Table of Contents

Introduction 2

Part 1: Enrollment 3
Trends, targets, and strategies for Kenai Peninsula College

Part 2: Retention: 23
Trends, targets, and strategies for Kenai Peninsula College

Part 3: High Demand Job Graduates 32
Trends, targets, and strategies for Kenai Peninsula College

Part 4: Critical Factors in Meeting KPC’s Enrollment Goals 38
External factors impacting performance

Attachments

A. Kenai Peninsula College 2007-2010 Academic Plan

B. Kenai Peninsula College 2007-2010 Strategic Plan

C. Kenai Peninsula College Recruitment/Retention Team 2009 Report to the Director

D. Kenai Peninsula College Student Housing Potential Market Demand Study, by The McDowell Group, May 2008

E. The Contributions of Kenai Peninsula College, by The McDowell Group, April 2009
Introduction

Enhancing educational quality and increasing student success are two of KPC’s most important institutional goals. Although not identical, the two enjoy a symbiotic relationship. Achieve one, and the other is strengthened as well.

As a component of the University of Alaska Anchorage, KPC’s planning documents, including this Strategic Enrollment Management Plan, must adhere to the priorities established in UAA’s strategic plan, UAA 2017.

This plan is a collaborative effort, synthesizing the input of KPC Leadership Team, Student Services personnel from the four KPC locations, KPC Recruiting Team, KPC Retention Team, KPC Resources Development Team, and KPC faculty in High Demand Degree Programs. As such, it represents the consensus opinion of all the groups listed above as the best way for KPC to achieve its goals in enrollment management.

The 2010 KPC Enrollment Management plan is organized into three sections that correspond to Performance Measures defined by President Hamilton in the University of Alaska’s Performance-Based Budgeting Process and a fourth section dealing with common factors:

- **Part 1, Enrollment**, addresses the performance measure titled “Student Credit Hours and Headcount.”
- **Part 2, Retention**, addresses the performance measure titled “Retention Rates for Freshmen.”
- **Part 3, High Demand Job Graduates**, addresses the performance measure titled “High Demand Job Area Programs Awards.”
- **Part 4, Critical Factors in Meeting Enrollment Goals**, addresses factors external to Kenai Peninsula College which will impact its ability to achieve results in the three areas.

Each of the first three sections includes three elements:

1) A brief review and analysis of historical trends;
2) Yearly targets necessary to achieve the University of Alaska’s goals; and
3) An outline of the strategies and tactics KPC is employing to achieve those targets and goals.

Assessment and revision are very important parts of the enrollment management framework, and revisions are made as often as necessary in order to keep the overall plan focused on the targets and goals. This document, therefore, reflects a living plan, always open for re-assessment of priorities, strategies, and results in response to changing circumstances.

The goals of educational quality and student success are fundamental to KPC’s mission. They will not change. The strategies, however, are necessarily fluid, dynamic, and responsive. They build upon themselves and each other, each year raising the bar a little higher in the interests of being an efficient, effective, and responsive university for the 21st century.
KENAI PENINSULA COLLEGE STUDENT PROFILE

Over the last several years, the student body at Kenai Peninsula College has been undergoing a significant demographic shift. Increasing tuition costs coupled with pressure generated by an essentially stagnant local economy have resulted in a significant decrease in KPC’s non-traditional, part-time student population, which was historically the dominant element in the make-up of the student body.

Simultaneously, with the arrival of new, high demand degree programs and an increased emphasis on recruiting from the local population of high school students, KPC has seen a significant increase in the number of traditional age, full-time students. The overall effect of these two trends has been to reduce the mean and median age of the KPC’s students and to increase the average student’s credit load.

Even more recently, KPC has greatly increased its distance education offerings, which has reversed the long-term decline in part-time students.

Source: OPRA, Fall 2009 Opening Student Information, Kenai Peninsula College
KPC Students By Ethnicity

- White: 74%
- Alaska Native: 7%
- Hispanic: 4%
- Pacific Is/Asian: 3%
- African American/Black: 1%
- American Indian: 2%
- Multi/Other: 2%
- Unspecified: 7%

KPC Students By Age

- 17 & Under: 5%
- 18-18: 7%
- 19-19: 7%
- 20-24: 26%
- 25-29: 13%
- 30-39: 18%
- 40-49: 11%
- 50-59: 8%
- 50-59: 5%
- 60 & Over: 5%

Source: OPRA, Fall 2009 Opening Student Information, Kenai Peninsula College
KPC Degree and Certificate Programs

**Associates of Applied Science:**
- Business (General)
- Computer Electronics
- Computer Information & Office Systems
- Digital Art
- Industrial Process Instrumentation
- Occupational Safety & Health
- Paramedical Technology
- Process Technology

**Certificates:**
- Corrections Officer (approved Fall 09)
- Mechanical Technology
- Petroleum Technology
- Small Business Management
- Welding Technology

**Associates of Art**

**Occupational Endorsement Certificates:**
- CIOS Office Foundations
- CIOS Bookkeeping Support
- CIOS Digital Media
- CIOS Office Support
- Corrections
Trends in KPC Student Demographics

As the graph above clearly illustrates, the percentage of students attending Kenai Peninsula College who fit the definition of a Traditional age college student (<25 years of age) has increased significantly over the past decade.
The percentage of KPC students attending full-time has held relatively constant at approximately 19 to 20% over the last eight years. With the tremendous increase in distance education students at KPC, it is likely that a significant percentage of those students are full-time students at other UA campuses.

Kenai Peninsula College has seen a steady growth in its minority student population over the last eight years. In keeping with UAA 2017’s Priority C.1, KPC has worked hard to increase the number of Alaska Natives who choose to attend KPC. In Fall 1999, only 51 Alaska Natives attended KPC; in Fall 2009, the number was 134, a 163% increase. Efforts in this regard have included regular attendance at the Alaska Native Professional Association’s Elders and Youth Services/Business Expo, advertising in First Alaskans magazine, and working closely with our next-door neighbor, Alaska Christian College, with 90 percent of its students being Alaska Native.

### Trends in Semester Credit Hour Production and Headcount

The Kenai River Campus accounts for roughly 70% of KPC’s headcount and roughly 75% of total credit hour production; therefore, overall trends for KRC closely resemble overall trends for KPC.

Looking at trends in student headcount, we can see that until Fall 2009 full-time students numbered approximately 300. Part-time students peaked at 1461 in Fall 2002, then began a steady decline until Fall 2008, when they began moving sharply upward. How do we explain these trends?
The decline in part-time students from 2002 to 2008 can be attributed to the loss of the older, non-traditional student who was taking one or two classes in their spare time and paying out-of-pocket. Rising costs (tuition, textbooks, & fuel) have essentially priced these people out of the education market. The recent reversal of the decline in part-time students is being driven by KPC’s strong growth in distance education; students who are taking one or two distance courses from KPC are likely actually full-time students taking additional courses from other UA campuses.

