Kenai Peninsula

University of Alaska Anchorage

Campus Facility Master Plan 2010

Adopted June 4, 2010
Acknowledgements:

A special thanks to the many KPC staff, students, and community supporters who volunteered input and insight for this effort, and especially to Gary Turner, Director of Kenai Peninsula College; Carol Swartz, Director of Kachemak Bay Campus; and Phillip Miller, KRC Facilities Maintenance.
Chancellor’s Message

Dear Friends and Colleagues,

When Kenai Peninsula College (KPC) was established in 1963, the College began a tradition of serving the diverse needs of the Kenai Peninsula region. Over the years KPC has grown to four sites: Kenai River Campus in Soldotna, Kachemak Bay Campus in Homer, Resurrection Bay Extension Site in Seward, and the Anchorage Extension Site. This new master plan will ensure the tradition of excellence and service continues well into the future.

Many of you have invested your time, expertise, and insight on the unique needs of your communities to help develop this comprehensive master plan. Thank you for your support and collective wisdom. Your contributions have produced a valuable blueprint for the future development of Kenai Peninsula College. The plan takes into account population growth and workforce development needs, from healthcare to high-tech industry including process technology and computer electronics programs. It anticipates dynamic academic program and facility needs, while setting an important priority to continue to provide quality distance delivery of courses to the community. It is a plan in which we can take great pride. And, it is a plan that will continue to enhance the quality of life and meet the educational needs of the Kenai Peninsula for the next generations. We will refer to the Kenai Peninsula College Master Plan often and look forward to continuing our history of partnership with the many communities of the Kenai Peninsula.

Sincerely,
Fran Ulmer, Chancellor

Director’s Message

Dear KPC Stakeholders,

Over the next five years, the growth and demand for online and technology-enhanced education will have more of an impact on our facilities’ planning than anything else in the past. Master planning is typically predicated upon what we’ve experienced in the past, but I believe that no longer holds true in education based upon the unforeseen changes we’ve experienced in the past few years.

Attracting students from within Alaska to KPC and the university will become an ever increasing challenge as competition increases for a dwindling pool of high school graduates. The “competition” for these students will not necessarily come from Lower 48 bricks and mortar institutions as previously, but from online institutions that can reach our residents through their computer regardless of where they live.

High speed broadband will soon be available most everywhere in our state, and more students will choose courses a la carte from a variety of colleges in and out of state. Evidence of this is in the numbers: in 2007/08 the University of Phoenix had 420,700 undergraduate students and 78,000 graduate students. Their FTEs increased from 3,296 in 1998 to 224,880 in 2008. If we don’t want to lose market share to such institutions we need to be able to offer both quality face-to-face and distance courses, albeit slower growth in face-to-face instruction than we have in the past. These new conditions will greatly impact our planning.

At the same time, the number of students wanting to upgrade their skills or retool their careers—particularly in career and technical fields—will increase, meaning we must continue to provide the physical facilities for these groups. Classrooms will continue to be needed, but the growth of technology will demand they be easily reconfigured and sized according to need. The need for more student group study space and rooms for 5-12 students enrolled in distance degree cohorts will also increase.

My view of KPC’s future facility needs doesn’t necessarily agree with some comments included in this document that were transcribed during master planning meetings with faculty, staff, students and community members. I believe the Kenai River Campus and Anchorage Extension Site will continue to increase in both on-site and distance delivered instruction necessitating additional learning space at both locations. I see a different future for the Kachemak Bay Campus and Resurrection Bay Extension Site with a decreasing number of students physically attending those sites and more students pursuing their distance offerings.

We look forward to the future and having the needed facilities to meet the demands of Kenai Peninsula residents and those from around the state taking our distance classes. If followed, this plan will help us do just that.

Sincerely,
Gary J. Turner, College Director
This Master Plan was developed in accordance with Board of Regents Policy 05.12.030, which is provided in full below. To demonstrate where specific policy elements are addressed within the document, a reference table highlights where each element is covered in the KPC Campus Master Plan, by section and page number.

**05.12.030 Campus Master Plans (09-19-08)**

**A. Intent:** The administration will develop and present to the board for adoption, a campus master plan for each campus. The purpose of a campus master plan is to provide a framework for implementation of the academic, strategic and capital plans.

**B. Contents:** A campus master plan will contain, at minimum, maps, plans, drawings or renderings, and text sufficient to portray and describe the following elements. Projections will be developed for 10 years and may be developed for other intervals.

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**C. Development; Review and Update; Revision, and Amendment**

1. Development: The administration will implement a process for development of the campus master plan that allows for participation by the local government and members of the university community, to include faculty, staff and students.
2. Review and Update: A campus master plan will be reviewed and updated on a five to seven year cycle.
3. Revision and Amendment: A campus plan may be revised or amended from time to time. An amendment to accommodate a proposed specific capital project shall be considered and approved by the board prior to consideration of the proposed capital project.

**D. Purpose and Function; Renovations**

1. Purpose and Function: When adopted by the board, the campus master plan governs the capital improvements plan and budget request for the campus, and approval of all proposed capital projects on the campus. The board may not grant schematic approval for a capital project request unless it implements the adopted campus master plan.
2. Renovations: When a capital project consists of the renovation of an existing building, structure, or facility, as part of the renovation, the exterior and immediate environs of the building, structure, or facility should be brought into conformance with the campus master plan to the extent reasonably possible.
# Kenai Peninsula College
## Campus Facility Master Plan 2010

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Figure 1. KPC Service Area & Locations

Kenai River Campus, Soldotna
# students: 1,639
# staff: 29 f/t faculty; 38 staff, 85 adj
acres: 309
square feet: 95,373

Kachemak Bay Campus, Homer
# students: 533
# staff: 6 f/t faculty; 15 staff, 40 adj
acres: 3.13
square feet: 21,982

Resurrection Bay Extension Site, Seward
# students: 24
# staff: 1 staff, 8 adjuncts
acres: 0
square feet: ±150

Anchorage Extension Site, University Center
# students: 139
# staff: 2 f/t faculty, 2.5 staff, 8 adj.
acres: 0
square feet: ±2,500

Source: KPC Registrar Fall 2009 data
1. Introduction

Master Plan Purpose and Scope

Kenai Peninsula College (KPC) is a community campus of the University of Alaska Anchorage (UAA). The KPC system consists of two campuses, the Kenai River Campus near Soldotna, and the Kachemak Bay Campus in Homer. There are also two extension sites, one in Seward and the other in Anchorage. KPC also has a strong online distance education presence throughout the state.

This Master Plan identifies phased site and facility improvements for KPC for the next ten years (2009-2019) with an emphasis on the first five years. The intent of this plan is to address the physical needs required for implementation of the KPC Strategic and Academic plans. As with all community campuses, KPC’s units are closely tied to their local communities and strive to be very responsive to local higher education needs over time. As “a living document reflecting the aspirations” of the campus in accordance with UA Board of Regent Policy, the Master Planning process does not end with the approval of this plan but will be revised as necessary in response to changes in strategic plans, educational objectives, enrollment plans, teaching techniques, space plans, new technologies, regulatory mandates and expected funding.

This Master Plan was developed with the help and generous input from KPC’s administrative and academic staff, students, local community members, University of Alaska Land Management, and UAA’s Department of Facilities Planning and Construction. This document is a sub-chapter to UAA’s Campus Master Plan, which should be used in tandem to supply more detailed system-wide information. The document is organized as follows:

Section One describes KPC’s strategic mission and role in the UA system, history and regional context, future student projections, and trends that could play a role in future campus planning needs.

Section Two is focused on KPC’s Kenai River Campus in Soldotna, and Section Three on KPC’s Kachemak Bay Campus in Homer. Both of these chapters describe existing campus conditions, facility needs based on their academic plans and visions, and Master Plan recommendations including future campus configurations and priority facility needs.

Section Four looks briefly at KPC’s Extension Sites in Seward and Anchorage and their current role in the KPC system. This is followed by a brief discussion of “online” and “mobile” education programs at KPC, and the growing facility and resource demands of students who do not physically sit in KPC classrooms, but who nonetheless need a range of higher education support services based from KPC’s campuses and extension sites.

KPC’s Mission and Strategic Role

KPC is a unit of UAA within the University of Alaska (UA) system. As such, the college strives to implement three nested missions:

- **UA Mission Statement**: The University of Alaska inspires learning, and advances and disseminates knowledge through teaching, research, and public service, emphasizing the North and its diverse peoples.

- **UAA Mission Statement**: The mission of the University of Alaska Anchorage is to discover and disseminate knowledge through teaching, research, engagement, and creative expression. Located in Anchorage and on community campuses in Southcentral Alaska, UAA is committed to serving the higher education needs of the state, its communities, and its diverse peoples. The University of Alaska Anchorage is an open access university with academic programs leading to occupational endorsements; undergraduate and graduate certificates; and associate, baccalaureate, and graduate degrees in a rich, diverse, and inclusive environment.
KPC Mission Statement: Kenai Peninsula College is committed to excellence in education, training and life-long learning by offering accessible opportunities in a supportive environment.

As a community campus of UAA within the UA system, KPC serves the higher education needs of approximately 53,000 Kenai Peninsula residents in a 25,000 square mile service region (see Figure 1). It prepares students using a unique mix of programs and curricula that have been developed over time to meet diverse needs, particularly in the Kenai Peninsula region. Following are the College’s current offerings:

UAA Bachelor Degrees (4 yr.)
- B.S. Psychology
- B.A. Liberal Studies
- B.A. Elementary Education
- B.A. Art

Associate Degrees (2 yr.)
- Associate of Arts
- Associate of Applied Science
  - Accounting
  - Computer Electronics
  - Computer Information and Office Systems
  - Digital Art
  - Early Childhood Development
  - General Business
  - Human Services
  - Industrial Process Instrumentation
  - Nursing

- Occupational Safety & Health
- Paramedical Technology
- Process Technology
- Radiology Technology

Certificate Programs (usually 1 year)
- Computer Information and Office Systems
- Mechanical Technology
- Instrumentation Technology
- Petroleum Technology
- Small Business Management
- Welding Technology

Occupational Endorsement Certificates of Completion
- Corrections Computer Information and Office Systems
- Office Technology
- Bookkeeping
- Web Foundations
- Desktop Publishing & Graphics

Other Degrees & UA Programs
- Additionally, a number of other four and two-year degree programs are available through a combination of lower and upper-level courses at KPC campuses and courses taken via distance learning programs offered by other University of Alaska campuses. KPC also provides a strong educational foundation in the greater UA system by supplying well-prepared students to other UA programs.
College History

Kenai Peninsula College got its start as an adult education program for the Kenai City Schools in 1963. Soon after being absorbed into the Kenai Borough School District in 1964, the program became an official “University of Alaska Community College on the Kenai Peninsula” under the direction of Clayton Brockel. Brockel was a strong advocate for adult education and over the next ten years traveled constantly “from Seward to Homer, and every community between” to spread the word and develop the College. Since Brockel’s days, many equally dedicated staff have played important roles in making KPC what it is today.

Kenai River Campus

In 1966 Kenai Central High School allowed the College to set up operations out of their school using a “closet sized office. . . with enough room for a battered file cabinet, a small desk, and two chairs—one of which had to be moved in order to open a file cabinet drawer.”

In 1970 Alaskan voters approved a bond package to construct community colleges at six locations. One was at Kenai, with the intent of serving the entire Kenai Peninsula. Although there was some controversy regarding site selection, KPC was founded, and its first building, the McLane Building, was constructed in the early 1970s and is still in use today. The second building on campus, the Goodrich Building, was dedicated in 1975.

As with many community colleges, KPC focused on responding to local educational needs. The oil boom days had started and there was a need for qualified technicians in the petro-chemical industry to work on oil and gas rigs and local refineries. The college quickly filled this need with its first day of classes. It continues to fill the need for vocational training to the present day.

With oil money filling the State of Alaska’s coffers in the early 1980s, the college expanded with the addition of two new buildings, the Ward Building (1982) and the Brockel Library Building (1983). During the early 1980s, offerings at the campus expanded well beyond vocational training. In 1988, as part of a major reorganization plan, community colleges were merged with the University of Alaska; KPC thus became a satellite campus of the University of Alaska Anchorage.

In 2007, construction was completed on a new facility to house the Mining and Petroleum Training Service (MAPTS) program, founded in 1979 by the University of Alaska specifically to deliver training, development and consulting services to the resource industries of Alaska on a mobile basis. MAPTS was assumed in June 2008 by UA’s Corporate Programs division due to its expanding statewide mission. MAPTS employees occupy the facility and the unit is a tenant on the KPC Kenai River Campus.
In the 1960s volunteers ran adult education courses in Homer as a branch of the University of Alaska with some support from the school district. In 1970, operations were consolidated with KPC, and a broad range of courses were then taught at various locations in the community. In 1982, the Homer Branch rented classroom/office space on Pioneer Avenue in downtown Homer, in keeping with then KPC President Vierra’s concept of adding “storefront branches” as a complement to the “main” KPC Campus in Soldotna. A year later, the campus was donated the use of its own small building, which allowed for expanded classes, and for the college to establish an identity separate from the Community Schools and other educational efforts in the area.

In the summer of 1987, the college obtained Homer’s old 7,200 square-feet Post Office Building as its first permanent facility. By the 1990s the college was growing and leaders considered building a new campus on a 4.7-acre lot on the north edge of Homer’s Town Center. The college bought the lot, but could not procure from the legislature the estimated $6 million to construct a new campus. In 2003, after a state bond allocated $3 million to expand the original campus and acquire an adjacent parcel, the university sold the lot to the City of Homer.

By 2004, renovations of the original Pioneer Avenue campus building were undertaken to add another 9,300-square feet, including more classrooms and offices, a large common area and two larger classrooms that open into each. This was then followed by upgrades to the original section of the building with more offices and an 1,000-square-foot art studio. Since 1997, the college has also been leasing space in the old Homer Intermediate School, a building shared with the Homer Boys and Girls Club. This situation was intended as a temporary overflow for some classes and staff offices until a final consolidation could be made. One plan, which would have achieved this, recently fell through. It envisioned the college purchasing the Homer City Hall adjacent to the west of the college, with a new city hall to be built elsewhere. In 2007, the college had received $2.5 million from the legislature to acquire and renovate this facility. However, in 2008 City of Homer voters, concerned about the potential tax burden, declined to pass a bond initiative and enable the sale of the property. This leaves the Kachemak Bay Campus currently with two separate facilities more than a mile apart. As described later in this report, consolidation of both campuses is funded and planning is underway with a classroom building to be constructed at the East Campus and occupied in January 2011.

Resurrection Bay Extension Site

In 1981, then KPC President Vierra began an effort to expand enrollment from 1.4 percent of the population up to the national average of 2.8 percent. Soon after, new branches of the college were established as “storefront” operations in several communities, including Seward. By 1985, however, budget cuts forced KPC to reorganize, and the Seward storefront was closed. Following this, the Seward Branch reverted to offering a few classes as an evening adult education program. At some point, a symbiotic relationship developed between KPC and Seward high school, where the college now has a dedicated office and a site coordinator. The office is largely oriented towards helping to support high school students taking concurrent enrollment college courses, and coordinating a number of community interest courses at various locations in Seward.

Anchorage Extension Site

KPC’s extension site in Anchorage was established in 2001 to help meet the statewide demand in the Alaskan industries for trained technicians in:
- Process Technology
- Occupational Safety & Health

This KPC program is located in the University Center, in order to provide some of the college’s specialized knowledge at a location more accessible to major employers and the state’s population centers. Currently this program has two full time faculty, two staff program assistants and eight adjunct faculty.
Regional Context

KPC serves a population of approximately 52,407 residents spread over a 25,000 square mile service region. Population centers of over 1,000 include Kenai, Soldotna, Sterling, Seward, Ridgeway, Nikiski, Homer, Fritz Creek, Anchor Point, and Salamatof, but the borough also contains many smaller communities, most of which are connected by the Sterling and/or Seward Highways.\[1\]

Over the past four decades KPC has been able to develop a diverse institutional base while expanding and changing in response to local trends and regional workforce development needs. According to community input during this planning effort, KPC also has an important role to play in the region’s future. The following briefly describes some trends and transitions now underway in the region that serve as a context for campus planning into the future.

