfer or amendment provided for in this Act. Certificates, orders, rules
27 or regulations issued or filed under authority of a law amended by this Act
28 or functions which may be transferred by this Act, remain in effect for the
29 term issued, unless revoked, vacated, or otherwise modified under the pro-

visions of this Act. All contracts or other obligations created by a law amended by this Act or by virtue of functions which may be transferred by this Act, and in effect on the effective date of this Act, remain in effect unless revoked or modified under the provisions of this Act.

* Sec. 15. TRANSITION: PERSONNEL. All faculty, staff, officers or employees in the community colleges of the University of Alaska, or those statewide or regional faculty, staff, officers or employees of the university whose functions, powers, duties and responsibilities relate in whole or in the major part to community colleges and who have been retained for 1976-1977 shall be terminated by the University of Alaska and shall be rehired by the Alaska Community Colleges. The Alaska Commission on Postsecondary Education shall assist those community college faculty, staff, officers or employees of the University of Alaska who are not transferred in finding positions for which they are qualified.

* Sec. 16. TRANSITION: EXISTING COMMUNITY COLLEGES, COOPERATIVE AGREEMENTS. The Board of Governors of the Alaska Community Colleges succeeds the Board of Regents of the University of Alaska as a party to an existing cooperative agreement between the Board of Regents of the University of Alaska and a school district, municipality, or an agency of the federal government, or a nonprofit corporation or association with respect to the establishment, operation and maintenance of a community college or an extension center. That agreement in effect on the effective date of this Act shall remain in effect until its agreed expiration and may be modified or extended by mutual agreement unless, before the agreed expiration, it is mutually cancelled by the contracting parties in accordance with law. Nothing in sec. 1 of this Act affects the status of a community college or extension center established, maintained and in operation under a cooperative agreement between the Board of Regents and a school district, municipality or an agency of the federal government on the effective date of this Act, except that the

1 Board of Governors succeeds to the authority of the Board of Regents and as a
2 party to that agreement in all respects.

3 * Sec. 17. This Act takes effect July 1, 1976.
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SECTION 5

FY86 UA / CC COMPARISONS

BUDGET

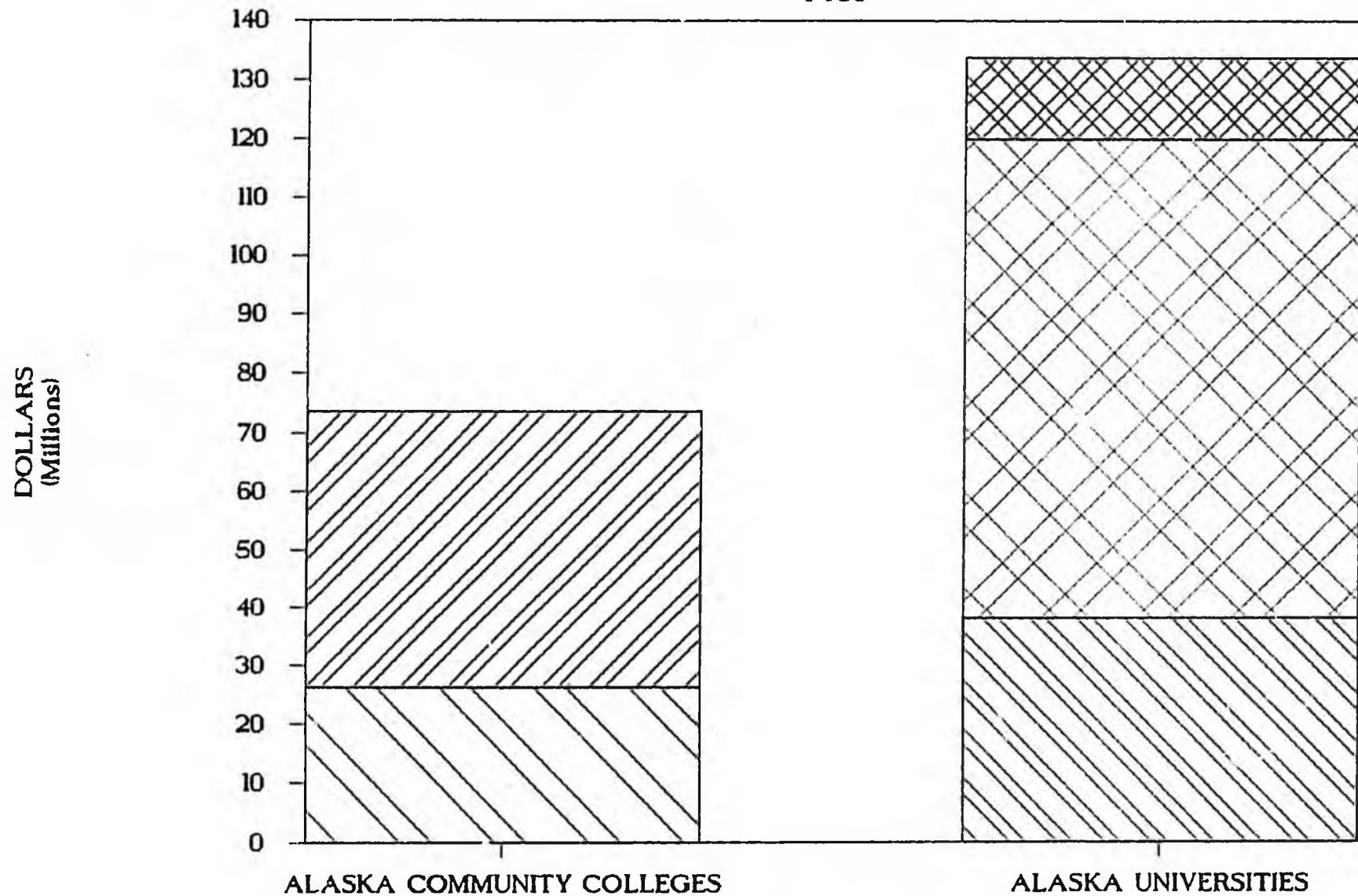
CREDIT HOUR

OCCUPATION

In an era of shrinking State revenues, the costs for all segments of Alaskan government must come under scrutiny. The following tables demonstrate graphically that community colleges provide the greatest amount of higher education for Alaskans at the lowest per-unit cost. The data also show how community colleges effectively address the most pressing employment needs of our society. At a time when the State needs to obtain the most benefits for its people at the lowest possible cost, community college education makes sense for Alaska. The community college structure is the model of efficiency in higher education.

STATEWIDE BUDGET AUTHORIZATIONS

FY86



SOURCE: STATEWIDE BUDGET OFFICE REDBOOK

ACC

CCREE

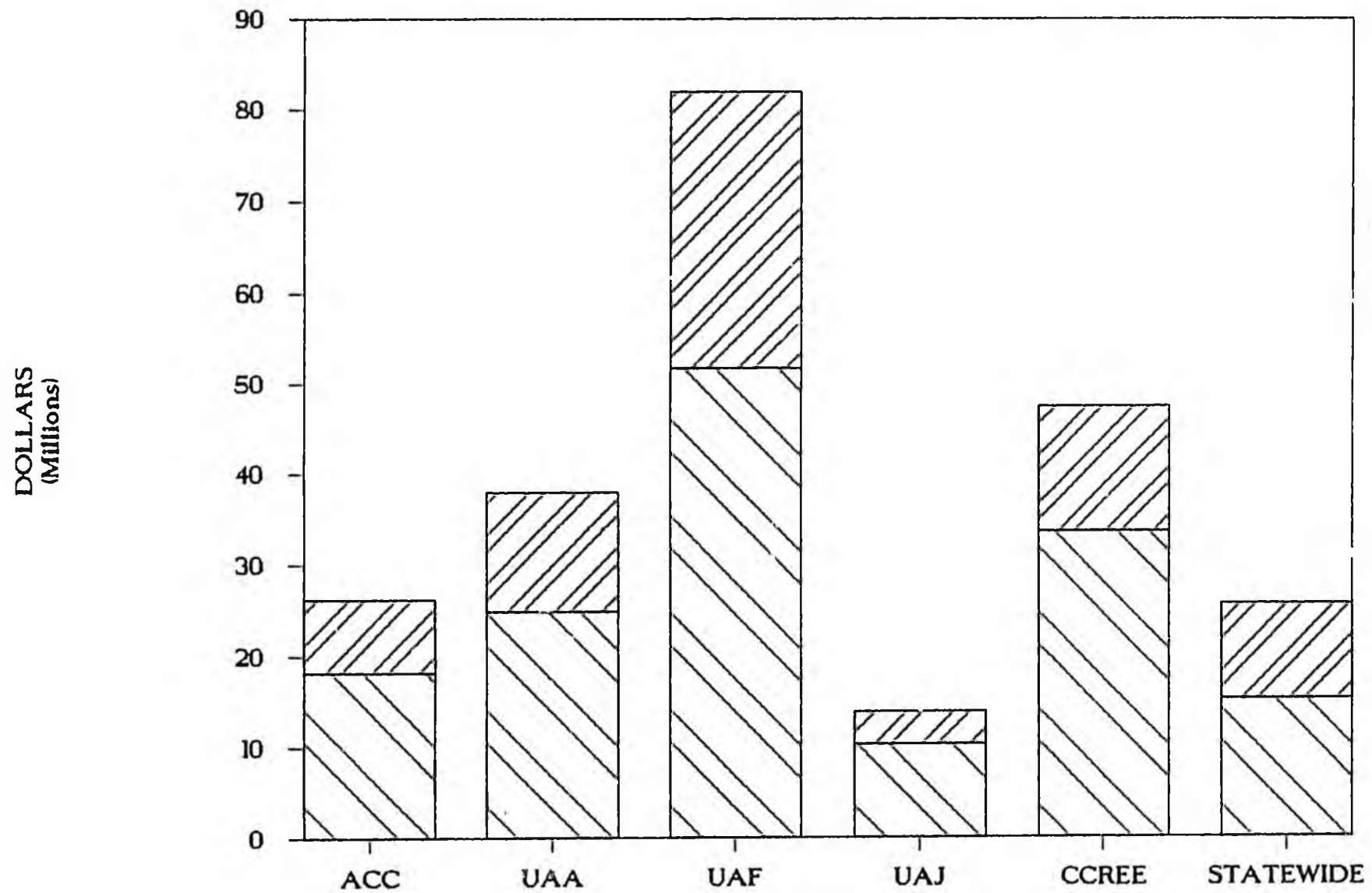
UAA

UAF

UAJ

STATEWIDE BUDGET AUTHORIZATIONS

FY86



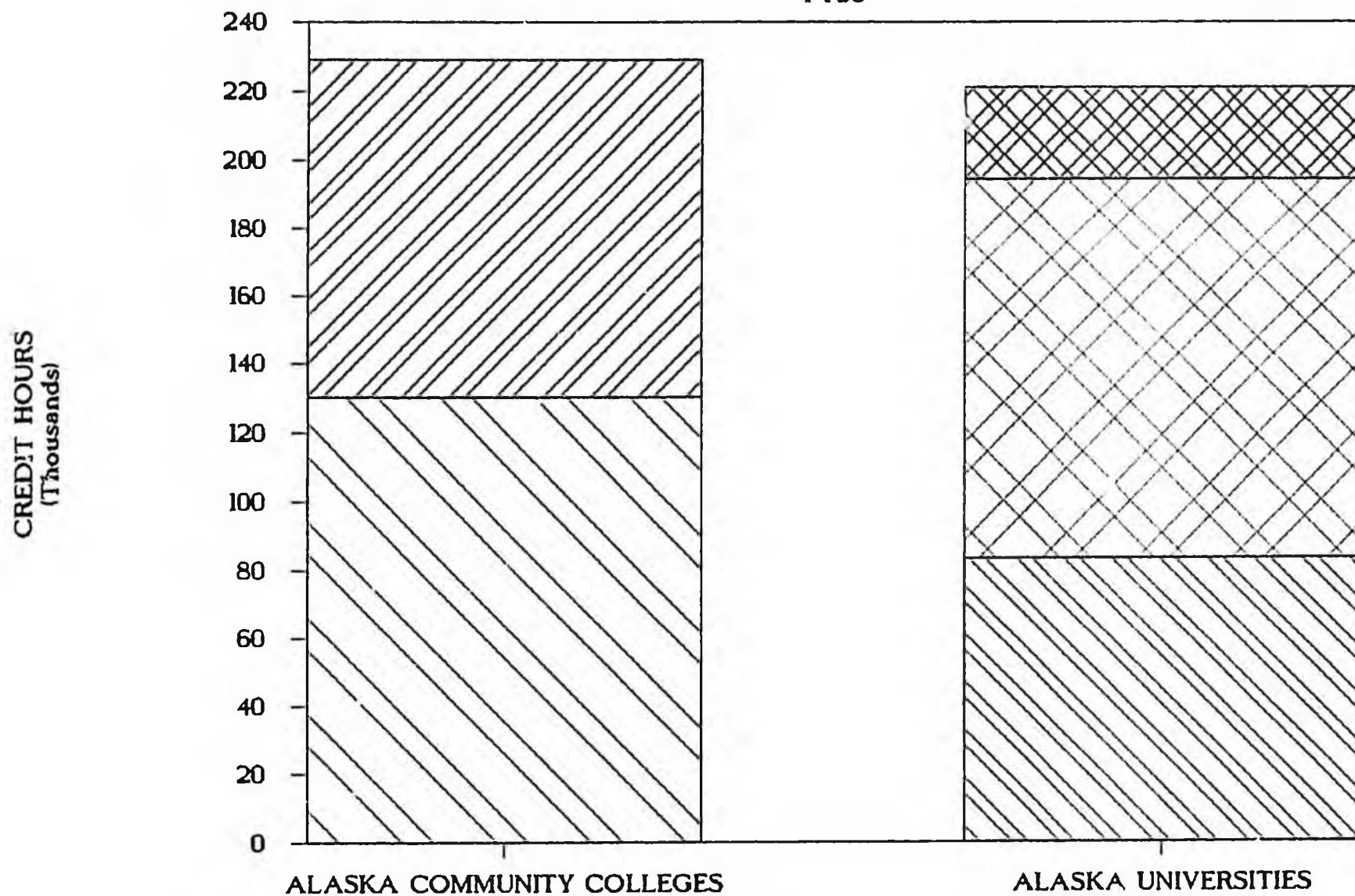
SOURCE: STATEWIDE BUDGET OFFICE REDBOOK

GENERAL FUNDING

OTHER FUNDING

CREDIT HOUR PRODUCTION

FY86



SOURCE: STATEWIDE CLOSING REPORTS

ACC

CCREE

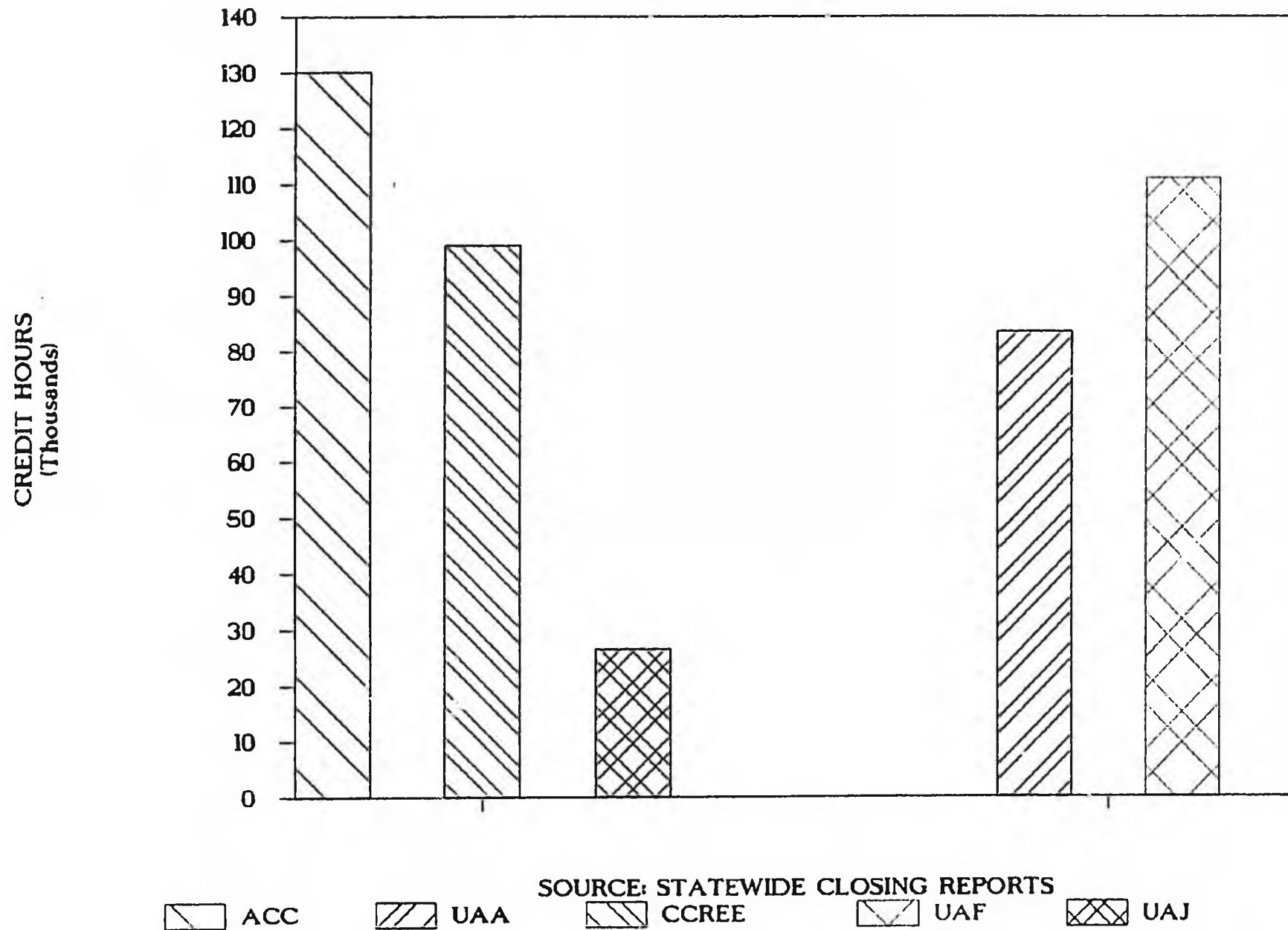
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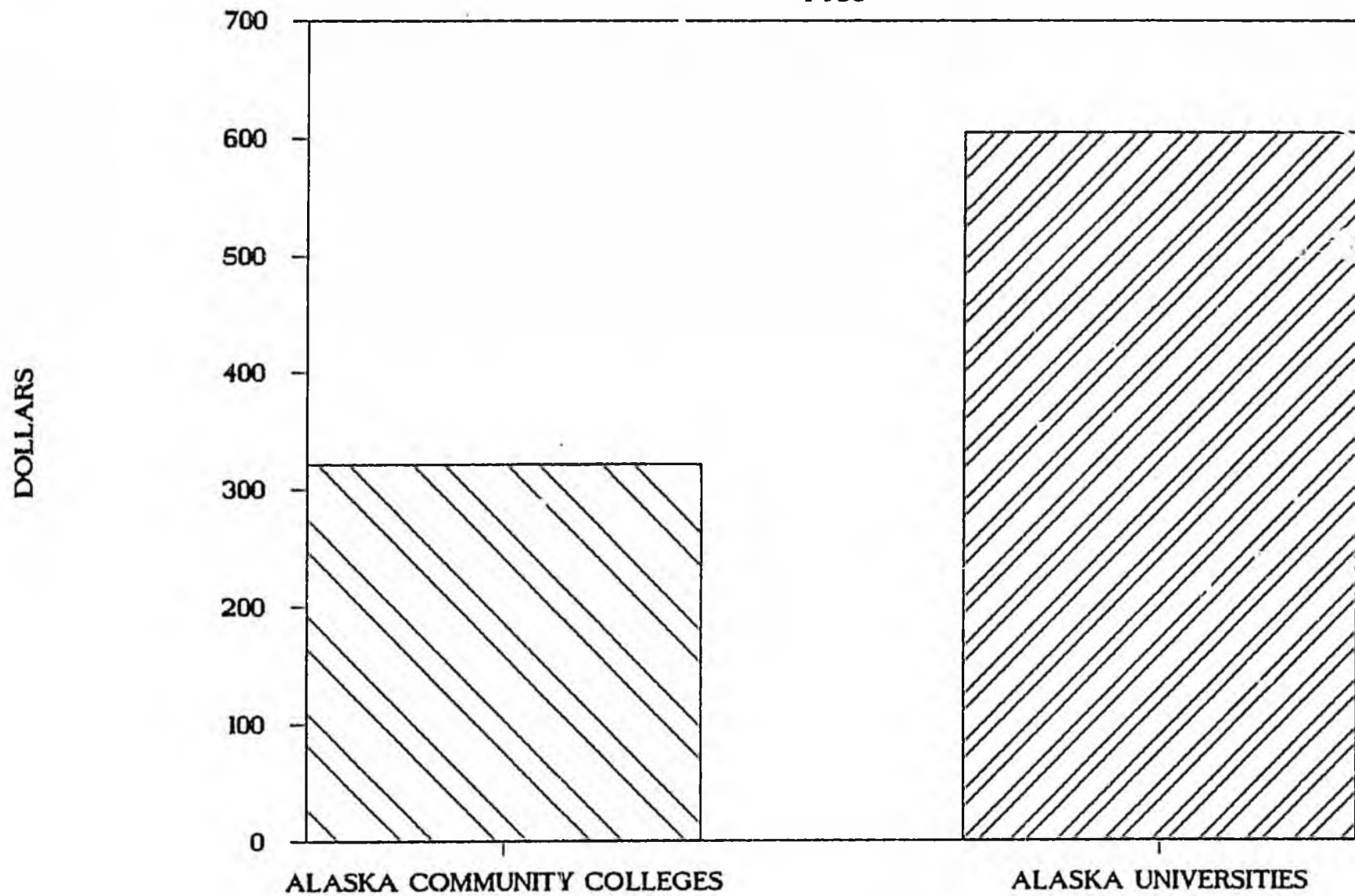
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FY86



COST PER CREDIT HOUR

FY86



SOURCE: CLOSING REPORTS & BUDGET OFFICE

Statewide Budget Authorizations
General Fund and Revenue
(Excludes Research)
07/01/86

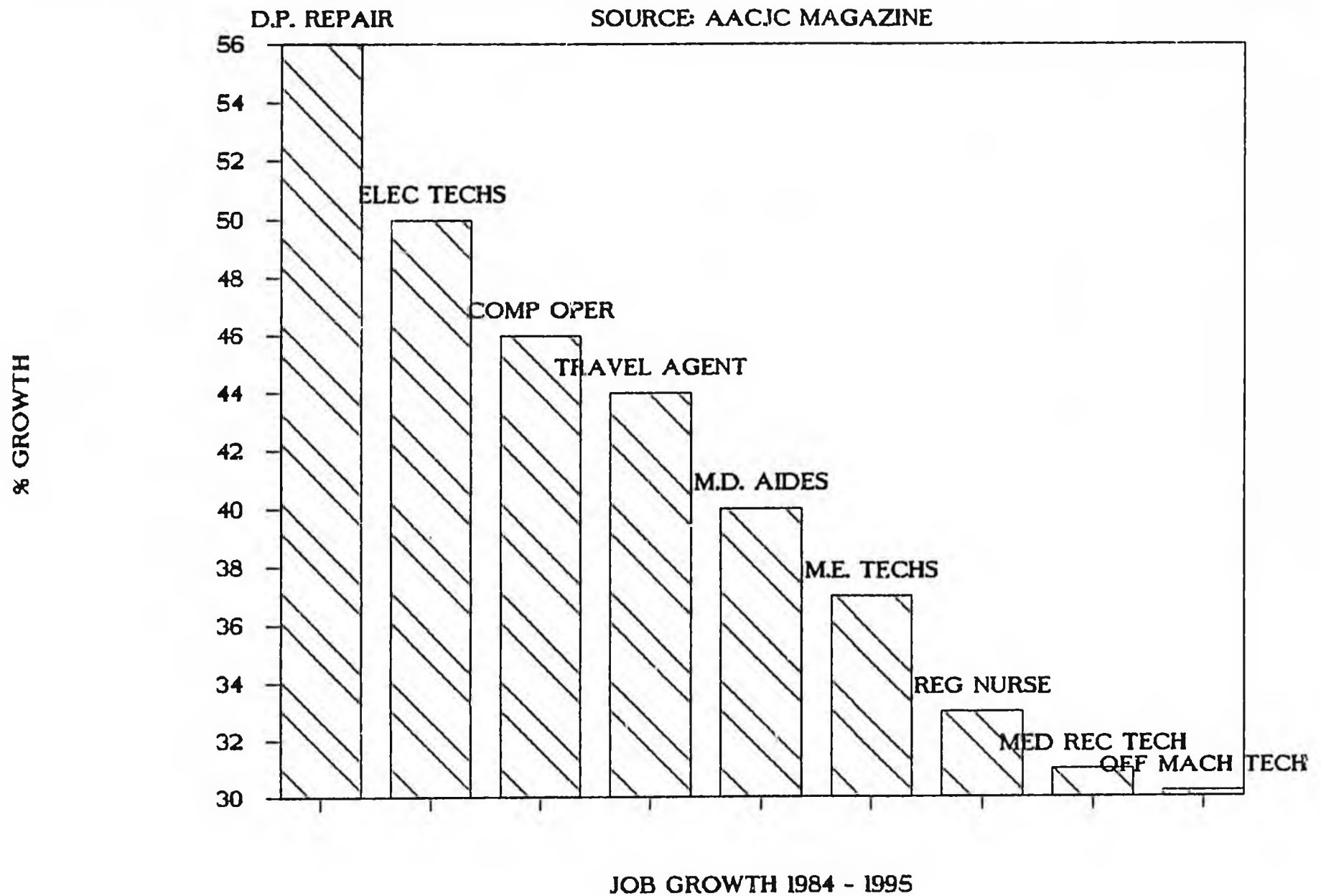
MAU		FY84	FY85	FY86
ACC	Total	25,027.8	25,486.9	26,226.5
	General	17,758.7	17,485.8	18,214.1
	Other	7,269.1	8,001.1	8,012.4
UAA	Total	33,569.6	36,020.0	37,969.7
	General	23,726.0	24,518.5	24,858.2
	Other	9,843.6	11,501.5	13,111.5
UAF	Total	76,504.5	83,032.9	81,961.7
	General	49,907.3	51,616.2	51,651.2
	Other	26,597.2	31,416.7	30,310.5
UAJ	Total	12,531.8	12,919.3	13,860.8
	General	10,154.1	10,409.9	10,286.4
	Other	2,377.7	2,509.4	3,574.4
CCREE	Total	43,759.8	48,188.0	47,426.6
	General	32,113.9	34,877.1	33,637.9
	Other	11,645.9	13,310.9	13,788.7
S/W	Total	23,688.2	23,870.0	25,612.9
	General	15,238.0	15,017.7	15,204.6
	Other	8,450.2	8,852.3	10,408.3
Total University		215,081.7	229,517.1	233,058.2

Source:

12/15/85, Statewide Budget Office

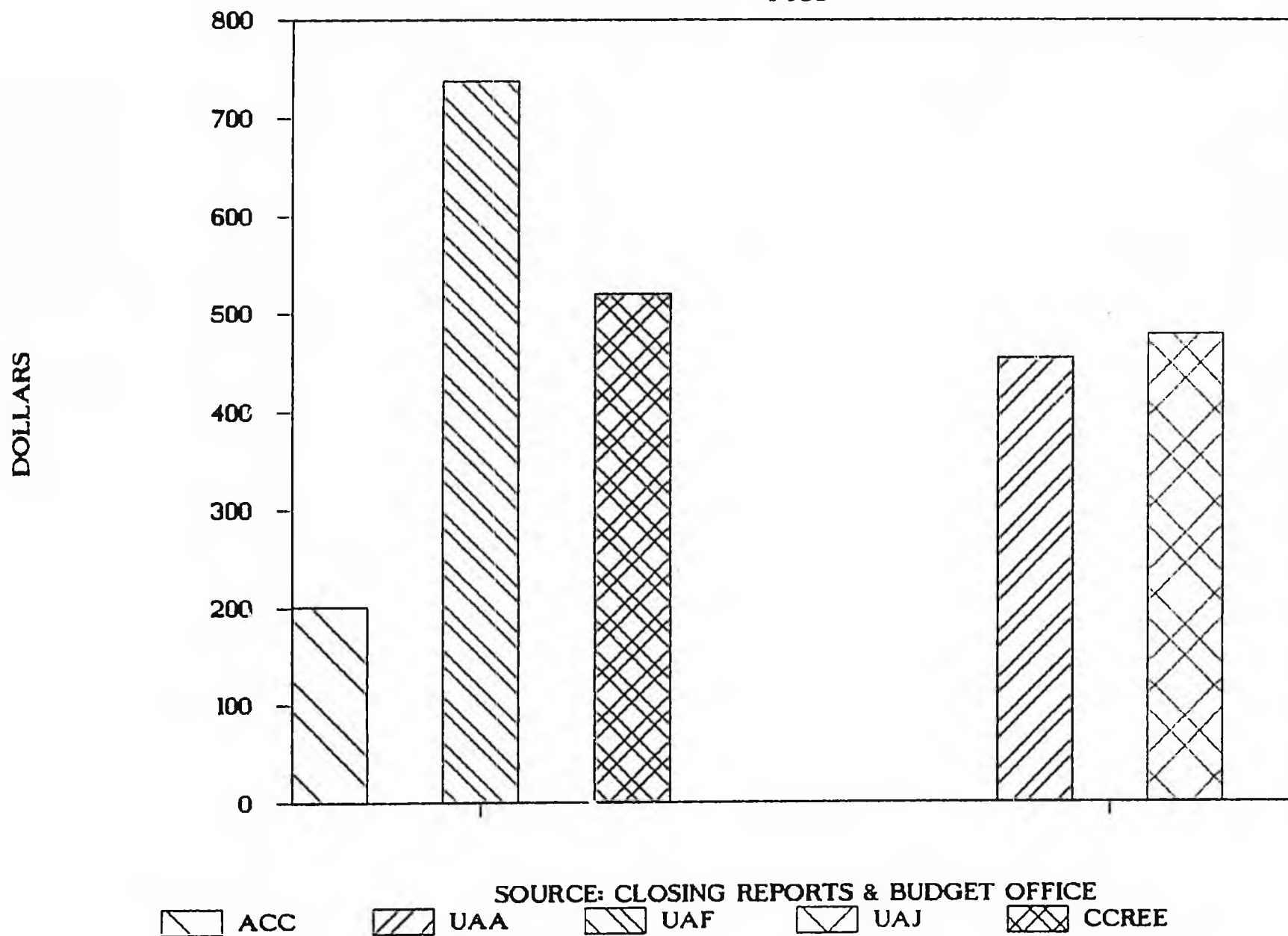
OCCUPATIONAL GROWTH

SOURCE: AACJC MAGAZINE



COST PER CREDIT HOUR

FY86



CREDIT HOUR PRODUCTIVITY BY FISCAL YEAR
(Includes graduate and undergraduate credit courses,
excludes auditors. Budget is general funds only.)

MAU		FY84	FY85	FY86

ACC	Total Cr Hrs	122,038	121,864	130,205
	% of Total Cr Hrs	29.2%	28.3%	28.9%
	Total Gen Fund	17,759	17,486	18,214
	% of Total Fund	11.9%	11.4%	11.8%
	Cost per Cr Hr	\$145.52	\$143.49	\$139.89

UAA	Total Cr Hrs	72,601	77,233	83,546
	% of UA Total	17.4%	17.9%	18.5%
	Total Gen Fund	23,726	24,519	24,858
	% of Total Fund	15.9%	15.9%	16.2%
	Cost per Cr Hr	\$326.80	\$317.46	\$297.54

UAF	Total Cr Hrs	112,954	111,331	111,048
	% of UA Total	27.0%	25.9%	24.6%
	Total Gen Fund	49,907	51,616	51,651
	% of Total Fund	33.5%	33.5%	33.6%
	Cost per Cr Hr	\$441.84	\$463.63	\$465.12

UAJ	Total Cr Hrs	24,890	26,243	26,608
	% of UA Total	6.0%	6.1%	5.9%
	Total Gen Fund	10,154	10,410	10,286
	% of Total Fund	6.8%	6.8%	6.7%
	Cost per Cr Hr	\$407.96	\$396.67	\$386.59

CCREE	Total Cr Hrs	85,121	93,673	99,021
	% of UA Total	20.38%	21.77%	21.95%
	Total Gen Fund	32,114	34,877	33,638
	% of Total Fund	21.6%	22.7%	21.9%
	Cost per Cr Hr	\$377.27	\$372.33	\$339.70

TOTAL UA SYSTEM				
	Total Cr Hrs	417,604	430,344	451,125
	Total Gen Fund	148,898	153,925	153,852
	Cost per Cr Hr	\$356.55	\$357.68	\$341.04

NOTES: All budget figures in thousands (1000's), and
include only general fund portion of budgets.
Total UA System General Fund data includes
general funds for statewide administration.

SOURCE: Credit Hours - Statewide Official Semester Closing Reports
Budget - Statewide Budget Office Red Book, 12/15/85

CREDIT HOUR PRODUCTIVITY BY FISCAL YEAR
(Includes graduate and undergraduate credit courses,
excludes auditors and research funds.)

MAU		FY84	FY85	FY86

ACC	Total Cr Hrs	122,038	121,864	130,205
	% of Total Cr Hrs	29.2%	28.3%	28.9%
	Total Budget	25,028	25,487	26,227
	% of Total Budget	11.6%	11.1%	11.3%
	Cost per Cr Hr	\$205.08	\$209.14	\$201.42

UAA	Total Cr Hrs	72,601	77,233	83,546
	% of UA Total	17.4%	17.9%	18.5%
	Total Budget	33,570	36,020	37,970
	% of Total Budget	15.6%	15.7%	16.3%
	Cost per Cr Hr	\$462.38	\$466.38	\$454.48

UAF	Total Cr Hrs	112,954	111,331	111,048
	% of UA Total	27.0%	25.9%	24.6%
	Total Budget	76,505	83,033	81,962
	% of Total Budget	35.6%	36.2%	35.2%
	Cost per Cr Hr	\$677.31	\$745.82	\$738.07

UAJ	Total Cr Hrs	24,890	26,243	26,608
	% of UA Total	6.0%	6.1%	5.9%
	Total Budget	12,532	12,919	13,861
	% of Total Budget	5.8%	5.6%	5.9%
	Cost per Cr Hr	\$503.49	\$492.30	\$520.93

CCREE	Total Cr Hrs	85,121	93,673	99,021
	% of UA Total	20.38%	21.77%	21.95%
	Total Budget	43,760	48,188	47,427
	% of Total Budget	20.3%	21.0%	20.3%
	Cost per Cr Hr	\$514.09	\$514.43	\$478.95

TOTAL UA SYSTEM				
	Total Cr Hrs	417,604	430,344	451,125
	Total Budget	215,082	229,517	233,058
	Cost per Cr Hr	\$515.04	\$533.33	\$516.62

NOTES: All budget figures in thousands (1000's), and do not include organized research funds or activities.

SOURCE: Credit Hours - Statewide Official Semester Closing Reports
Budget - Statewide Budget Office Red Book, 12/15/85

The fastest growing occupations requiring postsecondary education but less than a baccalaureate degree, according to the BLS, are listed here with the expected percent of growth from 1984 to 1995:

• paralegal personnel	98 percent
• data processing equipment repairers	56 percent
• electrical/electronics technicians	50 percent
• computer operators (not peripheral)	46 percent
• peripheral electronic data processing equipment operators	45 percent
• travel agents	44 percent
• physician assistants	40 percent
• mechanical engineering technicians	37 percent
• registered nurses	33 percent
• medical records technicians	31 percent
• office machine/cash register servicers	30 percent
• artists and commercial artists	29 percent
• cosmetologists	29 percent
• dental hygienists	29 percent
• photographers and camera operators	29 percent

AACJC
Targets
And
Strategies
For
Employers
...

The 1986 AACJC Public Policy Agenda includes strategies for addressing the skilled worker shortages. Employer partnership development targets are:

- large business and industry,
- small businesses,
- public employers (such as federal, state, and local governments), and
- labor unions.

The
High
School
Connection

The high school/community college connection targets include:

- developing tech-prep/associate degree programs,
- stressing community college exit requirements to junior and senior high school students,
- expanding advanced placement programs, and
- working with high schools to develop dropout prevention programs.

HIGH SCHOOL/COMMUNITY COLLEGE PARTNERSHIP PROJECTS TOUTED

Examples

Many of our community, technical, and junior colleges are working with their secondary school colleagues to head off this impending labor shortage crisis by helping more youth complete high school and offering them an excellent, structured, focused, substantive tech-prep/associate degree program. Here are a few examples among many:

Rhode
Island

- Community College of Rhode Island (CCRI) has received statewide coverage of two conferences they hosted this spring to introduce the tech-prep/associate degree to high school principals and counselors, state education officials, and key legislators.

□ For details, contact: Nancy V. Aboud, Assistant to the President, CCRI, 400 East Ave., Warwick, RI 02886, 401/825-2188.

Nevada

- Clark County Community College (CCCC), NV, signed an articulation program agreement with the local school district which provides a formal structure for increasing coordination between the college and district. The agreement was printed as an official document.

□ For details, contact: Paul E. Meacham, President, CCCC, 3200 E. Cheyenne, North Las Vegas, NV 89030, 702/643-6060.

SECTION 6

LETTERS AND RESOLUTIONS OF SUPPORT

Broad public support for separate, autonomous community colleges in Alaska is clearly evidenced by the following materials. Included in this broad base are the general public, school boards, boroughs, community councils, students, the State AFL-CIO, the prestigious American Association of Community and Junior Colleges, and Alaskan Legislators. These people are telling us something, and it isn't that community colleges in Alaska should be abolished by merging them with university units.

OPEN LETTER TO THE REGENTS

FROM: Concerned Citizens of Alaska

RE: The Future of Education in our State

Later this week you will be meeting to discuss the future of higher education in Alaska. As you well know, your decisions at this time will have an impact that will last for years to come.

At your meeting you will review a set of proposals, each attempting to address the unique problems that face higher education in our state. But one of these proposals has a long and distinguished history, has been studied and fine-tuned for nearly a decade, and carries with it the support of tens of thousands of people throughout Alaska.

That proposal calls for the formation of one statewide community college system. And this proposal goes further than all others in providing savings measures while also ensuring the continuance of quality education to meet the diverse needs of Alaskans and our job markets.

We urge your support of this proposal. It's a rare opportunity to be presented with a situation of such grave proportions as what our economy faces today, yet to still be left with a solution that meets this condition head on while leaving all of us with something better.

On December 4, we ask your support of the proposal to create one statewide community college system. Thank You.

Peggy Bogich
Elaine Ramos Abraham
Franklin L. Berry
Chancy Croft
Sam Kizo
Dino Hudish
W E "Bird" Bradley
Mario Frey
Patricia Kapella
Joe Kapella
Joyce O Conner
Gerry O Conner
Al Balfone, Sr.
Raney Rich
Harriet Lawlor
Randy Phillips
Walt Ward
Edith J. Wells
Les Wells
Mary Walcott
Eric Morrison
Ging O Cleary
H. Norman Rokaberg
Beatrice Halkett
Donna Gavid
Mary Hale
Hans Dencho
Jacquelyn Dencho
Eileen Cordova

Ed Cordova
Dave Valdez
Gladys Valdez
Michael K. Mitchell
Bill Jermain
K. Brown
Jill MacInnon
Bill Woodland
Virginia Bellknap
Kim McGee
Monica Renke
Francis Belanger
Carol Silva
Raymond Christensen
Jack Hull
Richard Mullen
Eugene Short
Mike Metty
Said Obeldi
Bob Marner
Bob Gibson
Cammie Walker
Tony Vaska
Rosa Porter
Diane Carpenter
William Borah
Richard Angel
Gary Holthaus
Judy Meidinger

Richard Martolais
Carl Lamarr
Jerry Jordan
Cecilia Dierich
Richard Armstrong
Gill Peterson
Hank Rosenthal
Henry Usry
Mary Hall
C W Rosenthal
Bill Sykes
Dick Angel
Richard Armstrong
Thomas Funk
Peter Hocken
Steve Lovell
Ben McDonald
Eally Monnerud
Dr. George Hale
A G Hebert
Debbie Fullenwider
Rev. Raymond Barnes
Rev. Walter Moffet
Richard Mullen
Dave Knapp
—and hundreds of
others throughout Alaska

**Save Our Communities
Save Your Community Colleges**
Paid for by the Community College Coalition of Alaska

WHEREAS, the Association of Alaska School Boards realizes the importance of post secondary education for all Alaskan students; and,

WHEREAS, the University of Alaska has the constitutional mandate to provide quality post secondary education to all Alaskan students; and,

WHEREAS, the University of Alaska is not facing a financial emergency that dictates a major restructuring of the university system; and,

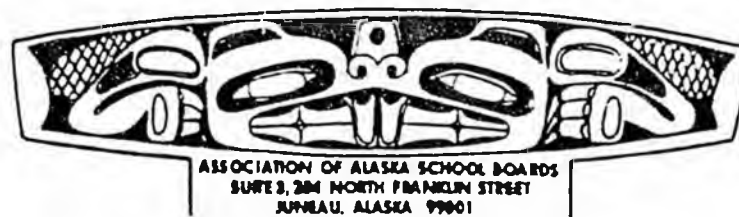
WHEREAS, Dr. O'Dowd has revealed a plan that calls for a dissolution of the community college system across the state; and,

WHEREAS, this plan has not allowed for adequate review by AASB members and local boards to analyze its impact.

THEREFORE BE IT RESOLVED, that the Association of Alaska School Boards strongly recommends that any reorganization plan of the University of Alaska be reviewed by all school boards; and,

BE IT FURTHER RESOLVED, that a specific plan with reorganization recommendations be provided for review before presentation to the Board of Regents; and,

BE IT FURTHER RESOLVED, that the Association of Alaska School Boards recommends to the Board of Regents a ninety day period of review beginning December 1, 1986.



NEWS RELEASE

KUSKOKWIM COMMUNITY COLLEGE

NOVEMBER 14, 1986

University of Alaska President Donald O'Dowd recently proposed the dismantling of the community college system and its replacement by university centers. The Kuskokwim Community College Council opposes this plan, and believes that its implementation would result in a significant educational loss to the residents of the Yukon-Kuskokwim Delta and hence jeopardize the economic and social well-being of Delta residents.

The Council urges all residents of western and northwestern Alaska to support the creation of a separate college of rural Alaska within the University system as proposed by the Alaska Federation of Natives. Should this become impossible, the Council recommends the creation of a free-standing college of rural Alaska dedicated to the unique and specific educational needs of Alaska's rural residents.



KETCHIKAN GATEWAY BOROUGH

344 Front Street
Ketchikan, Alaska 99901

November 19, 1986

Dr. Donald O'Dowd, President
University of Alaska
Fairbanks, Alaska 99775

Dear Dr. O'Dowd:

At their regular meeting of November 3, 1986 the Ketchikan Gateway Borough Assembly was advised of your proposed reorganization of the University of Alaska and the Ketchikan Community College and in response has requested this letter to be written on their behalf.

The entire community of Ketchikan supports the Community College and depends on the services and programs of the college. Any reduction in the level of programs and course work will limit these citizens in their efforts to improve academic standing, job skills and career advancement. Travel to Juneau, Anchorage or Fairbanks may be possible for some; however, for many the economic and practical difficulties of obtaining an education away from home will prove to be insurmountable.

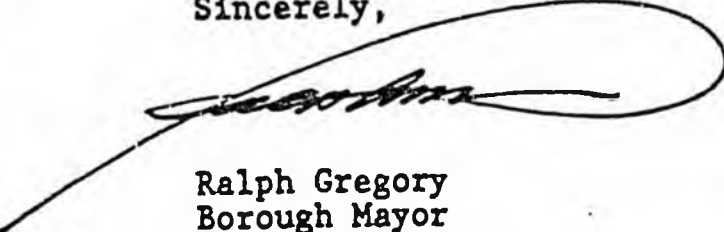
Ketchikan area residents are now and have in the past supported the College with local tax dollars. The buildings were built on land donated to the University through local effort. Perhaps this is the clearest indication of a continuing commitment to the academic facility which has become a major component in the development of a positive and rewarding quality of life for our community. People recognize a local effort is necessary to assure that Ketchikan Community College will be there for their children and neighbors. Area Legislators have worked to secure necessary capital projects funding for the college.

November 19, 1986

We believe that the college is truly "our" school. In this regard, the community has provided considerable levels of direct funding for operation from tax revenues. Such interest stems from the fact that 60% of the students are in vocational education courses. It is firmly established that a truly significant portion of the job market here is filled with "graduates" of our community college.

We request that a reasonable plan be devised for continued operation of KCC which acknowledges both the reduced availability of state funding and the demonstrated need of our area. Before implementation of such a plan the residents of the area and users of the college should be consulted. Please schedule public meetings here to obtain their directions as soon as possible.

Sincerely,



Ralph Gregory
Borough Mayor

c University of Alaska Board of Regents
Dr. John Menzies, President, KCC
James Sprague, Mayor of Craig
Mike Shafer, Mayor of Thorne Bay
Robert W. George, Jr., Mayor of Klawock
Robert Sanderson, Mayor of Hydaberg
Harris Atkinson, Mayor of Metlakatla
Bill Thomas, Chairman, KCC Advisory Council

1107/A



Greater Fairbanks

Chamber

of Commerce

First National Center

P.O. Box 74446

100 Cushman Street

(907) 452-1105

Fairbanks, Alaska 99707

RESOLUTION 3-1186

A RESOLUTION FOR THE TANANA VALLEY COMMUNITY COLLEGE

WHEREAS Tanana Valley Community College currently serve more than 2500 students each semester; and

WHEREAS Tanana Valley Community College is currently in the process of assuming responsibility for community college service delivery to the entire Interior of Alaska; and

WHEREAS Tanana Valley Community College is an essential part of the economic development of Fairbanks and interior communities; and

WHEREAS the military is a viable and growing element of the community which Tanana Valley Community College is currently serving; and

WHEREAS 97% of the students of Tanana Valley Community College are permanent residents of the Borough, a majority of whom cannot relocate for educational or vocational purposes; and

WHEREAS Tanana Valley Community College has succeeded in obtaining funds for a downtown center and is actively working towards an occupancy in 1987 which will create a positive impact on the downtown business community; and

WHEREAS Tanana Valley Community College provides vocational training, continuing education, and retraining in the areas of construction, food service, banking, computer, and many more which are essential to the current economic growth of our community; and

WHEREAS Tanana Valley Community College has recently been responsible for five new business start-ups and Small Business Development programs which strengthen the skills of employees.

Now, therefore, be it resolved that the Board of the Greater Fairbanks Chamber of Commerce urge the Board of Regents to seek input from the general Fairbanks community and specifically the business community before approval and implementation of any final University of Alaska restructuring plan is adopted.

BE IT FURTHER RESOLVED that this Resolution be distributed to:

University of Alaska Board of Regents
Donald O'Dowd, President
Patrick J. O'Rourke, Chancellor

DATED THIS

DAY OF

1986

BY

BY

James Dodson, Chairman of the Board

Marlena Ingebo, President

RESOLUTION NO. 86-07

A RESOLUTION OF THE GREATER KENAI CHAMBER OF COMMERCE BOARD OF DIRECTORS URGING THE STATE OF ALASKA BOARD OF REGENTS TO PRESERVE THE COMMUNITY COLLEGE SYSTEM THROUGHOUT ANY CHANGES IN THE STRUCTURE OF THE UNIVERSITY OF ALASKA.

WHEREAS, the Kenai Peninsula Community College has been a viable and integral part of our community for many years, and

WHEREAS, KPCC has provided many programs and course work for the convenience of local residents and the betterment of our on-going educational process, and

WHEREAS, KPCC has operated efficiently and effectively within the policies of the Board of Regents through community and citizen involvement, and

WHEREAS, the Alaska State Legislature has demonstrated its commitment to the community college system in the state of Alaska.

WHEREAS, the proposed reorganization of the University of Alaska will affect the community college system, including vocational programs important to our community, and

WHEREAS, the proposed reorganization may change KPCC's capabilities to address local concerns and needs.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF DIRECTORS OF THE GREATER KENAI CHAMBER OF COMMERCE that we hereby urge the State of Alaska Board of Regents to continue to support the proven mission of the community college system with its valuable contribution to the citizens of all ages and the positive impact of its programs on the private sector; and, further that the Board of Regents give strong consideration in the reorganization plan to establishment of a structure within the University that would combine the administration of all community colleges in the State under one system.

PASSED THIS THIRD DAY OF NOVEMBER, 1986.

Roger E. Holl, President

ATTEST:

Sue Carter, Executive Director

Introduced by: Nash
Date: Nov. 18, 1986
Vote: Unanimous
Action: Adopted

KENAI PENINSULA BOROUGH

RESOLUTION 86-155

OPPOSING THE MERGER OF KENAI PENINSULA COLLEGES WITH THE UNIVERSITY OF ALASKA OR WITH ANY OTHER COMMUNITY COLLEGE.

WHEREAS, the locally administered Kenai Peninsula Community College provides an educational alternative which is responsive to local community needs; and

WHEREAS, the Kenai Peninsula Community College provides vocational education without requiring a declared major so that local adults may participate in classes sluch as drafting, computer electronics and welding; and

WHEREAS, the president of the University of Alaska has announced a proposal to mertge the Mat-Su Valley Community College, the Kenai Peninsula Community College, and the Anchorage Community College with the University of Alaska, Anchorage, which would restrict Kenai Peninsula Community College vocational programs;

NOW THEREFORE, BE IT RESOLVED BY THE ASSEMBLY OF THE KENAI PENINSULA BOROUGH:

Section 1. That the assembly of the Kenai Peninsula Borough supports local administration and control of the local community college system.

Section 2. That the assembly of the Kenai Peninsula Borough supports the current vocational program offered by the Kenai Peninsula Community College system.

Section 3. That the assembly of the Kenai Peninsula Borough opposes merger of peninsula colleges with the University of Alaska or with any other community college.

Section 4. That the clerk shall provide copies of this resolution to Governor Cowper; the University of Alaska President and Board of Regents; to the House Education Committee; Senate Finance Committee; the Commissioner of Education; Senators Fischer, Kerttula, Szymanski, DeVries & Bomley; and to Representatives Navarre, Swackhammer, Cato, Wallis & Zuwacki.

ADOPTED BY THE ASSEMBLY OF THE KENAI PENINSULA BOROUGH ON THIS SECOND DAY OF DECEMBER, 1986.

Jonathn W, Sewall, Assembly President

ATTEST:

Joanne Brindley
Borough Clerk

Resolutions passed by Community Councils

Fairview Community Council
Rogers Park Community Council
Sand Lake Community Council
Abbott Loop Community Council
Airport Heights Community Council
Birchwood Community Council
Downtown Community Council
Government Hill Community Council

* All resolutions were mailed to members of the Board of Regents.

11-13-86

To: University of Alaska
Board of Regents

We, the Fairview Community Council,
reject this proposed restructuring plan
of UAA/ACC and urge the Board of
Regents to develop a new plan open
to input from the public.

Signed,

Celeste H. Benson

Vice - President

Fairview Community Council

11/13/86

1121 E. Tenth Avenue

Anchorage, Alaska 99501

ROGER'S PARK COMMUNITY COUNCIL

SUBJECT: COUNCIL POSITION ON THE PROPOSED PLAN TO COMBINE THE ANCHORAGE COMMUNITY COLLEGE AND THE UNIVERSITY OF ALASKA.

WHEREAS, the Roger's Park Community Council believes the local colleges and universities provide an important higher education program to the Anchorage Community, and

WHEREAS, we understand the University Board of Regents is proposing to merge the University of Alaska and the Anchorage Community College, and

WHEREAS, we feel that this could harm the local higher educational system,

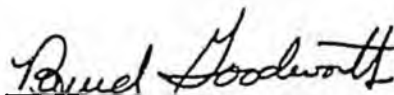
NOW THEREFORE, the Roger's Park Community Council has passed the following resolution:

RESOLUTION

Anchorage Community College is the most cost efficient unit of the University of Alaska system. We oppose the University's restructuring plan, which was not developed with public input and dismatles Anchorage Community College. We reject this restructuring plan and urge the board of Regents to develop a new plan open to input from the public.

Adopted this 20th day of November, 1986 by the Roger's Park Community Council.


FRANK SCHLEHOFER, PRESIDENT R.P.C.C.



DAVID GOODWORTH, V.PRES.

RESOLUTION 86-09
SAND LAKE COMMUNITY COUNCIL

SUBJECT: COUNCIL POSITION ON THE PROPOSED PLAN TO COMBINE THE
ANCHORAGE COMMUNITY COLLEGE AND THE UNIVERSITY OF ALASKA.

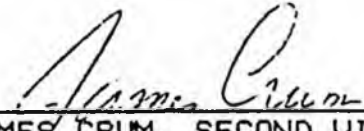
WHEREAS, the Sand Lake Community Council believes the local colleges and universities provide an important higher education program to the Anchorage Community, and

WHEREAS, we understand the University Board of Regents is proposing to merge the University of Alaska and the Anchorage Community College, and

WHEREAS, we feel that this could harm the local higher educational system,

NOW THEREFORE, the Sand Lake Community Council encourages the Board of Regents to: (1) seek additional public input on the proposed plan before any decision is made on the issue of merging the two schools; (2) strive for a plan which preserves the mission of both schools as separate institutions; (3) postpone their decision until February 1, 1987 but not later than February 15, 1987 so adequate public input can be made to this decision.

Adopted this 13th day of November, 1986 by the Sand Lake Community Council.



JAMES CRUM, SECOND VICE PRESIDENT



MARTHA S. ALLEN, SECRETARY

**ABBOTT LOOP COMMUNITY COUNCIL
RESOLUTION**

THE FOLLOWING RESOLUTION WAS VOTED AND PASSED PURSUANT TO GUIDELINES SET FORTH WITHIN OUR COMMUNITY COUNCIL BY-LAWS. BY THE GENERAL MEMBERSHIP OF THE ABBOTT LOOP COMMUNITY COUNCIL AT ITS REGULAR MEETING HELD NOV. 20, 1986.

Abbott Community Council would like the Board of Regents to reconsider its Dec. 5th deadline in consolidation of Anchorage Community College and University of Anchorage campuses. We feel that the sweeping ramifications of a move such as this should be given adequate time for public input and study. We support the role the Anchorage Community College plays in our community and feel the question of its existence is too vast to be looked at thoroughly in this timeframe.

Respectfully.


Al Tamaoni
Chairman

November 20, 1986

To: Board of Regents
University of Alaska

Resolution:

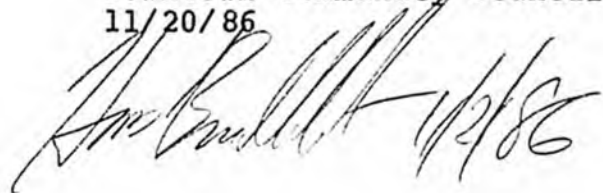
The Airport Heights Community Council requests that any decision for restructuring of Anchorage Community College and the University of Alaska for financial purposes be delayed for further public hearing and community input.

William G. Benney, Vice-President for
Jack Wiles, President
Airport Heights Community Council
2500 E. 16th Avenue
Anchorage, Alaska 99508

RESOLUTION:

Anchorage Community College is the most cost efficient unit of the University of Alaska system. University's restructuring plan, which was not developed with public input, dismantles the community college system. Where as the Downtown Community Council supports both a strong community education system as well the academic university, we reject this restructuring plan and urge the Board of Regents to develop a new plan open to input from the public.

Hans M. Buchholdt
President
Downtown Community Council
11/20/86

A handwritten signature in dark ink, appearing to read 'Hans M. Buchholdt', followed by a date '11/20/86' written in a cursive style.

Resolution:

Anchorage Community College is the most cost efficient unit of the University of Alaska system. We oppose the University's restructuring plan, which was not developed with public input and dismantles Anchorage Community College. We reject this restructuring plan and urge the Board of Regents to develop a new plan open to input from the public.

Passed By Government Hill
Community Council 11/20/86

Robert Mouley
Its: President

I am

Anchorage Community College



I am presently enrolled in a self-paced math course. This program is helping me to gradually ease back into the role of student after many years of being out of school. Programs such as that offered at the community college help to build confidence at a time when this may be in short supply. I hope to get a degree in veterinary medicine. This will be a change of career for me. I have been working as a trucker but have been laid off. Prior to that I was a Teamster operating drilling, but I was laid off from that also. Due to the lagging economy, I find this is a good time for my return to the classroom.

Jerry Moore



I needed refresher courses to strengthen my math and English skills. These courses will prepare me for more difficult courses in the business program I will major in. The programs at ACC have really helped students like me that have been out of high school for several years.

Joanne Peter



The Community College system in Anchorage, as it stands today, is far superior to any I have attended. I have attended other community colleges and major colleges outside the state, but I feel ACC is really meeting the needs of the community. The college is unique in the way they allow a student to take courses by an open entry, with no special fees or transcripts required. A four-year degree is not for everyone, and there is a need for what ACC has to offer. I feel it is time to realize that a two-year degree and vocational training is as important as the four-year program. The community college serves to train for a vocation, job-related skills update, or just to get your feet wet in the world of higher education.

Sonia Watson



ANCHORAGE COMMUNITY COLLEGE STUDENT ASSOCIATION

RESOLUTION: R87-5

AUTHOR: KENNETH HUGHES

STATEWIDE SYSTEM REORGANIZATION MERGER

WHEREAS, It is with great concern that ACCSA addresses President O'Dowd's plan for the reorganization of the Statewide University System, which calls for the merger of ACC and UAA; and

WHEREAS ACC's traditional mission is to ensure the RIGHT of every adult, regardless of academic, economic, or physical disadvantages; and

WHEREAS Community access is much more than just an open admissions policy; it is the providing of insitutional, academic and student support services that ensure successful individual accomplishment;

BE IT THEREFORE RESOLVED THAT:

ACCSA take as active a role as is necessary during the period provided for public comment and consultation of the reorganization plan to ensure that:

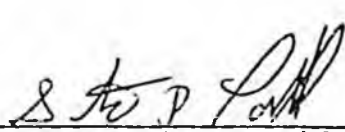
The principle of equal access to educational opportunity for the community is preserved.

The quality and quantity of non-traditional student support services are maintained such as open entry/exit programs, self paced programs and support programs like those provided through the Learning Resource Center.

The level of experience and integrity as provided by the ACC faculty is maintained.

The flexibility and resources to quickly adjust curriculum to meet the changing requirement of the population that it serves be continued.

BE IT FURTHER RESOLVED that copies of this resolution be sent to each member of the Board of Regents, all Alaska State Legislators, ACC Administrators, the Municipality of Anchorage Assembly; the gubernatorial candidates and other parties who have been or will be involved in this proposed plan.


Steve Lovell, President, ACCSA

11-3-86
Date Approved

ANCHORAGE COMMUNITY COLLEGE STUDENT ASSOCIATION

Resolution: 87-8

Author: President Welsh

RESOLUTION ON SENATE BILL 60

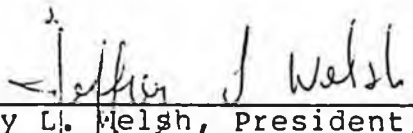
WHEREAS ACCSA is dedicated to the preservation of the educational opportunities provided by community colleges, and ACC in particular; and

WHEREAS In the three months since the Peorganization Plan was announced, ACCSA has not received convincing evidence that those opportunities will, in fact, be reserved; and

WHEREAS It appears to the ACCSA that Senate Bill 60, sponsored by Senator Zharoff, is a reasonable alternative to the University System Reorganization Plan;

BE IT THEREFORE RESOLVED That ACCSA encourage all members of the 1987 Alaska State Legislature to give serious consideration to the concepts contained in Senate Bill 60.

BE IT FURTHER RESOLVED That copies of this resolution be sent to each member of the Board of Regents, all Alaska State Legislators, ACC Administrators, the Municipality of Anchorage Assembly; and Governor Steve Cowper.


Jeffrey L. Welsh, President, ACCSA

1/23/87
Date Approved

Senators: Frenchy Belanger; Virginia Belknap; Roger Edelen; Pic Hamel; Karen Hanson; Jerry Jordan; Gary Moore; Thomas Richison; Shelia Riley; Millie Simmons; Sandy Spencer; Rose Stasco; Winifred Trapp; and Rob Walters.

Representatives: Rhonda Adams; Kurt Adler; George Coffey; Bill Owens; and William Pride.

Vice President: Kenneth Hughes

Faculty Advisor: Alice Easley

Administrative Advisor: Eleanor Brown



Anchorage

Community College *A Unit of the University of Alaska System*

RESOLUTION

WHEREAS, the Anchorage Community College Council is very concerned about the potential consequences of President O'Dowd's proposed restructuring of the University system, and

WHEREAS, the Anchorage Community College Council has testified at various public meetings in support of the ACC mission and identity, and

WHEREAS the Anchorage Community College Council has developed and presented restructuring alternatives to the Chancellor as well as the President and the Regents, and

WHEREAS, the Anchorage Community College Council has directed the Chancellor to continue to work with President O'Dowd and his committees in order to protect the ACC mission and identity, and

THEREFORE BE IT RESOLVED, that the Anchorage Community College Council would support an independent system such as embodied in Senate Bill 60, as a measure of assuring the identity and mission of the college.



WILLIAM BORAH, Vice Chairman
Anchorage Community College Council

Dated: January 21, 1987

Office of the Chancellor

JANUARY 28, 1987

Whereas the Board of Regents and University President Donald O'Dowd's reorganization mechanism is moving ahead rapidly and in a perfunctory manner; and

Whereas only token attention is being paid to the key role of vocational and technical education in the Community Colleges in developing and maintaining workskills for the employment of Alaskans; and

Whereas the input of Community College Councils and local citizens have been minimal.

It is resolved that the Tanana Valley Community College Council hereby serves public notice that it will strongly seek to support other alternatives in the reorganization plan including political solutions.

ICC Board Backs Bill on Separation

By Sentinel Staff

The Islands Community College Sitka Community Advisory Council this morning unanimously approved a resolution supporting Senate Bill 60 and House Bill 107 which call for establishing a community college system separate from the University of Alaska.

The vote was taken after retired ICC president David Knapp, who is working with a statewide coalition that has proposed the separation, spoke on SB60.

The companion bill, HB107 is in the house health and social services committee.

The coalition seeking separation of the two state post-secondary education systems was formed in Anchorage in reaction to the proposal of university President Donald O'Dowd to restructure the UA system to cut costs. Under the proposal, the university administration would be reduced from five major centers to three — in Juneau, Fairbanks and Anchorage.

Community colleges in Sitka and Ketchikan would be under the Juneau unit.

Community college advocates have expressed fears that under the new system the "mission" of community colleges would be lost, replaced by regional universities emphasizing degree programs.

The two legislative proposals call for community colleges, extension centers and outreach programs to be separated from the University of Alaska. Degree and non-degree programs of postsecondary and continuing education would be provided in the community colleges.

The community college system would be governed by a board of trustees appointed by the governor and headed by a chancellor. Initially, property, assets and faculty would be transferred from UA to the community college system.

Funding would be from state, federal and private sources.

Also discussed at Friday morning's council meeting at the Sheffield Shee Atika was the project to move ICC to the Mt. Edgecumbe High School campus. Gov. Steve Cowper's freeze on capital projects has halted plans to renovate a hangar on the MFHS campus for use by ICC.

ICC Campus President Jerry Harris said Community College, Regional Education and Extension officials have suggested the project be abandoned for now and, instead, that a smaller facility be built on Japonski Island.

To increase chances of the proposal's being approved by the Board of Regents, it should not require new capital appropriation, the officials said. That means that whatever ICC does could not cost more than the approximately \$650,000 left in the fiscal year 1985 appropriation and the \$3 million in federal money assigned to the project as of FY87.

Earlier this week Harris, ICC Dean of Instruction Dick Griffin and ICC Student Council President Frances Longshore were appointed to a consulting group to discuss the structure of the proposed Southeast university center.

The group is to meet again Monday with O'Dowd. After that meeting, O'Dowd is to present a proposal for the structure of the Southeast as well as the other two major administrative units to the regents at their Feb. 21 meeting.

Statement of the Executive Committee of the Kuskokwim Community College Council, adopted February 9, 1987.

Chairman Gene Peltola, Bethel; Vice-Chair Diana Silimperi, Bethel; members Sam George, Akiachak; Peter Tuluk, Chevak; David Cooper, Jr., Marshall.

The Kuskokwim Community College Council in November, 1986, unanimously adopted a position relative to the proposed restructuring of the University of Alaska. This position was stated in three parts: First, the Council opposed restructuring, believing that it would lead to an erosion of educational services to the residents of the Calista Region. Second, if restructuring of the University were to occur, the Council favored the establishment within the University system of a strong College of Rural Alaska that would preserve the community college mission and enhance the delivery of educational services to Western and Interior Alaska. Third, if the creation of a College of Rural Alaska did not appear possible in a manner that we believed protected the long-term interests of the residents of the Calista region, Council favored the separation of Kuskokwim Community College, or of a College of Rural Alaska, from the University system.

On December 5, 1986, the University Board of Regents adopted a motion relative to the restructuring of the University. We were encouraged by their statements that preceded this motion, calling for the preservation within the University system of the community college philosophy and mission, individual college identities, and active involvement of local/regional citizens in the governance of these institutions.

We have participated in good faith in subsequent deliberations within the University on the restructuring process. However, we have found that once generalities are replaced with specific proposals for combining existing institutions, the community colleges and their mission cannot be maintained. We find the resulting proposals confusing, conflicting, and non-representative of community college council concerns and opinions. Our own further deliberations have led us to the following conclusions:

1. The successful merger of Alaska's community colleges and universities is not possible. The community college mission and that of a university are distinctly different, and the community college mission cannot survive as an incorporated part of a university.
2. The implementation of the proposed restructuring will destroy the community college system and lead to a significant decrease in the educational services now provided to the students and communities served by community colleges.

3. The State of Alaska needs community colleges to train its citizens for Alaska's present and future jobs, to assist in the development of the state's human and natural resources, and to provide its citizens with both physical and psychological access to post-secondary education. These important tasks will not be accomplished within a university.

The Kuskokwim Community College Council Executive Committee, on behalf of the full Community College Council and the residents of the Calista Region, thus renews its strong opposition to the restructuring of the University of Alaska as presently proposed, and states its intention to support the separation of Alaska's community colleges from the University system.

We urge members of other Community College Councils to refuse to accept the dismantling of Alaska's community college system.

We request that the University Board of Regents seriously reexamine the proposed restructuring to assure that such a process would truly maintain their stated commitment to the state's community colleges and to consider additional alternatives to the present plan.

We petition the Alaska State Legislature to establish an independent community college system within Alaska as a commitment to post-secondary educational opportunities for all of Alaska's citizens.

We implore Governor Cowper to support the establishment of an independent community college system within Alaska as a firm commitment to the development of our state's human resources.

R E S O L U T I O N
OF
KETCHIKAN COMMUNITY COLLEGE COUNCIL

WHEREAS Ketchikan Community College has served the Ketchikan community since 1954; and

WHEREAS, Ketchikan Community College has enjoyed accreditation since 1979 and is presently accredited through 1994; and

WHEREAS, Ketchikan Community College has enjoyed a large measure of support from either the school district or the Borough Assembly each year since 1954; and

WHEREAS, the largest local private employer, Ketchikan Pulp Company, gave Ketchikan Community College 40 plus acres of land to be used in perpetuity for comprehensive community college instruction; and

WHEREAS, the Ketchikan Community College Council, a dedicated group of local and Prince of Wales' Island citizens committed to the mission of a comprehensive community college is better able to respond to identified community educational needs through local control; and

WHEREAS, the typical Ketchikan Community College student is a non-traditional student, average age of 35, married, employed full time, and who performs other community responsibilities as a mature adult; and

WHEREAS, sixty percent of Ketchikan Community College students are enrolled in Vocational/Technical classes; and

WHEREAS, two major industries projected for Ketchikan in the near future: a world-class mine estimating 950 job stations, and the Alaska State Ferry Maintenance Shipyard estimating 300 job stations equating to a demand for skilled employees not found in great supply in Ketchikan; and

WHEREAS, in a community of 14,044 persons, the tourism and travel industry is experiencing a heavy but positive impact with 312,829 persons arriving in Ketchikan, 182,489 by tour ship, 130,340 by air; and

WHEREAS, Ketchikan Community College, together with Southeast Center, Inc., a local non-profit partnership of 82 private businesses, city and borough governments, Ketchikan Visitors Bureau and Chamber of Commerce, and Sears Roebuck Foundations' Keep America Working Program has developed a two-year Visitor Industry Program (VIP) to prepare persons to enter Alaska's burgeoning tourist industry; and

WHEREAS, Ketchikan Community College is equipped, ready, willing, and able to prepare students for employment in the above and other local employment areas; and

WHEREAS, Ketchikan Community College has provided and continues to provide quality instruction in general education courses for student transfer to upper division instruction; and

WHEREAS, Ketchikan Community College is prepared to operate a quality instructional program during an era of reduced state funding; and

WHEREAS, the community colleges in Alaska have never enjoyed the fiscal and philosophical support of their sister four-year campuses; and

NOW, THEREFORE BE IT RESOLVED that Ketchikan Community College be established as an accredited institution within a statewide community college system funded through the Alaska State Legislature and governed by a local board.

ADOPTED THIS 25th DAY OF NOVEMBER, 1986 by the Ketchikan Community College Council.

ALASKA STATE AFL-CIO

2501 Commercial Dr.
Anchorage, Alaska 99501
907 256-6284



319 1st Ave
Fairbanks, Alaska 99701
907 454-2213

MANO FREY
Executive President

TO : University of Alaska Board of Regents, Alaska students and friends
of Alaska higher education.

FROM : Alaska State AFL-CIO, Mano Frey, Executive President

RE : Proposed restructuring of the University

DATE : November 7, 1986

The Alaska AFL-CIO represents more than 31,000 workers who reside in this state. Since its inception 100 years ago the AFL-CIO has supported and enriched this nation with its commitment to public education that is accessible, non-discriminatory and affordable. The Alaska AFL-CIO has been and continues to be a strong advocate for the development of quality higher education and has supported courses, programs, and building construction that secures what is best for its Alaskan people.

The Alaska AFL-CIO has had the opportunity to study the proposed restructure of the University and concludes that such a proposal is not in the best interest of Alaska. We find the suggestions to be excessively vague, and inadequate. We find the process flawed in its narrowed development and conclusions. Public testimony demonstrates community opposition to this proposal. We encourage the Board to reject adoption of this proposal.

The Alaska AFL-CIO represents workers who attend the University and its eleven community colleges for skill development, job training, supplementing apprenticeship training and upgrade. Additionally, our statewide work force needs courses that are directed toward retraining programs as the world of work changes. We have found that within the University the Community Colleges have been the most responsive to our needs. We do not wish to see them merged or mixed in the manner presently proposed.

The Alaska AFL-CIO Executive Board adopts the following course of action:

The Alaska AFL-CIO rejects in total the proposal made on October 31, 1986 to restructure the University of Alaska.

The Alaska AFL-CIO reaffirms its resolution that Alaska's Community Colleges be separate and autonomous from the University of Alaska. We recommend that the Governor, Alaska Legislature, and Post Secondary Education Commission direct its efforts this legislative session toward development of a responsive, cost-efficient, comprehensive statewide community college system.

ALASKA STATE AFL-CIO



MANO FREY
Executive President

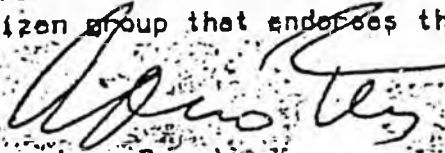
814 1st Ave.
Fairbanks, Alaska 99701
(907) 456-2111

Page 2

The Alaska AFL-CIO endorses a statewide initiative to place on the ballot legislation that would create an autonomous and separate statewide comprehensive Community College system.

The Alaska AFL-CIO Executive Board offers its assistance to any public interest citizen group that endorses these findings and resolutions.

Respectfully yours,


The Alaska AFL-CIO Executive Board



AACJC LETTER

AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES

An award-winning national newsletter for community, technical, and junior colleges.
Dore Farrell, Editor Sue Friedman, Associate Editor

AACJC

November 18, 1986-No. 217

Dear Colleague:

SUPPLEMENTS

AACJC Board Brief

KAW Issue Paper

KAW Partnership Awards

Alaska Community Colleges Crisis

Destroying the Compre- hensive Community College

Strap on your seatbelts for this one. Donald O'Dowd, president of the University of Alaska, has presented a plan to the U of A Board of Regents to eliminate the eleven community colleges in Alaska by incorporating them into U. of A. Fairbanks, U. of A. Anchorage, and U. of A. Juneau, offering instruction only in the liberal arts and developmental education. Vocational and technical education programs would be pulled out of the community colleges and placed under a separate, centralized statewide vocational/technical unit of some kind. The State of Alaska has fallen upon tough economic times, and this is the answer of one university president to retrenchment. His answer is to destroy the comprehensive community college. It appears that during tough economic times, higher education tends to circle its wagons and shoot inward.

AACJC will be working closely with our Alaska friends to preserve the comprehensive community college, and we will keep you informed. This is a serious matter and time is limited. President O'Dowd states: "The proposal that I am putting forth can be reshaped before the December 4 or 5 meeting of the Board of Regents, but time is running out, not only because of the Regents meeting, but because a new budget must be submitted to the legislature very shortly and we must have in mind exactly what it is we want to accomplish by that time." Since the U of A Board of Regents has the legal authority over the Alaska community colleges, this plan could be put into action or modified at their December 4 or 5 Board meeting.

An Alternative Solution!!

How about an alternative solution? Why not delegate lower division course responsibility to the comprehensive community colleges. Let the three universities be upper division and graduate program universities--this would likely save much money and serve the citizens of Alaska in an efficient manner. There are cost-saving alternatives that the U of A Board of Regents must consider.

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AACJC

American Association of
Community and Junior Colleges

Office of the President

R E S O L U T I O N

- WHEREAS, the President of the University of Alaska has determined that the eleven (11) community colleges currently under the control of the University be abolished as individual functioning entities, and
- WHEREAS, as an alternative, the President has indicated a plan to assign all public higher education in the state to three (3) university entities, and
- WHEREAS, it is contemplated that virtually all vocational and technical education programs will be pulled out of community colleges and operated out of some type of centralized state structure, and
- WHEREAS, the basic service philosophy of the comprehensive community college is to provide access to programs of higher education to a broad area of citizens who would be adversely affected by deleting such opportunities for a significant number of non-urban residents of the state, and
- WHEREAS, community colleges in rural areas are the civic and cultural centers in small communities and eliminating that resource could have a devastating effect on the population of the respective community college service areas, and
- WHEREAS, comprehensive community colleges are the most cost-effective undergraduate education delivery systems in public higher education, including the State of Alaska, and

WHEREAS,

comprehensive community college educational programs and support services currently available throughout the state have been a national model for utilization of technology in the delivery of instructional programming to large geographical areas containing a sparse and diverse population, therefore be it

RESOLVED,

that the Legislature of the State of Alaska and the Board of Regents of the University of Alaska be strongly urged and encouraged to require and support the continued delivery of postsecondary educational programs and support services through a formal system of full-service, comprehensive community colleges strategically located for relative ease of access by the citizens throughout the State of Alaska, and be it

FURTHER RESOLVED,

that the Legislature of the State of Alaska and the Board of Regents of the University of Alaska seek and carefully review alternative solutions to the economic concerns which they face and turn aside suggestions which could cause injury to the citizens of Alaska served by the comprehensive system of community colleges.

Passed unanimously this day, Thursday, November 13, 1986 by the members of the Small and/or Rural Community College Commission of the American Association of Community and Junior Colleges.



AACJC LETTER

OFFICE OF THE NATIONAL CENTER FOR HIGHER EDUCATION

An award-winning newsletter for community, technical, and junior colleges.
Dale Parnell, Editor Sue Friedman, Associate Editor

Praise Due. Not Criticism

It is this very caring--this work with the at-risk population--that brings the most criticism to community colleges, when it should bring the most praise. Certainly community colleges serve the typical college student, and they do that with excellent teaching and quality programs. But they also have their collective sleeves rolled up to work on literacy, job training, and the most intractable educational problems facing our country.

Alaska Update

It seems almost incomprehensible that in the great State of Alaska, the University of Alaska Board of Regents has voted to scrap their comprehensive community college program in favor of leaving largely intact three university departments of music, two university drama departments, two university schools of engineering, two university schools of education, and three university schools of business. This is happening in a state where 79 percent of the adult population does not hold the baccalaureate degree; at a time when the Secretary of Labor is telling us that three out of four job classifications will require some form of postsecondary education and training, but not necessarily a baccalaureate degree; at a time when technical education requires a better math, science, and literacy base than ever before. Technical education is a major emphasis of today's community college, but transfer education, economic development, and community service programming are also important initiatives.

This matter now moves to the Alaska legislature, where consideration could be given to separating community colleges from the university system.

KEEP MOVING

Student Success

Twenty years after he graduated, a highly successful community college alumnus saw his old college president. He commented to the president, "I will never forget what you told me at graduation... it made the difference in my life." The president asked what he could have said that made such a difference? The student replied, "As I accepted my diploma, you looked me in the eyes and said 'Keep moving, son.' I have been moving ever since!"

Could that be our slogan for 1987? As Satchel Paige said, "Don't look back...something might be gaining on you."

Dale Parnell
Dale Parnell, Editor

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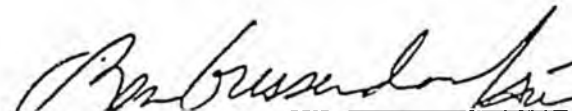
November 19, 1986

President Donald O'Dowd
University of Alaska
Juneau, Alaska

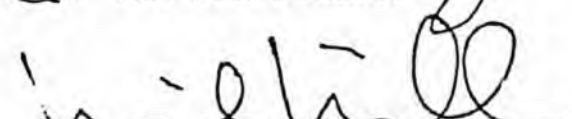
Dear President O'Dowd:

We are writing to express our support for the University of Alaska Juneau, Ketchikan Community College and the Islands Community College. UAJ is an institution which services the needs of all of Southeast, not just Juneau. We are very concerned about the effectiveness of UAJ to provide outreach to the other communities of Southeast if the proposed reorganization is adopted. We would encourage you to review the impact on all of this region and evaluate the potential for increasing instead of decreasing the educational programs available to serve Southeasterners.

Thank you for your consideration of our concerns.

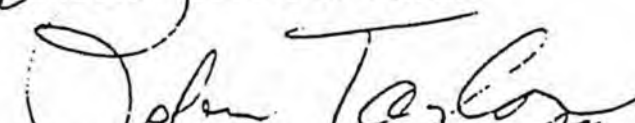

Rep. Ben Grussendorf

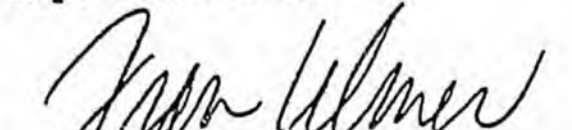

Senator Bill Ray

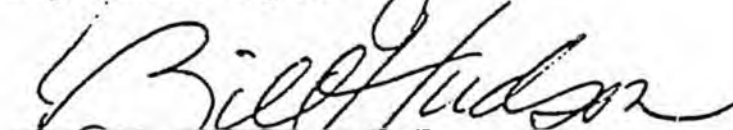

Rep. Mike Miller

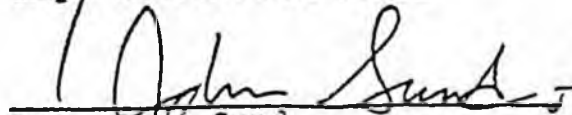

Senator-Elect Jim Duncan

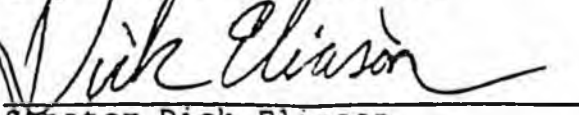

Rep. Peter Goll


Rep. Robin Taylor


Rep.-Elect Fran Ulmer


Rep. Elect Bill Hudson


Rep. John Sund


Senator Dick Eliason

SECTION 7

ALASKA NEWSPAPER COVERAGE

Further evidence of widespread public outrage at the notion of eliminating the community college in Alaska is found in the following statewide newspaper clippings. These clippings demonstrate that the time has come for the community colleges to stand on their own as a separate system. This system will continue to deliver the kinds of valued services to Alaska and its citizens needed for economic health and social stability.

O'Dowd to unveil plans to combine UAA, ACC

By Jan Mireles
Times Writer

University of Alaska President Donald O'Dowd is expected to unveil Friday a university reorganization plan to merge the University of Alaska-Anchorage and Anchorage Community College.

The announcement is scheduled for a meeting of the university's Statewide Assembly, according to university sources. The assembly represents university faculty and staff.

The merger of UAA and ACC would form a new entity that also would take control of parts of the University of Alaska's Community Colleges, Rural Education and Extension division. That office currently has its headquarters in Anchorage and administers the university's rural education programs and 10 community colleges.

News of the plan has employees of local campuses scrambling to find out how their jobs would be affected. One administrator, who spoke on the condition he remain anonymous, said the campuses were virtually at a standstill because of rumors and fears about jobs being lost.

O'Dowd announced in September intentions to redesign the university system as a result of state cuts in university funding, saying operations would have to

See Merger, page A-8

Continued from page A-1

be scaled back.

Roughly six weeks of campus inspections ended last week during a weekend meeting in Fairbanks between O'Dowd and university system chancellors. O'Dowd unveiled the reorganization plan and told chancellors not to talk about it until Friday.

The university system lost more than \$25 million this year as its state funding fell from \$167.8 million in fiscal 1986 to \$143.5 million. Other funds bring

In addition to merging the Anchorage campuses, O'Dowd's reorganization would divide responsibilities now handled by the Community Colleges, Rural Education and Extension division between Anchorage and Fairbanks. The new Anchorage university would take charge of Matanuska-Susitna Community College and other community colleges to the south, said those familiar with the plan. The Fairbanks campus would pick up the rest of the state's community colleges, they added.

Lyon said any reorganization plan will mean fewer jobs overall.

Rumors prompted ACC instructor Gerald Park to seek a meeting with O'Dowd. Park is president of the university's community college faculty union. Park met with O'Dowd for an hour on Wednesday but said the total budget to \$265 million.

While the rumor mill gathered steam this week, officials at ACC and UAA tried to keep a tight lid today on the contents of O'Dowd's Friday speech.

"I am conscience-bound to neither confirm or deny any rumors brought to me," said ACC Chancellor Herb Lyon.

O'Dowd did not return phone calls from The Times this morning.

President of the University of Alaska Board of Regents Roy Huhndorf said this morning, "The release is going to be a general outline. It is not approved by the regents, and it won't be until the December meeting." He said public comment would be taken before any plan is adopted, but would make no further remarks about Friday's announcement. He is scheduled to appear with O'Dowd at the meeting.

Merger: Reorganization plan

Administrators at the two Anchorage campuses said O'Dowd has gathered support for merging the schools and for creating a new entity to control community college and rural education programs.

UAA Chancellor Clark Ahlberg was to appear at Friday's meeting but backed out because of pressure from other chancellors.

"My colleagues are of the opinion that the stage ought to belong to the president and the president of the university regents," said Ahlberg.

little was accomplished.

"I'm still somewhat in the dark on what will actually go down," Park said. "Most of the people are quite upset. They're concerned about the future of the university and about losing their jobs."

Park said he did not know how the union will respond to the reorganization.

While rumors about a merger spread through the university community, the name of an administrator who would become a "super chancellor" and head the unit remains unknown. Insiders who once speculated that either ACC chancellor Lyon or CCREE chancellor Marvin Looney would win the post have backed away from such statements, saying O'Dowd is likely to launch a nationwide search.

Lyon said O'Dowd's announcement is in keeping with the university's time schedule. O'Dowd said this fall he planned to share proposals to allow time for public comment before taking the plan to university regents for final approval in December.

The university plans a public hearing on the reorganization plan Wednesday from 6 to 11 p.m. in the Anchorage School District administration building at 4600 DeBarr Road.

Hearings must be held before the regents can approve a plan at their December meeting. Approval of the plan in December would give the university the required six months to notify employees of layoffs before the new fiscal year begins on July 1, 1987.

O'Dowd will make his remarks beginning at 9:30 a.m. in the Performing Arts Center on the ACC campus.