The marked increase in full-time students KPC experienced in Fall 2009 (25% over Fall 2008) is likely a result of several factors, chief of which are the recent economic downturn, the new Chapter 33 G.I. Bill and a strong marketing/recruiting program. The down economy has encouraged local students who might otherwise have chosen to attend college elsewhere (whether at one of the larger UA campuses or Outside) to select KPC as a more cost-effective alternative, while the new benefits for veterans are also generating more full-time students. This hypothesis is supported by the remarkable increase in First-Time Freshmen at KPC:
KPC’s success in this area strongly supports UAA 2017’s Priority C.1, to increase the UAA share of Alaska’s college-bound students.
As noted, the targets in the above chart were set in 2007. Obviously, KPC will beat these targets by 15-20% from 2009/10 to 2011/12.

Based on borough demographic trends and steadily rising tuition costs, KPC had projected declines in SCH of approximately 3% per year for FY 05 through FY 08. The actual decline in FY 05 was only 1.4%, while FY 06 showed a 2.7% increase, FY 07 a 5% increase, FY 08 a 0.6% increase, and FY 09 an 11.1% increase. From FY 04 to FY 09, KPC’s total change in SCH was 15.8%, a significant increase.

This deviation from the projected decline is attributed to several factors. First, KPC established several new degree programs, e.g. most recently a Corrections Certificate, that provide programs unique in Alaska and have brought in students and credit hours which KPC would not otherwise have attracted. Second, in FY06, KPC assumed the Occupational Safety and Health program, which resulted in a one-time gain of Headcount and Student Credit Hours. Finally, starting in AY08 KPC moved strongly into the distance education arena, which has produced unanticipated growth in both SCH and headcount.

KPC will continue to market heavily our EZ Payment Plan. The plan spreads out tuition payments over the course of the semester and makes it easier for students to pay for tuition. After initiation of an awareness campaign in Fall 2004, usage peaked in Fall 2005 at 284 students. Since then, in spite of increased enrollment, usage has declined, likely due to efforts (College Goal Sunday/February FAFSA Frenzy) to encourage KPC students to apply for financial aid.

KPC has also seen a significant increase in the number of students receiving financial aid. An indication of this is the increase in the number of students admitted to degree programs (and thereby becoming eligible to receive financial aid):
Institutional Factors Influencing SCH and HC

KPC faculty, staff, students, KPC Council and Peninsula residents, report that the tuition increases over the past six years have had a definite negative impact on the SCH and HC metrics. However, the negative impact of these tuition increases has been more than offset by efforts by KPC to assist students in increasing student financial aid received, in developing distance-delivered programs that address unmet need within the UA system, and in offering unique programs to attract students to KPC.

In the last iteration of this plan written in FY 07, KPC was concerned that we were losing a significant number of HC and SCH to the other campuses’ distance-delivered courses. Thanks to hard work and a Title III Grant, KPC has advanced from worrying about the distance-delivered courses of others to leading the way with its own. See the Distance Education section under Strategies below for more detail.

The issue of the Board of Regents changing the residency policy from one to two years is also a factor that is affecting this metric. KPC is currently engaged in a pilot study to determine the overall impact of waiving the non-resident tuition surcharge. This program will be complete in the summer of 2010. Initial results from this program indicate that KPC is netting a significant amount of SCH and tuition revenue, since students who would not otherwise be able to afford to attend KPC are doing so due to this waiver.

The FTEF (Full Time Equivalent Faculty) regular/adjunct ratio at KPC is 49/51% while at UAA it is 57/43%. A lower FTEF regular/adjunct ratio negatively impacts SCH and HC in that the college’s credibility and perceived quality within the community, as compared to what it would be if more courses were being taught by fulltime professors.
One challenge KPC faces is that course scheduling conflicts occur with the high percentage of adjunct faculty utilized. Courses cannot always be offered at the optimum time and sequence to meet the programmatic needs of the students.

Additionally, some students find it difficult to complete certain four-year degree programs at KPC due to the responsible UAA departments being unwilling to either deliver critical upper-division courses via distance or to allow KPC faculty to teach these courses. This forces students living in Soldotna to commute to Anchorage during the winter, risking life and limb and expending considerable money on transportation.

Environmental Factors Influencing SCH and HC

The data below provides a reference to our regional economy, the region’s size, and the challenge of serving a large service area with a small population as compared to the MatSu Borough.

- Kenai Peninsula Borough Service Area—25,000+ square miles (size of Massachusetts & New Jersey combined)
- MatSu Borough—same size
- KPB Population—53,017 (2008); 6.7% total increase in last eight years
- MatSu Population—82,515 (2008); 39% total increase in last eight years
- Unemployment—11% in 10/2009—Alaska-wide—8.3%
- Household Income-decreased 19% since 1989
- K-12 enrollments—decreased 1-2.5% every year for past six years and projected to continue declining

Borough Population Served

Due to the large size of Kenai Peninsula Borough and the dispersed nature of its population, it is unreasonable to expect all its inhabitants to be able to attend KPC, given that the college has no student housing and a one-way commute can exceed an hour. To determine how well KPC is performing its mission as a community college for Kenai Peninsula Borough, a useful metric is the percentage of the population age 18+ that is attending KPC. Using 1990 and 2000 Census data and excluding those census tracts, which are located far from any KPC campus, the following table was generated.1

<table>
<thead>
<tr>
<th>Census Year</th>
<th>Adjusted KPB 18+ Pop.</th>
<th>KPC Fall Enrollment</th>
<th>% Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>23078</td>
<td>1834</td>
<td>7.95%</td>
</tr>
<tr>
<td>2000</td>
<td>29863</td>
<td>1549</td>
<td>5.19%</td>
</tr>
<tr>
<td>2009 (estimate)</td>
<td>29836 (est.)</td>
<td>1836</td>
<td>6.15%</td>
</tr>
<tr>
<td>National Average</td>
<td></td>
<td></td>
<td>2.8%</td>
</tr>
</tbody>
</table>

1 These population numbers were generated by combining 2000 Census Tracts # 2 & 4-11. Together, they encompass all of the Kenai Peninsula west of Cooper Landing that is accessible by road. KPC Fall enrollment based on Opening Enrollments, as reported by UAA.
Since the national average for the percentage of 18+ population enrolled at a community college is approximately 2.8%\(^2\), KPC is clearly fulfilling its role of supporting its local community and attracting more than double the national average number of students. More recent population estimates are only available for Kenai Peninsula Borough as a whole, but they show population continuing to increase until 2003, a decline of 0.8% from 2003 to 2004, then an increase of 0.6% from 2004 to 2005, and a 0.2% increase from 2005-2006. Taken together, this indicates that it is unlikely that there has been a significant growth in the 18+ population since the 2000 census. KPC’s Fall 2009 Opening Enrollment of students 18 and over was 1836, indicating that the current percent of the adult borough population enrolled is approximately 6%.

Source: Kenai Peninsula Borough School District History & Projections, KPB Website

Based on the history and projections of class sizes by the Kenai Peninsula Borough School District, it appears that the pool of local high school graduates available for KPC recruiting should peak in the Fall 2010 semester, followed by a gradual decline through 2015-2016. At that point, the number of local high school graduates will have declined by approximately 30% from the 2010 peak.

Source: Kenai Peninsula Borough School District History & Projections, KPB Website

\(^2\) Education Testing Service's publication "The American Community College Turns 100: A Look at its Students, Programs and Prospects", page 8.
Strategies

Marketing and Public Relations: The KPC 2007-2010 Academic Plan specifically calls for developing Kenai Peninsula College as a public square, integrated into the cultural, economic, and civic life of the communities it serves. This is in keeping with UAA 2017 Priority E: Expand and Enhance the Public Square. Several of the activities listed below support that goal as well as the goal of increasing enrollment and student credit hours.