It should be noted that since 1991 KPC has received funding from the Kenai Peninsula Borough through a 1/10th mill tax levy on personal property. This year, in 2009 the college received $637,683 to fund the JumpStart program, adult outreach programs on the Peninsula particularly to Russian and Native villages and to pay for staff positions that are not funded through University of Alaska operational funds as they typically are at other UA campuses.

The Kenai Peninsula economy is well-diversified with oil and gas, refining, fishing, seafood processing, sportfishing, timber, tourism and government. However, the region is currently facing a number of global economic pressures.\[12\] A declining resource base and aging infrastructure are causing several major sectors, especially the oil and natural gas sector, to decline. As one indication of this trend, shortages of natural gas supply in the Cook Inlet region led to the Agrium Fertilizer plant closure in 2007. While oil and gas are still of major importance to the region’s economy, in part due to the high wages that prevail in the industry, the typical Kenai Peninsula Borough resident has been experiencing steady decreases in real income since the 1990s, and at the same time feeling the pinch of above average costs of living and high unemployment rates.\[13\]

The Kenai Peninsula has been labeled “Alaska’s Playground” and has a strong and growing tourism sector.

The economic horizon on the Peninsula appears to match the recession in the rest of the nation, as indicated by second quarter statistics for 2009 compared with 2008 from the Kenai Peninsula Borough Economic Analysis Office:

- Gross sales decreased 17.6% to $605.4M.
- Taxable sales decreased 14.4% to $232.1M.
- Unemployment on the Kenai (May 09) was 9.8% (down from 11.1% in April); Anchorage/MatSu was 7.3% (up from 7.1% in April).
- Rent for a 2 bedroom apartment or single family home on the Kenai Peninsula Borough is less expensive than any other Alaskan borough.
- Cost of a single family home is lower than any other Alaskan borough.
- Population increases on the Kenai (2008 to 2009).

Cook Inlet oil has been important to the regional economy, but production has been declining since 1970.
Another trend is that of an aging population on the Peninsula with small declines in numbers of school age children. The strong population growth of the 1980s has been followed by slow declines in young families and working age populations. Since the 1990s this trend, along with a number of new retirees settling in the region, has lead to a significant increase in the percentage of higher age groups. Not surprisingly, with a weaker economy and aging population, KPC experienced enrollment declines from a peak in the late 1980s, when it had over 2,000 students, to levels averaging about 1,630 over the past decade. While student head count was slightly higher in the 1980s, semester credit hour production was less then it has been for the past five years, particularly the last two years.

KPC Economic Impact Study

Two years ago UA community campus directors proposed that economic impact studies be done for the community campuses that would emulate the study done for UA Statewide by the McDowell Group in 2007. Initially, it was considered that funding for these studies would come from the University of Alaska Statewide, but due to a lack of UA statewide funding that did not occur. The directors decided they would fund their own studies and in February 2009, KPC became the pilot project for such economic studies. Due to KPC’s experience and the excellent report produced by McDowell, by the end of this year all community campuses will have economic impact study reports. The full study can be accessed at http://www.kpc.alaska.edu/about/KPC%20Econ%20Impact%20Study%2009-09.pdf.

Here are some highlights from the report that is based on FY09 data:

- Total economic impact statewide=$19M
- Total direct spending in Kenai Peninsula Borough—$10.4M—resulted in additional $5.4M in economic activity—total impact of $15.8M
- Statewide employment impact=386 jobs, $12.5M payroll
- Borough employment impact=$11.1M payroll
- Spent $2.3M on goods/services from 200+ borough businesses
- $3.4M spent on goods/services statewide

Student Trends

The average age of a KPC student continues to fall and currently the number of students in the 18-24 year old category is up 60 percent compared to five years ago. In 2009, 53 percent of the student body is younger than 29 years of age while this demographic comprised only 26 percent of the students in 1997. The under 25 age group now constitutes 48 percent of the student population. KPC has 20 percent full-time students and 80 percent part-time students. One of several reasons for attracting younger students could be the Kenai Peninsula Borough School District’s partnership with KPC on the “JumpStart” program, which lets school seniors take up to six KPC credits a semester at a cost of only $45 per credit. The rest of the cost of tuition is covered by funding received from the Borough. This program gives KPC greater exposure and allows younger students to access the system.

Although the Kenai Peninsula’s economy faces challenges, there are signs that things are brightening, including recent population increases and construction of new Lowes and WalMart stores.
As KPC grows, it is also becoming much more diverse. The number of minorities attending KPC in 1999 was 110. In Fall 2009, KPC had 321 minority students that comprise 16.7 percent of the student body. This is a 192 percent increase in 10 years and a 49 percent increase in the last year. Alaska Native and American Indian student populations are particularly growing increasing from 51 in 1999 to 165 in Fall 2009, a 224 percent increase.

Another important trend is that KPC’s enrollment is climbing significantly in the area of distance learning. In spring 2007 KPC offered nine distance education classes with a total of 169 students. A year later, in spring 2008, there were 29 courses and 382 students taking at least one distance-ed class, and fall 2009 KPC is offering 66 distance delivered sections with 688 students enrolled in them. Semester credit hour (SCH) production in KPC distance courses has increased 213% in one year and accounts for 19% (2,320 SCH) of the total KPC SCH. In Fall 2007, 92 borough residents took at least one online course while in Spring 2008, 203 took at least one. In Summer 2009, 52 percent of all KPC credits taken were via distance.

During this planning effort, distance education trends and new “off campus” student body needs for “on-campus” support were important discussion points. KPC director Gary J. Turner stated a concern that, “In this technology age, historical data and facility usage will not predict what we need in the future.” Following is discussion of why it is likely that this trend is growing at KPC, and will continue into the future, and Section Four covers possible physical planning implications and on-campus demands created by distance education.

One reason for the popularity of distance learning is flexibility in class schedule and participation. North Slope workers, for example, are now able to take distance education classes that their two week on, two week off schedule would preclude with a live teacher. Beginning in Spring 2009, KPC began videostreaming process technology lectures so students can watch while they are at a distant work site or at home. This is a significant consideration given that 80 percent of KPC’s students are in school part time and have a number of other obligations to balance. This fall, seven courses are being videostreamed.

Another reason for the rising rates of distance learning is the convenience in where students can take classes. On average, Kenai Peninsula Borough residents own and use personal computers and utilize the Internet at far higher rates than the U.S., although reliable and affordable internet service is not available borough-wide. New distance-ed courses use technologies that allow students to stay at home, or be at any internet-accessible computer and gain full access to audio, visual of the professor, a whiteboard, and loads of linked documents in support of their coursework.

Distance education also provides a way for students to study while limiting transportation costs. For example, during this planning effort, we learned about students missing class and/or borrowing funds for gasoline from instructors as a result of high fuel prices, and the long distances students have to travel to reach class.
on a daily basis. Some students commute to KPC from Moose Pass, Anchorage and Seward. Distance education is sometimes the only option for “place-committed” students to pursue their education and KPC is striving to meet this demand and need. In Spring 2008 the college contracted the services of an e-Learning developer to train more than 20 faculty members on converting face-to-face courses to distance and how to create new distance courses. In May 2008 and again in May 2009 the college paid for and hosted 5-day “Excellence in Distance Education” workshops for 37 faculty, including adjuncts. In fall 2008, KPC had three e-Learning developers working with more than 60 percent of KPC full-time faculty and adjuncts on distance education efforts. Since receiving a Title III grant in October 2008, which focuses on distance delivery, faculty development and technology-infused student support services, KPC’s efforts to support distance education have grown even more.

In closing, there are a number of regional trends and issues that may affect KPC’s enrollment and master planning considerations into the future. As one member of a KPC’s Kachemak Bay Advisory Board from Homer described, “At KPC we need to lead the way toward finding new opportunities and providing the training needed to help us all respond to change.”

This sentiment is echoed in the 2008 Kenai Peninsula Comprehensive Economic Development Strategy, which recommends post-secondary education, vocational education and workforce development initiatives as critically important to transitioning the economy. Moreover, it sees a need to develop a stronger entrepreneurial base, and to create new attractions and opportunities in the region. These might include construction of student housing and a cultural center at KPC’s Kenai River Campus.

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In spring 2007, 320 students took adult basic education classes in order to prepare for GED exams through KPC.

### KPC Facility Demand

Current enrollment and future trends are important aspects of master planning for the campus. Major considerations include how the existing facilities support existing course programs, and how they are anticipated to meet projected student capacity into the future. In terms of current facility demand, in the Fall 2009 semester thus far, there are 1,968 students enrolled in credit classes, up 17.4 percent over last year. Semester credit hour production as of December 1 was 12,217, up 21 percent as compared to the same date in 2008.

Thus far in the Fall 2009 semester, 233 students are taking adult basic education classes in order to prepare for GED exams, bringing the total headcount (HC) in Fall 2009 served at KPC campuses and extension sites to 2,201 broken down as follows:

- **Kenai River Campus**: 1,639, up 16%—70% of KPC HC.
- **Kachemak Bay Campus**: 533, up 28%—22% of KPC HC.
- **Resurrection Bay Extension Site**: 24, down 51%—1% of KPC HC.
- **Anchorage Extension Site**: 139, up 49%—7% of KPC HC.

One of the metrics KPC is evaluated on by UA Statewide is Student Credit Hour (SCH) production. In Fall 2009, SCH was 12,543 (an increase of 21 percent as compared to Fall 2008) and breaks down as follows:

- **Kenai River Campus**: 9,426, up 21%—75% of KPC SCH.
- **Kachemak Bay Campus**: 2,097, up 11%—17% of KPC SCH.
- **Resurrection Bay Extension Site**: 51, down 64%—<1% of KPC SCH.
- **Anchorage Extension Site**: 968, up 73%—8% of KPC SCH.
In addition to accommodating present student demand, the KPC is working to anticipate future enrollment, programmatic and space demands to the extent possible. For the purposes of this study, it will be assumed that student demand/SCH will annually increase at approximately 3-5 percent, although a percentage (perhaps large percentage) of this growth is likely to be in the distance learning and therefore have different facility requirements, as is covered in Section Four.

KPC is one of the fastest growing community campuses in the UA system as evidenced by the statistics below.

- For the Spring 2009 semester, KPC saw the largest increase in student headcount (+210) of any UA campus and second largest growth (Anchorage Campus was first) in credit hours (958) for the entire UA system.

- For the Fall 2009 semester as of November 30, 2009, KPC experienced the second largest increase in students (292) and second largest increase in credits (2,140) of any UA campus in the university system.

- For the 2009 academic year (Spring and Fall 2009 semesters), KPC experienced the largest increase in headcount (502) and second largest increase in semester credit hours (3,098) of any UA campus to including Anchorage, Fairbanks and Juneau.

- Since Spring 2007, KPC’s semester credit hours increased 37% and headcount increased 34% as illustrated by the tables to the right:

![KPC had 256 graduates in 2007/08, the most in its history.](image-url)
### Table 1 - Baseline Trends and Projections
Data Source: University in Review, May 2009

#### Student Head Counts

<table>
<thead>
<tr>
<th>Year</th>
<th>Baseline Trends</th>
<th>Projections</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2005</td>
<td>2006</td>
</tr>
<tr>
<td>Distinct Headcount Per Academic Year</td>
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<td>2,542</td>
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#### Student And Faculty Statistics At Fall Semester

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<tr>
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<td>2005</td>
<td>2006</td>
</tr>
<tr>
<td>Students</td>
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<tr>
<td>Distinct Headcount Fall Semester</td>
<td>1,638</td>
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<td>Student Full-Time Equivalents (FTE) Fall Semester</td>
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<tr>
<td>Student Credit Hours (SCH) Fall Semester</td>
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<td>SCH Delivered by Distance Technology</td>
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<td>405*</td>
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<td>Non-Credit Instruction Units (10 hours = 1 Unit)</td>
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<td>331</td>
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<tr>
<td>Faculty</td>
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<tr>
<td>Regular Unrestricted Instructional Faculty FTE</td>
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<tr>
<td>Adjunct FTE (3 Adjuncts = 1 FTE)</td>
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<td>Other Regular Faculty FTE</td>
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<td>Faculty to Student Ratios</td>
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<tr>
<td>Avg. Student FTE Taught by Regular Faculty FTE</td>
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<td>Avg. Student FTE Taught by Total Faculty FTE</td>
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#### Facility Space

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<tr>
<td></td>
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<tr>
<td>Gross Area (Square Feet)</td>
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<td>106,588</td>
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<tr>
<td>Gross Area Per Fall Student FTE</td>
<td>168</td>
<td>161</td>
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</table>

**Notes**

- Numbers indicate specific data source tables within the University in Review Report.
- In the last 10 years, KPC’s semester credit hour production has increased 54% from 7,943 SCH in Fall 2000 to 12,217 in the Fall 2009 semester.

- KPC consistently has the 2nd largest headcount and 2nd-3rd largest semester credit hour production of all UA community campuses.

- KPC had 256 graduates in 2007/08, the most in its history.

- KPC reaches 5.48% of its service region that is within 50 miles of its two campuses. The national population penetration average for 2-year colleges is 1.98%.

- In 2008/09, KPC had 77 high demand job graduates; in 2006/07, it had 53, a 45% increase. In 2008/09, 71% of degrees awarded were in High Demand Job Areas as defined by the Alaska Department of Labor.

- KPC has added five new 2-year degrees and one certificate since 2005: Paramedical Technology, Radiology Technology, Digital Art, General Business, Occupational Safety & Health and Corrections.

Baseline Trends and Projections

Within the University of Alaska statewide system, the Department of Statewide Planning and Budget (SWPB) is responsible for maintaining statistics on student trends and projections for the many campuses in the UA System. The SWPB provides comprehensive planning and management information for the University Board of Regents, President, and executive staff and promotes data-driven planning and accountability throughout the UA system. In addition, the department analyzes, submits, and presents the University of Alaska operating and capital budgets.

Statistics in the table opposite have been collected from the 2009 UA In Review report, dated May 2009, prepared by the SWPB. The statistics shown in the this table are the same statistics used by the University of Alaska Statewide System for planning and budgetary purposes.

Since 2005 KPC has added five new 2-year degrees including Digital Art.
Figure 2. Northwest Kenai Peninsula - The Kenai River Campus serves a broader area with a population of around 17,000.

Figure 3. KPC Kenai River Campus Vicinity - The University of Alaska’s 309 acres of land is highlighted in yellow.
Section Two addresses KPC’s Kenai River Campus (KRC) in Soldotna and describes its existing conditions; facility needs based on academic planning, campus vision, and user input; and finally, Master Plan recommendations.

Existing Conditions

The University of Alaska (UA) owns 309 acres in Soldotna, including the KPC Kenai River Campus off Poppy Lane and College Road where all existing facilities are located. A property map is provided on page 14. As most of this acreage is not expected to be used for higher educational purposes in the near term, this section focuses largely on the existing conditions of the developed campus vicinity, including:

- Campus Context
- Natural Features and Environmental Site Characteristics
- Current Campus Configuration
- Building Inventory and Condition
- Existing Circulation and Parking
- Existing Utilities and Services
- Campus Property

Campus Context

KPC’s Kenai River Campus in Soldotna is located on 309 acres of UA land along the banks of the Kenai River. The campus directly serves the northwestern
Map 1. Kenai River Campus & University of Alaska Properties
Source: UA LAND MANAGEMENT, Imagery by Kenai Peninsula Borough, Quickbird Satellite 2002-2004

Disclaimer: This map is intended for planning purposes only and is not to be used in property determinations.
Kenai Peninsula’s population of approximately 17,000 residents from the greater Soldotna, Kenai, Nikiski and Sterling areas. This is the largest KPC campus with almost 1,300 students at present.

