

# UAF COMMUNITY AND TECHNICAL COLLEGE C A M P U S   M A S T E R   P L A N

2013







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## VICE CHANCELLOR'S MESSAGE

The College of Rural and Community Development (CRCD) is one of the eight major academic units of the University of Alaska Fairbanks (UAF). The college reaches out to 160 communities through its five rural campuses and the Fairbanks based Community & Technical College. The Chukchi Campus in Kotzebue serves the upper northwest area of the state, the Bristol Bay Campus located in Dillingham serves the southwestern area, the Interior-Aleutians Campus serves the Interior and the Aleutian Chain, the Kuskokwim Campus in Bethel is the hub of the southwest Delta and finally, the Northwest Campus serves Nome and the outlying communities in the Bering Straits region of Alaska.

CRCD houses the Center for Distance Education, Department of Alaska Native Studies & Rural Development, Department of Developmental Education, statewide Early Childhood Education program, Rural Student Services and Rural Alaska Honors Institute.

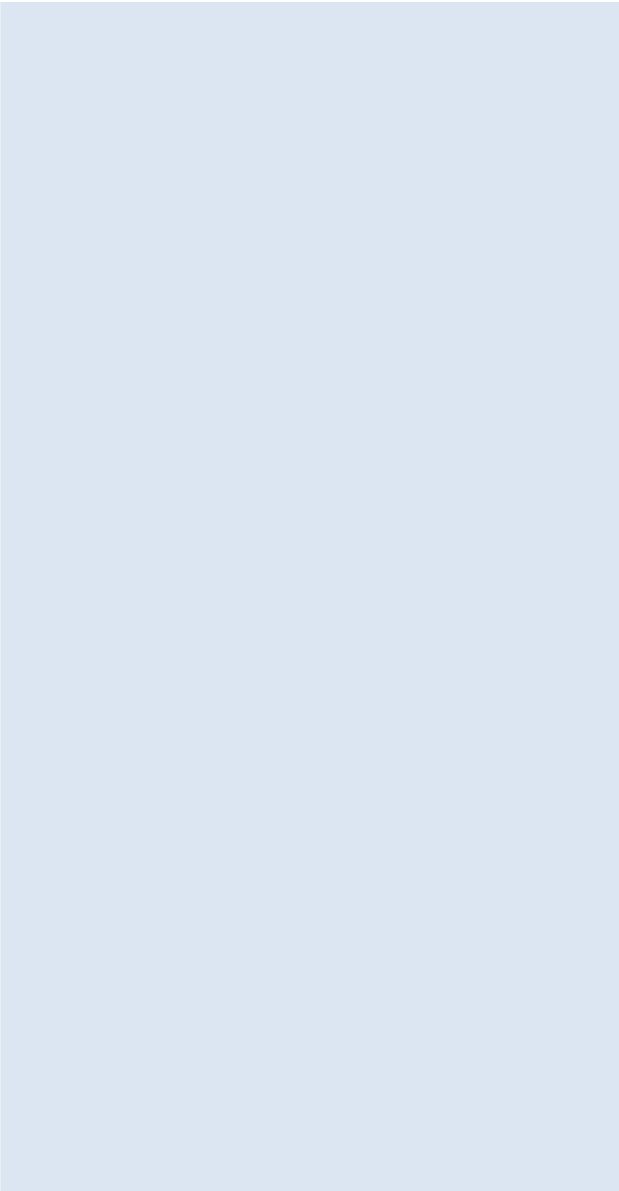
The CRCD campuses provide general education at the certificate, associate, bachelors and master degree levels. CRCD also offers occupational endorsements that meet high demand job areas in Alaska.

CRCD has just completed the updates to their first Campus Master Plans, which were completed in 2006. Much growth and development has taken place over the previous five years. The campuses have experienced significant growth in enrollment increase access to education throughout Alaska.

The community campus directors, staff, faculty and students have been involved with their partners including the regional nonprofits, school districts, cities, hospitals, Community Development Quota (CDQ) programs, corporations and private entities to determine the future direction and need of their respective campus.







I applaud the efforts of the community campus personnel and the UAF Facilities Services staff that have given much of their time and effort to bring this plan forward.

The primary purpose of the Campus Master Plans is to define a framework of opportunities within which the campuses, university, city, and state leaders can make future decisions on upgrading existing systems and accommodating new facilities, thus creating an exciting and inviting campus environment.

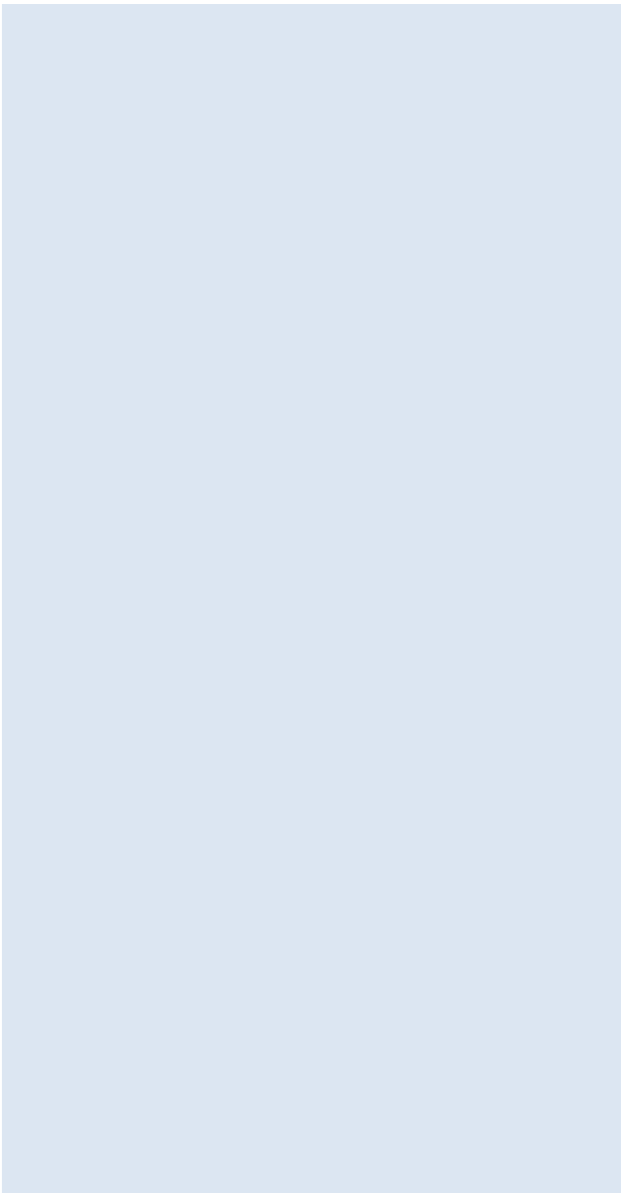
The Campus Master Plans address the challenges and opportunities before us, including: a rising demand for more sophisticated and technologically enriched academic facilities, a need to address the deferred maintenance backlog, and the need for collaborative planning. CRCD is not alone in addressing these challenges.

The Campus Master Plans seek to identify the learning contexts of the communities we serve, organizational strategies, and future space needs that respond to a dynamic and changing environment.

The faculty, staff, and advisory councils of the campuses strive to deliver the highest quality education possible from locations across the state. By engaging with our communities and developing programs that respond to their needs, we are meeting the training and workforce needs of our state.

CRCD is looking to the future and to becoming a more essential partner in moving our state forward. With over 80% of the nation's jobs in the vocational and technical sectors, we view our role in training Alaskans for Alaska's jobs as critical.

CRCD has been active in developing postsecondary opportunities and partnerships with K-12 through dual credit offerings, summer camp experiences, tech prep offerings in areas of health, construction trades, applied business and other career pathway opportunities.



I hope you will find our master plan informative and reflective of the needs of your communities. I welcome any feedback and recommendations you may have that would help strengthen our programs and offerings.

Bernice M. Joseph, Executive Dean and Vice Chancellor

For Rural, Community and Native Education



## PREFACE TO THE 2013 UPDATE

This update to the 2009 Master Plan is to incorporate the recent name change from Tanana Valley Campus (TVC) to UAF Community and Technical College (UAF CTC) – and is reformatted to align with the Board of Regents requirements for campus master plans.

### **Name Change**

In 2009-2010 a variety of discussions were held about name and branding. These discussions involved university leadership, faculty, staff, students, high school students, alumni, and advisory council members. As an outcome of these discussions, the new name, UAF Community and Technical College was proposed to the University of Alaska Board of Regents at their June 3, 2010 meeting.

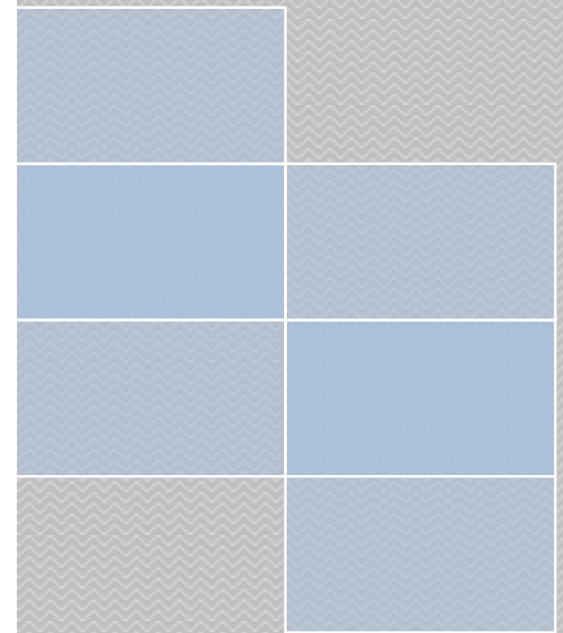
The objective was to come up with a new name and brand that clearly states who we are and what we do—both internally and externally. This effort would clarify our mission, make clear our relationship within UAF and the UA system, and reflect the wealth of degrees and certificates offered to our students. TVC already had a brand that had many positives. However, the brand also caused confusion. For example, many wondered if TVC classes were UAF classes. They routinely asked if their credits ‘would transfer to UAF’. Some perceived that TVC was not ‘fully UAF’—and that we were a preparatory school for those who could not get into baccalaureate programs or beyond.

The name UAF Community & Technical College received tremendous support from those involved in our various focus groups and from staff and faculty. It succinctly states what is offered, the explicit relationship to UAF, and stature as a college led by a Dean—designation appropriate for a unit making up nearly 40% of UAF’s headcount and 22% of its student credit hours. Formal approval of this name was issued by the UA Board of Regents on June 3, 2010 and the name officially went into effect July 1, 2010.

### **Format Update**

The 2009 Master Plan has been reformatted to be more consistent with other recent campus master plans and address the 12 Board of Regents requirements. No additional planning was accomplished in 2011. However, some sections have been added, such as signage and architectural guidelines and Section 3.0/Enrollment and Academic Programs, has been newly written by the CTC to reflect current trends.





## 1.0 INTRODUCTION

UAF CTC Master Plan



## 1.1 MISSION AND STRATEGIC ROLE

As Director of UAF's Community and Technical College (CTC) I want to thank all who've contributed to this Learning Plan for UAF CTC, a key element in developing the UAF CTC Facilities Master Plan 2020. This plan reflects the work of dozens of community members, faculty, staff, and students who served on the Planning Team and embraced the opportunity to create a vision/learning plan in support of UAF CTC's core purpose of *community driven education*. The resulting facilities plan will serve as the basis for future strategic development and capital funding requests.

In particular, I would like to thank Dr. George Copa and Michael Carlson of the firm McCool Carlson Green Architects for their expert guidance through this process. UAF CTC's Facilities Master Plan Steering Committee consisted of myself, Jennifer Harris, Michelle Renfrew, Mike Schuetz (UAF Facilities Services), Michele Stalder, and Janine Simcoe. And, key to our success was the active participation of faculty, staff, students, and community members on the Planning Team who support UAF CTC's mission of workforce development, academic preparation, and lifelong learning.

Alaska's Department of Labor and Workforce Development indicates that over 60% of Alaska's jobs in the next 10 years will be in fields requiring associate-level instruction, apprenticeship training, competency-based certificates and degrees, and on-the-job training. There has never been a better time to envision how best to meet workforce training and education needs in Fairbanks and Interior Alaska for the 21<sup>st</sup> century. Despite uncertainties in the global economy, Alaska is blessed with abundant natural resources and with strong sectors in construction, mining, transportation, oil field services, healthcare, tourism, and retail trade. We hope there will be a gasoline in our future.

Having said this, Alaska faces some potentially huge challenges in meeting workforce needs. Alaska's workforce is "graying-out"—retirements are depleting the workforce in key areas just as needs are growing. That graying workforce will increase healthcare needs, creating new jobs in that sector. It also means there will be some



great opportunities for younger workers who are motivated, drug-free, and eager to learn.

As a community, Fairbanks increasingly recognizes the value of post-secondary education as a key to good citizenship and productive livelihoods. In concert with this, UAF CTC serves as an inviting gateway to UAF's academic programs; it offers over 40 certificates and degrees including the Associate of Arts which is a common pathway to advanced study at the bachelor's degree level or graduate study.

In coming years, I expect UAF's Community and Technical College to be an even more important player in meeting Alaska's future workforce needs and in this role as academic gateway. This Learning Plan, and the Facilities Master Plan that will flow from it, will enable us to meet these needs and to continue serving as an inviting gateway to all programs and services of the University of Alaska Fairbanks.

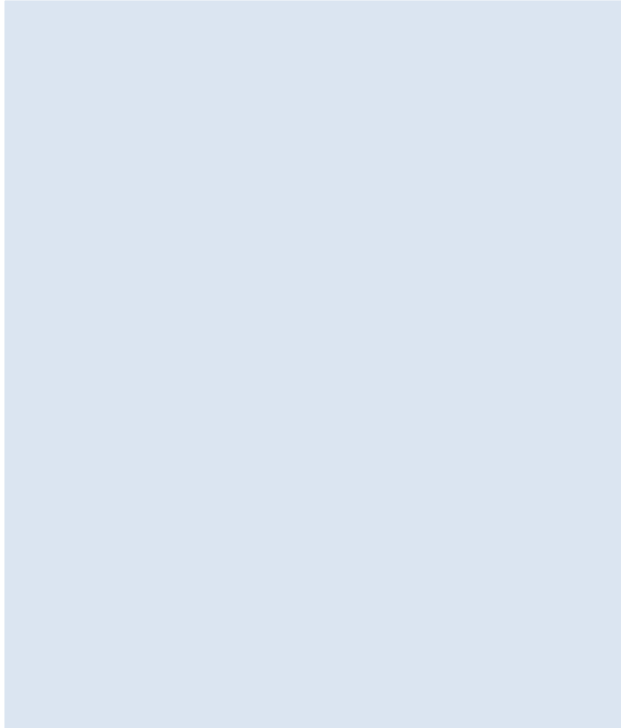
As always we welcome your ideas and feedback about how we can continue to develop and improve our programs and services to residents of the greater Fairbanks community and Interior Alaska.

Rick Caulfield  
Former Director, UAF Community and Technical College, 2009

## 1.2 PROCESS AND PARTICIPANTS

### Introduction

The purpose of the activities and recommendations described in this report was to coordinate and support the development of a Learning Plan and Campus Master Plan for the UAF Community and Technical College. The planning process involved major stakeholders in the UAF Community and Technical College including students, faculty and staff, and community representatives.



## Planning Process

The planning process for the UAF CTC occurred over a three month period. The Learning Plan process was facilitated by Dr. George Copa of New Designs for Learning located in Salem, Oregon. Dr. Copa has facilitated similar planning processes for career and technical centers, comprehensive high schools, and community colleges in several states in the United States and in other countries. He has completed national research and development studies funded by the U.S. Department of Education focused on New Designs for the Two-Year Institution for Higher Education and New Designs for Career and Technical Education at the Secondary and Postsecondary Level. Dr. Copa was part of the planning group selected by Michael Carlson, Principal and Architect, McCool Carlson Green Architects located in Anchorage, Alaska, to develop the Master Facilities Plan for UAF CTC. He was assisted in facilitating the planning process by Richard Caulfield, Director of the UAF CTC and Michael Carlson. Janine Simcoe, Administrative Secretary to the Director of UAF CTC, provided technical and administrative support at meetings; coordinated communication with the Planning Team and Planning Steering Committee; and prepared an initial summary of each meeting. Each of the major phases in the planning process are described below.



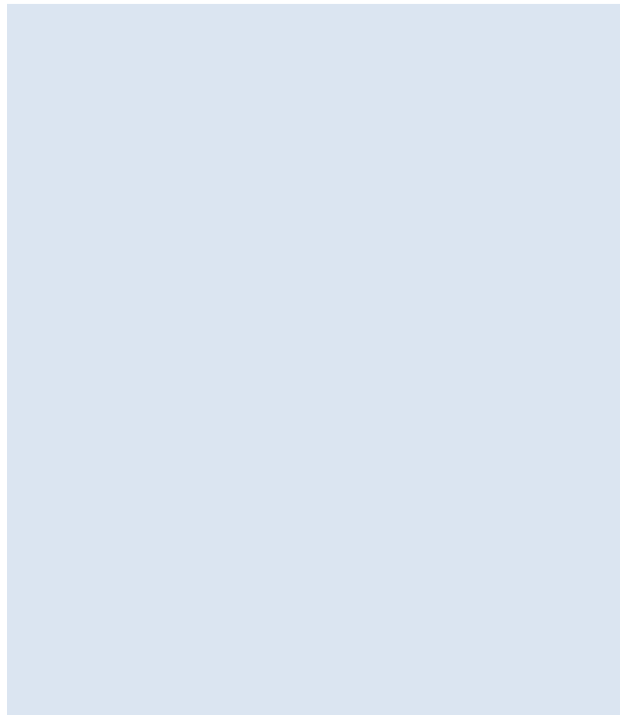
The various groups involved in the Learning Plan development process were as follows:

- UAF CTC Administration
- Planning Team
- Planning Steering Committee
- Architectural Firm (McCool Carlson Green Architects)

The Planning Team was made up of some forty individuals representing students, college faculty and staff, and community; the members are listed below.

- Kevin Alexander, UAF CTC Aviation Program Coordinator
- Andy Anger, UAF CTC Applied Business Faculty
- Bill Brophy, UAF CTC Community Advisory Council
- Jenny Carroll, Acting Vice Chancellor CRCD





- Karen Cedzo, UAF CTC Community Advisory Council
- Randy Cheap, Alaska Works Partnership
- Harry Cook, UAF CTC Community Advisory Council
- John Davies, Cold Climate Housing Center
- Ron Dixon, UAF CTC Community Advisory Council
- Jim Dodson, Fairbanks Economic Development Corp
- Brian Ellingson, UAF CTC Process Tech Faculty Coordinator
- Kat Ferrell, UAF CTC IT Coordinator
- Kellie Fritze, UAF Facilities Services
- Bob Gunn, UAF CTC Automotive Technology Faculty Coordinator
- Paige Vonder Haar, UAF CTC Bunnell House Lab School Director
- Jennifer Harris, UAF CTC Executive Officer
- Jeanette Hayden, Principal, James T. Hutchison High School
- Luke Hopkins, FNSB Assembly
- Deb Horner, UAF Planner
- Ed Husted, UAF CTC Paralegal Faculty Coordinator
- Julia Quist, Fairbanks Job Center
- Patty Meritt, UAF CTC Early Childhood Education Faculty Coordinator
- Michelle Renfrew, UAF CTC marketing & Development Manger
- Ann Ringstad, UAF University Relations
- Brian Rogers, Chancellor
- Jim Sampson, Fairbanks Pipeline Training Center
- Mike Schuetz, UAF Facilities Services
- Marsha Sousa, UAF CTC Allied Health Faculty Coordinator
- Michele Stalder, UAF CTC Associate Director
- Brandon Meston, ASUAF President
- Adrian Treble, ASUAF Vice-President
- Fred Villa, UA Statewide Workforce Programs
- Katherine Dodge, Fairbanks North Star Borough
- Jack Wilbur, Design Alaska
- Mark Young, UAF CTC Northern Military Programs
- John George, UAF CTC Emergency Services/Fire Faculty Coordinator
- Thane Magelky, UAF CTC Drafting Faculty
- Ruth Keator, CTE Coordinator FNSB School District



From within the Planning Team, a Planning Steering Committee was selected. The Planning Steering Committee met before each Planning Team meeting to: (1) review the result of the previous sessions, and (2) plan the future meetings. In addition, this Committee held a debriefing session immediately after each Planning Team meeting. The Planning Steering Committee's role was to insure that the planning process worked effectively by making suggestions and reviewing agendas and materials for each Planning Team meeting.

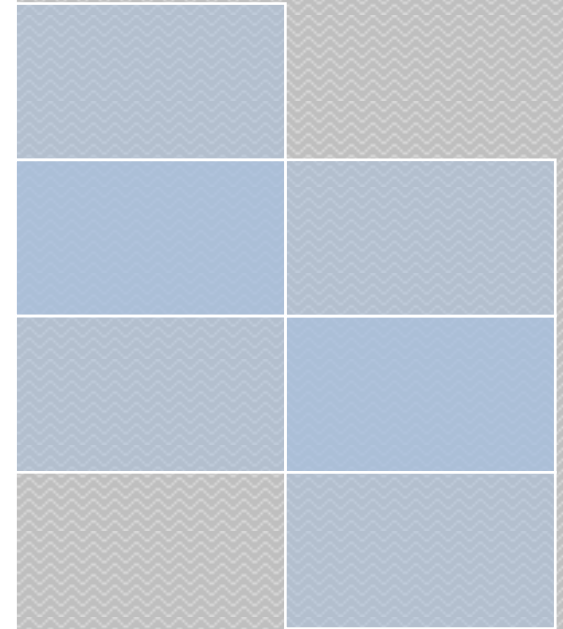
The members of the Planning Steering Committee were:

- Rick Caulfield, UAF UAF CTC Director
- Jennifer Harris, UAF UAF CTC Executive Officer
- Michelle Renfrew, UAF UAF CTC Marketing & Development Manager
- Mike Schuetz, UAF Facilities Services, Project Manager
- Janine Simcoe, UAF UAF CTC Assistant to the Director
- Michael Carlson, McCool Carlson Green Architects
- George Copa, New Designs for Learning

The meetings of the Planning Team were held at the UAF 604 Barnette.

Based on listening sessions across the state, UA is thoroughly examining constituent comments and will be using this information, along with other existing information, in realigning, reshaping, and retooling itself to meet the educational needs of the future. Refer to Appendix F for additional information.





## 2.0 CAMPUS HISTORY AND CONFIGURATION

UAF CTC Master Plan





## 2.1 COMMUNITY SERVED



The University of Alaska Fairbanks has a broad and diverse mission of research, teaching, and service focused in Fairbanks but extending throughout the state of Alaska. UAF prides itself as being *America's Arctic University* and *Alaska's Research University*. UAF is commonly referred to as three institutions in one: the teaching and research university located on "the Hill" in Fairbanks, UAF CTC with its Fairbanks-focused community college mission, and a dynamic group of community campuses and programs serving rural Alaska.

UAF CTC meets the community college mission of the University of Alaska Fairbanks in the greater Fairbanks area and in Interior Alaska. It does so with a focus on

workforce development, academic preparation, and lifelong learning. A majority of its students are non-traditional—those outside the conventional 18-24 age range; those who work fulltime and take classes at night or on weekends; those who have significant family responsibilities.

At the same time, UAF CTC is part of UAF's College of Rural and Community Development (CRCDD). As such, it is part of a network of community campuses throughout Alaska that provide vital community outreach, service, and engagement. Moreover, UAF CTC is able to meet its community college mission only through development and maintenance of significant partnerships with industry, labor, governments, and community organizations.

## 2.2 CAMPUS CONTEXT

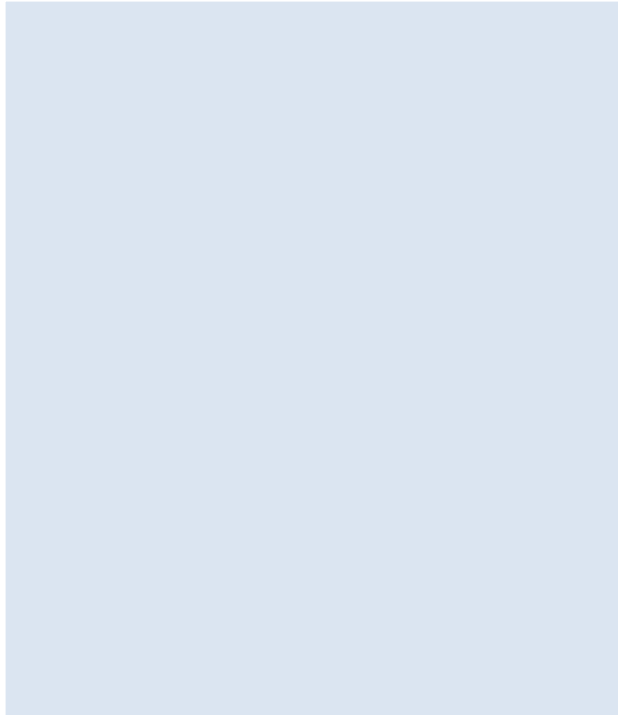
UAF CTC is the largest community campus in the University of Alaska System, with an average of over 3000 students enrolled and 15,000 credit hours produced each semester. It serves nearly 40 percent of all students at the University of Alaska Fairbanks and produces over 20 percent of all credit hours. Its enrollments come close to those of the University of Alaska Southeast, one of the UA System's three major administrative units.

UAF CTC has a budget of \$12M annually made up of tuition and fees paid by students and by general fund dollars from the State of Alaska. UAF CTC has approximately 40 regular faculty and about the same number of full-time staff. It hires over 300 adjunct or part-time faculty each year to meet the needs of over 40 certificate and degree programs.

UAF CTC programs are located in ten discrete locations in the greater Fairbanks area. The largest is 604 Barnette Street, located in downtown Fairbanks. In addition to classrooms and computer laboratories, it houses the UAF CTC Director's Office







(including fiscal and human resources staff), the UAF CTC Student Assistance and Advising Center, and the UAF CTC Learning Center. Other facilities include the Downtown Center/2<sup>nd</sup> Avenue (Chena Building), Hutchison Institute of Technology, UAF CTC Automotive Technology Center (3202 Industrial Avenue), Fort Wainwright Education Center (US Army), Eielson AFB Education Center (US Air Force), Bunnell House Early Childhood Lab School (Main Campus), University Park Building, a Cosmetology Program facility, and Delta Career Advancement Center (in partnership with Delta-Greely School District and Partners for Progress in Delta, Inc.). UAF CTC also offers classes in other community locations, including the J.P. Jones Community Development Center (in south Fairbanks), in local schools, and on the UAF Main Campus.

UAF CTC offers an expanding number of courses and programs via e-learning and distance education. Several programs (i.e., Applied Business, Associate of Arts) are offered as an option entirely via the web. Other programs—especially in Allied Health and Nursing—are offered in major part through videoconference delivery and/or through cohort models combining face-to-face intensive instruction with e-learning.

## 2.3 PLANNING CONTEXT

As the largest community campus in the UA System, UAF CTC must continually be attuned to changing needs for academic, workforce development, and lifelong learning needs throughout its service area. Key to this is a clearly-articulated strategic vision and plan, an ability to anticipate and respond nimbly to changing priorities and needs, and flexible use of available human, fiscal, and facilities resources.