• The 18-24 year old age group has increased dramatically at KPC over the past five years due to our focus on this age group. KPC will continue to focus much of its marketing and public relations efforts to target this demographic. Current efforts include a KPC presence at the regional high schools’ parent teacher conferences, a Financial Aid Information Night coordinated and overseen by KPC, letters to graduating seniors, presentations in high school and middle school classes and mailing a letter each spring to all current high school juniors in the district, informing them of the Jumpstart opportunities available at KPC.

• In February 2007, KPC entered into an agreement with the central and southern Peninsula newspapers that significantly increased its visibility among local residents. Six times per year, the KPC Connection is inserted into the Peninsula Clarion and the Homer News at no charge to the college. This eight-page insert provides an excellent venue for KPC to promote its programs and activities to the public and has received a very favorable response throughout the community.

• The KPC Recruitment Team is developing a plan to use pre-loaded 2 Gigabyte jump drives identified with the KPC logo in a new recruitment effort, starting in Fall, 2010. These drives will contain approximately 500 Mb of information about KPC and will replace the Recruiting CDs that KPC has been using since 2005. Target date to begin distribution is Fall 2010.

• Continue the current ad campaign that emphasizes the availability of four-year degrees from other UA institutions via classes at KPC. Continue to emphasize the cost differential between KPC and colleges from lower 48 universities.

• The UA Board of Regents has included student housing at KRC in their long-range capital plan for FY 2014.

• KBC is promoting a freshman year advantage to students from feeder high schools that plan to go to out of state schools. The promotion encourages these students to take their freshman year courses at KBC and save 1 year of out of state tuition while enjoying the support benefits of being close to home and building a strong post secondary foundation with top quality faculty with low student /instructor ratios.
**Recruitment:** The student body at KPC displays a gender disparity identical to that of UAA as a whole. Only 41% of KPC students are males, which is even less than the national average of 43%. As part of its increased efforts to recruit among the 18-24 year old age group, KPC has worked to market its programs to male students more effectively. Some success has already been noted, as KPC’s male students percentage has improved from 37% in 2005 to the current 41%.

KPC accomplished many of the other action items set forth in its FY08 Strategic Enrollment Management Plan, including:

- Continued regular visits from KPC counselors to local middle schools, with six schools visited.
- Expanded KPC’s statewide recruitment effort with a recruiting trip to Fairbanks in November 2007 and began mailing promotional materials.
- Expanded marketing to high schools students via social networks and other means. Continued direct mail contact with all local high school seniors, informing them of the Jumpstart program, begun in April of 2007.

In the fall of 2006, KPC re-established its Recruitment Team. This group, with representatives from all campuses and sites, faculty, staff, and students, has been working hard to evaluate the college’s current recruiting strategies and suggest new ones. Their efforts have already resulted in KPC establishing a presence on social networks such as MySpace, Twitter and Facebook, as well as other efforts to contact current high school students via the media they routinely use. The team meets monthly and submits an annual report to the College Director. In its 2009 report to the Director, the Recruitment Team recommended several action items for more effective recruiting. They include:

- Continue the strong KPC presence in local high schools, with focus on 10th graders, since many students are making their college choices at that time
- Market Junior Year Abroad and other paths to Bachelor Degrees to KPC’s increasingly traditional age student body
- Explore venues for reaching out to older, non-traditional students, such as local industries, utilities, and government organizations via presentations on what KPC has to offer in the way of programs and tuition assistance.

In 1993, the Program Assessment process identified the need for a full-time advisor position at the Kachemak Bay Campus. The Accreditation 2000 Report also identified this as a critical need. All efforts thus far to secure permanent funding have failed. Recruitment, retention, and student service enhancement efforts have thus been minimal already impacting enrollment for several years. Without this position, KBC will continue to be unable to positively and consistently impact this metric for KPC. KBC presently has a temporary advisor being temporarily funded through a variety of temporary funds; however, permanent funding for a permanent advisor is needed.

KBC also continues to partner with Project Grad Kenai Peninsula increasing the number of graduates from the area’s native and “Old Believer” villages attending KBC. We collaborate to offer “Summer Institute” bringing high school seniors from participating villages onto the campus for a 2-
week experiential learning program that is designed to demystify college for first time college students and help participants visualize themselves in a college environment.

**Utilizing Technology:** KPC has worked to implement technologic enhancements in keeping with its goal of deploying modern technology that optimally supports both classroom and distance learning. By the start of the spring 2010 semester, all KRC and KBC classrooms will be equipped with a projector, computer, DVD and VHS player, and sound. At KBC, four of the classrooms have SMART Boards or touch screens for instructional use and three classrooms at KRC utilize SMART Boards. Three classrooms at KBC and four classrooms at KRC have video conferencing facilities available for classes and other uses. All classrooms at KBC are equipped with VoIP emergency notification phones and KRC classrooms will have these phones installed in Spring 2010. Both campuses have 100% wireless coverage and access the internet using a 45Mb fiber optic DS-3 connection.

While continuing to utilize the most effective technologies available to assist in student achievement, KPC implemented the following specific actions:

- Added a dedicated server to enhance podcasting & video-streaming capability
- Upgraded both KRC’s and KBC’s internet backbone, resulting in a 10x improvement in data flow rates
- Standardized technology across all KPC campuses
- Expanded student computer access by installing a dozen new machines in the KRC Riverview Commons
- Updated technology and capability in KBC’s new building to be completed in 2011, replacing current leased facility one mile away.
- Add a new IT staff person at KBC

**Distance Education:** KPC has increased the number of distance-delivered courses from four being offered in Spring 2006 to 92 in Spring 2010. A major factor is this explosive growth has been the award in Fall 2008 of a $1.9 million Title III Grant to increase student success/retention rates through technology-enhanced advising and tutoring services, development of distance delivered courses in technical fields and GERs, and faculty development and training in classroom technology and distance delivery.
Future plans for distance education include:

- Convert additional existing course to a distance delivery format. Often in conjunction with Title III, KPC faculty members are presently working to convert various high demand courses to distance format. KPC has decided to focus efforts in this area on courses which either support high demand degree programs (particularly Process Technology, which is pursued by numerous students who are currently doing shift work in the industry) or which are not being offered via distance anywhere else in the UA system.

- Explore additional means and modalities to provide support to students taking courses via distance, particularly students who are taking only distance classes. Nation-wide, distance classes typically have a much lower retention rate than traditional face-to-face classes; KPC is working to reduce this disparity as much as possible.
• Pilot a direct mailing to all distance students two weeks before the start of the semester. This was begun in Spring 2010 and will be repeated for Summer and Fall 2010. The purpose is to see if timely information provides improved distance course retention.

Service Enhancements: Service enhancements have an important place in a well-rounded enrollment management plan. Over the past three years, KRC has worked to streamline the registration process, simplify the scholarship application process, and improve customer service at the Campus Services Help Desk. KRC has developed and implemented an optional on-line New Student Orientation for regular students and a mandatory on-line New Student Orientation for high school students. KRC has also upgraded the entire Campus Services area, changing the floor plan to provide improved service to more students. The Student Health Clinic at KRC has expanded its hours of operation and increased the number of services offered, most recently including H1N1 vaccination. Student Peer Advisors are now receiving bi-weekly training to cultivate a knowledgeable and service-oriented staff. All student employees are completing a mandatory on-line orientation and training program.

