

*UAF College of Rural and Community Development  
Interior-Aleutians Campus Impact Study*

*Prepared for:*  
**Interior-Aleutians Campus**



Research-Based Consulting

Juneau  
Anchorage

*November 2009*

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# Summary of Findings

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The Interior-Aleutians Campus (IAC) contracted with McDowell Group to assess the impact of the campus on its service area communities, the Fairbanks area, and statewide. To fully understand the impacts of the campus, in addition to quantitative data, the study team gathered qualitative information through interviews with college administration, local government officials, and community leaders. Three particular comments express many of the interviewees' thoughts about IAC impacts.

- *IAC uniquely serves our communities by providing access to higher education to a greatly underserved population of small Native rural communities; providing applicable workforce training to our communities, especially in construction trades technology, tribal management, early childhood education, allied health and community health; providing welcoming, well-equipped centers for meetings and training; and providing local, intensive courses which bring higher education right into our villages.*
- *Overall, I can just say that through IAC partnerships, lives have been changed, particularly those of a vastly underserved population at UAF – Native men. Both the construction trades technology and tribal management programs have seen graduates who would have never considered higher education or would have thought they were not capable.*
- *IAC helps us navigate getting programs started such as an early college program for high school students. They help us find instructors who will actually come out to our schools and teach courses, they are willing to take time out of their lives to help us.*

Below is a summary of key findings.

## **IAC provides rural Alaska with place-based educational opportunities.**

IAC is unique among the rural campuses because of the large and diverse area the campus serves. They have developed a strategy of place-based education, which allows students to stay in their communities while the campus comes to them. IAC provides outreach through six rural education centers and offers training programs delivered in the villages. IAC provides a link that facilitates student's ability to transition effectively from village life to an educational environment that encompasses larger communities, new peers, and exposure to teachers from a wide range of backgrounds. With staff stationed throughout its service area, IAC is better able to connect to the needs of rural Alaskans. The campus also has extensive outreach to high school students and teachers in the region.

## **IAC programs and classes fill the specific needs of its service area communities.**

IAC programs are fulfilling the special needs of rural Alaska. Training and education associated with IAC programs help residents find jobs that are available near their communities as opposed to training for jobs requiring them to leave their village. Specific programs include Tribal Management, Tribal Technical Assistance, Construction Trades Technology, Veterinary Science, Rural Human Services, Para-Professional Educator and Rural Nutrition. These programs and courses are particularly relevant to village residents and the skills they require to work in rural Alaska.

## **IAC enables economic advancement for rural residents.**

IAC programs help support increased economic activity and promote a better quality of life for the region's residents. By obtaining higher levels of education, IAC students increase their earning power and their self-confidence. This higher earning power is critically important in areas of the state that are severely economically depressed and have limited cash economies. Immediate and extended families often benefit from the economic success of IAC students.

## **IAC makes significant contributions locally and to the statewide economy.**

IAC is a significant contributor to the economies of its rural centers outside of Fairbanks (Galena, McGrath, Fort Yukon, Unalaska, and Tok). In these communities, the campus provides about a dozen jobs annually, \$700,000 in wages and benefits, and roughly \$100,000 in spending on goods and services.

The campus had total FY 2008 direct spending (including normal campus expenses and several renovation projects) in the Fairbanks North Star Borough of about \$3.5 million, which resulted in estimated total economic activity of \$4.7 million in the borough. Statewide direct spending for IAC was just under \$5 million and resulted in an estimated \$7.3 million in total economic activity.

The campus employed an annual average of about 46 jobs with peak employment during the Fall and Spring semesters of about 55 to 60 jobs. IAC contributed \$2.2 million in payroll and benefits in the Fairbanks North Star Borough, \$700,000 in five remote rural centers and \$247,000 elsewhere in the state.

# Introduction and Methodology

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IAC contracted with McDowell Group to assess the economic impact of the campus on the Fairbanks area and statewide and to analyze the school's qualitative benefits to residents of the Interior-Aleutians service area. Economic impacts include spending by IAC and its employees, as well as the circulation of those dollars throughout the regional and statewide economies. Qualitative benefits are difficult to measure in dollars but are equally important. They include the campus' production of educated individuals who will enhance their local workforce and its effect on area residents' quality of life in terms of academic opportunities.

## Introduction

IAC is a community campus within the University of Alaska Fairbank's (UAF) College of Rural & Community Development. UAF is part of the University of Alaska (UA) system, the only public university in Alaska, serving about 47,000 students annually throughout the state via three regional hubs: University of Alaska Fairbanks, University of Alaska Anchorage, and University of Alaska Southeast.

Serving roughly 400 to 700 students each semester, IAC offers access to range of degree and certificate programs on campus as well as at UAF and University of Alaska Anchorage (UAA) via distance learning opportunities.

## Methodology

The economic impact section of this study examines the cumulative effects of IAC-related payroll and expenditures within the region and statewide. This study is similar to the impact analysis of the University of Alaska statewide system, conducted by McDowell Group in 2007. Following the general methodology of that study, regional and statewide economic multipliers were applied to IAC-associated expenditures to measure indirect and induced impacts.

Multipliers are derived from a widely used input/output model, IMPLAN, along with McDowell Group's project experience and analysis.<sup>1</sup> IMPLAN multipliers may be modified, based on McDowell Group experience in measuring multipliers in Alaska rural and urban economies. To assist the research team with this study, IAC, UAF College of Rural and Community Development, UAF Planning Analysis and Institutional Research, UAF Financial Services, and UA Statewide Budget and Planning provided information on revenue, expenditures (including detailed campus spending and employee payroll and benefits), student enrollment, and demographics.

Qualitative information was gathered through interviews with campus administration, local government officials, community leaders, and prominent individuals within the business community to capture their opinions of IAC's impacts in the campus service area, Fairbanks and statewide.

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<sup>1</sup> Minnesota IMPLAN Group, Inc., IMPLAN Professional version 2.0

# Profile of Campus and Programs

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## Interior-Aleutians Campus

Serving the Interior of Alaska as well as the Aleutian Islands, IAC serves an area of over 200,000 square miles, nearly as large as the area of France. The campus serves 11 separate school districts and three regional Native corporations, and is the largest UA rural campus based on land area. IAC's mission is "to integrate lifelong educational opportunities with rural Alaskan and Alaska Native communities, cultures, and ways of life."



The campus is an Alaska Native Serving Institution, meaning that the campus develops culturally relevant programs that are place-based. This allows students to attend a learning center either in their hometown or in a nearby community instead of having to travel to a distant campus. Special attention is paid to delivering education to a culturally and linguistically diverse Alaska Native population. This aids Native students that grow up in small villages and speak English as a second language to achieve higher education.

IAC offers academic, vocational, and community interest courses. The courses can lead to certificates, associate's, bachelor's, or master's degrees. Many of the courses are offered through distance delivery, though they can also be attended in person through one of six IAC centers.

The following six centers are former Rural Education Centers, which were run by UAF. These centers now serve as IAC's hubs for the surrounding villages. The rural centers help students with class selection and registration.

### **ALEUTIAN/PRIBILOF CENTER (UNALASKA)**

Serving an area of about 13,000 square miles from False Pass to the Pribilof Islands and Atka, the area is the homeland of the Aleuts. The Center leases space from the Unalaska City School and includes three full-time staff responsible for recruitment, registration, instruction, and program development. The Center also works with local agencies to offer local courses. The villages served include Adak, Akutan, False Pass, King Cove, St. Paul, Sand Point, Atka, Cold Bay, Nikolski, St. George, Unga, Squaw Harbor, and Unalaska/Dutch Harbor.

