

Kodiak College
Enrollment Management Plan 2007-2010

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TABLE OF CONTENTS

Introduction	2
Background Other Service Area Characteristics Kodiak College: Distinctive Features Enrollment Management Challenges	
Recruitment/Enrollment	4
Trends and Targets: Student Credit Hours and Headcount Enrollment Strategies	
Retention	7
Definitions Trends and Targets Retention Strategies	
High Demand Programs	11
Definitions Trends and Targets High Demand Program Strategies	
Appendices	14
A: Service Area Characteristics and Trends B: Kodiak Island Student Characteristics C: Current Strategies to Increase Student Persistence D: List of Source Documents	

Background

Kodiak College is a public, two-year, community campus of the University of Alaska Anchorage. As such, it fulfills the role of a comprehensive community college for Kodiak Island, the nation's second largest island (3,600 square miles) with a population of 10-14,000 living in Kodiak City (6,000) where the College is located, the U.S. Coast Guard base (2-3,000), outlying areas (2-3,000) and six remote Villages (1,000). The only other institution of higher education on the island is a Russian Orthodox Seminary, and the closest four-year university is in Anchorage, 250 air miles away across the northern Gulf of Alaska.

A first for Kodiak College, this Enrollment Management Plan is an outgrowth of a year-long planning process that produced the College's first Strategic Plan, Academic Plan, and Master Plan. This document is a reflection of the past and the present, as well as a guide for the future. However, it is important to note that goals and strategies defined in this and other plans must be reviewed in the context of future situations to determine their appropriateness at any given time.

As the issue of enrollment management has gained ground in higher education, the unique nature of community colleges has prompted specific discussions regarding such planning at these institutions. Dr. Kevin Pollock presented a white paper on the topic of "Enrollment Management in Community Colleges" at the First Annual Community College Enrollment Management Symposium in February 2006. Because Kodiak College demonstrates the majority of the characteristics of a community college noted by Dr. Pollock and because Kodiak College is committed to following substantiated best practices in all its endeavors, this Plan uses his findings as a framework for planning.

Pollock makes the case that community colleges face unique challenges in enrollment management because of multiple roles (at Kodiak College these include academic transfer, vocational-technical education, developmental education, dual enrollment, distance education English as a Second Language, continuing education, workforce development, and extensive community service) and diverse student populations. McClenney (2004) described these populations in 2004, as shown below compared to 2006 Kodiak College data:

Student Traits Unique to Community College McClenney (2004); Kodiak College (2006)		
Student Characteristic	National	Kodiak College
Part-time	67%	94.6%
Work full-time	54%	44.2%
Dependents/Single Parent	34%/16%	49%/NA
First-generation	45%	70%
25 years or older	44%	76%

Kodiak College faces even more diverse enrollment management issues than most, exacerbated by the remoteness and isolation inherent in our service area, as well as slightly downward trends in population and an economic base in transition. (See Appendix A for a discussion of service characteristics and trends and Appendix B for a discussion of student characteristics highlighted below.)

Other Service Area Characteristics

- Isolated, rural location accessible only by plane or boat.
- Small Borough population declining since 2000.
- Major industry -commercial fishing - also in decline.
- Primarily small businesses (86 with 10-49 employees); only 2 with 250+ employees.
- Largest Coast Guard base in the nation.
- Median income is 6% lower and per capita personal income is 22% lower than Anchorage.
- Higher unemployment and higher cost of living than Anchorage.

Kodiak College: Distinctive Features

- Student population overwhelmingly part-time (92-94%). Most taking 1 class only (less than 6 credits).
- Majority of students (76%) are 25 or over. Average age = 38.
- Two-thirds female.
- 30% minority; largest groups are Alaska Native, Filipino, Hispanic; others include Russian and other East Europeans, Scandinavian, Samoan, Vietnamese.
- Nearly all students originate in the Gulf Coast region (very little in-migration).
- Very small percentage of degree-seeking students (6%) and very few students receiving financial aid (4%) as compared to other campuses.
- Kodiak generates 7% of SCH in developmental (<100 level) courses and another 6% in professional development (500-level) courses in Education.
- Class sizes are very small, averaging 10.
- Growing number of students taking Distance Ed classes from other campuses but requiring local services.
- Island students in remote Villages accessing some local offerings through hybrid delivery courses; faculty beginning to generate courses delivered distance beyond the Island.
- Very small number of regular full-time faculty (7 teaching, 1 counselor, 1 librarian), teaching about 25% of classes.

Enrollment Management Challenges

Pollock (2006) describes the necessary framework for a community college enrollment management plan based on the following challenges:

- “Creating and marketing an institutional image that will reach out to all types of students.
- “Working closely with students in their first semester by helping them to establish a strong sense of engagement with other students, the college, faculty and staff and the course content.
- “Using technology to assess student skills, provide distance learning and streamline student services.
- Providing effective counseling and support, and especially, defining and working with at-risk students.
- “Identifying and measuring critical enrollment goals.”

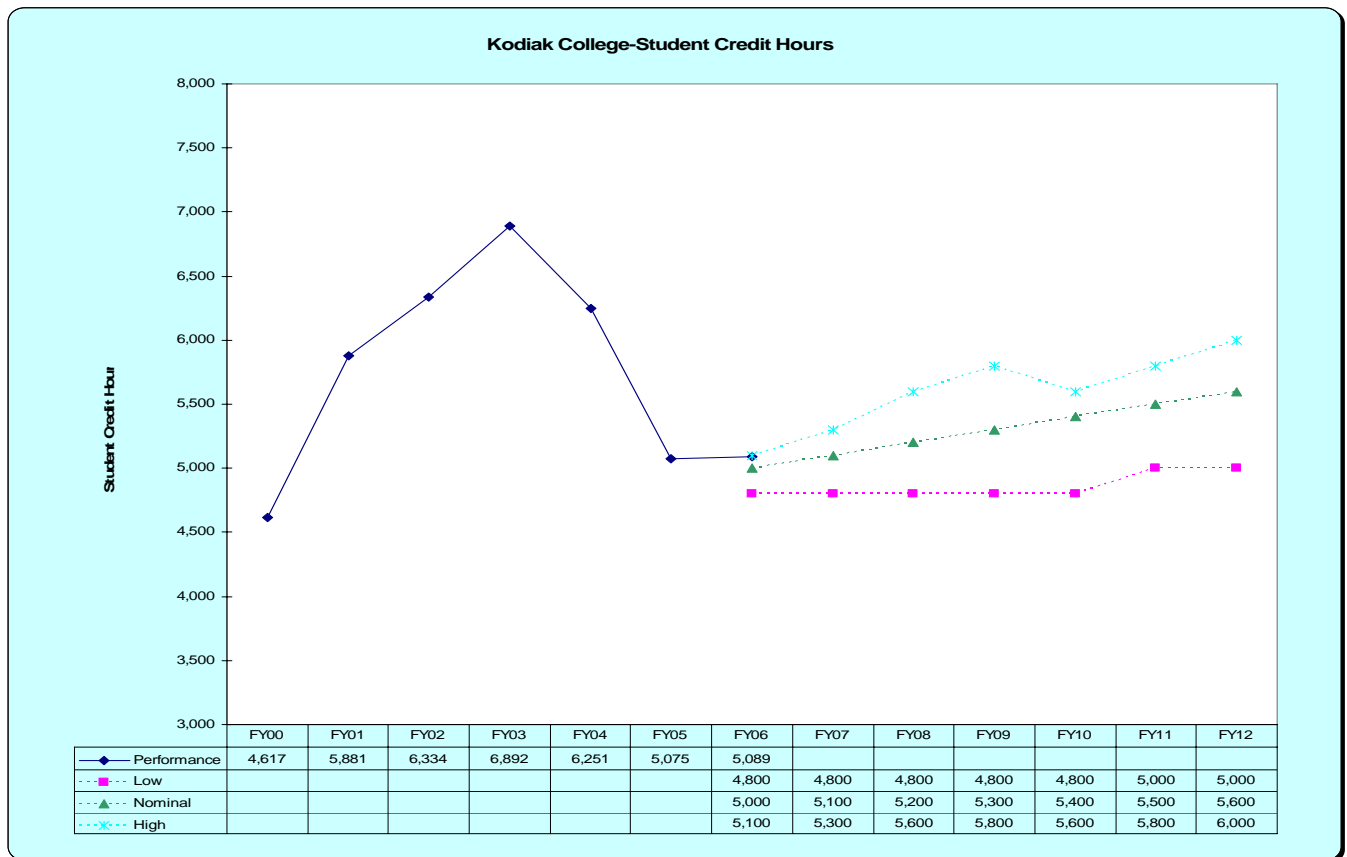
The following plan, divided into Recruitment/Enrollment, Retention, and High Demand Programs, addresses these challenges, as well as other criteria documented in the literature, to create a distinctive approach to enrollment at Kodiak College.