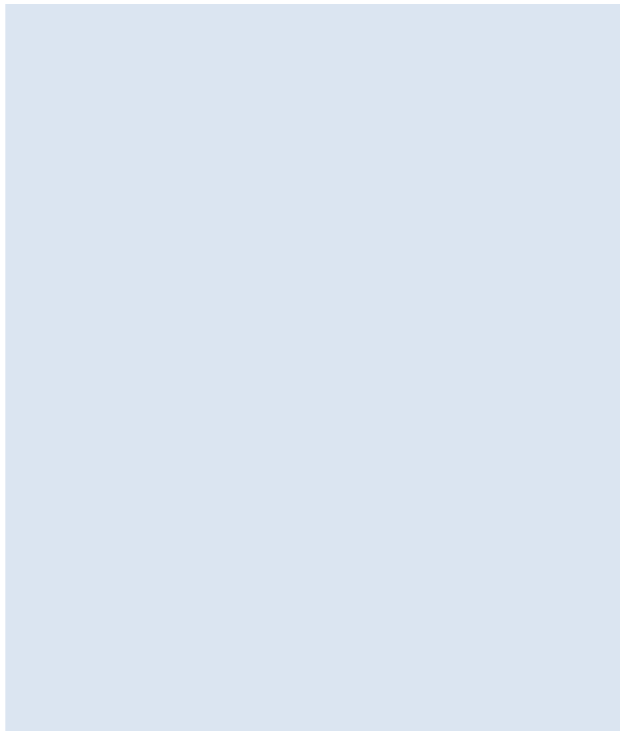
UAF CTC's most recent facilities plan was completed in 2001. It was developed largely to address the question about whether the university should buy the old state courthouse at 604 Barnette in downtown Fairbanks and convert it to academic and administrative facilities. Since 2001, UAF CTC's programs have grown and facilities



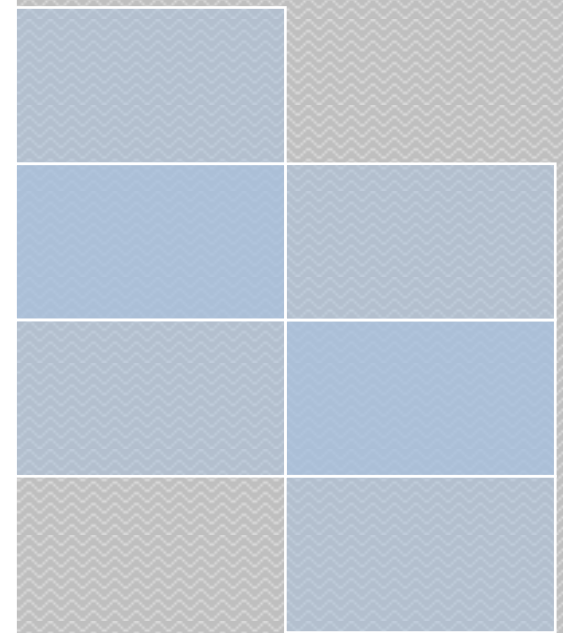


needs have expanded significantly. Among other developments, UAF CTC has revitalized its Automotive and Diesel/Heavy Equipment programs, requiring leasing of 3202 Industrial Avenue. It has added programs in Construction Management, Health/Safety/Environmental Awareness, Instrumentation, and Dental Hygiene. It currently has a pilot program in Cosmetology. It has responded to emerging workforce needs by expanding Allied Health facilities; more improvements are urgently needed. It has also taken on services to the military through Northern Military Programs and it has expanded its partnership in Delta Junction.

This plan is now being developed in response to these changes and the clear need for an updated vision and plan for facilities development. With an updated plan, UAF CTC can make strategic, informed decisions about how best to use limited financial resources to responsibly develop new facilities and to renovate those already in use.







### 3.0 CAMPUS TRENDS – ENROLLMENT AND ACADEMIC PROGRAMS

UAF CTC Master Plan





### 3.1 HISTORY



The UAF Community and Technical College (CTC) was established in 1974 as the Tanana Valley Community College. The community college offered one year and two year programs and special interest training programs. Administrative offices and classes were located throughout the University of Alaska Fairbanks campus and served the military sites in Fairbanks.

The administrative offices and student services offices moved into a new building in 1983 and the community college was awarded accreditation from the Northwest

Association of Schools and Colleges. Course offerings were expanded to military sites and the Delta and North Pole areas.

In 1987, when Alaska experienced tightening of oil revenue, CTC lost its status as a community college and was merged with UAF, a four-year, degree granting institution. Since this merger, the focus accommodates the community college mission (which CTC was able to maintain) and that of a degree serving institution (UAF). The name was changed to the School of Career and Continuing Education and the main administrative offices were moved to a leased space in the downtown area of Fairbanks. The school was then merged with the College of Rural Alaska in order to align the campuses that were formally community colleges. The name was changed to Tanana Valley Campus.

In 2003, the Tanana Valley Campus obtained a larger space in the downtown area that has experienced a number of renovations to include the exterior of the building. The new exterior includes modern high performance thermal pane windows and an R31 rated exterior wall system that will stand up to the rigorous weather in Fairbanks, Alaska. The new exterior envelope is an energy efficient assembly that is already showing significant energy savings.

In 2010, CTC conducted a rebranding process in response to community feedback. It was determined that the name needed to be changed to UAF Community and Technical College to better reflect the CTC's mission.

CTC continues to be a leader in academic preparation, lifelong learning and developing a quality local workforce. With its community college mission, CTC serves

the needs of a diverse student population, including first-generation college attendees, traditional and non-traditional students, military students and those seeking job training.

At CTC, students' educational experience transcends textbook and theory. Programs offer a real-world approach to learning by bringing in part-time faculty who typically teach around their own careers in the workplaces students will soon be working in. Students get a direct connection to potential careers thanks to our vast partnerships with local business and industries, both locally and around Alaska.

The main campus center, one of nine convenient locations, located in the heart of downtown Fairbanks continues to offer students a "one stop" opportunity for all their educational needs, from academic advising and financial aid to computer labs and study lounges. Many classes are offered in the evenings or on the weekend to accommodate the needs of students with families and full-time jobs.

Our full-time faculty members bring a wealth of education and industry experience to the classroom and have a deep commitment to seeing their students succeed. Students get cutting-edge instruction and support from those who best know the current and emerging demands of employers and industries.

### 3.2 PROGRAMS AND DEGREES

- Accounting, Applied      Associate
- Accounting Technician      Certificate
- Administrative Assistant      Occupational Endorsement
- Airframe      Certificate
- Airframe & Powerplant      Certificate
- Apprenticeship Technologies      Associate
- Associate of Arts      Associate
- Automotive Technology      Certificate

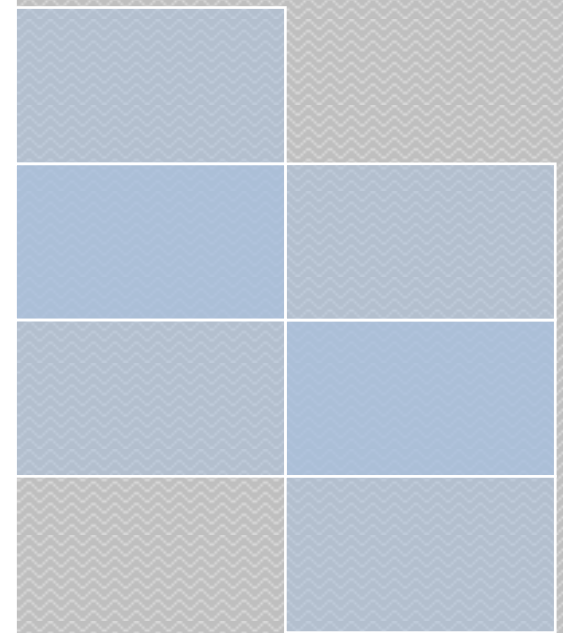
- Aviation Maintenance Associate
- Aviation Technology minor only
- Bookkeeping Technician Occupational Endorsement
- Business, Applied Associate
- Business Management, Applied Certificate
- Child Development and Family Studies Bachelor
- Construction Management Associate
- Culinary Arts Certificate, Associate
- Dental Assistant Certificate, Associate
- Dental Hygiene Associate
- Diesel /Heavy Equipment Technology Certificate
- Drafting Technology Certificate , Associate
- Early Childhood Education Certificate, Associate
- Financial Services Representative Occupational Endorsement
- Fire Control, Municipal Associate
- Fire Control, Wildland Associate
- Health Care Reimbursement Certificate
- Human Services Associate
- Information Technology Specialist Certificate, Associate
- Instrumentation Technology Certificate
- Law Enforcement Academy Occupational Endorsement
- Medical Assistant Certificate, Associate
- Medical Billing Occupational Endorsement
- Medical Coding Occupational Endorsement
- Medical /Dental Reception Certificate
- Nurse Aide Occupational Endorsement
- Nursing, Registered Associate
- Paralegal Studies Associate
- Paramedic Academy Associate
- Phlebotomy Training Program

- Piloting, Professional Associate
- Power Generation Certificate
- Powerplant (Aviation) Certificate
- Process Technology Associate
- Radiologic Technology Associate
- Recreation (no degree)
- Safety Health and Environmental Awareness Certificate
- Welding and Materials Technology Occupational Endorsement

See Appendix D for historical enrollment data.

See Appendix E for projected enrollment data.





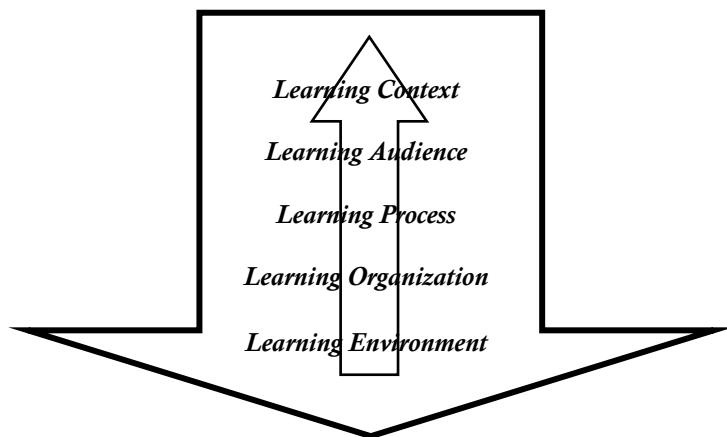
## 4.0 LEARNING PLAN

UAF CTC Master Plan





## 4.1 PLANNING PROCESS



The Planning Team used a process called “designing down” and “checking up,” drawn from *New Designs for Learning* that was developed by Dr. Copa and has been used extensively in designing new and renovated schools and colleges, nationally and internationally. The design process was used to build a framework of desired learning features to direct the master facilities plan for the Campus. The process provided a structure to allow the Planning Team to move through a series of design elements, each element building on the decisions of the previous element. The design elements addressed in the planning process are shown in the illustration that follows.

The planning process encouraged open discussion and consensus building among members. It promoted the development of a coherent set of specifications for all elements of the Learning Plan. The process provided opportunities for the Planning Team to be briefed on accomplishments and plans of the UAF CTC that related to each of the design elements. In addition, considerable time was spent in making the Team aware of new directions and practices used in other colleges in the United States and internationally. The process assisted the Planning Team in identifying areas held in common, reaching consensus, and keeping track of future work to be completed in the later elements of the planning process.

The architectural firm selected to develop the master facilities plan for UAF CTC was McCool Carlson Green Architects. The firm was represented by Michael Carlson at all of the meetings of the Planning Steering Committee and the Planning Team.

These diligent efforts of a wide number of people have resulted in the creation of a Learning Plan, a vision for the UAF CTC. It is the UAF CTC’s intent that the Learning Plan will guide the master facilities planning process for the Campus.

## 4.2 PLANNING RECOMMENDATIONS

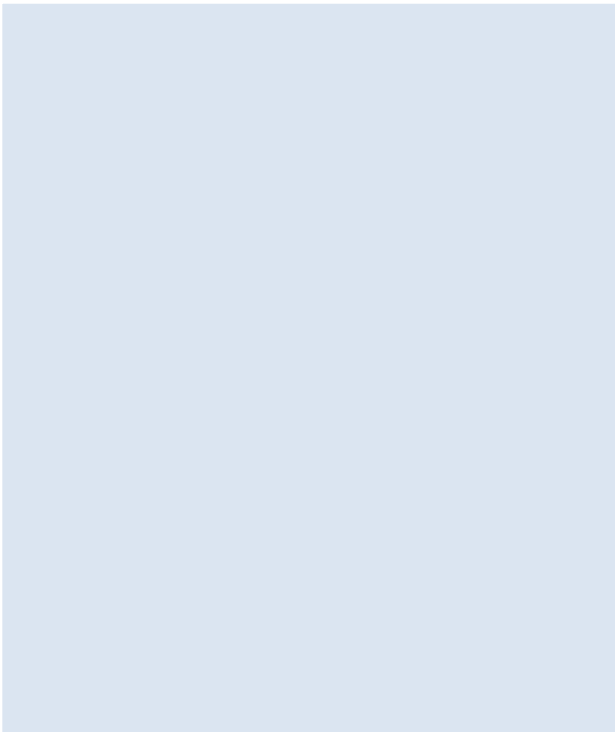
This section of the report provides the recommended features of the learning experience for the UAF Community and Technical College (UAF CTC). These recommendations are intended to guide master facility planning for Campus.

### **Learning Context**

The Planning Team established the following overall planning goals for the Learning Plan for the UAF CTC as the key areas of concern and direction for the Campus. The overall planning goals were developed from listing and discussing the challenges, assets, opportunities, and aspirations for the Campus. The Planning Team referred back to these goals as it developed the design features for each of the following elements of the Campus. The overall design goals selected for the UAF CTC are as follows (in priority order, most important listed first):

### **Most Important**

- **Anticipate and meet industry and labor workforce needs** – UAF CTC should meet the current and emerging workforce needs of business and industry and labor in the local area and region
- **Provide full service** – UAF CTC should provide full services (i.e., including access to childcare, housing, financial aid, transportation, shuttle service as needed) to support student access, retention, and completion
- **Strengthen collaboration and partnerships** – UAF CTC should strengthen its collaboration among units internally and partnerships with external entities (i.e., military, business and industry, Fairbanks Job Center, Pre K-12 schools, other higher education institutions)
- **Have flexibility** – UAF CTC should aim to enhance flexibility in its facilities, programming, and responsiveness to address changing needs



### **Next Most Important**

- **Expand and enhance programs** – UAF CTC should give balanced consideration to expanding programs (i.e., breadth) and enhancing established programs (i.e., depth)
- **Use financial opportunities** – UAF CTC should take advantage of projected funding opportunities and strive for sustained financial support
- **Raise profile and provide greater autonomy within UAF** – UAF CTC should seek a higher profile within UAF with increased autonomy to ensure responsiveness to meeting educational needs
- **Use hybrid learning delivery** – UAF CTC should make full use of and further enhance its rural and eLearning infrastructure to deliver learning
- **Engage the Alaska Native community** – UAF CTC should more fully engage and serve the Alaska Native community
- **Provide specialized learning laboratories** – UAF CTC should ensure that it has available the needed specialized laboratory facilities to provide high quality learning
- **Meet national standards** – UAF CTC should strive to have all programs meet national certification standards (where such standards are available)
- **Take advantage of campus embedded in greater community** – UAF CTC should take advantage of its multi-site campus (i.e., now ten locations) which is embedded in Fairbanks and the greater community while, at the same time, addressing the challenges of this network configuration (i.e., confusion, common identity, communications and marketing)

### **Learning Audience**

It is expected that the UAF CTC facilities will be used by several different groups and organizations from the community, beyond its primary audience of students and staff. These other users have a wide variety of needs, including places to meet and learn. The Planning Team recommends that the UAF CTC should serve the following audiences/users and they should be considered in developing the master facilities plan for the Campus:

### **Major User Groups**

- **Students seeking workforce training**
- **Students seeking academic education**
- **Students seeking lifelong learning**
- **Business and industry, labor, and government**
- **Other educational institutions** (e.g., PreK-12, two-year college, four-year college and university)
- **General public** (i.e., society at large)

### **Preliminary Design Considerations for Serving Multiple User Groups**

The preliminary learning-related needs and implications for design of supportive facilities by users in addition to students for the UAF CTC include the following:

#### **Most Important**

- **Variety** -- provide a variety of learning spaces to include multiple functions (i.e., tutoring, advising, meetings/conference, instruction – classrooms and laboratories, storage, information sharing), accommodating various size groups with technology support (i.e., individual, small group, large group), a wide range of ages; and spatial and control configurations (i.e., centralized/distributed, owned/leased)
- **State of the art** – provide learning spaces and equipment that is state-of-the-art in terms of support for learning and being environmentally responsive
- **Financially sustainable** – provide learning spaces that are sustainable financially in terms of maintenance and current equipment, including funding through partnerships
- **Accessible** – Provide learning spaces and support services for learners and partners that are accessible and available 24-7, year-round, for those with disabilities, responsive to preferred way of learning and needed service
- **Flexibility** – provide learning spaces and staffing that are flexible in response to changing workforce and academic needs

- **Information technology** – provide infrastructure to fully support use of information technology in learning and eLearning
- **Partner-based training sites** – provide for learning spaces that are located on-site in partner setting (i.e., business and industry, military)
- **One stop service** – provide both physical and virtual one-stop support services for learners

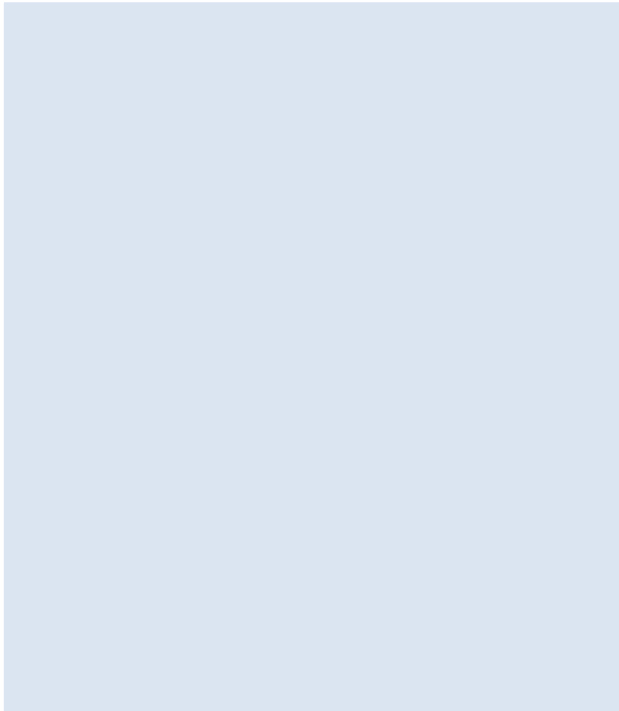
#### Next Most Important

- **Faculty and staff needs** – provide appropriate office, access (proximity), and safety in relation to classrooms and laboratories
- **Safety and security** – provide learning spaces that are safe and secure for learners and staff
- **Shared** – provide for increased utilization through shared learning spaces and co-location of programs (with clear attention to allocation of responsibilities)
- **Transportation among learning sites** – provide for accessible transportation among distributed learning sites

#### **Strategies for Serving Multiple User Groups**

To ensure that having multiple users of the UAF CTC works effectively and efficiently for all concerned, the following strategies and actions should be considered:

- Build flexibility and sufficient storage into the design of the facilities
- Give high priority to students
- Improve communications with users, set clear guidelines, maintain effective organization, and develop joint-use agreements
- Use high quality and energy efficient building materials and products in the facility



- Make facility user-friendly (i.e., transportation, child care, dependent care, extended hours) as means to improve effectiveness and efficiency for community users; involve community talent in designing facility
- Involve community representation in on-going effort to guide community use of facilities
- Consider new ways to raise revenue to support community use of the facilities
- Use community settings for student learning when appropriate and available
- Encourage use of facilities and services already available in the community
- Increase provisions for security
- Provide adequate and accessible parking and handicapped and seniors access to facilities
- Provide adequate staffing for coordination and building services
- Charge an appropriate user fee and use it for maintenance
- Design facilities that are multi-faceted, capitalizing on space usage while meeting student and community needs.

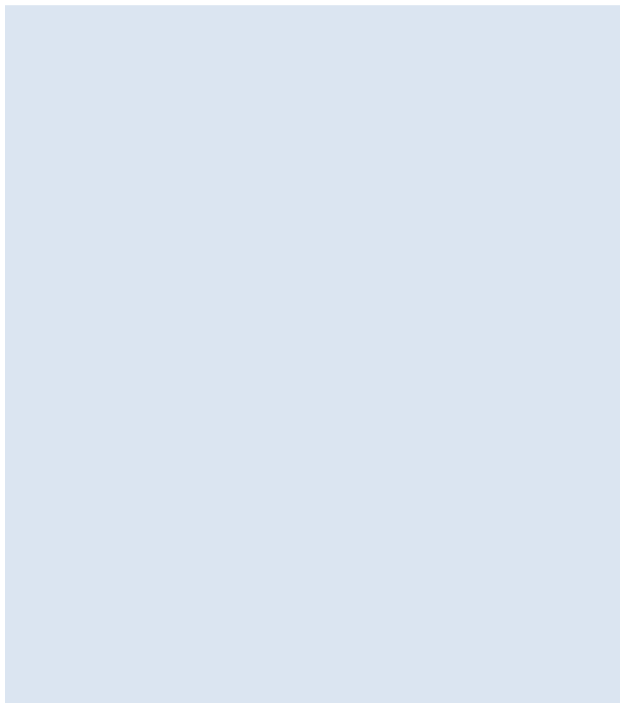
The remainder of the Learning Plan development focused on the needs and learning environment implications for learners and staff. A separate and more extensive assessment should be done of the needs and the learning environment implications of those needs for the other groups noted above to ensure they can feasibly and productively use the UAF CTC.



### Learning Process

The learning process consists of interaction among curriculum, instruction, assessment, and support services to achieve the learning expectations for the UAF CTC. The Planning Team recommends that the most important features of the learning process for the UAF CTC include the following (in rank order of importance):





- **Learner-relevant** – the learning process encourages learners to direct their own learning, is meaningful to learners, involves constructing knowledge, and uses authentic assessments
- **Integrated** – the learning process integrates theory and practice in an applied setting
- **Nimble** – the learning process is driven by industry and workforce needs and adapts quickly to needed changes
- **Exciting** – the learning process creates an exciting atmosphere that is hands-on, interactive, and informal
- **Supported staff** – the learning process is delivered by a well qualified and supported regular and adjunct faculty and staff
- **General education** – the learning process values a strong preparatory general education
- **E-Learning** – the learning process incorporates increased opportunity for E-Learning

### Learning Organization

In order to support the design features for the UAF CTC's learning process, the Planning Team next focused its attention on the organization of learning for Campus. Consideration was given to the organization of students, time, subjects, settings, decision-making, and staff. The recommended design principles and features for organizing learning in the UAF CTC are as follows (in rank order of importance):

- **Learner-centered** – organize learning so that it centers on the needs of the learner in terms of preparatory learning, encouraging learner initiative, and providing needed support (i.e., advising, transportation, child care, health and well-being)
- **Flexible and adaptable** – organize learning so it is flexible and adaptable in time schedule, utilizing partners, applying a variety of delivery methods, and changing learning spaces
- **Integrated and comprehensive** – organize learning to integrate academic and applied learning and provide a full range of learning (i.e., technical, academic, developmental)
- **Seamless** – organize learning to provide seamless pathways through middle school, high school, UAF Community and Technical College, and university

- **Access** – organize learning to support a variety of delivery modes (i.e., including E-learning and web-based), mobile learning facilities and equipment, and 24/7 access to learning (i.e., both instruction and support services)
- **Program responsive** – organize learning and learning settings so that they are responsive to the specific needs of various programs in meeting the expectations of employers and community
- **Financially sustainable** – organize learning so that it is financially sustainable for both learners and the UAF Community and Technical College
- **Active** – organize learning to provide ample opportunity for applied, hands-on learning
- **Staff support** – organize staff and learning settings to provide needed support for faculty and staff (i.e., technology, personal service, response to inquiries)

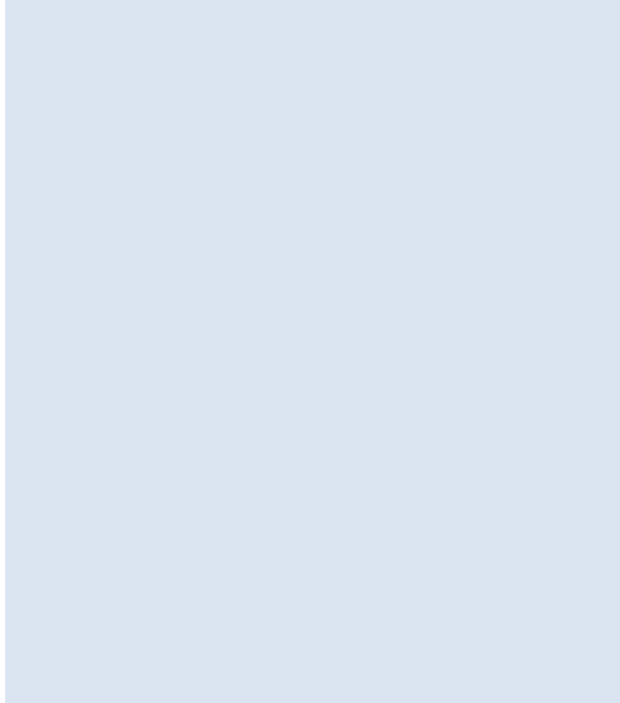
### **Learning Environment**

In order to support the previously listed recommendations made by the Planning Team regarding learning process and organization and to effectively accommodate the learning context and audiences for the Campus, the recommendations regarding the learning environment (i.e., technology and facilities) for the UAF CTC that should be addressed in the master facilities plan are as follows (in priority order):

### **Learning Facilities**

- **Adaptable and flexible** – the learning facilities should provide for multi-use space that is readily adaptable and flexible to anticipate and respond to rapid change (i.e., workplace needs, characteristics of learners)
- **Small learning communities/large learning network (or small/big)**– the learning facilities should encourage and support small learning communities (i.e., with needed learning resources and learner support) as part of a larger learning network with expanded learning opportunities
- **National standards** – the learning facilities should be strategic (i.e., balancing funding requirements with meeting community workforce needs) in providing the





needed equipment and facilities for programs to meet national accreditations and certifications

- **Common identity** – the learning facilities should all be characterized by a common identity, trademark or brand
- **Specialized housing opportunities** – the learning facilities should provide special opportunities for housing of learners (taking advantage of existing housing resources) when workforce training requires intensive learning processes
- **Mobile** – the learning facilities should include the opportunity and need for facilities and equipment that is mobile (i.e., can move among learning settings)
- **Facility Use** – facilities to be utilized to the maximum extent possible. Explore the expansion of use by full time degree seeking students
- **Design effectiveness** – explore and quantify the relationship between achieving a degree at community campuses and how the original construction was designed as an instructional model

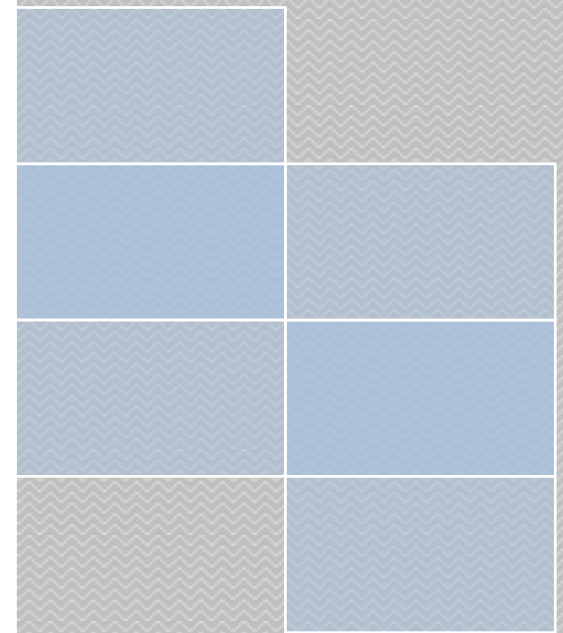
### **Learning Technology**

- **E-learning** – the learning technology should support the use of a variety of technologies (i.e., Blackboard, e-live, audio and video, webcams, chat groups, skype) for instruction and student support (i.e., communications, advising, tutoring) with appropriate facilities (i.e., space to bring e-learners together for intensive, in-person group sessions)
- **Up-to-date and accessible** – the learning technology should be up-to-date and accessible (i.e., bandwidth capacity, loaned computers)
- **Inclusive planning** – planning for learning technology should include the involvement of learners and faculty and staff
- **Training** – there should be appropriate training for faculty and staff and learners in using technology and teaching/learning at a distance
- **Wireless** – the learning technology should provide wireless access for all learning facilities and learners in all communities served by the college
- **Distance** – explore the expansion of distance delivery by main campus teachers, supplemented by distance delivery small groups and local mentors



## 4.3 SUMMARY

Recommended design features listed above were developed over a series of meetings by a broadly based Planning Team representing key Campus shareholders. The dimensions of the Campus addressed in the planning process include learning context, audience, process, organization, and environment. The Planning Team discussed each element, taking into consideration the context and needs of the Campus, state, and national best practices, and the latest results of research and development.