The Kenai River Campus plays an important role in serving the entire peninsula’s population almost 53,000 while furthermore attracting non-peninsula students primarily from rural Alaska who are seeking a highly supportive smaller campus environment as a transition to a larger university.

Although within the Soldotna city limits, the Kenai River Campus is in a largely undeveloped area about 3 miles off the Sterling Highway, and about 7 miles from the City of Kenai. A challenge for the campus is that it is physically separated from Soldona’s city core by the Kenai River, and is not within walking distance of local housing and area services. This, in effect, isolates the campus from pedestrians and places a priority on vehicular circulation.

A dominant feature of the Kenai River Campus of KPC is its proximity to the Kenai River, a large glacier-fed watershed, world-renowned for its fishing and scenery. The campus, with 1,500 feet of riverbank, is located 2.5 miles below the Sterling Highway bridge on the “lower Kenai River,” the last 20 miles before its mouth at Cook Inlet.

Bordering the eastern edge of the developed campus, the river is a significant asset to the college in terms of providing spectacular views and educational opportunities for a range of studies. In particular, the college has developed a Fishing Academy which provides outdoor interdisciplinary learning focused on the Kenai drainage and its fish. They also offer the Kenai River Guide Academy, a state-required 5-day course for all Kenai River fishing guides. The bounty of the river has supported human settlement for millennia and lands near the river are rich in opportunity for archaeological study.

The river also poses challenges and threats. One challenge already mentioned is how the river isolates the college from the more populous areas of Soldotna, just a mile and a half away as the crow flies, but more than five miles by car. The campus is bordered on the north by a section line which could eventually provide public right-of-way for either a bridge or pedestrian crossing connection between Redoubt and Poppy Lane. Although this link would be expensive, it would provide valuable bridge redundancy in case of emergency, help ease the...
amount of traffic on the Sterling Highway Bridge, and create a strong relationship between the campus and Soldotna’s core area. Construction of the bridge has been identified in local community plans and the potential of a bridge is taken into account in this plan.

The threat of the river is that with any large river system: the Kenai River basin and its shores are susceptible to flood and erosion hazards. The campus itself is perched on a high cut bank, set back less than 200 feet from the river’s edge. Cut banks are found along mature, meandering streams, located on the outside of a stream bend. They are shaped much like a small cliff, and are formed by the erosion of soil as the stream collides with the river bank. As opposed to the inside bank where sediments collect, it is an area of erosion.

Typically, cut banks are nearly vertical and often expose the roots of nearby plant life. Particularly during periods of high rainfall and higher-than-average water levels, mass wasting events can occur, undercutting portions of the steep and unstable banks. Although it is possible that the Kenai River erosion and flooding would never threaten the existing campus buildings, this is an area of concern and has been considered in this master planning process. Anecdotal evidence would suggest that the river has been slowly eroding its way toward the campus. The photo below, is taken a short distance north of the campus and clearly shows the impacts of recent erosion.

The popularity of the river once attracted adventurous and determined anglers to the campus location, despite prohibited public access. Their activity accelerated the river’s natural eroding properties. Anglers in the past have gone so far as to park their car at the campus, tie themselves to a tree at the top of the bank and lower themselves to the river to fish. Following concern about erosion’s potential impact to the campus, a federal grant was obtained in 2007/08 to do bank restoration along the college property, and new signs, fencing and management efforts have been put in place that have adequately discouraged anglers. However, funds will be required within the next 5 to 7 years to further stabilize the bank and protect the campus from being any closer to the river’s edge.
Natural Features and Environmental Site Characteristics

The natural features of a site affect development and the general character of the campus. The following brief descriptions identify the opportunities and constraints imposed by the natural characteristics found at the Kenai River Campus.

Geology

The campus property is part of a larger local landscape formed by fluvial geology. The Kenai River, with its glacial origins carries a great deal of silt. Silt, sand and gravels have been deposited over time creating the large alluvial plain which dominates the area. The alluvial process has established the character for the soils on campus, which are primarily composed of undulating Soldotna silt loam and sandy substratum.

Topography

Topography on the campus is generally flat, with the exception of the bluff slope leading down to the Kenai River. Steep slopes do not pose a constraint to construction within KRC property and the area is fairly well-drained. Due west of the campus, across College Road, is a former gravel extraction site with an approximately 2-acre pit, with a maximum depth of about 30 feet. This site provides a logical area for future growth and development because of its proximity to the existing campus, separation from the river and erosion concerns, good soils, and the fact that it is already disturbed.

Hydrology

Although in close proximity to the Kenai River the campus is not situated within the flood plain. The potential for on-going erosion along the bluff in the vicinity of the existing campus, however, should be considered for future development.

Slikok Creek bisects some of the KPC property and there are wetlands in close proximity to the creek. The wetlands and the creek are not suitable for any development, but for any constraints the creek offers it has many opportunities as habitat, an open green belt and for its cultural resources.

Vegetation

Virtually all of the 309 acres of the campus property remains naturally wooded. The woodlands consist of white spruce, birch and black spruce in wet areas. Other trees include cottonwood, alder and a variety of native undergrowth.
The ample woodlands offer a long-term means of buffering the campus from surrounding development. The wooded areas also provide a good opportunity for maintaining the natural character compatible with its river setting. To the extent possible, existing landscape should be preserved and incorporated into new development.

Beyond the natural wooded areas, there are some decorative landscape beds directly surrounding facilities, and clear zones with lawn for firebreaks and outdoor campus activities like the traditional barbecue.

**Climate**

The Kenai/Soldotna area is relatively arid, receiving just over 17 inches of precipitation per year. Precipitation is relatively evenly distributed throughout the year, with the highest amounts normally falling during the month of September. Temperatures are mild in the summer and cold in the winter. The average high temperature for the month of July is approximately 65 degrees and the average high temperature for January is about 19 degrees. It can get very cold during winter months with temperatures to -30 degrees.

Winds are generally light with an average annual wind speed of less than 3 miles per hour. The Alaska Energy Authority (www.akenergyauthority.org) which analyzes locations for alternative energy potential gives a power rating of poor for the general vicinity.

**Views**

The campus is currently oriented toward the Kenai River and takes best advantage of views looking across the river. Due to its set-back from the bluff and a vegetated buffer that protects the top of the bluff, actual views of the river are limited.

The Slikok Creek State Park provides interpretive signs and river viewing platforms, although these are no longer accessible directly from the campus. Another potential view is that of Mount Redoubt. This view can be seen looking west from Poppy Lane immediately adjacent to the campus.

**Cultural Resources**

The Kenai River at Slikok Creek has been inhabited for a long time and has documented archeological sites. An archaeological survey may be warranted for development on campus in areas where historic human uses are suspected.

An archaeological site survey has been conducted by KPC Anthropology professor, Dr. Alan Boraas, utilizing GPS.
and sites are documented. These resources can also be seen as a great opportunity. KPC has developed a strong program in anthropology and archaeology and work in the vicinity has expanded understanding of local cultures.

Summary

Within the property boundaries of the Kenai River Campus natural constraints to development are limited. Any new development should be set well back (250 feet or more) from the edge of the bluff leading down to the Kenai River. Additionally, any on-site drainage should be channeled away from the bluff edge. A split rail fence was constructed in 2009 to provide a more permanent barrier to prevent erosion from foot traffic.

Provide a setback of at least 50-feet from the high water mark of Slikok Creek to any new development. Provide a minimum 15-foot set-back from any Class A wetlands associated with Slikok Creek.

The potential for the presence of cultural resources at any given location on campus is high. The potential need for additional archeological testing should be anticipated for any new development on campus.

Current Campus Configuration

The Kenai River Campus has a tight knit configuration. The diagram below presents the existing campus layout. With the exception of the new MAPTS building, all of the older buildings have been connected by walkways or are directly attached with a common wall. Students do not have to go outside to go from one class to another.

The appearance of the campus has been compared to a retail mall because of the organization of parking, previous lack of a clear main entrance and a lack of coherent architectural treatment.

Figure 4. KPC Kenai River Campus Organization
Faculty are currently housed in all of the buildings and under a variety of circumstances. Space has been carved out of other classrooms and in some cases, even closets. A more uniform space allocation and criteria would be beneficial.

As discussed in the history section of the introduction to this chapter, the current campus configuration dates from 1974, when the Goodrich and McLane buildings were completed. These were followed by the Brockel and Ward Buildings in 1978 and 1981 respectively. Since original construction the buildings have received significant upgrades and modifications to address changes and additions in curriculum and to meet community demand. The most recent building addition is the MAPTS Building in 2006. This new building is a KPC campus facility, but is staffed by University of Alaska Corporate Program personnel. MAPTS is a tenant on the Kenai River Campus.

A major upgrade, recently completed in 2008 has provided a more prominent entry between the Goodrich and McLane Building and a second floor connection between the two buildings that was necessitated by ADA requirements.

In terms of how existing demand and growth fit within the existing KRC campus facilities, the availability of classrooms is a key concern, followed by concerns over sufficient lab, office, and study space. This reality reflects KRC’s growth in various disciplines. Since the Fall 08 semester, many students have been turned away because the facilities (classrooms and labs) cannot hold any more.

If KRC had more classrooms and offices, it is hard to say how much it would grow, but statistics point to possibly dramatic increases. If the campus could add an additional 20 sections (24 students each) to meet the unmet demand, it would mean 1,440 more semester credits hours (a 12 percent increase over this semester) and $203,040 more in tuition revenue each semester.

The table on page 21 provides an overview of existing classroom and lab spaces, including size, seating capacity and equipment. Realistically, with enrollments and programs growing, KRC is out of space. The college lacks the facilities to grow to meet demand. As one measure of this, the table below shows the average classroom percent of use, Monday through Thursday, for the last three semesters. KRC’s existing rooms are on average 85% full.

<table>
<thead>
<tr>
<th>Class Time</th>
<th>% of Use</th>
</tr>
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<tbody>
<tr>
<td>8:30-9:45 am</td>
<td>42%</td>
</tr>
<tr>
<td>10:00-11:15 am</td>
<td>100%</td>
</tr>
<tr>
<td>11:30 -12:45</td>
<td>71%</td>
</tr>
<tr>
<td>1:00-2:15 pm</td>
<td>96%</td>
</tr>
<tr>
<td>2:30-3:45 pm</td>
<td>87%</td>
</tr>
<tr>
<td>4:00-5:15 pm</td>
<td>87%</td>
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<tr>
<td>5:30-6:45 pm</td>
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</tr>
<tr>
<td>7:00-8:15 pm</td>
<td>100%</td>
</tr>
<tr>
<td>8:30-9:45 pm</td>
<td>83%</td>
</tr>
<tr>
<td>BLDG</td>
<td>ROOM</td>
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<tr>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>WWB</td>
<td>101</td>
</tr>
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<td>CBB</td>
<td>163</td>
</tr>
<tr>
<td>CBB</td>
<td>164</td>
</tr>
</tbody>
</table>

WWB = Walter E. Ward Building, CGB = Clarence Goodrich Building, EMB=Enid McLane Building, CBB= Clayton Brockel Building
IVSR= Internet Video Send & Receive, SB= Smart Board, OH = Overhead; TV= Television; DVD=DVD Player, PR= Projector
Source: Phillip Miller, KRC Facilities Maintenance, January 12, 2010
Note: All Classrooms and Labs will have phones installed during the spring semester 2010. All Classrooms are equipped with white boards, screens, projectors, DVD/VHS players and computers for instructional presentations.
Building Inventory and Conditions

Following is a discussion of the uses and conditions of the existing building inventory on campus. Appendix A also contains floor plans for buildings.

Ward Building

The Ward Building was built in 1984 and expanded in 2003. The new addition classrooms offer flexibility for classroom size with movable walls, and also have slightly different floor elevations to allow for theater style seating. The classroom is set up for filming lectures that may be used for distance learning, and also is used for public events and presentations. The Ward Building’s heating plant, exterior doors, windows and roofing are identified as needing replacement, and the restrooms are in need of a remodel. The Ward Building contains:

- Welding Shop
- Maintenance Shop and Ceramics Studio combined
- Classrooms
- Paramedical Technology Lab
- Nursing Lab
- Mechanical Lab
- Electronics Lab
- Computer Labs
- Conference Room
- Maintenance Facilities
- Faculty Offices
- Health Clinic

Campus buildings were constructed at different times with different materials, providing no visual cohesion and no main entrance.

The Ward Building has a number of labs, classrooms and offices, and some nice informal study options including its rear patio.

A 2008 master planning workshop used the Ward Building’s three classrooms theater style with movable walls open.
Goodrich Building
The Goodrich Building was built in 1973-74 and dedicated in 1975. Much of the space in the Goodrich building is not considered very high quality. Poor quality construction allows for sound transmission between walls and floors, corridors are narrow and have low ceilings, and windows are low quality mix of single and double pane.

The building has a history of temperature fluctuations and is lacking infrastructure for baseboard heating. Currently, the classrooms and offices have a new air handler, replaced in 2008 with the “Skywalk” project which has led to comfortable temperatures, although hot air is a more expensive way to heat. The shop/lab areas are heated by a single gas fired unit heater.

Further configuration of the Goodrich Building will be hindered by structural and infrastructure issues within the building. The life expectancy of this building is approximately 50 years, and by 2015 plans should begin for the removal and replacement of this building.

Some of the laboratory equipment and simulators in the building is considered old and outdated, but is being upgraded with a $500,000 donation from Chevron received in September 2008.

The building contains:
- Petroleum Oil/Water Separator Simulator
- Instrumentation Lab
- Classrooms
- Anthropology Lab
- Adjunct Faculty Office
- Faculty Offices

McLane Building
McLane Building was built in 1972 and has been remodeled a number of times. On the first floor the building houses the Campus Services and Business Office (remodeled in 2004), the Kenai River Café (remodeled in 2007) and Biology, Chemistry and Photo Labs (remodeled in 2008).

The faculty offices on the second floor do not meet University space standards of 100-120 square feet. The restrooms are 1972 originals and in desperate need of remodeling. Remodeling in this building is complicated by the necessary removal of asbestos from pipe insulation, ceiling tiles, wall board and other construction materials.

Exterior doors, windows, ceiling and roofing systems have all been identified as well past economic life and are identified for funding in the capital request process.

Uses include:
- Chemistry Lab—upgraded in 2008
- Biology Lab—upgraded in 2008
- Business Offices
- Campus Services
- Commons
- Bookstore
- Career and Community Engagement Services
- Financial Aid Office
- Faculty Offices
Brockel Building

Brockel Building was built in two phases commonly referred to as Phase III and Phase IV in construction documents. Phase III was built in 1976 and it is unknown when Phase IV was completed. Rooms 157, 159 and 161 were remodeled in 2007.

While asbestos use is not as widespread as the McLane Building remodeling and reconfiguration in this building is complicated by the necessary removal of asbestos from pipe insulation, ceiling tiles, wall board and other construction materials.

Although the library has a fine airy quality with nice views toward the river, it is now cramped, and was noted as deficient in the 2000 accreditation review. Moreover, the library racks are not seismic rated and in the event of a severe earthquake would likely be unstable. The library, restroom, art studios and gallery have all been identified for remodeling in the capital request process.

