

**3/4/09**

**OVERVIEW:**

**U OF AK**

**REGIONAL**

**CAMPUSES**

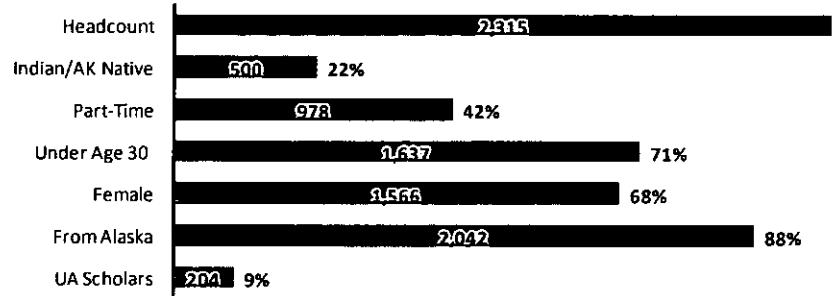


# Campus Profile: *Rural College*

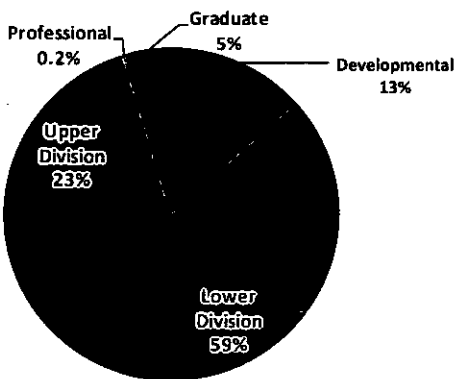
The University of Alaska Fairbanks (UAF) Rural College is a centralized component of UAF's College of Rural and Community Development (CRCD). It facilitates state-wide delivery of academic and vocational education and outreach with an emphasis on Alaska Natives and underserved communities, and also serves as the center for support and development of distance delivery of education throughout the university. CRCD geographically serves nearly two-thirds of the state, representing more than 160 primarily Native Alaska communities.



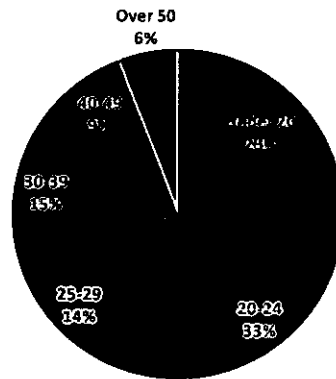
## Student Profile, Fall 2008



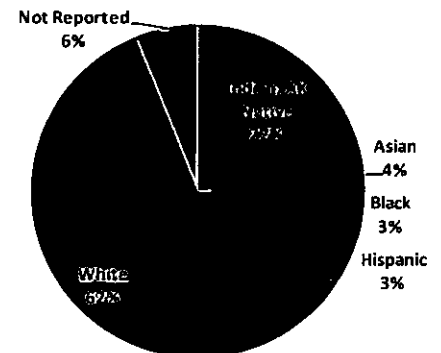
### SCH by Course Level



### Age



### Ethnicity



### SCH by Degree-Seeking Status



- Almost 25 percent of UAF students took a course from the Rural College in fall 2008, with more than 2,300 students enrolled for credit.
- Rural College enrolled more than a quarter of UA Scholars (204) attending UAF in fall 2008.
- Almost sixty percent of students taking a class at the Rural College were enrolled full-time at the UA system level.
- More than 20 percent of enrolled students were Alaska Native/Indian.
- The number of degree-seeking students reached 1,250 in fall 2008, nearly three times as many as in fall 2000.
- In fall 2008 the number of UA first-time freshmen attending Rural College (389) was 5 times higher than in fall 2000.
- The number of minority students enrolled (732) has more than tripled since fall 2000.
- More than 1,330 Rural College students were enrolled full-time across UA in fall 2008, representing an additional 780 full-time students beyond the fall 2000 level.
- Rural College delivered 9,814 student credit hours (SCH), excluding auditors, in fall 2008, with over 70 percent delivered in lower division and developmental level courses.
- Nearly seventy percent of FY08 graduates completed programs that qualified them to work in High Demand Job Area careers.

Source: Data Supplied by MAUs via U-A Information Systems: Banner SI Closing Extracts FY01-FY08. Compiled by Statewide Planning & Budget in conjunction with campus.

Headcounts are unduplicated at the reporting level and students often enroll at more than one campus or MAU in a semester, therefore the sum of headcount across multiple campuses often adds to more than the MAU totals.

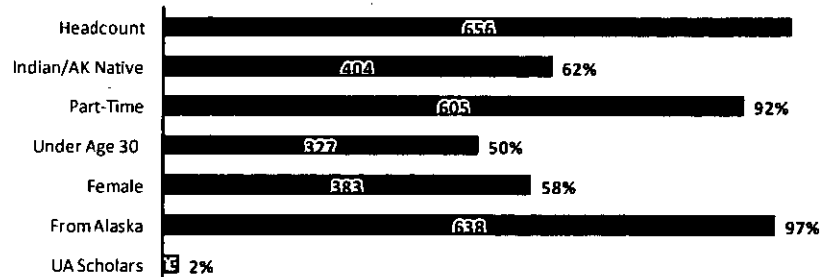


# Campus Profile: *Bristol Bay*

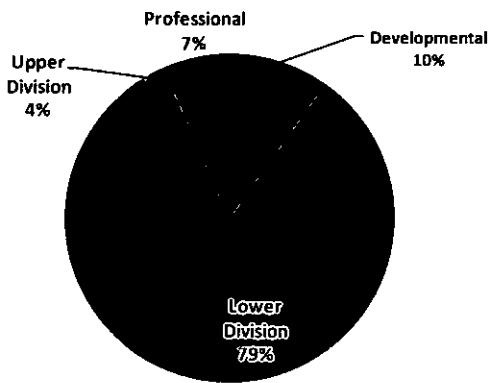
The Bristol Bay Campus of UAF is located in Dillingham on the northern coast of Bristol Bay, one of the world's largest producers of sockeye salmon. The campus serves an area of 55,000 square miles and a total of 32 communities.



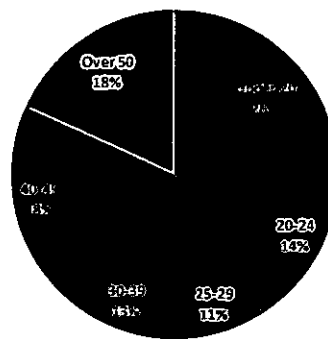
## Student Profile, Fall 2008



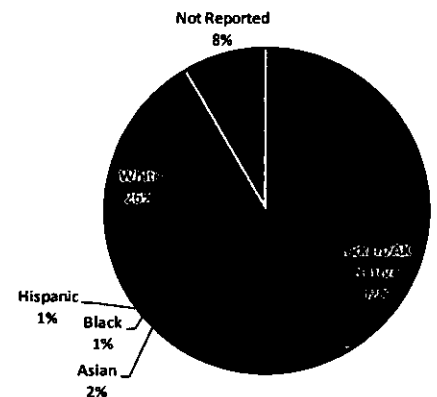
### SCH by Course Level



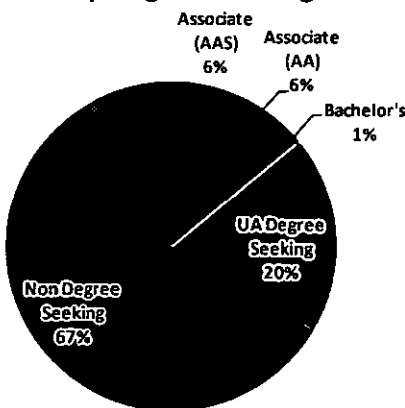
### Age



### Ethnicity



### SCH by Degree-Seeking Status



- The Bristol Bay campus accounted for more than 5 percent of UAF students in fall 2008, with almost 660 students enrolled for credit.
- Among all students enrolled in fall 2008, more than 60 percent were Alaska Native.
- Enrollment of minority students increased 50 percent since fall 2000, to 430 in 2008.
- Nearly half of all enrolled students were under age 30 and the average student age was 34 in fall 2008.
- Nearly all students (97 percent) attending Bristol Bay originated in Alaska, with another 2 percent from out-of-state and 1 percent from other countries.
- Almost 90 percent of student credit hours (SCH) were delivered in lower division and developmental level courses.
- One-third (160) of Bristol Bay students were pursuing a degree.
- Degrees, certificates and credentials awarded by the Bristol Bay campus in fall 2008 amounted to twenty five, a 25 percent increase since FY01.
- One of every three students was enrolled in a distance or technology delivered course, accounting for about forty percent of fall 2008 student credit hours.

Source: Data Supplied by MAUs via UAF Information Systems: Banner SI Closing Extracts FY01-FY08. Compiled by Statewide Planning & Budget in conjunction with campus.

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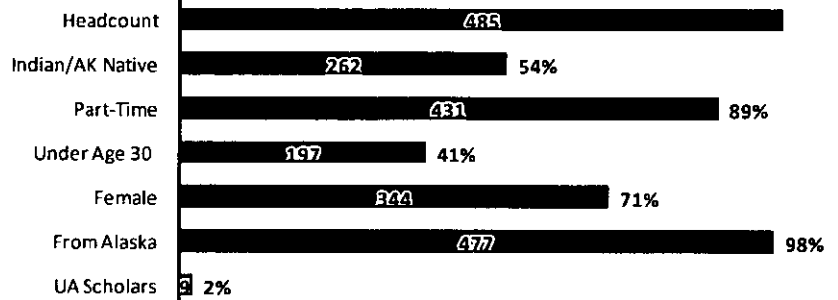


# Campus Profile: Interior-Aleutians

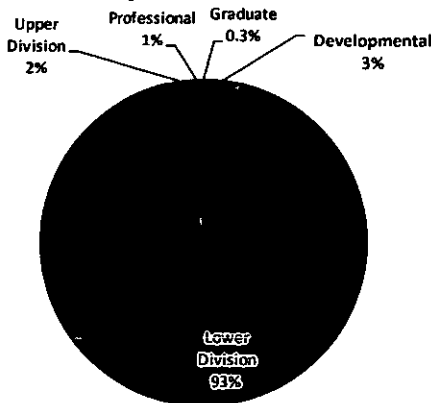
The Interior-Aleutians Campus (I-AC) serves Alaska's Interior region, an area larger than France, and extends its service area to the Aleutians, a total area of about 200,000 square miles. With the largest land base of any rural campus, the area served by I-AC includes eleven separate school districts; several state government service areas; and three regional Native corporations. This campus is an Alaska Native Serving Institution that develops culturally relevant and place-based programs and serves a culturally and linguistically diverse Alaska Native population through its six rural education centers in Fort Yukon, Galena, McGrath, Tok, Unalaska and Nenana.



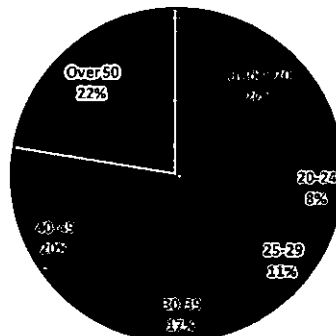
## Student Profile, Fall 2008



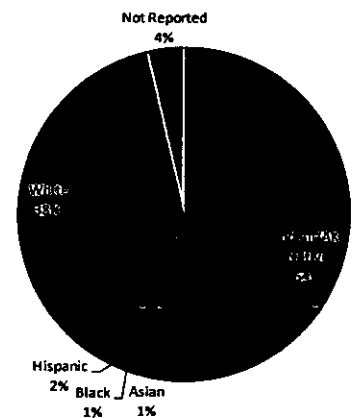
### SCH by Course Level



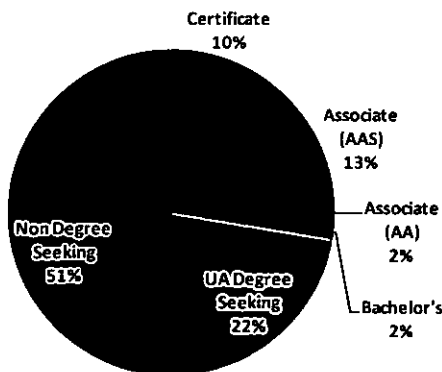
### Age



### Ethnicity



### SCH by Degree-Seeking Status



Source: Data Supplied by MAUs via U-A Information Systems: Banner SI Closing Extracts FY01-FY08. Compiled by Statewide Planning & Budget in conjunction with campus.

Headcounts are unduplicated at the reporting level and students often enroll at more than one campus or MAU in a semester, therefore the sum of headcount across multiple campuses often adds to more than the MAU totals.

- The Interior-Aleutians campus accounted for 5 percent of UAF students in fall 2008, with almost 500 students enrolled for credit.
- Fifty degrees, certificates and credentials were awarded by the Interior-Aleutians campus in FY08, more than triple the number awarded in FY01.
- Almost 95 percent of FY08 degrees and credentials awarded by Interior-Aleutians were in programs qualifying recipients to work in High Demand Job Area careers.
- Almost 55 percent of students were Alaska Native/Indian, one of the highest proportions among all UA campuses.
- Nearly sixty percent of enrolled students were over 30 years of age, with an average age of 36 in fall 2008.
- Students from Alaska accounted for ninety-eight percent of enrollment, out-of-state students for one and a half percent and students from other countries the remainder.
- The Interior-Aleutians campus delivered 1,810 student credit hours (SCH), excluding auditors, with more than ninety-five percent in lower division and developmental level courses.

26 February 2009

To the Members of the Alaska State Legislature.

My name is Leonard G. Benson. I am currently enrolled in the University of Alaska Fairbanks classes in Galena for an Applied Sciences Associates Degree. I am taking levels one and two Residential housing at the Interior-Aleutians Campus. I am writing you to tell you the reason why I think that it is important for us to have these classes. This class is important to Native Alaskans because we, the young people of this state, are the future for this state. Without an education, the people of bush Alaska would not survive because of the very high food prices, fuel prices, and housing bills in the bush. Most of the jobs throughout the state go to the out of state people because of the education requirements for most jobs in Alaska. This education is important because we need to keep our money in the state, instead of going to the 48 states. This is another reason we have very high-priced food and fuel. These classes are important to the students of Alaska because it will help our towns in the bush.

Sincerely,



Leonard G. Benson  
Student at Interior-Aleutians Campus  
P.O. Box 285  
Galena, Alaska 99741

Feb. 25, 2009

To the members of the Alaska State Legislature:

My name is Curtiss Carlo. I was born and raised in the rural village of Ruby, and I am writing this letter for the future benefit of other students who would like to be able to stay at home and still get an Applied Sciences Associates Degree through the University of Fairbanks in Construction Trade Technology. Here in the rural interior, as the prices in transportation, house rental, food, and fuel cost increase, student's chances of going to college in the city steadily decreases. More and more frequently I see graduates coming back home, because they could not afford living in the city. I truly believe in the University's program to go where the students are. This program encourages them to continue their education and get a degree while staying home. I was going to apply to the Alaska Vocational Technical Center;{AVTEC}instead, this program provided me the same trade and a better opportunity of living at home with my family without having to pay rent and providing for my wife and son moving there too. Now, I am able to go to college, and continue watch over my elderly Auntie, because she likes living in the rural area. The cost to attend AVTEC was amazingly great, in the thousands. But thanks to the University's Interior-Aleutians Campus/Yukon-Koyukuk Center here in Galena, Alaska, and with your help, other students can continue to get back to higher education learning.

Sincerely,

Curtiss Carlo  
Student at Yukon-Koyukuk Center  
P.O. Box 285  
Galena, Alaska 99741

26 Feb. 2009.

To the members of the Alaska State Legislature:

My name is Tom Esmailka, and I am writing to you to let you know about the Construction Trades Technology program that is being run by the University of Alaska at Fairbanks, Interior Aleutians Campus. The program consists of carpentry, electrical, and plumbing. In order To graduate we need to complete college English and carpentry, electrical, and plumbing to receive an A.A.S. degree. The more funding the program receives, the more successful it will be. People will use their degrees to gain employment and be upstanding citizens. The course lasts for about three years.

In our villages along the Yukon river, people are becoming stressed and turning to alcohol and drugs. If we can fund more schools like the CTT—A.A.S. degree program in Galena, AK., we can put our people into training for one of the many trades out there. After being trained, they can be productive citizens at home or out in the real world.

Sincerely,

Tom Esmailka

Student at UAF, Yukon-Koyukuk center

P.O. box 57

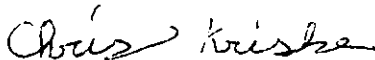
Galena, AK 99741

February 26, 2009

To the members of the Alaska State Legislature:

My name is Chris Kriska I am originally from Koyukuk, Alaska, but live in Galena 30 miles up the Yukon River from there. I have been attending the Applied sciences associates Degree program with UAF/ Interior-Aleutians campus for the last two years, and I am excited to be working towards getting an associate's degree in the Construction and Technology trades. I found this program to be very challenging; however, with the support of my fellow classmates and my family, I find myself learning at a high rate and I am pleased with my performance as a college student. I sacrificed a lot by taking this class; it's hard to be away from family. I just recently became a father for the second time, and this program keeps me away from her all day long, but I am sticking with it, and I am going to keep on going until the program is finished. The whole community of Galena is supporting us, and without Larry Hausmann this all wouldn't be possible. So I just want to thank everyone that helped get this program started, and hope other villages get the same opportunity to get the same education that we acquired.

Sincerely,



Chris Kriska

Student at UAF, Interior – Aleutians campus

P.O BOX 351

Galena, AK 99741

February 26, 2009

To the members of the Alaska State Legislature:

My name is Stewart Solomon and I live in Galena, Alaska. I am writing this letter in regards to the University's Construction and Trades Technology Applied Sciences Associates Degree Program. I am a student taking this program from the comfort of my hometown. I really enjoy taking this program here. It gives me the opportunity to go to school and stay in my own house. When I heard that this program was coming to Galena, I jumped at the opportunity. It gives me great pride to be taking classes here. I would just like to say that I wish everyone in different villages would have the same opportunity that I have. I urge you to support this program and other programs like this to give people the same kind pride that I have. Just today my aunt Elaine Settle said to me, "I'm proud of you and all the other students for working hard." This is just the kind of pride that it gave me; I wish everyone can have this kind of pride.

Sincerely,



Stewart Solomon

Student at UAF, Yukon-Koyukuk Center

P.O. box 57

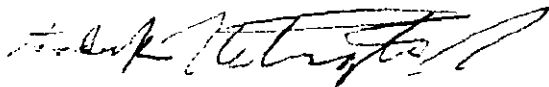
Galena, Ak 99741

February 26, 2009

To the members of the Alaska State Legislature:

My name is Frederick Huntington Jr. I live in Galena, Alaska. I am currently attending the University of Alaska Fairbanks through the Interior-Aleutian Campus. I love staying in my own home and attending regular classes based on the Construction Trades Technology Applied Sciences Associates Degree program. The opportunity of taking these classes here at home saved me thousands of dollars. Plus I am getting an education that will lead to a career that will help me for the rest of my life. With the program here in Galena, my friends and I can enjoy our culture and lifestyle here in rural Alaska while at the same time earning University degree. I would like to see more of our young men and women who live in the rural areas to have the same opportunity as I have. Give Alaskans a chance to better themselves. I ask you, the Legislature, for additional funding for programs like this and other programs that help Alaskans improve their chances to find work. Just the other day, I heard that some citizens of Galena are proud of the students taking the first step toward higher learning. This make me feel very proud, being a Koyukon Athabascan raised in a village earning my degree. I feel accomplished. I would like to see more people getting a college education here in rural Alaska. So please help fund additional programs that will invest in Alaska's future.

Sincerely,



Frederick Huntington Jr

Student at UAF, Yukon-Koyukuk Center

1 Mile Tiger Fwy. Galena, Alaska 99741

February 26<sup>th</sup>, 2009

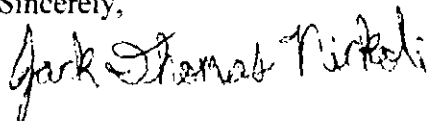
To the members of the Alaska State Legislature:

My name is Jack Nickoli from the village of Kaltag, AK which is located 90 miles inland from Unalakleet. I am writing this letter in regards to the University's Construction and Trades Technology of Applied Sciences Associates Degree Program. I am a student that began this program on January 20<sup>th</sup>, 2006 in Kaltag and will complete it in Galena, graduating this May 2009.

I think one very important issue facing young native men in the interior of Alaska is the lack of jobs and training. The unemployment rate in rural Alaska is very high due to very poor prospects for a job, and not enough economic businesses.

The only way to break the cycle of natives being jobless is to get vocational training in a trade and or get a college degree. I am so happy I had this opportunity to work on my college degree. I thank the University of Alaska Fairbanks, staff, and teachers for helping me to succeed in the construction industry. I have never dreamed of becoming a college graduate of the University of Alaska Fairbanks. I hope other young natives in rural Alaska get the same opportunity that I have.

Sincerely,

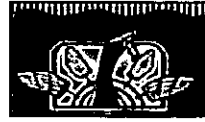


Jack Nickoli  
Student at UAF, Yukon-Koyukuk Center-Galena  
PO Box 51  
Kaltag, Ak 99748

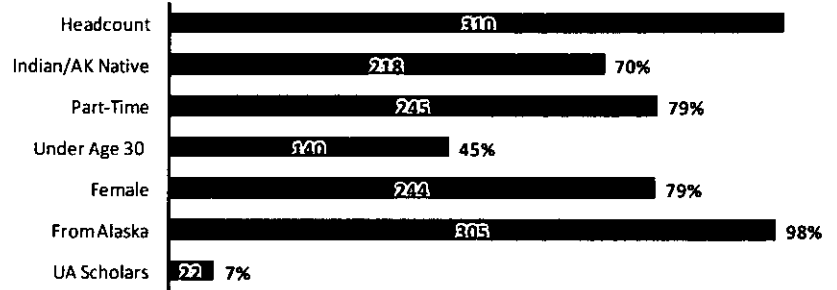


# Campus Profile: *Kuskokwim*

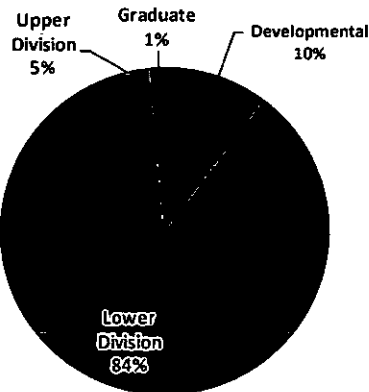
The Kuskokwim Campus of the University of Alaska Fairbanks (UAF) is located in Bethel, a community situated on the banks of the Kuskokwim River, inland from the Bering Sea. The campus serves an area exceeding 57,800 sq. miles including a population of about 25,000 people. Service is provided to an extended community of 47 rural villages and 56 tribes.



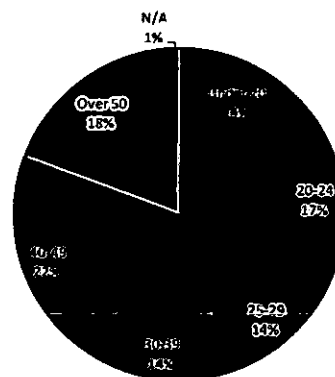
## Student Profile, Fall 2008



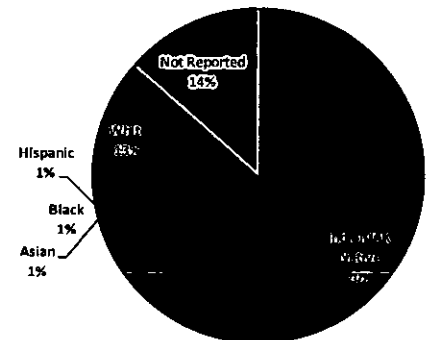
### SCH by Course Level



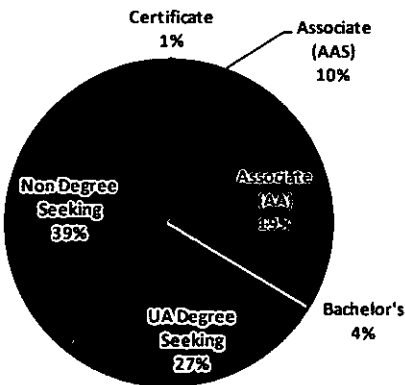
### Age



### Ethnicity



### SCH by Degree-Seeking Status



- With greater than 300 students enrolled, Kuskokwim accounted for 3 percent of UAF students in fall 2008.
- The number of degree-seeking students grew to nearly 160 in fall 2008, reflecting growth of nearly 15 percent over the last eight years.
- In fall 2008 nearly 40 of UA first-time freshmen attended the Kuskokwim campus, up almost 20 percent since fall 2000.
- Most of students (80 percent) taking a class at Kuskokwim enrolled part-time at the UA system level.
- Seventy percent of students were Alaska Native/Indian, the highest proportion of any UA campus in fall 2008.
- More than a half of enrolled students were over 30 years of age, with an average of 35.
- The campus delivered 1,820 student credit hours (SCH), excluding auditors, in fall 2008. Nearly 95 percent were in lower division and developmental level courses.
- The Kuskokwim campus awarded nearly 60 degree certificates and credentials in FY08, about two and half times the number in FY01.
- Almost 65 percent of FY08 graduates received degrees or credentials in programs qualifying them to work in High Demand Job Area careers.

Source: Data Supplied by MAUs via UAF Information Systems: Banner SI Closing Extracts FY01-FY08. Compiled by Statewide Planning & Budget in conjunction with campus.

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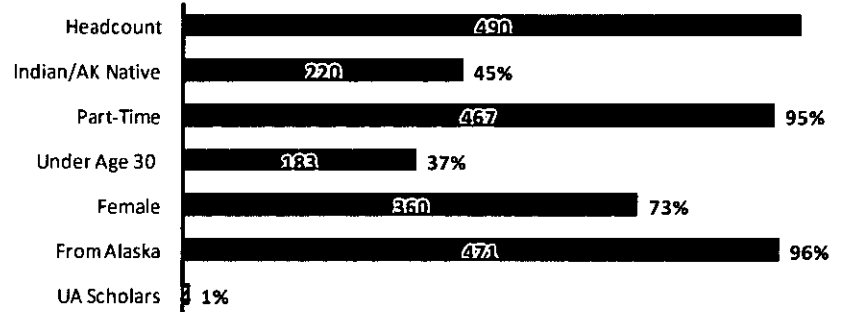


# Campus Profile: Northwest

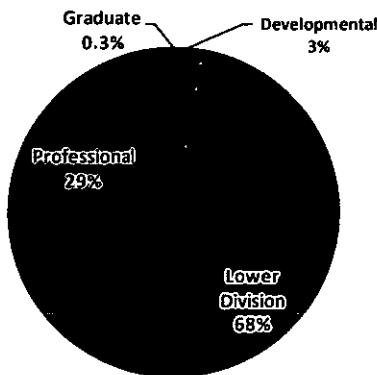
The Northwest Campus (NWC) is a branch campus of the University of Alaska Fairbanks (UAF) and is part of UAF's College of Rural and Community Development. The Northwest Campus serves 15 Alaska Native villages in the surrounding 36,000 square miles, an area the size of the state of Indiana. NWC and its service villages are entirely off the road system requiring commercial airline or private charter for the majority of travel, even between villages. The nearest major airport is in Anchorage, 550 air miles from Nome. Travel to or from the surrounding villages requires an additional flight in and out of Nome via small commercial aircraft.



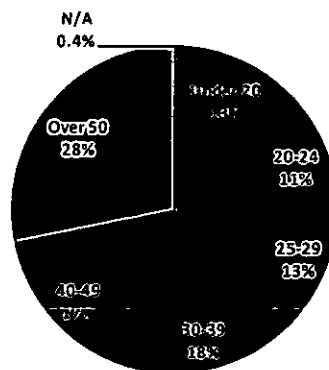
## Student Profile, Fall 2008



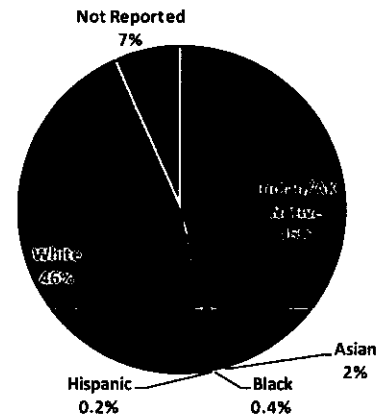
### SCH by Course Level



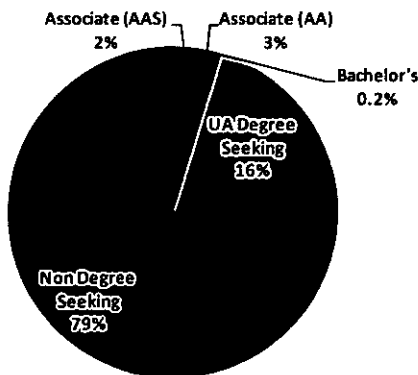
### Age



### Ethnicity



### SCH by Degree-Seeking Status



- NWC accounted for 5 percent of UAF students in fall 2008, with close to 500 students enrolled for credit.
- The campus enrolled four UA Scholars in fall 2008.
- Students enrolled part-time at the UA system level accounted for 95 percent of all students.
- Among all students enrolled in fall 2008, forty-five percent were Alaska Native.
- The majority (60 percent) of enrolled students were over 30 years of age, with an average age of 38, one of the highest among UAF campuses.
- More than ninety-five percent of enrollment originated from Alaska, three percent from out-of-state and the rest from other countries.
- NWC delivered nearly 1,200 student credit hours (SCH), excluding auditors, in fall 2008. More than seventy percent were delivered in lower division and developmental level courses.
- Half of all degrees, certificates and credentials awarded by NWC in FY08 were in programs qualifying recipients to work in High Demand Job Area careers.

Source: Data Supplied by MAU's via UAF Information Systems: Banner SI Closing Extracts FY01-FY08. Compiled by Statewide Planning & Budget in conjunction with campus.

Headcounts are unduplicated at the reporting level and students often enroll at more than one campus or MAU in a semester, therefore the sum of headcount across multiple campuses often adds to more than the MAU totals.

Expand Your Horizon



# MEAT with GREG FINSTAD PRODUCTION



**Monday, Tuesday & Friday  
March 2, 3 & 6**

Two 7-hour sessions (March 2 & 3 • 9 a.m.-5 p.m.) +  
Two 3-hour sessions (Mar 3 • 6-9 p.m. + Mar 6 • 9 a.m.-noon) +  
Follow-up audioconference sessions (TBA)

Cost: \$274 • 2 credits • HLRM F160 •  
**LIMITED SCHOLARSHIP FUNDS AVAILABLE**

Greg Finstad is a  
range ecologist and  
runs the Reindeer  
Research Program at  
the University of  
Alaska Fairbanks. He  
has been working  
with reindeer herds  
in the Bering Strait  
region for many  
years.

Learn about the meat animal processing sequence in  
this class! You'll study the production of reindeer and  
game meat in Alaska and the science and technology  
of their conversion to food, value-added products and  
by-products. Students will review state regulations  
and methods of proper field slaughtering, and learn  
about the preparation, handling and storage of meat.

**Register by Monday, February 23. Info:  
443-2201 • [www.nwc.uaf.edu](http://www.nwc.uaf.edu)**



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an official, accredited and equal opportunity educational institution



Expand Your Horizon



# MEAT-CUTTING WORKSHOP

with GREG FINSTAD



Greg Finstad is a range ecologist and runs the Reindeer Research Program at the University of Alaska Fairbanks. He has been working with reindeer herders in the Bering Strait region for many years.

**Tuesday, March 3 • 6-9 p.m.**

One 3-hour session • Cost: \$30 non-credit workshop fee  
Workshop meets at Nome Eskimo Community  
**LIMITED TO 25 PARTICIPANTS**

Learn about cutting and cooking reindeer meat in this special workshop! You'll learn how to cut a reindeer carcass, which cuts to use for various reindeer dishes, and the best ways to cook the cuts. The workshop will cover how muscle is converted to meat, and some of the do's and don'ts of meat production. Learn how long to age and roast reindeer and moose meat, and some of the nutritional differences between the meat from these animals.