## 5.0 FACILITY ORGANIZATION STRATEGY

UAF CTC Master Plan



UAF's Community and Technical College currently offers more than 40 certificate and degree programs and full-service student assistance and advising through a network of nine discrete facilities in the greater Fairbanks area and in Delta Junction. A unique challenge for this master planning process was to discover a facility organization scheme that takes advantage of the diverse learning settings while providing a coherent, full service educational experience for students.

## 5.1 EXISTING FACILITY DESCRIPTIONS

Following is a brief description of the major facilities currently used by UAF CTC. In addition to these facilities UAF CTC utilizes space at the UAF main campus, North Pole High School, the J. P. Jones Center (south Fairbanks), the Fairbanks Municipal Fire Training Center, and other spaces throughout the community.

### **604 Barnette Street, Fairbanks, AK**

604 Barnette is located in the 45-year-old former courthouse building which is undergoing renovation and remodeling. It's nearly 70,000 square feet and houses administrative offices, classrooms, computer and health education labs, the UAF CTC Student Assistance and Advising Center, and the UAF CTC Learning Center. Two of four floors are fully renovated while two others are partially renovated. A portion of the nearby University of Alaska owned Parking Structure is available for UAF CTC use.

### **UAF Downtown Center, 510 Second Avenue, Fairbanks, AK**

The Downtown Center (DTC) is occupied by UAF CTC and other UAF programs. UAF CTC occupies the first and second floors, while other UAF programs are housed primarily on the third floor. The building was originally constructed in the 1950's as a department store, and it has since been renovated and converted to serve classroom and administrative office functions. UAF CTC has occupied the DTC in whole or in part since 1985. The current lease on this space expires in 2013

with options for renewal. The building has approximately 21,500 square feet on three floors. The building contains classrooms, computer labs, a student lounge, student assistance office, and faculty offices. The building has undergone renovation to improve the functional spaces, however, most of the spaces are undersized for the amount of people they serve.

#### **Hutchison Institute of Technology, 3750 Geist Road, Fairbanks, AK**

Hutchison Institute of Technology is a shared-use facility meeting needs of Fairbanks North Star Borough School District and UAF Community and Technical College. A \$23M renovation of the building was completed in 2003. About two-thirds of the facility houses James T. Hutchison High School, a magnet career and technical education high school. The remaining third of the facility houses UAF CTC offices, shops, labs, and kitchen facilities. The building is owned by the Fairbanks North Star Borough School District on property owned by the University of Alaska. A joint operations partnership between the University and the School District allows shared use of the facility which is approximately 137,000 square feet. Of that amount, 50,000 square feet is exclusively used or shared by UAF CTC.

#### **University Park Building, 1000 University Avenue, Fairbanks, AK**

Constructed in the 1960's as an elementary school, University Park contains classrooms and labs for UAF CTC's Fire Science, Law Enforcement, Emergency Medical Technician, and Certified Nurse Aid programs. A computer lab, four faculty offices, an administrative office, and a student lounge complete UAF CTC's spaces. The building contains approximately 31,000 square feet, of which approximately 6,000 square feet is used exclusively by UAF CTC while other classrooms are shared.

#### **UAF CTC Automotive Technology Center, 3202 Industrial Avenue, Fairbanks, AK**

UAF CTC's newly-expanded Automotive Technology certificate program is housed in leased space at 3202 Industrial Avenue. The 8,000 square foot facility features a recently-modernized automotive training shop, two classrooms, offices, a shop staging area, storage, and adjacent parking. The current lease is for five years (2 years remaining) with options for annual renewal.

**UAF CTC Bunnell House Early Childhood Lab School, UAF Campus**

UAF CTC operates Bunnell House Early Childhood Lab School on the University of Alaska Fairbanks campus. The lab school offers practicum opportunities for UAF/UAF CTC students and is licensed by the State of Alaska Department of Health and Social Services to provide childcare to 27 children, ages three through six years. Bunnell House, located adjacent to the UAF Fire Department, was formerly faculty housing that has now been modified for its lab school function.

**UAF CTC Cosmetology Program Training Facility**

UAF CTC is leasing a facility in the Cornerstone Mall, 607 Old Steese Highway, for its Cosmetology Program licensed under the State of Alaska, Department of Commerce, Community, and Economic Development.

**Fort Wainwright Education Center Office**

UAF CTC has an office and use of classroom and other space in the Fort Wainwright Education Center located at Fort Wainwright near downtown Fairbanks. The UAF CTC office in the Education Center, offers advising, registration, and administrative services for service personnel and their dependents. Adjacent classrooms are used for UAF CTC classes.

**Eielson AFB Education Center Office**

UAF CTC also has an office, a testing center, and use of classroom and other space at the Eielson Air Force Base Education Center located at Eielson Air Force Base, 25 miles from downtown Fairbanks. The UAF CTC office in the Education Center offers advising, registration, and administrative services for service personnel and their dependents. Adjacent classrooms are used for UAF CTC classes. It also offers testing services for Air Force personnel in conjunction with UAF Testing Services.

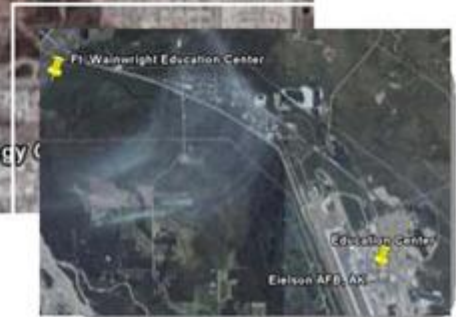
**Delta Career Advancement Center/Partners for Progress in Delta, Inc.**

UAF CTC is an active partner in Delta Junction with an organized non-profit corporation—Partners for Progress in Delta, Inc. The partners are UAF CTC, Delta-Greely School District, Delta Mine Training Center, Cooperative Extension Service, and Alaska Works Partnership. Together, the Partners share use of the Delta Career Advancement Center, a new \$1.5M facility located behind Delta High School. The facility is owned by the school district, and it was built with a combination of public and private funding. A new agreement about the use of the facility by Partners for Progress is under development.



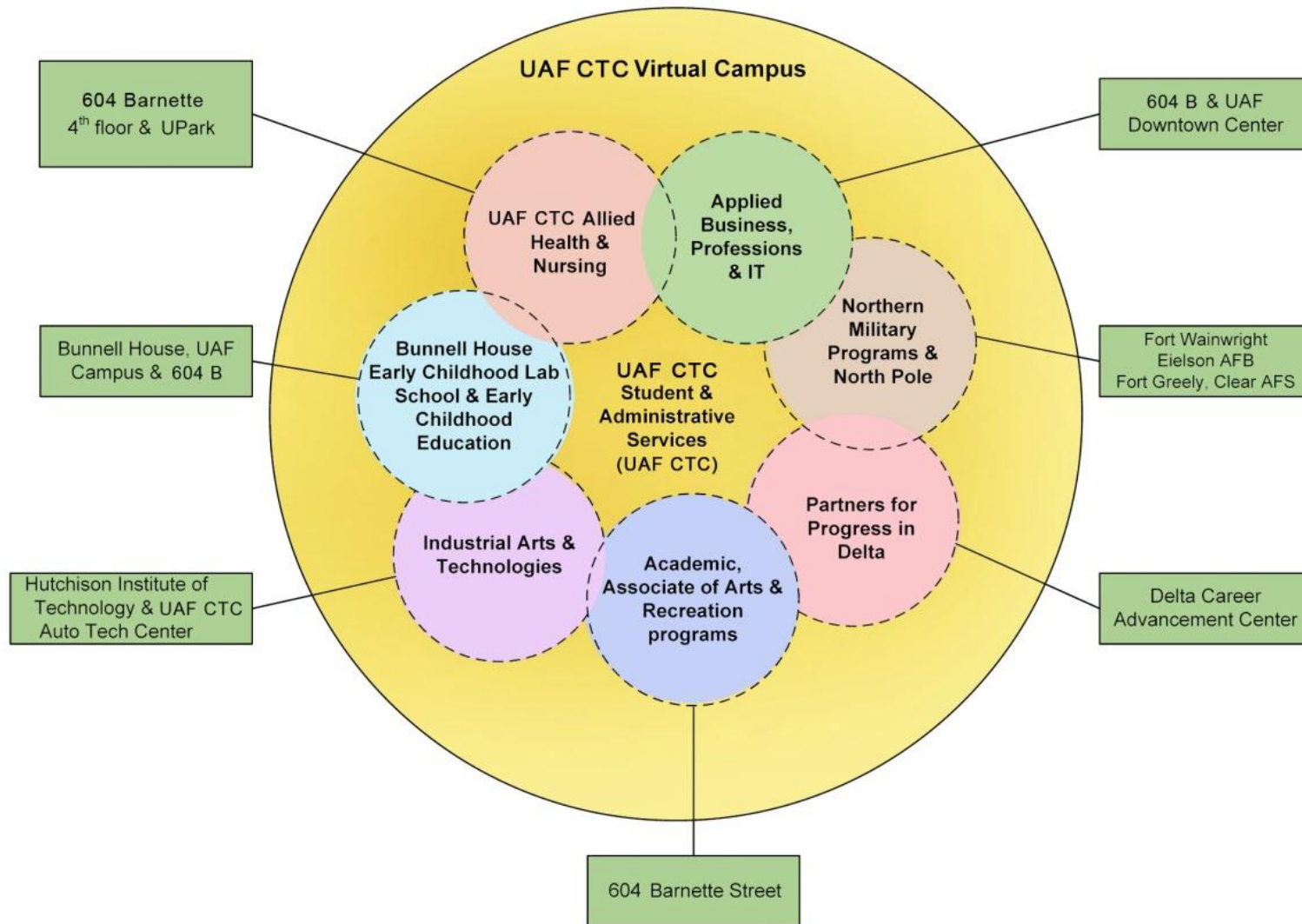
Delta  
Greely  
North Pole  
JP Jones Center  
Fire Training Center

# CURRENT CTC SITES





The following diagram depicts the overall current organization of programs and facilities:



## 5.2 WORKSHOP PROCESS

After review of organizational ideas from other campuses throughout the nation the planning committee evaluated 4 prototype diagrams identifying their strengths and challenges related to the overall goals of the institution. To assist in the evaluation a concise goal statement was developed from the previous Learning Plan work:

### **Be Adaptable, Flexible, Nimble**

- Anticipate & meet changing workforce demands
- Responsive to student needs
- Leverage technology & community partnerships

### **Create Small Learning Communities within Large Learning Network**

- Sense of belonging and coherence
- Full service educational experience
- Accessibility (virtual, physical & financial)

### **Project a Common Identity**

- Recognizable
- Meaningful
- Unique

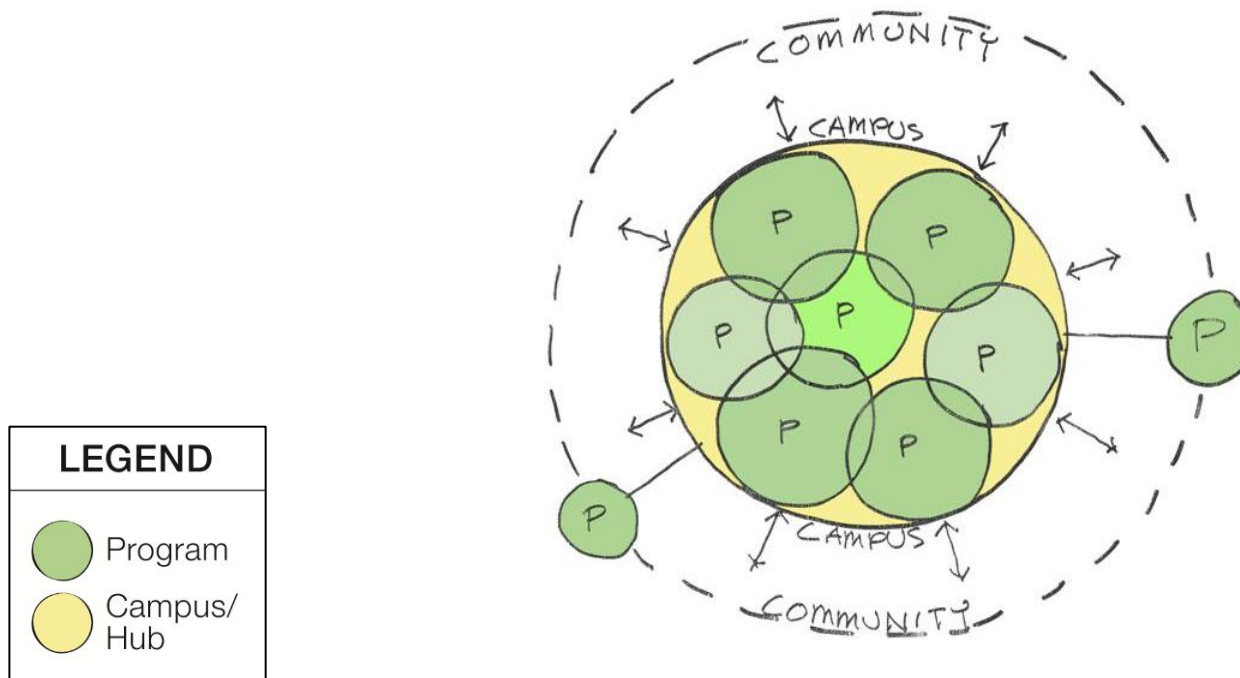
### **Develop Sustainable Programs and Facilities**

- Financial
- Educational
- Environment & Energy

## Diagram A: Consolidated Campus

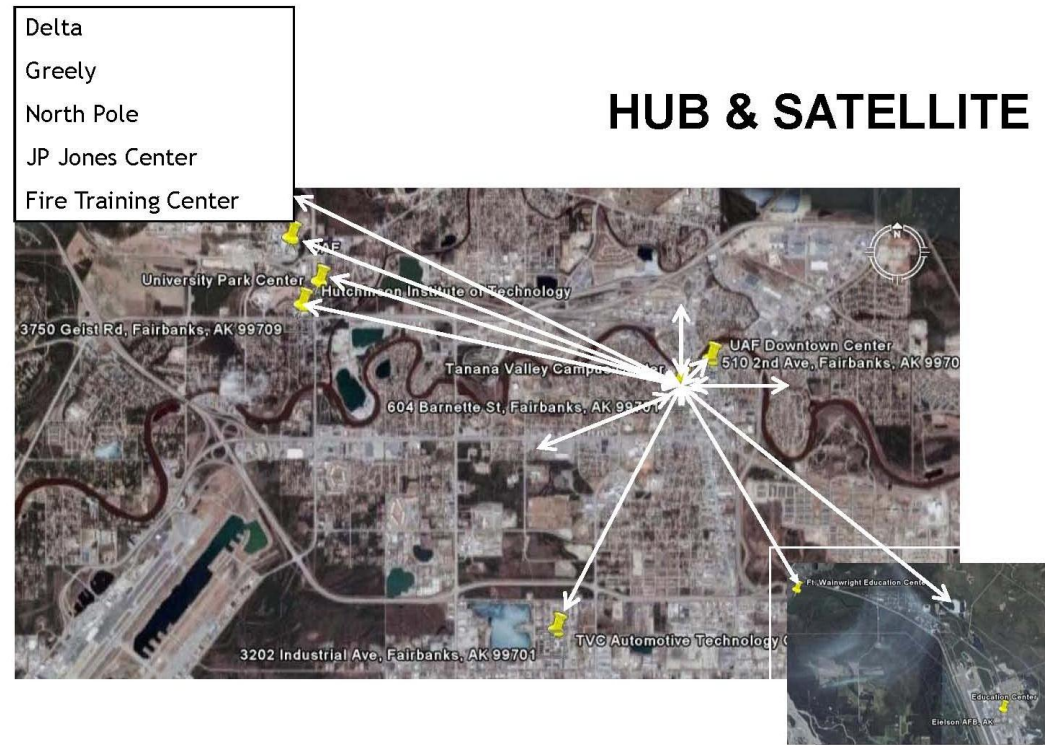
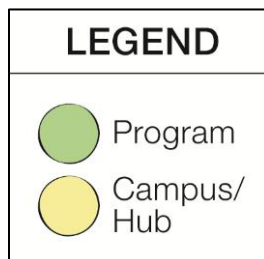
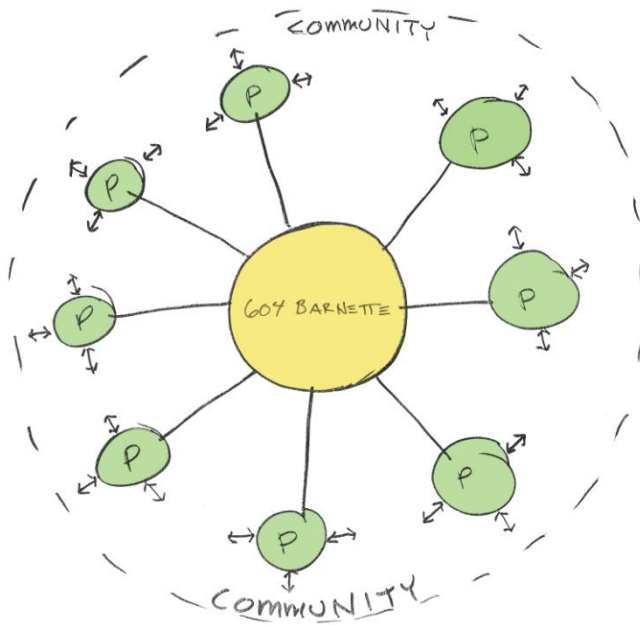
This diagram suggests a coalescing of the majority of UAF CTC programs into one location creating a unified campus. This traditional community college model would provide a focused identity, good program relationships and convenient student support services but is unlikely to be financially feasible due to the scale of property acquisition and magnitude of capital funds required. Possible locations discussed were:

- Downtown around the current campus center at 604 Barnette.
- University Park / Hutchison Institute of Technology
- A large open site in the Fairbanks area (specific sites were not identified)
- Reclamation and expansion of space such as the old Kmart property

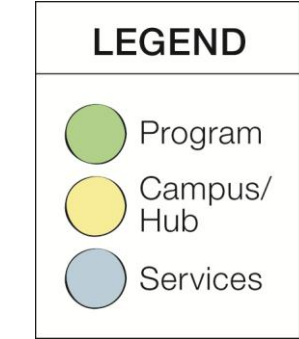


## Diagram B: Hub & Satellite

This diagram most closely matches UAF CTC's current configuration with a main hub of services at the Campus Center and multiple programs in a variety of locations throughout the community. This diagram preserves the substantial investment recently made in 604 Barnette and supports the framework plan for downtown Fairbanks. Significant concerns exist about how to effectively provide full service to students in this model and the lack of campus feel at the current satellites.

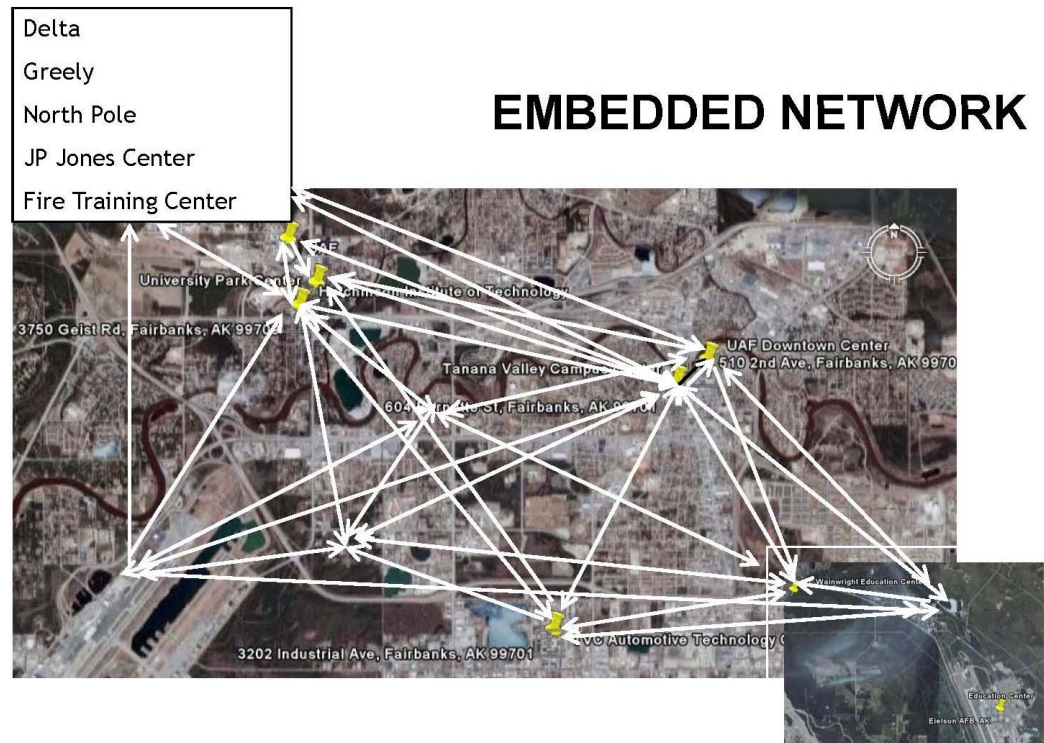
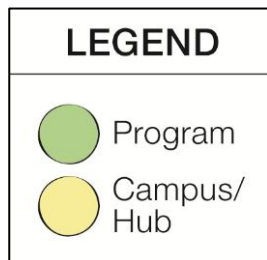
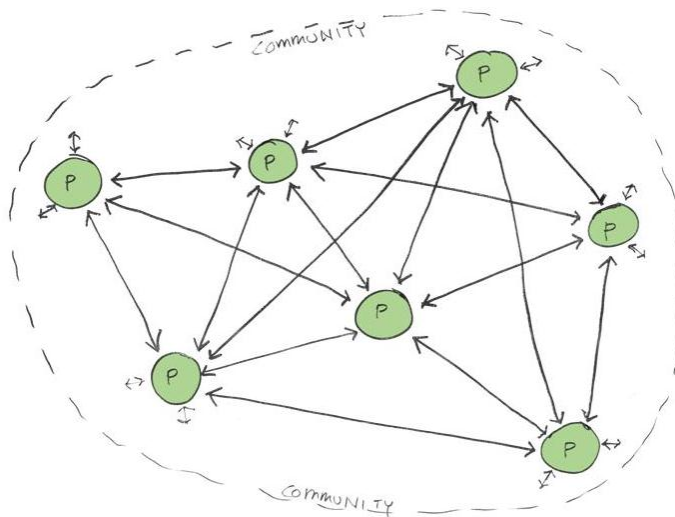






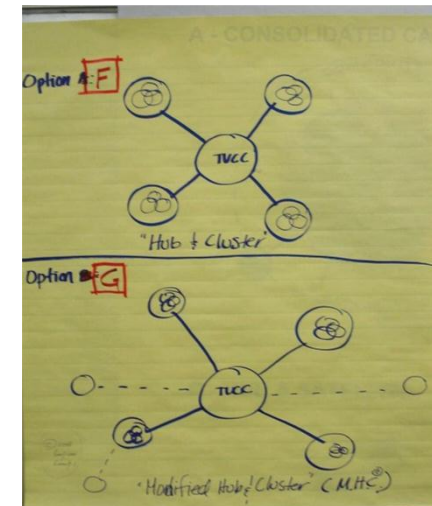
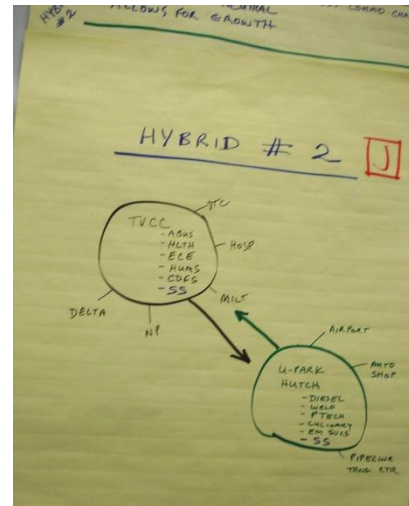
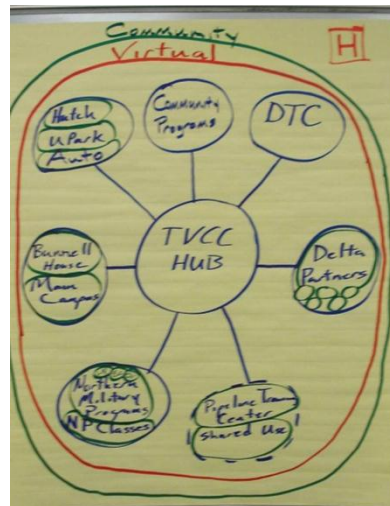
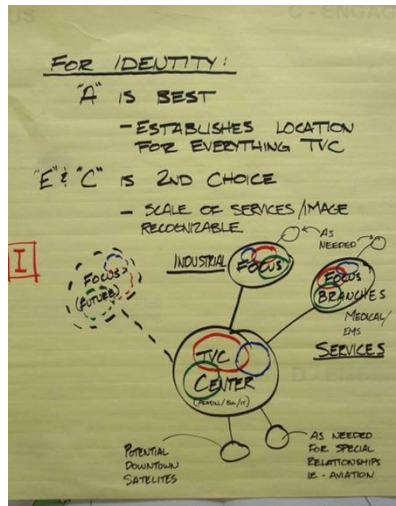
## Diagram D: Embedded Network

In this alternative each program would be semiautonomous, tied together with a network structure that provides student support to all sites probably through a virtual, web based system. This nimble structure allows for programs to spring up anywhere that there is a need and suitable space within the community. Concerns include how effective the virtual support structure could be and how the campus identity would be communicated.



## Participant Diagrams

Four workshop groups were assigned one of the criteria categories and after evaluating the prototypes each group created a diagram of their own that depicted their view of the optimal organization of UAF CTC programs within the current context. Three of the four diagrams had striking similarities showing a central hub at the current 604 Barnette with a series of program clusters surrounding it.





