



Research-Bas

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

Prepared for:

Interior-Aleutians Campus

Prepared by:

Juneau • Anchorage

Table of Contents

የጥያቄ ማቅረቢያ ሰነድ	1
የጥያቄ ማቅረቢያ ሰነድ ላይ ያለው ጥያቄ	3
In rod c ion	3
Me hodolog	3
የጥያቄ ማቅረቢያ ሰነድ ላይ ያለው ጥያቄ	4
In erior-Ale ian Camp	4
የጥያቄ ማቅረቢያ ሰነድ	12
Enrollmen Trend	12
S den Enrollmen Charac eri ic and Demographic	13
የጥያቄ ማቅረቢያ ሰነድ ላይ ያለው ጥያቄ	18
Re en e	18
E pendi re	20
የጥያቄ ማቅረቢያ ሰነድ ላይ ያለው ጥያቄ	24
የጥያቄ ማቅረቢያ ሰነድ ላይ ያለው ጥያቄ	27

Summary of Findings

The Interior-Alaskan Camp (IAC) conducted in the McDoell Group area the impact of the camp on interior area communities, the Fairbank area, and elsewhere. To find out the impact of the camp, in addition to quantitative data, the team gathered qualitative information through interviews with college administrators, local government

Introduction and Methodology

IAC conducted a study with McDoell Group to assess the economic impact of the campus on the Fairbank area and to evaluate and analyze the school's qualitative benefits to residents of the Interior-Alaskan service area. Economic impact includes spending by IAC and its employees, as well as the circulation of the dollar through the regional and state 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 through the statewide three regional hubs: University of Alaska Fairbank, University of Alaska Anchorage, and University of Alaska Southeast.

Serving roughly 400 to 500 students each semester, IAC offers a 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 effect of IAC-related payroll and expenditure within the region and state. This study is similar to the impact analysis of the University of Alaska state system, conducted by McDoell Group in 2007. Following the general methodology of that study, regional and state economic multipliers were applied to IAC-associated expenditure to measure indirect and induced impacts.

Multipliers are derived from a detailed input-output model, IMPLAN, along with McDoell Group's project experience and analysis.¹

Profile of Campus and Programs

Interior-Aleutians Campus

Serving the Interior of Alaska is all across 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 U.S. rural campus based on land area. IAC's mission is to provide lifelong educational opportunities for rural Alaskans and Alaska Natives through distance, culture, and a sense 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 home or in a nearby community instead of having to travel to a distant campus. Special attention is paid to delivering

Academic Programs

IAC offer den acce o man differen program , ranging from occ pa ional endor emen o bachelor' degree . The Camp par

mathematic and build upon an earlier grant Reach to Teach. Using a multi-partner approach, IAC seeks to increase the number of Alaska graduate high school seniors enrolled in the Bachelor of Education program. IAC's reach effort includes high school students enrolled in the State of Alaska. The program has the following objectives:

- To assist in the development of new Bachelor of Education students.
- To support potential teacher candidates enrolled in a graduate program.
- To collaborate with high school of education to facilitate the smooth transition of AA/AS graduate into a baccalaureate education program.

Effie Kokrine Earl College Program

The Effie Kokrine Earl College Program is funded through a Bill and Melinda Gates Foundation grant from Anchorage University in Seattle, Washington and is in its final year. The program is designed to give minority high school students a jump-start in the college atmosphere. Students take college classes and received credit through the high school program. A college coordinator at IAC works with Effie Kokrine Charter School to determine the need of the school and coordinate classes. IAC and Effie Kokrine staff work with a steering committee which represents from UAF, Fairbanks Native Association, Tanana Chiefs Conference, parents, and community members to address the program meet the need of the students and the school. University classes have been added to Effie include: Biology, Arcic Serial, Study Skill, Art, Drama, Business Physical, Library Science, English, Communication, and Geography.