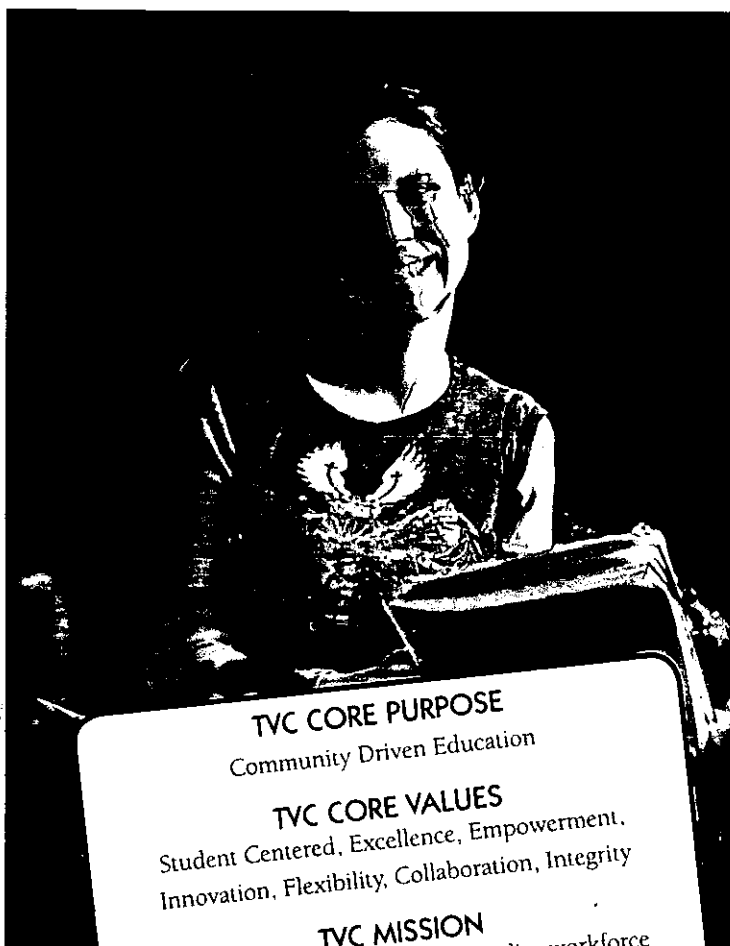
**Register by Tuesday, February 24. Info:  
443-2201 • [www.nwc.uaf.edu](http://www.nwc.uaf.edu)**



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UAF is an affirmative action/equal opportunity employer and educational institution





**TVC CORE PURPOSE**  
Community Driven Education

**TVC CORE VALUES**  
Student Centered, Excellence, Empowerment,  
Innovation, Flexibility, Collaboration, Integrity

**TVC MISSION**  
TVC is Alaska's first choice for quality workforce  
development, academic preparation, & lifelong learning.

### TVC IS PRODUCTIVE

- 38% of UAF's student headcount.
- 22% of UAF's credit hour production.
- 281 degrees awarded in 2008.
- 3,000+ students served every semester.
- Offers over 40 certificate and degree programs.
- Hires 300+ adjuncts each year.

### TVC IS EFFICIENT

- TVC's budget is nearly \$11M.
- TVC's instructional efficiency of faculty is near the highest of all UAF campuses.
- TVC effectively using nine different facilities:
  - UAF Tanana Valley Campus Center
  - TVC Downtown Center/2nd Avenue
  - Hutchison Institute of Technology
  - University Park
  - Bunnell House Lab School
  - TVC Automotive Technology Center
  - Fort Wainwright
  - Eielson Air Force Base
  - Delta Career Advancement Center

### TVC IS RESPONSIVE TO COMMUNITY

#### Construction Management Program:

- Strong support from local construction industry.
- Outstanding locally-experienced faculty.
- Program aligned with BA program at UAA.
- Received \$25,000 donation from Associated General Contractors of Fairbanks to create a scholarship endowment.

#### Dental Hygiene Program:

- Granted initial accreditation by American Dental Association.
- State-of-the-art dental training facility.
- First cohort of six students began Spring 2008.

#### Automotive Technology Program:

- Modern automotive facility at 3202 Industrial Ave.
- Paid student internships with local employers.

#### Northern Military Programs:

- Serving armed forces personnel and families at Fort Wainwright, Eielson AFB, Fort Greely and Clear AFS.
- New testing center located on Eielson AFB.

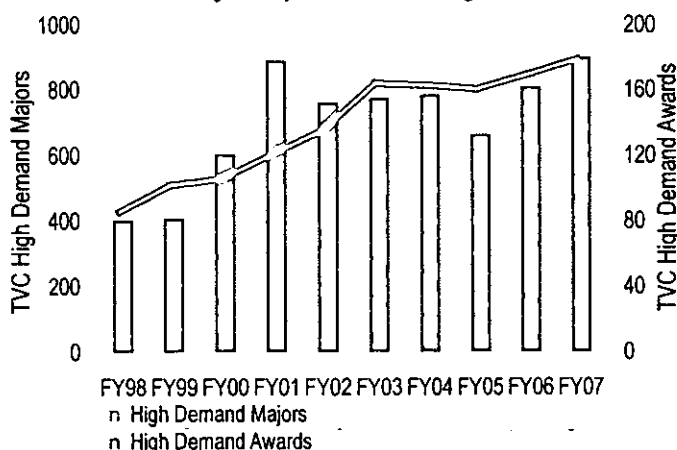
### TVC STUDENTS LIKE WHAT WE DO:

- Students surveyed like quality faculty-student engagement and collaborative learning.
- 95% would recommend TVC to family or friend.

### TVC GRADUATES ARE GOING TO WORK

- Allied Health graduates-Tanana Valley Clinic, Fairbanks Memorial Hospital, and numerous clinics.
- Process Tech graduates - BP, ConocoPhillips, Flint Hills Resources, and Alyeska Pipeline Service Company.
- Paralegal graduates have a 100% rate of finding employment with local law firms.
- TVC awards over 70% of all UAF community campus degrees (occupational endorsements, certificates, AA, AAS).

UAF Tanana Valley Campus Trends in High Demand Jobs





**Project: UAF Tanana Valley Campus Center (TVCC) Space Revitalization-Phase 4**  
**604 Barnette Street, Downtown Fairbanks**

**Project Abstract:**

The UAF Tanana Valley Campus Center located at 604 Barnette Street is in critical need of continuing major upgrades to ensure the reliable, safe, and efficient delivery of TVC programs focused on key Alaskan industries. The facility was designed and constructed in 1962-63. Since taking ownership in 2003, the University has accomplished two State funded projects and two additional projects funded by the Denali Commission. The State funded Phase 3 Exterior Envelope project is scheduled for 2009 construction. The FY10 request will complete the fourth floor revitalization for Allied Health programs, upgrade antiquated elevator lift systems, and continue revitalization of interior spaces, exterior grounds and parking.

**Project Overview:**

UAF's FY10 capital funding request for Tanana Valley Campus Center (TVCC) seeks to improve education and training facilities for high-growth, high-demand occupations in Allied Health, Nursing, and related fields. The FY10 request for \$5M will fund renovation of TVCC's fourth floor; it builds on recent phased renovation work to complete training facilities for Allied Health programs leading to jobs in fields like Nursing, Certified Nurse Aide, Medical and Dental Assisting, Dental Hygiene, Phlebotomy, and more. Students in these programs will have use of new training labs and classrooms. The renovation will also include upgrades to the antiquated 1960s-era elevator and other interior spaces.

Allied Health is one of TVC's fastest growing program areas; Alaska's graying workforce both increases demand for health-care services and job opportunities as current workers in the field retire. Graduates have little difficulty in finding productive employment in the field through employers such as Fairbanks Memorial Hospital and Denali Center, Fairbanks Imaging Center, Bassett Army Community Hospital, Tanana Valley Clinic, Fairbanks Clinic, and other local employers.

The FY10 request will complete revitalization of this floor, to include upgrades to the antiquated elevator systems (cars, electric motors, control and safety systems) plus ensure ADA compliance. The project builds on other recent phased work already funded and/or completed. This includes \$4M for heating and cooling plus electrical systems and \$7M for replacement of the building's exterior skin (improving insulation efficiency from R4 to R21).

UAF is an affirmative action & equal opportunity employer and educational institution.

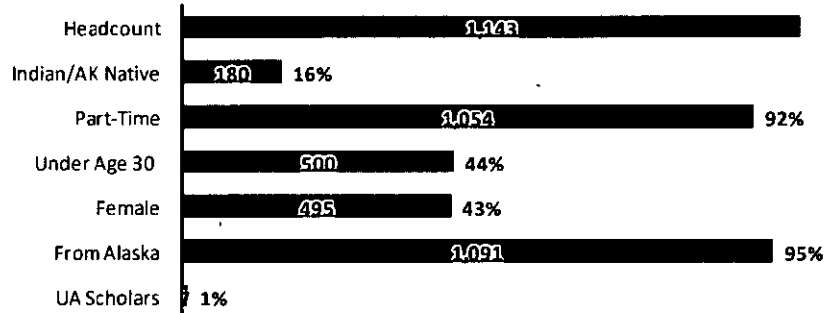


# Campus Profile: PWSCC

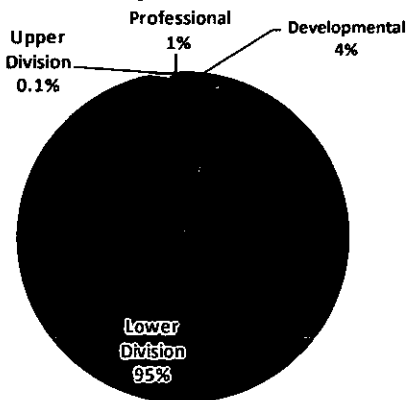
The Prince William Sound Community College (PWSCC), an affiliate college of the University of Alaska Anchorage (UAA), is located in the historic community of Valdez with extensions in Cordova and the Copper Basin. Located in South-central Alaska, the College services a geographic area of more than 44,000 square miles.



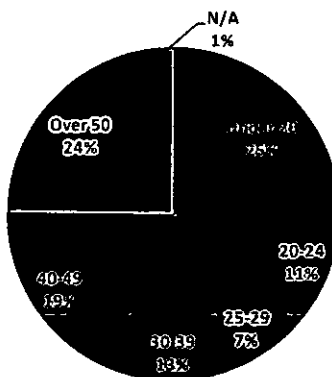
## Student Profile, Fall 2008



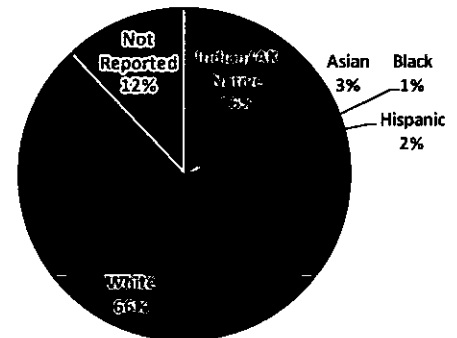
### SCH by Course Level



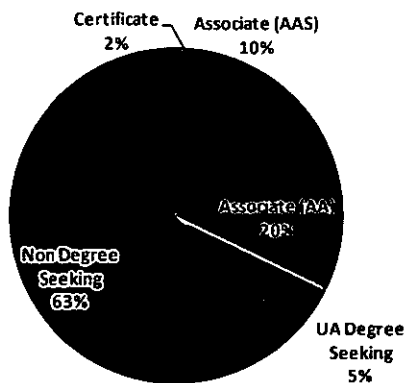
### Age



### Ethnicity



### SCH by Degree-Seeking Status



- Five percent of UAA students took one or more courses from PWSCC in fall 2008, with more than 1,140 enrolled for credit.
- The vast majority of students enroll part-time.
- PWSCC had the highest proportion of male student enrollment (57 percent) of any campus in the UA system.
- The majority of students were over the age of 30, with an average age of 36.
- More than 95 percent of students were from Alaska.
- Nearly 3,700 student credit hours (SCH) were delivered in fall 2008, excluding auditors. Virtually all SCH were delivered in lower division and developmental level courses.
- PWSCC provided non-credit Adult Basic Education training to more than 100 students in preparation for the GED exam.
- About five percent of fall 2008 students were enrolled in a PWSCC distance delivery course.

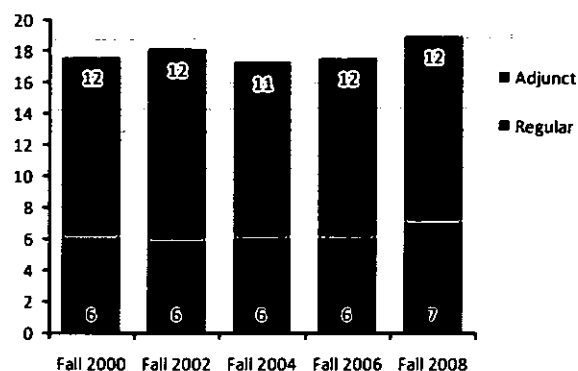
Source: Data Supplied by MAUs via U.A. Information Systems: Banner SI Closing Extracts FY01-FY08. Compiled by Statewide Planning & Budget in conjunction with campus.

Headcounts are unduplicated at the reporting level and students often enroll at more than one campus or MAU in a semester, therefore the sum of headcount across multiple campuses often adds to more than the MAU totals.

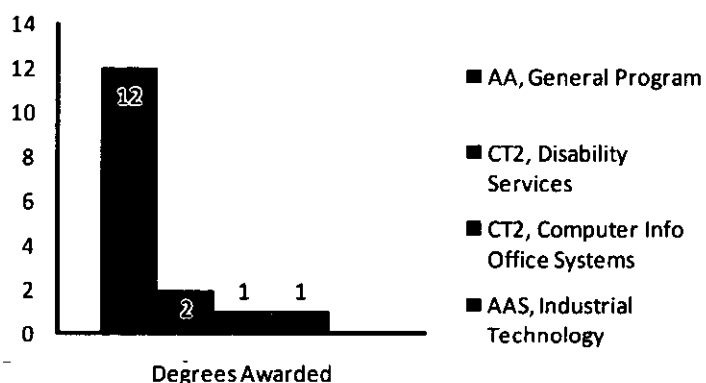
- PWSCC employed 7.0 regular, instructional faculty full-time equivalents (FTE) and 12 instructional adjunct FTE\* in fall 2008. The campus employed another 1.0 regular faculty FTE on restricted funding in fall 2008.
- The number of degrees, certificates and credentials awarded can vary by year and has averaged more than 20 awards annually since FY01.
- A quarter of all academic program credential awards by PWSCC in FY08 were in programs qualifying recipients to work in High Demand Job Area careers.

\* 1 adjunct FTE=3 adjuncts

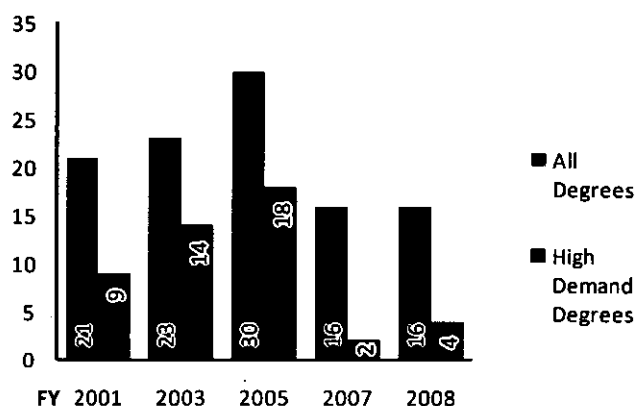
## Instructional Faculty FTE, Fall 2000 - Fall 2008



## Top Graduating Programs, FY08



## Degrees and Credentials



## Enrollment Trend

	Fall 00	Fall 08	Change
Headcount	1,459 (100%)	1,143 (100%)	-22%
Male	730 (50%)	646 (57%)	-12%
Traditional Age (18-24)	240 (16%)	270 (24%)	13%
Ethnic Minority	219 (15%)	249 (22%)	14%
Degree Seeking Students	218 (15%)	192 (17%)	-12%
UA Full-Time Students	97 (7%)	89 (8%)	-8%
UA First-Time Freshman*	37 (3%)	30 (3%)	-19%

\* Counts any UA first-time freshman taking at least one course from the campus. Student maybe considered a non-degree student at the campus.

## From fall 2000 to fall 2008:

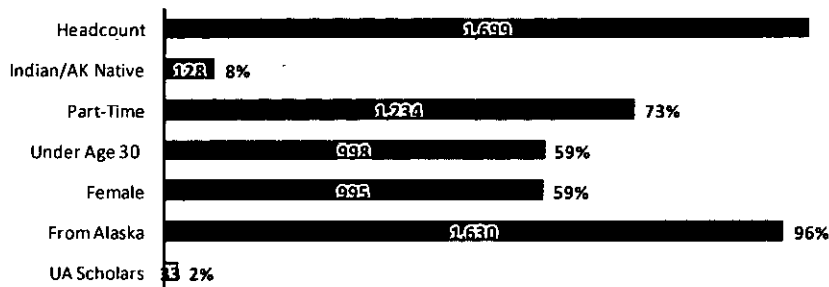
- PWSCC has been significantly impacted by economic conditions in Valdez and surrounding communities, to which have impacted enrollment levels.
- Ethnic minority student enrollment at PWSCC has increased nearly 15 percent reaching more than 240 in fall 2008.
- From FY01-FY08, PWSCC generated total, cumulative revenue of \$10.8 million (\$7.9 million unrestricted) from community and other non-State sources, as well as \$3.8 million in restricted federal funding for sponsored programs.

# Campus Profile: Kenai Peninsula College

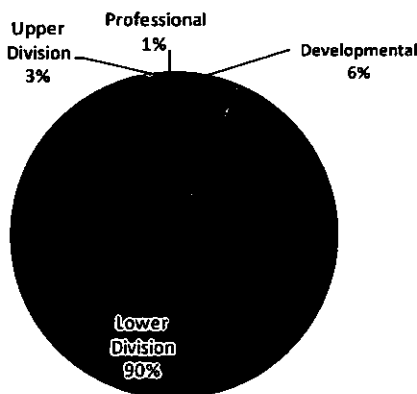
The University of Alaska Anchorage (UAA) Kenai Peninsula College (KPC) campus is located between Kenai and Soldotna on the scenic Kenai Peninsula, which provides superb opportunities for outdoor recreation. KPC is comprised of four sites: Kenai River Campus in Soldotna, Kachemak Bay Campus in Homer, Resurrection Bay Extension Site in Seward and the Anchorage Extension Site at the University Center. A number of specialized academic programs are offered such as Industrial Process Instrumentation, Occupational Health and Safety, Mechanical Technology, and Paramedic Technology.



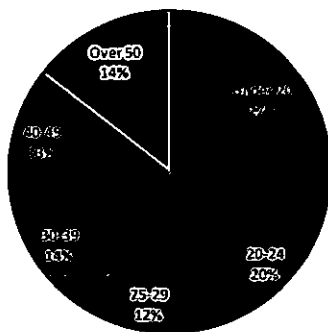
## Student Profile, Fall 2008



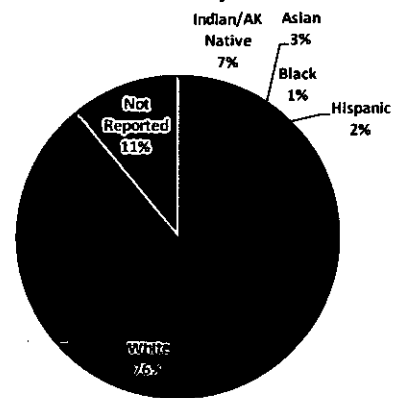
### SCH by Course Level



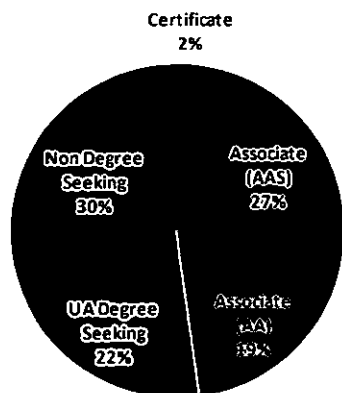
### Age



### Ethnicity



### SCH by Degree-Seeking Status



- Ten percent of all UAA students took at least one class from KPC, with nearly 1,700 students enrolled in fall 2008.
- KPC enrolled 33 UA Scholars in fall 2008
- The majority of students (>70 percent) taking a class at KPC were enrolled part-time at the UA system level.
- About two in three students enrolled were under 30 years old, however the average age was 32 in fall 2008.
- More than 95 percent of enrollment originated from within Alaska, three percent from out-of-state and one percent from other countries.
- KPC delivered nearly 10,140 student credit hours (SCH) in fall 2008, excluding auditors, with ninety-six percent in lower division and developmental level courses.

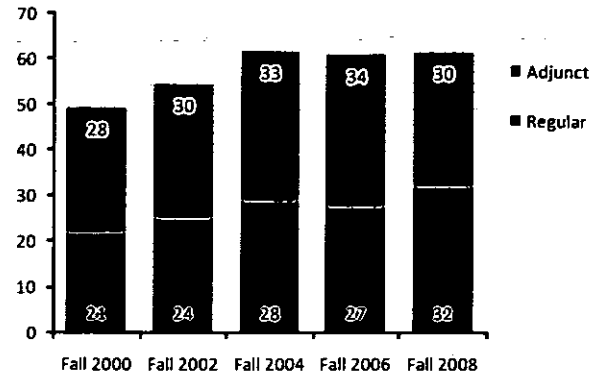
Source: Data Supplied by MAUs via UA Information Systems: Banner SI Closing Extracts FY01-FY08. Compiled by Statewide Planning & Budget in conjunction with campus.

Headcounts are unduplicated at the reporting level and students often enroll at more than one campus or MLU in a semester; therefore the sum of headcount across multiple campuses often adds to more than the MLU totals.

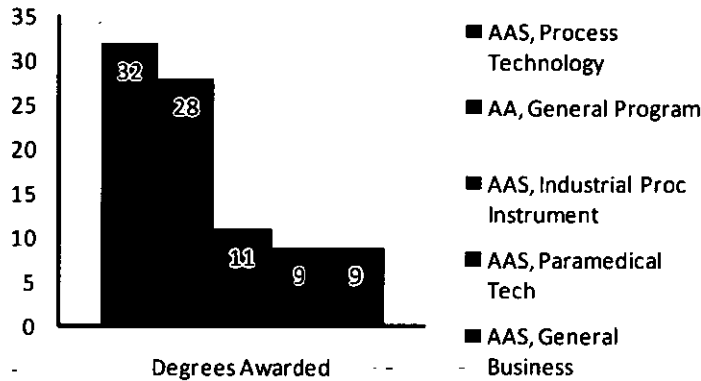
- KPC employed 31.5 regular, instructional faculty full-time equivalents (FTE) in fall 2008, an increase of about 11 since fall 2000. The campus also employed 3.2 regular, non-instructional faculty FTE in fall 2008.
- The number of adjunct faculty FTE\* employed has been relatively steady at around since 2000
- Degrees, certificates and credentials awarded by KPC reached 110 in FY08, more than twice the number awarded in FY01.
- More than 70 percent of KPC's FY08 graduates were from programs qualifying recipients to work in High Demand Job Area careers.

\* 1 adjunct FTE=3 adjuncts

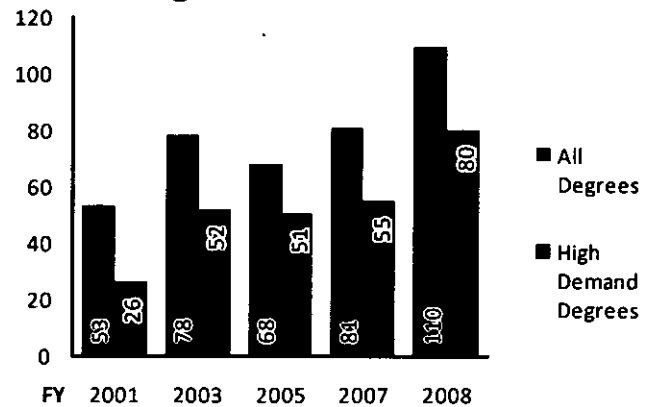
## Instructional Faculty FTE, Fall 2000 - Fall 2008



## Top Graduating Programs, FY08



## Degrees and Credentials



## Enrollment Trend

	Fall 00	Fall 08	Change
Headcount	1,549 (100%)	1,699 (100%)	10%
Male	555 (36%)	704 (41%)	27%
Traditional Age (18-24)	432 (28%)	747 (44%)	73%
Ethnic Minority	148 (10%)	223 (13%)	51%
Degree Seeking Students	510 (33%)	922 (54%)	81%
UA Full-Time Students	371 (24%)	465 (27%)	25%
UA First-Time Freshman*	106 (7%)	150 (9%)	42%

\*Counts any UA first-time freshman taking at least one course from the campus. Student maybe considered a non-degree student at the campus.

## From fall 2000 to fall 2008:

- The number of degree-seeking students increased more than 80 percent, equivalent to an additional 400 students.
- UA first-time freshmen enrollment increased by more than 45 percent, reaching 150 in fall 2008.
- The number of students less than 25 years of age grew more than 70 percent from fall 2000 to fall 2008, and accounted for slightly less than half of all fall 2008 students enrolled at KPC.
- The number of minority students enrolled grew by more than 50 percent over this time, to more than 220 students in fall 2008.
- Twenty-five percent more UA full-time students attended KPC in fall 2008 than in fall 2000, equivalent to an additional 95 UA level full-time students.
- KPC attracted almost 30 percent more male students in fall 2008 than in 2000 with the total headcount reaching more than 700 students.

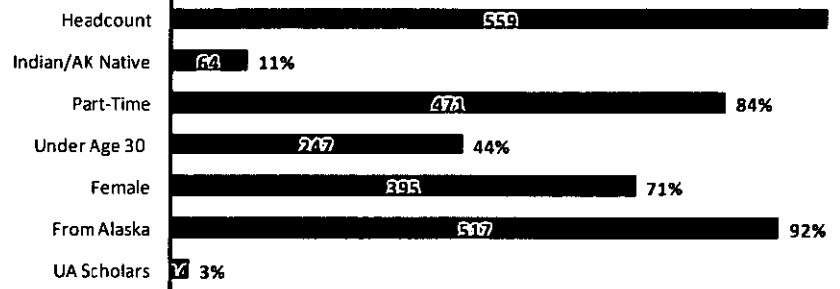


# Campus Profile: Kodiak

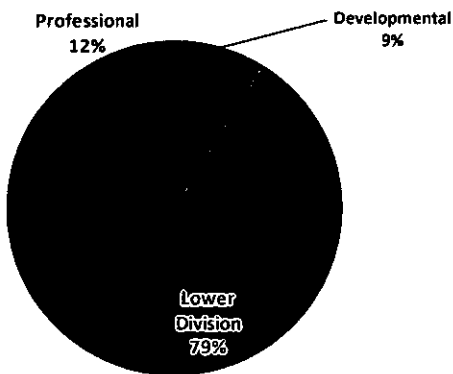
The Kodiak College of the University of Alaska Anchorage (UAA) is located on Kodiak Island, 250 air miles south of Anchorage. Kodiak is the oldest permanent European settlement and the largest island in Alaska. Outreach sites served by Kodiak College include Akhiok, Karluk, Larsen Bay, Old Harbor, Ouzinkie, and Port Lions.



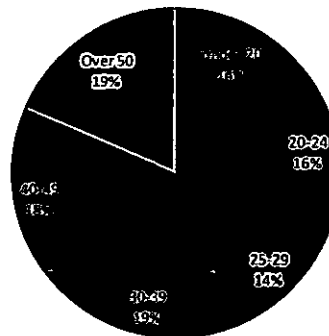
## Student Profile, Fall 2008



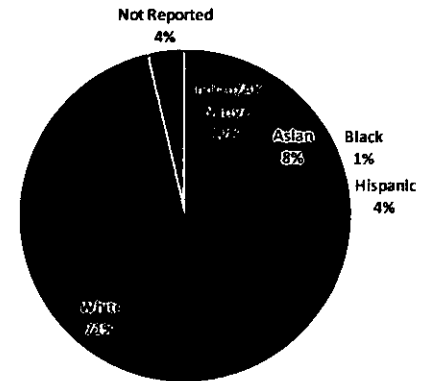
### SCH by Course Level



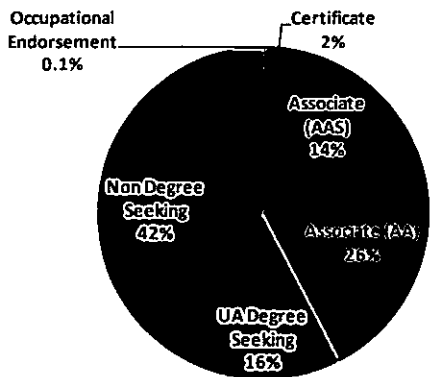
### Age



### Ethnicity



### SCH by Degree-Seeking Status



- Kodiak is the smallest UAA campus and enrolls more than 550 students for credit.
- Fourteen UA Scholars attended Kodiak campus in fall 2008, an all time high.
- Most students enroll part-time.
- Women account for 70 percent of enrollment, the highest proportion among UAA campuses.
- More than half of students are at least 30 years old, with an average age of 35 in fall 2008.
- More than 90 percent of students were from Alaska, five percent from out-of-state and three percent from other countries.
- Kodiak delivered nearly 2,400 student credit hours (SCH) in fall 2008, excluding auditors. Nearly 90 percent of SCH were delivered in lower division and developmental level courses.

Source: Data Supplied by MAUs via UAA Information Systems: Banner SI Closing Extracts FY01-FY08. Compiled by Statewide Planning & Budget in conjunction with campus.

Headcounts are unduplicated at the reporting level and students often enroll at more than one campus or MAU in a semester; therefore the sum of headcount across multiple campuses often adds to more than the MAU totals.

# Campus Profile Trends: Kodiak

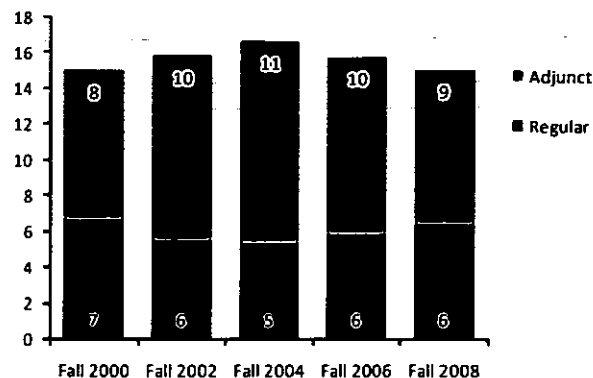
- Kodiak employed 6.4 regular, instructional faculty full-time equivalents (FTE) and 9 adjunct FTE\* in fall 2008. An additional 2.2 regular faculty FTE, paid from restricted or non-instructional funds, were also employed in fall 2008.

- The number of degrees, certificates and credentials awarded by the Kodiak campus can vary by year, with an annual average of 17 since FY01.

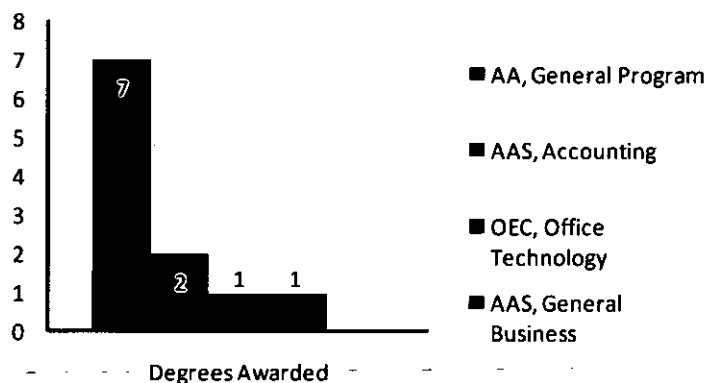
- In FY08, more than a quarter of all academic program credential awards by Kodiak were in programs qualifying recipients to work in High Demand Job Area careers.