### **MCGRATH CENTER (MCGRATH)**

Serving villages on the Lower Yukon and Upper Kuskokwim Rivers, the majority of the population is Alaska Native, mostly Athabascan. The Center provides courses in work development, including applied mining training to help residents prepare for employment in the mining industry. The villages served include Anvik, Grayling, Holy Cross, Lake Minchumina, Lime Village, McGrath, Medfra, Nikolai, Shageluk, Takotna, and Telida.

### **NENANA CENTER (FAIRBANKS)**

Located in Fairbanks in UAF's Harper Building, the center serves the villages surrounding Fairbanks. The villages served include Anderson, Cantwell, Clear, Denali Park, Healy, Livengood, Manley Hot Springs, Minto, Nenana, Rampart, and Tanana.

### **TOK UNIVERSITY CENTER (TOK)**

Unique among the six centers, all the communities served by the Tok University Center are on the road system. The area covers over 30,000 square miles with a population of approximately 2,300 people. The Center helps register students, provides information about financial aid, and provides classroom space. The villages served include Alcan Border, Boundary, Chicken, Dot Lake, Eagle, Mentasta Lake, Northway, Tanacross, Tetlin, and Tok.

### **YUKON FLATS CENTER (FORT YUKON)**

The Yukon Flats Center provides higher education to a regional population of 1,320 spread throughout villages lying along the Yukon River and its tributaries. Only a couple of the villages in the region are connected by the road system. The population is predominantly Alaska Native; the majority (86 percent) are Athabascan. The Yukon Flats Center is a partner with the Council of Athabascan Tribal Government, and offers a certificate through the Young Athabascans program in Early Childhood Development. The villages served include Arctic Village, Beaver, Birch Creek, Central, Circle Hot Springs, Chalkyisik, Circle, Fort Yukon, Stevens Village, and Venetie.

### **YUKON-KOYUKUK CENTER (GALENA)**

The Yukon-Koyukuk Center, based in Galena, provides support to villages lying along the Yukon and Koyukuk River systems. Covering an area over 60,000 square miles, none of the villages served are accessible by road. Growing academic interest in the area include eco-tourism, Rural Human Services, Rural Development and Native language instruction. The villages served include Allakaket, Alatna, Bettles, Evansville, Galena, Hughes, Huslia, Kaltag, Koyukuk, Nulato, and Ruby.

## Academic Programs

IAC offers students access to many different programs, ranging from occupational endorsements to bachelor's degrees. The Campus partners with regional organizations and other University campuses to provide both on-site programs and access to off-site degrees, addressing industry and community-specific needs of the Interior and Aleutians regions.

In general, IAC degree and certificate programs are offered in conjunction with UAF and UAA, requiring students to take a mixture of in-person and distance learning courses. Academic programs accessible from IAC include:

- **Occupational Endorsements** – Rural Human Services, Construction Trades Technology, Rural Nutrition, and Roads Scholar.
- **Certificate** – Educator: Para-Professional, Tribal Management, Rural Human Services, and Construction Trade Technology, Veterinary Science.
- **Associate of Arts** – General Studies.
- **Associate of Applied Science** – Educator: Para-Professional, Tribal Management, Rural Human Services, and Construction Trade Technology.
- **Associate of Science** – General Studies.
- **Bachelors** – Rural Development, Education, Child Development & Family Studies.

## IAC Campus Outreach

IAC provides many educational opportunities to meet the needs of its service area communities. Following are some of the specific programs that provide the tools necessary for residents to increase their skills and their quality of life.

### DISTANCE EDUCATION PROGRAM

IAC offers a variety of distance education courses, which are offered via audio-conference, teleconference, on-site, and correspondence. IAC uses UA's Elluminate Live (E-Live) course for distance delivery. E-Live classes are web-based and delivered in real-time so that students and the course instructor are interacting simultaneously from different physical locations.

As with the rest of the UA system, distance education at IAC is increasing in popularity. In academic year 2008, approximately 21 percent of IAC student credit hours were delivered via distance classes. The distance education program allows students to attend courses they would not be able to otherwise because of distance or schedule. It also allows students to take courses and complete degree programs offered through other UA campuses.

### BRIDGING THE GAP

Bridging the Gap is funded by the U.S. Department of Education through the Alaska Native Education (ANE) program and is designed to "increase the number of rural Alaska Native teachers" by supporting associate degree students who are interested in becoming teachers. The program focuses on the areas of English and

mathematics and builds upon an earlier grant "Reach to Teach." Using a multi-partnership approach, IAC seeks to increase the number of Associate graduates who will then transfer to a Bachelor of Education program. IAC's outreach efforts include high school students involved in the future Educators of Alaska. The program has the following objectives:

- To assist in the development of new Future Educators of Alaska clubs.
- To support potential teacher candidate students enrolled in associates programs.
- To collaborate with schools of education to facilitate the smooth transition of AA/AS graduates into baccalaureate education programs.

### **EFFIE KOKRINE EARLY COLLEGE**

The Effie Kokrine Early College Program is funded through a Bill and Melinda Gates Foundation grant from Antioch University in Seattle, Washington and is in its final year. The program is designed to give minority high school students a jump-start into the college atmosphere. Students take college classes and receive dual credit through this high school program. A college coordinator at IAC works with Effie Kokrine Charter School to determine the needs of the school and coordinates classes. IAC and Effie Kokrine staff work with a steering committee with representatives from UAF, Fairbanks Native Association, Tanana Chiefs Conference, parents, and community members to assure the program meets the needs of the students and the school. University classes that have been taught at Effie include: Biology, Arctic Survival, Study Skills, Art, Drama, Bush Physics, Library Science, English, Communications, and Geography.

### **UPWARD BOUND**

The Upward Bound program was started with a grant from the U.S. Department of Education. The mission of the program is to increase the numbers of high school students graduating high school and entering a postsecondary institute. The students in the program are from low-income families where neither parent has received a baccalaureate degree and whose families meet income guidelines. The program targets Lathrop High School and the Effie Kokrine Charter School and helps students with high school academics and financial aid applications. Students receive assistance in preparing for college exams as well as college life. Services include skill building, tutoring, advising, and cultural and career-based field trips. The program is free of charge for eligible participants.

The first part of the program assists high school students in their academics and exposes them to postsecondary educational opportunities. The focus is on math, laboratory science, composition, literature, and foreign language. Advising is offered to encourage students to graduate from high school and enroll in college. A secondary program element is a summer component held on the UAF campus. This intensive six-week program includes coursework, field trips, and a variety of activities both social and cultural.

### **TECH PREP**

In an effort to better serve students at the high school level who are interested in college, IAC has begun offering the Tech Prep program, funded through the U.S. Department of Education's Title III program. Tech Prep offers high school students college credit for courses that are mainly vocational in nature. Tech Prep

includes courses in areas such as welding, construction, aviation, and applied business. The Tech Prep program works with local high schools and school districts as well as the Department of Education to develop the programs courses. Upon high school graduation, a Tech Prep student will have made significant progress towards a college degree. High school students participating in Tech Prep receive reduced tuition (\$25 per credit). Since program inception, there has been a 55 percent increase in the number of high school students who are in enrolled in the Tech Prep program.