### 5.3 THE RECOMMENDED ORGANIZATION STRATEGY – HUB & CLUSTER

Concurrence of thinking between the 4 groups suggests a clear direction for future growth of UAF CTC. This recommended organizational strategy builds on the strengths of UAF CTC's existing facilities while improving student service and program delivery. Major features of this organizational strategy include:

- Maintain central focus of programs and services at the current 604 Barnette
- Whenever possible, consolidate current satellite programs into program clusters that provide a critical mass of programs and student population to create an academic campus
- Provide academic support and student services (virtual and physical) at all program clusters
- Group programs in related fields to create synergies
- Maintain flexibility to initiate programs at satellite locations as needs and opportunities arise
- Communicate common branding at all UAF CTC locations and continue development of an integrated IT “virtual campus” to enable access to services throughout UAF CTC service area

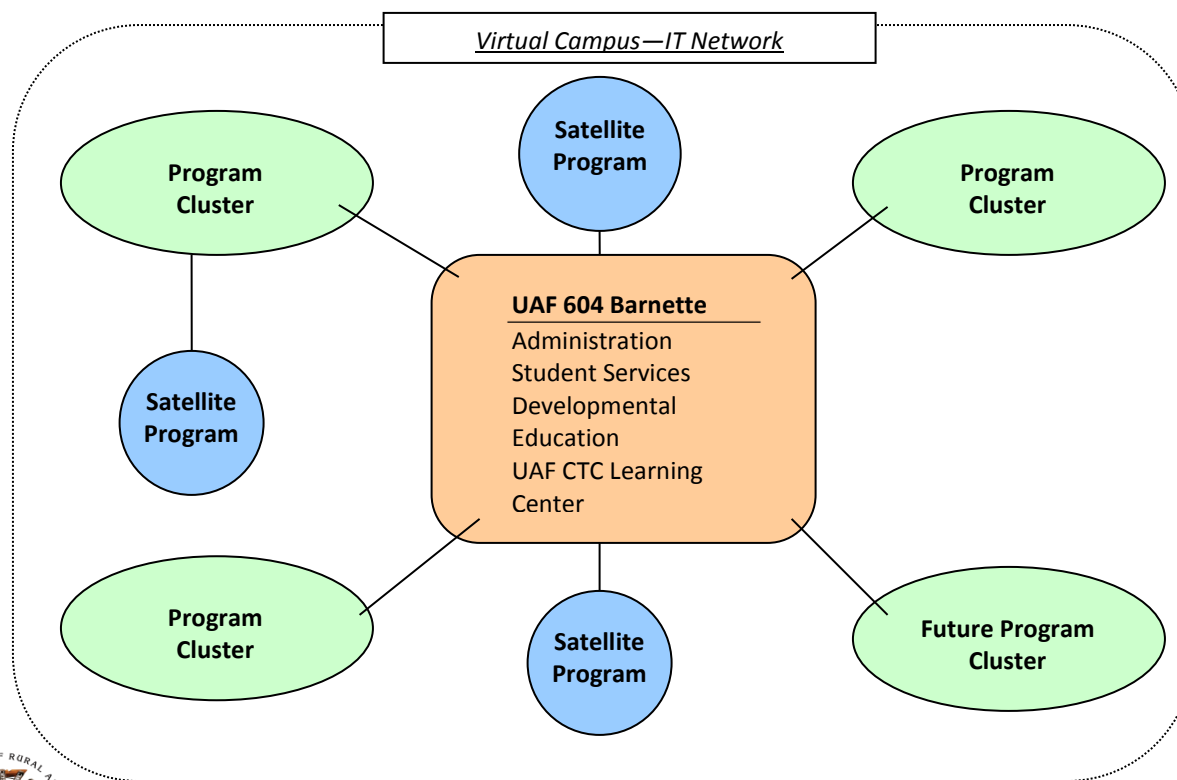
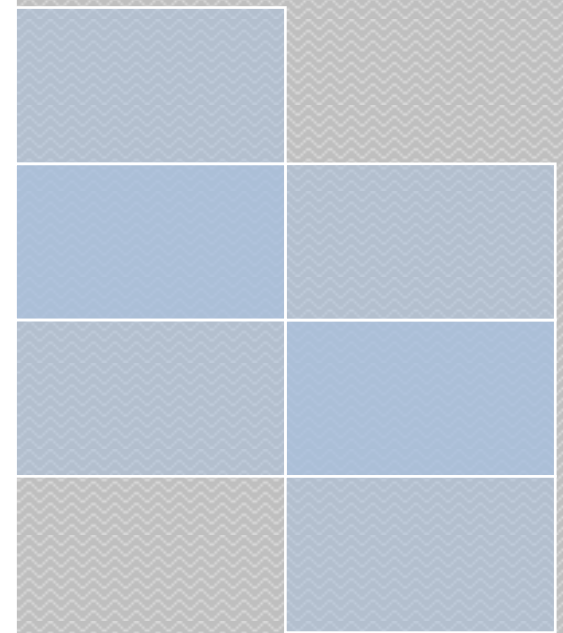


Figure 1 shows a current listing of such program clusters; this may change over time as new needs and circumstances emerge.

FIGURE 1: UAF CTC PROGRAM CLUSTERS	
<b>Allied Health Sciences</b> Medical/Dental Assisting Nursing Certified Nursing Assistant Dental Assisting Dental Hygiene Healthcare Reimbursement Radiologic Technology	<b>Applied Business, Professions, and Info Technology</b> Applied Business Applied Accounting Administrative Assistant Academy Small Business Development Center Information Technology Specialist Paralegal Studies Law Enforcement Academy Cosmetology Construction Management Drafting Technology Professional Development
<b>Early Childhood Education, Human Services, and General Academic Programs</b> Early Childhood Education Child Development & Family Studies Early Childhood Lab School Developmental Education Human Services Associate of Arts Bachelor of Technology Recreation Community Education	<b>Industrial Arts and Applied Technologies</b> Automotive Technology Diesel/Heavy Equipment Process Technology Power Generation Instrumentation Safety/Health/Environmental Awareness Aviation Maintenance Technology Professional Piloting Fire Science/Emergency Services Culinary Arts Welding and Materials Technology





## 6.0 FACILITY RECOMMENDATIONS

UAF CTC Master Plan





UAF's Community and Technical College plays a vital role in meeting workforce needs and serving as academic gateway to UAF for those living in the greater Fairbanks area and Interior Alaska. Demand for these services is growing—even in difficult economic times—especially in areas such as Allied Health and Nursing, Process Technology, Industrial Arts and Technologies, Applied Business and Accounting and in academic programs leading to the Associate of Arts. To meet this demand, significant investment is needed to renovate current UAF CTC facilities that are inadequate and/or outdated and to meet anticipated need for training in high-growth, high-demand occupations that are essential to growing the Fairbanks and Alaskan economies.

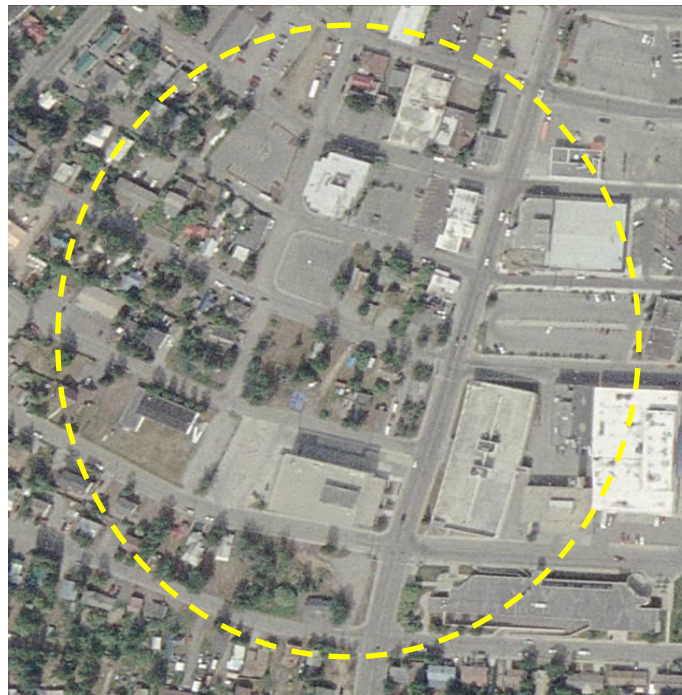
The following recommendations are based on the planning committee's work on the learning and organizational plan and are grounded in the analysis of UAF CTC's existing facilities and future needs. They are based upon a UAF CTC organizational model described as a "hub and spoke" arrangement, which recognizes the central role of 604 Barnette in providing administrative and core student services even as UAF CTC expands program clusters at a distance from this hub. An example of such a program cluster is Hutchison Institute of Technology and the University Park Building. They house related UAF CTC workforce development programs (in this example, Industrial Arts and Technologies) along with program-level student advising and support. In this plan, UAF CTC envisions continuing to consolidate related programs into such clusters to meet expanding student needs, capitalize on program adjacencies, and achieve economies of scale.

## 6.1 LAND ACQUISITION AND DISPOSAL

**Purchase properties adjacent to or nearby existing UAF CTC facilities consistent with the “hub and cluster” model as opportunities arise, with special emphasis on those adjacent to 604 Barnette**

UAF CTC’s facilities needs will inevitably change over time in response to dynamic community education and training priorities. This nimble approach should be extended to investments in adjacent properties, especially those near 604 Barnette and the nearby parking garage.

UAF CTC should invest in contiguous and/or adjacent properties along Barnette and nearby streets as they become available in order to accommodate future program growth. There are a number of older, underutilized properties surrounding 604 Barnette that should be considered for acquisition.





## 6.2 DEMOLITION OF FACILITIES

Recommendations in Section 6.3 include developing a more robust facility at the UPark site. In order to accomplish that goal, the existing UPark facility may need to be demolished. The UPark facility is an old elementary school that would likely cost more to renovate than it would to replace. Additionally, the existing UPark space is not well suited to many of the UAF CTC programs.

## 6.3 FACILITY IMPROVEMENTS AND ADDITIONS

### **Complete the renovation of 604 Barnette.**

UAF's CTC downtown operations should be consolidated in and around 604 Barnette. Consolidation at 604 Barnette supports the recently completed 'Vision Fairbanks Downtown Plan' by maintaining a visible presence in downtown Fairbanks and should spur development of the area that the plan refers to as the Barnette District. UAF CTC's presence is enhanced by the existence of a university-owned parking garage located just across Barnette Street. Moreover, 604 Barnette is adjacent to the State of Alaska's downtown office building, which includes the Fairbanks Job Center – a partner in meeting workforce needs in the community and region.

604 Barnette will continue as the hub of UAF CTC's operation--housing Administration, Developmental Education, the UAF CTC Learning Center, and the UAF CTC Student Assistance and Advising Center. 604 Barnette houses academic program groupings with strong ties to downtown, including Applied Business, Health, Early Childhood Education, Drafting Technology, Construction Management Computer Information Technology Systems and Allied Health programs. Full renovation of the 4th floor of 604 Barnette is required, along with remaining projects on other floors enhancing heating, cooling, ventilation and other needs. Current estimates done by UAF Facilities put that cost at \$10.1 million.

**Develop a new UAF CTC Workforce Training Facility to address critical shortages in instructional space in Industrial Arts and Technology programs.**

UAF CTC's Industrial Arts & Technology programs are facing a critical shortage of space for classrooms, shops, computer and instrumentation labs, and storage. Currently, facilities are the limiting factor in the following programs: Process Technology, Instrumentation, Welding, Diesel/Heavy Equipment, Safety/Health/Environmental Awareness, and Automotive Technology.

In the case of Process Technology—a high-growth, high-demand workforce program—faculty are utilizing space in three widely separated buildings: Hutchison Institute of Technology, UAF CTC Automotive Technology Center, and the Downtown Center/2<sup>nd</sup> Avenue. Programs housed in a new UAF CTC Workforce Training Center could include Process Technology, Diesel & Heavy Equipment, Welding, Health/Safety/Environmental Awareness, and Automotive Technology. A single new facility would need to be approximately 62,000 square feet of academic, administrative, shop, and storage space (see below). The estimated cost of the Workforce Training Center is \$36 million (2009 dollars), exclusive of land acquisition.

Industrial Arts & Technology		Net Program Area
1. Process Technology & Safety		14,773
2. Diesel/Heavy Equipment/Welding		18,155
3. Automotive Technology		11,676
Net Program Area Total		44,604
Circulation & Building Support Spaces	40%	17,842
Total Gross Building Area		62,446
Approximate New Space Cost/Sf (2009)	\$583	\$583
Approximate Total Project Cost (2009)		\$ 36,401,726



An optimum setting for the UAF/UAF CTC Workforce Training Facility would be co-location with the new Pipeline Training Center currently under development in Fairbanks. This facility is being constructed to serve the growing needs of the oil and gas industry and prepare workers for construction of the natural gas pipeline. There would be a tremendous benefit to locating UAF CTC's Workforce Training Center in close proximity to the new Pipeline Training Center. UAF CTC's programs would supplement and support apprenticeship training for pipeline construction—including pre-training and related instruction such as math, English, and human relations. UAF CTC would provide broad, in-depth educational programs while exposing UAF CTC students to apprenticeship training programs and potential future employers. The Pipeline Training Center is just now under development and UAF CTC management is in active discussions with its planning group. If co-location with the Pipeline Training Center is not feasible, other possible locations for the Workforce Training Center are in the vicinity of Hutchison Institute of Technology and the University Park Building or other nearby UAF property of sufficient size.

Related to this is the need for a longterm facility serving UAF CTC's Automotive Technology Program. UAF CTC currently leases an 8,000 sq. foot facility on Industrial Avenue. The longterm sustainability of this high-demand program will be greatly enhanced by securing an appropriate facility in university ownership that meets current and future needs.

**Build a new UAF CTC facility on UAF's University Park (UPark) site, creating an integrated UAF CTC campus with Hutchison Institute of Technology that enhances secondary-postsecondary partnerships and expands community access**

Located just north of the Hutchison Institute of Technology, the University Park property and building is an ideal location for UAF CTC to expand its program cluster. Its adjacency to Hutch and West Valley High School create opportunities for interaction with high school students, providing them with expanded program

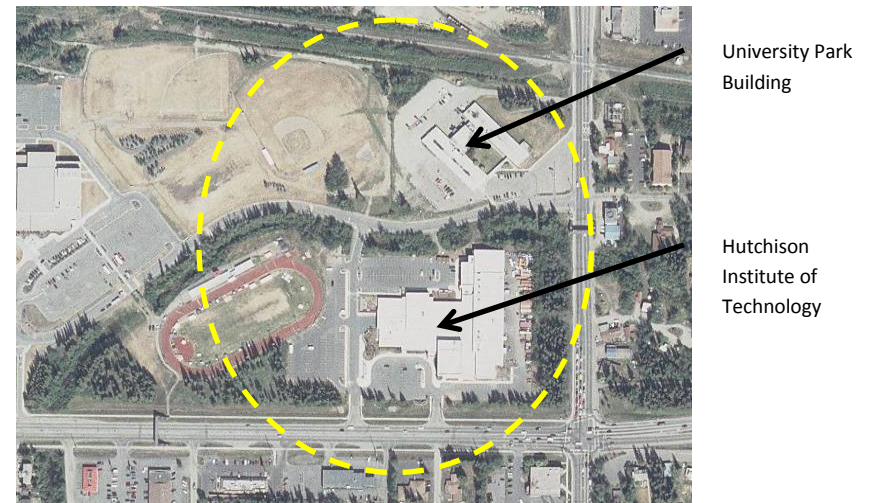
opportunities and career awareness. Located near the main UAF campus, this is a logical location for programs that interact regularly with UAF programs from the main campus. For example, UAF CTC's "911 Responder programs" including Fire Science, Law Enforcement Academy, and Paramedic Academy are linked with the University Fire Department and other campus programs and services. Their joint location at the UPark site facilitates this interaction. The site is already served by university utilities and is located on a major arterial allowing ease of access and space for ample parking.

To effectively create this Program Cluster UAF CTC will need the use of significant portion of the UPark site. The plan for the UPark site will also address the needs of other UAF units requiring community access. Possible programs that could be located at a new UPark facility include those already present: Emergency Services, Fire Science, Paramedic Academy, and Law Enforcement which would require approximately 18,000 sf. Other programs that might also be located in a new facility there include: Industrial Arts, Early Childhood Education & Child

Development/Family Studies, Drafting Technology and Construction Management. UAF CTC's space at the Hutchison Institute of Technology should be retained and enhanced as an integral part of this Program Cluster. Any space that becomes available at Hutch due to relocation of current UAF CTC programs should be repurposed to support other UAF CTC programs.

Depending on program needs and the condition of the existing structure this program cluster could be created by renovation of existing space or demolition of the existing structure and construction of new program space. The existing structure has 41,720 gross square feet of area. Construction costs will depend on the requirements of the actual programs selected for this site and the usability and condition of the existing building. Attention could be given to combining the

Hutchison and UPark site facilities into one integrated campus that optimizes use of common facilities, enhances the learning and student life environment, and presents a quality image of UAF and UAF CTC.







### **Move expanded UAF CTC Aviation Programs to Fairbanks International Airport**

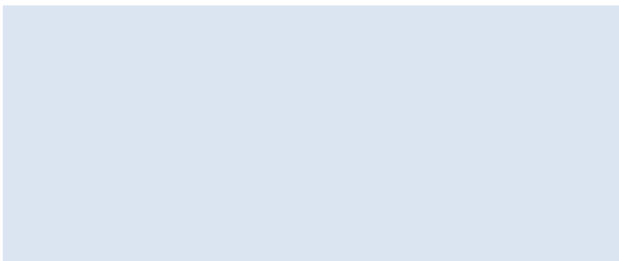
Current aviation maintenance and professional piloting programs are housed at the Hutchison Institute of Technology. This space is suitable for current programs but cannot meet future needs without access to the airport and operational aircraft; without this move implementing a robust professional piloting program is impossible. Relocating aviation programs to a site with access to the airport runways would allow for a more comprehensive UAF CTC program to meet community and state aviation needs. No existing structure for such a move appears to exist so new construction and/or lease of a newly-designed facility will be required. Potential partnerships with current airport management and businesses should be explored.

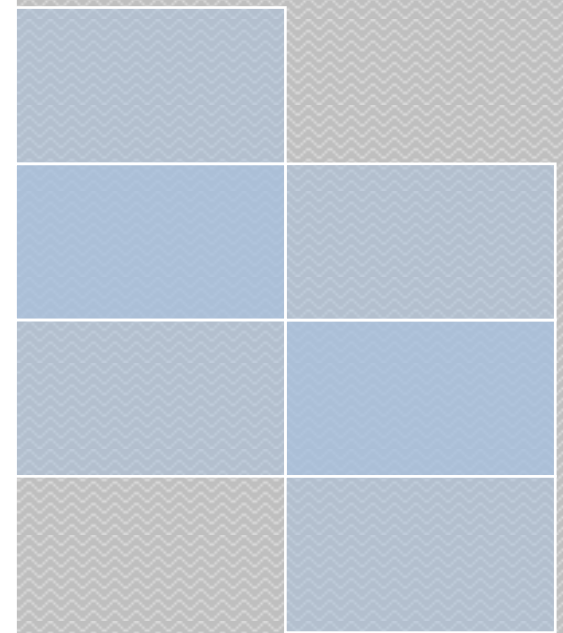


### **Expand the UAF/UAF CTC Early Childhood Lab School and campus-wide childcare services. Consider co-locating these with Early Childhood Education and related academic programs.**

UAF CTC's Bunnell House Early Childhood Lab School meets an important need in providing university ECE students with practicum opportunities. It also provides convenient quality childcare for the main campus. But the current lab school facility is quite old and limited in size; it is not convenient for students using UAF CTC's downtown facilities. Even as UAF CTC maintains a lab school for academic purposes, it should engage with others in the community to identify options for expanding the lab school and quality childcare services to meet the diverse needs of the university community. Such an expansion should consider co-location of lab school with ECE and related academic programs the maximize opportunities for direct collaboration.

### **Incorporate security enhancements to protect both physical property and individuals.**





## 7.0 DESIGN GUIDELINES

UAF CTC Master Plan





## 7.1 LANDSCAPING

UAF CTC is located in a number of facilities throughout Fairbanks and Interior Alaska. As such it is important that each facility respond to the local context and regulatory requirements including the City of Fairbanks' planning, zoning and landscaping requirements. Where possible CTC should exceed minimum regulatory requirements and strive to create inviting pedestrian spaces around their facilities.

## 7.2 OPEN SPACE

As a primarily urban infill campus, UAF CTC does not own or manage any significant open spaces.

## 7.3 SIGNAGE

The Learning Plan identified the importance of creating and communicating a consistent brand across its multiple locations. Signage is an important component of this effort and should create a unique identity for CTC within the UAF signage guidelines. Interior and exterior signage will be created or replaced on an individual project basis.

## 7.4 ARCHITECTURAL GUIDELINES AND ENERGY CONSERVATION

As an urban infill campus, composed primarily of leased or renovated existing buildings it is important that each facility be designed in response to their unique context while projecting a consistent high quality professional image for UAF CTC.

Design elements and color schemes should be drawn from the recently renovated 604 Barnette which is the hub of this diverse community campus.

Future work on the UAF CTC campus shall achieve a design aesthetic that is complementary to existing campus buildings. Considerations may include (but are not limited to) architectural details, materials and finishes.

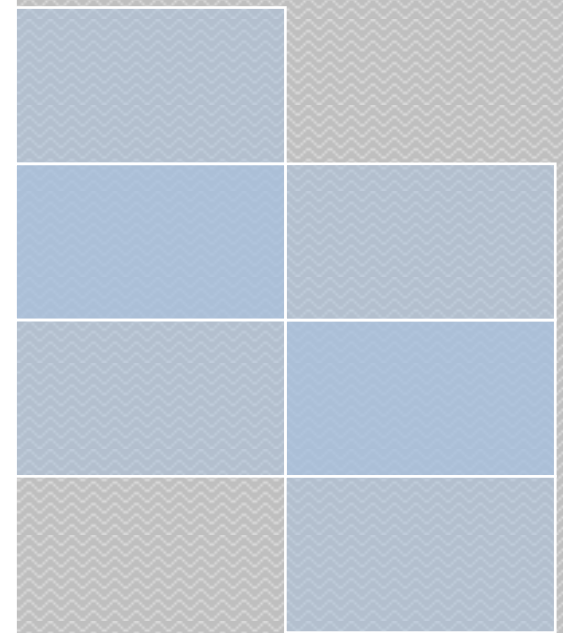
Sustainability is an important goal for UAF CTC. As buildings are acquired or renovated they should be systematically upgraded to reduce energy consumption. Baseline design guideline is the International Energy Conservation Code, City of Fairbanks and UAF Design Standards, however each facility should strive to significantly exceed these requirements. It is recommended that UAF CTC continues the expansion of energy conservation improvements. However, it is important to recognize that in many instances, LEED-certification would be prohibitively expensive.

## 7.5 ENVIRONMENTAL AND CULTURAL ISSUES

Given the urban setting of the campus, there are no site-specific environmental or cultural/archeological issues. UAF CTC should continue to design buildings with its community in mind to create a culturally-appropriate and welcoming setting.

## 7.6 ADA COMPLIANCE

Accessibility must meet the International Building Code requirements and the Americans with Disabilities Act guidelines. Acquisition of any existing facilities or lease space must include evaluation and upgrades, if necessary to make them fully accessible with local, state and federal requirements.



## 8.0 PRIORITIES FOR CAPITAL PROJECTS

UAF CTC Master Plan





## 8.0 PRIORITIES FOR CAPITAL PROJECTS

The 2009 planning effort created a prioritized list of facility improvements and land acquisitions. As of the 2012 update a number of these projects have been partially completed. Descriptions of the projects are contained in Section 6.0. CTC will continue to pursue funding opportunities for these priorities.

### **1. Complete the renovation of 604 Barnette Street.**

As of this writing in 2012, this project has been partially completed. Approximately \$10.1 million of renovating remains.

### **2. Develop a new UAF CTC Workforce Training Facility to address critical space shortages in Industrial Arts and Technology programs.**

As of 2012 UAF CTC has developed a partnership with the new Pipeline Training Facility, partially meeting this need.

### **3. Build a new UAF CTC facility on UAF's University Park site, creating an integrated UAF CTC campus with Hutchison Institute of Technology that enhances secondary-postsecondary partnerships and expands community access**

### **4. Purchase properties adjacent to or nearby existing UAF CTC facilities consistent with the "hub and cluster" model as opportunities arise, with special emphasis on those adjacent to 604 Barnette**

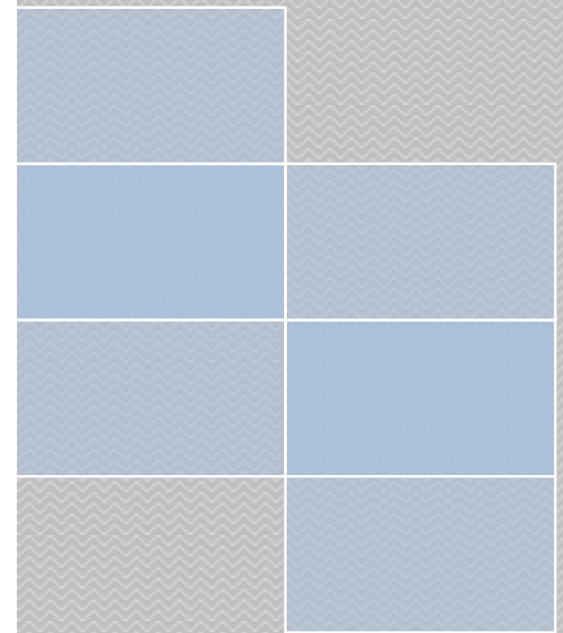
As of 2012 UAF CTC has acquired the adjacent property to the south of 604 Barnette and will pursue other adjacent properties as they become available.

**5. Move expanded UAF CTC Aviation Programs to Fairbanks International Airport**

As of 2012 progress has been made regarding expanding the Aviation program to the Airport.

**6. Expand the UAF/UAF CTC Early Childhood Lab School and campus-wide childcare services. Consider co-locating these with Early Childhood Education and related academic programs.**





## APPENDIX A – CURRENT AND FUTURE SPACE NEEDS

UAF CTC Master Plan



## Appendix A – Current & Future Space Needs

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This section itemized the space currently occupied by UAF CTC programs and estimates the additional needs to meet current and future program needs. This information was gathered through interviews with program representatives that:

- Identified their current space usage
- Discussed their current space needs that are not being met
- Discussed their vision for future program additions and expansion

Interviews were held with the following programs:

Northern Military Programs	Mark Young
Aviation & Professional Piloting	Kevin Alexander
Process Technology	LauraLee Potrikus
Culinary Arts	Frank Davis
Diesel/Heavy Equipment/Welding	Brian Rencher
Emergency Services/Fire	John George
Law Enforcement	Dusty Johnson
Paramedic Academy	Chuch Kuhns
Automotive Technology	Gary Thomerson
	Robert Gunn
Bunnell House Lab	Paige Vonder Haar
Early Childhood Education	Patty Meritt
Child Development & Family Studies	Veronica Plumb
Accounting & Applied Business	Andy Anger
Allied Health	Jenifer Filotei
	Cathy Winfree
	Christa Bartlett
	Marsha Sousa
	Rena Bower
Associate of Arts	Debbie Moses
	Michele Stalder
Developmental Education	Debbie Moses

General/Academic Programs/Recreation	Mary Earp
Human Services	Scott Culbertson
Paralegal Studies	Bob Parr
Cosmetology	Ed Husted
Construction Management & Drafting	Tina Christopher
	Thane Magelky
	Galen Johnson
Information Technology	Keith Swarner

Following the interviews the information was tabulated and reviewed with UAF Facilities and UAF CTC Administration staff to validate and verify.