Uses found in the Brockel Building include:
- Library, which houses the Media Center
- Conference Room (seating for four)
- The Freeburg Art Gallery
- Interactive Video Distance Education Classroom (maximum of eight students)
- The Learning Center which houses Adult Basic Education, GED Testing, Tutoring and Other Services
- Fine Arts Studio and Office
- Writing Lab
- Three Classrooms
- Student Union Office

MAPTS Building

The MAPTS Building is the newest building on campus, with construction completed in 2006 and contains:
- 2 Classrooms
- Seminar Room (used as small library)
- Offices
- Warehouse space (could be converted to lab space)

Maintenance Garage

Separated from the main campus to the north is a metal shed that serves as a maintenance facility, garage, and storage area that was constructed in 1978. The roof leaks from poor insulation and a lack of slope on the roof that creates ice dams. Materials stored in the building are damaged by water on a regular basis. This site has scenic characteristics and a higher and better use could potentially be a new signature building that is sensitive to the site and the river that would be especially visible if a new bridge were to cross on the section line due north. However, a new warehouse and yard storage location would need to be determined.
Existing Transportation Conditions; Circulation & Parking

Virtually everybody who visits KRC arrives by vehicle. At a distance of about five miles, the campus is closest to Soldotna and about 7 miles from the city of Kenai. It is not an easy walk from either community. The campus is connected to the Kenai road system by way of Kalifornsky Beach Road which connects to the Sterling Highway near Soldotna. From Kalifornsky Beach Road, one turns right onto College Road for a distance of about a mile to the campus. Additional auto access is via Poppy Lane off of K-Beach Road.

There is no on-site traffic circulation, per se, on campus. Arriving visitors and students enter a parking lot that is essentially undifferentiated. The parking lot is confusing even to long time users. There are fourteen stop signs spread throughout the parking lot as a means of controlling traffic. Better differentiation within the parking lot could improve both appearance and function.

Another issue is safe pedestrian access due to vehicle traffic and the moose and bear that roam the surrounding area. The campus has had three lights installed on electric poles on Poppy Lane to help improve safety for students who regularly walk between the campus and Alaska Christian College. New multi-use paths are needed along Poppy Lane to K-Beach Elementary, and from K-Beach Road along College Road for those who use bikes and walk to campus.

Although on the long-term horizon, a new Kenai River bridge is proposed in some city planning documents that would align with the Section Line that bounds the north side of the campus. This bridge would significantly shorten the distance between the campus and Soldotna and would become the primary access, re-orienting the campus north and eastward. Although outside of the time frame for this master plan, consideration should be given to the possible bridge location regarding the siting and orientation of new buildings.

Parking

Campus parking currently meets the requirements for the amount of building space. Any new buildings will require additional parking appropriate to the square footage of the building.
Existing Utilities and Services

Electrical Service
The current electrical service to the campus has additional capacity, however the physical space required to add panels and circuits from both the main distribution and secondary distribution system is limited. Additional modifications to the current campus facilities will require additional distribution panels. Any new building will need to include the additional cost of a primary power line.

Water Service
Water for the campus is currently supplied by on-site wells, however it is hoped this will change in the near future. A water line expansion project with the City of Soldotna will provide reliable clean water to the campus if an additional $600,000 is received in capital monies to fund Phase II of the project which will connect the campus to the newly installed water line on College Road. These funds were requested, but not approved in 2009, and the project is a high renewal and repair priority in the UA Board of Regents budget for 2010.

Sewer Service
Campus sewage is treated by two different septic systems. The first, installed in 1984, serves the Ward Building, and is located in the rear of the complex. The second, last modified in 1986, is located in front of the campus, serves the MAPTS, Goodrich, McLane, and Brockel Buildings. There is an abandoned leach field under a portion of the parking lot. The soils in the area appear to be good given the systems age, however reserves for replacement and relocation of septic systems should be identified and may become necessary. City of Soldotna Sewer Service will not likely be available until a new bridge is built across the Kenai River.

Natural Gas Service
With the addition of the MAPTS Building, the existing natural gas service to the campus has reached its maximum potential. Additional use of natural gas on campus will require a line extension agreement with Enstar Natural Gas.
KPC Strategic & Academic Plans

KPC is governed in its facility decisions by its mission, Strategic and Academic Plans. Development of this master plan is intended to specifically address the physical implementation of the Kenai Peninsula College Strategic and Academic Plans, 2007-2010.

The college will be updating both plans beginning in August 2010. UAA and KPC underwent an accreditation visit by the Northwest Commission on Colleges and Universities (NWCCU) in October 2009 and the report is pending. The NWCCU standards were reviewed and potential weaknesses regarding physical resources are addressed in this Master Plan.

The Academic Plan identifies operational missions, standards and priorities. Many aspects of the plans are unrelated to the physical structure of the campus. The Master Plan, however should clearly support the plans’ priorities that include:

**Undergraduate Education and Scholarship:**
- Strengthen Kenai Peninsula College’s position as a leader in lower division undergraduate education.
- Strengthen Kenai Peninsula College’s position as a provider of four-year Bachelor of Arts and Bachelor of Science programs.
- Make Kenai Peninsula College the college of choice for learners beginning an undergraduate education.
- Create a coordinated, seamless transition from high school to college that will attract and retain recent high school graduates.
- Facilitate knowledge about and understanding of our rich heritage and environment.

KPC is striving to strengthen its offerings is the sciences and allied health fields.

**Workforce, Career, and Professional Education:**
- Provide information, technologically advanced, educational opportunities for a diverse student population to develop a workforce prepared for the 21st Century.
- Build a state-of-the-art vocational technical program that includes internship and apprenticeship opportunities.
- Develop career pathways that articulate to statewide emphases on health care, education, mental health, and workforce development that includes professional internship opportunities.
- Strengthen Kenai Peninsula College’s capacity to meet the educational needs and challenges of Alaska’s leaders and professionals.

**Community Engagement**
- Fully engage in the economic, cultural, and civic life of the communities Kenai Peninsula College serves.
- Serve as a setting for public discourse, a venue for artistic expressions, and a partner in community endeavors.
- Reflect our diverse community populations in our students, faculty, and staff.
- Increase recognition locally and beyond for excellent program and course offerings, strong community partnerships, and community responsiveness.

Several elements specific to the Kenai River Campus and its “Support Infrastructure Mission,” imply the need to upgrade physical facilities to better serve the plans. These include:
- Developing flexible schedules, delivery formats and facilities to support “just-in-time” education and workforce development. Clearly, the Kenai
River Campus is adapting to student schedules and workforce demands by expanding distance delivered course offerings. Upgrades for distance education services and additional classrooms are required to fulfill this mission

- Build a state-of-the-art vocational technical program – The Goodrich Building’s petroleum lab and other vocational training is dated to the 1970s. To provide a state-of-the-art education, the campus needs to build a Career and Technical Education Center that was included in the capital budget request submitted to UAA in 2008 and 2009. UAA submitted this as their number one community campus new construction request to UA Statewide; however, the facility was not included in either year’s budget submitted to the Board of Regents. The regent’s budget has included $1.4 million for a community campus feasibility study that would review new construction projects and prioritize them. Funds for the study have not been approved by the legislature the last two years, but the request is in the FY11 budget request that has been submitted to the governor. The new facility would employ new technologies, simulators, and industry-standard equipment used for training.

- Develop career pathways that articulate to statewide emphases on allied health – Currently, high demand programs in EMT, Nursing, etc., have no room to expand, and are used to capacity. To meet this need, additional space will be required.

- Serve as a setting for public discourse, venue for artistic expressions – The campus currently uses off-campus community spaces for larger gatherings. In order to play a larger role, an auditorium or theater type space would be needed.

- Develop bridging programs and make KPC a college of choice for learners beginning an undergraduate education. The campus’ distance from Soldotna, extremely limited housing nearby, and lack of a protective student housing environment to fulfill parents’ expectations are all current limitations.

KPC’s Strategic Plan, 2007-2011 includes specific facility-related strategic goals developed by the college:

- “Have among the best equipped, aesthetically pleasing and environmentally responsible facilities in the state.”

- Learning Center that is fully staffed and supplied to meet ever-increasing student needs (restricted by lack of funds, presently funded mostly with borough and grant monies).

- Wayfinding – Place permanent directories and maps in all campus entries (to be accomplished in Fall 2010).

- Standardize technology and wireless access (accomplished).

- Investigate new 4 year programs that relate to community needs and values (Fisheries, River, etc.) (ongoing).

- Continue to increase the college’s capacity for distance delivery (ongoing).

- Adjust course schedules to make more available to working students and student parents (e.g., additional evening classes [cannot be accomplished due to lack of space], weekend workshops, distance delivery). Presently, the campus cannot expand evening course offerings as all classrooms are utilized from 4-9:45 pm, Monday-Thursday.

Kenai River Campus Vision

Beyond the institutional vision, individuals working and studying at the Kenai River Campus have a strong sense of the future and opportunities for the campus. Their input is important for gauging satisfaction and future expectations, both of which are critical to retention of faculty, staff and students.
The process of considering this began with a series of meetings in 2003 and with the exception of the Kenai River erosion project and Ward Expansion; these comments on facility needs are largely valid today and include:

- The campus provides a perfect small village to small town transition, but lacks the student housing that would enable many rural students to attend.
- There is a great community need for a cultural arts facility, and for larger gathering and venue options.
- Classroom utilization after 4 pm is at capacity. When new classrooms are constructed they need to be designed with flexibility (like rooms 107, 108 and 109) so they can be reconfigured and used in a number of ways to meet demographic and technological changes over time.
- Process technology facilities need an upgrade.
- Nursing and allied health need additional space.
- Safe pedestrian facilities are an important need along College Road and East Poppy. In the future it would be great to be within walking distance to downtown Soldotna via a pedestrian or vehicular bridge over the Kenai River.
- The Kenai River Campus is the only one in Alaska on a river bank and more programs should be developed to relate, research, understand, and celebrate this resource.
- River erosion is an ongoing concern, and UAA, federal, and state agencies need to partner on monitoring and addressing this issue.
- Students desire more recreation opportunities.
- Administrative spaces are inadequate.

In March 2008, Kenai River Campus faculty, staff, and students participated in a series of meetings and provided written input, which provided additional guidance for planning. Some of the key input includes:

- What is “working well” on campus and provides a good base and model for future growth and changes:
  - Overall the campus is very welcoming, and has a number of well-liked classrooms and spaces.
  - The campus’ river setting is “gorgeous” and the exterior with its pathways, clearings, and seating areas is a wonderful asset.
  - The Commons Area with its windows, good lighting, inviting spaces, and the variety and visual appeal of adjacent bookstore and food service areas are well located and very popular.
  - The Library next to the windows provides great quiet study areas with big tables, nice views and natural light.
  - Rooms 107, 108, and 109 are very flexible, although if we do this again the door should be bigger and better sound system to serve all three rooms along with more secure storage for technology.
  - Art on campus is well integrated into the buildings and the small gallery is a real asset for students.

- Elements of the facility that are not working as well include (also see more detailed descriptions under existing conditions):
  - Heating and cooling issues, exacerbated by the lack of windows, or opening windows.
  - Administrative and faculty offices are spread all around campus, largely pigeon-holed in to where ever they could “fit.”
A small art gallery on-campus provides an asset for students.

- There needs to be more quiet study spaces (the library area is small) and a few loud study rooms for groups (this often happens in the commons).
- Student services is too open, crowded, and creates a distracting environment for staff, and a service desk that is inadequate for demand (addressed in Summer 2009 by redesigning the space).
- The buildings on campus are mismatched, creating a “Strip Mall” appearance.
- The parking arrangement and lack of good signage and wayfinding from the Sterling Highway to inside the campus are an issue (off-campus signage was installed at various highway locations in November 2009).
- The learning center is very important to serving the multi-faceted needs of students, and needs expansion.
- High demand programs need room to expand (PRT, Paramedic, Nursing).
- Updates to offices and labs are an ongoing need.

During the 2008 meetings, discussion and input about the campus priorities and vision for the facility in the future included a number of smaller improvements:

1. Student, Faculty, and Staff “Comfort” priorities:
   - Address the cold spots and ventilation, add weather stripping, insulated doors and windows (that can open), especially in Goodrich and Ward.
   - Restroom and carpet upgrades, and ADA accessibility to McLane Bathroom, and writing lab stations.
   - Technology in classrooms and wireless access (accomplished).
   - Move computer labs into the areas without windows to provide new classroom/office opportunities.

2. Student Activity priorities:
   - More loud and quiet study spaces.
   - Playfield, Frisbee golf, climbing wall, exercise opportunities, and enhance Boyd Schafer Trail.
   - Outdoor learning areas and labs.

3. Community priorities:
   - More on-campus events, and more courses via Community Schools and the Extension Service that get residents on campus and provide learning opportunities that improve residents lives (e.g., canning, greenhouses, auto repair).
   - Better signage and wayfinding to attract and help orient users.

In terms of larger projects and needs, staff, faculty, and students outlined the following priorities:

1. Student Services upgrade and reconfiguration, with secure filing and storage (accomplished).
2. New Distance Learning Department with an office (this was partially addressed with the 5-year $1.99 million Title III grant that KPC received on Oct. 1, 2008; however, additional space is needed).
3. Library upgrade and expansion (maybe a 2nd floor?).
4. Student Housing.
5. Multi-purpose venue and cultural center that can support archeological exhibits, art classes, music, theater, wellness classes, and larger campus and civic events.

KPC sees that it has an important future role to play in responding to local academic and economic needs, while at the same time becoming “a school of choice without boundaries” via distance education.
6. Protect river banks and build on river interpretation, study, classes, maybe even a salmon observatory.

7. Safe walkways and pathways.

8. Offices and administration consolidation and upgrades.

9. Improve sustainability, and design new buildings to high standard (like MAPTS)

10. Provide more and upgraded labs, especially in vocational and process technology areas.

Finally, during the 2008 workshop there was a range of discussion about the future of the Kenai River Campus, and its strategic role and location. Key points included:

1. Kenai River - The campus is ideally situated to study river ecology, erosion, and historical and current uses (anthropology, fisheries) and form partnerships with the Kenai River Center, Kenai Watershed Forum and other entities. The Kenai Fishing Academy and Kenai River Guide Academy are already moving forward some aspects of this.

2. Cook Inlet Industries – Although gas resources are declining, other new opportunities are developing in the region and the campus should position residents and help meet these industries’ training needs. For example, Soldotna could become a service center for mining across the Inlet.

3. Distance Education – Looking into the future, the Kenai River Campus sees a great opportunity to take advantage of changing technologies to best meet student schedules, demographics, and educational needs and become a school of choice without boundaries. On the one hand this means providing competitive, quality courses that attract students world-wide, while also serving a very supportive on-campus role for traditional and distance ed students in the region. The Title III grant focuses on distance education and providing technology-enhanced advising and tutoring for both face-to-face and distance students.

4. Anthropology, Culture, and Art – The campus can play an important role in the region by extending its existing world-class academic work and continuing to provide strong programs, community venues, and outreach as a cultural center.

5. Leadership and Adaptability – As the Kenai Peninsula Borough responds to economic and demographic changes, the campus has an important role to play in helping support strategic economic development and also in adapting and being an incubator for new opportunities.

As part of the KRC River View Commons 2nd floor addition project, the campus had a logo patio poured in Summer 2009, as well as flower garden areas.
Kenai River Campus Master Plan

This section is generally formatted to follow the Board of Regents Campus Master Plan Requirements (05.12.030B). Recommendations are anticipated to address development over the next five to ten years, and major improvements are identified on the illustrative map, page 33.

Beyond recommending new facilities, this chapter provides recommendations that can help improve general campus operations, guide development, and better connect the campus with its surrounding community. Because there is a range of projects—some do-able immediately, and others well out on the planning horizon—a notation is provided with the anticipated time frame for implementation. This ranges from “near term” to “as opportunity arises.” Implementation of transportation-related projects linking to the campus will depend partly on the City of Soldotna and the Kenai Peninsula Borough. It is recommended that KPC cooperate with both entities.