New Student and Enrollment Services facilities combined with process enhancements have improved service to students at the Kachemak Bay Campus. KBC Student and Enrollment Services staff are utilizing advances in technology to enhance individual and group communication with the student body. In addition to phone and email, advisors and registration staff can now be reached using the KPC toll-free number, or through instant messaging, Social Networking media is being used to communicate upcoming events, important deadlines, and used in the event of an emergency. Distribution frequency of “The Advisor” newsletter increased from each semester to monthly. In lieu of a health center, KBC established a new partnership with the public health center, KBC Student Association and the UAA School of Nursing to offer seasonal and H1N1 vaccine clinics to students, staff and faculty on campus for the first time.

Future KPC-wide plans include:
• Continue development of a Blackboard/Online Help Desk for distance students. A pilot program was begun with Title III assistance in Spring 2010
• Deploy a new and significantly upgraded website in Fall 2010
• In conjunction with Title III, develop criteria and mechanisms to identify especially at-risk distance education students, in order to target such students with a much more intensive outreach program. Given KPC's limited resources, it is critical that we cannot reach out to every distance student in personalized way, such as via a phone call. However, if we can identify those students who are most at risk, thereby reducing the number of students needing to be contacted to a manageable number, we could then take effective action.

Future KRC plans include:
• Continue to evaluate expanding Health Clinic services to students enrolled in less than six credits per semester

Future KBC plans include:
• Bring new student orientation and Jumpstart new student orientation online.
• Seek health services for students from local health clinic providers.
• Provide year-round student and enrollment services advisor and support staffing
• Utilize new content management system to revitalize and redesign website facilitating access to information.
• Increase locally available assistive technology resources.
• Improve tracking of student success and staffing to provide intervention as needed
• Provide support for academic success in English, math, science, etc. classes with a new LRC being built as part of the new classroom building.

Capacity: KPC’s main competition comes from outside colleges (which attract students who want to leave Alaska) and from the MAUs, primarily UAA. Given that KPC is currently compelled to charge the same tuition as UAA, while lacking much of the traditional university support structure (student housing, sport teams, degree choices and a wider selection of classes), KPC often finds itself at a severe disadvantage. One means to offset this disadvantage is to emphasize KPC unique programs, such as Corrections, Digital Arts, Process Technology, Occupational Safety and Health and Paramedic Technology and promote the ability for students to meet bachelor degree requirements. Another is to emphasize the excellent teacher-student ratio at KPC (13:1), with the consequent more individualized instruction available.

However, KPC’s capacity to educate students for these high demand fields is severely limited by our inability to obtain funding support to hire sufficient faculty to expand to meet demand as well as additional facilities. Individuals who have the training and temperament to teach in these challenging fields are in high demand and cannot be recruited “on the cheap”.

Over the past 1.5 years, KRC has hired two term faculty with no additional funding utilizing tuition revenue. A chemistry professor that teaches all courses via distance and an English instructor has been hired. A term Math faculty that would teach all classes via distance will be hired in Fall 2010.

KPC has also hired a dedicated Resource Development employee and formed a Resources Development Team, with members from faculty, staff, and the College Council, to oversee fundraising activities. KPC contracted with the Clements Group to conduct an assessment of the potential for local fundraising.

Future KRC plans/goals include:

• Hiring one FT process technology faculty for the Anchorage Extension Site and a process technology program coordinator. KPC has submitted an operational budget request the past two years that has been included in the Regents’ budget, but the governor has not included it in her/his budget. It is hoped the legislature will add this to the budget this coming year.
• For two years, KPC has requested $13 million to build a Career and Technical Education Center that would house process technology, instrumentation and computer electronics. The Regents have not approved these requests. In order to meet student and employer demand for these programs this facility needs to be built. If the $1.4 million community campus facilities feasibility study is approved
this year, it is hoped that this facility will be included as a priority building and be approved in FY12.
• For the three term faculty recently (soon-to-be) hired using tuition revenue, KRC will submit these positions to UAA as an operational budget request in June 2010.
• Requesting funding for a distance education coordinator to coordinate KPC-wide distance efforts.
• If KPC’s growth continues, additional staff in Student Services and the Business Office will be needed.

Future KBC plans include:

• Working with the Anchorage Campus Biology department to establish a track within UAA’s biology degree program. By Fall 2010 it is hoped that the governance approval process has been completed. This would result in increased SCH and HC and fulfill a tremendous gap in KPC-Kachemak Bay Campus’ academic and continuing education offerings within UAA and KPC.
• Consolidate campus in 2011 at one location. A 6,800 square foot building will be completed that replaces inadequate, temporary, leased facility currently one mile away.
• Develop and institutionalize a centralized Learning Resources Center with staff.
• Acquire permanent funding for a Student Advisor and Kenai Peninsula Borough funded core campus support positions.
• Obtain funding for a faculty position with the goal of having faculty in the primary GER and academic program areas. As it has the past two years, KPC will request funding in the next fiscal year to fill the needed KBC art faculty position.
• Expand library from its current 500 square feet.
• Obtain funding for and hire a second IT support staff person.
• Hire a permanent Student Services advisor.
• Hire a program coordinator.
• Offer more summer instruction in art, environmental education, marine sciences and outdoor education.
• Plan to acquire a career and technical facility in order to offer vocational training programs in construction, marine technology and welding.
• Promote “A Semester on the Bay” opportunity each fall to students attending institutions in the lower 48. The semester will highlight a set of Alaska marine sciences and history courses.

Other Strategies: Building student housing at both campuses would greatly assist in these efforts. Many potential students in KPC’s service area live in towns and villages like Seward, Seldovia, Cooper Landing and across Cook Inlet. These students have three choices when they graduate from high school: 1) Attend a UA MAU since they have housing; 2) Attend a Lower 48 school; 3) Not go to college. The
vast majority of these students from these small villages are not ready to go to Anchorage or anywhere else that is so very different and larger than where they live\(^3\).

If KPC were to construct housing at each campus with 120 beds at KRC and 20-30 beds at KBC, we could potentially realize another 4,200+ credit hours each year. While it is likely this number could be smaller, if we only added another 2,100 hours each year we would increase our SCH by over 9% to add to the already tremendous growth KPC has experienced in the last two years. This would also add another $308,700 to our tuition revenue that could be used to increase student services capacity and enable us to apply more resources to retention efforts.

Student housing is also needed for the expected large increase in workforce training needs for the resource industry. KPC needs to be able to house students that will attend the college to get the training they need to go to work on the large potential projects anticipated for Alaska over the next 5-10 years. Student housing is the critical mechanism by which the college can more become an economic development catalyst for our communities. The Homer community has identified student housing as one of its highest priorities and the Kenai Peninsula Borough has included KRC housing on their legislative capital budget priority list for the past four years. Housing would be utilized not only by the general student body, but also to house attendees to campus special events, summer conferences and specialized summer classes, which are currently limited by lack of housing facilities and staff.