## UAF Community and Technical College

### Space Requirements

#### Space Needs Summary

Department/Category	Existing Spaces	Additional Current Needs (2009)	Additional Future Needs (2020)	Program Totals
<b>Industrial Arts &amp; Technology</b>				
1. Process Technology, Instrumentation & Safety	4,198	10,575	5,000	19,773
2. Diesel/Heavy Equipment/Welding	9,309	8,926	12,000	30,235
3. Automotive Technology	7,676	4,000	11,800	23,476
<b>Health</b>				
4. Allied Health	10,429	12,441	10,450	33,320
5. Nursing Assistant	2,815	3,054	2,425	8,294
<b>Business</b>				
6. Accounting & Applied Business	1,392	750	3,650	5,792
7. Information Technology	4,002	2,700	2,900	9,602
8. Paralegal Studies	362	300	300	962
9. Construction Management / CADD	3,561	600	2,300	6,461
10. Small Business Center	703	0	0	703
<b>Emergency Services</b>				
11. Fire/ Law Enforcement / Emergency Medical	7,764	5,044	5,344	18,152
<b>Education</b>				
12. Early Childhood Lab School	4,042	5,400	6,000	15,442
13. Early Childhood Education	1,585	1,187	890	3,662
14. Child Development & Family Studies	677	0	1,300	1,977
15. Human Services	1,591	500	1,300	3,391
<b>Campus Center</b>				
16. Administration	3,873	0	500	4,373
17. Developmental Education	2,056	0	1,150	3,206
18. General Academic / Recreation	10,836	3,650	6,860	21,346
<b>Aviation</b>				
19. Aviation Maintenance & Piloting	14,792	0	16,932	31,724
<b>Satellite Programs</b>				
20. Culinary Arts	6,715	1,780	0	8,495
21. Cosmetology	1,200	2,400	0	3,600
22. Northern Military/North Pole/Delta Outreach				
<b>Net Program Sub-Totals:</b>	<b>99,578</b>	<b>63,307</b>	<b>91,101</b>	<b>253,986</b>

**Building Key**

DTC UAF Downtown Center  
 Hutch Hutchison Institute of Technology  
 Auto UAF CTC Automotive Technology Center

**1. Process Technology, Instrumentation & Safety**

Name/Type of Space:	Bldg	Room #	Existing Spaces	Additional Current Needs (2009)	Additional Future Needs (2020)	
			Area			
1.01 Admin Asst Office	Hutch	114B	103			
1.02 Office	Hutch	114D	102			
1.03 Faculty Office	Hutch	135B	163			
1.04 Classroom/Lab	Hutch	135A	536			
1.05 Classroom/Lab	Hutch	135C	461			
1.06 Classroom/Lab	Hutch	135D	576			
1.07 Shop	Hutch	135E	962			
1.08 Classroom/Lab	Auto		800			
1.09 Classroom	DTC	113	495			
1.10 5 Classroom/Labs (included in existing space)						
1.11 Safety Classroom				875		
1.12 3 Offices				450		
1.13 Shop				8000		
1.14 Storage				1000		
1.15 5 Classroom/Labs					4,800	
1.16 Outside Storage						required for various sized equipment
1.17 Workroom				250		
1.18 Adjunct Office					200	
<b>Sub-Total:</b>			<b>4,198</b>	<b>10,575</b>	<b>5,000</b>	<b>19,773 Total net program</b>

**Building Key**

Hutch Hu Hutchison Institute of Technology

**2. Diesel/Heavy Equipment/Welding**

Name/Type of Space:	Bldg	Room #	Existing Spaces	Additional Current Needs (2009)	Additional Future Needs (2020)	
			Area			
2.01 Office	Hutch	145C	171			
2.02 Diesel/HE Shop	Hutch	147	4,331			
2.03 Classroom	Hutch	147A	657			
2.04 Office	Hutch	147B	150			
2.05 Welding Shop	Hutch	139	4,000			
2.06 Classroom				875		Shared with FNSB
2.07 Increase Diesel/HE/Welding Shop				4,331		
2.08 Storage				135		
2.09 Welding inside storage				200		
2.10 Welding Gas Storage				80		
2.11 Welding Office/Library				150		
2.12 Outside Storage						10 trucks or heavy equip & steel supplies
2.13 Welding Shop expansion				2,000		
2.14 Welding Classroom				875		
2.15 Welding inside storage				200		
2.16 Welding Gas Storage				80		
2.17 Diesel/HE Storage					2,000	
2.18 Diesel/HE Classroom					2,000	
2.19 Diesel/HE Shop					8,000	
<b>Sub-Total:</b>			<b>9,309</b>	<b>8,926</b>	<b>12,000</b>	<b>30,235 Total net program</b>

# Building Key

Auto UAF CTC Automotive Technology Center

## 3. Automotive Technology

Name/Type of Space:	Bldg	Room #	Existing Spaces	Additional Current Needs (2009)	Additional Future Needs (2020)
			Area		
3.01 Shop 2	Auto		3,540	4000	10,000
3.02 Classroom	Auto		628		
3.03 Classroom	Auto		628		
3.04 Shop 1/Storage	Auto		2,052		
3.05 Office	Auto		432		
3.06 Breakroom	Auto		292		
3.07 Storage	Auto		104		
3.08 Shop 2 Expansion					300
3.09 Shops for future programs					500
3.10 2 Offices					1,000
3.11 Storage					
3.12 Shared Classroom					
Sub-Total:			7,676	4,000	11,800

23,476 Total net program

**Building Key**  
604 B 604 Barnette  
Upark University Park Center

#### 4. Allied Health

Name/Type of Space:	Bldg	Room #	Existing Spaces Area	Additional Current Needs (2009)	Additional Future Needs (2020)
<b>Shared Spaces</b>					
4.01 Computer/Classroom	604 B	407	706		
4.02 Office	604 B	412	141		
4.03 Office	604 B	415	121		
4.04 Copy Room	604 B	416	73		
4.05 Office	604 B	417A	133		
4.06 Office	604 B	417B	142		
4.07 Office	604 B	417C	155		
4.08 Office	604 B	417D	132		
4.09 Office	604 B	417E	133		
4.10 Video Conference Room	604 B	442	529		
4.11 3 Classrooms				2625	
4.12 Science Lab w/ Prep Room				1500	
4.13 Laundry				250	
4.14 3 Classrooms					1,625
4.15 Science Lab w/ Prep Room					1,500
<b>Dental</b>					
4.16 Reception	604 B	436	400		
4.17 Classroom	604 B	457	443		
4.18 Storage	604 B	457A	129		
4.19 Storage	604 B	458	75		
4.20 Dental Assistant Lab	604 B	460	812		
4.21 Dental Assistant Lab	604 B	461	521		
4.22 Storage	604 B	461A	53		
4.23 Storage	604 B	461B	31		
4.24 Storage	604 B	461C	18		
4.25 Dental Assistant Lab				812	
4.26 Storage				150	
4.27 Storage					
<b>Medical Assistant</b>					
4.28 Classroom	604 B	409	687		
4.29 Storage	604 B	410	113		
4.30 Conference/Seminar	604 B	411&414	263		
4.31 Phlebotomy Lab				1000	
4.32 2 Classrooms				1750	
4.33 6 Training Exam Rooms				600	
4.34 3 Offices				450	
4.35 Storage				250	
4.36 2 Classrooms					1,750
4.37 Storage					250
4.38 3 Offices					450
<b>Nursing Assistant</b>					
4.39 Office	Upark	109	435		CNA
4.40 Office	Upark	109C	101		CNA
4.41 Classroom	Upark	113	786		CNA
4.42 Classroom	Upark	117	786		CNA
4.43 Storage	Upark	117A	133		
4.44 Office/Storage	Upark	120	574		shared CNA & EMS
4.45 2 Classrooms				1750	CNA
4.46 Classroom/Lab				1154	CNA
4.47 Office				150	CNA
4.48 Classrooms					875
4.49 Classroom/Lab					1,200
4.50 Office					150



4.51 Storage				200	CNA
<b>Registered Nurse (UAA)</b>					
4.52 Office	604 B	425	288		
4.53 Office	604 B	424	319		
4.54 Classroom/Lab	604 B	443	1,197		
4.55 Video Conference Room				1,000	
4.56 Classroom/Lab				1,000	
4.57 3 Offices				450	
<b>Sub-Total:</b>			<b>10,429</b>	<b>12,441</b>	<b>10,450</b>
					<b>33,320 Total net program</b>

#### Building Key

UPark University Park Center

### 5. Nursing Assistant

Name/Type of Space:	Bldg	Room #	Existing Spaces Area	Additional Current Needs (2009)	Additional Future Needs (2020)	
5.01 Office	UPark	109	435			CNA
5.02 Office	UPark	109C	101			CNA
5.03 Classroom	UPark	113	786			CNA
5.04 Classroom	UPark	117	786			CNA
5.05 Storage	UPark	117A	133			
5.06 Office/Storage	UPark	120	574			shared CNA & EMS
5.07 2 Classrooms				1750		CNA
5.08 Classroom/Lab				1154		CNA
5.09 Office				150		CNA
5.10 Classrooms					875	CNA
5.11 Classroom/Lab					1,200	CNA
5.12 Office					150	CNA
5.13 Storage					200	CNA
<b>Sub-Total:</b>			<b>2,815</b>	<b>3,054</b>	<b>2,425</b>	<b>8,294 Total net program</b>

it is anticipated this program will move to renovated 604 Barnette space

#### Building Key

604 B 604 Barnette

### 6. Accounting & Applied Business

Name/Type of Space:	Bldg	Room #	Existing Spaces Area	Additional Current Needs (2009)	Additional Future Needs (2020)	
6.01 Media Library/Storage	604 B	215	168			
6.02 Tutoring	604 B	217	162			
6.03 Reception	604 B	224	253			
6.04 Faculty Office	604 B	224A	218			
6.05 Faculty Office	604 B	224B	114			
6.06 Adjunct Faculty Office	604 B	224C	113			
6.07 Admin Asst Office	604 B	224D	127			
6.08 Faculty Office	604 B	224E	237			
6.09 Faculty Office				150		
6.10 Adjunct Faculty Office				200		
6.11 Media Library/Storage				200		
6.12 Storage				200		
6.13 Student Computer/Study Lounge						Shared with other departments
6.14 2 Classrooms					2,000	
6.15 3 Faculty Offices					450	
6.16 Computer Lab					1,200	
<b>Sub-Total:</b>			<b>1,392</b>	<b>750</b>	<b>3,650</b>	<b>5,792 Total net program</b>

**Building Key**  
DTC UAF Downtown Center

### 7. Information Technology

Name/Type of Space:	Bldg	Room #	Existing Spaces Area	Additional Current Needs (2009)	Additional Future Needs (2020)
7.01 Computer Classroom	DTC	201	1,122		
7.02 Admin Asst Office	DTC	203	102		
7.03 Storage/Workroom	DTC	204	135		
7.04 Computer Classroom	DTC	205	506		
7.05 Faculty Office	DTC	206	171		
7.06 Computer Classroom	DTC	207&209	668		
7.07 Computer Classroom	DTC	210	1,061		
7.08 Faculty Office	DTC	210B	122		
7.09 Comm Room/Storage	DTC	210C	115		
7.10 2 Computer Classroom				2400	
7.11 Faculty Offices				300	
7.12 2 Computer Classroom					2,400
7.13 Storage					200
7.14 Faculty Offices					300
<b>Sub-Total:</b>			<b>4,002</b>	<b>2,700</b>	<b>2,900</b>

9,602 Total net program

**Building Key**  
604 B 604 Barnette

### 8. Paralegal Studies

Name/Type of Space:	Bldg	Room #	Existing Spaces Area	Additional Current Needs (2009)	Additional Future Needs (2020)
8.01 Library	604 B	103	227		
8.02 Office	604 B	103A	135		
8.03 Expand Library				300	
8.04 2 Offices					300
<b>Sub-Total:</b>			<b>362</b>	<b>300</b>	<b>300</b>

962 Total net program

**Building Key**  
DTC UAF Downtown Center

### 9. Construction Management / CADD

Name/Type of Space:	Bldg	Room #	Existing Spaces Area	Additional Current Needs (2009)	Additional Future Needs (2020)
9.01 Classroom	DTC	101	497		
9.02 AUTOCAD Lab	DTC	103&105	1,108		
9.03 Storage	DTC	106	310		
9.04 Classroom	DTC	107	553		
9.05 Office	DTC	109&109A	250		
9.06 Office	DTC	111&111A	258		
9.07 Classroom	DTC	115	585		
9.08 2 Offices				300	
9.09 Storage				300	
9.10 2 Classrooms					2,000
9.11 2 Offices					300
<b>Sub-Total:</b>			<b>3,561</b>	<b>600</b>	<b>2,300</b>

6,461 Total net program

**Building Key**  
604 B 604 Barnette

### 10. Small Business Center

Name/Type of Space:	Bldg	Room #	Existing Spaces	Additional Current Needs (2009)	Additional Future Needs (2020)
			Area		
10.01 Reception	604 B	220	209		
10.02 Storage	604 B	220A	60		
10.03 Storage	604 B	220A1	53		
10.04 Office	604 B	220B	132		
10.05 Office	604 B	220C	127		
10.06 Office	604 B	220D	122		
Sub-Total:			703	0	0

703 Total net program

**Building Key**  
UPark University Park Center

### 11. Fire/ Law Enforcement / Emergency Medical

Name/Type of Space	Bldg	Room #	Existing Spaces Area	Additional Current Needs (2009)	Additional Future Needs (2020)	
<b>Shared Facilities</b>						
11.01 Shared Classroom	UPark	102	750			
11.02 Shared Classroom	UPark	104	767			
11.03 Shared Classroom	UPark	108	1,472			
11.04 2 Shared Classrooms				2,000		
11.05 Mat Room/Gym				1,200		
11.06 2 Shared Classrooms					2,000	
11.07 Dorms/Apartments						Shared with other UAF CTC programs
11.08 Skid Pad						site feature
11.09 Garage/Training						site feature
11.10 Heated 3 story Training Building						site feature
11.11 Outdoor training areas						site feature
<b>Fire Science</b>						
11.12 Lab/Classroom	UPark	107	784			
11.13 Office	UPark	107A	139			
11.14 Classroom					1,000	
11.15 North Pole Fire Training Center						rented - 13 miles from UAF CTC - not heated
11.16 Fairbanks Regional Fire Training Ctr						rented - not heated
11.17 Storage				400		
<b>Law Enforcement</b>						
11.18 Classroom	UPark	101	757			
11.19 Office	UPark	115	139			
11.20 Classroom					1,000	
11.21 Rifle Range						Shared rifle range with community
<b>Emergency Medical Services</b>						
11.22 Classroom	UPark	103	786			
11.23 Storage	UPark	103A	133			
11.24 Office	UPark	109A	117			
11.25 Office	UPark	109B	102			
11.26 Shared Computer Lab	UPark	111	774			
11.27 Lab	UPark	119	757			
11.28 Storage	UPark	121	287			
11.29 Classroom					1,000	
11.30 2 Offices				300		
11.31 Storage				144		
11.32 ER Simulation Room				400		
11.33 Ambulance Simulation Room				100		
11.34 5 Skills/Testing Rooms				500		
11.35 2 Offices					200	
11.36 Storage					144	
<b>Sub-Total:</b>			<b>7,764</b>	<b>5,044</b>	<b>5,344</b>	<b>18,152 Total net program</b>

**Building Key**

ECLS Bunnell House Early Childhood Lab School

**12. Early Childhood Lab School**

Name/Type of Space	Bldg	Room #	Existing Spaces Area	Additional Current Needs (2009)	Additional Future Needs (2020)	
<b>Early Childhood Lab (Bunnell House)</b>						
12.01 Office/Storage	ECLS	Attic	541			
12.02 Daycare 1(toddler)	ECLS	2nd FL	2,445			
12.03 Daycare 2 (preschool)	ECLS	1st FL	1,056			
12.04 Daycare 1(infant)				2500		
12.05 Classroom/Observation				1000		approx sf to add ages 7-8
12.06 Reception				250		
12.07 Parent Conference Room				150		
12.08 Multi Purpose Room				1000		
12.09 Office/Storage				500		
12.1 Playground/Garden						outdoor space
12.11 Adult Dependent Care					2,500	
12.12 Group Home					2,500	
12.13 Classroom/Observation					1,000	approx sf to add ages 7-8
<b>Sub-Total:</b>			<b>4,042</b>	<b>5,400</b>	<b>6,000</b>	<b>9,442 Total net program</b>

**Building Key**

604 B 604 Barnette

**13. Early Childhood Education**

Name/Type of Space	Bldg	Room #	Existing Spaces Area	Additional Current Needs (2009)	Additional Future Needs (2020)	
13.01 Office	604 B	205B	125			
13.02 Office	604 B	205C	297			
13.03 Office	604 B	205D	166			
13.04 Storage	604 B	209	107			
13.05 Classroom	604 B	213	890			
13.06 Office				297		
13.07 Classroom				890		
13.08 Classroom					890	
<b>Sub-Total:</b>			<b>1,585</b>	<b>1,187</b>	<b>890</b>	<b>3,662 Total net program</b>

**Building Key**

604 B 604 Barnette

**14. Child Development & Family Studies**

Name/Type of Space	Bldg	Room #	Existing Spaces Area	Additional Current Needs (2009)	Additional Future Needs (2020)	
14.01 Director	604 B		150			
14.02 Office	604 B		150			
14.03 Office	604 B		150			
14.04 Conference	604 B	207	227			
14.05 Classroom						
14.06 2 Offices					300	
14.07 Conference					1,000	
<b>Sub-Total:</b>			<b>677</b>	<b>0</b>	<b>1,300</b>	<b>1,977 Total net program</b>

**Building Key**  
604 B 604 Barnette

**15. Human Services**

Name/Type of Space	Bldg	Room #	Existing Spaces Area	Additional Current Needs (2009)	Additional Future Needs (2020)
15.01 Office	604 B	201	179		
15.02 Classroom	604 B	203	779		
15.03 Storage	604 B	203A	137		
15.04 Admin Asst Office	604 B	205	368		
15.05 Faculty Office	604 B	205A	128		
15.06 Adjunct Faculty Workroom				250	
15.07 Classroom					1,000
15.08 2 Offices				250	300
<b>Sub-Total:</b>			<b>1,591</b>	<b>500</b>	<b>1,300</b>

12 adjunct staff

**3,391 Total net program**

**Building Key**  
604 B 604 Barnette  
Hutch Hutchinson Institute of Technology

**16. Administration**

Name/Type of Space	Bldg	Room #	Existing Spaces Area	Additional Current Needs (2009)	Additional Future Needs (2020)
16.01 Storage	604 B	200U3	83		
16.02 Office	604 B	204	207		
16.03 Office	604 B	204A	216		
16.04 Office	604 B	210	312		
16.05 Office	604 B	210A	144		
16.06 Office	604 B	210B	103		
16.07 Storage	604 B	210C	79		
16.08 Office	604 B	210D	192		
16.09 Office	604 B	210E	172		
16.10 Reception	604 B	218	202		
16.11 Office	604 B	218A	115		
16.12 Office	604 B	218B	119		
16.13 Office	604 B	218C	263		
16.14 Office	604 B	218D	201		
16.15 Storage	604 B	218E	33		
16.16 Office	604 B	218F	218		
16.17 Office	604 B	218G	165		
16.18 Office	604 B	218H	286		
16.19 Office	604 B	218I	158		
16.19 Office	604 B	218J	118		
16.20 Office	604 B	218J	118		
16.21 Office	Hutch	114F	102		
16.22 Office	Hutch	114G	157		
16.23 Office	Hutch	114I	110		
16.24 Offices, conference & Storage					500
<b>Sub-Total:</b>			<b>3,873</b>	<b>0</b>	<b>500</b>

**4,373 Total net program**

**Building Key**  
604 B 604 Barnette

### 17. Developmental Education

Name/Type of Space:	Existing Spaces		Additional Current Needs (2009)	Additional Future Needs (2020)
	Bldg	Room # Area		
17.01 Classroom	604 B	118 673		
17.02 UAF CTC Learning Center	604 B	120 547		
17.03 Faculty Office	604 B	120A 103		
17.04 Computer Lab	604 B	120B 272		
17.05 Storage	604 B	120C 21		
17.06 Faculty Office	604 B	120D 165		
17.07 Faculty Office	604 B	120E 165		
17.08 Faculty Office	604 B	120F 110		
17.09 Learning Center Expansion				600
17.10 Storage				100
17.11 3 Offices				450
<b>Sub-Total:</b>		<b>2,056</b>	<b>0</b>	<b>1,150</b>

**3,206** Total net program



**Building Key**  
604 B 604 Barnette

**18. General Academic / Recreation**

Name/Type of Space:	Bldg	Room #	Existing Spaces	Additional Current Needs (2009)	Additional Future Needs (2020)
			Area		
18.01 Adjunct Office	604 B	101	291		
18.02 Storage	604 B	101A	107		
18.03 Rec Office	604 B	101B	169		
18.04 Advising Office	604 B	101C	166		
18.05 Clothes Closet Storage	604 B	102	309		
18.06 Office	604 B	104	182		
18.07 Bookstore	604 B	105	128		
18.08 Computer Classroom	604 B	106	870		
18.09 Financial Aid Office	604 B	106A	166		
18.10 Computer Lab/Study Area	604 B	108	850		
18.11 Registrar Reception	604 B	110	552		
18.12 Breakroom	604 B	110A	107		
18.13 Office	604 B	110B	180		
18.14 Advising Office	604 B	110C	111		
18.15 Registrar Office	604 B	110D	243		
18.16 Storage	604 B	112	133		
18.17 Computer Lab	604 B	113	592		
18.18 Storage	604 B	114	116		
18.19 Computer Lab	604 B	116	1,026		
18.20 Classroom	604 B	119	1,119		
18.21 Conference Room	604 B	202	304		
18.22 Classroom	604 B	206	706		
18.23 Classroom	604 B	211	974		
18.24 Classroom	604 B	212	623		
18.25 Classroom	604 B	214	133		
18.26 Classroom	604 B	216	679		
18.27 Exercise Room				1800	
18.28 Changing Rooms				400	
18.29 Computer Lab				1200	
18.30 Storage				250	
18.31 2 Seminar Rooms					900
18.32 4 Classrooms					3560
18.33 2 Computer Classrooms					2400
Sub-Total:			10,836	3,650	6,860

21,346 Total net program

# Existing Building Key

Hutch Hutchinson Institute of Technology

## 19. Aviation Maintenance & Piloting

Name/Type of Space:	Bldg	Room#	Existing Spaces (square feet)	Additional Current Needs (2009)	Additional Future Needs (2020)
19.01 Aviation lab	Hutch	146	1,952		
19.02 Welding Room	Hutch	148	267		
19.03 A&P Hangar	Hutch	149	6,593		
19.04 Tech Library	Hutch	149a	312		
19.05 Storage	Hutch	149b	148		
19.06 HazMat Room	Hutch	149c	248		
19.07 Blasting Room	Hutch	149d	171		
19.08 Nicad Room	Hutch	149e	28		
19.09 Lead-Acid Room	Hutch	149f	27		
19.10 Classroom	Hutch	201	1,396		
19.11 Storage	Hutch	201ab	353		
19.12 Classroom	Hutch	202	1,000		
19.13 Office	Hutch	203	166		
19.14 Student Lounge	Hutch	204	329		
19.15 Office	Hutch	205	182		
19.16 Admin Storage	Hutch	206	285		
19.17 Office	Hutch	207	86		
19.18 Seminar Room	Hutch	208	359		
19.19 Office	Hutch	209	80		
19.20 Admin/Reception	Hutch	210	310		
19.21 Instr. Aid Storage	Hutch	211	500		
19.22 Aircraft Hangar (increase size to 15,000 sf)					6,000
19.23 A&P Welding					1,080
19.24 Indoor Storage					2,000
19.25 Technical Library					800
19.26 Paint Booth					800
19.27 Outdoor Storage					44,000 SF for aircraft storage
19.28 2 AFPM Classrooms					2,000
19.29 2 AVTV Classrooms					2,000
19.30 Avionics Classroom					1,000
19.31 Avionics Workroom					180
19.32 4 Preflight Briefing Rooms					400
19.33 4 Offices					672
19.34 Student Commons					in grossing factor
<b>Net Program Sub-Totals:</b>			<b>14,792</b>	<b>-</b>	<b>16,932</b>
					<b>31,724</b> Total net program

### Building Key

Hutch Hutchinson Institute of Technology

## 20. Culinary Arts

Name/Type of Space:	Bldg	Room #	Existing Spaces Area	Additional Current Needs (2009)	Additional Future Needs (2020)
20.01 Dining	Hutch	100	751		
20.02 Fine Dining/Classroom	Hutch	100A	541		
20.03 Storage	Hutch	100B	112		
20.04 Lab/Kitchen	Hutch	100C	920		
20.05 Storage	Hutch	100C1	41		
20.06 Lab/Kitchen	Hutch	100D	1,636		
20.07 Walk-Ins	Hutch	100D1-4	361		
20.08 Lab/Concessions	Hutch	100E	114		
20.09 Lab/Concessions	Hutch	100F	114		
20.10 Lab/Kitchen	Hutch	100G	593		
20.11 Storage	Hutch	100H	348		
20.12 Lab/Dish Washing	Hutch	100I	270		
20.13 Dining/Classroom	Hutch	100J	496		
20.14 Storage/Office	Hutch	114J	307		
20.15 Office	Hutch	114H	111		
20.16 Storage				655	
20.17 Classroom				875	
20.18 Library				250	
20.19 Outside Storage					
Sub-Total:			6,715	1,780	0

8,495 Total net program

### Building Key

## 21. Cosmetology

Name/Type of Space:	Bldg	Room #	Existing Spaces Area	Additional Current Needs (2009)	Additional Future Needs (2020)
21.01 Existing Lease Space			1200		
21.02 Future Lease Sapce				2400	
Sub-Total:			1,200	2,400	0

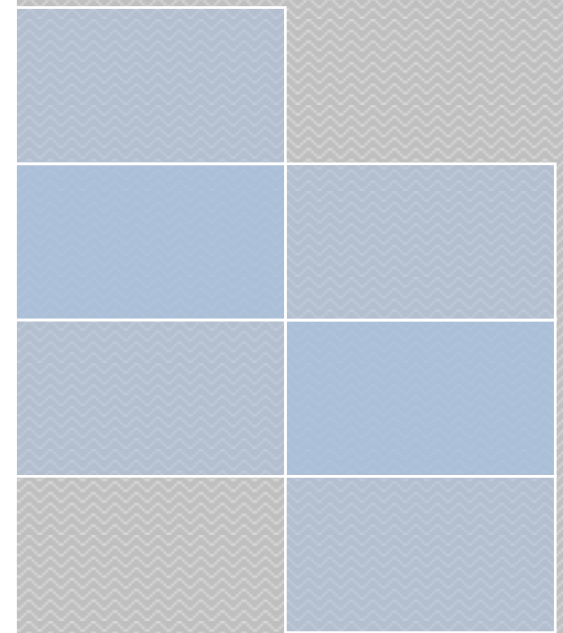
3,600 Total net program

\* This program is temporarily housed off-site.

## 22. Northern Military/North Pole/Delta Outreach

Name/Type of Space:	Existing Spaces		Additional Current Needs (2009)	Additional Future Needs (2020)
	Bldg	Room #	Area	
Fort Wainwright, Eleson AFB & Fort Greeley				
UAF CTC’s Northern Military Programs provides services by agreement to service personnel in the US Army (Fort Wainwright and Fort Greeley) and US Air Force (Eielson AFB and Clear AFS). It has offices located within the Education Center at both FTWW and Eielson.				
UAF CTC is supportive of efforts on FTWW to construct a new Education Center that would consolidate and expand classroom and lab facilities in meeting needs of service personnel. UAF CTC staff have identified a need for more classroom space to meet demand on both FTWW and Fort Greeley as well as a need for a science lab classroom facility on FTWW.				
UAF CTC continues to work with Education Services staff to respond to changing instructional needs and associated facilities including expanded use of e-learning and distance education, use of mobile testing services, and flexible instructional delivery systems.				
Delta				
UAF CTC is one of five partners making up Partners for Progress in Delta, Inc. (PPD), a non-profit designed to expand education and training opportunities in the greater Delta region. PPD activities are centered around the Delta Career Advancement Center, a 9600 square foot facility in Delta Junction owned by the Delta Greely School District. The facility includes a 7000 square foot shop, offices, and two classrooms—one is a computer lab with up-to-date technology and the other is a two-way smart classroom with sufficient bandwidth for distance learning.				
The Delta Career Advancement Center and PPD are now recognized by the State of Alaska as a regional training center under HB2; this provides 5-year DOLWD funding for PPD education and training in the amount of about \$283,000 annually, commencing in FY09.				
PPD is currently engaged in discussions with the Delta-Greely School District about a possible lease of the Center for up to five years in order to broaden career and technical education opportunities for both secondary and post-secondary students and community members in the greater Delta region. Such a lease could significantly expand opportunities for UAF CTC and UAF involvement in such training and education.				
North Pole HS				
UAF CTC currently offers an array of academic courses in North Pole using facilities in the evening at North Pole High School. These course offerings are aligned with those offered on nearby FTWW and Eielson bases. UAF CTC anticipates continuing to offer general academic courses at NPHS as demand warrants. Should NPHS facilities be expanded to include additional shop space, UAF CTC would potentially have an interest in offering additional technical training courses as demand warrants.				





## APPENDIX B – EXISTING FACILITY PLANS

UAF CTC Master Plan





Architectural floor plan of the Hutchison Institute of Technology. The plan shows a complex layout of rooms, corridors, and a central courtyard. The main building is colored red, the library is blue, the sports center is green, and the administrative building is yellow. A north arrow is located in the bottom left corner.