## **GAALEE'YA**

The Gaalee'ya STEM (Science, Technology, Engineering and Mathematics) project is funded by a National Science Foundation grant with the goal of encouraging students interested in science to complete AS degrees and pursue bachelor's degrees at UAF. The project provides a rigorous and culturally relevant program through the associate's level for students in the Interior-Aleutians and Chukchi Campus regions by incorporating cultural values and perspectives and local interests in ecosystem changes with scientific coursework, research, and analysis from a Western academic perspective. The program provides financial support for Associate of Science students taking STEM courses and cultural enrichment and integration activities, including research activities organized around the theme "ecology of place" and summer camps organized around the theme of "Native Science."

Students (mostly adults) from villages gather in Fairbanks for one week each semester. This allows students from geographically disperse areas to meet and get to know each other. Students in the program are provided with computers and technical assistance. Student progress is closely monitored and extra support is provided as needed. There are currently two cohorts with nine to ten students in each group.

The program began in 2008, and as of October 2009, two students have graduated with their Associate of Science degree and others are scheduled to graduate May 2010.

## **TRIBAL MANAGEMENT**

The Tribal Management Program (TMP) began in 2000, in response to the needs of Alaska Native Tribal governments, and aims to provide the education and skills necessary for employment in Tribal institutions in rural Alaska. The TMP is a key component of IAC's focus on place-based, culturally relevant coursework. The program provides educational opportunities to residents of rural areas that otherwise would not be served. The program works closely with Tribal governments and public and private organizations to design coursework that provides the knowledge and skills most important to employers.

There is a direct relationship between the program standards and the expected skills and knowledge that the student will need on the job. Some specific areas covered in the program are Tribal



finance, human relations, and Tribal governance. As of end of Academic Year 2008-2009 more than 1,300 students from over 100 different communities have taken TMP courses and workshops. The program has awarded 30 certificates and 11 Associate of Applied Science degrees.

One early success of the program was a student who had worked as a village Tribal administrator and had been unsuccessful in obtaining the type of education needed for career advancement. The student enrolled in the TMP program and received a certificate and then an AAS. Both awards immediately led to increased pay. Eventually the student was employed as a department manager for one of Alaska’s regional corporations.

### CONSTRUCTION TRADES TECHNOLOGY

The Construction Trades Technology (CTT) program is designed to prepare students from rural Alaska to work in the construction industry. The hands-on training program prepares students for employment or pre-apprenticeship in carpentry, plumbing, and electrical work. The program emphasizes “place-based” training (i.e., training taking place in rural villages), academic preparation, and student support in order to fill a critical gap in the availability of workforce training options in rural Alaska.

The CTT Certificate program consists of 38.5 credits and is focused on carpentry skills building. The CTT Associate of Science requires 73 credits. Students increase their plumbing and electrical skills. The following is a breakdown of CTT graduates and their community of residence from 2006 to 2009.

**Table 1  
CTT Graduates, 2006 to 2009**

	# of Graduates
Galena	11
Fort Yukon	9
Tanacross	9
Holy Cross	6
Huslia	5
Tok	4
Allakaket	3
Circle	1
Dot Lake	1
Fairbanks	1
Ruby	1
Venetie	1
<b>Total</b>	<b>52</b>

Source: IAC

IAC has continued to develop the CTT program adding a 15-credit Occupational Endorsement in Rural Facility Maintenance (RFM) comprised of 11 courses. The goal of the Facility Maintenance Program is to increase the longevity and usability of buildings, particularly in rural Alaska. This will be accomplished through improved workforce training in energy efficiency in heating systems and building construction and maintenance.

Additionally, an Occupational Endorsement in Renewable Energy is under development. The cost of energy in Alaska, particularly rural Alaska, is significant. There is new interest in the development of renewable energy infrastructure in Alaska and an expanding array of funding opportunities for such projects from state and federal programs. A variety of weatherization and renewable energy grants and loan programs are available for individuals. As a result, the development of new coursework in renewable energy has been recognized as an important part of the basic CTT electrical curriculum. In the coming year, a Renewable Energy classroom will be built in Fort Yukon, leading the way to meaningfully address the potential of rural communities to embrace greater energy independence.

### **EDUCATOR: PARA-PROFESSIONAL PROGRAM**

The Educator: Para-Professional program (EDPA) is designed to prepare students to work in classrooms assisting teachers. The program meets standards established by the No Child Left Behind Act, as well as standards developed by the State of Alaska for teacher aides. The curriculum emphasizes school protocols, classroom methods, management, and assessment. In rural Alaska, teacher aides are often the most stable element of the school educational staff. EDPA will prepare students for employment and improve the skills of those currently employed in various educational settings. Graduates can continue their education and work towards a Bachelor of Arts in Elementary Education.

### **ALASKA TRIBAL TECHNICAL ASSISTANCE**

The Alaska Tribal Technical Assistance Center (TTAC) was moved to IAC in 2007 with the help of a grant from the U.S. Department of Transportation Federal Highway Administration.

TTAC provides Tribal governments in Alaska with assistance in fulfilling educational and technical needs with the goal of improving transportation infrastructure in Alaska. The program offers both workforce development and management training programs, including the Alaska Roads Scholar Program (see below). The center provides a key link to the services of the Alaska University Transportation Center (AUTC) and the federal Local Technical Assistance Program (LTAP) located in Fairbanks. TTAC provides information through newsletters, local classes, workshops and individual counseling.

### **ROADS SCHOLARS PROGRAM**

The Alaska Roads Scholar Program (ARSP) promotes delivery of transportation-related training to existing and potential rural Alaska workforce participants. The transportation network in rural Alaska is truly multi-modal, and includes traditional air, road, and river/marine systems as well as non-recreational ATV and snowmachine trails, boardwalks/board roads, seasonal access routes, and pedestrian facilities. The transportation system provides a critical link to employment as well as to other village infrastructure such as clinics, schools, Tribal offices, and community buildings. This complex network requires a trained workforce to act as Tribal or municipal program managers, as well as a skilled staff to construct, operate, and maintain these facilities.

The Alaska Roads Scholar Program is an Occupational Endorsement certification through IAC that delivers transportation-related training to existing and potential rural Alaska workforce participants. To date, ARSP has reached over 150 students from 75 rural Alaska communities.

## **VETERINARY SCIENCE**

The Veterinary Science (VTS) certificate was developed in response to a shortage of trained veterinary care workers in rural Alaska. In the absence of formal training, individuals – including dog mushers, animal enthusiasts and village-based health care workers – have provided primary and crisis care for animals in rural Alaska. Education in veterinary science provides a knowledge base for those involved in animal husbandry management, dog mushing, public health, tribal resource management, and veterinary technology. The VTS certificate is designed so that graduates may continue and work towards an Associate of Science degree.

## **TROTH YEDDHA' NUTRITION PROJECT**

The goals of the Troth Yeddha' Nutrition Project are to deliver integrated, culturally relevant education to Alaska Natives and rural residents that increases the understanding of behavioral and community factors that influence healthy weight; and to develop and deliver effective, culturally compatible intervention strategies for promoting health and preventing obesity in rural Alaska. The program is funded for three years by the U.S. Department of Agriculture's NIFA Human Nutrition and Obesity Program. During the pilot year of the project, seven rural students completed the 12 credits of coursework required, while three additional students participated in the seven-credit Rural Nutrition Leadership Academy. The one-credit intensive Rural Nutrition and Health Change course was delivered in three rural communities to a total of 20 students. Fifteen students have enrolled in the second offering of Rural Nutrition Services coursework, and the Rural Nutrition and Health Change course is tentatively scheduled to be offered in three more rural communities.