Upward Bound Program

The Upward Bound program is a grant from the U.S. Department of Education. The mission of the program is to increase the number of high school students graduating high school and entering a postsecondary institution. The students in the program are from low-income families where neither parent has received a baccalaureate degree and whose family meets income guidelines. The program serves La Hrop High School and the Effie Kokrine Charter School and help students with high school academic and financial aid application. Students receive assistance in preparing for college and all college life. Services include counseling, 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 academic and prepare them to postsecondary educational opportunities. The focus is on math, labor science, composition, literature, and foreign language. Advising is offered to encourage students to graduate from high school and enroll in college. A postsecondary program element is a summer component held on the UAF campus. This includes a one-week program including core work, field trips, and activities of both social and cultural.

Tech Prep Program

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 core subjects are mainly vocational in nature. Tech Prep

include core in area such as welding, construction, aviation, and applied business. The Tech Prep program works in local high school and school districts all across the Department of Education to develop the program core. Upon high school graduation, a Tech Prep student will have made significant progress

Additionally, an Occasional Endowment in Renewable Energy is under development. The cost of energy in Alaska, particularly rural Alaska, is significant. There is a need 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 grant and loan programs are available for individual. As a result, the development of new cooperative work 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 state to meaningful address the potential of rural communities to embrace greater energy independence.

Education: Para-Professional program (EDPA)

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

Alaska Tribal Technical Assistance Center (TTAC)

The Alaska Tribal Technical Assistance Center (TTAC) was modeled on 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 Road 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 Fairbank. TTAC provides information through newsletters, local classes, workshops and individual consulting.

Alaska Road Scholar Program (ARSP)

The Alaska Road Scholar Program (ARSP) promotes delivery of transportation-related training opportunities and potential rural Alaska workforce participation. The transportation network in rural Alaska is a multimodal, and includes traditional air, road, and river/marine. It also includes a non-recreational ATV and snow machine trail, boardwalk/board road, seasonal access roads, and pedestrian facilities. The transportation system provides a critical link to employment as well as to other village infrastructure such as clinic, school, Tribal office, and community building. This complex network requires a trained workforce to operate a Tribal or municipal program manager, as well as a skilled staff to construct, operate, and maintain these facilities.

The Alaska Road Scholar Program is an Occasional Endowment certification through IAC has delivered transportation-related training opportunities and potential rural Alaska workforce participation. To date, ARSP has reached over 150 students from 5 rural Alaska communities.

Enrollment

On average, IAC enroll 400 to 500 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 Fairbank 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 a number of classes, while SCH accounts for the number of course credits each student is taking. For example, enrolling in one three-credit course each semester 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 section.

Enrollment Trends

Overall, IAC enrollment declined by 17 percent from FY 2000 to FY 2008. From FY 2000 to FY 2004, enrollment 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 is related to an increase in the cost of raising a child for local school districts. This type of raising is organized and delivered by local school districts but students were enrolled and received credits through IAC.

IAC's only role is 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 a full, per-credit-hour fee (\$90 in 2004 and \$99 in 2005) for the school district classes. This sizable increase in fee resulted in a steep decline in enrollment for the entire class.

Secondarily, weak economic conditions led to a decline in enrollment for personal income earners.

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

()

جدول 2
 أ. عدد المزارعين في القطاع الزراعي، 2000-2009

السنة	القطاع الزراعي	عدد المزارعين	عدد المزارعين	عدد المزارعين
2000	1	594	574	1,169
2001	4	676	593	1,273
2002	-	625	709	

Figure 6

IAC's student body is diverse and non-racial. In Fall 2008, the average age among IAC students is 36 years old, 1 year older than the average UA student. Over one-fifth of students are age 50 or older, while only 8 percent are between the age of 20 and 24. Seventy percent of enrolled students are female and over half are Alaska Native. Of the enrolled students, 38 percent identified themselves as White and 4 percent as American Indian.