News of the plan has employees of local campuses scrambling to find out how their jobs would be affected. One administrator, who spoke on the condition he remain anonymous, said the campuses were virtually at a standstill because of rumors.

OCT 31 1986

Makeup of Sitka's ICC Uncertain, Harris Says

By SUSAN FROETSCHER
Sentinel Staff Writer

Islands Community College apparently will no longer have its own separate administration, but will be managed by administrators of a newly restructured University of Alaska at Juneau, the ICC staff was told today.

The restructuring plan came from University of Alaska President Donald O'Dowd in a statewide audioconference assembly during which he advised the employees of the far-flung university system of the drastic cost-cutting and revenue-raising measures he plans to take to cover a \$60 million gap in his budget.

(See related Associated Press story.)

"It looks like we're no longer a separate accredited institution," said Jerry Harris, ICC president, to staff members surrounding him in an ICC classroom during a break in the assembly.

About his proposed restructuring, O'Dowd said: "This is not an unusual description of a public educational institution."

Harris said he could not comment about how the restructuring will specifically affect Sitka until he learns more details about the president's proposal, until the administrator for the Juneau center is chosen and sets policy, and until a budget is set.

"It (the restructuring) apparently means that whereas Sitka formerly had its own independent accredited community college, it will now have some kind of center which will be administered from Juneau and with whatever vocational education being administered from Anchorage," Harris said.

Harris agreed with O'Dowd that the system would be less responsive to the needs of Alaskans.

"I suspect that is the way we will feel it in Sitka," Harris said. "The magnitude is hard to know at this point." He said the impact for ICC staff and students could be "devastating."

Harris added: "It is bound to be one more negative impact on the economy

of Sitka." Also, Harris said, the change could put a stop to the planned move of ICC from its Sawmill Creek Road location to Japonski Island, on the Mt. Edgecumbe High School campus. Bids for that project have been opened and negotiations are under way, he said. Also, he said, some talented people could be drained from this community.

"The loss of positions seems to be an almost certainty," he said. "But which I don't know yet."

O'Dowd repeatedly reminded his audience, especially during hostile questioning from Anchorage, that his proposed solution still will not balance the university system budget.

One questioner criticized O'Dowd for what he called a "million dollars worth of salary and benefits sitting on the stage," and asked the university to cut at the top rather than at the bottom.

"That was precisely what my talk was about," responded O'Dowd, adding he expects a cut in chancellors, vice-chancellors and other administrative positions.

At ICC, staffers crowded into the audioconference room responded with frowns, sighs and even some groans, but the mood was good-natured afterward.

Only those in the Anchorage hall had the opportunity to ask questions at this morning's assembly. Harris said an audioconference with other community college administrators and the Community College Regional Educational and Extension Service is set for this afternoon.

A public teleconference hearing on the community college plan is scheduled for 6 to 8 p.m. Thursday at the Sitka Legislative Information Office.

ICC staff and Sitka's cooperative extension and marine advisory agents took detailed notes throughout the audioconference.

The university system must pull specialized skills together to make its programs have an impact on the economic development of the state. O'Dowd stressed.

NOV 1 1986

University plan gets mixed reaction

By Jan Mireles
Times Writer

A plan to reorganize the state's university system is being praised as a gutsy attack on revenue shortfalls and criticized as an unfair dismantling of higher education.

University of Alaska President Donald O'Dowd is recommending the university combat a \$60 million revenue shortfall by merging community colleges with universities, trimming payrolls, raising tuition fees and eliminating intercollegiate sports.

O'Dowd presented an outline of the plan in Anchorage Friday during a session of the Statewide Assembly. The assembly represents

university staff, faculty, students and alumni. The session was broadcast to more than 60 sites across the state.

University of Alaska Board of Regents President Roy Huhndorf later described the plan as an attempt to "improve delivery of services" while streamlining the structure and administrative positions.

State Rep. H.A. Red Boucher, D-Anchorage, attended the session and congratulated O'Dowd publicly for developing the plan. Later he called on legislators to focus attention on university funding problems.

"What Dr. O'Dowd has done is challenge the entire community — both academic and political — to stop this dartboard approach to funding education," Boucher said. "Nobody has had the guts to lay a plan on the table."

The actual announcement, however, did little to calm local campuses abuzz with rumors about what form the reorganization will take.

Ron Spatz, a professor at the University of Alaska-Anchorage and president of the Statewide Assembly, called the plan a "positive" approach to a critical problem. He said the assembly is not ready to endorse the plan.

"It is thought-provoking and positive," Spatz said. "It will be considered seriously."

But student leaders at Anchorage Community College labeled the plan vague and unfair. The lack of specifics, said student leader Ric Hamelnote, gives students little hope of preventing the university from dismantling ACC. ACC students lined up to question O'Dowd after his remarks, each one asking for some guarantee that ACC would not be lost in a merger.

"We still don't really know" what it means, Hamel said. "Given that we have only one month to combat this, he's not playing fair."

Hamel said students want a "guarantee" that non-traditional students served by ACC

will have a place in the newly proposed university.

ACC Chancellor Herb Lyon spent Friday afternoon roaming the 32-year-old campus and visiting with employees and students. Many, he said, were still reeling from O'Dowd's news.

"People are trying to figure out what (reorganization) means," he said. "I'm visiting and listening. They're asking questions for which there are no answers yet."

Lyon said his focus will be to protect ACC's mission and prevent the community college from becoming a "second fiddle" in the new unit.

O'Dowd said the role of community colleges and universities is not mutually exclusive.

"Nothing in my idea of a private university denies access," he said. The two roles can be merged, he said.

Huhndorf predicted the university community will be more receptive to the plan

given time to digest its approach. He said regents want to assure the public continued access to higher education.

"We'll see a much different response when people have a chance to reflect on what we've heard," Huhndorf said. "There is a romantic attachment to structures and a natural resistance to change. These are emotional reactions that have to be expected."

The emotions will have to be set aside for the time being, O'Dowd said late Friday. He said everyone will have to wait until after December to see a detailed roadmap of reorganization efforts. First there will be time for public comment and then regents must approve or amend the plan at their December meeting. It would take several months after that, he said, for a more complete plan to emerge.

O'Dowd said he was encouraged by Friday's response.

"People acknowledge the need. They do want more specifics," he said.

TUESDAY, NOVEMBER 4, 1986



Packed house: Local citizens fill hearing on UAJ reorganization plan.

RECEIVED

Hearing brings out army of UAJ supporters

By BRUCE SCANDLING

THE JUNEAU EMPIRE

If there is any truth to the adage about strength in numbers, then administrators trying to redesign the University of Alaska system face an army of opposition in Juneau.

About 300 people attended a public hearing Monday night to tell officials they don't like a plan to scale back the University of Alaska-Juneau as part of a reorganization of the statewide system.

They waved signs, applauded loudly and didn't hesitate to speak out.

Sixty-five people paraded to the microphone during the four-hour session and pounded home a common message: Because the local campus is just beginning to thrive, this is a terrible time to strip it of programs.

Testimony most often centered on four themes:

- Opposition to a proposal to move the base of the graduate fisheries program from Juneau to Fairbanks. "That makes about as much sense as transferring caribou migration studies here to Juneau," said Rep. Mike Miller, D-Juneau.

- A master's degree program in public administration deserves to remain centered in Juneau, the capital and seat of government. "Where else can you walk into the governor's office ... and get your questions answered?" said David Smith, a graduate student in public administration.

- Reducing vocational and technical offerings by cutting back the community college system — eliminating Juneau-Douglas Community College and others — would leave local residents and all Alaskans without valuable programs. "This is a vocational state, we need vocational training," said Clark Jones, a Department of Education official.

- Because the reorganization plan was first announced on Friday, little time was available to prepare for the public hearing in Juneau. "It has made reflective thought almost impossible," said Jim Bradley, president of the UAJ citizens' advisory council.

The huge turnout was prompted by a proposal to restructure the statewide university system in the wake of budget cuts linked to the decline in state oil revenues.

In a speech Friday in Anchorage, university president Donald O'Dowd unveiled a plan which would include stripping all graduate programs from UAJ, eliminating Juneau-Douglas Community College and reducing local faculty.

The local campus would become a four-year liberal arts college and house few vocational or technical studies, under the plan.

Major changes also have been proposed for the Anchorage and Fairbanks university campuses, as well as other statewide university and community college programs.

Three university administrators and a public information officer were on hand Monday in Juneau to take the first dose of local reaction.

Public hearings are scheduled later this month in Anchorage and Fairbanks, and a statewide teleconference is planned Thursday from 6 to 9 p.m. Juneau residents who wish to listen or testify can participate in Room 205 of the Capitol.

If Monday's hearing in Juneau was a precursor of public reaction from across the state, then university administrators should brace themselves.

It was a night for politicians, political candidates, professors, Native leaders, teachers, lawyers, students and just about everyone else with an opinion.

Please turn to Page 10

UAJ meeting...

Continued from Page 1

Testimony from each speaker was limited to three minutes by an electronic timer which buzzed loudly and stopped people in mid-sentence, prompting one complaint about the "Gang Show" atmosphere of the hearing. But people weren't dissuaded.

The commons at Juneau-Douglas High School was jammed when the hearing began at 7 p.m. By 9:30, an estimated 100 people still were on hand. When the hearing ended just after 11, about 60 people remained, still applauding each speaker.

Donald Behrend, provost and vice president of the statewide system, told audience members their comments would be considered as officials continue deliberations on the reorganization plan.

He said no proposal will be final until it is approved by the board of regents, which must cope with a bleak financial picture and soon present some sort of spending plan to the legislature.

"There is nothing set in concrete, there cannot be anything set in concrete," Behrend said. "I go with a heavy heart because we have a (budget) problem it seems we are being asked to be magicians with."

The regents are scheduled to meet Dec. 4 in Fairbanks, but it still is not clear when a final decision on the reorganization plan will be made. O'Dowd has said the regents might not act until March.

Sherman Carter, vice president for finance, pointed Monday night to \$40 million in university spending cuts over the past two years. They face another \$21 million cut next year if the budget picture doesn't change.

He said some sort of spending plan must be presented to state officials by December or January. And he said university administrators are still juggling numbers.

"There is a fundamental financial problem. ... I'd just like to plead for the empathy of you good people," said Carter, who later started the crowd buzzing when he left the hearing at 9 p.m. to catch a flight to Fairbanks.

In an interview this morning Behrend said he was not surprised by the large show of support for UAJ. But he said he believes there are misconceptions about the reorganization proposal.

He said part of the blame is due to the way the restructuring plan was released to the public - in a single speech with little backup information.

The redesigned fisheries program, for example, could bring more students and research work to the Juneau campus, Behrend said. The proposal calls for a new emphasis on fisheries study throughout the university, he said.

Although graduate degrees would be awarded only in Fairbanks, and would require one or two semesters of classroom study there, much of the fisheries lab work would be conducted in Juneau, he said.

"I don't see that the (plan) moves any people away from Juneau," Behrend said. "In fact, there might be an increase."

The same is true for the master's degree program in public administration, he said. The degree would come from the University of Alaska-Anchorage, but much of the course work would be offered in Juneau.

Still, he said there is little doubt that some programs will be scaled back in Juneau and across the state, even though officials expect opposition in every community.

"What I heard last night is, 'We want to keep all the undergraduate programs, all the graduate programs and all the vocational-technical programs,'" Behrend said. "That strikes me as people saying we want to keep what we have, plus have more."

The future for vocational and technical programs in Juneau, and across the state, is apparently cloudy.

Under the restructuring plan, Behrend said most community colleges would be eliminated. Vocational and technical courses, coordinated from Anchorage, would be offered in local areas only as a needed basis.

He indicated there would be little money available for avocational programs such as woodworking or auto shop.

He also turned back suggestions made Monday night that the reorganization plan is designed to fuel public indignation and ignite strong support for the university in the upcoming session of the legislature.

"This is not simply a move to attract a lot of public outcry," he said. "It's not a maneuver just to get us off the hook."

Behrend said more details about the reorganization plan will be made available as university officials prepare information for the regents.

Part of that information will include a transcript of the Monday night meeting in Juneau. Bradley said he paid a court reporter to transcribe the entire hearing and present copies to the regents.

Here's a sample of some of the testimony:

• Jean Ann Alter, former president of the Juneau City-Borough Board of Education, reminded officials that the university is operated with public money. She said all deliberations on budget decisions and program cuts should be made in public.

• Deputy Mayor Jamie Parsons, reading from a resolution passed Monday by the Juneau City-Borough Assembly, said officials should reconsider the reorganization plan. As six other assembly members stood behind him, Parsons said Juneau should have a strong university with graduate programs serving all of Southeast Alaska.

• John Hope, a representative of the Tlingit-Haida Central Council, said a strong but small university is essential for the needs of Native students. "We believe the people we represent are more comfortable in an educational setting such as Juneau," he said.

• McKie Campbell, a Senate Resources Committee aide, urged officials not to eliminate successful graduate programs in Juneau. "Budget cuts are a reality," he said. "I believe, however, that to achieve these cuts by cutting programs that are working does not make sense."

• Rosemary Antel, a parent, artist and instructor, said the reorganization plan should not have been released without information about projected cost savings. "I am absolutely appalled that this was put forth with no budget details," she said. "Where's the logic, where's the figures? I would like to see them."

NOV 4 1986

Merger endangers local vocational education

By POLLY CRAWFORD

Associate Editor

The faculty and administration at the Kenai Peninsula Community College aren't panicking — yet.

Instead, according to College President Les Vierra, they are reacting with disbelief and consternation over the proposal announced over the weekend that would merge the community colleges into the university system.

When the actual details of the proposal are revealed, that's when the morale at the college will plummet, Vierra predicted.

The proposal made by the president of the University of Alaska would merge the Mat-Su Valley Community College, KPCC and the Anchorage Community College with the University of Alaska in Anchorage, making them branches of the university.

The other community colleges would also be merged, according to Vierra, getting rid of an entire level of administration, Community College Rural Education and Extension.

The proposal is supposed to save \$5 million in university and college administrative costs. Currently, administrative costs total \$18 million. In addition to doing away with CCREE, the proposal calls for salary cuts among administrative personnel. It would leave four levels of administration — one at each four-year campus, Anchorage, Fairbanks and Juneau, and a central administration.

One of the first, most noticeable, effects of the proposal would be the gutting of KPCC's vocational program. The programs in specific danger, because of lack of enrollment by students with a declared major, are engineering design drafting, petroleum engineering aide, computer electronics and welding. The equipment, Vierra said, would be mothballed, sold or moved.

The Anchorage Community College campus, which already has a strong vocational education program, would be responsible for the program statewide. Of the other community colleges, KPCC is the only one with a vocational program.

See MERGER, page 25

Continued from page 1

Vierra doesn't believe centralizing the administration will save any money at KPCC except for cuts in salary. He said the college has undergone administrative cuts over the past two years, and is left with six administrators. One, Tom Wagoner who is dean of the college, will be retiring and will not be replaced, thereby completely eliminating the dean level of administration that was in place several years ago.

That leaves Vierra as campus president, Dennis Simmons in charge of community relations, student government and the secretarial pool, Carol Swartz as director of the Kachemak Bay campus, Marci Zimmerman as finance officer, and Paul Rochon in charge of facilities maintenance and custodial services. There are also about 15 support staff members.

Vierra said that regardless of how the central administration works, those local administrative duties will still have to be done. "Money still has to be collected and bills paid," he said.

The proposal will have to go through the Board of Regents at its December meeting. According to Bob Williams, a local resident who is on the board, there are pluses and minuses in the proposal.

He believes centralizing the vocational program will save money, particularly in Bush communities which often end up paying for an instructor who has no one to teach. He believes the business and computer training available at KPCC will be continued because there is a large enough population base to support the classes. He also believes the petroleum technology program will be maintained, although Vierra has fears it might go.

Vierra said that enrollment in that program is way down right now because of the slump in the oil industry, and if the university system imposes its criteria for enrollment to maintain a class — based on Anchorage's population — that program could be cut, even though he believes the industry will be hiring again in several years.

Williams said another positive result of the merger will be that more courses transferable to a four-year degree will be made available locally. Conversely, traditional community college courses may be easier to transfer to Anchorage, Fairbanks or Juneau, while in the past Williams said it's been easier for community college students to transfer their credits to colleges outside.

But it's that same transferability that

Vierra fears will undermine the entire purpose of the community college. He said the currently only about 10 percent of KPCC's 1,282 students transfer to a four-year college although 151 of the 386 students with declared majors are in a transfer program.

"The missions of the community college and the university are two separate things," Vierra said. "We meet the needs of the students here." He said community college students traditionally are exploring the idea of going to college, or are taking courses to increase their hirability or are upgrading their jobs. Many are high school drop-outs who, as adults, discover they need more education. "We give people a second chance to start all over again. For us to be a part of a four-year university, we would have to absorb their mission. The money will go to the degree program. Now, when money is cut, we make sure we still keep our mission alive. We will be the only state in the union without a public community college system."

Vierra said that KPCC has not been involved in the reorganization struggle, and he fears that if they are merged, they would still have no say in the programs offered at the local level.

He also fears the political pressure on the

Legislature, which in the past has been the determining factor as to what part of the state gets what. For instance, he said KPCC got one building by working through the system, but has gotten buildings through phase five of its building program by working through the Legislature. He said that's a big reason why there are community colleges throughout the state, such as Bethel, Nome and Kotzebue, that don't meet the state's own criteria of a 200-student enrollment. But because of the strength of those local legislators, he doesn't see that changing.

Williams said he understands the local communities' concerns that their programs would be dictated by the university, and he wants to make sure the local community would have a voice in its program.

But at the same time, he said, "We have to look at what we have to do to correct a university that has grown in a hodge-podge manner...There's no way our institution is really going to deal with a reduced budget without saying we're going to bite the bullet."

He also said that after the December meeting, he intends to make himself available to local groups for questions.

KuCC to become a branch campus to UA-Fairbanks

By Michael Fagan

It there was a light side for Kuskokwim Community College faculty and staff on Friday, Oct. 31—Halloween 1986—it was brief: a staff member was overheard joking to her working comrades, "We better start using up the KuCC letterhead."

The news—there's no other way to say it—was bad from UA President Donald O'Dowd. His speech delivered in Anchorage Friday essentially pictured the end of the community college system in Alaska.

The movement of UA policymakers away from supporting community colleges in this state is especially damaging to the positive momentum set by KuCC educators in the last couple of years. It was only months ago that a new slate of courses were established here for the certification of teachers. That was a major accomplishment toward the goal of increasing the number of native teachers. Bethel was a place where Bush residents could live and study—with much more ease than in the state's urban centers—and four years later return to their home villages as teachers and needed role models.

In short, the university's budget shortfall—late August of this year—amounted to about \$40 million. Too, the university was told in early October by the governor that it would have to sustain a reduction of another \$21 million if FY 88. That added reduction brings the university to a \$60-plus million (35 percent) loss of revenue over a two-year period. All planned cuts are expected to go into effect in Fiscal Year 1987, which begins with July of next year.

Although final decisions have not yet been made by the Board of Regents (scheduled to meet Dec. 4 and 5) and the legislature (meeting in the early spring of 1987), the die has been set, according to KuCC President Lin Laughy. In interpreting O'Dowd's comments, Laughy explained that the state's community colleges will become branch campuses of the University of Alaska-Fairbanks.

He speculates that KuCC's present staff of 45 will be cut in half, that the function performed by the Bethel branch campus will be an Associate of Arts transfer program for UAF, that there will be less autonomy here, that village audioconference courses might be eliminated, that the Yup'ik language Center here might be axed, and that community development efforts will be scaled back substantially.

Laughy acknowledges, however, that integration of university services will be improved with fewer autonomous units operating.

Criticisms said of a centralized education system include the poor working history of urban policymakers and administrators attempting to operate campus programs in rural parts of the state located hundreds of miles away. The history of State Operated Schools point to that.

The community college philosophy is different from that of the university philosophy, agree many in the

UA policymakers see Bethel, under this program, as its outreach target; before, UA and KuCC had seen Tun-tutuliak as its outreach target.

The economic impact on Bethel is serious. With the possibility that there will be one-half the payroll, there will be that much less dollars circulating through the retail sector. Further, those KuCC staff who lose their jobs have little prospect for finding other employment here in their same field. As a result, it is likely that there will be a housing glut beginning with the summer of 1987.

Of special interest will be the future of the health aide training program at KuCC. Although dollars spent on two faculty members and one teaching coordinator in this department comes out of the college's general fund, it is a program which is highly valued throughout the Delta, especially by Yukon Kuskokwim Health Corporation officials.

Some of the highlights of O'Dowd's speech are as follows:

—The state's "educational needs are best served by an extensive outreach capability."

—The education system here is "expensive and not very efficient."

—"To the best of my knowledge, a loss in operating funds of this magnitude has not been experienced by any other major public university since World War II."

—Basic assumptions include: "For at least three years the funding for UA will not increase by more than a small percentage of its current operating level of \$143.5 million." And "there will not

be a noticeable growth in enrollment in the next few years." It's a centralist/elitist mind-set versus a general education for the masses mind-set.

See KUCC page 4

KUCC from page 1

—"The University must continue its commitment to serve the rural and native population of the state."

—"The University can only be restructured one time in the next decade or the next generation."

Juneau: from a univ. to a college

O'Dowd called for the University of Alaska-Juneau to be restructured as an undergraduate college, and to seek to establish a 15-to-1 student/faculty ratio, as compared to its current ratio of 10-to-1.

UAF & Tanana CC merger proposed

He proposed that the University of Alaska-Fairbanks and Tanana Valley Community College be merged. And that UAF "would establish a college to serve rural Alaska which would deliver bachelor of arts courses to the operation.

Comm. Colleges no longer separately accredited

"The current campuses of the Community Colleges, Rural Education & Extension Division, not included in the Anchorage, Fairbanks and Juneau consolidations, namely

Chukchi Community College, Northwest Community College, Kuskokwim Community College, Kodiak Community College and Prince William Sound Community College, would become university centers of the rural college at the University at Fairbanks and would offer courses leading to the associate in arts and bachelor degrees at the local sites.

"These centers would no longer be separately accredited but would derive their accreditation from the University at Fairbanks, as would all of the rural education sites. A rural college would have many advantages, such as transferring credit from this college to other units of the university would be essentially automatic and avoid much of the confusion that currently exists.

UA will be "less responsive"

"There are losses to consider. The University would be less responsive to the needs of the people. If additional reductions in appropriations are imposed, high quality programs in specific areas would have to be eliminated which would deprive Alaskans of educational opportunities within the state, forcing them to go Outside in order to further their education in particular fields. The university has traditionally played a pronounced community development role throughout the state and that involvement would be substantially diminished.

Hold back the axe from KuCC

University of Alaska president Donald O'Dowd has released a plan for the elimination of the Kuskokwim Community College, as we know it.

We recognize the pressure Mr. O'Dowd is under having to cut \$40 million from the university system. The timing is poor. So is the plan to make KuCC into an extension of the U of F, and turn it into a glorified correspondence school.

The needs of the area are too great for that.

It is interesting to note that rural (bush) input was scheduled after the plan was announced. That's poor timing. Better to have let the rural areas of the state have its say before the plan was engraved in stone.

There will be teleconferences scheduled for Nov. 17 and 18 on the subject. We urge all interested individuals and groups to build concise, convincing testimony and deliver it to the powers that be on that date.

We must not accept the plan as is. Something can and must be done to keep the Delta's most important educational institution alive and growing.



Times photo by Herb Swanson

Participants at Wednesday night's hearing on plans to consolidate the state's university system carried posters fashioned from a newspaper article in which ACC Chancellor Herb Lyon suggested the community college be independent of the UA system.

UA merger plan draws hostile crowd

By Jan Mireles
Times Writer

Anger and accusations dominated a public hearing Wednesday on proposals to restructure the University of Alaska.

More than 250 people crowded into the Anchorage School District administration building to attend the 3½-hour hearing. A common complaint heard throughout the hearing was that proposals to restructure the university lacked detail and threatened the community colleges' abilities to respond to community needs. University of Alaska President Donald O'Dowd attended the hearing and later defended the university's intentions.

"We have not spelled out the details. We don't know enough to do it. This is a concept. It has to be done by the people who do it," he said.

The university administration is holding public hearings across

the state on plans to restructure the university system in face of a \$60 million budget gap.

O'Dowd has proposed merging community colleges with universities, trimming payrolls, raising tuition fees and eliminating intercollegiate sports to meet a state budget target of \$121 million for fiscal year 1988. His plan is scheduled to go to the University of Alaska's Board of Regents for consideration early next month.

The issue of merging community colleges with universities proved the drawing card for the hearing.

After a half-hour of testimony in support of college athletics, some of those attending spoke of preserving the mission of the state's community colleges.

Dozens of Anchorage Community College students and faculty attending the meeting wore yellow buttons bearing the message "No." Others carried placards

See Merger, page B-3

Merger: ACC students, faculty opposed

Continued from page B-1

fashioned from an Anchorage Times article in which ACC Chancellor Herb Lyon suggested the college explore the possibility of splitting from the university system to form an independent community college.

Lyon said later he did not know about the posters and was disappointed by the negative attacks on the University of Alaska-Anchorage.

"I turned about 16 shades of red when I saw them," he said. "I'm not comfortable with that (attacks). I'm embarrassed by strident comments in any direction." Testimony from 57 of the participants was against the proposed merger, with only a handful suggesting the merger could create a stronger university system.

The testimony divided Anchorage's education community into two camps, with ACC supporters launching repeated attacks on the University of Alaska-Anchorage's ability to serve non-traditional students.

"ACC exists to serve students," said Don Schulz, an Anchorage teacher. "At UAA, students exist to serve the university."

The statement and others like it drew frequent applause. The crowd booed and heckled O'Dowd, suggesting that the former New York university administrator be given a one-way ticket back to the East Coast.

Another critic accused O'Dowd of being a philosopher king who would dismantle the university system and then abandon it for the next administrator.

Lyon said the criticism masks the underlying message that "there is a group of people that is feeling very threatened" by the reorganization.

"I hope we can get beyond the emotion and on to problem solving," Lyon said.

KPCC awaits word on university reorganization

The proposed reorganization of the University of Alaska may have a resounding effect on the local branch of Kenai Peninsula Community College.

And then again, it may not, said Carol Swartz, director of the Kachemak Bay Branch of the college.

"No one knows anything," she said. "Right now I'm guessing along with everyone else."

She was to have learned more in a teleconference Thursday night with university President Donald O'Dowd.

Last Saturday Mr. O'Dowd unveiled a plan to reorganize the state's entire program of higher education. The community colleges would be consolidated with the nearest University of Alaska branch, forming a new college.

"This would be a system with a different basic structure. It is not simply a reorganization which moves names and boxes around in a chart," Mr. O'Dowd said.

"We must develop a new university, one which is smaller, one with a restricted mission and, above all, one which is still of high quality."

The reorganization comes on the heels of actual and proposed cuts to the university's budget. The school may have to operate on \$82 million next year. This year's budget is over \$143 million.

Mr. O'Dowd has offered no details of his plan to Kenai Peninsula Community College administrators, according to Ms. Swartz. Those plans were expected to come

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... KPCC awaits word

Cont. from Page 19

out at the Thursday night teleconference, which can be heard in the Kachemak Bay Branch on Pioneer Avenue at 7 p.m.

All state community colleges are administered by the University of Alaska. There has been talk in the Alaska Legislature of

separating the two. Those discussions may get more serious now that the university faces such serious financial trouble, Ms. Swartz said.

The local branch, which will receive title to the old Post Office building in a dedication ceremony next Friday, may be luckier than some branches, she said.

It's the most cost efficient branch of the most cost efficient community college in the state, Ms. Swartz said. And it owns a building.

"Otherwise, I think the handwriting would be on the wall," she said.

FRIDAY, NOVEMBER 7, 1986

Confusion

College teleconference prompts pleas for specifics

By PAUL APFELBECK
Daily News Staff Writer

People in Ketchikan and throughout the state expressed confusion and concern to state university officials during a Thursday night teleconference on reorganization of Alaska's community colleges.

"I want to find out exactly what the proposal is," said Bruce Gifford, director of student services at Ketchikan Community College. "Rumors are rampant. We'd like to know exactly what the college is going to look like after the restructure." Gifford spoke in an interview during the teleconference.

The issue facing Ketchikan Community College (KCC) and the 11 other community colleges in Alaska is the planned marriage of the two-year schools into three larger universities centered in Juneau, Fairbanks and Anchorage. The plan, which first emerged Friday, was presented by university president Dr. Donald O'Dowd as a way to save \$40 million for the state system of post-secondary education.

"The funding is gone and therefore the programs must be reduced," O'Dowd said in an interview Thursday afternoon.

O'Dowd said he "anticipates" the continued existence of KCC, "with a basic faculty and a smaller administration."

"Our choice is to retain the programs before the administration," he said. "Our intention would be to combine the Juneau, Sitka and Ketchikan into one educational unit."

But the specifics of how the schools would be combined, where staff would be relocated and how programs would be affected are items O'Dowd and another staff person are still formulating, he said.

That lack of specifics bothered many of the participants at Thursday night's teleconference, including

KCC president Dr. John Menzie.

"There's a lack of specifics," Menzie said in an interview during the teleconference. "There are gaps here you could drive a truck through."

Many others across the state echoed Menzie's concern.

The reorganization plan was "hashed out in secret" and presented without monetary figures or specifics, said Nome's Bob Rubadeau. Rubadeau said he is a member of the Northwest Community College advisory board.

"Without that type of information, we have no opportunity to make meaningful decisions," Rubadeau said.

"The plan is too vague," said Sitka's Frances Longshore. "The university should go back and finish their paperwork instead of trying to get the people to buy a big pig in a poke."

Others testifying said the local colleges and smaller communities are being overlooked by university administrators.

"It's a real concern that decisions will be made elsewhere that affect the people of Bristol Bay," said Henry Kilmer of Dillingham. Kilmer is the superintendent of schools in the western Alaska town.

Ketchikan School Board member Jim Alguire expressed a similar sentiment in a letter addressed to university Board of Regents president Roy Huhndorf and read to teleconference listeners.

"We wonder how the dissolution of the local community college can be proposed at the highest level of decision-making without the Ketchikan Gateway Borough School District or superintendent's office being contacted," Alguire said.

"We further suggest that you schedule hearings in Ketchikan before you finalize plans to dissolve

the second oldest community college in the state," he said.

Paul Young, from Port Alexander, was next in line on the teleconference line. "It sounds like you've got a tiger by the tail down there," he said.

Saying that college services at the University of Alaska's Juneau branch can "barely service Juneau," Young continued, "Let's not try to fool the public that services can be offered from three locations for the state."

O'Dowd said repeatedly that vocational and training programs were not targeted by the plan, and defended the reorganization by saying the plan maintained the colleges in a time of declining revenue.

According to a time line provided by O'Dowd Thursday afternoon, the Board of Regents will approve the reorganization in early 1987, with the "new structures in place" by July 1, 1988.

The Board of Regents is the final authority on the reorganization, O'Dowd said.

UA Reorganization Plan Stirs Protest

By Sentinel Staff

Islands Community College would be less responsive to Sitkans if a proposed restructuring plan for the University of Alaska is put into place, said Sitkans who testified at a teleconference hearing Thursday night.

About 20 Sitkans attended the hearing that was designed for all communities in the state except Anchorage, Fairbanks and Juneau, which had separate public hearings. The university conducted the hearings.

UA is facing at least a \$40 million shortfall due to a decline in state oil revenues.

The restructuring plan involves cutting administrative staffs from the various community college and creating three separate institutions. University of Alaska at Juneau, Ketchikan Community College and Islands Community College would be merged "with a regional mission offering developmental courses and associate and bachelor degrees," read a summary prepared by the university.

Each community college advisory board should meet with its local governing body and prepare proposals on the community's ability to contribute to the community college needs, suggested Susan Ness, a Juneau resident.

UA President Donald O'Dowd told Valdez residents their community college would not sustain the same percentages of budget cuts as other schools because that community college is the only one that receives substantial local government support.

Valdez contributed \$4 million to Prince William Sound Community College during the past eight years.

Ed Oetken, of Sitka, expressed concern that more of the state loans for Alaskans would go out of state. He asked the university leaders to determine the number of people the restructuring would affect.

About one out of every five adults in Sitka has contact annually with ICC, Teresa Holt, director of adult basic education offered by ICC, testified. She said no four-year institution in the state comes close to that level of participation and support.

"The present plan could irrevocably damage adult community education in this state," Holt said and added the

community colleges have excellent records of success in small communities, leading many students to employment.

She said those familiar with the past record of the university have no confidence in the "lip service" paid to development studies proposed in the restructuring plan.

Carol Williams of Hoonah praised ICC, and noted that one class alone this term will help four students achieve pay increases and provide two people with permanent employment.

"I'm afraid many mergers and cuts will snowball into something we don't want," she said. She also said she feared students would not wish to conform to the changes and go elsewhere for education or discontinue education.

A list of concerns prepared by students around the state was presented by Frances Longshore, an ICC student.

The students objected to the 15-day comment period — deadline is Nov. 15 — and to the lack of specific savings figures.

"The plan is another rip-off of rural Alaska by urban Alaska," said the sheet prepared by students. "It destroys the community college system and steals money and 'slices' from communities all over the state and funnels them into the three big cities."

The sheet continued: "The plan depends on people in Fairbanks, Anchorage and Juneau telling the rest of us what we ought to learn. Time and again, experience in Alaska shows that when people in the cities decide what people in the rest of the state need, they turn out to be wrong."

The community college students also stated they believe the community-college system is better suited for Alaska than is a university system.

After the teleconference, Longshore went to the assembly and asked members to oppose the restructuring plan, and said: "This plan will eliminate the community college."

O'Dowd also told students alarmed about a testing proposal that the tests given prior to entry into the system would be for guidance rather than admissions purposes. However, juniors taking proposed tests would be expected to meet certain standards.

Proposal divides colleges

ACC staff, students upset over merger

By LARRY CAMPBELL
Daily News reporter

When University of Alaska President Donald O'Dowd presented his plan to revamp the state's higher educational system, he didn't know he was proposing another unhappy marriage between Anchorage Community College and University of Alaska-Anchorage.

Those two already tried wedlock 10 years ago. ACC people didn't like it then. They still don't.

"One of the jokes around here is, 'We don't see anyone around here going out and buying an engagement ring,'" says Ron Crawford, a history and film teacher at Anchorage Community College. "To the merger, we resoundingly say no, no, no!"

All this week, ACC advocates and their counterparts around the state have been shouting down O'Dowd's scheme to streamline the state's expensive and top-heavy university system. Top administrators are arguing economics. But teachers and many students believe they are in a turf war over educational philosophies and the survival of community colleges in Alaska.

Drastic change of some sort seems urgent for the state's university system. The Alaska Legislature wants it. The university system's Board of Regents wants it. Most of all, budget constraints demand it. As with every other aspect of the state budget, there is room for less in the university budget.

"Expectations continue," said Board of Regents President Roy Huhndorf. "Unfortunately, funding does not."

O'Dowd's proposal to the regents next month looks like this: Instead of 14 independent or quasi-independent campuses, Alaska would have three main universities with only three administrations, in Fairbanks, Anchorage and Juneau. Community colleges would remain physically where they are, but they would become extensions of the main university in their region.

In Anchorage, that means ACC and University of Alaska-Anchorage would meld into a single school, with one administration, one

See Back Page, **MERGER**



Anchorage Daily News/Fran Durner
UAA's Donald O'Dowd



Anchorage Daily News/Bob Hall:nen
ACC philosophy instructor John Rolston: "If all this goes through, you watch. Someone will come along in five years and say, 'Hey, we need a community college here.' "

MERGER: ACC faculty and students oppose college consolidation

Cont. from Page A-1

records office, one student loan office, a single educational department and so on.

Each of the three new schools would offer two-year university degrees, as community colleges do now, as well as four-year and graduate degrees. The vocational and technical programs now scattered about the state would be pulled together into one institution, probably based in Anchorage.

The merger would certainly mean a reduction in jobs, but mainly among administrative people. Those jobs would be lost to budget cuts anyway, O'Dowd said. In the two years it would require to complete the plan, most of those jobs would be done away with by attrition, he said.

The actual budget savings would be minor initially, maybe \$5 million in the first year. But the goal is efficiency for years to come. O'Dowd said the proposal gives Alaska a streamlined, more sensible higher education system, one that can be justified with confidence when regents go to state lawmakers for annual budgets.

When O'Dowd came to Alaska more than two years ago, he looked around at the system he would be commanding and scratched his head. He saw, he said, fief-like campuses scattered from Kotzebue to Ketchikan. Each had its own administration, course offerings, student unions, instructor associations, even stationery. No other state in the nation had such a tentacled beast of a higher education system. But then, each tentacle held buckets of oil money to spend.

If that's the way Alaska buys higher education, he said he figured, so be it. But it certainly looked extravagant.

"If you had called me in as a consultant, I would have said it's not very economical," O'Dowd said.

A worldwide plunge in oil prices has done away with all that now. A statewide university budget of \$169.8 million only a year ago will plummet to \$143.5 million for fiscal year 1987. Even with a pledge of support from Governor-elect Steve Cowper, more cuts could come.

According to O'Dowd, the state's university system, in the shape it's in now, can't take much more surgery. A snip at this college and a cut at that campus would mean not just slightly reduced service, but would begin a process of collapse at each institution.

Better to consolidate, O'Dowd has said; merge, eliminate duplication; create just a few new, comprehensive schools that would provide the same types of services in more efficient form.

O'Dowd is suggesting something entirely different than has ever existed in Alaska. Seasoned university administrators call them "urban universities."

Before he left UAA, former chancellor David Outcalt talked of the Anchorage campus someday becoming an urban university. His replacement, interim chancellor Clark Ahlberg, who is heading UAA this year, said he came from an urban university, Wichita State.

"We offered a whole range of services, a whole range of degrees," Ahlberg said. "We scheduled classes at night, on weekends. We geared courses to what the community wanted. That's what could happen here."

But if O'Dowd's merger concept is approved by the university regents next month, community colleges may have to be brought along kicking and screaming.

Whether by design or error, O'Dowd's plan, community college boosters believe, will kill easy access to higher education for thousands of Alaskans who would never go near a traditional four-year university.

Community colleges routinely have easy admissions policies. They offer a wide variety of classes that have nothing to do with earning an English, math or biology degree. Community colleges are exactly what their name implies, supporters say.

In their minds, the melding would eventually erode the qualities people like about community colleges — no entrance or placement exams to put off students, no rigid emphasis on earning a degree.

But what the new school would look like is not clear either, even to O'Dowd. He said details have been purposely left out to allow for fine-tuning of the merger.

But ACC philosophy teacher John Rolston said, "It's more like he's asking for a blank check."

"It's a turf war, plain and simple," ACC's Crawford said. "I don't think O'Dowd has any idea of what we really do here. I respect him and I respect his courage, but he's simply wrong."

O'Dowd has said repeatedly that those kinds of qualities won't necessarily be lost in his new school. Those are the qualities he said he wants to hold on to. But no one believes him.

"We don't trust him," said Cammie Walker, an ACC accounting student. "I think the things that make ACC, or any community college, different, those things will wither away, no matter what he says."

Anchorage Community College and University of Alaska-Anchorage have been married once before. In the mid-1970s, a new organization under then-Provost John Lindauer abolished the name ACC, threw out community college stationery and insisted ACC instructors answer their phones "University of Alaska-Anchorage."

That changed again in 1978, and ACC emerged as its own institution. Ex-spouse UAA lived next door. Life calmed down for awhile, although some instructors admit even some of their students weren't always sure which school they were attending.

That kind of history is one reason why ACC advocates have been the loudest at shouting down the proposed merger and holding on to their identity.

"All we can go by is history," said another philosophy teacher, Bob Kuhner. "We've had a revolving door administration here for years. And every new one says, 'Let's forget the past, let's work toward the future.' Rah, rah, rah."

"And it never changes. Within a few weeks we've got the same problems again."

ACC advocates have mounted a quick and heavy campaign to save their campus. Meetings are scheduled with community groups. The student body has been educated. Just about anyone out there this week could quote statistics proving how efficient ACC is at delivering more education for less money.

A month ago, most people wouldn't have had any idea what those figures were.

But when opponents of the merger plan are asked what they would do, many fall back on some of the same solutions the bureaucrats have failed with before: Cut fat from the top. Cut here and there. Spread the misery around a bit. Consolidate some things, but not everything. We'll make it work this time.

Some ACC advocates have even offered the idea of asking Anchorage residents to make ACC a community college in the most basic sense, with dollars. For just a few tax dollars more, Anchorage could buy a portion of ACC. But that may be difficult in a town where some voters decided in October they weren't willing to foot the bill for local police service.

No other state in the nation has even built such an unwieldy university system as Alaska, and that's the main problem.

How did it get that way? University regents who watched the system grow say it was simple political realities.

Oil meant wealth for Alaska. Wealth meant not having to say no. If people in Nome or Kenai said they needed something, their state representative could give it to them.

What Alaska ended up buying was a far-flung system of independent institutions justified by want, but not necessarily by practicality.

"We would send a budget to the legislature, and sometimes it would come back to us a lot different," said Huhndorf. "We have less control over the budget than many people realize. But in those days, we could afford it."

While lawmakers were more than willing to add, the subtraction has fallen to the university president and the regents. That, too, is political reality.

But teachers aren't arguing in terms of politics and dollars. They argue in terms of missions, philosophies and traditions.

"They have been talking about creating a 'Harvard of the North' in Anchorage for years," said ACC Spanish teacher Diana Conway. "That's not what people want."

There's no guarantee that O'Dowd's proposal is a panacea, either. But right now, his is the boldest plan. Whether successful or not, higher education in Alaska would never look the same again.

So far, those most enmeshed in the university system have been making the most noise about the merger. Average residents, in Anchorage and every other community in the state, have so far been silent. What are they willing to pay for? What do they want? Do they want to continue a state student loan program that ships 65 percent of its loan money to schools Outside, or build a renowned four-year school at home?

Or do they want to take finger-style guitar, simply because it makes them feel good?

Philosophy teacher Rolston smiled. "If all this goes through, you watch. Someone will come along in five years and say, 'Hey, we need a community college here.'"

SATURDAY, NOVEMBER 8, 1986

you tell 'em



‘Should ACC be consolidated with UAA?’

University of Alaska President Donald O'Dowd has proposed consolidating south-central community colleges, including Anchorage Community College, with the University of Alaska Anchorage.

President O'Dowd says university administration must be streamlined to cope with rapidly shrinking state funding. Supporters of the plan say it will save \$5 million a year. A similar consolidation has been proposed for the Fairbanks-area campuses.

Opponents say such moves are bound to hurt the quality of education, especially at the community colleges, which serve non-traditional students. Defenders of ACC say the campus is already the most cost-efficient in

the university system.

Will community college programs be helped or hurt by merging with a full-fledged university? Are there other ways to reduce overhead in higher education? Could the university system raise enough money from non-state sources to stave off such a massive reorganization?

We'll publish your response Saturday. Send comments to PEOPLE'S FORUM, the Daily News, Box 14-9001, Anchorage, 99514-9001. **LETTERS MUST BE RECEIVED BY NOON THURSDAY.** Please limit letters to 200 words and include a daytime phone number.

Anchorage Daily News

Friday, November 7, 1986

ACC serves more at less cost

I am attacking President O'Dowd's sincerity in addressing the needs of Alaskan higher education. Anchorage Community College is the largest institute of higher education in the entire state. It operates on the lowest cost per credit hour of any branch of the university system, according to the statewide system's own budget records of FY 85-86.

It exists to service the educational needs of the Anchorage public, the largest city in the state. Its mission is to provide courses that help people improve existing job skills, to offer adults with satisfactory careers an opportunity to cultivate interest in fields outside their profession, and to smooth the path for those people returning to a formal classroom after years of absence.

It's obvious that Anchorage does not want a four year standard university as its only resource of higher education. If Anchorage Community College is the largest and most efficient part of the state educational system, serving the largest city, how can we justify changing something that already works?

— Marie Henry

Eliminating ACC is failure

My letter is in reference to the proposed restructuring plan announced by President O'Dowd of the University of Alaska, which advocates absorbing all community colleges statewide into three centralized standard four-year universities, with a "restricted mission" to serve the full-time degree-seeking student, to "better the quality of Alaskan education."

According to O'Dowd's own organization (budget records of the Statewide System for 1985), 451,000 total credit hours are currently in production for FY 1986. Of these 230,000 (over half) are in community college systems

throughout the state. Obviously, the most popular branches of higher education in Alaska are the community colleges, servicing those students seeking to improve job skills and pursuing personal cultural interest. Eliminating the community college concept is a direct failure to serve the Alaska public.

— Bob Reisch

O'Dowd plan rekindles decade-old feud

This is the second of two articles on the proposed reorganization of the University of Alaska.

By Jan Mireles
Times Writer

A proposal to reorganize the University of Alaska has rekindled a decade-old feud between Anchorage Community College and the Anchorage university campus.

The feud pits administrator against administrator, student against student and teacher against teacher in an occasionally bitter debate over whether ACC and UAA will merge to become a new institution.

Ten days ago, University of Alaska President Donald O'Dowd proposed a statewide reorganization plan, including a proposal to merge community colleges with universities.

O'Dowd said the plan is a response to a \$60 million loss in university revenues and the realization that the state cannot support the existing university structure.

In an Anchorage speech broadcast to education centers across the state, O'Dowd said, "We must develop a new university, one which is smaller, one with a restricted mission, and above all, one which is still high quality."

The announcement sparked an immediate outcry from the community college sector. Locally, ACC instructors and students have rallied against the merger, claiming the school and its students would be lost in the bureaucratic shuffle. Leadership groups have pledged to fight any attempts to "dismantle" ACC.

Though less strident in its criticism of the proposal, the college administration has shied away from supporting O'Dowd's plan. Instead, ACC administrators have proposed that the community college be split from the university system and seek local funding for support.

Across the street, the UAA community remains largely silent on its neighbor's actions. There, faculty and students have adopted resolutions "supporting the concept" behind O'Dowd's proposed merger and suggesting

See Proposal, page A-8

Continued from page A-1

its development could expand services to Alaskans while reducing administrative overhead.

O'Dowd has said his plan is a broad framework and that it will take the efforts of individual campuses to develop its details.

"We have not spelled out the details. We don't know enough to do it," O'Dowd said. "That has to come from the people who would be doing it."

Not satisfied, ACC has been gathering ammunition for its battle against what one instructor termed the "sounding death knell for ACC."

The schools:

The first of Anchorage's colleges, ACC is 32 years old. College offerings include career education courses, vocational training, remedial education and a two-year liberal arts program.

Administrators, students and faculty talk proudly of ACC's commitment to opening the doors to life-long education. Entrance requirements are not stringent, allowing greater access to education, Chancellor Lyon said.

ACC has a faculty of about 350 instructors teaching more than 12,000 students, many of them adults pursuing college for the first time or seeking training for a new career.

In 1975 ACC entered a turbulent period in its history. The university underwent a reorganization that merged the community college with UAA. ACC continued to offer lower-division courses as well as vocational training. UAA offered junior- and senior-level courses. The idea was to be able to offer four-year and graduate programs in Anchorage with students beginning their career at the community college.

The anger started in 1977-78 when the university began to offer lower-division work and the faculty began to feel threatened, said Randy Miller, dean of community relations at ACC.

"They felt the university was dipping into their area. The community college felt like it was a second-class organization."

With the formation of a rural community college administration in 1978, ACC and UAA were clearly split, and separate chancellors were appointed to administer their programs.

That history appears in part, at least, to be the root of ACC's fear of being swallowed once again.

Still to enter its adolescence, UAA will celebrate its 10th anniversary as a university next year. The school began as a senior college, expanding to its current status in the late 1970s.

More than 4,000 students attend the school, which has about 290 faculty members.

The university's stated mission is to provide undergraduate and graduate education as well as opportunities for research.

Many of its students are people returning to college with the average student being 27 years old, according to administrators.

The debate

The debate over whether ACC and UAA should combine to form a new university is hardly a week old, but already the reasons against a merger number in the dozens.

The ACC argument focuses on the college's policy of offering easy access to the institution and educational programs tailored to community demands.

ACC supporters say O'Dowd's plan lacks guarantees that the college's open admissions policy and remedial education programs would be preserved.

Administrative savings, a public perception of efficiency and a larger Anchorage unit could be considered pluses, said Lyon. But the negatives, he said during a college "town meeting" last week, outweigh the benefits.



Proposal: Plan splits educators

A merger means losing the ability to respond to community needs, limiting education opportunities, reducing services to students and likely ending "meaningful and responsible" vocational education, he said.

UAA leaders stand on the opposite side of the fence. Ron Spatz, president of both the UAA Campus Assembly and Statewide Assembly, said the plan is thoughtful and offers a "strong concept" from which to build a stronger university.

He said he is puzzled by the lack of understanding among his colleagues that the university's financial status has mandated a restructuring. The UAA campus has unanimously endorsed the idea of a merger.

UAA Chancellor Clark Ahlberg said his campus is intrigued by the proposal.

"People are generally optimistic," he said. "It holds promise for creating a new and more significant institution in Anchorage."

He offered a hesitant response to Lyon's pursuit of an independent ACC. "That's a judgment for Dr. Lyon and his staff to make. It doesn't seem a most propitious time for the city to take on an additional tax burden," Ahlberg said.

Ahlberg, however, raised a separate issue — the fact that community colleges employ union faculty members while the state's universities do not. Though he has worked at institutions similar to that proposed by O'Dowd, he said it will be difficult to integrate a union and non-union faculty.

The attack

Fearful of losing control and the ability to continue its present goals, ACC has taken a defiant stand against the proposal.

On the Monday following the proposal more than 200 people gathered on campus to protest a merger. Out of that meeting came the administration position:

"It is our consensus," said Lyon, "that we feel at this time that the answer (to a merger) is no."

Lyon's disclaimer that the proposal was not a "mutiny" statement was overshadowed by evidence that the resentment over past relations between the two campuses survived the years.

"This merger is going to turn many ACC students into second-class students," said longtime ACC instructor John Rolston, whose remarks echoed colleagues and students attending the two-hour meeting.

A Tuesday gathering of the ACC Campus Assembly evoked a similar response with the membership's executive committee, endorsing a resolution to oppose any attempts to "dismantle" ACC's "comprehensive" educational offerings.

The anger surfaced again.

"We have always been the stepchild of the University of Alaska," said welding instructor Don Snahr. "Now, with this merger, we're going to become the bastard stepchild."

The more private displays of anger went public on Wednesday when the university held a public hearing on the proposed reorganization. More than 250 people attended the 3½-hour session.

People from ACC showed up in force, carrying placards supporting an independent community college and wearing buttons which read, "NO."

Throughout testimony, the crowd jeered speakers who supported the plan and applauded statements attacking UAA as being insensitive to students.

After educator Michael Mitchell noticed O'Dowd wearing the button upside-down, he quipped: "That is so when you look down you can read the message ever so clearly." The crowd delighted in the barbed comment and cheered.

Few UAA leaders attended the meeting. Those who did spoke in favor of the plan.

"The Student Association of UAA sees the merger as an elimination of administration, not of programs, instruction or services," said Paul Wellman, executive vice president of the group.

Later, Lyon said the emotional attacks are understandable, but a disappointment.

"I'm embarrassed by that," he said. "It's sending a message that there is a group of people who feel very threatened by this."

O'Dowd's response:

Much of the fear about missions being lost and programs being cut is unfounded, according to O'Dowd. Though many specifics of the restructuring plan are unknown, he said, the university is not going to walk away from Alaska.

"The restructuring is necessary. The (proposed) three unit structure — given our size — is about all we can attempt," he said. "I envision a university with fewer administrators, not with fewer students and faculty."

O'Dowd said community colleges would continue to offer education in rural areas but would be administered by Fairbanks, Anchorage or Juneau campuses.

Bachelor's degrees would be offered in education, management and social services, he said. Vocational courses would be centered in Anchorage, but could be offered at local campuses based on community needs.

O'Dowd said remedial programs would continue to be a priority in the new university structure and that the public will have access to education.

College merger bad idea, ACC grad says

Dear Editor:

Before we hastily make the important decision about the direction of Alaska's higher education, we must first seriously consider the advantages and disadvantages of such an action.

Sadly enough, the only advantage to the proposed merger of Anchorage Community College with the University of Alaska at Anchorage is that of saving money. Ironically, however, the merger will actually decrease the total enrollment of "new" college students, thus decreasing the total amount of monies generated by the students.

Granted, times are tough here in Alaska with the current world oil situation, and we must tighten our money belts. However, higher education is the lifeblood of Alaska's future and cannot be compromised. The very worst solution to these tough economic times is to slice the educational programs of this state. By doing so, we are slicing our own throats.

The disadvantages of this proposed merger are many, and they will affect our city and state for years to come. First, the Anchorage business community benefits greatly from the "products" of ACC. In two short years a student has the opportunity to achieve an education that is highly marketable here. Anchorage only stands to suffer from this merger.

Second, the current enrollment at ACC is 10,025 students, compared to UAA's 4,343. ACC's

Letters to the editor

enrollment represents 4 percent of Anchorage's entire population. The students at ACC are vehemently opposed to this merger, and many will choose to leave this great state to attend a community college outside rather than enroll at UAA. The state of Alaska has lost enough people already to this budget crisis and cannot afford to lose any more of her most valued resource.

Third, history tells us that our economy works in cycles, and that we are currently at the low end of the economic curve. Our economy will improve in the future, but if we merge the two schools we will be stuck with the consequences even during brighter economic times.

I consider myself an excellent example of the power of ACC. I arrived in this state in August of 1985 with no job and no prospects (I was a military dependent). I enrolled in the Architectural Engineering and Technology program at ACC in September. In April of this year, after two short semesters at ACC, I started working for an engineering firm downtown as a drafter for \$9 an hour. That may not seem like much to some people, but with only two semesters of drafting instruction, it meant a great deal to me. That, my friends, is the beauty of Anchorage Community College in a nutshell.

As a student of ACC and a

member of ACC's Architectural Engineering and Technology Community Advisory Council, I feel compelled to tell the people of Anchorage that we are on the verge of inflicting irreparable damage upon Alaska's higher education program. Anchorage stands to lose a great deal from this merger regardless of what the experts say is "best" for this situation.

Who will benefit from this proposed merger? Certainly not the student. Certainly not the city of Anchorage. And certainly not the great state of Alaska. We are the future of Alaska. Please don't slice our throats.

Wake up Anchorage, before it's too late.

Steve Godfrey
Anchorage

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UA proposal 'deeply flawed'

Put off restructure plan, TVCC asks

By BILL KELDER
Staff Writer

Calling the University of Alaska reorganization plan "deeply flawed," the Tanana Valley Community College Council has asked the university's Board of Regents to "suspend judgment on the proposed plan."

An assistant to UA President Donald O'Dowd said the resolution passed by TVCC's council Monday night and other criticisms of the reorganization plan were premature and based on misperceptions of what the plan is designed to do.

The council's resolution also objected to University of Alaska-Fairbanks Chancellor Patrick O'Rourke's reference to community college students as "casual" students.

The reference indicate a "serious lack of commitment and support for the mission of the Community College and its students," the resolution said.

The resolution is signed by TVCC council members Michael Andrews, Joseph Beedle, Lucy Carle, Gordon Cooper, Hugh Fate, Tim Jensen, Sandy Juneby, John Kelly, Charles Lundfelt, Debbie Miner-Schweers, Jan Steele and Gale Vick.

Both O'Dowd and O'Rourke were out of the state Tuesday and today, and unavailable for comment. They will return in time for a public meeting on the plan to be held at the
(See TVCC, Back Page)



WENDY REDMAN
UA special assistant
"Consensus needed"

TVCC

(Continued from page 1)

Noel Wien Public Library Thursday from 7 p.m. to 10 p.m. But O'Dowd special assistant Wendy Redman said Tuesday criticism of the plan's implementation is premature.

"We need to get a consensus on an overall restructuring plan first," she said. "Once we have the plan, there are dozens of ways to implement it, but we need the plan first." She said the university's regents, who will vote on the reorganization plan at their meeting Dec. 4-5, will also have to approve, at a later date, any process for the plan's implementation.

"We're basically talking about a one to two-year process," Redman said.

At the heart of TVCC's discontent with the plan is its call to merge the community college and UAF into a new entity.

"Redman told me that TVCC, as it presently exists, would be eliminated," said TVCC President Mike Metty. He said his main concern was that the special needs of TVCC's 2,000 to 3,000 annual students would be met under any restructuring plan.

"I told him that TVCC as a separate, autonomous entity would cease to exist," Redman said. "UAF as it presently exists would cease as well; the new entity would combine elements of the two campuses. But it is important to stress that it is implicit in President O'Dowd's plan that all students in the statewide system—be they full-time, part-time, or casual students—will have the same access they now have to meet their academic needs," she said.

"Our emphasis in reorganizing the university is to maintain the high level of academic delivery services and job training skills we now provide throughout the state with the fact that we will have to accomplish this with less money," Redman said. "To this end, we are trying to eliminate a good deal of high administrative costs and administrative duplication."

At present, the university has 11 separate, autonomous community colleges throughout Alaska, each with its own president.

Redman said she believes that all segments of the university, as well as the public, would be allowed to offer their recommendations regarding the implementation of any restructuring plan. She said it is too early to say how the restructuring plan would affect "student A or student B."

Metty said students and faculty have a right to know how they will be affected by the plan before being asked to support it. He questioned the placement of administration for all vocational skill programs in Anchorage, as called for under



MIKE METTY
TVCC president
"What about students?"

O'Dowd's proposal.

"We need to focus on three questions," Metty said. "First, what ought we do to provide locally viable employment skills to non-degree students? Second, how do we stay accessible and open to adults and others in the community who need special courses but, again, are not necessarily seeking a degree? Third, how do you focus on local needs if there isn't some mechanism for local citizen input?"

"The proposal to consolidate administration in Anchorage does not mean that we intend to cut back on all vocational programs," Redman said. But she said administrative costs would have to be cut through consolidation to mitigate possible cuts to programs. She said the priority in vocational programs would be given to those that are related to jobs within a given region.

"We simply have to learn to do more with less money," Redman said. "And we have to take things one step at a time. First we need to recognize that restructuring is necessary and approve an overall plan for this. Then we begin debating, at all levels, the process we will present to the regents to implement the restructuring plan," she said."

Ketchikan, Alaska, Wednesday, November 12, 1986

KCC president responds to college plan

By PAUL APFELBECK
Daily News Staff Writer

Ketchikan Community College president Dr. John Menzie has formally responded to a plan by state officials to combine Alaska's post-secondary schools into three large universities.

"I think our assumptions are the same," Menzie said in an interview Monday. "There has to be some change in the university system. When the budget goes from \$168 million to \$122 million, something has to give."

In a letter to Community College Rural Education and Extension (CCREE) chancellor Marvin Looney, Menzie proposed an audioconference with the CCREE assembly, which is a governing body for Ketchikan Community College and other state community colleges. Menzie also suggests in the letter that administration of Alaska's system of post-secondary education could be concentrated in one location while allowing local schools autonomy, or have Ketchikan Community College become an independent school under local control.

The response emerges from a plan proposed Oct. 31 by university president Dr. Donald O'Dowd to combine Alaska's community colleges and universities into three schools based in Anchorage, Juneau and Fairbanks, with community colleges acting as extension schools.

"The primary thing is the preservation of the community college system," Menzie said, adding the value and worth of community colleges is "beyond challenge."

Placing his hand on O'Dowd's Oct. 31 speech, Menzie said:

"Based upon this plan... there's no longer any community colleges in Alaska. Evidently he (O'Dowd) does not value them the same way I do."

But Menzie added his letter, combined with responses from the other 13 community colleges in the state, might sway O'Dowd.

"I think he is wise enough to entertain other ideas," he said.

In his letter, Menzie suggests a "horizontal structure instead of a vertical structure" where community colleges would maintain the same services they do now, but administration would be centralized in Anchorage.

"You can have a common personnel and purchasing system," he said. "[In my suggestion] they're all in one building... instead of each school having its own purchasing system. It makes sense to consolidate."

Another suggestion would have Ketchikan Community College become an independent school under local control.

"Put it to the community," Menzie said. "Let the citizens of Ketchikan decide if they want to have an independent community college or if they want to be part of the university system."

Locally-run community colleges are a standard feature in California and Wyoming, Menzie said.

Menzie's letter should be in the hands of the CCREE assembly when that group meets with O'Dowd and the university executive committee Nov. 25, he said.

O'Dowd has said the Board of Regents should approve the reorganization by the end of this year, with implementation of the plan completed by July 1, 1988.

THURSDAY EVENING, NOVEMBER 13, 1986

Delta residents may have input to UA plan Nov. 17-18

A teleconference linking Bethel and Yukon-Kuskokwim Delta villages with University of Alaska officials in Anchorage is scheduled for November 17.

About a dozen or more villages will be hooked up to the Alaska Network teleconference which will be held from 2 pm to 4 pm and from 6 pm to 8 pm in Room 118 of KuCC.

Area residents have expressed major concern about the future of Kuskokwim Community College, under the U of A President's reorganization plan. That plan calls for the elimination of the community college as it exists now, and an extension of the U of A in a greatly reduced form to take its place.

At a teleconference on Nov. 6 with the U of A, local residents went on record supporting the continuation of the community college. The Bethel Chamber of Commerce said "The Kuskokwim Community College is of tremendous value to the Yukon-Kuskokwim Delta, and to the community of Bethel. The long-term benefits to the area are many-fold. The training and retraining of the labor force in this area of unusually high unemployment is significant.

We urge you to reconsider the reorganization plan and make adjustments so that the Kuskokwim Community College may continue in its present form, or as close to it as possible.

The reorganization would deal a devastating blow to the emerging business community in Western Alaska."

Vicki Malone testified that the plan "was not acceptable, because it relegated us to a university extension center. The process was not acceptable," she said, "because it had not had adequate public hearings, and they had failed to involve the Post-Secondary Commission in reviewing and commenting on the plan."

Lin Laughy, president of KuCC, told the U of A that people in the Delta are just hearing about the plan, and have not had a chance to respond.



So much for 'institutions'

Dear Editor,

When University of Alaska President, Donald O'Dowd declared immediately prior to the November 4 election that there is a new mission for that State "institution", people in Juneau have a good reason to cringe. The University of Alaska, Juneau, is a highly-respected school while State Government is an institution.

The urban-based U of A institution has tried to gobble up rural and community colleges around the state for years. With State revenue shortfalls, Dr. O'Dowd now seems to think he can do what has not been politically feasible before.

As a graduate student at UAJ (who attended the UAA institution years ago before switching my matriculation to Alaska Methodist University where I graduated with a bachelor degree in 1974) I now find myself again attending school—here in Juneau. Hopefully the U of A institution will allow me and my classmates to conclude the graduate degree program at this school.

The so-called "new mission" of the State university-institution appears to continue putting old-fashioned

politics ahead of meaningful educational priorities. President O'Dowd's latest election-eve reorganization proposal appears to reinforce popular skepticism; Juneau is where political decision are made about the future of Alaska, but emphasis for Technical-Vocational education and graduate studies are to be re-institutionalized at other campuses under the new plan.

With only a couple of semesters to go here for a Master's Degree with Technical/Education emphasis, I am, of course, disappointed in President O'Dowd's plan to gear UAJ down to a milktoast undergraduate institution. However, it is my hope that he and the U of A Board of Regents will gain some Alaska political schooling before the new Administration and 15th Legislature convene in Juneau.

We ALL may then have a lot to learn.

Sincerely,

Donn R. Liston

Mat-Su College students, teachers question plans for consolidation

By CONNIE BRANDEL

Frontiersman staff

Staff and students at Mat-Su Community College say there are too many questions and too little time to evaluate a proposed restructuring plan for the University of Alaska.

In comments made in a written statement and via a teleconference public hearing last week, teachers and students tried to learn more about the future of MSCC under the consolidation plan announced by University of Alaska President Donald O'Dowd.

(Continued from Page 1)

No other specifics of the plan have been released, and the concept currently is in the public-hearing stage.

Another teleconference to gather input from the Valley and rural areas of the state has been set up for Monday, from 2 p.m. to 4 p.m. and 7 p.m. to 9 p.m. in Room 212 in MSCC library building.

The UA board of regents is scheduled to vote on the plan at its Dec. 4-5 meeting in Fairbanks, said Al Okeson, MSCC president.

Okeson also said he did not have many specifics other than what O'Dowd outlined in his original speech.

Electronics instructor John Rogers said the position statement written on behalf of the MSCC staff and faculty was adopted by the Alaska Community College Federation of Teachers, the union that represents fulltime faculty. Rogers is the MSCC campus representative for the union.

In addition to pointing out the time constraints, the concerns outlined in the letter include:

- "...The proposed reorganization will so drastically alter the community concept as to dissolve it altogether."

- Community colleges might be reduced to "mere satellite sites for the four-year university with poor libraries and poor services."

- The number of teachers who will lose their jobs, and what the status will be of those who

O'Dowd's speech two weeks ago outlined the consolidation of the UA system into three main campuses at Fairbanks, Juneau and Anchorage. It proposed that UAA and Anchorage Community College merge into a new unit, and that the Mat-Su and Kenai Peninsula community colleges join that unit.

If approved by the UA board of regents, the plan is expected to take two years to implement. It is designed to cope with a \$40 million reduction in state revenue during the past two

remain.

- Whether individual campuses will have autonomy to offer specific classes, a guaranteed minimum amount of funding, and administrators to handle local concerns.

About a dozen staff members and students attended last week's hearing in Wasilla.

On Wednesday, Rogers said he made copies of O'Dowd's speech available to community leaders before the hearing, "but so far I haven't heard a huge response from the community. The students are upset about it, and I think if there were more information out, others would be upset, too."

During the hearing Rogers pointed out that "the missions of the community college and the university are different," adding that the restructuring plan is "a mistake Alaska cannot afford."

In a later interview he added that he has seen other attempts to reorganize the system "and it's nothing to get overly enthusiastic about. The two-year schools usually come out on the short end."

During the hearing, instructor Ted Berry questioned who would teach upper-division classes at the community college site; whether community college teachers without doctorate degrees would be phased out; and whether the administration would be taking salary and benefit cuts.

Student Barbara Mishler commented that "reorganizing with the emphasis on baccalaureate degrees will disen-

years.

Among the points in his proposal specifically related to MSCC, O'Dowd stated that resident vocational-technical classes would be offered only at the Anchorage site. The new college unit at Anchorage also would offer instruction at the associate, baccalaureate and masters levels.

His proposal also states that students will be required to take an entrance placement exam and a competency test at the beginning of their junior year.

(Please see College Back Page)

franchise more than half of the community college population."

David Smith, MSCC student body president, said Wednesday that students were concerned about the mandatory testing, and which programs would remain in the Valley.

He described the tests as expensive and a deterrent to many students who might want to attend classes.

He described O'Dowd's plan as "an ivory tower idea of a four-year institution in this state. He doesn't want vocational schools all over that will be thorns in the side of the four-year schools."

Elizabeth Fallon, a fulltime English instructor at the college, said the faculty's concerns were somewhat divided.

"You can't help but be a little selfish and worry about your job," she said in an interview. "But we're as much concerned about the mission of the community college as our own jobs."

She added, "I worry that a four-year institution won't serve our needs. The majority of students here are parttime. A lot aren't degree-oriented. We don't offer a degree in art, but we teach a lot of art here because the community asked for it."

MSCC President Okeson said Wednesday his best, but tentative, information on the status of the vocational classes is that some would stay and some would be moved to Anchorage.

College

Q. 'Should ACC be consolidated with UAA?'

A O'Dowd owes community some answers

Anchorage has half the state population. Anchorage has had a community college for 25 years that I know of. It was around before "oil." I have used this facility off and on during that time and am using it at the present. I am not willing to give up ACC without a lot of explanations.

What do we have to lose? What are our options? Why haven't we been better informed?

How about some answers, Mr. O'Dowd!

— Harriet Warner

A 'Non-traditional' courses should be preserved

It's not a question of whether ACC should be consolidated with UAA: It undoubtedly will be done out of financial necessity. The question is how to preserve the popular ACC programs for non-traditional students to retain ease of enrollment and to continue with the wonderful variety of classes. Low overhead has been the hallmark of the ACC administration. How can the current ACC listing of classes be offered when the overhead will double or triple under UAA administrative control?

I'm one of those "non-traditional" students. Like many of my acquaintances, I take ACC classes for personal enrichment and stimulation, and not with any intent of obtaining a degree. The two dance classes I have taken with Jill Crosby have been a delight, and I fear that the dance program along with similar popular offerings may be dropped after consolidation, under the misguided philosophy that they have too few "degree-bound" students.

— Julie Sprott

A Both types of education should remain available

I feel that such a merger would not be of any harm to the student bodies of either institution so long as we remember that the two schools were created to serve two different purposes. One was made to meet the needs of those seeking a four-year degree in a specified field. It is important that there is such a place in Anchorage so that students

here are not forced to go Outside to receive a quality education, and a degree. This university is a bargain. It offers a fine education at a fair price, and it has a constitution which offers almost unlimited power to its students. It is something which we cannot afford to lose.

Neither can we afford to lose ACC. ACC was created to meet the needs of professionals seeking to further their education in their career field, and to serve the needs of the community by offering courses in areas of public interest. A merger would not be a poor decision so long as the avenues to both types of education remain open to the people who seek it. However, if such a merger leads to elimination or cutbacks on the education currently offered by both these fine schools, the effect would only be harmful. Let's not let economy rule education.

— Katya Bowen

A Too many Alaskans would be denied a college career

I am a product of ACC. I started at ACC in 1983 as a returning student. Now I am a math tutor and teaching assistant in the CORE program which is designed to help those Alaskans who could never go to college under the regular university entrance requirements.

I object to "merging" with UAA because I believe that too many Alaskans would be cut off from any chance to pursue a college career.

Because of programs like the learning center and the innovative curriculum at ACC — programs which are termed "remedial" in the university system — I am now helping others learn what I have learned at ACC. This process of self-improvement for many Alaskans must not be placed in jeopardy for any reason.

I agree that the four-year schools must continue — but so must the community colleges.

The four-year schools serve their special students — but we serve a much larger number of students in a totally different way. And we in the community colleges feel that the elitist attitudes of the university system would, in a "merged" university, prevent the community colleges from doing what we do so well — serving the majority of Alaskans who choose to go to college!

— Shelia Riley
President

ACC African American Assoc.

A At least plan will solve parking problem

President O'Dowd has devised an ingenious solution to the parking problem at the UAA/ACC campuses. Restructure, merge, and eliminate the opportunities that now exist for approximately 70 percent of the ACC student body to seek higher education, and the campuses will more closely resemble a ghost-town than the vital institutions we have today.

I am concerned that community college programs and students will be hurt by the merger that is being proposed, and President O'Dowd's vague restructuring outline does nothing to alleviate those fears.

As I see it, this new entity will exist to serve the full-time, four- or two-year degree seeking student exclusively. The non-traditional student, who because of outside responsibilities cannot attend day-time classes and carry a full schedule, will be relegated to the status of a second-class citizen. They would only be afforded the opportunity to register for classes after all others have selected, and would be required to pay fees in addition to the regular credit and lab fees to cover the extra cost that their part-time status generates.

Unless I can be guaranteed that this will not happen, I will be actively seeking out and lending support to alternate plans that allow the community college to continue in the present budget crunch.

— Maureen Hamel

A 'Energy' will be lost if plan goes through

Combining is not the answer. There are a lot of good things that revolve and come of ACC. The individuals involved in ACC and the community itself also benefit. Because it means people care enough for themselves and others, to try and better themselves. The school puts out a lot of energy and enthusiasm. The community benefits from ACC, because with people trying to help themselves, the less the community will have to provide for these people. Combining the two colleges will take away a lot of energy, because not as many people will be able to develop themselves and continue their education.

The community college has a different purpose than the university does. UAA makes you take classes that are actually irrelevant to the degree desired. ACC allows you to specialize in specific fields, and allows more hands-on training. We need a community college environment. Please help save ACC from extinction.

— Pam Laribee

A We're running the risk of damaging both

A university, as its name implies, is a universal institution. Thus UAA's educational goals have more in common with Oxford, the Sorbonne or Moscow General University than with ACC.

A community college, as its name implies, is an institution shaped by its immediate environment. Thus Anchorage Community College is different from Kenai Peninsula Community College or Kuskokwim Community College.

President O'Dowd's hastily-presented and ill-defined plan gives lip-service to preserving the goals of both types of institutions but provides no concrete mechanism for doing so. Because of his background in four-year colleges, he focuses on full-time and degree-oriented students at the expense of the great majority of community college students who enroll for personal development.

The university system has gone through numerous reorganizations before. Every new administrator hired from Outside re-invents the wheel. Perhaps each new president feels he must justify his own high salary, free car and housing allowance by appearing to be busy and useful.

The work hours wasted in task forces and meetings over the next two years to implement the new plan will negate any of the supposed budget savings. Worse yet, we run the risk of damaging two equally valid but completely different systems of higher education.

— Diana Conway

A

Plan is nothing but an act of 'political desperation'

Dr. O'Dowd's proposal establishes a framework for the elimination of our outstanding community college system. Period. He would have us believe his plan was motivated by financial necessity. I disagree. Clearly this is a political maneuver.

This is not a plan borne of economic necessity. It is rather an act of political desperation. O'Dowd is president of a foundering, mediocre university system which is not cost effective. He proposes sacrificing our outstanding, cost effective, working community college system in an attempt to salvage an expensive, wasteful, malfunctioning university system. This smacks of an elitist attitude which has no place here.

The university system has existed as a parasite on the community colleges until now. In hard times, this foolish parasite proposes to consume its host in one gluttonous gulp.

No! Protection must be given to the students of this state who depend upon their community colleges to provide educational opportunities which are never provided by universities.

— Dave Dai

A

UAA top administrators should resign

I get the feeling those proposing the consolidation of UAA and ACC would also be the ones in power after the merger. So if the system's financial woes force the change, to avoid any appearance of a "power-grab," I offer the following solution. To show good faith for their proposal, UAA top administrators should submit their resignations immediately, to become effective upon completion of the transition to one institution. Running of the new single organization would then be taken over by the ACC administration. It has a proven track record, providing the "best education bang for the buck." The now jobless UAA bosses could apply for rehire as positions became available, with a preference given over new hires.

I'm reminded of my parents' solution to the bickering of my brother and I over the spoils of a night of Halloween trick-or-treating. One of us could divide the candy as he saw fit. The other, however, had first choice between the two piles. As I remember, we got a fair split.

— Mike Storrs

A

Perhaps UA should merge into ACC instead

The proposed merger may be a good idea if it is done very carefully and not hastily. Hopefully, ACC would not get lost in the bureaucracy that seems to prevail at UA. It may be a better idea for UA to merge into ACC. From listening to people in my classes at ACC, it seems the majority fears getting absorbed in UA's image. Every time I have dealt with UA, I have found the school and atmosphere in general to be stuffy, stifling and overall forbidding and intimidating to the average citizen. There is no reason it has to be this way. Maybe ACC could teach UA something.

Also, anyone given any consideration to the impact that a merger would have on the military community in the state? Currently, UAA is not even represented on Elmendorf AFB. They have no classes or office. ACC has a well-run program with a wide variety of classes offered at times when most military people can attend. These educational opportunities enable those of us in the military to better ourselves and improve our jobs, which in the long-run improves the whole defense of Alaska. I would hate to see these benefits get lost or reduced by the proposed plan.

— Kim Williams

A

How far will ACC students have to 'walk?'

Once before, briefly, the two schools were merged. Before the merger ACC had a fine library in the center of its campus. A place where students studied before, between, and after classes. It was the best used educational facility on campus. The merger produced the Consortium Library on the UAA campus, a much larger, "better" library, with greatly expanded services ... but not for ACC students. The library is now a 20-minute walk from ACC, a necessary walk because there is little parking available at the library. Since ACC students are typically full-time workers and part-time students, there is no time for the 40-minute round-trip. Did a better merged library create a better education for the ACC student, 11,000 of them? Now we can look forward to the merging of all ACC's educational services. How far do our students walk this time?

— Robert Kuhner
Philosophy teacher, ACC

Proposed college merger makes no sense

Dear Editor:

The proposed merger of UAA and ACC by president O'Dowd makes no sense to me at all for several reasons.

First, most ACC students are employed full time, and cannot attend a university full time. Only 28 percent or less of the courses proposed by president O'Dowd are scheduled after 6 p.m., whereas ACC offers over 50 percent of its classes in the evening.

Second, ACC students' objectives are primarily to learn new or improve existing job skills, or personal enrichment through such classes as art, dance, or music. Only 16 percent of ACC students are enrolled primarily

Letters to the editor

to get transfer credit. If they are only students UAA will gain by making an Anchorage University, then it will be much more financially troubled than the current system.

Third, why eliminate the most efficient and largest campus in Alaska? ACC spends less than one-third per credit-hour what some of the other campuses in the state spend.

As an ACC music student, I have neither the time nor the desire to declare a major, apply for admission, take placement exams to study subjects I'm not interested in, then wait until the

last registration day (unless I am a full-time student taking at least 12 credits), then take only the left-over classes.

There is a lot more fat in the existing system that could be trimmed to meet the budget — like some of the inefficiencies, upper-echelon paychecks, expense accounts, and travel. O'Dowd's proposed university is geared toward the full-time, day-time student. Community colleges and universities are like apples and oranges, and Anchorage needs both. There are other alternatives.

Chris Bond
414 E. 14th Ave.

A message to the University of Alaska — leave ACC alone

Here they came again, yet another batch of well-meaning bureaucrats bent on saving what is quaintly referred to as the University System; and once again these earnest bumbler, led by University of Alaska President Donald O'Dowd, have what seems to them to be a neat idea: We'll just combine the university with the community college system!

Wrong.

O'Dowd, being a relative cheechako, is to be forgiven for coming up with this previously failed experiment. But, since he is obviously surrounded with dullards who don't have a clue regarding the nature of reality, it might be useful to get back to the basics. Clear away all the obfuscation, and we're talking about three different institutions: Anchorage Community College, the University of Alaska-Anchorage, and the University of Alaska-Fairbanks.

Or, if you need a one-to-one comparison, call it ACC versus the university. That's what it comes down to in this town. And, when you get right down to it, there's one simple reason that those of us who are veterans of previous skirmishes are alarmed by the latest proposal.

It's simple. We don't trust the University of Alaska.

Now, I have served my time in both institutions, along with a stretch at Alaska Pacific University back when it still had a couple of Methodists in storage, and I have a

There is an element of snobbery in this kind of thinking, and I think it goes all the way up to the Board of Regents. That's why I have long maintained that the systems, rather than being combined, should be completely separate, including separate Boards of Regents.

That's the only way we'll ever get rid of the ugly step-child syndrome.

You see, ACC is hardly prestigious. Why, almost anybody can wander over and take classes. There aren't any Master's programs; the staff people are usually called teachers or instructors instead of professors; the place is made of squat concrete bunkers instead of ivory towers. And the philosophy of the place, the mission, if you will, is hardly one of outstanding academic achievement.

All ACC does is give the people of Anchorage a place to go to learn the stuff they want to know.

They've been pretty successful in this regard for more than a quarter of a century, long before anybody could even drag a dime of University money away from Fairbanks, the monetary sinkhole of the University system. (At that, when UAA started nosing its way into the Anchorage tent, it was breaking promises made to fledgling AMU not to open a four-year school here, but that was probably inevitable.) Nobody objects to having the university here until there comes again the ugly talk of "combining" UAA and ACC, at which point some of us start gathering tar and chicken feathers and waiting for O'Dowd to visit the campus.

Under the guidance of Eugene Short, ACC grew from a hodge-podge of interesting classes held, usually, at night in local high-school classrooms to a consolidated collection of courses and programs; it has served the people of this community well. But what has this success engendered in the collective mind of the university? A certain amount of envy, really, as well as a kind of ill-guided contempt for ACC in general and its classes in particular. I once sat in a class at the



satch carlson

great regard for the programs and staff at UAA. But any university is a political system dedicated, as are all political systems, to its own survival; scratch the surface of the idea of combining UAA and ACC and you'll find a layer of belief that, if push came to shove, we could do *without* ACC; after all, the *university* is the *important* thing, isn't it?

university and listened to the instructor — come to think of it, he may even have been a professor — denigrating and denouncing a similar class taught across the road at ACC. The distance between these two campuses is a lot wider than a 15-minute walk, I think, and the philosophical differences unbridgeable.

Which is probably as it should be.

So while it is clear that the university system has to make some cutbacks and concessions, perhaps we ought to start looking for something that will work, without destroying two fine — and very different — institutions. There are certainly some tough questions to be answered: Do we really need a campus in Juneau? If so, why not move oceanic studies and marine biology completely out of Fairbanks to the balmy Southeast? Come to think of it, do we really need the campus in Fairbanks? Make some decisions regarding the basic structures of the university system if you must — but leave the community colleges, especially ACC, alone.

James Thurber said it best in his fable about the orioles and the foxes (who first liberated — and then, of course, ate — all the orioles): *Government of the orioles, by the foxes, and for the foxes, must perish from the earth.*

☐ Satch Carlson is an Anchorage columnist.

More comment on UAA-ACC merger proposal

Merger is best for all concerned

Yes, ACC should be merged with UAA, Mat-Su and Kenai into a new university. It makes good economic and educational sense. Alaska cannot afford excess administrators on the public payroll or the alternative of slowly bleeding the higher education system to death.

Why don't the ACC people believe President O'Dowd's commitment to maintain the community college mission? They are worried about an "identity crisis" and recalling a decade-old argument.

Wake up ACC! UAA, Mat-Su CC, and Kenai Peninsula CC also lose their "identity" in this merger. The people you fought with 10 years ago are long since gone. The university president has no axe to grind with you — he is making a bold and courageous move to save quality education for Alaska. The taxpayers will not vote to increase their taxes to save your "identity."

This is a great opportunity for Anchorage to become the major center for higher education in this state. ACC is the most efficient school in the system. UAA is the most efficient university. Let us draw on those strengths and the talents of the faculties and students of all four institutions to create the best for all.

— Pat Walle

Try alternative approaches first

Over the next several years up to 80 percent of new jobs in Alaska will not require a bachelor's degree. Training for these new jobs will require workers to upgrade skills or retrain. New entrants in the work force will need technical or vocational education.

Community colleges specialize in meeting these educational needs. Unfortunately, under President O'Dowd's proposed restructuring of the university system, community colleges will no longer exist in Alaska.

Perhaps the statewide university system should be restructured into two units, a University of Alaska system and a Community Colleges of Alaska system. Or perhaps certain administrative functions, such as payroll, personnel, and purchasing could be combined to reduce administrative overhead. The people of Alaska should not allow such a basic service as education to be so radically changed until alternative "restructurings" have been fully explored.

— Gerry Busch

Merger forgets some students

The proposed merger will only benefit degree-seeking students. What about the people that only need a class or two, or the people just interested in expanding their knowledge? No more evening classes, only day classes for the degree-seeking students.

Your help is needed. Your voice and opinions are needed, and in a hurry. The Board of Regents will vote on this on Dec. 4. Please, get involved, your help is needed, now!

— Kim Lubbes

ACC founded for the community

I am an ACC student who is opposed to the ACC/UAA merger. Two years ago I enrolled in the CORE program at ACC after 15 years' absence from the academic world. The CORE program gave me the confidence to continue on toward an associate degree in human services. This program as well as others exist at ACC to support and encourage students who would otherwise become lost and disillusioned in a traditional setting such as UAA.

What will happen to the non-traditional students and dedicated teachers? What opportunities will be available to the people in the community who want to take a class for enjoyment or self improvement?

Anchorage Community College was founded for the community. It should remain a separate entity so that it can continue to meet the needs of the citizens of this community.

— Marti Tryck

Consolidate colleges separately

Considering the difference in missions of both institutions, I think the community needs to decide which one would better serve their needs. I am in favor of consolidating the community colleges separately and having the universities offer the more advanced and graduate degree programs instead of competing for the entrance level students.

Unfortunately, President O'Dowd and the Board of Regents have not left very much time to consider new proposals.

— Michael K. Gaunt

Let Anchorage save ACC

What the University of Alaska has done is put the residents of Anchorage to take the brunt of the shortfall for all of the schools throughout Alaska. Of the cuts proposed, nearly 80 percent of the savings will come from cutting Anchorage Community College.

This is so sad, because ACC is the most cost-effective college in Alaska. For every credit hour at ACC the total cost to the school is \$201.42, compared to \$454.48 at the University of Alaska-Anchorage and \$738.07 at the University of Alaska-Fairbanks.