An additional goal of the program is to provide an occupational endorsement and certificate in Rural Nutrition Services leading to an associate degree focusing on nutrition, and provide an academic pathway to the Bachelor degree in Nutrition Science and beyond. Both the OE and the certificate programs are in the development stage.

# Student Enrollment

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## Enrollment

On average, IAC enrolls 400 to 700 students each semester. This student population includes all students receiving instruction and services from IAC regardless of their degree program location. For example, some IAC students are enrolled in degree programs based in Fairbanks or Anchorage, but complete general requirements at IAC. About 35 percent of 2008 IAC students were enrolled in programs at other UA campuses.

Student enrollment at IAC is measured in two ways: headcount and student credit hours (SCH). Headcount measures the number of students enrolled in any number of classes, while SCH accounts for the number of course credits each student is taking. For example, ten students taking one three-credit course each is reflected by a headcount of 10 and total SCH of 30. Ten students taking 12 credits each (full-time) is reflected by a headcount of 10 and total SCH of 120. Within the higher education arena, SCH is considered the more accurate measure of a school's production and is more closely associated with its revenue stream. Both measures will be presented in the following sections.

## Enrollment Trends

Overall, IAC enrollment declined by 7 percent from FY 2000 to FY 2008. From FY 2000 to FY 2004, enrollments had increased significantly due to increased grant funding and favorable enrollment policies. However, in FY 2005, enrollment dropped significantly. According to IAC administration, the major factor in decreased enrollment was related to an increase in the cost of training classes for local school districts. This type of training was organized and delivered by local school districts but students were enrolled and received credit through IAC.

IAC's only role was to provide college level accreditation for the classes. IAC typically received a fee of \$35 to \$55 per student. A policy change by UAF in 2004 required that IAC charge full, per credit hour fees (\$90 in 2004 and \$99 in 2005) for the school district classes. This sizable increase in fees resulted in a steep decline in enrollment for these types of classes.

Secondarily, weak economic conditions led to a decline in enrollment for personal interest courses.

Enrollment remained stable between FY 2005 and FY 2008 at about 1,100. The following table presents 10-year trend information for student enrollment.

*(See table next page)*

**Table 2**  
**IAC Enrollment by Semester, 2000 to 2009**

Year	Summer	Fall	Spring	FY Total
2000	1	594	574	1,169
2001	4	676	593	1,273
2002	-	625	709	1,334
2003	-	581	550	1,131
2004	44	698	707	1,449
2005	25	564	592	1,181
2006	66	473	526	1,065
2007	63	463	533	1,059
2008	66	441	569	1,076
2009	40	485	566	1,091

Source: UAF Planning, Analysis, and Institutional Research

Notes: The fiscal year (or academic year, reported) includes summer, fall, and spring semesters, in that order. The FY year is listed based on the Spring semester year. FY 2009, for example, is summer and fall 2008 plus spring semester 2009. Semester counts sum to a number great than the FY total, because some students enroll in multiple semesters.

## Student Enrollment Characteristics and Demographics

### Student Enrollment Characteristics

The vast majority of IAC students took classes on a part-time basis, while 11 percent were enrolled as full-time students. Whether their degree program was based at IAC or at another UA campus, 183 students enrolled at IAC were degree-seeking.

There were 146 students who took at least one non-credit course for personal enrichment (such as ceramics or a language) or for skill-building to enhance employment potential (such as machine maintenance, construction, or computer technology).

**Table 3**  
**Student Enrollment Characteristics, Fall 2008**

	Count	% of Total
<b>For-credit enrollment</b>		
Part-time	431	89%
Full-time	54	11
Degree-seeking*	183	38
Non-degree seeking	302	62
<b>Total enrollment in for-credit classes</b>	<b>485</b>	<b>100%</b>
<b>Total enrollment in non-credit classes**</b>	<b>146</b>	

Source: UAF Planning, Analysis, and Institutional Research and UA in Review, 2009.

\*Degree-seeking status is determined at the UA statewide level; the students counted as degree-seeking are enrolled at IAC but may be degree-seeking at any of the three MAUs (UAF, UAA, UAS).

\*\*Non-credit head count is an unduplicated head count of all students taking one or more noncredit courses. Some of these students may also have been enrolled in for-credit classes.

## STUDENT ORIGIN

In Fall 2008, 98 percent of IAC students originated from within the state of Alaska.

**Table 4**  
**Enrolled Student Origin, Fall 2008**

	Enrollment	% of Total Enrollment
In-state	476	98%
Other U.S. states	7	1
International	1	<1
Unknown	1	<1
<b>Total enrollment</b>	<b>485</b>	<b>100%</b>

Source: UAF Planning, Analysis, and Institutional Research.

## COMMUNITY ORIGIN

The following table shows the top 20 communities of origin for IAC students. In total, students from 119 Alaska communities were enrolled at IAC in Fall 2008. As a percentage of the population, participation in some communities is high among residents. For example, based on 2000 Census figures, nearly one out of ten residents of Fort Yukon, Tok and Venetie, were enrolled at IAC in Fall 2008.

**Table 5**  
**Top 20 Communities of Origin\* and Student Count, Fall 2008**

	Students	% of All IAC Enrolled Students
<b>Tok</b>	64	13%
Fairbanks	52	11
<b>Fort Yukon</b>	32	7
Anchorage	26	5
Delta Junction	18	4
<b>Unalaska</b>	18	4
<b>Dutch Harbor</b>	11	2
Kotzebue	11	2
<b>Galena</b>	9	2
<b>Venetie</b>	9	2
Dillingham	8	2
Bethel	7	1
North Pole	7	1
Sitka	7	1
Nome	6	1
<b>Nulato</b>	6	1
Unalakleet	6	1
<b>Chalkyitsik</b>	5	1

Source: UAF Planning, Analysis, and Institutional Research

\*Origin is the location of a student when first enrolling at the university and may differ from a student's current citizenship, visa, or state residency status. For Alaskan students entering the university, the origin is recorded as a city or village. For students of other states, the origin is recorded as the state from which the student comes. In the case of a foreign student, the origin at entry is recorded as the student's home country.

Note: IAC service area communities are in bold.

The follow table includes IAC Fall 2008 student in-state communities of origin not listed in Table 5.

### Alaska Communities of Origin\* and Student Count Outside Service Area, Fall 2008

#### 2 to 4 students

**Barrow, Circle, Eagle**, Kodiak, Northway, Palmer, Seward, Shismaref, Arctic Village, Beaver, Emmonak, Fort Wainwright, Juneau, **Kaltag, McGrath, Nenana**, New Stuyahok, **Saint Paul Island, Sand Point, Stevens Village, Tetlin**, Toksook Bay, Ambler, Anaktuvuk Pass, **Anvik, Dot Lake**, Eagle River, English Bay, **Healy, Holy Cross**, Iliamna, Ketchikan, **King Cove**, Manokotak, Mentasta Lake, Noatak, Point Hope, **Saint George Island**, Saint Mary's, Saint Michael, Soldotna, Thorne Bay, Wasilla

#### 1 student

**Allakaket**, Angoon, Atmoutluak, **Bettles** Field, Chefnak, Chevak, Chignik Lagoon, Chitina, Chuathbaluk, **Cold Bay**, Cordova, Crooked Creek, Deering, Gakona, Glennallen, Grayling, Haines, Homer, Hoonah, **Hughes, Huslia**, Kake, Kalskag, Kenai, Kiana, Kipnuk, Kobuk, Koliganek, Koyuk, Koyukuk, Levelock, Lower Kalskag, Manley Hot Springs, Mekoryuk, Metlakatla, Minto, Mountain Village, Napaskiak, Nelson Lagoon, Nightmute, Nikolai, Nuiqsut, Nunapitchuk, Petersburg, **Rampart, Ruby**, Savoonga, Scammon Bay, Selawik, Seldovia, **Shageluk**, Stebbins, Sterling, Stony River, Tanana, Togiak, Tyonek, Valdez

Source: UAF Planning, Analysis, and Institutional Research.