The section ends with a conceptual long term-vision and footprint for campus expansion. This “build-out diagram” is not intended to lock in a framework for development, but rather to demonstrate a cohesive approach to campus site design, particularly given the possibility that a new Kenai River bridge could re-orient access if constructed due north of the campus.

General Areas for Land Acquisition & Disposal

The Kenai River Campus has ample acreage and no land acquisition is anticipated over the life of this plan. The University will consider acquisition of properties in the proximity of campus that support the programmatic or strategic needs of the Campus. Examples include, but are not limited to: program support space, research space, recreation, student housing, warehousing and parking. Additionally, although no land disposal is anticipated, the University will dispose of land and/or facilities on or in the proximity of campus that no longer support the programmatic or strategic need, or cost more to renew than is economically feasible.
Note: The sizes, shapes, and locations of all improvements are very approximate. Additional study is required to define specific parameters.
Location of New/Upgraded Infrastructure

KRC is anticipated to require site and utility upgrades as described following, generally in existing locations, or as identified by further study.

Utilities & Infrastructure

Anticipated capacity expansion includes the following projects. For reference, page 33 shows the existing utility easements (major projects - as needed or opportunity arises).

- **Electrical** – More modifications to the current campus facilities will require additional distribution panels. Any new building will need to include the additional cost of primary power line expansion with Homer Electric.

- **Water** – Another $600,000 is needed to complete the water line expansion to provide reliable clean water. If a bridge is built across the Kenai River at East Poppy Lane, a new higher pressure water line should be included.

- **Sewer** – Land reserves must be allocated around the existing facilities for relocation of the septic systems as may become necessary in the future. If a bridge is built across the Kenai River at East Poppy Lane, sewer extensions should be considered.

- **Natural Gas** – A line extension agreement with Enstar will be needed to support future development.

- **Energy Efficiency Upgrade** – This includes campus-wide weather stripping, replacement with insulated doors and opening windows, and provide better insulation or other solutions for extreme cold pockets in Goodrich. (minor projects/deferred maintenance - near term)

- **HVAC Upgrade** – Upgrade the HVAC systems for Goodrich, McLane and Brockel. (minor projects/deferred maintenance - near term) A $1 million funding request was submitted for this project in 2008 and 2009 (not funded), and is listed as priority #7 in the Board of Regents FY11 Community Campus Renewal and Renovation list. These buildings, all built at different times have a variety of different heating systems. Additionally, the buildings have been subdivided into offices, classrooms and seminar rooms that were not anticipated in the original construction. As a result complaints are that some rooms are too hot while others are too cold. There is no simple control for any one area. Addressing these issues would likely result in energy savings and improved comfort.

- **ADA Upgrades** – Upgrade the bathrooms in the McLane Building, Goodrich and the Brockel Building to meet ADA standards. Bathrooms in these buildings do not meet ADA standards and renovation would improve comfort. (life/safety code/ADA - near term)

Access, Circulation & Orientation

The Kenai River Campus would benefit from creating stronger physical links between the campus and other community destinations in terms of trails, roads, public transit, and a bridge (long-term vehicular and/or pedestrian). Associated with these improvements there is a need to improve on-site circulation, wayfinding, and to create a more unified facade that helps orient users as they arrive on site. Projects include:

- **Parking Lot** – Improve and differentiate the parking lot so that travel lanes are clearly identified using landscaping and curb and gutter. Identify snow storage areas. Create an improved sense of arrival at the campus. Improve site lighting that responds to the northern environment. Drain away from the river. (minor projects/deferred maintenance - near term)

- **Trail Linkages** – On-campus pedestrian trails and

Draining the parking lot away from the river can help reduce bank erosion and improve water quality.
connections will need to be strengthened and extended, particularly in association with new facilities (see page 33). Off-campus also needs improved pedestrian/bike facilities for students. East Poppy Lane should be a first priority trail project to allow safe passage between the campus and Alaska Christian College. Extended trail connections along East Poppy Lane and College Road to Kalifornsky Beach Road, should also be high priorities.

- **Roadway/Bridge/Transit** – As most of these projects are “off-campus” KPC should maintain an ongoing dialogue with the City of Soldotna, the Kenai Peninsula Borough, and the State Department of Transportation to ensure that as the community grows and changes, that infrastructure investments strengthen linkages between the campus and the community. Key projects include roadway upgrades and multi-use trails as mentioned earlier, and coordination on transit. A long term project is a secondary Kenai River bridge which could eventually provide either a vehicular or pedestrian crossing connection following the section line between Redoubt and Poppy Lane on the north boundary of the campus.

- **Exterior Building Renewal** - Provide façade treatments with consistent materials, accent entry ways, and provide walkway lighting and additional signage to help strengthen the aesthetic “curb” appeal and wayfinding for the campus. (major projects). Potentially do this in conjunction with adding more insulation in older walls for energy savings and better user comfort, especially in Goodrich. If limited funds are available, it may be possible to use paint and some material accents to help improve the appearance in lieu of a major exterior renewal.

- **Demolition**

  Full building demolition is not anticipated over the life of this plan, however KPC’s Kenai River Campus has a number of older buildings and into the future, major upgrade costs should be compared against the cost of demolition and new energy-efficient construction. Partial demolition and building upgrades are anticipated, particularly associated with relocating existing uses to new buildings, or building expansions.

- **Space Reconfigurations**

  Upgrades and related changes would create a domino effect on the remainder of the campus, and require internal space reconfigurations and upgrades. These changes might include:

  - **Ward-Goodrich-McLane Reconfigurations**

    • Move the emergency medical services and nursing labs and classrooms from the second floor of the Ward and Goodrich Buildings into the area being vacated by the process technology and instrumentation labs on the first floor of the Goodrich building. This would provide badly needed space for these programs.

    • Move faculty offices into the space vacated by the electronics lab/classroom, the nursing and EMS programs on the second floor of the Ward Building. This would provide a more uniform space allocation for faculty and a conference room.

    • Expand the area on the second floor of the Goodrich Building that is allocated to the KPC anthropology lab and artifact storage area. The expanded storage would include 500 square feet of environmentally
Expansion of Brockel could enable library expansion in support of addressing NWCCU accreditation deficiencies.

controlled storage for cultural artifacts that have been gathered over the past 30 years. The Anthropology Department, led by Dr. Boraas, is nationally renowned as one of the top Dena’ina authorities. This improvement supports the Academic Plan Goal to “Facilitate knowledge about and understanding of our rich heritage and environment.”

• The area vacated by the faculty offices on the second floor of the McLane Building could be used by the Student Union and Business Office, and possibly the College Director’s office.
• The area vacated by the Director’s office would expand the area currently occupied by the Learning Center and provide more space for remedial instruction and a dedicated computer testing area in support of distance delivered education growth.

Academic Center-Library Expansion

• Slightly expand the Brockel Building, and construct a facade on the front of the McLane and Brockel Buildings toward the parking lot for a gain of approximately 8,000 square feet. This expansion would allow for improved art studio spaces that are now extremely cramped or, in the case of the 3D art studio, collocated with the campus maintenance workshop and secure storage area.
• Reconfigure the library and art gallery in the Brockel Building to better utilize space based upon “Library of the 21st Century” model where libraries are geared to technology and student study space. Provide seismic stabilization for the library stacks. The library stacks have no seismic stabilization; a hazard clearly exists and this should be made a priority. (major projects/life/safety code/ADA - near term)

New Buildings

Three new buildings are possible over the life of this plan to support the programmatic and strategic needs of the Kenai River Campus. These include:

Career and Technical Education Facility

As noted earlier, KPC submitted a $13 million capital budget request for such a facility the last two years, yet the facility remains unfunded. It appears that this project will not be funded in the near future as it was not included in the UA Board of Regents budget that will be submitted to the Governor in November 2008 and 2009. Provide a new building for workforce development that includes venues for Process Technology, Industrial Process Instrumentation, Computer Electronics, and Occupational Safety & Health Instruction. (major projects - near term)

Such a facility would help to fulfill the stated priority of workforce development from the KPC Academic Plan, UAA Strategic Plan and UA Strategic Plan. With the exception of Occupational Safety, these areas of study have long been a mainstay of education on the Kenai River Campus. Occupational Safety and Health is currently taught at KPC’s Anchorage extension site and there is high demand for the program on the Peninsula.

These programs have been highly successful in attracting students and a new facility would allow for equipment that is technologically advanced and more in keeping with current industry standards. The new facility would also allow a greater number of students to participate. Because of space limitations, 20 to 25 students are turned away every semester. Industry demand for graduates in these fields is expected to increase as an aging workforce begins to retire and as new projects come on line.

A priority major facility improvement is a new career and technical education facility.
On the Future Campus Configuration map (page 33), this new building of about 10,000 square feet is located across the parking lot from the main campus. This location helps extend the building footprint away from the river bank, creates the beginning of a quad building pattern with parking in the middle. New natural gas service capacity will be required.

**Develop On-Campus Student Housing**

The development of on-campus student housing would support the Strategic and Academic Plans in a number of ways. First, it would promote undergraduate education and scholarship by offering a safe and comfortable living environment to students pursuing degrees at KPC, particularly those from Alaska’s rural areas. For students from small communities, larger campuses in urban areas can be very intimidating. Student housing at the Kenai River Campus would provide a manageable “first step” transition for entering students and improve the likelihood of success.

Secondly, student housing would support the priority of workforce, career and professional education. The programs offered at KPC in Process Technology, Industrial Process Instrumentation, Electronics and other professional development appeal to students throughout the state. The ability to stay on campus while obtaining a degree or certification would help the state meet its overall goals of increased workforce development. Additionally, most of these professions have stringent continuing education requirements. The ability to house continuing education students on campus for the shorter durations required to complete such coursework would support Alaskan jobs in these industries.

Housing would also expand KPC’s ability to provide high intensity, short-term summer training and host major academic conferences in KPC disciplines including process technology, paramedicine, and digital art.

Recently, a Kenai Peninsula College Student Housing Potential Market Demand Study was completed by the McDowell Group (May 2008). This study looks at the educational benefits of housing on rural campuses and then addresses potential demand and price sensitivity, specifically for new housing on the KPC campus. The study provides valuable background for considering the financial viability and educational outcomes in support of this project. The tables on page 38 highlight a couple of key findings. In addition to the traditional financial model, creative funding options, such as the Alaska Housing Finance Corporation or Native Corporation partnerships, may need to be explored. KPC submitted a $17.5 million capital budget request for a 96-bed housing facility for the last three years; however, it has not forwarded from UA Statewide to the Board of Regents for consideration. The request was included in the UA FY14-16 long range capital plan released in December 2009.

**Kenai Cultural Arts and Research Center**

Develop a Kenai Cultural Arts and Research Center (major projects - near term) The Kenai Peninsula College houses more than 10,000 cultural artifacts and is the center for anthropological studies on the Kenai Peninsula. In particular the college is renowned for its study of the Dena’ina culture. Most of the collected artifacts are currently stored in a large closet with no climate controls. It is estimated that there are more than 30,000 artifacts dispersed in various locations around the Kenai Peninsula, which could be housed, displayed and researched in such a facility.

Bringing all of these together under a single roof would be an outstanding opportunity for student research. The building would encompass approximately 12,000 square feet of space and a proposed location is shown on the Future Campus Configuration illustration. Construction of this facility directly supports the Academic Plan priority of fully engaging in the economic, cultural, and civic life of the communities Kenai Peninsula College serves.

*The Cultural Arts and Research Center could become a new home for artifacts, including these found on campus.*
### Table 1. KPC Housing Price Sensitivity Survey Responses

_How likely would you be to live in on-campus student housing, with one roommate, if housing were available for $… per person, per semester, including utilities?_  
(Base: Respondents who are “very interested” or “somewhat interested” in on-campus housing)

<table>
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<th>$2,400</th>
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<tbody>
<tr>
<td></td>
<td>All Students</td>
<td>Full-time Student</td>
<td>All Students</td>
</tr>
<tr>
<td>Very likely</td>
<td>16%</td>
<td>14%</td>
<td>27%</td>
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<td>43</td>
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</tr>
<tr>
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<td>17</td>
<td>14</td>
<td>11</td>
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</tbody>
</table>

*Due to rounding, columns may not add to 100 percent.


### Table 2. KPC Housing Demand Estimate

#### Summary Estimate of Demand

This estimate is limited to demand supported by the research results of the three populations surveyed for this study:

1. Current full-time students
2. Households with high school students in KPB selected communities
3. Rural households with high school students in three remote communities

Readers should understand this estimate is meant only as a preliminary indication of potential demand from these specific populations, which by no means constitute the entire market for KPC student housing. The table below details study team estimates by group surveyed.

#### Summary Estimate of Potential Kenai Peninsula College Student Housing Demand

<table>
<thead>
<tr>
<th>Survey Population</th>
<th>Percent</th>
<th>Number</th>
<th>Conversion Adjustment (%)</th>
</tr>
</thead>
</table>
| Current Full-time Students  
(“Very likely” at medium price) | 13% | 58 | (-20%) = 46 |
| Selected KPB Households w/ HS Students  
(“Very interested” in on-campus housing) | 21% | 94 | (-50%) = 47 |
| Selected Rural Households w/ HS Students  
(“Very interested” in on-campus housing) | 16% | 33 | (-50%) = 17 |
| **Total Potential Demand** | na | 185 | 110 |

Design Guidelines

As development proceeds at the Kenai River Campus, this section presents a number of guidelines to help create a cohesive, attractive campus even as it is constructed incrementally. The section concludes with a build-out diagram concept of what the campus could potentially become after several decades of phased development.

Coordination with Local Government

All campus development will need to adhere to the City of Soldotna’s development codes, which carefully define aesthetic and development patterns for the overall community.

Landscaping

The Kenai River Campus is surrounded by woodlands and has developed an on-site landscape character compatible with the river setting which includes lawn areas surrounded by spruce and birch, and a few planting beds with low shrubs and more ornamental trees. It is recommended that this general pattern be maintained, in addition to following these guidelines:

- Site drainage improvements should divert any surface and roof drainage away from the river thereby limiting erosion potential.
- To the extent possible, existing landscaping should be preserved and incorporated into new development.
- Ongoing efforts are needed to keep foot traffic away from the river’s edge, and reinforce the bank against slow continuing erosion. This has been partially accomplished by erecting a split rail fence 50 feet back from the bluff. Bank erosion mitigation efforts will also enhance safety and avoid liability against the university.
- Maintain a 250 foot native vegetative buffer between facilities and the river to support bank stability, and water quality. Selective clearing may be used to frame scenic views, create outdoor use or sunny areas, create a firebreak and address other campus needs.

In addition, best practices associated with watershed management should be followed as well as local, state and federal regulations associated with development and activities near the river.

- Expand grounds’ irrigation system as a means of fire safety.
- Provide browse resistant trees, shrubs and plants close to foot paths and buildings to avoid wildlife conflicts.
- Use bear resistant containers for all exterior trash cans.

Open Space

The Kenai River Campus has wonderful existing outdoor spaces for student study and socializing, particularly along the river bank. Safety associated with the high bluff, and recreational access are two ongoing concerns, although a new split rail fence and signage are helping.

A proposed new facility in this general area would be a covered outdoor space to be used in fall, spring and summer both for study and socializing, but also for classes. The Fishing Academy, Anthropology Department, Biology and other academic programs have outdoor elements that could take advantage of this space.

A second new proposed facility is for an informal outdoor venue (play field) located in association with the student housing in the gravel pit area. The play field could be planted with low maintenance turf and sized for informal activities such as disc golf, soccer, football, frisbee, picnicking, running, etc. In addition to summer use, it could be used for x-country skiing and potentially even flooded as an informal winter skate pond.

Finally, as the campus develops further, informal trail development may be warranted within the large overall campus property, particularly given the closure of trails from KPC to Slikok Creek. This could create new opportunities for nature walks, physical education, and wilderness-oriented recreation and educational activities.