This merger cannot possibly be the best solution to the budget problem. The ACC Council has proposed that ACC become an independent community college instead of merging with the University of Alaska. Student fees generate 22 percent of ACC's budget. State support and federal would be about 58 percent of the budget, and 20 percent could be derived from a one-third-mill rate increase with the vote of the residents of Anchorage. This would amount to a \$33 increase per year on a property value of \$100,000.

I think it's only fair that the people of Anchorage be given an opportunity to keep the best post-secondary education in Alaska. As a full-time student at ACC, full-time employee, and a full-time mother of two children, I know I could not continue my education under the structured setting of the University of Alaska.

— Nancy V. Hendrickson

Non-traditional student shut out

As a continuing student of ACC, I am completely and totally against President O'Dowd's ill-conceived merger proposal. Not only is it unjust and thoroughly vague in some very important areas, but O'Dowd states that his main objective is to save money. Well that's fine, but has he really thought of the ultimate cost?

If his proposal gets rushed through as he wishes, the non-traditional student will have the open doors of ACC slammed very hard in his or her face.

UAA only caters to itself; as it is an institution that concentrated on pure academia and relies on high costs and entrance level screening to keep out undesirable students.

ACC is a student/community oriented institution. Let's work to keep it that way.

— Brett A. George

Schools like apples and oranges

The proposed merger of UAA and ACC by President O'Dowd makes no sense to me at all.

First, most ACC students are employed full-time, and cannot attend a university full-time. Only 28 percent of the courses proposed by President O'Dowd are scheduled after 6 p.m., whereas ACC offers over 50 percent of its classes in the evening.

Second, ACC students' objectives are primarily to learn new or improve existing job skills, or personal enrichment through such classes as art, dance, or music. Only 18 percent of ACC students enrolled primarily to get transfer credit.

Third, why eliminate the most efficient and largest campus in Alaska? ACC spends less than one-third per credit-hour what some of the other campuses in the state spend.

As an ACC music student, I have neither the time nor the desire to declare a major, apply for admission, take placement exams to study subjects I'm not interested in, then wait until the last registration day (unless I am a full-time student taking at least 12 credits), then take only the left-over classes.

There is a lot more fat in the existing system that could be trimmed to meet the budget — like some of the inefficiencies, upper-echelon paychecks, expense accounts, and travel. Community colleges and universities are like apples and oranges, and Anchorage needs both. There are other alternatives.

— Chris Bond

There are better alternatives

Donald O'Dowd would have us trade in our old university for a more streamlined model which even he hasn't figured out how to operate, and like a high-pressure salesman he'd like to push the deal through before we have time to discover what's wrong with it. If his plan will result in the eradication of self-interest courses and the open admission policy currently in effect at ACC, then he's turning his back on the largest and most cost effective family of the university community, all in the interest of a 3.49 percent savings in the budget. Surely there are better alternatives.

— Craig Coray
adjunct faculty, ACC music

Proposal moves much too fast

The proposed merger of community colleges into the university system is too much too fast with too little public input or thoughtful planning. I am absolutely amazed that a decision of this magnitude which affects so many people "must" be made by Dec. 4. It seems to lend credence to the saying that there is never enough time to do it right — but always enough time to do it over.

This is a proposal which deserves very careful and thorough scrutiny of all possible options and that simply cannot happen between now and the next meeting of the Board of Regents on Dec. 4.

If you share my concern I urge you to contact not only the regents but your legislative representatives as well. Please remember that in the final analysis you can care enough to get involved and try to make a difference — or take what you get.

— Chris A. Tollady

O'Dowd should slow down

Should ACC be joined with UAA? Should a gopher be put into the same cage with a gopher snake? Or a cabbage with a goat?

Dr. O'Dowd has decreed that universities are more important than community colleges.

The trouble is O'Dowd hasn't consulted anyone but himself and other goat-minded experts. He hasn't consulted the people of Anchorage, who have been served very well by the efficient, accommodating, and unassuming community college.

I think O'Dowd needs to slow down and do some thinking. After he has, he will see that it is important to not join the community college with the university.

— Jim Donally

Plan may be final ACC's solution

The few dollars which may be saved through the merger of these two great institutions will be lost at the expense of the continued education of thousands of Anchorage citizens.

There are many ways of reorganizing the post secondary educational delivery system in the state of Alaska instead of merging UAA and ACC. It would behoove Dr. O'Dowd and the board of regents to solicit alternatives from the public instead of dictating a partial reorganization plan which has been presented as a final solution. Unfortunately, it may be the final solution for ACC.

— Michael K. Mitchell

Anchorage Times
Anchorage, AK

NOV 18 1986

Community college backers propose merger alternatives

By Jan Mireles
Times Writer

A coalition of Anchorage Community College supporters is proposing alternatives to University of Alaska proposals to reorganize and merge ACC with the University of Alaska-Anchorage.

William Borah, acting chairman of the ACC Council, outlined the coalition's alternatives during a news conference today. Borah said the recommendations came from meetings between the ACC Council — which consists of community members appointed to oversee ACC operations — and ACC staff, faculty and student leaders.

The ideas will be presented to university regents at their December meeting, Borah said.

One of the proposals would establish a single University of Alaska and a single Alaska Community College. The community college would be based in Anchorage, but the council made no recommendation for a site for the new university.

Community college programs would be offered in other communities around the state, said Borah.

The coalition opposes UA President Donald O'Dowd's plan to save \$5 million of a \$60 million budget shortfall anticipated for fiscal 1988 by merging the state's community colleges and universities.

University revenues have fallen \$25 million in

two years because of cuts in state funding.

Borah said ACC supporters believe the plan does not save enough money to warrant change and does not preserve the community college role of providing easy access to higher education.

A \$60 million budget problem cannot be solved with a \$5 million Band-Aid, he said.

"The priority of focus should be emphasizing the \$60 million shortfall," said Borah. "It (O'Dowd's plan to restructure the university) does not address the issue of the budget."

The loss of Alaska's community colleges, Borah said, is too high a price to pay for savings of \$1 million locally and \$5 million statewide.

Borah said the university should instead concentrate on preventing layoffs and program cuts expected because of the larger \$55 million shortfall.

"They've put the cart before the horse," he said. "We haven't even begun to look at the real problem" of how to save jobs and programs.

Borah outlined three coalition alternatives to the O'Dowd proposal and estimated the savings.

- A single University of Alaska and a single Alaska Community College; \$7.2 million.

An independent community college system with a separate board of regents. Anchorage would administer statewide community college programs. The move, according to coalition estimates, would save between \$6.5 million and \$7 million annually.

- The university would establish four administration units. Under that proposal, UAA would re-

tain its status and all community colleges would be combined into an Alaska Community College to be based in Anchorage. Approximately \$5 million would be saved annually.

Borah said O'Dowd's plan "takes 'community' out of education. It is a no-confidence vote in Alaska."

UA President Donald O'Dowd listens Tuesday to the debate over his proposal to reorganize the university.

Legislators quiz O'Dowd about university plan

By Jan Mireles
Times Writer

Anchorage legislators quizzed University of Alaska President Donald O'Dowd Tuesday on his proposals to reorganize the university system in response to state funding losses.

Legislators congratulated the university for taking positive steps to cut its budget but said their constituents are afraid of the reorganization plan.

"We're put in the position of telling people to trust you, but we don't know what you're doing," said Republican Sen. Jan Faiks.

Faiks joined other legislators in relaying questions from Anchorage Community College supporters concerned that proposals to merge ACC and the University of Alaska-Anchorage will kill the community college.

Sen. Vic Fischer and Rep. Randy Phillips asked O'Dowd to present more guarantees that the community college mission would be preserved.

"Couldn't you be more specific ahead of time?" Fischer asked. Then people wouldn't be so worried, he said.

University of Alaska Board of Regents President Roy Huhndorf spoke in defense of O'Dowd and the reorganization plan.

"We're not proposing doing away with ACC, its programs, its missions or its instructors," Huhndorf said. "We think it's a good plan, and we endorse it."

The 11-member board of regents is expected to act on the proposal at its December meeting in Fairbanks.

In October O'Dowd announced plans to restructure the university system by cutting administrative units from five to three and merging community colleges and universities in an attempt to cut \$5 million in administrative costs. The proposal has drawn sharp criticism from the community college sector, which claims its efforts to provide remedial education, vocational technical training and lifelong learning courses will become secondary if merged with universities.

O'Dowd responded to legislators' concerns about the community college mission by repeating intentions to maintain the open-admissions policy community colleges practice and to continue programs in remedial education.

"I have no problem with open-admissions policies," O'Dowd said. "Underprepared students will be provided for. Evening and weekend classes would continue. Interest courses would continue."

Republican Sen. Mitch Abood wanted to know what would happen if the university did not reorganize its administrative branches.

O'Dowd said the university "would be forced to continue cutting the quality of programs on each of our campuses."

More than a dozen Anchorage legislators attended the 2½-hour meeting, though only a handful remained at the end of the session.

Former ACC president Bill Stewart testified via a telephone hookup. Stewart, who now lives in California, was president when ACC and UAA were combined in the 1970s. Stewart urged legislators to discourage a merger, saying it would threaten ACC's survival and damage its ability to serve students.

Though Sen. Joe Josephson termed the meeting positive, he said that a number of questions remain unanswered. Josephson said he still wants to know more about how non-union faculty at universities would be merged with union faculty members at community colleges.

O'Dowd said during the session that that issue would have to be handled at the bargaining table with union negotiators.

Other legislators pressed for details about the plan, including the need to eliminate intercollegiate sports and proposals to require placement tests.

O'Dowd said the details can be pinned down after the regent See O'Dowd, page B-

O'Dowd

Continued from page B-1

approve the concept of a reorganization. Then, he said, it will be up to task forces from across the state to begin implementing plans. O'Dowd said he envisions dozens of task forces composed of staff, faculty, students and community residents that would complete the framework his staff has begun.

Later, O'Dowd and Huhndorf admitted they are frustrated with the fears and accusations coming from the community college sector.

Huhndorf said ACC programs would become stronger because of the merger.

"ACC probably will be the seat of vocational technology for the state. They will have an enhanced role," Huhndorf said.

O'Dowd said he did not know why his concern for community colleges has been ignored.

"There must be some people very committed to conveying another message," he said.



THURSDAY, NOVEMBER 20, 1986

UAJ reorganization produces swarm of protest

Community lines up to support local campus in face of cutbacks

By CHUCK KLEESCHULTE

THE JUNEAU EMPIRE

For 4½ hours Wednesday, a steady stream of citizens pleaded their cases for keeping the graduate programs in fisheries, public administration and education at the University of Alaska-Juneau.

While few of the ultimate judges, the university's board of regents, were on hand, statewide UA President Donald O'Dowd seemed less than moved by some of the appeals to change the reorganization plan he unveiled Oct. 31. If adopted by the regents, the plan is intended to go into effect over the next 18 months.

At one point late Wednesday, in response to a question, O'Dowd said he still "felt confident" of the reasons behind his recommendations that UAJ become a four-year liberal arts college, stripping it of direct control over master's degree programs it currently offers in fisheries, public and business administration and education.

The plan would abolish Juneau-Douglas Community College — and all state-funded community colleges. Programs that pay their own way will be incorporated into the university's curriculum.

O'Dowd, during the afternoon and evening hearings, repeatedly said the reorganization was intended to save about \$5 million in administrative costs by consolidating the university's 14 accredited colleges and

schools into three units — Fairbanks, Anchorage and Juneau. He said it would cut out overlapping academic and financial personnel needed at 11 of the branches for accreditation purposes.

He admitted, however, that he's not yet had time to develop firm estimates of the cost savings.

He said the university, even if spared a proposed 15 percent budget cut for next year, will have to cut at least \$5 million from programs and staff. O'Dowd's recommendations, if accepted by the board of regents during a Dec. 4-5 meeting, would eventually cut the faculty at the Juneau campus by about half.

Under O'Dowd's plan, Juneau's campus would take over all college courses and extension offices in Southeast Alaska, providing all support for the Sitka and Ketchikan programs. All undergraduate degrees to be awarded in those cities would be conferred through UAJ.

UAJ would also remain as a four-year liberal arts college with career programs, likely in education and business administration, and possibly another area or two.

During an afternoon meeting with faculty and students at the Auke Lake campus, however, O'Dowd said he expects the breadth of UAJ's undergraduate offerings to be cut to 10 to 12 areas from the more than 20 disciplines offered now.

O'Dowd also tried to explain a

new "statewide" faculty organization for fisheries, public administration and international trade. Under the plan, while graduate degrees in the fields would be conferred from either the Anchorage or Fairbanks campus, some assortment of faculty and classes would be available at many of the main university branches, including Juneau.

O'Dowd said his plans would beef up the fisheries research program, probably based at Fairbanks, but including, potentially, an increase in faculty in Juneau. O'Dowd said his goal is to draw together all the university's faculty working in public policy areas, such as at the Institute for Social and Economic Research and in the university's justice program, into a unified faculty.

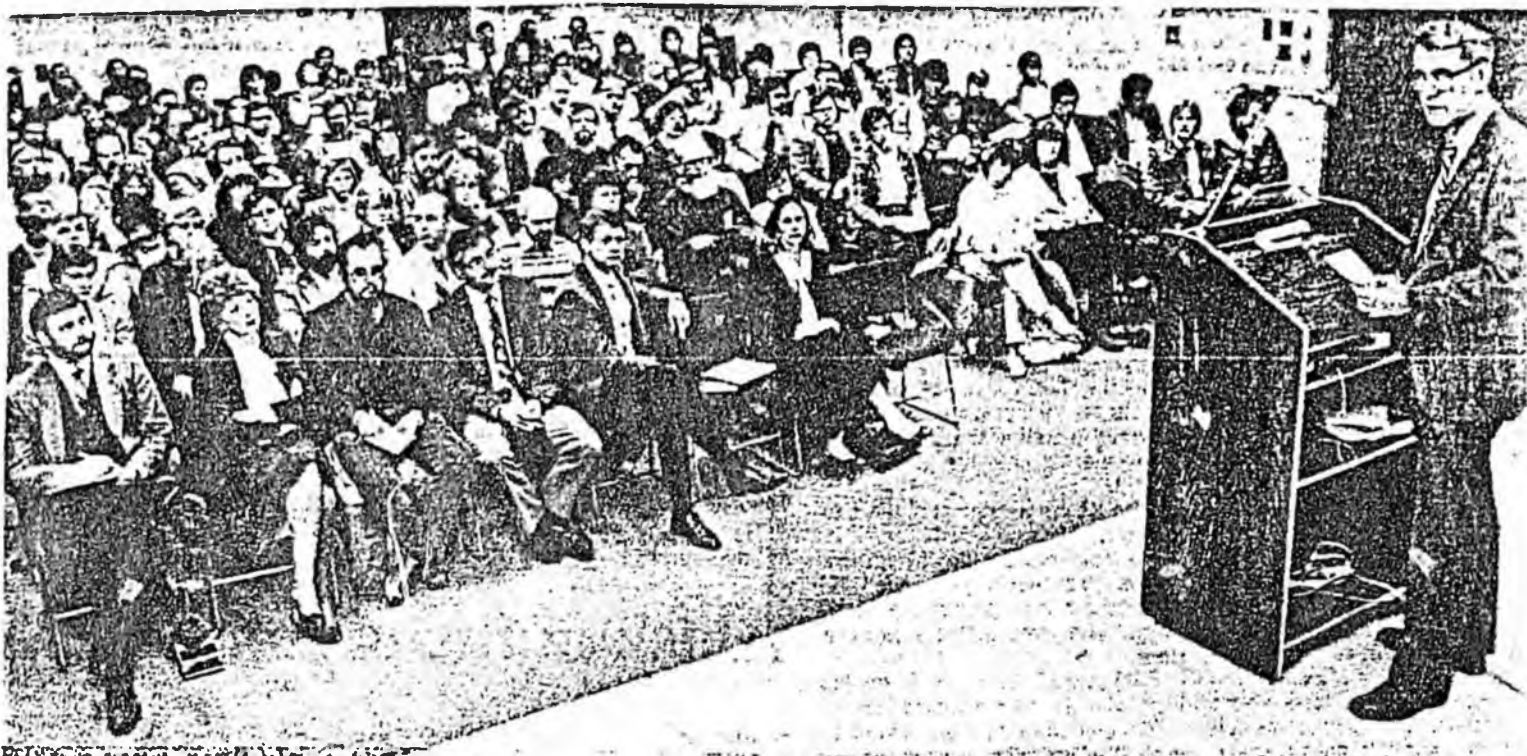
O'Dowd also admitted, however, that the reorganizations in fisheries and public administration would save little or no money. That admission unleashed a blizzard of inquiries on why the changes are being proposed.

"I just don't see that these changes will result in a cost savings. And if there isn't a savings, why are we doing them?" asked Juneau Sen.-elect Jim Duncan.

Duncan said he objected to effectively transferring money from the UAJ's budget to Fairbanks or Anchorage. He said the loss of the graduate degree programs could harm

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THURSDAY, NOVEMBER 20, 1986



MARK KELLEY/JUNEAU EMP

O'Dowd speaks to UAJ students, faculty: 'I have gotten comments that for \$5 million this is hardly worth the effort. But \$50 million over 10 years is real money.'

O'Dowd...

Continued from Page 1

the local university's reputation and prompt students to move to other campuses, harming UAJ's viability.

"It's fine to say UAJ will be able to offer extension classes, but it's the beginning of the death of programs," said Duncan.

Juneau Rep. Mike Miller said that politically, regardless of university administration desires, a reduction in programs could lead to a reduction in students and that would lead to a reduction in funding from legislators.

"The university is just now growing. It would be tragic to see it all end. You need to go back to the drawing boards on the master's degree program charges," said Miller.

Other arguments were that reducing programs would cut the attraction for students to come to Juneau, making it even harder for UAJ to hike its student-to-faculty ratio. O'Dowd said his goal is to have a 15-to-1 ratio, up from its current 10-to-1 ratio.

That compares to a 15-to-1 ratio currently at Fairbanks, a 17-to-1 ratio at Anchorage and a 20-to-1 ratio at Anchorage Community College.

Other general concerns were that the proposed changes would harm morale, and politically dampen support for the local university's programs.

The arguments to maintain programs included:

- **For fisheries,** the main argument was that Juneau was closest to the ocean and the natural location to base fisheries research.

Bill Smoker, former director of the National Marine Fisheries Service Auke Bay Laboratory, argued that the Juneau program turns out far more qualified fisheries biologists than any other campus and should be the base for fisheries research — especially since the Fairbanks campus traditionally has focused on oceanography, not fisheries development.

Bill Heard of NMFS added that the bulk of fisheries biologists in the state live in Juneau and that the town offers the best location for developing a quality adjunct faculty for fisheries studies.

- **For public administration,** university faculty argued that UAJ has a far better-developed program in public policy areas than the Anchorage campus, and that such programs should be centered in the state's capital, not in Anchorage — the state's financial center.

Sharon Cook, acting dean of the School of Business and Public Administration, argued Juneau is the center for government, offering students better practical experience here than in Anchorage, including better opportunities for internships in government. She argued the town also offers a base for a quality adjunct faculty.

Other university officials noted that Juneau has higher numbers of master's degree graduates than Anchorage and currently has students taking more credit hours here than in Anchorage — a condition O'Dowd argued would not be the case if associated fields of study would be added to the Anchorage credit totals.

State Rep.-elect Fran Ulmer argued that having the master's program in Juneau has done a great deal to improve the quality of state government, by allowing state workers to receive advanced training, something not possible if the base of the program is transferred to Anchorage. "A capital city without a strong public administration program decreases the ability of state workers to do their jobs," said Ulmer.

JUNEAU EMPIRE

THURSDAY, NOVEMBER 20, 1986

• **In education**, the argument was that roughly 150 students are working on their master's in education in Juneau — the program being one of UAJ's most successful. Bruce Johnson, Juneau school superintendent, argued that UAJ, which has an excellent faculty, turns out high quality administrators — administrators that will be increasingly needed in future years.

"With early retirement there is going to a number of vacancies in education administration in Alaska and they should be hired from Alaska, not from outside. UAJ is needed to fill those vacancies," said Johnson.

• **Concerning vocational-technical training**, a great many concerns were expressed that elimination of the program would deny local students the ability to pick up important career skills. There also was concern expressed about how the merger would affect the five-year-old joint vocational-technical program involving UAJ and the Juneau School District.

Testimony from the nearly 200 in attendance at Auke Bay and the roughly 150 on hand at the high school Wednesday night also included comments in support of expanding UAJ, not reducing its, by adding a proposed forest management program. Others ranged from cutting administrative salaries, capping most at about \$50,000; to contracting for architectural, accounting and maintenance services from the private sector to cut costs.

O'Dowd during the day said he would be taking all the comments back to Fairbanks and meet in the next 10 days with other university officials, who have been conducting statewide hearings on the plan since early this month. He said his group would then consider any modifications before presenting the concepts to the regents for approval.

If the regents approve the concepts, task forces would be set up on each campus to propose how to implement the changes. Reports would initially be due by March. O'Dowd said he thought about 80 percent of the reorganization could be in place by summer 1988.

He said after the regent's December meeting he would attempt to structure a short-term budget for fiscal 1988, technically due by Dec. 15.

"I have gotten comments that for \$5 million this is hardly worth the effort. But \$50 million over 10 years is real money, especially in this time of falling state revenues," said O'Dowd.

University plan should get 'F'

After two more hearings on the University of Alaska reorganization plan, the public still knows little about it, except (1) the administration doesn't have any estimates of how much money it will save and (2) while the administration says it's looking for new ways to save money, it hasn't looked very far.

In short, the plan, such as it is, should get an "F" from the statewide board of regents when it considers it next month.

The most startling statement made during the hearing was by university president Donald O'Dowd, who admitted he didn't have firm estimates of how much would be saved by shuffling personnel to and from (mostly from Juneau) the various campuses.

Would it save a dollar, or would it save a million dollars? Who knows, yet the plan calls for gutting the University of Alaska-Juneau of its graduate programs and killing the community college, leaving some sort of "liberal arts" college program here. Let's see, the fisheries program would go to Fairbanks and the public administration program would go to Anchorage, despite the fact that most of the public administrators in the state are in Juneau.

Fairbanks is a wonderful city, but to have a fisheries program based there makes no sense whatsoever. Add to that the president's statement that he doesn't know what the savings would be, and you have one big, fat boondoggle waiting to happen. The president says some research would still be done in Juneau. How would that work? Would students and faculty have to shift back and forth between Fairbanks and Juneau to do their work? Again, who knows how it would work, because the people would be making the proposal aren't saying.

Likewise, take the public administration program. To have the phenomenal resources of a capital city wasted by not having any sort of graduate public administration or business administration program is plain ludicrous. Should a manager who wants to get an MBA - and this city is filled with them - have to go to Anchorage to get it?

Add to that the stripping of community college courses, which help students obtain training to find or change jobs in the currently tight job market, and we are absolutely at a loss to understand just what on earth is going on, or why.

We challenge anyone in the university administration, locally or statewide, to explain the logic behind these moves. So far, all we have heard is a bunch of baloney based on suppositions that may or may not be true - the administrators keep the figures to themselves - that is spoonfed to the public in an attempt to justify the unjustifiable.

That brings us to another subject - saving money. That's an easy one. First, we haven't heard a single word about cutting administrators' salaries. For years, university students have expressed shock and dismay at the wages and benefits showered on presidents, chancellors and their many helpers. Considering the fact that most of them haven't been in a classroom in years, it just seems the portion of the budget that affects the students least be cut the most.

And another thing. The state has for years subsidized students to send them to college and vocational schools outside the state, even when the state pays for a statewide university system. It doesn't make sense. Why pay for students to leave the state and spend subsidized loan money at another college and then turn around and complain about the teacher-student ratio at the university?

The state should require students to attend in-state colleges and universities unless they specialize in fields needed in Alaska but not available at in-state colleges. For example, if Alaska needed lawyers, since there is no law school in the state, after attending undergraduate college at the University of Alaska, the student could then attend an outside law school - on the condition that he or she returns to the state after graduation. Under no conditions, however, should the state lend money to a student to go outside for classes that are readily available at the University of Alaska. The state just can't afford it anymore.

Those are two ways to build up the University of Alaska, not tear it apart, as is being proposed. Other ways that are both logical and easy to implement are around, but by all indications they haven't even been considered.

And that, as they say, is why the folks in Juneau are mad, and they aren't going to take it anymore.

University of Alaska, Anchorage

UAA VOICE

November 17, 1986

Restructure plans hasty

Dear Editor:

The proposed merger of community colleges into the university system is too much too fast with too little public input or thoughtful planning. I am absolutely amazed that a decision of this magnitude which affects so many people "must" be made by December 4. It seems to lend credence to the saying that there is never enough time to do it right - but always enough time to do it over.

I believe that we deserve something better than a hastily conceived, ill-defined, and hurriedly implemented modification to our university system. This is a proposal which will directly affect literally thousands of lives on a very personal basis for many years to come. It is a proposal which deserves very careful and thorough scrutiny of all possible options and that simply cannot happen between now and the next meeting of the Board of Regents on December 4.

If you share my concern I urge you to contact not only the Regents but your legislative representatives as well. Please remember that in the final analysis you can care enough to get involved and try to make a difference - or take what you get.

Chris A. Tolladay

UAF chancellor against merger

The Associated Press

FAIRBANKS — The state university system's president is facing yet another critic of his plan to save money by merging Alaska's community colleges with universities.

Patrick O'Rourke, chancellor of the University of Alaska-Fairbanks, sent a memo to Donald O'Dowd, university system president, saying Alaska needs "some type of community college structure."

The 17-page memo agrees with the need to restructure the university's statewide system to reduce costs. But it disagrees with O'Dowd's proposal to merge the state's community colleges with its four-year, degree-oriented institutions.

A system of higher education must be diverse enough to meet the needs of students seeking degrees and those looking just to take courses, O'Rourke wrote.

"The proposed structure does not provide enough variability to assure meeting these multiple and diverse service requirements," he wrote.

O'Rourke's memo also predicted that merging would eliminate many educational services now provided by the state's community colleges, such as vocational-technical programs in urban areas and courses geared to rural areas' needs.

Juneau Community College, he said, was merged a few years ago into the university structure. "I am told today that there is no viable vocational-technical program at the University of Alaska-Juneau."

The educational missions of the two groups do not mix well, O'Rourke said. He cited disagreements between administration and faculty members at both types of institutions over where to place priorities.

Under O'Dowd's proposal, "it is the community college mission that is being submerged," O'Rourke wrote.

Rather than merge the community colleges, O'Rourke proposed cutting the institution's five major administrative units to three. Two would be university units in Anchorage and Fairbanks, and the third would be a statewide unit to administer community college programs, preserving their autonomy.

Under such a structure, "we will be able to emphasize those elements that are important to local communities and keep intact a structure which might invite future local financial participation," O'Rourke wrote.

O'Rourke also called for a structure that would allow local residents to retain some control over programs and courses. O'Dowd's proposal does not provide for this.

O'Dowd's restructuring proposal will be presented to the university's board of regents during its meeting Dec. 4-5. The board is not expected to act on the proposal immediately, and some university officials say they hope the body will hold public hearings throughout the state on the plan.

Opposition to the restructuring plan has been dominated by administrators, faculty and students at the state's community colleges.

Editorial

Hands off

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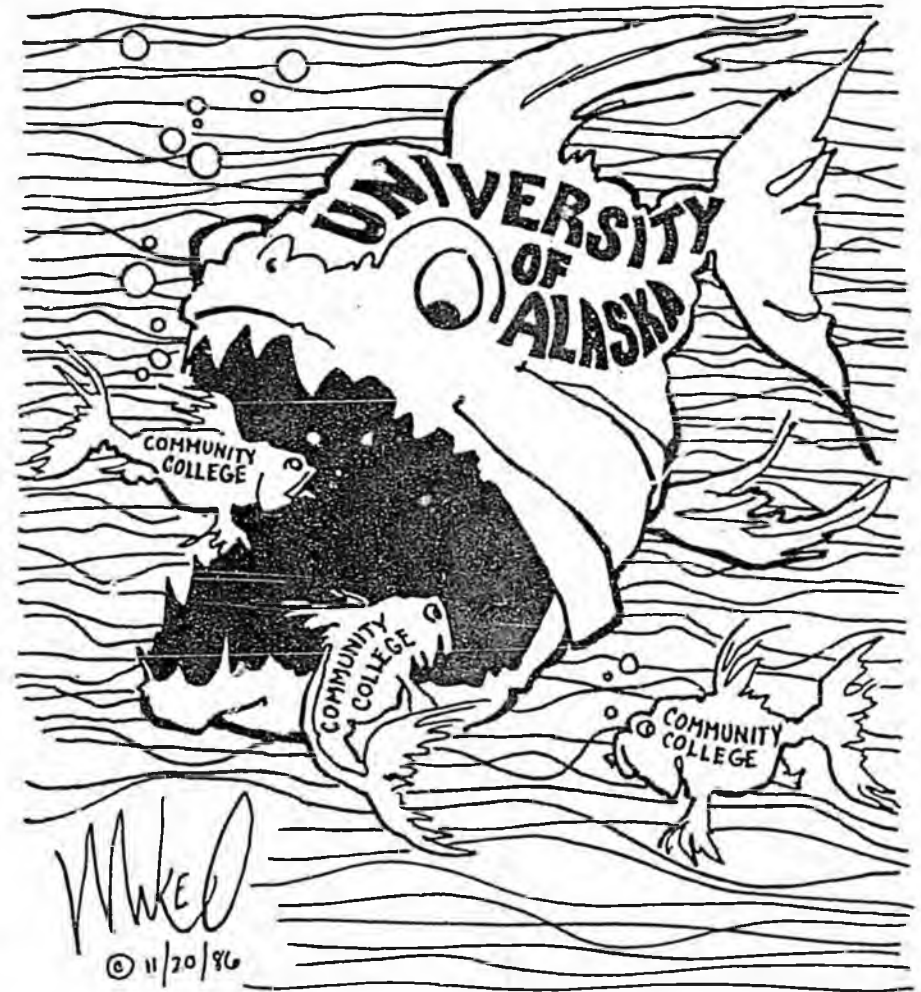
Community colleges around the state are understandably nervous about the suggestion that their administration be combined with the University of Alaska system. Although both offer higher education, university students steer a path toward a two or four-year degree, while community colleges exist to provide academics as well as vocational and continuing education.

Community colleges are designed to give their students what they want, whether it be woodworking, business skills or a foreign language. While two-year degree programs are available at many community colleges, most students enroll strictly for their own enrichment. It is difficult to see how this mission could be combined in a cost saving way with that of a four-year institution.

The idea to combine the two came several weeks ago from University of Alaska President Donald O'Dowd, who is faced with the need to cut \$60 million out of a university budget of \$143 million. He estimates it would save \$5 million and although specifics are not available, oversight of the state's farflung community colleges would be pulled into university campuses in the "hub" cities of Anchorage, Fairbanks and Juneau.

Criticism of the plan has been swift and harsh, and has mostly come from those who work in and use the community colleges. They say that the plan would submerge their interests and could eventually strangle their wide-ranging curriculums, and we agree. As a semi-autonomous unit, the Homer branch of Kenai Peninsula Community College has become one of the fastest growing in the state. We believe that growth has taken place because Homer administrators have responded to what the community wanted.

We applaud Mr. O'Dowd's desire to hone down a university system that has become bloated with oil dollars. But we suggest that there is little to be saved by chopping up the community college system and forcing it under the university's umbrella. A similar effort tried and failed several years ago. Mr. O'Dowd should go back to the drawing board to cut his budget. Perhaps it will take a complete reorganization of the system to meet the budget goal, but it should not be done at the expense of the community colleges.



Some fish swallow their young to protect them...
Others just eat them.

WEDNESDAY, NOVEMBER 26, 1986

A vote for ACC in merger crisis

Dear Editor:

I am a student in a degree program at UAA and have taken several classes at ACC so I do have a personal interest in and experience at both schools. I also work full time and consider Alaska to be my home.

I realize that in a time of reduced state revenues, some hard choices have to be made by all of us. Some things must be reduced or eliminated not because they are unimportant, but because other needs are more basic. I also believe strongly that educated people are our most important resource. Our future as a free and safe place to live depends on all of us making informed and reasonable decisions about our lives and our children's lives. By education, I don't mean preparation for a specific job or career but rather the training to decide which career is right for me or how to change careers when my old job no longer exists, or how to communicate effectively, or how to parent, how to evaluate political candidates, how to make rational choices in all areas of my life.

I think that basic educational needs for all of us in this community are best served by a strong community college which we do have at this time. I think that our future depends on each of us continuing to learn and grow throughout our lives and that is the purpose of a community college and not a university.

K.J. Sahlstrom
Anchorage

*The Anchorage Times
welcomes letters from its
readers on issues of the day.
Letters must be exclusively
addressed to The Anchorage
Times, Box 40, Anchorage,
99510-0040.*

Week Ending November 29, 1986

ICC Urges O'Dowd To Alter Proposals

By Sentinel Staff

The Islands Community College Council has gone on record opposing the proposed restructuring plan for the statewide University of Alaska system, claiming that the plan "destroys the state's commitment to a community college education."

John MacDonald, president of the ICC Council, read the resolution Monday night on a statewide audioconference set up by the university to gather comment from its various branches on the restructuring plan.

The resolution said the planned restructuring would make Alaska "nearly the only state in the United States without a public community college system," and would channel money and decision-making power of community colleges to the state's three urban centers, which may not understand the needs of rural Alaska.

University President Donald O'Dowd, who outlined the cost-cutting plan recently, said Sitka would continue to have a community college, but that the program would be administered from Juneau to save costs. Other community colleges around the state would be administered from Fairbanks and Anchorage.

In August 1986, the university was informed that its budget would be reduced by \$40 million from the previous year. O'Dowd stressed that the university cannot anticipate increases by more than a small percentage for at least the next three years, and must make major economies immediately.

Four guidelines for the proposal, O'Dowd said, were that restructuring would be based on educational and not political considerations, that the university would provide high-quality service of limited nature rather than a

wide range of lesser quality services, that administrative overhead would be reduced and that the system would continue to serve the rural and Native population of the state.

In its resolution of protest to O'Dowd's restructuring plan for the community colleges, the ICC council first commended the university pres-

ident for responding to the fiscal crisis with a bold plan. However, the council also said they disagreed with O'Dowd on two points.

"This plan clearly places great value on educational services which lead to baccalaureate degree or higher and little value at all on educational services not intended to lead to such degrees," the resolution said. "More specifically it is a plan which commits the state to support of a university education and which destroys the state's commitment to community college education."

The resolution went on to state that some members of the public have stated that it is Alaska's four-year colleges that should be closed, and that the community college system should be strengthened.

"ICC Council believes that both university education and community college education are valuable and needed in Alaska," the resolution said.

But the ICC group expressed fear of the consequences of urban administrators directing rural programs.

"In various forms, time after time, the university has attempted to administer higher education services for rural and small town Alaska from one or more of the three urban centers," said the resolution. "It has never worked in the past and we have been given no reason to expect it to work in the future."

The resolution continues: "if we cannot have a local accredited center to respond to our educational needs, we believe it is reasonable to expect that administration of services to be offered in our area should be located in a rural or small town location and should not have to answer to a senior college chancellor."

The resolution concludes: "The ICC Council believes it is possible to alter President O'Dowd's plan to maintain the community college mission and to locate administration of that mission somewhere other than in a senior college center without adding to the cost of university operations. We urge him to make such alterations."

Letters to The Editor

The following letter was sent to the president of the University of Alaska.

Dear Dr. O'Dowd: I would like to take this opportunity to comment on your budget proposal.

It is clear to me that a great deal of thought, effort, and time went into the proposal, but I would, nonetheless, urge you to reconsider the basic approach.

I have long been a strong proponent of higher education, and continuing education. I firmly believe that easy access to educational opportunities throughout life both increases the quality of the individual's experience, and strengthens the democratic process. Unlike many other types of government, ours requires a well-informed populace to function properly.

I have had the good fortune to have obtained an undergraduate degree from the University of Michigan and a graduate degree from the University of Oregon, two fine state-supported institutions. I have also taken quite a few courses from community colleges along the way, including several offered by Sitka's own ICC.

Although the realization of a high quality university is without doubt a desirable goal and would no doubt encourage technical and professional expertise in our state, after much thought and reflection on my own educational experiences I have come to the conclusion that if the expense for such an institution is the loss of the local community colleges, the price is too high.

We are a unique state. Our population is scattered over vast areas and is made up of several distinct living cultures. I suspect that many of us chose to remain here because of the vastness and independence.

Local autonomy is of primary importance in Alaska. The community colleges are well suited to bring an accessibility to information to the rural Alaskan which would otherwise be impossible.

I believe that we are faced with the hard choice of picking between providing a quality four-year institution for our young people in state, or maintaining the integrity of a system which serves the educational needs of a large portion of the adult population, needs which would otherwise not be met.

I feel that the wiser choice would be to protect the community colleges while developing programs with other Pacific Northwest states who do not face the same educational delivery costs which we must cope with to provide in-state tuition rates for our students.

Thank you for your consideration.

Leone Hatch

UAF chancellor blasts restructuring

THE ASSOCIATED PRESS

FAIRBANKS — The state university system's president is facing yet another critic of his plan to save money by merging Alaska's community colleges with universities.

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ALASKA NEWS

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O'Dowd's restructuring proposal will be presented to the university's board of regents during its meeting Dec. 4-5. The board is not expected to act on the proposal immediately, and some university officials say they hope the body will hold public hearings throughout the state on the plan.

Opposition to the restructuring plan has been dominated by administrators, faculty and students at the state's community colleges.

Battle royal

FINAL EXAM day arrives tomorrow for the Board of Regents of the University of Alaska. Meeting for two days in Fairbanks, the regents will be trying to wrap up a crash course in economics — the likes of which they don't necessarily teach in the classroom.

The board is looking at approval of a \$143.5 million operating budget for the statewide university system, giving an okay to an on-going series of staff reductions and to considering a politically difficult proposal to merge Anchorage Community College into the University of Alaska-Anchorage and to blend other community colleges across the state into the other four-year units of the state system at Fairbanks and Juneau.

The merger idea has become the target of well or-

ganized opposition, including that generated by a new non-profit organization called the Community College.

FULL PAGE newspaper ads here have rallied Community College supporters to the cause, putting further heat on the regents.

The merger proposal came from University president Donald O'Dowd, who says nothing short of a wholesale revamping of the system's organization — and the elimination of duplicate administrative costs — can keep the state's higher education program operating with budget restraints.

The guess is that the regents will endorse President O'Dowd's merger proposal. If so, look for the battle to shift to the legislature in January.

Merger proposal threatens community college's 'mission'

By VICKI SLINGLUFF-ANDREWS

As a full-time student at Anchorage Community College, I am deeply concerned about the proposed reorganization of the University of Alaska. Should President Donald O'Dowd's plan be accepted by the board of regents during their meeting this week, the most notable local consequences will be the merger of the ACC and UAA campuses. Although President O'Dowd's plan offers several positive steps to ease the financial crisis facing the university system, I oppose the ACC/UAA merger for several reasons.

First, Dr. O'Dowd's plan will save the system approximately \$5 million statewide. The savings locally are estimated at only \$1 million. This appears a rather insignificant sum considering the consequences of the merger on the ACC student body, and that the total shortfall for the next two years is estimated to be as high as \$60 million.

But perhaps more important than the monetary considerations are the effects this merger will have on the ACC student body. The college has served the citizens of Anchorage since 1954. In its 32 years thousands of individuals have



found the opportunities at ACC to be just what they needed to begin a career, improve job skills, and take a shot at a new start in life. I am one such student who returned to the classroom after an 18-year absence. Had it not been for the friendly, open atmosphere offered by the faculty and staff at ACC, I might never have returned to college.

This point brings me to consider the unique nature of the ACC mission — its reason for existing. Unlike a four-year campus, ACC's primary function is to assist persons with an incredibly wide range of educational goals. More than 80 percent of our students are part-time. Yet, at the same time, more than 50 percent of our students are employed outside the home. About 20 percent of ACC

students attend classes as a prelude to achieving a four-year degree.

As you can see by the fact that 13,000 students chose ACC this semester, what the college is uniquely designed to offer is in high demand. Will this mission be compromised if the college is merged with UAA? I certainly think so.

This unhappy marriage was attempted in 1975 with unsatisfactory results. The college was subverted for the sake of the four-year school, staff morale dropped, and the whole "experiment" was ended in 1979 when ACC was separated again as a major administrative unit with its own chancellor.

Why mess with success? Since then ACC has achieved great things for its students. Last year, the college's aviation program was recognized by the U.S. Secretary of Education as being one of the 10 best programs in the nation. Two months later, the ACC Speech and Debate Team won the first place national title in debate. In February, the Developmental Studies program gained national recognition for exemplary performance. In other areas, the ACC Campus Cinema program is also nationally recognized for its student service orientation, and the college's tutoring program was recognized last month as a model effort during a conference in Atlanta.

ACC knows how to do things right. We have approximately one-third of all postsecondary students in the state, and operate on 11 percent of the budget. Merging with UAA will ruin our good track record.

Dr. O'Dowd claims that all these great things will be maintained under his reorganization scheme. I maintain that unless the community college system is spelled out administratively in any reorganization we attempt, all will be lost.

For students such as myself, ACC represents a "second chance" for academic achievement and a good career that I would not have found in a traditional four-year school. Any reorganization for the University of Alaska must make provisions for the continued vitality of the Anchorage Community College mission. Without ACC, many thousands of Alaskans will have no place to turn.

6 In its 32 years, thousands of individuals have found the opportunities at ACC to be just what they needed . . . I am one such student who returned to the classroom after an 18-year absence. Had it not been for the friendly, open atmosphere . . . I might never have returned to college. 9

☐ Vicki Slingsluff-Andrews is a student at Anchorage Community College.

Community college changed her life

Dear Editor:

ACC and the other 11 community colleges scattered throughout the state provide a vital and necessary service to their communities, and to merge them with UAA in order to save money would be a mistake.

People go to a community college for several different reasons: to take a class or two in order to upgrade their job, to learn a vocational or technical skill, or something creative to do during our long dark winters. Even though they are considered non-traditional students, they are still students and the community colleges should be there for

them.

I, myself, am a product of a community college. In the fall of 1980 I signed up for the creative writing class at Mat-Su Community College. I had such a good time and learned so much that I signed up for another class. Now six years later I am graduating with an associate of arts degree in English lit; this means so much to me as I am handicapped, and never dreamed I would have a college degree. The community college has changed my goals, and my life!

Gail Bjornstad
Wasilla

Combine community colleges, but don't submerge them in university

By MICHAEL MITCHELL

Sometimes even the dark cloud of budget deficits can have a silver lining. The present discussion over the future of higher education in Alaska is just such a time.

Later this week, the University of Alaska Board of Regents will meet in Fairbanks. Before them will be several proposals, including the much publicized proposal of President O'Dowd.

Also before them will be a proposal calling for a bold new direction in our state's community college system. This proposal has been studied and fine tuned for more than a decade, has the support of many Alaskans, and goes further than all other proposals in providing budget savings — while also leaving us with an improved educational system!

This proposal calls for the creation of one, comprehensive statewide community college for Alaska.

For more than 30 years Alaska's community colleges have provided essential educational services to meet the needs of our job markets. Whether nurses, welders, computer programmers, preparation for entrance to the university, or life skills and recreation learning, our community colleges have been able to provide the expertise, setting and training in a cost effective manner.

Since the original proposal was offered by President O'Dowd, we have heard numerous community college spokespeople discuss saving the community college mission. But it is not so much the mission of our community colleges that is at stake, as much as it is the more important mission of Alaska — to provide its communities with quality educational services that can meet the changing job markets and better equip all Alaskans to face the future. This is precisely what our community colleges do.

The proposal to implement one comprehensive community college is not new. In fact, it was introduced in the Alaska Senate in 1976, and was narrowly defeated by only two votes. The proposal has been closely examined by the

Alaska Commission on Postsecondary Education and higher educational consultants from all over the United States. It is a proposal which has the force of history and the scrutiny of experts. It is a proposal which can result in an estimated \$4.3 million dollars in savings for just the community colleges, regardless of the savings and restructuring that the university undergoes.

And it is a proposal whose time has come. Now, more than ever, Alaska and Alaskans need the guidance and educational structure which can help us to survive and flourish in the years ahead.

There are irreconcilable differences between the mission and philosophies of the university and community colleges. We have all seen and heard the numerous horror stories from those people whose educational aspirations have been thwarted by the restrictions of the university.

However, the community college has been able to successfully meet the needs of a diversity of students throughout our state.

Each institution, the university and the community colleges, has its vital role to play in the struggle for educational greatness in Alaska. But they are as different as oil and water. They will not mix. Some engineers have mentioned to me that under great pressure, it is possible to mix oil and water, but actually only a froth results. Let us not attempt to create an unworkable froth in our zeal to protect one from the other.

Our state budget problems are unfortunate, but it is comforting to know that a solution is available that can leave us in a better situation. The Regents will vote this week on whether or not to retain the community colleges mission. Let us remind them that Alaskans have already voted by their greater enrollment in the community colleges.

☐ Dr. Michael Mitchell is president of the Community College Coalition of Alaska Inc.

Anchorage Daily News Wednesday, December 3, 1986

Ketchikan college president quits over reorganization plans

KETCHIKAN (AP) — Citing dissatisfaction with a planned reorganization of Alaska's statewide university system, Ketchikan Community College President John Menzie has submitted his resignation.

The reorganization was proposed last year by Donald O'Dowd, president of the University of Alaska. It has won approval of the university's regents.

"I cannot support Dr. O'Dowd's plan wholeheartedly," Menzie said. "That's one of the things that makes me want to retire this year."

The reorganization would combine Alaska's community colleges and universities into three institutions based in Juneau, Anchorage and Fairbanks, with programs available in other communities.

Menzie said in a letter to Marvin Looney, the chancellor of community colleges, rural education and extension, that he would resign Dec. 31, 1987.

The response was straightforward, Menzie said. "They sent me a letter saying I might not be around that long," he said.

Menzie said he was not supposed to comment on the planned reorganization. "I'm not supposed to answer any questions on it," he said.

Under a university order, all questions about the reorganization should be directed to Edee Rohde, director of information services for the state system, Menzie said.

"This certainly isn't a gag order," Rohde said. She said her office's effort serves as a rumor-control system. "Apparently, some of the community college people took it as, 'Keep your mouth shut.'"

The order stems from a Dec. 17 memo from O'Dowd calling for officials to quash rumors. The memo asked Rohde to establish a procedure for answering citizen questions about the reorganization.

The first step in the procedure asks for all university and college administrators, officials and employees to limit responses about the reorganization to O'Dowd's comments given in a speech delivered Oct. 29.

University merger will ruin ACC, college leader says

The Associated Press

KETCHIKAN — The president of the American Association of Community & Junior Colleges says Alaska's plan to merge its community colleges with its university system will ruin the community colleges.

"This is the only state to fragment community college programs to this degree," said Dale Parnell. "If you really want to kill comprehensive community colleges, you should adopt this plan."

The reorganization plan was proposed by University of Alaska President Donald O'Dowd in October and approved by the state Board of Regents in December. According to the plan, all Alaska community colleges would be combined with state public universities with administration centrally located in Fairbanks, Anchorage and Juneau.

"Go back and look at history. Where has it worked?" Parnell asked.

In Washington, D.C., the merger of Washington Technical Community College and the University of the District of Columbia reduced the amount of technical and vocational education available to

students, he said.

"Today they're asking, how do we get a good community college?" Parnell said. "That's the question you'll be facing five years from now in Alaska."

"The state of Utah's higher education plan calls for bolstering the community college system as a cost-saving device," he said.

The focus of a community college and a four-year university are completely different, Parnell said. A combination of the two institutions makes the community college a poor stepchild, he said.

The lack of adequate technical training programs and vocational education at the reorganized schools is the most serious flaw in O'Dowd's plan, Parnell said.

STATE OF ALASKA THE LEGISLATURE

LEGISLATIVE AFFAIRS AGENCY

LEGISLATIVE REFERENCE LIBRARY

POUCH Y - STATE CAPITOL
JUNEAU, ALASKA 99811
907-465-3800

May, 1988

Copies of minutes listed below were originally included in this file. The minutes are available on the STAIRS database CMPR. In order to save space copies of minutes have not been left in the files.

Mary Van Nimwegen

H HESS	2-19-87	8:30 a.m.
" "	3-27-87	" "
" "	3-13-87	" "
" "	3-12-87	" "

FISCAL NOTE

REQUEST:

Revision Date: _____
Title: An act establishing the Alaska
Community College System
Sponsor: Health, Education & Social
Services Committee
Requestor: _____

Agency Affected: Administration
BRU: General Services & Supply

Components: Purchasing

EXPENDITURES/REVENUES: (Thousands of Dollars)

OPERATING	FY 88	FY 89	FY 90	FY 91	FY 92	FY 93
PERSONAL SERVICES	0	206.9	213.1	219.5	226.1	232.9
TRAVEL	0	5.0	5.0	5.0	5.0	5.0
CONTRACTUAL	0	64.0	64.0	64.0	64.0	64.0
SUPPLIES	0	16.0	16.0	16.0	16.0	16.0
EQUIPMENT	0	28.3	0	0	0	0
LAND & STRUCTURES	0	0	0	0	0	0
GRANTS, CLAIMS	0	0	0	0	0	0
MISCELLANEOUS	0	0	0	0	0	0
TOTAL OPERATING	0	320.2	298.1	304.5	311.1	317.9

CAPITAL	0	0	0	0	0	0

REVENUE	0	0	0	0	0	0

FUNDING: (Thousands of Dollars)

GENERAL FUND	0	320.2	298.1	304.5	311.1	317.9
FEDERAL FUNDS	0	0	0	0	0	0
OTHER	0	0	0	0	0	0
TOTAL	0	320.2	298.1	304.5	311.1	317.9

POSITIONS:

FULL-TIME	0	5	5	5	5	5
PART-TIME	0	0	0	0	0	0
TEMPORARY	0	0	0	0	0	0

ANALYSIS: (Attach a separate page if necessary)

As provided in proposed AS 14.41.270, Department of Administration would be responsible for property management and purchasing for the Alaska Community College System.

Prepared By: Robert J. Link, Director *Robert J. Link*
Division: General Services & Supply

Phone: 465-2250

Date: 1-19-88

Approved by Commissioner: John M. Andrews *John M. Andrews*
Agency: Department of Administration

Date: 1/20/88

Distribution (by preparer):

Legislative Finance
Legislative Sponsor
Requestor
Office of Management and Budget
Impacted Agency(ies)

Community College Statewide
Property Control System Assumptions

- (1) On-site staff would perform annual inventories, then transmit additions, deletions, corrections, etc., to central office for entering into the system.
- (2) Travel would be minimal, i.e., every other year inspection of half the locations statewide to determine compliance with procedures.
- (3) System furniture will be used.
- (4) Existing State property software and State computer would be used.

100	Property Officer I - Range 13D Personal services presumes rehire of persons laid off and merit increases each year.	40.0 w/benefits
200	Travel every other year to half the locations	3.0
300	Data processing charges for using State Property System, postage, vehicle rental, training, risk management fee	29.0
400	Office supplies, cleaning supplies, vehicle expense	5.0
500	Systems furniture, personal computer, printer, etc. (one-time expense)	<u>6.9</u>
	Total Estimate	83.9

Community College Statewide
Purchasing System Assumptions

- (1) Office located in Anchorage.
- (2) NO RENT, utilities, or janitorial for the office.

100	Personal Services		166.9
	Purchasing Agent III (18C)	54.0	
	Purchasing Agent II (16A)	44.2	
	Supply Officer I (13D)	40.0	
	Clerk Typist III (08B)	28.7	
	Personal services presumes rehire of persons laid off and merit increases each year.		
200	Travel and per diem for compliance audits and assistance		2.0
300	Postage, training, vehicle rental, data processing charges, phone and long distance expense		35.0
400	Office supplies, equipment rental expense, miscellaneous supplies		11.0
500	Three systems furniture work stations, three personal computer printers, interface to mainframe, network and software		<u>21.4</u>
	Total Estimate		236.3



Alaska State Legislature
House of Representatives
COMMITTEE ON HEALTH, EDUCATION
AND SOCIAL SERVICES

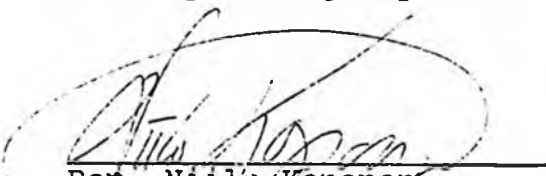
OFFICIAL BUSINESS

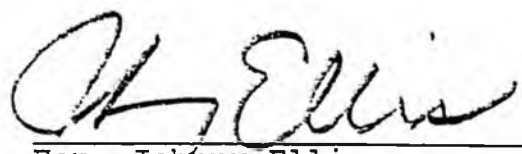
POUCH V
JUNEAU, AK 99811
465-3759

March 31, 1987

LETTER OF INTENT
FOR CSHB 107 (HESS)

The Health, Education and Social Services Committee reported out CSHB 107 (HESS) without an effective date clause. The Committee requests that the Finance Committee specifically review the effective date issue, and develop any appropriate language regarding transition from the University of Alaska to a separate community college system.


Rep. Niilo Koponen
Co-Chairman


Rep. Johnny Ellis
Co-Chairman



Official Business

COMMITTEE:

H E S S

DATE: 3-12-87

SIGN-IN

Subject of meeting:

HB 107

HB 148

NAME	ADDRESS	PHONE	REPRESENTING	DO YOU WANT TO TESTIFY? ^{What bill}
	PO Box 80314 Fairbanks	474-7272	UA	NO
Gerald H. Hest	9231 McIntosh Road, Fairbanks	346-3443	AcceFT	NO
Alfred D. Hest	2465 Louisa Dr. Anch		UA A	NO
Joseph T. Visser	Box 211045 ANCHORAGE, AK	789 4525	UA J	NO
E. F. Behrend	Box 180 UAF Fairbanks	474-6302	U.A. System	No
Fritz Phillips	Box 3304 Homer, AK 99603	235-6748	ALASKA ASSOCIATION of Comm College Councils	Yes - 107
Dr. R. O. Howard	Univ of AK Fairbanks, 99775	474-7311	UAK System	Yes 107
ROSIE PETERSON	GOVERNOR'S COUNCIL	6-1736	GOV. COUNCIL	YES
Rich Dimmitt	Alaska Comm Council on Post Sec	452-5511	U of A - Post Sec	NO
Brian Rogers	812 Greening U of A Fairbanks	474 6440	UA	Yes - on fiscal impact 107



Official Business

COMMITTEE:

DATE:

SIGN-IN

Subject of meeting:

NAME	ADDRESS	PHONE	REPRESENTING	DO YOU WANT TO TESTIFY?
Ann Benth	12010 Shore Circle Anch.		Univ of AK	NO
Don Lindsay	1684 Tadmor Dr. Anch. Alaska	274-8128	U of A.	YES
Robert Allen	522 W. 4th	225-5886	KECC	YES
Don Alke	1800 Brenta Rd	787-1644	U of A	YES
Mark L. Americas	9000 SULTANA ANCHORAGE	345-0594	U of A	No
Richard K. Kojan	8452 Kimberly St, JUNEAU	789-7394	AK Comm. College Coalition	YES
Ralph J. M. Hester	5889 Kenyhill Anchorage	333-0001	AK Comm College	Yes
KERRY ROME BUEG	POSTSECONDARY COMMISSION	2854	POSTSEC. CMEN.	YES
Steve H. K.	Univ of AK	2800	Univ	NO

HB 107 - An Act establishing the Alaska Community College System; and providing for an effective date.

File Contents

1. Copy of HB 107
2. Memorandum to Committee from Rep. Sund dated a2/11/87
3. Fiscal Note dated 2/12/87 by CCCA
4. Memorandum to John Lindauer from David Teal dated 12/29/82
5. Letter to Rep. Sund fromn Sherman Carter dated 2/12/87
6. Memorandum to Rep. Sund from Keith Levy dated 2/4/87
7. Concerns regarding University of Alaska Fiscal Note on SB60 presented to the Alaska Legislature: Dated 2/12/87
8. Amendment, Levgy 5-0528a, 2/20/87
9. Letter to Niilio Koponen from Brian Rogers, 2/25/87
10. ACC Preliminary Building Inventory Detail
11. Memo, Mary Jennings to Rep. Ellis, 3/5/87
12. Community Colleges: A report to the 12th Alaska State Legislature
13. Community Colleges: Volume II
14. Letter, Donald O'Dowd to Ben Grussendorf, 2/24/87 w/resolution
15. Memo to Legislature from Dennis Clark, ACC, 2/16/87
16. Letter to Legislature from UA, Chancellor, 2/24/87
17. Letter, Gail Phillips to Niilo Koponen, 3/10/87
18. Letter, Raymond DePriest to Donald O'Dowd, 11/21/86
19. Letter, Ruth A. DeCamp to Rep. Larson, 2/20/87

20. Letter, Raymond DePriest to Donald O'Dowd, 3/9/87
21. Letter, Raymond DePriest to Niilo Koponen, 3/20/87
22. Letter, John S. Whitehead to Niilo Koponen, 3/16/87
23. Letter, Rosie Peterson to Niilo Koponen, 3/10/87
24. Highlights, "Less Than Baccalaureat"
25. Letter, M. O. Looney to Legislature, 3/17/87
26. Resolution, Common Sense for Alaska, 3/20/87 w/cover.
27. Letter, Andrea Helms to Niilo Koponen, 2/24/87
28. Fiscal Note CSHB 107 (Draft), Department of Administration, 3/18/87
29. Fiscal Note, CSHB 107, U of A., 3/25/87
30. Memo, Keith Levy to Rep. Sund, 3/25/87
31. Draft CSHB 107 (HESS), Levy 3/14/87
32. Letter, Chancy Croft to Governor Cowper, 3/24/87
33. Letter, AACCC, Inc. to Governor Cowper, 3/23/87
34. Statement by Dr. Vern Oremus, 3/27/87
35. Minutes, House HESS, 2/18/87
36. Minutes, House HESS, 2/19/87
37. Minutes, House HESS, 3/12/87
38. Minutes, House HESS, 3/13/87
39. House Hess 3/27/87 - list of names
40. Minutes, House HESS, 3/27/87
41. Minutes, House HESS, 3/31/87

(7)

HOUSE COMMITTEE REPORT

Date referred: 2/4/87

FURTHER REFERRALS: Finance

The Health, Education and Social Services Committee has considered HB 107

DATE: 3/31/87

"An Act establishing the Alaska Community College System; and providing for an effective date."

RECOMMENDS:

- ☒ replace with CSHB 107 (HESS) ☐ the same title
☐ attached amendment(s) ☒ a new title
- ☐ do pass
☐ do not pass
☒ no recommendation
☐ individual recommendations
☐ additional referral to the _____ Committee

ADOPTS: ☒ HESS letter of intent

ATTACHES NEW FISCAL NOTE(s):

- 3 ☒ fiscal impact ☐ same as previous fiscal note published _____
☐ zero fiscal note ☐ same as previous zero fiscal note published _____
☐ zero with analysis

SIGNING TO PASS:

[Signature]
[Signature]
[Signature]

SIGNING OTHER RECOMMENDATIONS:

ROSC E. PRO... No Rec
[Signature] - No Rec
[Signature] no rec
[Signature] no rec

[Signature]
Chairman's signature
[Signature]

JOHN SUND, REPRESENTATIVE

2504 2nd Avenue
Ketchikan, Alaska 99901
(907) 225-5552

While in Juneau
P. O. Box V
Juneau, Alaska 99811
(907) 465-4919

February 11, 1987

MEMORANDUM

TO: House HESS Committee

FROM: Representative John Sund

RE: HB 107 "An Act establishing the Alaska Community College System; and providing for an effective date."

.....

HB 107 will establish community colleges, extension centers, and outreach programs as parts of a comprehensive statewide system.

The Alaska Community College System would consist of degree and nondegree programs of postsecondary and continuing education, established either independently or in cooperation with the governing bodies of school districts or municipalities in the state. Each program would act as an agency of the federal government, a nonprofit corporation or association, to increase the opportunity for obtaining a postsecondary education in the state.

The separation issue is not new, as Representative McKinnon sponsored HB410 in 1977 and Representative Buchholdt sponsored HB651 in 1982. In both cases the constitutionality of a University/Community College split was reviewed. In 1982 House Research uncovered several documents which support the contention that separation of the community colleges and UAA from the University system is constitutional and that it can be accomplished by an act of the Legislature.

FISCAL NOTE FOR SB60

PREPARED BY THE COMMUNITY COLLEGE COALITION OF ALASKA, INC. (CCCA)

DATED: FEBRUARY 12, 1987

The following fiscal note has been prepared by CCCA budgetary experts. Its key points are as follows:

From an analysis of the University's own financial documents for all units of the system, proposed budgets for the new statewide community college system and its component units have been identified.

*The total identified cost of the new statewide community college system is projected at \$73,255,813. This figure is generated by taking the total budgets of ACC, the CCREE administration, the existing 10 community colleges in the CCREE system, eliminating unnecessary duplication of personnel and functions, adding appropriate contributions from the University statewide budget for institutional support and contractual costs, and adding \$150,000 of new funds for the costs of the new community college board of trustees. Up to \$3 million dollars additional to these figures will be transferred from the U of A for computing services (hardware, software), physical plant operations, and risk management, the exact amount to be determined upon subsequent analysis and discussion with the University.

A summary breakdown is as follows:

ACC (present budget).....	\$26,307,400
CCREE administration (present budget).....	\$10,663,757
CCREE units: 10 Com. Col. & Rural Ed. (present budget).....	\$34,451,243
Transfer of SW funds for institutional support and contractual costs.....	\$ 3,102,101
Add up to \$3 mil for computer services and risk management (from UA Statewide)...	\$ 3,000,000
Subtotal:	<u>\$77,524,501</u>
General fund savings.....	\$ 1,418,688
New funds required for Bd. of Trustees....	\$ 150,000
Net general fund savings.....	\$ 1,268,688
Maximum total for new statewide CC system.....	<u>\$76,255,813</u>

MINUS \$8 MILLION IN UNNECESSARY TRANSITION FUNDS

*THE NET SAVING TO THE STATE OF SB60 IS \$1,268,688. This is effected by eliminating duplication in staff positions and related costs between ACC and CCREE administrations, specifically in the areas of Chancellor, Vice Chancellors for Instruction, Administrative Services, Student Services, and various relevant support areas.

*A NOTABLE FEATURE OF SB60 IS THAT IT DOES NOT REQUIRE \$8 MILLION IN NEW STATE FUNDS FOR TRANSITION.



ALASKA STATE LEGISLATURE
HOUSE OF REPRESENTATIVES
RESEARCH AGENCY

Pouch Y, State Capitol
Juneau, Alaska 99811
(907) 465-3991

December 29, 1982

MEMORANDUM

TO: Representative-elect John Lindauer

FROM: David Teal *Teal*
Research Staff

RE: Separation of Community Colleges and the University of Alaska -
Anchorage from the University of Alaska System
Research Request Number 82-201

You requested that this agency perform research on the degree of autonomy that portions of the University of Alaska system may exercise under Alaska's constitution. More specifically, you asked what action is required to separate the community colleges and the Anchorage campus of the University of Alaska (UAA) from the University of Alaska system.

Our research uncovered several documents which support the contention that separation of the community colleges and UAA from the University system is constitutional and that it can be accomplished by an act of the Legislature. Several legal opinions and bills filed as far back as 1976 were reviewed by the agency. Summaries and relevant excerpts appear below.

In a February 5, 1976 letter to the chairman of the Interim Committee on Higher Education, John Havelock, Director of Legal Studies for the University of Alaska, wrote the following opinion:

Some question has been raised concerning the degree to which the regents of the University of Alaska must control all publicly supported higher education in Alaska. This degree of control should not be overstated.

The constitution provides that in addition to "a system of public schools open to all children of the state," the Legislature "may provide for other public educational institutions." The constitutional authority of the regents is limited to the governance of the University of Alaska, an entity whose existence is formally affirmed by the Constitution, but which is given no monopoly on higher education. Its designation as "the state university" does not stretch that far.

Representative-elect Lindauer
December 29, 1982
Page 2

[T]he Constitution provides that the governance of the regents shall be "in accordance with law." That is, the Legislature has the authority to set legal standards governing the independence of units of the University such as community colleges or any new college or other public educational institution such as might be established by it pursuant to Article VII, Section I of the Constitution of Alaska within the university system. [Emphasis added.]

Havelock's opinion implies that the Legislature is empowered to govern the independence of units within the university system. Under this interpretation of the constitution, the community colleges and the UAA could be highly independent without total separation from the rest of the university system.

Your request pertained to the maximum autonomy permitted by the constitution. In a May 7, 1976 letter to Senator Bill Ray, Attorney General Avrum Gross discussed the source of the University's current degree of independence. He argues that:

[c]learly, the constitution itself makes explicit provision for legislative control of key aspects of the university's structure. Through these provisions, the legislature has created a semi-independent university by assigning many financial and operational responsibilities to the university. Thus it is statutory autonomy ("in accordance with law") rather than the constitution itself which has directly created the University's current degree of independence.

Attorney General Gross also responded to a request for his office's views on establishing postsecondary educational institutions independent of the University of Alaska. His memorandum of July 10, 1978 to Kerry Romesburg, Executive Director of the Alaska Commission on Postsecondary Education, stated that "home rule municipalities are not precluded from establishing their own postsecondary educational institutions."

The memorandum went on to say that there is no clear idea of the meaning the voters who ratified the constitution placed on the article dealing with the university system. Mr. Gross concluded that the question of whether or not the University is the only public university authorized by the constitution will ultimately have to be determined by the courts. In reference to the question, he wrote the following opinion:

Even if that language were read as meaning there is one state university, that does not, by necessity, mean that the University of Alaska is to be the only public university.⁴ Moreover, a portion of Art. VII, §1 of the Constitution could be interpreted as contemplating the creation of other public postsecondary institutions in stating that the legislature "may provide for other public educational institutions."⁵

⁴ For instance, California has a provision similar to Art. VII, §2 in its constitution, yet we understand there are three independent systems of public higher education in that state, only one of which is governed by the constitutionally established Board of Regents of the University of California.

⁵ While we believe this language only has reference to providing other educational institutions for "children" (i.e., at the elementary/secondary level), with reference to special schools open only to children with special needs, language in a 1975 decision of the Alaska Supreme Court, *University of Alaska v. National Aircraft Leasing, Ltd.*, 536 P.2d 121 at 124, 125, seems to indicate that, where a public educational institution is established and operated to meet the needs of a local area rather than for the purpose of meeting the statewide need for a public institution of higher education, other public postsecondary educational institutions might co-exist with the constitutionally established University of Alaska. [Emphasis added.]

This opinion clearly differentiates between the university system, a university system, and other postsecondary educational institutions. It implies that the community colleges can be separated from the university system under the provisions allowing the Legislature to "provide for other public educational institutions." The UAA situation is somewhat more complex. It could be argued that separation must be accompanied by a name change so that the UAA is no longer identified as a part of the university system.

Representative-elect Lindauer
December 29, 1982
Page 4

The separation issue is not new; the legislative reference library has extensive files on the history of bills on this topic. The attached memorandum from the library to this agency gives a brief review of available information.

House Bill 651, which was sponsored by Representatives Buchholdt, Parker, Cotten and Malone during the 11th Legislature, would have established a State corporation to be called the Alaska Community College System. The corporation would have been governed by a Board of Trustees with powers similar to the powers held by the University's Board of Regents. The bill, which is attached to this memorandum, did not pass. However, Billy Berrier, Director of the Division of Legal Services of the Legislative Affairs Agency, concluded that the bill was not in violation of the constitution. That opinion is also attached to this memorandum. HB 651 is based on SB 294 and HB 410, which were submitted in 1977. Primary sponsors were Croft and McKinnon in the Senate and House, respectively. Additional research on the legislative history of this topic can be done if you would find it helpful.

In summary, it appears that the Legislature has the authority to grant a greater degree of independence to the UAA and to any or all community colleges without a total separation from the rest of the university system. It also appears that the constitution does not prohibit separation of the community colleges from the rest of the university system. This could also be accomplished through legislation. Separation of the UAA is a more complex issue. While proceedings of the constitutional convention indicate the intent to have a single university system (see attached memorandum from Billy Berrier to Representative Buchholdt), the opinion of Avrum Gross (on page 3 of this memorandum) indicates that a separate university may be constitutional. According to Mr. Gross, the constitutionality of separation of the UAA will require a decision by the courts.

* * *

I hope this information adequately addresses your questions on the potential for an autonomous community college system and separation of the UAA from the rest of the university system. If you wish to see the full text of bills or legal opinions cited here or would like additional information, please call. You may wish to speak directly to Billy Berrier and/or Kerry Romesburg on this subject. I found Mr. Romesburg to be especially candid and well-informed on the political, financial and administrative aspects of the issue. I would be pleased to set up a meeting for you if you wish to pursue this matter.

DT/sj



Sherman Carter
Executive Vice President
907/474-7448

University of Alaska
Fairbanks, Alaska 99775-5260

February 12, 1987

The Honorable John Sund
Alaska State House of Representatives
P.O. Box V
Juneau, AK 99811

Subject: Fiscal Note, House Bill 107

Dear Representative Sund:

Attached, as requested by Mr. Howard Wayne of your office, are fiscal notes for House Bill 107, "An Act establishing the Alaska Community College System; and providing for an effective date."

The legislation has significant fiscal impacts for the following reasons:

(1) A division of the University of Alaska would result in substantial amounts of legal work and possible litigation over a number of years. At present, many contracts are in force which affect multiple institutions. Lands, buildings, and property would need to be divided, and many federal grants and contracts would need to be renegotiated.

(2) The currently pooled resources of the University of Alaska would be divided into fractional components, which would diminish the effectiveness of either institution in solving many of the state's problems, especially in rural education and cross-cultural educational programs;

(3) Many of the savings which are anticipated by current restructuring efforts are obtained by significant reductions in the administrative structure of the community colleges. This legislation would require that these administrative savings not be made; furthermore it would require that the community college - statewide administration take on new functions including:

- *Board of Trustees travel and per diem
- *Administrative and academic computer systems
- *Payroll and central purchasing
- *Facilities planning and construction
- *Legal services
- *Risk management
- *Property control
- *Labor relations management
- *Internal audit
- *External audit

(4) The legislation requires substantial capital improvements. In particular, it requires:

*Administrative computer and data processing systems. This would include in addition to hardware required to run the systems the following software: an accounting system, payroll, a budget system, a student records system, a personnel records system, a property accounting system, a purchasing system, and as needed academic computing systems.

*Libraries at Anchorage, Tanana Valley, and Juneau-Douglas Community Colleges. Sec. 14.41.920 requires that these libraries be established separate from the current University of Alaska libraries. Capital costs include buildings, equipment, and a base level of books and periodicals.

*An administration building at Anchorage Community College.

*Over time, new structures at Anchorage Community College and the University of Alaska - Anchorage to separate current joint use facilities including student housing, a student center, athletic complex, and bookstore.

The appropriate fiscal note forms and backup are attached. If you need any further information, please do not hesitate to call me or Brian Rogers at 474-6490.

Sincerely,



Executive Vice President

cc: Liz Blecker, Division of Legislative Finance
Janet Clarke, Office of Management and Budget
Wendy Redman, Director of Government Relations

**STATE OF ALASKA 1987 LEGISLATIVE SESSION
FISCAL NOTE**

REQUEST:

Revision Date: HB107
 Title: An act establishing the Alaska
Community College System
 Sponsor: Rep. Sund
 Requestor: _____

Bill Version: _____
 Publish Date: _____

Agency Affected: University of Alaska
 BRU: Community colleges,
Statewide Administration
 Components: _____

EXPENDITURES/REVENUES: (Thousands of Dollars)

OPERATING	FY 87	FY 88	FY 89	FY 90	FY 91	FY 92
PERSONAL SERVICES						
TRAVEL						
CONTRACTUAL						
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS						
MISCELLANEOUS		8,077.3	8,319.8	8,569.9	8,871.5	9,091.3
TOTAL OPERATING		8,077.3	8,319.8	8,569.9	8,871.5	9,091.3

CAPITAL		104,000.0				

REVENUE						

FUNDING: (Thousands of Dollars)

GENERAL FUND		8,077.3	8,319.8	8,569.9	8,871.5	9,091.3
FEDERAL FUNDS						
OTHER						
TOTAL						

POSITIONS:

FULL-TIME		115	115	115	115	115
PART-TIME						
TEMPORARY						

ANALYSIS : (Attach a separate page if necessary)

Amounts shown are net of transfers from University of Alaska.
 See attached.

Prepared by: Brian Rogers, Director of Budget Development Phone: 474-6490
 Division: University of Alaska Date: February 12, 1987
 Approved by Vice President William Carter Date: February 12, 1987
 Commissioner: _____
 Agency: University of Alaska

Distribution (by preparer):

Legislative Finance
 Legislative Sponsor
 Requestor
 Office of Management and Budget
 Impacted Agency(ies)
 Senate Secretary

CONTINUATION of FISCAL NOTE ANALYSIS

For Bill/Resolution No. House Bill 107

Assumptions:

1. 3% inflation per year following FY88.
2. All support functions under the proposed Community College System would be totally independent and separate from the current University of Alaska system.
3. No program expansions or reductions are included in the fiscal data.
4. The Alaska Community College System statewide offices would be based in Anchorage.
5. Operating costs of new facilities are not shown in future fiscal years.

Program Summary:

1. Positions - An estimated 115 new positions would need to be added (or reinstated) to perform all of the functions presently being performed by the University of Alaska system. Approximately 75 of these positions are currently filled, but planned for elimination in the current university restructuring. Approximately 20 positions could be transferred from the University of Alaska. It is impossible to be precise without several months of detailed planning when the bill is enacted.
2. Types of Expenditures - The following table identifies, by function, the approximate level of expenditure and number of positions required to create a separate administrative structure for the proposed Community College system.

a.	Board of Trustees expenses	\$100,000	1 PFT
	(includes administrative secretary, trustees travel and per diem, meeting space, legal advertising, support costs)		
b.	Chancellor	\$200,000	3 PFT
	(includes chancellor, executive secretary, assistant to the chancellor, support costs)		
c.	Community College Administrations	\$3,687,500	75 PFT
	(includes all community college administrative costs currently scheduled to be deleted due to restructuring of University of Alaska system)		
c.	Financial administration/purchasing	\$400,000	5 PFT
	(includes chief procurement officer, accounting and budget personnel, support costs)		
d.	Data processing	\$1,800,000	19 PFT
	(includes administrative and academic computing directors, systems programmers, applications programmers, network operations, systems development, hardware and software maintenance, network changes, support costs)		

CONTINUATION of FISCAL NOTE ANALYSIS

For Bill/Resolution No. House Bill 107

e.	Payroll	\$325,000	4 PFT
	(includes payroll manager, payroll clerks, support costs)		
f.	Facilities Planning and Construction	\$425,000	6 PFT
	(includes architect, planners, fiscal officer, support costs)		
g.	Legal Services	\$225,000	2 PFT
	(includes general counsel, administrative assistant, contractual funds, support costs)		
h.	Risk Management	\$750,000	2 PFT
	(includes risk manager, secretary, contractual funds, support costs)		
i.	Property Control	\$140,000	2 PFT
	(includes property officer, secretary, support costs)		
j.	Labor Relations	\$100,000	1 PFT
	(includes labor relations manager, support costs)		
k.	Internal and External Audit	\$250,000	1 PFT
	(includes internal auditor, contractual funds for external audit, support costs)		
l.	Institutional Research	\$125,000	2 PFT
	(includes researchers, support costs)		
m.	New administration for Juneau-Douglas Community College (net of transfer from UAJ)	\$500,000	10 PFT
n.	Anchorage Community College physical plant department (net of transfer from UAA)	\$250,000	2 PFT
TOTAL OPERATING COSTS		\$9,277,500	135 PFT
minus: Transfers from University of Alaska			
(based on FY88 Governor's budget) (\$1,200,000) (20 PFT)			
(primarily from labor relations, risk management, general counsel, data processing)			
NET ADDITIONAL OPERATING COSTS		\$8,077,500	115 PFT

3. Exclusions: The above data does not attempt to assess the fiscal or programmatic impact on other institutions which presently deal with one university system, including the Alaska Commission on Postsecondary Education, the Alaska Department of Administration, the Alaska Department of Revenue, the Alaska Legislature, the Office of the Governor, the Office of Management and Budget, or municipal governments. The above data does not include operations and maintenance costs of the new facilities required by the legislation. Such costs are likely to be substantial.

CONTINUATION of FISCAL NOTE ANALYSIS

For Bill/Resolution No. House Bill 107

4. Projected capital costs:

a.	Anchorage Community College	
	Administration/laboratory building	\$18,500,000
	Library (40,000 books)	\$16,000,000
b.	Juneau-Douglas Community College	
	Library (10,000 books)	\$3,500,000
c.	Tanana Valley Community College	
	Library (10,000 books)	\$3,500,000
d.	Academic/Administrative Computer System	
	Hardware	\$4,000,000
	Software	\$1,500,000
e.	UAA/ACC - Duplication of Joint-Use Space	
	Student Center	\$15,000,000
	Physical Education/Recreation Complex	\$30,000,000
	Student Housing	\$12,000,000
	TOTAL CAPITAL COSTS	\$104,000,000

Agency Comments

(1) When dealing with two entirely separate systems, students attending the Community College System would have significantly greater problems with the transfer of credits than is presently the case;

(2) Dividing the University of Alaska at a time when significant restructuring of the system is in progress would result in (a) further confusion about the allocation of resources for post-secondary education, (b) expanded competition for the resources dedicated to education, and (c) costly duplication of programs within the state;

(3) While more populous states (such as California) have multiple systems of higher education, Alaska still has one of the lowest population levels in the nation. Many states with multiple systems are now looking toward unifying the systems under single boards.

(4) A division of the University of Alaska would result in substantial amounts of legal work and possible litigation over a number of years. At present, many contracts are in force which affect multiple institutions. Lands, buildings, and property would need to be divided, and many federal grants and contracts would need to be renegotiated.

CONTINUATION of FISCAL NOTE ANALYSIS

For Bill/Resolution No. House Bill 107

Agency Comments (continued)

(5) The currently pooled resources of the University of Alaska would be divided into fractional components, which would diminish the effectiveness of either institution in solving many of the state's problems, especially in rural education and cross-cultural educational programs;

(6) Many of the savings which are anticipated by current restructuring efforts are obtained by significant reductions in the administrative structure of the community colleges. This legislation would require that these administrative savings not be made; furthermore it would require that the community college - statewide administration take on new functions including:

- *Board of Trustees travel and per diem
- *administrative and academic computer systems
- *Payroll and central purchasing
- *Facilities planning and construction
- *Legal services
- *Risk management
- *Property control
- *Labor relations management
- *Internal and external audit

(7) The legislation requires substantial capital improvements at a time when the state's capital funding is limited. In particular, the legislation would require:

- *Administrative computer and data processing systems.

This would include in addition to hardware required to run the systems the following software: an accounting system, payroll, a budget system, a student records system, a personnel records system, a property accounting system, a purchasing system, and as needed academic computing systems.

- *Libraries at Anchorage, Tanana Valley, and Juneau-Douglas Community Colleges. Sec. 14.41.920 requires that these libraries be established separate from the current University of Alaska libraries. Capital costs include buildings, equipment, and a base level of books and periodicals.

- *An administration building at Anchorage Community College.

- *Over time, new structures at Anchorage Community College and the University of Alaska - Anchorage to separate current joint use facilities including student housing, a student center, athletic complex, and bookstore.

STATE OF ALASKA THE LEGISLATURE

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LEGISLATIVE AFFAIRS AGENCY

M E M O R A N D U M

February 4, 1987

SUBJECT: Alaska Community College System
(Work Order No. 5-0528A)

TO: Representative John Sund

FROM: Keith B. Levy *KBL*
Legislative Counsel

You have requested a sectional analysis of Work Order No. 5-0528A, establishing the Alaska Community College System. Please note that a sectional analysis should not be considered an authoritative interpretation of the bill and the bill itself is the best statement of its contents.

Section 1 describes the purpose of the bill and the general philosophy of a separate comprehensive community college system for the state.

Section 2 adds a new chapter to AS 14 establishing and describing the Alaska Community College System. The system is established (AS 14.41.010) under the control of a Board of Trustees appointed by the governor and subject to confirmation by the legislature (AS 14.41.020(a)). Board members must be United States citizens and residents of a community which has a unit of the community college system (AS 14.41.020(b)). Five of the board members are appointed from the various judicial districts, a sixth is a community college faculty member, and a seventh is a community college student (AS 14.41.020(c)). The faculty member is appointed from a list submitted to the governor by the Board of Trustees, must have been a teacher with the system for at least two years, and must teach at least nine credit hours a semester (AS 14.41.030). The student member is appointed from a list of two students submitted by each community college and one by each extension center or outreach program after an election (AS 14.41.040(a)). The student board member must have attended the community college system as a full-time student for at least one year before appointment (AS 14.41.040(b)).

The faculty member and the student member serve terms of two years; all other board members serve staggered terms of five years (AS 14.41.050). The legislation requires election by the board of certain officers, and authorizes the board to select others, limiting terms of officers to one year and setting a two-term limit on a person's service as chairperson (AS 14.41.060). The legislation requires the board to prepare rules for its procedures (AS 14.41.070(a)), determines a quorum and the minimum vote necessary for action by the board -- both set at four of seven votes (AS 14.41.070(b)) -- and precludes use of proxies (AS 14.41.070(c)). The legislation requires, at a minimum, quarterly board meetings, rotating through the various community college campuses over a five-year cycle (AS 14.41.080(a) and (b)), authorizes special meetings, prescribes meeting notice requirements (AS 14.41.080(a)), and generally restates "open meeting" provisions of the Administrative Procedure Act (AS 14.41.080(c)). The bill authorizes reimbursement for travel and per diem at state rates (AS 14.41.090).

The powers and duties of the board of trustees are enumerated in AS 14.41.100.

The board's chief executive officer is the system's chancellor whose primary responsibility is the administration of the system (AS 14.41.110(a)). In addition to the on-campus programs, the chancellor is charged with development and administration of an effective rural and off-campus program (AS 14.41.110(b)).

The chancellor's powers include the appointment of faculty on the recommendation of the principal administrative officer of each unit of the system and the delegation of the appointment power with the approval of the board (AS 14.41.120(a)). The chancellor's duties include the appointment of the principal administrative officer for each community college and extension center subject to the approval of the board, defining the duties of persons the chancellor appoints, and generally coordinating the system (AS 14.41.120(b)). The chancellor also has the sole authority to suspend, expel, and reinstate students, although this power is delegable (AS 14.41.130).

The principal executive officer for each community college is a president, and the director of each extension center or outreach program is an administrator (AS 14.41.140). The manner of appointment of presidents and administrators is set out in AS 14.41.140.

The bill authorizes the board to establish and maintain centralized and regional service centers to supplement activities involving units of the system (AS 14.41.150). The bill provides direction relating to appointment of and service by faculty (AS 14.41.160(a) and (b)).

The establishment of a community college council for each community college is mandated; a council may be established for other units of the system (AS 14.41.170(a)). The determination of the size, manner of selection, terms, officers and comparable provisions concerning community college councils is the responsibility of the Board of Trustees (AS 14.41.170(b)). The bill distinguishes between the "policy-making" role of a council and its "advisory" role (AS 14.41.170(e)), and gives a community council significant authority with respect to making and securing implementation of recommendations concerning operation of the campus or unit for which the council is responsible (AS 14.41.170(f)).

The bill describes the manner of establishment of new community colleges including nomination (AS 14.41.180), determination of feasibility (AS 14.41.190), and establishment of a different form (i.e., "extension center or outreach program" where a community college does not meet standards) (AS 14.41.200).

Specific provision is made by which a unit of the system and a second party may cooperate in the formation and operation of a community college (AS 14.41.210). The college is given, under the bill, complete operational authority subject to periodic reviews by the cooperating party, and title to those facilities financed or constructed with system funds.

The Board of Trustees is given specific duties under AS 14.41.220 by which to assure expanding educational opportunity for community college system course work.

Finance, fiscal and property management, and related provisions generally follow requirements imposed by the state on operations of its secondary education programs, though the manner of administration of funds received is committed to the discretion of the Board of Trustees by regulation (AS 14.41.230(b)). The budget process is made the responsibility of the board (AS 14.41.230(a)), and requires preparation of a program budget subject to the review and recommendations of a community college council for a particular campus (see AS 14.41.170(f)(2)). Fund management and the

acquisition and holding of property are committed to the board (AS 14.41.240), and the board may act as trustee for property as necessary (AS 14.41.250). Monetary gifts and endowments for the benefit of the system are transferrable to the Department of Revenue for investment and management (AS 14.41.260); other properties are taken by the system and made part of the permanent property inventory (AS 14.41.270). Specific provision is made for a working capital fund to receive legislative appropriations for construction of capital improvements of benefit to the Community College System (AS 14.41.290). The State's Procurement Code (AS 36.30) is imposed on the system (AS 14.41.280); federal laws applicable to the University of Alaska as a land grant college are made applicable also to the system in its capacity as an anticipated recipient of federal funds and lands (AS 14.41.300).