\*Origin is the location of a student when first enrolling at the university and may differ from a student's current citizenship, visa, or state residency status. For Alaskan students entering the university, the origin is recorded as a city or village. For students of other states, the origin is recorded as the state from which the student comes. In the case of a foreign student, the origin at entry is recorded as the student's home country.

Note: IAC service area communities are in bold.

## OTHER DEMOGRAPHICS

IAC's student body is diverse and non-traditional. In Fall 2008, the average age among IAC students was 36 years old, six years older than the average UA student. Over one-fifth of students were age 50 or older, while only 8 percent were between the ages of 20 and 24. Seven out of ten enrolled students were female and over half were Alaska Native. Of the enrolled students, 38 percent identified themselves as White and 4 percent as another ethnicity.

**Table 6**  
**Student Demographics, Fall 2008**

	Count	% of Total
<b>Gender</b>		
Female	344	71%
Male	141	29
<b>Ethnicity</b>		
White	185	38%
Alaska Native	262	54
Other	20	4
Not reported	18	4
<b>Average age</b>		36 years old

Source: UA Statewide Planning and Budget.

## GRADUATES

IAC has graduated between 12 and 59 students annually between 1999 and 2008. During that 10-year period, IAC awarded 240 certificates, 88 associate's degrees and sixteen baccalaureate degrees. In FY 2008, the campus awarded 42 certificates, seven associate's degrees, and one baccalaureate degree. According to IAC administration, the campus works hard to facilitate students meeting their academic goals.

**Table 7**  
**IAC Graduates, FY 1999 - 2008**

Year	Certificate	Associate	Baccalaureate	Total
1999	16	7	2	25
2000	14	4	1	19
2001	9	6	3	18
2002	11	5	4	20
2003	5	6	1	12
2004	34	6	1	41
2005	39	11	0	50
2006	32	16	2	50
2007	38	20	1	59
2008	42	7	1	50
<b>Total</b>	<b>240</b>	<b>88</b>	<b>16</b>	<b>344</b>

Source: UAF Planning, Analysis, and Institutional Research.

## GRADUATE BENEFITS

A clear indication of the financial benefits to graduates of IAC was demonstrated in a 2008 study by the Alaska Department of Labor and Workforce Development (DOLWD).<sup>2</sup> After graduation, IAC graduates earned higher wages and tended to remain and work in the state. As part of the study, DOLWD looked at 140 FY 2006 IAC vocational program graduates and compared their level of employment and earnings before graduation with the period seven to 12 months after graduation. Average quarterly wages increased by 9 percent from \$6,202 to \$6,754. While data specific to the residence of IAC graduates was not included in the report, 80 percent of all FY 2006 UA graduates were still working in Alaska in 2007.



**Table 8**  
**Employment and Earnings Before and After IAC Training Program Completion, FY 2006**

	Before	After	% change
Average quarterly earnings	\$6,202	\$6,754	+9%

Source: Training Program Performance 2006, Alaska Department of Labor and Workforce Development, February 2008.

## HIGH DEMAND JOB AREA AWARDS

One of the overall performance measures used by UA to evaluate success is the number of degrees and certificates awarded to graduates in areas known as “High Demand Job Areas” where demand for Alaska workers is (and will be) high and where wages will be above average. In FY 2008, 47 out of 50 degrees and other credentials awarded by IAC qualified recipients to work in HDJA careers.

<sup>2</sup> Alaska Department of Labor and Workforce Development, Training Program Performance 2006, February 2008.

# IAC Revenue and Expenditures

Direct impacts of IAC include spending related to college activities: payroll, goods and services, and student aid, among others. Direct impacts also include IAC expenditures on capital projects, such as the construction of new buildings and the purchase of equipment.

## Revenue

Funding for IAC comes from a number of sources, including State of Alaska general funds, student tuition, federal receipts, and auxiliary receipts. The following table details IAC revenue sources and funding amounts for FY 2007 and FY 2008.

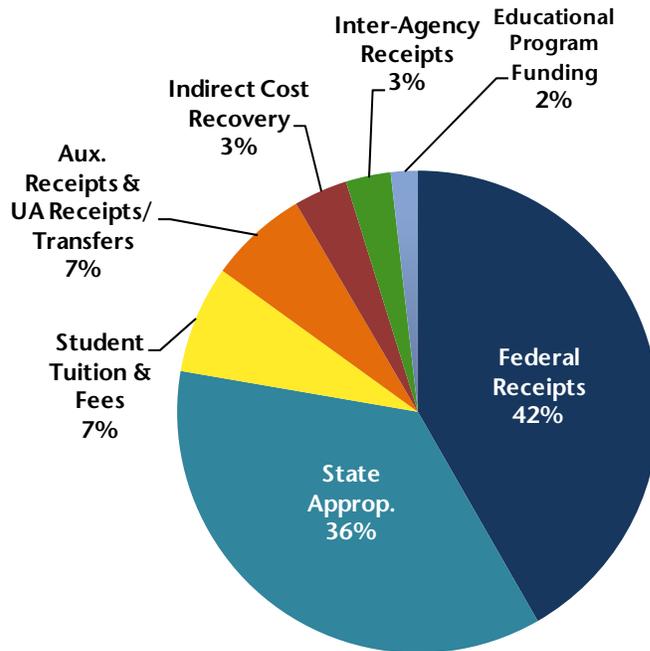
Total revenue for IAC increased 11 percent from \$3.8 million in FY 2007 to \$4.2 million in FY 2008. Federal receipts and state appropriations accounted for 78 percent of revenue.

**Table 9**  
**Revenue Sources, by Funding Source, FY 2007 – FY 2008**

Source	FY 2007	FY 2008
<b>Unrestricted</b>		
State appropriations	\$1,402,600	\$1,523,000
Student tuition and fees	333,500	306,900
Educational program funding	-	76,400
Indirect cost recovery	100,800	152,100
UA receipts	391,100	264,200
UA intra-agency transfers	-	9,900
<b>Restricted</b>		
Federal receipts	\$1,433,300	\$1,766,000
<b>Auxiliary receipts</b>	103,600	133,200
<b>Total revenue</b>	<b>\$3,764,900</b>	<b>\$4,231,700</b>

Source: UA Statewide Planning and Budget. Figures have been rounded.

**Figure 1**  
**Revenue Sources, by Percentage of Total Funding, FY 2008**



## Description of Revenue Sources

**State appropriations** include receipts from the State of Alaska’s general operating fund.

**Federal receipts** include restricted funds, such as grants and contracts, where spending is dictated by the specific federal funding agency.

**Student tuition and fees** are generated by tuition charged to students for instructional programs, as well as fees charged for specific activities or items such as materials, and labs.

**Educational program funding** is revenue from a variety of sources used to fund specific educational activities.

**Indirect cost recovery** revenues are generated from federal and other restricted grants, and are used to help offset administrative and support costs that cannot be efficiently tracked directly to grant programs. When the university receives a grant, it records the revenue for the actual project in restricted receipts and the revenue for indirect costs in indirect cost recovery.