\(^3\) See Attachment D, *Kenai Peninsula College Student Housing Potential Market Demand Study*, by The McDowell Group, May 2008, for further justification and rationale to build student housing at KPC campuses.
PART 2
RETENTION

KENAI PENINSULA COLLEGE

Retention Trends
KPC typically performs well in this metric. With a relatively small cohort size at KPC, retention is subject to significant year-to-year volatility, but overall KPC’s performance remains solid. This is attributable to smaller class sizes, which result in increased faculty-student interaction. Additionally, KPC established an award-winning Service Learning program four years ago, that continues to grow each semester and has a very effective student government, both factors which have been shown to increase student engagement, leading to increased retention.

Source: OPRA and Revised Performance Based Budgeting Projections, March, 2007

Working against these positive forces are the ever-rising cost of tuition and the associated challenge of receiving sufficient financial aid. Additionally, the recent explosive growth in KPC’s distance education is likely to exert some downward pressure, since distance-delivered courses typically have poorer retention rates than those delivered via more traditional methods. While these negative forces may not be well reflected in this metric (since it is defined as first-time, full-time degree-seeking freshmen only), they still remain formidable challenges for retaining the vast majority of KPC students.
Admission versus Graduation

Looking at admitted students compared to graduates, some KPC programs stand out as problematical. Take for example KPC’s Associates of Applied Science in Digital Arts:

![KPC AAS in Digital Arts graph]

Source: UAA Office of Institutional Effectiveness, Engagement, and Academic Support

A relatively new program, KPC has admitted 24 individuals over the last three years, but has produced only four graduates, just 17%. As the program is new, it is still in a growth phase.

Another example is the Associates of Arts degree:

![KPC Associate of Arts graph]

Source: UAA Office of Institutional Effectiveness, Engagement, and Academic Support
KPC’s AA program has admitted over 200 students per year for the last six years never graduating more than 34 in an academic year, and averaging a 13% graduation rate.

These numbers for the AA are not particularly representative of what is actually going on. The KPC AA degree is frequently a placeholder degree, enabling students who have missed the deadline for Admission to the UAA program of their choice to begin at KPC and receive financial aid, before changing their major to their actual desired degree program.

Still, it is clear that KPC admits many more students than we successfully graduate.

Alternate Metric: Tracking Student Goal Attainment

*UAA 2017* states that one of UAA’s priorities will be to “Assure that open access leads to enhanced opportunity by continuing to improve our rates of retention and completion of educational goals” (Priority C.2). KPC has long maintained that the Retention metric as currently defined (First-time, Full-time, degree-seeking freshmen, returning fall to fall) is particularly ill-suited toward assessing the performance of a community campus in assisting its students in meeting their education goals, as opposed to an arbitrary definition of retention.

In answer to this criticism, UAA’s Office of Institutional Research has developed a new tracking tool, allowing them to follow a cohort of students over a ten-year period to determine how many of these students were successful in meeting their educational goals.

This graph shows the results for 379 students who entered KPC in Fall 1998 after ten years:
Looking at these results, one can reasonably argue that KPC was successful in assisting at least 67% of these students in reaching their educational goals. For a community campus such as KPC, this methodology is of much greater value in assessing our success in meeting Priority C.2 of *UAA 2017* than the Retention metric established by UA Statewide.

Looking at the next cohort, who enrolled in Fall 1999, we see the following:

![Total First-Time Undergradute Students Fall 1999 Cohort](image)


Using the same criteria as the 1998 cohort, KPC was successful in assisting 73.2% of the 1999 cohort in reaching their educational goals within 10 years. This represents more than a 6% increase compared to the 1998 cohort.

**Retention Strategies**

Retention strategies fall into three major categories: Academic Support, Student Development, and Educational Quality.
Academic Support Strategies

Due to the impact of continuing tuition increases, KPC has instituted a more aggressive marketing campaign for the various forms of student financial assistance available. Our goal is to ensure that all students are knowledgeable regarding what is available and are encouraged to apply for any aid or scholarship they might be qualified to receive. Hopefully, this effort will help reduce any attrition caused by financial problems.

KPC does not allow students to withdraw from courses via UAOnline, instead requiring students to submit an Add/Drop Form either in-person or via fax. The form requires students receiving financial aid to receive a consult with a financial aid coordinator prior to dropping a course, which ensures the student fully understands the impact such a decision will have. The form also encourages students to seek assistance via advisors or counselors prior to withdrawing from the college.

KBC offers one-on-one student support in a variety of ways. For example: Advisors call all students enrolled in distance delivered PRPE classes prior to the beginning of the semester. Each enrolled student is admitted to an online Advisor Blackboard shell where they can familiarize themselves with the tools and work out technical difficulties before class begins. Advisors send a “student early warning” email to all full time and adjunct faculty early in the semester and follows up in person with students that faculty are concerned about. Advisors also conducts mid-semester “retention checks” by calling many degree-seeking students to see if they are in need of any support services, and then refer and match students to the appropriate resources.

Admissions: Recognizing that a significant percentage of KRC’s so-called “non degree-seeking” population are actually seeking degrees, KPC’s Director of Student Services annually sends a letter to all KPC non-degree seeking students enrolled for 8+ credits, inviting them to come in for advising with an eye to selecting a degree. In addition, KBC calls students meeting these criteria who attend KBC. The letters and phone calls specifically address the advantages available to degree-seeking students (early registration, financial aid, etc.) and typically generate a 10% response rate, resulting in students shifting to degree-seeking status. These efforts to increase the number of degree-seeking students have been showing dividends. In Fall 2004, KPC had 351 degree-seeking students; in Fall 2009 there were 634. This 80.6% increase is noteworthy when compared with our 20.4% increase in enrollments over the same period.

KBC also conducts mid-semester “retention checks” by calling many degree-seeking students at KBC to see if they are in need of any support services and to inquire as to how they are doing in their courses.

Future plans include:

- Review students enrolled in high demand “gateway” courses each semester to ensure all have completed the admission process for the appropriate degree
• Continue to investigate additional means to move non-degree seeking students into degree programs, including focusing on students who have successfully completed developmental courses.
• KRC will start to call full-time students to see how their KPC experience is going and if they need any support services.
• Explore with UAA ways of further automating the on-line admissions process to reduce the amount of manual intervention required by admissions personnel.

Placement and Testing: Placement testing helps ensure that students are adequately prepared for the courses they take, thus increasing the likelihood they will complete those courses successfully. Students who fail to complete their courses are less likely to return the following year, as UAA’s attrition study demonstrated. Placement testing, therefore, has a direct link to retention rates.

As mentioned in the FY08 plan, due to the explosive growth of computer-based testing, KRC has established a dedicated testing lab, equipped with computers. The growth in distance education (both inside and outside of UA) and the consequent growth in the demand for test proctoring services, has necessitated the expansion of KRC’s Testing Coordinator position from a 9-month to a year-round position.

In mid-2009 KPC merged its ACCUPLACER testing with UAA’s, establishing KPC as a testing location within the UAA umbrella. This ensures that whenever UAA changes placement criteria, students testing at KRC and KBC will receive accurate placement recommendations.