\* 1 adjunct FTE=3 adjuncts

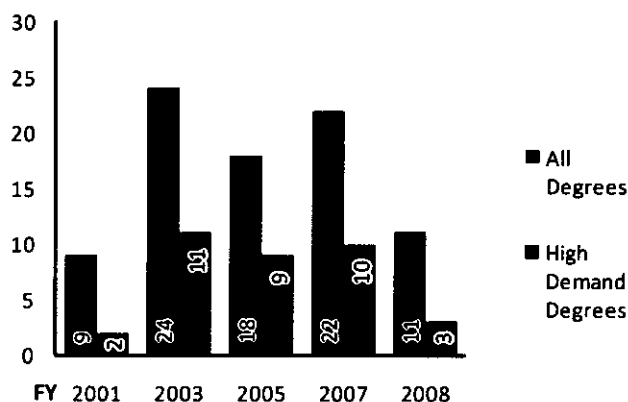
## Instructional Faculty FTE, Fall 2000 - Fall 2008



## Top Graduating Programs, FY08



## Degrees and Credentials



## Enrollment Trend

	Fall 00	Fall 08	Change
Headcount	757 (100%)	559 (100%)	-26%
Male	264 (35%)	164 (29%)	-33%
Traditional Age (18-24)	124 (16%)	148 (26%)	19%
Ethnic Minority	160 (21%)	139 (25%)	-13%
Degree Seeking Students	123 (16%)	221 (40%)	80%
UA Full-Time Students	46 (6%)	88 (16%)	91%
UA First-Time Freshman*	16 (2%)	31 (6%)	94%

\*Counts any UA first-time freshman taking at least one course from the campus. Student maybe considered a non-degree student at the campus.

## From fall 2000 to fall 2008:

- The number of majors enrolled in Kodiak campus academic programs grew 80 percent, or about 100 students.
- UA first-time freshmen enrollment has doubled to more than 30 students.
- Nearly 90 students taking a course from Kodiak were enrolled full-time across the UA system in fall 2008, almost double the number enrolled in fall 2000.

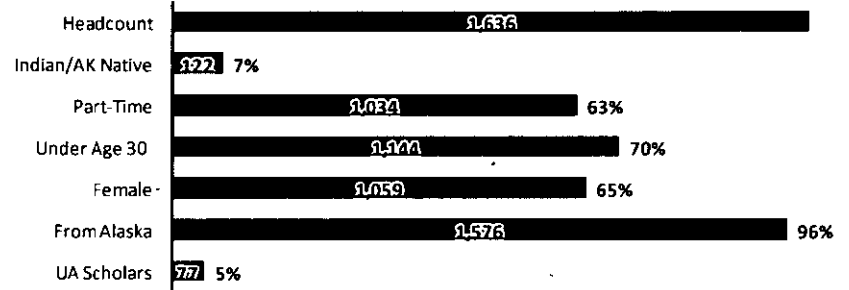


# Campus Profile: *Mat-Su*

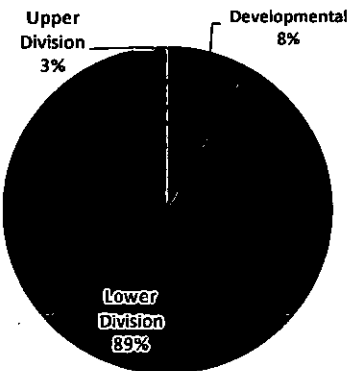
The Matanuska-Susitna College campus of the University of Alaska Anchorage (UAA) is located in the Matanuska-Susitna Valley, the state's most productive farming region. Matanuska-Susitna campus is founded on a 950 acre site on Trunk Road, about halfway between Palmer and Wasilla. A modern 102,676 square foot facility houses the majority of the educational activities.



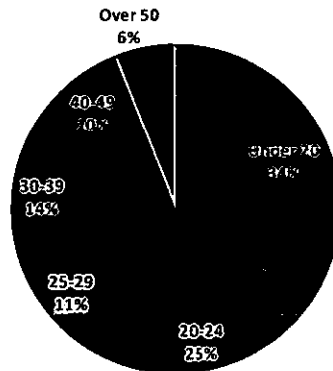
## Student Profile, Fall 2008



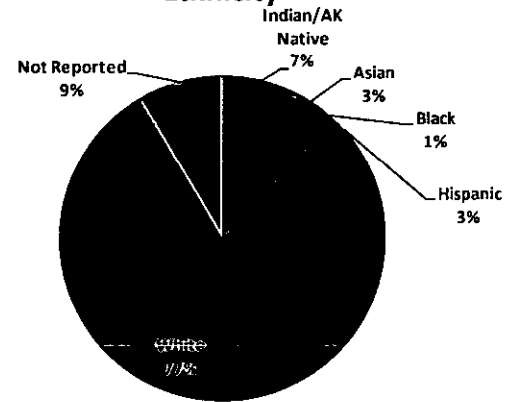
### SCH by Course Level



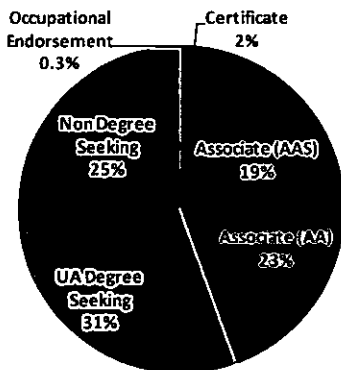
### Age



### Ethnicity



### SCH by Degree-Seeking Status



- About ten percent of UAA students took at least one class from the Mat-Su campus in fall 2008, with more than 1,630 students enrolled for credit.
- Nearly 8 percent (77) of the UA Scholars attending UAA in fall 2008 enrolled at the Mat-Su campus.
- The majority of students (60 percent) taking a class at Mat-Su were enrolled part-time at the UA system level.
- Women represented 65 percent of the student population.
- Almost 70 percent under 30 years of age, with an average age of 27.
- More than 95 percent of enrolled students originated from Alaska, three percent from out-of-state, and one percent from other countries.
- Nearly 10,700 student credit hours (SCH) were delivered in fall 2008, excluding auditors, with ninety-seven percent in lower division and developmental level courses.

Source: Data Supplied by MAUs via UAA Information Systems: Banner S1 Closing Extracts FY01-FY08. Compiled by Statewide Planning & Budget in conjunction with campus.

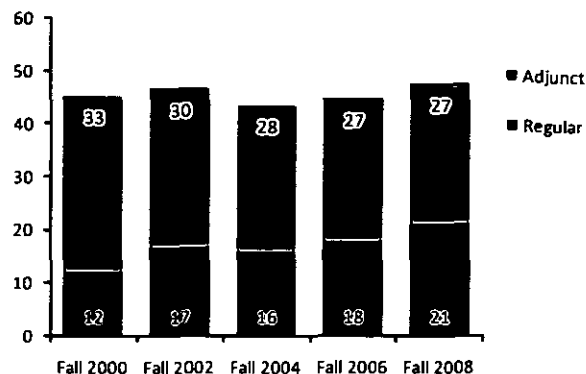
Headcounts are unduplicated at the reporting level and students often enroll at more than one campus or MAU in a semester, therefore the sum of headcount across multiple campuses often adds to more than the MAU totals.

# Campus Profile Trends: Mat-Su

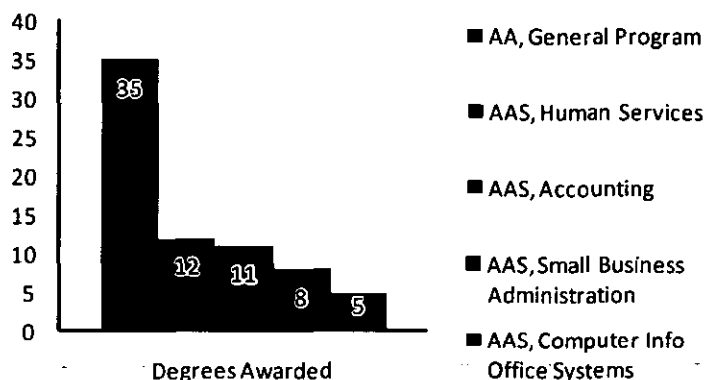
- Mat-Su campus employed a total of 25 regular faculty full time equivalents (FTE), with instruction accounting for 21 FTE (85 percent). The campus also employed 27 adjunct faculty FTE in fall 2008.
- Since fall 2000, regular, instructional faculty FTE have doubled while adjunct FTE decreased about 20 percent.
- Degrees, certificates and credentials awarded by the Mat-Su campus were up by almost 20 percent since FY01.
- More than a half of all academic credentials awarded by Mat-Su in FY08 were in programs qualifying recipients to work in High Demand Job Area careers.

\* 1 adjunct FTE=3 adjuncts

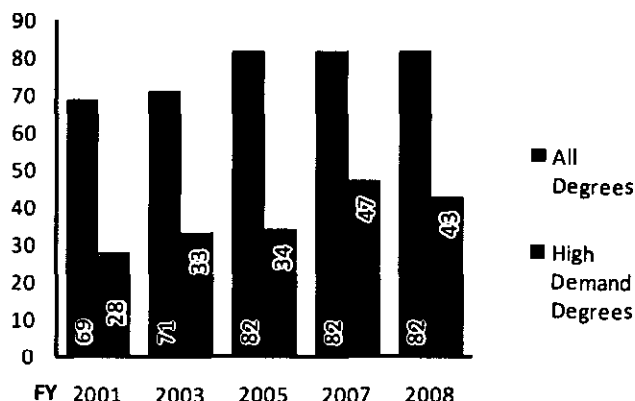
## Instructional Faculty FTE, Fall 2000 - Fall 2008



## Top Graduating Programs, FY08



## Degrees and Credentials



## Enrollment Trend

	Fall 00	Fall 08	Change
Headcount	1,515 (100%)	1,636 (100%)	8%
Male	469 (31%)	577 (35%)	23%
Traditional Age (18-24)	503 (33%)	787 (48%)	56%
Ethnic Minority	97 (6%)	239 (15%)	146%
Degree Seeking Students	621 (41%)	1,077 (66%)	73%
UA Full-Time Students	420 (28%)	602 (37%)	43%
UA First-Time Freshman*	130 (9%)	211 (13%)	62%

\*Counts any UA first-time freshman taking at least one course from the campus. Student maybe considered a non-degree student at the campus.

### From fall 2000 to fall 2008:

- The number of enrolled students seeking a Mat-Su degree grew 73 percent, equivalent to an additional 450 majors.
- First-time freshmen enrolling at the campus has increased more than 40 percent.
- The number of enrolled students under 25 years of age has grown more than 50 percent from fall 2000 to fall 2008.
- The number of ethnic minority students more than doubled over this time, with almost 240 students enrolled in fall 2008.
- In fall 2008, the Mat-Su campus attracted 23 percent more male students than in fall 2000, reaching a level of nearly 580 males enrolled.

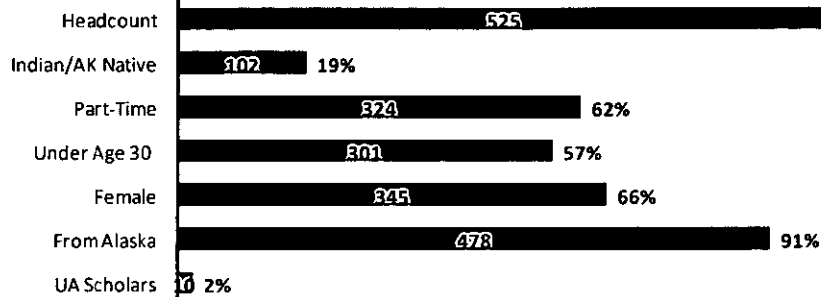
Source: Data Supplied by MAUs via UA Information Systems: Banner SI Closing Extracts FY01-FY08. Compiled by Statewide Planning & Budget in conjunction with campus.

# Campus Profile: *Ketchikan*

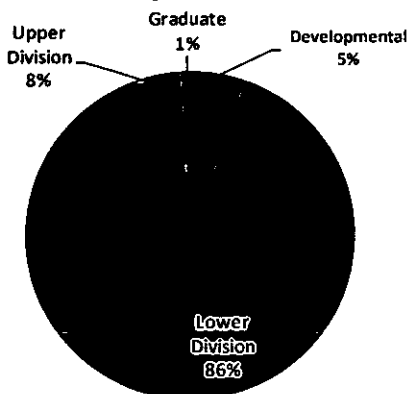
The Ketchikan Campus is located in Alaska's southernmost major city, the first port of call for cruise ships entering the state. Small class sizes offer a rich educational experience with the faculty who choose to live and work in a place where dramatic natural vistas inspire scientific, artistic and work force pursuits.



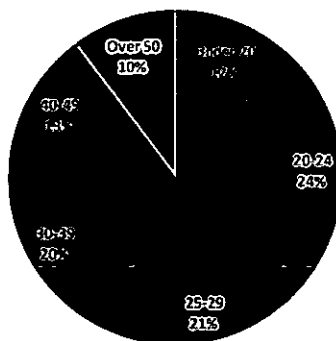
## Student Profile, Fall 2008



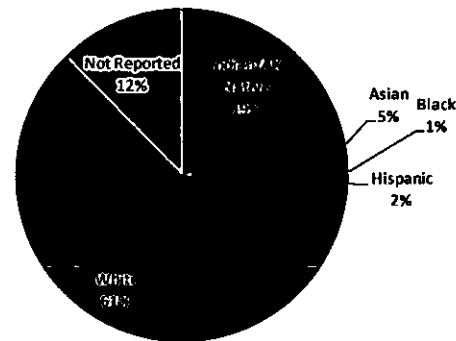
### SCH by Course Level



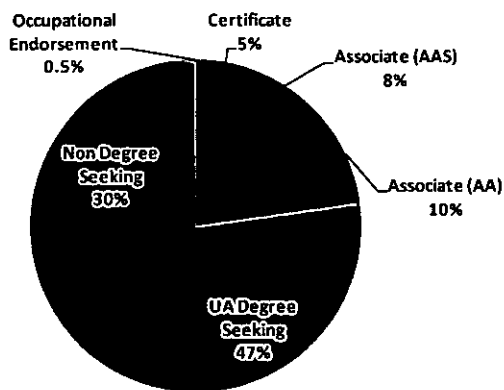
### Age



### Ethnicity



### SCH by Degree-Seeking Status



- The Ketchikan campus accounted for more than 15 percent of UAS students in fall 2008, with 525 students enrolled for credit.
- More than 10 percent (10) of the UA Scholars attending UAS in fall 2008 enrolled at the Ketchikan campus.
- The majority of students (60 percent) taking a class at Ketchikan enrolled part-time at the UA system level.
- Women represented more than 65 percent of the student population.
- The average age for students enrolled last fall was 32, the youngest among all three UAS campuses. Overall, 57 percent of enrolled students were under 30 years of age.
- Ninety-one percent of enrollment headcount was from Alaska residents, eight percent from out-of-state students, and one percent from international students.
- More than eighty five percent of student credit hours (SCH) were delivered in lower division and developmental level courses.
- Continuing education and other non-credit educational activities are a growing part of Ketchikan's offerings, with nearly 13 percent growth in non-credit enrollments in the last year.
- Ketchikan serves many students seeking degrees from other UA campuses, accounting nearly half of fall 2008 SCH.

Source: Data Supplied by MAUs via UA Information Systems: Banner SI Closing Extracts FY01-FY08. Compiled by Statewide Planning & Budget in conjunction with campus.

Headcounts are unduplicated at the reporting level and students often enroll at more than one campus or MAU in a semester, therefore the sum of headcount across multiple campuses often adds to more than the MAU totals.

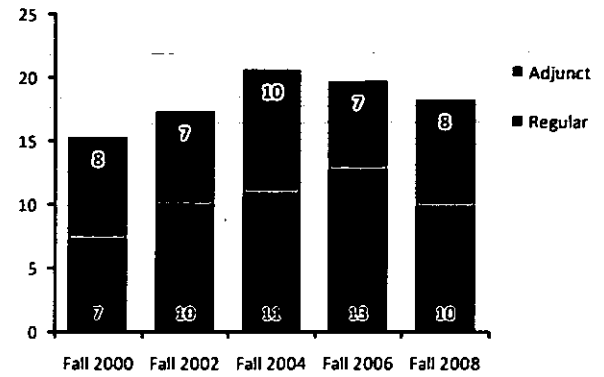
# Campus Profile Trends: Ketchikan

- Ketchikan campus employed 10 regular instructional faculty full-time equivalents (FTE) in fall 2008, an increase of 3 FTE\* from fall 2000.
- Eight adjunct faculty FTE were employed in fall 2008.
- Degrees, certificates and credentials awarded by the Ketchikan campus increased 57 percent during this period.
- In FY08 the programs qualifying recipients to work in High Demand Job Areas accounted for forty-five percent of all academic program credential awards by Ketchikan.
- Ketchikan offers 18 degree, certificate or credential programs. Seven are available by distance delivery.\*\*

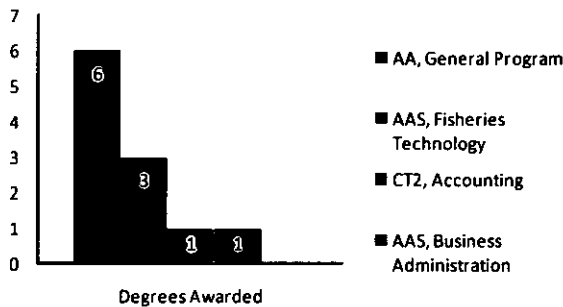
\* 1 adjunct FTE=3 adjuncts

\*\* Source: UASIR

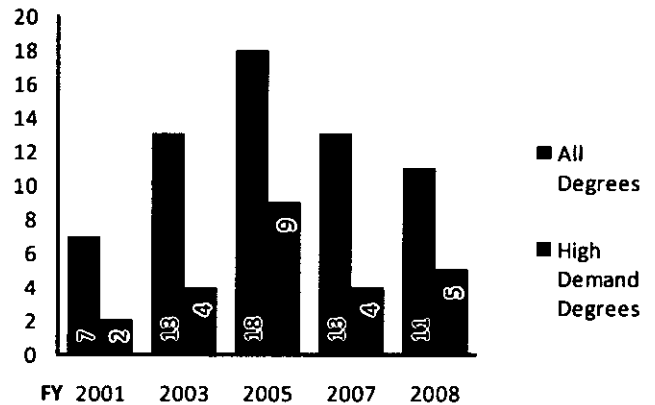
## Instructional Faculty FTE, Fall 2000 - Fall 2008



## Top Graduating Programs, FY08



## Degrees and Credentials



## Enrollment Trend

	Fall 00	Fall 08	Change
Headcount	465 (100%)	525 (100%)	13%
Male	146 (31%)	180 (34%)	23%
Traditional Age (18-24)	103 (22%)	180 (34%)	75%
Ethnic Minority	79 (17%)	139 (26%)	76%
Degree Seeking Students	132 (28%)	345 (66%)	161%
UA Full-Time Students	84 (18%)	201 (38%)	139%
UA First-Time Freshman*	19 (4%)	35 (7%)	84%

\*Counts any UA first-time freshman taking at least one course from the campus. Student maybe considered a non-degree student at the campus.

## From fall 2000 to fall 2008:

- Degree-seeking students have grown 2.5 times, more than 210 over the last eight years.
- Since fall 2000 the number of UA full-time students attending the Ketchikan campus more than doubled.
- UA first-time freshmen headcount at the Ketchikan campus almost doubled in fall 2008 in comparison with fall 2000.
- The Ketchikan campus attracted much higher number of minority students over this time, reaching almost 140 in fall 2008.
- The numbers of enrolled students less than 25 years of age has grown 75 percent from fall 2000 – fall 2008.
- Proportion of male students increased significantly over reported period and accounted for 34 percent of overall student enrollment, the highest figure among all three UAS campuses.



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"A harbor is not simply a place to park a boat. It's really big business and it's necessary that harbor personnel are knowledgeable."

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*Students in TVC's dental hygiene program put their skills to work at TVC's on-site dental hygiene clinic. Photo by Todd Paris.*

University of Alaska Statewide Corporate Programs  
Workforce Training and Professional Development



Addressing Alaska's workforce issues, collaborating with business and industry representatives, and providing solutions for more than 80 years.

## Physician Assistant Program Offers More Opportunities, Closer to Home

Becoming a physician assistant in Alaska just got a little easier, with the expansion of the UAA MEDEX physician assistant training program. The program, which is offered in collaboration with the University of Washington (UW) School of Medicine, will double its class size and offer all training in Alaska starting next fall.

The MEDEX program, which is a two-year bachelor's degree program, has been offered at UAA since 2002. In the past, students spent their first year in Washington completing classroom education before returning to Alaska for a year of clinical rotations. With the expansion, students may now complete all two years of training in Alaska, marking the first time the entire program has been offered outside of Washington.

The expansion also increases the opportunities for students to get into the program. Previously, six to nine students were accepted each year. Beginning next year, the program will accept up to 20 students annually.

"We're excited. We're remodeling new space and hiring new faculty, so

we'll be ready for the students," says John Riley, physician assistant program coordinator. He adds that the program is currently preparing classroom space on the third floor of UAA's Diplomacy Building, and will be hiring two full-time faculty members and one part-time faculty this spring.

The MEDEX program prepares students to become physician assistants, who are licensed to practice medicine under the supervision of a physician. This occupation is among the top 10 fastest growing positions in the United States. In the coming years, physicians and institutions are expected to employ even more physician assistants to provide primary care and to assist with medical and surgical procedures, as they are cost-effective and productive members of the health care team.

In Alaska, physician assistants are especially important. According to the Alaska Physician Supply Task Force, physician assistants are a critical component of delivering health care services in Alaska, especially in rural areas.

Having an adequate number of physician assistants will also help address the growing need for health care in Alaska. The task force recommended that Alaska maintain a higher ratio of physician assistants and other mid-level providers than the national average, saying that will make it more feasible to provide high-quality, timely care to Alaskans.

"The MEDEX training model creates opportunities for second-career students with prior health care experience to move up into the health care practitioner role."

The MEDEX program is unique in that it is designed for people already working in the field. Before being accepted into the program, applicants must complete a rigorous set of prerequisites and have significant health care experience.

"The MEDEX training model creates opportunities for second-career students with prior health care experience, such as community health aides and practitioners, paramedics and emergency medical technicians, military medics, nurses and allied health workers, to move up into the health care practitioner role," says Riley, adding that nearly half of the physician assistants currently working in Alaska were trained through the MEDEX program at UAA.

After completing the program, students are awarded a bachelor of science degree in health sciences from UAA and a physician assistant certificate from UW. Students are also eligible to sit for the National Certifying Examination for Physician Assistants.

In addition to the bachelor's program expansion, MEDEX is also launching a master's program in 2009. Students who have completed the physician assistant training and become certified may choose to complete a master's degree through the new MEDEX extended master's in clinical health services degree option.



▲ MEDEX students practice their skills in a casting lab.

For more information, contact:

- 907.786.6570
- [afjor@uaa.alaska.edu](mailto:afjor@uaa.alaska.edu)
- <http://health.uaa.alaska.edu/bshs/medex.htm>

# training that works

## Going the Extra Mile to Deliver Workforce Training

Melanie Burtis is an assistant professor at UAF's Northwest Campus in Nome, but on any given day, you may find her teaching classes in small communities throughout the Bering Strait region.

Since joining the Northwest Campus as the assistant professor of applied business last year, Burtis has traveled to Elim, Golovin, Teller, White Mountain, Shishmaref, Stebbins, Wales and Unalakleet, where she has led intensive, multi-day classes on topics including QuickBooks and grant writing.

The classes are the result of a concerted effort by Northwest Campus to offer more workforce training opportunities within the remote villages of the region.

"When I was hired three years ago, one of our goals was to deliver more courses and better training opportunities to Bering Strait villages on a regular basis," says Lee Haugen, the Northwest Campus director. "In the past, if employers needed to train an employee, they had to send them out. The result was a lot of travel, but no real improvement of skills."

"We want to provide more opportunities for individuals to train without traveling out of their village," she continued. "This contributes to the overall economic stability of the region, and results in a larger labor pool of highly skilled individuals who live and work at home."

The campus' efforts are supported in large part by Kawerak, Inc., a nonprofit, Alaska Native corporation that serves 20 tribes in 16 communities throughout the Bering Strait region. Through the partnership, Kawerak pays for the course instructor's travel and per diem; lodging is usually provided by the local community. Kawerak will also cover the cost of tuition, if a student does not have the means to pay.

"It is costly for students to travel; "



▲ Computers for a class taught in White Mountain last spring are off-loaded from a plane before being transported to the class site.

"We want to provide more opportunities for individuals to train without traveling out of their village. This contributes to the overall economic stability of the region, and results in a larger labor pool of highly skilled individuals who live and work at home."

and is much more cost-efficient for the instructors to come to the villages," says Dawn Salesky, Kawerak's vice president of employment and training. "Plus, students can learn in their own communities. We've found if students take classes at home, they are more successful."

In addition to Kawerak, the campus also receives funding support from the U.S. Department of Education's Title III grant, as well as other grant sources. For example, Burtis applied for and received a \$25,000 grant from UAF last year, which she used to purchase 13 notebook computers and software for her village-based QuickBooks and other computer classes.

The classes offered are in direct

response to requests made by organizations within each village. Northwest Campus and Kawerak organized a series of educational forums in several villages last year to elicit feedback about what types of courses were needed in each community.

"We asked for ideas on what was needed, and the applied business courses, especially QuickBooks, received the highest responses," Haugen says. "It's been terrifically successful. Over the past year, we've trained 127 students in eight villages in basic courses like QuickBooks, and we're anticipating training close to 100 more in the coming year."

"These courses are definitely filling a big need. There are lots of office jobs in rural Alaska, and many of them use QuickBooks," Salesky adds.

In addition to last year's community forums, the campus also relies on feedback from the Northwest Campus advisory council, input from Kawerak's education and training committee, and direct requests from the community to guide its course offerings.

Northwest Campus continued on p. 4



▲ Melanie Burtis of UAF's Northwest Campus leads a QuickBooks class in Stebbins in September 2008.

*Northwest Campus continued from p. 3*

While the village-based courses are a large part of the campus' workforce development efforts, the work doesn't end there. For example, in response to requests from numerous local employers, the campus offered a supervisory skills course in Nome last fall. This spring, the campus will also offer a public speaking course for paraprofessionals in the Bering Straits School District, to ensure they have the skills required by the No Child Left Behind legislation.

As part of its workforce development activities, the campus is also in the process of developing several occupational endorsements, which are programs ranging from nine to 30 credit hours that provide training in a specific field. At the top of the list is an occupational endorsement in office administration.

"Last year, we gathered leaders from many community organizations to brainstorm what they needed, what skills employees are lacking, and what they wanted to see. We're now developing the occupational endorsement in partnership with those organizations," Burtis says.

"Often, people try to get into a position, but they don't have basic skills like dressing for work, phone etiquette and basic computer skills. This occupational endorsement is something we've wanted for a long time," Salesky says.

*Northwest Campus continued on p. 5*

## Spotlight

### Melanie Burtis

As long as she can remember, Melanie Burtis wanted to live in Alaska, but it took a job at UAF's Northwest Campus in Nome to finally bring her here. Burtis, who is originally from Pennsylvania and has also lived in California, Oregon and Idaho, moved to Nome last summer to accept the position of assistant professor of applied business at the Northwest Campus.

For the past year and a half, Burtis has taught business and computer application courses, such as supervisory skills, accounting, Microsoft programs, intro to PCs, QuickBooks and grant writing for community development. While some of her courses take place at the campus in Nome, Burtis also spends a lot of time traveling to the remote villages throughout the region, where she delivers workforce training.

"I work with our local partners and other local organizations in developing workforce training programs. I teach many of my classes by request – local leaders request certain classes for their employees and I do my best to plan and fit them into my schedule," Burtis says.

"I came on three years ago, and it was my goal to get out into the villages on a regular basis. We hired Melanie to help us do this," says Lee Haugen, campus director. "We got lucky. We found someone who had the education and wanted to come to Alaska. We have a fantastic faculty in Melanie."

Burtis, who has a PhD in education from the University of Idaho, and a master's in education and a bachelor of science from Idaho State University, spent about 15 years in the information technology field prior to joining the faculty of Northwest Campus. She worked as a computer operator, computer programmer, network engineer and IT manager for a variety of industries, ranging from steel to a ski resort, and health care to a regional airline. Burtis also taught at the University of Idaho, Idaho State University and College of Southern Idaho.

The travel and working with the local people are the two things Burtis enjoys most about her work. Outside of her job, Burtis does community presentations, including one on her recent trip to Peru and an upcoming presentation on her travels in India. She also serves on the editorial board for the *Journal of Ethnographic and Qualitative Research*, and takes the opportunity to volunteer in the community, as she is able.

Burtis also enjoys dog mushing, and is currently working with a team of 13. She says she hopes to participate in some major events, like the Serum Run, in the future. Burtis also likes to travel and continue her own education.

"I take full advantage of my tuition waiver benefit, and have taken enrichment courses such as sign language, framing and matting, mold-making for sculpture, and ceramics," she says.



## Spotlight

## UAF Northwest Campus

Lee Haugen, Director



▲ Photo by Todd Paris

Northwest Campus (NWC), which was originally established as Northwest Community College in 1976, is now a community campus of UAF and part of the College of Rural and Community Development.

Located in Nome, NWC serves a population of 10,000 people in 15 villages in the Bering Strait region, a 44,000-square-mile area that is approximately the size of Indiana.

NWC and the villages it serves are entirely off the road system, requiring residents to rely primarily on air travel, even for travel between villages. Therefore, attending college on campus with face-to-face instruction is out of the question for most of the region's residents.

To address the unique needs of its

region, NWC utilizes both traditional and distance delivery methods for its courses. In addition to the main campus in Nome, there are also learning centers located in St. Michael, Savoonga, Shishmaref and Unalakleet.

NWC responds to the vocational, academic and community needs within the Bering Strait region. Many courses, programs and degrees are offered in cooperation with regional health and tribal organizations, school districts and corporations.

NWC offers certificates, associate's degrees, bachelor's degrees and master's degrees in areas of study including allied health, applied business, education, high latitude range management, human services,

information technology, rural development, and social work. NWC and regional partner agencies are also currently working to make Nome an outreach site for the UAA School of Nursing associate degree program.

The campus' high latitude range management certificate program is unique in the United States. Created in cooperation with employers and area reindeer producers, the program prepares students for natural resource-related jobs or further education in related fields.

In addition to these degree programs, NWC works with area school districts to offer dual-credit courses, giving high school students a preview of college. The campus also partners with local businesses and organizations to offer needed workforce training both in Nome and throughout the region.

Beyond academics, NWC also offers extracurricular activities including Iditarod week festivities, a travel slideshow series, and the International Polar Year Speaker Series.

For more information, contact:

- 907.443.2201 or 800.478.2202
- [nwc.info@uaf.edu](mailto:nwc.info@uaf.edu)
- [www.nwc.uaf.edu](http://www.nwc.uaf.edu)

*Northwest Campus continued from p. 4*

In addition to office administration, the campus is also developing small business and leadership/supervisory skills occupational endorsements. While meeting the needs of local employers, Burtis says the occupational endorsements will also benefit employees by upgrading their skills and offering increased opportunities for employment, pay raises and promotions. Burtis says local

employers may also offer to pay the tuition for employees wishing to obtain an endorsement.

Everyone involved is excited about the expansion of the Northwest Campus' workforce development efforts – and the positive effect it is having on the region.

"The employers we are working with represent a wide range of industries like health, natural resources and seafood processing. By helping to train people for jobs

within their communities, we are directly impacting these industries," Haugen says.

"I don't know what we'd do without the Northwest Campus," Salesky adds. "We totally support them in their educational role."

For more information, contact:

- 907.443.8421
- [nfmab@uaf.edu](mailto:nfmab@uaf.edu)
- [www.nwc.uaf.edu](http://www.nwc.uaf.edu)

## New Program Prepares Dental Hygienists to Enter Workforce

UAF's Tanana Valley Campus (TVC) launched its new dental hygiene program in January 2008, and the first class of six students is now only months away from entering the workforce. After receiving their degrees in May, the graduates will likely have no trouble finding work, as dental hygiene has been identified as a high-demand career field in Alaska.

For example, according to an article in the October 2004 issue of *Alaska Economic Trends*, the Alaska Department of Labor and Workforce Development predicted a more than 40 percent increase in the need for dental hygienists – one of the highest rates of anticipated need among the occupations tracked by the state.

"The demand for dental hygienists is great in Fairbanks, as well as in the rural communities. It is a strong job market and predicted to remain that way in the future," says Rena Bower, dental hygiene program coordinator and assistant professor at TVC. "Our program was developed to address the current shortage of dental hygienists."