⊕ HUTCHISON INSTITUTE OF TECHNOLOGY  
NOT TO SCALE

FIRST FLOOR



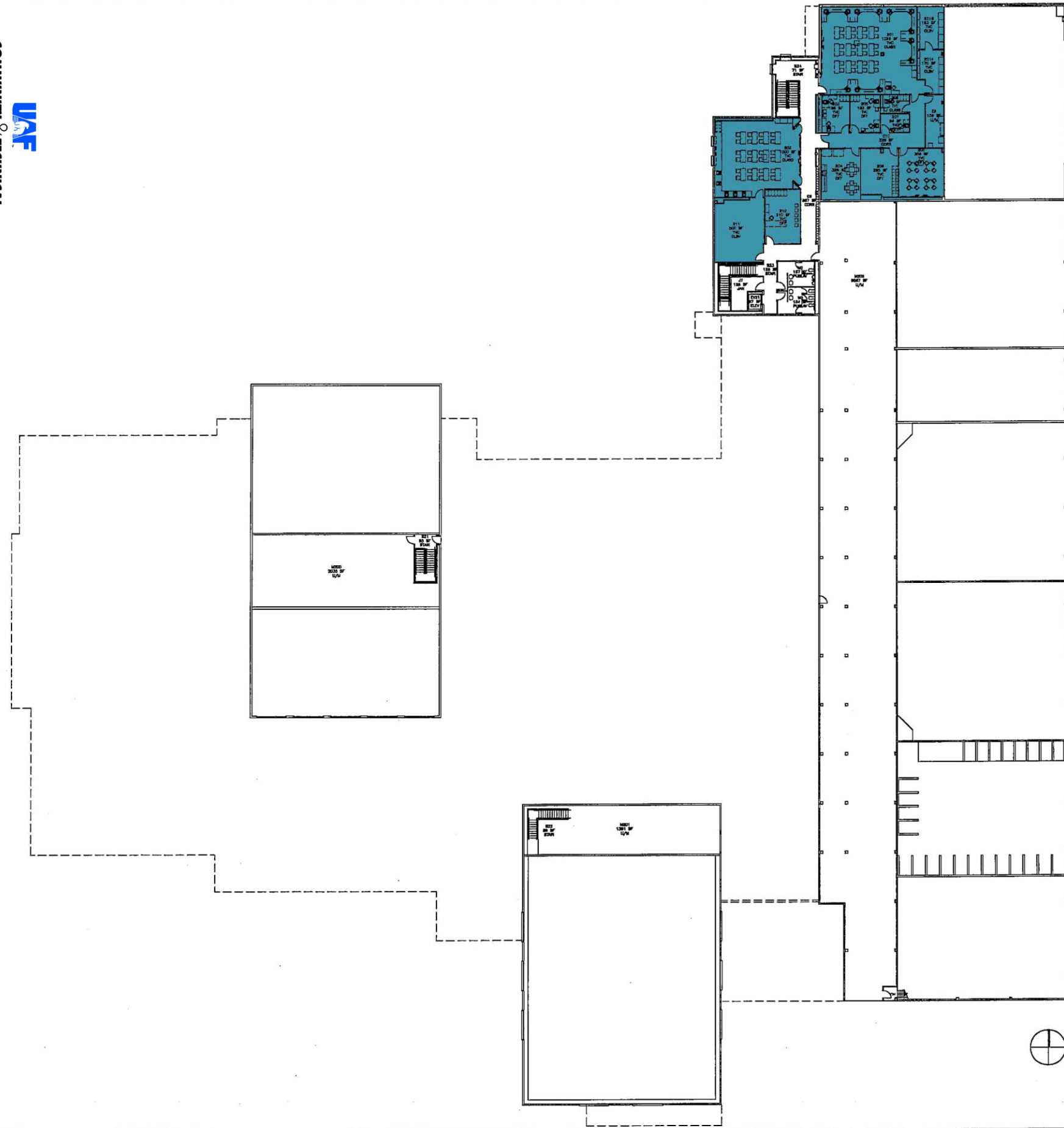
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**HUTCHISON INSTITUTE OF TECHNOLOGY  
SECOND FLOOR**



### LEGEND

**AVIATION & PROFESSIONAL PILOTING**

SECOND FLOOR

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**FACILITIES SERVICES**  
**Division of**  
**Design and Construction**



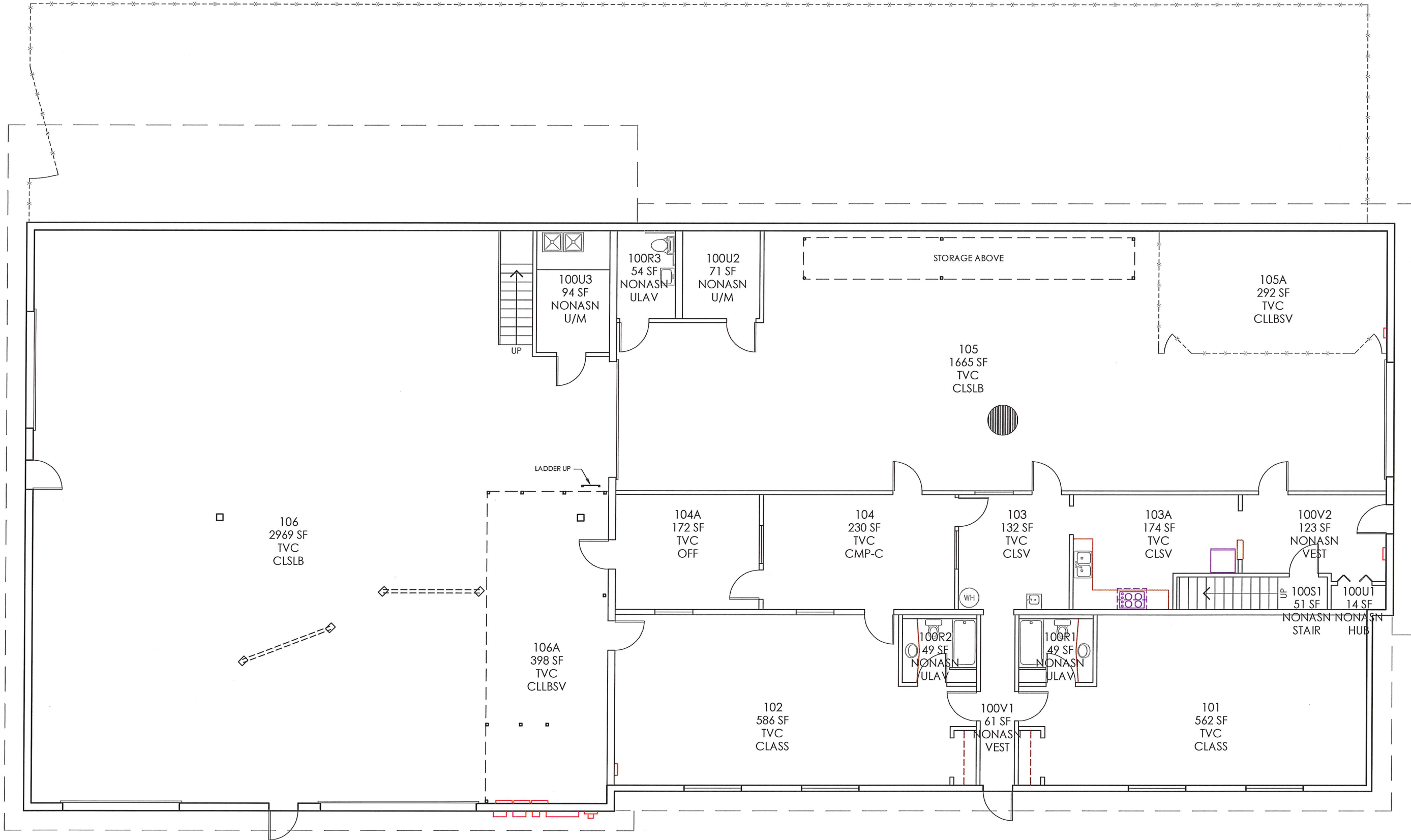
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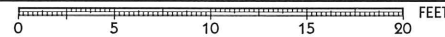
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SHEET NO. 2 of 2





TVC AUTOMOTIVE TECHNOLOGY FACILITY FL131 - 1st Floor



**FACILITIES SERVICES**  
**DESIGN & CONSTRUCTION**

**DESIGN & CONSTRUCTION**  
**P.O. BOX 758160**

P.O. BOX 138180  
FAIRBANKS, AK 99775-8160

907-474-5299

907-474-7554 (fax)

[www.uaf.edu/ddc](http://www.uaf.edu/ddc)



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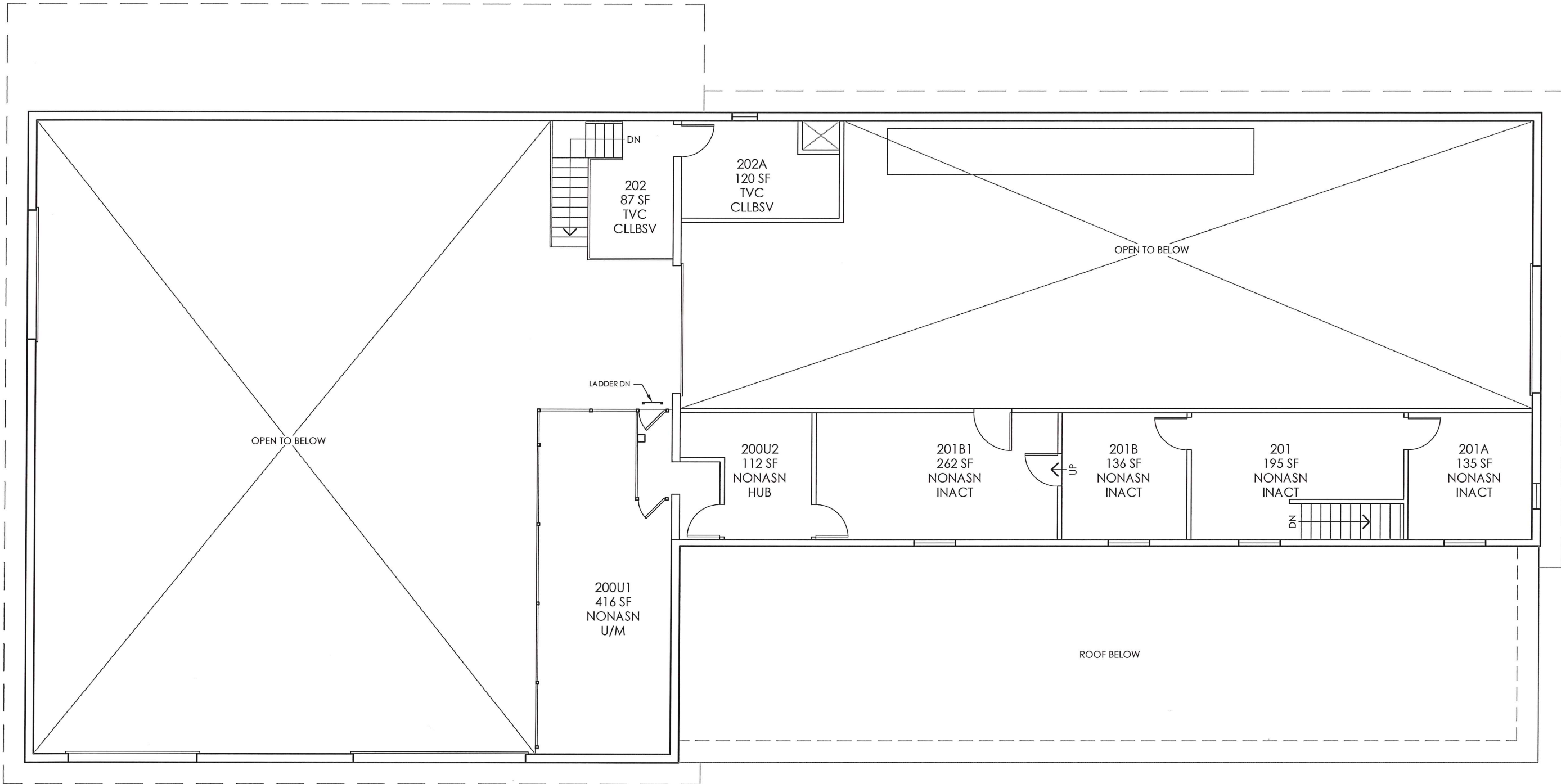
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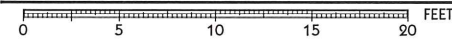
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TVC AUTOMOTIVE TECHNOLOGY FACILITY FL131 - 2nd Floor



SHEET NO.

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OF 2

**FACILITIES SERVICES**

DESIGN & CONSTRUCTION

P.O. BOX 758160

FAIRBANKS, AK 99775-8160

907-474-5299

907-474-7554 (fax)

[www.uaf.edu/dac](http://www.uaf.edu/dac)

Project Title:

**FACILITIES INVENTORY - BLDG FL131**

**TVC AUTOMOTIVE TECHNOLOGY CENTER**

Sheet Title:

**SECOND FLOOR PLAN**

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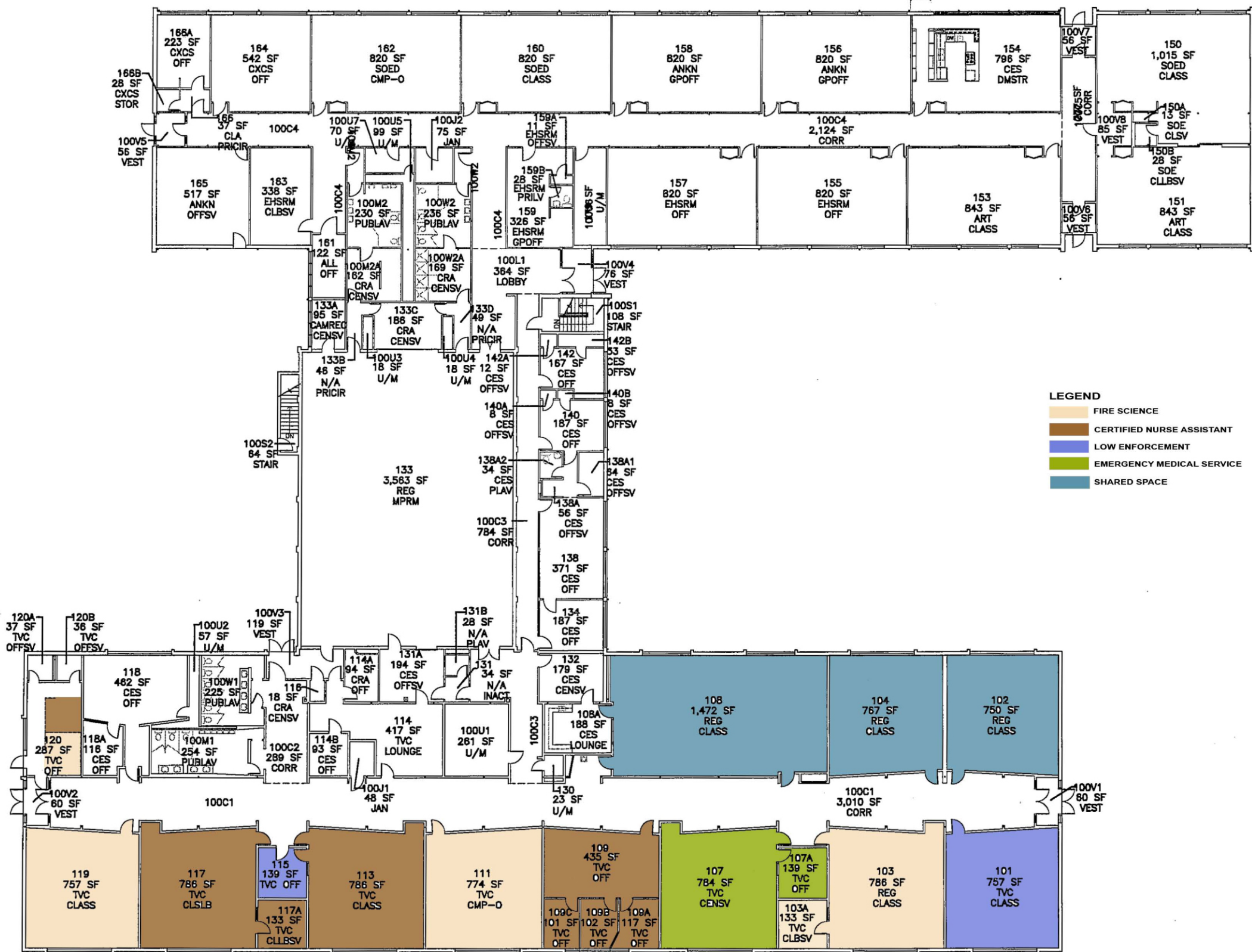
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UNIVERSITY PARK BUILDING  
FLOOR PLAN



UNIVERSITY PARK BUILDING FS422  
SCALE: NTS

BUILDING NO. FS422

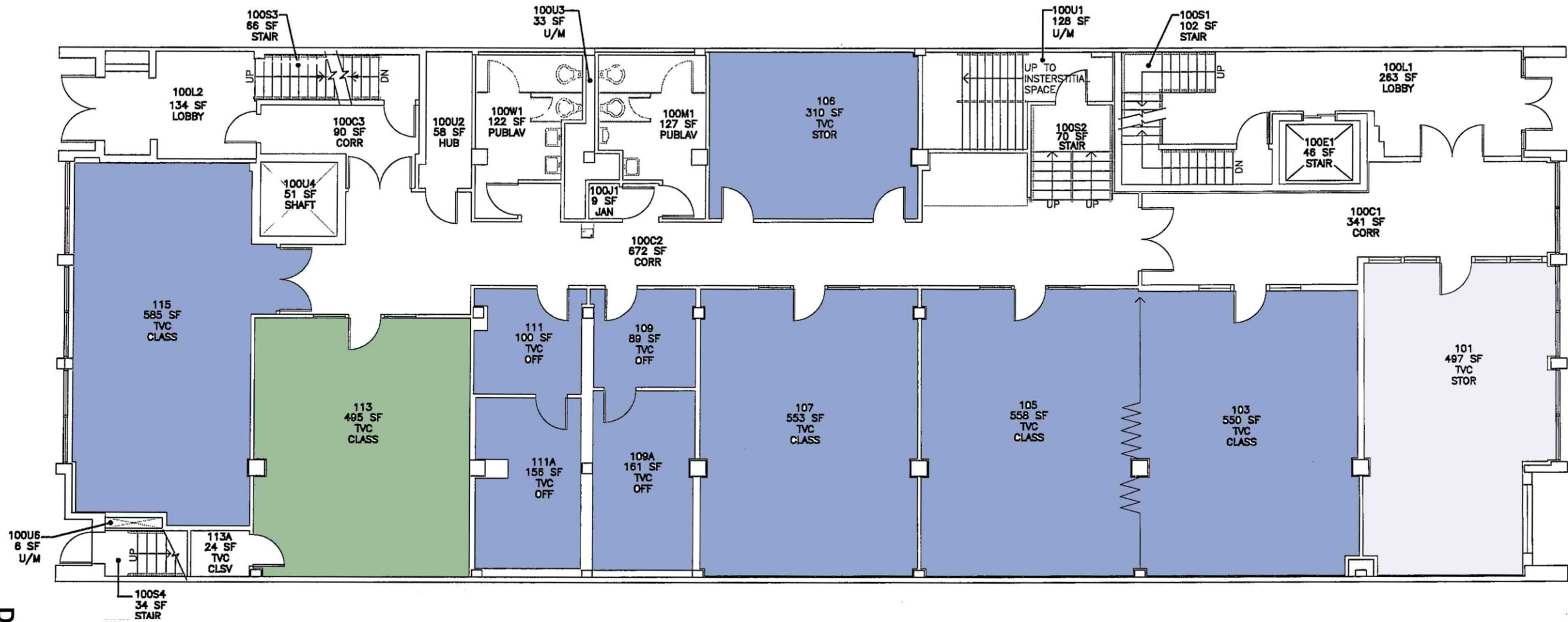
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UNIVERSITY PARK BUILDING

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FACILITIES SERVICES  
Division of  
Design and Construction



DOWNTOWN CENTER  
FIRST FLOOR



FIRST LEVEL



DOWNTOWN CENTER  
SCALE: 3/32"=1'-0"

LEGEND

- PROCESS TECHNOLOGY
- CONSTRUCTION MANAGEMENT & DRAFTING

FACILITIES SERVICES  
Division of  
Design and Construction



FACILITIES INVENTORY

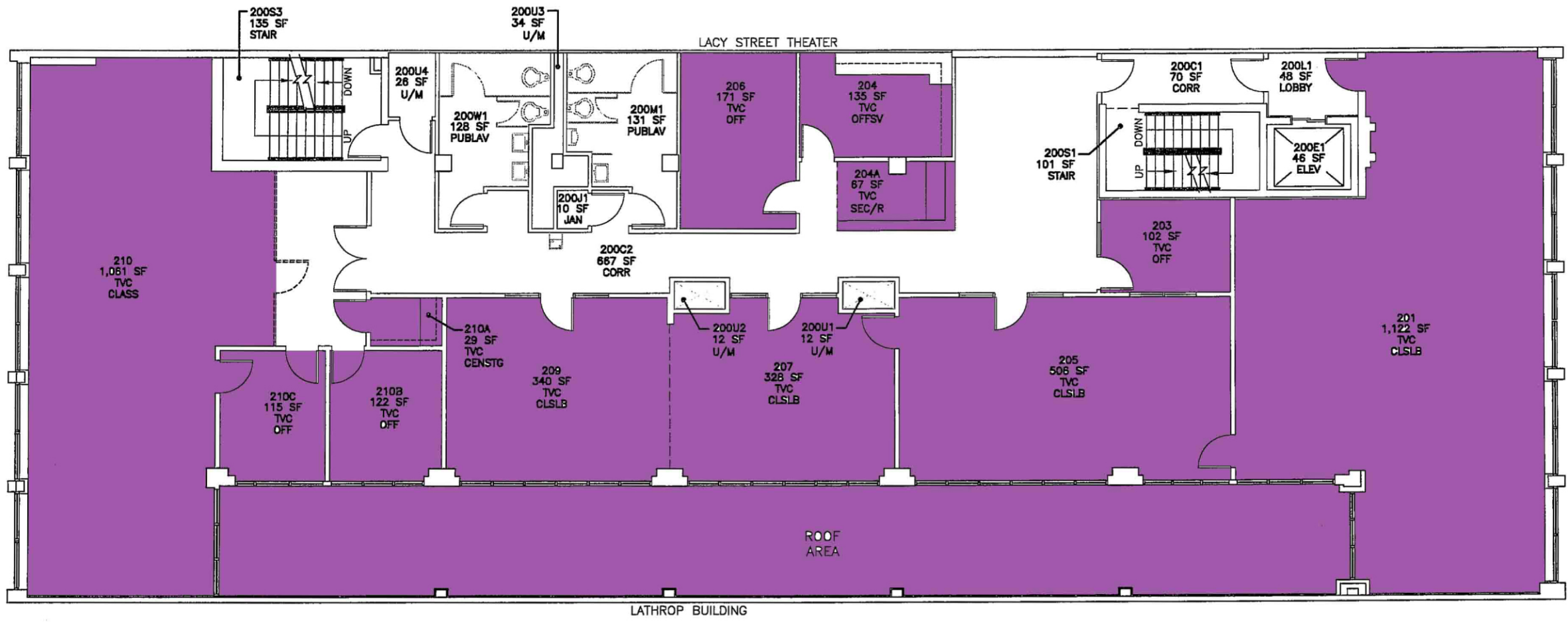
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DOWNTOWN CENTER

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3	9/29/08 General Space Audit
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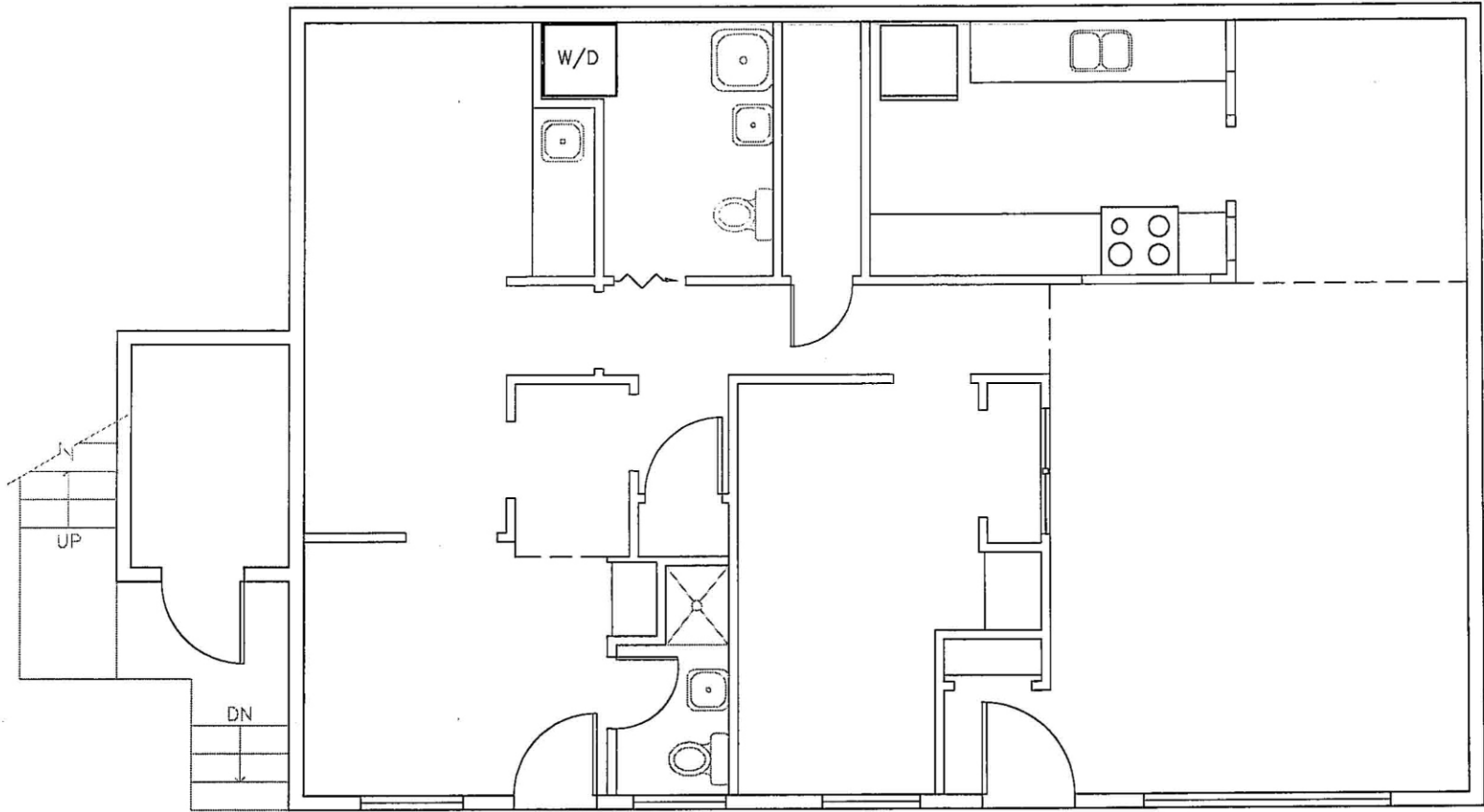
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INFORMATION TECHNOLOGY