Future plans include:
• Hiring a temporary Student Placement Advisor for the summer. This individual would help student’s interpret their ACCUPLACER results and assist them with selecting the appropriate courses and in navigating the Admission process during the period when KRC’s two Faculty Counselors are off contract.
• KBC will relocate its Learning Resource Center to a new facility that will provide an appropriate testing and tutoring environment, though it requires permanent, consistent coordinating and tutoring staffing.
• Acquire funding for a year-round permanent advisor at KBC.
• Permanent staffing of KBC LRC.

Advising: The advising resources at KBC are severely limited due to the lack of a permanent advisor. KBC has few faculty and 95% of the responsibility for advising falls on Student Services, which has only one part-time, temporarily funded Advisor and a 10 mo. (78 FTE) coordinator position responsible for a wide range of duties beyond advising. The demand for advising has significantly increased due to expansion of distance education, requiring much broader and more comprehensive UA wide advising capabilities. While a year-round FT Advisor position is needed, it is also believed that faculty may be able to provide additional advising to students within their disciplines as is done at KRC.

At KRC, students are also assigned faculty advisors and have the entry point of two counseling/advising professionals. Both Counseling/Advising faculty members are responsible for mental and
behavioral health issues as well as advising, and frequently refer students to their assigned faculty member for more in-depth advising, especially in the realm of career goals.

The significant recent increases in enrollment at KPC (from Fall 2003 to Fall 2009, Headcount increased 17% and total credit hours increased 24%) and especially the increased number of First-Time Freshmen (up from 67 to 210 in the same period, an increase of 213%) have greatly strained the available advising resources.

**Performance Enhancement Proposals:** Due to budgetary limitations on the employment of faculty and staff, KPC is very dependent upon student employees. Among the most important of these are KRC’s Peer Mentors/Advisors, who staff the Campus Services Desk and are usually the first point of contact for any student seeking help. Effectiveness on the part of these student employees is critical for student retention. KRC has successfully implemented an advancement and cross-training program to identify the best and most experienced student peers, and advance them to positions of greater responsibility. As Dec 2009, nine KRC peer advisors have completed the rigorous self-paced cross-training program and the required oral examinations to be designated as Senior Peers, earning them an increase in pay.

The KPC Strategic Plan commits the college to “provide a safe, supportive and stimulating learning environment that attracts a culturally diverse student body”. As part of achieving that goal, and in keeping with **UAA 2017** Priority D.3, the College Leadership Team decided to schedule regular training sessions for all supervisors of peer advisors and student workers, emphasizing personal attention and good customer service. The first of these sessions for supervisors took place in May 2009, and on-line training for all student employees was implemented in Fall 2009.

Future plans include:

- **Supplemental and Continuing Instruction**
  - All KRC Student Services personnel have completed the UA FERPA on-line training, with completion certificates on-file in their personnel records. Refresher training will be completed annually.
  - Mandatory annual training for the supervisors of student employees, to be conducted each May.
  - Mandatory on-line training for each student employee, to be completed within thirty days of hiring.

**Student Development Strategies**

**New Student Orientation:** In the past KRC held four new student orientation sessions each semester, in addition to two mandatory underage new student orientation sessions; KBC holds one orientation each semester. While every effort was made to encourage new students to attend one of the orientation sessions, with the shift to on-line registration (as opposed to registration in-person) the numbers of students attending NSO declined significantly. In an effort to make NSO more
accessible (as well as to help relieve the burden on over-worked Student Services personnel), KRC developed on-line New Student Orientations for both regular (Fall 2008) and high school age (Spring 2009) students. Currently, one in-person NSO is still offered at KRC. KBC has also created an online version of its campus specific Student Handbook that is available to student online.

KRC is also offering the one-credit GUID 150 course each semester free of charge to students who are identified as in need of additional assistance in making the transition to college. KBC offers a 3-credit, semester long, version on a regular basis.

Future plans include:

- Develop an on-line New Student Orientation, based on the KRC model, for KBC by Fall 2010.
- Continue to expand KPC’s Guidance 150 course, while developing a methodology to identify at-risk students and require them to complete the course early in their college career.
- Evaluate if the benefit gained from continuing to offer an in-person NSO and whether it outweighs the significant expenditure of resources.

Career Development, Internship/Employment and Service-Learning: KRC Career Services became the Career & Community Engagement Center. CCEC continued to collaborate with faculty at all KPC campuses, as well as community and business organizations to enhance service-learning, internship and employment opportunities for KPC students and alumni, as defined by UAA 2017 Priority E.1. CCEC received additional funding from the Kenai Peninsula Borough to continue offering service-learning and civic engagement mini-grants for faculty, as well as to hire a part-time professional assistant in May 2008. CCEC launched online job, internship and career development resource posting services, in partnership with College Central Network; and established a Service-Learning Faculty Scholars Program to provide mentoring to faculty new to service-learning and professional development to more experienced faculty.

Future plans include:

- Promoting service learning in STEM disciplines (science, technology, engineering and mathematics) in collaboration with other UA community campuses. This includes collaboration with other community campuses and k-12 schools to offer renewable energy technology courses at KPC. Funding sources to assist with these efforts are also being explored.
- Expanding online and distance-based career counseling, résumé and interview preparation assistance—via Elluminate Live and other technologies.

Student Engagement: Kenai Peninsula College-KRC’s Student Union and KBC’s Student Association have been very active in providing opportunities for student engagement with campus life, in support of UAA 2017 Priority D.2. While the lack of resident housing clearly imposes many limitations on KPC when compared to a school such as UAA, the Student Unions do manage to host social and entertainment events, as well as service opportunities throughout the school year.
Typical events and activities include:

- Bake sales to raise money for scholarships or local charities
- KBC Student Association began offering free lunches to students in Fall 2009.
- KRC monthly food events for students KRC monthly “Open Mic Nights” in the college commons
- KBC monthly foreign film showings for students and the public
- Voter registration drives
- Constitution Day events
- Travel to Juneau to meet with the legislative delegation in support of KPC priorities
- An end of the school year luau, featuring a 300-pound pig roasted by the KRC Student Union provided, free of charge, to students, staff, faculty and their families
- KBC’s events and activities include a Foreign Film series, recycling activities, literary readings, lecture series, conferences, marine field studies and more.

**Educational Quality Strategies**

**Faculty Development:** Faculty members at community campuses have less opportunity to pursue professional development due to distance and travel costs. However, KPC strongly encourages faculty to take advantage of UAA CAFÉ classes and online training courses. Friday classes are limited to allow faculty time to travel to Anchorage to work with their UAA department colleagues or to serve on UAA committees.

Future plans to increase faculty development include:

- KPC increased faculty development funds to $1,200 per faculty member.
- During the 2006/07 KPC strategic planning process, it was decided to provide an annual stipend of an additional $600 for each faculty and staff member. This is the first time that staff members have been provided earmarked professional development funds.
- In May 2008 and May 2009, KPC offered 5-day distance education development workshops where a total of 37 faculty engaged in course development and learning about new classroom technology. This workshop will be repeated in May 2010.
- The Title III office coordinates a variety of professional development opportunities for KPC faculty throughout the year.
- Faculty may write a distance development proposal for funding (1-2 credit equivalent) the development of a new distance course.
- Beginning in late 2009, KPC is now a Quality Matters (QM) institution. QM is a national, distance, peer review process to maintain or improve instructional quality in distance courses.
KENAI PENINSULA COLLEGE

Trends in the Production of High Demand Job Graduates

KPC offers numerous degree programs to produce graduates in fields identified as “high demand” by the Alaska Department of Labor. The degree programs are:

**Associates of Applied Science:**
- Business (General)
- Computer Electronics
- Computer Information & Office Systems
- Industrial Process Instrumentation
- Occupational Safety & Health
- Paramedical Technology
- Process Technology

**Certificates:**
- Corrections (approved Fall 09)
- Mechanical Technology
- Petroleum Technology
- Small Business Management
- Welding Technology

Since 2000, KPC has seen a marked increase in graduates from these programs:

Source: OPRA and Revised Performance Based Budgeting Projections, March, 2007
In fact, from AY 2000-01 to the most recent academic year, KPC High Demand Job Graduates have increased by 203%!