TVC's two-year program, which is accredited by the American Dental Association's (ADA) Commission on Dental Accreditation, awards graduates with an associate of applied science degree in dental hygiene. It also prepares students to take the ADA National Dental Hygiene Board examination, and the Western Regional Examining Board's clinical examination and anesthesia examination, which are required to obtain a license and practice in Alaska.

"The students are given the skills and knowledge that allow them to enter the profession of dental hygiene with confidence," Bower says.

Through the classroom curriculum, students study anatomy, embryology, histology, pathology, pharmacology, periodontics, radiography, dental hygiene techniques, nutrition, current



▲ Students in TVC's dental hygiene program put their skills to work at TVC's on-site dental hygiene clinic. Photo by Todd Paris.

"The demand for dental hygienists is great in Fairbanks, as well as in the rural communities. Our program was developed to address the current shortage of dental hygienists."

periodontal therapies, dental health, and oral pain control.

In addition to the classroom, students also put their skills to work through clinical practicums at TVC's on-site dental hygiene clinic. The clinic, which is open to the general public, allows patients to receive dental hygiene services at a greatly reduced fee. Under the direct supervision of an Alaska-licensed dentist and dental hygienist, the students complete medical history reviews, take x-rays, assess patients' oral health, perform teeth cleanings, administer therapies like scaling and root planing, apply sealants and fluoride treatments, practice oral pain control, and provide patient education.

"Educating the patient is the biggest part of the dental hygienist's

responsibility. The students provide the patient with information to improve their oral health and their overall health," Bower says.

In addition to the patient benefits, such as quality dental hygiene care at a reduced cost, the clinic also offers great benefits to the students – and their future employers.

"The clinic is state-of-the-art. We strive to provide the most current products and equipment to the students, so they will be familiar with a broad spectrum of instruments and procedures once they graduate and enter the profession," Bower says.

"Students get to practice their dental hygiene skills under direct supervision, in a safe and controlled environment," she adds. "There are several dedicated dentists who provide the supervision, and it is very beneficial for the students to have exposure to different concepts and practice methods when treating patients."

Bower says the dental community has been very supportive of the new program. In addition to supervising students at the TVC clinic, local practitioners have also welcomed students into their offices for observations, willingly answered questions, and generously donated time and materials to the program.

After the first class graduates in May, TVC will be gearing up for the next class, which will begin in fall 2009. Bower says a new class of six students will be accepted into the dental hygiene program each fall.

In addition to the program at TVC, UAA also offers a dental hygiene program, which graduates approximately 12 students per year.

For more information, contact:

- 907.455.2834
- [ffrl@uaf.edu](mailto:ffrl@uaf.edu)
- [www.tvc.uaf.edu/programs/health/dh](http://www.tvc.uaf.edu/programs/health/dh)

# tomorrow's workforce

## TVC to Host Career Tech Expo 2009 in February

UAF's Tanana Valley Campus (TVC), in partnership with the Fairbanks North Star Borough School District and James T. Hutchison High School, will host Career Tech Expo 2009 on Saturday, February 21, from 11 a.m. to 2 p.m. at the James T. Hutchison Institute of Technology at 3750 Geist Road in Fairbanks. The event is free and open to the entire community.

"This is a great event that allows all ages to explore and become aware of the different career opportunities available to them in technical fields," says Amy Bristor, professional development and community outreach coordinator at TVC.

The expo, which coincides with National Career and Technical Education Month, will highlight career and technical education opportunities available through TVC. Attendees can meet program faculty, as well as local business, industry and labor representatives, and learn about education, training, apprenticeships and jobs in Fairbanks and Interior



▲ The Career Tech Expo, which coincides with National Career and Technical Education Month, highlights education opportunities available through TVC, including TVC's allied health programs.

Alaska. Participants can also win door prizes and enjoy hands-on activities.

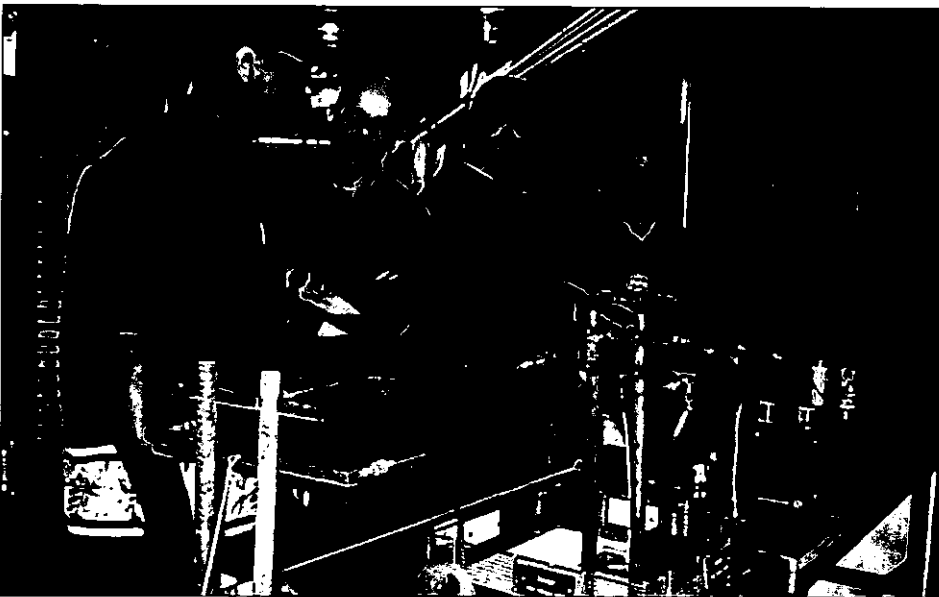
"This event brings awareness to our programs and to the connection that we have with industry partners across the state of Alaska," Bristor says. "It also helps make the

"This is an opportunity for everyone from middle school students to adults to explore the kinds of career and technical education options that are available to them."

connection between our programs and jobs in related fields. For example, participants are able to talk to TVC allied health faculty about their program, and then talk to Fairbanks Memorial Hospital about what they are looking for in possible employees."

This is the fourth year TVC has organized the expo, which typically draws 500 to 600 attendees.

"This is an opportunity for everyone from middle school students to adults to explore the kinds of career and technical education options that are available to them," Bristor says.



▲ Attendees of the Career Tech Expo can learn about training and educational programs at TVC, while also talking with local business, industry and labor representatives about current employment opportunities.

For more information, contact:

- 907.455.2858
- [fnalb1@uaf.edu](mailto:fnalb1@uaf.edu)
- [www.tvc.uaf.edu](http://www.tvc.uaf.edu)

## Growing Geology Program Garners Industry Support

In just its fourth year of offering a geology degree, the department of geological sciences at UAA is already proving to be a valuable resource for Alaska students and industry alike – and Alaska companies are returning the favor by showing support of the blossoming program.

The department, which offers a bachelor's in geological sciences, with a focus in either general geology or environmental geology, is one of only two schools in the state offering a geology degree. UAF also offers a geology degree, although UAA is the only school with an environmental geology track.

“The degree was developed primarily for two reasons. The first was student demand and the second was community demand, due to the large number of geology-related jobs in the state in oil and gas, mining and

environmental industries,” says LeeAnn Munk, department chair. Geology is considered a high-demand job area by the UA statewide system, she adds.

When the program was launched in 2004, there were just 12 students enrolled. By the beginning of fall 2007, there were more than 58 declared geological sciences majors at UAA – a nearly five-fold increase in just three years. With

continued student interest, as well as the projected growth of Alaska industries, participation in the program is expected to remain high.

To accommodate the growth of the program, an additional faculty member was recently hired, bringing the total number to five full-time faculty and two part-time, adjunct faculty members. The department is also scheduled to move into the new ConocoPhillips Integrated Science Building when it is completed in fall 2009. In the new facilities, the program will have additional, updated laboratory space for both instruction and research.

Through a curriculum that incorporates Earth

materials, geologic Earth history, Earth surface processes, and Earth's environmental systems, the program prepares students for any Earth science-related job or graduate studies.

Munk says the minerals and mining industry and environmental industry are benefiting most from the program's students. Graduates also find work with state agencies, such as the Department of Transportation and the Department of Natural Resources, as well as federal agencies, including the Bureau of Land Management, U.S. Geological Survey (USGS), and U.S. Army Corps of Engineers.

“Previously, employers in Alaska had to rely heavily on employees from out of state because they could not find enough appropriately trained geologists in Alaska, particularly those ready for the minerals- and environmental-related jobs,” Munk says.

Industry support of the program is apparent by the financial



▲ Private support of the geology department helps fund student and faculty research projects, such as LeeAnn Munk's investigation of the Nome River.



▲ A generous contribution from TeckCominco allowed UAA geology students to visit the Red Dog Mine, where they observed the mine in operation and learned about the geology of nearby mountain ranges.

# to educational resources



◀ Last year, funds from private donors helped to underwrite a week-long field course for 12 UAA geology students to visit the Grand Canyon.

contributions and opportunities provided to students. For example, during the 2007 – 2008 academic year, funds from private donors helped to underwrite a week-long field course for 12 students to visit the Grand Canyon, where they learned about the geologic history of the canyon and hydrology of the Colorado River.

That same year, a generous contribution from TeckCominco allowed UAA geology students to visit the Red Dog Mine, where they observed the mine in operation and learned about the geology of the DeLong Mountains, Brooks Range and the nearby Seward Peninsula.

Private support also helps fund student and faculty research projects, such as UAA student Jessequa Parker's study of the glacial history of the Matanuska Valley and Munk's Nome River investigation, which seeks to better understand the sources, means of transportation and fate of metals in the watershed.

"These field courses and research projects are an integral part of the undergraduate education in geology at

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"These field courses and research projects are an integral part of the undergraduate education in geology at UAA. They give students hands-on experience that helps prepare them for jobs and graduate school. Many of these experiences are what inspire students to become scientists."

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UAA. They give students hands-on experience that helps prepare them for jobs and graduate school. Many of these experiences are what inspire students to become scientists," Munk says.

Donations are also assisting the department with major equipment acquisitions, including the purchase of six reflected light microscopes, which will be used to help student geologists better understand the composition and origin of various types of ores, minerals and rocks.

"The UAA department of geological sciences is honored by the support of so many generous donors to help enhance the educational offerings provided to UAA students,"

Munk says. "Private support helps to make possible the many extras not otherwise available to students at a public institution. This margin of excellence will help to prepare Alaska's next generation with the skills and experience they need to succeed in Alaska's workplace."

Munk says the department plans to expand upon industry support and involvement in the program by developing a community advisory board, comprised of representatives from the oil and mining industries, environmental consulting companies, the USGS and UAA geology alumni.

"The advisory board is designed to help the department develop additional community partnerships, while ensuring that our curriculum is relevant and meaningful to both private and public employers," she says.

For more information, contact:

- 907.786.6895
- [afm@uaa.alaska.edu](mailto:afm@uaa.alaska.edu)
- <http://geology.uaa.alaska.edu>

## Students Jumpstart Careers with Tech Prep Programs

Through the efforts of the Alaska Tech Prep Consortium, Alaska high school students are figuring out their career plans, getting a head start on their post-secondary education, and increasing their chances for success with academic performance, graduation and employment. Meanwhile, Alaska's businesses and industries are starting to see an influx of young, interested potential employees, prepared to enter high-demand career fields.

The Alaska Tech Prep Consortium is a statewide initiative that links secondary and post-secondary career and technical education programs into an integrated program, which allows students to earn college credit for courses they take in high school. Tech Prep programs enable students to transition smoothly from high school to college, avoid duplication of courses, successfully attain post-secondary credentials and enter high-skilled, high-demand, high-wage jobs in Alaska.

"Tech Prep works to improve academic rigor, reduce remediation and connect students' education to employment through a sequential course of study," says Diane Maples, statewide Tech Prep coordinator.

The consortium, which is funded by a federal grant through the Carl D. Perkins Act and is administered by UAA, was formed in May 2004 as a result of discussions among Alaska's vocational/technical education providers (VTEP) to build a statewide system.

"Our goal is to expand Tech Prep programs and the understanding of what Tech Prep is in Alaska, by building dynamic partnerships between schools, business and industry, families and community leaders, and local, state and federal agencies," Maples says.

The consortium's work is facilitated by the statewide coordinator, located in Anchorage, and two Tech Prep specialists, located in Petersburg and Fairbanks, who

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"Alaska Tech Prep programs focus on subjects that are vital to Alaska employers, and seek to prepare students for technical careers in fields with strong employment growth and earnings potential."

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work with other Tech Prep staff at UA campuses around the state. To guide its efforts, the consortium also has a nine-member advisory board comprised of secondary and post-secondary educators, as well as business and industry representatives.

"Our advisory board includes a wide array of business representatives, from hospital directors to construction managers and trainers. They are an integral part of the Tech Prep program," Maples says.

Alaska Tech Prep programs focus on subjects that are vital to Alaska employers, and seek to prepare students for technical careers in fields with strong employment growth and earnings potential.

In fiscal year 2008, there were more than 24 articulated programs at UA, in areas including accounting, allied health, architecture, automotive, aviation maintenance, business administration, computer and network technology, construction, culinary arts, diesel technology, dietetics and nutrition, drafting, early childhood education, fire and emergency services, fisheries, health care assisting, information technology, logistics operations, medical assisting, refrigeration and heating, and welding.

Last year, more than 3,000 secondary students were enrolled statewide in Tech Prep programs, which included 182 UA courses. An additional 445 post-secondary Tech Prep students were enrolled in UA during 2008.

In the coming year, Maples says the consortium plans to expand the use of educational technology and distance delivery methods; work with secondary, post-secondary, apprenticeship and educational



▲ Members of Klawock's Tech Prep carpentry class include (left to right) Mr. "C," Kyle Packer, Cody Williams, Steven Roberts, Nate McNeil and James Sharp. Photo by Mike Cleary.

# careers, increasing productivity



▲ *Tim Carl, a student enrolled in the Tech Prep welding courses offered through the Career and Technical Education program at Klawock High School, is planning to attend a post-secondary welding program or join the union after graduation. Photo by Mike Cleary.*

institutions to develop K-14 Tech Prep programs; provide equal access to special populations; and expand Tech Prep programs statewide, among other objectives.

As the Tech Prep system matures, the consortium expects to see results similar to those of the Rio Grande Valley Tech Prep system, where Tech Prep students graduated from high school at a rate of 93 percent, compared to 65.1 percent for non-Tech Prep students. Rio Grande Tech Prep students also had a college graduation rate of 26 percent, more than twice the 11 percent college graduation rate for other students.

"Through Tech Prep, many students have the opportunity to develop employability skills that are not always offered at the general high school level. Tech Prep also offers students the opportunity to both eliminate and identify a career pathway of choice, gain the confidence necessary to pursue their goal, and attain the academic skills, abilities and tools needed to be successful in the workplace," Maples says.

Anthony Kaplanis is just one of many Tech Prep success stories. Kaplanis earned eight computer and networking technology Tech Prep credits in high school at the King

## Alaska Tech Prep Specialist Receives Promising Practices Award

Cynthia Jacobsen, the Alaska Tech Prep Consortium's Tech Prep specialist for the Southeast region, recently received the 2008 Promising Practices Award, which is sponsored by UAS.

Jacobsen is credited for her instrumental role in developing the Southeast's first regional Tech Prep program. Since arriving in 2005, Jacobsen has fostered many Tech Prep partnerships and worked diligently with area school districts to create and renew Tech Prep agreements. UAS currently has Tech Prep agreements with seven of the school districts in the region, and Jacobsen has finalized articulation agreements for 46 UAS courses in the areas of construction, health sciences, welding, fisheries technology, automotive technology, and early childhood education.

Working from her office in Petersburg, Jacobsen collaborates with faculty at UAS' Juneau, Ketchikan and Sitka campuses to bring the benefit of Alaska Tech Prep to all the communities across Southeast. For example, with Jacobsen's assistance, UAS and Ketchikan High School had 60



students taking a total of 180 early childhood Tech Prep credits in fall 2008.

"Cynde is a professional educator with extensive teaching experience in both secondary and post-secondary systems in Alaska and in the lower 48," read a press release announcing the award. "This unique background, combined with her energy and enthusiasm to support students and promote career and technical education, have resulted in significant progress in building a regional Tech Prep program for UAS."

Career Center, and is currently pursuing an associate's degree in telecommunications, electronics and computer technology at UAA. In addition, he works full-time as Alaska Regional Hospital's diagnostic imaging administrator, where he is in charge of all of the hospital's digital radiology images.

In addition to these benefits, Tech Prep programs also allow students to save time and money for college. For example, in 2006 - 2007, college students paid \$120 per credit, while Tech Prep students paid just \$25 - a \$95 savings. The consortium also awards scholarships; since 2006, more

than \$11,000 was awarded to 239 students.

"All of the (Tech Prep) classes that I took transferred to UNC ... (saving) over \$12,000 for tuition, personal expenses, room and board, books ... I can graduate a year sooner and start working in my career," says Luke Schafer, a former Tech Prep student who is currently enrolled at the University of North Carolina (UNC).

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## Growing Alaska's Forest Products Industry Through Research and Education



Growing the forest products industry in Alaska is the focus of the Forest Products Project, which is administered by UAF's School of Natural Resources and Agriculture Sciences.

The Forest Products Project is funded through a U.S. Department of Agriculture special grant for Wood Utilization Research (WUR). Authorized and funded by Congress, WUR is tasked with stimulating innovation and generating new knowledge and technologies, which are necessary to balance the sustainable use of U.S. forest resources with the need to maintain a strong forest products industry.

"Our goal is to promote the wood products industries in a positive way. Many people don't like to see trees cut down. We promote the facts that there is enough timber, forests are sustainable, and we can harvest in ways that can work for everyone," says Dr. Valerie Barber, director of the Forest Products Project.

WUR currently supports research and outreach through 13 land grant university partners at 11 centers across the country. At UA, the project is operated through the Agricultural and Forestry Experiment Station at the Palmer Research and Extension Center.

"Originally, the Forest Products Project was focused on Southeast Alaska due to the closure of the pulp and paper mills, and the subsequent collapse of the wood products industry," Barber says. "The project has shifted focus to promote the forest products industry throughout Alaska."

The Forest Products Project utilizes a mix of research, education and outreach to promote the forest products industry. In one example, the project was involved in a large, in-grade testing project with research partners Dr. Kevin Curtis at the Ketchikan Wood Technology Center and Dr. Allen Brackley at the USDA Forest Service-Sitka Forest Products Program. The project evaluated the strength of several Alaska species, including cedar, hemlock and spruce, and resulted in new design values for Alaska lumber.

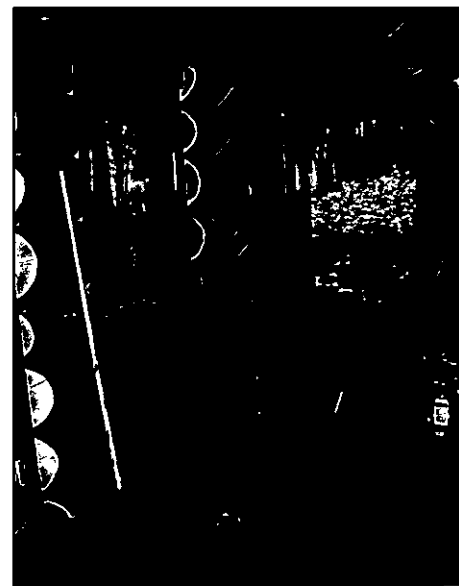
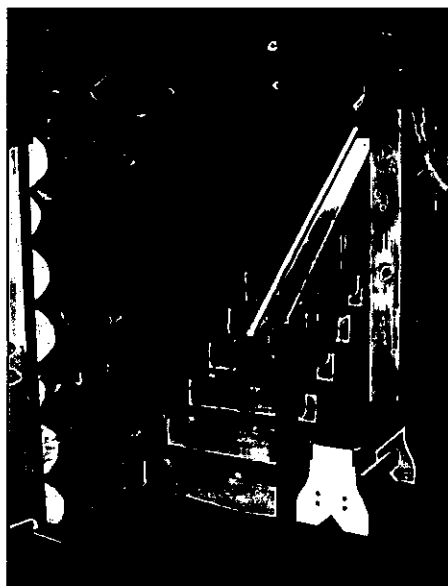
"This new knowledge provides confidence in Alaska lumber as a replacement for imported lumber," Barber says. "Through the in-grade

testing, we were able to add value to Alaska wood."

Among the project's new initiatives is a research project, led by Dr. Andy Soria, to discover potential bio-fuel and bio-based products from the chemistry of Alaska trees. Soria, a pioneer in the liquefaction of wood using supercritical fluids, is building a new bio-fuel laboratory at the UAF Palmer Research and Extension Center to develop and test bio-fuels made from low-grade wood, woody biomass, and fire and insect-killed trees. These bio-fuels may offer alternatives to petroleum products and help alleviate the high energy costs experienced across the state.

The project's education outreach efforts include educational workshops, which range from marketing to log cabin construction. Last May, the project sponsored a log cabin-building workshop in Sitka. Led by two master log builders from Fairbanks, 12 students built a log cabin, which will be used as a handicapped-accessible recreational facility by the U.S. Forest Service.

During the workshop, participants learned each step of the building process, from selecting and harvesting the logs to de-barking and



▲ Last May, the UAF Forest Products Project sponsored a log cabin-building workshop in Sitka. Led by two master log builders from Fairbanks, 12 students built a log cabin, which will be used as a recreational facility by the U.S. Forest Service.

# sustaining Alaska's workforce

construction. The workshop was so successful that several participants are now looking into starting a log cabin business in Sitka.

Barber says the project plans to offer another log cabin-building workshop within the next year, where students will build two log cabins at the UAF Palmer Research and Extension Center. In addition to learning how to build a cabin, the workshop also presents the opportunity to study the effect of newer, greener technology that will be used in the construction process. Once completed, the cabins will be used to house instructors, researchers and students interested in visiting the station.

This spring, Barber says the project also plans to launch the "OneTree" project. Held in three different Alaska communities, the project will bring together students, artists, scientists and teachers who will work to use every single part of a tree – from roots to bark to leaves – to make an array of products, from syrups and baskets to firewood and flooring.

"OneTree is designed to showcase the distinctive qualities of Alaska birch, and the people and communities who use and value it," Barber says.

After eight years in operation, Barber says the project has many more untapped areas for investigation. Future projects are being designed to bridge the gap between applied research and the local community needs to promote the re-birth of wood products industries and provide alternative sources of income, while maximizing the use of locally available, natural, renewable resources.

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- [www.uaf.edu/snras](http://www.uaf.edu/snras)

## ANSEP Partners Permanently Endow Chair for Alaska Native Science and Engineering Students



Industry partners and Native corporations have stepped up with the Rasmuson Foundation to create the Herbert P. Schroeder Endowed Chair of the Alaska Native Science & Engineering Program (ANSEP). The endowment, with pledged gifts in excess of \$4 million, will ensure stable funding for a full-time, year-round faculty member dedicated to students enrolled in ANSEP.

In December 2007, the Rasmuson Foundation contributed a \$2 million challenge grant to fund the creation of the endowed chair position. The Rasmuson Foundation has been a long-time supporter of ANSEP because of its tremendous success in recruiting and retaining Alaska Native science and engineering students.

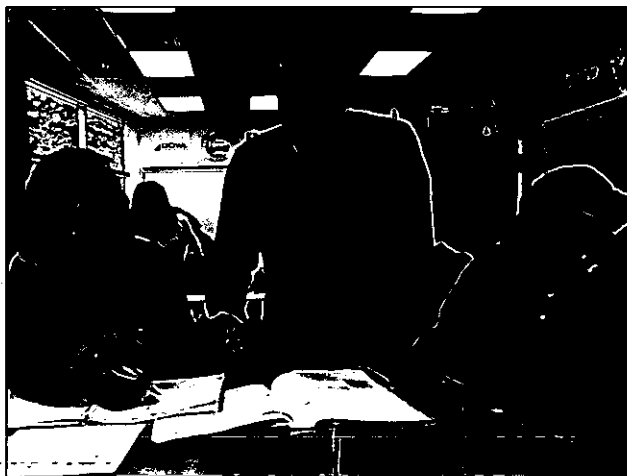
"ANSEP has made a lasting difference for Alaska Native students," says Diane Kaplan, president and CEO of the Rasmuson Foundation. "This program has created a supportive learning community, allowing students to excel and graduate at unprecedented levels."

Alyeska Pipeline was the first to step up to the challenge in September. Seven other partners followed their

lead by donating to the chair, exceeding the amount of funds needed for the match. Commitments include Alyeska Pipeline Service Company, ASRC Energy Services, BP, Chevron, CIRI, ConocoPhillips, Rasmuson Foundation, Shell Oil and Udelhoven Oilfield System Services.

"These contributions to the endowed chair ensure that there will be a faculty advocate for Native students on our campus in perpetuity," says Herb Schroeder, ANSEP founder and executive director. "Together with our partners, we are having a profound and positive impact on the lives of our students, their families, their communities, our partner organizations, and the state that will endure for generations to come."

The Herbert P. Schroeder Chair of ANSEP will oversee and provide strategic direction for ANSEP and the related partnerships with other universities. The chair will be the key individual identified with ANSEP, responsible for building awareness and support of the program both within Alaska and throughout the United States.



◀ *Dr. Herb Schroeder, founder and executive director of ANSEP, started the program in 1995 with one Alaska Native student. ANSEP now has more than 1,000 students enrolled in eight universities and two community colleges in seven states, and an additional 400 students in 50+ high schools. In May 2008, UA graduated the largest number of Alaska Native engineering and science graduates ever in the history of the university. Photo courtesy of Mike Dinneen.*

## Mat-Su College Joins Johnson Controls' CareerConnect Program

Textbooks, curriculum and possibly even equipment for the college. Training opportunities for instructors. Tuition assistance and guaranteed jobs for students. And a pipeline of well-qualified potential employees for the company. These are just some of the many benefits stemming from a recent partnership developed between UAA's Matanuska-Susitna College and Johnson Controls.

After about a year of discussions, the relationship was finalized last September, when Mat-Su College became a participant in Johnson Controls' CareerConnect program.

"CareerConnect is Johnson Controls' vehicle to help develop, recruit and retain the top new talent that is coming into the job market," says Shannon Lippold, the CareerConnect program manager with Johnson Controls. The company, which is a global leader in automotive component manufacturing, building efficiency systems and power solutions, has 140,000 employees in more than 1,300 locations around the world.

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"There is a national shortage of skilled technicians in the HVAC (heating, ventilation, air-conditioning and refrigeration) industry. Johnson Controls has taken a proactive approach to recruiting."

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Mat-Su College is now the 14<sup>th</sup> partner in the CareerConnect program, joining colleges in Wisconsin, Minnesota, Illinois, South Carolina, Arizona, California, Massachusetts, New York, Oklahoma, Georgia, Nevada, Pennsylvania and Canada.

The CareerConnect program, which

specifically targets the refrigeration and heating technology program and the computer systems technology program at Mat-Su College, has four primary goals – to enhance student curriculum, promote faculty development, increase community awareness and develop a pipeline of recruits.

Johnson Controls and its partner colleges work toward these goals in a number of ways. For example, to help enhance student curriculum, the company donates learning materials and sometimes equipment to the partner schools. To promote faculty development, instructors at partner colleges have access to discounted training opportunities offered through Johnson Controls. And to develop a pipeline of recruits, the company participates in campus career days and conducts on-site recruiting events.

Through the partnership, students in Mat-Su College's refrigeration and heating technology program and computer systems technology program are also eligible to apply for Johnson Controls' Future Hires program. If selected, the students are guaranteed a job with Johnson Controls upon graduation, and also receive \$1,500 to put toward their education costs. Up to five Mat-Su College students may be selected each year for the program.

"There is a national shortage of skilled technicians in the HVAC (heating, ventilation, air-conditioning and refrigeration) industry," says Dan Mielke, assistant professor of refrigeration and heating technology at Mat-Su College. "Johnson Controls has taken a proactive approach to recruiting. They're connecting with students when they are entering a program and assisting them through

## Johnson Controls



the program, with the goal of selecting the best of the students."

"It gives them the opportunity to look at students ahead of time and see who they would like to have work for them, which results in a more stable workforce," adds Dennis Clark, director of Mat-Su College. "Companies like Johnson Controls are going to need a lot of employees in the not-too-distant future. This is a way to ensure they have employees ready and willing to go to work, and that those employees have the knowledge they need."

Recruiting tools like this are important for companies in the HVAC industry, as the total number of HVAC-related, skilled trade positions is expected to grow nearly 10 percent nationwide by the year 2016, resulting in 77,000 new job openings, according to the U.S. Department of Labor Statistics.

To date, two Mat-Su College students have already applied for the Future Hires program, and additional applications are expected early this year. Nationwide, Lippold says Johnson Controls has already hired nearly 30 employees through the Future Hires program, and expects to recruit an additional 60 to 75 students this spring.

While the CareerConnect and Future Hires programs offer multiple benefits to Johnson Controls, students are also reaping the benefits, which include access to the latest technology, learning tools and industry experts, reduced student debt, and the promise of employment once they successfully

# with business and industry

complete their education.

"It's a real advantage for students to know they will be part of a successful company after graduation. It gives students a focus," Mielke says.

The win-win partnership is also good for Mat-Su College.

"Johnson Controls is an excellent resource for training materials. They don't require us to use those materials, but it's available. They also donate equipment, as the need arises and as equipment is available. They're very supportive," Mielke says.

"The total number of HVAC-related, skilled trade positions is expected to grow nearly 10 percent nationwide by the year 2016, resulting in 77,000 new job openings."

"Arrangements like this help keep our faculty current," Clark adds. "It also provides us with support, so we can give our students hands-on knowledge of what's out there right now."

Lippold says there were numerous reasons why a partnership between Johnson Controls and Mat-Su College made sense.

"First of all, Mat-Su's and University of Alaska's strategic direction were well-aligned with the CareerConnect program," she says. "Additionally, some of the strengths that Mat-Su brought to the table were its diverse population, strong recruiting practices with local schools, (and) multiple degree programs of interest. Most importantly, we have a strong need to hire talented people to fill key roles in Alaska! All of the pieces fit together nicely."

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## Easy, Effective, Affordable Training for Harbor Personnel

Through a new online training program offered through UAS-Sitka, employers at ports, marinas and harbors now have an easy, effective and affordable way to train their employees. The program, called Career Training for Ports and Marinas, launched its first online course in October 2007. To date, three courses are available and more are in development.

The training program, which is a partnership between UAS, the Pacific Coast Congress of Harbormasters and Port Managers (PCC), Alaska Association of Harbormasters and Port Administrators, and the Harbour Authority Association of British Columbia, was originally proposed by Ray Majeski, the harbormaster in Sitka and the president of PCC.

"In the past, harbors may have just hired people off the street," Majeski explains. "But as the years have gone on, the job has become far more technical. A harbor is not simply a place to park a boat. You have to

maintain clean water and maintain the facilities. You have to know how to deal with customers and keep computerized records. Now, it's really big business and it's more necessary than in the past that harbor personnel are knowledgeable."

"Ray approached UAS to see if it was possible for the university to do something about the incredible need for training within his industry," says Mary Purvis, Title III director at UAS.

To address this need, the university requested – and received special permission – from the U.S. Department of Education to use Title III grant funds to develop non-credit, continuing education courses for the new program.

"We worked very closely with Ray and other harbor personnel on what employers need, and then made a plan for meeting those needs," Purvis says. "It's a good partnership. We know education, and they know harbors."

"It works for UAS and it works for us. It's like a marriage made in

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"A harbor is not simply a place to park a boat. Now, it's really big business and it's more necessary than in the past that harbor personnel are knowledgeable."

---

heaven," Majeski adds. "UAS has been a phenomenal group to deal with."

The program offers a very attractive alternative to employers, who previously had to pay hundreds – if not thousands – of dollars for airfare, food, lodging and tuition for their employees to attend on-site training sessions. Comparatively, UAS' training courses cost only \$150 each and are offered completely online – allowing the student/employees to complete courses whenever and wherever is most convenient.

"Harbors are getting a bargain because they don't have to send people out. Before, they would have had to pay for airfare, food, a hotel. Now, employees can get trained in a subject for \$150," Majeski says.

Through the program, UAS is currently offering courses in facility safety, which teaches marina employees about the major safety issues they will deal with on a day-to-day basis; oil spill prevention, preparedness and response, which focuses on the nature of oil spills and their consequent environmental and economic impacts; and marine structures and materials, which covers major structures and building materials found in harbors and small ports. The courses take an estimated 15 to 20 hours each to complete, and students are given a three-month period to finish the work.