The remaining newly-codified provisions generally address the manner of operation or function of the system. General civil rights provisions are made applicable (AS 14.41.900(a)); political and religious sectarian tests are prohibited in the appointment of faculty (AS 14.41.900(b)). Cooperative use of facilities brought into the system from the University of Alaska as a result of this Act, or otherwise subsequently constructed for the benefit of the System or for the University, is mandated (AS 14.41.910). Open library services are made mandatory for community college campuses; at extension centers and outreach program offices, they are discretionary (AS 14.41.920). An annual report of the work of the system is required (AS 14.41.930).

The manner of operation of a unit of the system, where not specifically described in the legislation, is committed to the authority of the system in accordance with regulations prescribed by the Board of Trustees (AS 14.41.940). Certain terms used in the legislation are defined (AS 14.41.990).

Sections 3 - 13 amend existing provisions of law applicable to the University of Alaska to incorporate reference to the "community colleges" or the "Alaska Community College System", as applicable.

Section 14 repeals existing legislation establishing community colleges within the University of Alaska.

Section 15 contains transitional provisions to accommodate the separation and separate establishment of an Alaska Community College System. Asset redistribution occurs under

Representative Sund
February 4, 1987
Page 5

the direction of the state's Postsecondary Education Commission; continuance of litigation, contracts, other proceedings, and courses of study and related services are addressed; faculty, staff, officers and employees of the University whose work involves them with the community college system are terminated and must be rehired by the Alaska Community College System; where the latter proves impossible, the Postsecondary Education Commission is directed to assist in securing positions for which these persons are qualified.

Section 16 makes special provisions for the initial appointment of the faculty and student members of the Board of Trustees.

Section 17 provides a July 1, 1987, effective date for the bill.

KBL:mkr
m8/090

CONCERNS REGARDING UNIVERSITY OF ALASKA FISCAL NOTE ON SB60

PRESENTED TO THE ALASKA LEGISLATURE

DATED: FEBRUARY 12, 1987

PREPARED AND PRESENTED BY

THE COMMUNITY COLLEGE COALITION OF ALASKA (CCCA)

The Coalition became aware in the past few days of the University's fiscal note regarding SB60. This fiscal note has been analyzed by our budgetary experts. This analysis reveals the following about the University's fiscal note:

1. SHARING OF FACILITIES AND OTHER RESOURCES

*The University's fiscal note assumes that it would not share resources which would enable present community college staff to operate effective computer systems, plan for facilities, and the like. The statewide administration has an investment of over \$7 million in computing capabilities (hardware, software, and staffing). This capacity exceeds all current demands on this resource. The Community College system would anticipate a transfer of a share of those resources sufficient to carry out our computing needs.

*The University's fiscal note assumes that presently shared facilities would not continue to be shared. There is nothing, other than the will of the \$18 million statewide administration, that would mandate elimination of shared facilities. The consortium library in Anchorage, which is shared by APU, ACC, and UAA illustrates that sharing does not require membership in the University system. Similar models of sharing without organizational membership exist all over Alaska. Is it appropriate that the University assume that its resources do not belong to the people, but instead are to be assigned at the will of this statewide administration?

*The University's fiscal note assumes that new libraries would have to be built instead of sharing present resources with community colleges.

*Listing the administration building at ACC as a cost of separation is inappropriate for this analysis. This same building is presently in the FY88 University budget request to the Legislature, which assumes a merger of institutions. It is neither mandated by the bill nor a relevant cost for this analysis.

*The contention that shared use facilities would not continue to be shared is an insult to all the community college students who have contributed their fees to the construction and maintenance of these buildings.

*ACC, for example, has contributed all its library resources to the Consortium Library in Anchorage. The University's fiscal note assumes that these will be kept for the exclusive use of university centers.

*If the University is adamant about retaining facilities presently used by community colleges, it could be asked to put a price on them which could then be subtracted from the University's budget appropriation and assigned to the community college system.

*Since SB60 doesn't propose a new community college in Juneau, why does the University pad its fiscal note with additional costs for a Juneau community college? Community college services could be provided in Juneau, as they once were before the merger between Juneau-Douglas Community College and UAJ, by sharing of facilities such as the Ray Center.

2.EFFICIENCY

*The issue of fractionally dividing the University and diminishing the effectiveness of the units is a phony one at best. The community colleges have been operating in spite of the University's 18 million dollar statewide administration for years. On each campus are duplicated, with few exceptions, the same services alleged to be provided by statewide. This includes such areas as purchasing, accounting, personnel, academic administration, student services, records, and the like. A separation of the community colleges would simply enable them to continue operating as they have been, with almost no additions of administrative personnel. Resources from statewide for insurance costs, capital expenditures and the like would have to be shared. They are now apportioned to the various units anyway, without equity for the community colleges.

The University's fiscal note (p5 of 5 item (5)) clearly states that "many of the savings which are anticipated by current restructuring efforts are obtained by significant reductions in the administrative structure of the community colleges." This is their stance even though community colleges account for 60% of the University's students with only 30% of the general fund budget. Our request is to separate the community colleges from the University system and we will generate those significant savings internally. We also recommend that the University system look at their own administrative structure and find their own significant savings.

*Community college programs are unique, serve the needs of 60% of Alaska's postsecondary population more efficiently than do University centers and, contrary to the University's fiscal note, DO NOT PROVIDE COSTLY DUPLICATION OF PROGRAMS. It is university programs, research activities (161 faculty alone at UAF involved in research only), and \$18 million statewide administration which duplicates administrative functions on the campuses, which are

costly to the State.

3. ADDITION OF STATEWIDE STAFF

*The University's fiscal note erroneously assumes that the community college system would want or need to duplicate the statewide administration and Board of Regents structure. The present community colleges are capable of operating largely autonomously with minimum central administrative support, as they have been for decades.

*The contention that 115 new positions will be needed rests on the false assumption that the community college system will duplicate an unnecessary \$18 million statewide university administration.

INTERESTINGLY, THIS \$18 MILLION STATEWIDE ADMINISTRATION IS UNTOUCHED IN O'DOWD'S REORGANIZATION PLAN.

*The U. fiscal note assumes that no deletions of positions or savings will be effected by SB60. The opposite is true, and is detailed in our own fiscal note.

4. TRANSFERABILITY OF CREDITS

*Claiming that transfer of student credits will be hindered by separation is also a phony issue. At any time in the past few decades the University could have dealt with transfer as an internal policy and procedural issue, but instead chose to avoid it rather than solve it. The fact that community college students transfer successfully to the most prestigious universities in the country illustrates a problem with the University's central administration and not with the community colleges. Further the University is presently developing a common core of general education for all students. Separation would not necessarily eliminate the agreements on this common core. Also, the postsecondary commission could be designated by the Legislature to settle transfer problems.

5. THE COSTS OF LITIGATION

*In claiming costs for litigation, the University assumes that it will not cooperate with the state in a sharing of resources if the legislature decides to create a state system of community colleges. It assumes that only through expensive litigation demanded by the University will these resources be divided for the benefit of the people who use the community colleges.

*It is likely that President O'Dowd's proposed merger will cause more, and more expensive, litigation on the part of disenfranchised students, community college councils, school boards, and community college employees themselves.

*The contention that contracts would have to be renegotiated is balanced by the fact that they would have to be renegotiated under O'Dowd's merger plan. Many community colleges have existing contracts with local school boards and the like which are not simply transferable to university centers.

6. "EVERYONE ELSE IS DOING IT"

*The contention that many states are consolidating systems of higher ed. is not supported by the facts, and none are offered in support. To the contrary, the recent comments of the President and CEO of the American Association of Community and Junior Colleges, Dr. Dale Parnell, indicate that several states are putting MORE of their resources into community colleges, not less (Utah, Illinois, Washington State, District of Columbia, and others).

7. THE SHAM OF COLLEGIALITY AND THE PARTICIPATIVE PROCESS

*The detail of the University's fiscal note clearly shows that the statewide administration already has a well defined administrative structure in mind for the merged units in advance of the conclusion of the discussion process, which is in gross contradiction to their posturing of meetings, consulting groups, hearings, and other elements of a staged public input process.

8. OVERALL POSITION OF THE UNIVERSITY

*The University's fiscal note unfortunately reflects the University attitude that you can't do anything without its costing lots of money. The state has subsidized this approach too long.

*The whole tenor of the University's fiscal note is an argument for separation of the community colleges for better service to the people of Alaska.



Official Business

COMMITTEE:

Hess

DATE:

2-18-87

SIGN-IN

Subject of meeting:

HB - 107

HB - 2

HB ~~HB~~ 51

NAME

ADDRESS

PHONE

REPRESENTING

DO YOU WANT
TO TESTIFY?

REP JOHN SUND	BOX ✓	465-4919	(HB 107)	YES
E. Bussey	Box 11	3466	HB 107	No
Rep. Pat Purcho				yes HR 2
Mr. Admaird	Box 11	2854		No
KERRY RICHESBURG	POSTSECONDARY EDUC.	2854	ACPE (HB-51)	(YES)
Steve Hole	DOE	2800	DOE	

A M E N D M E N T

Offered in the HOUSE

By Sund

TO: HB 107

Page 3, line 16, following "hours":

Insert "or the equivalent"

Page 3, line 17, following "teacher":

Insert ", counselor, or librarian"

Page 16, lines 14 - 15:

Delete all material.

Page 16, lines 20 - 22:

Delete "The board shall adopt regulations that are substantially equivalent to regulations adopted by the commissioner of administration under AS 36.30."

Insert "The regulations adopted by the commissioner of administration under AS 36.30 apply to the system."

Page 17, lines 25 - 26:

Delete "until separate facilities are available to the community college, extension center, or outreach program"

Page 18, lines 5 - 7:

Delete "Libraries shall be established on each community college campus and, when feasible, for an extension center or outreach program."

Page 18, line 7, following "services":

Insert "on a community college campus"

Page 21, line 23, following "state":

Insert "including disputes regarding the transfer of credit between the University of Alaska and the Alaska Community College System"

Page 23, following line 13:

Insert a new bill section to read:

* Sec. 11. AS 36.30.990(1) is amended to read:

(1) "agency" means a department, institution, board, commission, division, authority, public corporation, the Alaska Pioneers' Home, the Alaska Community College System, or other administrative unit of the executive branch of state government, except for the University of Alaska, the Alaska State Building Authority and the Alaska Railroad Corporation; it does not include a regional Native housing authority created under AS 18.55.996, or a regional electrical authority created under AS 18.57.020;"

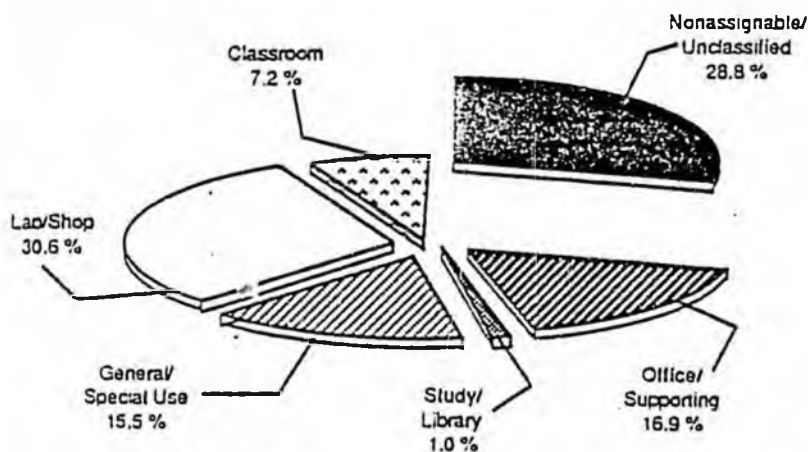
Renumber remaining bill sections accordingly.

ACC Preliminary Building Inventory Detail

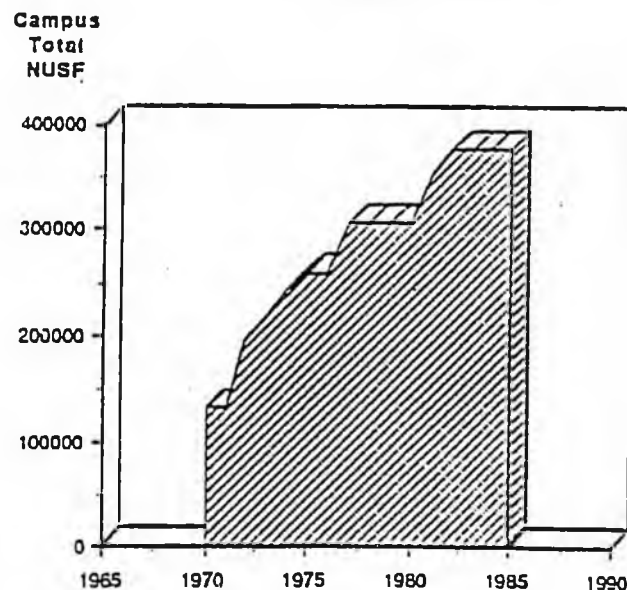
fiscal years
85 - 86

INSITE CODE	BUILDING NAME	YEAR COMPLETED	TOTAL GSF	REPLACEMENT COST PER GSF	CLASSROOM STUDENT STATIONS	CLASSROOM NUSF	LAB STUDENT STATIONS	LAB NUSF	TOTAL BUILDING NUSF
AC114	Adult Basic Ed	1977	4,120	\$78.72	147	2115	0	45	3,835
AC118	Aviation Complex	1981	48,620	\$163.75	160	2485	96	30760	45,185
AC101	Building A	1970	23,800	\$94.48	193	2440	70	6765	22,225
AC102	Building B	1970	22,025	\$90.40	198	2830	0	8125	20,190
AC103	Building C	1970	35,695	\$79.04	206	2770	210	14290	33,045
AC104	Building D	1970	13,440	\$229.95	0	580	178	7725	12,250
AC105	Building E	1970	22,010	\$87.18	65	970	48	5595	20,655
AC106	Building F	1970	28,330	\$71.12	54	725	0	1030	23,600
AC110	Building J	1973	25,460	\$156.55	84	1200	13	17545	23,115
AC111	Building K	1972	68,335	\$145.40	615	8980	85	10515	63,320
AC115	Campus Center	1977	45,500	\$204.63	0	0	0	0	41,285
AC117	Greenhouse	1974	360	\$204.17	0	0	0	0	915
AC104A	Kiln Enclosure	1984	375	na	0	0	0	0	315
AC116	Log Cabin	1971	565	\$138.76	0	0	0	0	475
AC113	Performing Arts Add	1975	18,440	\$101.45	0	0	36	3870	15,880
AC112	Performing Arts Aud	1974	32,370	\$164.24	0	0	0	0	25,745
AC120	Physical Plant Office	1983	205	na	0	0	0	0	185
AC119	Science Building	1982	28,125	\$216.15	173	2175	16	9120	25,020
AC118A	Storage Building	1984	170	na	0	0	0	0	155

FY86 ACC Distribution of NUSF by Usage Category



ACC NUSF Space Growth FY73-86



Building Term Definitions

GSF	Gross Square Feet:
INSTRUCTIONAL SPACE	Limited to regularly scheduled classrooms and labs/shops.
NUSF	Net Usable Square Feet:
REPLACEMENT COST	Replacement cost of the building plus any fixed equipment in it.
STUDENT STATION	The average space required to provide instruction to one student. Station size varies by type of station and includes both circulation space and instructor space.

Source: Facilities Planning & Construction 1985-1986 Report to the Legislature; INSITE data retrievals.

CCREE Preliminary Building Inventory Detail

fiscal year
'86

	INSITE CODE	BUILDING NAME	YEAR COMPLETED	TOTAL GSF	REPLACE- MENT COST PER GSF	CLASSROOM STUDENT STATIONS	CLASSROOM NUSF	LAB STUDENT STATIONS	LAB NUSF	TOTAL BUILDING NUSF
CCC	CC101	Admin/Classroom-I	1976	7,600	\$260.45	60	1,120	0	0	6,032
		Admin/Classroom-II	1981	†	\$260.45	†	†	†	†	†
ICC	SC101	Admin/Classroom	1976	6,800	\$211.79	15	375	30	1,987	6,292
KPCC	KP101	Phase 1 McLane-I	1972	15,430	\$182.60	0	0	44	3,275	13,900
		Phase 1 McLane-II	1981	†	\$182.60	†	†	†	†	†
	KP102	Phase 2 Goodrich	1974	10,375	130.47	32	735	40	5,565	9,555
	KP103	Phase 3 Brockel	1976	10,795	153.83	43	600	30	2,875	9,660
	KP104	Phase 4 Brockel	1981	6,475	149.64	84	1,675	0	685	5,815
	KP105	Phase 5	1983	38,440	125.76	145	2,945	90	16,475	31,770
	KP106	Warehouse Bldg	1978	1,800	34.60	0	0	0	0	1,625
KECC	KE004	Hamilton	1985	8,080	\$181.27	0	0	39	3,521	7,131
	KE002	Paul	1972	11,400	207.80	96	2,028	14	369	10,756
	KE003	Robertson	1977	13,200	140.56	42	868	21	5,808	10,516
	KE001	Ziegler	1969	12,900	203.83	0	0	48	3,333	11,997
KOCC	KO101	Phase 1	1972	7,380	\$150.62	31	1,270	139	1,940	5,870
	KO102	Phase 2	1974	6,300	126.21	0	0	57	3,870	5,428
	KO103	Phase 3	1976	5,970	244.05	0	0	27	3,000	5,275
	KO104	Phase 4	1980	8,250	116.99	126	1,860	0	0	7,420
	KO105	Phase 5	1982	14,860	143.81	0	300	8	1,620	13,130
KUCC	KU102	Phase I	1974	3,400	171.17	0	0	0	0	2,995
	KU103	Phase II	1976	6,370	205.48	14	280	50	1,350	5,675
	KU104	Phase III	1980	12,370	147.94	60	1,045	16	6,670	11,350
	KU105	Sackett (Phase IV) (1)	1984	10,290	194.34	0	0	0	0	9,735
	KU101	Yupik Language Center	1974	1,500	na	0	0	0	0	1,375
MSCC	MS101	Phase I	1972	8,065	\$119.58	30	750	44	1,500	7,090
	MS102	Phase II	1974	5,565	121.91	0	0	0	2,910	5,330
	MS103	Phase III	1976	6,325	142.00	65	970	30	3,250	5,465
	MS104	Phase IV	1980	9,070	100.48	33	500	51	2,560	8,220
	MS105	Phase V	1983	18,060	130.07	200	3,190	10	1,200	16,340
	MS106	Phase VI (Ag Lab)	1985	18,845	177.77	na	na	na	na	17,250

(1) The FP&C 1985-1986 Report to the Legislature double counted the Sackett (Phase IV) Dormitory, listing it also as the building labeled Dormitory.

† This building is an addition to the building just above. Its figure is included in the amount on the previous line.

Source: Facilities Planning & Construction 1985-1986 Report to the Legislature; Fall 1985 INSITE data retrievals

Building and Utilization Term Definitions

DAYTIME/EVENING CLASS:	Any class that begins after 7:30 a.m. and before 5:00 p.m. is a daytime class. Any class that begins at or after 5:00 p.m. is an evening class.
GSF	Gross Square Feet.
INSTRUCTIONAL SPACE:	Limited to regularly scheduled classrooms and labs/shops.
LABS/SHOP:	Regularly scheduled instructional space containing specialized equipment that limits the room's use.
NUSF	Net Usable Square Feet.
REPLACEMENT COST:	Replacement cost of the building plus any fixed equipment in it.
STUDENT STATION:	The average space required to provide instruction to one student. Station size varies by type of station and includes both a utilization space and instructor space.
WEEKLY ROOM CONTACT HOURS:	The total number of hours per week a room is regularly scheduled for use.

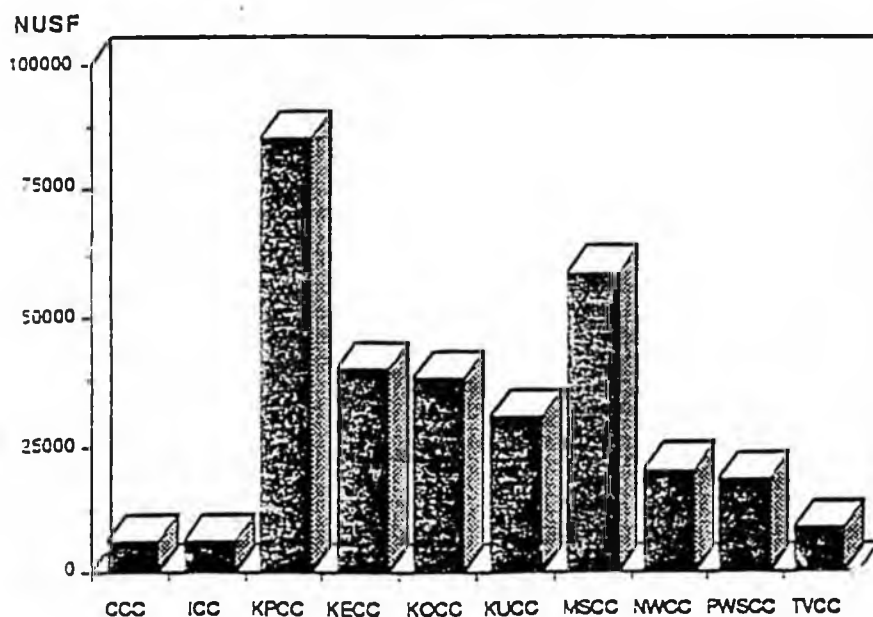
CCREE Preliminary Building Inventory Detail

fiscal year
'86

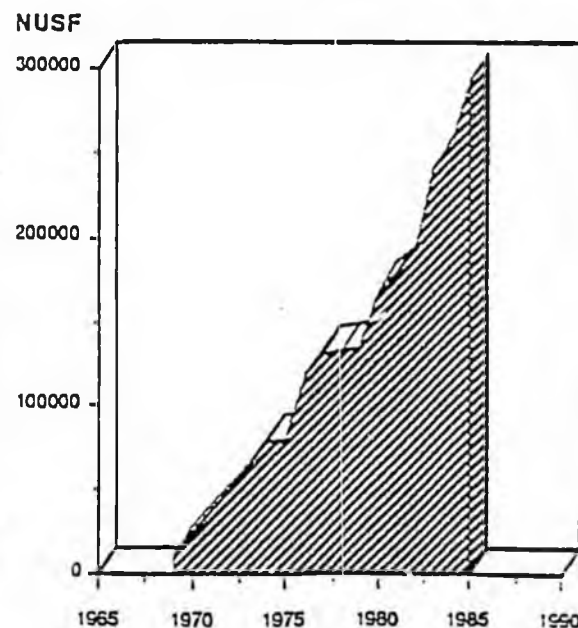
	INSITE CODE	BUILDING NAME	YEAR COMPLETED	TOTAL GSF	REPLACE- MENT COST PER GSF	CLASSROOM STUDENT STATIONS	CLASSROOM NUSF	LAB STUDENT STATIONS	LAB NUSF	TOTAL BUILDING NUSF
NWCC	NW009	Bookstore	1976	480	\$200.24	0	0	0	0	480
	NW002	CES/Storage	1978	2,270	na	0	0	0	0	1,584
	NW010	Classroom	1976	530	na	29	475	0	0	475
	NW008	Emily Brown Building	1974	2,500	na	0	0	0	1,311	2,311
	NW011	Fabric Building A	1981	1,340	na	0	0	0	1,300	1,300
	NW012	Fabric Building B	1981	520	na	0	0	8	555	555
	NW015	Generator Shack	1975	110	na	0	0	0	0	100
	NW003A	Greenhouse	1984	470	na	0	0	10	450	450
	NW016	Mobile Home	1977	1,080	76.69	0	0	0	0	940
	NW001	Nagovuk	1980	5,400	241.12	0	0	0	0	4,978
	NW007	Satellite 1	1980	960	241.12	29	440	0	0	937
	NW003	Satellite A	1980	960	231.04	58	880	0	0	937
	NW004	Satellite B	1981	960	230.69	58	880	0	0	937
	NW005	Satellite C	1981	960	230.69	0	0	0	390	947
	NW006	Satellite D	1981	960	230.69	0	0	0	0	925
	NW013	Shoo Building	1979	800	na	0	0	8	745	745
	NW014	Storage Building	1979	1,300	na	0	0	0	0	1,190
PWSCC	PW102	Copper Basin Hall	na	6,910	na	48	1,470	0	943	6,365
	PW101	Cordova Hall	na	6,910	na	0	0	0	0	5,195
	PW103	Valdez Hall	na	6,910	na	0	0	7	325	6,243
TVCC	TV101	Administration Building	1984	9,120	\$204.80	0	0	0	0	8,914
Other CCREE	na	Bristol Bay RE Center	1981	4,370	\$167.46	na	na	na	na	4,045
	na	Delta-Greely RE Center	1981	4,860	150.52	na	na	na	na	4,475
	na	Rt. Yukon RE Center	1981	3,200	231.77	na	na	na	na	2,750

Source: Facilities Planning & Construction 1985-1986 Report to the Legislature; Fall 1985 INSITE data retrievals

Total Building NUSF
by CCREE
Community College



CCREE Community College
NUSF Space Growth
FY69-86



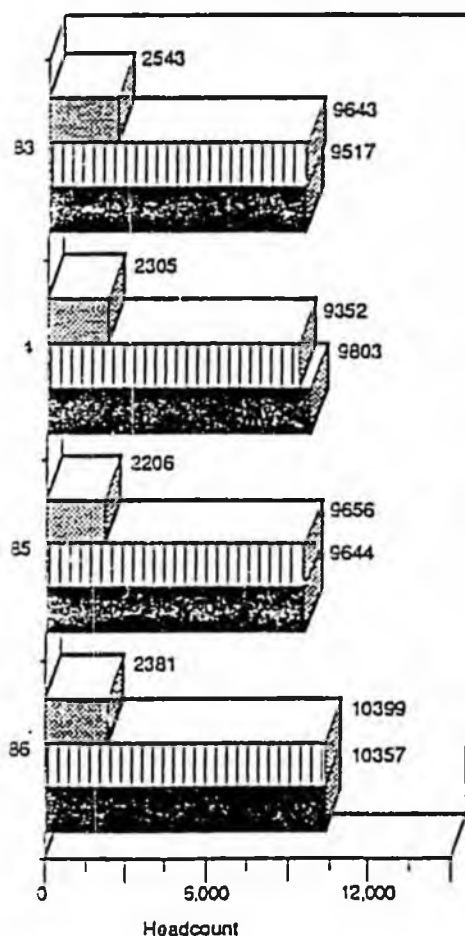
ACC Preliminary Headcount Detail

fiscal years
'83 - '86

Summer Semester	Full-Time Headcount	Part-Time Headcount	Total	Fall Semester	Full-Time Headcount	Part-Time Headcount	Total	Spring Semester	Full-Time Headcount	Part-Time Headcount	Total
1982	445	2,038	2,543	1982	1,728	7,917	9,643	1983	1,802	7,715	9,517
1983	381	1,924	2,305	1983	1,681	7,571	9,352	1984	1,729	8,074	9,803
1984	285	1,921	2,206	1984	1,802	7,854	9,656	1985	1,915	7,729	9,644
1985	222	2,019	2,381	1985	1,985	8,414	10,399	1986	1,780	4,577	10,357

Estimated Headcount Totals by Fiscal Year

Headcount by Fiscal Year

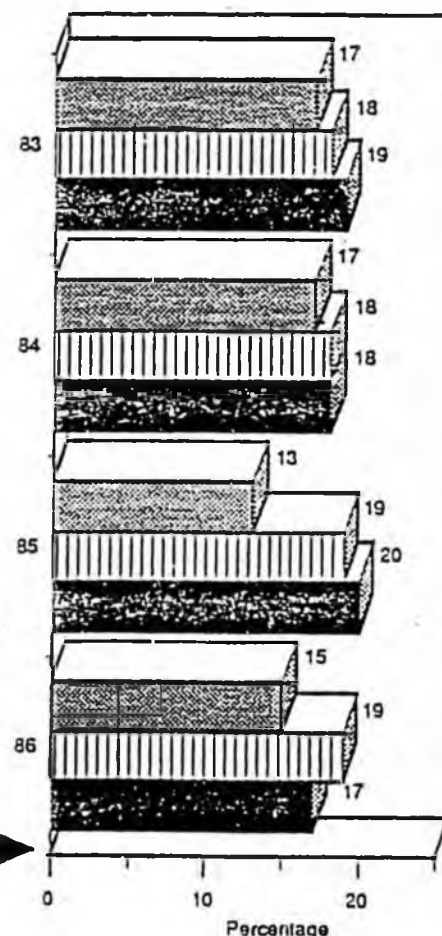


Fiscal Year	Estimated Unduplicated Total
1983	9,643
1984	9,803
1985	9,644
1986	10,399

Estimated Non-Credit Totals by Fiscal Year

Fiscal Year	A&E Contact Hrs	CEU Contact Hrs	Other Contact Hrs
1983	323,670	7,425	77,820
1984	339,810	5,355	90,705
1985	264,420	9,030	75,090
1986	281,535	16,095	51,300

% Full-Time by Fiscal Year



Headcount Term Definitions

ESTIMATED UNDUPLICATED HEADCOUNT:	For an fiscal year, the high of the headcount tally between the Fall and Spring Semesters for that fiscal year.
FULL-TIME HEADCOUNT:	For undergraduates, the number of students taking 12 or more credit hours.
UNDERGRADUATE STUDENT:	Student enrolled in a baccalaureate, associate, or technical program leading to a degree or other formal award.

ACC Preliminary Student FYES Detail

fiscal years
'83 - '86

ISIS Course Subject Code	Course Subject Name	1983 FYES	1984 FYES	1985 FYES	1986 FYES
AE	ABE Adult Basic Education	na	na	na	na
	TOTAL Adult Basic Education Dept	na	na	na	na
VT	ASL American Sign Language	0.00	0.00	11.56	14.47
	TOTAL Applied Art Dept	0.00	0.00	11.56	14.47
VT	AMT Aviation Maintenance Technology	75.44	76.32	73.44	0.00
VT	AT Aviation Technology	77.79	79.88	71.85	170.65
VT	ATC Air Traffic Control	0.00	13.24	17.38	0.00
	TOTAL Aviation Technology Dept	153.23	169.44	162.68	170.65
GE	ACCT Accounting	207.08	199.78	194.82	215.24
GE	BA Business Administration	228.82	249.50	276.00	290.82
GE	ECON Economics	72.00	59.74	58.68	73.59
	TOTAL Business Admin Dept	505.88	509.00	529.50	589.65
VT	FST Food Service Technology	33.35	24.94	34.32	35.94
VT	HE Home Economics	54.85	50.74	52.65	61.38
	TOTAL Business Science Dept	88.21	75.68	86.97	97.32
VT	JOUR Journalism	0.00	0.00	1.50	3.53
VT	LS Library Science	3.03	3.03	1.82	4.26
	TOTAL Communications Dept	3.03	3.03	3.32	7.79
GE	CEC Community Education	0.00	0.00	0.00	1.41
GE	CEC Community Education	3.15	0.00	0.00	0.00
GE	ESL English as a Second Language	0.00	0.00	17.29	17.88
	TOTAL Community Devel Dept	3.15	0.00	17.29	19.29
VT	CIS Computer Information Systems	208.79	195.79	179.12	171.29
	TOTAL Computer Info Sys Dept	208.79	195.79	179.12	171.29
VT	COOP Cooperative Education	4.88	2.35	3.47	4.74
	TOTAL Cooperative Education Dept	4.88	2.35	3.47	4.74
VT	DA Dental Assisting	9.03	10.15	8.88	7.32
VT	DH Dental Hygiene	9.06	9.18	12.24	12.24
VT	DS Dental Science	9.32	10.38	7.62	11.18
	TOTAL Dental Science Dept	27.41	29.71	28.74	31.24
GE	ED Education	11.68	9.79	1.41	-
	TOTAL Education Dept	11.68	9.79	1.41	-
VT	AET Aeronaut. & Engineering Dttg. Tech	68.88	63.65	57.71	63.74
VT	SVTC Surveying Technology	28.09	35.12	33.97	37.62
VT	WWT Wastewater Technology	5.18	3.18	5.50	5.03
	TOTAL Engineering Dept	99.14	101.94	97.18	108.38
VT	EMT Emergency Medical Technology	30.53	29.38	24.24	31.18
VT	ETT Emergency Trauma Technology	0.00	8.24	8.82	7.08
VT	HS Health Sciences	0.00	1.29	2.21	1.24
VT	MA Medical Office Assisting	15.74	13.50	15.82	24.29
VT	MEDT Medical Laboratory Technology	10.65	21.00	18.94	18.74
VT	PMED Paramedical Technology	-	-	-	17.65
	TOTAL Health Sciences Dept	56.91	73.41	70.03	98.13
GE	ART Art	97.47	88.59	109.56	111.38
GE	DNCE Dance	26.27	28.82	31.79	30.24
GE	ENGL English	320.82	321.41	311.44	351.06
GE	HUM Humanities	15.44	12.82	0.88	2.00
GE	MUS Music	59.97	54.88	56.71	58.85
GE	PHIL Philosophy	17.12	23.32	21.26	32.79
GE	SPCH Speech	94.44	97.97	115.41	113.38
GE	THR Theater	1.35	1.15	0.71	1.26
	TOTAL Humanities Dept	632.88	628.97	647.76	700.97

ISIS Course Subject Code	Course Subject Name	1983 FYES	1984 FYES	1985 FYES	1986 FYES
GE	MATH Mathematics	329.03	349.08	346.94	366.50
	TOTAL Mathematics Dept	329.03	349.08	346.94	366.50
GE	CHIN Chinese	1.85	2.71	5.06	5.39
GE	FREN French	37.71	34.78	31.32	33.29
GE	GER German	13.65	12.58	20.32	27.58
GE	JPN Japanese	6.97	7.41	13.59	14.74
GE	RUSS Russian	6.21	8.71	3.94	3.63
GE	SPAN Spanish	30.15	28.97	32.58	34.23
	TOTAL Modern Languages Dept	96.53	95.24	112.12	123.55
GE	AGR Agriculture and Land Resources	0.79	1.15	3.00	3.53
GE	BIOL Biology	102.03	94.82	33.23	35.23
GE	CHEM Chemistry	71.22	64.71	55.53	52.24
GE	GEOG Geography	31.38	27.25	28.50	29.13
GE	NSCI Natural Sciences	0.00	0.00	3.79	10.55
GE	PHYS Physics	21.29	24.25	28.76	27.52
GE	WF Wildlife and Fisheries	0.88	1.32	3.00	1.15
	TOTAL Natural Sciences Dept	227.70	213.71	203.97	226.53
VT	NS Nursing Science	40.77	38.94	37.56	40.35
VT	PNE Practical Nursing Education	21.50	19.15	3.24	3.60
	TOTAL Nursing Dept	62.27	58.09	40.79	43.95
VT	DN Dietetics and Nutrition	-	15.71	11.50	11.29
VT	HEDA Health and Dietetics	7.44	-	-	-
	TOTAL Nutrition Dept	7.44	15.71	11.50	11.29
VT	CO Office Occupations	187.56	175.68	179.47	176.21
	TOTAL Office Occupations Dept	187.56	175.68	179.47	176.21
VT	CORR Corrections	0.00	0.44	0.00	0.99
VT	ECD Early Childhood Development	3.08	4.74	1.32	3.97
VT	HUMS Human Services	2.77	22.41	19.21	23.55
VT	JUST Justice	25.94	25.41	19.50	21.44
VT	LAWS Law Science	19.59	18.59	20.65	21.09
VT	PA Police Administration	16.19	4.47	0.58	3.33
	TOTAL Public Service Tech Dept	67.53	74.06	61.56	75.24
GE	AWS Alaska Wilderness Studies	3.00	0.00	29.65	34.33
GE	PS Physical Education	75.79	71.09	40.11	44.41
	TOTAL Recreation Dept	75.79	71.09	69.75	78.73
GE	ANTH Anthropology	32.82	37.94	44.53	35.21
GE	COUN Counseling	15.21	10.56	11.03	11.37
GE	GEOG Geography	18.15	19.21	16.44	17.29
GE	HIST History	105.12	121.95	120.44	108.05
GE	PS Political Science	24.18	16.85	27.00	21.71
GE	PSY Psychology	228.53	206.47	199.21	210.50
GE	SOC Sociology	85.00	63.03	50.03	61.92
	TOTAL Social Sciences Dept	510.00	475.91	468.68	486.68
VT	AOT Auto/Diesel Technology	69.12	51.97	48.91	75.50
VT	DT Drafting Technology	0.00	4.08	4.08	3.25
VT	ENER Energy	6.97	2.71	4.53	3.65
VT	ET Electronics Technology	128.09	137.68	127.41	135.15
VT	FS Fire Science	20.65	14.15	16.50	20.91
VT	MAPT Mining and Petroleum Technology	3.00	1.32	3.00	3.38
VT	MS Marine Science Technology	0.618	-	-	-
VT	PDT Process Design Technology	4.588	0.00	0.00	0.00
VT	PETR Petroleum Technology	11.118	10.15	0.00	3.00
VT	SET Safety Engineering Technology	0.00	0.00	0.97	1.15
VT	WELD Welding	48.44	41.68	45.38	48.19
	TOTAL Technology Dept	299.63	263.71	247.76	291.68
	GRAND TOTAL (1)	3656.69	3589.35	3584.68	3850.06

(1) Recalculation of the Fiscal Year 1983 ISIS CSM Files with P-series reports is incomplete at this time. They differ by one student credit hour.
Source: ACC ISIS Course Schedule Master (CSM) Files for Summer 1982-85, Fall 1982-85 and Spring 1983-86.

Student FYES Term Definitions

AE, GE, VT:	Adult Basic Education, General Education, Vocational/Technical Education; Community college discipline and program aggregation levels.
STUDENT: FYES:	Fiscal Year Equated Student: For a community college department, this equals the sum of all credit hours for the fiscal year divided by 34.

CCREE Preliminary Credit Hour Headcount Detail

(fiscal years
'83 - '86

	Summer Session	HEADCOUNT			Fall Semester	HEADCOUNT			Spring Semester	HEADCOUNT			Estimated Unduplicated Headcount by Fiscal Year	
		Full-Time	Part-Time	Total		Full-Time	Part-Time	Total		Full-Time	Part-Time	Total		
CCC (1)	1982	0	0	0	1982	0	18	18	1983	0	29	29	FY83	39
	1983	0	100	100	1983	9	140	149	1984	4	118	122	FY84	149
	1984	3	73	76	1984	5	127	132	1985	5	172	177	FY85	177
	1985	2	82	84	1985	4	188	192	1986	4	123	122	FY86	192
ICC	1982	2	164	166	1982	40	691	731	1983	49	938	985	FY83	985
	1983	2	251	253	1983	47	722	769	1984	44	919	963	FY84	963
	1984	4	141	145	1984	48	848	892	1985	52	991	1,043	FY85	1,043
	1985	4	209	213	1985	51	818	867	1986	37	1,251	1,288	FY86	1,288
KPCC	1982	3	127	130	1982	329	1,018	1,345	1983	320	1,142	1,462	FY83	1,462
	1983	0	159	159	1983	301	1,129	1,460	1984	340	1,098	1,438	FY84	1,460
	1984	0	71	71	1984	338	1,211	1,609	1985	438	1,440	1,878	FY85	1,878
	1985	5	7	12	1985	421	1,231	1,652	1986	341	1,232	1,633	FY86	1,632
KECC	1982	0	75	75	1982	51	655	708	1983	71	683	734	FY83	734
	1983	1	104	105	1983	73	675	748	1984	73	788	859	FY84	859
	1984	3	167	170	1984	35	648	711	1985	101	759	860	FY85	860
	1985	2	113	115	1985	99	549	648	1986	39	751	840	FY86	840
KOCC	1982	0	52	52	1982	19	542	681	1983	30	738	828	FY83	828
	1983	0	145	145	1983	22	738	758	1984	28	800	828	FY84	828
	1984	0	38	38	1984	48	809	855	1985	42	858	898	FY85	898
	1985	0	181	181	1985	38	719	757	1986	33	679	712	FY86	757
KUCC	1982	3	145	148	1982	41	612	653	1983	43	789	832	FY83	832
	1983	2	111	113	1983	55	684	739	1984	52	788	818	FY84	818
	1984	0	168	168	1984	28	627	653	1985	45	725	770	FY85	770
	1985	0	51	51	1985	51	569	620	1986	57	615	672	FY86	672
MSCC	1982	7	73	80	1982	149	682	811	1983	150	747	897	FY83	897
	1983	8	189	197	1983	152	781	933	1984	155	870	1,025	FY84	1,025
	1984	6	214	220	1984	190	1,057	1,257	1985	218	1,152	1,370	FY85	1,370
	1985	16	303	319	1985	225	1,049	1,274	1986	175	1,021	1,198	FY86	1,274
NWCC	1982	0	14	14	1982	3	374	377	1983	14	585	599	FY83	599
	1983	0	48	48	1983	3	405	408	1984	8	578	584	FY84	584
	1984	1	32	33	1984	3	239	302	1985	14	580	594	FY85	594
	1985	0	38	38	1985	9	388	395	1986	22	417	439	FY86	439
PWSCC	1982	0	189	189	1982	15	578	593	1983	23	719	742	FY83	742
	1983	0	248	248	1983	47	558	605	1984	52	518	568	FY84	568
	1984	0	170	170	1984	48	648	694	1985	69	568	635	FY85	635
	1985	0	104	104	1985	48	514	562	1986	45	509	554	FY86	562
TVCC	1982	41	248	287	1982	211	1,988	2,199	1983	203	2,319	2,522	FY83	2,522
	1983	24	677	731	1983	212	2,222	2,534	1984	197	2,150	2,347	FY84	2,534
	1984	25	372	407	1984	303	1,999	2,192	1985	211	2,233	2,604	FY85	2,604
	1985	17	235	312	1985	271	2,440	2,671	1986	178	2,549	2,827	FY86	2,827
RE (2)	1982	0	318	318	1982	21	1,292	1,313	1983	34	1,522	1,558	FY83	1,558
	1983	21	538	557	1983	23	1,513	1,538	1984	30	1,880	1,910	FY84	1,910
	1984	14	454	468	1984	34	1,550	1,584	1985	35	1,918	1,953	FY85	1,953
	1985	3	435	438	1985	39	1,658	1,597	1986	34	1,619	1,643	FY86	1,643
TOTAL CCREE	1982	58	1,381	1,437	1982	979	8,528	9,405	1983	937	10,307	11,244	FY83	11,244
	1983	58	2,564	2,622	1983	974	9,685	10,639	1984	983	10,377	11,360	FY84	11,360
	1984	68	1,958	2,024	1984	1,082	9,819	10,901	1985	1,230	11,552	12,782	FY85	12,841
	1985	49	1,848	1,895	1985	1,218	10,119	11,335	1986	1,005	10,931	11,936	FY86	12,200

(1) Trimester data. For CCC, Spring Trimester is listed in under Summer, Fall Trimester under Fall, and Winter Trimester under Spring.
(2) Does not include Correspondence Study enrollment.
Source: ISIS P2503 Reports

Headcount Term Definitions

ESTIMATED UNDUPLICATED HEADCOUNT	For a fiscal year, the high of the headcount tally within a student level group between the Fall and Spring Semesters summed for all student level groups.
FULL-TIME HEADCOUNT	For undergraduates, the number of students taking 12 or more credit hours; for graduate students, the number of students taking 9 or more credit hours.
UNDERGRADUATE STUDENT	Student enrolled in a baccalaureate, associate, or technical program leading to a degree or other formal award.

CCREE Preliminary Student FYES Detail

Fiscal years
83 - 86

CCC ISIS Course Subject Code	Course Subject Name	1983 FYES	1984 FYES	1985 FYES	1986 FYES
AE	AGE Adult Basic Education	na	na	na	na
	TOTAL Adult Basic Education Dept	na	na	na	na
GE	AKL Alaskan Languages	-	-	-	-
GE	AKST Alaska Studies	-	-	-	-
GE	ANL Alaska Native Languages	0.00	0.00	0.00	0.59
GE	ANS Alaska Native Studies	0.00	0.71	0.00	0.44
GE	ANTH Anthropology	1.68	2.82	0.88	1.00
GE	ART Art	-	-	-	-
GE	AS Applied Statistics	-	-	-	-
GE	ASTR Astronomy	-	-	-	-
GE	BIOI Biology	1.06	1.24	1.41	0.94
GE	BS Behavioral Science	-	-	-	-
GE	CCO Cross Cultural Communication	-	-	-	-
GE	CEC Community Education	-	-	-	-
GE	CHEM Chemistry	-	-	-	-
GE	CI Community Interest	-	-	-	-
GE	CCUN Counseling	-	-	-	-
GE	CRAR Creative Arts	-	-	-	-
GE	CM Dance and Music	-	-	-	-
GE	DNCE Dance	-	-	-	-
GE	ECON Economics	0.27	0.53	1.24	0.53
GE	ED Education	2.59	5.53	0.35	0.00
GE	EDP External Degree Program	-	-	-	-
GE	ENGL English	4.58	7.24	7.41	12.16
GE	ESK Eskimo	0.00	2.97	0.00	1.59
GE	ESL English as a Second Language	-	-	-	-
GE	ESOL English Speakers of Other Languages	-	-	-	-
GE	FL Foreign Languages	-	-	-	-
GE	FREN French	-	-	-	-
GE	GEOG Geography	0.00	0.00	0.97	0.44
GE	GEOI Geology	-	-	-	-
GE	GEOG Geosciences	0.00	0.00	0.82	0.00
GE	GER German	-	-	-	-
GE	GOVT Government	-	-	-	-
GE	GS General Science	-	-	-	-
GE	HIST History	0.00	1.26	1.50	1.50
GE	HUM Humanities	0.00	1.15	0.35	1.78
GE	JPN Japanese	-	-	-	-
GE	LANG Languages	-	-	-	-
GE	LING Linguistics	-	-	-	-
GE	LS Library Science	0.00	0.00	0.00	0.06
GE	LVSJ Living Skills	-	-	-	-
GE	MATH Mathematics	4.68	10.06	5.71	8.21
GE	MGT Management	-	-	-	-
GE	MISM Museum	-	-	-	-
GE	MUS Music	0.00	0.35	0.00	0.00
GE	NSCI Natural Sciences	-	-	-	-
GE	OCN Oceanography	0.00	0.18	0.00	0.00
GE	PADM Public Administration	-	-	-	-
GE	PC Public Communications	-	-	-	-
GE	PD Personal Development	-	-	-	-
GE	PE Physical Education	-	-	-	-
GE	PER Physical Education & Recreation	-	-	-	-
GE	PFI Personal Finance & Investment	-	-	-	-
GE	PHIL Philosophy	-	-	-	-
GE	PHOT Photography	-	-	-	-
GE	PHS Physical Science	-	-	-	-
GE	PHYS Physics	-	-	-	-
GE	PS Political Science	0.00	0.62	0.00	0.00
GE	PSY Psychology	0.71	1.65	1.59	2.12
GE	RD Rural Development	0.00	0.00	1.15	0.97
GE	REL Religion	-	-	-	-
GE	RUSS Russian	-	-	-	-
GE	SCI Science	-	-	-	-
GE	SOC Sociology	0.00	1.74	3.97	1.85
GE	SPAN Spanish	-	-	-	-
GE	SPC Speech Communication	-	-	-	-
GE	SPCH Speech	1.15	1.06	1.24	2.12
GE	SPP Speech Pathology	-	-	-	-
GE	SSL Student Survival Laboratory	-	-	-	-
GE	THR Theater	-	-	-	-
GE	WLDF Wildlife	0.00	0.00	0.26	0.00
	TOTAL General Education Dept	18.70	41.11	28.85	38.30

CCC ISIS Course Subject Code	Course Subject Name	1983 FYES	1984 FYES	1985 FYES	1986 FYES
VT	ACCT Accounting	1.08	0.00	1.85	3.71
VT	ADT Auto/Diesel Technology	-	-	-	-
VT	AET Archt. & Engineering Drafting Tech	-	-	-	-
VT	AGRI Agriculture	0.00	0.00	0.47	0.00
VT	ALR Agriculture and Land Resources	-	-	-	-
VT	APM Airframe and Powerplant	-	-	-	-
VT	AT Aviation Technology	0.00	0.00	2.82	3.06
VT	AUTO Automotive Technology	-	-	-	-
VT	AVT Aviation Technology	-	-	-	-
VT	BA Business Administration	0.00	2.24	1.85	1.58
VT	BCT Building Construction Trades	-	-	-	-
VT	BMT Building Maintenance Trades	-	-	-	-
VT	BUS Business	-	-	-	-
VT	CARP Carpentry	-	-	-	-
VT	CE Civil Engineering	-	-	-	-
VT	CIS Computer Information Systems	0.00	0.00	0.00	0.82
VT	CMPS Computer Science	0.00	2.58	0.00	0.00
VT	COOP Cooperative Education	-	-	-	-
VT	CS Computer Science	0.00	0.00	9.00	3.00
VT	CSV Community Service	-	-	-	-
VT	CT Construction Technology	-	-	-	-
VT	DA Dental Assisting	-	-	-	-
VT	DESL Diesel Technology	-	-	-	-
VT	DN Dietetics and Nutrition	-	-	-	-
VT	CRAT Drafting	-	-	-	-
VT	DT Drafting Technology	-	-	-	-
VT	ECO Early Childhood Development	0.00	0.00	0.28	0.00
VT	EDO Engineering Design Drafting	-	-	-	-
VT	EL Electrical Engineering	-	-	-	-
VT	ELEN Electrical Technology	-	-	-	-
VT	EMT Emergency Medical Technology	0.94	0.59	1.41	3.00
VT	ENER Energy	0.00	0.12	3.00	0.00
VT	ES Engineering Science	-	-	-	-
VT	ET Electronics Technology	-	-	-	-
VT	ETT Emergency Trauma Technology	-	-	-	-
VT	FISH Fisheries	-	-	-	-
VT	FORT Forest Technology	-	-	-	-
VT	FS Fine Science	-	-	-	-
VT	FST Food Service Technology	-	-	-	-
VT	FT Fisheries Technology	-	-	-	-
VT	GE Geological Engineering	-	-	-	-
VT	GUID Guidance	-	-	-	-
VT	HCCM Home Construction	-	-	-	-
VT	HE Home Economics	-	-	-	-
VT	HM Hotel Management	-	-	-	-
VT	HMSV Human Services	0.00	0.00	0.00	0.71
VT	HS Health Sciences	0.00	2.35	2.24	3.37
VT	JB Journalism-Broadcasting	0.41	0.00	1.29	1.53
VT	JOUR Journalism	-	-	-	-
VT	JPC Journalism and Public Comm	-	-	-	-
VT	JUST Justice	0.00	0.18	0.29	0.53
VT	LAWS Law Science	-	-	-	-
VT	LIRL Labor and Industrial Relations	-	-	-	-
VT	LRM Land and Resource Management	-	-	-	-
VT	MA Medical Office Assisting	-	-	-	-
VT	MATT Materials Technology	-	-	-	-
VT	MBI Marine Biology	-	-	-	-
VT	MECH Mechanics	-	-	-	-
VT	MEDIA Media	-	-	-	-
VT	MEDS Medical Science	-	-	-	-
VT	MIEX Mining Extension	-	-	-	-
VT	MIN Mining Engineering	-	-	-	-
VT	MINL Mineral Industry	-	-	-	-
VT	MT Marine Technology	-	-	-	-
VT	MTEC Maintenance Technology	-	-	-	-
VT	MTWO Mechanical Technology Welding	-	-	-	-
VT	NS Nursing Science	-	-	-	-
VT	NURS Nursing	-	-	-	-
VT	OO Office Occupations	-	-	-	-
VT	PA Police Administration	-	-	-	-
VT	PAT Police Academy Training	-	-	-	-
VT	PET Petroleum	-	-	-	-
VT	PETR Petroleum Technology	-	-	-	-
VT	PLUM Plumbing	-	-	-	-
VT	PT Petroleum Technology	-	-	-	-
VT	PUBS Public Safety	-	-	-	-
VT	RH Refrigeration and Heating	-	-	-	-
VT	RIT Resource Information Technology	-	-	-	-
VT	SS Secretarial Studies	-	-	-	-
VT	SVTC Surveying Technology	-	-	-	-
VT	SWK Social Work	-	-	-	-
VT	VA Vocational Arts	-	-	-	-
VT	VE Vocational Education	-	-	-	-
VT	WELD Welding	-	-	-	-
VT	WF Wildlife and Fisheries	-	-	-	-
VT	WOOD Wood Technology	-	-	-	-
VT	WWO Wastewater Operations	-	-	-	-
VT	WWT Wastewater Technology	-	-	-	-
	TOTAL Vocational/Technical Dept	2.41	8.54	21.48	12.87
	GRAND TOTAL CCC	19.11	49.65	48.33	51.17

(1) Reconciliation with P-series reports incomplete. A dash in the FYES field indicates that the subject was not offered.

Source: CCREE, TVCC, and UAI Course Schedule Master Files for Summer 1982-85, Fall 1982-85 and Spring 1983-86

CCREE Preliminary Student FYES Detail

fiscal year
83 - 86

ICC 1918 Course Subject Code	Course Subject Name	1983 FYES	1984 FYES	1985 FYES	1986 FYES
AE	AE Adult Basic Education	na	na	na	na
	TOTAL Adult Basic Education Dept	na	na	na	na
GE	AKL Alaskan Languages	-	-	-	-
GE	AKST Alaska Studies	0.25	0.00	0.00	0.00
GE	ANL Alaska Native Languages	-	-	-	-
GE	ANS Alaska Native Studies	-	-	-	-
GE	ANTH Anthropology	0.00	0.00	1.18	1.53
GE	ART Art	19.88	18.24	21.00	24.71
GE	AS Applied Statistics	0.25	0.53	0.53	0.25
GE	ASTR Astronomy	-	-	-	-
GE	BCL Biology	7.88	1.35	4.31	5.00
GE	BS Behavioral Science	-	-	-	-
GE	CCC Cross Cultural Communication	-	-	-	-
GE	CCD Community Education	-	-	-	-
GE	CHEM Chemistry	1.23	1.18	2.59	0.59
GE	CI Community Interest	0.59	0.00	0.00	0.00
GE	COUN Counseling	-	-	-	-
GE	CRAR Creative Arts	-	-	-	-
GE	DM Dance and Music	-	-	-	-
GE	DNCE Dance	-	-	-	-
GE	ECON Economics	3.18	0.53	1.59	1.24
GE	ED Education	1.23	1.65	0.50	0.00
GE	EDP External Degree Program	-	-	-	-
GE	ENGL English	10.82	10.94	9.99	9.31
GE	ESK Eskimo	-	-	-	-
GE	ESL English as a Second Language	-	-	-	-
GE	ESOL English Speakers of Other Languages	-	-	-	-
GE	FL Foreign Languages	-	-	-	-
GE	FREN French	0.29	0.53	0.00	0.82
GE	GEOG Geography	1.08	0.00	0.00	0.88
GE	GEOL Geology	-	-	-	-
GE	GEOS Geosciences	-	-	-	-
GE	GER German	0.00	0.00	0.08	0.00
GE	GOVT Government	-	-	-	-
GE	GS General Science	0.00	0.00	0.97	0.85
GE	HIST History	0.32	0.71	0.91	2.08
GE	HUM Humanities	0.28	0.00	1.78	0.71
GE	JPN Japanese	0.00	0.00	0.00	1.50
GE	LANG Languages	0.00	0.00	2.09	0.00
GE	LING Linguistics	-	-	-	-
GE	LS Library Science	-	-	-	-
GE	LVS Living Skills	-	-	-	-
GE	MATH Mathematics	3.68	5.24	3.97	4.25
GE	MGT Management	-	-	-	-
GE	MSM Museum	0.00	0.71	0.15	0.00
GE	MUS Music	1.35	1.12	0.79	0.71
GE	NSCI Natural Sciences	-	-	-	-
GE	OCN Oceanography	-	-	-	-
GE	PADM Public Administration	-	-	-	-
GE	PC Public Communications	-	-	-	-
GE	PD Personal Development	-	-	-	-
GE	PE Physical Education	8.22	5.26	13.82	19.28
GE	PER Physical Education & Recreation	-	-	-	-
GE	PFI Personal Finance & Investment	-	-	-	-
GE	PHIL Philosophy	0.00	0.18	0.44	0.79
GE	PHOT Photography	-	-	-	-
GE	PHS Physical Science	-	-	-	-
GE	PHYS Physics	-	-	-	-
GE	PS Political Science	0.94	0.35	0.18	0.71
GE	PSY Psychology	7.58	4.71	7.03	4.12
GE	RD Rural Development	-	-	-	-
GE	REL Religion	0.00	0.25	0.00	0.00
GE	RUSS Russian	0.00	0.00	0.82	4.06
GE	SCI Science	0.00	1.32	3.52	1.71
GE	SOC Sociology	0.09	0.18	0.18	1.24
GE	SPAN Spanish	0.71	0.53	1.12	0.74
GE	SPC Speech Communication	0.00	1.35	0.00	0.00
GE	SPCH Speech	2.31	0.97	1.32	1.85
GE	SPP Speech Pathology	0.00	0.00	0.00	0.68
GE	SSL Student Survival Laboratory	-	-	-	-
GE	THR Theater	0.28	1.28	0.00	0.71
GE	WLDF Wildlife	-	-	-	-
	TOTAL General Education Dept	72.38	50.25	31.22	30.19

ICC 1918 Course Subject Code	Course Subject Name	1983 FYES	1984 FYES	1985 FYES	1986 FYES
VT	ACCT Accounting	3.09	5.24	3.34	3.00
VT	ADT Auto/Diesel Technology	-	-	-	-
VT	AET Archt. & Engineering Drafting Tech	-	-	-	-
VT	AGRI Agriculture	0.60	0.55	0.53	0.09
VT	ALR Agriculture and Land Resources	3.00	1.32	0.00	0.00
VT	APM Airframe and Powerplant	-	-	-	-
VT	AT Aviation Technology	1.71	0.00	0.00	3.00
VT	AUTO Automotive Technology	0.21	0.25	0.00	0.00
VT	AVT Aviation Technology	1.18	2.12	1.23	2.58
VT	BA Business Administration	12.38	8.21	3.35	10.47
VT	BCT Building Construction Trades	-	-	-	-
VT	BMT Building Maintenance Trades	-	-	-	-
VT	BUS Business	-	-	-	-
VT	CARP Carpentry	-	-	-	-
VT	CE Civil Engineering	-	-	-	-
VT	CIS Computer Information Systems	15.53	23.59	21.35	13.15
VT	CMPS Computer Science	-	-	-	-
VT	COOP Cooperative Education	0.09	0.00	0.00	0.00
VT	CS Computer Science	-	-	-	-
VT	CSV Community Service	1.08	3.25	3.12	4.88
VT	CT Construction Technology	-	-	-	-
VT	DA Dental Assisting	-	-	-	-
VT	DESL Diesel Technology	-	-	-	-
VT	DN Dietetics and Nutrition	-	-	-	-
VT	DRAF Drafting	-	-	-	-
VT	DT Drafting Technology	0.41	0.20	1.62	3.59
VT	ECD Early Childhood Development	3.53	5.06	2.53	2.92
VT	EDD Engineering Design Drafting	-	-	-	-
VT	EL Electrical Engineering	-	-	-	-
VT	ELEN Electrical Technology	-	-	-	-
VT	EMT Emergency Medical Technology	1.94	2.59	3.38	3.08
VT	ENER Energy	-	-	-	-
VT	ES Engineering Science	-	-	-	-
VT	ET Electronics Technology	1.13	0.71	0.71	0.00
VT	ETT Emergency Trauma Technology	0.00	1.85	2.25	3.53
VT	FISH Fisheries	0.00	0.29	0.03	0.00
VT	FORT Forest Technology	0.00	0.09	0.00	0.00
VT	FS Fire Science	0.00	0.09	0.62	0.47
VT	FST Food Service Technology	0.00	0.00	0.97	0.00
VT	FT Fisheries Technology	0.00	0.09	0.00	0.00
VT	GE Geological Engineering	-	-	-	-
VT	GUID Guidance	-	-	-	-
VT	HCCM Home Construction	-	-	-	-
VT	HE Home Economics	0.12	1.03	0.53	1.18
VT	HM Hotel Management	-	-	-	-
VT	HMSV Human Services	-	-	-	-
VT	HS Health Sciences	0.00	0.76	1.24	0.00
VT	JB Journalism-Broadcasting	-	-	-	-
VT	JOUR Journalism	0.00	0.00	0.09	0.47
VT	JPC Journalism and Public Comm	0.24	0.00	0.03	0.03
VT	JUST Justice	0.71	0.08	8.28	5.32
VT	LAWS Law Science	1.59	1.24	1.59	0.00
VT	LIRL Labor and Industrial Relations	-	-	-	-
VT	LRM Land and Resources Management	-	-	-	-
VT	MA Medical Office Assisting	-	-	-	-
VT	MATT Materials Technology	2.29	1.00	1.35	0.88
VT	MBI Marine Biology	-	-	-	-
VT	MECH Mechanics	1.29	0.65	0.00	0.00
VT	MEDA Media	-	-	-	-
VT	MEDS Medical Science	-	-	-	-
VT	MIEX Mining Extension	-	-	-	-
VT	MIN Mining Engineering	-	-	-	-
VT	MINL Mineral Industry	-	-	-	-
VT	MT Marine Technology	1.71	3.15	3.09	5.59
VT	MTEC Maintenance Technology	0.00	0.15	0.00	0.00
VT	MTWD Mechanical Technology Welding	-	-	-	-
VT	NS Nursing Science	0.88	4.00	0.88	2.23
VT	NURS Nursing	-	-	-	-
VT	OO Office Occupations	23.47	16.97	15.44	11.55
VT	PA Police Administration	-	-	-	-
VT	PAT Police Academy Training	-	-	-	-
VT	PET Petroleum	-	-	-	-
VT	PETR Petroleum Technology	-	-	-	-
VT	PLUM Plumbing	-	-	-	-
VT	PT Petroleum Technology	-	-	-	-
VT	PUBS Public Safety	-	-	-	-
VT	RH Refrigeration and Heating	-	-	-	-
VT	RIT Resource Information Technology	-	-	-	-
VT	SS Secretarial Studies	-	-	-	-
VT	SVTC Surveying Technology	-	-	-	-
VT	SWK Social Work	-	-	-	-
VT	VA Vocational Arts	-	-	-	-
VT	VE Vocational Education	-	-	-	-
VT	WELD Welding	4.24	4.12	3.24	3.12
VT	WF Wildlife and Fisheries	-	-	-	-
VT	WOOD Wood Technology	-	-	-	-
VT	WVO Wastewater Operations	-	-	-	-
VT	WWT Wastewater Technology	-	-	-	-
	TOTAL Vocational/Technical Dept	33.85	30.64	38.15	34.74
	GRAND TOTAL ICC	33.85	30.64	38.15	35.42

(1) Reconciliation with P-series records incomplete. A dash in the FYES field indicates that the subject was not offered.

Source: CCREE, TVCC, and UAI Course Schedule Master Files for Summer 1982-85, Fall 1982-85 and Spring 1983-86

CCREE Preliminary Student FYES Detail

fiscal year
83 - 86

KPOC ISIS		1983	1984	1985	1986
Course Subject Code	Course Subject Name	FYES	FYES	FYES	FYES
ABE	Adult Basic Education	na	na	na	na
TOTAL Adult Basic Education Dept		na	na	na	na
GE	AKL Alaskan Languages	-	-	-	-
GE	AKST Alaska Studies	-	-	-	-
GE	ANL Alaska Native Languages	-	-	-	-
GE	ANS Alaska Native Studies	-	-	-	-
GE	ANTH Anthropology	4.53	3.25	5.78	7.50
GE	ART Art	33.53	29.15	36.59	35.00
GE	AS Applied Statistics	0.00	0.00	0.00	1.41
GE	ASTR Astronomy	-	-	-	-
GE	BICL Biology	9.47	18.18	20.03	15.59
GE	BS Behavioral Science	-	-	-	-
GE	CCC Cross Cultural Communication	-	-	-	-
GE	CEC Community Education	0.00	0.00	0.47	4.42
GE	CHEM Chemistry	4.94	5.41	5.18	3.23
GE	CI Community Interest	-	-	-	-
GE	COLN Counseling	0.08	3.08	3.78	0.00
GE	CRAR Creative Arts	-	-	-	-
GE	DM Dance and Music	-	-	-	-
GE	DJCE Dance	3.01	1.53	4.24	3.65
GE	ECON Economics	2.12	1.78	2.47	5.12
GE	ED Education	3.24	12.88	11.44	10.53
GE	EDP External Degree Program	-	-	-	-
GE	ENGL English	37.24	38.97	45.60	48.24
GE	ESK Eskimo	-	-	-	-
GE	ESL English as a Second Language	-	-	-	-
GE	ESOL English Speakers of Other Languages	-	-	-	-
GE	FL Foreign Languages	-	-	-	-
GE	FREN French	0.00	0.03	1.21	1.06
GE	GEOG Geography	1.41	0.00	2.23	0.00
GE	GEOG Geography	7.38	3.79	3.58	5.09
GE	GEOG Geosciences	-	-	-	-
GE	GER German	-	-	-	-
GE	GOVT Government	-	-	-	-
GE	GS General Science	3.00	0.00	3.00	2.47
GE	HIST History	5.08	3.58	8.03	11.28
GE	HJW Humanities	1.44	3.25	3.65	2.74
GE	JPN Japanese	3.00	0.00	1.50	3.00
GE	LANG Languages	-	-	-	-
GE	LING Linguistics	-	-	-	-
GE	LS Library Science	-	-	-	-
GE	LVSX Living Skills	-	-	-	-
GE	MATH Mathematics	38.65	41.38	52.79	43.39
GE	MGT Management	-	-	-	-
GE	MSM Museum	-	-	-	-
GE	MUS Music	3.41	4.62	6.53	5.21
GE	NSC Natural Sciences	-	-	-	-
GE	OCN Oceanography	-	-	-	-
GE	PADM Public Administration	-	-	-	-
GE	PC Public Communications	-	-	-	-
GE	PD Personal Development	-	-	-	-
GE	PE Physical Education	4.38	5.97	5.21	1.62
GE	PER Physical Education & Recreation	-	-	-	-
GE	PI Personal Finance & Investment	-	-	-	-
GE	PHIL Philosophy	1.32	3.82	1.85	2.03
GE	PHOT Photography	-	-	-	-
GE	PHS Physical Science	5.65	2.71	2.08	4.78
GE	PHYS Physics	3.41	1.78	4.47	2.94
GE	PS Political Science	0.88	0.00	2.65	1.34
GE	PSY Psychology	20.24	23.44	24.62	28.24
GE	RD Rural Development	-	-	-	-
GE	REL Religion	-	-	-	-
GE	RUS Russian	0.00	0.00	2.25	3.52
GE	SCI Science	-	-	-	-
GE	SOC Sociology	0.97	1.62	2.12	3.00
GE	SPAN Spanish	3.00	0.74	3.91	2.58
GE	SPC Speech Communication	-	-	-	-
GE	SPCH Speech	12.97	12.21	18.55	14.65
GE	SPP Speech Pathology	-	-	-	-
GE	SSL Student Survival Laboratory	-	-	-	-
GE	THR Theater	5.74	1.78	2.88	5.82
GE	WLD Wildlife	-	-	-	-
TOTAL General Education Dept		214.61	235.84	286.88	280.87

(1) Reconciliation with P-series reports incomplete. A dash in the FYES field indicates that the subject was not offered.

Source: CCREE, TVCC, and UAI Course Schedule Master Files for Summer 1982-85, Fall 1982-85 and Spring 1983-86

KPOC ISIS		1983	1984	1985	1986
Course Subject Code	Course Subject Name	FYES	FYES	FYES	FYES
VT	ACCT Accounting	5.08	31.28	41.21	25.53
VT	ADT Auto/Diesel Technology	0.00	0.88	0.00	3.00
VT	AET Archt. & Engineering Drafting Tech	-	-	-	-
VT	AGRI Agriculture	0.25	0.00	3.03	3.00
VT	ALR Agriculture and Land Resources	-	-	-	-
VT	APM Airframe and Powerplant	-	-	-	-
VT	AT Aviation Technology	3.24	10.12	7.55	5.47
VT	AUTO Automotive Technology	-	-	-	-
VT	AVT Aviation Technology	-	-	-	-
VT	BA Business Administration	28.32	37.24	45.28	44.91
VT	BCT Building Construction Trades	0.00	0.00	0.00	3.53
VT	BMT Building Maintenance Trades	-	-	-	-
VT	BUS Business	0.00	1.59	3.00	3.03
VT	CARP Carpentry	-	-	-	-
VT	CE Civil Engineering	0.00	0.00	3.22	3.00
VT	CIS Computer Information Systems	40.41	42.29	43.25	43.25
VT	CMPS Computer Science	-	-	-	-
VT	COOP Cooperative Education	-	-	-	-
VT	CS Computer Science	-	-	-	-
VT	CSV Community Service	0.15	0.18	0.24	3.03
VT	CT Construction Technology	-	-	-	-
VT	CA Central Assisting	-	-	-	-
VT	CSL Class Technology	-	-	-	-
VT	CN Canteen and Nutrition	-	-	-	-
VT	CRAF Drafting	5.65	0.00	3.00	3.03
VT	CT Drafting Technology	-	-	-	-
VT	ECO Early Childhood Development	1.78	5.50	3.52	3.00
VT	EDD Engineering Design Drafting	3.00	4.35	3.52	4.54
VT	EL Electrical Engineering	-	-	-	-
VT	ELN Electrical Technology	-	-	-	-
VT	EMT Emergency Medical Technology	3.35	3.97	4.28	2.53
VT	ENER Energy	-	-	-	-
VT	ES Engineering Science	-	-	-	-
VT	ET Electronics Technology	2.82	3.85	5.91	4.54
VT	ETT Emergency Trauma Technology	3.00	3.53	3.25	3.03
VT	FISH Fisheries	-	-	-	-
VT	FORT Forest Technology	3.09	3.88	3.53	2.15
VT	FS Fire Science	4.24	5.21	2.18	3.52
VT	FST Food Service Technology	-	-	-	-
VT	FT Fisheries Technology	-	-	-	-
VT	GE Geological Engineering	-	-	-	-
VT	GUID Guidance	1.29	1.12	1.41	1.35
VT	HCON Home Construction	2.21	4.24	3.03	3.00
VT	HE Home Economics	-	-	-	-
VT	HM Hotel Management	-	-	-	-
VT	HMSV Human Services	-	-	-	-
VT	HS Health Sciences	2.22	3.28	4.12	3.03
VT	JB Journalism-Broadcasting	-	-	-	-
VT	JOUR Journalism	3.00	3.29	3.00	3.00
VT	JPC Journalism and Public Comm	-	-	-	-
VT	JUST Justice	3.00	0.00	2.21	3.03
VT	LAW Law Science	-	-	-	-
VT	LIRL Labor and Industrial Relations	-	-	-	-
VT	LRM Land and Resource Management	-	-	-	-
VT	MA Medical Office Assisting	-	-	-	-
VT	MATT Materials Technology	5.47	4.08	2.18	4.11
VT	MBI Marine Biology	-	-	-	-
VT	MECH Mechanics	0.00	0.00	3.97	0.74
VT	MEDA Media	-	-	-	-
VT	MEDS Medical Science	-	-	-	-
VT	MIEX Mining Extension	0.00	0.00	4.09	2.75
VT	MINE Mining Engineering	-	-	-	-
VT	MINL Mineral Industry	-	-	-	-
VT	MT Marine Technology	4.00	0.82	3.00	3.03
VT	MTEC Maintenance Technology	-	-	-	-
VT	VTWO Mechanical Technology Welding	-	-	-	-
VT	NS Nursing Science	3.00	3.00	3.00	3.12
VT	NURS Nursing	-	-	-	-
VT	OO Office Occupations	38.91	39.44	46.29	42.74
VT	PA Police Administration	0.00	2.03	3.00	3.03
VT	PAT Police Academy Training	-	-	-	-
VT	PET Petroleum	-	-	-	-
VT	PETR Petroleum Technology	33.03	47.59	47.75	40.31
VT	PLUM Plumbing	-	-	-	-
VT	PT Petroleum Technology	-	-	-	-
VT	PUBS Public Safety	-	-	-	-
VT	RH Refrigeration and Heating	-	-	-	-
VT	RIT Resource Information Technology	-	-	-	-
VT	SS Secretarial Studies	-	-	-	-
VT	SVTC Surveying Technology	1.41	3.26	0.00	0.44
VT	SWK Social Work	-	-	-	-
VT	VA Vocational Arts	-	-	-	-
VT	VE Vocational Education	-	-	-	-
VT	WELD Welding	7.15	19.91	19.47	10.65
VT	WF Wildlife and Fisheries	-	-	-	-
VT	WOOD Wood Technology	-	-	-	-
VT	WWD Wastewater Operations	-	-	-	-
VT	WWT Wastewater Technology	3.55	3.00	3.00	3.00
TOTAL Vocational/Technical Dept		287.39	280.31	324.49	286.16
GRAND TOTAL KPOC		502.00	516.15	611.47	567.03

CCREE Preliminary Student FYES Detail

fiscal years
'83 - '86

KECC 1915	Course	1983	1984	1985	1986
Subject	Course Subject Name	FYES	FYES	FYES	FYES
Code					
GE	ABE Adult Basic Education	na	na	na	na
	TOTAL Adult Basic Education Dept	na	na	na	na
GE	AKL Alaskan Languages	1.12	0.56	0.41	0.41
GE	AKST Alaska Studies	0.00	0.00	0.00	0.00
GE	ANL Alaska Native Languages	-	-	-	-
GE	ANS Alaska Native Studies	-	-	-	-
GE	ANTH Anthropology	2.28	4.25	0.00	2.29
GE	ART Art	12.42	10.18	3.94	11.58
GE	AS Applied Statistics	-	-	-	-
GE	ASTR Astronomy	-	-	-	-
GE	BIO Biology	4.71	3.37	0.47	3.73
GE	BS Behavioral Science	-	-	-	-
GE	CCC Cross Cultural Communication	-	-	-	-
GE	CED Community Education	-	-	-	-
GE	CHEM Chemistry	1.55	0.00	2.12	3.00
GE	CI Community Interest	-	-	-	-
GE	COLN Counseling	-	-	-	-
GE	CRAR Creative Arts	-	-	-	-
GE	CM Dance and Music	-	-	-	-
GE	DNCE Dance	0.59	0.08	0.00	0.00
GE	ECON Economics	0.00	0.00	2.12	2.29
GE	ED Education	4.23	3.12	2.47	0.00
GE	EDP External Degree Program	-	-	-	-
GE	ENGL English	11.82	13.08	17.00	18.73
GE	ESK Eskimo	-	-	-	-
GE	ESL English as a Second Language	-	-	-	-
GE	ESOL English Speakers of Other Languages	-	-	-	-
GE	FL Foreign Languages	-	-	-	-
GE	FREN French	0.29	0.24	0.15	0.15
GE	GEOG Geography	3.00	3.53	3.00	3.71
GE	GEOLOGY	3.00	0.47	3.00	0.00
GE	GEOS Geosciences	-	-	-	-
GE	GER German	0.82	0.00	0.00	0.22
GE	GOVT Government	-	-	-	-
GE	GS General Science	-	-	-	-
GE	HIST History	8.00	5.51	5.79	9.28
GE	HUM Humanities	3.00	3.00	3.00	0.53
GE	JPN Japanese	-	-	-	-
GE	LANG Languages	3.00	0.28	0.00	0.00
GE	LING Linguistics	-	-	-	-
GE	LS Library Science	-	-	-	-
GE	LYSK Living Skills	-	-	-	-
GE	MATH Mathematics	7.55	11.62	12.00	11.74
GE	MGT Management	-	-	-	-
GE	MSM Museum	-	-	-	-
GE	MUS Music	4.47	5.12	3.24	2.41
GE	NSCI Natural Sciences	-	-	-	-
GE	OCN Oceanography	0.44	2.28	3.73	0.79
GE	PADM Public Administration	-	-	-	-
GE	PC Public Communications	-	-	-	-
GE	PD Personal Development	3.32	3.60	0.78	0.71
GE	PE Physical Education	4.21	5.03	11.71	6.19
GE	PER Physical Education & Recreation	-	-	-	-
GE	PFI Personal Finance & Investment	-	-	-	-
GE	PHIL Philosophy	3.00	1.50	0.79	0.18
GE	PHOT Photography	-	-	-	-
GE	PHS Physical Science	-	-	-	-
GE	PHYS Physics	0.00	0.47	0.00	0.00
GE	PS Political Science	0.53	0.79	1.78	3.00
GE	PSY Psychology	3.38	4.78	6.00	4.06
GE	RD Rural Development	-	-	-	-
GE	REL Religion	-	-	-	-
GE	RUSS Russian	-	-	-	-
GE	SCI Science	-	-	-	-
GE	SOC Sociology	3.00	2.29	1.58	2.91
GE	SPAN Spanish	1.09	0.44	0.62	0.18
GE	SPC Speech Communication	-	-	-	-
GE	SPCH Speech	3.53	3.00	4.06	3.47
GE	SPP Speech Pathology	-	-	-	-
GE	SSL Student Survival Laboratory	-	-	-	-
GE	THR Theater	-	-	-	-
GE	WLCF Wildlife	-	-	-	-
	TOTAL General Education Dept	81.27	78.74	87.94	84.74

KECC 1915	Course	1983	1984	1985	1986
Subject	Course Subject Name	FYES	FYES	FYES	FYES
Code					
VT	ACCT Accounting	3.91	3.78	3.32	17.21
VT	AOT Auto/Oleal Technology	-	-	-	-
VT	AET Archt. & Engineering Drafting Tech	3.00	0.53	0.71	1.53
VT	AGRI Agriculture	-	-	-	-
VT	ALR Agriculture and Land Resources	-	-	-	-
VT	APM Airframe and Powerplant	-	-	-	-
VT	AT Aviation Technology	3.08	2.32	4.59	1.65
VT	AUTO Automotive Technology	3.21	0.62	3.18	3.71
VT	AVT Aviation Technology	-	-	-	-
VT	BA Business Administration	5.78	3.41	17.58	9.79
VT	BCT Building Construction Trades	-	-	-	-
VT	BMT Building Maintenance Trades	-	-	-	-
VT	BUS Business	-	-	-	-
VT	CARP Carpentry	-	-	-	-
VT	CE Civil Engineering	-	-	-	-
VT	CIS Computer Information Systems	12.35	3.97	12.00	16.41
VT	CMPS Computer Science	-	-	-	-
VT	COCP Cooperative Education	3.00	0.00	3.00	3.13
VT	CS Computer Science	-	-	-	-
VT	CSV Community Service	-	-	-	-
VT	CT Construction Technology	-	-	-	-
VT	CA Capital Assisting	-	-	-	-
VT	DESL Diesel Technology	14.82	11.59	10.31	3.28
VT	DN Dietetics and Nutrition	-	-	-	-
VT	DRAP Drafting	-	-	-	-
VT	DT Drafting Technology	1.33	0.00	3.00	0.00
VT	ECO Early Childhood Development	0.35	0.08	0.15	0.47
VT	EDD Engineering Design Drafting	-	-	-	-
VT	EL Electrical Engineering	-	-	-	-
VT	ELEN Electrical Technology	-	-	-	-
VT	EMT Emergency Medical Technology	4.50	3.94	1.28	2.21
VT	ENER Energy	-	-	-	-
VT	ES Engineering Science	-	-	-	-
VT	ET Electronics Technology	3.28	3.32	3.00	3.85
VT	ETT Emergency Trauma Technology	0.00	3.53	3.00	0.00
VT	FSH Fisheries	-	-	-	-
VT	FORT Forest Technology	-	-	-	-
VT	FS Fire Science	-	-	-	-
VT	FST Food Service Technology	0.59	0.00	0.29	3.50
VT	FT Fisheries Technology	-	-	-	-
VT	GE Geological Engineering	-	-	-	-
VT	GUID Guidance	-	-	-	-
VT	HCOR Home Construction	-	-	-	-
VT	HE Home Economics	1.32	3.00	0.00	0.00
VT	HM Hotel Management	-	-	-	-
VT	HMSV Human Services	-	-	-	-
VT	HS Health Sciences	-	-	-	-
VT	JB Journalism-Broadcasting	-	-	-	-
VT	JGUR Journalism	4.59	3.32	2.29	3.35
VT	JPC Journalism and Public Comm	-	-	-	-
VT	JUST Justice	-	-	-	-
VT	LAWS Law Science	3.71	0.44	0.00	0.00
VT	LRL Labor and Industrial Relations	-	-	-	-
VT	LRM Land and Resource Management	-	-	-	-
VT	MA Medical Office Assisting	3.09	0.00	0.00	0.00
VT	MAT Materials Technology	5.12	4.25	5.53	3.58
VT	MBI Marine Biology	-	-	-	-
VT	MECH Mechanics	-	-	-	-
VT	MEDA Media	-	-	-	-
VT	MEDS Medical Science	-	-	-	-
VT	MIEX Mining Extension	-	-	-	-
VT	MIN Mining Engineering	3.00	3.00	0.00	0.44
VT	MINL Mineral Industry	-	-	-	-
VT	MT Marine Technology	5.32	5.88	3.68	7.44
VT	MTEC Maintenance Technology	-	-	-	-
VT	MTWO Mechanical Technology Welding	-	-	-	-
VT	NS Nursing Science	-	-	-	-
VT	NURS Nursing	0.65	0.00	0.00	0.00
VT	OO Office Occupations	14.38	11.59	13.38	13.74
VT	PA Police Administration	-	-	-	-
VT	PAT Police Academy Training	-	-	-	-
VT	PET Petroleum	-	-	-	-
VT	PETR Petroleum Technology	-	-	-	-
VT	PLUM Plumbing	-	-	-	-
VT	PT Petroleum Technology	-	-	-	-
VT	PUSP Public Safety	-	-	-	-
VT	RH Refrigeration and Heating	-	-	-	-
VT	RIT Resource Information Technology	-	-	-	-
VT	SS Secretarial Studies	-	-	-	-
VT	SVTC Surveying Technology	0.44	0.62	0.00	0.00
VT	SWK Social Work	-	-	-	-
VT	VA Vocational Arts	-	-	-	-
VT	VE Vocational Education	-	-	-	-
VT	WELD Welding	5.82	3.44	3.29	12.47
VT	WF Wildlife and Fisheries	-	-	-	-
VT	WOOD Wood Technology	-	-	-	-
VT	WWD Wastewater Operations	-	-	-	-
VT	WWT Wastewater Technology	-	-	-	-
	TOTAL Vocational/Technical Dept	33.38	34.71	103.45	101.69
	GRAND TOTAL KECC	175.55	173.45	193.39	186.43

(1) Reconciliation with P-senior reports incomplete. A dash in the FYES field indicates that the student was not offered.