Figure 6
Enrollment by Age and Race, 2008

	Count	Percentage
Gender		
Female	344	71%
Male	141	29%
Race		
White	185	38%
Alaska Native	262	54%
Other	20	4%
Not reported	18	4%
Average Age		36 years old

Source: UAS Career Planning and Budget.

Figure 7

IAC has graduated between 12 and 59 students annually between 1999 and 2008. During the 10-year period, IAC awarded 240 certificates, 88 associate degrees and 11 baccalaureate degrees. In FY 2008, the campus awarded 42 certificates, 11 associate degrees, and one baccalaureate degree. According to IAC administration, the campus works hard to facilitate students meeting their academic goals.

Figure 7
Academic Awards, 1999 - 2008

Year	Certificates	Associate Degrees	Baccalaureate Degrees	Total
1999	16	0	2	25
2000	14	4	1	19
2001	9	6	3	18
2002	11	5	4	20
2003	5	6	1	12

Table B.1

A clear indication of the financial benefit of graduation of IAC is demonstrated in a 2008 study by the Alaska Department of Labor and Workforce Development (DOLWD).² 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 between 12 months after graduation. Average quarterly earnings 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.

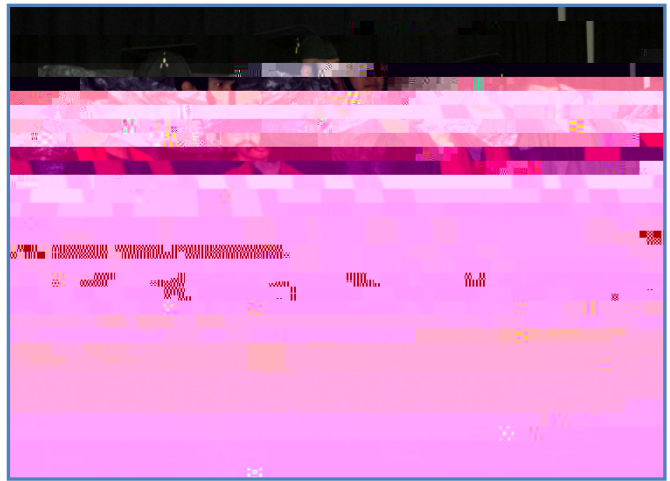


Table B.1 (continued)

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

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

IAC Revenue and Expenditures

Direct impact of IAC include pending related to college activities: payroll, good and service, and student aid, among others. Direct impact also include IAC expenditure on capital projects, which are construction of new building and the purchase of equipment.

Revenue

Funding for IAC comes from a number of sources, including State of Alaska general fund, student union, 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 appropriation accounted for 78 percent of revenue.

	2007	2008
State Appropriation		
State appropriation	\$1,402,600	\$1,523,000
Student union and fee	333,500	306,900
Educational program funding	-	6,400
Indirect cost recovery	100,800	152,100
UA receipts	391,100	264,200
UA intra-agency transfer	-	9,900
Federal Receipt		
Federal receipts	\$1,433,300	\$1,766,000
Auxiliary Receipt	103,600	133,200
Total Revenue	\$3,764,900	\$4,231,700