UAS is currently working with content experts to develop additional courses, including operations and maintenance planning, harbor administration, fire safety, hazardous materials and waste removal, dockside cranes and straddle hoists, electrical and water systems, future developments in harbor operations, and customer service and community relations.



▲ Ray Majeski, the harbormaster in Sitka and the president of the Pacific Coast Congress of Harbormasters and Port Managers, spearheaded the Career Training for Ports and Marinas program at UAS. He is pictured here in front of Thomsen Harbor, one of the five harbors in Sitka.

# training that works

Following completion of the three currently available courses, students are eligible to receive a basic certificate in port, harbor and marina management from the PCC. As additional courses are offered, more advanced PCC recognition certificates will be made available.

"We wanted to create a certificate program for harbor personnel, so they have a vehicle to move up the career ladder. This way, they have documentation to prove they're educated in this career field. It shows they are knowledgeable about the business they have been hired for. It also gives people the opportunity to move up, and improve themselves economically and educationally," Majeski says.

"When you have a certificate and walk in the door to apply for a job, you'll have an edge over the other applicants," Purvis adds.

To date, approximately 50 people have registered for courses. During the first year, all of the students were based in Alaska – from Dutch Harbor to Kodiak and Sitka to Haines. This year, the program has expanded nationally and even internationally, drawing students from California, Washington, Oregon and British Columbia.

The training program is expected to continue growing and becoming more successful – a fact that brings a deep sense of personal accomplishment to Majeski, who plans to retire this spring.

"I'm on fire for this. This is the legacy I wanted to leave behind for PCC and their personnel," he says.

"This all happened because of Ray and his involvement with PCC. He was dedicated to finding a way to get training," Purvis adds. "It's exciting to be working on something that means so much to people."

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## CITC Partners with UACP to Offer Workforce Training

Cook Inlet Tribal Council (CITC), a nonprofit subsidiary of Cook Inlet Region, Inc. that provides social, educational and employment services to Alaska Natives and Native Americans living in the Cook Inlet region, wanted to offer training to help job-seekers become more competitive for positions involving customer service and leadership roles.

To accomplish this, CITC partnered with UA Corporate Programs (UACP) to develop and deliver a customized training program at the CITC building in Anchorage. The first two-week training session, led by an instructor from UAA's Matanuska-Susitna College, was held in June 2008, and a second session took place in September. Three additional training sessions have been tentatively scheduled for January, March and June of this year.

To date, approximately 29 people have completed the training, which is available to individuals receiving services through the Alaska's People Career Center at CITC and CITC's Tribal Temporary Assistance for Needy Families program (TANF). According to Richard Perry, career center coordinator at CITC, a majority of the participants have either found work or are seeking additional training or education.

"With this effective level of training and support, I believe we are meeting our goals and are also able to refine our future objectives to better match the dynamic needs of our participants," Perry says.

The two-week, interactive training, which included presentations, discussions, small-group breakouts, exercises and case scenarios, was specifically developed to meet CITC's objectives and the anticipated needs and interests of the participants.

— Week one of the training focused —




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"UACP is the single point of contact for CITC. We help to identify CITC's needs and opportunities, and then connect them with appropriate resources within university."

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on customer service, including workplace communications skills, employment readiness, conflict resolution, teamwork, effective meetings, workplace conduct, enhancing a professional image, and performance improvement strategies.

Week two of the training focused on an introduction to management training, and incorporated topics such as supervisory training, effective business writing, dollars and sense, managing projects, understanding organizational culture, and developing leadership skills.

As part of the training, instructor Sara LaForest invited members of the business community to present on appropriate topics. For example, Wells Fargo staff gave a presentation on handling money and fraud prevention, and a Lowe's representative spoke on managers' perceptions of hiring needs and priorities. Both organizations also presented on career opportunities in their industries.

"From the beginning, I felt it was important to include key community

*CITC continued on p. 18*

## Empowering Disadvantaged Youth to Succeed in Education, Employment

The Youth Job Training Program at UAA's Kachemak Bay Campus (KBC) of Kenai Peninsula College in Homer is having a tremendous impact on disadvantaged youth, as well as benefitting local employers.

"This program allows us to keep young people from falling through the cracks or choosing a less healthy path. It also provides employers with employees who have great work skills," says Carol Swartz, director of KBC. "We're very proud of what we do."

The program, which is funded through a Workforce Investment Act grant from the Alaska Department of Labor and Workforce Development, serves eligible, low-income youth, ages 16 to 21, who face barriers to employment, such as lack of job experience, disabilities, economic disadvantages and homelessness.

Established in 2002, the program provides a wide range of services designed to prepare youth for success in employment and/or post-secondary education or training. There is a focus

on providing participants with the skills necessary for careers in high-growth, high-demand industries.

For participants, the program offers "a safety net for youth trying to catch up. It gives them an equal shot at training and becoming contributing citizens in their local community," Swartz says.

For employers, the program provides employees "who know they are supposed to be on time and dressed appropriately, who call in if they are sick or late, who have the basic skills and who are able to learn," says David Lewis, program coordinator.

*Youth Job Training continued on p. 19*

*CITC continued from p. 17*  
stakeholders and help participants really understand the lens of the employer. Partner entities may grow in the future," LaForest says.

While the primary goal of the training was to provide participants with customer service and leadership skills, organizers believe it did much more than that.

"A lot of the people in these trainings come from challenging backgrounds and came into the training with very low self-confidence. This training has gotten folks to focus on what they can do. It gave them the self-confidence to walk into an interview and walk out with the job,"

says Bruce Rowe, UACP manager.

The participants' improved self-confidence was apparent during the graduation ceremonies that were held at the end of each training session.

"Participants each received their certificate of completion and provided a personal presentation on the value of their participation. This is a very touching event, which we plan to build upon," LaForest says.

To offer continued assistance after completion of the training, CITC initiated an alumni peer group, which offers professional and personal support to participants while they look for employment, transition into their jobs, or work toward achieving

other goals.

"A wonderful byproduct of the trainings is that the participants created sincere, positive relationships, which they continue to maintain," LaForest says. "This support will be invaluable in assisting folks to continue to move forward."

With one successful project underway, the partnership between CITC and UACP is poised to continue and possibly grow. For example, according to Perry, CITC is now looking to supplement the customer service and leadership training, by partnering with UACP to offer additional training in areas like Microsoft Office.

"We're working with CITC to develop other training and expand opportunities," Rowe says. "UACP is the single point of contact for CITC. We help to identify CITC's needs and opportunities, and then connect them with appropriate resources within university."



▲ CITC participants celebrate their success during a graduation ceremony held at the completion of a recent customer service and leadership training session.

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# in Alaska's future

"This program allows us to keep young people from falling through the cracks or choosing a less healthy path. It also provides employers with employees who have great work skills."

*Youth Job Training continued from p. 18*

"Most communities in Alaska have challenges finding young people to move into skilled positions," adds Swartz. "This project provides employers with local, trained employees. We've developed quite the reputation for making sure this project will be able to provide a labor force."

The program takes a very individualized approach to each youth participant. After youth are accepted into the program, the first step is an in-depth assessment that looks at their current skill sets, interests and needs. After the assessment is complete, program coordinators work with the youth to develop a personalized action plan. Case management services are then provided to ensure youth participants make progress toward their goals.

Depending on the specific needs of each youth, they may receive services including help earning a GED or completing a high school diploma, applying for classes or job training programs, tutoring, resumé writing, interviewing, leadership, teamwork, customer relations and communication skills. Other services

may include career guidance, financial planning, mentoring, help finding employment, and opportunities for work experience. All services are provided free of charge.

Funding is also available to help pay for GED costs, tutoring, job training programs or college courses, and job-related expenses like uniforms, glasses, driver's licenses and health care. Once a week, the program also offers a job club, which features presentations on different professions, led by members of the local business community.

"It's very individualized. Some of the youth are just figuring out what they want to do. Some are already enrolled in classes. Many are just getting the basic skills," Swartz says.

After youth attain their job training goals, they may receive follow-up services for one year. Follow-up services provide continued support and job-related funding for youth to continue with their post-secondary education, training and/or employment. At the end of the program, youth receive a basic certificate of completion.

To date, the program has served a total of 105 students. Currently, the program is serving 38 youth, including 21 active participants and 17 in the follow-up phase.

According to a recent review by the Department of Labor, the program is far exceeding expectations. For example, program organizers estimated that 37 percent of the youth participants would attain a degree or certificate. In actuality, 92.3 percent accomplished this goal. Organizers also estimated that 73



▲ A participant in KBC's Youth Job Training Program, who graduated from the certified nursing assistant program, displays her certificate of completion.

percent of participants would enter into employment. That number was actually 100 percent.

"We've exceeded all requirements," Swartz says. "I think we're successful in contributing to the quality of life in our community."

The program's success is dependent on a number of collaborations with other KBC programs, local agencies and businesses, including Homer Job Center/One Stop Center, Independent Living Center - TALENTS/YES program, Homer High School, Kenai Peninsula Borough School District, Homer Flex Alternative High School, Alaska Housing Authority, public health and public assistance agencies, and local mental health and general health providers.



▲ Students in KBC's Youth Job Training Program participate in the Alaska Host-Training Program.

For more information, contact:  
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# UA@Work

## Inside this issue. . . .

We've selected twelve University of Alaska workforce stories to highlight in the UA @ Work Winter 2008-2009 newsletter.

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If you would like more information about articles in this newsletter, please contact UA Statewide Corporate Programs at 1815 Bragaw Street, Suite 102, Anchorage, AK 99508.

- 907.786.1531
- [corporateprograms@alaska.edu](mailto:corporateprograms@alaska.edu)
- [www.alaska.edu/uacp](http://www.alaska.edu/uacp)

UA @ Work is produced by UA Statewide Corporate Programs to connect Alaska employers with the University's workforce training and professional development resources.

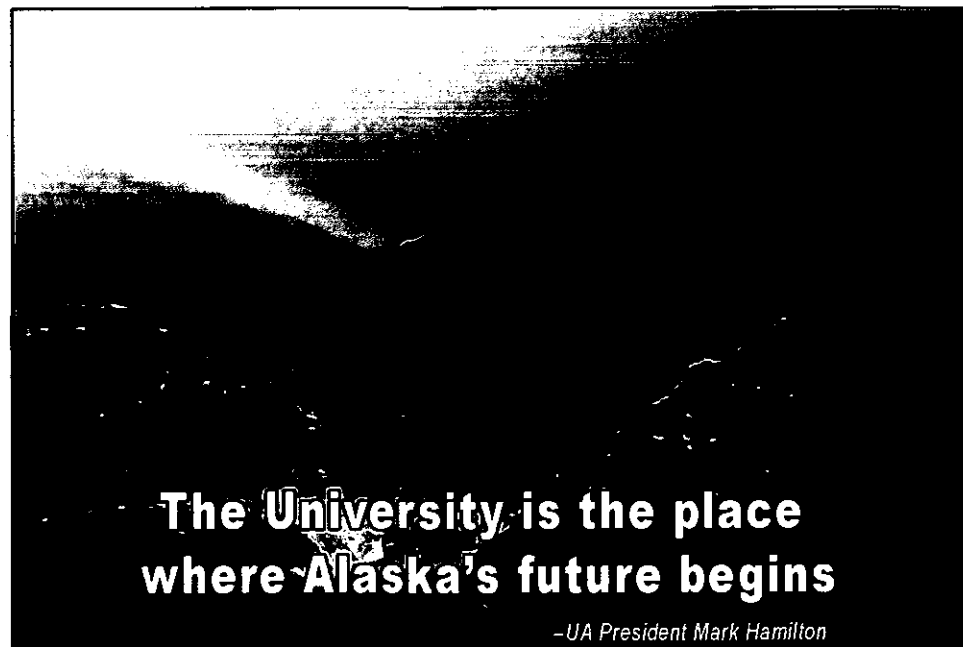
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of UA Workforce Programs.



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Corporate Programs.



The University is the place  
where Alaska's future begins

—UA President Mark Hamilton

Photo by Todd Paris, UAF Marketing and Communications

For information on partnering with the University of Alaska for employee training and professional development for your business, agency or organization, contact UA Statewide Corporate Programs today.



## Statewide Corporate Programs

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### Statewide Corporate Programs

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**University of Alaska Fairbanks  
Regional Campuses**

- 1. Bristol Bay**
- 2. Chukchi**
- 3. Interior-Aleutians**
- 4. Kuskokwim**
- 5. Northwest**
- 6. Tanana Valley**



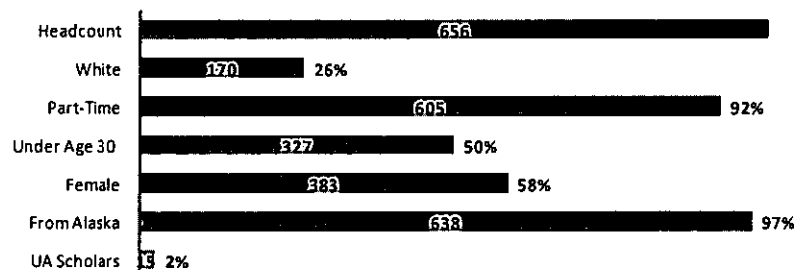
# Campus Profile: *Bristol Bay*

The Bristol Bay Campus of UAF is located in Dillingham on the northern coast of Bristol Bay, one of the world's largest producers of sockeye salmon. The campus serves an area of 55,000 square miles and a total of 32 communities.

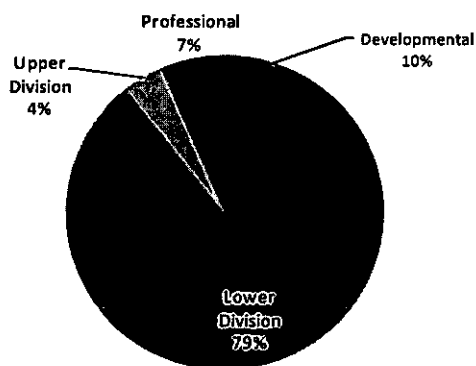
## Bristol Bay Campus

University of Alaska Fairbanks

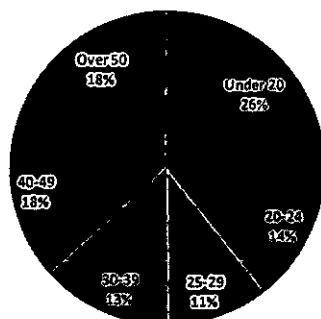
### Student Profile, Fall 2008



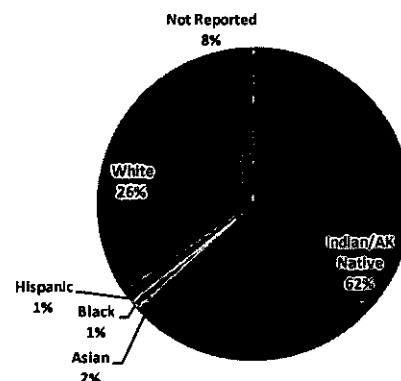
### SCH by Course Level



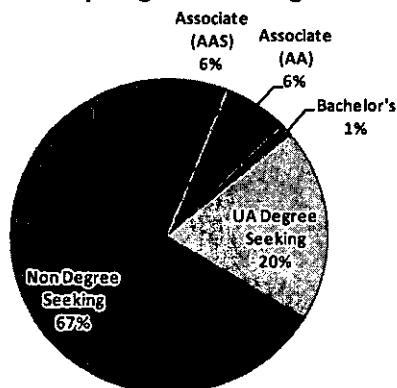
### Age



### Ethnicity



### SCH by Degree-Seeking Status



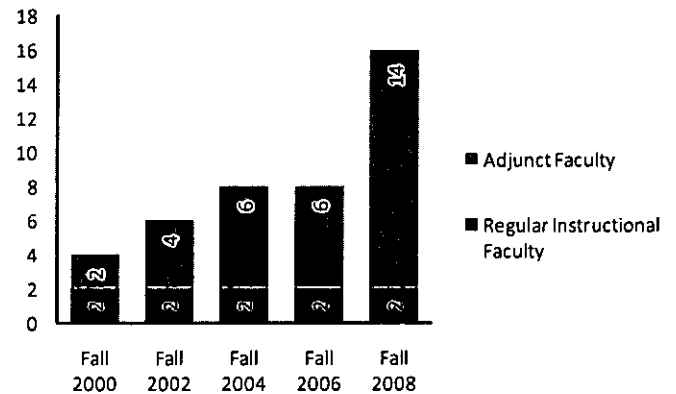
- The Bristol Bay campus accounted for more than 5 percent of UAF students in fall 2008, with almost 660 students enrolled for credit.
- More than 1 percent of the UA Scholars attending UAF in fall 2008 enrolled at the Bristol Bay campus.
- Most of the students (>90 percent) taking a class at Bristol Bay enrolled part-time at the UA system level.
- Women represented nearly 60 percent of the student population.
- A half of enrolled students were under 30 years of age. In fall 2008 the average age for students enrolled was 34.
- Alaska residents accounted for 97 percent of enrollment headcount, out-of-state students for two percent and international students for one percent.
- Almost 80 percent of student credit hours (SCH) were delivered in lower division and developmental level courses.

Source: Data Supplied by MAUs via UA Information Systems; Banner SI Closing Extracts Fall 2000, Fall 2008. Compiled by Statewide Planning & Budget in conjunction with campus.

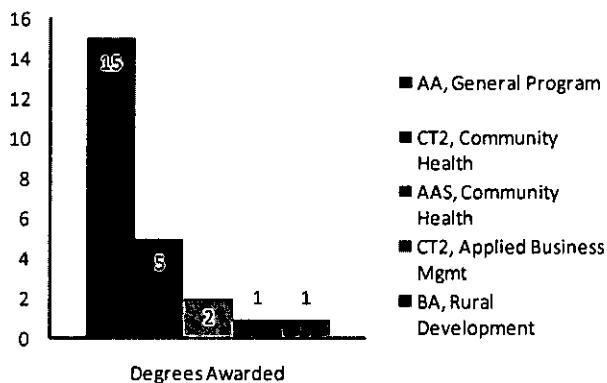
# Campus Profile Trends: *Bristol Bay*

- The number of regular faculty teaching one or more courses at Bristol Bay has remained the same since fall 2000.
- The number of adjunct faculty employed at the Bristol Bay campus have grown in response to (new activity) to 14 in 2008.
- Degrees, certificates and credentials awarded by the Bristol Bay campus are up by 25 percent since FY01.
- Forty percent of all academic program credential awards by Bristol Bay in FY08 were in programs qualifying recipients to work in High Demand Job Area careers, however this varies year to year and is often higher.

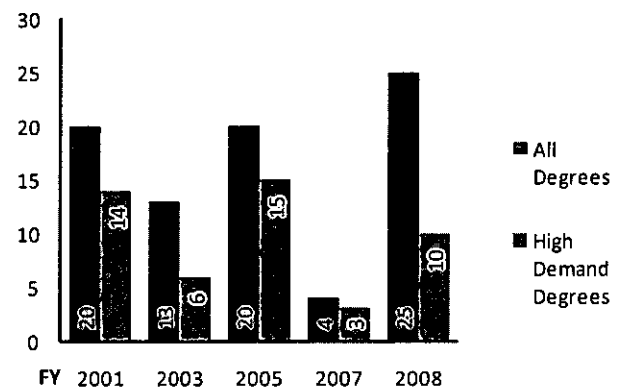
## Faculty Headcount



## FY08 Top Graduating Programs



## Degrees and Credentials



## Enrollment Trend

	Fall 00	Fall 08	Change
Headcount	531	656	24%
Male	156 (29%)	273 (42%)	75%
Traditional Age (18-24)	66 (12%)	166 (25%)	152%
Ethnic Minority	286 (54%)	430 (66%)	50%
Degree Seeking Students	144 (27%)	160 (24%)	11%
UA Full-Time Students	55 (10%)	51 (8%)	-7%
UA First-Time Freshman*	13 (2%)	13 (2%)	0%

\*Counts any UA first-time freshman taking at least one course from the campus. Student maybe considered a non-degree student at the campus.

- Degree-seeking students have grown 11 percent over the last eight years.
- The number of male students experienced a significant increase of 75 percent over this time, amounting to almost 275 in fall 2008.
- Headcount of students less than 25 years of age amplified 2.5 times from fall 2000 – fall 2008.
- Since fall 2000 the Bristol Bay campus attracted 50 percent more ethnic minority students.

Source: Data Supplied by MAUs via UA Information Systems: Banner S1 Closing Extracts Fall 2000, Fall 2008. Compiled by Stenwide Planning & Budget in conjunction with campus.

## Campus Profile Trends: Bristol Bay

*4-Does your campus work with local high school(s) by offering dual credit courses? If yes, approximately how many courses can be taken for dual credit?*

We work closely with the four local districts: Dillingham City School District, Southwest Region School District, Bristol Bay Borough School District and the Lake and Peninsula School District and have a robust dual credit program. Students, parents and school districts decide on courses for the dual credit process. In Fall 2008, 137 high school, home school or alternative school students worked on gaining university credits including but not limited to courses in mathematics, science, early childhood, vocational training, applied business and alternative energy.

*5-Does your campus provide Adult Basic Education/GED services to people in your community? If so, how many students on average do you provide these services to each semester?*

Major funding is provided by an Alaska Department of Education grant. The grant is not sufficient to provide an optimal level of service for the entire region so the campus has obtained supplemental funding for the GED portion of the program from the Bristol Bay Native Association, Housing & Urban Development, Alaska Department of Health and Social Services, and the Bristol Bay Economic Development Corporation.

Staffing for FY 09 includes one full time employee, 11 part time ABE/GED instructors, and 3 GED examiners. Services are provided in 32 communities in Bristol Bay region.

### **GED-related Activity FY 04 to 08**

<b>Activity</b>	<b>FY 04</b>	<b>FY 05</b>	<b>FY 06</b>	<b>FY 07</b>	<b>FY 08</b>
GED Instruction	35	51	51	60	52
GED awarded	5	15	22	20	14
Contact hours	n/a	342	1,986	2,598	2,147

### *6-Challenges*

- Rural communities need adequate and affordable broad band access to provide adequate education and economic opportunities.

### *7-Anything else you want to discuss or make the committee aware of?*

- Bristol Bay Campus has established the Bristol Bay Environmental/Sustainable Communities Science lab in Dillingham. Recently received microbiology (bacteria) state certification.
- Strong collaborative partnerships with local entities make "Stay and Save in Bristol Bay" possible.

UA Community Campus Profile Prepared for House Education Committee  
 UAF Chukchi Campus Overview  
 March 2009

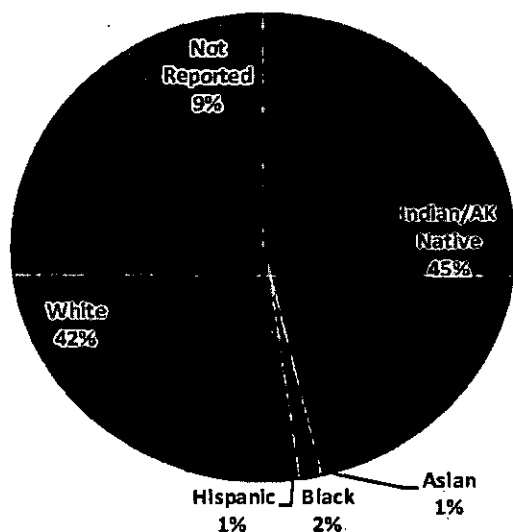
*1-Name of campus and which University of Alaska Major Administrative Unit (MAU) do you report to? Description of campus—where located, how many locations.*

**Chukchi Campus—University of Alaska Fairbanks**

**Located in Kotzebue; serving the villages of the Northwest Arctic Borough: Deering, Buckland, Selawik, Kiana, Noorvik, Ambler, Shugnak, Kobuk, Noatak, and Kivalina.**

*2-Headcount and semester credit hours produced in Fall 08 and Spring 09 (as of 2/9/08).*

**Spring '09 numbers are continuing to grow. In our region we offer many intensive and special training sessions that start later in the semester. Our final Spring '08 numbers are included so you can understand to what extent we might continue to grow in Spring '09.**



	Spring 08	Fall 08	Spring 09
<b>Headcount Unduplicated</b>	379	393	173
<b>Student Credit Hours</b>	987	1489	581

← Ethnicity

*3-Number of degree-seeking vs non degree-seeking students—students currently enrolled this spring.*

- Degree seeking in F'08—26.7
- Non-degree seeking in F'08—79.2
- Full time students (12 or more credits)—42
- Part time students (less than 12 credits)—131

NOTE: Above numbers portray CC students who are seeking a degree in some UA (UAA, UAF, UAS) program, not necessarily a CC program. These figures exclude students under the age of 18 who cannot be degree seeking, per University policy.

*4-Does your college work with local high school(s) by offering dual credit courses? If yes, approximately how many courses can be taken for dual credit?*

**Yes, we work closely with the Northwest Arctic Borough School District. All of our college prep courses can be taken by high school students for dual credit. Last year we offered college prep courses that were designed to fit within the region wide high school schedule. We plan to continue the program next year. For these 3 crt courses we have an agreement with the school district: the district pays for one third tuition; CC covers one third; and the parents or student pay one third tuition plus materials & fees. We use this opportunity to introduce our students and their parents to the importance of financial aid applications and deadlines.**

*5-Does your campus provide Adult Basic Education/GED services to people in your community? If so, how many students on average do you provide these services to each semester?*

**No. The Alaska Technical Center provides our regional ABE and GED programs. They are very successful. Their numbers have exceeded the number of region wide HS graduates.**

#### *6-Challenges*

**Chukchi was hit hard during the 1990 university "drought years". We seem to have had a larger percentage of positions eliminated than other campuses. Presently this campus depends upon federal funding sources to provide adequate levels of service to our regional students. If these funds should fail to be renewed we will be one of a number of UA's Alaska Native Serving Institutions (20% or higher) that will need more funding help.**

**Chukchi works very closely with the CRCDC Allied Health Program. Their distance delivered health courses serve our regional students and our regional health corporation, Maniilaq Association. The UAF Allied Health Program services to our region will suffer if the Work Force Program funds are cut.**

**-Gov. Palin only included \$10 million for Renewal and Renovation for UA and no new construction capital projects for the entire University.**

#### **-Capital budget priorities for Chukchi Campus**

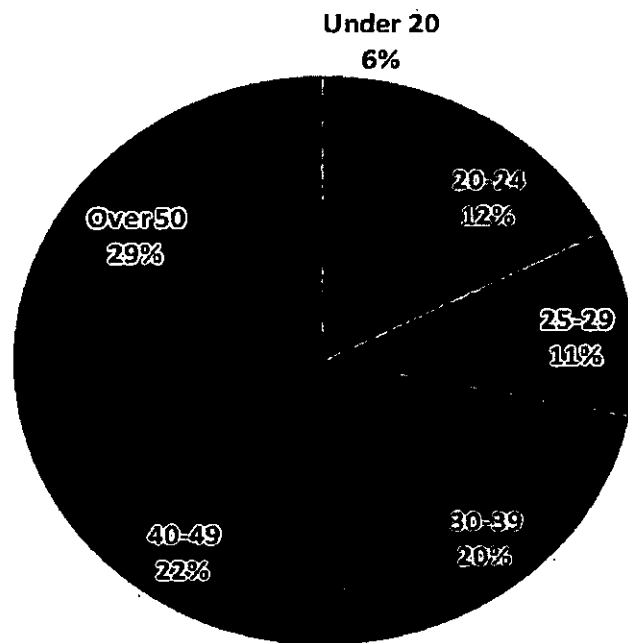
Consortium Library addition	\$6 M
-Design & Planning	\$0.6 M

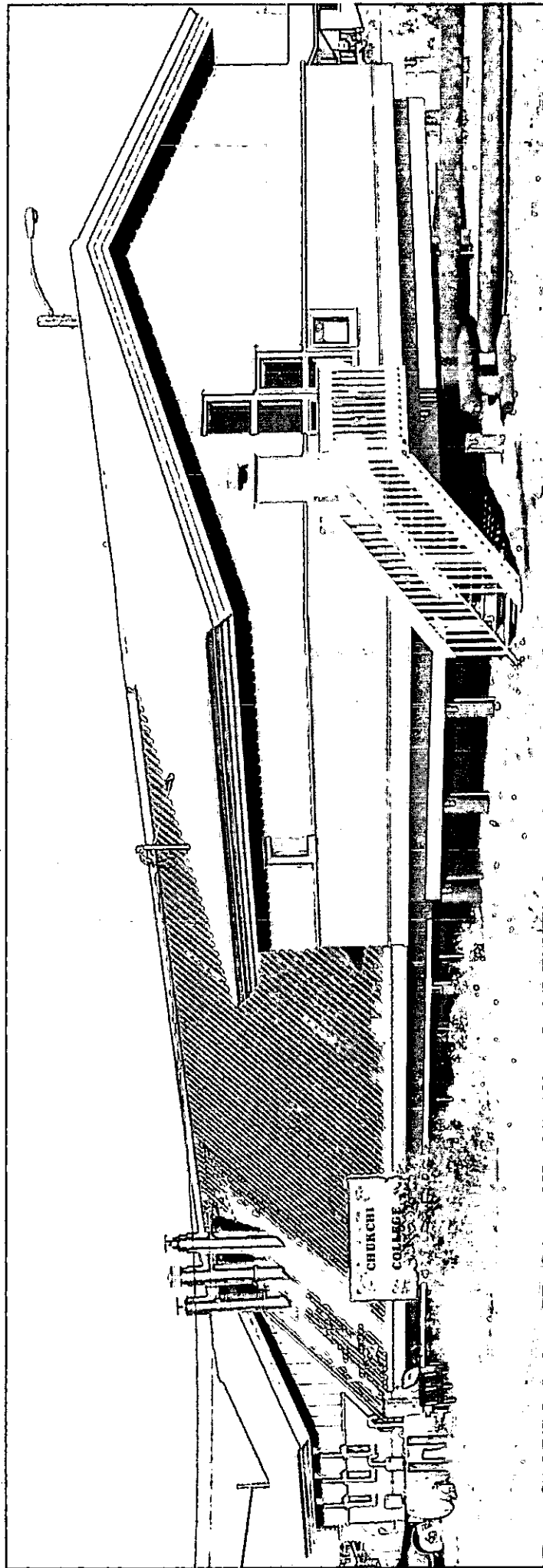
*7-Anything else you want to discuss or make the committee aware of?*

- In higher education: where a student graduates from is where the student will live. UA President Hamilton found that 80% of our Alaska HS graduates, who graduated from universities in the lower 48, stayed and lived in the lower 48. The Board of Regents have supported the allocation of funds to maintain the UA Scholars Program. This is where the top 10% of our Alaska HS graduates receive a tuition free scholarship. This Program promotes keeping our best young Alaskans here in our state. It would be wonderful to see our state government fund this one program. Our best young Alaskans have the greatest potential to take care of our Alaskan businesses, corporations, schools, colleges, and cities. This is because our young people possess the background to understand our traditions, to understand and respect our history, and to know and appreciate our leaders. They know and love our land and waters. The state government should pluck this cherry of a program and make it your program that keeps our best young Alaskans in our state. Remember: where they graduate from will be where they will live.

- Higher education in rural Alaska is very similar. When our rural Alaskan students relocate to our cities to attend college and to graduate, most all of them remain in the cities or return to raise their families in the cities. In rural Alaska a much higher percent of the students we serve are parents. This fall over 50% of our students were over the age of 40 and over 70% of them were over the age of 30! Most of the students that we serve want to remain in rural Alaska. Quality distance education programs allow them to remain in their communities, keep their jobs, receive the support of their extended family, use their local resources in their studies, apply accredited research strategies inside their own community, and to inspire their children, nieces and nephews. High quality distance education is very important to the well being of rural Alaska. Please continue to support it.