IMPORTANT NOTE: Because the primary purpose of this document is internal [to guide institutional decision making and resource allocation with readily accessible enrollment management targets and strategies], background and supporting documentation have not been included. Readers interested in such information should refer to the source documents noted in Appendix D.

Part 1: Recruitment and Enrollment

Performance Measure: Student Credit Hours & Headcount
 Measurable Outcome: Increase Kodiak College enrollment 10% by 2012
 Metric: Number of Student Credit Hours (SCH) attempted
 Strategic Goals: Provide information intense, technologically advanced post-secondary educational opportunities. Create a coordinated, seamless transition from high school to college that will attract recent high school graduates. Reflect our diverse community populations. Increase recognition for excellent program and course offerings and community responsiveness.

Trends and Targets



Enrollment at Kodiak College has historically been largely influenced by factors outside the control of the institution, such as boom and bust cycles in the fishing industry, geographic constraints, and the independent spirit of Island residents. On-going factors which inhibit enrollments include a finite audience because of our island location; a large proportion of the population with high academic attainment (Bachelor's and above) coupled with a large proportion of limited English proficient/low educational attainment residents; military decisions regarding Coast Guard base staffing and activities; and a limited ability to attract off-Island enrollments due to the lack of affordable housing.

Enrollment trends have exhibited cyclical highs and lows since 1988, with three upward cycles that lasted from 2-3 years and three downward cycles which lasted from 1-4 years. As shown above, following an all-time peak in FY03 (primarily due to the first offering of a high-demand computer program, which subsequently saturated the local market with qualified employees), the College

experienced another significant decline which is just now stabilizing. Based on recruiting and marketing efforts in FY05 and FY06 and goals and strategies developed through exhaustive planning processes, the College is projecting modest enrollment increases for the next five years.

Enrollment Strategies

Pollock (2006) describes the following strategies for addressing recruiting and enrollment issues at community colleges:

- Creating an institutional image that appeals to all types of students in the service area.
- Using data from community impact studies to develop planning strategies.
- Sponsoring public events that enhance a sense of community.
- Developing a marketing plan that focuses on high school students, adult students, workforce development, and senior citizens.
- Developing a web site that is easy for students to navigate to find what they need.
- Using technology to streamline application, registration, and orientation.

Kodiak College has made considerable progress in all of these areas over the past several years:

- ✓ Consistent, contemporary institutional image conveyed through updated logo, wordmark, school colors, advertising campaigns, and print materials.
- ✓ Extensive community focus groups provided input to the Strategic Planning process.
- ✓ Five to six public events, varied in nature, presented annually to increasing turnout.
- ✓ Marketing materials focused on specific populations, including high school, Coast Guard, English Language Learners, workforce.
- ✓ New website with added features and easy navigation tools.
- ✓ New on-line applications and early registration.

Strategies identified as key to responsible and responsive increases in both headcount and student credit hour production include the following:

- **Develop new courses and programs to attract new students** [*Responsible parties: Chair of Instruction, Full-Time Faculty, Vocational-Technical Coordinator*]
 - Increase dual credit options, while increasing the quality of these offerings and encouraging participation through advertising and outreach to students and parents. [AY2007]
 - Build new vocational-technical offerings in Welding, Construction Trades, and Industrial Safety to provide education/career pathways that articulate with Kodiak Island Borough School District and UAA. [Welding AY2007-08; Construction Trades AY2008-09; Industrial Safety AY2009-10]
 - Build a bridge program to provide seamless transition from Adult Basic Education classes through developmental classes to college-level courses. [AY2007-08]
 - Increase availability and types of credentials and program delivery options that support workforce development in fields where employment exists on the Island and/or in the region (i.e., Vocational, Allied Health, Education, Business). [Welding/Construction Trades/Industrial Safety AY2007; Education AY2008-10; BBA Cohort AY 2008-09; Allied Health AY 2009-10]
 - Develop intensives/special one-time offerings to meet identified needs/interests. Near-term opportunities include GIS, HAZWOPR, Healthcare Billing and Coding, Airframe and Power Technologies, Professional Development for Educators. [AY2007-08] Future opportunities include Nautical Sciences, Fisheries Regulations, Marine Safety. [AY2009-10]
 - Increase ability to create and deliver new programs quickly by developing a handbook for new course/program development. [AY2007]
 - Develop mechanisms for course sharing and deliver distance education courses in areas of local faculty expertise (e.g., InDesign, Teaching Online, Physics) in collaboration

- with other UAA community campuses with the purpose of increasing the range of offerings available to students statewide. [AY2007-09]
- Develop niche programs in Marine Biology and Alutiiq Studies which capitalize on our environment and expertise and attract local and off-Island students. [AY2008-10]
- **Target identified populations with special services and assistance** [*Responsible parties: Chair of Student Services, Chair of Instruction, Student Services Staff*]
 - Provide placement tests/advising to KHS students/Coast Guard personnel to encourage enrollments. [AY2007-08]
 - Develop an Adopt-A-Faculty program with rural communities to increase access to information and two-way communications. [AY2007]
 - Hire part-time employees first in Ouzinkie, Port Lions, and Old Harbor (expanding to other Villages as funding and interest demand) to promote student recruitment. [AY2007]
 - Make personal contact with home schoolers, Seminary students, ELL groups, fishermen, cultural groups, stop-outs. [AY2008-09]
 - Continue to develop new marketing materials for special populations. [AY2007-10]
 - Provide early advising, educational and career counseling to village high school students. [AY 2008-10]
 - Rejuvenate the historical commitment to Lifelong Learners by conducting focus groups [AY2007], with follow up strategies developed [AY2008-10].
- **Make attending Kodiak College an attractive choice** [*Responsible parties: Director, Faculty, Student Services*]
 - Increase the variety and format of course delivery, including intensives, five-week courses, morning and weekend classes, to accommodate the unique schedules of community residents. [AY2007-10]
 - Re-title courses to make them more appealing. [AY2009]
 - Hire a full-time marketing/recruiting coordinator. [AY2008]
 - Bundle admissions and financial aid processes. [AY2007]
 - "Pre-fund" tuition through Native Corporations. [AY2008-09]
 - Develop a virtual campus tour for the website and DVD. [AY2008]
 - Develop an annual advertising calendar and a database of photos, ad templates, and content that support the annual theme and focus on individuals. [AY2007-10]
 - Develop student success stories for the website and the media. [AY2008-10]
 - Develop on-line/DVD orientation sessions. [AY2007]

Part 2: Retention/Persistence

Performance Measure: Retention Rates for Freshmen

Measurable Outcomes: Increase retention by 1 percentage point annually.