A fire pit in a clearing near the college is used for socializing and campus events.
Signage Guidelines

Signage at the Kenai River Campus should use materials and a form well-suited to its wooded, rural environment. Additionally, signs should adhere to local community standards and UAA’s campus Signage and Wayfinding Guidelines. Key points from this plan include:

• Consolidate and simplify signage to avoid visual clutter and confusion.
• Use signage as an element of continuity and UAA identity throughout the campus.
• Locate signage in predictable locations to aid visitor orientation.
• Coordinate placement of signage and lighting to ensure legibility during hours of darkness.
• Accommodate the differing viewpoints of drivers, cyclists and pedestrians to whom signs are addressed. This will influence placement and scale of signs.

In adhering to UAA’s wayfinding and signage guidelines, there should be flexibility based on appropriateness to the campus setting, and adopted logo and color themes.

Architectural Guidelines

Development projects will adhere to local land use plans and development standards, and follow these guidelines:

• Locate all new buildings at least 250 feet from the Kenai River bank.
• New buildings, or major changes to existing buildings, should embrace “green technologies” for energy efficiency and user comfort, and respond to UAA’s Energy Policy. The MAPTS Building relied on the LEED© (Leadership in Energy and Environmental Design) Rating System as a means of accomplishing this goal.
• Roof and building drainage should be diverted away from the river thereby limiting erosion and pollution potential.
• Facilities should be visually compatible with the woodland surroundings and existing buildings.
• Where possible, project renovations which impact the outer shell of a building will seek to improve energy efficiency, and improve the exterior facade’s aesthetic appeal. Key issues include improving overall curb-appeal, creating a cohesive visual look, and orienting first time users by visually emphasizing a main entrance.
• Direct drainage and falling ice away from pathways and entrances.

ADA Compliance

Provide for ADA accessibility in upgrade and development projects to respond to federal, state and local policies.

Environmental & Cultural Issues

Development needs to be sensitive to the many issues presented by proximity to the Kenai River and Slikok Creek: bank erosion, flooding, water quality, wildlife management/safety (bear and moose primarily), and recreational access management. Additionally, the Slikok Creek area has been inhabited by the Dena’ina for a long time and there are a number of documented archaeological sites on campus property, and within the Slikok Creek State Recreation Area. An archaeological survey may be warranted for development on campus in areas where historic human uses are suspected. Coordination should be made with KPC faculty with expertise in this area.

Specific known environmental issues at KRC include the need to review and upgrade the campus-wide storm water and septic system.

Additionally, on trust land located at Mile 3.2 Kalifornski Beach Road, a low-risk, low priority soil remediation site exists on a former Mining and Petroleum Training Service (MAPTS) site. This site was used for fire training in the 1980s and on a typical fire training day about 1,000 gallons of diesel and unleaded gasoline were discharged to the training props. Approximately 5,600 cubic yards of soil are contaminated. The site has been monitored and remedial alternatives are being investigated to get the site to applicable ADEC cleanup levels. Currently UAA is considering land farming the contaminated soil in order to get a cleanup complete designation by ADEC within two years. If funding is not available then the site will continue to be monitored and the site will naturally attenuate to achieve long-term concentration reduction, which may take 30 years.

Campus development must be sensitive to environmental issues like flooding, bank erosion, and water quality. This photo shows a flood event and ice jamming at the Slikok’s overlook.
Long Term Campus Configuration

The diagram above goes well beyond the time frame of this planning document, and suggests how the campus could develop over an extended period of time. The configuration anticipates the completion of a new bridge across the Kenai River and shows the addition of a number of new facilities which are not currently programmed.

Housing, maintenance, and new classroom buildings are located across College Road. This would be phased over a long period of time and eventually could include relocating College Road to the west as a means of better integrating the housing with the campus. In this scenario, the existing College Road would terminate into the parking area for the college. The illustration shows how the parking lot, which is currently undifferentiated, could be re-structured to provide a strong sense of arrival and a clear pattern of circulation.

A new Auditorium/Performance space is shown on the northeast side of the campus, highly visible from the Kenai Bridge. Also reinforcing the visibility and image of the campus are signage and landscape beds at the major vehicular access points.
Communities and University of Alaska resources in the Southern Kenai Peninsula area.

Vicinity Map with KPC East and West Campus and Homer High School locations highlighted with asterisks.
3. Kachemak Bay Campus
Homer, Alaska

This section focuses on KPC’s Kachemak Bay Campus (KBC) in Homer and describes existing campus conditions; facility needs based on academic planning, campus vision, and user input; and Master Plan recommendations.

Campus Context

KBC serves the South Kenai Peninsula’s population of around 14,000 residents. The campus is located in Homer, a marine port community at the Southern terminus of the Sterling Highway. With a spectacular backdrop of mountains and glaciers, Homer has a strong local identity based around a diverse blend of economic and cultural activities such as fishing, tourism, fine arts, crafts and cottage industries, horticulture, and quality education and health care.

Within this context, KBC is highly valued as a local resource. Over its forty plus years of operation, the institution has proven to be highly adaptable, especially at leveraging and working with partners. This characteristic, along with the dedication of faculty and staff, has given the institution staying power even during periods of reduced funding. It continues to thrive despite a less than ideal facility situation and flat enrollment.

The small college serves the local community in many capacities and 400-500 students in any given semester. It provides quality academic instruction, special interest classes, and vocational/workforce development. It is also well known for its supportive campus environment, and its downtown “store front” location, within walking distance from private sector housing and many other amenities and services.

KBC currently consists of a main campus building encompassing 16,800 square feet. Half of this building is a renovated former post office, and the other half is a beautiful new addition completed in 2005. Called the “East Campus,” this facility is centrally located in downtown Homer on Pioneer Avenue. Because this facility is not adequately sized to accommodate all of the college’s activities, other spaces around town are used to support college courses and operations. More than a mile away from the main campus, on the other end of Pioneer Avenue, the “West Campus” is leased for classrooms and offices. Initially intended as a short term solution, the 6,800 square foot space is in a decommissioned middle school building, and was provided rent-free by the Kenai Peninsula Borough from 1997-2003. In 2003, the Borough turned the building over to the City of Homer and began leasing it to KPC for approximately $57,000 annually.

KBC also lacks its own space for instruction in welding, auto-repair, and ceramics. It holds these courses in the Homer High School, located just across Pioneer Avenue from the East Campus. These classes are limited to
Kachemak Bay Campus

Meridian Township Range
S 6S 13W

Imagery: Aero-Metric, Inc. (AUG 2005)
evening hours because the facilities are occupied by high school classes during the daytime.

It is worth noting that there are also two university system properties across Kachemak Bay. These include UAF’s Kasitsna Bay Laboratory with a dock and facilities, and also an undeveloped 13 acre parcel on Hesketh Island that is owned by KPC. Pending availability and funds for boat transportation, these sites create additional opportunities for the Kachemak Bay Campus, particularly the UAF facility, which is occasionally used by KPC and seasonally attracts world-class researchers in the marine sciences.

Existing Conditions - East Campus

The primary “East” Campus is situated on a three acre site with frontage on Pioneer Avenue, the main street in downtown Homer. The facility is built into a slope, with one story facing Pioneer Avenue. This access on Homer’s main street has only pedestrian access (no parking or loading zone), and because it is in the middle of the block, is not highly visible. From the back side (south side), the building has a two-story elevation with access to the parking area. This lower level serves as the main entry, connected to a rear parking lot which serves 67 vehicles.

The paved parking lot has driveway access from Heath Street. There is an additional gravel access easement behind City Hall off Kachemak Way that, although fairly rough, also provides a parking overflow for students. Existing parking is sometimes inadequate to serve demand.

The East Campus is currently neighbored on the east by a restaurant/hotel, on the west by Homer’s City Hall, and on the south by six residential properties. It is located within Homer’s “Central Business District,” which is zoned for a mixture of residential, commercial, educational, and entertainment uses, and is “designed to encourage pedestrian movement, to avoid traffic congestion, and provide convenient off-street parking, and safe and limited access to major streets.” Within this zoning designation there are a number of highly specific design standards and restrictions that the campus is required to follow as it expands.

The East Building site was formerly several parcels (including a trailer park), which the University purchased and re-platted into one parcel in preparation for the major addition. The entire site is on a gentle south-facing slope which helps the building capture great sun and spectacular views.

Regarding utilities, the campus is well served by the town center grid. The parcel is furthermore crossed by a major east west utility corridor, which bisects the parcel south of the main building, and is partially bundled underground. These utilities and associated utility boxes are very costly to relocate, requiring that future additions and expansions be offset beyond the easement. To date, even air-space above the easement has proved “undevelopable” and the new addition’s deck design was changed to avoid the utility easement airspace. In the future, the utility could be approached about allowing second story connections over the easement to provide indoor connectivity out of the elements as the campus expands.

Undeveloped portions of the East Campus site include some trees, alder, and open areas with low disturbance vegetation. A dilapidated small storage building remains on the site, which is not very reliable for storage due to leaking, flooding, cold and mildew.
Without any additional land acquisitions the main East Campus site contains sufficient land to allow consolidation of the college’s existing operations, while also accommodating future growth. Even so, it would be wise for the University to consider purchasing over time all adjacent parcels in the contiguous block that come up for sale at a reasonable price. The adjacent property owners to the east are interested in selling sooner than later. It would be unfortunate if the university were unable to purchase this property since it would likely not become available again in the near future. As described in the recommendations below, this would allow the University to plan for needs well into the future, and to have better campus visibility and physical control of its surrounding city block.

The existing expanded facility at the East Campus has many physical attributes that work very well, and are appropriately sized to their use. The student services area provides a well defined and welcoming entry for new students on the lower level. It contains an internet workstation, waiting area, and a large curved counter that provides plenty of space for working with students. Adjacent to this area there are three small offices for staff with closing doors that allow for private conferences and administrative work.

Upstairs in the East Campus, a main commons area was constructed during the addition that has become a favorite of staff, students, and community members. With a capacity of about 40 for informal study or for seated performances, and about 100 for standing room only—such as during career fairs—this open space is both aesthetic and practical. A large window and 1% for Art stained glass window frames “a million dollar” view of Kachemak Bay and the southern Kenai Mountains. Any future additions need to be carefully planned to not obstruct, but rather compliment this view.

Also in the East Campus is a wet science lab, and two classrooms with dividers that allow them to open into one larger room. According to staff and students, all the new additional classrooms are “just about perfect,” with the small issue that adjacent noise can sometimes be a distraction, and the fact that the technology for teaching has to be operated from the back of the room and not the front.

East Campus also has one renovated computer lab in the old portion of the building, which “is well maintained and well-used, providing outstanding student support.” It has an adjacent IT office which helps with oversight and maintenance. The only problem is that this lab also serves as a classroom when computer workstations are needed, and is thus regularly closed to students.

Another East Campus asset is a renovated art classroom. Although it could use more space, and especially storage to serve the many types of art taught from the room, it is well-liked. There is some discussion about whether its darkroom, in a digital photo age, would better serve the college as storage since it is not extensively used, but...
Beyond the well functioning portions of the East Campus, a number of deficiencies have been identified. The biggest East Campus deficiency is the library. During the last NCCA accreditation review in 2000, the size and general conditions of the library were documented as needing significant expansion and improvement. To accommodate more books, a moving shelf system is in place, which helps conserve space but greatly limits the number of users at any given time. The room has a very limited capacity for accommodating quiet student study, and has only two older computer work stations. Fortunately for students, this poor library situation is in part remedied by internet access to UAA’s significant online library resources via wireless access in the campus.

Another overall concern is the age and condition of the old portion of the building. Although in serviceable condition, the roof is 40 years old and in need of replacement. There are site drainage issues at the southeast outer corner which $25,000 in landscaping has not fully resolved. Recent improvements have included lighting, bathrooms, and other small changes. It should be anticipated that there will be ongoing repair and renovation needs associated with this older portion of the building.

Additionally, there are East Campus facility issues that are not major concerns, but do impact day to day users and create a less than optimum situation. Some of these issues include:

- Older classrooms are small and lack adequate storage.
- A number of rooms are too small for their existing uses, even in the new addition, partially because funding issues required a scaling back of the addition in the eleventh hour.
- A lower level small classroom where nursing and other students take classes through videoconferencing experiences much noise from the adjacent mechanical HVAC room, thereby interfering with hearing what is said.
- For staff, more support work space is needed including better counter space and storage space.
- Student government is shoe-horned into an odd space.
- Vending machines are noisy and distract students studying in the common area.
- Several staff offices are undersized.
- The current small director’s office is inefficiently and inadequately located at the end of a narrow hall adjacent to restrooms and far away from administrative staff.
- A number of spaces are designed as multi-purpose, and therefore cannot have some of the permanently mounted furniture and technology that would enhance the learning experience for some specific classes.

Despite any limitations of the East Campus, it is highly valued by its students, staff, and the community. The addition, recent renovations, and the three acre site are all great community and college assets that provide a good base for the KBC to operate and expand well into the future.
KPC Academic Plan

KBC is governed in its facility decisions by its mission, and the Kenai Peninsula College Strategic and Academic Plans. KBC has developed its own campus-specific academic plan based around its’ niche areas and local student body needs. These plans are the foundation for facility use and investment decisions into the future, along with accreditation considerations. This section describes elements of these plans.

As a KPC campus, Kachemak Bay’s core and co-curriculum teaching objectives are reflected in its variety of academic programs, focused around three priority areas of strategic investment for 2007-2010:

1) Undergraduate Education and Scholarship: The intent is to strengthen KPC’s undergraduate education, make it a “college of choice” for learners starting an undergraduate education; to create a coordinated, seamless transition from high school to college; and facilitate understanding of our rich heritage and environment.

2) Workforce, Career, and Professional Education: The college seeks to provide information-intense, technologically-advanced educational opportunities to develop a workforce prepared for 21st century, high-demand jobs including: state-of-the-art vocational-technical education, apprenticeships, workforce development with emphases on health care and education, and support for the educational needs and challenges of Alaska’s leaders and professionals.

3) Community Engagement: It is a priority for KPC to fully engage in the economic, cultural, and civic life of the communities served, provide a setting and venue for discourse and culture, reflect the diverse community populations, and finally, increase recognition locally and beyond for excellent program and course offerings, strong community partnerships, and community responsiveness.

Specific elements of the KPC plan that relate to the Kachemak Bay Campus facilities in Homer include:

• Provide a wide variety of student services, library and information resources, a progressive information technology infrastructure, and physical facilities to support its various missions.

• Provide free/low cost use of facilities for public meetings, small academic conferences and non-profit agency events.

• Maintain flexible course schedules, delivery formats, and facilities to support “just-in-time” education and training for workforce development.

• Expand library and information and technology resources commensurate with support of existing educational programs, addition of new programs and growth in sponsored programs.

• Improve information, distance delivery, and other technologies to ensure maximum access and flexibility in course and program delivery.

• Encourage and develop greater articulation, cooperation, and collaboration and mutually beneficial partnerships with industry, external agencies and organizations.
KBC’s mission is: “To provide accessible, quality post-secondary academic, vocational, and continuing educational opportunities on the southern Kenai Peninsula to a diverse and growing resident and visitor population within the contexts of the UA and UAA missions, our academic and continuing education traditions, and community service and engagement.” The Academic Plan specific to the KBC helps implement this mission through specific goals:

- “Create a real campus presence and sense of formal campus identity that will strengthen the educational experience and a sense of a learning community.”
- Play a critical role in Homer’s “economic diversification and revitalization” in areas of health/medical, tourism and recreation, transportation, and consumer service industries.
- In response to Homer’s high unemployment rate, “help individuals without marketable skills who require vocational or academic training, retraining, or continuing/professional education.”
- Become a center of excellence for summer environmental field studies and the arts.
- Provide core student success-oriented services that meet accreditation and best practices standards.
- Develop alternative delivery methods including specialized space.
- “Establish KBC as a leader in the visual and literary arts.”
- Provide ceramic and digital art classrooms.
- Create distance education delivery spaces.
- Provide library, media, and educational technology.