**Auxiliary receipts** are associated with all self-supported activities of IAC. They include all revenues from bookstore and other operations.

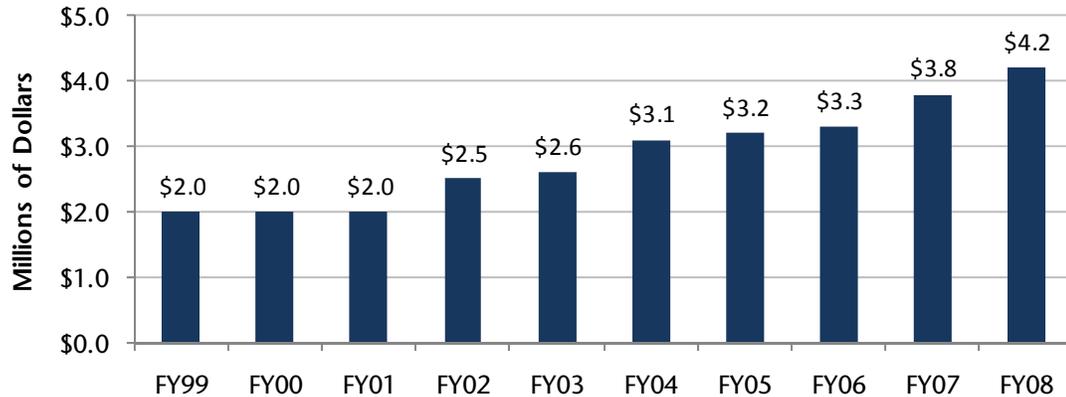
**UA receipts and transfers** include unrestricted revenues from course and facility-use fees, educational testing fees, revenue from administrative services, and other miscellaneous sources.

# Expenditures

## Expenditure Trends

IAC expenditures have steadily increased since FY 2001 from \$2.0 million in FY 2001 to \$4.2 million in FY 2008.

**Figure 2**  
Expenditure Trends, FY 1999 - FY 2008



Source: UA Statewide Planning and Budget.

## Expenditures

IAC-related expenditures include spending on faculty and staff payroll, goods and services, travel, student aid and equipment. In FY 2008, IAC spending totaled approximately \$4.2 million, with the majority of spending (\$3.1 million) on wages and benefits. Expenditures on contract services amounted to \$445,500, while travel expenses were \$325,800, and commodities \$197,200. Other spending included student aid and miscellaneous expenses.

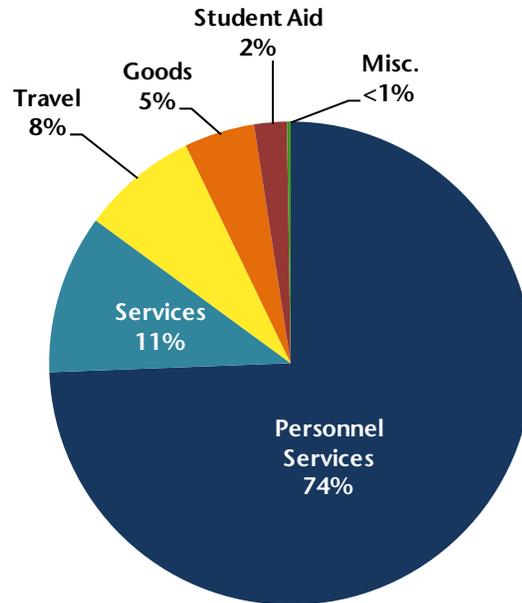
**Table 10**  
Expenditures, by Type, FY 2008

Type	Amount	% of Total Spending
Personnel services (wages and benefits)	\$3,111,200	74%
Contracts (services)	445,500	11
Travel	325,800	8
Commodities (goods)	197,200	5
Student aid	91,400	2
Misc	10,500	<1
<b>Total expenditures</b>	<b>\$4,181,600</b>	<b>100%</b>

Source: UA Statewide Planning and Budget.

Nearly three-quarters (74 percent) of IAC spending was allocated to personnel services, which includes employee payroll and benefits.

**Figure 3**  
**Expenditures, by Percentage of Spending, FY 2008**



#### **SPENDING ON GOODS AND SERVICES**

The study team analyzed detailed spending data provided by UAF Financial Services for IAC non-personnel spending. Ratios were developed for expenditures by location and applied to the IAC spending data in Table 10 of this document. IAC non-personnel expenditures totaled nearly \$1 million in FY 2008. The majority of IAC spending (82 percent) occurred within the state. Half of spending on goods and services occurred in Fairbanks and 9 percent in Anchorage. Approximately 9 percent of purchases were made from 30 businesses, entities and individuals in IAC service area communities. In total, spending occurred with nearly 200 businesses, entities and individuals in the state.

## ADDITIONAL IAC-RELATED CAPITAL SPENDING

In addition to normal campus spending, nearly \$1 million was spent on behalf of IAC in FY 2008 on four projects. This spending, called “Fund 5 accounts,” is money (generally federal grants) spent by UAF on major capital projects on behalf of the campus. These funds, however, are not included in IAC’s budget and therefore are not included in Table 9. To show the full extent of IAC’s spending impacts, the study team included Fund 5 spending in the economic impacts analysis section of this report. The table below outlines total spending for the four projects.

**Table 11**  
**IAC-Fund Five Capital Projects, FY 2008**

	<b>Amount</b>
Tok center renovation Phase I	\$643,000
Tok center renovation Phase II	249,000
Yukon Flats class room addition	74,000
Harper building mezzanine (Fairbanks)	15,000
<b>Total Fund Five expenditures</b>	<b>\$981,000</b>

Source: UAF Facilities Services and McDowell Group analysis. Note: Figures have been rounded. Project figures are for FY 2008 and may or may not reflect the total cost of each project.

Based on data provided by UAF Facilities Services and interviews with knowledgeable Fairbanks construction company managers, the study team estimated employment, spending on wages and benefits, and capital expenditures related to these projects. According to UAF Facilities Services all design, engineering, and project management were handled by Fairbanks staff. The contracts to complete all of the projects were also awarded to Fairbanks contractors. Because renovation work tends to be more labor-intensive than new construction, wages and benefits are significant.

Direct employment for the projects was roughly estimated to be about 16 to 20 temporary jobs total, including design, project management and construction. The majority of these jobs were filled by Fairbanks residents; however, several Tok residents were hired to work on phase I and II of that project, and a couple of Fort Yukon residents were hired to work on the classroom addition. Nearly all materials and supplies were ordered through Fairbanks. There was likely some small amount of incidental spending on goods and services in Tok and Fort Yukon.

**Table 12**  
**IAC Capital Spending, FY 2008**

	<b>Amount</b>
Wages and benefits	\$568,000
Capital expenditures (materials, equipment and supplies)	413,000
<b>Total expenditure</b>	<b>\$981,000</b>

Source: UAF Facilities Services and McDowell Group analysis. Note: Figures have been rounded.

## EMPLOYMENT AND PAYROLL

Employment during the Fall 2007 and Spring 2008 semesters averaged about 50 to 60 jobs (this includes the Fairbanks office, six rural campus centers, and adjunct faculty). Typical staff levels are illustrated in the table below. In Spring 2008, the campus employed 10 regular faculty and 28 regular staff, as well as 12 adjunct faculty and eight temporary staff. When the full academic year is considered (winter break and summer staffing employment is lower), annual average employment at IAC is about 46 people.