Increase students who identify an educational goal by 25% over Fall 2005.

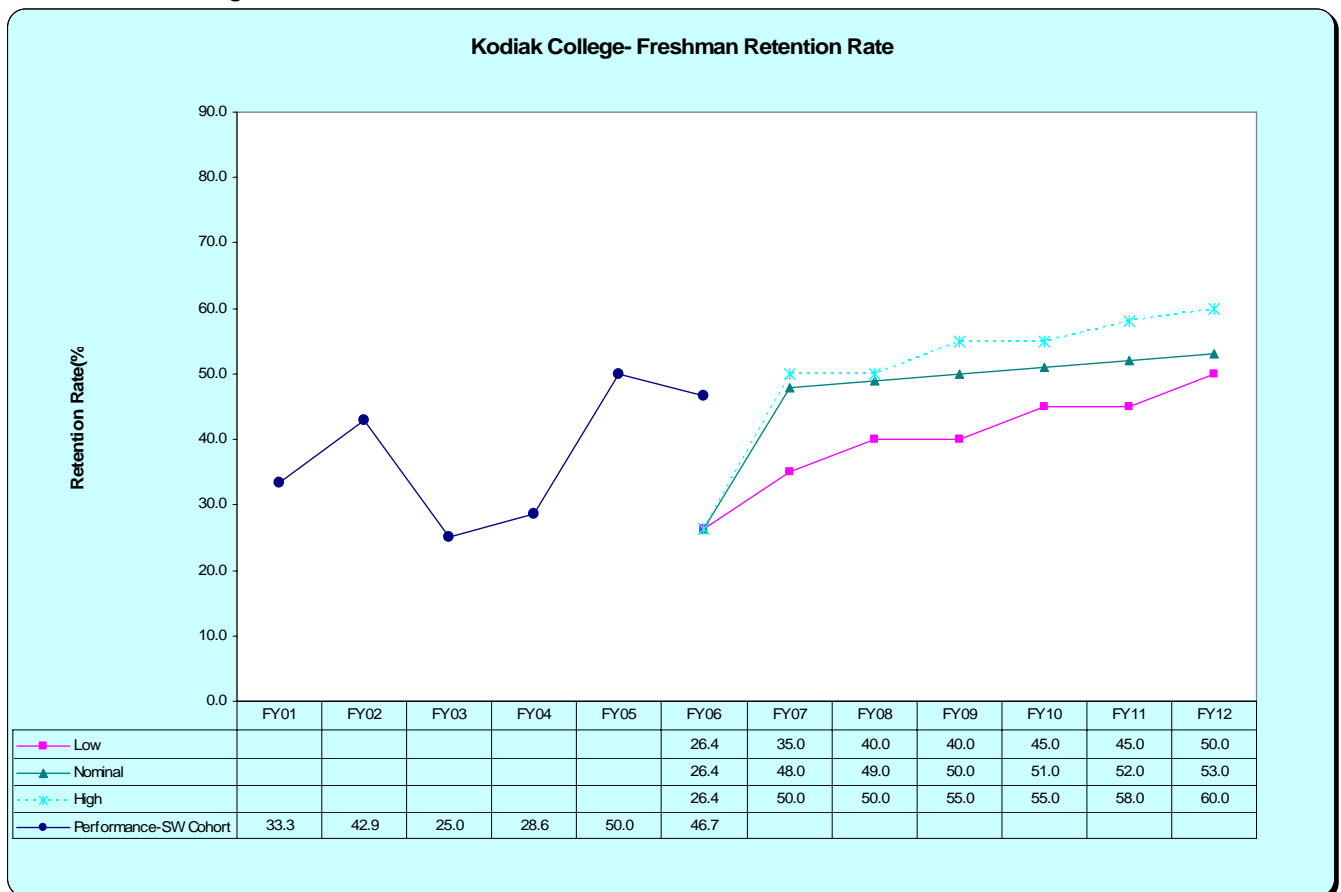
Metric: Refine from "Fall-to-fall retention rates for first time full time cohorts in associate degree programs" to persistence measures that more accurately reflect the mission of Kodiak College.

Strategic Goals: Expand academic support services to increase student success. Employ student and program assessment to improve instruction. Reflect community diversity in students, faculty, and staff.

Definitions: Persistence vs. Retention

A strategic enrollment management plan must include strategies to improve persistence and increase student success toward articulated educational goals. Measurement of "retention" (first-time, full-time, degree-seeking students persisting from Fall to Fall) at the community campus level yields data so small as to be meaningless. The concept of persistence toward educational goals is more appropriate on campuses with small full-time enrollments and many part-time students. The major components of a successful enrollment management plan at Kodiak College should be designed to bolster student persistence in reaching their own goals, whatever they may be.

Trends and Targets



Based on the current metric definition of retention, Kodiak College retention performance shows no regular pattern of improvement. However, since the “n” for the data points shown above may only be 1, 2, 3, or 4 students, the true picture of student persistence, i.e. success, in their educational endeavors cannot be gauged.

Despite considerable concerns with the current definition, the College anticipates stabilizing performance in this area over the next five years based on current strategies (see Appendix C) in conjunction with the following recommended strategies.

Retention Strategies

Pollock (2006) compiled an array of recommendations for improving student engagement and connection, and thus retention, from the literature. Key among these are the following:

- Providing students with information and clear lines of communication.
- Offering workshops on stress and other academic/life challenges.
- Promoting student access to co-curricular programs and resources.
- Designing learning communities to promote academic success and psychological growth.
- Incorporating active learning in the curricula.
- Providing a full range of services for distance learners and enhancing the climate for distance teaching/learning.
- Developing strong collaborations between student and academic affairs.
- Increasing pre-enrollment activities, basic skills assessment, financial aid awareness and opportunities.

As with Recruiting/Enrollment, Kodiak College has engaged in each of these activities at some level in recent years, with particular successes in delivering workshops on stress, academic skills, and workforce readiness; several learning communities; active learning opportunities; and academic/student affairs partnerships. Building on these successes, the College plans the following.

Improving Academic Advising [*Responsible parties: Full-Time Faculty; Student Services; Tracking Specialist*]

Strategies tied to increasing student persistence through improved academic advising include:

1. Assign degree-seeking students a faculty advisor and train faculty to serve as advisors. [AY2007]
2. Develop a peer mentor program. [AY2008]
3. Require degree and certificate seeking students to be advised prior to registering for classes. [AY2008]
4. Track educational goal articulation and attainment through academic advising contacts. [AY2009]
5. Develop, propose and track the achievement of alternative performance measures related to persistence. [AY2007-10]
6. Streamline admission and enrollment processes for students including web application for admission and web registration. [AY2007]
7. Create and require first-time students to participate in orientation programming either on campus or on the internet. [AY2007-08]
8. Learn and use new Banner capabilities to develop and share an advising log to record student contacts. [AY2007]
9. Hire part-time employees in Port Lions, Ouzinkie, and Old Harbor to support active students. [AY2007]

Distance Delivery [*Responsible parties: Faculty, Student Services, Learning Center Director, Tracking Specialist*]

Kodiak College faculty are committed to increasing distance education offerings, and most of the full-time faculty either have developed or plan to develop distance delivered courses. Kodiak College recently acquired site licenses for Elluminate, which is teaching software that allows students in other locations to participate in a class at the Kodiak College campus. The Alaska Internet Course Exchange (AKICE) project will increase local offerings to students while providing home campus support.