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

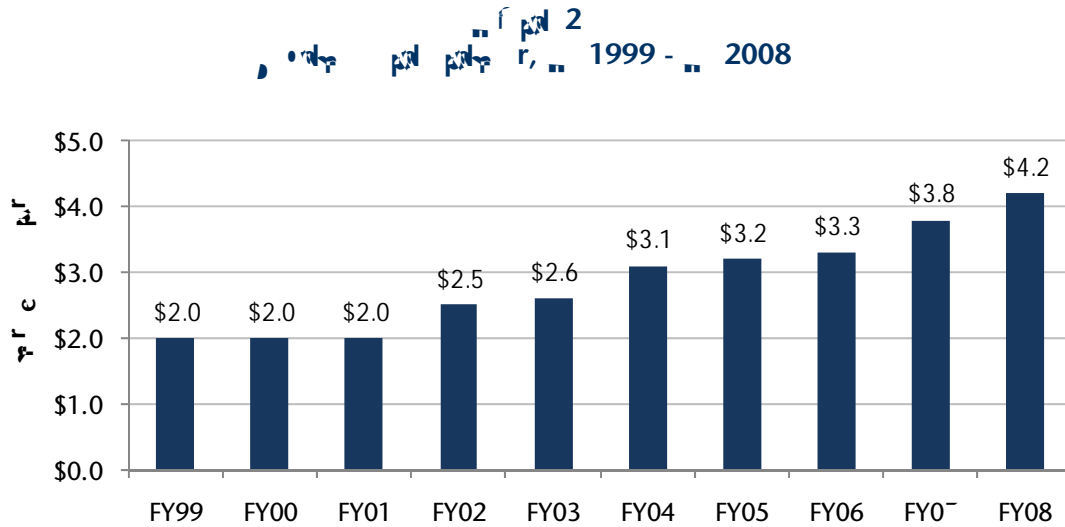
Description of Revenue Sources

- Statewide tolls include receipts from the State of Alabama's general operating fund.
- Federal grants include restricted funds, such as grants and contracts, here pending indicated by the specific federal funding agency.
- Fees are generated by a license charged to drivers for instructional program, a toll fee charged for specific activities or items such as material, and labor.
- Other revenue includes revenue from a variety of sources including specific educational activities.
- Federal and other restricted grants are generated from federal and other restricted grants, and are used to help offset administrative and support costs that cannot be

Expenditures

Expenditure Trends

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



Source: UAS Administrative Planning and Budget.

Expenditures

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

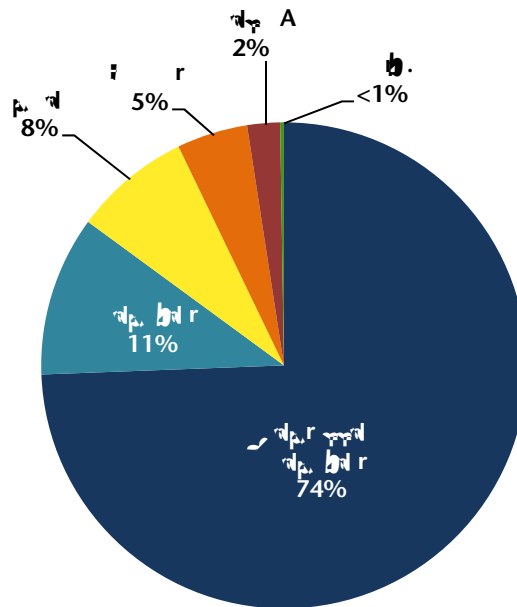
Figure 10: IAC Expenditures, 2008

Category	Amount	% of Total
Personnel services (wages and benefits)	\$3,111,200	74%
Contracts (services)	445,500	11
Travel	325,800	8
Commodities (goods)	197,200	5
Dental aid	91,400	2
Miscellaneous	10,500	<1
Total Expenditures	\$4,181,600	100%

Source: UAS Administrative Planning and Budget.

Nearly three-quarters (74 percent) of IAC pending claims allocated to personnel services, which include employee payroll and benefits.

Figure 3
 IAC Pending Claims by Category, FY 2008



Personnel Services

The team analyzed detailed pending data provided by UAF Financial Services for IAC non-personnel pending. Ratios were developed for employee benefit location and applied to the IAC pending data in Table 10 of this document. IAC non-personnel employee benefit totaled nearly \$1 million in FY 2008. The majority of IAC pending (82 percent) occurred within the state. Half of pending on good and services occurred in Fairbanks and 9 percent in Anchorage. Approximately 9 percent of purchases were made from 30 business, enterprise and individual in IAC services area community. In total, pending occurred within nearly 200 business, enterprise and individual in the state.