Source: CCREE, TVCC, and UAF Course Schedule Master Files for Summer 1982-85, Fall 1982-85 and Spring 1983-86

CCREE Preliminary Student FYES Detail

fiscal years
83 - 86

KQCC ISIS	Course	Subject	Course Subject Name	1983	1984	1985	1986
Code				FYES	FYES	FYES	FYES
GE	ABE	Adult Basic Education		na	na	na	na
		TOTAL Adult Basic Education Dept		na	na	na	na
GE	AKL	Alaskan Languages		-	-	-	-
GE	AKST	Alaska Studies		0.18	0.44	0.00	0.00
GE	ANL	Alaska Native Languages		-	-	-	-
GE	ANS	Alaska Native Studies		-	-	-	-
GE	ANTH	Anthropology		0.53	0.58	1.50	1.41
GE	ART	Art		13.44	13.59	15.65	11.28
GE	AS	Applied Statistics		-	-	-	-
GE	ASTR	Astronomy		-	-	-	-
GE	BICL	Biology		3.53	4.22	3.58	3.28
GE	BS	Behavioral Science		-	-	-	-
GE	CCC	Cross Cultural Communication		-	-	-	-
GE	CED	Community Education		-	-	-	-
GE	CHEM	Chemistry		3.12	1.41	0.59	1.88
GE	CI	Community Interest		-	-	-	-
GE	CCUN	Counseling		-	-	-	-
GE	CRAR	Creative Arts		0.00	0.00	0.00	0.71
GE	DM	Dance and Music		-	-	-	-
GE	DANCE	Dance		1.68	1.03	1.97	0.82
GE	ECON	Economics		0.00	0.00	0.79	0.82
GE	ED	Education		4.68	3.47	1.58	5.03
GE	EDP	External Degree Program		-	-	-	-
GE	ENGL	English		9.94	11.09	12.97	9.31
GE	ESK	Eskimo		-	-	-	-
GE	ESL	English as a Second Language		-	-	-	-
GE	ESOL	English Speakers of Other Languages		-	-	-	-
GE	FL	Foreign Languages		-	-	-	-
GE	FREN	French		0.97	0.71	0.60	0.00
GE	GEOG	Geography		0.00	0.00	0.88	0.00
GE	GEOG	Geology		-	-	-	-
GE	GEOS	Geosciences		-	-	-	-
GE	GER	German		-	-	-	-
GE	GOVT	Government		-	-	-	-
GE	GS	General Science		-	-	-	-
GE	HIST	History		2.28	2.21	1.94	2.29
GE	HUM	Humanities		1.24	2.28	4.15	4.18
GE	JPN	Japanese		-	-	-	-
GE	LANG	Languages		-	-	-	-
GE	LING	Linguistics		-	-	-	-
GE	LS	Library Science		0.65	1.53	0.00	0.29
GE	LYSK	Living Skills		0.00	0.06	0.00	0.00
GE	MATH	Mathematics		10.79	11.28	13.85	12.03
GE	MGT	Management		-	-	-	-
GE	MSM	Museum		-	-	-	-
GE	MUS	Music		1.00	0.47	1.03	1.50
GE	NSCI	Natural Sciences		-	-	-	-
GE	OCN	Oceanography		-	-	-	-
GE	PADM	Public Administration		-	-	-	-
GE	PC	Public Communications		0.97	2.65	1.88	0.91
GE	PD	Personal Development		-	-	-	-
GE	PE	Physical Education		13.38	12.26	11.38	9.50
GE	PER	Physical Education & Recreation		-	-	-	-
GE	PFI	Personal Finance & Investment		-	-	-	-
GE	PHIL	Philosophy		0.28	0.00	0.00	0.62
GE	PHOT	Photography		-	-	-	-
GE	PHS	Physical Science		-	-	-	-
GE	PHYS	Physics		-	-	-	-
GE	PS	Political Science		0.28	0.00	0.00	0.00
GE	PSY	Psychology		7.03	8.41	8.26	7.94
GE	RD	Rural Development		-	-	-	-
GE	REL	Religion		-	-	-	-
GE	RUSS	Russian		-	-	-	-
GE	SCI	Science		-	-	-	-
GE	SOC	Sociology		1.18	0.94	2.68	2.29
GE	SPAN	Spanish		1.50	4.32	2.79	2.12
GE	SPC	Speech Communication		-	-	-	-
GE	SPCH	Speech		2.47	2.38	4.76	3.82
GE	SPP	Speech Pathology		-	-	-	-
GE	SSL	Student Survival Laboratory		-	-	-	-
GE	THR	Theater		1.03	0.00	1.03	1.68
GE	WLDP	Wildlife		-	-	-	-
		TOTAL General Education Dept		79.21	83.55	93.02	83.01

KQCC ISIS	Course	Subject	Course Subject Name	1983	1984	1985	1986
Code				FYES	FYES	FYES	FYES
VT	ACCT	Accounting		4.35	2.23	4.08	3.68
VT	ADT	Auto/Diesel Technology		-	-	-	-
VT	AET	Arch. & Engineering Drafting Tech		-	-	-	-
VT	AGRI	Agriculture		-	-	-	-
VT	ALR	Agriculture and Land Resources		-	-	-	-
VT	APM	Airframe and Powerplant		-	-	-	-
VT	AT	Aviation Technology		4.47	5.41	5.18	2.29
VT	AUTO	Automotive Technology		0.09	0.53	0.00	0.00
VT	AVT	Aviation Technology		-	-	-	-
VT	BA	Business Administration		1.59	6.26	5.28	2.00
VT	BCT	Building Construction Trades		-	-	-	-
VT	BMT	Building Maintenance Trades		-	-	-	-
VT	BUS	Business		-	-	-	-
VT	CARP	Carpentry		-	-	-	-
VT	CE	Civil Engineering		-	-	-	-
VT	CIS	Computer Information Systems		7.53	17.58	20.79	14.88
VT	CMPS	Computer Science		-	-	-	-
VT	COOP	Cooperative Education		-	-	-	-
VT	CS	Computer Science		-	-	-	-
VT	CSV	Community Service		-	-	-	-
VT	CT	Construction Technology		-	-	-	-
VT	DA	Dental Assisting		-	-	-	-
VT	DESL	Diesel Technology		0.79	1.41	1.78	3.00
VT	DN	Dietetics and Nutrition		-	-	-	-
VT	DRAF	Drafting		-	-	-	-
VT	DT	Drafting Technology		-	-	-	-
VT	ECO	Early Childhood Development		0.50	0.28	1.08	0.00
VT	EDO	Engineering Design Drafting		-	-	-	-
VT	EL	Electrical Engineering		-	-	-	-
VT	ELEN	Electrical Technology		-	-	-	-
VT	EMT	Emergency Medical Technology		1.94	1.47	1.91	2.55
VT	ENER	Energy		-	-	-	-
VT	ES	Engineering Science		-	-	-	-
VT	ET	Electronics Technology		0.88	0.53	0.00	3.00
VT	ETT	Emergency Trauma Technology		-	-	-	-
VT	FISH	Fisheries		-	-	-	-
VT	FORT	Forest Technology		-	-	-	-
VT	FS	Fire Science		-	-	-	-
VT	FST	Food Service Technology		0.00	0.00	0.41	3.21
VT	FT	Fisheries Technology		9.15	2.47	4.78	4.74
VT	GE	Geological Engineering		-	-	-	-
VT	GUID	Guidance		-	-	-	-
VT	HCCM	Home Construction		-	-	-	-
VT	HE	Home Economics		4.50	1.29	3.41	3.53
VT	HM	Hotel Management		-	-	-	-
VT	HMSV	Human Services		-	-	-	-
VT	HS	Health Sciences		1.79	3.15	3.29	3.12
VT	JB	Journalism-Broadcasting		-	-	-	-
VT	JOUR	Journalism		3.35	3.00	3.00	3.00
VT	JPC	Journalism and Public Comm		-	-	-	-
VT	JUST	Justice		1.08	3.62	3.00	3.00
VT	LAWS	Law Science		-	-	-	-
VT	LIRL	Labor and Industrial Relations		-	-	-	-
VT	LRM	Land and Resource Management		-	-	-	-
VT	MA	Medical Office Assisting		-	-	-	-
VT	MATT	Materials Technology		1.08	1.29	3.00	3.00
VT	MBI	Marine Biology		-	-	-	-
VT	MECH	Mechanics		-	-	-	-
VT	MEDA	Media		-	-	-	-
VT	MEDS	Medical Science		-	-	-	-
VT	MIEX	Mining Extension		-	-	-	-
VT	MIN	Mining Engineering		-	-	-	-
VT	MINL	Mineral Industry		-	-	-	-
VT	MT	Marine Technology		-	-	-	-
VT	MTEC	Maintenance Technology		-	-	-	-
VT	MTWD	Mechanical Technology Welding		-	-	-	-
VT	NS	Nursing Science		0.00	1.31	3.00	1.06
VT	NURS	Nursing		-	-	-	-
VT	OC	Office Occupations		9.94	16.53	17.72	19.82
VT	PA	Police Administration		-	-	-	-
VT	PAT	Police Academy Training		-	-	-	-
VT	PET	Petroleum		-	-	-	-
VT	PETR	Petroleum Technology		-	-	-	-
VT	PLUM	Plumbing		-	-	-	-
VT	PT	Petroleum Technology		-	-	-	-
VT	PUBS	Public Safety		-	-	-	-
VT	RH	Refrigeration and Heating		-	-	-	-
VT	RIT	Resource Information Technology		-	-	-	-
VT	SS	Secretarial Studies		-	-	-	-
VT	SVTC	Surveying Technology		-	-	-	-
VT	SWK	Social Work		0.00	0.00	3.09	3.09
VT	VA	Vocational Arts		2.91	3.94	5.29	1.38
VT	VE	Vocational Education		-	-	-	-
VT	WELD	Welding		0.00	3.00	1.53	2.41
VT	WF	Wildlife and Fisheries		0.00	0.00	0.47	1.24
VT	WOOD	Wood Technology		-	-	-	-
VT	WWO	Wastewater Operations		-	-	-	-
VT	WWT	Wastewater Technology		-	-	-	-
		TOTAL Vocational/Technical Dept		60.80	55.53	72.71	57.54
		GRAND TOTAL KQCC		140.11	140.08	165.73	140.55

(1) Reconciliation with P-series records incomplete. A dash in the FYES field indicates that the subject was not offered.
Source: CCHEE, TVCC, and UAJ Course Schedule Master Files for Summer 1982-85, Fall 1982-85 and Spring 1983-86

CCREE Preliminary Student FYES Detail

Fiscal year
'83 - '86

KUCC ISIS		1983	1984	1985	1986
Course	Course Subject Name	FY83	FY84	FY85	FY86
Subject Code					
AE	ABE Adult Basic Education	na	na	na	na
	TOTAL Adult Basic Education Dept	na	na	na	na
GE	AKL Alaskan Languages	11.58	13.74	9.50	10.22
GE	AKST Alaska Studies	-	-	-	-
GE	ANL Alaska Native Languages	0.68	0.00	0.79	0.00
GE	AHS Alaska Native Studies	-	-	-	-
GE	ANTH Anthropology	0.82	0.88	0.00	0.00
GE	ART Art	2.78	7.15	5.35	4.00
GE	AS Applied Statistics	-	-	-	-
GE	ASTR Astronomy	-	-	-	-
GE	BIOL Biology	1.34	5.53	3.78	4.71
GE	BS Behavioral Science	-	-	-	-
GE	CCG Cross Cultural Communication	-	-	-	-
GE	CED Community Education	-	-	-	-
GE	CHEM Chemistry	-	-	-	-
GE	CI Community Interest	2.62	1.24	3.00	0.00
GE	CCUN Counseling	0.00	0.71	0.00	0.73
GE	CPAR Creative Arts	-	-	-	-
GE	CM Dance and Music	-	-	-	-
GE	DNCE Dance	-	-	-	-
GE	ECON Economics	1.15	0.00	3.23	0.00
GE	ED Education	13.47	18.23	8.79	11.82
GE	EDP External Degree Program	-	-	-	-
GE	ENGL English	23.03	21.82	15.15	20.22
GE	ESK Eskimo	-	-	-	-
GE	ESL English as a Second Language	-	-	-	-
GE	ESOL English Speakers of Other Languages	-	-	-	-
GE	F Foreign Languages	0.62	0.00	0.00	0.00
GE	FREN French	-	-	-	-
GE	GEOG Geography	0.97	2.28	0.97	0.09
GE	GEOL Geology	-	-	-	-
GE	GEOS Geosciences	-	-	-	-
GE	GER German	-	-	-	-
GE	GOVT Government	-	-	-	-
GE	GS General Science	0.00	0.00	0.53	0.00
GE	HIST History	8.26	4.08	3.18	8.82
GE	HUM Humanities	0.62	0.00	1.12	1.58
GE	JPN Japanese	-	-	-	-
GE	LANG Languages	-	-	-	-
GE	LING Linguistics	0.53	0.53	0.09	0.00
GE	LS Library Science	0.08	0.09	0.08	0.03
GE	LVSK Living Skills	-	-	-	-
GE	MATH Mathematics	16.23	9.58	10.09	12.08
GE	MGT Management	-	-	-	-
GE	MSM Museum	-	-	-	-
GE	MUS Music	0.53	2.06	2.71	0.97
GE	NSCI Natural Sciences	-	-	-	-
GE	OCN Oceanography	-	-	-	-
GE	PADM Public Administration	-	-	-	-
GE	PC Public Communications	-	-	-	-
GE	PD Personal Development	3.00	3.00	0.32	0.00
GE	PE Physical Education	4.59	1.52	1.47	1.71
GE	PER Physical Education & Recreation	-	-	-	-
GE	PFI Personal Finance & Investment	-	-	-	-
GE	PHIL Philosophy	-	-	-	-
GE	PHOT Photography	-	-	-	-
GE	PHS Physical Science	-	-	-	-
GE	PHYS Physics	-	-	-	-
GE	PS Political Science	0.44	1.50	4.00	5.82
GE	PSY Psychology	8.38	5.35	5.88	2.74
GE	RD Rural Development	-	-	-	-
GE	REL Religion	0.00	0.47	0.24	0.00
GE	RUSS Russian	-	-	-	-
GE	SCI Science	-	-	-	-
GE	SOC Sociology	1.06	1.22	0.44	2.88
GE	SPAN Spanish	-	-	-	-
GE	SPC Speech Communication	-	-	-	-
GE	SPCH Speech	4.50	3.91	3.88	4.50
GE	SPP Speech Pathology	-	-	-	-
GE	SSL Student Survival Laboratory	0.44	0.32	0.00	0.00
GE	THR Theater	0.00	0.00	0.26	0.44
GE	WLDF Wildlife	-	-	-	-
	TOTAL General Education Dept	104.39	100.53	78.84	91.41

KUCC ISIS		1983	1984	1985	1986
Course	Course Subject Name	FY83	FY84	FY85	FY86
Subject Code					
VT	ACCT Accounting	4.15	3.25	3.23	1.73
VT	ADT Auto/Diesel Technology	0.00	0.00	3.85	3.38
VT	AET Aeronautics & Engineering Drafting Tech	-	-	-	-
VT	AGRI Agriculture	3.44	3.00	3.00	3.00
VT	ALR Agriculture and Land Resources	-	-	-	-
VT	APM Airframe and Powerplant	-	-	-	-
VT	AT Aviation Technology	12.09	9.71	10.28	3.09
VT	AUTO Automotive Technology	1.12	4.28	4.65	1.18
VT	AVT Aviation Technology	-	-	-	-
VT	BA Business Administration	4.97	7.58	4.12	1.29
VT	BCT Building Construction Trades	-	-	-	-
VT	BMT Building Maintenance Trades	3.74	2.58	1.15	2.35
VT	BUS Business	-	-	-	-
VT	CARP Carpentry	10.09	3.59	3.31	2.03
VT	CE Civil Engineering	-	-	-	-
VT	CIS Computer Information Systems	12.44	14.29	15.65	12.91
VT	CMPS Computer Science	-	-	-	-
VT	COCP Cooperative Education	-	-	-	-
VT	CS Computer Science	-	-	-	-
VT	CSV Community Service	-	-	-	-
VT	CT Construction Technology	-	-	-	-
VT	CA Dental Assisting	-	-	-	-
VT	DESL Diesel Technology	-	-	-	-
VT	DN Dietetics and Nutrition	-	-	-	-
VT	DRAF Drafting	-	-	-	-
VT	DT Drafting Technology	-	-	-	-
VT	ECD Early Childhood Development	3.88	4.35	4.31	1.32
VT	EDD Engineering Design Drafting	-	-	-	-
VT	EL Electrical Engineering	-	-	-	-
VT	ELEN Electrical Technology	-	-	-	-
VT	EMT Emergency Medical Technology	2.00	0.78	0.75	3.53
VT	ENER Energy	-	-	-	-
VT	ES Engineering Science	-	-	-	-
VT	ET Electronic Technology	3.00	3.71	3.00	2.33
VT	ETT Emergency Trauma Technology	-	-	-	-
VT	FISH Fisheries	-	-	-	-
VT	FORT Forest Technology	-	-	-	-
VT	FS Fine Science	-	-	-	-
VT	FST Food Service Technology	-	-	-	-
VT	FT Fisheries Technology	3.71	3.00	0.00	3.33
VT	GE Geological Engineering	-	-	-	-
VT	GUID Guidance	-	-	-	-
VT	HCOM Home Construction	-	-	-	-
VT	HE Home Economics	3.00	3.97	3.12	3.44
VT	HM Hotel Management	-	-	-	-
VT	HMSV Human Services	-	-	-	-
VT	HS Health Sciences	3.29	10.03	16.35	11.83
VT	JB Journalism-Broadcasting	0.00	3.23	3.22	1.33
VT	JGUR Journalism	3.00	3.00	3.00	3.24
VT	JPC Journalism and Public Comm	-	-	-	-
VT	JUST Justice	3.75	1.23	1.41	2.41
VT	LAWS Law Science	-	-	-	-
VT	LIRL Labor and Industrial Relations	-	-	-	-
VT	LRM Land and Resource Management	-	-	-	-
VT	MA Medical Office Assisting	-	-	-	-
VT	MATT Materials Technology	-	-	-	-
VT	MBI Marine Biology	-	-	-	-
VT	MECH Mechanics	3.41	1.28	3.00	3.33
VT	MEDA Media	-	-	-	-
VT	MEDS Medical Science	-	-	-	-
VT	MIEK Mining Extension	-	-	-	-
VT	MUN Mining Engineering	-	-	-	-
VT	MNL Mineral Industry	-	-	-	-
VT	MT Marine Technology	-	-	-	-
VT	MTEC Maintenance Technology	3.00	3.29	3.00	3.00
VT	MTWO Mechanical Technology Welding	-	-	-	-
VT	NS Nursing Science	-	-	-	-
VT	NURS Nursing	-	-	-	-
VT	OC Office Occupations	3.18	0.44	2.59	3.03
VT	PA Police Administration	3.00	3.00	3.00	3.00
VT	PAT Police Academy Training	-	-	-	-
VT	PET Petroleum	-	-	-	-
VT	PETR Petroleum Technology	-	-	-	-
VT	PLUM Plumbing	3.00	3.58	3.00	3.33
VT	PT Petroleum Technology	-	-	-	-
VT	PUBS Public Safety	-	-	-	-
VT	RH Refrigeration and Heating	3.00	3.00	3.24	3.30
VT	RIT Resource Information Technology	-	-	-	-
VT	SS Secretarial Studies	-	-	-	-
VT	SVTC Surveying Technology	-	-	-	-
VT	SWK Social Work	-	-	-	-
VT	VA Vocational Arts	-	-	-	-
VT	VE Vocational Education	3.00	3.24	3.00	3.00
VT	WELD Welding	1.59	2.79	2.06	3.15
VT	WF Wildlife and Fisheries	3.00	3.00	2.53	3.18
VT	WOOD Wood Technology	-	-	-	-
VT	WWO Wastewater Operations	-	-	-	-
VT	WWT Wastewater Technology	3.00	3.25	3.00	3.00
	TOTAL Vocational/Technical Dept	74.66	73.26	80.64	59.73
	GRAND TOTAL KUCC	179.05	173.79	159.48	151.14

(1) Reconciliation with P-series reports incomplete. A dash in the FYES field indicates that the subject was not offered.

Source: CCREE, TVCC, and UAI Course Schedule Master Files for Summer 1982-85, Fall 1982-85 and Spring 1983-86

CCREE Preliminary Student FYES Detail

fiscal years
83 - 86

MSCC ISIS Course Subject Code	Course Subject Name	1983 FYES	1984 FYES	1985 FYES	1986 FYES
AE	AE Basic Education	na	na	na	na
	TOTAL Adult Basic Education Dept	na	na	na	na
GE	AKL Alaskan Languages	-	-	-	-
GE	AKST Alaska Studies	4.24	6.68	9.08	1.62
GE	ANL Alaska Native Languages	-	-	-	-
GE	ANS Alaska Native Studies	-	-	-	-
GE	ANTH Anthropology	2.91	2.91	3.09	1.15
GE	ART Art	18.53	28.18	24.35	13.44
GE	AS Applied Statistics	0.00	0.00	0.79	0.00
GE	ASTR Astronomy	-	-	-	-
GE	BIOL Biology	3.65	10.08	5.32	8.97
GE	BS Behavioral Science	-	-	-	-
GE	CCC Cross Cultural Communication	-	-	-	-
GE	CED Community Education	-	-	-	-
GE	CHEM Chemistry	2.00	1.29	2.12	1.58
GE	CI Community Interest	-	-	-	-
GE	COUN Counseling	3.00	0.71	0.09	0.00
GE	CRAR Creative Arts	-	-	-	-
GE	DM Dance and Music	-	-	-	-
GE	DNCE Dance	-	-	-	-
GE	ECON Economics	2.82	4.50	2.91	5.97
GE	ED Education	6.62	20.68	16.85	48.28
GE	EDP External Degree Program	-	-	-	-
GE	ENGL English	28.58	28.41	29.47	22.22
GE	ESK Eskimo	-	-	-	-
GE	ESL English as a Second Language	-	-	-	-
GE	ESOL English Speakers of Other Languages	-	-	-	-
GE	FL Foreign Languages	-	-	-	-
GE	FREN French	3.00	2.38	2.74	3.79
GE	GEOG Geography	0.09	0.00	1.15	0.70
GE	GEOG Geography	1.50	2.29	2.71	2.24
GE	GEOS Geosciences	-	-	-	-
GE	GER German	2.38	2.12	2.74	1.74
GE	GOVT Government	-	-	-	-
GE	GS General Science	-	-	-	-
GE	HIST History	5.91	5.12	7.53	11.53
GE	HUM Humanities	0.00	0.00	2.29	4.75
GE	JPN Japanese	0.09	1.24	0.00	3.00
GE	LANG Languages	0.00	0.00	0.53	0.00
GE	LING Linguistics	-	-	-	-
GE	LS Library Science	0.00	0.00	0.47	3.55
GE	LVSK Living Skills	-	-	-	-
GE	MATH Mathematics	12.21	9.65	17.82	31.53
GE	MGT Management	-	-	-	-
GE	MSM Museum	-	-	-	-
GE	MUS Music	2.65	3.91	4.06	1.97
GE	NSCI Natural Sciences	-	-	-	-
GE	OCN Oceanography	-	-	-	-
GE	PADM Public Administration	3.00	0.00	0.00	1.24
GE	PC Public Communications	-	-	-	-
GE	PD Personal Development	-	-	-	-
GE	PE Physical Education	3.06	3.29	5.97	4.12
GE	PER Physical Education & Recreation	-	-	-	-
GE	PFI Personal Finance & Investment	-	-	-	-
GE	PHIL Philosophy	0.79	0.88	3.25	2.91
GE	PHOT Photography	-	-	-	-
GE	PHS Physical Science	-	-	-	-
GE	PHYS Physics	-	-	-	-
GE	PS Political Science	3.00	1.59	3.82	1.68
GE	PSY Psychology	28.53	16.24	20.58	25.53
GE	RD Rural Development	-	-	-	-
GE	REL Religion	-	-	-	-
GE	RUSS Russian	-	-	-	-
GE	SCI Science	-	-	-	-
GE	SOC Sociology	7.32	3.09	4.85	1.53
GE	SPAN Spanish	0.18	0.00	0.21	3.09
GE	SPC Speech Communication	-	-	-	-
GE	SPCH Speech	12.71	12.00	13.06	16.41
GE	SPP Speech Pathology	-	-	-	-
GE	SSL Student Survival Laboratory	-	-	-	-
GE	THR Theater	0.00	0.97	0.79	3.00
GE	WLDL Wildlife	-	-	-	-
	TOTAL General Education Dept	149.78	166.13	218.50	210.04

MSCC ISIS Course Subject Code	Course Subject Name	1983 FYES	1984 FYES	1985 FYES	1986 FYES
VT	ACCT Accounting	19.15	27.47	29.12	22.25
VT	ADT Auto/Diesel Technology	-	-	-	-
VT	AET Archt. & Engineering Drafting Tech	-	-	-	-
VT	AGRI Agriculture	15.33	19.85	13.85	15.47
VT	ALR Agriculture and Land Resources	3.20	9.00	1.32	3.00
VT	AHM Airframe and Powerplant	-	-	-	-
VT	AT Aviation Technology	5.03	4.41	9.35	5.85
VT	AUTO Automotive Technology	-	-	-	-
VT	AVT Aviation Technology	-	-	-	-
VT	BA Business Administration	10.24	14.59	22.15	21.15
VT	BCT Building Construction Trades	-	-	-	-
VT	BMT Building Maintenance Trades	0.82	0.00	3.00	3.00
VT	BUS Business	-	-	-	-
VT	CARP Carpentry	-	-	-	-
VT	CE Civil Engineering	-	-	-	-
VT	CIS Computer Information Systems	23.41	31.08	36.21	35.25
VT	CMPS Computer Science	-	-	-	-
VT	COOP Cooperative Education	-	-	-	-
VT	CS Computer Science	-	-	-	-
VT	CSV Community Service	-	-	-	-
VT	CT Construction Technology	3.00	3.00	3.00	2.28
VT	DA Dental Assisting	-	-	-	-
VT	DESL Diesel Technology	-	-	-	-
VT	DN Dietetics and Nutrition	-	-	-	-
VT	DRAP Drafting	-	-	-	-
VT	DT Drafting Technology	1.94	2.41	1.29	1.22
VT	ECD Early Childhood Development	-	-	-	-
VT	EDD Engineering Design Drafting	-	-	-	-
VT	EL Electrical Engineering	3.00	3.52	2.29	4.03
VT	ELEN Electrical Technology	-	-	-	-
VT	EMT Emergency Medical Technology	3.38	4.29	9.41	8.09
VT	ENER Energy	-	-	-	-
VT	ES Engineering Science	-	-	-	-
VT	ET Electronics Technology	10.50	10.59	13.29	14.35
VT	ETT Emergency Trauma Technology	-	-	-	-
VT	FISH Fisheries	0.41	3.00	3.00	3.00
VT	FORT Forest Technology	-	-	-	-
VT	FS Fire Science	3.00	3.97	3.00	3.03
VT	FST Food Service Technology	-	-	-	-
VT	FT Fisheries Technology	-	-	-	-
VT	GE Geological Engineering	-	-	-	-
VT	GUID Guidance	-	-	-	-
VT	HCCM Home Construction	-	-	-	-
VT	HE Home Economics	3.00	1.22	3.53	3.00
VT	HM Hotel Management	-	-	-	-
VT	HMSV Human Services	-	-	-	-
VT	HS Health Sciences	-	-	-	-
VT	JB Journalism-Broadcasting	-	-	-	-
VT	JOUR Journalism	2.56	1.58	2.47	3.34
VT	JPC Journalism and Public Comm	-	-	-	-
VT	JUST Justice	3.97	3.00	3.21	5.29
VT	LAWS Law Science	3.00	3.18	3.00	3.00
VT	LRL Labor and Industrial Relations	-	-	-	-
VT	LRM Land and Resource Management	-	-	-	-
VT	MA Medical Office Assisting	-	-	-	-
VT	MATT Materials Technology	3.00	3.06	3.00	3.00
VT	MBI Marine Biology	-	-	-	-
VT	MECH Mechanics	-	-	-	-
VT	MEDA Media	-	-	-	-
VT	MEDS Medical Science	-	-	-	-
VT	MIEX Mining Extension	3.00	0.00	0.71	0.73
VT	MIN Mining Engineering	-	-	-	-
VT	MINL Mineral Industry	-	-	-	-
VT	MT Marine Technology	-	-	-	-
VT	MTEC Maintenance Technology	-	-	-	-
VT	VTWO Mechanical Technology Welding	-	-	-	-
VT	NS Nursing Science	-	-	-	-
VT	NURS Nursing	-	-	-	-
VT	OO Office Occupations	11.50	8.88	15.29	18.56
VT	PA Police Administration	-	-	-	-
VT	PAT Police Academy Training	-	-	-	-
VT	PET Petroleum	-	-	-	-
VT	PETR Petroleum Technology	-	-	-	-
VT	PLUM Plumbing	-	-	-	-
VT	PT Petroleum Technology	-	-	-	-
VT	PUBS Public Safety	-	-	-	-
VT	RH Refrigeration and Heating	18.50	11.85	23.35	21.74
VT	RIF Resource Information Technology	-	-	-	-
VT	SS Secretarial Studies	3.00	3.06	3.00	3.00
VT	SVTC Surveying Technology	3.24	3.00	3.00	3.00
VT	SWK Social Work	3.00	3.09	3.00	3.00
VT	VA Vocational Arts	-	-	-	-
VT	VE Vocational Education	-	-	-	-
VT	WELD Welding	-	-	-	-
VT	WF Wildlife and Fisheries	-	-	-	-
VT	WOOD Wood Technology	-	-	-	-
VT	WWO Wastewater Operations	-	-	-	-
VT	WWT Wastewater Technology	-	-	-	-
	TOTAL Vocational/Technical Dept	127.33	151.38	188.81	182.55
	GRAND TOTAL MSCC	277.11	317.51	407.31	401.59

(1) Reconciliation with P-series reports incomplete. A dash in the FYES field indicates that the subject was not offered.

Source: CCREE, TVCC, and UAI Course Schedule Master File for Summer 1982-85, Fall 1982-85 and Spring 1983-86

CCREE Preliminary Student FYES Detail

fiscal years
83 - 86

NWCC 1918		1983	1984	1985	1986
Course Subject Code	Course Subject Name	FYES	FYES	FYES	FYES
AE	ABE Adult Basic Education	na	na	na	na
	TOTAL Adult Basic Education Dept	na	na	na	na
GE	AKL Alaskan Languages	-	-	-	-
GE	AKST Alaska Studies	0.00	0.28	0.47	0.00
GE	ANL Alaska Native Languages	2.58	1.72	4.94	2.12
GE	ANS Alaska Native Studies	-	-	-	-
GE	ANTH Anthropology	0.94	2.28	1.03	2.03
GE	ART Art	4.12	2.71	4.41	3.53
GE	AS Applied Statistics	-	-	-	-
GE	ASTR Astronomy	0.00	0.00	0.00	0.58
GE	BICL Biology	1.28	1.29	0.94	1.74
GE	BS Behavioral Science	-	-	-	-
GE	CCC Cross Cultural Communication	0.00	0.68	0.00	0.00
GE	CED Community Education	-	-	-	-
GE	CHEM Chemistry	-	-	-	-
GE	CI Community Interest	-	-	-	-
GE	COLN Counseling	-	-	-	-
GE	CRAA Creative Arts	-	-	-	-
GE	DM Dance and Music	-	-	-	-
GE	DNCE Dance	-	-	-	-
GE	ECON Economics	-	-	-	-
GE	ED Education	4.38	4.12	5.12	5.21
GE	EDP External Degree Program	0.06	0.00	0.00	0.00
GE	ENGL English	8.68	4.56	5.18	5.58
GE	ESK Eskimo	-	-	-	-
GE	ESL English as a Second Language	0.00	0.00	0.00	0.68
GE	ESOL English Speakers of Other Languages	-	-	-	-
GE	FL Foreign Languages	-	-	-	-
GE	FREN French	-	-	-	-
GE	GEOG Geography	-	-	-	-
GE	GEOCL Geology	0.00	1.41	1.18	0.00
GE	GEOSS Geosciences	0.00	0.00	0.00	1.82
GE	GER German	0.47	0.00	0.58	0.00
GE	GOVT Government	-	-	-	-
GE	GS General Science	1.24	1.15	0.62	3.00
GE	HIST History	1.91	1.85	1.50	3.00
GE	HUM Humanities	0.03	0.21	0.00	0.85
GE	JPN Japanese	-	-	-	-
GE	LANG Languages	-	-	-	-
GE	LING Linguistics	0.00	0.59	3.62	1.78
GE	LS Library Science	0.00	0.44	0.00	0.00
GE	LYSK Living Skills	-	-	-	-
GE	MATH Mathematics	0.38	2.18	1.38	2.78
GE	MGT Management	0.00	0.21	0.00	0.00
GE	MSM Museum	-	-	-	-
GE	MUS Music	0.00	0.53	0.00	0.00
GE	NSCI Natural Sciences	-	-	-	-
GE	OCN Oceanography	-	-	-	-
GE	PADM Public Administration	-	-	-	-
GE	PC Public Communications	-	-	-	-
GE	PD Personal Development	-	-	-	-
GE	PE Physical Education	2.97	1.69	0.00	0.00
GE	PER Physical Education & Recreation	-	-	-	-
GE	PFI Personal Finance & Investment	-	-	-	-
GE	PHIL Philosophy	-	-	-	-
GE	PHOT Photography	-	-	-	-
GE	PHS Physical Science	-	-	-	-
GE	PHYS Physics	-	-	-	-
GE	PS Political Science	0.62	0.44	2.47	1.32
GE	PSY Psychology	10.15	7.09	2.62	5.59
GE	RD Rural Development	-	-	-	-
GE	REL Religion	-	-	-	-
GE	RUSS Russian	0.59	0.12	0.00	0.00
GE	SCI Science	-	-	-	-
GE	SOC Sociology	0.00	0.29	1.24	0.44
GE	SPAN Spanish	3.59	0.47	0.35	1.32
GE	SPC Speech Communication	-	-	-	-
GE	SPCH Speech	2.53	2.03	0.79	0.97
GE	SPP Speech Pathology	-	-	-	-
GE	SSL Student Survival Laboratory	-	-	-	-
GE	THR Theater	-	-	-	-
GE	WOLF Wildlife	3.00	0.00	0.06	3.00
	TOTAL General Education Dept	42.04	38.72	38.51	38.32

NWCC 1918		1983	1984	1985	1986
Course Subject Code	Course Subject Name	FYES	FYES	FYES	FYES
VT	ACCT Accounting	2.91	4.03	2.21	3.53
VT	ADT Auto/Diesel Technology	-	-	-	-
VT	AET Archt. & Engineering Drafting Tech	-	-	-	-
VT	AGRI Agriculture	3.28	3.00	3.00	3.00
VT	ALR Agriculture and Land Resources	-	-	-	-
VT	APM Airframe and Powerplant	-	-	-	-
VT	AV Aviation Technology	2.71	2.29	3.54	3.91
VT	AUTO Automotive Technology	0.12	0.28	0.28	3.00
VT	AVT Aviation Technology	-	-	-	-
VT	BA Business Administration	7.91	3.52	4.85	3.53
VT	BCT Building Construction Trades	-	-	-	-
VT	BMT Building Maintenance Trades	1.78	3.25	3.00	3.13
VT	BUS Business	-	-	-	-
VT	CARP Carpentry	4.12	2.23	3.25	3.71
VT	CE Civil Engineering	-	-	-	-
VT	CIS Computer Information Systems	4.47	4.40	2.71	5.23
VT	CMPM Computer Science	-	-	-	-
VT	COCP Cooperative Education	-	-	-	-
VT	CS Computer Science	-	-	-	-
VT	CSV Community Service	3.38	3.00	3.50	3.00
VT	CT Construction Technology	-	-	-	-
VT	DA Dental Assisting	-	-	-	-
VT	DESL Diesel Technology	-	-	-	-
VT	DN Dietetics and Nutrition	-	-	-	-
VT	DRAF Drafting	3.12	0.10	3.38	0.00
VT	DT Drafting Technology	-	-	-	-
VT	ECO Early Childhood Development	0.15	3.28	2.22	0.58
VT	EDO Engineering Design Drafting	-	-	-	-
VT	EL Electrical Engineering	-	-	-	-
VT	ELEN Electrical Technology	3.00	1.55	3.00	3.00
VT	EMT Emergency Medical Technology	3.82	3.47	3.59	3.00
VT	ENER Energy	0.24	3.09	3.00	3.00
VT	ES Engineering Science	-	-	-	-
VT	ET Electronics Technology	-	-	-	-
VT	ETT Emergency Trauma Technology	-	-	-	-
VT	FISH Fisheries	3.00	3.07	3.00	3.00
VT	FORT Forest Technology	-	-	-	-
VT	FS Fire Science	-	-	-	-
VT	FST Food Service Technology	-	-	-	-
VT	FT Fisheries Technology	-	-	-	-
VT	GE Geological Engineering	-	-	-	-
VT	GUID Guidance	-	-	-	-
VT	HCOM Home Construction	-	-	-	-
VT	HE Home Economics	0.00	3.00	3.29	3.00
VT	HM Hotel Management	-	-	-	-
VT	HMSV Human Services	3.00	3.00	3.00	2.58
VT	HS Health Sciences	4.88	2.23	4.68	10.74
VT	JB Journalism-Broadcasting	-	-	-	-
VT	JOUR Journalism	3.00	3.00	3.00	3.24
VT	JPC Journalism and Public Comm	-	-	-	-
VT	JUST Justice	3.29	3.00	1.00	3.00
VT	LAWS Law Science	-	-	-	-
VT	LRL Labor and Industrial Relations	-	-	-	-
VT	LRM Land and Resources Management	3.73	2.41	3.74	3.00
VT	MA Medical Office Assisting	-	-	-	-
VT	MATT Materials Technology	-	-	-	-
VT	MBI Marine Biology	3.25	3.00	3.00	3.00
VT	MECH Mechanics	-	-	-	-
VT	MEDA Media	0.85	0.44	0.24	0.15
VT	MEDS Medical Science	-	-	-	-
VT	MIEX Mining Extension	-	-	-	-
VT	MIN Mining Engineering	-	-	-	-
VT	MINL Mineral Industry	-	-	-	-
VT	MT Marine Technology	2.21	3.00	3.00	3.00
VT	MTEC Maintenance Technology	-	-	-	-
VT	MTWO Mechanical Technology Welding	-	-	-	-
VT	NS Nursing Science	-	-	-	-
VT	NURS Nursing	-	-	-	-
VT	OC Office Occupations	5.78	3.73	3.12	3.29
VT	PA Police Administration	-	-	-	-
VT	PAT Police Academy Training	-	-	-	-
VT	PET Petroleum	3.00	3.00	3.00	3.09
VT	PETR Petroleum Technology	3.09	3.00	3.00	3.00
VT	PLUM Plumbing	-	-	-	-
VT	PT Petroleum Technology	-	-	-	-
VT	PUBS Public Safety	-	-	-	-
VT	RH Refrigeration and Heating	3.00	3.00	3.00	3.33
VT	RIT Resource Information Technology	-	-	-	-
VT	SS Secretarial Studies	-	-	-	-
VT	SVTC Surveying Technology	-	-	-	-
VT	SWK Social Work	3.00	3.47	3.00	3.24
VT	VA Vocational Arts	-	-	-	-
VT	VE Vocational Education	-	-	-	-
VT	WELD Welding	5.38	3.53	2.91	2.98
VT	WF Wildlife and Fisheries	-	-	-	-
VT	WOOD Wood Technology	-	-	-	-
VT	WWO Wastewater Operations	3.00	3.59	3.00	3.00
VT	WWT Wastewater Technology	-	-	-	-
	TOTAL Vocational/Technical Dept	47.37	35.70	40.59	50.37
	GRAND TOTAL NWCC	89.41	74.42	79.10	88.69

(1) Reconciliation with P-series records incomplete. A dash in the FYES field indicates that the subject was not offered.

Source: CCREE, TVCC, and UAI Course Schedule Master Files for Summer 1982-85, Fall 1982-85 and Spring 1983-86

CCREE Preliminary Student FYES Detail

Fiscal years
83 - 86

PWSCC 1919	Course	1983	1984	1985	1986
Subject	Course Subject Name	FYES	FYES	FYES	FYES
Code					
AE	AEE Adult Basic Education	na	na	na	na
	TOTAL Adult Basic Education Dept	na	na	na	na
GE	AKL Alaskan Languages	-	-	-	-
GE	AKST Alaska Studies	-	-	-	-
GE	ANL Alaska Native Languages	-	-	-	-
GE	ANS Alaska Native Studies	-	-	-	-
GE	ANTH Anthropology	1.50	2.65	3.94	1.09
GE	ART Art	10.82	10.65	10.03	5.29
GE	AS Applied Statistics	-	-	-	-
GE	ASTR Astronomy	-	-	-	-
GE	BIOL Biology	2.74	7.09	4.15	5.82
GE	BS Behavioral Science	5.53	13.00	14.15	9.28
GE	CCC Cross Cultural Communication	-	-	-	-
GE	CED Community Education	-	-	-	-
GE	CHEM Chemistry	0.00	3.00	0.35	0.24
GE	CI Community Interest	-	-	-	-
GE	COUN Counseling	3.00	3.00	0.00	0.28
GE	CRAR Creative Arts	-	-	-	-
GE	DM Dance and Music	-	-	-	-
GE	DNCE Dance	-	-	-	-
GE	ECON Economics	0.03	3.00	0.00	0.00
GE	ED Education	3.79	3.88	1.71	3.68
GE	EDP External Degree Program	-	-	-	-
GE	ENGL English	5.09	4.79	10.32	10.97
GE	ESK Eskimo	-	-	-	-
GE	ESL English as a Second Language	-	-	-	-
GE	ESOL English Speakers of Other Languages	-	-	-	-
GE	FL Foreign Languages	-	-	-	-
GE	FREN French	1.53	1.41	2.79	0.25
GE	GEOG Geography	-	-	-	-
GE	GEOL Geology	3.00	3.00	0.50	0.53
GE	GEOS Geosciences	-	-	-	-
GE	GER German	3.88	3.79	0.00	0.24
GE	GOVT Government	3.00	3.00	0.00	0.18
GE	GS General Science	-	-	-	-
GE	HIST History	5.12	4.78	3.53	5.58
GE	HUM Humanities	0.12	3.15	0.32	0.28
GE	JPN Japanese	3.00	3.97	0.00	0.00
GE	LANG Languages	-	-	-	-
GE	LING Linguistics	-	-	-	-
GE	LS Library Science	-	-	-	-
GE	LVSX Living Skills	-	-	-	-
GE	MATH Mathematics	0.79	3.71	5.44	4.24
GE	MGT Management	-	-	-	-
GE	MSM Museum	-	-	-	-
GE	MUS Music	1.29	1.56	0.32	0.59
GE	NSCI Natural Sciences	-	-	-	-
GE	OCN Oceanography	3.00	3.00	0.00	0.71
GE	PADM Public Administration	-	-	-	-
GE	PC Public Communications	-	-	-	-
GE	PD Personal Development	-	-	-	-
GE	PE Physical Education	5.88	5.74	6.00	3.12
GE	PER Physical Education & Recreation	-	-	-	-
GE	PFI Personal Finance & Investment	-	-	-	-
GE	PHIL Philosophy	0.00	0.53	0.00	0.00
GE	PHOT Photography	-	-	-	-
GE	PHS Physical Science	-	-	-	-
GE	PHYS Physics	0.71	0.38	0.00	0.00
GE	PS Political Science	0.00	3.00	0.00	1.50
GE	PSY Psychology	1.94	3.21	6.88	8.35
GE	RD Rural Development	-	-	-	-
GE	REL Religion	-	-	-	-
GE	RUSS Russian	-	-	-	-
GE	SCI Science	-	-	-	-
GE	SOC Sociology	7.91	3.65	12.32	8.12
GE	SPAN Spanish	0.65	1.59	3.00	0.59
GE	SPC Spanish Communication	-	-	-	-
GE	SPCH Spanish	1.78	3.71	2.91	2.29
GE	SPP Spanish Pathology	0.71	1.00	0.29	0.00
GE	SSL Student Survival Laboratory	0.00	0.56	0.00	0.00
GE	THR Theater	1.91	0.09	3.91	1.47
GE	WOLF Wildlife	-	-	-	-
	TOTAL General Education Dept	50.71	85.88	88.88	74.71

(1) Reconciliation with P-series reports incomplete. A dash in the FYES field indicates that the subject was not offered.

Source: CCREE, TVCC, and UAI Course Schedule Master Files for Summer 1982-85, Fall 1982-85 and Spring 1983-86

PWSCC 1918	Course	1983	1984	1985	1986
Subject	Course Subject Name	FYES	FYES	FYES	FYES
Code					
VT	ACCT Accounting	2.91	2.38	4.54	4.00
VT	AOT Auto/Diesel Technology	-	-	-	-
VT	AET Archt. & Engineering Drafting Tech	-	-	-	-
VT	AGRI Agriculture	-	-	-	-
VT	ALR Agriculture and Land Resources	0.24	3.00	3.00	3.00
VT	APM Airframe and Powerplant	-	-	-	-
VT	AT Aviat. in Technology	3.24	4.85	3.00	1.79
VT	AUTO Automotive Technology	0.21	0.00	3.00	3.00
VT	AVT Aviation Technology	-	-	-	-
VT	BA Business Administration	3.12	2.12	1.58	1.79
VT	BCT Building Construction Trades	-	-	-	-
VT	BMT Building Maintenance Trades	0.53	3.00	0.82	0.00
VT	BUS Business	-	-	-	-
VT	CARP Carpentry	-	-	-	-
VT	CE Civil Engineering	-	-	-	-
VT	CIS Computer Information Systems	5.91	5.38	3.09	7.35
VT	CMPS Computer Science	-	-	-	-
VT	CCCP Cooperative Education	-	-	-	-
VT	CS Computer Science	-	-	-	-
VT	CSV Community Service	-	-	-	-
VT	CT Construction Technology	-	-	-	-
VT	CA Central Assisting	-	-	-	-
VT	DESL Diesel Technology	-	-	-	-
VT	DN Dietetics and Nutrition	-	-	-	-
VT	DRAF Drafting	-	-	-	-
VT	DT Dressing Technology	0.00	3.00	3.00	3.09
VT	ECD Early Childhood Development	3.00	3.15	3.21	3.00
VT	EDD Engineering Design Drafting	-	-	-	-
VT	EL Electrical Engineering	-	-	-	-
VT	ELEN Electrical Technology	-	-	-	-
VT	EMT Emergency Medical Technology	5.79	3.35	1.08	3.28
VT	ENER Energy	-	-	-	-
VT	ES Engineering Science	-	-	-	-
VT	ET Electronics Technology	1.50	3.00	3.00	3.00
VT	ETT Emergency Trauma Technology	3.00	3.00	0.53	3.28
VT	FISH Fisheries	3.00	3.00	1.52	3.55
VT	FORT Forest Technology	-	-	-	-
VT	FS Fire Science	2.33	3.00	3.88	3.32
VT	FST Food Service Technology	0.71	0.00	3.00	3.00
VT	FT Fisheries Technology	-	-	-	-
VT	GE Geological Engineering	-	-	-	-
VT	GUID Guidance	-	-	-	-
VT	HCOM Home Construction	-	-	-	-
VT	HE Home Economics	2.58	2.74	3.24	3.24
VT	HM Hotel Management	-	-	-	-
VT	HMSV Human Services	-	-	-	-
VT	HS Health Sciences	3.00	3.00	3.00	3.37
VT	JB Journalism-Broadcasting	-	-	-	-
VT	JOUR Journalism	3.18	0.58	3.38	3.38
VT	JPC Journalism and Public Comm	-	-	-	-
VT	JUST Justice	3.00	3.00	3.00	3.34
VT	LAWS Law Science	-	-	-	-
VT	LIRL Labor and Industrial Relations	-	-	-	-
VT	LRM Land and Resource Management	-	-	-	-
VT	MA Medical Office Assisting	-	-	-	-
VT	MATT Materials Technology	3.00	3.09	3.00	3.00
VT	MBI Marine Biology	-	-	-	-
VT	MECH Mechanics	-	-	-	-
VT	MEDA Media	3.18	3.00	1.91	1.47
VT	MEDS Medical Science	3.47	3.00	0.00	3.00
VT	MIEX Mining Extension	-	-	-	-
VT	MIN Mining Engineering	-	-	-	-
VT	MINL Mineral Industry	-	-	-	-
VT	MT Marine Technology	5.65	3.09	4.00	3.00
VT	MTEC Maintenance Technology	-	-	-	-
VT	MTWO Mechanical Technology Welding	-	-	-	-
VT	NS Nursing Science	-	-	-	-
VT	NURS Nursing	-	-	-	-
VT	OO Office Occupations	7.38	7.44	2.47	2.71
VT	PA Police Administration	-	-	-	-
VT	PAT Police Academy Training	-	-	-	-
VT	PET Petroleum	-	-	-	-
VT	PETR Petroleum Technology	-	-	-	-
VT	PLUM Plumbing	-	-	-	-
VT	PT Petroleum Technology	-	-	-	-
VT	PUBS Public Safety	-	-	-	-
VT	RH Refrigeration and Heating	-	-	-	-
VT	RIT Resource Information Technology	-	-	-	-
VT	SS Secretarial Studies	-	-	-	-
VT	SVTC Surveying Technology	-	-	-	-
VT	SWK Social Work	-	-	-	-
VT	VA Vocational Arts	-	-	-	-
VT	VE Vocational Education	-	-	-	-
VT	WELD Welding	4.47	4.97	3.55	3.06
VT	WF Wildlife and Fisheries	-	-	-	-
VT	WOOD Wood Technology	-	-	-	-
VT	WWO Wastewater Operations	-	-	-	-
VT	WWT Wastewater Technology	-	-	-	-
	TOTAL Vocational/Technical Dept	49.53	19.91	42.87	35.44
	GRAND TOTAL PWSCC	110.24	125.79	129.75	110.15

CCREE Preliminary Student FYES Detail

fiscal years
83 - 86

TVCC 1313		1983	1984	1985	1986
Course Subject Code	Course Subject Name	FYES	FYES	FYES	FYES
AE	ABE Adult Basic Education	na	na	na	na
	TOTAL Adult Basic Education Dept	na	na	na	na
CE	AKL Alaskan Languages	3.77	2.47	1.41	1.50
GE	AKST Alaska Studies	-	-	-	-
GE	ANL Alaska Native Languages	-	-	-	-
GE	ANS Alaska Native Studies	-	-	-	-
GE	ANTH Anthropology	0.97	0.44	5.21	0.00
GE	ART Art	4.18	2.44	5.00	5.22
GE	AS Applied Statistics	-	-	-	-
GE	ASTR Astronomy	-	-	-	-
GE	BIOL Biology	0.88	0.00	1.78	3.40
GE	BS Behavioral Science	-	-	-	-
GE	CCC Cross Cultural Communication	1.15	0.00	0.00	0.00
GE	CEC Community Education	-	-	-	-
GE	CHEM Chemistry	2.94	1.53	5.41	0.00
GE	CI Community Interest	-	-	-	-
GE	COUN Counseling	14.12	14.88	13.59	21.85
GE	CRAR Creative Arts	1.09	0.85	0.00	0.00
GE	CMA Dance and Music	5.25	4.47	3.00	0.00
GE	DANCE Dance	0.00	0.00	2.35	1.38
GE	ECON Economics	1.50	0.00	2.47	4.50
GE	ED Education	2.65	0.53	0.82	0.22
GE	EDP Erasmus Degree Program	-	-	-	-
GE	ENGL English	17.00	23.25	34.28	47.00
GE	ESK Eskimo	-	-	-	-
GE	ESL English as a Second Language	-	-	-	-
GE	ESOL English Speakers of Other Languages	0.88	0.00	0.00	0.00
GE	FL Foreign Languages	-	-	-	-
GE	FREN French	-	-	-	-
GE	GEOG Geography	-	-	-	-
GE	GEOCL Geology	0.00	1.28	5.41	2.71
GE	GEOCS Geosciences	1.24	3.00	0.00	0.00
GE	GER German	-	-	-	-
GE	GOVT Government	-	-	-	-
GE	GS General Science	0.00	0.00	0.94	0.00
GE	HIST History	1.59	4.21	7.41	11.26
GE	HUM Humanities	0.00	0.26	1.50	2.28
GE	JPN Japanese	-	-	-	-
GE	LANG Languages	12.00	19.15	12.88	14.15
GE	LING Linguistics	-	-	-	-
GE	LS Library Science	3.88	1.44	0.00	0.00
GE	LYSK Living Skills	2.21	2.53	0.00	0.00
GE	MATH Mathematics	57.58	55.24	57.22	58.50
GE	MGMT Management	0.00	0.00	0.00	0.35
GE	MSM Museum	-	-	-	-
GE	MUS Music	0.00	0.00	3.47	1.94
GE	NSCI Natural Sciences	-	-	-	-
GE	OCEAN Oceanography	-	-	-	-
GE	PADM Public Administration	-	-	-	-
GE	PC Public Communications	-	-	-	-
GE	PD Personal Development	0.00	0.00	0.00	0.78
GE	PE Physical Education	-	-	-	-
GE	PER Physical Education & Recreation	6.29	6.12	3.50	2.38
GE	PFI Personal Finance & Investment	2.91	0.00	0.00	0.00
GE	PHIL Philosophy	0.00	0.00	0.00	1.08
GE	PHOT Photography	4.97	3.85	2.24	1.28
GE	PHS Physical Science	-	-	-	-
GE	PHYS Physics	0.00	0.00	0.00	1.15
GE	PS Political Science	1.18	4.78	5.82	3.18
GE	PSY Psychology	9.68	8.29	12.79	20.15
GE	RD Rural Development	-	-	-	-
GE	REL Religion	0.00	0.00	0.00	2.58
GE	RUSS Russian	-	-	-	-
GE	SCI Science	5.68	3.12	0.47	0.00
GE	SOC Sociology	3.68	10.78	8.82	20.32
GE	SPAN Spanish	-	-	-	-
GE	SPC Speech Communication	7.78	7.85	16.41	20.74
GE	SPCH Speech	-	-	-	-
GE	SPP Speech Pathology	-	-	-	-
GE	SSL Student Survival Laboratory	-	-	-	-
GE	THR Theater	-	-	-	-
GE	WLDG Wildlife	-	-	-	-
	TOTAL General Education Dept	182.33	194.24	212.09	257.13

TVCC 1313		1983	1984	1985	1986
Course Subject Code	Course Subject Name	FYES	FYES	FYES	FYES
VT	ACCT Accounting	1.88	19.82	15.73	21.21
VT	ADT Auto/Diesel Technology	-	-	-	-
VT	AET Archt. & Engineering Drafting Tech	-	-	-	-
VT	AGRI Agriculture	0.44	0.08	0.18	0.21
VT	ALR Agriculture and Land Resources	-	-	-	-
VT	APM Airframe and Powerplant	41.73	45.71	34.08	35.29
VT	AT Aviation Technology	29.09	25.62	34.18	22.32
VT	AUTO Automotive Technology	1.08	0.00	0.00	0.00
VT	AVT Aviation Technology	-	-	-	-
VT	BA Business Administration	-	-	-	-
VT	BCT Building Construction Trades	-	-	-	-
VT	BMT Building Maintenance Trades	-	-	-	-
VT	BUS Business	27.58	29.44	55.28	55.15
VT	CARP Carpentry	-	-	-	-
VT	CE Civil Engineering	-	-	-	-
VT	CIS Computer Information Systems	5.32	0.00	0.00	0.00
VT	CMPS Computer Science	22.12	52.22	47.24	51.03
VT	COCP Cooperative Education	-	-	-	-
VT	CS Computer Science	-	-	-	-
VT	CSV Community Service	-	-	-	-
VT	CT Construction Technology	0.00	0.00	2.55	4.59
VT	CA Central Assisting	2.91	0.00	0.00	0.00
VT	CESL Cesset Technology	-	-	-	-
VT	CN Celerion and Nutrition	-	-	-	-
VT	CRAF Crafting	10.00	19.15	17.58	1.00
VT	CT Crafting Technology	0.00	0.00	0.00	15.19
VT	ECO Early Childhood Development	3.44	9.82	7.58	12.22
VT	EDC Engineering Design Drafting	-	-	-	-
VT	EL Electrical Engineering	7.41	13.24	5.18	9.18
VT	ELEN Electrical Technology	-	-	-	-
VT	EMT Emergency Medical Technology	3.94	19.73	14.53	17.34
VT	ENER Energy	0.00	0.47	0.00	0.00
VT	ES Engineering Science	-	-	-	-
VT	ET Electronics Technology	29.74	18.68	30.68	24.28
VT	ETT Emergency Trauma Technology	-	-	-	-
VT	FSH Fisheries	-	-	-	-
VT	FORT Forest Technology	-	-	-	-
VT	FS Fire Science	10.08	10.03	14.91	6.38
VT	FST Food Service Technology	17.65	28.79	34.35	20.13
VT	FT Fisheries Technology	3.37	0.00	0.00	0.00
VT	GE Geological Engineering	0.00	0.00	0.00	0.23
VT	GUID Guidance	-	-	-	-
VT	HCOM Home Construction	-	-	-	-
VT	HE Home Economics	2.91	0.44	1.22	0.00
VT	HM Hotel Management	-	-	-	-
VT	HMSV Human Services	-	-	-	-
VT	HS Health Sciences	0.00	0.35	0.00	0.00
VT	JB Journalism-Broadcasting	-	-	-	-
VT	JOUR Journalism	0.00	0.00	0.12	0.00
VT	JPC Journalism and Public Comm	-	-	-	-
VT	JUST Justice	0.00	7.28	1.22	1.00
VT	LAWS Law Science	-	-	-	-
VT	LRL Labor and Industrial Relations	0.00	0.00	0.22	0.00
VT	LRM Land and Resources Management	-	-	-	-
VT	MA Medical Office Assisting	-	-	-	-
VT	MATT Materials Technology	-	-	-	-
VT	MBI Marine Biology	-	-	-	-
VT	MECH Mechanics	15.35	3.88	3.08	3.56
VT	MEDA Media	-	-	-	-
VT	MEDS Medical Science	-	-	-	-
VT	MIEX Mining Extension	0.00	0.00	7.32	10.78
VT	MN Mining Engineering	-	-	-	-
VT	MNL Mineral Industry	0.00	0.00	0.00	6.35
VT	MT Marine Technology	-	-	-	-
VT	MTEC Maintenance Technology	-	-	-	-
VT	MTWO Mechanical Technology Welding	7.78	7.94	7.78	0.00
VT	NS Nursing Science	-	-	-	-
VT	NURS Nursing	3.94	13.25	4.35	4.53
VT	OO Office Occupations	50.97	47.38	53.38	41.03
VT	PA Police Administration	-	-	-	-
VT	PAT Police Academy Training	9.21	1.35	0.00	0.00
VT	PET Petroleum	-	-	-	-
VT	PETR Petroleum Technology	-	-	-	-
VT	PLUM Plumbing	-	-	-	-
VT	PT Petroleum Technology	47.58	23.12	7.97	2.24
VT	PUBS Public Safety	0.00	0.00	4.94	4.59
VT	PH Refrigeration and Heating	-	-	-	-
VT	RIT Resource Information Technology	0.00	0.79	0.00	0.00
VT	SS Secretarial Studies	-	-	-	-
VT	SVTC Surveying Technology	-	-	-	-
VT	SWK Social Work	-	-	-	-
VT	VA Vocational Arts	-	-	-	-
VT	VE Vocational Education	-	-	-	-
VT	WELD Welding	0.00	0.00	0.00	9.18
VT	WF Wildlife and Fisheries	-	-	-	-
VT	WOOD Wood Technology	3.19	0.00	0.00	0.00
VT	WWO Wastewater Operations	1.29	1.37	0.00	0.00
VT	WWT Wastewater Technology	-	-	-	-
	TOTAL Vocational/Technical Dept	390.57	425.81	425.81	418.50
	GRAND TOTAL TVCC	573.30	620.85	637.73	675.74

(1) Reconciliation with P-series records incomplete. A dash in the FYES field indicates that the subject was not offered.

Source: CCREE, TVCC, and UAI Course Schedule Master Files for Summer 1982-85, Fall 1982-85 and Spring 1983-86

CCREE Preliminary Student FYES Detail

fiscal years
'83 - '86

RE ISIB Course Subject Code	Course Subject Name	1983 FYES	1984 FYES	1985 FYES	1986 FYES
AE	AE Adult Basic Education	na	na	na	na
	TOTAL Adult Basic Education Dept	na	na	na	na
GE	AKL Alaskan Languages	0.00	0.85	0.28	0.08
GE	AKST Alaska Studies	1.41	4.88	1.79	1.03
GE	ANL Alaska Native Languages	0.00	1.41	0.58	1.24
GE	ANG Alaska Native Studies	0.00	0.15	1.85	2.79
GE	ANTH Anthropology	2.18	5.18	2.03	1.15
GE	ART Art	18.82	14.29	20.21	10.58
GE	AS Applied Statistics	-	-	-	-
GE	ASTR Astronomy	0.00	0.00	0.82	3.00
GE	BICL Biology	7.09	8.24	11.58	11.47
GE	BS Behavioral Science	1.08	0.00	0.00	0.00
GE	CCC Cross Cultural Communication	-	-	-	-
GE	CED Community Education	-	-	-	-
GE	CHEM Chemistry	1.78	0.22	1.18	0.00
GE	CI Community Interest	0.00	0.24	0.41	0.00
GE	CCUN Counseling	0.85	0.00	0.37	0.00
GE	CRAR Creative Arts	-	-	-	-
GE	CM Dance and Music	-	-	-	-
GE	DNCE Dance	0.24	0.24	0.00	0.00
GE	ECON Economics	4.08	5.28	4.08	0.88
GE	ED Education	22.21	37.79	10.91	25.03
GE	EDP External Degree Program	-	-	-	-
GE	ENGL English	18.68	20.97	27.38	23.03
GE	ESK Eskimo	0.25	0.00	0.00	0.00
GE	ESL English as a Second Language	-	-	-	-
GE	ESOL English Speakers of Other Languages	-	-	-	-
GE	FL Foreign Languages	-	-	-	-
GE	FREN French	0.71	0.47	1.41	1.24
GE	GEOG Geography	0.09	0.00	2.12	1.78
GE	GEOG Geography	0.68	2.25	2.68	0.94
GE	GEOS Geosciences	-	-	-	-
GE	GER German	0.00	0.00	1.41	2.85
GE	GOVT Government	-	-	-	-
GE	GS General Science	0.62	5.29	0.00	3.02
GE	HIST History	7.15	5.21	12.00	13.12
GE	HUM Humanities	1.24	0.21	3.78	0.15
GE	JPN Japanese	0.35	0.35	0.44	0.00
GE	LANG Languages	0.00	0.32	0.00	0.00
GE	LING Linguistics	0.12	0.00	0.00	0.00
GE	LS Library Science	0.53	1.59	0.55	2.47
GE	LYSK Living Skills	0.00	0.44	0.00	0.00
GE	MATH Mathematics	19.97	23.65	29.82	23.58
GE	MGT Management	0.12	0.62	0.00	0.00
GE	MSM Museum	-	-	-	-
GE	MUS Music	1.29	0.18	3.01	5.15
GE	NSCI Natural Sciences	3.00	0.00	0.97	3.00
GE	OCN Oceanography	1.85	1.06	5.12	1.08
GE	PACIA Public Administration	0.10	0.00	0.00	0.00
GE	PC Public Communications	-	-	-	-
GE	PD Personal Development	-	-	-	-
GE	PE Physical Education	3.71	4.15	5.24	1.75
GE	PER Physical Education & Recreation	-	-	-	-
GE	PFI Personal Finance & Investment	-	-	-	-
GE	PHIL Philosophy	0.00	0.44	0.00	0.00
GE	PHOT Photography	-	-	-	-
GE	PHS Physical Science	-	-	-	-
GE	PHYS Physics	0.59	0.00	1.32	0.28
GE	PS Political Science	1.78	6.44	21.62	12.18
GE	PSY Psychology	12.73	17.71	13.79	19.24
GE	RD Rural Development	0.00	0.00	0.18	0.00
GE	REL Religion	-	-	-	-
GE	RUSS Russian	3.00	0.00	1.47	0.00
GE	SCI Science	0.25	0.25	0.00	0.00
GE	SOC Sociology	7.97	8.88	4.28	3.53
GE	SPAN Spanish	0.35	2.09	1.94	1.76
GE	SPC Soeoon Communication	-	-	-	-
GE	SPCH Soeoon	7.41	3.97	10.08	9.00
GE	SPP Soeoon Pathology	-	-	-	-
GE	SSL Student Survival Laboratory	-	-	-	-
GE	THR Theater	4.09	2.82	0.12	0.94
GE	WLCF Wildlife	-	-	-	-
	TOTAL General Education Dept	156.54	191.79	228.59	196.12

RE ISIB Course Subject Code	Course Subject Name	1983 FYES	1984 FYES	1985 FYES	1986 FYES
VT	ACCT Accounting	14.32	17.29	7.00	14.32
VT	ADT Auto/Diesel Technology	0.00	0.00	0.00	0.37
VT	AET Archt. & Engineering Drafting Tech	-	-	-	-
VT	AGRI Agriculture	2.94	1.78	3.09	3.79
VT	ALR Agriculture and Land Resources	2.21	1.58	1.50	0.47
VT	APM Airframe and Powerplant	-	-	-	-
VT	AT Aviation Technology	8.29	9.47	5.53	14.82
VT	AUTO Automotive Technology	3.00	1.32	0.18	3.00
VT	AVT Aviation Technology	3.24	2.12	0.00	0.00
VT	BA Business Administration	14.24	19.76	29.22	10.65
VT	BCT Building Construction Trades	-	-	-	-
VT	BMT Building Maintenance Trades	1.50	4.03	12.23	5.94
VT	BUS Business	0.00	0.00	1.18	0.00
VT	CARP Carpentry	-	-	-	-
VT	CE Civil Engineering	0.00	1.24	0.00	0.52
VT	CIS Computer Information Systems	12.91	18.24	45.18	29.65
VT	CMPS Computer Science	-	-	-	-
VT	COOP Cooperative Education	-	-	-	-
VT	CS Computer Science	-	-	-	-
VT	CSV Community Service	-	-	-	-
VT	CT Construction Technology	-	-	-	-
VT	DA Dental Assisting	-	-	-	-
VT	DESL Diesel Technology	-	-	-	-
VT	DN Creation and Nutrition	3.20	0.28	0.74	0.58
VT	DRAF Drafting	-	-	-	-
VT	DT Drafting Technology	0.35	1.15	0.00	0.38
VT	ECD Early Childhood Development	2.53	1.56	1.21	2.22
VT	ED Engineering Design Drafting	-	-	-	-
VT	EL Electrical Engineering	-	-	-	-
VT	ELEN Electrical Technology	-	-	-	-
VT	EMT Emergency Medical Technology	17.28	20.22	14.73	20.00
VT	ENER Energy	-	-	-	-
VT	ES Engineering Science	0.00	0.00	0.00	1.76
VT	ET Electronics Technology	1.53	4.13	2.94	4.00
VT	ETT Emergency Trauma Technology	3.00	3.00	3.47	3.00
VT	FISH Fisheries	-	-	-	-
VT	FORT Forest Technology	-	-	-	-
VT	FS Fire Science	1.15	3.21	4.24	2.29
VT	FST Food Service Technology	0.25	0.00	0.09	0.08
VT	FT Fisheries Technology	3.25	0.28	0.00	0.00
VT	GE Geological Engineering	-	-	-	-
VT	GUID Guidance	-	-	-	-
VT	HCOM Home Construction	-	-	-	-
VT	HE Home Economics	1.50	1.53	3.47	0.82
VT	HM Hotel Management	3.08	0.00	0.00	0.00
VT	HMSV Human Services	-	-	-	-
VT	HS Health Sciences	10.74	14.12	3.79	8.91
VT	JB Journalism-Broadcasting	3.88	3.97	3.71	3.00
VT	JOUR Journalism	3.35	3.00	2.47	6.35
VT	JPC Journalism and Public Comm	0.18	0.00	0.00	0.73
VT	JUST Justice	4.08	3.79	3.82	4.94
VT	LAWS Law Science	-	-	-	-
VT	LRL Labor and Industrial Relations	-	-	-	-
VT	LRM Land and Resource Management	0.15	0.20	0.00	0.00
VT	MA Medical Office Assisting	2.00	0.28	0.00	0.00
VT	MATT Materials Technology	1.97	2.74	1.15	0.87
VT	MBI Marine Biology	-	-	-	-
VT	MECH Mechanics	0.88	1.18	7.00	8.74
VT	MEDIA Media	-	-	-	-
VT	MEDS Medical Science	-	-	-	-
VT	MIEX Mining Extension	-	-	-	-
VT	MINE Mining Engineering	-	-	-	-
VT	MNL Mineral Industry	-	-	-	-
VT	MT Marine Technology	-	-	-	-
VT	MTEC Maintenance Technology	1.56	1.47	0.53	1.47
VT	MTWO Mechanical Technology Welding	-	-	-	-
VT	NS Nursing Science	-	-	-	-
VT	NURS Nursing	-	-	-	-
VT	OO Office Occupations	5.00	0.35	5.97	15.68
VT	PA Police Administration	3.00	0.00	0.79	3.00
VT	PAT Police Academy Training	-	-	-	-
VT	PET Petroleum	-	-	-	-
VT	PETR Petroleum Technology	-	-	-	-
VT	PLUM Plumbing	-	-	-	-
VT	PT Petroleum Technology	-	-	-	-
VT	PUBS Public Safety	-	-	-	-
VT	RH Refrigeration and Heating	3.00	0.62	0.00	0.00
VT	RIT Resource Information Technology	-	-	-	-
VT	SS Secretarial Studies	-	-	-	-
VT	SVTC Surveying Technology	0.00	1.32	0.00	0.53
VT	SWK Social Work	0.00	0.00	0.00	0.94
VT	VA Vocational Arts	-	-	-	-
VT	VE Vocational Education	-	-	-	-
VT	WELD Welding	4.41	1.71	0.91	0.00
VT	WF Wildlife and Fisheries	-	-	-	-
VT	WOOD Wood Technology	3.00	0.00	0.00	0.82
VT	WWO Wastewater Operations	-	-	-	-
VT	WWT Wastewater Technology	-	-	-	-
	TOTAL Vocational/Technical Dept	144.03	177.71	182.32	179.12
	GRAND TOTAL RE	300.57	369.50	410.91	375.24

(1) Reconciliation with P-series reports incomplete. A dash in the FYES field indicates that the subject was not offered.

Source: CCREE, TVCC, and UAI Course Schedule Master Files for Summer 1982-85, Fall 1982-85 and Spring 1983-86

Juneau, Alaska
FILE COPY

COMMUNITY COLLEGES:

A Report to the

Twelfth Alaska State Legislature

by

The Community College Interim Committee

Volume II

TRANSCRIPTS OF PUBLIC TESTIMONY

March, 1981

4/3/81

COMMITTEE MEMBERS

Representative Thelma Buchholdt

Senator George Hohman

Donnis Thompson, Chair,
Alaska Commission on Postsecondary Education

Miriam Carlson, Instructor,
Anchorage Community College (ex-officio)

PREFACE

During the 1980 legislative session, HB 651 was introduced along with companion legislation in the Senate. HB 651 called for an autonomous community college system governed by a board of trustees. The House Finance Committee prepared a committee substitute, CSHB 651, which called for a study of community college governance and other issues to be conducted by the Alaska Commission on Postsecondary Education. Although CSHB 651 did not pass the Legislature, the Legislative Council authorized a similar study. The major objectives of the study include:

- (1) an investigation of existing and alternative administrative systems for the community colleges;
- (2) a description of the role of the community colleges;
- (3) an examination of the role of the local policy advisory councils with special attention to their powers and duties;
- (4) an inquiry into the responsiveness of the community colleges to community needs;
- (5) a description of existing and planned facilities for each community college; and
- (6) the development of unit costs of instruction at each community college.

Volume I, published in February, 1981, addressd each of these issues, with the exception of unit cost information and description of existing and planned facilities. A unit cost study is in progress which is designed to show the costs of providing instruction for each individual course, for each year of instruction. All courses and their associated costs are included in the analysis. The unit for measurement of production is the credit hour and credit equivalent for non-credit courses. The unit cost study will be completed by late Spring, 1981.

A detailed analysis of facilities and how they relate to instruction was beyond the scope of this report. The Commission on Postsecondary Education, however, plans to conduct a comprehensive study of facilities of all postsecondary education.

A significant portion of the study involved public hearings and teleconferences. Nine public hearings were held in Bethel, Nome, Kotzebue, Fairbanks, Soldotna, Anchorage, Valdez, Ketchikan, and Juneau. Four teleconferences were held for Kodiak, Palmer, Sitka, Dillingham, Homer, and Seward. Over 200 people actively participated in these discussions. This volume contains the transcripts of the hearing testimony arranged in chronological order because comments sometimes alluded to previous hearings.

SCHEDULE OF PUBLIC HEARINGS

Kuskokwim Community College Bethel, Alaska	October 23 10 a.m. - 9 p.m.
Northwest Community College Nome, Alaska	October 27 1 - 9 p.m.
Kotzebue, Alaska	October 28 1 - 9 p.m.
Tanana Valley Community College Fairbanks, Alaska	November 12 1 - 10 p.m.
Teleconference with Kodiak	November 13 6 - 9 p.m.
Kenai Peninsula Community College Soldotna, Alaska	November 14 9 a.m. - 9 p.m.
Teleconference with Mat-Su	December 11 6 - 9 p.m.
Teleconference with Mat-Su, Kodiak, Sitka, Dillingham, Homer and Seward	December 12 8 a.m. - 4:30 p.m.
Anchorage Community College Anchorage, Alaska	December 13 10 a.m. - 6 p.m.
Prince William Sound Community College Valdez, Alaska	December 15 9 a.m. - 9 p.m.
Teleconference with Sitka	December 17 6 - 9 p.m.
Ketchikan Community College Ketchikan, Alaska	December 18 9 a.m. - 9 p.m.
University of Alaska, Juneau	January 7

Alaska State Legislature
Representative Niilo Koponen

Pouch V
Juneau, Alaska 99811
(907) 465-4992
MEMORANDUM

542 4th Avenue, Suite C
Fairbanks, Alaska 99701
(907) 456-8161

TO: House Finance Subcommittee, University Budget
FROM: Representative Koponen 
RE: Report on UA Regents meeting, 21 February 1987

The University of Alaska Board of Regents met at the new UAA Arts building, the opening of which had required other UAA programs to be cut to obtain funding.

A very large crowd, mostly Anchorage Community College staff, was there to participate in and observe the debate on the restructuring of the University. Public testimony took up the entire meeting until it broke for lunch at noon. All Anchorage Community College staff were opposed. All UAA staff favored the restructuring. It was very confrontational. The restructuring proposal passed with some amendments to more clearly define the role of these staff and advisory board responsible for maintaining the "community college mission." Recommendations of Dr. O'Dowd attached.

A budget designed to meet the Governor's FY88 Budget Funding Request of \$132.8 million was presented by Brian Rogers. The necessary decrements and transition funding (copies enclosed) necessary to reduce the budget to that level were presented. In Board discussion it was made clear that these were cuts to be made in addition to the savings obtained by restructuring. After discussion the board voted to reject the cuts and adjustments proposed and request funding at the FY 87 level (143.7 million).

The capital budget was presented and discussed. Reappropriation of some of the FY 87 capital appropriation items was discussed. Because of the lateness of the hour decisions on the capital budget were held over to the March 11th Board meeting in Juneau. The Board requested an opportunity to meet with the Legislative Budget Subcommittees and both HESS Committees on either March 11 or 12.

The Board considered HR 2 (separation of community colleges) and passed a resolution of their own in response (enclosed). The meeting was still going (on other matters) when I left at 9:45.

University of Alaska
Proposed FY88 General Fund Budget Request Levels
(in millions of dollars)

	<u>\$Millions</u>
FY86 Authorized general fund level	\$167.8
Deduct FY87 general fund reductions:	
Legislative reductions	-15.0
Governor's reduction	-9.3
FY87 Special Projects	0.2
FY87 Revised general fund level	\$143.7
FY88 Changes	
Restoration of FY87 one-time reductions	5.7
Restructuring:	
Administrative cost savings	-6.3
-Risk Management Assessment	1.2
Other savings	-0.9
Compensation reduction	-8.0
Pension plan restoration for FY88	0.8
Employee medical & unemployment cost increases	1.0
PERS/TRS rate reduction	-1.8
Program reductions	-6.7
Interest income shortfall	0.7
New facilities operating costs	0.1
Transfers: TRS Match, Seismic Program	3.3
FY88 Governor's Budget Request (General Funds)	\$132.8
Transition Funding (Included in Governor's Request)	
University Interest Income	3.8
FY88 Operating Level (Governor's Request)	\$136.6
Transition Funding (Still Needed)	
Reappropriation of Prior Year Capital Funds	4.0
FY87 General Fund Carryforward	0.6
FY88 Operating Level (Full Funding of Transition)	\$141.2

*regents
final
request*

- adjusted

FY88 Program Reductions - General Fund Decrements

ACC	
Deferred Maintenance	-200.0
instruction	-657.0
TOTAL ACC	-857.0

UAA	
Engineering Instruction	-36.4
Educ'ion Instruction	-50.4
CAS Instruction	-54.0
Nursing & Health Sciences Instruction	-8.0
ISER Research	-23.2
Course/Curriculum	-95.0
Faculty Development	-26.2
Telecommunications & Media	-11.8
Student & Academic Services	-50.5
Intercollegiate Athletics	-62.0
Chancellors Office	-25.4
Business Affairs	-94.7
Campus Affairs	-6.4
Academic/Administrative Computing	-10.5
Physical Plant	-261.5
TOTAL UAA	-816.0

*rejected
by
Regents*

UAF	
KUAC	-600.0
Risk Management	-590.0
Deferred Maintenance	-1,200.0
Administration	-500.0
Graphics	-114.0
Intercollegiate Swimming	-50.0
Climate Center	-131.0
Women's Center	-59.0
Foreign Student Advising	-50.0
Student Services/ASUA	-15.0
Washington Library Network	-20.0
Organized Research	-400.0
Museum	-35.0
Library Acquisitions	-100.0
Instruction	-136.0
TOTAL UAF	-4,000.0

UAJ	
Instruction	-385.6
Research	-10.0
Academic Support	-213.3
Student Services	-154.2
Institutional Support	-189.5
Physical Plant	-47.4
TOTAL UAJ	-1,000.0

TOTAL ALL UNITS	-6,673.0

FY87 CAPITAL APPROPRIATION

PRIORITY	PROJECT	APPROP	ON-HOLD
87-2	Remodeling and Renovatiuon	1,363.8	
87-3	UAF Duckering Equipment	740.0	240.0
87-3	UAF Library equipment	80.0	80.0
87-3	UAF Polar Library Acquisitions	11.4	7.5
87-5	SPS Butrovich Bldg	6,000.0	4,600.0
87-6	ACC Lab/Admin Bldg - Site	2,000.0	400.0
87-7	UAF NASA SAR Antenna	1,382.2	382.2
87-8	UAJ Library - Phase 1	4,306.3	4,199.3
87-9	ICC Mt. Edgecomb Facility	3,875.0	875.0
87-10	KPCC Purchase Homer Post Office	500.0	
87-11	TVCC Ddowntown Center	1,846.0	
87-12	PWSCC Purchase/Renovate	2,177.2	2,177.2
870IP-7	FITC Site Development	1,000.0	1,000.0
	UAF Atmospheric Monitoring	38.6	38.6
	UAF Rosie Creek Fire Research	60.0	
	UAF Museum Acquisitions	12.3	12.5
		25,443.0	14,062.3

UNIVERSITY FY98 CAPITAL REQUEST

		REVISED REQUEST	GOVERNOR'S BUDGET
88-1	Renovation and Remodeling		
	10 projects with RT30 rating	3,598.9	504.9
	13 projects with RT24 rating	1,025.3	
88-2	Capital equipment	3,400.0	566.0
88-3	ACC Lab/Admin Building Phase 1	9,000.0	
88-4	CCREE KPCC Remodel Homer Facility	340.0	340.0
	TOTAL	17,365.7	1,710.9

ALASKA LEGISLATURE COMMITTEE FILES 1987-1988 8672
4524 HHS HB 107

REVISED PRIORITIES FOR FY87 AND FY88 CAPITAL BUDGET REQUESTS

PRIORITY	PROJECT	RECOMMENDED FUNDING	CUMULATIVE FUNDING
1 a *	R&R Group 1 (Proj 1-6 RT30)	304.9	304.9
b *	Capital Equipment (Part 1)	566.0	1,370.9
c *	KPCC Renovate Homer Post Office	340.0	1,710.9
2 *	R&R Group 2 (Proj 7-10 RT30)	2,794.0	4,504.9
3	UAF NASA SAR Antenna	700.0	5,204.9
4	UAF Duckering Equipment	240.0	5,444.9
5	SPS Butrovich Bldg - 3rd Floor	0.0	5,444.9
6	ACC Lab/Admin Bldg - Site	400.0	5,844.9
7 *	R&R Group 3 (Proj 11-23 RT24)	1,026.8	6,871.7
8	UAF Library - Phase 1	4,199.3	11,071.0
9 a	UAF Library Equipment	90.0	11,151.0
b	UAF Polar Library Acquisitions	7.5	11,158.5
c	ICC Mt. Edghecomb Facility	975.0	12,033.5
d	PWSCC Purchase/Renovate	2,177.2	14,210.7
e	FITC Site Development	1,000.0	15,210.7
f	UAF Atmospheric Monitoring	88.6	15,299.3
g	UAF Museum Acquisitions	12.5	15,311.8
10 a *	Capital Equipment (Part 2)	3,200.0	18,511.8
b *	ACC Lab/Admin Bldg - Phase I	9,000.0	27,511.8

11 OTHER URGENT CAPITAL NEEDS

- a R&R for Life Safety and Plant Protection
- b SPS Butrovich Building - Complete Construction
- c UAF Library - Complete Construction
- d ACC Lab/Admin Building - Complete Construction
- e TVCC Downtown Center - Phase 2
- f UAF Natural Sciences Facility
- g UAA/ACC Physical Plant Facility
- h FITC - Facility Construction
- i ICC Mt. Edghecomb Facility - Phase 2

* Projects from FY88 request

Agenda

Special Board of Regents' Meeting
9:00 a.m., February 21, 1987
Room 204, Administration Building
University of Alaska-Anchorage
Anchorage

1. Call to Order
2. Adoption of the Agenda

MOTION:

"The Board of Regents adopts the agenda as presented.

1. Call to Order
2. Adoption of Agenda
3. Implementation Plans for Restructuring the University of Alaska System
4. Executive Session
5. Anchorage Land Settlement
6. Report on FY88 Operating Budget Request
7. Report on FY87-88 Capital Budget Requests
8. Report on Changes in University Procurement Procedure
9. President's and Regents' Comments
10. Other Issues of Concern to the Board of Regents
11. Adjourn

This motion is effective February 21, 1987."

3. Implementation Plans for Restructuring the University of Alaska System

Past Reference:

Pgs. 3-15, Unofficial Minutes - Board of Regents' Meeting,
12/4-5/86

President O'Dowd plans to review with the Board of Regents the university's conditions which led to the current proposals to restructure the university, including the general fiscal situation. He will also discuss steps which have been taken by the university to this time and the administration's schedule for taking continuing action.

As regents will recall, at the 4-5 December Board meeting, regents approved the general concept for restructuring the University of Alaska, as presented by President O'Dowd, and instructed him to prepare detailed implementing plans and to seek final Board approval of such plans prior to their implementation.

As a first step in the restructuring process, the president established one integrated consulting group for each of the three new institutions being formed. These consulting

Special Board of Regents' Meeting
February 21, 1987

groups, with representatives from each of the appropriate MAUs being merged, met to discuss a series of questions that were prepared regarding the operation, function and structure of the new institutions. Each of the three groups then met individually with the president to provide feedback from their discussions. These meetings with the president are continuing as of this writing.

Hopefully, there will be many areas of agreement within the groups, but there also may be some specific areas of differences. After reviewing the input from the consulting groups and reviewing the restructuring process in total, the president will arrive at a series of recommendations for Board action which the president will bring to the Board on 21 February.

Once the Board takes final action on these recommendations, the president will establish a set of task forces for each of the new institutions, using the actions adopted by the Board as guiding parameters for their work. The task forces will proceed as quickly as possible, but not all of them will complete their work on the exact same schedule, as this will depend on the complexity of the issues and their ability to reach conclusions. As major proposals are brought forward to the president, he will review these and bring his recommendations to the Board for review and action.

The proposals that the president will bring to the 21 February Board meeting will deal with major restructuring implementation issues that must be addressed before any further action can be initiated. These will not address all the major issues relative to restructuring, just those critical items necessary in order to provide movement for the process. In order to accomplish a restructuring of this magnitude, recommendations on major decision points will be brought forward in an incremental approach. The president, at the 21 February meeting, intends to present the Board with specific recommendations for each of the three new institutions based on what he feels are the most educationally sound options available, while still addressing the guidelines issued by the Board. There is a pressing need to make clear and concise decisions at this point so that the restructuring implementation process can proceed in an orderly fashion. Prior to the creation of the task forces, some basic decisions must be made in order to provide the parameters for their charge. Additionally, the restructuring process must move forward as quickly as possible in order to generate any significant administrative savings during FY88.

The president recommends that:

MOTION:

"The Board of Regents approves the implementation plans for restructuring the University of Alaska system, as presented by the president. This motion is effective February 21, 1987."