Strategies tied to increasing student persistence through distance delivered courses include:

1. Provide more hybrid/distance courses in CIOS [AY2007], Education [AY2008], Business [AY2009] and GERs [AY2010], giving students the flexibility to study at home while providing the opportunity for on-site support.
2. Collaborate to increase offerings through AK ICE. [AY2007-10]
3. Provide expanded distance education opportunities, as well as on-site support, in Port Lions, Ouzinkie, and Old Harbor. [AY2007-10]
4. Create and require online orientation programming for students taking distance education courses from Kodiak College. [AY2008]
5. Identify students who are using Kodiak College resources while working on distance delivered programs with two goals - to serve them better and to document the services provided. [AY2008]
6. Increase learning assistance, technology, and advising support for students who are taking courses and/or working on programs from various University of Alaska System schools. [AY2009-10]

Community College Survey of Student Engagement (CCSSE) [*Responsible parties: Student Services Chair, Tracking Specialist and Faculty*]

Kodiak College will start administering the Community College Survey of Student Engagement (CCSSE) in Spring 2007 [pending UA Statewide approval] as a tool that will build a culture of evidence for the campus. We need to have a consistent mechanism for allowing students to give feedback about the learning they are experiencing at Kodiak College.

Strategies tied to increasing student persistence through use of the CCSSE include:

1. Add questions that help determine students' educational goals. [AY2007]
2. Administer the survey to all Kodiak College students. [AY2007, repeated as appropriate]
3. Analyze data to learn in what ways the learning environment at Kodiak College needs to be improved. [AY2008]
4. Analyze data to identify and pursue funding for professional development training needs for faculty and staff. [AY2009]
5. Analyze data to determine how to improve student engagement and success. [AY2008]
6. Build a culture of evidence at Kodiak College regarding student learning and engagement. [AY2007-10]

Refinement of the Metric on Retention [*Responsible parties: Director*]

As Pollock (2006) and Bailey (2005) note, many students - perhaps the majority - in community colleges satisfy their enrollment goals "even though their educational experience is not considered successful as defined by traditional educational outcomes."

Refining the current measure to incorporate appropriate definitions of persistence would allow Kodiak College to measure and celebrate achievement milestones that matter to students and that recognize their efforts at significant points along the post-secondary continuum. Examples of cohort

achievement, based in part on Kay McClenney's (2006) work, could be measured by the following student achievements:

1. Moving from Adult Basic Education into developmental courses.
2. Completion of developmental courses in foundational studies through Basic College Writing (PRPE A108) and Elementary Algebra (MATH A055).
3. Completion of 12 credits toward a certificate or degree.
4. Completion of 30 credits toward an associate degree.
5. Completion of basic computer skills core.
6. Completion of an articulated educational goal as defined by the student.

The College Director will continue to work with other UA community campuses and Statewide to develop additional, relevant measures of student success. [AY2007-10]

Refinement of Tracking Mechanisms [*Responsible parties: Director, Tracking Specialist - AY2007-10*]

Only 5% of Kodiak College students are admitted into degree or certificate programs. Yet, there is currently no way to track achievement of educational goals except for students who have declared a major. Steps toward reaching a goal for degree or certificate seeking students - such as earning 12 college level credits - should be acknowledged as persistence. Part of this enrollment management plan is to create advising and tracking systems that can accurately measure the progress of Kodiak College students.

In addition, most students who attend Kodiak College are non-degree seeking students. Many of these are Lifelong Learners who may or may not have already earned a degree, and who are taking classes to upgrade job skills, to acquire new job skills, or for personal interest. These students persist in the sense that they continue to enroll in courses as their need and/or interests dictate. While this subgroup has existed for decades and been the topic of many anecdotal discussions, they have only recently begun to be tracked, and so the patterns of persistence are not yet known.

Kodiak College is beginning to track the success of both degree seeking students and Lifelong Learners using the Banner cohort function. It will take some time to be able to identify trends in enrollment for each cohort and make decisions based on the data. The data generated should be analyzed to answer basic questions related to student success: are students engaged in meaningful learning experiences?; are students achieving the goals they set when they begin matriculation?; how can we best serve Lifelong Learners?; what are their needs and goals?

Part 3: High Demand Programs

Performance Measure:	High Demand Job Degree Programs
Measurable Outcome:	Increase high demand certificate/degree-seeking students at Kodiak College to 50 by FY09. Double the number of high demand graduates by 2011.
Metric:	Number of certificates and/or degrees awarded in identified high demand degree programs during an academic year
Strategic Goals:	State-of-the-Art post-secondary vocational-technical program. Educational opportunities to develop a workforce prepared for 21 st century, high demand jobs

Definitions

The following programs have been identified as high demand job degree programs at Kodiak College.

Job Area: BUSINESS SERVICES

- Accounting (AAS)
- General Business (AAS)

Job Area: INFORMATION TECHNOLOGY (OFFICE)

- Computer Information Office Systems (AAS)
- Web Foundations (Certificate)
- Bookkeeping (Certificate)
- Administrative Office Support (Certificate)
- Office Technology (Certificate)
- Desktop Publishing (Certificate)
- Medical Office Support (Certificate)

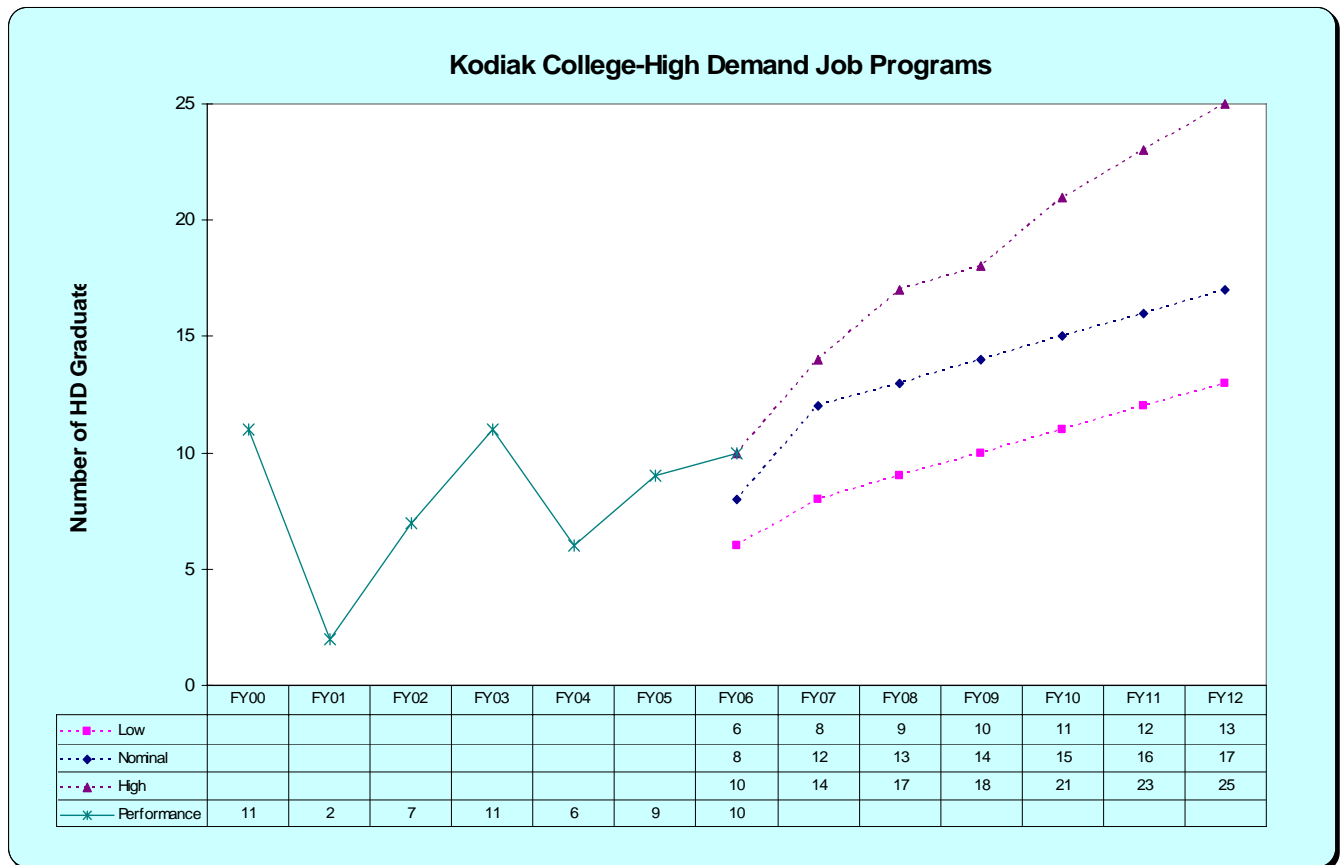
Job Area: INFORMATION TECHNOLOGY (ADVANCED COMPUTER TECHNOLOGY)