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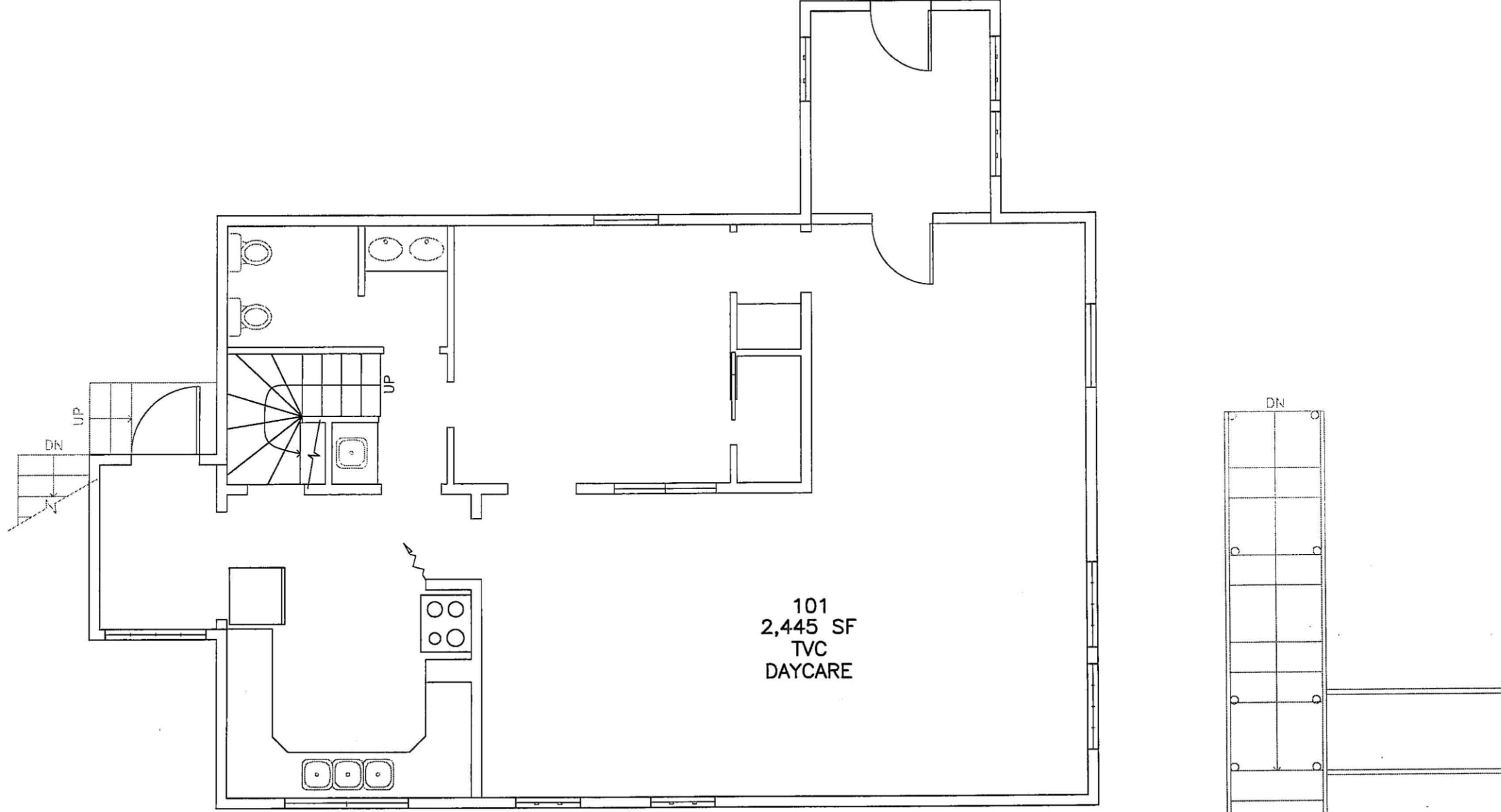


FIRST FLOOR



BUNNELL HOUSE  
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BUNNELL HOUSE  
SECOND FLOOR



SECOND FLOOR



BUNNELL HOUSE  
SCALE: 3/16" = 1'-0"

FACILITIES SERVICES  
Division of  
Design and Construction



FACILITIES INVENTORY

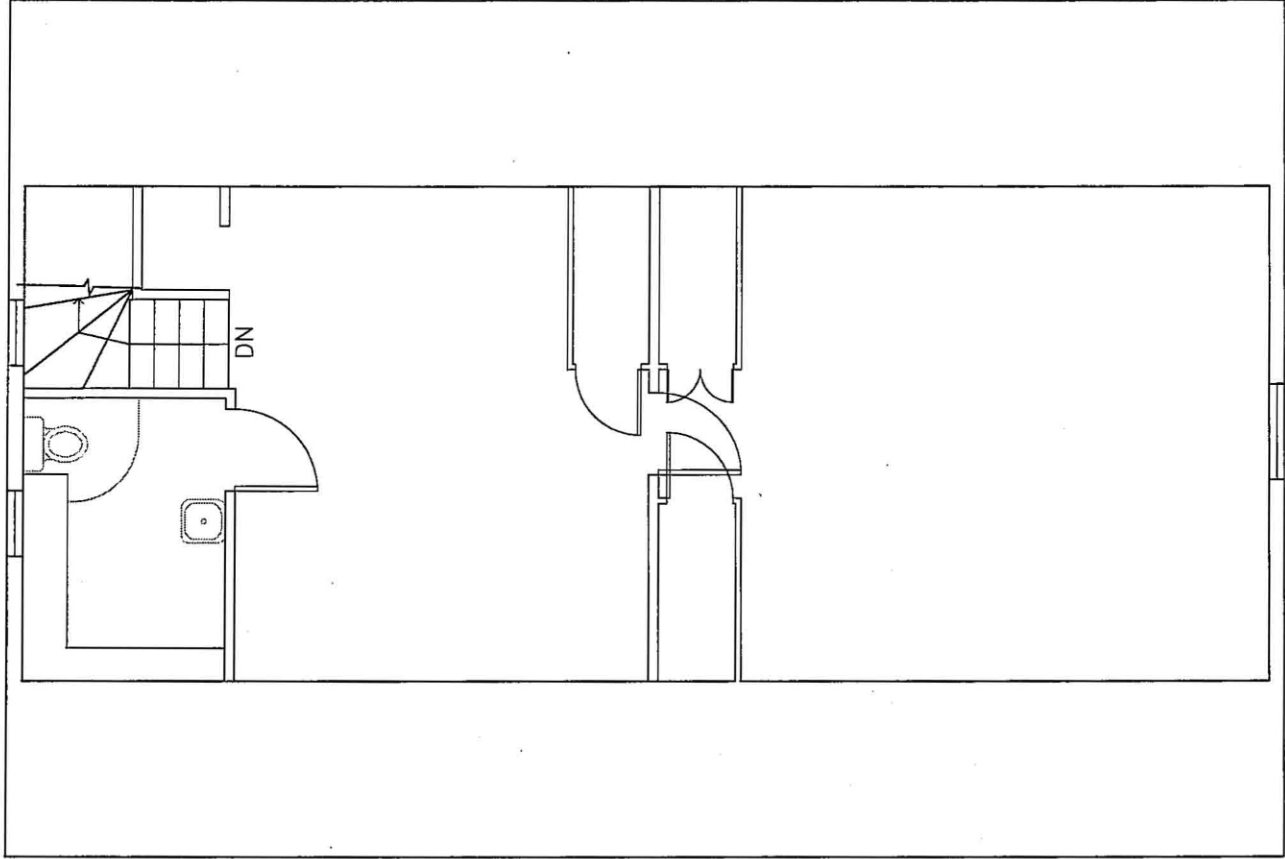
BUILDING NO. FS703

BUNNELL HOUSE

Revisions:  
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2. 02/01/08 1000 SPACE ADJUST UPRD  
3. 03/01/08 1000 SPACE ADJUST UPRD  
Drawn by KRA  
Date 4/24/08  
Checked by  
Date  
Scale AS SHOWN

SHEET NO.  
2  
of 3

BUNNEL HOUSE  
THIRD FLOOR



THIRD FLOOR



BUNNELL HOUSE  
SCALE: 3/16" = 1'-0"



FACILITIES SERVICES  
Division of  
Design and Construction

Revisions:  
1) DRAWN 1000 SPACE ADJUST UPDATE  
2) DRAWN 1000 SPACE ADJUST UPDATE  
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Date 4/23/98  
Checked by  
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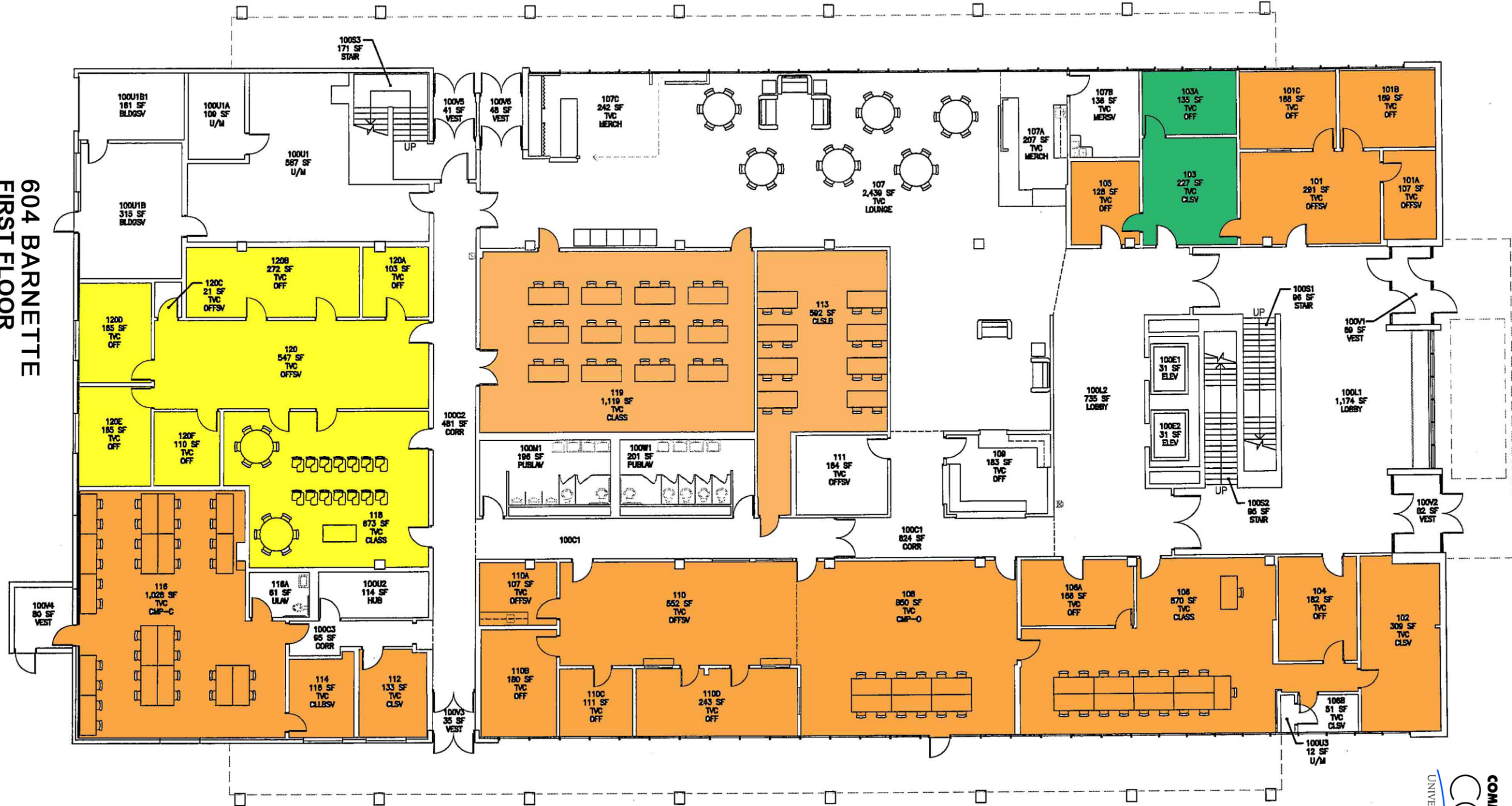
BUILDING NO. FS703

BUNNELL HOUSE

SHEET NO.  
3  
of 3



604 BARNETTE  
FIRST FLOOR



LEGEND

- DEVELOPMENT EDUCATION
- GENERAL / ACADEMIC PROGRAMS / RECREATION COURSES
- PARALEGAL STUDIES



604 BARNETTE - FIRST FLOOR  
SCALE: 1/16"=1'-0"

COMMUNITY & TECHNICAL  
COLLEGE  
UNIVERSITY of ALASKA FAIRBANKS

FACILITIES SERVICES  
Division of  
Design and Construction



FACILITIES INVENTORY

604 BARNETTE

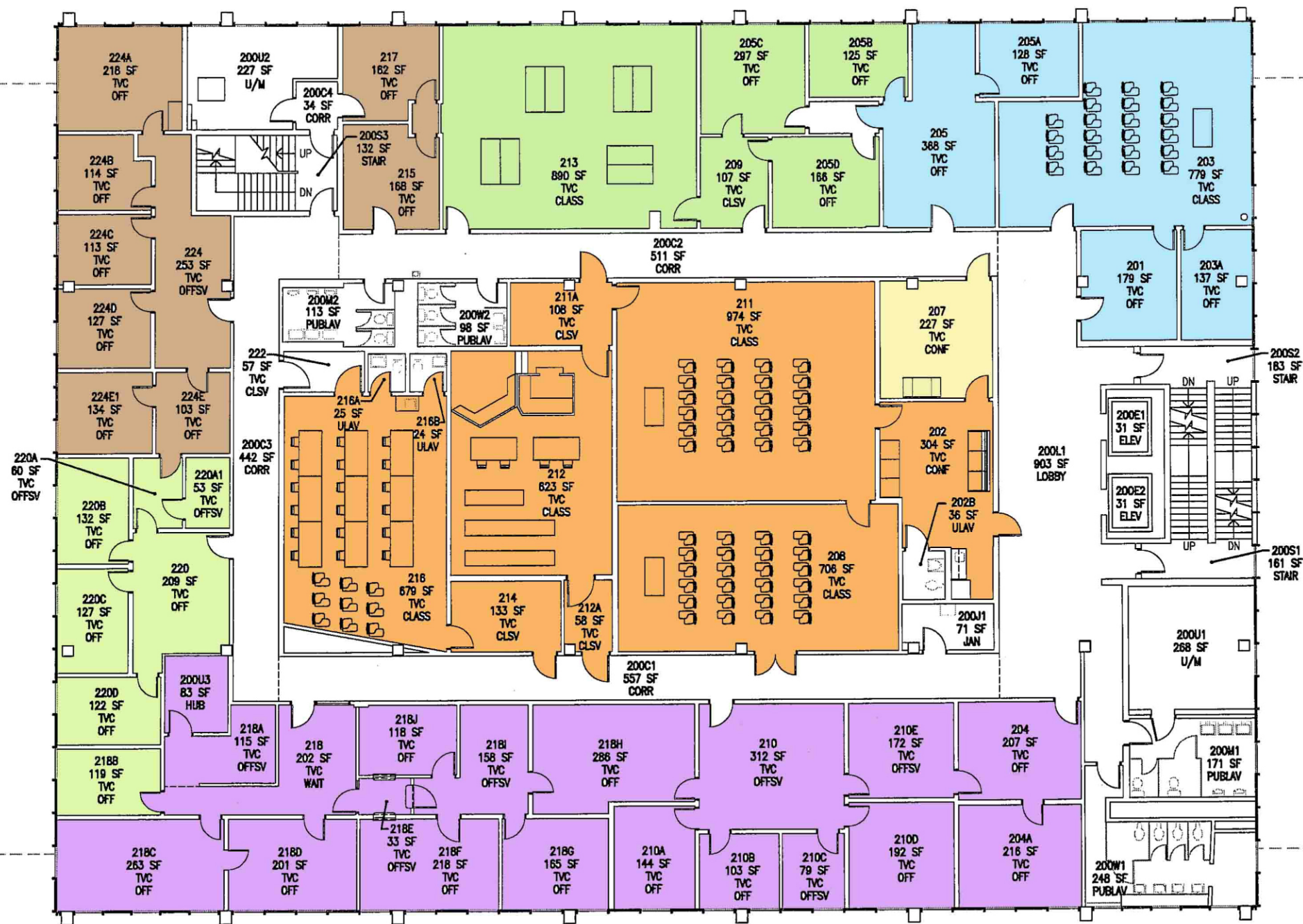
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SHEET NO. 1 of 5

Revisions:  
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2. 05/05/06 2006 SHS ADJ  
3. 8.4.06 ADJ  
Drawn by KRA  
Date 10/08/03  
Checked by  
Date  
Scale AS SHOWN



**604 BARNETTE  
SECOND FLOOR**



### LEGEND

- |   |  |
|---|--|
|  | ADMINISTRATION                                   |
|  | EARLY CHILDHOOD EDUCATION                        |
|  | CHILD DEV. & FAMILY STUDIES                      |
|  | ACCOUNTING & APPLIED BUSINESS                    |
|  | SMALL BUSINESS CENTER                            |
|  | GENERAL / ACADEMIC PROGRAMS / RECREATION COURSES |
|  | HUMAN SERVICES                                   |

604 BARNETTE - SECOND FLOOR

SCALE: 1/16"=1'-0"

**FACILITIES SERVICES**  
Division of  
Design and Construction



UNIVERSITY OF ALASKA  
FAIRBANKS

## FACILITIES INVENTORY

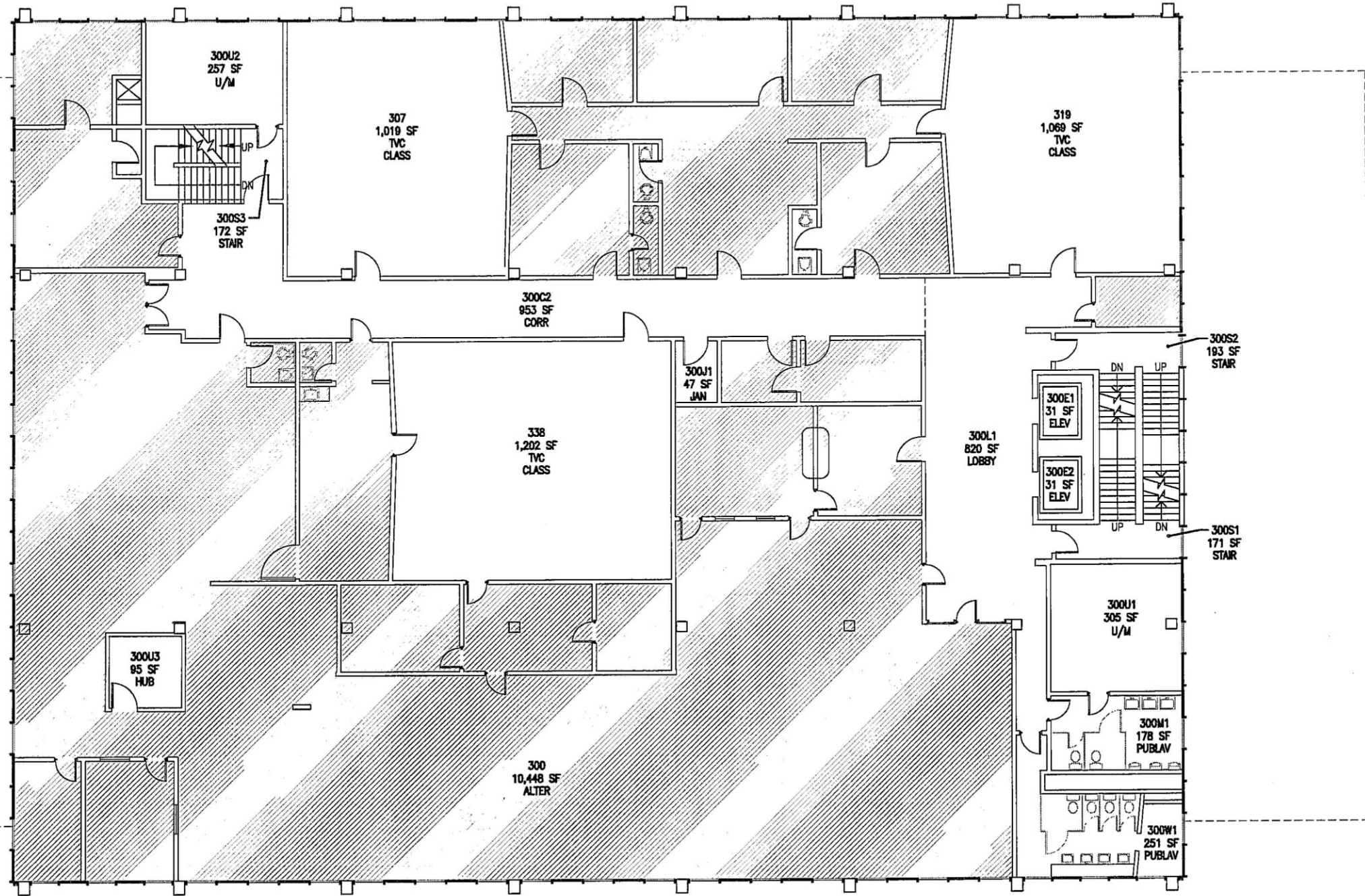
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604 BARNETTE

SHEET NO. 2 of 5



**604 BARNETTE  
THIRD FLOOR**

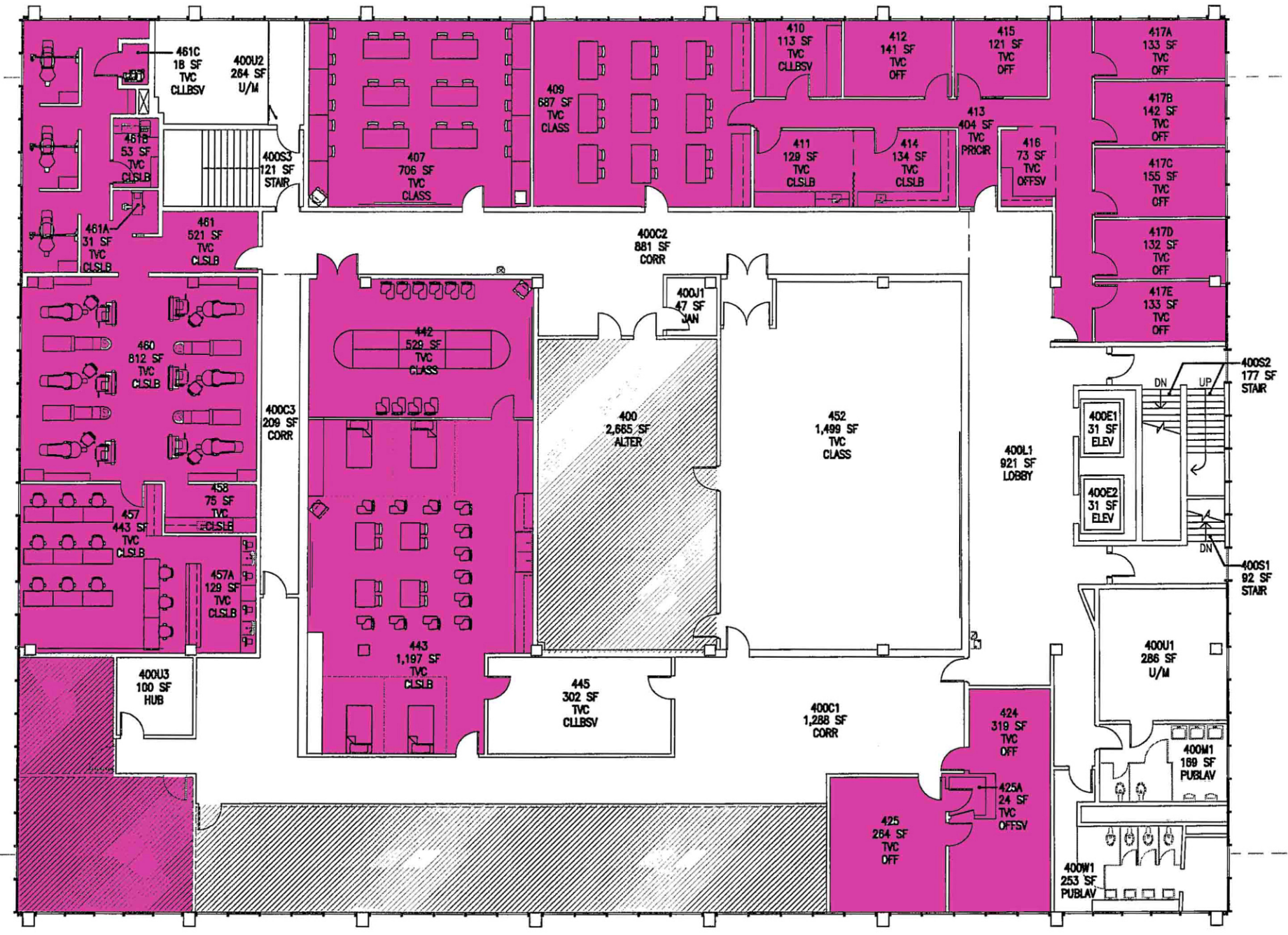


604 BARNETTE - THIRD FLOOR  
NOT TO SCALE

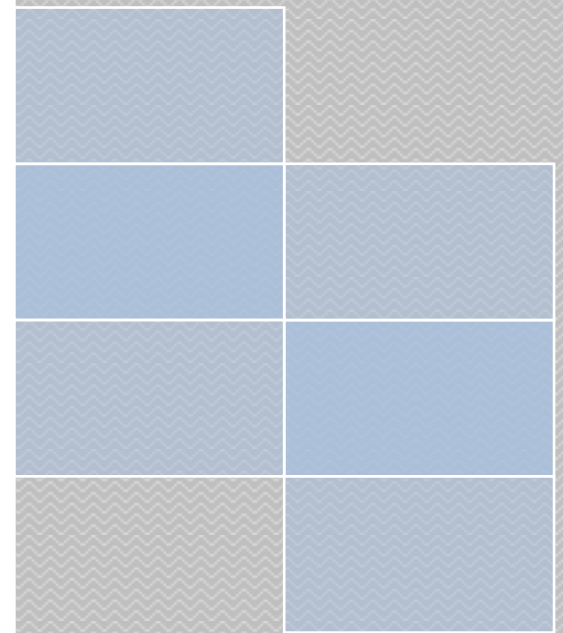
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2	10/16/05 PYRO SPACE AUDIT
	3 & 4 FLRS ONLY
Drawn by KRA	
Date	03/16/05
Checked by	
Date	
Scale AS SHOWN	



604 BARNETTE  
FOURTH FLOOR







APPENDIX C – CROSS  
REFERENCE TO  
BOARD OF REGENTS  
POLICY  
UAF CTC Master Plan

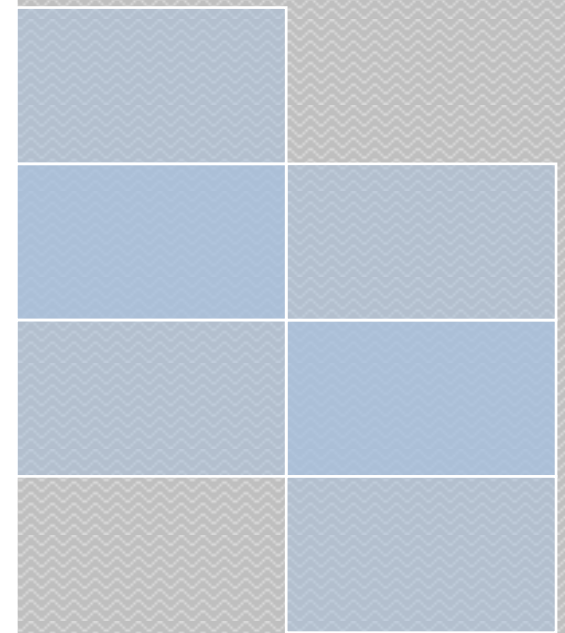


## CAMPUS MASTER PLAN UPDATES REQUIRED ELEMENTS

BOR 5.12.030 B: Where each element is covered in the UAF CTC Master Plan Update (by section)

1 Projected enrollment and other factors affecting the need for facilities and infrastructure;	Section 3.0, Appendix E
2 General areas for land acquisition and disposal;	Section 6.1
3 The general location of new and upgraded infrastructure, including roads, parking, pedestrian circulation, transit circulation and utilities;	Section 6.2, 6.3
4. Demolition of buildings, structures and facilities	Section 6.2
5. General location, size and purpose of new buildings, structures and facilities;	Section 6.3
6. Guidelines for landscaping;	Section 7.1
7. General location and intent for open spaces, plazas, etc.;	Section 7.2
8. Guidelines for Signage, both free-standing and on all buildings, structures;	Section 7.3
9. Architectural guidelines for all buildings, structures and facilities;	Section 7.4
10. Environmental and cultural issues, Americans with Disabilities Act and energy conservation;	Section 7.5, 7.6
11. The relationship of the campus to its surroundings and coordination with local government land use plans and ordinances;	Section 2.2
12. General priorities for capital projects	Section 8.0