Improvements to the East Campus art studio help support KBC in becoming a leader in the visual and literary arts.

- Develop a Learning Resources Center that provides academic support services, Adult Basic Education/GED, tutoring, testing, development education, and writing/math labs.
- Provide “future student housing” and academic and career/technical training opportunities that will increase enrollment.
- Create new and/or revised campus programs in the areas of:
  - Construction technology
  - Marine technology
  - Allied health programs
  - Marine biology
  - Art
  - Computer technology
  - Liberal studies
- Establish a computer lab devoted to instruction.
- Provide onstruction, welding, marine technology facilities.
- Enhance potential for developing a learning community.
- Create a real campus presence and sense of formal campus identity that will strengthen the educational experience and sense of campus community, increase retention and graduation rates, as well as the role of the local community in collaborative activities and program partnerships.
- Partner with private sector entities to offer student housing to meet increasing demand and local economic development strategic goals.
Desired short term improvements include better and larger office spaces.

- Emphasize the natural and marine sciences, outdoor education and art fields as well as the construction/maritime trades.
- Utilize the natural scenic surroundings of the Kachemak Bay Area including across and on the Bay.
- Explore potential partnership opportunities and collaborations.
- Partnership with the area’s maritime, construction and technology-related industries.
- Collaborate in distance education, with high schools, and area health care agencies.
- Expand current and collaborative instruction in the natural sciences and arts with area federal and state agencies and non-profits (e.g., USFW/ADFG Ocean and Islands Visitor Center.

Current KBC facilities go far in meeting these priorities, but also have significant work ahead. Two specific major areas of concern, where facilities clearly fall far short of the vision—as also noted by the 2000 accreditation review—are the existing library and an adequately sized and staffed Learning Center.

**Kachemak Bay Campus Vision**

Beyond the institutional vision, individuals working and studying at the campus have a strong sense of the future and opportunities for the campus. Their input is important for gauging satisfaction and future expectations, both of which are critical to retention of staff and students.

In 2006 and 2008, additional input was gathered, with highlights summarized following. It consists of written comments, input at a meeting of the KBC Advisory Board, and a staff and student workshop input.

**Short-Term Priority Improvements**

- The library is too small, uncomfortable, inviting and needs a significant upgrade (KPC was included in the UA “Enhancing Alaska’s Rural Community Computing Centers” federal grant proposal that requested $1 million for a library/computing center that would be built at East Campus. Notification of grant awardees is expected by January 2010.).

- We need a dedicated computer lab, or at the least, new computer work stations in the commons and other multiple locations (this will be partially resolved if KBC receives the above mentioned grant).

- Adjuncts need private space and good work areas (this will be resolved when the new classroom building is constructed beginning in May 2010).

- Technical capabilities are critical – e.g., smart rooms, white boards, good wireless. Make it consistent from room to room. Explore “virtual space” options like Second Life to create an online presence.

- Signage is NOT adequate, especially on Pioneer Avenue; people can drive by for years and not know we are here (although the city has very restrictive sign ordinance, maybe we can get a variance?). Get a sign that is very visible to traffic on Pioneer.

- New roof (old portion East Campus).

- A new bookstore situation that allows for it to be monitored, easily accessed by registering students, and in a visible location.
- Underutilized spaces include the conference type rooms (too small for classes) and the dark room.
- Take better advantage of partnership opportunities, including more use of UAF Kasitsna Bay by resolving boat transportation challenges.

**Long Term Priority Improvements**

- Consolidate campus and buy City Hall, and other adjacent lots as possible.
- Need more art facilities; current studio is small but nice. Create a summer arts program led by an artist and coordinator.
- Develop an agricultural demonstration project facility.
- Better soundproofing.
- More and better staff offices.
- Need new warehousing and storage options in heated spaces, out of the elements.
- Marine animal rehab lab, and expanded science labs.
- Expanded student and staff lounge areas (café?).
- Athletic facilities, PE classroom, wellness center/health clinic and showers on campus.
- Dedicated distance education space.
- The campus needs a vocational education building and shop with spaces for welding, mechanics, and maybe new areas: culinary arts, engine repair, aircraft mechanics, marine repair, welding transport and logistics (as north sea opens this could expand).

**Future Vision and Campus “Niche”**

- Many classes have very few students, enrollment is flat, distance learning is expanding, tuition rising, and alternative education options abound—should we really expand facilities? Future growth of facilities should be limited to satisfying demonstrated, actual need and not some anticipated possible need.
- The City of Homer wants a University District. Work toward this partly by housing people who want to come here to school.
- Create strong area of specialty that becomes a draw using a model like “Haystack,” “Arrowmont School of Arts and Crafts” or around marine sciences.
- The campus can play a major economic role in training people to adjust to changes in the economy. Self-sufficiency and energy efficiency are important areas where the campus can be a leader. Also, aquaculture, horticulture, home water collection systems (trucking is expensive) are practical areas the college can help with research and training.

- With arctic ice thinning and Homer having an ice-free port, the community could become a training, repair and logistical center for Northern Sea Route marine traffic. The college could help make this a reality by laying groundwork and working with key individuals and institutions (Coast Guard).

- Seniors relocating to Homer area will drive demand in allied health services, and also attract people with the time to take special art workshops, etc.

- If mining becomes big across the bay, we may need to be able to train locals for new types of jobs in cooperation with the Kenai River Campus.

- Maintain an open airy-artsy feeling immersed in the beautiful marine environment – the views, landscaping, and building form all support the identity of the campus.

- We need to focus on green building and design, and energy efficiency (although not decorative lighting that is expensive and complicated to keep running). Demonstration windmill and solar, etc. would be good.
Master Plan Recommendations

Following are recommendations for the Kachemak Bay Campus over the next five to ten years. An illustrative diagram (page 54) highlights acquisitions and site development anticipated in this time frame. Recommendations directly respond to KBC’s vision for a consolidated and expanded campus. The section covers steps, options and guidelines that over the long term can help implement KBC’s vision.

Priority Projects

KBC’s top priorities are consolidation of operations at East Campus through new construction, and necessary upgrades to the original building. Two current capital projects reflect these priorities:

1) **KBC Campus Renewal.** The older portion of East Campus has a 40 year-old roof which is in need of replacement. Anticipated current cost for the project is $600,000. This renovation and renewal project was ranked #8 in the FY10 Board of Regents priority projects for community campuses and #6 in the FY11 budget request.

2) **Campus Classroom Building.** KBC was allocated $2 million in 2006 for the acquisition and renovation of City Hall, which as explained earlier, did not work out. The Board of Regents has approved the use of these funds for a Campus Classroom building on the East Campus which will be constructed in modular phases to bring the cost down as the funding is limited. KBC has contributed $300,000 of its own money toward this project. This project along with the potential library/computing grant will greatly improve the campus by providing needed services in one consolidated location. Expected occupancy of this new facility is 2011.

Acquisitions & Disposals

Although the East Campus site has adequate room for consolidation and future facility expansions, this plan recommends that over the next ten or more years the University plan to purchase adjacent parcels within the contiguous block when they come up for sale at a reasonable price (see Acquisition Priority map, page 55). Reasons for this investment include:

- It is strategically important for University campuses to maintain options for expansion over the long-term by controlling adjacent realestate, especially in a more urban or dense setting. Enrollment trends over the last few years do not point to growing student demand for face-to-face classes in Homer; however, there is a need for vocational training facilities.

- In Homer, adjacent uses within the contiguous block detract from the identity and visibility of the college, and do not play a symbiotic or supportive role for the campus. Owning the entire block would allow development of a cohesive, attractive small campus.

The highest priority parcels to acquire are those fronting Pioneer Avenue, including the City Hall and the adjacent parcel to the east. These are important because they limit views into the campus and divide the block up with several different types of uses. City Hall has been
Kachemak Bay Campus Master Plan 2009-2019

New building construction with phased additions should be focused within this overall envelope. Initial construction of a 7,000 s.f. classroom and administrative building will allow KBC consolidation to one campus.

- **Adjacent Property Acquisition.**

- **Homer City Hall Acquisition and remodel:** +/-9,000 s.f

**Note:** The sizes, shapes, and locations of all improvements are very approximate. Additional study is required to define specific parameters.
As residential properties adjacent to the campus on Klondike Avenue sell, the University might want to consider purchasing.

Acquisition of Young’s Downtown Inn, on Pioneer Avenue, adjacent to the East Campus Building, is a master plan priority.
sought as an acquisition (although this has been taken off the table in the near term) and from studies it is clear that its structure would be adequate for meeting campus needs with a fairly basic, yet expensive remodel. The restaurant on the other hand is in poor physical condition and has a configuration that would require removing the structure before building on site. Although this makes the property more expensive to the University, it is an important parcel in terms of visibility from Pioneer Avenue, for creating a strong campus identity, and in meeting the parking needs of the campus that are now limited due to the new classroom building.

A second tier of parcels to possibly acquire consist of the six single family homes along the bottom of the city block. It is likely that these would be acquired at a slow rate, only as property owners move on and sell their homes. Following purchase, these single family properties could be retained and used by the campus for administrative offices, storage, and other similar functions until the campus is in need of the parcels for additional parking.

Beyond these plans, the University should consider acquisition of properties in the proximity of East Campus that support the programmatic or strategic needs of KBC. Examples include, but are not limited to: program support space, recreation, student housing, warehousing and parking. Additionally, although no land disposal is anticipated, the University will dispose of land and/or facilities on or in the proximity of campus that no longer support the programmatic or strategic need, or cost more to renew than is economically feasible.

This plan does not recommend other acquisition options except those highlighted in the map of page 55. This plan rather seeks to direct the full energies and resources of the University system toward implementation of an optimum campus outcome over time, contained within the city block surrounding East Campus. This approach represents a reasonable expectation for accommodating future needs.

**Demolition**

Demolition of buildings, structures and facilities may be necessary, particularly on newly acquired parcels with buildings in poor condition.

**New Buildings**

One new building is expected over the life of this plan to support the programmatic and strategic needs of the Kachemak Bay Campus. This includes a classroom building which is funded with construction scheduled to begin in May 2010. A schematic design has been approved by the Regents (see floor plan below and renderings right).
Site plan for the classroom building which is to be constructed starting in May 2010.

North view of the new classroom design.

View to the new classroom building from the 2nd floor deck of the existing campus.

South view of the new classroom design.
Additional Space Options & Potential Partnerships

The new classroom and office building meets the campus consolidation goals, strengthens the campus presence and efficiencies and replaces current functions held at the present leased building. It does not provide additional overall campus square footage, and other opportunities will need to be explored to meet campus programmatic goals.

The University System should be aware in the future that partnerships are an important investment option to the extent that they help fulfill the Academic Plan, and meet both campus and greater community needs. The following partnerships could be considered because they offer students something much more valuable than what can be experienced solely on-campus—opportunities for association and networking with professionals in the field of study.

Alaska Islands and Ocean Center
Homer is an ideal setting for the study of marine sciences, and this visitor and educational facility has a number of well-developed spaces designed specifically for marine science education, including wet labs and classrooms. The facility rents out these spaces, however, it does not allow “outside” entities to schedule more than a month in advance, preferring to keep the schedule flexible for its sponsoring agencies: U.S. Fish and Wildlife Service, U.S. National Wildlife Refuge System, NOAA and Alaska Department of Fish and Game. Given this basic policy, it would appear difficult for KBC to use the lab.

However, because the KBC operates mainly during the visitor off-season, and because it is affiliated with the State, staff at the center anticipate that a formal partnership could potentially be arranged to enable scheduled use of the labs and auditorium (120 seats). KBC adjunct, Carmen Field, is on staff at the Center and could potentially work with the college to find a mutually beneficial approach. Also, because of the agencies involved, key members of the University system (Faculty, Regents, Chancellor) may be helpful in support of partnering.

Other Marine Education Partnerships
As previously mentioned, UAF has a laboratory in Kasitsna Bay. Moreover, a number of environmental

The multi-agency sponsored Islands and Ocean Center has top-notch marine education labs and facilities that can be used for educational purposes.

Besides specialized labs, the Islands and Ocean Center has all purpose classrooms, and an auditorium with 120 seats which have been used for non-marine education and events.

UAF has a laboratory in Kasitsna Bay that is focused on underwater marine research.
The Alaska Coastal Studies center has wet labs, and like many other agencies and organizations, would be a supportive partner in the area of marine education.

Homer Community Facilities

Homer High School—The high school is a quality institution and has a nice building, yet because of Southern Peninsula demographic trends, it suffers from a chronic enrollment decline. Every year the high school tends to enroll two to four percent fewer students. The facility, originally designed for 600 students, currently is operating with around 430 students.

A few KBC courses do use this facility including welding and ceramics. Door-to-door from the High School to East Campus is a ten minute, 500-yard walk. The one vocational shop room for welding is limited in size and only accessible two evening sessions a week.

KPC has a 13-acre undeveloped parcel on Hesketh Island with limited access because of shoreline cliffs. The photo above shows a neighboring parcel which does have a beach and easier access.

KPC uses Homer High School’s two workshop areas for two specialty classes, but they are available only during evening hours.

UAF’s School of Fisheries and Ocean Sciences brings students to the Kasitsna Bay Laboratory as a base for marine biology research.
Design Guidelines

As development proceeds at the Kachemak Bay Campus, this section presents a number of guidelines to help create a cohesive, attractive campus even as it is constructed incrementally.

Page 54 provides a diagram anticipating what may be realistic over the next five to ten years. This includes a “building envelope” for modular facility construction, re-working of the existing parking lot, and designated open space to be maintained into the future in support of a central “quad,” consisting of multi-use outdoor space which preserves solar gain and scenic views.

This section concludes with a build-out diagram concept of what the campus could potentially become after several decades of phased development and acquisition.

Coordination with Local Government

All campus development will need to adhere to the City of Homer’s stringent development codes, which carefully define aesthetic and development patterns for the Central Business District.

Landscaping Guidelines

The Kachemak Bay Campus is located in a small town setting. The location is highly visible, set in the center of Homer, fronting on a “main street” and backing to a neighborhood with mixed residential-business uses. The landscape should be developed as an attractive, functional, semi-urban space. Specific guidelines include:

- Landscaping facing Pioneer Avenue should frame and enhance views to the College, and provide visual enhancement.

Open Space

Open space at KBC currently consists of a couple of outdoor grassy areas (at front and rear) with seating and some landscaping. Over the long term, KBC’s site may be fully developed, leaving only a few open spaces. These should include a sunny central open space, good pedestrian corridors, and a few informal areas for socializing, study and landscaping.

Signage

Future signage should use materials and design well-suited to KBC’s main-street location and community regulations. Homer has a very restrictive sign ordinance which will govern KBC. Existing signs that meet code on campus are attractive and artistic, although they are not at angles or in locations where there is good visibility.
Until adjacent sites are acquired it may be worth seeking a variance and adjusting the signage on Pioneer Avenue for greater visibility to passing vehicular traffic. Additionally, signs should adhere to UAA’s campus Signage and Wayfinding Guidelines. Key points from this plan include:

- Consolidate and simplify signage to avoid visual clutter and confusion.
- Use signage as an element of continuity and UAA identity throughout the campus.
- Locate signage in predictable locations to aid visitor orientation.
- Coordinate placement of signage and lighting to ensure legibility during hours of darkness.
- Accommodate the differing viewpoints of drivers, cyclists and pedestrians to whom signs are addressed. This will influence placement and scale of signs.

In adhering to UAA’s wayfinding and signage guidelines, there should be flexibility based on appropriateness to the campus setting, and adopted logo and color themes.