- Computer Systems Technology (AAS)
- Cisco Certified Network Associate (Certificate)
- Microsoft Certified Systems Engineer (non-transcripted Certificate)
- COMPTIA A+ Computer Technician (Non-transcripted Certificate)
- COMPTIA Network + Computer Network Technician (Non-transcripted Certificate)

Job Area: PROCESS TECHNOLOGY

- Technology (AAS)
- Construction Technology (Certificate)
- Industrial Safety Program Support (Certificate)
- Welding (Certificate)

Trends and Targets



Again, patterns of achievement are inconsistent due to very small numbers of students with declared majors, limited access to jobs in many high-demand fields in the state, and a languishing vocational program, which has just been revitalized and approved for enrollments.

Achievement of targets and goals for High Demand Programs in Kodiak requires careful planning, recruitment, and retention strategies due to the limited number of programs, students, and funding. In essence, Kodiak College programs all compete for the limited number of students that attend. For this reason, programs must be offered in cycles to prevent saturation of a program area. For example, the MCSE program was not offered in AY 06 but will be offered again in AY 07 as demand rebuilds for the program.

The projections shown above are based on new enrollments already being generated by new vocational offerings as well as the following strategies.

High Demand Program Strategies

Strategies to increase enrollment and certificate/degree completion in High Demand program areas include:

- *Community outreach through advisory boards, professional consortia, and alumni [Responsible parties: Chair of Instruction, Vocational-Technical Coordinator, Business/Accounting/CIOS Department Chairs]*

- Identify/recognize high demand fields within our own community and articulate these as a sub-set or separate metric. [AY2007-10]
- Establish and work with advisory boards in high demand program areas:
 - Business and Industry Advisory Board [AY2007]
 - Technology Advisory Board [AY2007]
 - Computer Systems and Technology Advisory Board [AY2008]
- Establish internship programs enabling students in high demand areas to work in their chosen field while pursuing their education. [Welding AY2007; Construction Trades, Business AY2008; Industrial Safety, CIOS AY2009]
- ***Distance delivery to extend the reach of certain programs [Responsible parties: CIOS/Business/Accounting/Vocational faculty]***
 - Establish and provide high demand course offerings in CIOS [AY2007-08], Business/Accounting [AY2008-09], and Industrial Safety [AY2009-10] through AK ICE.
 - Provide compressed, intensive training sessions in CIOS, Business/Accounting, Welding, Construction Trades, and Industrial Safety for Kodiak Island villages. [AY2009-10]
- ***Development of new programs and/or revised curricula [Responsible parties: High-Demand Faculty]***
 - Develop and submit for approval Certificates of Completion (Occupational Endorsements) for all Kodiak High Demand program areas where no credentials below the AAS currently exist. [Business AY2008; Accounting AY2009; CIOS 2010]
 - Review all high demand program areas through the Educational Assessment Planning process on an annual basis and revise curricula or content as needed. [AY2007-10]
 - Create compressed, innovative delivery methods that allow students to further their education while employed. [CIOS AY2008; Business AY2009; Accounting AY2010; Vocational tracks AY 2009-10]
- ***Advertising and Recruitment [Responsible parties: Director, Student Services, Tracking Specialist]***
 - Publicize state-recognized high demand programs in the community to promote those fields. [AY2008-10]
 - Establish Kodiak College Job Fair to bring employers and potential employees in high demand programs together. [AY2008]
 - Provide materials and advisors for annual Kodiak High School career fair. [AY2007]
 - Develop on-going community research mechanisms that educate our constituencies, while providing needed input for marketing, and recruitment. [AY2007]
- ***High Demand Adjunct Faculty [Responsible parties: Chair of Instruction, Academic Department Chairs - AY2007-10]***
 - Actively recruit and employ industry experts to teach in high demand program areas.
 - Provide in-service training opportunities for high demand program adjunct and full-time faculty enabling faculty to stay current with new technologies.

APPENDIX A

Service Area Characteristics and Trends

The Kodiak College service area includes the City of Kodiak, outlying residential areas, and the USCG Base, as well as the six Native Alaskan villages around the Island - an area of roughly 6,560 square miles of land and 6,464 square miles of water, and larger than the state of Connecticut. (State of Alaska, Department of Commerce, Community, and Economic Development) The Kodiak Island Borough comprises an archipelago that sits roughly 250 air miles south-southeast of Anchorage. Only a small portion of that - the very northeastern-most coast -- is accessible by road. Until recently the majority of the state-maintained roads were unpaved; as recently as 25 years ago the majority of roads immediately outside the city limits were also unpaved. There is no road access to the rest of Alaska, and all travel - on and off the Island as well as around the Island to the outlying villages - must be made by boat or plane. During a large part of the year weather prohibits travel except on the largest ships (including the M/V Tustemena) and regularly scheduled flights with Alaska Airlines and Era Aviation. Currently, the ferry stops in Kodiak about three times a week, with fares ranging from \$72 to \$88 one way for a walk-on passenger. On good days there are 5 or 6 flights in and out with the airlines. Typical round trip fares to Anchorage are about \$530. The rest of the Island is accessible by privately-owned boat or air taxi services, with successful passage depending largely on weather.

According to the 2000 US Census, there were 13,913 people living in the Kodiak Island Borough. However, the population inside the city limits was 6,334. There are several residential areas just outside the city limits accounted for in the overall Borough population that, when added together, total no more than 500. There were another 1,840 people living on the US Coast Guard Base. (US Census) In the Borough there were 7,362 males (52.9%) and 6,551 females (47.1%); in the City 3,379 males (53.3%) and 2,955 females (46.7%); and on the US Coast Guard Base 954 males (51.8%) and 886 females (48.2%). The 2005 Census estimate for the Kodiak Island Borough was 13,638, just under 2% less than five years earlier, indicating that the overall population for the Kodiak College service area is decreasing rather than increasing. (Alaska Department of Labor)

The phenomenon may be due, in part, to the low level of in-migration compared to a higher level of out-migration. An examination the US Census data for 2000 provides one possible explanation regarding who is leaving. In the Borough the population of elementary school children ages 5 to 9 was 1,269 (9.1%), in the city there were 1,498 (8.0%), and 230 (12.5%) on the US Coast Guard Base. The percent of middle school aged children (10 to 14) remained roughly the same with 1,314 (9.4%) in the Borough, 512 (8.1%) in the City, and 218 (11.8%) on the US Coast Guard Base. The percentages for 15 to 19 year olds dip slightly, with 1,027 (7.4%) in the Borough, 481 (7.6%) in the City, and 98 (5.3%) on the US Coast Guard Base. The population percentages drop dramatically for the next age group, 20 to 24 year olds, in the Borough (817, or 5.9%) and in the City (386, or 6.1%). Only on the US Coast Guard Base do the percentages raise, with 164 aged 20 to 24 (8.9%), clearly the age most young men and women enlist in the military. In all cases the percentage raises again for 25 to 34 year olds, with 2,062 (14.8%) in the Borough, 912 (14.4%) in the City, and 436 (23.7%) on the US Coast Guard Base. The percentages of ages continue to rise until approximately 45, then decline again. The median age in the Borough was 31.6 years, in the City 33.5 years, and 23.5 years on the US Coast Guard Base.