4. Executive Session

MOTION:

"The Board of Regents goes into executive session to discuss matters that come within Alaska Statutes, Section 44.62.310(c)(1) and (2), including matters, the immediate knowledge of which would clearly have an adverse effect upon the finances of the University of Alaska, concerning Anchorage lands litigation. This motion is effective February 21, 1987."

5. Anchorage Land Settlement

The University of Alaska administration has been actively engaged in discussions with representatives of the state of Alaska Department of Natural Resources in an attempt to resolve replacement land issues arising out of two pending legal actions filed by the university seeking to protect its interests under the Municipal Entitlements Act, A.S. 29.65.010 et seq. It is expected that a potential land replacement pool will have been identified by the state by the time of the 21 February special Board meeting. Under the terms of the Act, the concurrence of the Board of Regents for such replacement lands is required. If regents should choose not to concur in the selection of replacement lands, then the department is required to meet with the Board, or its representative, as often as necessary in order to obtain Board concurrence.

The president recommends that:

MOTION:

"The Board of Regents concurs in the designation of replacement lands for the seven (7) Anchorage parcels selected by the municipality of Anchorage under the Municipal Entitlements Act. This motion is effective February 21, 1987."

Special Board of Regents' Meeting
February 21, 1987

6. Report on FY88 Operating Budget Request Reference 6
(To be hand-carried)

Past References:

Pg. 17, Official Minutes - Board of Regents' Meeting,
9/18-19/86

Pgs. 19-20, Unofficial Minutes - Board of Regents' Meeting,
12/4-5/86

At its December 4-5, 1986 meeting, the Board of Regents authorized the university president to prepare and submit to the Governor's office an FY88 operating budget request at the \$143.5 million level, based on restructuring concepts adopted by the Board at that meeting.

However, the university received notification from the Governor's office that an additional 10% budget reduction was required. Consequently, a revised budget was prepared and submitted to the state in draft form.

The university administration plans to review current budget issues and their implications with regents during the 21 February special Board meeting; and following regents' direction, prepare a revised budget submission by 6 March for Board review at its regular meeting of 11-12 March.

Due to time constraints and in order to give campuses time to develop their budget information, Reference 6 will be hand-carried to the 21 February special Board meeting.

The president recommends that:

MOTION:

"The Board of Regents authorizes the university president to prepare and submit to the Governor an amended FY88 operating budget submission in accordance with regents' restructuring decisions of February 21, 1987 within funding levels established by the Governor's office. This motion is effective February 21, 1987."

7. Report on FY87-88 Capital Budget Requests Reference 7
(To be hand-carried)

Past Reference:

Pgs. 20-22, Unofficial Minutes - Board of Regents' Meeting,
12/4-5/86

Since September when the Board of Regents adopted a capital budget request for FY88, the full impact of the state's economic position has become more clear. The Governor's capital request to the legislature includes only \$1,710.7 for the university. In addition, the Governor is recommending disappropriation of most of the \$14,160.4 in FY87 appropriations frozen by ex-Governor Sheffield. These circumstances, combined with the need to re-examine

university priorities as a result of restructuring, suggest that the university should submit a revised capital budget to Governor Cowper which combines the most important projects in the frozen FY87 appropriation and the FY88 capital request. Further, \$4 million of the frozen FY87 capital appropriation must be reserved for reappropriation to support restructuring transition expenses. The administration will hand-carry the recommended revision to the FY88 capital request to the 21 February special Board meeting.

The president recommends that:

MOTION:

"The Board of Regents authorizes the president to prepare and submit to the governor an amended FY88 capital budget request in accordance with priorities approved by the board at its February 21, 1987 meeting. This motion is effective February 21, 1987."

8. Report: on Changes in University Procurement Procedure
Information Only References 8A & 8B

The recently enacted state procurement code, and its effect on the University of Alaska, is discussed in Reference 8A. Reference 8B explains steps being taken by the university to comply with state requirements.

Because of significant changes in university procurement procedures which are planned to be initiated, and because Board approval will be sought in June of voluminous new university regulations to govern such procedures (which draft regulations, consisting of 109 pages, are now being circulated within the university for comment), plans are to discuss briefly the effect of changes on the university with the Board during its meeting on 21 February.

9. President's and Regents' Comments
10. Other Issues of Concern to the Board of Regents
11. Adjourn

Donald D. O'Dowd
President

UNIVERSITY OF ALASKA STATEWIDE SYSTEM

FAIRBANKS ALASKA 99775-6360

February 24, 1987

The Honorable Ben Grussendorf, Speaker of the House
and
Alaska State Representatives
Pouch 7
Juneau, Alaska 99811

Dear Speaker Grussendorf and Alaska State Representatives:

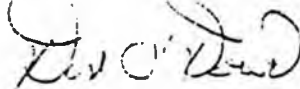
The Board of Regents at a special meeting on February 21, adopted the resolution attached hereto in response to House Resolution # 2, House Bill # 107, and Senate Bill # 60.

The resolution concerns the restructuring of the University and proposed legislation to separate the Community Colleges from the University of Alaska.

The resolution was adopted with one dissenting vote being cast by Regent EOUSLEY. Regent SACKETT was not in attendance at the meeting because of illness.

If you would like additional information regarding the Board's resolution, please contact me.

Sincerely,



Donald D. O'Dowd
President

DDO:dm
Enclosure

UNIVERSITY OF ALASKA BOARD OF REGENTS

RESOLUTION

WHEREAS, the Legislature of the State of Alaska has before it House Resolution No. 2 requesting the Board of Regents of the University of Alaska to reconsider the proposal to restructure the University of Alaska and examine alternatives that would preserve the unique goals and functions of the community college system within the University of Alaska's structure; and

WHEREAS, the Legislature of the State of Alaska has before it House Bill No. 107 and Senate Bill No. 60 proposing the separation of the community colleges from the University of Alaska and establishing a separate community college system; and

WHEREAS, the Board of Regents of the University of Alaska on December 5, 1986, approved the concept and broad outline for the restructuring of the University of Alaska as proposed by President Donald D. O'Dowd and directed the President to seek the approval of the Board of Regents prior to implementation; and

WHEREAS, the Board of Regents of the University of Alaska on this 21st day of February, 1987, approved the recommendation of President O'Dowd for the implementation of the restructuring of the University of Alaska; and

WHEREAS, the approved restructuring is necessitated by the drastic reduction of the University's general fund support by approximately \$40 million from the budget of two years ago to the Governor's proposed budget for the next fiscal year; and

WHEREAS, the decision of the Board of Regents was made after extensive public testimony and exhaustive consideration by the President and this Board of Regents of the available alternatives; and

WHEREAS, the Board of Regents recognizes the contribution of community colleges to this State in general developmental, career and vocational-technical education and to other community programs and services; and

WHEREAS, it is the judgment of the Board of Regents that the educational mission of the restructured University is consistent with these contributions; and

WHEREAS, it is the decision of the Board of Regents that such contributions will be maintained as a part of the restructured University; and

WHEREAS, it is the judgment of the Board of Regents that the restructured University represents the most educationally and fiscally sound plan for the delivery of educational services to the citizens of the State of Alaska in view of the available financial resources; and

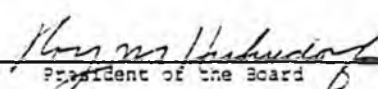
WHEREAS, it is the judgment of the Board of Regents that a single system of higher education is in the best interest of the citizens of the State of Alaska;

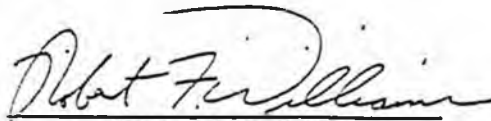
NOW THEREFORE BE IT RESOLVED, that the Board of Regents of the University of Alaska reaffirms its intent to implement the restructuring plan as recommended by President O'Dowd and approved by the Board of Regents on this date with the commitment to assure that the comprehensive University of Alaska system be responsive to the educational needs of the citizens of the State of Alaska; and

BE IT FURTHER RESOLVED, that the Board of Regents opposes any legislative proposal to divide the public higher educational system of the State of Alaska as being contrary to sound educational and fiscal policy; and

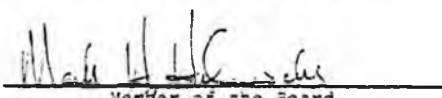
BE IT FURTHER RESOLVED, that copies of this Resolution shall be sent to the Governor of the State of Alaska and members of the Alaska Legislature; and

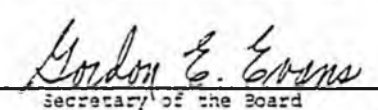
BE IT FURTHER RESOLVED, that this Resolution be made a part of the official minutes of the February 21, 1987, meeting of the Board of Regents.

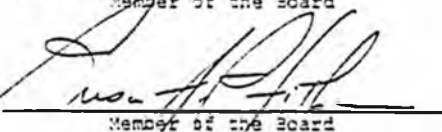

President of the Board

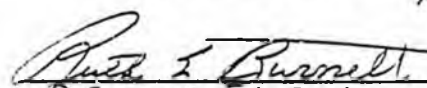

Member of the Board


Vice President of the Board

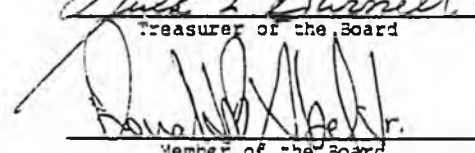

Member of the Board


Secretary of the Board

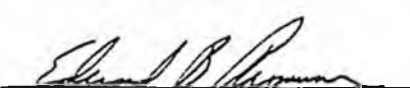

Member of the Board


Treasurer of the Board


Member of the Board


Member of the Board


Member of the Board


Member of the Board

Anchorage Community College *A Unit of the University of Alaska System*

DATE: February 16, 1987

TO: Members of the Alaska Legislature
Board of Regents of the University of Alaska
Donald O'Dowd, President, University of Alaska
Statewide Assembly Executive Committee

FROM: Dennis Clark, President, Anchorage Community College (ACC)
Campus Assembly

RE: Assembly Action 86-14

Enclosed is a copy of Assembly Action 86-14, which was passed unanimously by the ACC Campus Assembly on February 13, 1987. The ACC Campus Assembly is a legislative body composed of representatives from every constituency of the ACC community.

The Assembly has chosen to support House Resolution #2 which urges the Board of Regents to reconsider restructuring and "examine alternatives that preserve the unique goals and functions of the community college system." In the absence of reconsideration, it is the collective opinion of the assembly that a separate and autonomous Statewide Community College System represents the only feasible alternative for preserving the identity, mission, and programs of the community college system. The enclosed motion explains more fully the reasoning of the Assembly.

Thank you for your attention.

Enclosure

ANCHORAGE COMMUNITY COLLEGE CAMPUS ASSEMBLY
Assembly Action 86-14

A motion as was unanimously passed by the Anchorage Community College Campus Assembly on February 13, 1987.

WHEREAS, the continued existence of the identity, mission, and programs of Alaska's community colleges is essential for the social and economic health of the State; and

WHEREAS, ongoing direction of the restructuring efforts of the University of Alaska is cause for great concern for the survival of its statewide community colleges; and

WHEREAS, there is little or no direction in the restructuring efforts to date, contrary to the directive of the Board of Regents to preserve the identity and mission of the community colleges; and

WHEREAS, the community college's efforts to work constructively with the University of Alaska administration to achieve a structure that meets the intent of the Regents' directive have not been productive.

THEREFORE BE IT RESOLVED, that the Anchorage Community College Campus Assembly supports House Resolution #2 which urges the Board of Regents to reconsider restructuring and "examine alternatives that preserve the unique goals and functions of the community college system."

BE IT FURTHER RESOLVED, that in the absence of reconsideration, it is the collective opinion of the assembly that creating a separate and autonomous Statewide Community College System represents the only feasible alternative for preserving the identity, mission, and programs of the community college system.

Please direct all questions to:

Dennis Clark, President - 786-1501
Ophelia Lockhart, Secretary - 786-1550



UNIVERSITY OF ALASKA

Community Colleges, Rural Education and Extension

Office of the Chancellor
786-4620

February 24, 1987

Members of the Alaska State Legislature

The intent of this letter is to indicate to you CCREE administration's analysis of how the Board of Regents' restructuring plan (Attachment B) for the University of Alaska will affect the programs and services now being offered by the various CCREE units.

CCREE represents a number of diverse units established to meet local academic, vocational, and community needs. As a result, consensus on statewide issues is often difficult. A diversity of interests among CCREE units, each with a distinct community perspective, has been a strength of the CCREE Division. Such diversity, however, often results in a variety of viewpoints on major issues.

While all units would prefer the financial security and program independence of the past, such options are not available at this time. The declining budget support for the University of Alaska requires us to change. Having less money will force more cooperation and sharing of resources within the university which can have some very positive benefits for the programs we deliver and our effective use of state resources.

During this restructuring process, CCREE units have not always been in agreement with the proposals under discussion. Therefore, the following statement on restructuring cannot be interpreted as the consensus opinion of all the entities and constituencies CCREE represents. Rather, these are my views, and the opinions of my vice chancellors, based on long hours of discussion throughout the state with CCREE administrators, faculty, and council members, and careful analysis of the Board of Regents' plan.

RESTRUCTURING

In October, 1986, the CCREE Division developed a number of commitments that our unit heads believed must be maintained within a restructured university system. (Attachment A.)





UNIVERSITY OF ALASKA

Community Colleges, Rural Education and Extension

Those commitments included maintaining educational access, continued outreach to rural Alaska Native citizens, preservation of the instructional components of the community college mission, and participation in the development of the state. I believe the Board of Regents' plan will allow the university to meet those commitments to the citizens of Alaska.

1. ACCESS WILL BE MAINTAINED

The Board of Regents' plan, once implemented, will continue to allow the university to maintain its long-standing commitment of taking the university to the people and providing education for all citizens. For example:

- a. Existing rural colleges, a network of rural services, correspondence study, and the Cooperative Extension Service will continue to provide educational services throughout the state.
- b. Open admissions, services to non-traditional students, "and a concern for assisting people in finding their way into and through higher education, are an obligation of every unit." (11)

2. THE NEEDS OF RURAL ALASKA NATIVE CITIZENS ARE ADDRESSED

The Board of Regents' plan, in addition to continuing a commitment to provide outreach education to rural Alaska, will establish a new college within the Fairbanks institution. The concept of a rural college has received strong support from a variety of rural residents. This new college combines those elements of the university that have traditionally been most involved in serving Alaska Native students. A focused approach to rural education in Western and Interior Alaska should result in more effective services for residents of this vast service area, and facilitate the meaningful participation of rural residents in the planning and operation of these educational programs.

3. THE COMMUNITY COLLEGE MISSION IS MAINTAINED

Our unit heads were concerned with maintaining a commitment to general education, transfer education, and job training--all key elements of the community college mission. The Board of Regents' plan calls for the existing colleges throughout the state to continue to "provide the range of programs they have in the past, including developmental studies; associate of



UNIVERSITY OF ALASKA

Community Colleges, Rural Education and Extension

applied sciences courses; associate of arts courses; vocational and technical training and cultural enrichment courses." (11) These same services will also continue in the Tanana Valley area through the establishment of a new college within the Fairbanks institution, and are preserved within the structure and mission of the new southcentral institution.

In addition, other key elements of a community college program are addressed in the Board of Regents' plan:

- a. Local citizen involvement in program planning and review is maintained through a commitment to have "locally based advisory groups." (12)
- b. Open admissions and services to non-traditional students are considered "an obligation of every unit." (11)
- c. There is a commitment to develop a plan, using Prince William Sound Community College as the model, to provide local governments with the "means of attaining or retaining community college status." (10)
- d. Mechanisms are proposed (BoR review, public hearings, outside professional review) to annually review and safeguard the integrity of the community college mission.

4. THROUGH A STRENGTHENED PROGRAM OF VOCATIONAL/TECHNICAL EDUCATION, THE UNIVERSITY WILL ASSIST WITH THE DEVELOPMENT OF THE STATE

Vocational/technical education is a major component of the community college mission. The Board of Regents' plan places renewed emphasis on vocational education within the university. For example:

- a. The statewide center is given the highest level of reporting and visibility with the southcentral institution, "a separate unit reporting to the Chancellor." (7) Additionally, while other programs and services have faced budget reduction, the vocational/technical funding has been protected.
- b. A rigorous system of program review and coordination is proposed to ensure programs remain current and responsive, and funds are allocated efficiently.
- c. "A "quick start" capability to respond to unpredictable opportunities anywhere in the State" is proposed. (7)



UNIVERSITY OF ALASKA

Community Colleges, Rural Education and Extension

- d. The need for stable and long term funding for programs with "strong and sustained demand" is recognized. (7)
- e. The complexity involved in organizing vocational/technical education is acknowledged; therefore, a long transition period "likely to take a full year" is envisioned. (15)

SUMMARY

The Board of Regents' plan addressed in a positive and effective manner, each of the commitments CCREE units believe are important to the citizens of Alaska and a system of higher education. In addition the recommendations meet the intent of the Regents' December 4, 1986, motion on restructuring, by:

1. Maintaining multi-part missions throughout the system.
2. Creating sub-units with the responsibility to carry out the individual and unique missions of the university.
3. Preserving the existing educational programs, with a special emphasis placed on vocational/technical education.
4. Preserving systems of local citizen participation.

The president and the Board of Regents' are providing leadership to the university during this critical period of time. This plan is workable, and in my opinion, will result in a strong University of Alaska system of higher education.

Sincerely,

M. O. Looney, Chancellor
Community Colleges, Rural Education and Extension

jp

Attachments: A - Commitments of CCREE Units, 22 Oct 86
B - Implementation of Restructuring the UA,
16 Feb 87

ASSUMPTIONS

1. There will be major reductions in funding for all state agencies including the University of Alaska.
2. There will be major changes in the manner in which the university conducts its business, including the way in which we are organized.
3. The present University of Alaska is not an integrated system of higher education, and restructuring must address this issue.
4. The university has made commitments to the citizens of Alaska that cannot be abandoned. Among these are the commitments now being met by the units of the CCREE Division, namely:
 - a. A commitment to providing ACCESS--both physical and psychological access; to taking the university to the people and providing education for common men and women; to mass education rather than elitist education.
 - b. A commitment to the HISTORICALLY UNDERSERVED, especially Alaska's native citizens, including the support services necessary for their learning success.
 - c. A commitment to GENERAL EDUCATION -- the skills needed to function as an American citizen of the twenty-first century, including the ability to engage in continuous learning.
 - d. A commitment to TRANSFER EDUCATION that truly enables Alaska's non-urban residents the opportunity to enter four-year baccalaureate training.
 - e. A commitment to providing the JOB TRAINING needed by Alaska's citizens to secure and retain the jobs that exist in our state, especially in regional and home locations.
 - f. A commitment to assist with the DEVELOPMENT of Alaska's natural resources.

22 Oct 86

jp

RECOMMENDATIONS
TO THE
BOARD OF REGENTS
ON
IMPLEMENTATION OF RESTRUCTURING
THE
UNIVERSITY OF ALASKA

(Approved by Regents
21 Feb 87)

Donald D. O'Dowd
President
February 16, 1987

I. Introduction

It may be useful to review briefly the background of the process of restructuring the University of Alaska which has been underway since the summer of 1986.

The reason for undertaking a massive redesign of the University system stems directly from the economic plight of the State of Alaska and the University. A review of the University's economic losses in the last two years provides a setting for the recommendations that are being presented to the Board of Regents.

In FY 85 the University's general fund appropriation was approximately \$170 million. For FY 86 the legislature appropriated \$2 million less for the University, reducing the general fund total to \$168 million. In addition, in FY 86 the University implemented a 4% across-the-board increase in employee compensation costing approximately \$5 million and for which no State funding was received. Thus, the available operating funds for all University activities were reduced \$7 million in FY 86. For FY 87, the current year, the legislature reduced the University's general fund budget to \$153 million during the legislative session. That action was further compounded by an executive action of the Governor on August 15, 1986, that reduced the general fund budget to \$143 million. At the present time the recommendation of Governor Cowper to the legislature for the FY 88 budget is \$132 million supplemented by an \$8.4 million transition fund that would permit the University to reduce operations in two stages, bringing it in FY 89 to a \$132 million general fund budget. However, \$2 million of the FY 88 budget is to cover costs of retirement contributions formerly paid by the State, therefore the new budget level is effectively \$130 million.

The planning of the University has to take into account a potential reduction in University funding over three years of \$40 million, plus an additional unfunded \$5 million commitment in FY 86 for compensation increases, thereby requiring a \$45 million program reduction in three years. In addition to this the University has experienced new costs arising from liability, fire, property, health, and life insurance premiums, loss of interest income, and the opening of new facilities which amounts to \$8 million. Therefore, it is possible to say that the University has to manage a \$53 million, or 30%, erosion in its available operating funds since June 30, 1985, assuming that the Governor's budget recommendation is approved in its current form

by the legislature. Such a loss of funds in percentage terms has not occurred at any other major public university in the United States since World War II. This is the most profound economic crisis that has been faced by a major university in the public sector in over 40 years. There is no precedent that can be examined for guidance and no textbook which describes how to cope with economic

problems of the magnitude that the University is facing. This observation applies to the State of Alaska just as it does to the University and it calls for extraordinary steps to maintain the academic integrity and programmatic quality of the institution.

In the face of the dramatic economic problem which has continued to grow during the course of efforts to restructure the University, the President of the Board of Regents asked the President of the University in the Spring of 1986 to begin a process of reexamining every aspect of the University and to make recommendations to the Board of Regents for changes that would be appropriate in these extraordinary circumstances. In particular, the President was asked to find ways of simplifying the organizational and administrative structure of the institution so that it could operate more economically in a period of restricted State resources. It was clear to the President that he needed to examine the entire programmatic and organizational structure of the University and recommend to the Board ways in which the University could adopt a less expansive and expensive management structure and still deliver a respectable array of services to the people of the State. It was recognized that the University would have to be smaller, serve fewer people, and provide a narrower array of programs than it had done in a period when it had far greater resources with which to respond to public needs.

It is generally agreed among corporate managers that when an institution or a business experiences a dramatic loss in revenue or business volume, that it must reorganize its structure so as to be responsive to the new condition. Very few organizations are able to operate in a much leaner environment with the full array of programs and personnel which existed at a more affluent and expansive period. Corporations, businesses, and government institutions must all reconsider their structural elements at a time when they are dealing with a dramatic loss of volume or activity. Otherwise managerial wisdom says the institution is doomed to failure and will disappear from the business scene. It was this concern which motivated such careful and intense attention to the University's organization in this difficult period.

From late August through early October the President and the University administration conducted an intensive examination of every major administrative unit of the University. Every effort was made to understand the programmatic commitments of the units, the clienteles they serve, the priorities that they attach to their programs, their administrative organization, and the ways in which various segments of the University relate to one another.

After this review careful attention was given to a number of different organizational structures which might permit the University to continue to provide high quality services to the public while reducing the administrative overhead which had accumulated over the years. There is no question that the University has the most elaborate administrative structure of any public university in the nation in relation to the number of people it serves and the number of programs that it offers. This comes about because of the wide dispersion of population throughout the State and the commitment of the University to establish separately organized and accredited institutions in as many locations in the State as it could possibly afford. The University has acquired an administrator to student ratio certainly unmatched in public higher education in the United States. This is clearly a function of the very small population centers and efforts to provide comprehensive services at those locations whenever possible.

After careful study and a great deal of reflection a proposal was submitted to the Regents which represented the most compact administrative structure that could be devised for the University, and continue to provide quality educational services from regional institutions which would carry their own accreditation. It was proposed that the University could succeed in delivering quality service at all levels, from community college through graduate study, to the citizens of the State from three regional centers. The development of a single institution to serve the entire State did not seem feasible nor did it promise enough economy to justify the losses in regional services that would result. To establish more than three institutions is conceivable, but every time a new institutional organization is established some of the savings that could be attained would be lost. The three MAU model seemed the best and most economical that could be put forth given the current and projected economic state of the University.

At a meeting in Fairbanks on December 4 and 5, the Board of Regents gave careful attention to all aspects of the proposal for restructuring the University of Alaska. At that meeting the Board adopted the three MAU plan which envisions the establishment of three new regional institutions, each serving a wider area and providing a greater range of services than any of the current units of the University. These new institutions would include the array of educational services currently being offered in each of the regions and would manage these services with smaller and more compact administrative staffs than are now in place.

It is estimated that the savings in administrative expenditures through restructuring will be in the order of \$6 to \$7 million a year on a permanent basis once the new structure is fully in place. This level of savings will probably be achieved in the summer of 1988 if the program can be expedited.

In addition to approving the three MAU model in December, the Board of Regents adopted a further explication of their intentions indicating the importance of retaining the functions of the current Community Colleges within the new institutions. In the plan presented below the spirit and letter of the Regents motion is included in the recommendations for implementation of the restructuring program. The Regents' motion is reproduced in Appendix A. The complete background of the recommendations presented to the Board of Regents at the December meeting is contained in a paper entitled "On Restructuring The University of Alaska Statewide System", dated December 1, 1986.

II. Consulting Groups

In order to implement the restructuring plan a series of basic decisions must be made regarding each new unit of the University. These decisions concern the academic and administrative structures of the newly constituted institutions. This requirement is brought about by the amalgamation of functions and organizations into combinations which have not existed. Prior to working out the details of the operations of the new institutions it is necessary to determine the academic structure, the administrative support system, and the relationships between the existing units once they become part of a new aggregate of organizations, a regional institution.

In order to provide guidance on these crucial points, Consulting Groups were established at each of the three new units consisting of approximately 20 representatives drawn from the various organizations that are being brought together to form the new units. For example, in Fairbanks representatives of the University of Alaska, Fairbanks, the Community Colleges at Kotzebue, Nome and Bethel, Tanana Valley Community College, the CCREE administration and the Cooperative Extension Service, were assembled to examine ways in which the new interior and western institution could be organized to provide appropriate services to all of the units which have existed as separate activities. The Consulting Groups were established following the Christmas break so as to not undertake the examination of important issues while faculty and students were not available. The Groups were given a short time to examine consolidation issues and then report to the President their findings so that he in turn could organize recommendations to the Board of Regents.

It is urgent to complete this process because for every week that goes by without decisions the University is unable to realize the savings that will be needed to balance the budget for the coming fiscal year. It should be noted that by Board policy administrative and professional staff are granted six months notice before layoff and faculty as a general rule a full year notice before layoff actions take effect. Thus, any actions which take place in February of 1987 do not begin to accrue savings until August of 1987 in the case of professional staff, and July of 1988 for faculty members.

The three Consulting Groups were asked to respond to a series of questions drafted for each campus and which represented decisions that needed to be made early in the restructuring process, or were necessary in order to give appropriate charges to the task forces that will be appointed following action of the Board of Regents in February. The questions which were presented to each of the regional Consulting Groups are contained in Appendix B as a part of the bulletin that was used to establish the Consulting Group process.

Because of the pressure of time the Consulting Groups did not submit written reports, but rather shared in oral presentations the responses to the questions that were asked of each group. In large part, consensus was reached on the outline of structural elements that should be included in the new institutions. There were reservations expressed by individuals within the Groups about consensus positions, but generally agreement seemed to exist on the important points that need to be resolved in order to move forward with the design of the new units. Proposals and recommendations which are being forwarded to the Regents are reflections of this consensus as understood by the President and members of his staff who took part in the meetings. In cases where consensus did not exist, a proposal is put forward seeking to gain the best features of several points of view.

III. Proposals and Recommendations

The recommendations for action by the Board of Regents are put forth below as a series of numbered points under each of the regional units. It should be noted that the points under some units, such as the treatment of vocational/technical education in the Anchorage Southcentral unit, has implications for the other two units as well. There are several points at which the recommendation in a given unit will impact upon other units of the University system and these are not repeated for other locations.

A. Anchorage - Southcentral

This is the most complex unit to restructure of the three new organizations. It combines two large institutions, Anchorage Community College and the University of Alaska, Anchorage; the administrative headquarters of CCREE; and Kenai Peninsula Community College, Kodiak Community College, and Mat-Su Community College. In addition, it is the center of the largest vocational/technical instructional program in the University which must be effectively incorporated in the new institution. The number of faculty and students affected by this complex merger represents more than half of the total enrollment in the University of Alaska system.

In general there was consensus on the features of the new university, or at least strong feelings about the need for visibility of different units which has been accommodated in the recommendations. One area of disagreement which could not be reconciled was the organizational structure of the institution and the role of the faculties. Therefore, a proposal is put forth which to a degree incorporates elements of both positions. The alternative formulation attempts to create a new institution which can meet the goals of both of the large existing campuses and continue to recognize the importance of the missions central to each institution.

The points of the restructuring implementation recommendation for the Anchorage-Southcentral institution are as follows:

1. The academic organization will consist of a Division of General Studies, a Division of Disciplinary, Professional and Career Studies, three University Centers at Kenai, Kodiak, and Mat-Su, and each report to the Office of Vice Chancellor for Academic Affairs. The Division of General Studies will be responsible for the general education, developmental and remedial education programs serving all students. This Division will recommend to the faculty the award of the associate of arts degree. The Division of Disciplinary, Professional and Career Studies will house professional schools, academic disciplinary departments and programs to deliver applied and vocational and technical studies. This Division will recommend to the faculty the award of associate of applied science, the baccalaureate and advanced degrees.
2. All faculty members will be appointed in appropriate departmental units. The departmental units will all be located within the Division of Disciplinary, Professional and

Career Studies. A faculty member will be assigned to duties in each Division depending on teaching needs and the individual's skills and preferences. It is expected that most faculty will serve in both Divisions. The allocation of duties for a faculty member will be established at the time of original appointment and restated periodically. The Vice Chancellor's Office will determine faculty assignments to the two Divisions. Faculty in the University Centers will also be appointed in departments and assigned to the two Divisions.

The General Studies curriculum will be the responsibility of the entire faculty. Academic governance will be guided by a constitution to be developed for this purpose.

3. The University Centers at Kenai, Kodiak, and Mat-Su will each have a Dean or Director who reports to the Academic Vice Chancellor. The faculty in each Center will be department members and have duties relating to either or both Divisions. The direction of the faculty is the responsibility of the Center Dean or Director. In addition, the Center administrator will have a labor pool fund to make appointments and offer courses to fill local service needs. The approval of course offerings and temporary faculty are subject to periodic review by the Academic Vice Chancellor.
4. A separate unit reporting to the Chancellor will be established to deploy, coordinate and evaluate vocational and technical education throughout the University. This unit will be responsible for continuous oversight and review of training needs and programs across the State. Where there is a strong and sustained demand for vocational and technical training, resources will be committed to the location on a continuing basis. These programs will be subject to regular evaluations. Where a periodic demand or need exists for vocational/technical training, provision will be made for periodic course offerings. These continuous and periodic offerings will be under local supervision. In addition, local labor pool funds can be used for specific offerings. The Anchorage office will maintain a "quick-start" capability to respond to unpredictable opportunities anywhere in the State. The Anchorage office will be required to work closely with business, industry, government, the Department of Education, and the public schools in developing University vocational/technical programs.

It is anticipated that few changes in vocational/technical offerings will occur before Fall, 1988.

5. The Anchorage-Southcentral unit will have a Vice Chancellor for Student Affairs and a Vice Chancellor for Administration. Within each of the Divisions there will be Deans and Directors as needed to give direction to colleges, schools, departments, and offices.

B. Fairbanks-Interior and Western

The organizational problems that arise in creating a new institution by joining together a major University, one urban and three rural Community Colleges, plus a vast rural education region, were worked out with a reasonable degree of consensus by the Consulting Group. The needs expressed by the rural representatives are respected in the design which has emerged. At the same time the concerns for continuing services to University residential students and the citizens of the Tanana Valley region are addressed in the plan.

There are a number of detailed issues which must be worked out in this unit in the future, but these can be accommodated within the structure which is presented here for consideration.

1. A new College will be created that combines the elements of the existing College of Human and Rural Development, the new University Centers at Bethel, Kotzebue and Nome and rural services to the Interior, Bristol Bay, and the Aleutians. The Correspondence Study unit will be included in this College.
2. A second new College or unit will be established by combining the services of Tanana Valley Community College with elements of the Division of Conferences and Continuing Education. This new College, delivering community services and continuing education, will provide training in general education, applied sciences, vocational and technical studies and developmental studies for the Fairbanks area.
3. Faculty in the new Colleges will be appointed in appropriate academic disciplines and assigned and supervised by the College Dean or Center Director depending on the location of their services. Courses and faculty at the University Centers will be authorized by the appropriate school or department in the University. Each Center will have ~~full~~ and authority to offer courses in response to local needs on a demand basis.

Vocational and technical programs will be authorized in cooperation with the Statewide Center for Vocational and Technical Education.

4. The Cooperative Extension Service will coordinate the delivery of services throughout the State. The Director of CES will report to the Academic Vice Chancellor and directly supervise the generalist agents working throughout the State. The specialist agents in agriculture, fisheries, home economics, and other fields, will be assigned to their respective Colleges, with their field services coordinated by CES. Close cooperative agreements will be developed between CES and the Colleges. The ANHRDP will be transferred to the new College serving rural Alaskans.

C. Juneau-Southeast

The structure that is proposed for the Juneau-Southeast institution recognizes both the limited size of the Juneau program and the importance of incorporating educational services at Ketchikan and Sitka as an integral part of the new enterprise. The proposal for integrating these programs seems to have had general acceptance by the participants in the Consulting Group and is advanced for your consideration.

1. The administrative structure of the Juneau-Southeast unit should consist of a Chancellor's Office to which report an Academic Vice Chancellor or Dean of Faculty, Directors of University Centers in Ketchikan and Sitka and a Vice Chancellor for Administration. The academic departments, divisions, schools, or colleges report to the chief academic officer.
2. The academic program structure should be kept as simple as possible in view of the enrollment in the Southeast region. The Master's of Education program provides a desirable link to regional public schools and a valuable service to the region and should be continued. The Master's of Public Administration lacks an adequate faculty base and will be reorganized when a University public policy faculty is assembled as a unit. The Master's of Business Administration will be phased out; the Master's in Fisheries will be awarded by the new statewide fisheries unit at the Fairbanks institution; and the Master's in Vocational Education will be moved to the Anchorage-Southcentral unit.

3. All faculty in the Juneau-Southeast unit will be appointed in appropriate academic departments. The faculty assigned to University Centers will be supervised by the Center Directors. The Centers will have program and budget flexibility to approve courses and instructors in response to local needs. In addition, vocational and technical programs will be authorized for regional delivery in cooperation with the Statewide Center for Vocational and Technical Education.

It is evident in the above that many issues remain unresolved in the formation of the new University. Many of these concerns must await the formation of task force groups that will give intensive study to details of academic and administrative organization for each new unit. It should be noted, however, that there is no known instance when a redesign of a public university of this magnitude has been attempted in higher education except over a period of many years. This University is forced to do in weeks and months that which ordinarily takes years, but it is dealing with an economic situation the likes of which no other modern university has encountered.

One of the issues which is not yet addressed and will have to be resolved in the weeks ahead, is the organization of the several faculties which were described in the December report. These are the faculties of fisheries and marine sciences, health and medical teaching and research, public policy studies, and international trade.

The status of Prince William Sound Community College has not yet been determined. Prince William Sound Community College receives a substantial annual operating appropriation from the City of Valdez, and therefore is in a special category. It is planned to present at a later date an alternative design that will encourage local governments to provide a specified portion of the annual operating budget of a local educational unit as a means of attaining or retaining community college status.

The fisheries program has been under discussion, but several of the key University figures in fisheries administration have been out of the State on official business and have not been able to meet to formulate alternatives for the organization of the fisheries and marine science unit. The international trade program has moved forward a little more quickly than originally anticipated because of the initiative announced in January by Governor Cowper. In the public policy and health and medical areas task forces must be created and results developed for consideration by the Board on the organization and location of these new enterprises.

There are some delicate problems that need careful examination in the implementation of the new structure. For example, the relationship between the University Center at Sitka, Sheldon Jackson College, and Mt. Edgecumbe School, needs to be carefully examined and a set of agreements developed which benefit both the University and the community. The situation in Sitka requires special attention because of funding changes that have impacted several of the institutions which have been working together to formulate an educational consortium for that region.

That which has been recommended above is a series of basic directions within which the task force process can go forward. The outline of each campus is clear, but the details remain to be written. These details, in many instances, must be designed by the people on the scene, those most affected by the decisions, and those most knowledgeable about the programs that need to be in place. The plan is to turn now to local groups, calling on broad representation to help shape the details of the new campuses within the guidelines that have been proposed.

There are several questions that persist, in spite of endless reassurances which are answered in the presentation above. For example, there will be teaching units at each of the Community College sites that traditionally have been maintained by the University. These units will be able to provide the range of programs that they have in the past, including developmental studies; associate of applied sciences courses; associate of arts courses; vocational and technical training and cultural enrichment courses. In addition, all of these sites will gain the capacity to offer on a regular basis upper division courses leading to the baccalaureate although all of these services will be hampered by the shortage of funds.

Vocational/technical education will be available in all of the locations where it is today, although changes will occur over time in the programs offered based on a very careful study of the demand for that which is now being presented and the needs for vocational and technical education throughout the State.

It is a pleasure to report that the Consulting Groups for each of the new units believe that open admissions, a commitment to developmental education, services to non-traditional students, and a concern for assisting people in finding their way into and through higher education, are an obligation of every unit. This consensus developed quickly and universally in the Consulting Groups and will be included in the mission statements and values of each of the new institutions.

Each of the Consulting Groups quickly agreed on the pattern of community advice that would be most useful for the new units. It was agreed that the University Centers should have locally based advisory groups and that these groups in turn should contribute to institutional advisory groups which would represent the communities and regions served by the new campuses. A careful plan of designing, selecting, and organizing these advisory structures will be developed for the institutions. In addition, a number of advisory groups to specific programs and activities will continue to exist and even be expanded with the creation of the new University structure.

Because of the great concern expressed over maintaining the integrity of the Community College mission, it may be appropriate to set up a mechanism which would guard this process from year to year. For example, the new institutions could be asked to report annually to the Board of Regents, as the CCREE units do today, on the characteristics, status, and success of the Community College mission.

In addition, the statewide administration might be asked to hold public hearings each year in which Regents could participate and the community would be asked to comment on the success of the Community College mission of each of the new institutions.

A third alternative might be to ask outside professionals who are expert in the community college area to visit the campuses periodically and report on the effectiveness with which the Community College mission is being maintained and delivered.

Each of these steps would provide the Board of Regents with a reading on the maintenance of the Community College mission in the University through its three comprehensive regional units.

IV. Next Steps

The selection of Chancellors for the Anchorage-Southcentral and Juneau-Southeast institutions is scheduled to take place as soon as possible after the February Board of Regents meeting. These selections will be made from people already in the University and technically will be promotions within the terms of the University's personnel policies. The reason for proceeding in this manner is to quickly identify individuals to give leadership to the new institutions. It will be necessary to have persons who can devote full time to the creation of the new structure for both the Anchorage and Juneau based institutions so that the administrative and academic programs can be ready to go into operation at the earliest time without interrupting the ongoing processes of the existing

campuses. The University faces the unusual situation of having to bring new units into existence while existing campuses continue to provide a full array of services to their communities. The new Chancellors will have responsibility within guidelines established by the President and the Board for establishing the administrative structures, selecting people to fill the available positions, developing procedures for operating the new institution, and working out all the transitional problems.

It is anticipated that at some designated date, such as August 1, 1987, the seven campuses and the CCREE administrative offices in the Southcentral region will cease to exist and the following day the new Southcentral institution will be in place. This has to be done in such a way that all of the procedures and the programs move smoothly from the old structure to the new one without a loss of control or the failure of some system to operate. All of the business, student records, physical plant, and academic activities have to go smoothly from the old to the new operation. Many people will have to change jobs and activities on that day as they move from serving one institution to serving a new one. A great deal of work will have to be done to create a smooth transition of records and processes for all people involved. For example, a student's record will have to reflect a transition from an existing institution to the new one with a clear trail which indicates that student is enrolled in an institution which is a designated successor to the earlier enterprise. This is not an easy operation and there are very few precedents for making the changes that are proposed.

A number of steps will have to be taken to design the new merged offices for each of the new institutions. The offices of payroll, purchasing, accounting, admissions, records, etc., will have to be established, drawing upon personnel from the existing campuses. This process has already begun for the Anchorage-Southcentral institution. A committee has been set up corresponding to each of the offices to be merged, consisting of representatives from the three existing units. These groups are designing plans for the new offices that will emerge from the existing offices.

The second step in this process will be to appoint directors for these new offices from among the available staff and then fill each of the positions in the new offices starting at the senior professional level and working through the classified positions. In this process, of course, some people will receive layoff notices as the offices contract to the number of administrative staff who will be required to provide services in the consolidated mode. A similar procedure will be established at both the Fairbanks-Interior -Western, and the

Juneau-Southeast campuses. Because the CCREE personnel have to be involved in all three of these procedures, it was decided not to undertake all three studies of campus consolidation at one time. Appendix C contains a memorandum on this process that has been shared in recent days with all employees.

The next stage in developing new unit programs will be to appoint a series of task forces which will study the many questions that have to be answered in the creation of the new programs. The plan calls for establishing a main task force for each new unit, chaired by a Chancellor or Chancellor-designate, and made up of representatives of the component organizations that will come together to form the new institution. These groups in turn will appoint a number of working groups, or teams, to address specific problems that need resolution. For example, one team might draft a mission statement for the new institution. Another team would be concerned with the nature of faculty appointments in the new institution and how faculty would move from their current ranks and appointments to positions in the new institution. A third task force might identify the organization of student services in a new institution based on a different academic structure from the ones which exists in the programs that are being merged. The task forces and study groups will be made up of members of the University's faculty, staff and students, as well as community members who are particularly interested in aspects of the institution being addressed. It is conceivable that as many as ten to fifteen working groups would be identified in one of the new institutions to cope with a range of crucial problems that have to be resolved.

The task forces will screen and integrate the information from the work groups and send it along to statewide administration for final review and approval or recommendation to the Board of Regents in instances in which policy changes are involved.

The main task forces will be appointed in the ten days following Board action while the supporting groups may require another few weeks to be completed. A relatively vigorous timetable will be assigned to task forces so that the process of creating the institutions can move swiftly.

The goal of this effort is to move to a transition date when the existing campuses are phased out at 11:59 p.m. of one day and the new campuses come into existence at 12:01 a.m. of the succeeding day. Ideally, these dates will be during summer of 1987 so that the basic administrative structures of the three new institutions will be in operation for the next academic year. It is essential that progress be made so that funds can be captured to meet the rigorous budget targets which face the University in FY 88.

It is likely that some features of the existing institutions will persist for another year, since it will take time to determine in a clear and unambiguous manner the best courses of action to advance various elements of the new institutions. For example, it is likely to take a full year to understand clearly how vocational/technical education should be organized in the University so as to provide, with available resources, the best services throughout the State. It may take another year to arrange the changes in programs and personnel necessary to fit the plans that will be developed this year. Some of the changes that are essential for the long-term well-being of the University can only be achieved slowly and cautiously if they are to be successful.

It is most regrettable that some people will have to be laid off in the months ahead and others will be unsettled by the relocation of duties and responsibilities. Every effort will be made to assist people in finding other alternatives within the University and in the community at large, and to ease the transition to a new employment status.

A principal goal of restructuring is to protect as much as possible of the service delivery capability of the University and maintain and even strengthen the quality of the programs offered at locations throughout the State. Every effort is being made to preserve the best in the University in the hope that the future will provide an opportunity once again to build toward new levels of effectiveness for the University of Alaska.

DDO:dm

Appendix A

Board of Regents' Meeting
December 4-5, 1986

PASSED AS AMENDED:

The Board of Regents approves the general concept of restructuring of the University of Alaska as presented by the president, and instructs the president to prepare detailed implementing plans in accordance therewith. The Board further instructs the president that the restructuring plan for implementation accomplish the following to the greatest degree possible:

- 1) Incorporation of specific details for assuring that multi-part mission statements, identity, vocational education, and local mechanisms for input are met.
- 2) That in the consolidation of functions currently performed in the universities, community colleges, distance delivery, and related program offerings within the system into the new three (3) regional administrative units, the president creates separate sub-units in each of the new three (3) MAUs to preserve the accountability of:
 - a. individual and unique missions, and
 - b. the budget identity of the existing organizational functions.

The Board further instructs the president to seek final Board approval of such plans prior to their implementation. This motion is effective December 5, 1986.

APPENDIX B
1-21-87

Questions to be addressed by the Consulting Groups

Fairbanks

1. How should the extension service, the community college and the university faculties be integrated in the new institution? (CCREE, CES and UAF faculty must be included in the solution.)
2. What structures are required to protect and maintain essential elements of the community college missions, including urban (TVCC) and rural units?
3. What should be the roles, organization, location and interrelationships of student support services, such as developmental education, counseling, admissions, registrar and financial aid?
4. Where should the extended rural college be located in the structure of the new institution?
 - a. How will the extended rural college relate to CHRD, X-CED, RAHI, etc.?
 - b. How will academic and supporting administrative services be provided to rural sites?
 - c. What administrative linkages are required between the Fairbanks campus and other sites?
5. Where should the CES and correspondence studies be located in the new institution?
 - a. What will be the relationship of CES faculty to departmental school or college faculty?
 - b. What will be the relationship of CES to the research units, including the Agriculture and Forestry Experiment Station?
6. How should the "statewide" faculty of fisheries and marine science be structured to operate effectively across the State and to integrate smoothly with the new institution?
7. What structural and administrative arrangements are required to reduce duplication and enhance complementarity between CES, community college, and conference and continuing education functions?
8. What advisory structures are needed for the new institution, including linkages to rural Alaska?
9. What elements should be included in the mission statements for the new institution? What one should be excluded?

APPENDIX B
1-21-87

Questions to be addressed by the Consulting Groups

Juneau

1. What programs should be offered as an integral part of the new institution?
2. What programs offered from other UA units should be brokered by the new institution?
3. How should the new institution be structured to best deliver and broker the programs identified in #1 and #2 above?
4. How can the institution best provide academic and supporting administrative services to outlying communities in southeast Alaska?
5. How will community college faculty be integrated with other faculty in the new institution?
6. What is the best community/regional advisory structure for the new institution?
7. What elements should be included in the mission statement for the new institution? What elements should be excluded?

APPENDIX B

1-21-87

Questions to be addressed by the Consulting Groups

Anchorage

1. What elements should be included in the mission statement for the new institution? What ones should be excluded?
2. What should be the administrative structure of the new institution?
 - a. What administrative units should report directly to the Chancellor? to the Vice Chancellors?
 - b. Where should the major academic units, including voc/tech, be located in the organization?
 - c. How should the Mat-Su, Kenai, Kodiak, and Prince William Sound campuses fit into the institutional structure?
 - d. How should the voc/tech unit be linked to extended sites, e.g., community college sites?
 - e. What structures are required to protect and maintain essential elements of the community college missions?
3. How should the community college and university faculties be integrated in the new institution? (ACC, CCREE and UAA faculty must be included in the solution.)
4. What should be the roles, organization, locations, and interrelationships of student support services, such as developmental education, counseling, admissions, registrar and financial aid?
5. How should the centers or faculties in health and medical sciences, international business and trade, and public policy be organized in the academic structure?
6. What community advisory structure(s) should serve the new institution? (Anchorage, Mat-Su, Kenai, Kodiak, Prince William Sound, and some sites where voc/tech instruction, if delivered, must be considered.)

February 13, 1987
University of Alaska
STAFF BULLETIN

TO: Faculty and Staff

FROM: Donald D. O'Dowd
President

RE: administrative staff reductions

In recent weeks I have been so distracted by the restructuring process, the new legislative session, and our extraordinary financial crisis that I have neglected to thank you for your continued dedication in serving our students, our publics and the citizens of the State.

I realize that our financial challenges are creating a level of insecurity for many members of the University. I understand these concerns and I am attempting to reduce, offset and ameliorate them. It is clear that many of you feel a great sense of frustration and helplessness because there is nothing you can do directly to correct the situation. I wish it were possible to promise each of you the job security you deserve, but I cannot give you that assurance. We must reduce administrative costs substantially, and this will mean a significant loss of jobs throughout the University. Please be assured, however, that across-the-board layoff notices will not be issued to administrative staff unless we are faced with additional major budget cuts.

The restructuring proposal is targeted to save at least \$6 million in administrative costs on a full year basis. However, full year savings will not start to accrue until July 1, 1988. In order to realize the level of administrative savings that we must attain, we will have to reduce staff for FY 88 and beyond. The most prudent course we could have followed would have been to issue immediate lay-off notices to all potentially affected administrative staff. However, I believe it is incumbent on the University to treat its employees with as much respect and fairness as possible. Therefore, my plan is to establish the basic structure of the three new institutions as soon as possible, then fill the administrative positions for these new institutions within the budget provided; and, finally, take action on individual layoffs as necessary.

We anticipate that some of the administrative savings will come from attrition and this will help reduce the number of layoffs required. In addition, we will make every effort to place employees who are on layoff status into openings as they become available. Therefore, I am asking each Chancellor at this time to hold open vacant positions to the extent possible until the structure of the new institutions is in place.

It is not possible to provide an exact schedule of the events that will occur in the next couple of months, but I can give you some general information.

I will make specific recommendations on restructuring to the Board of Regents on February 21. Some key restructuring decisions will be made at that meeting with follow-up decisions at the March 11-12 meeting.

I have asked the three Anchorage Chancellors to have their staff members in the administrative areas that will be consolidated (accounting, admissions and records, budgeting, etc.) to begin developing recommendations on a transition from the current office structure to the new consolidated offices. I anticipate that these recommendations will be ready for consideration in early March. Work on consolidating administrative offices for the new Fairbanks and Juneau institutions will be initiated after the Board of Regents meeting on February 21. The current CCREE units will be impacted on the same time schedule as that which applies to the new institution into which they will merge, as the schedule for setting the administrative structure will apply equally to all units involved. Not all administrative areas will be affected by the restructuring process, such as those offices already consolidated and offices which are currently staffed at levels that require the continuation of existing personnel in order to provide adequate service.

As indicated in an earlier memorandum, I expect to appoint Chancellors to the new Anchorage and Juneau institutions by the end of February.

Later in March, we will select individuals for the administrative management positions of the consolidated offices within the new institutions. These selections will be from current employees, unless there are some unusual circumstances. Following these actions, appointments will be made at each level in the administrative offices until the new staffing pattern is completed and all layoffs have been announced.

I appreciate your continuing dedication and good work during this extraordinary period. I will try to keep you informed, step by step, of the activities that must be taken so that the University can survive as a high quality institution despite shrinking resources.



Official Business

COMMITTEE:

HESS (House)

DATE: 3/13/87

SIGN-IN

Subject of meeting:

HB 107, HB 148, HB 76, HB 96

Note the bill you
are here for.

NAME	ADDRESS	PHONE	REPRESENTING	DO YOU WANT TO TESTIFY? which Bill
K Romeburg	Postsec. Educ.	2854	Postsec. Educ.	YES ✓
ROSIE PETERSON	205 W. FRANKLIN, JUNEAU	6-1736	GOUVERNOR'S COUNCIL	YES ✓
Joan Hope	Rm 105 Capitol	3835	Sen Fairclough	NO
John E. Visser	U A J		U A J	NO
Carol Gray	4410 N. Douglas Hwy Juneau	586-6913	self	yes
Don Abel	1800 Branta Rd. Juneau	789-7639	Board of Regents	yes
Dick Spaianti	8452 Kimberly, Juneau	789-1394	CCCA #107	YES
* Gerald H. Park	9231 McIntosh	346-3443	ACFT	NO
* Ralph F. McGrath	5889 Kenyhill	333-0001	ACFT	YES
Amelia Endorf	P.O. Box 34485 Juneau	789-1334	self	yes



Official Business

COMMITTEE: Hess
(House)

DATE: 03-13-87

SIGN-IN

Subject of meeting:

HB 107, HB 148, HB 76
HB 95

NAME

ADDRESS

PHONE

REPRESENTING

DO YOU WANT
TO TESTIFY?

Evelyn Hazelton	531 Fifth St. Juneau 99801	586-3937	self	yes	✓
Herb Lyon	12921 Jacks Circle Anch 99516	786-1101	ACC	No	
Kaaren Kubley	Bx 210549 Auke Bay	789-1473	Sen. Buikley	no	
Lue G. Miller	P.O. Box 311248 Auke Bay AK	789-0479	self	yes	
~~Annie Carlson~~	PO Box 6 Juneau Alaska 99811	465-2841	DOE	yes HB 96	
Celestine Agorok	B 700 Gold St. Apt 3 ^{JUNEAU} 99801	463-3087	self	NO	

510 Yak Road, #865-E
Fairbanks, Alaska 99709

24 February 1987

The Hon. Niilo Koponen
Alaska State Legislature
Pouch V (MS) 3100
Juneau, AK 99811

Dear Niilo: *Niilo*

This letter is to urge your consideration of a different form of University organization than that proposed by President O'Dowd and the Board of Regents. I support both HB 107 and SB 60, calling for a separate community college system, but with some changes.

First, I urge that the urban community colleges in Anchorage and Fairbanks should not be merged with the University. The two institutions' missions are both too different and mutually antagonistic; a merger will adversely affect the ability of either to meet its responsibilities to the people of Alaska. In contrast to those whose objections have been most vocal, I believe that the proposed merger of community colleges and the University of Alaska will do more harm to the University, particularly in the liberal arts and sciences, than it will to the community colleges.

I recommend that the Legislature provide assistance to the cognizant Boroughs to permit them to take over the community colleges as post-secondary institutions and operate them under the direction of an independent state-wide Board of Trustees. Perhaps a committee of the Legislature could exercise oversight the first year or so to ensure fairness and to aid the communities in working through problems (particularly of sharing resources with the University).

Second, the Rural Community Colleges should be administered through the University as is presently contemplated by Dr. O'Dowd's plan, at least until their home communities can assume responsibility for administration of a locally-based two-year institution.

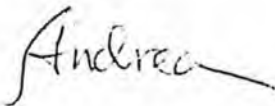
The Legislature would then be dealing with one four-year and graduate degree institution with branches in Fairbanks, Anchorage, and Juneau and with some rural programs being administered by the two larger campuses. In addition, there would be a separate, state-wide but community-based urban community college system which would serve non-degree students and those seeking two-year degrees in technical programs. Each state-wide system would be separately governed, funded, and accountable to the Legislature.

I am not certain whether there would be savings achieved in the first year, but in time the Legislature can require communities that wish to have a "full-service" community college to raise the funding with locally imposed "revenue enhancements." In the meantime, the integrity of ACC and TVCC would be preserved so that option is available in the future to their communities.

Niilo, I am urging that you consider supporting these alternatives because I am persuaded that the consequences of a forcible merger between TVCC and UA-F, and even more between ACC and UAA, will be deleterious in the extreme. The perception among most of the staff of the community colleges is that the University is grasping this opportunity to "do away with" community colleges at long last. Their morale is very poor and there is minimal commitment to making the merged institution a success. On "our" side (that of the University) there is also minimal commitment to the success of the merger: this is seen as an opportunity to regularize the community colleges, to integrate their faculty, to control their course offerings, etc.: in short, to impose university standards on their already valid but different ones. And, I fear, in a contest between the two institutions for resources, the rhetoric and mission of the community college is more accessible and attractive to democratically elected policy makers. In the long run, I believe the University will lose resources, funding, credibility, and personnel--and our ability to serve the people of this State will suffer.

Please consider supporting HB 107 or the Senate equivalent SB 60 in this important matter.

Sincerely,

A handwritten signature in cursive script, appearing to read "Andrea", followed by a horizontal line extending to the right.

Andrea R. C. Helms

ARCH:aec

COMMON SENSE FOR ALASKA
P.O. Box 202087
Anchorage, Alaska 99520-2087
276-7648

March 24, 1987

Representative Niilo Koponen
Alaska State Legislature
P.O. Box V
Juneau, AK 99811

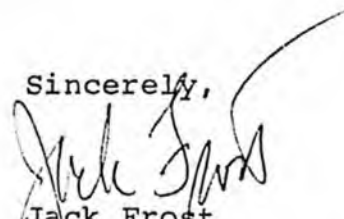
Dear Representative Koponen;

In opposition to House Bill 107, you will find enclosed a Common Sense for Alaska Resolution promoting the University of Alaska and the community colleges mergers, adopted by the Board of Directors of Common Sense for Alaska on March 20, 1987.

It is the concern of the membership of CSA that measures be taken to reduce excess spending and redundant government funded programs within the State of Alaska. Therefore, CSA endorses the sensible measure by the Board of Regents to merge the University with the community college systems.

Your reaction and comments to the enclosed Resolution is of particular interest to the organization.

Sincerely,



Jack Frost
President
Common Sense for Alaska

Enc:

RESOLUTION

BE IT RESOLVED BY COMMON SENSE FOR ALASKA:

WHEREAS, the University of Alaska since 1922 has been the principal agency for higher and postsecondary education for the State of Alaska; and

WHEREAS, the University of Alaska has major responsibility to provide to the State of Alaska persons with high level professional and technical training in vocational-technical, career and professional fields which contribute to the trained talent needed to serve the State; and

WHEREAS, the University of Alaska provides basic skill training for adults who wish to advance their careers by serving the State of Alaska at higher levels of proficiency; and

WHEREAS, the University of Alaska is a principal producer of research of a basic and applied nature aimed at the solution of problems associated with northern latitudes, and arctic, and subarctic; and

WHEREAS, the University of Alaska is concerned with advancing international trade, health and medical services, information organization and dissemination, and other significant areas of public service; and

WHEREAS, the University of Alaska is central to the growth of Alaskan industry and makes specific contributions to the fields of fisheries, timber and forestry, agriculture, mining and petroleum, tourism, retail and wholesale trade, transportation and commerce; and

WHEREAS, the University of Alaska is a principal contributor to the intellectual and cultural fabric of Alaskans; and

WHEREAS, the University of Alaska is devoted to enriching the quality of life to people throughout the State;

THEREFORE BE IT RESOLVED, that COMMON SENSE FOR ALASKA hereby endorses the decision of the Board of Regents of the University of Alaska to restructure the University so as to make it a more effecient, compact and effective institution serving the higher education needs of the State of Alaska; and

BE IT FURTHER RESOLVED, that COMMON SENSE FOR ALASKA urges the Legislature of the State of Alaska to reject efforts to seprate the community colleges from the four-year colleges.

BE IT FURTHER RESOLVED, that COMMON SENSE FOR ALASKA supports the strengthening of a restructured University of Alaska through a more efficient allocation of resources so that it may contribute to the economic growth and development of the State of Alaska and enhance the quality of life for its citizens.

ADOPTED this 20th day of March 1987.

COMMON SENSE FOR ALASKA

By 

President,
Common Sense for Alaska



UNIVERSITY OF ALASKA

Community Colleges, Rural Education and Extension

Office of the Chancellor
786-4620

March 17, 1987

Members of the Alaska State Legislature:

Enclosed is a study which I am happy to make available for you to review. The study was conducted by Eastern Kentucky University in cooperation with the American Association of State Colleges and Universities and the National Association of State Universities and Land-Grant Colleges. The study provides an indication of the current involvement of public four-year colleges and universities in technical education programs of less-than-baccalaureate level. It shows that there has been a rapid growth in programs and enrollments and that an increasing number of institutions have made commitments to these successful programs.

I bring this study to your attention in light of the current controversy which has arisen within the University of Alaska as it attempts to restructure its statewide system due to the drastic budget reductions it has sustained. As you know, the University's restructuring plan calls for the merging of its community colleges and the university centers in order to reduce administrative costs and unnecessary duplicated services. Thus, there will be three rather than fourteen separately accredited institutions resulting in significant savings with less diminution of services to local communities.

Some community college people are opposed to this merger and have urged for separating the community colleges from the University of Alaska and creating a separate system. A major contention of theirs is that the mission and programs of the community colleges cannot and will not survive under a university umbrella. On the contrary, I know it is possible to offer associate, baccalaureate and graduate level programs through a university. For instance, this study clearly indicates that over 200 institutions across the country offer excellent, long-standing community college type programs.





UNIVERSITY OF ALASKA

Community Colleges, Rural Education and Extension

I urge you to review the study and also the testimonies of Dr. John Rowlett to the US senate and House regarding vocational education. If there are any questions or concerns please contact me and I will be happy to discuss them with you. Also, I am sure Dr. Rowlett would be available for comment.

Thank you for your time and consideration. I know that we are all sincerely concerned about providing the best educational services possible for our Alaskan residents.

Sincerely,

M. O. Looney
Chancellor

jp

Enclosure

Highlights from report "Less-Than-Baccalaureate Level Technical Education Programs In Four-Year Colleges & Universities"

STATUS OF CURRENT TECHNICAL EDUCATION PROGRAMS (1981 STUDY)-

- * Of the 404 participating institutions in the study, 287 (71%) offered technical education programs
- * 102 (25.2%) of them offered technical education at baccalaureate level only
- * Overall, the number of institutions offering less-than-baccalaureate level technical education increased from 142 in 1971 to 185 in 1981 (30.2% overall increase)
- * 2179 less-than-baccalaureate level technical education programs were offered in 1981. This indicates a significant increase of 98.6% over 1971 with 1097.
 - 78.2% were 2 yr. programs
 - 10.9% were 1 yr. programs
- * Number of 2 year technical education programs increased 98.1% since 1971. Number of institutions offering 2 year programs increased 35.6% since 1971
- * AASCU institutions exhibited highest portion of changes from 1971 - 1981: 119.5%. NASULGC increased by 60.7%

STUDENT ENROLLMENT IN PRESENT PROGRAMS (1981 STUDY):

- * 120,860 reported for less-than-baccalaureate level programs in 1981
- * Number of total enrollments in 1981 represents 111.5% over 1971
- * In 2 year programs, 100.5% rise from 1971-1981
- * Great majority of all enrollments were in 2 year programs 87.6%

ADDITION OR EXPANSION OF LESS-THAN-BACCALAUREATE LEVEL TECHNICAL EDUCATION PROGRAMS IN INSTITUTIONS CURRENTLY OFFERING SUCH PROGRAMS (1981 STUDY):

- * Institutions were asked if they planned to add or expand additional programs by 1985. Responses were:
 - 41% plan to add; 37.2% do not plan to add; 21.6% did not know or did not respond

When asked why, the main reasons were: insufficient funds; sufficient programs were available; insufficient demand for more programs

ADDITION OF LESS-THAN-BACCALAUREATE LEVEL TECHNICAL PROGRAMS IN INSTITUTIONS NOT PRESENTLY OFFERING SUCH PROGRAMS (1981 STUDY):

- * Very few of the 223 institutions not currently offering programs planned to add them by 1985

Two main reasons given were: 1) technical education is not a function of the current institution's purpose
2) technical education was a function delegated to other institutions

CONCLUSIONS:

- * AASCU & NASULGC -continue to be involved to a considerable extent in providing technical programs of less-than-baccalaureate level

involvement increased significantly between 1971-1975; continued, but at a lower level to 1981
- * overall enrollments in less-than-baccalaureate level technical programs increased dramatically between 1971-1981

trend is clear in AASCU but with NASULGC, there has been some decline since 1975
- * 2 year technical programs constitute the greatest portion of less-than-baccalaureate level programs

Highlights
pg. 3

- * enrollments in 2 year technical programs constitute the majority
- * further substantial increases in both program and enrollments will not continue and a leveling trend is expected in the next several years
- * commitment of both AASCU & NASULGC institutions to provide less-than-baccalaureate level programs has been sustained and is expected to continue at or above current levels

(Note: For excellent overview of the report refer to sections called "Significant Findings" (pg. 23), "Trends" (pg. 25), and "Conclusions" (pg. 28))

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Governor's Council on Vocational and Career Education

Dave Rees
Chair
Von Harris
Vice Chair
Rosie Peterson
Executive Director

205 North Franklin, Suite Two
Juneau, Alaska 99801
(907) 586-1736

March 10, 1987

Representative Niilo Koponen
Alaska State Legislature
Pouch V
Juneau, Alaska 99811

Dear Niilo:

One of the major statutory responsibilities of the Governor's Council on Vocational and Career Education is to provide advice to Alaska's policy makers, the business community and the general public on practices, policies and activities the state should pursue to strengthen vocational/technical education and employment and training in Alaska. In fulfillment of that responsibility, enclosed please find the Governor's Council 1987 evaluation report: "A New Direction: Preparing Alaskans to Revitalize Alaska's Economy."

In the report you will find twenty-three recommendations calling for such changes as:

- Development of a coordinated and comprehensive economic development strategy which recognizes that education and training are necessary and important conditions for economic development;
- Separation of the community colleges from the University of Alaska system;
- Establishment of a strong public school foundation program which recognizes the higher costs associated with operating secondary vocational education programs;
- Establishment of a Vocational Education Equipment Fund; and
- Development of a comprehensive strategy for public education to respond to the changing economy and technology in Alaska.

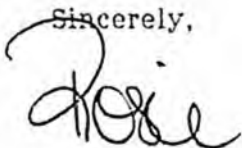
Recommendations specifically directed to members of the Fifteenth Alaska State Legislature can be found on pages four through eighteen. Immediately following you will find additional recommendations directed to the State Board of Education, University of Alaska Board of Regents, State

Job Training Coordinating Council, and the JTPA/Education Coordinating Committee.

The Governor's Council hopes these recommendations will be heartily discussed, with focus being brought to the vital role vocational/technical education and employment and training programs should play in revitalizing Alaska's economy. We hope the report assists in providing A *New Direction*.

I look forward to discussing the recommendations with you and your staff in the near future.

Sincerely,

A handwritten signature in cursive script, appearing to read "Rosie".

Ms. Rosie Peterson
Executive Director



UNIVERSITY OF ALASKA, FAIRBANKS
Fairbanks, Alaska 99701

March 16, 1987

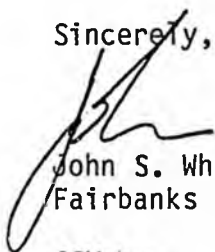
Representative Niilo Koponen
Alaska State Legislature
P. O. Box V
Juneau, Alaska 99811

Dear Representative *Niilo* Koponen:

On Wednesday, March 11, the Fairbanks Assembly, the representative governing body of the faculty, students and staff at the University of Alaska-Fairbanks, passed the enclosed resolution opposing Senate Bill 60 and House Bill 107 for the creation of a separate community college system.

Students at UAF, all of whom are represented on the Fairbanks Assembly, come from every House and Senate District in the State. We ask for your support in voting against a separate community college system.

Sincerely,


John S. Whitehead, President
Fairbanks Assembly

JSW:kw

Enclosure

Misc/7

RESOLUTION (Passed 21 ayes, 1 nay)

WHEREAS, It is by no means a necessary conclusion that a consolidated University of Alaska would poorly serve community college interests;

WHEREAS, Preservation of the community college function has received a great deal of support, and the restructuring plan reflects that concern as far as practically possible within the general parameters of consolidation;

WHEREAS, A separate community college system would incur a large additional administrative expense, further straining an already sharply reduced higher education budget, and would result in two anemic systems rather than one strong one; and

WHEREAS, A divided system of higher education in Alaska would continue and exacerbate numerous problems including transferability and articulation of courses and credits between institutions, division of existing physical plants between systems or the additional expense of new construction, accreditation for the new unit(s); now, therefore be it

RESOLVED, That the Fairbanks Assembly concurs with the Board of Regents, and hereby expresses its opposition to the creation of a separate community college system as currently proposed by Senate Bill 60 and House Bill 107; and

RESOLVED, That the Fairbanks Assembly reaffirms its earlier statement which supported the general concept of consolidation as proposed by the President and approved by the Board of Regents; and

RESOLVED, That the Assembly directs the Assembly President to transmit this statement to the appropriate legislators and to the Office of the Governor.

Adopted by Fairbanks Assembly

Meeting #100 on 3/11/87

M/6

Matanuska-Susitna Community College

P.O. BOX 2889, PALMER, ALASKA 99645



March 20, 1987

Representative Nilo Koponen
P.O. Box V
Juneau, Alaska 99811

Dear Nilo:

For your information I am enclosing a copy of the Mat-Su Community College Councils' position regarding the University of Alaska restructuring plan. The Council at it's March 5th meeting reaffirmed its position which had been addressed in November, 1986 with minor additions. The feeling of the group was that as a council they preferred to stay within the university system, and work out solutions which would be of the most benefit to our local students. The council felt that the points expressed can be incorporated into the restructuring plan causing a minimum of disruptions.

Sincerely,

Ray DePriest, Chairman
Mat-Su Community College Council

enclosure

cc: Alaska State Legislative members.



Matanuska-Susitna Community College

P.O. BOX 2889, PALMER, ALASKA 99645



March 9, 1987

Dr. Donald O'Dowd, President
University of Alaska Statewide System
101 Bunnell Building
Fairbanks, Alaska 99701

Dear Dr. O'Dowd:

The Mat-Su Community College Council met on Thursday, March 5, 1987 and adopted six to one to reaffirm its position on the University's Restructuring plan as stated in it's letter of November 21, 1986 (see attached) additions have been underlined.

The council is aware of the declining state resources and realizes the need for the University to address serious reductions in funding.

The following are the reaffirmations and additions adopted by the MSCC Council at it's March 5th meeting.

1. Local identity and mission of the College be maintained.
2. The College will have some kind of financial protection such as line item budget. The college should be a "Legislative line item budget". Decisions regarding such personnel as the Librarian, Registrar and Counselors should be made at local levels.
3. Local control be maintained in responding to community needs regarding course offerings. It is the councils strong feeling that local personnel are in the best position to make this determination rather than individuals residing elsewhere.
4. Maintain the present administrative structure at MSCC, as the council feels it is minimum at the present time. Mat-Su's frugality should be considered when making across the board cuts in this area.

A CAMPUS OF THE UNIVERSITY OF ALASKA STATEWIDE SYSTEM OF HIGHER EDUCATION

Student Services
(907) 745-9774

Administration
(907) 745-9705

Library
(907) 745-9740



5. Remain a part of the University of Alaska system.
6. If the present restructure concept is adopted by the Board of Regents that the Council and the College have input into the formulation and implementation of the restructuring process.
Include Mat-Su members on proposed task forces.

We look forward to working with you to maintain a strong Matanuska-Susitna College to meet community educational needs.

Sincerely,

Raymond DePriest, Chairman
MSCC Community College Council

cc: M.O. Looney, Chancellor, CCREE
Roy M. Huhndorf, President, Board of Regents

attachment



Matanuska-Susitna Community College

OF THE

November 21, 1986

UNIVERSITY OF ALASKA

Dr. Donald O'Dowd, President
University of Alaska Statewide System
Fairbanks, Ak 99701

P.O. BOX 899
PALMER, ALASKA 99645

(907) 745-4255

Dear Dr. O'Dowd:

The Mat-Su Community College Council met on Wednesday, November 19, 1986 and unanimously adopted the following position on the University's Restructing Plan:

The council is aware of the declining state resources and realize the need for the University to address serious reductions in funding.

It is our feeling that the following points are important and essential for MSCC to function effectively and can be incorporated into the proposed restructuring plan causing a minimum amount of disruption.

1. Local identity and mission of the College be maintained.
2. The College will have some kind of financial protection such as line item budget.
3. Local control be maintained in responding to community needs regarding course offerings. It is the councils strong feeling that local personnel are in the best position to make this determination rather than individuals residing elsewhere.
4. Maintain the present administrative structure at MSCC, as the council feels it is minimum at the present time.
5. Remain a part of the University of Alaska system.
6. If the present restructure concept is adopted by the Board of Regents that the Council and the College have input into the formulation and implementation of the restructuring process.

These items are presented as constructive suggestions and we hope they are received in that vein. We feel these points would allow the College to function with the least amount of disruption and can be incorporated into the proposed restructuring concept.

Thank you for the opportunity to express our views.

Sincerely,

Raymond DePriest, Chairman
Community College Council

P.O. Box 875614
Wasilla, Ak. 99687
February 20, 1987

Representative Ron Larson
Alaska State Legislature
Box V
Juneau, Alaska 99811

Dear Representative Larson,

Thank you for your very thoughtful letter on the student loan program, and the problems you must grapple with in that regard. It was both ironic and timely that Ken and I had a related conversation today about the plight of technological studies in the state, and we discussed some rather intriguing alternatives which I would like to share with you.

Ken is a member of the Survey Technology Advisory Committee for Anchorage Community College. He received an urgent advisory from the committee chairman regarding the proposed merger, and the potential repercussions on the survey technology program. Apparently, the school plans not to fill a recently vacated full-time instructorship in that department, leaving it with a single full-time faculty member to cover the course work with the assistance of various adjuncts and part-timers.

It was the chairman's view, and Ken's as well, that leaving the program with only one faculty member would equate to its ruin in terms of possible AA degrees and program quality. You voiced a related concern about fly-by-night technical institutes, those which eat away at student loan funds and cost students and the state large amounts of money. The combination of the ACC survey technology difficulty (and probably many other technical programs find themselves in similar straits) and the definition of student and credibility of certain illegitimate technological institutions leads to the following suggestion:

It appears that the University of Alaska is sincere in its desire to consolidate/merge the community colleges and the universities. The goal, it also appears, is to focus on the mission and goals of a bonafide university. The fallout that most likely will result from that is first a dilution, and then, a probable disappearance of the vocational/technical higher education now provided primarily by the community colleges.

While the outward appearance of the University's motives seems defensible, there is an obvious catch: the university of Alaska is the "only show in town" (any town in Alaska, that is), and it is the only recipient of the state's generosity. Many of the students coming out of the state's high schools may desire a

Ron Larson
February 20, 1987
Page 2

traditional university degree, (B.S., B.A., etc.). On the other hand, many more would desire to learn a trade or technical profession requiring a solid A.A. or certificate. The university knows that it now controls all the state funding for both types of program. And while it would now like to shift its emphasis fully to the four year degree programs, I have heard no mention of its intention to let the technological/vocational programs go to a new or different institution.

It is my considered opinion that the state should encourage just that: the consolidation of the University to its four year mission at the three major campuses. The state should also look to the possibility of creating an Alaska Technical Institute (like those in other states) separate and apart (autonomous) from the university system, which serves the needs FULLY of those wishing a career such as electronics, computer sciences, surveying, automotive or diesel technology, dental hygiene, etc.

Look at the possibilities: first, the amount of money spent at the University of Alaska could be pared down to meet the needs of the three campuses only. Each could even become autonomous, if it desired (Fairbanks could be the hard sciences university...like the School of Mines in Colorado; Anchorage could be the humanities and social sciences university; and Juneau could become the marine science university.) Meanwhile, the dollars saved from the consolidation and the elimination of the now barely adequate technological programs could be applied to creating and sustaining one very good technological institute!

Since there already exist 10 community college campuses in the state, choosing one to become the institute would not be difficult. Perhaps money would have to be spent to provide residence halls, since a central technical institute would draw candidates from throughout the state. At the same time, this would also enhance the potential of keeping Alaska students here, for you could offer them a COMPLETE course of study at the one institution which answers their particular needs for education and appropriate coursework for degrees.

This is a formulating idea which simply needs a champion or two to make some distinct blueprints for. I am certain that the university would oppose it, considering the "loss" they would realize in funding. On the other hand, I do not see that providing pieces of programs which do not complement the University mission is logical, either.

It was probably a large mistake to put all of the state's higher education eggs in one large basket, anyway. There are duplicated programs and courses at all the three major campuses

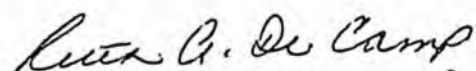
Ron Larson
February 20, 1987
Page 3

and each of the community colleges, as well. These are "bread and butter" courses that draw students but in some cases, cannot lead to degrees at the institution where they are originally taken...they lead nowhere in that particular facility, and students must transfer to complete the courses.

It seems an ideal time for the legislature to allow the university its consolidation. But one quid pro quo must accompany that allowance: the university must turn loose of its monopoly of technological and vocational programs, and concentrate on the traditional university theory. It must confine itself to the three major campuses, and the needs of students interested in other than traditional BA/BS programs must be served separately, but equally.

I appreciate your indulgence in this. I believe Ken plans to bring up a similar concept with his colleagues at the Survey Technology Advisory Committee meeting next week. I believe those in the technological sciences would welcome a chance to provide their programs to serious students within their own legitimate structure and format. This would have to be preferable to being part of a system which tries to give everything to everyone and never completely fulfills the needs of ANYONE.

Sincerely,



Ruth A. DeCamp

STATE OF ALASKA 1987 LEGISLATIVE SESSION

FISCAL NOTE

REQUEST:

Revision Date: CSHB 107 (HESS)
 Title: Establishing Alaska Community College System
 Sponsor: Sund
 Requestor: H. Hess

Bill Version: CSHB 107 (HESS)
 Publish Date: 3/25/87

Agency Affected: University of Alaska
 BRU: A11

Components: _____

EXPENDITURES/REVENUES: (Thousands of Dollars)

OPERATING	FY 87	FY 88	FY 89	FY 90	FY 91	FY 92
PERSONAL SERVICES						
TRAVEL						
CONTRACTUAL						
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS						
MISCELLANEOUS		1,382.5				
TOTAL OPERATING		1,382.5				
CAPITAL						
REVENUE		(400.0)				

FUNDING: (Thousands of Dollars)

GENERAL FUND		1,782.5				
FEDERAL FUNDS						
OTHER INTEREST INCOME		(400.0)				
TOTAL						

POSITIONS:

FULL-TIME		(4)				
PART-TIME		(2)				
TEMPORARY						

ANALYSIS : (Attach a separate page if necessary)

See attached

Prepared by: Brian Rogers, Director of Budget Development Phone: 474-6490
 Division: University of Alaska Date: March 25, 1987
 Approved by: Vice President Jim Lynch for Sherman Carter Date: March 25, 1987
 Agency: University of Alaska

Distribution (by preparer):

Legislative Finance
 Legislative Sponsor
 Requestor
 Office of Management and Budget
 Impacted Agency(ies)
 Senate Secretary

CONTINUATION of FISCAL NOTE ANALYSIS

For Bill/Resolution No. CS for House Bill 107 (HESS)

Assumptions:

1. Current university administrative computer systems, including accounting (general ledger, accounts payable and receivable), budget, payroll, property, student records, employee records, and the University of Alaska Computer Network (UACN) would be made available to the Alaska Community College System. Other support functions currently provided by the University System Statewide Administration would be independent and separate from the current University of Alaska system.
2. No new facilities are required by the legislation. All current university-owned buildings used for community college services would be made available for use by the Alaska Community College System.
3. The Alaska Community College System statewide offices would be based in Anchorage.
4. The Community College Coalition of Alaska (CCCA) has estimated that a merger of the current ACC and CCREE organizations would save \$1.1 million. This fiscal note assumes these savings are possible to achieve.
5. The legislation is not intended to require program reductions at either community colleges or at university centers to fund administrative support costs. New funding to offset program reductions is thus provided in the fiscal note.

Program Summary:

1. Statewide Administration Expenditures - The following table identifies, by function, the current administrative services provided by the University of Alaska Statewide Administration. Following each function is an analysis of savings to the university which would result from separation of the community college system and costs required to provide a basic level of administrative support functions for the community college system.

a.	President	\$275,000	3 PFT
	This office includes the president and two secretaries.		
	*No savings from separation.		
	**No costs to community college system; chancellor is included in CCCA plan.		
b.	Executive Vice President	\$190,000	2 PFT
	This office includes the Vice President for Finance and one administrative assistant.		
	*No savings from separation.		
	**No costs to community college system.		
c.	Finance	\$225,000	4 PFT
	This office includes a director, an assistant, and two administrative assistants. It provides administrative support for the statewide administration and secretarial support to all statewide financial services offices.		

CONTINUATION of FISCAL NOTE ANALYSIS

For Bill/Resolution No. CS for House Bill 107 (HESS)

- *No savings from separation.
**No costs to community college system.
- d. Budget Development \$325,000 4 PFT
This office includes a director, an assistant director, and two budget analysts. It develops the systemwide budget request, provides financial testimony (and numerous fiscal notes) to the legislature, maintains position information and control, and maintains the operating budget file.
*Separation would reduce workload by approximately 1 PFT budget analyst.
**The community college system would require at least 1 PFT director to provide budget testimony and fiscal notes and to coordinate community college system budget development.
- e. Internal Audit \$250,000 3 PFT
This office consists of a director and two auditors. It provides internal audit functions for the university system and coordinates external audits by federal granting agency auditors, the legislative budget and audit committee, and the university's external auditors.
*Separation would reduce workload by approximately 0.5 PFT.
**The community college system would require at least 1 PFT internal auditor.
- f. External Audit \$120,000 0 PFT
The university contracts with private accounting firms as required by law and federal granting agencies for an external audit.
*Separation might save \$20,000 annually in contract costs.
**The community college system would be required to contract for external audit services, at a minimum annual cost of \$100,000.
***Net additional costs: \$80,000
- g. Accounting & Payroll \$1,600,000 31 PFT
This office provides financial statements, fund accounting, general ledger, payroll, financial systems development, employee records systems development, and benefits functions for the university system. This fiscal note assumes that these services would be provided by the university to the community college system.
*No savings from separation.
**Costs to community college system include a comptroller to oversee community college accounting and to manage community college fund investments, and a systems development coordinator to monitor any changes required to financial systems.

CONTINUATION of FISCAL NOTE ANALYSIS

For Bill/Resolution No. CS for House Bill 107 (HESS)

- h. Risk and Records Management \$275,000 5 PFT
 Risk Management Contracts \$1,600,000
 This office includes a risk manager, claims coordinator, records manager, secretary and microfilm technician.
 *Savings from separation include an estimated \$250,000 in annual claims against liability and property insurance and \$80,000 in aviation insurance coverage. No staff savings.
 **Costs include a risk manager and claims coordinator (\$125,000), professional fees (\$25,000), annual self-insured claims (\$250,000) workers compensation insurance (\$100,000), general liability insurance (\$250,000), property insurance (\$225,000), and aviation insurance (100,000).
 ***Net additional costs: \$745,000
- i. Development (Fundraising) \$75,000 1 PFT
 1 PFT
 This office includes a half-time director and an administrative assistant.
 *No savings from separation.
 **No costs to community college system.
- j. Facilities Planning and Construction \$950,000 9 PFT
 This office includes a director, architect, contracting officer, fiscal officer, manager, and three clerical positions. It develops university space and construction standards, develops the capital budget request, monitors facility repair and renovation needs, and maintains plans and as-built documents on existing facilities.
 *Separation of community colleges would reduce activity by approximately 1 PFT.
 **A separate community college system would require, at a minimum, an architect and assistant to the architect to develop capital budget requests, monitor repair and renovation projects, and maintain plan documents.
- k. Provost \$350,000 3 PFT
 This office includes the Provost (Vice President for Academic Affairs), an assistant to the provost and a secretary.
 *No savings from separation.
 **No costs to community college system.
- l. Institutional Research \$500,000 6 PFT
 This office includes a director, information systems coordinator, a research analyst and assistant, and two secretaries. It provides institutional research information (enrollments, faculty and staffing, programs and awards, etc.) and provides required institutional reports to the federal government. The office is developing the new student records system.
 *Separation of community colleges would reduce workload by approximately 1.5 PFT positions.

CONTINUATION of FISCAL NOTE ANALYSIS

For Bill/Resolution No. CS for House Bill 107 (HESS)

- **A separate community college system would require at least 2.5 PFT positions to maintain required federal reports and to provide institutional research needed by the system.
- m. Government Relations \$130,000 1 PFT
This office acts as legislative, executive, and federal and municipal liaison.
*No savings from separation.
**A separate community college system could provide legislative liaison by existing staff according to CCCA analysts.
- n. General Counsel \$325,000 5 PFT
Outside Legal Fees \$100,000
This office includes the general counsel, two assistant counsels, an administrative assistant and a secretary. It provides legal services relating to employee contracts, academic policies, lands, vendor and construction contracts, and manages contracts for outside legal counsel as needed.
*Separation would reduce workload by up to 1 PFT and would reduce the need for outside legal services by up to \$30,000.
**A separate community college system would require, at a minimum, a general counsel and administrative assistant, and would need at least \$50,000 for outside legal services.
- o. Human Resources \$200,000 2 PFT
These office includes a director of human resource development and a compensation specialist. It sets compensation policy for the system.
*No savings from separation.
**A separate community college system would require at least a compensation policy director and a labor relations specialist.
- p. Affirmative Action/EEO \$125,000 1 PFT
The director of affirmative action ensures federal and state affirmative action and EEO requirements are followed.
*No savings from separation.
**Functions could be provided by existing community college system staff.
- q. Statewide Assembly \$100,000 1 PFT + 1 PPT
This office provides administrative support for the university's constituent assembly.
*Separation might save up to \$10,000 in annual travel costs.
**A separate community college system, if it chose to establish a constituent assembly, could spend up to \$100,000 annually.