Table 11: Pending Projects, FY 2008

In addition to normal camp pending, nearly \$1 million is pending on behalf of IAC in FY 2008 on four projects. This pending, called Fund 5 account, is money (generally federal grant) pending UAF on major capital projects on behalf of the camp. The five 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 pending impact, the detailed amount included Fund 5 pending in the economic impact analysis section of this report. The table below outlines total pending for the four projects.

Table 11: Pending Projects, FY 2008

	Amount
Tok center renovation Phase I	\$643,000
Tok center renovation Phase II	249,000
Yukon Flats classroom addition	74,000
Harper building maintenance (Fairbank)	15,000
Total	\$981,000

Source: UAF Facilities Service and McDoell 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 Service and interview with knowledgeable Fairbank construction company manager, the detailed amount employed, pending on wages and benefits, and capital expenditure related to the projects. According to UAF Facilities Service design, engineering, and project management were handled by Fairbank staff. The contractors completed all of the projects were also awarded to Fairbank contractor. Because renovation work tends to be more labor-intensive than new construction, wages and benefits are significant.

Direct employment for the projects are 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 Fairbank residents; however, several Tok residents were hired to work on phase I and II of the project, and a couple of For Yukon residents were hired to work on the classroom addition. Nearly all material and supplies were ordered through Fairbank. There is a likelihood some small amount of incidental pending on goods and services in Tok and For Yukon.

Table 12: Project Expenditures, FY 2008

	Amount
Wages and benefits	\$568,000
Capital expenditure (material, equipment and supplies)	413,000
Total	\$981,000

Source: UAF Facilities Service and McDoell Group analysis. Note: Figures have been rounded.

UAF

Employment during the Fall 2007 and Spring 2008 semester averaged about 50 to 60 jobs (this includes the Fairbank office, international center, and adjunct faculty). Typical staffing levels are illustrated in the table below. In Spring 2008, the campus employed 10 regular faculty and 28 regular staff, a total of 12 adjunct faculty and eight temporary staff. When the full academic year is considered (instructor break and summer staffing employment included), annual average employment at UAF is about 46 people.

Table 13
Campus Staffing, Spring 2008

Faculty regular	10
Faculty temporary	12
Staff regular	28
Staff temporary	8
Total	58

Source: UAF College of Research and Community Development.

Overall, all IAC FY 2008 payroll and benefits of \$3.1 million are paid to Alaska residents (\$65 million out-of-state).

Economic Impacts of IAC

The economic impact estimates below are based on a detailed input-output model, IMPLAN, which estimates multiplier for determining the effect of employment and payroll on regional and statewide economies. There are three types of economic impact related to IAC spending and employment:

- 1. **Direct Impact:** Camp spending on goods, services, and payroll.
- 2. **Indirect Impact:** Job and income in business providing goods and services to the camp. For example, vendors who conduct business with IAC in rental 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).
- 3. **Induced Impact:** Job and income created as a result of camp 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,

Additional Capital Expenditure Impacts

Summary of Economic Impacts

The following table summarizes the total impact of IAC direct spending and additional capital expenditure.

The camp had total direct spending in the Fairbank North Star Borough of about \$3.5 million, which resulted in estimated total economic activity of \$4.7 million in the borough. Secondary direct spending for IAC is a job under \$5 million and resulted in an estimated \$7.3 million in total economic activity.