In general, at the time of the US Census there were 9,399 people aged 18 or older living in the Borough (67.6% of the overall Borough population), 5,076 males (36.5%) and 4,323 females (31.1%). There were 4,488 over 18 in the City (70.9% of the overall City population) with 2,454 males (38.7%) and 2,034 females (32.1%). On the US Coast Guard Base there were 1,076 over 18 (58.5% of the overall population on Base) with 582 males (31.6%) and 494 females (26.8%) A complete chart of age and gender for the Kodiak Island Borough, City of Kodiak, and US Coast Guard Base can be found in Figure 0.1.

**Figure 0.1: Census 2000 Population of the Kodiak Island Borough,
City of Kodiak, and US Coast Guard Base by Age and Gender**

	Kodiak Island Borough		City of Kodiak		US Coast Guard Base	
	Number	Per cent	Number	Per cent	Number	Per cent
TOTAL	13,913	100.0	6,334	100.0	1,840	100.0
Male	7,362	52.9	3,379	53.3	954	51.8
Female	6,551	47.1	2,955	46.7	886	48.2
Under 5	1,245	8.9	515	8.1	260	14.1
5 to 9	1,269	9.1	506	8.0	230	12.5
10 to 14	1,314	9.4	512	8.1	218	11.8
15 to 19	1,027	7.4	481	7.6	98	5.3
20 to 24	817	5.9	386	6.1	164	8.9
25 to 34	2,062	14.8	912	14.4	436	23.7
35 to 44	2,662	19.1	1,127	17.8	393	21.4
45 to 54	1,984	14.3	996	15.7	34	1.8
55 to 59	529	3.8	283	4.5	7	0.4
60 to 64	331	2.4	184	2.9	0	--
65 to 74	449	3.2	293	4.6	0	--
75 to 84	180	1.3	118	1.9	0	--
85 and over	44	0.3	21	0.3	0	--
Median	31.6	--	33.5	--	23.5	--
AGED 18 AND OVER						
Total	9,399	67.6	4,488	70.9	1,076	58.5
Male	5,076	36.5	2,454	38.7	582	31.6
Female	4,323	31.1	2,034	32.1	494	26.8
AGED 3 AND OVER, ENROLLED IN SCHOOL						
Total	3,975	100.0	1,485	100.0	706	100.0
Pre-K	282	7.1	104	7.0	44	6.2
Kindergarten	271	6.8	121	8.1	40	5.7
Grades 1-8	2,016	50.7	750	50.5	426	60.3
Grades 9-12	863	21.7	346	23.3	79	11.2
College/Grad	543	13.7	164	11.0	117	16.6

According to the Alaska Department of Labor, there were 5,325 people in the labor force in the Kodiak Island Borough in December 2005. Of that, 4,574 were employed and 751 were not, yielding an unemployment rate of 14.1 - one of the highest in the state of Alaska. The majority of businesses in the area (nearly 57%) employed fewer than five people, and only two employed more than 250. (Alaska Department of Labor)

Figure 0.2: Number of Businesses by Company Size

Company Size	Number of Companies	Total Employees
250 to 499 employees	2	679
100 to 249 employees	10	1,646
50 to 99 employees	9	672
20 to 49 employees	27	825
10 to 19 employees	59	802
5 to 9 employees	102	644
1 to 4 employees	276	451
TOTAL	485	5,719

Source: Alaska Department of Labor and Workforce Development

The economy of Kodiak Island is primarily maritime-based, with seafood harvesting and processing playing paramount roles. Kodiak fisheries landings ranked third among all US ports from 1998 through 2001. However, low salmon prices have caused a sharp decline in fishing efforts and earnings in recent years. The number of fishermen harvesting salmon in 2003 was barely over half of that of 1990. (Alaska Department of Labor) Groundfish harvesting and processing continue to be relatively strong, somewhat compensating for the negative impact of the declines in the salmon fishery. It is hard to predict what effect the newly-instituted federal regulations in the crab fishery will have on the region. Currently, seafood processing remains the largest private sector employer in the Borough. (Alaska Department of Labor)

Kodiak Island Borough residents experience a higher cost of living than people living in the urban center of the state. Rent, fuel, and typical groceries cost considerably more than they do in Anchorage. The median rent is \$791, with 473 of 1,992 renters paying between \$1,000 and \$1,499 in rent and 73 paying over \$1,500. (US Census 2000) 21.9% of renters spent 35% or more of their household income on rent in 1999. Gasoline is about \$2.75 per gallon. In Kodiak, homes are heated either with diesel heating fuel or wood - natural gas and propane in quantities for heating are not available. Heating fuel costs \$2.70 per gallon with the average household using approximately 150 gallons per month. No-one gets a break at the grocery checkout stand either: milk costs over \$5 a gallon; bread from \$2.50 to \$5 a loaf (depending on the quality); canned vegetables are between \$1.29 and \$2.89 per can; apples are \$2.29 per pound; eggs are \$2.89 per dozen; and lettuce, if edible, is \$2.29 per pound. The per capita income is \$22,195, with 151 families living in poverty. (US Census 2000)

Unemployment in the Borough fluctuates wildly and is influenced by several factors, the most important being status and health of seasonal fisheries. Since fishing and fish processing are the most prominent industries in Borough, the health and prosperity of other businesses - and by extension, other workers - are tied to fishing harvests. There are, at present, one fishery or another occurring throughout the year with small gaps of several weeks or days. However, recent changes in federal regulation of crab fisheries have squeezed out a number of vessels and former permit owners. Other industries are also influenced by season weather conditions, fuel costs, shipping costs, etc. The unemployment rate for Kodiak Island Borough went from a low of 7.5 in September 2004 to 12.4 in November and a high of 15.3 in December, then plunged to a low of 6.6 in March 2005. Fluctuations of this type are common and expected by the citizenry. The unemployment rate in December 2005 (the most recent figure available) was 14.1 compared to Anchorage, which was 5.2. (State of Alaska, Department of Labor and Workforce Development)

APPENDIX B

Kodiak Student Characteristics

A typical Kodiak College student would be a white female, aged 38, attending classes part-time and not enrolled in a degree program. (Her counterpart in the general population of Kodiak Island would be a white male, aged 38.)