CONTINUATION of FISCAL NOTE ANALYSIS

For Bill/Resolution No. CS for House Bill 107 (HESS)

- r. Regents Affairs \$110,000 1 PFT
This office provides administrative support to the Board of Regents.
*No savings from separation.
**A separate community college system with its own Board of Trustees would require a similar level of funding.
- s. Information Services \$150,000 2 PFT
This office provides public information, press liaison, and internal staff communications.
*No savings from separation.
**Functions for a separate community college system could be provided by existing staff.
- t. Procurement \$225,000 4 PFT
This office provides procurement and property control as required by the new state procurement law. Additional staff must be transferred to this office to fulfill the statutory requirements.
*No savings from separation.
**A separate community college system would require, at a minimum, in addition to existing purchasing staff at ACC and CCREE, a Chief Procurement Officer.
- u. UA Computer Network \$5,900,000
This fiscal note assumes that UACN would provide administrative computing systems and network support at current levels to a separate community college system.
*No savings from separation.
**No costs to community college system.
- v. Interest Income
The university system maintains its own treasury function, earning interest on daily cash balances with the exception of a compensating balance required by the university's bank. Separation of the community college system would reduce the university's interest income by approximately \$ 30,000 annually at current interest rates. A separate community college system would earn comparable rates, but would lose interest on the portion of its cash balance required as a compensating balance.
*Cost to university system: \$450,000
**Earnings by community college system: \$400,000

SUMMARY OF STATEWIDE ADMINISTRATION EXPENDITURES.

Separation would save positions in budget, audit, facilities, institutional research, and general counsel. Separation would require additional positions in budget, audit, accounting, systems development, facilities planning, institutional research, counsel, human resource development, labor relations, trustees, and procurement.

NOTE: This assumes that accounting, payroll, and computing services are provided at no cost to the community colleges from existing university resources.

CONTINUATION of FISCAL NOTE ANALYSIS

For Bill/Resolution No. CS for House Bill 107 (HESS)

*Savings to statewide administration:
Approximately \$ 400,000
**Costs to community college administration:
Approximately \$1,950,000
**Interest income losses:
Approximately \$ 50,000
***Net cost: \$1,600,000

2. FY88 Budget Reductions

The Governor's FY88 Budget Request includes significant reductions in the university system's funding. Major components of the reduction include:

Compensation reductions	(\$8,000,000)
Restructuring -	
Administrative Savings	(\$6,250,000)
Program Reductions	(\$3,775,000)

For purposes of this fiscal note it is assumed the compensation reductions are made proportionally at both university and community college systems. The program reductions in the governor's budget, with the exception of \$200,000 at Anchorage CC, all come from the university campuses.

University campuses:	(\$3,575,000)
Community college campuses:	(\$200,000)

Most of the administrative savings of \$6.25 million from restructuring would not occur. The university identified administrative savings in its January 14, 1987 submission to OMB as follows:

UAA/ACC	(\$1,925,000)
CCREE-Statewide	(\$ 350,000)
CCREE Community Colleges	(\$2,625,000)
UAJ	(\$1,150,000)
Unidentified additional savings	(\$ 200,000)

Assuming the Anchorage reductions would be spread equally between UAA and ACC, and that the unidentified savings are spread 30%/70% between the community college system and the university, the administrative reductions can be allocated as follows:

University campuses	(\$2,182,500)
Community college campuses	<u>(\$4,067,500)</u>
	(\$6,250,000)

The community college coalition has estimated that \$1,100,000 could be saved by merging ACC and CCREE. The university could save \$400,000 of the \$1,150,000 at UAJ in academic support and institutional support without the merger. The remaining

CONTINUATION of FISCAL NOTE ANALYSIS

For Bill/Resolution No. CS for House Bill 107 (HESS)

amounts would not be saved and must be restored to the university and community college system budgets as follows:

University campuses	\$1,782,500
Community college campuses	<u>\$2,967,500</u>
	\$4,750,000

3 TOTAL FISCAL NOTE

Expenditures for community college system	
statewide administration functions:	\$1,950,000
Less: interest income transferred:	(\$ 400,000)
Lost interest income	\$ 50,000
Restructuring reductions not possible:	
University campuses	\$1,782,500
Community college campuses	<u>\$2,967,500</u>

TOTAL COST	\$6,350,000

4. Division of FY87 and FY88 Budgets Between University System and the Community College System

This analysis assumes:

- (1) Statewide includes current budget except ACCFT account.
- (2) Cooperative Extension Service and Fishery Industrial Technology Center would be part of university system.
- (3) Rural education is split 50% university, 50% community college system.
- (4) Audioconference system is split 20% university, 80% community college system.
- (5) Statewide administration distribution as shown above.
- (6) Accounting, payroll and administrative computing would be provided by the university to the community college system.
- (7) GF only.

FY87 Budget - University System

UA-Anchorage	21,304.7
UA-Fairbanks	45,483.1
Organized Research	11,643.5
UA-Juneau	8,313.3
Cooperative Extension Service	3,976.8
Fishery Industrial Technology Center	546.3
Rural Education	1,152.5
<u>Audioconferencing</u>	<u>91.8</u>
TOTAL	92,512.0

CONTINUATION of FISCAL NOTE ANALYSIS

For Bill/Resolution No. CS for House Bill 107 (HESS)

FY87 Budget - Community College System

Anchorage CC	15,965.7
CCREE-Statewide	2,781.3
CCREE Community Colleges	19,492.5
Rural Education	1,152.5
ACCFT Contract Account	188.6
<u>Audioconferencing</u>	<u>367.0</u>
TOTAL	39,947.6

<u>FY87 Budget - Statewide (excl. ACCFT)</u>	<u>11,281.7</u>

TOTAL SYSTEM BUDGET	143,741.3

	<u>TOTAL</u>	<u>SW</u>	<u>Univ</u>	<u>CC</u>
FY87 Revised Budget	143,741.3	11,281.7	92,512.0	39,947.6
Percent of budget	100.0%	7.8%	64.4%	27.8%

Internal Transfers & Changes

Organized Research	130.5		130.5	
FY87 One-Time Reductions	(545.9)		(58.7)	(487.2)
FY87 Ongoing Reductions	(909.3)	(88.0)	(580.7)	(240.6)
FY87-88 PERS/TRS	(3,062.7)	(212.7)	(1,903.3)	(946.7)
TRS Match (est.)	3,222.8	4.4	2,323.2	895.2
New Facilities/Misc.	2,295.6	1,119.6	809.3	366.7
Staff Benefits	1,800.0	140.4	1,159.2	500.4
Restore FY87 1-Time Cuts	<u>6,785.4</u>	<u>319.6</u>	<u>4,627.4</u>	<u>1,838.4</u>

Subtotal	153,457.7	12,565.0	99,018.9	41,873.8

Governor's Reduction

Compensation	(8,000.0)	(624.0)	(5,152.0)	(2,224.0)
Program Reductions	(3,775.0)		(3,575.0)	(200.0)
Restructuring	<u>(6,250.0)</u>		<u>(2,182.5)</u>	<u>(4,067.5)</u>

Governor's Budget	135,432.7	11,941.0	88,109.4	35,382.3

New Costs:

CC-Statewide Functions	1,550.0	(400.0)		1,950.0
CC-Interest Income Lost	50.0			50.0
Restructuring Savings				
Not Achievable	<u>4,750.0</u>		<u>1,782.5</u>	<u>2,967.5</u>

Total Budgets:	141,782.7	11,541.0	89,891.9	40,349.8

CONTINUATION of FISCAL NOTE ANALYSIS

For Bill/Resolution No. CS for House Bill 107 (HESS)

5. Exclusions:

1. The above data does not attempt to assess the fiscal or programmatic impact on other institutions which presently deal with one university system, including the Alaska Commission on Postsecondary Education, the Alaska Departments of Administration, Law, and Revenue, the Alaska Legislature, the Office of the Governor, the Office of Management and Budget, or municipal governments.

2. The above data does not include operations and maintenance costs of any new facilities or equipment. Over time, expenditures are likely to be required to separate current joint-use equipment and facilities, particularly computer and accounting systems.

3. The above data assumes that a separate community college system could constitutionally establish a separate treasury function. If this is impermissible, additional costs of \$400,000 in lost interest income to the community college system can be expected due to separation. This interest income would then accrue to the state general fund.

Agency Comments

(1) The restructuring of the University of Alaska system offers real benefits to the people and State of Alaska. Of particular importance is the delivery of upper division instruction and better coordination of higher education in rural Alaska. Separation into two systems would not achieve this goal.

(2) The CCCA and this fiscal note assume all existing community colleges would elect to join the separate community college system. It is likely that several existing community colleges would prefer to join the university system than to join the separate community college system.

(3) Dividing the University of Alaska at a time when significant restructuring of the system is in progress would result in (a) further confusion about the allocation of resources for post-secondary education, (b) expanded competition for the resources dedicated to education, and (c) costly duplication of programs within the state;

(4) While more populous states (such as California) have multiple systems of higher education, Alaska still has one of the lowest population levels in the nation. Many states with multiple systems are now looking toward unifying the systems under single boards.

CONTINUATION of FISCAL NOTE ANALYSIS

For Bill/Resolution No. CS for House Bill 107 (HESS)

(5) A division of the University of Alaska would result in substantial amounts of legal work and possible litigation over a number of years. At present, many contracts are in force which affect multiple institutions. Lands, buildings, and property would need to be divided, and many federal grants and contracts would need to be renegotiated.

(6) The currently pooled resources of the University of Alaska would be divided into fractional components, which would diminish the effectiveness of either institution in solving many of the state's problems, especially in rural education and cross-cultural educational programs;

(7) Many of the savings which are anticipated by current restructuring efforts are obtained by significant reductions in the administrative structure of the community colleges. This legislation would require that these administrative savings not be made; furthermore it would require that the community college - statewide administration take on new functions including:

- *Board of Trustees travel and per diem
- *Facilities planning and construction
- *Legal services
- *Risk management
- *Procurement and Property control
- *Labor relations management
- *Internal and external audit

(8) While the legislation does not require any capital appropriations, over time the two systems would be expected to move toward separation of joint-use facilities and equipment, particularly:

- *Administrative computer and data processing systems. This would include in addition to hardware required to run the systems the following software: accounting, payroll, budget, student records, and employee records.
- *New structures at Anchorage CCC and UA - Anchorage to separate current joint use facilities.

(9) Separation of the community college system would increase problems for students who register and attend both university and community college campuses. Transfer of credits is likely to be a more significant problem.

(10) University and CCCA fiscal analysts worked together to identify costs of separation, but were unable to determine any low-cost method of separating accounting and computing systems. This fiscal note assumes that these services could be provided by the university to the community college system, but significant questions of accountability and responsibility are likely to occur unless the functions are clearly separated.

STATE OF ALASKA THE LEGISLATURE

POUCHY STATE CAPITOL
JUNEAU ALASKA 99811
907 465 3800

LEGISLATIVE AFFAIRS AGENCY

M E M O R A N D U M

March 25, 1987

SUBJECT: Alaska Community College System
(CSHB 107(HESS))

TO: Representative John Sund

FROM: Keith B. Levy
Legislative Counsel

You have requested a sectional analysis of CSHB 107(HESS), establishing the Alaska Community College System. Please note that a sectional analysis should not be considered an authoritative interpretation of the bill and the bill itself is the best statement of its contents.

Section 1 describes the purpose of the bill and the general philosophy of a separate comprehensive community college system for the state.

Section 2 adds a new chapter to AS 14 establishing and describing the Alaska Community College System. The system is established (AS 14.41.010) under the control of a Board of Trustees appointed by the governor and subject to confirmation by the legislature (AS 14.41.020(a)). Board members must be United States citizens and residents of a community which has a unit of the community college system (AS 14.41.020(b)). Five of the board members are appointed from the various judicial districts, a sixth is a community college faculty member, and a seventh is a community college student (AS 14.41.020(c)). The faculty member is appointed from a list submitted to the governor by the Board of Trustees, must have been a faculty member with the system for at least two years, and must teach at least nine credit hours or the equivalent a semester (AS 14.41.030). The student member is appointed from a list of two students submitted by each community college and one by each extension center or outreach program after an election (AS 14.41.040(a)). The student board member must be enrolled in the community college system as a full-time student (AS 14.41.040(b)).

The faculty member serves a term of two years, the student member serves a term of one year; all other board members serve staggered terms of five years (AS 14.41.050). The legislation requires election by the board of certain officers, and authorizes the board to select others, limiting terms of officers to one year and setting a two-term limit on a person's service as chairperson (AS 14.41.060). The legislation requires the board to prepare rules for its procedures (AS 14.41.070(a)), determines a quorum and the minimum vote necessary for action by the board -- both set at four of seven votes (AS 14.41.070(b)) -- and precludes use of proxies (AS 14.41.070(c)). The legislation requires, at a minimum, quarterly board meetings, rotating through the various community college campuses over a five-year cycle (AS 14.41.080(a) and (b)), authorizes special meetings, prescribes meeting notice requirements (AS 14.41.080(a)), and generally restates "open meeting" provisions of the Administrative Procedure Act (AS 14.41.080(c)). The bill authorizes reimbursement for travel and per diem at state rates (AS 14.41.090).

The powers and duties of the board of trustees are enumerated in AS 14.41.100.

The board's chief executive officer is the system's chancellor whose primary responsibility is the administration of the system (AS 14.41.110(a)). In addition to the on-campus programs, the chancellor is charged with development and administration of an effective rural and off-campus program (AS 14.41.110(b)).

The chancellor's powers include the appointment of faculty on the recommendation of the principal administrative officer of each unit of the system and the delegation of the appointment power with the approval of the board (AS 14.41.120(a)). The chancellor's duties include the appointment of the principal administrative officer for each community college and extension center subject to the approval of the board, defining the duties of persons the chancellor appoints, and generally coordinating the system (AS 14.41.120(b)). The chancellor also has the sole authority to suspend, expel, and reinstate students, although this power is delegable (AS 14.41.130).

The principal executive officer for each community college is responsible for the administration of the campus (AS 14.41.140(a)). The director of each extension center or

outreach program is an administrator (AS 14.41.140(b)). The manner of appointment of administrators is set out in AS 14.41.140.

The bill authorizes the board to establish and maintain centralized and regional service centers to supplement activities involving units of the system (AS 14.41.150). The bill provides direction relating to appointment of and service by faculty (AS 14.41.160(a) and (b)).

The establishment of a community college council for each community college is mandated; a council may be established for other units of the system (AS 14.41.170(a)). The determination of the size, manner of selection, terms, officers and comparable provisions concerning community college councils is the responsibility of the Board of Trustees (AS 14.41.170(b)). The bill distinguishes between the "policy-making" role of a council and its "advisory" role (AS 14.41.170(e)), and gives a community council significant authority with respect to making and securing implementation of recommendations concerning operation of the campus or unit for which the council is responsible (AS 14.41.170(f)).

The bill describes the manner of establishment of new community colleges including nomination (AS 14.41.180), determination of feasibility (AS 14.41.190), and establishment of a different form (i.e., "extension center or outreach program" where a community college does not meet standards) (AS 14.41.200).

Specific provision is made by which a unit of the system and a second party may cooperate in the formation and operation of a community college (AS 14.41.210). The college is given, under the bill, complete operational authority subject to periodic reviews by the cooperating party, and title to those facilities financed or constructed with system funds.

Finance, fiscal and property management, and related provisions generally follow requirements imposed by the state on operations of its secondary education programs, though the manner of administration of funds received is committed to the discretion of the Board of Trustees by regulation (AS 14.41.230(b)). The budget process is made the responsibility of the board (AS 14.41.230(a)), and requires preparation of a program budget subject to the review and recommendations of a community college council for a particular campus (see AS 14.41.170(f)(2)). Fund management and the

acquisition and holding of property are committed to the board (AS 14.41.240), and the board may act as trustee for property as necessary (AS 14.41.250). Monetary gifts and endowments for the benefit of the system are transferrable to the Department of Revenue for investment and management; other property is held by the system and made part of its perpetual inventory (AS 14.41.260). The State's Procurement Code (AS 36.30) is imposed on the system (AS 14.41.270). Specific provision is made for a working capital fund (AS 14.41.280).

The remaining newly-codified provisions generally address the manner of operation or function of the system. General civil rights provisions are made applicable (AS 14.41.900(a)); political and religious sectarian tests are prohibited in the appointment of faculty (AS 14.41.900(b)). Cooperative use of facilities brought into the system from the University of Alaska as a result of this Act is mandated (AS 14.41.910). Open library services are made mandatory for community college campuses (AS 14.41.920). An annual report of the work of the system is required (AS 14.41.930).

The manner of operation of a unit of the system, where not specifically described in the legislation, is committed to the authority of the system in accordance with regulations prescribed by the Board of Trustees (AS 14.41.940). Certain terms used in the legislation are defined (AS 14.41.990).

Sections 3 - 9 amend existing provisions of law applicable to the University of Alaska to incorporate reference to the "community colleges" or the "Alaska Community College System", as applicable.

Section 10 repeals existing legislation establishing community colleges within the University of Alaska.

Section 11 contains transitional provisions to accommodate the separation and separate establishment of an Alaska Community College System. Asset redistribution occurs under the direction of the state's Postsecondary Education Commission; continuance of litigation, contracts, other proceedings, and courses of study and related services are addressed; faculty, staff, officers and employees of the University whose work involves them with the community college system are terminated and must be rehired by the Alaska Community College System; where the latter proves impossible, the Postsecondary Education Commission is directed to assist in securing positions for which these persons are qualified.

Representative Sund
Page 5
March 25, 1987

Section 12 makes special provisions for the initial appointment of the faculty and student members of the Board of Trustees.

Section 13 provides a July 1, 1987, effective date for the bill.

KBL:mk
m10/051

5-0528B

Levy
3/14/87

McLone Amendment added 3/14/87

Original sponsors: Sund, Navarre,
Grussendorf, et al.

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IN THE HOUSEBY THE HEALTH, EDUCATION AND
SOCIAL SERVICES COMMITTEE

CS FOR HOUSE BILL NO. 107 (HESS)

IN THE LEGISLATURE OF THE STATE OF ALASKA

FIFTEENTH LEGISLATURE - FIRST SESSION

A BILL

For an Act entitled: "An Act establishing the Alaska Community College
System; and providing for an effective date."

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

* Section 1. PURPOSE. (a) It is the purpose of this Act to establish
community colleges, extension centers, and outreach programs as parts of a
comprehensive statewide system consisting of degree and nondegree programs
of postsecondary and continuing education, established either independently
or in cooperation with the governing bodies of school districts or munic-
ipalities in the state, with an agency of the federal government, or with a
nonprofit corporation or association, to increase the opportunity for
obtaining a postsecondary education in the state.

(b) The comprehensive community college statewide system shall in-
clude flexible, versatile programs of postsecondary instruction, counseling
and advising, job placement, and other activities designed to meet the
needs of the area it serves, including but not limited to,

(1) courses and curricula that lead to an associate degree or
that enable the student to transfer to an institution of higher education
granting baccalaureate degrees;

(2) occupational education including vocational-technical pro-
grams and cooperative education in conjunction with employment in business
and industry that enable the student to develop technical skills in a
chosen trade or occupation and lead either to a degree or a certificate of
completion;

(3) general education and public interest courses designed to

1 meet the needs of a community, to enable a person to expand that person's
2 knowledge, improve the quality of life, or acquire, change or update a
3 skill that a person lacks or that has become obsolete; and

4 (4) an educational delivery system the principal objective of
5 which is the outreach of the community colleges through programs of off-
6 campus study and credit and noncredit courses that may or may not lead to
7 associate, baccalaureate or advanced degrees.

8 * Sec. 2. AS 14 is amended by adding a new chapter to read:

9 CHAPTER 41. ALASKA COMMUNITY COLLEGE SYSTEM.

10 ARTICLE 1. GOVERNANCE.

11 Sec. 14.41.010. SYSTEM ESTABLISHED. There is established the
12 Alaska Community College System.

13 Sec. 14.41.020. BOARD OF TRUSTEES. (a) The system shall be
14 under the control of a Board of Trustees consisting of seven members
15 appointed by the governor, subject to confirmation by a majority of
16 the members of the legislature in joint session.

17 (b) Board members shall be citizens of the United States and
18 residents of a community where there is a community college, extension
19 center, or outreach program, for one year before appointment and
20 during the board member's term of office.

21 (c) Board members shall be appointed as follows:

22 (1) one board member shall be a resident of the First Judi-
23 cial District;

24 (2) two board members shall be residents of the Third Judi-
25 cial District;

26 (3) one board member shall be a resident of the Fourth
27 Judicial District;

28 (4) one board member shall be a resident of the Second
29 Judicial District;

1 (5) one board member shall be a member of the faculty of a
2 community college, extension center, or outreach program under the
3 Alaska Community College System, appointed under AS 14.41.030;

4 (6) one board member shall be a student enrolled in a col-
5 lege, extension center, or outreach program unde^t the Alaska Community
6 College System, appointed under AS 14.41.040.

7 Sec. 14.41.030. APPOINTMENT OF FACULTY MEMBER. (a) The faculty
8 member of the board shall be appointed by the governor from a list of
9 nominees submitted by the Board of Trustees. The list of nominees
10 consists of the names of at least three but not more than five full-
11 time community college, extension center, or outreach program faculty
12 members. The faculty members shall be nominated from the full-time
13 faculty of the community colleges, extension centers, and outreach
14 programs in the manner prescribed by the board by regulation.

15 (b) The faculty member appointed under this section shall, at
16 the time of nomination, be teaching at least nine credit hours or the
17 equivalent each semester, and shall have been a faculty member within
18 the Alaska Community College System for at least two academic years.

19 (c) A faculty member appointed under (a) of this section who
20 fails to maintain full-time faculty status during the faculty member's
21 term forfeits that office. The governor shall appoint a successor
22 from among the list of nominees submitted under (a) of this section at
23 the time of original appointment.

24 Sec. 14.41.040. APPOINTMENT OF STUDENT MEMBER. (a) The student
25 member of the board shall be appointed by the governor from a list of
26 nominees consisting of the names of two students from each community
27 college of the system, and one from each extension center or outreach
28 program, after an election is held at each college, center, or program
29 site. The elections shall be conducted under regulations adopted by

1 the board.

2 (b) The student board member appointed under this section must
3 be enrolled as a full-time student as defined by the academic regu-
4 lations of the community colleges, extension centers, or outreach
5 programs at the time of appointment.

6 (c) A student board member appointed under (a) of this section
7 who fails to remain enrolled as a full-time student at one of the
8 community colleges, extension centers, or outreach programs during the
9 student's term forfeits that office. The governor shall appoint a
10 successor from among the list of nominees submitted under (a) of this
11 section at the time of original appointment.

12 Sec. 14.41.050. TERM OF OFFICE; VACANCIES. (a) Except for the
13 faculty and student board members, members of the Board of Trustees
14 serve for five-year terms. The terms of the initial appointees shall
15 be staggered in such a manner that the term of office of at least one
16 board member expires each year.

17 (b) The term of office of the faculty board member is two years.

18 (c) The term of office of the student board member is one year.

19 (d) Vacancies shall be filled in the same manner as original
20 appointment.

21 Sec. 14.41.060. OFFICERS OF THE BOARD. A chairperson, vice-
22 chairperson, secretary, and other officers that the board considers
23 necessary shall be elected from among the members of the board for a
24 one-year term. A member of the board may not serve as chairperson for
25 more than two consecutive one-year terms.

26 Sec. 14.41.070. RULES, VOTES REQUIRED. (a) The board shall
27 prescribe its own rules of procedure.

28 (b) A quorum is a majority of the members of the board. The
29 votes of the board members shall be recorded, and effective action

1 requires the affirmative vote of a majority of the board members.

2 (c) A board member may not vote for or on behalf of, or in any
3 way exercise the vote of, another member of the board on a matter
4 before the board.

5 Sec. 14.41.080. MEETINGS. (a) The board shall hold a regular
6 meeting at least once quarterly at a time and place determined by the
7 chairperson, and may hold special meetings at other times and places
8 as the chairperson or a majority of the members of the board considers
9 necessary. Thirty days notice is required for regular meetings and 10
10 days notice is required for special meetings of the board, its commit-
11 tees, or subcommittees. Emergency meetings may be called without
12 notice.

13 (b) Board meetings shall be held at community college campuses,
14 in rotation, so that the board meets at each community college at
15 least once in five years. The board shall provide adequate facilities
16 for members of the public to attend the meetings of the board, its
17 committees, and subcommittees.

18 (c) The provisions of AS 44.62.310 apply to meetings of the
19 board. All meetings of the board, its committees, and subcommittees,
20 are open to the public and press except as otherwise provided in
21 AS 44.62.310(c). The findings of an executive session shall be made a
22 part of the record of the proceedings of the board. All records of
23 the meetings and proceedings shall be open to inspection by the public
24 and the press at reasonable times.

25 Sec. 14.41.090. COMPENSATION AND PER DIEM. Members of the board
26 serve without compensation but are entitled to per diem and travel ex-
27 penses authorized by law for boards under AS 39.20.180.

28 Sec. 14.41.100. POWERS AND DUTIES OF THE BOARD. (a) The board
29 shall

1 (1) appoint the chancellor of the system by a majority vote
2 of all members of the board;

3 (2) fix the compensation of the chancellor, faculty, and
4 other officers and employees of the colleges;

5 (3) adopt bylaws and administrative rules for the manage-
6 ment and operation of the community colleges, extension centers, and
7 outreach programs;

8 (4) confer degrees and certificates appropriate to the
9 community colleges that the board may determine and prescribe;

10 (5) have the care, control, and management of the real and
11 personal property and funds of the system, and keep a complete, accu-
12 rate record of all funds received and disbursed;

13 (6) keep a complete record of the minutes of every meeting
14 and all acts done by the board in the pursuit of its duties;

15 (7) establish management policies within which the princi-
16 pal campus administrative officers of the community colleges, the
17 extension centers, or outreach programs, and the community college
18 councils manage and control the operation of the community college,
19 extension center, or outreach programs; and

20 (8) meet regularly with the community college councils to
21 determine the needs of each community college, extension center, or
22 outreach program.

23 (b) The board may

24 (1) sue and be sued;

25 (2) receive, hold and manage real and personal property;

26 (3) contract and be contracted with;

27 (4) adopt, use, and alter a corporate seal;

28 (5) accept grants or loans from and contract with the
29 federal government, the state, or its political subdivisions, and

1 comply with the provisions of federal, state, or local programs when
2 necessary;

3 (6) adopt reasonable rules, orders, and plans, with reason-
4 able penalties, for the good government of the colleges and for the
5 regulation of the board;

6 (7) determine and regulate the course of instruction in the
7 colleges with the advice of the principal administrative officers and
8 the community college councils at each community college, extension
9 center or outreach program;

10 (8) remove from office an officer or employee of the col-
11 leges by a majority vote of all of the members of the board; and

12 (9) enter into consortial agreements for the joint use of
13 educational facilities and support services with educational insti-
14 tutions and jurisdictions.

15 ARTICLE 2. ADMINISTRATION.

16 Sec. 14.41.110. CHANCELLOR. (a) The chief executive officer of
17 the board and of the system is the chancellor. The chancellor's
18 primary responsibility is the administration of the community col-
19 leges, extension centers, and outreach programs statewide, working
20 with the principal administrative officers for each community college,
21 extension center, or outreach program.

22 (b) In addition to the chancellor's responsibility for the
23 administration of on-campus programs for the community colleges and
24 extension centers, the chancellor shall develop and administer off-
25 campus educational delivery systems and outreach programs for rural
26 areas of the state.

27 Sec. 14.41.120. POWERS AND DUTIES OF THE CHANCELLOR. (a) The
28 chancellor may

29 (1) appoint the faculty and other officers and employees of

1 each community college, extension center, or outreach program, on
2 recommendation of the principal administrative officer of each;

3 (2) with the approval of the board, delegate the authority
4 to appoint faculty, officers, and employees to the principal adminis-
5 trative officer of each community college, extension center, or out-
6 reach program.

7 (b) The chancellor shall

8 (1) subject to the approval of the board, appoint the
9 principal administrative officer for each community college and exten-
10 sion center, on recommendation of the community college council;

11 (2) define the duties and supervise the performance of
12 those duties by the persons the chancellor appoints to positions
13 established by the board;

14 (3) give general direction to the work of the community
15 colleges, extension centers, and outreach programs in accordance with
16 the policies established by the board;

17 (4) with the principal administrative officers, coordinate
18 the programs and other activities of the system.

19 Sec. 14.41.130. SUSPENSION, EXPULSION OF STUDENTS. The author-
20 ity to suspend and expel a student for misconduct or other cause or to
21 reinstate the student is vested solely in the chancellor. The chan-
22 cellor may delegate this authority to the principal campus administra-
23 tive officer of each community college.

24 Sec. 14.41.140. CAMPUS ADMINISTRATION. (a) The principal
25 administrative officer for each community college is responsible
26 directly to the chancellor and to the community college council for
27 the administration of the community college. Subject to the approval
28 of the board, the principal administrative officer shall be appointed
29 by the chancellor, on recommendation of the council for the community

1 college which the principal administrative officer will administer.

2 (b) Each extension center or outreach program, whether estab-
3 lished, operated, or maintained by the board, or in cooperation with
4 the Board of Regents of the University of Alaska, another university,
5 a school district, municipality, an agency of the federal government,
6 or a nonprofit corporation or association, is under the direction of
7 an administrator appointed by the chancellor in the manner prescribed
8 by the board by regulation, or as prescribed in the cooperative agree-
9 ment.

10 Sec. 14.41.150. SERVICE ORGANIZATIONS. The board may establish
11 statewide or central service organizations for the community colleges,
12 extension centers, and outreach programs. Regional service centers
13 also may be established to administer the outreach programs and to
14 provide postsecondary educational services to the residents of the
15 rural areas of the state in each area for which a regional center is
16 established. In an area where a community college or an extension
17 center is located, the regional service center shall be integrated
18 with the operation of the community college or extension center.

19 Sec. 14.41.160. FACULTY; COURSE OF INSTRUCTION. (a) Full-time
20 members of the faculty and administrative staff of each community col-
21 lege, extension center, and outreach program are members of the fac-
22 ulty and administrative staff, respectively, of the Alaska Community
23 College System for all purposes.

24 (b) The chancellor is responsible for prescribing the qualifi-
25 cations, and for establishing the procedure for appointment, of all
26 community college and extension center faculty and administrative
27 staff.

28 Sec. 14.41.170. COMMUNITY COLLEGE COUNCIL. (a) A community
29 college council shall be established for each community college. The

1 council shall consist of not less than seven or more than 15 members
2 who shall be broadly representative of the area served, including
3 faculty and student representation and a representative of the city or
4 borough school district or regional educational attendance area. The
5 board may appoint a council for an extension center and for each
6 regional service center, when the center is not integrated with a
7 community college or extension center.

8 (b) The board shall prescribe by regulation the method of selec-
9 tion of members of community college councils, the term of office, and
10 the procedure for removal and for the filling of vacancies on the
11 councils. Each community college council shall adopt bylaws providing
12 for the election of officers, establishment of meeting schedules and
13 notices, rules of procedure, and quorums.

14 (c) Members of a council serve without compensation but are
15 entitled to per diem and travel expenses authorized by law for boards
16 under AS 39.20.180.

17 (d) The provisions of AS 14.41.080(c) and AS 44.62.310 apply to
18 meetings of community college councils in the same manner and to the
19 same extent applicable to meetings of the board, its committees, and
20 subcommittees.

21 (e) A community college council acts

22 (1) in a policy-making capacity with respect to the princi-
23 pal administrative officer of each community college, coordinator of
24 an extension center, or administrator of an outreach program;

25 (2) in an advisory capacity to the chancellor and to the
26 board.

27 (f) A community college council shall review and make recommen-
28 dations

29 (1) concerning the selection of the principal

1 administrative officer of the community college, extension center, or
2 outreach program;

3 (2) concerning the proposed program budget for the commu-
4 nity college, extension center, or outreach program for each fiscal
5 year before it is submitted to the statewide administration and to the
6 board; and

7 (3) relating to the general operation and management of the
8 community college, extension center, or outreach program, including
9 but not limited to,

10 (A) planning for and review of the types and uses of
11 instructional programs and activities and types and uses of
12 facilities that the community college, extension center, or
13 outreach program should provide to meet area needs;

14 (B) the level of staffing and funding for these pro-
15 grams, activities or facilities; and

16 (C) the means of gaining support for the program of
17 the community college, extension center, or outreach program in
18 that area.

19 ARTICLE 3. ESTABLISHMENT OF COMMUNITY COLLEGES.

20 Sec. 14.41.180. ESTABLISHMENT. (a) A community college or an
21 extension center may be established by the board only in accordance
22 with the minimum criteria established by AS 14.41.190 - 14.41.200, as
23 supplemented by the board by regulation.

24 (b) The establishment or expansion of a community college or an
25 extension center may be proposed by

26 (1) the governing body of a municipality, or a school dis-
27 trict;

28 (2) petition of interested citizens in the community or
29 area to be served;

1 (3) a nonprofit corporation or association;

2 (4) the Alaska Commission on Postsecondary Education or the
3 state advisory council on community colleges created by AS 14.42.010 -
4 14.42.055;

5 (5) the Governor's Council on Vocational and Career Educa-
6 tion;

7 (6) the legislature by concurrent resolution; or

8 (7) the board.

9 Sec. 14.41.190. FEASIBILITY STUDY. (a) A new community college
10 or a new extension center may not be established until a feasibility
11 study as to the need for its establishment in the community or area to
12 be served has been completed either as directed by the board, or by a
13 proponent under AS 14.41.180(b), and approved by the board. The feasi-
14 bility study shall be submitted to the legislature and to the Alaska
15 Commission on Postsecondary Education.

16 (b) The feasibility study required in (a) of this section shall
17 include but is not limited to

18 (1) an analysis of the population and educational needs of
19 the municipality, school district or area in which the proposed com-
20 munity college is to be located;

21 (2) a description of the area to be served by the proposed
22 community college;

23 (3) estimated and projected enrollment;

24 (4) proposed core faculty and administrative staffing;

25 (5) a proposed budget for the initial fiscal year of opera-
26 tion together with a statement of sources of financial support re-
27 quired for core faculty and administrative staff, curriculum and other
28 programs and activities, and physical facilities;

29 (6) a plan for citizen involvement through a community

1 college council established under AS 14.41.170; and

2 (7) a proposed agreement with the school district, municipi-
3 pality or federal agency or a nonprofit corporation or association
4 under AS 14.41.210.

5 Sec. 14.41.200. EXTENSION CENTERS, OUTREACH PROGRAMS. If in any
6 community where a community college has been proposed the level of
7 demand for postsecondary and continuing education as determined by the
8 feasibility study required under AS 14.41.190(a) is more limited than
9 that required for the establishment of a comprehensive community
10 college program, the board may establish an extension center or an
11 outreach program either independently or in cooperation with the
12 University of Alaska, another university, a school district, a munic-
13 ipality, a nonprofit corporation or association, or an agency of the
14 federal government.

15 Sec. 14.41.210. RELATIONSHIP WITH SCHOOL DISTRICT, MUNICIPALITY,
16 FEDERAL AGENCY. (a) A community college may establish, operate and
17 maintain, or enter into a cooperative agreement with an agency of the
18 federal government, a school district, a municipality, or a nonprofit
19 corporation or association for the establishment, operation and main-
20 tenance of, appropriate public postsecondary and continuing educa-
21 tional programs and activities in community colleges, extension cen-
22 ters, outreach programs, or by other means. An agreement entered into
23 under this section shall include, but is not limited to,

24 (1) recognition that complete operational authority resides
25 with the community college, extension center, or outreach program,
26 subject to periodic reviews by the cooperating school district, munic-
27 ipality, federal agency, nonprofit corporation or association, or the
28 participating university, and appropriate reports to ensure program

1 (2) provision for cooperative planning of program and
2 facilities needs and for mutual use of facilities; and

3 (3) provision for periodic review of the agreement.

4 (b) If separate facilities are financed, constructed, or main-
5 tained from federal, state, or private funds for programs and activi-
6 ties of the community college, extension center, or outreach program,
7 the board has title to and control of the separate facilities used for
8 these purposes. If separate facilities are financed, constructed, or
9 maintained from school district, municipality, or nonprofit corpora-
10 tion or association funds for community college or extension center or
11 outreach programs and activities, the school district, municipality,
12 or nonprofit corporation or association has title to and control of
13 the separate facilities used for these purposes.

14 ARTICLE 4. FINANCE; FISCAL AND PROPERTY MANAGEMENT.

15 Sec. 14.41.230. FINANCE. (a) The board shall prepare a com-
16 plete program budget for each community college, extension center, and
17 outreach program including all courses, programs and activities re-
18 gardless of the source of funding, including but not limited to funds
19 from fees, grants, contracts, agreements, bequests, gifts, trusts, or
20 endowments.

21 (b) All funds received for community college, extension center,
22 or outreach program operations shall be administered in the manner
23 prescribed by the board by regulation.

24 Sec. 14.41.240. PROPERTY AND FUNDS GENERALLY. (a) Except as
25 otherwise provided in this chapter, the system shall hold and manage
26 all property acquired by it.

27 (b) All funds appropriated by the legislature for the establish-
28 ment, and support of the system, including the construction, opera-

1 board signed by its chairperson and secretary, be paid by the Depart-
2 ment of Administration to the treasurer of the board. The treasurer
3 of the board shall disburse these funds on properly drawn vouchers
4 signed by its chairperson and secretary, or by the administrative
5 officer of the system to whom the board delegates the performances of
6 this function.

7 Sec. 14.41.250. TRUST POSITION OF BOARD. The board may receive,
8 manage, and invest in any manner money or other property received from
9 sources other than the state legislature or federal appropriation for
10 the purpose of the system, its improvement or adornment, or the aid or
11 advantage of students or faculty, and, in general, may act as trustee
12 on behalf of the system for any of these purposes.

13 Sec. 14.41.260. ENDOWMENTS AND DONATIONS. Monetary gifts, be-
14 quests, or endowments that are made to the system for the purpose of
15 the separate trust fund created under AS 14.40.400 shall be trans-
16 ferred from the fund to the Department of Revenue. The Department of
17 Revenue shall manage that money in accordance with AS 14.40.400.
18 Title to and control or possession of land, personal property, and all
19 money other than that transferred to the Department of Revenue, that
20 is devised, bequeathed, or given to the system, shall be taken by the
21 system in its corporate capacity acting by and through the board, or
22 its authorized agent, and shall be entered in the perpetual inventory
23 of the system.

24 Sec. 14.41.270. APPLICABILITY OF STATE PROCUREMENT CODE. The
25 provisions of AS 36.30 (State Procurement Code) apply to the system,
26 except that the provisions of AS 36.30 do not apply in those cases
27 where the work is to be performed substantially by students enrolled
28 in the system. The regulations adopted by the commissioner of admin-
29

1 Sec. 14.41.280. WORKING CAPITAL RESERVE FUND. (a) There is
2 established in the treasury of the system a working capital reserve
3 fund. The fund consists of money appropriated by the legislature for
4 the purpose of providing nonlapsing current working capital for the
5 system and is not available for other use by the board.

6 (b) A quarterly report of all activity of the working capital
7 reserve fund shall be submitted to the Legislative Budget and Audit
8 Committee.

9 ARTICLE 5. GENERAL PROVISIONS.

10 Sec. 14.41.900. PROHIBITIONS. (a) A person may not be deprived
11 of the privileges or services of the system because of age, sex, race,
12 religion, color, national origin, physical handicap, marital status,
13 changes in marital status, pregnancy, or parenthood.

14 (b) Sectarian or partisan tests may not be employed or applied
15 in the appointment of board or council members, faculty, or other
16 officers or employees of the system, or in the admission of students
17 or for any purposes.

18 Sec. 14.41.910. JOINT USE OF FACILITIES REQUIRED. (a) When a
19 community college, extension center, or outreach program and the
20 University of Alaska are contiguous, adjacent or reasonably close to
21 one another, or if, on the effective date of this Act, a community
22 college constituting a part of the University of Alaska shared or
23 jointly used the same buildings and other facilities as other col-
24 leges, departments, divisions, institutes, or other units of the
25 University of Alaska, the shared or joint use of these facilities
26 shall be continued.

27 (b) For purposes of this section, "buildings or facilities" in-
28 cludes libraries, gymnasiums or other athletic facilities, auditor-

1 accommodations, laboratories, classrooms, offices, parking structures,
2 landscaping, roads, utilities, and other buildings or structures used
3 for the operation and maintenance of an institution of higher educa-
4 tion.

5 Sec. 14.41.920. LIBRARY SERVICES. Library services shall be
6 made available, and the library facility shall be open, to a community
7 or area served by a community college.

8 Sec. 14.41.930. REPORT TO THE GOVERNOR, LEGISLATURE. The board
9 shall make a written report to the governor and to the legislature at
10 the beginning of each regular session of the condition of the system's
11 property, of all receipts and expenditures, including but not limited
12 to the management of trust funds, administration and disposition of
13 appropriated and restricted funds, and of the educational and other
14 work performed.

15 Sec. 14.41.940. REGULATIONS. A community college, extension
16 center, an outreach program, or service center established under this
17 chapter independently or in cooperation with a school district, muni-
18 cipality, an agency of the federal government, or a nonprofit corpo-
19 ration or association shall be operated and maintained under regula-
20 tions adopted by the board.

21 Sec. 14.41.990. DEFINITIONS. In this chapter

22 (1) "board" means the Board of Trustees of the Alaska Com-
23 munity College System;

24 (2) "chancellor" means the chancellor of the Alaska Commu-
25 nity College System;

26 (3) "council" means a community college council appointed
27 for an individual community college or extension center;

28 (4) "outreach program" means either an off-campus educa-
29

1 or not conducted in a physical facility, designed for the conduct of
2 instruction in localities in the rural areas of the state where there
3 is no community college or extension center;

4 (5) "services" means programs or facilities that are an
5 adjunct to academic or vocational programs or courses, or that provide
6 aid to faculty, students or community, including but not limited to
7 libraries, counseling and testing, health, media, and community ser-
8 vices;

9 (6) "system" means the Alaska Community College System.

10 Sec. 14.41.995. SHORT TITLE. This chapter may be cited as the
11 Alaska Community College System Act.

12 * Sec. 3. AS 14.42.015(a) is amended to read:

13 (a) There is in the Department of Education the Alaska Commis-
14 sion on Postsecondary Education consisting of

15 (1) two members of the Board of Regents of the University
16 of Alaska designated by the members of that body;

17 (2) one person representing private higher education in the
18 state selected jointly by the Boards of Trustees of Alaska Pacific
19 University and Sheldon Jackson College from among their membership;

20 (3) one person representing the Department of Education
21 selected by the state Board of Education;

22 (4) four persons broadly and equitably representative of
23 the general public appointed by the governor;

24 (5) one member of the state Governor's [ADVISORY] Council
25 on Vocational and Career Education designated by the members of that
26 body;

27 (6) two members of the Board of Trustees of the Alaska
28 Community College System designated by the members of that body [ONE

1 COUNCILS APPOINTED BY THE GOVERNOR];

2 (7) two members from the legislature, one of whom shall be
3 appointed by the president of the senate and one by the speaker of the
4 house of representatives;

5 (8) one person appointed in accordance with (e) of this
6 section who is a full-time student as defined in AS 14.43.160(2);

7 (9) one administrator appointed by the governor from a
8 proprietary institution of postsecondary education that has an au-
9 thorization to operate in the state issued under AS 14.48.

10 * Sec. 4. AS 14.42.030(b) is amended to read:

11 (b) The commission shall

12 (1) develop a comprehensive statewide plan for coordinated
13 postsecondary education in the state and serve as the state commission
14 on postsecondary education required under sec. 1202 of Title XII of
15 the Higher Education Act of 1965, as amended by the Education Amend-
16 ments of 1972 (PL 92-318, sec. 196; 86 Stat. 324);

17 (2) [ESTABLISH A STATE ADVISORY COUNCIL ON COMMUNITY COL-
18 LEGES AND DEVELOP A COMPREHENSIVE STATEWIDE PLAN FOR THE EXPANSION AND
19 IMPROVEMENT OF THE COMMUNITY COLLEGES UNDER SEC. 1001 OF TITLE X OF
20 THE HIGHER EDUCATION ACT OF 1965, AS AMENDED BY THE EDUCATION AMEND-
21 MENTS OF 1972 (PL 92-318, SEC. 186; 86 STAT. 312, 313);

22 (3)] serve as the state agency required under secs. 105 of
23 Title I (Community Service and Continuing Education), 603 of Title VI
24 (Financial Assistance for Undergraduate Education) and 704 of
25 Title VII (Construction of Academic Facilities) of the Higher Educa-
26 tion Act of 1965 (PL 89-329; 79 Stat. 1220, 1262; 20 U.S.C. 1005,
27 1123) as authorized by sec. 1202(c) of Title XII of the Higher Educa-
28 tion Act of 1965, as amended by the Education Amendments of 1972
29

1 (3) [(4)] administer the provisions of AS 14.43.090 -
2 14.43.160 (student loan program), and serve as the student financial
3 aid committee;

4 (4) [(5)] administer the provisions of AS 14.48 (regulation
5 of postsecondary educational institutions);

6 (5) [(6)] resolve any disputes that exist or arise under a
7 consortium or other cooperative agreement between institutions of
8 public and private higher education in the state including disputes
9 regarding the transfer of credit between the University of Alaska and
10 the Alaska Community College System.

11 * Sec. 5. AS 14.43.020 is amended to read:

12 Sec. 14.43.020. APPLICATIONS FOR AND ISSUANCE AND REPORT OF
13 CERTIFICATES. A certificate shall be applied for and issued to a
14 graduate before August 2 of each year and shall be reported immedi-
15 ately to the registrar of the University of Alaska or of the Alaska
16 Community College System by the superintendent or principal issuing
17 it.

18 * Sec. 6. AS 36.30.990(1) is amended to read:

19 (1) "agency" means a department, institution, board, com-
20 mission, division, authority, public corporation, the Alaska Pioneers'
21 Home, the Alaska Community College Svstem, or other administrative
22 unit of the executive branch of state government, except for the
23 University of Alaska, the Alaska State Building Authority and the
24 Alaska Railroad Corporation; it does not include a regional Native
25 housing authority created under AS 18.55.996, or a regional electrical
26 authority created under AS 18.57.020;

27 * Sec. 7. AS 37.05 is amended by adding a new section to read:

28 Sec. 37.05.307. APPLICABILITY TO ALASKA COMMUNITY COLLEGE SYS-
29

1 of the functions under this chapter as they relate to the Alaska
2 Community College System to the Board of Trustees of the Alaska Commu-
3 nity College System and set out the criteria and guidelines which
4 shall be followed. The commissioner shall direct necessary stipula-
5 tions and exercise monitoring responsibility for conformance through
6 the Board of Trustees of the Alaska Community College System.

7 * Sec. 8. AS 39.25.110(5) is amended to read:

8 (5) officers and employees of the University of Alaska and
9 the Alaska Community College System;

10 * Sec. 9. AS 39.50.200(b) is amended by adding a new paragraph to read:

11 (49) Alaska Community College System Board of Trustees
12 (AS 14.42.020).

13 * Sec. 10. AS 14.40.560 - 14.40.640 are repealed.

14 * Sec. 11. TRANSITION. (a) Under the direction of the Alaska Commis-
15 sion on Postsecondary Education and in cooperation with the Department of
16 Administration and the Department of Revenue, the Board of Regents of the
17 University of Alaska shall redistribute or transfer the property, assets
18 and state or federal funds of the University of Alaska relating to the
19 operation, maintenance, and support of the community colleges within the
20 university to the Alaska Community College System and enter into consortial
21 agreements for the joint use of educational facilities and support services
22 with educational institutions and jurisdictions.

23 (b) Litigation, hearings, investigations, and other proceedings pend-
24 ing under a law amended for functions that may be transferred by this Act
25 continue in effect and may be continued and completed notwithstanding a
26 transfer or amendment provided for in this Act. Certificates, orders,
27 rules, or regulations issued or filed under authority of a law amended by
28 this Act or functions that may be transferred by this Act, remain in effect
29 for the term issued unless revoked, amended, or otherwise modified under

1 the provisions of this Act. Contracts or other obligations created by a
2 law amended by this Act or by virtue of functions that may be transferred
3 by this Act, and in effect on the effective date of this Act, remain in
4 effect unless revoked or modified under the provisions of this Act.

5 (c) Faculty, staff, officers, or employees in the community colleges
6 of the University of Alaska, or those statewide or regional faculty, staff,
7 officers, or employees of the university whose functions, powers, duties,
8 and responsibilities relate in whole or in the major part to community
9 colleges and who were employed on the effective date of this Act shall be
10 terminated by the University of Alaska and shall be rehired by the Alaska
11 Community College System. The Alaska Commission on Postsecondary Education
12 shall assist those community college faculty, staff, officers, or employees
13 of the University of Alaska who are not transferred in finding positions
14 for which they are qualified.

15 (d) The Board of Trustees of the Alaska Community College System
16 succeeds the Board of Regents of the University of Alaska as a party to an
17 existing cooperative agreement between the Board of Regents of the Univer-
18 sity of Alaska and a school district, municipality, or an agency of the
19 federal government, or a nonprofit corporation or association with respect
20 to the establishment, operation, and maintenance of a community college or
21 an extension center. An agreement in effect on the effective date of this
22 Act shall remain in effect until its agreed expiration and may be modified
23 or extended by mutual agreement unless, before the agreed expiration, it is
24 mutually cancelled by the contracting parties in accordance with law.

25 (e) Programs, courses, and services offered by the community colleges
26 of the University of Alaska as of July 1, 1987, shall be transferred to the
27 Alaska Community College System.

28 * Sec. 12. APPOINTMENT OF INITIAL FACULTY AND STUDENT MEMBERS. (a)

29 Notwithstanding AS 14.41.030, enacted by sec. 2 of this Act, the governor

1 may appoint the initial member of the Board of Trustees from among the
2 full-time members of the faculty of the Alaska Community College System
3 without regard to prior nomination by the Board of Trustees. The faculty
4 member serves the term provided in AS 14.41.050(b).

5 (b) Notwithstanding AS 14.41.040(a), enacted by sec. 2 of this Act,
6 the governor may appoint the initial member of the Board of Trustees from
7 among the full-time students of the Alaska Community College System qual-
8 ified under AS 14.41.040(b) without regard to prior nomination by election.
9 The student member serves the term provided in AS 14.41.050(b).

10 * Sec. 13. This Act takes effect July 1, 1987.
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COMMUNITY COLLEGE COALITION OF ALASKA, INC.

6311 DEBARR ROAD, SUITE #144
ANCHORAGE, ALASKA 99504-1799
(907) 337-6655

March 24, 1987

The Honorable Governor Steve Cowper
Honorable Members of the Alaska State House & Senate
Pouch V
Juneau, Alaska 99811

Dear Legislator:

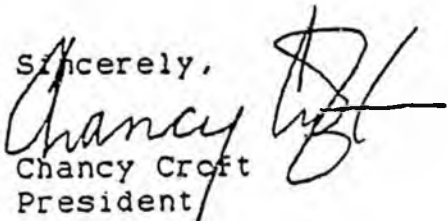
Enclosed you will find a copy of the fiscal note which was requested by the Legislature.

Several meetings have taken place between representatives of the Community College Coalition of Alaska, The Association of Community College Councils Inc., and the University of Alaska. During these meetings general agreement was reached by all parties on a number of key issues. The Coalition and the Association have agreed on all figures and present here identical proposals.

Although we do not expect that the University will agree with all the details found in this fiscal note, we are confident that the meetings have produced a level of understanding which should lead all parties to be discussing the same kinds of costs in similar ways.

I hope this will aid you in reaching a decision on this most critical matter.

Sincerely,


Chancy Croft
President

COMMUNITY COLLEGE COALITION OF ALASKA, INC.

6311 DEBARR ROAD, SUITE #144
ANCHORAGE, ALASKA 99504-1799
(907) 337-6655

The attached exhibits represent the fiscal impact of separating the Community College system from the University of Alaska. This proposal is made jointly by the Community College Coalition of Alaska, and the Association of Community College Councils Inc. after consultation with the University of Alaska.

Exhibit A is the allocation of FY87 (current year) general fund budgets between the University System and the Community College System. These totals serve as the starting point for Exhibit B which identifies the proposed funding for the separate systems within the level recommended in Governor Cowpers FY88 request. To achieve this level, the Community College System would absorb a \$2,280,000 budget reduction in the form of salary reductions, and an additional \$2,927,300 reduction through administrative reorganization. We believe this can be accomplished with little impact on instructional budgets.

We believe that separation of the Community College System along with these proposed fiscal impacts to be a better plan for the people of Alaska for the following reasons:

- This plan will maintain the autonomy of the Community Colleges, making them more responsive to their local communities.
- This plan will retain the identity, mission, faculty, programs and cohesiveness which has characterized the community colleges in Alaska.
- This plan requires no new accreditation compared with the significant cost and manpower associated with the substantive accreditation effort required of the "new institutions".
- This plan involves no new costs to the students as there are no plans to increase tuition.
- This plan could be accomplished and the reorganization completed within one year; considerably shorter than the time/frame associated with the merger plan.
- This plan does not require or request one time funds for restructuring.
- The new Community College System would operate on less funds (\$36,827.) than is currently provided for Community Colleges (\$41,003.30), plus a 30% share of the statewide budget (\$4,599.6)
- The Community College system would continue to offer quality education at the lowest cost per FTE in the University System.

EXHIBIT A

Allocation of FY87 revised GF Budget between University System and Community College System.

	UA STATEWIDE	UNIV. SYSTEM	COMM.COLLG. SYSTEM	TOTAL
FY87 Revised GF Budget				
Statewide Programs	11,059.2			11,059.2
ACCFT	188.6			118.6
GNOSIS	222.6			222.6
Organized Research		11,643.4		11,643.4
UA Fairbanks		45,182.0		45,182.0
AEIDC		301.1		301.1
UA - Anchorage		21,304.7		21,304.7
UA - Juneau		8,313.3		8,313.3
Anchorage Comm.College			15,965.7	15,965.7
C.C. Statewide			2,781.3	2,781.3
Centr Innovative Ins.& Distr. Ed.			458.8	458.8
Chukchi CC			919.3	919.3
Cooperative Extension		3,976.8		3,976.8
Fisheries Indus.Tech.Ctr		546.3		546.3
Islands Comm. College			1,344.0	1,344.0
Kenai Peninsula Comm Col			2,773.4	2,773.4
Ketchikan Comm College			1,413.6	1,413.6
Kodiak Community College			1,679.7	1,679.7
Kuskokwim Comm. College			3,065.7	3,065.7
Mat-Su Community College			1,936.0	1,936.0
Northwest Comm College			1,329.8	1,329.8
Prince William Sound CC			1,079.1	1,079.1
Rural Education			2,305.0	2,305.0
Tanana Valley Comm Col.			3,951.9	3,951.9
Totals	11,470.4	91,267.6	41,003.3	143,741.3

EXHIBIT B

Reconciliation from FY87 GF Budget to FY86 Governor's Budget.

	TOTAL	U OF A STATEWIDE	UNIVERSITY SYSTEM	COMM COLLEGE SYSTEM
FY87 revised GF Budget	\$143,741.3	\$11,470.4	\$91,267.6	\$41,003.3
Internal Transfer & Changes:				
Restore FY87 one-time Reductions	+ 6,785.4	+ 319.6	+ 4,627.4	+ 1,838.4
Changes in PERS/TRS, new facilities interest income, risk management and other misc.	+ 2,931.0	+ 4,182.1	- 443.7	- 807.4
Subtotal	\$153,457.7	\$ 15,972.1	\$95,451.3	\$42,034.3
Reductions to meet Governor's Request				
Salary Reduction	- 8,000.0*	- 640.0	- 5,080.0	- 2,280.0
Other required cuts	- 9,757.7**	-	- 6,830.4	- 2,927.3
Governor's Request	\$135,700.0	\$15,332.1	\$83,540.9	\$36,827.0
Allocation of Statewide to Comm. College Admin.		- 4,599.6**		+ 4,599.6
	\$135,700.0	\$10,732.5	\$83,540.9	\$41,426.6

* allocation based on each unit % of GF budget (8%, 63.5%, 28.5%)

** allocation based on ratio of Univ. System GF budget to cc System GF budget (30%)



AACC INC

Dall Phillips-President
Mike Andrews -Vice-President
Richard Angel-Secretary/
Treasurer

BOX 3304
HOMER ALASKA 99603
PHONE: 907-235-6748

COUNCILS

ACC
ICC
KPOC
KEDC
KUDC
TVCC

March 23, 1987

The Honorable Governor Steve Cowper
Honorable Members of the Alaska State House & Senate
Fouch V, MS3100
Juneau, Alaska 99801

Governor Cowper and Ladies and Gentlemen of the Legislature:

The attached exhibits represent the fiscal impact of separating the Community College system from the University system, as proposed by the Alaska Association of Community College Councils.

Exhibit A details the allocation of the FY87 (current year) general fund budgets between the University system and the Community College system. These totals serve as the starting point for Exhibit B, which identifies the proposed funding for the separate systems within the level recommended in Governor Cowper's FY88 request. To achieve this level, the Community College System would absorb a \$2,280,000 budget reduction in the form of salary reductions, and an additional \$2,927,300 reduction through administrative reorganization. We believe this can be accomplished with little impact on instructional budgets.

We further believe that separation of the Community College System, along with these proposed fiscal impacts, to be a better plan for the people of Alaska for the following reasons:

- This Plan will maintain the autonomy of the Community Colleges, making them more responsive to their local communities.
- This Plan will retain the identity, mission, faculty, programs and cohesiveness which has characterized the Community Colleges in Alaska.
- This Plan requires no new accreditation compared with the significant cost and manpower associated with the substantive accreditation effort required of the "new institutions".
- This Plan involves no new costs to the students, as there is no need to increase tuitions (in comparison to the increase required under the merger plan).
- This Plan could be accomplished and the reorganization completed within one year - a considerably shorter time frame than has been predicted with the merger plan.

AN ORGANIZATION OF STATE WIDE
COMMUNITY COLLEGE COUNCILS



AACC INC

Gail Phillips-President
Mike Andrews -Vice-President
Richard Angel-Secretary/
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PHONE: 907-235-6748

Page -2-
March 23, 1987

- This Plan does not require nor request one-time funds for the purpose of restructuring.
- The new Community College System would operate on less funds (\$36,827,000) than is currently provided for Community Colleges (\$41,003,300), plus a 30% share of the Statewide budget (\$4,599,600).
- The Community College System would continue to offer quality education at the lowest cost per FTE in the University System.

Our organization will have members in Juneau to testify, with this fiscal note, before the House HESS Committee on March 27th and we will be in Juneau again on April 6th for the Senate HESS Forum. Please feel free to contact any member of our organization for details and further information you may wish to have. I can always be reached in Homer at 235-6748. Thanks so much for your consideration of this Separation Plan.

Sincerely,

Gail Phillips
President - AACC

Attachments:

Exhibit A
Exhibit B



ACCC INC

Gail Phillips-President
Mike Andrews -Vice-President
Richard Angel-Secretary/
Treasurer

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HOMER ALASKA 99603
PHONE: 907-235-6748

The attached exhibits represent the fiscal impact of separating the Community College system from the University of Alaska. This proposal is made jointly by the Community College Coalition of Alaska, and the Association of Community College Councils Inc. after consultation with the University of Alaska.

Exhibit A is the allocation of FY87 (current year) general fund budgets between the University System and the Community College System. These totals serve as the starting point for Exhibit B which identifies the proposed funding for the separate systems within the level recommended in Governor Cowpers FY88 request. To achieve this level, the Community College System would absorb a \$2,280,000 budget reduction in the form of salary reductions, and an additional \$2,927,300 reduction through administrative reorganization. We believe this can be accomplished with little impact on instructional budgets.

We believe that separation of the Community College System along with these proposed fiscal impacts to be a better plan for the people of Alaska for the following reasons:

- This plan will maintain the autonomy of the Community Colleges, making them more responsive to their local communities.
- This plan will retain the identity, mission, faculty, programs and cohesiveness which has characterized the community colleges in Alaska.
- This plan requires no new accreditation compared with the significant cost and manpower associated with the substantive accreditation effort required of the "new institutions".
- This plan involves no new costs to the students as there are no plans to increase tuition.
- This plan could be accomplished and the reorganization completed within one year; considerably shorter than the time/frame associated with the merger plan.
- This plan does not require or request one time funds for restructuring.
- The new Community College System would operate on less funds (\$36,827.) than is currently provided for Community Colleges (\$41,003.30), plus a 30% share of the statewide budget (\$4,599.6)
- The Community College system would continue to offer quality education at the lowest cost per FTE in the University System.

AN ORGANIZATION OF STATE WIDE
COMMUNITY COLLEGE COUNCILS

EXHIBIT A

Allocation of FY87 revised GF Budget between University System and Community College System.

	UA STATEWIDE	UNIV. SYSTEM	COMM. COLLG. SYSTEM	TOTAL
FY87 Revised GF Budget				
Statewide Programs	11,059.2			11,059.2
ACCFT	188.6			118.6
GNOSIS	222.6			222.6
Organized Research		11,643.4		11,643.4
UA Fairbanks		45,182.0		45,182.0
AEIDC		301.1		301.1
UA - Anchorage		21,304.7		21,304.7
UA - Juneau		8,313.3		8,313.3
Anchorage Comm. College			15,965.7	15,965.7
C.C. Statewide			2,781.3	2,781.3
Centr Innovative Ins. & Distr. Ed.			458.8	458.8
Chukchi CC			919.3	919.3
Cooperative Extension		3,976.8		3,976.8
Fisheries Indus. Tech. Ctr		546.3		546.3
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Changes in PERS/TRS, new facilities interest income, risk management and other misc.	+ 2,931.0	+ 4,182.1	- 443.7	- 807.4
Subtotal	\$153,457.7	\$ 15,972.1	\$95,451.3	\$42,034.3
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Governor's Request	\$135,700.0	\$15,332.1	\$83,540.9	\$36,827.0
Allocation of Statewide to Comm. College Admin.		- 4,599.6**		+ 4,599.6
	\$135,700.0	\$10,732.5	\$83,540.9	\$41,426.6

* allocation based on each unit % of GF budget (8%, 63.5%, 28.5%)

** allocation based on ratio of Univ. System GF budget to cc System GF budget (30%)



UNIVERSITY OF ALASKA

Community Colleges, Rural Education and Extension

Office of the Chancellor
786-4620

March 17, 1987

Members of the Alaska State Legislature:

Enclosed is a study which I am happy to make available for you to review. The study was conducted by Eastern Kentucky University in cooperation with the American Association of State Colleges and Universities and the National Association of State Universities and Land-Grant Colleges. The study provides an indication of the current involvement of public four-year colleges and universities in technical education programs of less-than-baccalaureate level. It shows that there has been a rapid growth in programs and enrollments and that an increasing number of institutions have made commitments to these successful programs.

I bring this study to your attention in light of the current controversy which has arisen within the University of Alaska as it attempts to restructure its statewide system due to the drastic budget reductions it has sustained. As you know, the University's restructuring plan calls for the merging of its community colleges and the university centers in order to reduce administrative costs and unnecessary duplicated services. Thus, there will be three rather than fourteen separately accredited institutions resulting in significant savings with less diminution of services to local communities.

Some community college people are opposed to this merger and have urged for separating the community colleges from the University of Alaska and creating a separate system. A major contention of theirs is that the mission and programs of the community colleges cannot and will not survive under a university umbrella. On the contrary, I know it is possible to offer associate, baccalaureate and graduate level programs through a university. For instance, this study clearly indicates that over 200 institutions across the country offer excellent, long-standing community college type programs.





UNIVERSITY OF ALASKA

Community Colleges, Rural Education and Extension

I urge you to review the study and also the testimonies of Dr. John Rowlett to the US senate and House regarding vocational education. If there are any questions or concerns please contact me and I will be happy to discuss them with you. Also, I am sure Dr. Rowlett would be available for comment.

Thank you for your time and consideration. I know that we are all sincerely concerned about providing the best educational services possible for our Alaskan residents.

Sincerely,

M. O. Looney
Chancellor

jp

Enclosure

Highlights from report "Less-Than-Baccalaureate Level Technical Education Programs in Four-Year Colleges & Universities"

STATUS OF CURRENT TECHNICAL EDUCATION PROGRAMS (1981 STUDY)-

- * Of the 404 participating institutions in the study, 287 (71%) offered technical education programs
- * 102 (25.2%) of them offered technical education at baccalaureate level only
- * Overall, the number of institutions offering less-than-baccalaureate level technical education increased from 142 in 1971 to 185 in 1981 (30.2% overall increase)
- * 2179 less-than-baccalaureate level technical education programs were offered in 1981. This indicates a significant increase of 98.6% over 1971 with 1097.
78.2% were 2 yr. programs
10.9% were 1 yr. programs
- * Number of 2 year technical education programs increased 98.1% since 1971. Number of institutions offering 2 year programs increased 35.6% since 1971
- * AASCU institutions exhibited highest portion of changes from 1971 - 1981: 119.5%. NASULGC increased by 60.7%

STUDENT ENROLLMENT IN PRESENT PROGRAMS (1981 STUDY):

- * 120,860 reported for less-than-baccalaureate level programs in 1981
- * Number of total enrollments in 1981 represents 111.5% over 1971
- * In 2 year programs, 100.5% rise from 1971-1981
- * Great majority of all enrollments were in 2 year programs 87.6%

ADDITION OR EXPANSION OF LESS-THAN-BACCALAUREATE LEVEL TECHNICAL EDUCATION PROGRAMS IN INSTITUTIONS CURRENTLY OFFERING SUCH PROGRAMS (1981 STUDY):

- * Institutions were asked if they planned to add or expand additional programs by 1985. Responses were:
 - 41% plan to add; 37.2% do not plan to add; 21.6% did not know or did not respond

When asked why, the main reasons were: insufficient funds; sufficient programs were available; insufficient demand for more programs

ADDITION OF LESS-THAN-BACCALAUREATE LEVEL TECHNICAL PROGRAMS IN INSTITUTIONS NOT PRESENTLY OFFERING SUCH PROGRAMS (1981 STUDY):

- * Very few of the 223 institutions not currently offering programs planned to add them by 1985
- Two main reasons given were: 1) technical education is not a function of the current institution's purpose
2) technical education was a function delegated to other institutions

CONCLUSIONS:

- * AASCU & NASULGC -continue to be involved to a considerable extent in providing technical programs of less-than-baccalaureate level
- involvement increased significantly between 1971-1975; continued, but at a lower level to 1981
- * overall enrollments in less-than-baccalaureate level technical programs increased dramatically between 1971-1981
- trend is clear in AASCU but with NASULGC, there has been some decline since 1975
- * 2 year technical programs constitute the greatest portion of less-than-baccalaureate level programs

Highlights
pg. 3

- * enrollments in 2 year technical programs constitute the majority
- * further substantial increases in both program and enrollments will not continue and a leveling trend is expected in the next several years
- * commitment of both AASCU & NASULGC institutions to provide less-than-baccalaureate level programs has been sustained and is expected to continue at or above current levels

(Note: For excellent overview of the report refer to sections called "Significant Findings" (pg. 23), "Trends" (pg. 25), and "Conclusions" (pg. 28))

###

HOUSE HESS HEARING ON CSHB 107
March 27, 1987

Committee Members:

In Juneau: Reps. Ellis (Chair), Gruenberg, Hanley, Hudson and
Phillips
In Fairbanks: Rep. Koponen
In Anchorage: Rep. Donley

Individuals invited to respond to questions regarding vo-tech
education and centralization/autonomy of community colleges:

Robert Booher, Director, Alaska Vocational Technical Center
Seward. (should go first, has to catch a plane)
* in Juneau *

Marv Looney, Director, Community Colleges, rural Education and
Extension, CCREE
* in Anchorage *

Herb Lyon, Chancellor, Anchorage CC
* in Anchorage *

Linn Johnson, Director of Instructional Support, Chukchi CC
* in Kotzebue *

Jerry Covey, Asst. Superintendent, Northwest Arctic Schools
* in Kotzebue *

Bob Ginn, Business Manager, Islands CC
* in Sitka *

Lester Vierra, President, Kenai CC
* in Soldotna *

John Menzie, President, Ketchikan CC
* in Ketchikan *

Carolyn Floyd, President, Kodiak CC
* in Kodiak *

Gene Portola, Advisory Council Chair, Kuskokwim CC
* in Bethel *

Pete Probasco, Advisory Council, Mat-Su CC
* in Palmer *

Bob Rubadeau, Advisory Council Chair, Northwest CC
* in Nome *

John Devens, President, Prince William Sound CC
* in Valdez *

Mike Metty, President, Tanana Valley CC
* in Fairbanks *

John Roulette, Vice President for Academic Affairs and
Research, Eastern Kentucky University, (about 9 am)
* in Richmoni, Kentucky *

Donald Behrend, Provost and Vice President for Academic
Affairs, University of Alaska
* in Fairbanks *

Lisa Parker, Mining and Petroleum Training Service
* in Anchorage *

John Douglas, Mining and Petroleum Training Service
* in Kenai *

Individuals to respond to questions regarding fiscal notes on
CSHB 107:

All of the above as necessary

Brian Rodgers, Director of Budget Development, U of A
* in Fairbanks *

Bob Maloney, Accounting Teacher, Community College Coalition
of Alaska
* in Anchorage *

Gail Phillips, President, Association of Community College
Councils
* in Soldotna *



ALASKA STATE LEGISLATURE
HOUSE OF REPRESENTATIVES
RESEARCH AGENCY

P.O. Box Y, State Capitol
Juneau, Alaska 99811-3100
Mail Stop 3100
(907) 465-3991

October 22, 1986

MEMORANDUM

TO:

FROM: Mary Jennings
Legislative Analyst

RE: Separation of the University of Alaska and the Community Colleges
Research Request 87.027

You requested an historical analysis of bills addressing the issue of separation of the community colleges from the University of Alaska system. A discussion of the pros and cons of separation is also provided in this memorandum.

Legislative History¹

The original Community College Act was passed by the Territorial Legislature in 1953. It stated that a qualified school district could establish, operate and maintain a community college "in conjunction with" the University of Alaska. The language of the act caused confusion about whether the University or the school districts were to have ultimate authority over the colleges. In 1962, a recommendation by a special legislative committee resulted in a revised version of the Community College Act which states that the university will establish, maintain and

¹The legislative history for the years 1970 through 1979 is a synopsis of a section of a report prepared by the Community College Interim Committee, February, 1981.

October 22, 1986

Page 2

operate community colleges in cooperation with local school districts or other political subdivisions. The act has not been amended since 1962, although several bills have been introduced in the legislature during the past 24 years that would give the colleges more independence.²

During 1970, HB 701 and SB 487 were introduced. House Bill 701 would have created an individual board of regents for each community college. The colleges would have remained a part of the larger university system, and each college board would have been under the jurisdiction of the University Board of Regents. Senate Bill 407 would have created a more autonomous community college system headed by a provost, although the system would have remained under the jurisdiction of the University Regents. Neither bill reached the floor.

During the interim months between the 1971 and 1972 sessions, the legislature established a committee to examine the function of and needs for higher education in the state. The committee hired the consulting firm of McLean and Associates, which prepared reports over the course of the next four years to advise the State on how to improve its delivery of higher education. The first report, submitted in January of 1972, recommended that the University Regents be retained as the single governing body for all State-aided higher education. The report also noted, however, that many Alaskans felt that the University administration was more committed to central campuses than to community colleges. The report recommended that community colleges, while remaining a component of the statewide system, should allow administrative policy to be set by college presidents. During 1972, the Interim Committee on Higher Education introduced two pieces of legislation, HCR 23 and HB 606. House Concurrent Resolution 23 urged the Regents to recognize community colleges and university campuses in the same community as equal components. House Bill 606 contained several provisions to upgrade the community colleges in the University hierarchy.

²Originally, the organizational structure of the university provided for a chancellor of community colleges who--along with three other chancellors responsible for the Anchorage, Fairbanks and Juneau campuses-- reported to the president of the University system. The structure of the University was changed by a vote of the Board of Regents in 1982. The Anchorage Community College was upgraded to a major administrative unit and the president of the college was upgraded to a chancellor. Today, the organizational structure is made up of five chancellors, one for each of the campuses at Juneau, Anchorage, Fairbanks, Anchorage Community College, and a chancellor of Community Colleges Rural Education Extension (CCREE).

October 22, 1986

Page 3

Like its predecessor, SB 487, it provided for a community college system under a provost within the University family. Both bills remained in committee. Also during 1972, Representative Hohman introduced HB 636, which proposed to separate the community colleges from the University system and put them under the jurisdiction of the State Department of Education. House Bill 636 passed the House but did not reach the floor of the Senate.

McLean and Associates submitted a report at the beginning of the 1974 session which again recommended that the University Regents remain the sole authority governing postsecondary education and called for minimum criteria for establishing new community colleges. The report also suggested that the college directors should be more involved in policy, program and budgetary decision-making. In conjunction with the report, the Interim Committee on Higher Education introduced HB 541. It provided for the establishment of community colleges by the Regents through contractual agreement with a school district or a municipality. The bill passed the House but remained in Senate committee. Also in 1974, SB 239, which would have established a University vice president for rural education and native affairs, was introduced. The bill was in the Senate Finance Committee at the end of the legislative session.

House Bill 144 and Senate Bill 162, introduced in 1975, were similar to the 1974 bill, HB 541. The main difference was that the new bills would have created a University vice president whose sole responsibility would be administration of the community colleges. When the bills were introduced, the interim committee stated that unless this type of administrative arrangement was established, a great deal of pressure may be brought on the legislature to separate the community colleges from the University system. The final report submitted by McLean and Associates in 1976 called for an autonomous community college within three years. The report stated that the community colleges had matured to the point where they could operate on their own. Senate Bill 658, introduced in 1976, would have created a board of governors that would have had authority over a chancellor of community colleges. The bill did not appear likely to pass, so Senator Croft, the sponsor, and other proponents joined forces with the supporters of HB 144 in an attempt to bring about its passage. It passed the House and was reported out of various Senate committees, but did not gain Senate approval.

The 1977 session again saw the introduction of the Croft autonomy bill, Senate Bill 294/House Bill 410. It had several co-sponsors and was functionally the same as the previous legislation. Another bill introduced in 1977, HB 415, would essentially have made all public postsecondary campuses into mini-universities. These bills were not reported out of committees. During 1978, HB 891, introduced by the House Finance Committee, revived the HB 415 arrangement. The bill remained in the House Rules Committee.

October 22, 1986

Page 4

During 1979, HB 651, was introduced in the House along with companion legislation SB 483 in the Senate. The bills called for an autonomous community college system governed by a board of trustees, including one member of the community college faculty and one community college student. When HB 651 stalled in the Senate Health Education and Social Services Committee, the bill's proponents prepared a committee substitute that called for a study of community college governance. Although the bill failed to pass the Senate, the Legislative Council authorized the study to be conducted.

During the 1981 session, HB 375 was introduced by the Community College Interim Committee. The bill would have made community colleges a separate component of the University system under the Board of Regents. It would have required regents to appoint a community college system president and allow the president of the community college system as well as the president of the University centers to attend meetings of the regents. The bill remained in committee.

The most recent bill proposing the separation of community colleges from the University system was HB 260, introduced during 1983 by Representative Lindauer. The bill would have established community colleges within the State Department of Education as parts of a comprehensive statewide system. The bill proposed to appoint a chancellor of the community colleges under the jurisdiction the State Board of Education. The bill was not reported out of committee.

Pros and Cons

In order to assess the pros and cons of the separation of community colleges from the University system, I contacted various community college and university administrators for their views on the issue.³ A view expressed by many was that separation would result in additional administration which would mean a request for additional funding that is not likely to be available. In disagreement, one administrator stated that separate systems would not mean an increase in administration, but merely a transfer of existing administrative duties.

³There are several different organizational arrangements that exist in other states in which community colleges are autonomous from university systems (see Attachment A). For the purpose of analyzing the pros and cons of a separate system, the scenario of a separate board of regents for community colleges was used.

October 22, 1986

Page 5

One administrator said that a centralized system uses funds more efficiently than would be possible under separate systems. In contrast, one administrator felt that the competition for funds under a two-board system would promote a more efficient delivery of higher education in the state. The administrator said that with two systems, program cost comparison would be made, and the competition would ultimately result in lower costs.

Some individuals stated that separate systems would create problems for students wanting to transfer credits between a community college and a part of the University system. However, problems of this nature already exist. Concern also exists that separate systems would result in an overlapping or duplication of programs. One administrator stated that while more populous states, such as California, have multiple systems, the relatively small population of Alaska seems best served by one coordinated system.

A viewpoint expressed in support of the adoption of separate systems was that community colleges are geared towards the needs of individual communities and that a separate board would be more responsive to these needs. In response to this view, an administrator stated that a unified system is more efficient at meeting local needs because resources are better coordinated and dispersed to all areas of the state. Many administrators felt that centralization offers better delivery of technical programs such as audio conferences and computer services.

* * * *

I hope you find this information useful. If you have any questions, please feel free to contact our office.

Attachment

GOVERNANCE STRUCTURE FOR THE COMMUNITY COLLEGES
IN THE FIFTY UNITED STATES

The postsecondary educational structures of the fifty states display a great deal of diversity. Clearly, there is no single pattern for governance or coordination in the state systems. Examination of the relationship of community colleges within these systems also reveals a variety of patterns. However, the following descriptors can be used to categorize the structures into a few general classifications:

I. Community College governance or coordination exists separate from other public higher education.

The most common structure is to assign responsibility for community college governance or coordination under a separate board or boards. Thirty states have adopted this approach (Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Illinois, Indiana, Iowa, Kansas, Maine, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Nebraska, New Hampshire, New Jersey, North Carolina, Oregon, Pennsylvania, Tennessee*, Texas, Virginia, Washington, Wisconsin, Wyoming).

*The governing board that governs the Tennessee Community Colleges also governs several senior institutions.

II. Community Colleges are under an all-encompassing educational agency--Kindergarten through postsecondary.

In two states the community colleges are governed or coordinated by one board that is designated as having responsibility for all public education--K-12, Voc-Tech, and Postsecondary (Idaho, Rhode Island).

III. Community Colleges are under an all-encompassing coordinating or governing agency for postsecondary education only.

In six states there is one board designated as having responsibility for all postsecondary education (Georgia, Montana, North Dakota, Utah, Vermont*, West Virginia).

*The responsibility for the governance of post-secondary education in Vermont is shared by two boards.

IV. Community College governance or coordination is divided between two or more agencies.

Seven states provide governance for community colleges by sharing the responsibility with two or more agencies, many of which also govern senior institutions (Louisiana, Minnesota, New Mexico, New York, Ohio, Oklahoma, South Carolina).

V. Community Colleges are exclusively part of the university.

Four states are structured such that the public community colleges are exclusively part of a public university (Alaska, Hawaii, Kentucky, Nevada). In Kentucky there are a number of governing boards for the four year institutions but the community colleges are all part of the University of Kentucky.

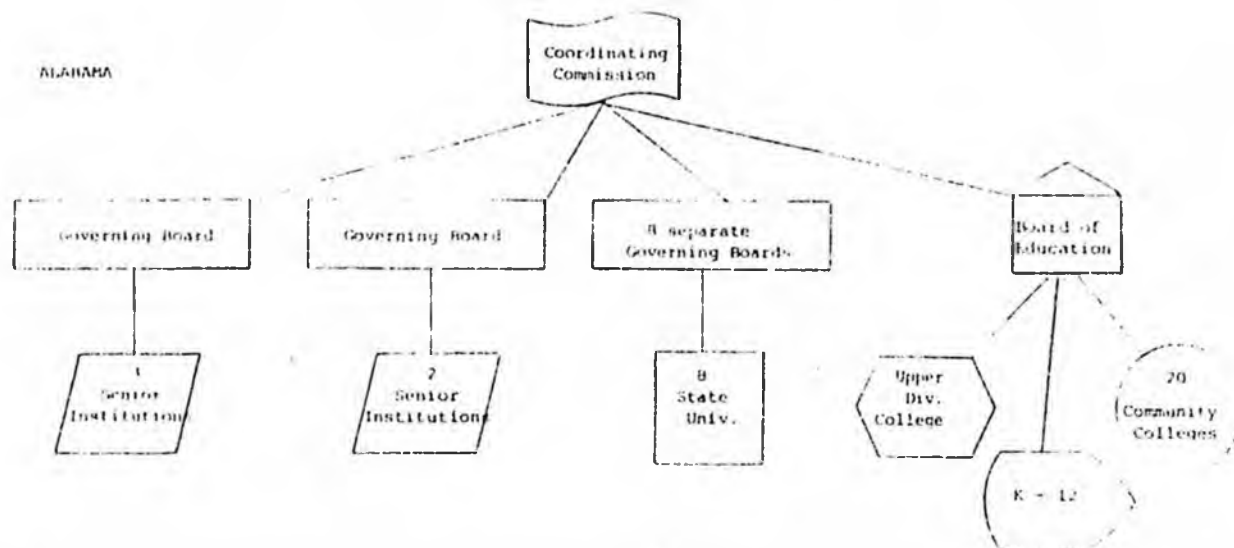
VI. No Community Colleges.

Only one state has no community colleges (South Dakota).

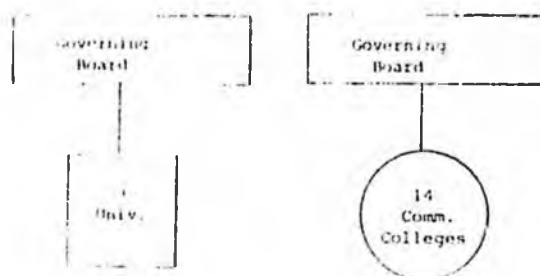
The diagrams on the following pages are presented to illustrate the organizational patterns for each category.