**Architectural Guidelines**

KBC’s recent East Campus addition uses artful design and materials well-suited to Homer and the building site. Future additions and new facilities should generally match or complement this aesthetic to provide a visually cohesive campus build-out. Additionally, new facilities should adhere to the following architectural guidelines:

- Viewshed and sun access are big considerations in weighing the future location and design of buildings. To the extent possible, new facilities and infrastructure should maintain views and sun access from key indoor and outdoor locations. One possible approach is to design rectangular shaped buildings, parallel to the view corridor.
- Where appropriate, buildings should take advantage of elevation changes by providing interior and exterior connections on more than one level.
- Parking in support of new buildings in the short to mid-term may be used to help preserve future building sites. Parking eventually should all be located on the perimeter or lower portions of the site with good pedestrian connections.
- New buildings, or major changes to existing buildings, should embrace “green technologies” for energy efficiency and user comfort, and respond to UAA’s Energy Policy. LEED© (Leadership in Energy and Environmental Design) Rating System may be a means of accomplishing this goal.
- Direct drainage and falling ice away from pathways and entrances.
- Select exterior lighting that minimizes light pollution.
- As feasible, incorporate art and aesthetic accents in new facility design.

**ADA Compliance**

Provide for ADA accessibility in upgrade and development projects to respond to federal, state and local policies.

**Environmental and Cultural Issues**

Although the local environment and cultural context are important to the campus in many ways, given the urban nature of the campus setting, there are no known site-specific environmental or cultural/archeological issues associated with site development.
Community Linkages

Beyond its site, KBC should encourage strong physical links between the campus, the library, Homer High School, the proposed Town Center, and other destinations. To some extent this should consist of footpaths and sidewalks. It also may involve road, intersection or signage improvements. Heath Street, between the library and KPC should be a first priority. This recommendation will involve maintaining an ongoing dialogue with the City of Homer, the Kenai Peninsula Borough, and the State Department of Transportation to ensure that as Homer grows and changes, that the infrastructure strengthens linkages between the campus and the community.

Long Term Campus Configuration

The build-out diagram goes well beyond the time frame of this planning document. Spanning over an extended period of time of 30-50 years, the diagram suggests how the campus could potentially develop over the entire city block.

The configuration includes the anticipated purchase of additional parcels. The schematic adds new two story buildings (generally with a 4,000 s.f. footprint) in a space arrangement that considers the viewshed, sun access, and phased parking and access needs. As build-out is approached, a strong “quad” and pedestrian-oriented inner court is formed at the center of the campus.

This configuration is traditionally very popular with college students. Everything is in close walking distance, cars are on the perimeter, and outdoor plazas and green spaces are achieved in the center that capture solar gain and allow for a range of activities (study, relaxation, sports, outdoor fairs and events).

Labeling on the Build-Out Concept is not intended to specify future building uses or sizes, but rather to illustrate a “quad” concept. Furthermore, the concept does not specify housing because, although dorms are desired by some students, the campus is in walking distance to existing housing stock that likely could meet student needs at a lower cost than anything the University could provide.
KBC 2050 & Beyond Build-Out Concept

“Campus Quad”

* Campus Quad covers city block - 5.8 acres, 90,000+/- s.f., 250 parking spaces (based on lot coverage & parking limitations)
* Central open space, slope, and building heights preserve solar access & views
* Strong visual presence & cohesion
* Pedestrian oriented: massing and connectivity for easy access
* Parking less visible on south/west perimeter

**Existing:**

1. **East Campus**
   - Existing 16.8K s.f.
     - commons
     - general classrooms
     - student services
     - computer labs

2. **Classrooms**
   - Modular addition; +/-7K s.f.
     - classrooms
     - faculty offices
     - learning center/testing

3. **Vocational Ed**
   - New construction; +/-10K s.f.
     - lower level delivery access
     - workshops & classrooms
     - maintenance

4. **Library Addition**
   - Modular +/- 5K s.f.
     - library & computer labs
     - general classrooms
     - admin & faculty offices

5. **Technology**
   - New construction; +/-10K s.f.
     - specialized labs
     - classrooms & workshops

6. **Fine Arts**
   - New construction; +/-10K s.f.
     - classrooms & workshops
     - gallery

7. **Theater**
   - New construction; +/-8K s.f.

**Acquisitions**

A. **Admin / Faculty**
   - Homer City Hall Acquisition and remodel: +/-9K s.f

B. **Student Union**
   - Site acquisition; new construction: +/-10K s.f
     - larger commons
     - computer labs
     - student services
     - all purpose classrooms

C. **Lower Lot**
   - Residential acquisitions

**Note:** The sizes, shapes, locations and uses of facilities are conceptual only, based on a 30 - 50 year time frame.
KPC DISTANCE LEARNING
Developed at KPC: delivered state and world-wide
4. KPC Extension Sites & Distance Ed

Section Four looks briefly at KPC’s Extension Sites in Seward and Anchorage and their current role in the KPC system, followed by a brief discussion of “mobile” education. Then it looks at “online” and distance education programs at KPC, and the growing issues and demands of students who do not physically sit in a KPC classroom, but who nonetheless need a range of higher education support services based from KPC’s campuses and extension sites.

Resurrection Bay Extension Site

The Resurrection Bay Extension site is physically located in a 150 square foot “two desk office” in the Seward High School. It is located in a central and visible area of the building, next to the school administration offices. A sign and bulletin board outside help identify the KPC affiliation, and provide helpful information displays, primarily aimed at upper-grade students, and adults as well, who may be interested in taking KPC classes, the JumpStart concurrent enrollment program for high school seniors or attending UAA/KPC following high school graduation. JumpStart allows Kenai Peninsula Borough high school seniors to take six credits per semester at KPC and pay only $45/credit. Borough funding provided to KPC pays for the rest of the tuition cost. More than 20% of school district seniors participate in the program each semester.

The office is open 25-30 hours a week during the school year and is staffed by a coordinator who handles registration and coordinates classes, which are typically held in high school classrooms. A large emphasis for the extension is working with high school students, and a limited number of adults take general education and community interest courses. The facilities are provided in a partnership approach. The high school supplies the space free, while KPC provides the staff, furniture and computers which are linked up to the UAA system and can be used by students for enrollment and testing.

While many years ago KPC had a slightly bigger presence in Seward, it appears that the current facility is workable for several reasons. First, the community has a small population of 3,000 residents. Secondly, the community is home to other institutions that provide adult training and education opportunities. This includes the Alaska Vocational Technical Center (AVTEC), which provides workforce development programs under the auspices of the Alaska Department of Labor, the Alaska SeaLife Center, which provides work-study opportunities in the marine sciences, and a traditionally strong Community Schools Program run by the city’s parks and recreation department to provide a range of recreational, educational, social and cultural activities. KPC is attempting to attract more Seward residents to its large offering of distance classes and soliciting for adjunct instructors in Seward to teach distance courses for KPC.

Due to these factors, the extension site has found a strong niche working mainly with high school students on college readiness and JumpStart. By current accounts, it is scaled appropriately and is comfortable in its facility. Seward residents have commented that they would like to see KPC partner in some manner with AVTEC. The University and the Alaska Department of Labor have been discussing this potential.
Anchorage Extension Site (AES)

Since 2001, KPC has offered their Associate of Applied Science (AAS) degree in Process Technology at the University Center in Anchorage. In 2005, KPC assumed the Occupational Safety and Health AAS program from UAA’s Community and Technical College and this department is co-located with the process technology program. Two faculty, two staff and a student employee support the programs. Courses are formed around an industry-academic alliance, and have a strong laboratory component to support workforce training.

All rooms used by AES are shared with the University of Alaska Corporate Programs MAPTS department, which can result in scheduling conflicts. While recent room renovations have been made to improve the space other facility needs associated with the program include:

Room 118

This main lecture classroom is currently used to its maximum capacity with 27 students. Interestingly, this number is workable only because a quarter of the students are absent at each session (industry work schedules dictate this). Compared to a traditional classroom, the specialized nature of the program and training makes the space more crowded by requiring the following items:
- Large tables are required (as opposed to desks) because of the multiple handouts and diagrams that are used during each class.
- Critical to the educational outcome are “manipulatives,” or physical samples of specialized valves and other highly specific items that students will need direct knowledge of once they are out in the field. These are mainly in displays along the walls.

Lab Room and Control Simulator

In the petroleum and mining industry, hands-on lab work is a crucial complement to instruction. This is especially true because the new generation is very savvy with computers but very lean on understanding physical properties—knowledge that used to just be part of life (simple hand tools for example). The industries that are noticing this trend are interested in seeing more and more lab work incorporated. The existing lab room and control simulator rooms are inadequate due to the increased need for these high demand graduates and increased student interest in enrolling in these programs. Larger lab areas are needed, but space is not available at the University Center. If the program is to grow in Anchorage, a new facility needs to be leased or built.

Small Classrooms (Rooms 113, 114)

These two rooms accommodate approximately 15 students, although they have been used with 20. Ideally, students need larger tables (not desks) and everyone needs to be able to see the board. At KRC, faculty teach classes of 30-32 while AES classes enroll 20-25 due to classroom size.

Trouble Shooting Lab (Room 115)

This room is a lab where students learn problem solving and troubleshooting which is critical industry training. The current room is small, but a greater deficiency is the limited number of computer work stations. This limits students to watching over someone else’s shoulder. Often during testing it is evident the students who did and did not receive the hands-on training.

Offices

One KPC AES support staff shares a 150 square foot office with one MAPTS support staff. The other 1.5 staff shares the back of a storage room. When not in use, the lab also provides staff work space. It is obvious that AES needs additional/larger classrooms and labs, and office space.
KPC has seen an explosion in distance-ed over the past three years and is assessing how this could impact facility needs.

**Distance Learning**

Distance Education uses technology and instructional systems designed to deliver education to students who are not physically in a classroom, or “on-site.” Rather than attending courses in person, teachers and students communicate at times of their own choosing by exchanging printed or electronic media, or through technology that allows them to communicate in real time and through other methods.

Clearly, if a growing percentage of students at KPC are not in classrooms, this has implications for facility demand in the future. Moreover, since growth in demand for KPC distance education over the last three years has been more exponential than gradual, the campus needs to plan its response sooner than later. While growth in the KRC distance offerings has been great, it has not been at the expense of face-to-face (F2F) courses. F2F KRC enrollments in Spring and Fall 2009 semesters increased 12 percent and 15 percent respectively while distance enrollments increased 122 percent and 62 percent. At KBC F2F enrollments have decreased considerably, F2F enrollments in Spring and Fall 2009 semesters decreased 20 percent and 6 percent respectively while distance enrollments increased 91 percent and 151 percent. These trends must be considered when planning for future facility requirements.

During master planning, a great deal of faculty and staff discussion focused on the need to weigh investment choices, and consider how best to serve students who are taking classes F2F, while at the same time, respond to the needs of “virtual” students who might be sitting in a KPC library, at home in Clam Gulch, or connecting from their job on the North Slope.

KPC is becoming a leader in UA distance education with 66 sections offered in Fall 2009 and almost 100 scheduled for Spring 2010. Student headcount in distance classes has increased 509 percent since
Campus Facility Master Plan
Section Four - KPC Extensions, etc.

Spring 2007 going from 113 students to 688 in Fall 2009. Semester credit hour production in KPC distance courses has increased 606 percent in the same time frame growing from 346 credits to 2,444 in Fall 2009. Distance credits account for 19 percent (2,320 SCH) of the total KPC semester credit hours in Fall 2009.

Looking ahead to the Spring 2010 semester, as of December 7, 2009, KPC has already registered 3,558 distance credits, a 53 percent increase over the Fall 2009 semester. It is expected that KPC will have more than 800 students taking 4,000 plus distance credits in the Spring 2010 semester.

Both staff and faculty have raised some serious questions. For example, will the demand for distance courses continue to increase exponentially? They state that while we continue to add sections, we still can’t meet the demand. How will technology and delivery approaches change, and how can we prepare? How quickly will equipment investments become obsolete? How can we meet the demand for KPC distance and F2F courses without adequate funding from the state?

While the significant KPC enrollment increases have resulted in additional tuition revenue it is not enough to meet the increasing demand for more courses and student services. In Fall 2009, KPC received an additional $275,079 in tuition revenue as compared to Fall 2008. The additional revenue has been fully expended to pay for two additional full time term faculty who teach distance courses and additional student support services.

KPC estimates that they will need an additional $443,100 annually to continue supporting these additional students with the services they need. Without this funding, KPC may need to soon consider capping enrollments due to lack of funding and insufficient space. As an open access institution, not being able to support student and employer demands is not the direction KPC or the University should be heading, but without additional funding it will.

Although the answers are generally not yet clear for these questions, some things are known about distance learning’s implications in terms of physical on-campus requirements. At this point, from listening to KPC staff and faculty, and looking at national trends, these requirements include:

- Campuses need to provide the technology and tools students need. This includes everything from testing labs, to good wireless internet connections, to good dedicated IT staff, to spaces and technologies for producing high quality courses that can be competitive.

- Campuses need to provide distance education students with good support. A number of campuses have created Distance Education services with staff and a service counter so that students finally have “somewhere to go, and someone to talk to.” Students sometimes need training on how to use technologies, or help responding to technology problems, or simply need to enroll or pay for courses.

KPC professors and staff asked many questions during master planning workshops about distance-ed impacts to their campus.

Kenai Peninsula distance-ed students enrolling with UAS, UAF, and UAA may use KPC’s full range of on-campus services while their student fees go to their ‘home campus’ and KPC receives no monies to support them.
KPC will implement a similar service both F2F and virtually by February 2010 through its Title III grant.

- Campuses need to provide distance education professors with good support. Distance education teaching requires a professor to be good in their subject, and also be a movie star, producer, film crew, and IT expert at the same time. As new demands are put on professors, they need the tools, but also the training and support to perform well. Some campuses provide a dedicated IT person to help staff upload documents and deal with technical needs. Others even provide graphic stations and teaching “studios” that allow professors to create a higher quality presentation that responds to this generation’s expectations, and that can become nationally competitive. Most campuses also have staff who experiment and train in the use of “cutting edge teaching technology” to help explore and provide the best options available. KPC’s Title III grant is providing a small portion of this, but at least two additional staff are needed at KRC and one staff member at KBC to support the distance programs.

- Campuses still need to provide “space” for distance education students. A large percentage of KPC distance education students still use the full range of on-campus services. This usually includes the library, computer work stations, common areas for study and socializing, and student services. Moreover, students may need use of the facility for weekend labs and intensives which means increased utility costs for the campuses.

KPC received a 5-year $1.99 million Title III grant in October 2008 that is helping to address distance education and technology enhanced student support services. However, this grant will not fund other services that KPC needs very soon as illustrated earlier. The University System needs to help KPC meet these needs. Right now, a student based in Kenai, taking a UAA, UAF, or UAS course will use the KPC Kenai River Campus for all their support needs. Yet, student fees that typically cover the costs of these services go instead to the non-KPC academic unit providing the course from another UA campus. Clearly, this is an area where the University needs to reconsider its fee structure. A better approach would be for a University of Alaska student taking any distance course from any campus to designate a “Home Campus” based on where they live and will use services. Thus, Kenai Peninsula students would designate either Soldotna, Homer, or Seward. The outcome would be that a portion of their student fees would go toward meeting their direct local needs based upon where they receive their support. Because many of KPC’s students are more rural, and often are part time, this would go a long way in providing the extra resources and support they need.

In summary, KPC will need to be flexible and able to adjust its resource allocations to meet the changing requirements that are clearly emerging as a result of the growing numbers of distance education students and F2F students at the Kenai River Campus. Some latitude should be given during implementation of this master plan to allow KPC to adapt to unknown future circumstances that the trends in distance education and KPC’s explosive growth might necessitate.