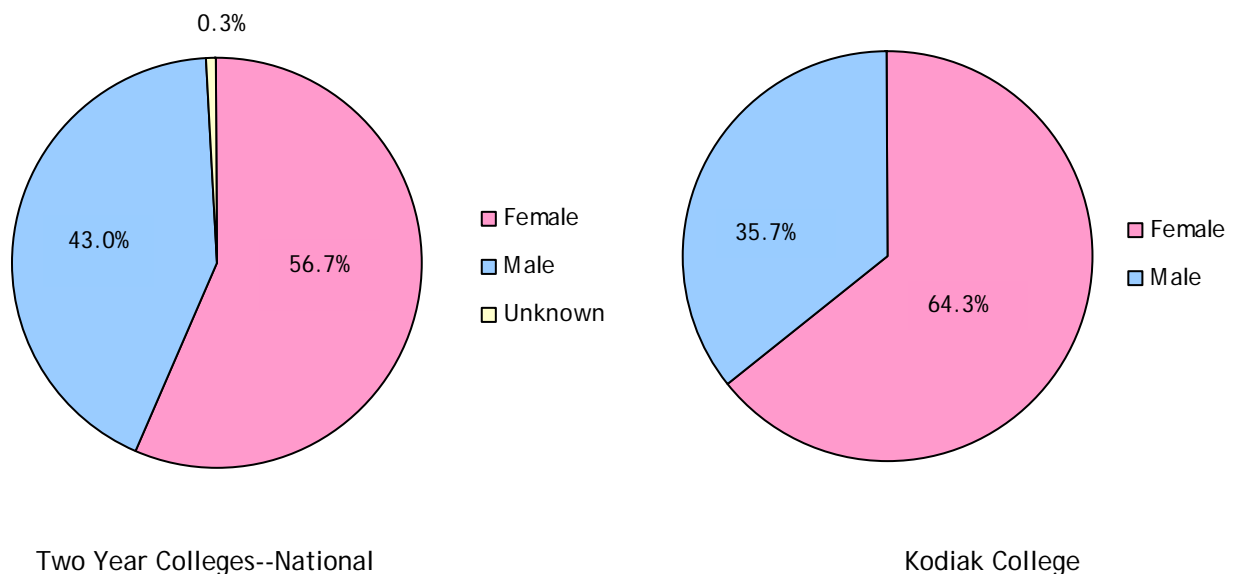
The ratio of females to males attending Kodiak College is fairly consistent at 2:1 with a tendency toward increasing female enrollment, which mirrors a national trend. Currently the distribution at Kodiak College is 65.4% females and 34.6% males, in contrast to the general population of Kodiak, which reported 47% females to 52.9% males. The largest gap occurred in 2004, with 71.5% female.

Figure 1.6: Gender Distribution by Academic Year

Year	Female	Male	UN
1998	67.8%	31.4%	0.8%
1999	70.3%	29.7%	--
2000	65.1%	34.9%	--
2001	65.6%	34.4%	--
2002	69.5%	30.5%	--
2003	69.4%	30.6%	--
2004	71.5%	28.5%	--
2005	<i>not yet available</i>		--
Today	64.3%	35.7%	--

The Kodiak College trend is somewhat more extreme than that of other two-year institutions, which report female to male ratios closer to 57% to 43% nationally.

**Figure 1.7: Gender Distribution, National 2-Year Institutions, Fall 2000
Compared with Kodiak College, March 2006**



The mean age of Kodiak College students for academic year 2004-05 was 38 years; currently it is 34.4 years. The mean age alone, however gives a somewhat skewed picture of the age distribution. Spring 2006 semester ages range more than 69 years-- from the youngest high school student to the oldest

student at 83 years of age. During the same semester the median ages for females and males is 36 and 28 respectively. The most often occurring age is 17, 5.7% of females (23) and 9.3% of males (20) reporting that age.

Figure 1.8: Mean Age by Term

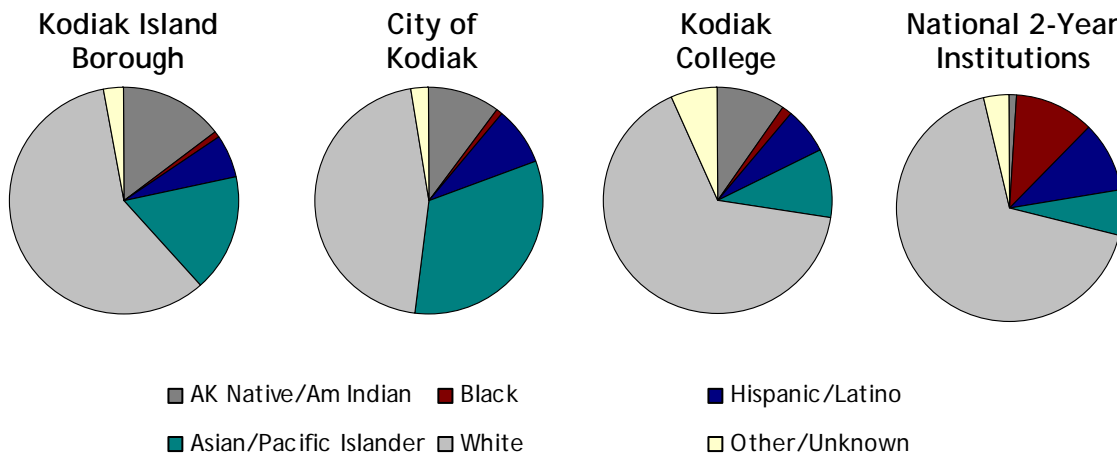
Term	Mean Age
Fall 2000	41.3 years
Spring 2001	40.8 years
Fall 2004	37.4 years
Spring 2005	37.1 years
Spring 2006	34.4 years

The population of Kodiak College is generally diverse, with Caucasians representing about 70% of the enrollment during these years. Currently the proportion of Caucasians is 65.9%. Diversity has increased slightly, 2% over three years. Caucasians made up about 59.7% of the population of Kodiak Island. The overall minority enrollment during these years correspondingly ranged from 21.2% to 27.1%, compared with 38.5% in the general population of Kodiak Island.

According to the US Census during the same general time period Caucasians made up about 59.7% of the general population of Kodiak Island At Kodiak College and in the community at large, Caucasians may include recent immigrants from Scandinavia, Russia and other former Soviet nations, the Baltic States and other eastern European countries, as well as first-generation Americans of those heritages.

The Minority population appears to be increasing slightly. The categories "Other" or "unknown" represent from 5.1% (Spring 2004) to 7.7% (Spring 2003) and may include undesigned minorities.

**Figure 1.11: Comparison by Ethnicity,
Kodiak Island Borough, City of Kodiak, Kodiak College, National 2-Year Colleges**



In the time period studied, Native Alaskans/American Indians are the largest minority group reporting with 11.9% of Spring 2004 enrollment self-declared as Native Alaskans. Currently, 9.7% of the student body reports as Native Alaskan or American Indian. The number of minority students may be under-reported in enrollment statistics because race or ethnicity is a matter of *self-reporting* in campus registration data. Also, no "multi-racial" category currently exists on the registration. The recorded

proportion of Alaska Natives and American Indians in the City of Kodiak was 10.5% and in the Kodiak Island Borough was 14.6%. (US Census 2000)

The proportion of Asian/Pacific Islanders in the general Borough population was 16.8% and 32.6% in the City of Kodiak. (US Census 2000). Current Kodiak enrollment is 9.8%.

Other minority groups represented in enrollment include African-Americans, who represent almost 1% of the general population on Kodiak Island and range from 0.4% to 1.8% of college enrollment. Currently, 1.3% of the student body self reports as Black or African American. Hispanics represent 8.5% of the population in the city of Kodiak and 6.8% of the student body. Many of these students participate in the Adult Basic Education (ABE) classes and in English for Speakers of Other Languages (ESOL) activities.

The minority population at Kodiak College is increasing slightly. The categories "Other" or "unknown" make up from 5.1% to 7.7% of the students and 2.7% of the general population of Kodiak Island.

Figure 1.12: Enrollment by Ethnicity
(As of February 27, 2006)

	Females		Males		TOTAL	
	Total	%	Total	%	Total	%
Total Enrollment	407	65.43	215	34.57	622	100.00
Alaska Native/American Indian	38	6.11	22	3.54	60	9.65
Black/African American	4	0.64	4	0.64	8	1.29
Hispanic/Latino	26	4.18	16	2.57	42	6.75
Asian/Pacific Islander	39	6.27	22	3.54	61	9.81
Total Minority	107	17.20	64	10.29	171	27.49
White	271	43.57	139	22.35	410	65.92
Other	7	1.13	1	0.16	8	1.29
Unknown	22	3.54	11	1.77	33	5.31

Distance education students have increased in number over the past several years. These are students who may or may not be enrolled in regular courses at Kodiak College but who are using the services of the College, including distance education equipment and facilities, the library, computers, Test Center, etc. Efforts are being made to develop a tracking system to monitor students involved in distance delivered classes at other colleges.