1. Community College governance or coordination exists separate from other public higher education.

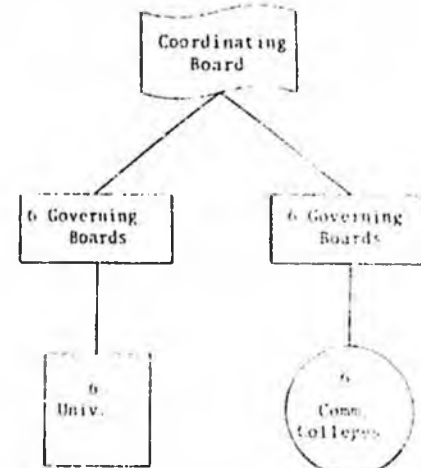
ALABAMA



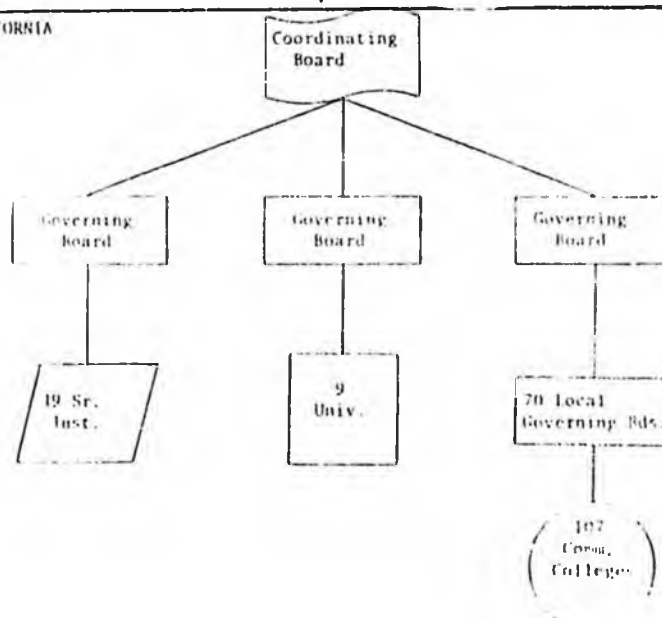
ARKANSAS



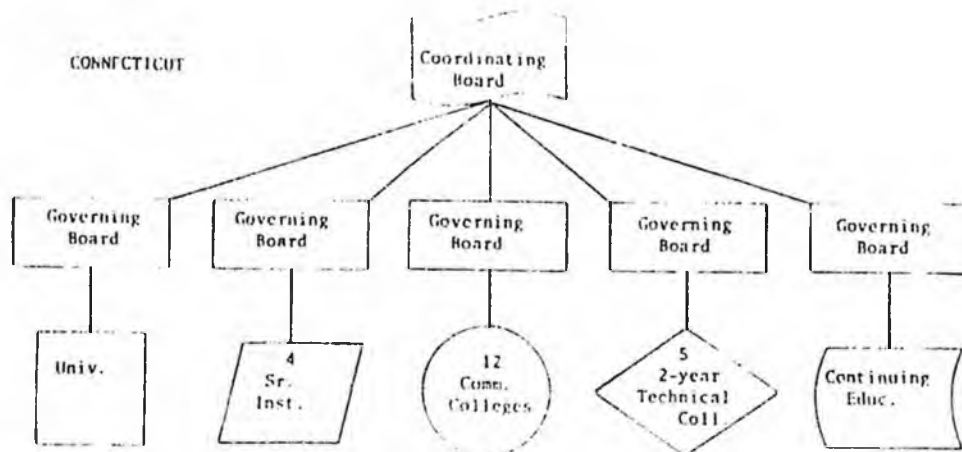
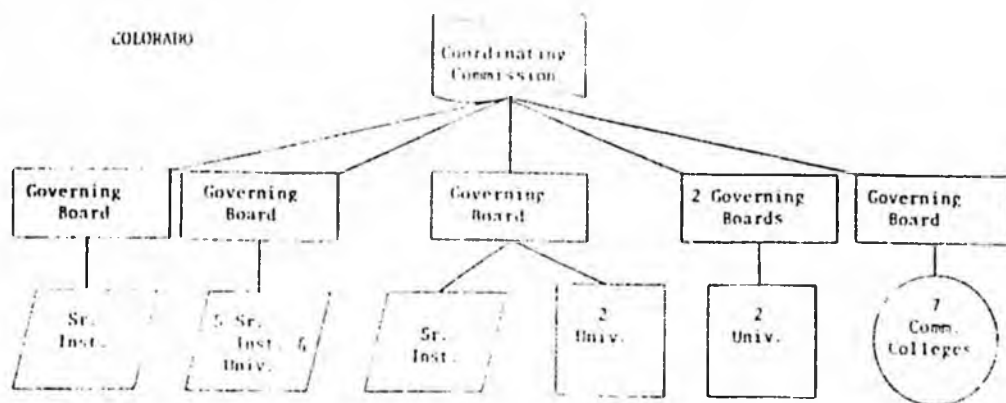
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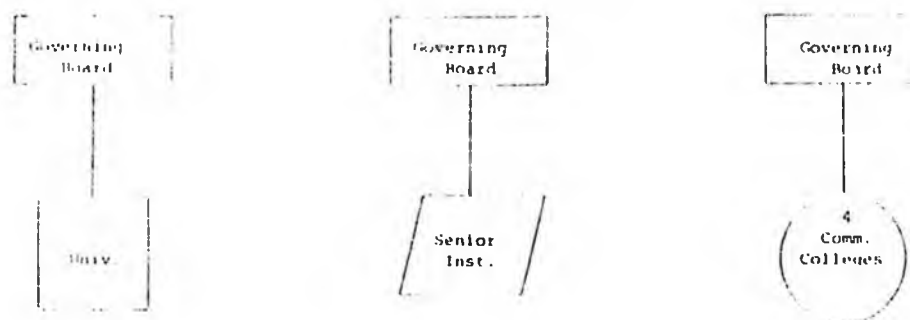
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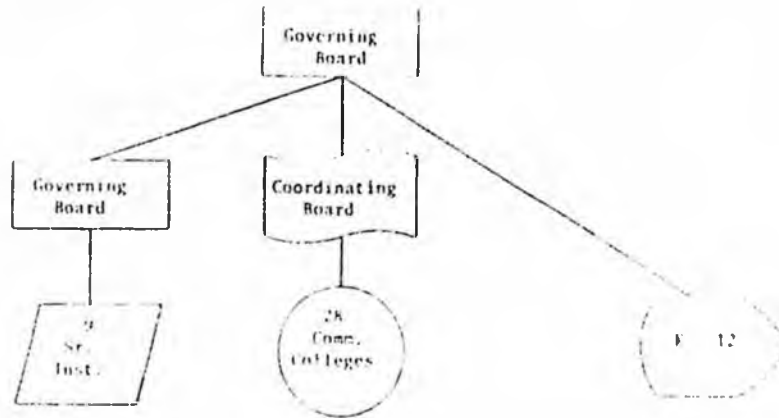


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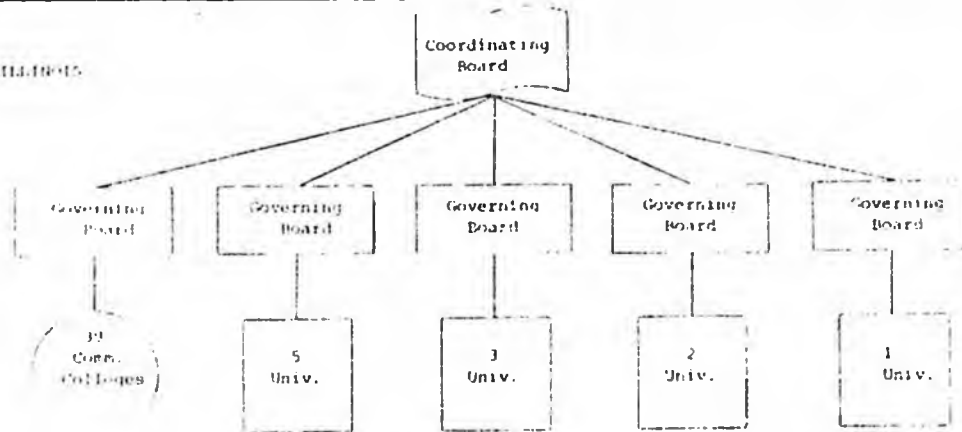


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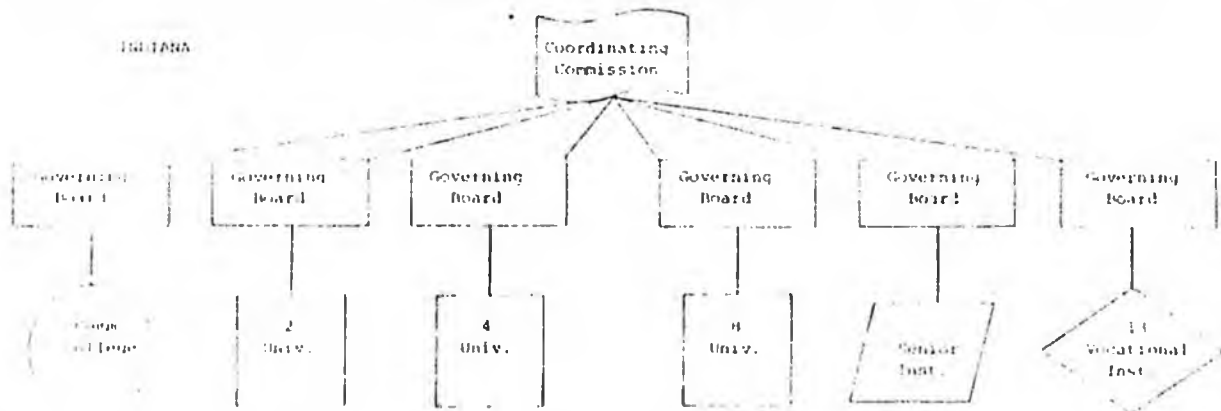
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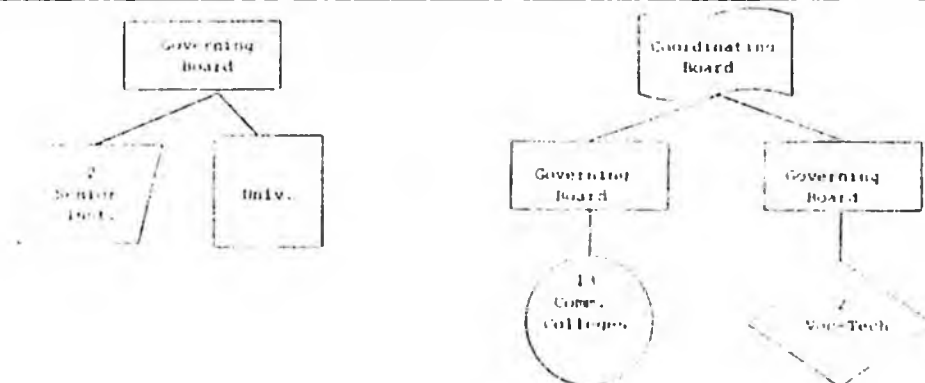
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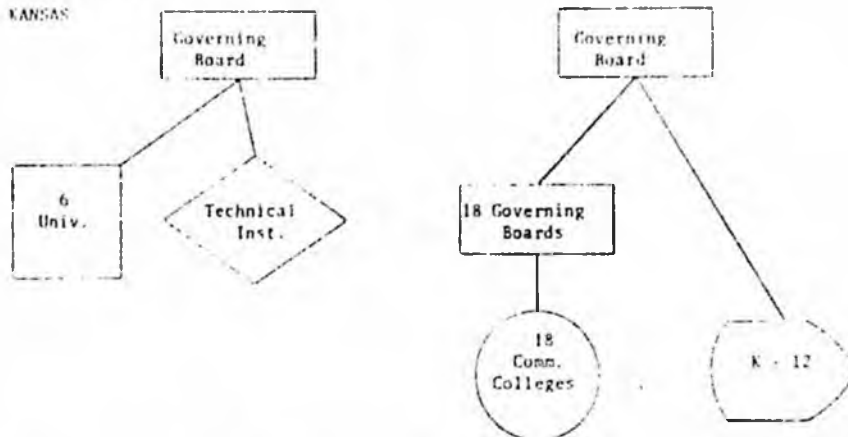


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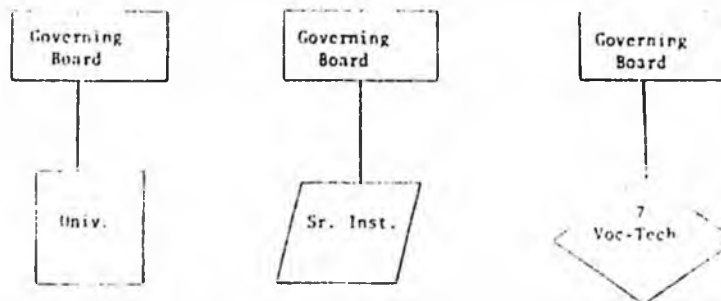


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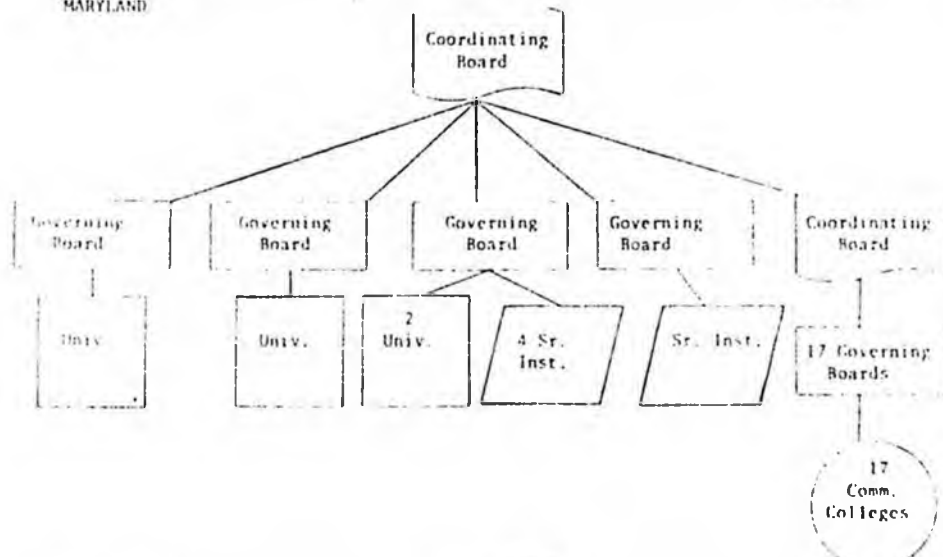
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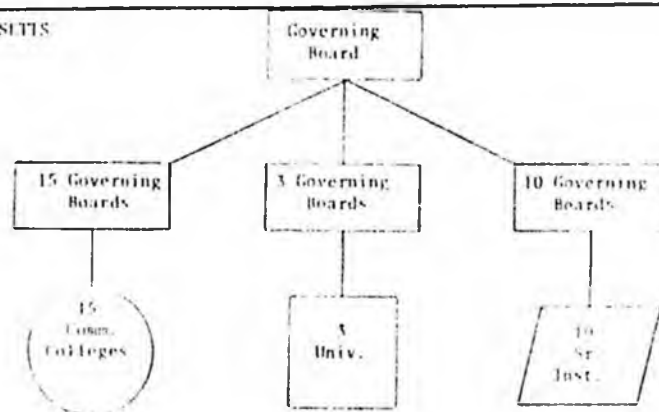
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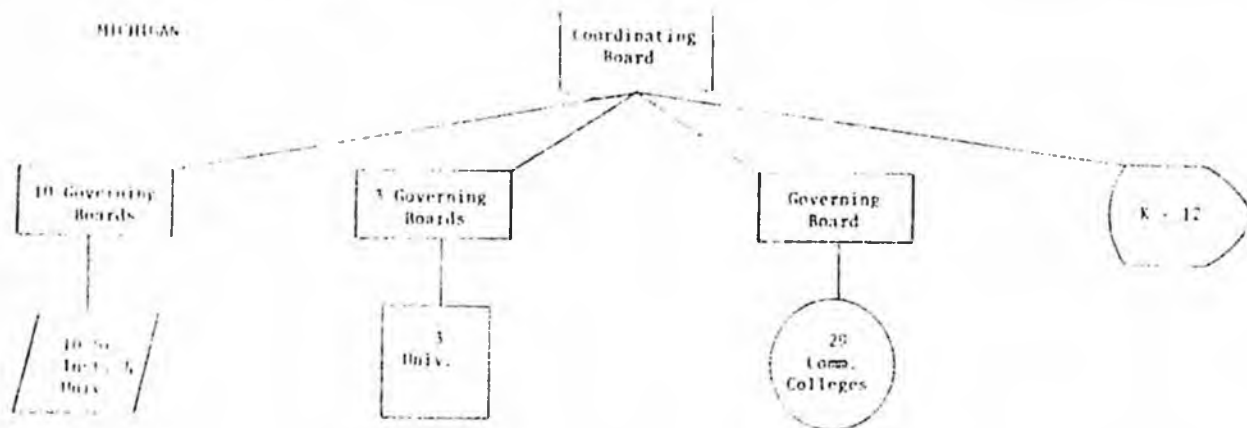
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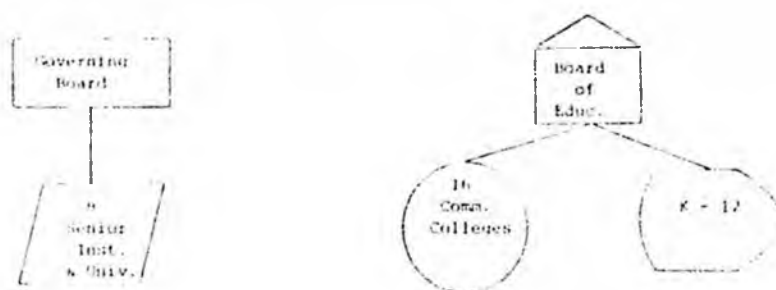
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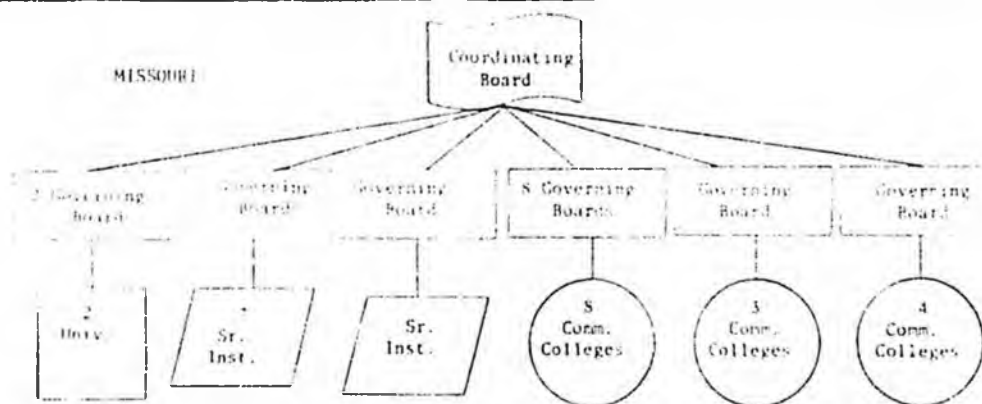
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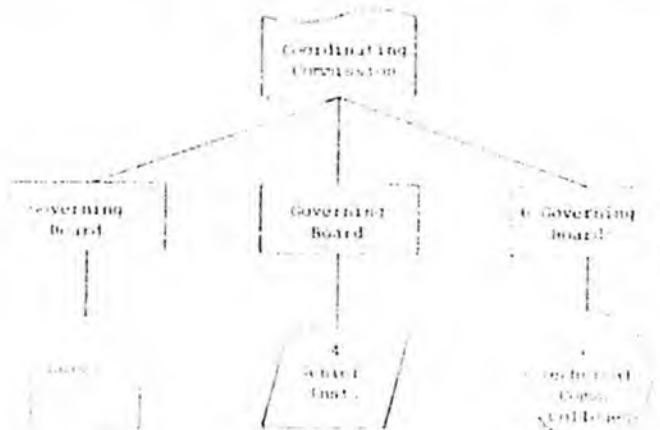
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MISSOURI

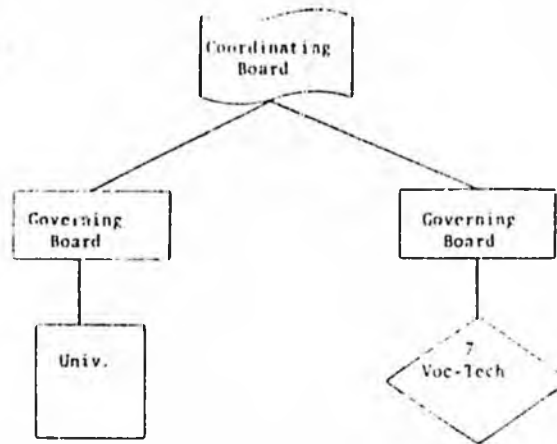


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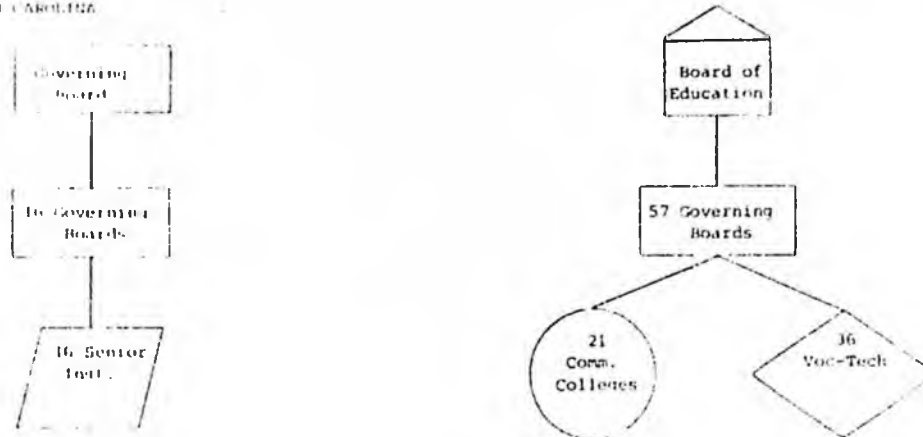


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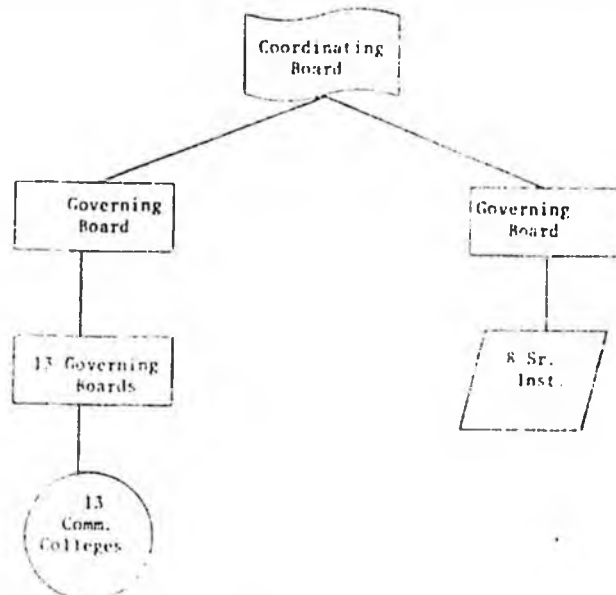
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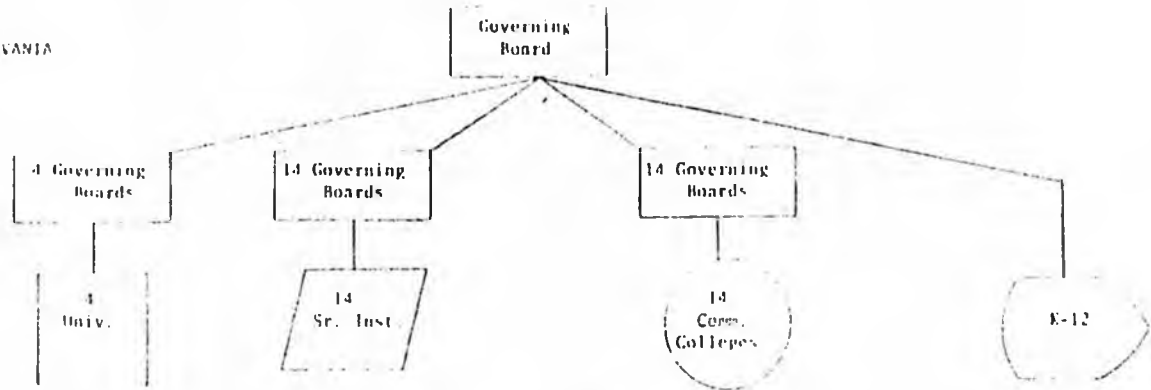


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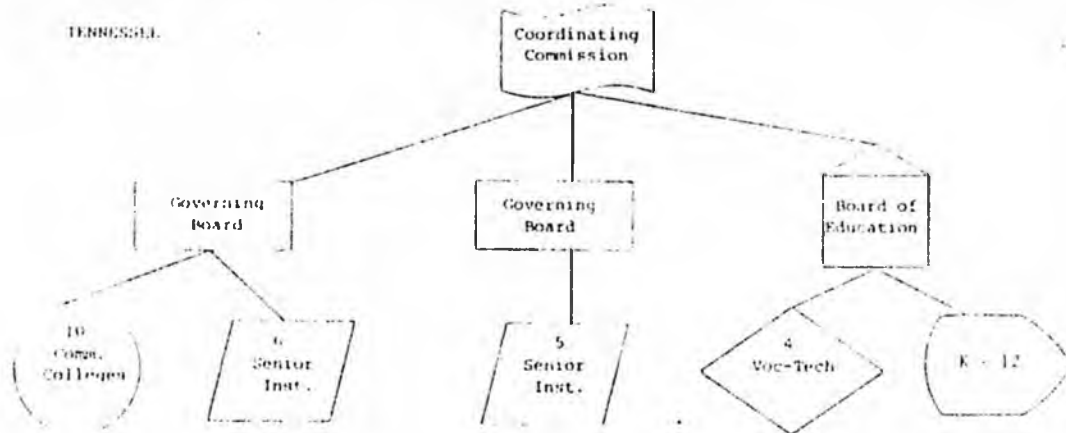


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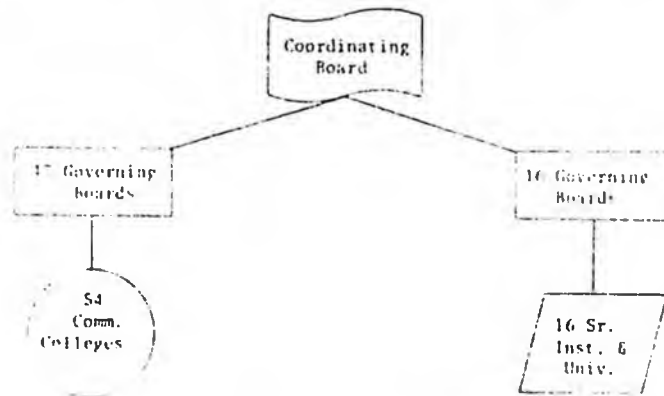
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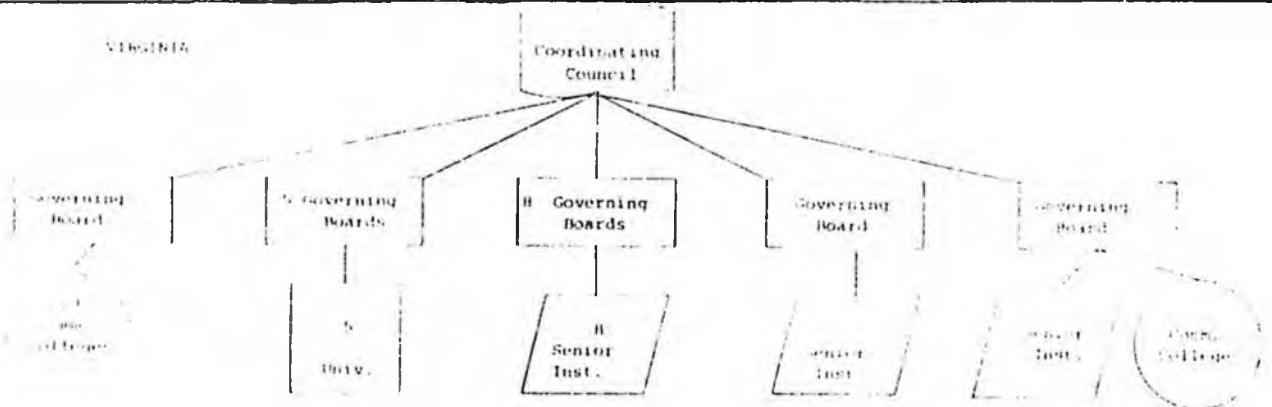
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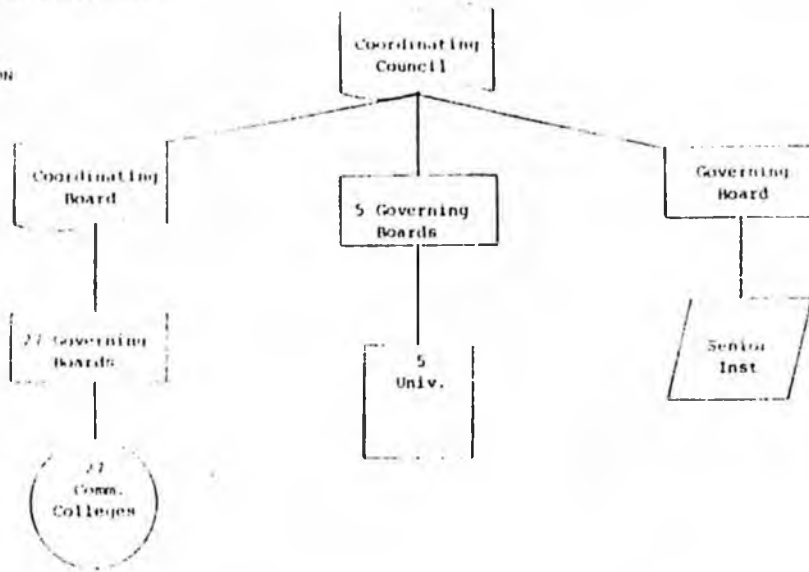


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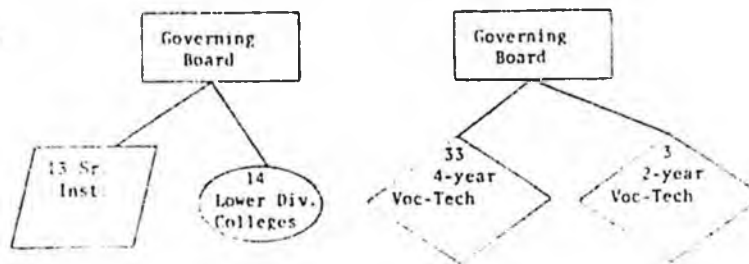


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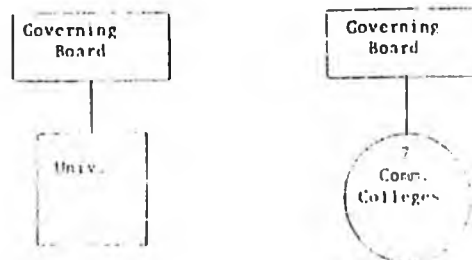
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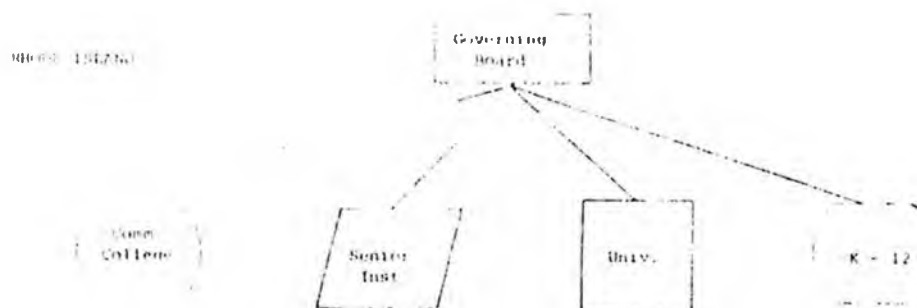
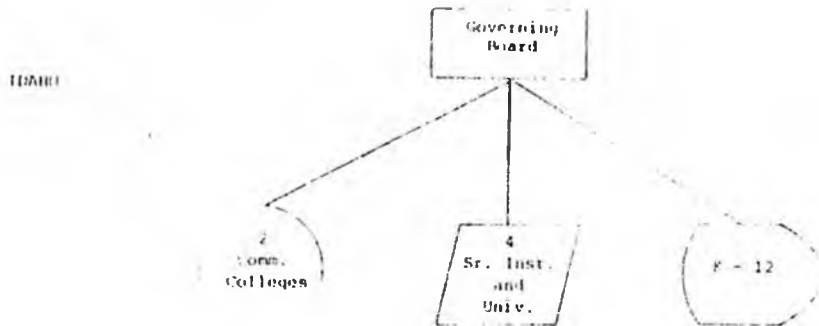
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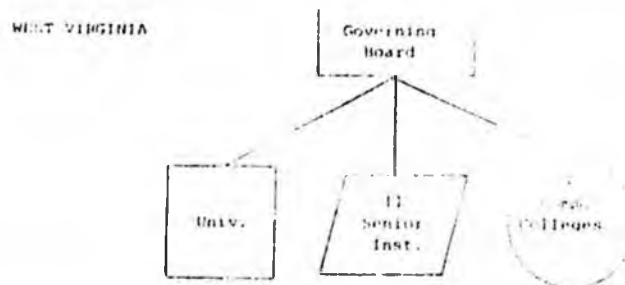
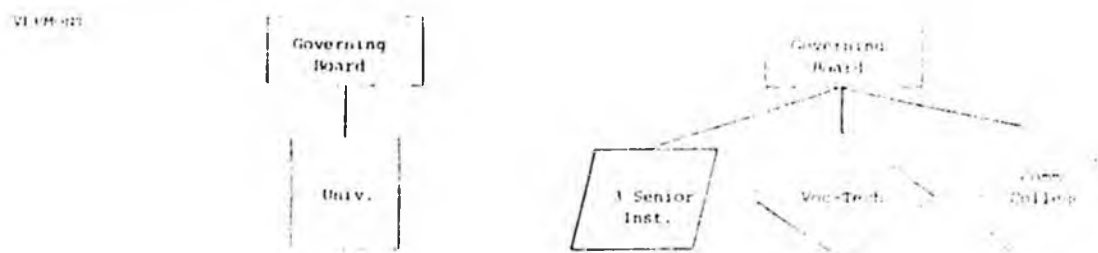
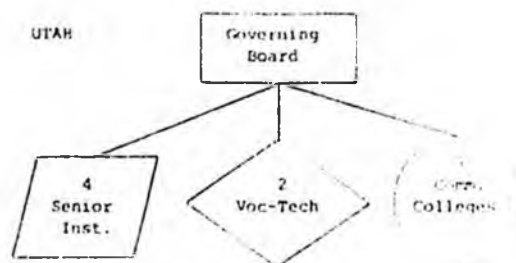
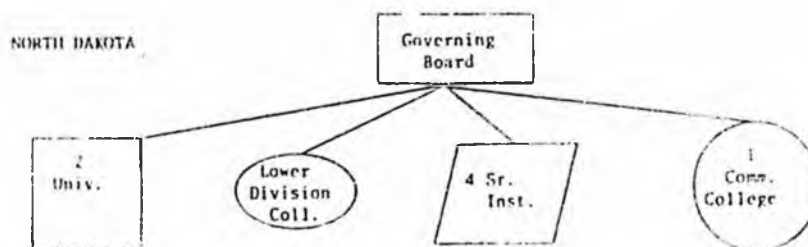
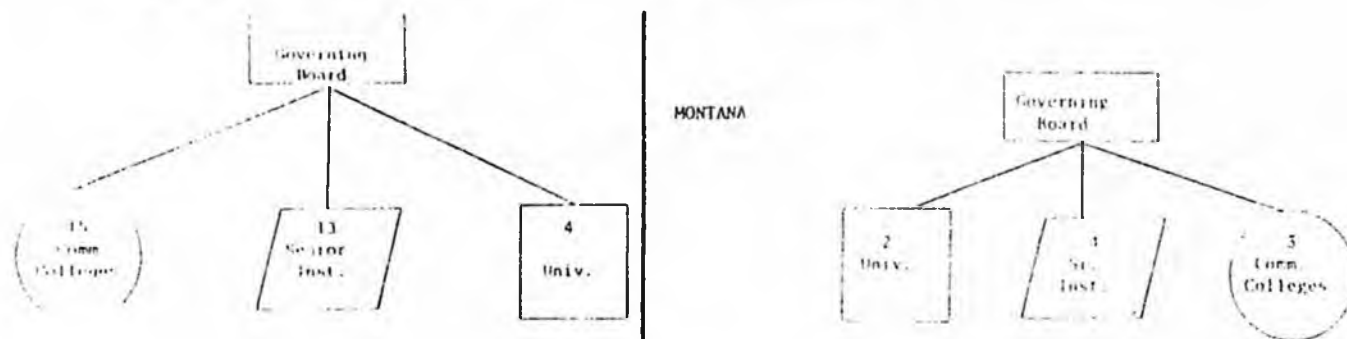
WYOMING



11. Community Colleges are under an all-encompassing educational agency--kindergarten through postsecondary.

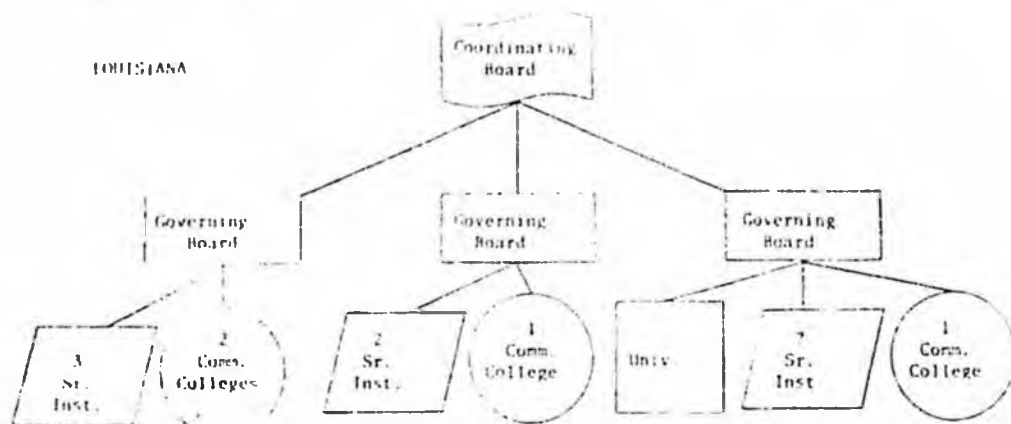


III. Community Colleges are under an all-encompassing coordinating or governing agency for postsecondary education only.

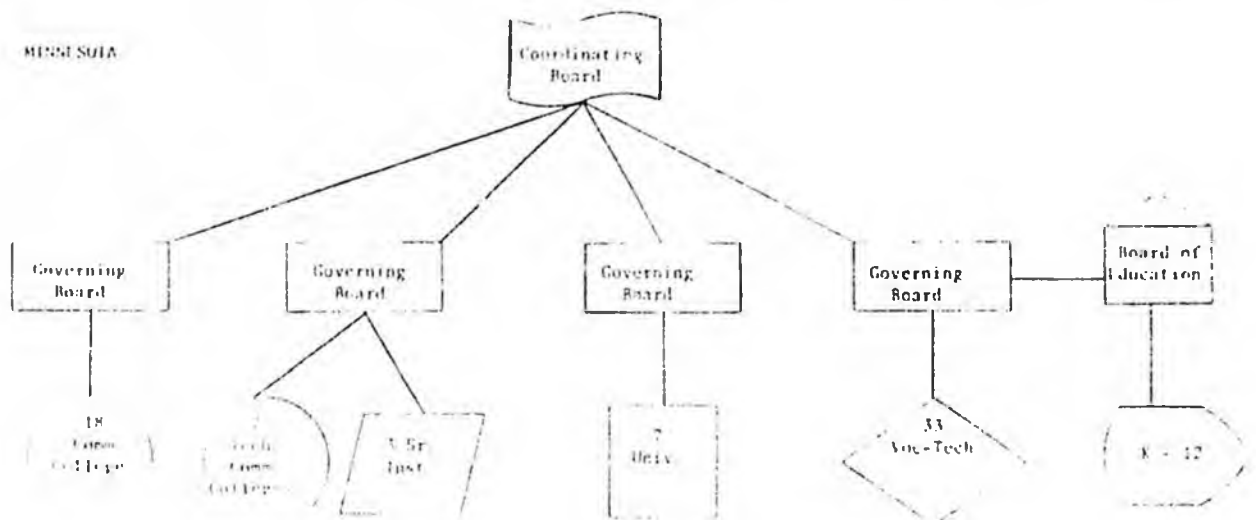


IV. Community College governance or coordination is divided between two or more agencies.

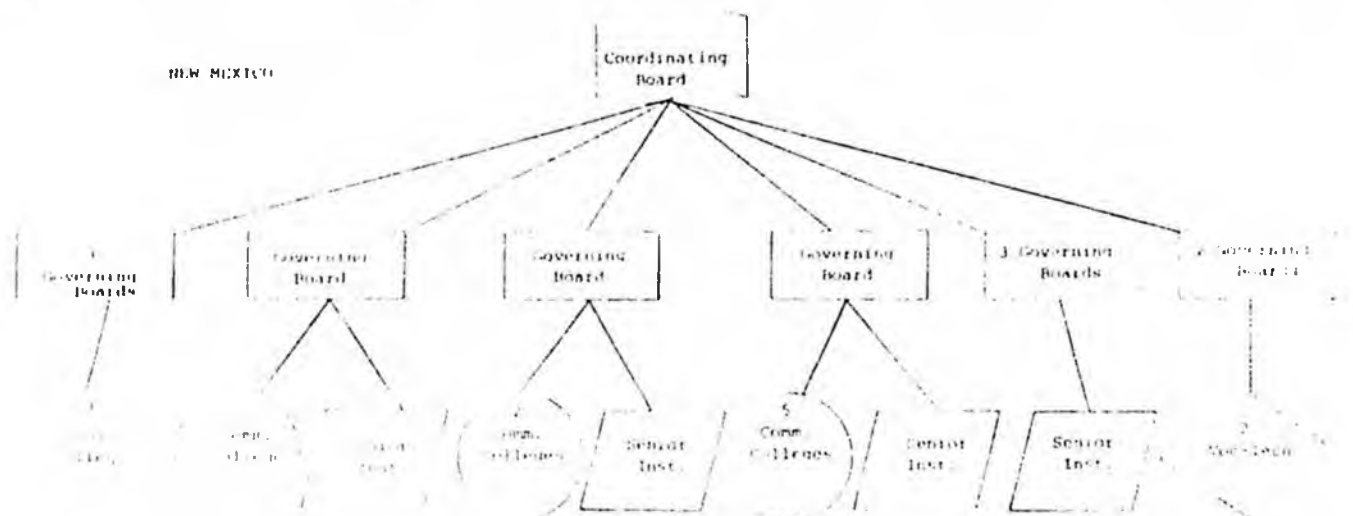
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MISSISSIPPI

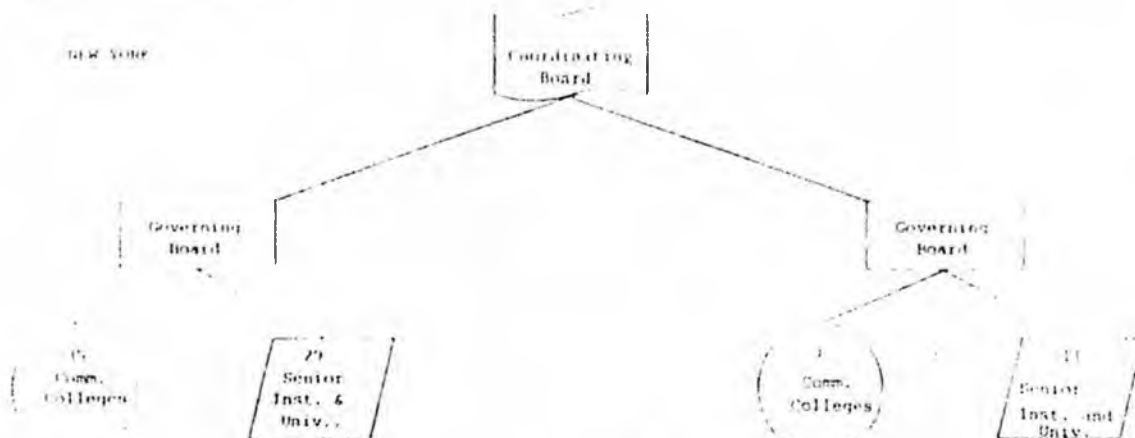


NEW MEXICO

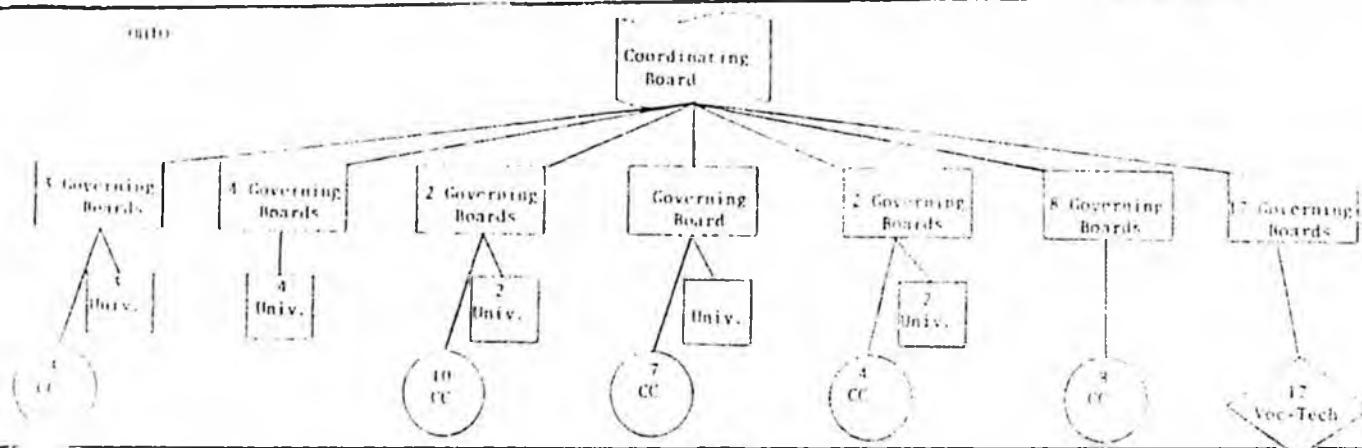


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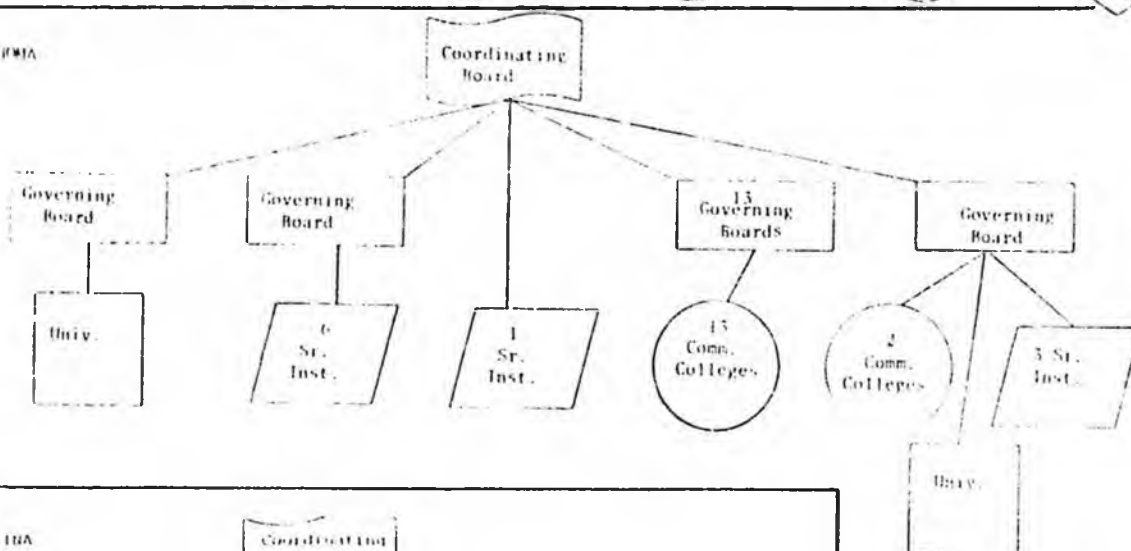
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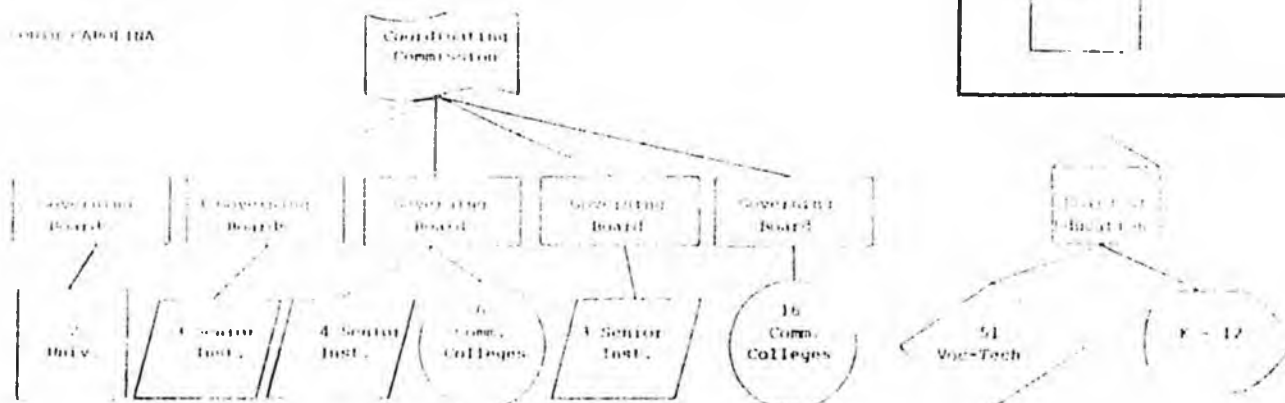
OHIO



CALIFORNIA

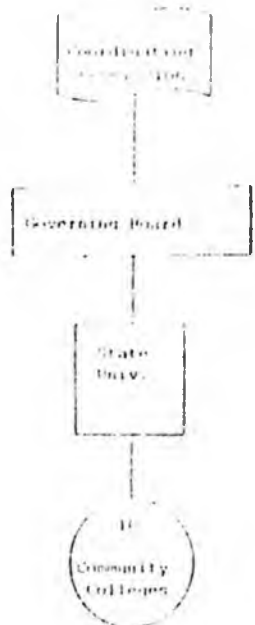


CONNECTICUT



V. Community Colleges are exclusively part of the university.

ALASKA



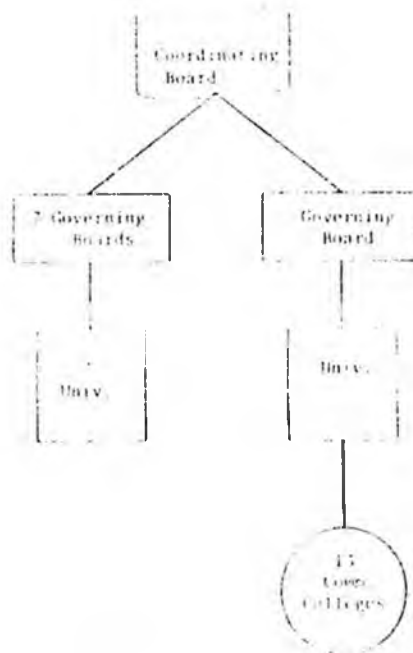
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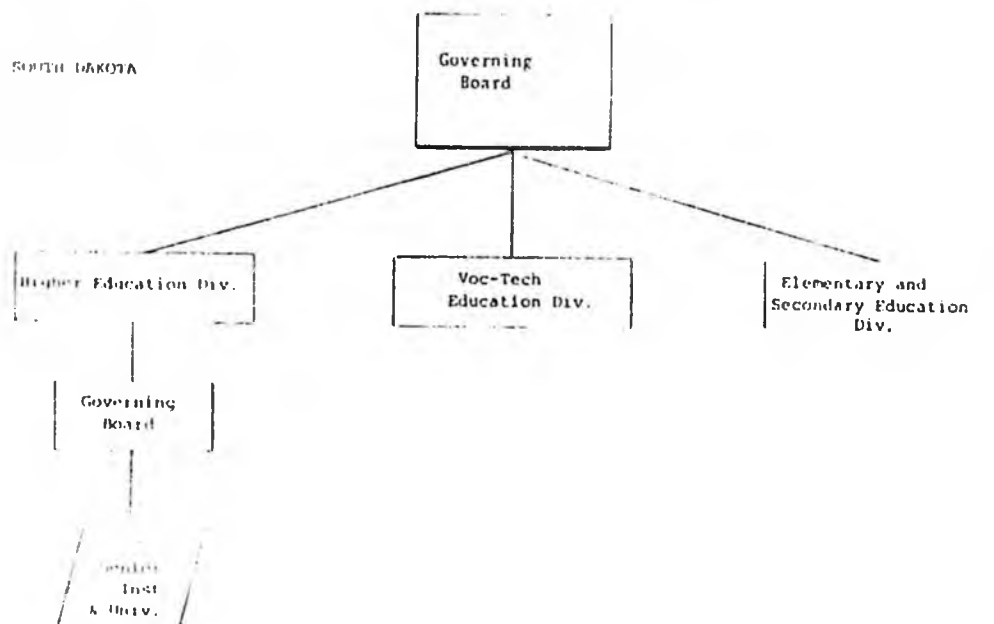
NEVADA



KENTUCKY



VI. No Community Colleges.



STATE OF ALASKA 1987 LEGISLATIVE SESSION
FISCAL NOTE

DRAFT

Bill Version: CSHB 107 (HESS)
Publish Date: _____

REQUEST _____

Revision Date: _____
Title: An Act Establishing the Alaska
Community College System
Sponsor: Hith, Ed. & Soc. Svcs Committee
Requestor: _____

Agency Affected: Department of Administration
BRU: Division of General Services & Supply

Components: Property Management and Purchasing

EXPENDITURES/REVENUES: (Thousands of Dollars)

	FY 87	FY 88	FY 89	FY 90	FY 91	FY 92
OPERATING						
PERSONAL SERVICES	0	161.6	167.2	173.0	179.0	185.3
TRAVEL	0	5.0	5.0	5.0	5.0	5.0
CONTRACTUAL	0	64.0	64.0	64.0	64.0	64.0
SUPPLIES	0	16.0	16.0	16.0	16.0	16.0
EQUIPMENT	0	28.3	0	0	0	0
LAND & STRUCTURES	0	0	0	0	0	0
GRANTS, CLAIMS	0	0	0	0	0	0
MISCELLANEOUS	0	0	0	0	0	0
TOTAL OPERATING	0	274.9	252.2	258.0	264.0	270.3
CAPITAL	0	0	0	0	0	0
REVENUE	0	0	0	0	0	0

FUNDING: (Thousands of Dollars)

GENERAL FUND	0	274.9	280.5	286.3	292.3	298.6
FEDERAL FUNDS	0	0	0	0	0	0
OTHER	0	0	0	0	0	0
TOTAL	0	274.9	280.5	286.3	292.3	298.6

POSITIONS:

FULL-TIME	0	4	4	4	4	4
PART-TIME	0	0	0	0	0	0
TEMPORARY	0	0	0	0	0	0

ANALYSIS: Attach a separate page if necessary

As provided in proposed AS 14.41.270, Department of Administration would be responsible for Property Management and Purchasing for the Alaska Community College System.

Prepared By: Robert J. Link
Division: General Services & Supply

Phone: 465-2250
Date: 03-17-87

Approved by Commissioner: Garrey Peska
Agency: Department of Administration

Date: 3/18/87

Distribution (by preparer):

Legislative Finance
Legislative Sponsor
Requestor
Office of Management and Budget
Impacted Agency(ies)
Senate Secretary

Community College Statewide
Property Control System Assumptions

- (1) On-site staff would perform annual inventories, then transmit additions, deletions, corrections, etc., to central office for entering into the system.
- (2) Travel would be minimal, i.e., every other year inspection of half the locations statewide to determine compliance with procedures.
- (3) System furniture will be used.
- (4) Existing State property software and State computer would be used.

100	Property Officer I - Range 13D Personal services presumes rehire of persons laid off and merit increases each year.	39.4 w/benefits
200	Travel every other year to half the locations	3.0
300	Data processing charges for using State Property System, postage, vehicle rental, training, risk management fee	29.0
400	Office supplies, cleaning supplies, vehicle expense	5.0
500	Systems furniture, personal computer, printer, etc. (one-time expense)	<u>6.9</u>
	Total Estimate	83.3

Community College Statewide
Purchasing System Assumptions

- (1) Office located in Anchorage.
- (2) NO RENT, utilities, or janitorial for the office.

100	Personal Services		122.2
	Purchasing Agent III (18C)	52.8	
	Supply Officer I (13D)	39.4	
	Clerk Typist III (08B)	30.0	
	Personal services presumes rehire of persons laid off and merit increases each year.		
200	Travel and per diem for compliance audits and assistance		2.0
300	Postage, training, vehicle rental, data processing charges, phone and long distance expense		35.0
400	Office supplies, equipment rental expense, miscellaneous supplies		11.0
500	Three systems furniture work stations, three personal computer printers, interface to mainframe, network and software		<u>21.4</u>
	Total Estimate		191.6

Prepared Statement by:
Dr. Vern Oremus, Professor
University of Alaska-Juneau
March 27, 1987

Good Morning,

My name is Vern Oremus. I am a Professor of Vocational Education at the University of Alaska, and head of the University's statewide vocational teacher education program. We provide a graduate program for the 700 practicing vocational teachers in the secondary schools and community colleges in Alaska, and we coordinate and deliver staff development training and technical upgrading for these same teachers. I would like to address my comments this morning specifically to the U of A Reorganization Proposal as it relates to vocational education.

To begin, I would summarize my 12 years of experience with vocational education in Alaska in one word; frustration. Frustration because of several things, among them a lack of proper long-term planning, a lack of control of program creation and development, a lack of consistency within the U of A system, a lack of proper articulation with the economic development occurring within Alaska, and finally a lack of central purpose within the vocational education community. These problems were in existence when I arrived in Alaska in 1975, and in my opinion still exist today. This means of course, that as a leader in vocational education in Alaska, I haven't been very successful in changing some obvious deficiencies!

If we do have these significant problems to deal with it seems odd there is such resistance to considering restructuring vocational education. I believe it is because the larger issue of community college governance, and the community colleges historic role in providing vocational education so dominates discussion that vocational education has become little more than a vehicle for the larger debate. I believe the fact of the matter is, when considering the trade and industrial programs of vocational education, with the exception of Anchorage Community College and a very small number of isolated programs in other locations, the community colleges in Alaska have done a marginal job of providing vocational education themselves. What they have done well is provide a good program of avocational courses consistent with community needs, not bad in itself, but far short of what are claimed to be vocational training programs to prepare graduates for jobs.

While there are obvious concerns on the part of all of us regarding the scope and role of community colleges and how this plan may impact them, I hope you will consider the University's proposal in terms of how it will benefit or harm the recipients of vocational education, i.e., the vocational students currently enrolled in our post-secondary system.

I have identified what I believe to be four critical problems we face in vocational education; the planning and coordination of program offerings across the statewide system, stability and administrative commitment to vocational education within the University itself, lack of a consistent unified direction within the vocational education profession in Alaska, and the difficulties we've faced in trying to articulate vocational training with the needs of business and industry statewide. I would like to take my remaining time to evaluate the reorganization plan with respect to how it addresses these issues.

The reorganization plan calls for the establishment of a Statewide Center for Vocational Technical Education and identifies it as a separate BRU. This unit will monitor and coordinate statewide vocational education and training efforts on behalf of the University. Theoretically, the individual units within the U of A system would no longer be able to create programs in the vocational areas based on administrative whim, special interest group pressure, or the particular expertise or interest of an individual instructor. Program planning and articulation, both internally and with other deliverers of vocational education in Alaska would be a prime responsibility of the new Center. Fiscal accountability would rest with this new Center for the delivery of vocational education programs. The plan seems to satisfactorily address the issue of controlled planning and growth for vocational education as well as the monitoring of instructional quality.

Long term planning, rapid responsiveness and relevant training all require the same things, budgetary commitment, common mission, and focus on agreed upon goals and objectives. We, within the University of Alaska system, have never been able to bring these key ingredients together because of our multi-campus, fragmented approach to the delivery of instruction. Vocational education is not alone in this regard as we have instructional problems to confront in nearly every discipline. Because of our unique geographical and population profile, vocational education may be better served in Alaska through some centralized coordination of effort. Hopefully, the proposed Center would work closely with existing units of the U of A system in assessing needs, and helping design quality programs to meet those needs. This concept would certainly provide a measure of internal stability and controlled, well planned growth, and it would seem to solidify a commitment by the University administration to the long term delivery of vocational education. If this all occurs it will be most beneficial. It will also be a miracle!

Vocational training that meets business and industry needs is both a facility and a capital intensive operation. Our population base in Anchorage supports and justifies this type of commitment on the part of the university but, given the state of our economy, it seems questionable whether we can support it in other locations. Obviously, we already have considerable commitment to facilities, staff and students in other locations. The reorganization plan allows for close review and study of all existing vocational programs before any action is taken to modify or curtail them. This seems responsible, and an action all disciplines should be required to undergo, not just vocational education.

We have talked for years about close articulation with business and industry in Alaska with respect to providing an all-Alaskan workforce. I feel strongly the answer to the Alaska Hire issue is not to be resolved through legislation, but through training for jobs. Business and industry will be more than happy to hire Alaskans if they can find qualified Alaskans to do the work. Exemplary programs currently exist in many states where education and industry work cooperatively to provide for the manpower needs of the area. A flagship program exists close to us at the Applied Technology Training Center in Edmonds Washington. We can provide the same type of training within the University's concept of a "Quick-Start" program, and I believe the dynamic vocational programs at Anchorage Community College provide a model from which to work. The Quick-Start program, if implemented, will be of tremendous assistance in helping to guarantee the future employment of our citizens. It will also mandate the needed close working relationship between education and the world of work. The University proposal certainly has merit in this regard.

In summary, I see opportunities for vocational technical education. Opportunities exist for constructive change within a reasonable timeframe. As a professional vocational educator I have reservations and concerns about being singled out for microscopic inspection; I ask, why not look at the Universities fine arts programs and their avocational role, or the chemistry programs for facility and program costs, but pointing fingers and making accusations do not solve problems. It seems to me we have far too many editors, and not enough authors in the education business. It's easy to be an editor because you're behind the gun, not in front of it. This University's proposal is not perfect, but as I stated earlier, we are being forced to work within extraordinary constraints. If nothing else the President of the University should be commended for giving you a specific plan outlining how we are dealing with our fiscal problems, and how we plan to continue meeting constituent needs in the best way we know how. I do believe the restructuring of vocational education as outlined in the reorganization plan is workable. I believe it address's the concerns I outlined earlier, and I think it may even resolve them. Thank you very much.

510 Yak Road, #865-E
Fairbanks, Alaska 99709

24 February 1987

The Hon. Niilo Koponen
Alaska State Legislature
Pouch V (MS) 3100
Juneau, AK 99811

Dear Niilo:

This letter is to urge your consideration of a different form of University organization than that proposed by President O'Dowd and the Board of Regents. I support both HB 107 and SB 60, calling for a separate community college system, but with some changes

First, I urge that the urban community colleges in Anchorage and Fairbanks should not be merged with the University. The two institutions' missions are both too different and mutually antagonistic; a merger will adversely affect the ability of either to meet its responsibilities to the people of Alaska. In contrast to those whose objections have been most vocal, I believe that the proposed merger of community colleges and the University of Alaska will do more harm to the University, particularly in the liberal arts and sciences, than it will to the community colleges.

I recommend that the Legislature provide assistance to the cognizant Boroughs to permit them to take over the community colleges as post-secondary institutions and operate them under the direction of an independent state-wide Board of Trustees. Perhaps a committee of the Legislature could exercise oversight the first year or so to ensure fairness and to aid the communities in working through problems (particularly of sharing resources with the University).

Second, the Rural Community Colleges should be administered through the University as is presently contemplated by Dr. O'Dowd's plan, at least until their home communities can assume responsibility for administration of a locally-based two-year institution.

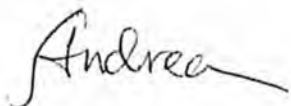
The Legislature would then be dealing with one four-year and graduate degree institution with branches in Fairbanks, Anchorage, and Juneau and with some rural programs being administered by the two larger campuses. In addition, there would be a separate, state-wide but community-based urban community college system which would serve non-degree students and those seeking two-year degrees in technical programs. Each state-wide system would be separately governed, funded, and accountable to the Legislature.

I am not certain whether there would be savings achieved in the first year, but in time the Legislature can require communities that wish to have a "full-service" community college to raise the funding with locally imposed "revenue enhancements." In the meantime, the integrity of ACC and TVCC would be preserved so that option is available in the future to their communities.

Niilo, I am urging that you consider supporting these alternatives because I am persuaded that the consequences of a forcible merger between TVCC and UA-F, and even more between ACC and UAA, will be deleterious in the extreme. The perception among most of the staff of the community colleges is that the University is grasping this opportunity to "do away with" community colleges at long last. Their morale is very poor and there is minimal commitment to making the merged institution a success. On "our" side (that of the University) there is also minimal commitment to the success of the merger: this is seen as an opportunity to regularize the community colleges, to integrate their faculty, to control their course offerings, etc.: in short, to impose university standards on their already valid but different ones. And, I fear, in a contest between the two institutions for resources, the rhetoric and mission of the community college is more accessible and attractive to democratically elected policy makers. In the long run, I believe the University will lose resources, funding, credibility, and personnel--and our ability to serve the people of this State will suffer.

Please consider supporting HB 107 or the Senate equivalent SB 60 in this important matter.

Sincerely,

A handwritten signature in cursive script, appearing to read "Andrea", followed by a horizontal flourish.

Andrea R. C. Helms

ARCH:aec



UNIVERSITY OF ALASKA, FAIRBANKS
Fairbanks, Alaska 99701

March 16, 1987

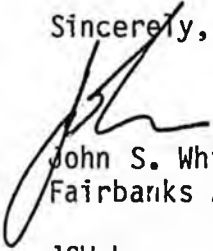
Representative Niilo Koponen
Alaska State Legislature
P. O. Box V
Juneau, Alaska 99811

Dear Representative Koponen: *Niilo,*

On Wednesday, March 11, the Fairbanks Assembly, the representative governing body of the faculty, students and staff at the University of Alaska-Fairbanks, passed the enclosed resolution opposing Senate Bill 60 and House Bill 107 for the creation of a separate community college system.

Students at UAF, all of whom are represented on the Fairbanks Assembly, come from every House and Senate District in the State. We ask for your support in voting against a separate community college system.

Sincerely,


John S. Whitehead, President
Fairbanks Assembly

JSW:kw

Enclosure

Misc/7

RESOLUTION (Passed 21 ayes, 1 nay)

WHEREAS, It is by no means a necessary conclusion that a consolidated University of Alaska would poorly serve community college interests;

WHEREAS, Preservation of the community college function has received a great deal of support, and the restructuring plan reflects that concern as far as practically possible within the general parameters of consolidation;

WHEREAS, A separate community college system would incur a large additional administrative expense, further straining an already sharply reduced higher education budget, and would result in two anemic systems rather than one strong one; and

WHEREAS, A divided system of higher education in Alaska would continue and exacerbate numerous problems including transferability and articulation of courses and credits between institutions, division of existing physical plants between systems or the additional expense of new construction, accreditation for the new unit(s); now, therefore be it

RESOLVED, That the Fairbanks Assembly concurs with the Board of Regents, and hereby expresses its opposition to the creation of a separate community college system as currently proposed by Senate Bill 60 and House Bill 107; and

RESOLVED, That the Fairbanks Assembly reaffirms its earlier statement which supported the general concept of consolidation as proposed by the President and approved by the Board of Regents; and

RESOLVED, That the Assembly directs the Assembly President to transmit this statement to the appropriate legislators and to the Office of the Governor.

Adopted by Fairbanks Assembly

Meeting #100 on 3/11/87

M/6

Matanuska-Susitna Community College

P.O. BOX 2889, PALMER, ALASKA 99645



March 20, 1987

Representative Nilo Koponen
P.O. Box V
Juneau, Alaska 99811

Dear Nilo:

For your information I am enclosing a copy of the Mat-Su Community College Councils' position regarding the University of Alaska restructuring plan. The Council at it's March 5th meeting reaffirmed its position which had been addressed in November, 1986 with minor additions. The feeling of the group was that as a council they preferred to stay within the university system, and work out solutions which would be of the most benefit to our local students. The council felt that the points expressed can be incorporated into the restructuring plan causing a minimum of disruptions.

Sincerely,

Ray DePriest, Chairman
Mat-Su Community College Council

enclosure

cc: Alaska State Legislative members.



Matanuska-Susitna Community College

P.O. BOX 2889, PALMER, ALASKA 99645



March 9, 1987

Dr. Donald O'Dowd, President
University of Alaska Statewide System
101 Bunnell Building
Fairbanks, Alaska 99701

Dear Dr. O'Dowd:

The Mat-Su Community College Council met on Thursday, March 5, 1987 and adopted six to one to reaffirm its position on the University's Restructuring plan as stated in it's letter of November 21, 1986 (see attached) additions have been underlined.

The council is aware of the declining state resources and realizes the need for the University to address serious reductions in funding.

The following are the reaffirmations and additions adopted by the MSCC Council at it's March 5th meeting.

1. Local identity and mission of the College be maintained.
2. The College will have some kind of financial protection such as line item budget. The college should be a "Legislative line item budget". Decisions regarding such personnel as the Librarian, Registrar and Counselors should be made at local levels.
3. Local control be maintained in responding to community needs regarding course offerings. It is the councils strong feeling that local personnel are in the best position to make this determination rather than individuals residing elsewhere.
4. Maintain the present administrative structure at MSCC, as the council feels it is minimum at the present time. Mat-Su's frugality should be considered when making across the board cuts in this area.

A CAMPUS OF THE UNIVERSITY OF ALASKA STATEWIDE SYSTEM OF HIGHER EDUCATION

Student Services
(907) 745-9774

Administration
(907) 745-9705

Library
(907) 745-9740



5. Remain a part of the University of Alaska system.
6. If the present restructure concept is adopted by the Board of Regents that the Council and the College have input into the formulation and implementation of the restructuring process.
Include Mat-Su members on proposed task forces.

We look forward to working with you to maintain a strong Matanuska-Susitna College to meet community educational needs.

Sincerely,

Raymond DePriest, Chairman
MSCC Community College Council

cc: M.O. Looney, Chancellor, CCREE
Roy M. Huhndorf, President, Board of Regents

attachment



Matanuska-Susitna Community College

OF THE

UNIVERSITY OF ALASKA

November 21, 1986

Dr. Donald O'Dowd, President
University of Alaska Statewide System
Fairbanks, Ak 99701

P.O. BOX 899
PALMER, ALASKA 99645

(907) 745-4255

Dear Dr. O'Dowd:

The Mat-Su Community College Council met on Wednesday, November 19, 1986 and unanimously adopted the following position on the University's Restructing Plan:

The council is aware of the declining state resources and realize the need for the University to address serious reductions in funding.

It is our feeling that the following points are important and essential for MSCC to function effectively and can be incorporated into the proposed restructuring plan causing a minimum amount of disruption.

1. Local identity and mission of the College be maintained.
2. The College will have some kind of financial protection such as line item budget.
3. Local control be maintained in responding to community needs regarding course offerings. It is the councils strong feeling that local personnel are in the best position to make this determination rather than individuals residing elsewhere.
4. Maintain the present administrative structure at MSCC, as the council feels it is minimum at the present time.
5. Remain a part of the University of Alaska system.
6. If the present restructure concept is adopted by the Board of Regents that the Council and the College have input into the formulation and implementation of the restructuring process.

These items are presented as constructive suggestions and we hope they are received in that vein. We feel these points would allow the College to function with the least amount of disruption and can be incorporated into the proposed restructuring concept.

Thank you for the opportunity to express our views.

Sincerely,

Raymond DePriest, Chairman
Community College Council



Governor's Council on Vocational and Career Education

Dave Rees
Chair
Von Harris
Vice Chair
Rosie Peterson
Executive Director

205 North Franklin, Suite Two
Juneau, Alaska 99801
(907) 586-1736

March 10, 1987

Representative Niilo Koponen
Alaska State Legislature
Pouch V
Juneau, Alaska 99811

Dear Niilo:

One of the major statutory responsibilities of the Governor's Council on Vocational and Career Education is to provide advice to Alaska's policy makers, the business community and the general public on practices, policies and activities the state should pursue to strengthen vocational/technical education and employment and training in Alaska. In fulfillment of that responsibility, enclosed please find the Governor's Council 1987 evaluation report: "A New Direction: Preparing Alaskans to Revitalize Alaska's Economy."

In the report you will find twenty-three recommendations calling for such changes as:

- Development of a coordinated and comprehensive economic development strategy which recognizes that education and training are necessary and important conditions for economic development;
- Separation of the community colleges from the University of Alaska system;
- Establishment of a strong public school foundation program which recognizes the higher costs associated with operating secondary vocational education programs;
- Establishment of a Vocational Education Equipment Fund; and
- Development of a comprehensive strategy for public education to respond to the changing economy and technology in Alaska.

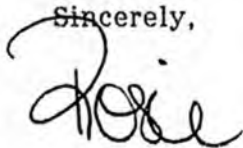
Recommendations specifically directed to members of the Fifteenth Alaska State Legislature can be found on pages four through eighteen. Immediately following you will find additional recommendations directed to the State Board of Education, University of Alaska Board of Regents, State

Job Training Coordinating Council, and the JTPA/Education Coordinating Committee.

The Governor's Council hopes these recommendations will be heartily discussed, with focus being brought to the vital role vocational/technical education and employment and training programs should play in revitalizing Alaska's economy. We hope the report assists in providing A *New Direction*.

I look forward to discussing the recommendations with you and your staff in the near future.

Sincerely,

A handwritten signature in cursive script, appearing to read "Rosie".

Ms. Rosie Peterson
Executive Director

Highlights from report "Less-Than-Baccalaureate Level Technical Education Programs In Four-Year Colleges & Universities"

STATUS OF CURRENT TECHNICAL EDUCATION PROGRAMS (1981 STUDY)-

- * Of the 404 participating institutions in the study, 287 (71%) offered technical education programs
- * 102 (25.2%) of them offered technical education at baccalaureate level only
- * Overall, the number of institutions offering less-than-baccalaureate level technical education increased from 142 in 1971 to 185 in 1981 (30.2% overall increase)
- * 2179 less-than-baccalaureate level technical education programs were offered in 1981. This indicates a significant increase of 98.6% over 1971 with 1097.
 - 78.2% were 2 yr. programs
 - 10.9% were 1 yr. programs
- * Number of 2 year technical education programs increased 98.1% since 1971. Number of institutions offering 2 year programs increased 35.6% since 1971
- * AASCU institutions exhibited highest portion of changes from 1971 - 1981: 119.5%. NASULGC increased by 60.7%

STUDENT ENROLLMENT IN PRESENT PROGRAMS (1981 STUDY):

- * 120,860 reported for less-than-baccalaureate level programs in 1981
- * Number of total enrollments in 1981 represents 111.5% over 1971
- * In 2 year programs, 100.5% rise from 1971-1981
- * Great majority of all enrollments were in 2 year programs 87.6%

ADDITION OR EXPANSION OF LESS-THAN-BACCALAUREATE LEVEL TECHNICAL EDUCATION PROGRAMS IN INSTITUTIONS CURRENTLY OFFERING SUCH PROGRAMS (1981 STUDY):

- * Institutions were asked if they planned to add or expand additional programs by 1985. Responses were:
 - 41% plan to add; 37.2% do not plan to add; 21.6% did not know or did not respond

When asked why, the main reasons were: insufficient funds; sufficient programs were available; insufficient demand for more programs

ADDITION OF LESS-THAN-BACCALAUREATE LEVEL TECHNICAL PROGRAMS IN INSTITUTIONS NOT PRESENTLY OFFERING SUCH PROGRAMS (1981 STUDY):

- * Very few of the 223 institutions not currently offering programs planned to add them by 1985

Two main reasons given were: 1) technical education is not a function of the current institution's purpose
2) technical education was a function delegated to other institutions

CONCLUSIONS:

- * AASCU & NASULGC -continue to be involved to a considerable extent in providing technical programs of less-than-baccalaureate level

involvement increased significantly between 1971-1975; continued, but at a lower level to 1981
- * overall enrollments in less-than-baccalaureate level technical programs increased dramatically between 1971-1981

trend is clear in AASCU but with NASULGC, there has been some decline since 1975
- * 2 year technical programs constitute the greatest portion of less-than-baccalaureate level programs

Highlights
pg. 3

- * enrollments in 2 year technical programs constitute the majority
- * further substantial increases in both program and enrollments will not continue and a leveling trend is expected in the next several years
- * commitment of both AASCU & NASULGC institutions to provide less-than-baccalaureate level programs has been sustained and is expected to continue at or above current levels

(Note: For excellent overview of the report refer to sections called "Significant Findings" (pg. 23), "Trends" (pg. 25), and "Conclusions" (pg. 28))

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UNIVERSITY OF ALASKA

Community Colleges, Rural Education and Extension

Office of the Chancellor
786-4620

March 17, 1987

Members of the Alaska State Legislature:

Enclosed is a study which I am happy to make available for you to review. The study was conducted by Eastern Kentucky University in cooperation with the American Association of State Colleges and Universities and the National Association of State Universities and Land-Grant Colleges. The study provides an indication of the current involvement of public four-year colleges and universities in technical education programs of less-than-baccalaureate level. It shows that there has been a rapid growth in programs and enrollments and that an increasing number of institutions have made commitments to these successful programs.

I bring this study to your attention in light of the current controversy which has arisen within the University of Alaska as it attempts to restructure its statewide system due to the drastic budget reductions it has sustained. As you know, the University's restructuring plan calls for the merging of its community colleges and the university centers in order to reduce administrative costs and unnecessary duplicated services. Thus, there will be thr rather than fourteen separately accredited institutions resulting in significant savings with less diminution of services to local communities.

Some community college people are opposed to this merger and have urged for separating the community colleges from the University of Alaska and creating a separate system. A major contention of theirs is that the mission and programs of the community colleges cannot and will not survive under a university umbrella. On the contrary, I know it is possible to offer associate, baccalaureate and graduate level programs through a university. For instance, this study clearly indicates that over 200 institutions across the country offer excellent, long-standing community college type programs.





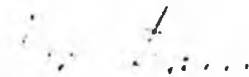
UNIVERSITY OF ALASKA

Community Colleges, Rural Education and Extension

I urge you to review the study and also the testimonies of Dr. John Rowlett to the US senate and House regarding vocational education. If there are any questions or concerns please contact me and I will be happy to discuss them with you. Also, I am sure Dr. Rowlett would be available for comment.

Thank you for your time and consideration. I know that we are all sincerely concerned about providing the best educational services possible for our Alaskan residents.

Sincerely,


M. O. Looney
Chancellor

jp

Enclosure

COMMON SENSE FOR ALASKA
P.O. Box 202087
Anchorage, Alaska 99520-2087
276-7648

March 24, 1987

Representative Niilo Koponen
Alaska State Legislature
P.O. Box V
Juneau, AK 99811

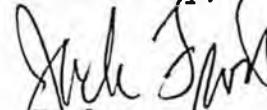
Dear Representative Koponen;

In opposition to House Bill 107, you will find enclosed a Common Sense for Alaska Resolution promoting the University of Alaska and the community colleges mergers, adopted by the Board of Directors of Common Sense for Alaska on March 20, 1987.

It is the concern of the membership of CSA that measures be taken to reduce excess spending and redundant government funded programs within the State of Alaska. Therefore, CSA endorses the sensible measure by the Board of Regents to merge the University with the community college systems.

Your reaction and comments to the enclosed Resolution is of particular interest to the organization.

Sincerely,



Jack Frost
President
Common Sense for Alaska

Enc:

RESOLUTION

BE IT RESOLVED BY COMMON SENSE FOR ALASKA:

WHEREAS, the University of Alaska since 1922 has been the principal agency for higher and postsecondary education for the State of Alaska; and

WHEREAS, the University of Alaska has major responsibility to provide to the State of Alaska persons with high level professional and technical training in vocational-technical, career and professional fields which contribute to the trained talent needed to serve the State; and

WHEREAS, the University of Alaska provides basic skill training for adults who wish to advance their careers by serving the State of Alaska at higher levels of proficiency; and

WHEREAS, the University of Alaska is a principal producer of research of a basic and applied nature aimed at the solution of problems associated with northern latitudes, and arctic, and subarctic; and

WHEREAS, the University of Alaska is concerned with advancing international trade, health and medical services, information organization and dissemination, and other significant areas of public service; and

WHEREAS, the University of Alaska is central to the growth of Alaskan industry and makes specific contributions to the fields of fisheries, timber and forestry, agriculture, mining and petroleum, tourism, retail and wholesale trade, transportation and commerce; and

WHEREAS, the University of Alaska is a principal contributor to the intellectual and cultural fabric of Alaskans; and

WHEREAS, the University of Alaska is devoted to enriching the quality of life to people throughout the State;

THEREFORE BE IT RESOLVED, that COMMON SENSE FOR ALASKA hereby endorses the decision of the Board of Regents of the University of Alaska to restructure the University so as to make it a more efficient, compact and effective institution serving the higher education needs of the State of Alaska; and

BE IT FURTHER RESOLVED, that COMMON SENSE FOR ALASKA urges the Legislature of the State of Alaska to reject efforts to separate the community colleges from the four-year colleges.

BE IT FURTHER RESOLVED, that COMMON SENSE FOR ALASKA supports the strengthening of a restructured University of Alaska through a more efficient allocation of resources so that it may contribute to the economic growth and development of the State of Alaska and enhance the quality of life for its citizens.

ADOPTED this 20th day of March 1987.

COMMON SENSE FOR ALASKA

By



President,
Common Sense for Alaska

P.O. Box 875614
Wasilla, Ak. 99687
February 20, 1987

Representative Ron Larson
Alaska State Legislature
Box V
Juneau, Alaska 99811

Dear Representative Larson,

Thank you for your very thoughtful letter on the student loan program, and the problems you must grapple with in that regard. It was both ironic and timely that Ken and I had a related conversation today about the plight of technological studies in the state, and we discussed some rather intriguing alternatives which I would like to share with you.

Ken is a member of the Survey Technology Advisory Committee for Anchorage Community College. He received an urgent advisory from the committee chairman regarding the proposed merger, and the potential repercussions on the survey technology program. Apparently, the school plans not to fill a recently vacated full-time instructorship in that department, leaving it with a single full-time faculty member to cover the course work with the assistance of various adjuncts and part-timers.

It was the chairman's view, and Ken's as well, that leaving the program with only one faculty member would equate to its ruin in terms of possible AA degrees and program quality. You voiced a related concern about fly-by-night technical institutes...those which eat away at student loan funds and cost students and the state large amounts of money. The combination of the ACC survey technology difficulty (and probably many other technical programs find themselves in similar straits) and the definition of student and credibility of certain illegitimate technological institutions leads to the following suggestion:

It appears that the University of Alaska is sincere in its desire to consolidate/merge the community colleges and the universities. The goal, it also appears, is to focus on the mission and goals of a bonafide university. The fallout that most likely will result from that is first a dilution, and then, a probable disappearance of the vocational/technical higher education now provided primarily by the community colleges.

While the outward appearance of the University's motives seems defensible, there is an obvious catch: the university of Alaska is the "only show in town" (any town in Alaska, that is), and it is the only recipient of the state's generosity. Many of the students coming out of the state's high schools may desire a

Ron Larson
February 20, 1987
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traditional university degree, (B.S., B.A., etc.). On the other hand, many more would desire to learn a trade or technical profession requiring a solid A.A. or certificate. The university knows that it now controls all the state funding for both types of program. And while it would now like to shift its emphasis fully to the four year degree programs, I have heard no mention of its intention to let the technological/vocational programs go to a new or different institution.

It is my considered opinion that the state should encourage just that: the consolidation of the University to its four year mission at the three major campuses. The state should also look to the possibility of creating an Alaska Technical Institute (like those in other states) separate and apart (autonomous) from the university system, which serves the needs FULLY of those wishing a career such as electronics, computer sciences, surveying, automotive or diesel technology, dental hygiene, etc.

Look at the possibilities: first, the amount of money spent at the University of Alaska could be pared down to meet the needs of the three campuses only. Each could even become autonomous, if it desired (Fairbanks could be the hard sciences university...like the School of Mines in Colorado; Anchorage could be the humanities and social sciences university; and Juneau could become the marine science university.) Meanwhile, the dollars saved from the consolidation and the elimination of the now barely adequate technological programs could be applied to creating and sustaining one very good technological institute!

Since there already exist 10 community college campuses in the state, choosing one to become the institute would not be difficult. Perhaps money would have to be spent to provide residence halls, since a central technical institute would draw candidates from throughout the state. At the same time, this would also enhance the potential of keeping Alaska students here, for you could offer them a COMPLETE course of study at the one institution which answers their particular needs for education and appropriate coursework for degrees.

This is a formulating idea which simply needs a champion or two to make some distinct blueprints for. I am certain that the university would oppose it, considering the "loss" they would realize in funding. On the other hand, I do not see that providing pieces of programs which do not complement the University mission is logical, either.

It was probably a large mistake to put all of the state's higher education eggs in one large basket, anyway. There are duplicated programs and courses at all the three major campuses

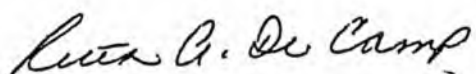
Ron Larson
February 20, 1987
Page 3

and each of the community colleges, as well. These are "bread and butter" courses that draw students but in some cases, cannot lead to degrees at the institution where they are originally taken...they lead nowhere in that particular facility, and students must transfer to complete the courses.

It seems an ideal time for the legislature to allow the university its consolidation. But one guid pro quo must accompany that allowance: the university must turn loose of its monopoly of technological and vocational programs, and concentrate on the traditional university theory. It must confine itself to the three major campuses, and the needs of students interested in other than traditional BA/BS programs must be served separately, but equally.

I appreciate your indulgence in this. I believe Ken plans to bring up a similar concept with his colleagues at the Survey Technology Advisory Committee meeting next week. I believe those in the technological sciences would welcome a chance to provide their programs to serious students within their own legitimate structure and format. This would have to be preferable to being part of a system which tries to give everything to everyone and never completely fulfills the needs of ANYONE.

Sincerely,

A handwritten signature in cursive script that reads "Ruth A. DeCamp".

Ruth A. DeCamp