Figure 17
 Economic Impact of IAC Direct Spending and Additional Capital Expenditure, 2008

	Direct Spending	Secondary Spending	Total Spending
Employment	44	21	65
Labor income (payroll & benefits)	\$2,540,000	\$870,000	\$3,410,000
Material, equipment and supplies	916,000	367,000	1,283,000
Total Economic Impact	\$3,456,000	\$1,237,000	\$4,693,000
Indirect Spending (from other sectors)			
Employment	63	34	97
Labor income (payroll & benefits)	\$3,676,000	\$1,559,000	\$5,235,000
Material, equipment and supplies	1,280,000	77,000	2,037,000
Total Economic Impact	\$4,956,000	\$2,316,000	\$7,272,000

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

Discussion

In the scope of this report it is not possible to measure the indirect and induced impact of IAC employment and spending on each of the camp's rural center communities outside of Fairbank; however, the impact of IAC spending in the community is important. IAC is a significant contributor to the economy of the rural center, 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 project in Tok and For Ykon resulted in several local jobs and incidental spending that provided a boost to the local economy.

Community Value of IAC

The value of Interior-Alaskan Camps extend far beyond their historical economic contribution to the region. The

Handwritten text in a script, possibly a mix of Arabic and English characters, appearing as a series of lines.

Handwritten text in a script, possibly a mix of Arabic and English characters, appearing as a series of lines.

Handwritten text in a script, possibly a mix of Arabic and English characters, appearing as a series of lines.

Handwritten text in a script, possibly a mix of Arabic and English characters, appearing as a series of lines.

Man of the inner IEEE mentioned how connected IAC with the communication. This allowed them to feel comfortable approaching the camp and helping IAC understand the unique needs of rural Alaska. As an inner IEEE leader, I'm really one of the foremost people who get close to the people. The

The following are comments about the program or course:

The program is very good. I like the way the instructors teach. They are very patient and helpful. The program has helped me a lot. I am very happy. I will continue to study.

The program is very good. I like the way the instructors teach. They are very patient and helpful. The program has helped me a lot. I am very happy. I will continue to study.

The program is very good. I like the way the instructors teach. They are very patient and helpful. The program has helped me a lot. I am very happy. I will continue to study.

The program is very good. I like the way the instructors teach. They are very patient and helpful. The program has helped me a lot. I am very happy. I will continue to study.

The program is very good. I like the way the instructors teach. They are very patient and helpful. The program has helped me a lot. I am very happy. I will continue to study.

The program is very good. I like the way the instructors teach. They are very patient and helpful. The program has helped me a lot. I am very happy. I will continue to study.

The program is very good. I like the way the instructors teach. They are very patient and helpful. The program has helped me a lot. I am very happy. I will continue to study.

The inter-ethnic dialogue program helped workforce development in the area. The program has helped train them for job opportunities. IAC help them secure job opportunities in their communities. As an inter-ethnic leader, IAC recognize the need of the communities and help prepare them for the local workforce. Another added, I think IAC contribute reminding. The program has succeeded and secured good jobs. For example, jobs in the Tanacross Tribal Council and construction trade. We have graduated lots of students.

3. 2. 2. ' A A ,

When discussing IAC, inter-ethnic were inclined to mention how much IAC has contributed to supporting the communities in the pan-ethnic region. As one inter-ethnic leader, I am really biased. I keep going back because of its good work. I really like the approach of community development. I like inter-ethnic, and the

al a an o bring e er one along. The reall li en o he people in he comm ni o make re he are re pon i e o he need of e er one.

No onl doe IAC pro ide program , i al o pro ide eq ipmen , cla room pace, and enco ragemen o re iden . An in er ie ee a ed, We al o ork i h he school in he comm ni ie . We hare cla room , elephone and in erne acce .

In er ie ee no ed ho IAC enco raged re iden o con in e heir ed ca ion, from ba ic co r e o per onal in ere . For e ample, an in er ie ee men ioned ho IAC enco raged people o ge back in o school if he had been o for a hile: Their pre ence p here allo people o ge ome ba ic ed ca ion if he ha e been o of school for a hile. For e ample, he ba ic general ed ca ion co r e and comp er li erac co r e are good. Ano her men ioned he a ailabili for an one o ake co r e : The are a ailable o hoe er an o ake co r e , from gardening and e ing cla e o academic cla e .