## APPENDIX D – ENROLLMENT DATA

UAF CTC Master Plan





## ENROLLMENT DATA

### UAF Community and Technical College

*Number of Majors by Program including both primary and secondary majors.*

Program	Fall 06	Fall 07	Fall 08	Fall 09	Fall 10	Fall 11
<b>Accounting</b>						<b>1</b>
AAS						1
<b>Accounting Technician</b>	<b>13</b>	<b>13</b>	<b>12</b>	<b>19</b>	<b>14</b>	<b>22</b>
CT2	13	13	12	19	14	22
<b>Administrative Assistant</b>			<b>1</b>	<b>3</b>	<b>5</b>	<b>4</b>
OEC			1	3	5	4
<b>Airframe</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
CT2	1	2	1	1	1	1
<b>Airframe and Powerplant</b>	<b>10</b>	<b>9</b>	<b>16</b>	<b>15</b>	<b>18</b>	<b>20</b>
CT2	10	9	16	15	18	20
<b>All Hlth Non-Major</b>	<b>75</b>	<b>67</b>	<b>79</b>	<b>137</b>	<b>168</b>	<b>142</b>
AAS	75	67	79	137	168	142
<b>Applied Accounting</b>	<b>46</b>	<b>35</b>	<b>40</b>	<b>47</b>	<b>56</b>	<b>50</b>
AAS	46	35	40	47	56	50
<b>Applied Business</b>	<b>91</b>	<b>85</b>	<b>108</b>	<b>133</b>	<b>136</b>	<b>157</b>
AAS	88	85	108	132	135	157
CT2	3			1	1	
<b>Applied Business Mgmt</b>	<b>25</b>	<b>31</b>	<b>26</b>	<b>26</b>	<b>24</b>	<b>44</b>
CT2	25	31	26	26	24	44
<b>Apprenticeship Technology</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>3</b>
AAS	4	4	4	3	2	3
<b>Automotive Technology</b>		<b>9</b>	<b>14</b>	<b>12</b>	<b>16</b>	<b>20</b>
CT2		9	14	12	16	20
<b>Aviation Maintenance</b>		<b>2</b>	<b>9</b>	<b>9</b>	<b>15</b>	<b>20</b>
AAS		2	9	9	15	20
<b>Aviation Technology</b>	<b>1</b>					
AAS	1					

Program	Fall 06	Fall 07	Fall 08	Fall 09	Fall 10	Fall 11
<b>Aviation/Professional Piloting</b>						<b>1</b>
AAS						1
<b>Bookkeeping Technician</b>			<b>1</b>	<b>8</b>	<b>7</b>	<b>2</b>
OEC			1	8	7	2
<b>Construction Management</b>		<b>9</b>	<b>32</b>	<b>38</b>	<b>44</b>	<b>45</b>
AAS		9	32	38	44	45
<b>CRCD Non-Major</b>						<b>2</b>
AAS						2
<b>Culinary Arts</b>	<b>24</b>	<b>38</b>	<b>34</b>	<b>46</b>	<b>49</b>	<b>50</b>
AAS	18	27	26	35	39	38
CT2	6	11	8	11	10	12
<b>Dental Assistant</b>	<b>41</b>	<b>41</b>	<b>35</b>	<b>29</b>	<b>25</b>	<b>25</b>
AAS	30	31	29	25	14	16
CT2	11	10	6	4	11	9

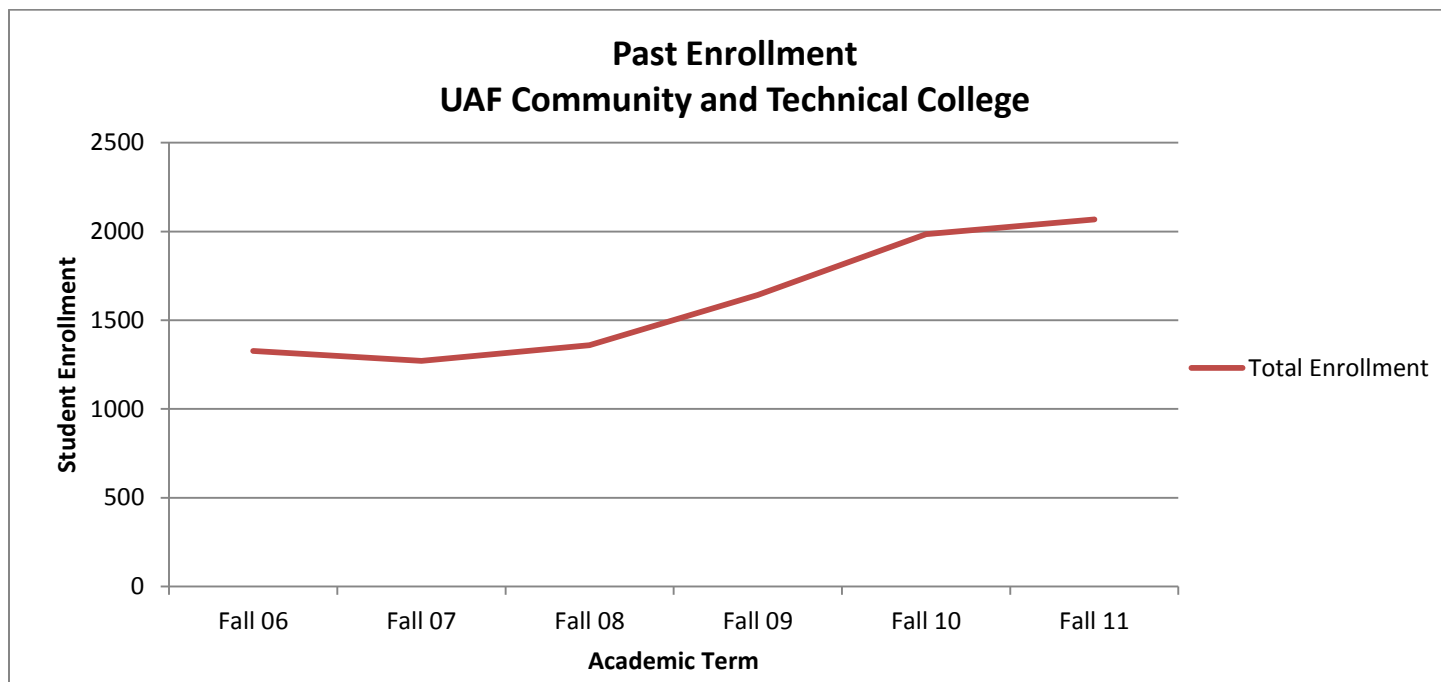
Program	Fall 06	Fall 07	Fall 08	Fall 09	Fall 10	Fall 11
<b>Dental Hygiene</b>			<b>2</b>	<b>2</b>	<b>7</b>	<b>6</b>
AAS			2	2	7	6
<b>Diesel/Heavy Equipment</b>		<b>13</b>	<b>23</b>	<b>16</b>	<b>13</b>	<b>27</b>
CT2		13	23	16	13	27
<b>Drafting Technology</b>	<b>36</b>	<b>34</b>	<b>19</b>	<b>12</b>	<b>11</b>	<b>17</b>
AAS					2	8
CT2	36	34	19	12	9	9
<b>Early Childhood</b>	<b>1</b>		<b>1</b>			
AAS	1		1			
<b>Early Childhood Education</b>	<b>63</b>	<b>46</b>	<b>54</b>	<b>48</b>	<b>101</b>	<b>95</b>
AAS	45	36	39	35	75	67
CT2	18	10	15	13	26	28
<b>Educator: Para-Professional</b>	<b>1</b>					
CT2	1					
<b>Emergency Services</b>	<b>84</b>	<b>87</b>	<b>87</b>	<b>113</b>	<b>141</b>	<b>133</b>
AAS	84	86	86	113	141	133
CT2		1	1			
<b>Entry Level Welder</b>				<b>15</b>	<b>15</b>	<b>25</b>
OEC				15	15	25
<b>Fire Science</b>	<b>1</b>		<b>1</b>	<b>1</b>		
AAS	1		1	1		
<b>General Program</b>	<b>404</b>	<b>350</b>	<b>369</b>	<b>466</b>	<b>518</b>	<b>472</b>
AA	404	350	369	466	518	472
<b>Ground Vehicle Maint Tech</b>	<b>35</b>	<b>6</b>	<b>2</b>			
CT2	35	6	2			
<b>Health Care Reimbursement</b>	<b>9</b>	<b>10</b>	<b>20</b>	<b>29</b>	<b>25</b>	<b>23</b>
CT2	9	10	20	29	25	23
<b>Human Services</b>	<b>42</b>	<b>41</b>	<b>31</b>	<b>39</b>	<b>54</b>	<b>65</b>
AAS	42	41	31	39	54	65

Program	Fall 06	Fall 07	Fall 08	Fall 09	Fall 10	Fall 11
<b>Information Technology Special</b>	<b>72</b>	<b>70</b>	<b>73</b>	<b>69</b>	<b>82</b>	<b>86</b>
AAS	64	63	64	63	73	68
CT2	8	7	9	6	9	18
<b>Instrumentation Technology</b>	<b>9</b>	<b>17</b>	<b>19</b>	<b>7</b>	<b>9</b>	<b>5</b>
CT2	9	17	19	7	9	5
<b>Interdisciplinary Studies</b>		<b>1</b>	<b>1</b>			
AAS		1	1			
<b>Law Enforcement</b>				<b>14</b>	<b>10</b>	<b>18</b>
OEC				14	10	18
<b>Maintenance Technology</b>	<b>14</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>3</b>
AAS	14	5	5	3	2	3
<b>Medical Assistant</b>	<b>57</b>	<b>69</b>	<b>60</b>	<b>70</b>	<b>76</b>	<b>79</b>
AAS	49	53	44	45	44	44
CT2	8	16	16	25	32	35

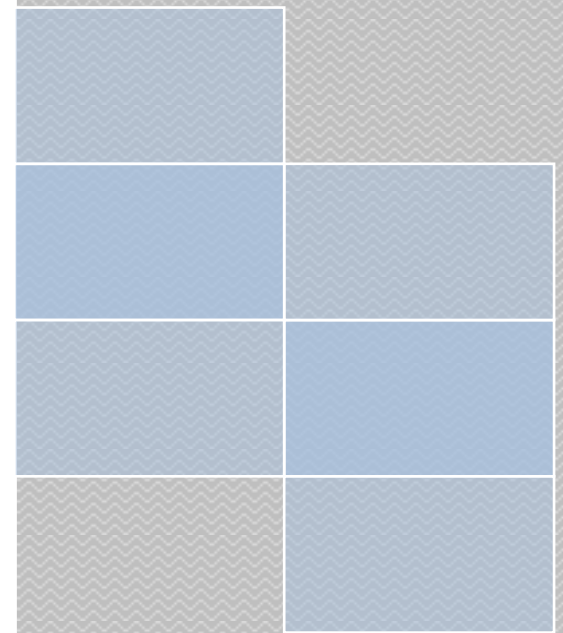
Program	Fall 06	Fall 07	Fall 08	Fall 09	Fall 10	Fall 11
<b>Medical Billing</b>				<b>8</b>	<b>8</b>	<b>13</b>
OEC				8	8	13
<b>Medical Coding</b>			<b>1</b>	<b>6</b>	<b>9</b>	<b>14</b>
OEC			1	6	9	14
<b>Medical Office Reception</b>				<b>2</b>	<b>2</b>	<b>4</b>
OEC				2	2	4
<b>Medical/Dental Reception</b>	<b>8</b>	<b>3</b>	<b>3</b>	<b>5</b>	<b>12</b>	<b>13</b>
CT2	8	3	3	5	12	13
<b>Microcomputer Support Special</b>		<b>1</b>				<b>1</b>
AAS						1
CT2		1				
<b>Mining Applications &amp; Tech</b>	<b>1</b>		<b>1</b>		<b>1</b>	
CT2	1		1		1	
<b>Nurse Aide</b>		<b>1</b>	<b>18</b>	<b>21</b>	<b>32</b>	<b>36</b>
OEC		1	18	21	32	36
<b>Office Management &amp; Technology</b>	<b>4</b>	<b>1</b>				<b>1</b>
AAS	2					
CT2	2	1				1
<b>Paralegal Studies</b>	<b>34</b>	<b>33</b>	<b>20</b>	<b>32</b>	<b>43</b>	<b>43</b>
AAS	34	33	20	32	43	43
<b>Phlebotomy</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>2</b>	
CT2	4	4	1	1	2	
<b>Power Generation</b>			<b>11</b>	<b>4</b>	<b>4</b>	<b>1</b>
CT2			11	4	4	1
<b>Powerplant</b>		<b>5</b>			<b>1</b>	
CT2		5			1	
<b>Pre-Nursing Qualifications</b>				<b>10</b>	<b>92</b>	<b>161</b>
CT2				10	92	161
<b>Process Technology</b>	<b>78</b>	<b>94</b>	<b>97</b>	<b>94</b>	<b>94</b>	<b>85</b>

Program	Fall 06	Fall 07	Fall 08	Fall 09	Fall 10	Fall 11
AAS	78	94	97	94	94	85
Professional Piloting	14	18	12	15	18	20
AAS	14	18	12	15	18	20
Rural Human Services	1	1				
AAS	1	1				
Safety, Hlth & Envn Aware Tech	18	15	16	14	18	11
CT2	18	15	16	14	18	11
TVC Non-Major	6		1		4	1
AAS	6		1		4	1

Source: UA Information Systems, Banner SI Closing Extracts 2006-2012.







## APPENDIX E – PROJECTED ENROLLMENT DATA

UAF CTC Master Plan



UAF CRCD Campus Master Plans  
**Campus-Level Enrollment Projections Report**

Ian Olson • July 20, 2012

Campus enrollment projections for UAF campuses managed by the College of Rural and Community Development were requested for the CRCD Campus Master Plan update project. Historical campus enrollment and other student trends were disaggregated to the campus level and, in select metrics, further disaggregated into meaningful student market segments. Campus enrollment metrics were analyzed for trends and were used to assign historical enrollment characteristics to each campus. Observations and descriptive statistics were used to forecast campus enrollment over the next five years. Campus-level enrollment projections and historical observations and analyses are presented below under each campus heading.

Campus operations and community socioeconomic factors differ significantly for UAF Community and Technical College (CTC) and the rest of the CRCD rural campuses of Bristol Bay Campus (BBC), Chukchi Campus (CC), Interior-Aleutians Campus (IAC), Kuskokwim Campus (KuC), and Northwest Campus (NWC). The analysis below pertains to the CRCD rural campuses; analysis of CTC enrollment trends and projections are presented in the section on CTC.

To generate meaningful enrollment projections it is necessary to understand key drivers of campus operations. The rural campuses are academic administrative centers offering direct educational services within mutually exclusive geographic service areas. The campuses operate with a large degree of cross-regional integration and extend limited academic services statewide. Campus operations are coordinated by the CRCD administrative center located in Fairbanks. Certain CRCD programs are centralized and operated from the Fairbanks administrative center. Centralized programs, such as Rural Development, affect enrollment in rural Alaska at the campus level by offering courses and programs that meet rural demand of higher education services. Additionally, other UAF and UA academic units offer programs in rural Alaska, such as teacher education programs through the UAF School of Education, and nursing programs through the UAA School of Nursing.

The rural campuses combine campus-exclusive program offerings and other enrollment opportunities to a common suite of shared programs and extended urban-based programs. New programs and services are largely developed from external sources of funding and are typically transferred to state support over a scheduled phaseout. As external funding and partnerships shift in funding levels for new and existing programs, so goes enrollment. The individual campus-level student population for each campus is below 1,000 students. Over the past thirteen years, campus-level enrollments have ranged from a low of 145 students (CC, fall 2002) to a high of 889 students (BBC, fall 2011). Thus, the analysis of campus enrollment metrics must consider a significant degree of variation from term-to-term, reflective of shifts in external funding levels and program availability. External funding comes into the rural campuses in several different forms including Federal grants, business partnerships, student financial aid, and tuition and fees.

Enrollment at the campus-level is comprised of degree-seeking and non-degree-seeking students whose home campus is either the local campus or another UA campus. At the rural campuses, degree-seeking enrollment is not sufficient to constitute the whole of program-oriented students. Many rural non-degree-seeking students "moonlight" as degree-seeking students under the auspices of externally-funded financial aid. Therefore, the non-degree-seeking cohort is critical to enrollment analyses and projections. In the analyses below, overall campus statistics are disaggregated into four categories and analyzed:

- local campus degree-seeking (CDS)
- other campus degree-seeking (ODS)
- local campus non-degree-seeking (CNDS)
- other campus non-degree-seeking (ONDS)

### General characteristics of each category.

CDS: This market segment tends to be a smaller population at each campus owing in large part to the relatively small market availability within each region and the limited availability of programs at each individual campus.

ODS: Significant activity within this market segment indicates a campus that is successfully leveraging existing resources to attract extraneous revenue.

DS: The degree-seeking cohort overall is a combination of CDS and ODS students at the campus level. Official degree-seeking students have access to public sources of financial aid.

CNDS: This component is a leading market segment at each campus. The segment moderately indicates the degree to which the individual campus enjoys external, non-public funding of financial aid well matched to programs of strategic interest to the region.

ONDS: A mixed segment of external CNDS moonlighters and general interest enrollment.

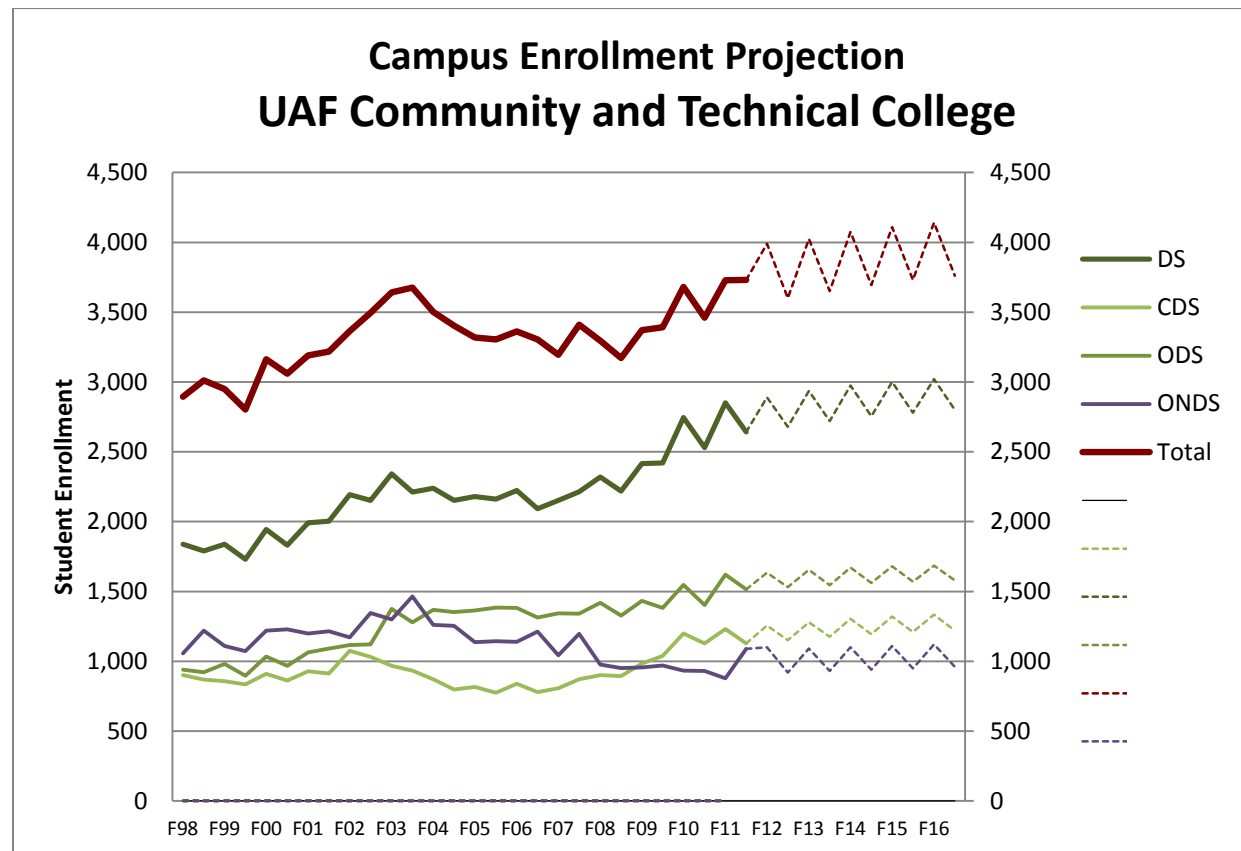
NDS: The non-degree-seeking cohort overall is a combination of CNDS and ONDS students, with both market segments containing a subpopulation of moonlighting degree-seeking students. Further analysis is required to gain resolution on the student market of degree-seeking moonlighters at the campus level.

### Global Observations

- Overall enrollment at the rural campuses has been increasing since fall 2005 reflecting a general increase in degree-seeking student enrollment. Rural campus enrollment between fall 2002 and fall 2004 spiked and then subsided leaving a signature peak in all enrollment trends. The episodic enrollment pattern was led by a large contingent of non-degree-seeking students temporarily seeking academic services (see chart below.)
- Enrollment over time is highly variable for most campuses with larger campuses exhibiting less variability and smaller campuses exhibiting more variability.
- Local campus non-degree-seeking (CNDS) students tend to represent the largest student market segment population at the campus-level and contribute the most volatility to enrollment trends.
- Degree-seeking students from other campuses (ODS) tend to be the second largest student market segment population at the campus-level.
- Enrollment at rural campuses has generally been trending younger in recent years, with a notable divergence of median age from mean age beginning around the middle of the last decade.
- Rural campus enrollment is dominated by Alaska Native females followed by females of other races, with Alaska Native males and males of other races generally moving in parity (see chart below.)

## UAF Community and Technical College

The UAF Community and Technical College engages the Fairbanks regional urban area in academic services key to the workforce development and economic success of the region. Key UAF Community and Technical College (CTC) enrollment drivers include military student and dependent population, regional unemployment, access to financial aid, and program alignment with occupational forecasts specific to the Fairbanks North Star Borough and Interior Alaska. The local campus-level non-degree-seeking cohort (CNDS) remains unidentified at CTC due to data limitations. As such, the total NDS population for CTC is unknown, although the cohort of non-degree-seeking students from other campuses (ONDS) is known. Degree-seeking enrollment at the unit has been generally increasing since the middle of the previous decade. Projections anticipate additional growth in the degree-seeking cohorts as the FNSB-area population grows and as new workforce development programs are added.



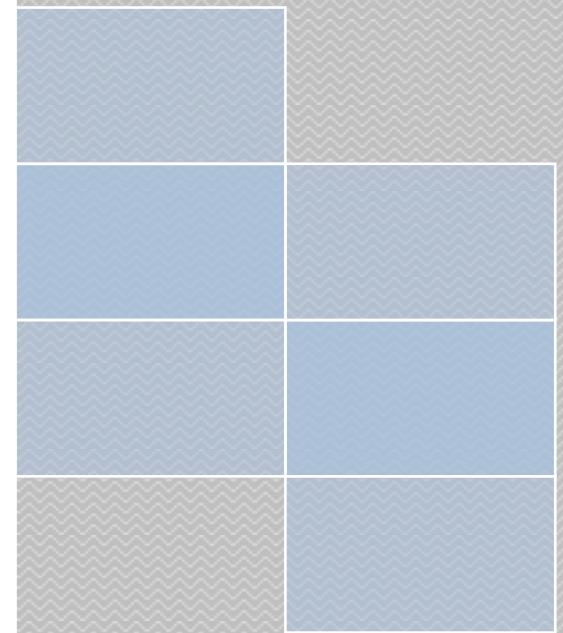
Student Market Segment	F12	S13	F13	S14	F14	S15	F15	S16	F16	S17
<b>Total Degree-Seeking (DS)</b>	2,890	2,680	2,935	2,720	2,975	2,755	3,000	2,780	3,020	2,800
<b>Local Campus Degree-Seeking (CDS)</b>	1,255	1,150	1,280	1,175	1,305	1,195	1,320	1,210	1,335	1,220
<b>Other Campus Degree-Seeking (ODS)</b>	1,635	1,530	1,655	1,545	1,670	1,560	1,680	1,570	1,685	1,580
<b>Other Campus Non-Degree-Seeking (ONDS)</b>	1,100	920	1,090	930	1,100	940	1,110	950	1,120	960
<b>Total</b>	3,990	3,600	4,025	3,650	4,075	3,695	4,110	3,730	4,140	3,760

### Fall 2011 Campus Enrollment Characteristics

Enrollment	Total Credit Hours	Relative Variability	Key Student Segments	Alaska Native Female	Median Age	Full-Time	Traditional Enrollment	Graduates per Year
3,729	18,170	low	ODS, CDS	10%	23.7	48%	92%	239 to 298

Source: UA Information Systems, Banner Student Information Extracts, Fall 1998 to Spring 2012.





APPENDIX F –  
UNIVERSITY OF  
ALASKA STRATEGIC  
DIRECTION INITIATIVE



## Appendix F – University of Alaska Strategic Direction Initiative

CROCD Master Plan 2013 Review Comments were received from the UA Board of Regents, via email attachment on 9-25-12, from the September 27-28, 2012 Juneau meeting. The items below address these comments.

### **This Master Plan acknowledges the UA Strategic Direction Initiative (SDI).**

#### **What is SDI?**

The UA Strategic Direction Initiative (SDI) is an organizational change effort that seeks to:

- Embed continuous improvement in the University culture
- Identify and resolve problems related to functions and services offered to our stakeholders
- Enhance flexibility within the University System to meet the changing needs of students
- Develop our responsiveness to the State and Global issues that affect the University's environment
- Seek and build on innovations that could return value to the University and the State of Alaska
- Create awareness that the University of Alaska has a tremendous economic impact on Alaska's public and private business sectors
- Support leadership that creates a climate of constructive change, innovation, and advancement of our mission

*Based on listening sessions across the state, UA is thoroughly examining constituent comments and will be using this information, along with other existing information, in realigning, reshaping, and retooling itself to meet the educational needs of the future.*

## What does SDI stand for?

SDI stands for the University of Alaska Strategic Direction Initiative. It's part of Shaping Alaska's Future 2017, a project to recognize the 100th anniversary of the establishment of the Alaska Agricultural College and School of Mines, and to celebrate and accelerate its transformation into a 21st century Statewide system for higher education and workforce development.

## What is your role with SDI?

Help identify the issues/problems,

Help determine the change we want to achieve, and help identify the best path toward progress in achieving that change.

It is everyone's role to be a part of shaping Alaska's future and support the change efforts that will make us a better and stronger University in the 21<sup>st</sup> Century.

Be proactive, ask questions of your Department manager, your dean, or anyone in a leadership role and find out how you can get involved.

## What are the guiding principles?

- There is no timeline. The idea is to get it right not get it fast.

- SDI is about making our culture more focused on continuous improvement, especially with respect to student success and service to students.

- We want to effect changes that will make us the "University of Choice" for our stakeholders.

## Who is involved in the SDI Effort?

Students, staff, faculty, alumni, and any citizen who is interested in the state of higher education in Alaska. Each of these groups makes up our stakeholders.

## What is the SDI process?

- Faculty, staff, students and alumni wrote questions about issues that were important to a University of Alaska education.
- UA held 80 listening sessions to gather information from all stakeholders.
- UA summarized information gathered.
- UA will identify where we have a problem or issue. We identify the problems/issues that should be addressed and investigate them.
- Determine what results are desirable – this may be a benchmark level we will work to achieve or simply an indication we want to improve in this area.
- Faculty and staff will identify a collection of paths that can be taken to achieve the desired results. The resource requirements and cost benefit of each path will be assessed.
- Determine which path is best to achieve the desired results. Faculty and staff will pick this path.
- Implement and monitor the changes or innovations made. Continue to assess our achievements and move toward ongoing improvements.

## What problems will we be working on?

We do not know the full extent of the issues or problems we will be working on, but we do know some of the directions that have arisen in our Listening process so far. They include:

- Enhanced advising services to help more students achieve their educational objectives
- Growing our technology to meet the needs of all our students in both rural and urban Alaska
- A transparent seamless flow between our Universities that breaks down barriers for students and those serving their needs
- Timely communication throughout our campuses statewide
- Building on organizational transparency, professional development and continuing education
- Supporting flexible methods of providing instruction to a diversified student body

## The five Strategic Direction themes are:

- Student Achievement & Attainment
- Productive Partnerships with Alaska's Schools
- Productive Partnerships with Alaska's Public and Private Industries
- Research & Development to Build and Sustain Alaska's Economic Growth
- Accountability to the People of Alaska
- Web address for UA SDI information: <http://www.alaska.edu/shapingalaskasfuture/>