**Institutional Factors Influencing High Demand Job Graduates**

The major institutional factor influencing the number of graduates from High Demand Job Degree Programs is a lack of capacity. This lack of capacity is produced by two subsidiary shortages (a shortage of classroom space, a shortage of qualified faculty) and an institutional problem (open admission to some high demand programs, especially Process Technology).

**Shortage of Classrooms**: Space is at a premium at both the Kenai River Campus and the Anchorage Extension site, the locations where most of our High Demand Degree Programs are offered. For some programs, such as Process Technology and Paramedic Technology, they simply could not be expanded further without constructing new, dedicated labs/classrooms. For other programs, in competition with other courses offered at KPC, there is simply no room for expansion. KBC does not have a specialty classroom to offer construction, welding, or marine technical training although they do have use of the high school welding and ceramics labs during the evenings and offer classes there each semester.

**Shortage of Instructors**: Since by definition the fields in question are in high demand in the workforce, KPC has experienced considerable difficulty in hiring sufficient qualified faculty. This is exacerbated by the inability of the University to come close to matching the typical wages being offered by the private sector in these fields. KPC has been fortunate over the past three years in being able to hire extremely qualified faculty in these programs; however, if additional funds are made available to hire additional faculty it will be challenging to fill them.

**Open Admission**: Currently, most of the High Demand Job Degree Programs at KPC are open admission. For most, this is not a significant issue, but for Process Technology it represents a significant problem.

Let us compare admissions to the program versus graduates:
This illustrates the problem quite clearly. KPC routinely admits two to three times as many students into the Process Technology Degree Program as we graduate, or even have classroom seats. Required PRT classes for fall semesters routinely fill within 72 hours of their opening for registration. The shortages mentioned above preclude adding additional classes (not to mention that such classes would have to be added each subsequent semester, or the problem is simply moved a semester further down the line).

Given the questionable ethics of having students pay to be admitted into a degree program when we know with certainty that they will have to wait as much as two semesters before they can begin taking the required courses toward their two-year degree, this represents a serious issue.

Looking at another high demand program, we can see a similar growing problem:
Like Process Technology, Industrial Process Instrumentation suffers from an overabundance of demand by students and a severe lack of supply by KPC.

Turning to a different area, Welding Technology, we see similar issues on a much smaller scale. Kenai River Campus has 14 operational welding stations, which imposes an absolute upper limit on class sizes. Furthermore, sections of different skill levels are scheduled at the same time, meaning the 14 is not the max enrollment for one section, but the max combined enrollment for two or three sections. KBC is unable to provide a full welding program due to the lack of a welding classroom and currently uses the high school welding lab during evening hours. However, several earn their AWS industry certification each year.

As the graph below illustrates, this once again translates into more demand than can be met by the current facilities available:
In fact, many welding students do not admit into the certificate program because they want financial aid or are actually seeking a degree; they do so because it gives them a seven-day advantage over non-degree-seeking students in registering for a seat in the rapidly filling welding classes. Over the past two years, all KRC welding classes have filled resulting in waiting lists for classes.

**Environmental Factors Influencing High Demand Job Graduates**

The most significant environmental factor influencing the number of graduates produced from various High Demand Job Degree Programs is the perceived desirability of obtaining a degree in a given field of study. This perception is primarily driven by what potential students see as their likelihood of obtaining a desirable job upon graduation.

For example, for the last several years a degree in Process Technology has been perceived as almost guaranteeing lucrative employment within the petroleum industry in Alaska. Given the recent economic downturn and the scaling back of oil exploration within Alaska, this may be changing. While a Process Technology degree may still produce job offers, they may not be for work within Alaska at least not immediately.

As another example, if any of the proposed incarnations of a natural gas pipeline should look likely to come into being, it would be reasonable to suppose that student interest in the KPC Welding Technology Certificate would greatly increase.
Since the future Alaskan economic situation remains extremely fluid, the best KPC can hope to do is to monitor economic trends and attempt to meet whatever educational demands it faces.

Currently, institutional factors are much more limiting to High Demand Job Graduate production at KPC than environmental factors.

**Strategies**

**Classroom Shortage:** In the short term, KPC is doing everything possible to maximize efficiency in classroom utilization. Additionally, with the growth and development of distance education, we are hoping to move some portion of our classes to this modality, whether pure distance or a hybrid form. We hope that this will help reduce the pressure on our classroom usage. However, some facilities (number of welding stations, for example), are essentially fixed without a significant expenditure of capital funds to support expansion. In the long term, KPC hopes to construct a Career and Technical Training building on the Kenai River Campus, significantly increasing the space available to teach these High Demand Job Programs.

**Shortage of Instructors:** We have some hope that the growth of distance education may also help alleviate this problem, by allowing us to hire adjunct instructors who are employed by industry but willing to teach a class since asynchronous distance courses can be taught at virtually any time of the day.

**Open Admissions:** Students should be pre-screened prior to admission to the Process Technology program, with preference being given to those students who have either completed the Math and English requirements, or scored sufficiently high during their placement testing to indicate that they should have no problem completing those requirements. A pre-major in Process Technology is being considered that would help alleviate these issues.

Students who require remedial work should not be admitted to high demand programs until they have demonstrated that they can perform successfully at the college level.
KPC’s ability to meet its enrollment and retention goals is affected by a variety of factors that are beyond the control of any single administrative structure. KPC finds itself being squeezed by rising enrollment rates that generate an ever-increasing workload for staff and full-time faculty. The lack of funding to hire additional key faculty and staff positions is resulting in KPC turning away students, which goes against the University’s of Alaska’s mantra of being an open access institution. The mission of Alaskan community colleges has always been to provide open admissions to any Alaskan who desired a college education. However, unless the leadership of the University and State of Alaska are willing to commit realistically sufficient resources to enable KPC to accomplish this goal, the day is fast approaching when something will have to give. A continuation of the status quo is simply not sustainable in the long run.

For the past two years KPC has been smashing enrollment goals. The two charts below show the growth of KPC as compared to other UA campuses:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Headcount</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KPC</td>
<td>+210</td>
<td>+958</td>
</tr>
<tr>
<td>Anchorage</td>
<td>+53</td>
<td>+1,684</td>
</tr>
<tr>
<td>Fairbanks</td>
<td>+19</td>
<td>+600</td>
</tr>
<tr>
<td>Interior Aleutians</td>
<td>+5</td>
<td>+439</td>
</tr>
<tr>
<td>Juneau</td>
<td>-113</td>
<td>-411</td>
</tr>
<tr>
<td>Sitka</td>
<td>+65</td>
<td>+639</td>
</tr>
<tr>
<td>MatSu</td>
<td>-78</td>
<td>+84</td>
</tr>
<tr>
<td>Rural College</td>
<td>-32</td>
<td>+260</td>
</tr>
<tr>
<td>Tanana Valley Campus</td>
<td>-244</td>
<td>-662</td>
</tr>
</tbody>
</table>

For the S09 semester, KPC saw the largest increase in student headcount of any University of Alaska campus (+210) and 2nd largest growth in credit hours (958) for the entire UA system\(^4\).