Age

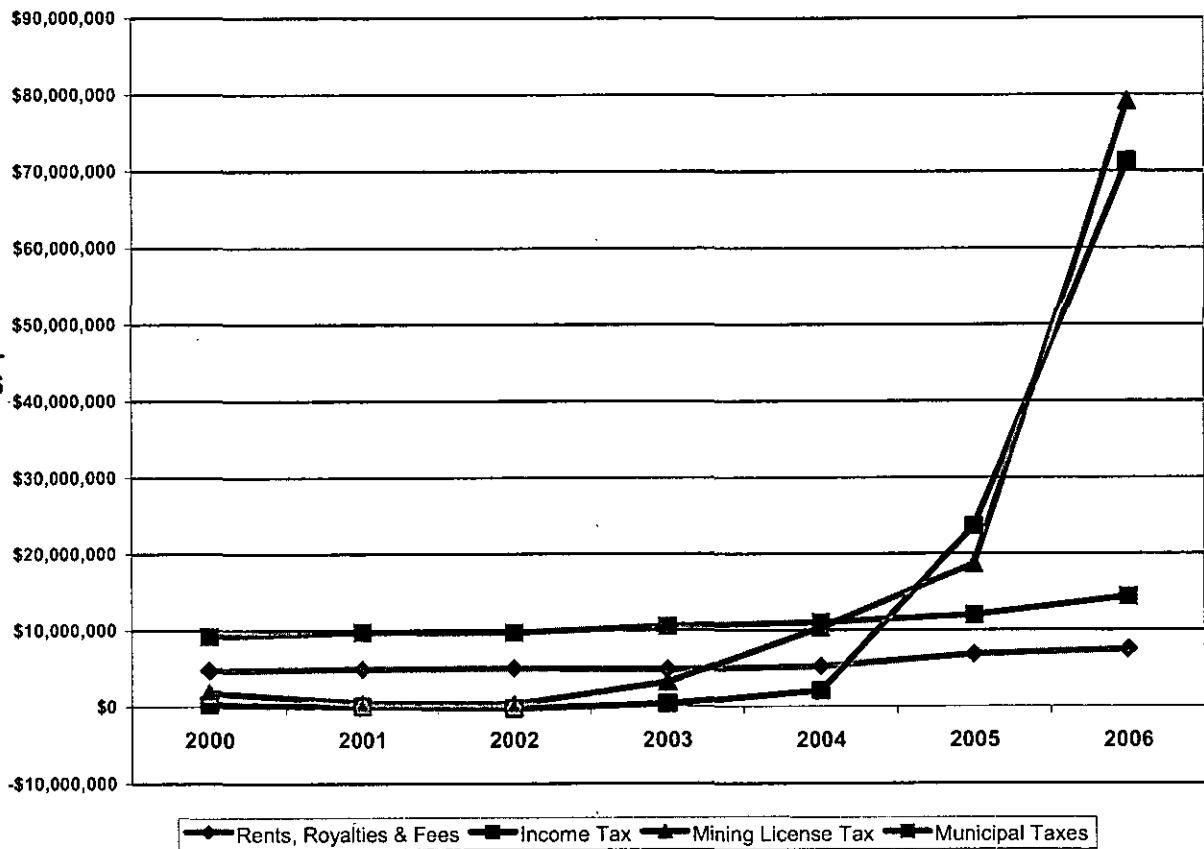




### TOTAL STATE & MUNICIPAL REVENUES 2000 TO 2006

Source: Office of Economic Development

STATE &  
MUNICIPAL  
REVENUES



UA Community Campus Profile Prepared for House Education Committee  
 Interior Aleutians Campus  
 March 2009

*1-Name of campus and which University of Alaska Major Administrative Unit (MAU) do you report to? Description of campus—where located, how many locations.*

Interior Aleutian Campus (IAC) is part of the College of Community and Rural Development at the University of Alaska Fairbanks. The Campus strives to integrate life long educational opportunities with Rural Alaskan and Alaskan Native communities, cultures and ways of life. Our campuses are located in the following places:

- Interior Aleutians Campus – Harper Building Fairbanks
- Aleutian-Pribilof Center – Unalaska, Alaska
- McGrath Center – McGrath, Alaska
- Nenana Center – Harper Building Fairbanks
- Tok Center – Tok, Alaska
- Yukon Flats Center – Fort Yukon, Alaska

*2-Headcount and semester credit hours produced in Fall 08 and Spring 09 (as of 2/18/08).*

**IAC Headcount and Credit hours**

IAC Location	Fall 08 HC	Fall 08 SCH	Spring 09 HC	Spring 09 SCH
IAC TOTAL *	505	1911	322	1668.5

HC=Headcount—number of students enrolled in IAC Courses    SCH=Semester credit hours

Over 90% of these SCH were delivered in lower division and developmental courses.

\* NOTE: IAC is a decentralized campus with six rural centers throughout the service area. These centers offer local classes that start at various times through the semester. At the time of this report IAC still has 40+ courses for Spring 2009 that have not begun and headcount/credit hours for those courses is not reflected above. (Spring 2008 HC was 569, SCH was 2514)

*3-Number of degree-seeking vs non degree-seeking students—students currently enrolled this spring.*

- Degree seeking 176 or 67 % of total student body \*
- Non-degree seeking 86 or 33% of total student body
- Full time students (12 or more credits) - 62
- Part time students (less than 12 credits) - 61

Degrees, certificates and credentials awarded by the Interior Aleutians campus have more than tripled since FY01. The number of degree seeking students has grown more than 10 percent over the last eight years, while the number of UA first time freshman attending IAC has increased by 53 percent.

\* NOTE: Above numbers portray IAC students who are seeking a degree in a University of Alaska (UAF, UAA, UAS) program, not necessarily an IAC program. In a given semester a student might be taking a course through another MAU, but IAC provides student support services for those students. Students can take classes locally through an IAC Center or via audio/online through any UA campus and yet be a degree seeking student at any of the other 16 UA campuses. These figures exclude high school students, who cannot be degree seeking, per University policy.

*4-Does your college work with local high school(s) by offering dual credit courses? If yes, approximately how many courses can be taken for dual credit?*

Yes, we do work with local high schools to offer approximately 16 dual credit programs throughout Alaska. Through the Tech Prep program, we have agreements set up currently with Unalaska City School District, Nenana City School District, Alaska Gateway School District, Yukon Flats School District, Yukon-Koyukuk School District, Denali Borough School District, Galena City School District, and Effie Kokrine Charter School located in Fairbanks. Under these agreements, students are allowed to take courses that usually fulfill a high school requirement, and also earn them college credit at the same time. Some of the courses that have been offered or will be offered within the next semester include:

CIOS 233 Desktop Publishing  
CTT 106 Construction Mathematics  
EMS 152 Emergency Trauma Training First Responder  
HLTH 105 Introduction to Health Careers  
CIOS 100 Introduction to Personal Computers  
DEVS 101 Skills for College and Career Success  
DEVS 110 College Success Skills  
ATVY 231 Arctic Survival  
WMT 103 Welding I  
CTT 100 Construction Technology Core  
ABUS 256 Small Hotel, Bed and Breakfast and Lodge Operations  
ABUS 199 Practicum in Applied Business

Other courses being offered dual credit at Effie Kokrine Chart School through the Early College Program include:

English 111 Introduction to Academic Writing  
English 211 Academic Writing about Literature  
Math 103 Concepts and Contemporary Applications of Mathematics  
COMM 141 Fundamentals of Oral Communication: Public Context

*5-Does your campus provide Adult Basic Education/GED services to people in your community? If so, how many students on average do you provide these services to each semester?*

Several of our centers do provide ABE/GED services to people in their communities. These services are usually funded by Adult Learning Programs (ALPA) and they provide services, we provide the space in Fort Yukon at the Yukon Flats Center, in Tok at the Tok Center and in Galena at the Yukon-Koyukuk Center and we also proctor tests and find volunteers to tutor students. The numbers varies per semester, we approximate that there are 5 to 15 students during any given timeframe.

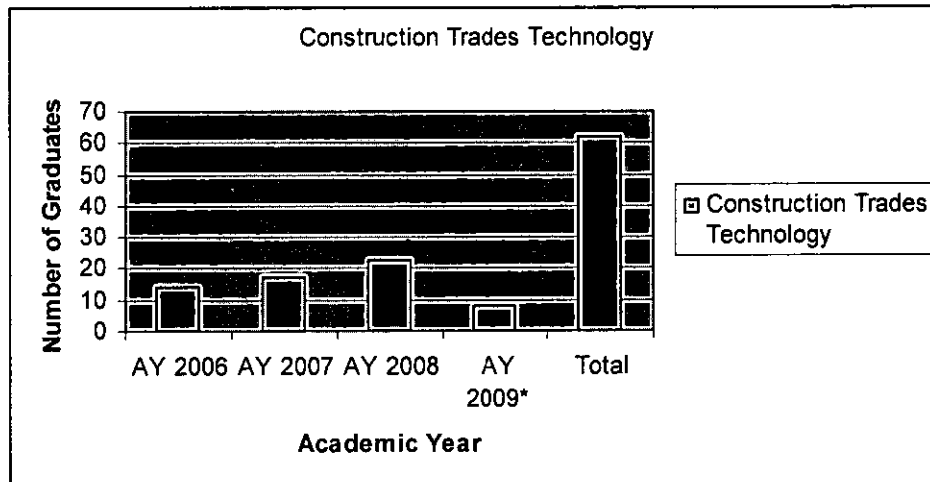
### *6-Challenges*

- **Rural Students** – Our students are most often part-time and work in subsistence time frames that are outside of the traditional academic semesters. This limits their access to traditional funding sources. Our programs span vast distances to remote locations which creates challenges with travel, severe weather, and Alaskan lifestyle.
- **Growth** - All of our campus growth has been through federally funded grants and sustainability of funding is a challenge. Our most important external funding source has been Title III. We are completing an extensive 10 year evaluation of the Title III funding which we hope will provide the foundation for an additional Title III grant. At this time our regular faculty teaching one or more courses here at IAC has increased from 3 to 8.
- **Technology** – This is always an ongoing issue, our student's battle with access and connectivity daily.

### *7-Anything else you want to discuss or make the committee aware of?*

#### **IAC Accomplishments**

- 4-year sustained increase in performance resulting in a 54 percent surge in student credit hour production, 141 percent jump in high demand job program enrollment, and a 255 percent increase in high demand job degrees and certificates awarded (UAF PBB 2007).
- 480 students have completed 6764 credit hours in Construction Trade Technologies since Fall 2003. The average age of these students was 33, 74% of whom were Native, and 299 of them were Native Alaskan males. There have been a total of 62 graduates.
- 12 students have been admitted into the newly approved Associate of Science Degree, from which 4 students are graduating this spring.
- 15 students have been admitted into the Veterinary Science Certificate and there will be two graduates in May 2009.
- Involvement in our own program evaluation has led IAC to explore the need for evaluation in an Alaska Native Cultural Context. Indigenous people across the Nations are working on new paradigms for programs and evaluation. Therefore Ukk'aa – Alaska Native Evaluation Framework is being developed and over the last four months five Alaskan Natives have undertaken the journey to become evaluators which meets a huge underdeveloped workforce area.
- IAC programs provide practical new skills which support healthy lifestyles. Extending education to remote, Alaskan villages creates opportunities for increasing the health of individuals, families and communities. The communities we service are small and close knit – one person learning calculus helps everyone by creating a math resource person.



Interior Aleutians Campus offers degrees in these areas:

**Bachelors Degrees:**

- BA in Education (UAF SOE)
- BA in Child Development and Family Studies
- BA in Social Work (UAF CLA)
- BA in Rural Development

**Certificate Programs:**

- Construction Trades Technology
- Educator Para-Professional
- Early Childhood
- Tribal Management
- Rural Human Services
- Community Health

**Associate of Arts**

**Associate of Science**

**Occupational Endorsements (OEs)**

- Rural Human Services
- Rural Utility Business Management

**Associate of Applied Science Degrees:**

- Community Health
- Construction Trades Technology
- Early Childhood Education
- Educator: Para Professional
- Tribal Management
- Information Technology Specialist
- Human Service Technology
- Applied Accounting
- Applied Business
- Renewable Resources

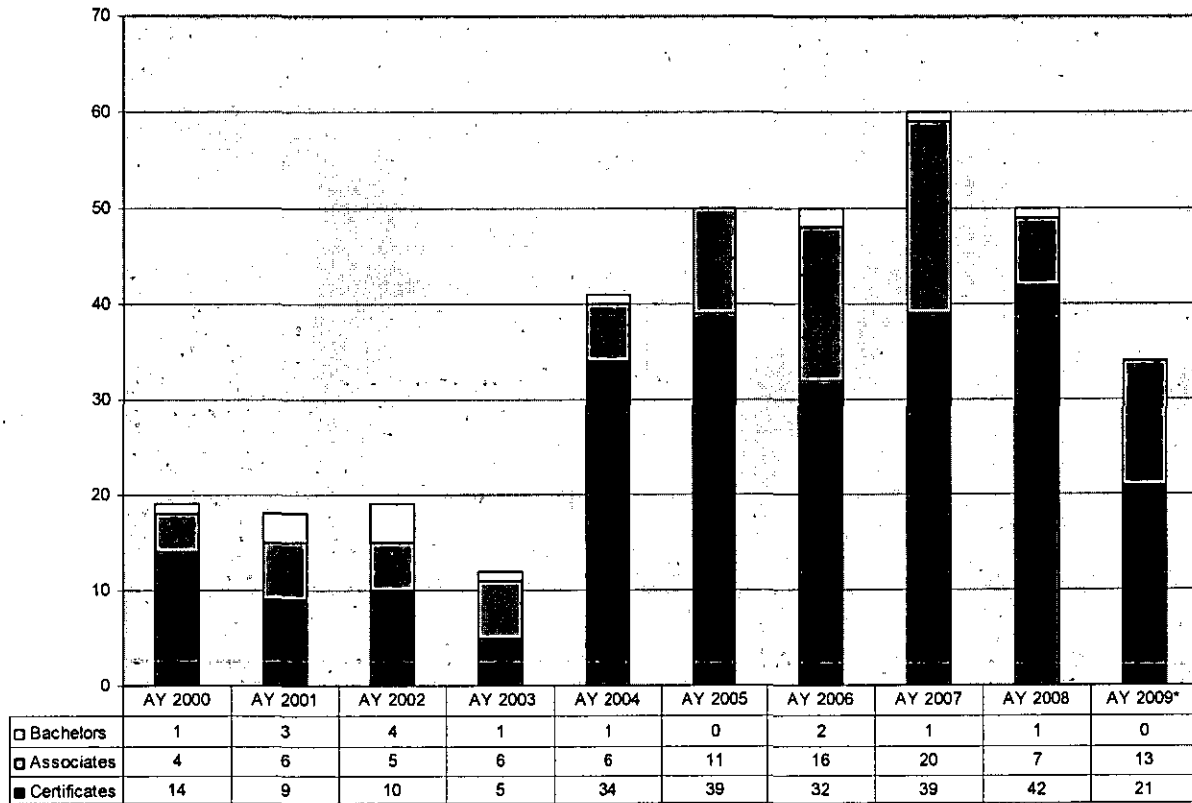
**Certificates and OEs: Under Development**

- Facility Maintenance
- Renewable Energy
- Road Scholars
- Nutrition Science
- 31 Proposed courses

Other College Programs

- Gaalee'ya STEM Project (NSF)
- Tribal Transportation Assistance Center (US DOT)
- Title III (US DOE)
- Early College (Bill and Malinda Gates Foundation)
- Upward Bound (US DOE)
- Tech Prep (US DOE)

Interior-Aleutians Campus Graduates



UAF Community Campus Profile Prepared for House Education Committee  
Kuskokwim Campus Overview  
March 2009

*1-Name of campus and which University of Alaska Major Administrative Unit (MAU) do you report to? Description of campus—where located, how many locations.*

**Kuskokwim Campus (KuC)—University of Alaska Fairbanks, UA**

- Service area 57,000 square miles
- 400 air miles west of Anchorage/80 miles inland from Bering Sea
- located in Bethel, population 6,000
- 47 remote Alaska Native Yup'ik and Cup'ik villages with 56 tribes
- off the road system
- on the banks of the Kuskokwim River

*2-Headcount and semester credit hours produced in Fall 08 and Spring 09 (as of 2/9/08).*

**HC=Headcount—number of students enrolled**

**SCH=Semester credit hours**

	Fall 08 HC	Fall 08 SCH	Spring 09 HC	Spring 09 SCH
<b>KuC Campus</b>	503 <sup>1</sup>	2028	343 <sup>2</sup>	1644

*3-Number of degree-seeking vs. non degree-seeking students—students currently enrolled this spring.*

- Degree seeking—169 or 49% of total student body
- Non-degree seeking—174 or 51% of total student body
- Full time students (12 or more credits)—67
- Part time students (less than 12 credits)—276

*4-Does your college work with local high school(s) by offering dual credit courses? If yes, approximately how many courses can be taken for dual credit?*

**Kuskokwim Campus provides dual credit opportunities both on-campus and via distance delivery.**

Dual credit offerings for Spring 2009 :

- HLTH F100 Medical Terminology
- ECE F245 Early Childhood Development
- HLTH F110 Professional Skills for the Workplace
- DEVS F150 Life Work Planning

High School students are integrated into the following courses:

- PHYS F115X Physical Science I
- ANTH F100 Individual, Society and Culture
- ENGL F271 Intro to Creative Writing-Fiction
- MATH F107X Functions for Calculus

<sup>1</sup> Enrollment figures are unduplicated headcount but do not differentiate between 3 and 1 credit course enrollment or the types of courses enrolled in.

<sup>2</sup> Enrollment is up 17 % from Spring 2008.



- The grant focuses on increasing student retention through improved access to financial aid, campus community and student support systems and personal counseling resources, provides for a major infusion of new library materials, the creation of a student information database and new alumni and community outreach.

**-KuC's distance education program is growing exponentially:**

- Headcount: 258 students touched –unduplicated
  - \* 40 students from other regions
  - \* 218 KuC students (unduplicated)
- 19 Distance Delivered courses = 635 credit hours/224 students
- 11 Blended courses = 231 credit hours/143 students

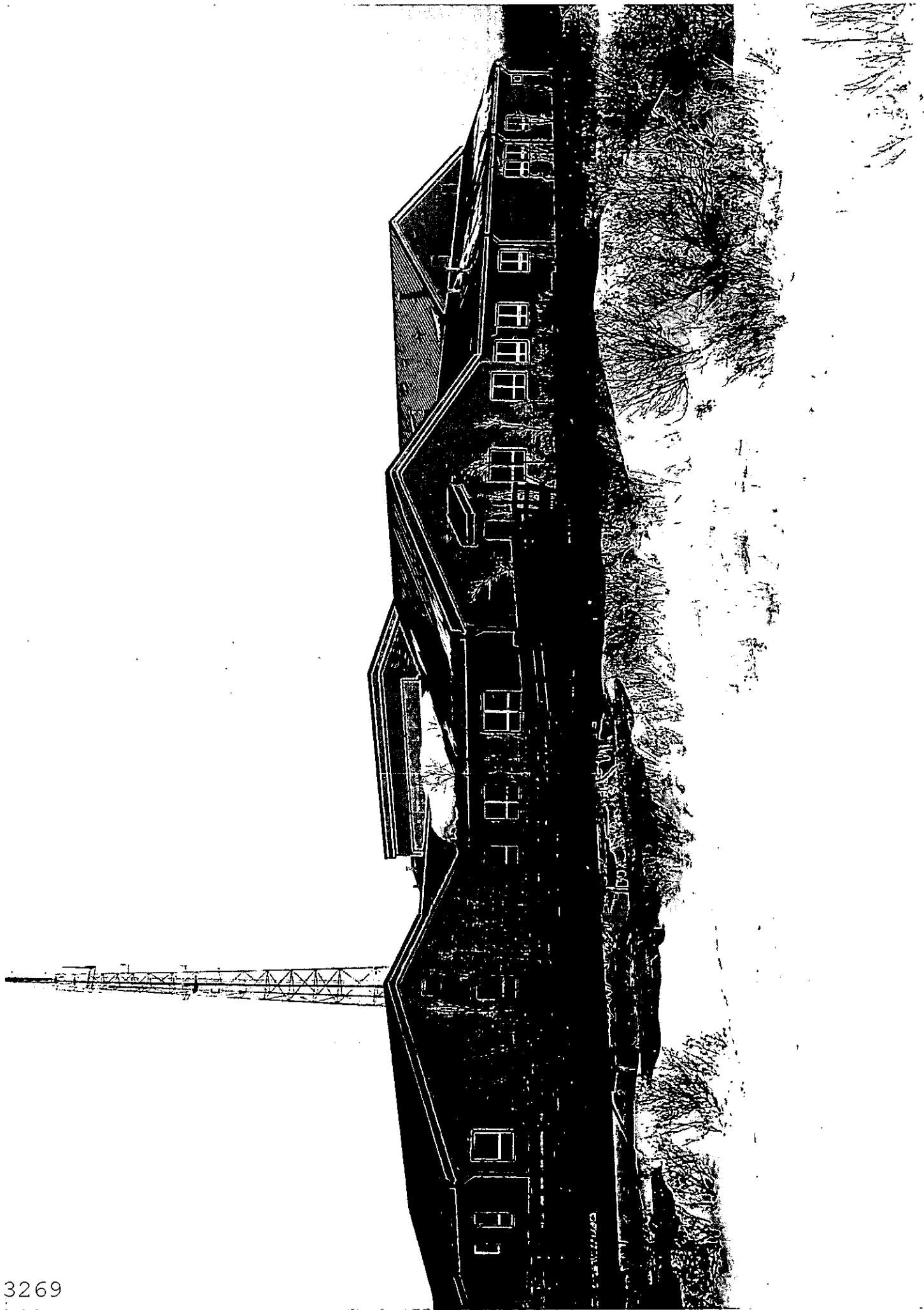
**-KuC offers/facilitates the following special programs and courses:**

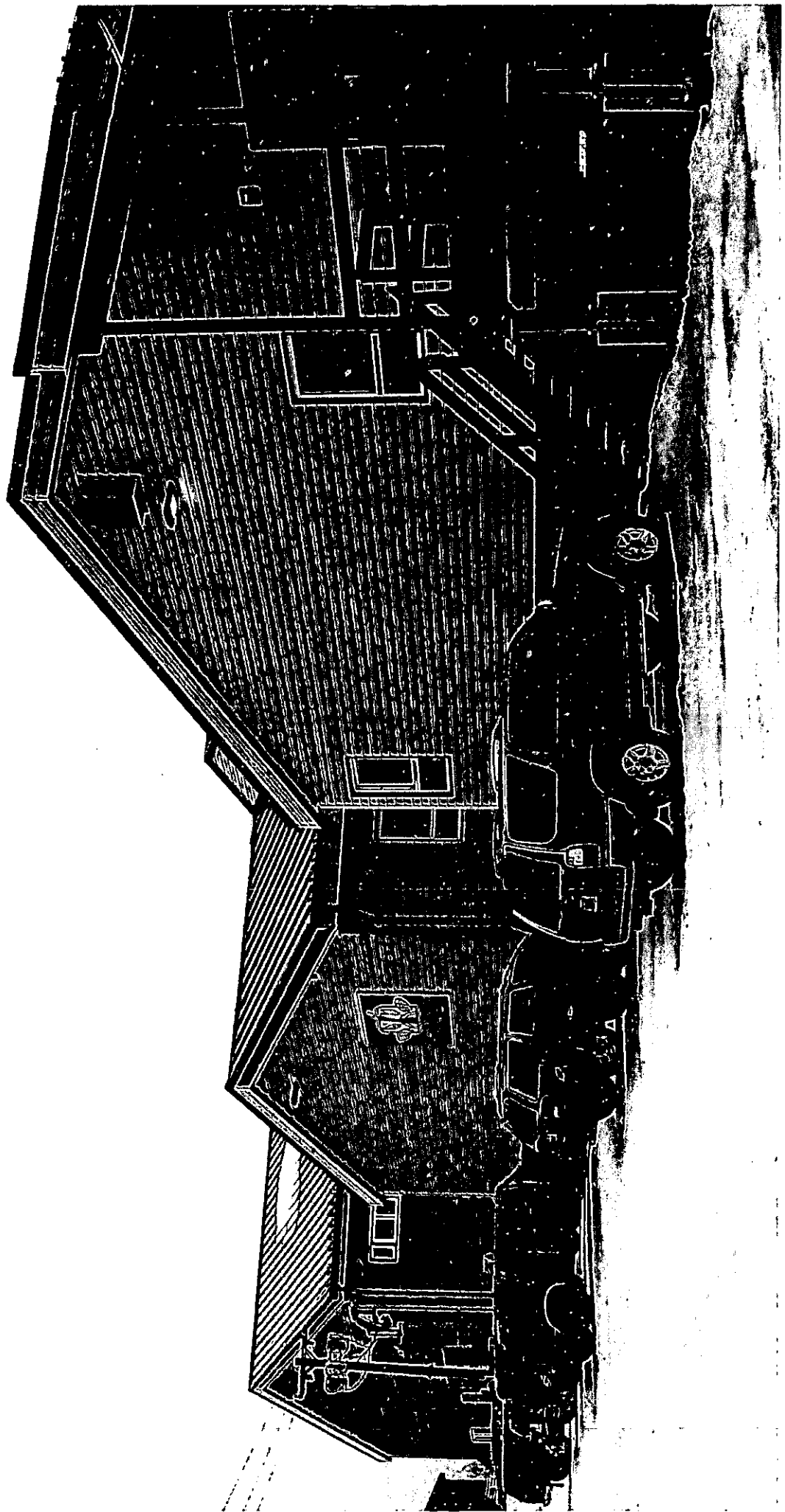
- Business workshops for small business development/Alaska Marketplace
- Saturday Markets for regional artists
- UAF/KuC courses teach traditional crafts/proximately 10 per year
- Web site development and blogging
- Annual Dog Shows
- Yup'ik dance classes each semester
- Community Theatre
- Festival of Arts and Academics/800 student entries
- Summer Youth Art Camp
- Bite of Bethel community Potluck

**- KuC has developed a faculty-staffed Writing Center with extended hours to assist students in curriculum-wide writing skills development**

**Unique KuC offerings:**

- Ethnobotany Certificate
- Yup'ik Language and Studies Bachelor's Degree
- Forensic Technology vocational certificate programs in development







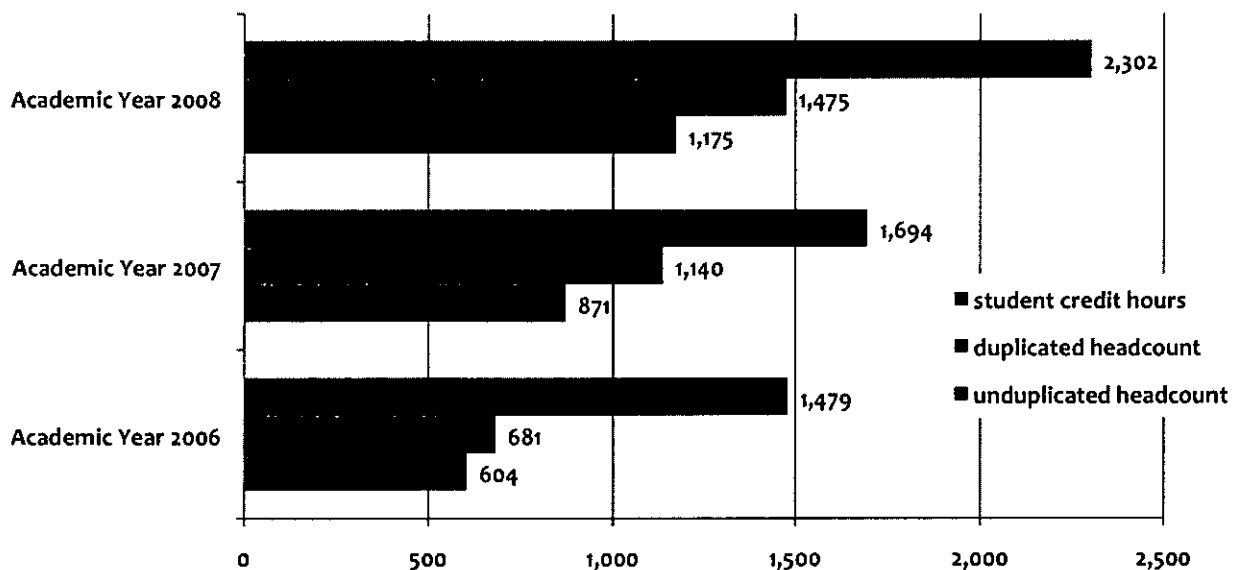
**Northwest Campus Overview**  
**Prepared for House Education Committee**  
**February 2009**

**1. Name of campus and University of Alaska Major Administrative Unit (MAU). Description of campus—where located and how many locations.**

Northwest Campus—College of Rural and Community Development, University of Alaska Fairbanks.

Facilities consist of one administrative building, library, and six classroom buildings that were built in 1970s. UAF Cooperative Extension Service has an office and classroom building.

**2. Headcount and semester credit hours produced in Fall 2008 and Spring 2009.**

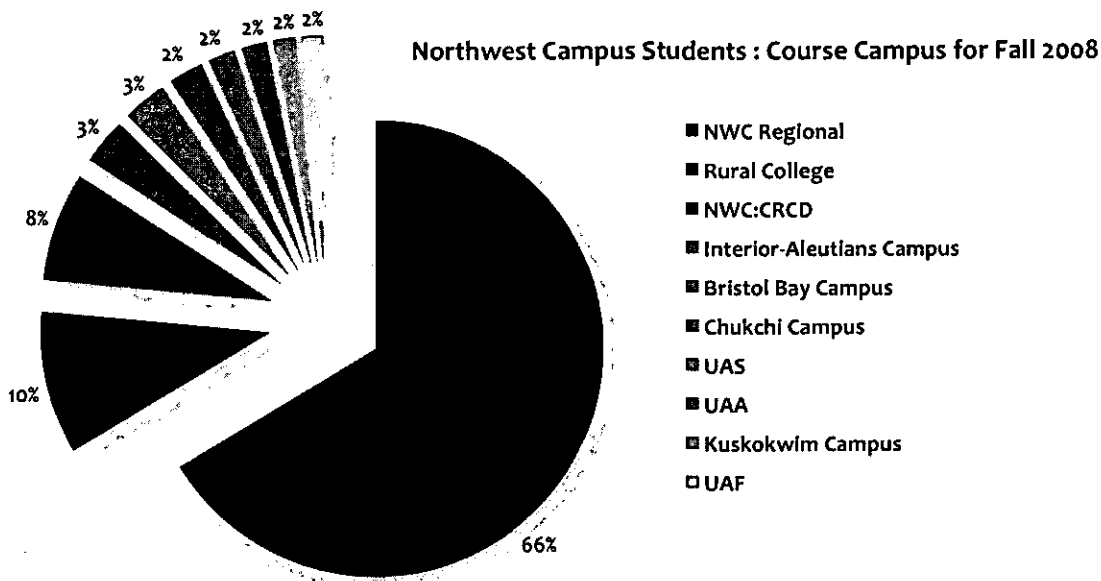


For contextual purposes, the 1,175 people enrolled last academic year represent a 20% penetration rate into the region's 18 years and older population (6,027).

Specifically, Fall 2008 headcount is 490 (7.5% increase from 2004) and 1,194 student credit hours (.7% increase from 2004). Early Spring 2009 semester reports indicate headcount is up 10.8% from last spring and 2% increase in student credit hours.

**3. Number of degree-seeking vs. non-degree-seeking students.**

Based on UA Institutional Research reports, 8% of Northwest Campus students are degree-seeking, and they account for 20% of NWC's total student credit hours. As is typical of our students who enroll in courses, degrees, and programs throughout the UA System, 83% (177) of the total (212) degree-seeking students are in a degree/program from another campus.



**4. Does your campus work with local high schools by offering dual credit courses?**

Yes, NWC is fortunate to have two school districts, Nome Public Schools and Bering Strait School District, who are very close partners.

- Both districts work cooperatively to provide vocational education opportunities through the Northwestern Alaska Career and Technical Center (NACTEC). Students received dual credit with NWC where appropriate. Some courses available this year are: Introduction to Legal Careers, Fundamentals of Aviation, Field Biology, Emergency Trauma Training (ETT), Certified Nurse Assistant (CNA) Training, Early Childhood Education, and welding.
- Nome-Beltz High School students also participated in a pilot Tech Prep program with the UA Statewide Early Childhood Education (ECE) Program that offered two ECE courses via the UA Videoconference Network.
- Northwest Campus also offers courses specifically for Bering Strait School District (BSSD) students, offered by distance and arranged with their school schedule. The courses offered this year are: Developmental Math (Beginning and Intermediate Algebra), Developmental Studies (English composition and College Success Skills), and MSL F111X, The Oceans, which is extended through the entire school year.