**Table 13**  
**Employment, Spring 2008**

	<b>Employment</b>
Faculty regular	10
Faculty temporary	12
Staff regular	28
Staff temporary	8
<b>Total employment</b>	<b>58</b>

Source: UAF College of Rural and Community Development.

Virtually all IAC FY 2008 payroll and benefits of \$3.1 million was paid to Alaska residents (two out-of-state adjunct faculty were paid a total of about \$3,200). Nearly 70 percent of IAC payroll went to Fairbanks-based staff (including those at the Nenana center). IAC rural center personnel received wages and benefits of about \$700,000; personnel living in other areas of the state were paid nearly \$250,000.

**Table 14**  
**IAC Alaska Payroll, FY 2008**

	<b>Payroll</b>
Fairbanks-based personnel	\$2,160,000
Rural center personnel	\$701,000
Other Alaska personnel	\$247,000
<b>Total payroll and benefits</b>	<b>\$3,108,000</b>

Source: UAF College of Rural and Community Development.

Note: Figures have been rounded.

# Economic Impacts of IAC

The economic impact estimates below are based on a widely used input/output model, IMPLAN, which estimates multipliers for determining the effects of employment and payroll on regional and statewide economies. There are three types of economic impacts related to IAC spending and employment:

- **Direct impacts:** Campus spending on goods, services, student aid and payroll.
- **Indirect impacts:** Jobs and income in businesses providing goods and services to the campus. For example, vendors who conduct business with IAC in turn buy fuel and other supplies, rent office space, and purchase services from other local providers in support of their day-to-day business operations. This spending creates additional jobs and income in the region (and statewide).
- **Induced impacts:** Jobs and income created as a result of campus employees spending their payroll dollars in the local economy (these are sometimes termed “induced” impacts).

Indirect and induced economic impacts, often described as multiplier effects, are important components of the overall economic impact of the IAC. In general, however, multiplier effects for Alaska are limited, especially for rural areas, as few goods are actually produced in the state.

## IAC Campus Spending Impacts

Based on IAC’s annual average direct employment of 32 full-time/part-time individuals in the Fairbanks North Star Borough, the campus had an indirect and induced impact of about 13 additional jobs within the borough. IAC’s total in-state, annual average employment (including rural centers) was about 45 people and resulted in about 25 additional jobs statewide. The additional payroll associated with this indirect and induced employment totaled about \$750,000 within the region and about \$1.4 million statewide.

IAC’s FY 2008 total direct spending of \$2.7 million within the Fairbanks North Star Borough resulted in total economic activity of about \$3.7 million in the Borough. IAC’s statewide spending (including rural centers) of just under \$4 million resulted in total economic activity of \$5.8 million statewide.

**Table 15**  
**Economic Impacts of IAC Campus Spending, FY 2008**

	Direct	Indirect & Induced	Total
<b>Fairbanks North Star Borough</b>			
Employment	32	13	45
Labor income (payroll & benefits)	\$2,161,000	\$756,000	\$2,917,000
Campus spending	524,000	210,000	734,000
<b>Total spending impact</b>	<b>\$2,685,000</b>	<b>\$966,000</b>	<b>\$3,651,000</b>
<b>Statewide (including Fairbanks North Star Borough)</b>			
Employment	45	25	70
Labor income (payroll & benefits)	\$3,108,000	\$1,398,000	\$4,506,000
Campus spending	867,000	\$468,000	1,335,000
<b>Total spending impact</b>	<b>\$3,975,000</b>	<b>\$1,866,000</b>	<b>\$5,841,000</b>

Source: UA Statewide Planning and Budget, UA in Review, 2009 and McDowell Group. Note: Figures have been rounded.

## Additional Capital Expenditure Impacts

In addition to normal campus spending, about \$1 million was spent on behalf of IAC in FY 2008 for renovation projects in Fairbanks, Fort Yukon, and Tok. Based on a rough estimate of 10 temporary jobs, the project had an indirect and induced impact of about six additional jobs within the Fairbanks North Star Borough and three additional jobs in the remainder of the state. The additional payroll associated with this indirect and induced employment totaled about \$114,000 within the region, and about \$161,000 statewide.

Approximately six additional temporary direct jobs were created in Tok and Fort Yukon, bringing total direct employment to 18 jobs. Total direct spending for the projects within the Fairbanks North Star Borough was \$771,000 and resulted in total estimated economic activity of about \$1 million in the borough. Project spending statewide was just under \$1 million and resulted in total estimated economic activity of more than \$1.4 million statewide.

**Table 16**  
**Economic Impacts of Additional IAC-Related Capital Expenditures, FY 2008**

	Direct	Indirect & Induced	Total
<b>Fairbanks North Star Borough</b>			
Employment	10	6	16
Labor income (payroll & benefits)	\$379,000	\$114,000	\$493,000
Materials, equipment and supplies	392,000	157,000	549,000
<b>Total spending impact</b>	<b>\$771,000</b>	<b>\$271,000</b>	<b>\$1,042,000</b>
<b>Statewide (including Fairbanks North Star Borough)</b>			
Employment	18	9	27
Labor income (payroll & benefits)	\$568,000	\$161,000	\$729,000
Materials, equipment and supplies	413,000	289,000	702,000
<b>Total spending impact</b>	<b>\$981,000</b>	<b>\$450,000</b>	<b>\$1,431,000</b>

Source: UAF Facility Services and McDowell Group analysis. Note: Figures have been rounded.

## Summary of Economic Impacts

The following table summarizes the total impacts of IAC direct spending and additional capital expenditures.

The campus had total direct spending in the Fairbanks North Star Borough of about \$3.5 million, which resulted in estimated total economic activity of \$4.7 million in the borough. Statewide direct spending for IAC was just under \$5 million and resulted in an estimated \$7.3 million in total economic activity.

**Table 17**  
**Summary of the Economic Impacts of IAC Direct Campus Spending**  
**and Additional Capital Expenditures, FY 2008**

	Direct	Indirect & Induced	Total
<b>Fairbanks North Star Borough</b>			
Employment	44	21	65
Labor income (payroll & benefits)	\$2,540,000	\$870,000	\$3,410,000
Materials, equipment and supplies	916,000	367,000	1,283,000
<b>Total spending impact</b>	<b>\$3,456,000</b>	<b>\$1,237,000</b>	<b>\$4,693,000</b>
<b>Statewide (including Fairbanks North Star Borough)</b>			
Employment	63	34	97
Labor income (payroll & benefits)	\$3,676,000	\$1,559,000	\$5,235,000
Materials, equipment and supplies	1,280,000	757,000	2,037,000
<b>Total spending impact</b>	<b>\$4,956,000</b>	<b>\$2,316,000</b>	<b>\$7,272,000</b>

Source: UA Statewide Planning and Budget, UA in Review, 2009, UAF Facility Services and McDowell Group analysis.  
Note: Figures have been rounded.

### RURAL CENTER IMPACTS

In the scope of this report it is not possible to measure the indirect and induced impacts of IAC employment and spending on each of the campuses' rural center communities outside of Fairbanks; however, the impacts of IAC spending in these communities is important. IAC is a significant contributor to the economies of the rural centers, providing about a dozen jobs annually, \$700,000 in wages and benefits, and roughly \$100,000 in spending on goods and services. In addition to normal IAC spending, the renovation projects in Tok and Fort Yukon resulted in several local jobs and incidental spending that provided a boost to the local economies.