<table>
<thead>
<tr>
<th>Campus</th>
<th>Headcount</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>KPC</td>
<td>+292</td>
<td>+2,140</td>
</tr>
<tr>
<td>Anchorage</td>
<td>+290</td>
<td>+4,222</td>
</tr>
</tbody>
</table>

\(^4\) From the UA SW Planning and Budget web site, [http://www.alaska.edu/swbir/ir/early-semester-reports/spring_200901_ao.pdf](http://www.alaska.edu/swbir/ir/early-semester-reports/spring_200901_ao.pdf)
For the F09 semester, KPC saw the 2nd largest increase in student headcount of any University of Alaska campus (+292) and 2nd largest growth in credit hours (2,140) for the entire UA system.\(^5\)

For AY09 (combined S09 and F09 semesters), KPC experienced the largest increase in headcount (502) and 2nd largest increase in credit hours (3,098) for the entire UA system.

### KPC SCH Growth Since Spring 2007

<table>
<thead>
<tr>
<th>Semester</th>
<th>S07</th>
<th>F07</th>
<th>S08</th>
<th>F08</th>
<th>S09</th>
<th>F09</th>
<th>S10</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCH(^6)</td>
<td>9,854</td>
<td>10,082</td>
<td>10,263</td>
<td>10,463</td>
<td>11,261</td>
<td>12,536</td>
<td>13,513</td>
</tr>
<tr>
<td>HC(^7)</td>
<td>1,833</td>
<td>1,858</td>
<td>1,988</td>
<td>1,944</td>
<td>2,195</td>
<td>2,201</td>
<td>2,458(^8)</td>
</tr>
</tbody>
</table>

Since Spring 2007, SCH have increased 37% and HC increased 34%.

If KPC is to meet the continuing increasing demand for its programs and courses the following needs to happen:

**Commitment of Resources:** If KPC is to remain attractive to its potential students, sufficient resources must be allocated to enable it to grow and improve. A recent example of this was the significant increase in enrollment at KRC following the upgrade its obsolescent science labs, refurbishment of the campus café, and construction of a walkway to connect the upper stories of two campus buildings, creating the new Riverview Commons and bringing KPC into compliance with the Americans with Disabilities Act. When service area residents see new construction at “their” campuses, it shows them the university is investing in their communities. This makes a difference. Considering that KPC had not seen any major capital projects in more than 20 years and its infrastructure had remained relatively static, these projects appear to have renewed community interest in attending more classes.

The value of this sort of capital improvement is magnified by its comparative rarity. KPC, along with the other community campuses in the UA system, continue to receive a much smaller portion of the UA capital budget than their SCH production would seem to dictate. Producing over 17% of the SCH and 26% of the headcount, community campuses receive, on average, less than 10% of the capital budgets (some years, much less and for the last two years…none), it could be argued that the

\(^5\) From the UA SW Planning and Budget web site, [http://www.alaska.edu/swbir/ir/early-semester-reports/fall_200903_o.pdf](http://www.alaska.edu/swbir/ir/early-semester-reports/fall_200903_o.pdf)

\(^6\) Projected SCH based on early enrollment data with 12,150 SCH as of 1/7/10. As of this date, SCH is up 24% as compared to 1/8/09. Estimate S10 to be 20% over S09.

\(^7\) Includes academic and non-credit seeking students.

\(^8\) Projected HC based on early enrollment data with 1,826 HC as of 1/7/10. F09 saw a 15% increase; project 12% increase for S10.
community campuses of the University of Alaska have been systematically starved of capital construction for decades.

Yet, even as KPC receives some resources for renewal and renovation, other desperate needs go unfulfilled. Requests for funding to support the hiring of additional full-time faculty—a critical element in maintaining the quality of programs offered and accreditation of the college—continue to be ignored. KBC’s lack of a dedicated, permanently funded Student Success Advisor has been a documented blemish on KPC’s accreditation since 2000, yet despite repeated requests, no funding has been allocated to remedy the situation. Most of KBC’s support staff are funded with soft monies and need to become funded with UA general funds. It strains credulity to expect that KPC will be able to continue to provide courses of the quality and quantity demanded by its prospective students without a significant increase in the resources committed to it.

Additional facilities upgrades which will be required in the near future at KRC include the transformation of the library into a 21st century digital learning lab and the construction of a Career and Technical Education facility building. Each of these projects is necessary to keep KPC current in these areas and competitive in the quest for new students, or indeed to just be able to handle the current student demand for training in these high demand technologies. KBC requires a larger library then its current 500 square foot library resource room.

Without secure operational funding for our critical staff and faculty positions and increasing operational costs and desperately need capital improvements, all elements of the quality of education on the Kenai Peninsula will suffer. There are limits to the returns that can be squeezed out of an institution utilizing good management and leadership. Certain problems can only be effectively addresses by the expenditure of money. KPC is fast reaching the point where such additional resources will be required for it to have any hope of meeting the demands of the students already attending, much less the goals being set for it.

**Community Support:** Like most community campuses within the UA system, KPC is blessed with extensive community support. Local leaders recognize what a tremendous asset KPC represents to the local community, both culturally and economically. The most important aspect of this support is the portion of Kenai Peninsula Borough property taxes directed toward the budget of the college. Currently in excess of $650,000 per fiscal year, these funds have provided the college with the resources to continue funding critical programs and positions in the absence of budgetary support from the University.

However, such support is a two-edged sword, in that what the voters have decided to provide, they can also decide to withhold. Such a decision becomes more and more likely if these funds are perceived as being used to support routine college operations, operations that should be funded by University general funds, rather than to support special programs of benefit to borough residents, such as the Jumpstart program. To quote President Hamilton, “KPC should not be penalized in the budgetary process because it receives community support.” If the University of Alaska persists in doing so, the result is likely to be the loss of that support.

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Multiple Student Bodies: Unlike many colleges, KPC cannot afford to think of its student population as a “student body.” There is simply too much diversity in our student population to design one-size-fits-all strategies. This presents special challenges for enrollment management, particularly with regard to marketing materials, recruitment strategies, and support services appropriate to different goals, preparation levels, and learning abilities. Current resources limit us to addressing issues and populations in succession. As we address those with the highest priorities, the others must necessarily wait.

Economic Development: KPC enrollment would likely be positively influenced by any of the following developments:

- Northern Dynasty Pebble mine begins operations and other mines get permitted
- Gas discovered in Cook Inlet
- Oil discoveries in the Beaufort Sea
- Gas pipeline built in Alaska

Each of these developments would result in a significantly increased demand for graduates of programs that KPC provides. KPC must ensure that it remains positioned properly to respond to such an increased demand in a timely fashion, but without over-committing itself until it is clear that the proposed project(s) will indeed become reality.