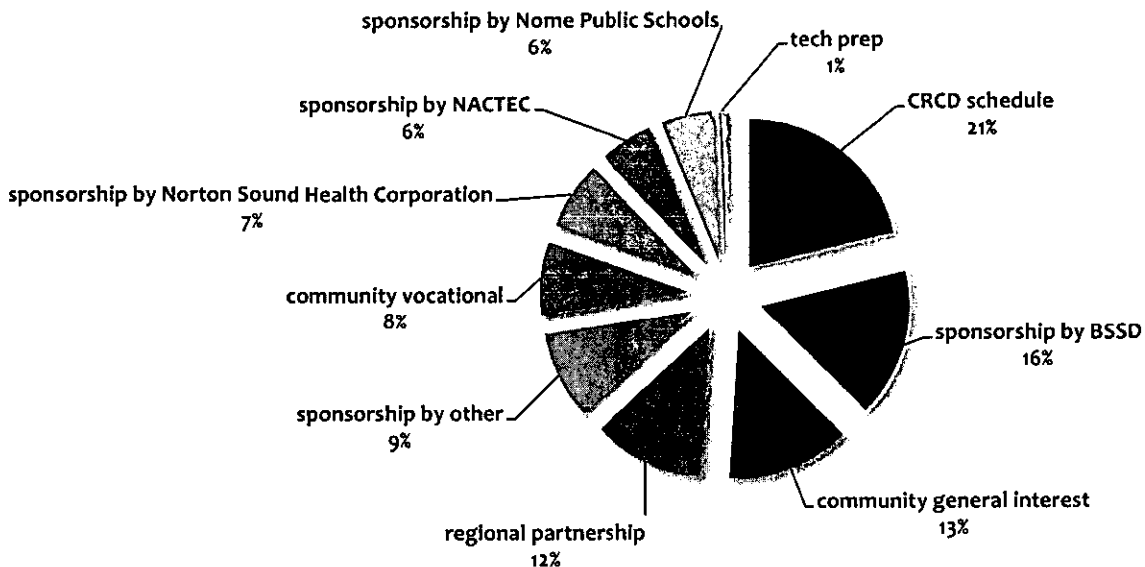
- Northwest Campus uses its authority to give departmental tuition waivers to subsidize one-third of the tuition cost for courses offered to high school students.

**5. Does your campus provide Adult Basic Education/GED services to people in your community?**

Kawerak, Inc., the regional non-profit, provides these services to our region. However, NWC supports their program by sharing campus office and classroom space with them. Our agreement connects their services with NWC's post-secondary support and instruction. We also share our students' accomplishments together at a joint commencement ceremony.

**7. Anything else you want to discuss or make the committee aware of?**

Source of NWC Courses by Credit Hours : AY 2008



Northwest Campus considers partnerships as our "life blood." This chart reflects where our productivity is generated and how NWC responds to local, regional demands.

Some highlights are—

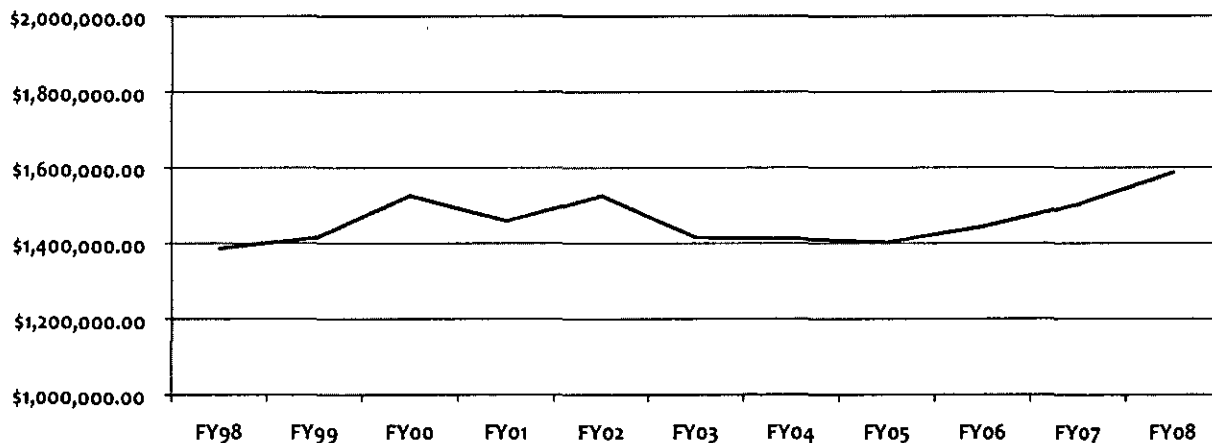
- Certified Nurse Assistant Program offered in conjunction with Kawerak, Inc., NACTEC, Nome Job Center, and numerous other scholarship organizations. Practicum is done in Fairbanks with Tanana Valley Campus faculty. Program includes both high school and adult students who received extensive classroom work and tutoring prior to practicum.
- High Latitude Range Management continues to expand its impact with increased partnership with Kawerak Reindeer Herders and UAF. With USDA funding, NWC has purchased a portable slaughter plant to use in developing meat science, which will result in certifying meat cutters in communities with herds.

- Applied Business Program is in response to regional and community plans developed by Kawerak. Courses are offered in communities with the support of Title III and partnership with Kawerak Education, Employment and Training Division. It is highlighted in UA@Work publication.
- Cultural documentation and localized Inupiaq language instruction is occurring in various regional communities. Of special interest is the effort to offer language instruction in dialects specific to Wales and Unalakleet. These courses are offered in partnership with UAF Alaska Native Language Center and Norton Sound Economic Development Corporation (NSEDC).
- International Polar Year (IPY) lecturers and guest instructors have brought expertise and connection to NWC's region over the last two years. It has brought over twenty talented, experts who have given presentations, taught courses, and conversed with the public, students, and regional high schools and communities. Presentations are delivered over audioconference and videoconference to region and high schools. Partnership with UAF Marine Advisory Program and Nome Community Schools.
- Pre-Nursing program with Norton Sound Health Corporation (NSHC) and UAA Nursing Program. NSHC funding clinical portion of training in Nome facility with UAA faculty/coordinator with NWC building student recruitment with all other instruction and student service support.

**6. Challenges**

Northwest Campus is working "at capacity." Critical aspects of student support services and workforce instruction are dependent on outside funding, such as Title III or USDA. Performance measures must recognize realities of campus funding and economic stability of region and constituents.

**Northwest Campus : State Appropriation Adjusted for Inflation**



# UA Community Campus Profile Prepared for House Education Committee

## UAF Tanana Valley Campus (TVC)

Serving the Greater Fairbanks Area, Delta Junction & surrounding areas

www.tvc.uaf.edu

March 2009

1-Name of campus and which University of Alaska Major Administrative Unit (MAU) do you report to?

- UAF's Tanana Valley Campus is the largest community campus in the state. Its core purpose is *Community Driven Education* with an emphasis on workforce development, academic preparation and lifelong learning. Its major focus is on meeting education and training needs in the greater Fairbanks area and in northern Alaska. It makes up over 50% of UAF's College of Rural & Community Development.
- TVC comprises nearly 40% of all UAF headcount and 22% of all student credit hours and is nearly as big as all of UAS. It produces nearly 300 graduates each year, with growing numbers in high-growth, high-demand occupations.
- TVC serves the greater Fairbanks area in nine facilities
  - UAF Tanana Valley Campus Center, 604 Barnette, Downtown Fairbanks
  - Downtown Center/2<sup>nd</sup> Avenue (Chena Building)
  - Hutchison Institute of Technology (shared facility)
  - UAF University Park Building
  - TVC Bunnell House Early Childhood Learning Center
  - TVC Automotive Technology Center, 3202 Industrial Avenue, Fairbanks
  - Fort Wainwright Educational Center
  - Eielsen AFB Educational Center
  - Delta Career Advancement Center (regional training center)

2-Headcount and semester credit hours produced in Fall 08 and Spring 09 (as of 2/9/08).

HC=Headcount—number of students enrolled

SCH=Semester credit hours

	Fall 08 HC	Fall 08 SCH	Spring 09 HC	Spring 09 SCH
<b>TOTALS</b>	3,280	15,833	2,996	14,822
<b>% of all UAF</b>	35%	21%	37%	21%

3-Number of degree-seeking vs non degree-seeking students—students currently enrolled this spring.

- 1,692 degree-seeking students (FY08)
- 46% full-time; 54% part-time
- Student FTEs 1,058 (Fall 08)

*4-Does your college work with local high school(s) by offering dual credit courses? If yes, approximately how many courses can be taken for dual credit?*

- **TVC partners with Fairbanks North Star Borough School District (FNSBSD) and Delta-Greely School District (DGSD) in providing secondary-postsecondary career pathways. This includes Tech-Prep agreements and dual credit.**
- **Hutchison Institute of Technology in Fairbanks is a joint use facility including both Hutchison HS (a CTE magnet school) and TVC Industrial Arts and Technologies programs.**
- **TVC sponsors the Interior Alaska Career Academy—high school career exploration in CTE (dual credit) with community partners from industry and labor**
- **We are partners with DGSD in Partners for Progress in Delta, Inc—an innovative non-profit that is a recognized “regional training center” providing workforce training for the Delta and Upper Tanana areas.**

*5-Does your campus provide Adult Basic Education/GED services to people in your community? If so, how many students on average do you provide these services to each semester?*

- **In Fairbanks these services are provided by Adult Learning Programs of Alaska (ALPA) and by Tanana Chiefs Conference**
- **TVC works closely with these providers and offers a wide array of developmental education courses, including Math for the Trades**

#### *6-Challenges*

- **Funding for student tuition and fees**
  - Alaska’s tuition at the community campus level is high in comparison to US community colleges. Most community campus students are non-traditional. Many have families and are first-generation college students. Funding a college education remains a major challenge for most students.
- **Facilities for high-growth, high-demand job training**
  - Funding is needed to renovate Tanana Valley Campus Center, a 45-year old facility that is needed to offer up-to-date Allied Health and Nursing, Information Technology, Construction Management, and Applied Business programs; FY10 BOR capital request--\$5M; additional anticipated funding need \$19.5M
  - Facilities limitations cramp expansion of workforce training programs in Diesel/Heavy Equipment, Automotive Technology, Welding, and Process Technology—all vital to gasline development, oilfield operations, and mining; anticipated funding need \$30-40M
- **Targeted funding for programs in Industrial Arts and Technologies**
  - Maintaining and developing state-of-the-art shop facilities is essential but expensive. Designated funding is needed to ensure students gain current training and education
- **Competitive salaries and benefits for experienced CTE faculty**
  - The UA system must be able to provide respectable salaries and benefits to prospective faculty who have industry experience, especially in CTE. Current salaries and benefits are nowhere near those in the private sector so recruitment is very challenging.

*7-Anything else you want to discuss or make the committee aware of?*

- TVC is proud of the nearly 300 graduates it produces each year, most of whom are focused on high-growth, high-demand occupations.
- TVC has a very engaged TVC Community Advisory Council (CAC) made up of representatives from industry, labor, school districts and community organizations.
- TVC prides itself on being nimble and responsive to needs of community and employers, highly focused on providing quality education and training, and fully accountable and transparent in its use of resources.

**THANK YOU!**

UA Community Campus Profile Prepared for House Education Committee  
College of Rural and Community Development  
March 2009

*1-Name of campus and which University of Alaska Major Administrative Unit (MAU) do you report to? Description of campus—where located, how many locations.*

**The College of Rural and Community Development is a college within the University of Alaska Fairbanks and includes 5 rural community campuses (Bristol Bay, Chukchi, Interior-Aleutians, Kuskokwim and Northwest) and one urban community campus (Tanana Valley). Campus reports for these 6 campuses are provided separately by their respective campus directors. The College of Rural and Community Development also houses a number of non-campus based units and programs:**

- **The Center for Distance Education and Independent Learning** - designs, develops, and delivers courses, instructional materials, and student services for university departments and external organizations to support their local, rural, and global learners.
- **The Department of Alaska Native and Rural Development** – statewide innovative degree program that build effective community leadership in Rural Alaska and the Circumpolar North.
- **Distance Early Childhood Education** - provides services that allow students to earn certificates, AAS, or Bachelor of Arts degrees in Early Childhood Education while remaining in their home communities.
- **Rural Health Programs** – provides education opportunities to village-based health care industry workers through rural delivery of various classes and programs.
- **The Department of Developmental Studies** - offers programs and services to address academic preparedness, assessment and placement, barriers to learning, and development of general and discipline specific learning strategies for all students. This Department serves all of UAF.
- **Rural Student Services** - provides services to Native and rural students on the Fairbanks campus.
- **Rural Alaska Honors Institute** - a bridging program that assists students in Rural Alaska in making the academic and social transition between high school and college by providing relevant college preparation activities and classroom experiences.

**CRCDD's administrative office also provides support to these units and the 6 community campuses in the areas of academics, student services, business and finance functions, and human relations/labor relations.**

**CRCDD's main offices and several units are located in the Brooks Building on the Fairbanks campus. Other units are located throughout the Fairbanks area as well as in Anchorage.**

*2-Headcount and semester credit hours produced in Fall 08 and Spring 09 (as of 2/9/08).*

**Headcount and student credit hours generally accrue to the campus from which the class is offered. Headcount and student credit hours reported under the "rural college" designator in UA in Review include primarily courses offered through the Center for Distance**

**Education, the Department of Alaska Native and Rural Development, and Distance Early Childhood Education.**

**HC=Headcount—number of students enrolled**

**SCH=Semester credit hours**

<b>“Rural College” unit</b>	<b>Fall 08 HC</b>	<b>Fall 08 SCH</b>	<b>Spring 09 HC</b>	<b>Spring 09 SCH</b>
<b>CDE&amp;IL</b>	638	1886	665	1993
<b>Distance Early Childhood</b>	95	193	62	137
<b>Rural Health<sup>1</sup></b>	39	99	46	151
<b>DANRD</b>	89	272	114	356
<b>Other<sup>2</sup></b>	172	502	241	681
<b>“Rural College” TOTAL</b>	<b>760<sup>3</sup></b>	<b>3184</b>	<b>719</b>	<b>3318</b>

*3-Number of degree-seeking vs non degree-seeking students—students currently enrolled this spring.*

As most of the headcount and credit hours that fall under the “rural college” designation denote students in programs housed at a specific campus, MAU, or, in the case of CDE possibly another University, this information is not particularly relevant. Below are some statistics for DANRD, Rural Health Programs and Distance Early Childhood that may be of interest.

**Department of Alaska Native and Rural Development:**

- BA – 12 full-time, 23 part-time, and 22 not currently enrolled for spring.
- MA – 9 full-time, 17 part-time, and 6 not currently enrolled for spring.

**Rural Health Programs:**

	HUMS	RHS	AH	SWK
-Degree seeking—	12	33	63	7*
-Non-degree seeking—	4	3	28	0
-Full time students (12 or more credits)—	0	4	7	2
-Part time students (less than 12 credits)—	16	32	84	5

NOTE: Above numbers portray *Rural Health* students who may be seeking a degree in UA (UAA, UAF, UAS) program, not necessarily a UAF Rural Health program. These figures exclude students under the age of 18 who cannot be degree seeking, per University policy.

\* We only counted the 7 students we are directly supporting; this overall contingent is bigger.

<sup>1</sup> Most Rural Health Programs accrue to campuses so the total for Rural Health Programs across CRCD would be higher.

<sup>2</sup> Includes UAF program courses offered through CRCD such as Education and Social Work.

<sup>3</sup> This is a non-duplicated headcount. The total count is lower than the column adds up to since students are enrolled at more than one program or unit.

**Distance Early Childhood:**

- ECE AAS – 43 total students enrolled
- CDEV BA – 15 total students enrolled
- Non-declared or other majors enrolled in Distance ECE courses – 47

*4-Does your college work with local high school(s) by offering dual credit courses? If yes, approximately how many courses can be taken for dual credit?*

**This is best answered at the campus level. However, Rural Health Programs is building a rural Tech Prep program for the rural campus sites (and beyond) and offers 2 summer camps a year that offer rural high school students 6 credits and ETT certification. Rural Alaska Honors Institute is specifically intended to bring rural high school students into Fairbanks and provide them with a college experience. Students receive college credit for the classes they complete over their 6 week RAHI experience.**

*5-Does your campus provide Adult Basic Education/GED services to people in your community? If so, how many students on average do you provide these services to each semester?*

**Best answered at the campus level.**

*6-Challenges*

**One of the challenges facing CRCDC is obtaining stable funding for high quality workforce development programs. This year no UA BOR workforce development requests were included in the Governor's budget for FY10. Workforce development is a core area for all CRCDC campuses and essential to our mission of developing a local workforce throughout Alaska. Below are the CRCDC workforce requests that were not included for FY10.**

Campus	Request	Amount
Interior-Aleutians	Tribal Management	\$90,000
Interior-Aleutians	Construction Trades Technology	\$100,000
Interior-Aleutians	Alaska Roads Scholar	\$99,000
Northwest Campus	Workforce Training Coordination	\$111,900
Tanana Valley Campus	Law Enforcement Academy	\$98,600

**Another challenge is providing coordinated services, particularly student services to such a large area of the state. Currently student services are predominantly grant funded. Federal grants made up from 25 to 45 percent of rural campus total budgets in FY08 and Rural Health Programs and Distance Early Childhood are also primarily grant funded.**

**University of Alaska Anchorage  
Regional Campuses**

- 1. Kenai Peninsula**
- 2. Mat-Su**
- 3. Kodiak**
- 4. Prince William Sound**

UA Community Campus Profile Prepared for House Education Committee  
Kenai Peninsula College Overview  
March 2009

*1-Name of campus and which University of Alaska Major Administrative Unit (MAU) do you report to? Description of campus—where located, how many locations.*

**Kenai Peninsula College—University of Alaska Anchorage**

- Kenai River Campus (KRC)—309 acres along Kenai River in Soldotna
- Kachemak Bay Campus (KBC)—downtown Homer, two sites located a mile apart
- Anchorage Extension Site (AES)—University Center in Anchorage
- Resurrection Bay Extension Site (RBES)—operates from Seward High School

*2-Headcount and semester credit hours produced in Fall 08 and Spring 09 (as of 2/9/08).*

**HC=Headcount—number of students enrolled**

**SCH=Semester credit hours**

KPC Location	Fall 08 HC	Fall 08 SCH	Spring 09 HC	Spring 09 SCH
Kenai River	1439	7871	1407	8333
Kachemak Bay	422	1884	427	1596
Anchorage	94	563	131	897
Seward	49	145	32	94
<b>KPC TOTAL</b>	<b>1944<sup>1</sup></b>	<b>10,463</b>	<b>1927<sup>2</sup></b>	<b>10,920<sup>3</sup></b>

*3-Number of degree-seeking vs non degree-seeking students—students currently enrolled this spring.*

- Degree seeking—990 or 59.7% of total student body
- Non-degree seeking—662 or 40.3% of total student body
- Full time students (12 or more credits)—301
- Part time students (less than 12 credits)—1,435

NOTE: Above numbers portray KPC students who are seeking a degree in some UA (UAA, UAF, UAS) program, not necessarily a KPC program. These figures exclude students under the age of 18 who cannot be degree seeking, per University policy. Many students can be degree seeking, taking courses face-to-face at one campus or online and yet seeking a degree from another campus. Many students enrolled at KPC are pursuing other UA degrees.

*4-Does your college work with local high school(s) by offering dual credit courses? If yes, approximately how many courses can be taken for dual credit?*

**We work closely with the Kenai Peninsula Borough School District and have a robust dual credit program. Virtually all 3-credit courses at KPC can be taken by high school students for dual credit. KPC also participates in the TechPrep program with 11 courses offered at the high schools eligible for college credit.**

<sup>1</sup> This is a non-duplicated headcount. The total count is lower than the column adds up to since students are enrolled at more than one KPC location.

<sup>2</sup> This is a non-duplicated headcount.

<sup>3</sup> Largest number of credit hours in KPC's 45-year history. Fall 08 semester was largest fall semester ever. SCH this semester is up 11% and HC is up 15% compared to the same time last year.

**High school seniors attend KPC and pay \$43/credit versus the normal \$134/credit for up to six credits per semester (including the summer they become seniors) for a total of 18 credits. Called JumpStart, the program is funded through monies provided by the Kenai Peninsula Borough.**

*5-Does your campus provide Adult Basic Education/GED services to people in your community? If so, how many students on average do you provide these services to each semester?*

**Yes, KPC's ABE and GED programs are very active per the data below.**

**Communities served:** Kenai, Ninilchik, Soldotna, Tyonek, Homer, Seldovia, Port Graham, and Voznesenka.

**Total students served:** 299—August 2007-June 2008. Presently this semester, 191 students are participating in ABE/GED at KPC (KRC-139, KBC-52).

**Total GEDs awarded:** 99

**Total # contact hours:** 5,040

**Funding:** Borough funding in FY09 was \$84,300; state funding through an ABE grant was \$176,500. Funds pay for personnel, travel to rural villages and materials.

#### *6-Challenges*

##### **-KPC operational budget items cut in Gov. Palin's budget**

Workforce Programs—2 Process Technology faculty, one program coordinator \$375K

-#2 priority in UA Board of Regents budget

-Not included in Gov. Palin budget

K-12 Outreach—Kachemak Bay Campus student success coordinator \$80K

-#4 priority in UA Board of Regents budget

-Not included in Gov. Palin budget

**-Gov. Palin only included \$10 million (cut to \$8 million on Feb. 18) for Renewal and Renovation for UA and no new construction capital projects for the entire University.**

**-Lack of funding for community campus new construction capital projects.** A \$4 million "Feasibility Studies Community Campuses New Facilities" was submitted by the Regents this year, but not included in Gov. Palin's budget. "Funding for this project would allow for a feasibility study on new facilities requested by community campuses. There were several new facilities requested by community campuses in FY10. Given the high cost of construction, maintenance and utilities, and the changing demographic at many of these sites a more thorough analysis of the facility needs is warranted."<sup>4</sup>

##### **-Capital budget priorities for KPC not included in the BOR new construction capital list**

Kenai River Campus Career and Technical Ed Center	\$13M
Kachemak Bay Campus Classroom Bldg (vs City Hall)	\$7.5M
Kenai River Campus Student Housing	\$17.5M
-Design--\$1.8M	

<sup>4</sup> Taken from the Board of Regents Capital Budget Request.

*7-Anything else you want to discuss or make the committee aware of?*

**-Since 1991, KPC has received borough funding through a 1/10<sup>th</sup>-mill tax levy assessed on borough residential property. For FY10, we anticipate receiving \$611,401. Since 1991, we have received \$5,706,885. These KPC programs and positions are paid with these funds:**

- JumpStart tuition waivers for high school seniors (all sites, but Anchorage since it is not in the Kenai Peninsula Borough)
- Service learning/community engagement programs (all sites)
- ABE/GED (both campuses)
- Funding for Resurrection Bay Extension Site, which allows courses with lower enrollments.
- Computer technician (KBC)
- Career Center coordinator (KRC)
- Evening coordinator (KRC)
- Library clerk (KBC)
- Operating and lease costs for KBC West Campus paid to City of Homer
- Registration Clerk (KBC)
- Tutors (both campuses)
- Financial aid clerk (KRC)
- Student advisor (partial staff support at KBC)

**-In October, the college was awarded a five-year \$1,996,319 Title III grant under the U.S. Department of Education's Strengthening Institutions Program. The grant focuses on KPC increasing student success/retention rates through technology-enhanced advising and tutoring services, development of distance delivered courses in technical fields and general education requirements (GER), and faculty development and training in classroom technology and distance delivery.**

**-KPC's distance education program is growing exponentially:**

-Offered 42 distance courses in F08 with 402 students enrolled taking 1,232 credit hours, a 138% increase since S07. In S09, these numbers have increased to 45 courses, and 645 students taking 1,812 credits—a 60% increase in students and 47% growth in credits in one semester.

-This semester, courses delivered via distance comprise 17% of KPC credit hours and 30% of students are taking at least one distance class. In summer 08, distance courses accounted for 48% of all credit hours taken through KPC.

**-KPC offers the following special programs and courses:**

**-Kachemak Bay Writers Conference** at the Kachemak Bay Campus—a 4-day conference that attracts 150+ people from Alaska, Lower 48 and internationally.

**-Kenai River Guide Academy** at the Kenai River Campus—a state-required 40-hour certification course for all Kenai River fishing guides.

**-Kenai Fishing Academy** at the Kenai River Campus—a week-long program that teaches people how to fish and respect the natural resources on the Kenai Peninsula.

**-KPC offers six programs that are available at no other UA campus.**

UA Community Campus Profile Prepared for House Education Committee  
Matanuska-Susitna College Overview  
March 2009

**1-Name of campus and which University of Alaska Major Administrative Unit (MAU) do you report to? Description of campus—where located, how many locations.**

Matanuska-Susitna College – University of Alaska Anchorage  
950 acre campus located on Trunk Rd half way between Wasilla and Palmer  
Currently developing an extension program in Willow

**2-Headcount and semester credit hours produced in Fall 08 and Spring 09 (as of 2/17/09).**

Fall 2008:

Unduplicated headcount (HC) – 1753  
Student Credit Hours (SCH) – 10,971

Spring 2009:

Unduplicated headcount (HC) – 1351 (as of February 17)  
Student Credit Hours (SCH) – 9,155

**3-Number of degree-seeking vs non degree-seeking students—students currently enrolled this spring.**

Degree seeking – MSC 524	UAA 481	UAF/UAS 12
Non-degree seeking – MSC 265	UAA 58	UAF/UAS 11

**4-Does your college work with local high school(s) by offering dual credit courses? If yes, approximately how many courses can be taken for dual credit?**

Mat-Su Borough School district does accept college course work for high school credit. We have a process for registering these students in our classes. All classes offered at Mat-Su College are available for dual enrollment, if pre-requisites are met, but the School District determines if the course will be accepted for high school credit. Dual enrollment students pay the same fees and tuition as all other students.

**5-Does your campus provide Adult Basic Education/GED services to people in your community? If so, how many students on average do you provide these services to each semester?**

We do not provide Adult basic Education through Mat-Su College

**6-Challenges**

1. Many of the students who apply for admission are not prepared for college-level work. For example, 92% of the incoming students who took our math placement test during the fall 2007 and spring 2008 semesters did not score high enough to enroll in the lowest college-level math course.
2. We are also challenged by the need to attract and retain qualified instructors for our students. There are chronic shortages in math, science, communications, and English.

3. The Matanuska-Susitna Borough is changing rapidly as new businesses and residents locate here. As they do, our community's needs are changing. The courses and programs we offer have to change with them. Identifying and responding to those needs in a timely manner is critical. Developing, cultivating, and maintaining connections with the companies who will employ our graduates is critical to identifying needs. Promoting good communication, local empowerment, and teamwork within the university is critical to responding to them.
4. MSC is experiencing technology requirements that remain unfunded over time. As a result our level of service to students suffers because of the inadequate infrastructure. We face a critical bandwidth shortage which affects staff and faculty effectiveness and student success.

*7-Anything else you want to discuss or make the committee aware of?*

Mat-Su College is developing three new programs this year that we anticipate will be ready for the fall 09 semester. The first is Paramedic Technology which is an AAS Degree program funded in part by the Mat-Su Borough. There is high need within the Borough for trained paramedics as the Borough EMS transitions to a paid vs. volunteer staff. The second program is an Occupational Endorsement in Renewable Energy. This is an academic program that will provide students with the understanding to work in any area of the energy sector with the specifics coming from the manufactures or employers at the end of the program. We will provide the curriculum and many of our partners will provide the laboratory and research components. The third program is also an Occupational Endorsement in Veterinary Assisting. For many years we have heard that there is need for trained professionals to work in Veterinary Offices. Many would like a Veterinary Technology Program, but that would be an Associate of Applied Science Degree and we are not ready to implement that at this time. The Occupational Endorsement is a cost effective approach to get to where the community wants us to be.

We have developed several partnerships to bring critical factors to bear on the programs we are developing. Here are a few examples:

**Johnson Controls**

Last year Johnson Controls, a Fortune 500 Company, contacted us about a partnership opportunity that would boost our Refrigeration & Heating and Computer Network Technology Programs while providing excellent opportunities for our students. The Company will interview any of our students who are willing to participate in the program. They will at that time select five students to make offers of a provisional employment contracts. If the student completes the first school year with a satisfactory grade, the company will provide them \$1,500 toward their final year's expenses. Upon successful program completion and graduation the student will be offered employment with Johnson Controls within Alaska. Mat-Su College will receive much needed equipment for our labs free of charge. Our faculty will also be permitted to attend company training at a reduced rate.

There have been no problems in placing our students during the past few years. This partnership is expected to be an excellent recruiting tool.

**School of Land Resource and Agricultural Sciences/Palmer Experimental Farm**

Soon after the November meeting of the MSC Energy Group, we were contacted by the School of Land Resources and Agricultural Sciences at UAF and asked if we would be willing to partner with them on energy. Our agreement with them will have them provide laboratory space and faculty resources and MSC will provide the curriculum and lecture space. We will help them promote their research on Bio-Mass using locally available hardwoods to produce energy in rural Alaskan communities that do not have other viable sources of energy. Their hope is that students

educated at our facility will take the knowledge back to their villages and replicate what they have learned here.

After much discussion, we have determined that by working together we can each do what we are good at and at the same time strengthen both programs. They will provide the research and subject matter expert and we will provide the curriculum, degree and lecture space. We believe the Mat-Su College Energy Training Center will become a focal point for research and training throughout the state.

#### **Alaska Center of Energy and Power**

The Alaska Center for Energy and Power (ACEP) is a recent addition to the UAF Campus. Their primary purpose is to do research on alternative energy sources for rural Alaska. Through the combined efforts of ACEP and the Alaska Energy Authority a Wind Energy Coordinator will be placed at the Mat-Su Campus in the near future to provide direction to our academic program as well as determine research and training needs for the state with particular emphasis on the South Central Region. The position may only be available for one year, but the partnership will be ongoing.

#### **Matanuska-Susitna Borough**

The relationship between the Mat-Su Borough and the College extends back to the 1960's when the borough donated land for the college building site. Most recently the borough has allocated \$100,000 per year to fund our new Paramedic Program. The expansion of the college and the addition of specific programs to enhance the community have been high priorities for the Borough Assembly for several years. The Assembly has indicated an interest in increasing the amount they allocate to the college by \$100,000 per year for the next several years. The recent decline in tax revenues may affect future commitments.

For the past two years the borough has partnered with us on the planning and development of the Valley Center for Art and Learning. This project features a 1000 seat auditorium and two libraries, one each for the borough and the college. This item did not make it into the Regent's Budget this year, but we have hope that our continued partnership can stimulate this noteworthy undertaking.

#### **Valley Community for Recycling Solutions**

We have recently begun discussions with the Valley Community for Recycling Solutions (VCRS) to utilize space in their new \$6.5M building that scheduled to begin construction this summer. We plan to house some of our Renewable Energy courses in their classroom. The VCRS site will also house some MSC undergraduate research. Our property has a common boundary with the Mat-Su Landfill near the site of the new building. This may be convenient in the future if we decide to build a road to connect that area with the campus. Our agreement with them is not yet finalized, but we expect it to be affirmed before the end of the semester.

The college is developing what we call a "Family Campaign" to encourage our faculty and staff to donate money for scholarships. Because there are so few need based scholarships that are open to all students regardless of their program of choice, we are developing such a scholarship for MSC students. This campaign will eventually be expanded to our alumni and the community at large.