# Community Value of IAC

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The value of Interior-Aleutians Campus extends farther than its economic contribution to the region. The campus is an invaluable asset to many rural communities around the state. To illustrate the qualitative impact of IAC, the study team conducted interviews with IAC rural staff and a variety of community leaders from communities in the IAC service area, gathering their viewpoints on IAC's contribution to the communities. Below is a summary of general themes that emerged from these interviews.

*IAC uniquely serves our communities by providing access to higher education to a greatly underserved population of small Native rural communities; providing applicable workforce training to our communities especially in construction trades technology, tribal management, early childhood education, allied health and community health; providing welcoming, well-equipped centers for meetings and training; and providing local, intensive courses which bring higher education right into our villages.*

## CONNECTING RURAL AND URBAN EDUCATION

One of the main goals of IAC is to bring a learning environment into the rural communities of Alaska. According to the interviewees and the campus, this means IAC is responsible for connecting rural and urban aspects of education. IAC believes it is better for students to stay in their communities and attend courses instead of having to travel to get the training and education they want or need.

It was important to interviewees that students were able to stay in their home communities while being educated. By IAC providing higher education and allowing students to stay, they were supporting the communities by allowing them to keep their residents. As an interviewee stated, "I've always had a fond feeling for IAC. I was able to do my courses right here while working full-time, and didn't have to get out of town. My expenses were just for tuition and books, instead of having to pay rent and everything too. It was so nice that the availability was right here." Another mentioned, "The distance education for rural students is great because they can stay home. I think IAC is very positive for that." Other interviewees stated:

*With them here, you can stay home and don't have the extra expenses. That wouldn't be available if they weren't here, and many people won't move to pursue their education.*

*I think it's grounding, it intertwines village life with the college life. A lot of people in rural areas don't want to move to go to school. IAC tries to find people in communities who would like to improve their education and training and job skills. These people are not going to drop their job or family and move to UAF, UAA, or AVTEC in Seward. We have to take training to where the people are, motivate them and find funds for them. IAC is a good bridge between village life and postsecondary education. Some who do really well are then able to move off to the cities to finish their education.*

*We have realized that we have the most impact on the community if we are doing education on-site. When we are in a village everyone knows why we are there from the youth to the elders. We are constantly talking with and educating the whole village no matter what we are doing there, even if it's just walking down the street.*

*Our real focus at IAC is the rural communities and rural community development. We really feel that we have done a disservice to the community where members have to leave the community in order to get training and education. It is better for them to live in their community and get jobs there. We want them to stay, live and work in the community.*

*Many of our students don't even have high schools in the communities they live, and we are now engaging those students, and offering them college courses to take while in high school. It gets them thinking about college while in high school.*

*I believe education is the first step in economic development. IAC has been very careful to kind of craft place-based job training. It gives people access to programs and allows them to stay in their home community and still make a living.*

*IAC helps us navigate getting programs started such as an early college program for high school students. They help us find instructors who will actually come out to the school and teach courses, and are willing to take time out of their lives to help us.*

Many of the interviewees mentioned how connected IAC was with the communities it served. This allows residents to feel comfortable approaching the campus and helping IAC understand the unique needs of rural Alaska. As an interviewee stated, "It's really one of the foremost campuses that gets close to the people. They are out with the people, and do a dynamite job of meeting the needs of the people whether physically, emotionally, and educationally." Another mentioned, "I think IAC is pretty much the leader of rural Alaska colleges. The staff is wonderful and hard working. It meets the needs of the community involved."

The interviewees also noted how IAC strives to fulfill the needs of the communities by interacting with regional organizations, residents and others.

*We work a lot through our partners, such as Native regional corporations, to help identify courses and subjects that are needed and reach out to the communities to provide them with it.*

*The campus as a whole takes direction from the communities and from the communities' needs.*

*I think they are an awfully good campus. They do a lot for the culture, and they are a great example of what an extended campus should be.*

*I think they are very open to the rural needs and to the Alaska Native population.*

*I like having IAC available to us. They are very open, they listen. We have meetings trying to build the relationship between high school and college, which they are very receptive of too.*

## **PROGRAMS AND COURSES**

During the interviews, people were asked which programs, courses or services really stand out to them. One interviewee stated, "All of the programs really stand out to me." The interviewees all mentioned programs or courses they felt had changed the lives of the people who were enrolled and graduated from them. Many of the programs were specifically designed by IAC for rural Alaskans. In some cases, elders and other community leaders were asked to give advice on the program to make sure it best served rural Alaska's needs.

The following are comments about programs or courses:

*All of the classes and programs are excellent. IAC has championed developing programs in response to what communities are telling them they need. There are a lot of things. Everything they decide to focus on is in response to what people want them to focus on. They really listen to the elders.*

*Above and beyond what they are already doing amazingly well, I think they want to build on the good programs they have going, like the nutrition program. Not just in response to employment, but in response to diabetes in rural Alaska. Helping people in the communities be healthier, really educating people in ways they can help their children. IAC takes an idea and runs with it, and will get people excited about doing it.*

*The creation of the vet science program allows people to care for their own animals and learn more about animal nutrition and emergency triage care. The development of the tribal management program trains people in the tribal administration and finance areas so they are more effective in the rural governments. The nutrition program teaches people how to eat better and counter the damaging effects of sugar and bad food choices that lead to hypertension and diabetes.*

*Overall I can just say that with the IAC partnerships, lives have been changed, particularly those of a vastly underserved population at UAF – Native men. Both the construction trades technology and tribal management programs have seen graduates who would have never considered higher education or would have thought they were capable of it.*

*The nutrition certificate program is also good. We have the highest diabetes rates in the state outside of Metlakatla. We need to start looking back at traditional foods because right now we are almost conditioned to not eat traditional foods. We need to gain our health back into order to succeed. With this program there has been a boom of conversation among people about the issue.*

*The gardening class is great for our area. It really got people into gardening. There were people who started it who didn't have gardens, and now they do. It's a good thing for the community to have.*

*Human services workers go to IAC as their first training ground because IAC has an excellent model. IAC has a different approach to mental and emotional health of the community.*

The interviewees also noted how these programs helped workforce development in the area. By providing programs that helped train students for jobs unique to rural Alaska, IAC helps students secure jobs that allow them to stay in their communities. As an interviewee stated, "IAC tries to meet the needs of the communities and help prepare them for the local workforce." Another stated, "I think IAC contributes tremendously. The students succeed and secure good jobs. For example, jobs in the Tanacross Tribal Council and construction trades. We have graduated lots of students."

## **COMMUNITY SUPPORT AND ACCESS**

When discussing IAC, interviewees were inclined to mention how much IAC has contributed to supporting the communities in its expansive region. As one interviewee noted, "I am really biased. I keep going back because of its good work. I really like the approach to community development. It is very inclusive, and they

always want to bring everyone along. They really listen to the people in the community to make sure they are responsive to the needs of everyone.”

Not only does IAC provide programs, it also provides equipment, classroom space, and encouragement to residents. An interviewee stated, “We also work with the schools in the communities. We share classrooms, telephones and internet access.”

Interviewees noted how IAC encouraged residents to continue their education, from basic courses to personal interest. For example, an interviewee mentioned how IAC encouraged people to get back into school if they had been out for a while: “Their presence up there allows people to get some basic education if they have been out of school for a while. For example, the basic general education courses and computer literacy courses are good.” Another mentioned the availability for anyone to take courses: “They are available to whoever wants to take courses, from gardening and sewing classes to academic classes.”