APPENDIX C

Current Strategies to Increase Student Persistence

Kodiak College currently employs numerous strategies to increase student persistence toward educational goal. Many of these programs are results of a recent Title III Strengthening Institutions federal grant that will end in September 2006.

Academic Placement

Research shows that accurate academic placement increases student persistence. Students placed at the correct course level are less likely to fail. Success, in turn, boosts their confidence as they move on to the next level in the educational sequence. Confidence breeds motivation and the ability to persevere toward goals, even in the face of challenges. Beginning in the 2005-2006 academic year, placement testing has been made compulsory for degree and certificate seeking students. The current placement test being used is the COMPASS, but Kodiak College is changing to the Accuplacer as of summer 2006. Additionally, students are required to have appropriate placement test scores before they take writing and mathematics courses at Kodiak College. Faculty enforce the policy by checking student scores on UAOnline before the first day of class. If students are not able to provide the proper test scores, faculty may drop them from the course during the first week of the semester.

Test scores provide important information about the skill level of individual students, but they are not the only factor considered. In addition to the approved placement test (COMPASS in summer 2006, Accuplacer thereafter), some other methods of assessment can include additional testing with the ASSET or other assessment instrument, interviews with an academic counselor, inspection of high school transcripts and/or report cards, and acceptance of previous assessment results from another institution of higher learning.

It will be important to begin tracking the precision of the Accuplacer as soon as it is in place. Determining the faults of the test and subsequent placement will demonstrate how to improve our placement system to benefit students. Students who take the Accuplacer and then take the prescribed courses should be tracked each semester.

Serving Under-Prepared Students

Like most community colleges, Kodiak College boasts an enrollment of mostly non-traditional students, when compared with a four-year university. However, a student who is "financially independent, attends part-time, works full-time, delays enrollment after high school, has dependents, is a single parent, or does not have a high school diploma" (McClenney, 2004) is actually the "traditional" community college student. In this way, Kodiak College students are typical: in the fall of 2004 the mean age of Kodiak College students was 38.8 years; most (93% over the past three academic years) attend part-time; and many are first generation college attendees. Some factors that are unique to Kodiak are that some students are coming to college as a result of changes in the fishing industry and others have moved into town after graduating from high school in remote Native Alaskan villages. Placement testing reveals that most of the students coming to Kodiak College do not have the requisite academic skills to succeed in college level courses. Fortunately, Kodiak College has a variety of ways to serve under-prepared students from those who need to work on earning a GED to developmental studies to support services for students who need extra academic assistance.

Kodiak College houses the Adult Basic Education (ABE) lab which is funded by the Department of Labor. The ABE serves a critical function for prospective students who need to prepare for GED exam, English Language Learners and students who need to "brush up" on basic reading writing and numerical skills. For example, students who are unable to test into developmental studies courses can be referred to the ABE to improve their basic skills until they are ready for pre-college credit courses. The Director of the ABE and the Director of the Learning Center and Chair of Developmental Studies are currently

working on an action plan to improve the bridge between the ABE and Developmental Studies. Such a bridge is an example of how Kodiak College can recruit new students from a community whose population is fairly stable. The program is also modeled on best practices of institutions of higher education throughout the country.

At Kodiak College the staff, faculty, and administration take a holistic approach to student success. Smart Start, a developmental learning community, is offered each fall semester. The goal of Smart Start is to provide students with the basic academic skills required to master the college curriculum. The focus is on the whole student, on his or her learning style, attitudes, motivations, self-concept, and confidence in addition to basic mastery of reading, writing and numerical skills. Support Services for the Smart Start program are provided by the Learning Center which offers free tutoring in all subjects and a welcoming environment in which to study.

Preliminary results show that students placed in developmental education level courses who receive "wrap around services" including learning communities, tutorial services, early intervention, and other supports succeed at levels higher than those who do not. These results are preliminary and have not yet been tracked through graduation. However, it is safe to assume that appropriate academic placement augmented by a strong developmental education program has the potential to increase student persistence.

In addition, Kodiak College now offers "paired courses," a one-credit study skills class attached to a specific content area courses. Paired courses have been offered in the past three terms and will be offered during the fall 2006 semester. Paired courses can be required by faculty who allow students to take freshman composition or elementary algebra with slightly lower placement score than required.

Academic Advising

Students are given ample opportunities to receive academic and career advising at Kodiak College. However, as of summer 2006, students are not required to get academic advising prior to registering for classes. This situation is due to a variety of factors including lack of advising personnel employed at the College and the absence of a formal assignment of faculty advisors. There is also a need for better advising tools and tracking capabilities.

Some of the problems with the advising systems are currently being addressed. Advising tools have been created over the last three years including student planners, advising intake forms, electronic degree check sheets, and the delineation of responsibilities within the small Student Services department. Additionally, the College employed professional graphic designers to produce program brochures, promotional materials, the Kodiak College website, and a Kodiak College Course Catalog.

Extending educational and career advising to the rural communities on Kodiak has been a vexing problem. An Advising/Access Specialist was hired through the Title III grant in 2004. The advisor's primary function was to travel to the six Native villages on Kodiak Island and talk to prospective students about opportunities at the College and identify needs in the community that College could address. The position did not function as conceptualized and will end after the cessation of the grant period in September 2006. The current plan is to employ Access Coordinators in the three largest rural communities to work with both the Adult Basic Education and Kodiak College programs. This model has worked well in Port Lions and is expected to be successful in Ouizinke and Old Harbor as well. The primary duties of the Access Coordinator will be to provide basic advising about college processes and to act as a liaison between the village and the College.

Prior to the Title III grant, the primary evidence of student success was anecdotal. Breaking this cycle is difficult since these types of stories abound, and they are heartwarming. However, they do not supply the type of data needed to show what actions Kodiak College staff, faculty and administrators need to take to increase student learning, student engagement, and the attainment of student educational goals. What is clear is that the advising system is in need of some serious reform.

Professional Development

The professional development of staff, faculty and administrators at Kodiak College is critical improving the learning environment and experiences available for students. Kodiak College faculty and staff are keenly interested in professional development and have participated in many trainings during the course of the Title III grant period. The following are examples of trainings attended by various College employees that were directly related to the desire to bolster student persistence:

- ❖ On Course Workshops I& II - Academic Counselor
- ❖ Developmental Education Certification - Learning Center Director
- ❖ Various externals evaluations and trainings, including Hunter Boylan on Developmental Studies and the School for International Training on ELL issues.
- ❖ National Summer Institute on Learning Communities at Evergreen State College - all full-time Kodiak College faculty.
- ❖ Evergreen follow up visit to Kodiak College Campus - all staff, faculty and administrators.
- ❖ National Institute on Staff and Organizational Development (NISOD) 28th annual International Conference on Teaching & Leadership Excellence - five full-time faculty
- ❖ Annual technology trainings, including Blackboard, Elluminate, instructional design for distance delivery.

Professional development of this scale will not occur after the end of the Title III grant due; however, faculty and staff will still be encouraged to attend one training or conference annually and to apply for mini-grants and scholarships to attend conferences or workshops, when they are available. It is vital to our students that College employees stay current in their fields and continue to grow as professionals.

APPENDIX D

Source Documents

Kodiak College Strategic Plan 2006-2010

Kodiak College Academic Plan 2006-2010

Kodiak College Profile w/ updates, Office of Planning, Research, and Assessment, August 2005

McClenney, Kay. Presentation at UA Community Campus Conference, Spring 2006.

Pollock, Kevin. "Enrollment Management in Community Colleges." White paper presented to the First Annual Community College Enrollment Management Symposium, Cary, N.C., February 2006.

Strategic Planning Focus Groups Report, Kodiak College Tracking Specialist, Spring 2006