## KODIAK COLLEGE CAMPUS PROFILE

Prepared for House Education Committee

March 2009

1. Name of campus and to which University of Alaska Major Administrative Unit (MAU) it reports; where located and how many locations:

**Kodiak College - University of Alaska Anchorage**

No additional campuses, but courses are offered on site at the Senior Citizens Center of Kodiak (SCOK), the USCG Base (including aboard ships underway), Kodiak High School (including dual credit courses), at an three village communities (Old Harbor, Ouzinkie, and Port Lions)

2. Headcount (HC) and Student Credit Hours (SCH) produced in Fall 2008 and Spring 2009 semesters:

Fall 2008 HC	Fall 2008 SCH	Spring 2009 HC*	Spring 2009 SCH*
656	2456	487	1988

\* Spring 2009 data drawn on February 12 and does not include subsequent enrollment for late-starting courses

3. Number of students who have declared intent versus those who have not declared intent:

	Fall 2008		Spring 2009 TD	
	Students	Percent	Students	Percent
Degree	135	23.85%	130	31.03%
Certificate/Occupational Endorsement	9	1.59%	10	2.39%
Non Declared Intent	422	74.56%	279	66.59%

The figures above represent unduplicated totals for students seeking degrees, certificates, or occupational endorsements at Kodiak College. The totals exclude students under age 18 who, per University policy, cannot be degree-seeking. Spring 2009 data was mined on February 11 and does not include subsequent enrollment for late-starting courses.

4. Does your college work with local high school(s) by offering dual credit courses? If yes, approximately how many courses can be taken for dual credit?

Since 1999 Kodiak College has offered 13 - 16 Dual Credit and Tech Prep classes per year in Kodiak area High Schools. Students in these classes earn both college and high school credit upon successful course completion. Kodiak College works closely with the Kodiak Island Borough School District (KIBSD) to encourage students and their families to become familiar with the variety of options available for earning college credit before graduating from high school. College Student Service staff visit high school classes annually to review and approve the offerings, discuss financial aid and registration. Students in this program pay \$25 per credit hour. Borough funding (\$72,000 annually from 2005-2008) is used to offset tuition for these classes

In addition to Tech Prep and Dual Credit courses, Kodiak College provides fee-waived early Accuplacer Testing (placement) and advising for high school juniors and seniors during Spring

semester. Kodiak College works with the counseling staff at the local high schools to offer high school students as early as their junior year the placement testing, as well as academic advising, so college attendance becomes a goal and to start the early planning to attend and be academically prepared.

Another option for young students to get college credits while still in HS is the **JumpStart** program. Tuition for these classes is supplemented by Borough funding, reducing the cost to \$50 per credit hr. This is nearly a 60% savings over the current tuition rate. The **JumpStart** program is supplemented by funding from the Kodiak Island Borough.

5. *Does your campus provide Adult Basic Education and GED services to people in your community? If so, how many students on average do you provide these services to each semester?*

YES: ABE/GED services include tutoring, academic preparation, GED testing, and English instruction for English language learners (ELL) -which make up half of current ABE students served.

Service area: city of Kodiak and 7 villages on Kodiak island. Rural Access Coordinators (RACs) are currently placed and working with students in the villages of Port Lions and Ouzinkie; RACs are being recruited in the villages of Akhiok and Old Harbor. A volunteer is working with students in Larsen Bay. In addition, a correspondence student living at a lodge in remote Uganik Bay gets services from the ABE via mail and email. The ABE coordinator works with school district and Job Service personnel to identify HS dropouts needing additional training and education for employability.

ABE (GED and ESL)	FY 07	FY 08	Spring 09 TD
Number of Students	149	155	87
Student Hours	4437.75	5234.7	not available
GEDs Awarded	30	48	--

Funding: Kodiak College receives \$102,000 from the state and \$16,000 from the Borough to support ABE/GED programs.

6. *Challenges:*

- Outdated/limited/unsafe technological facilities make program delivery of high demand WFD programs difficult at a time when K12 and HE partnerships are just taking hold
- Lack of affordable housing and recent high transportation, heating oil, and energy prices have made island living less affordable -island rents average \$1,000 per month due to demand

- Census data indicate island population declines of approximately 3-4% per year since 2004 and may be a reason to investigate new service delivery models such as Distance Delivered courses, which require additional training and professional development
- Expense of providing professional development for staff and faculty due to high travel costs

7. *Is there anything else you want the Committee to know about?*

- For the first time, a 2009 high school student will receive both a high school diploma and a college welding certificate at his graduation ceremony

Keeping Kodiak Island Residents Working

- Technology Program -
  - ✓ First AAST Degree in Welding/OSHA to be awarded in 2009
 students in progress toward goal who were able to get new jobs or promotions in current jobs as a result of new skills:
  - ✓ 28 certificates awarded last year; 22 eligible for testing later this year
- Accounting and General Business Programs - 90% of graduates are working in the fields for which they trained either in new jobs, or with promotions in their original jobs, as a result of new skills
- Computer Network Technology -- 100% of IT students working in the IT field, either in new jobs, or promotions in current jobs as a result of new skills
  - ✓ All IT positions on island (City, Borough, KIBSD, hospital) currently staffed by KOC students or graduates
- Certified Nursing Assistants--100% placement rate for graduates of the program, many with multiple job offers
- Nursing -100% of 2008 graduates received offers of employment before or immediately upon receiving diplomas
- Internships and Service-Learning -Requests have increased from industry for student interns and courses including internship opportunities to prepare students for work site activities after graduation have been developed

Jump Start, Smart Start, and other Learning Communities - More than a dozen students have successfully transitioned from developmental level courses to regular college-level courses, and on to graduation;

- ABE - GED and ELL successes -- Steady increases in numbers of students, contact hours, and GED diplomas earned; students have successfully transitioned from lower-level ESL instruction, to GED, to Smart Start and other developmental courses, ultimately to experience success in regular college-level courses and programs, e.g. CNA, Business and Nursing

- Percent of Minority Students - has increased from 15% in 2004 to 30 and 33% in 08-09 ethnic minorities each semester, including 12% Native Alaskans and American Indians (the same proportion as in the general population)

FAFSA College Goal Sunday successes -- Successful fourth annual event; participants report high levels of satisfaction and increased knowledge

Classes on site - At the US Coast Guard Base, aboard ships at sea, and at the Kodiak Senior Citizens Center

#### Other Service to Community

- 48 hrs of open Computer Information and Office Systems (CIOS) Lab
- The Learning Center- 50+ hrs. of tutoring per week available for HS and College students
- Testing Center providing PRAXIS, FAA, Microsoft, CISCO and other industry proctored exams to public and students
- Dedicated Distance Education office space
- Library with 27,000 volumes and linkage to Interstate Consortium Library
- WiFi internet access
- Affordable meeting space
- Free "Taking Care of Business" series of customer service workshops sponsored by College
- Cultural and Arts events

FAFSA College Goal Sunday successes -- Successful fourth annual event; participants report high levels of satisfaction and increased knowledge

Classes on site - At the US Coast Guard Base, aboard ships at sea, and at the Kodiak Senior Citizens Center

Percent of Minority Students - about 30 to 33% ethnic minorities each semester, including 12% Native Alaskans and American Indians (the same proportion as in the general population)

UA Community Campus Profile Prepared for House Education Committee  
 Prince William Sound Community College Overview  
 March 2009

*1-Name of campus and which University of Alaska Major Administrative Unit (MAU) do you report to? Description of campus—where located, how many locations.*

- Prince William Sound Community College- Valdez main campus  
 Campus Housing available/ three buildings = 24 apartments
- Copper Basin Campus- Glennallen 110 miles from Valdez
- Cordova Campus- Centrally located in Cordova, 30 minute flight from Valdez

PWSCC is a separately accredited Community College by the Northwest Commission on Colleges and Universities. PWSCC is listed as an affiliate College in the UAA Catalog. The Colleges service area is 44,000 square miles (the size of the State of Ohio)

*2-Headcount and semester credit hours produced in Fall 08 and Spring 09 (as of 2/16/09).*

**HC=Headcount—number of students enrolled**

**SCH=Semester credit hours**

PWSCC Location	Fall 08 HC	Fall 08 SCH	Spring 09 HC	Spring 09 SCH
Valdez Campus	957	2850.7	395	1592.2
Glennallen Campus	141	373	65	238
Cordova Campus	78	746.5	82	428
<b>PWSCC TOTAL</b>	<b>1176</b>	<b>3,970.2</b>	<b>542</b>	<b>2,258.2</b>

*3-Number of degree-seeking vs non degree-seeking students—students currently enrolled this spring.*

- Degree seeking- 10% of total student body
- Non-degree seeking—90% of total student body
- Full time students (12 or more credits)—50
- Part time students (less than 12 credits)—492
- Non-credit students 625 as of 2/16/09
- 92% of students both degree and non-degree achieved educational goal

*4-Does your college work with local high school(s) by offering dual credit courses? If yes, approximately how many courses can be taken for dual credit?*

**Yes, Prince William Sound Community College works closely with all three school districts in our service area, Valdez, Glennallen and Cordova. The dual credit program began in 1995.**

**High school students are charged a \$25 fee for a three credit semester length course. The number of dual credit courses offered between fall and spring semesters varies.**

**The College has twenty three dual credit courses currently being offered (spring 2009). A total of 260 high school students are taking dual credit courses. Ten of the twenty three dual credit courses are recognized as Tech Prep.**

*5-Does your campus provide Adult Basic Education/GED services to people in your community? If so, how many students on average do you provide these services to each semester?*

**Yes, Prince William Sound Community College ABE and GED programs are very active in our service area.**

**14 Communities served:** Valdez, Cordova, Tatitlek, Whittier, Glennallen, Copper Center, Tazlina, Chistochina, Slana, Nabesna, Mentasta Lake, Kenny Lake, Chitina and McCarthy.

**Total students served:** 156 students Fulltime and part time (full time is 12 contact hours or more—July 2007-June 2008. FY 2009 presently serving 123 full and part time students.

**Total GEDs awarded:** 26 to date, currently 14 students in some level of testing, in addition to 41 students on record to fulfill GED goals.

**Funding:** State ABE Grant \$84,371 and FY 10 United Way Grant \$13,000.

**Contact Hours to date:** 1,632

#### *6-Challenges*

- PWSCC funding for support of new programs
- Increased cost of utilities, fuel oil and electricity
- Declining population in the service area
- Fixed cost increase and appropriations not meeting the increases
- lack of funding for two year campuses new construction capital projects.

#### **-Capital budget priorities for PWSCC**

PWSCC Wellness Center/ Student Life Renewal	\$3.6M
PWSCC Housing Renewal	\$5.0M
PWSCC Deferred Maintenance	\$3.9M
PWSCC parking and security upgrades	\$1.67M
PWSCC Doors and Locks Upgrade	\$555,00

*7-Anything else you want to discuss or make the committee aware of?*

**PWSCC has received funding from the City of Valdez since 1979. Since 1979 the College has received 16,774,832. In 2008, the City of Valdez voted to increase the amount of funding from 634,731 to \$700,000 the largest contribution to date. These dollars stay in Valdez and support the overall Community College budget.**

**The Maxine and Jesse Whitney Museum opened in May 2008. The collection was a gift from Maxine Whitney and has over 1,000 pieces on display of Alaskan wildlife and Native artifacts.**

**The PWSCC Wellness Center opened in 1998. Last year the College celebrated the 10<sup>th</sup> Anniversary. The facility is open to the community and has both cardio and weight training equipment. The Wellness Center has over 600 members annually.**

**University of Alaska Southeast  
Regional Campuses**

- 1. Sitka**
- 2. Ketchikan**



*learn · engage · change*

*Office of the Director*  
 1332 Seward Avenue  
 Sitka, AK 99835-9418  
 Tel: (907) 747-7704  
 Fax: (907) 747-7768

Email: [jeff.johnston@uas.alaska.edu](mailto:jeff.johnston@uas.alaska.edu)

**DATE:** February 19, 2009  
**TO:** House Education Special Committee  
**FROM:** Jeff Johnston, Director  
**SUBJECT:** UAS-Sitka Campus Overview

1. *Name of campus and which University of Alaska Major Administrative Unit (MAU) do you report to? Description of campus—where located, how many locations.*
  - a. **University of Alaska Southeast—Sitka Campus**
    - i. **Address:** 1332 Seward Ave, Sitka, AK 99835
    - ii. **Website:** <http://www.uas.alaska.edu/sitka/>
    - iii. **The Sitka campus (founded as Sitka Community College in 1962) shares in Sitka’s heritage of being the former capital of Russian America. Sitka, Alaska’s fifth-largest city is rich in history and a popular tourist destination. Mt. Edgecumbe, known as Alaska’s Mount Fuji, dominates the horizon across the water from the campus. Located on Japonski Island along with the Southeast Alaska Regional Health Consortium, Mt. Edgecumbe High School and the U.S. Coast Guard, just across the bridge from town, the Sitka campus has maintained its community campus role while serving the needs of students from across the region and the State.**
  
2. *Headcount and semester credit hours produced in Summer & Fall 08 and Spring 09 (as of 2/17/09).*

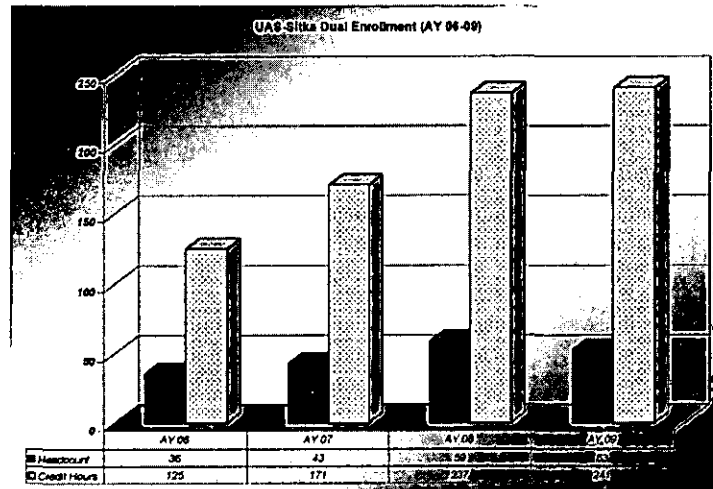
Summer 08 HC*	Summer 08 SCH**	Fall 08 HC	Fall 08 SCH	Spring 09 HC	Spring 09 SCH
271	971	861	3756	845	3689

\*HC=Headcount—number of students enrolled

\*\*SCH=Semester credit hours

3. *Number of degree-seeking vs non degree-seeking students—Fall 2008*
  - a. **Degree seeking—499 or 58% of total student body**
  - b. **Non-degree seeking—362 or 42% of total student body**
  - c. **Full time students (12 or more credits)—230**
  - d. **Part time students (less than 12 credits)—631**

4. Does your college work with local high school(s) by offering dual credit courses? If yes, approximately how many courses can be taken for dual credit? Yes--



We work closely with the Sitka School District and Mt. Edgecumbe High School. Our Career and Technical Education classes (Welding, Construction, Certified Nurse Aide (CNA) and Marine Technology) and courses that will serve to fill general education requirements (English, Math, Psychology and Geography) are the most frequently offered dual enrolment courses. UAS-Sitka also participates in the TechPrep program with five courses offered at the local high schools for college credit.

5. Does your campus provide Adult Basic Education/GED services to people in your community? Yes--50 students/term and 12-15 graduates per year.
6. Challenges: The Sitka campus faces a number of challenges in its effort to ensure that it provides high quality postsecondary education to a diverse student body:
- Providing the necessary support staff for programs funded by restricted funds.
  - Funding for renovation projects focused on "code correction."
  - The need for multiple year funding streams for career and technical education program development e.g. difficult to recruit a certified welding instructor for a one-year grant funded position.
7. Anything else want to discuss?

Title III funding has allowed the Sitka Campus to build a reputation as a center for excellence, a pacesetter in the application of technology for innovative, student friendly instructional design. Our Fast Track program development of partnerships with governmental agencies and private industry is now generating interest statewide. Our partners are happy with the results of our efforts and are talking across the state. Our registrations are increasing steadily as we provide training to a diverse student group ranging from harbormasters and EMTs to log cabin builders.



*5-Does your campus provide Adult Basic Education/GED services to people in your community? If so, how many students on average do you provide these services to each semester?*

**Yes, UASK is the sub recipient of the adult basic education grant administered from Southeast Alaska Regional Resource Center. With those grant funds we are able to offer GED preparation classes and GED testing services to Ketchikan and surrounding communities. Adult basic education courses and ESL courses continue to be on the list of desired course offerings, however due to a lack of resources we are unable at this time to offer ABE and ESL courses.**

#### *6-Challenges*

**The ongoing challenge continues to be a lack of resources for program growth and development. The Ketchikan campus adheres to the regional strategic plan, identifying specific strategies appropriate for the community, and implements curriculum and programs according to the identified priorities that meet the needs of students and the community. This focus provides for allocation of resources to implement the priorities but when growth is needed due to success in the existing program the resources do not allow for additional staff and faculty to continue to meet the demand of the growing student population.**

**Of particular need is in student services for off campus students. The Ketchikan campus has used Title III and other grant funding to build outreach centers in rural communities and online students services programs to support off campus students. These programs will continue in a reduced capacity at the termination of the grant funding but really should be expanded regionally as they have successfully engaged students in the rural areas of southern southeast Alaska.**

*7-Anything else you want to discuss or make the committee aware of?*

**The Ketchikan campus has grown the delivery of distance online courses over the past five years and as a result has met the needs of students statewide and has experienced significant growth. Other campuses are growing their distance offerings as well, however it is done without much encouragement of collaboration and causes great confusion for our students. The university has struggled with this distance dilemma for a long time and awaits a report from the department of legislative audit on the UA distance program. I am hopeful that through your increased knowledge of this issue and the collaborative disposition of the campus directors the university can create a robust distance program that serves students to the best capacity possible.**

~~HB156~~  
~~Mining Taxes~~

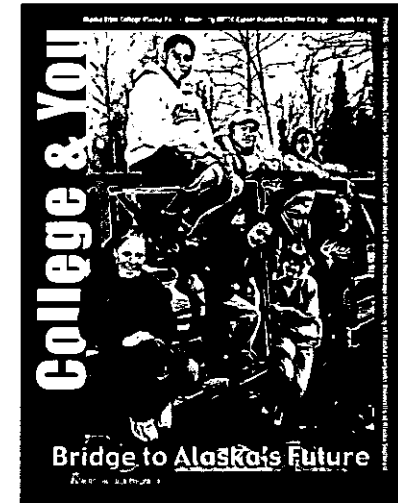
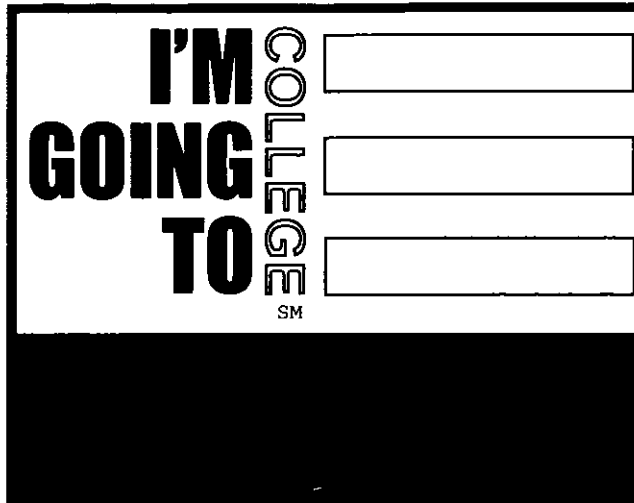
Postage

# Outreach

to Alaska's Youth



3301  
Student & Enrollment Services  
University Of Alaska  
PO Box 755020  
Fairbanks, AK 99776-5020



## Elementary School

## Middle School

2nd grade: "I Know I Can"  
*UA College Savings Plan, ACPE*

This in-classroom activity brings college graduates into elementary school classrooms to read the "I Know I Can" storybook. This event is intended to connect higher education to career paths while instilling the message that college is possible.

6th grade: "Dream Big" poster  
*UA College Savings Plan*

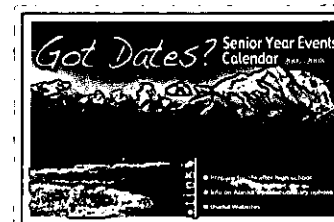
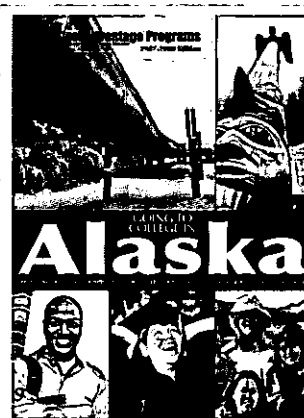
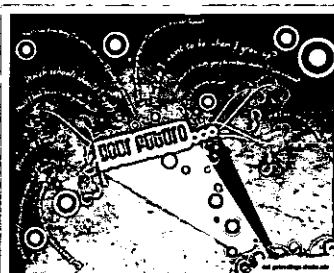
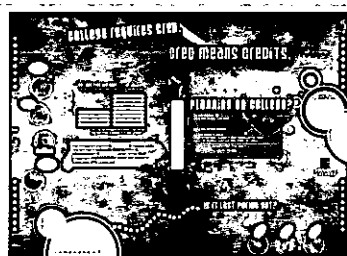
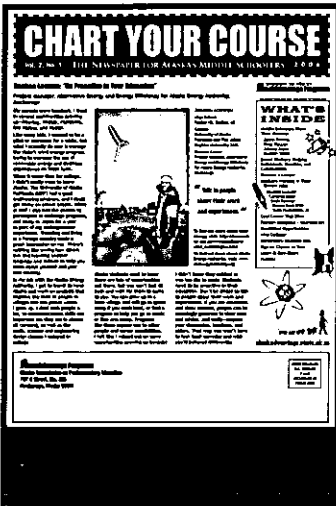
This poster encourages students to "dream big" and to start thinking about college and career paths. It is distributed to every sixth grade student and classroom in the state.

5th – 6th grade: "I'm Going to College"  
*ACPE, UA, NELA*

This program is designed to give last-year elementary students a chance to learn how to become a college student – and see firsthand what it will be like. In their classrooms, students explore different types of colleges, financial aid and careers throughout the 12-session curriculum. Then students are given the opportunity to become a college student for a day. UAA, UAF and UAS all sponsor "I'm Going to College" events in partnership with Northwest Education Loan Association (NELA) and ACPE.

5th – 8th grade:  
 "College is for YOU!"  
 classroom poster  
*ACPE*

This poster encourages late elementary and middle school students to visualize themselves as "college material." It is distributed to classrooms across the state.



## High School

8th grade: "Chart your Course" newspaper  
ACPE

This annual publication, authored in part by middle school students and mailed to eighth graders and their parents, illuminates the K-16 pathways and highlights careers in Alaska.

9th grade: Book cover  
UA

This book cover emphasizes taking college preparatory courses and assessment tests while in high school. It is delivered to all high schools for distribution to every freshman in the state.

9th grade: Viewbook, gotocollege website, Parent Companion Piece  
UA

The viewbook, mailed to all 9th graders, highlights the benefits of higher education, what to do to prepare for college and explores career pathways.

11th grade: "Going to College in Alaska" magazine  
ACPE

This magazine promotes the higher education options available right here in Alaska. It is mailed to every high school junior in the state.

12th grade: "College Goal Sunday" program  
ACPE, UA, The Coalition of Alaskans Supporting Higher Education (CASHE)

This two-hour event, held in early February throughout Alaska, helps students and their families fill out the Free Application for Federal Student Aid (FAFSA).

12th grade: "It's My Life" senior planner  
ACPE

This publication includes tips on preparing for life after high school, going to college, career planning tools, important testing dates and information on Alaska colleges, universities and technical schools.

# THE UNIVERSITY OF ALASKA COLLEGE SAVINGS PLAN

**Alaska Advantage**  
Alaska Commission on Postsecondary Education

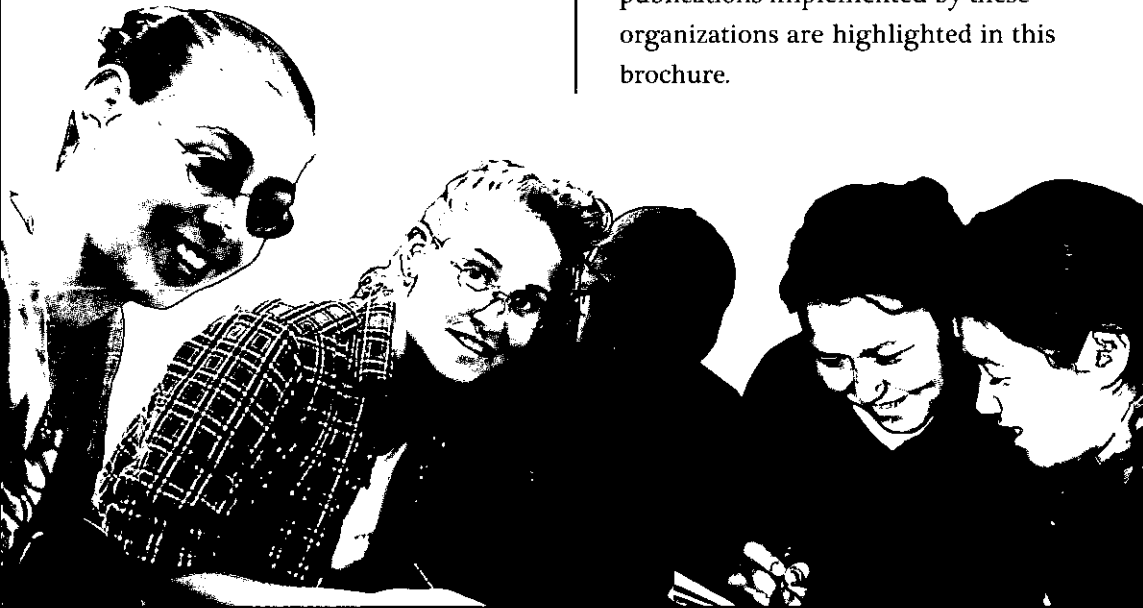
The university's largest early outreach program, the UA College Savings Plan and Alaska's higher education agency, the Alaska Commission on Postsecondary Education, are dedicated to promoting and supporting higher education for all Alaskans. Each year thousands in Alaska are impacted by their awareness efforts which span early elementary, middle and high school. The primary initiatives and publications implemented by these organizations are highlighted in this brochure.

## Education in Alaska is at a critical juncture –

Alaska's youth graduate from high school and go to college at a lower rate than their peers in other states. Working to change this disturbing trend are the University of Alaska, the UA College Savings Plan and the Alaska Commission on Postsecondary Education (ACPE).

Our efforts ensure that every young Alaskan hears early and often the benefits of staying in school and earning a high school diploma, and the difference that higher education

will make to their future. These programs instill in them the knowledge that higher education is within their reach, even if they are the first in their family or community to take that step. Our outreach programs communicate to the youth of Alaska that for them and financial aid is available. It is our hope that these programs make a positive impact on their future.



Rural Alaska Honors Institute students participating in the Wells Fargo Business class taught by Dr. Liz Ross



UNIVERSITY  
of ALASKA  
*Many Traditions One Alaska*

Contact Information:  
University of Alaska  
Student and Enrollment Services  
P.O. Box 755020  
Fairbanks, AK 99775-5020

Photo above by Nite Mueller  
Cover photo © Stockphoto.com/ivdeev007





**KUSKOKWIM  
CAMPUS**

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P.O. Box 368 • Bethel, Alaska 99559 • (907) 543-4500 • FAX (907) 543-4527

Representative Paul Seaton, Chair  
House Education Subcommittee  
State Capitol  
Room 102  
Juneau, AK 99801-1182

March 10, 2009

Dear Representative Seaton,

I appreciated the opportunity to represent the Bethel, Alaska, Kuskokwim Campus of the University of Alaska Fairbanks at the House Education Subcommittee last week in Juneau during the Community Campus Directors' Conference.

Enclosed are some letters composed by several students who are involved in the placed faculty UAA School of Nursing program here at KuC in Bethel. As you can see from their letters, having a program such as this in their home communities made it possible for them to realize their dreams and secure their futures by obtaining training for good, competitive jobs. Most articulate that they would not have been able to do this without a local rural campus to attend.

I know you are a firm supporter of the University of Alaska rural campuses and their missions. If these letters will help in your efforts to bring others in the legislature into the fold, feel free to use them.

If I can assist you in any other way, please contact me.

Sincerely,

*Susan M. Baird*

Susan M. Baird

Assistant Director

Kevin Phelan  
Box 2871  
Bethel, AK 99559  
(907) 543-5163  
02/20/09

I am greatly appreciative of the ability to study nursing through UA whilst still remaining at home in Bethel. Were it not for the nursing program through UA I would not be able to study nursing as I have a young family and would be unable to move to Anchorage. I have been able to take my nursing prerequisites for nursing right here in Bethel also.

My goal is to graduate nursing school and work in some nursing capacity in the YK Delta. Once again, were it not for the UA system I would be unable to achieve this goal.

Sincerely,

A handwritten signature in cursive script that reads "Kevin Phelan". The signature is written in black ink and is positioned below the word "Sincerely,".

Kevin Phelan

Nikki Pollock  
P.O. Box 2113  
Bethel, Alaska 99559

February 16, 2009

To whom it may concern:

My name is Nikki Pollock, I live in rural Alaska, and I am a student in the University of Alaska system. I believe that if it were not for the community college in Bethel, I would not benefit from the college education I have received.

I was introduced to the Kuskokwim Campus during the Fall semester of 2007. I was enrolled as a part time student taking 6 credits. These classes were comprised of Oral communication and Introduction to Psychology. I received a wonderful education, these classes expanded my thinking process, and my perception to cultures.

The next semester Spring of 2008 at, KUC was still part time, however I was taking 9 credits. I was able to take English, Life Span Development Psychology and Anatomy and Physiology. During the summer vacation of 2008, I took Health and Nutrition. I am grateful that these classes. They are a part of my pre-requirements in the Associates of Applied Science Nursing Degree.

I am currently enrolled in the University of Alaska Anchorage School Of Nursing. I am so grateful that the University of Alaska has distant branches, where students have the ability to stay close to home and receive a college education. I am positive, that if there was not a community college in Bethel, I would *not* be enrolled in nursing cohort.

The University of Alaska system has done wonders for the people of Alaska. The system has produced cognitive, well educated people, who are a asset to the community. If you have any questions concerning the University of Alaska, please feel free to contact me by mail.

Respectfully Submitted

Nikki Pollock, NS

February 13, 2009

To Whom It May Concern:

My name is Kristen Kinegak and I am attending school here in Bethel. I am taking an audio conference course out of the University of Alaska-Fairbanks. I am also a nursing student with the University of Alaska-Anchorage School of Nursing Program which is Bethel based.

I have been taking classes for over ten years on and off. I live here in Bethel, but am originally from Akiachak. I am very fortunate to attend school here as well as other students from the YK-Delta. It is close to home and I don't have to travel abroad to attend college. The staff at the Kuskokwim Campus is very helpful and very friendly.

Since I started the Nursing program, I have learned a lot. I am so exuberant that it is Bethel based. Having a nursing program in Bethel is excellent! Students who want to pursue a nursing degree or any kind of degree can come to Bethel and be a part of the University of Alaska system. They don't have to go to Anchorage or out of state to pursue it. When I am finished with nursing school, I plan on working for the hospital here in Bethel and I will continue to live here as well.

I currently work as a Certified Medical Assistant. My goal was to further my education to pursue nursing which I am able to do it here at the local college. If I weren't able to further my education here, I would have to take my family and leave Bethel which I would not want to do. It is with great pleasure that University of Alaska system has a college in Bethel, great pleasure!

Handwritten signature of Kristen Kinegak in cursive script.

February 13, 2009

To Whom It May Concern:

I am an Alaskan Native woman from the Yukon Kuskokwim Delta Region. Since I was a young girl, I have always wanted to become a nurse. My younger sister passed away from a rare liver disease and ever since then I knew I wanted to be part of the health care system.

I started my health care career with UAA in 2003, with the passion of becoming a Registered Nurse. I have yet to obtain my degree in Nursing, and although, I have to say that I could not have done it without UAA's nursing outreach programs.

UAA has several outreach Nursing programs though out the state of Alaska, and I think it helped me tremendously, because all of my family is from around the Bethel area.

Besides that, when I was going to school at UAA in Anchorage, I found out that the Nursing program there had a three year waiting list, and I couldn't afford to wait three years to get into the program. I was so lucky to be accepted to the Nursing program at the Bethel Site. I am finished with the Nursing program here, if I waited in Anchorage, I would have not started the Nursing program until next year.

UAA is doing their part in helping rural Alaskans to obtain their degree without traveling to Anchorage to get their degree. I am very grateful that UAA has outreach programs through out Alaska.

Please let UAA continue to get funding for education purposes. We, the people from the rural communities need UAA continuing support for higher education.

Gracie Nelson, former UAA and graduate from UAA