PRINCE • WILLIAM • SOUND COMMUNITY • COLLEGE

Campus Facility Master Plan 2010

“Large Enough to Serve You, Small Enough to Care”
Acknowledgements:
A special thanks to the many staff, students, and community supporters who volunteered input and insight for this effort, and especially to Doug Desorcie, Campus President.
Chancellor’s Message

Dear Friends and Colleagues,

When Prince William Sound Community College was established in 1978, the College began a tradition of serving the community of Valdez and the surrounding Prince William Sound communities. From the first days of its modest beginnings, Prince William Sound Community College has had a unique partnership with Valdez, helping meet the many changing social and economic needs for more than 30 years. The College’s 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 Prince William Sound Community College. The plan takes into account population growth and workforce development needs. It anticipates dynamic academic program and facility needs, while setting an important priority to continue to provide higher education and occupational education to a region where unemployment has topped 10%. Prince William Sound Community College offers a low-cost opportunity for motivated individuals to meet the educational requirements for a shifting job market. This 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 Valdez and the surrounding communities for the next generations. We will refer to the Prince William Sound Community College Master Plan often and look forward to continuing our history of partnership with the many communities of the Valdez and Prince William Sound area.

Sincerely,

Fran Ulmer
Chancellor, University of Alaska Anchorage

President’s Message

June 2009

Prince William Sound Community College is independently accredited by the Northwest Commission on Colleges and Universities (NWCCU). The College was established in 1978 and today is the only accredited Community College in the University of Alaska System, and an affiliate of the University of Alaska Anchorage. The Community College serves a geographic area of more than 44,000 square miles.

In September of 2008 the Community College began the master planning process and as a result has produced this planning document that will guide us through the next decade. The master plan will support our future direction in providing quality programs and services to all we serve. I would like to take this opportunity to thank all who have contributed in this process as we together look towards the bright future of Prince William Sound Community College.

Warm regards,

Douglas A. Desorcie
President, Prince William Sound Community College
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 PWSCC 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.

<table>
<thead>
<tr>
<th>Campus Master Plan Required Elements</th>
<th>Where each element is covered in the PWSCC Campus Master Plan (by Section and page)</th>
</tr>
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<td>Section 1 (pages 8-10); Section 6 (page 39).</td>
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<td>Section 6 (pages 38 and 40).</td>
</tr>
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<td>Section 6 (pages 38 and 40).</td>
</tr>
<tr>
<td>4. Demolition of buildings, structures, and facilities;</td>
<td>Section 6 (page 40).</td>
</tr>
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<td>Existing - Section 2 (page 14). Proposed - Section 6 (page 38-40).</td>
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<tr>
<td>6. Guidelines for landscaping;</td>
<td>Section 6 (pages 40-41).</td>
</tr>
<tr>
<td>7. General location and intent for open spaces, plazas, etc.;</td>
<td>Section 6 (pages 38, 41 and 42).</td>
</tr>
<tr>
<td>8. Guidelines for signage, both freestanding and on buildings and structures;</td>
<td>Section 6 (pages 42-43).</td>
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<tr>
<td>9. Architectural guidelines for all buildings, structures, and facilities;</td>
<td>Section 6 (page 43-44).</td>
</tr>
<tr>
<td>10. Environmental and cultural issues ADA accessibility Energy conservation</td>
<td>Section 6 (page 44).</td>
</tr>
<tr>
<td>11. The relationship of the campus to its surroundings and coordination with local government land use plans and ordinances; and</td>
<td>Section 1 (pages 6-7); Section 2 (pages 10-17); and Section 6 (44).</td>
</tr>
<tr>
<td>12. General priorities for capital projects.</td>
<td>Valdez - Section 6 (page 38, 44-45) Other PWSCC sites (lease and/or outreach campuses) - Section 6 (page 45) and Section 3 (pages 22, 24, 27).</td>
</tr>
</tbody>
</table>

**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.
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“Wired - In” Locations
23 Students located in:
- Chistochina
- Kenny Lake
- Chitina
- Mentasta
- Slana

High School Concurrent Enrollment
Students: 65
- Valdez
- Cordova
- Glennallen

Training / Other
Averages more than 1500 individuals annually (including non-matriculated)
- Alyeska Pipeline Service Company/SERVU Oil Spill Response and Marine Safety Training: 700 participants
- Arctic Slope Regional Corporation Training: 250 participants
- Last Frontier Theater Conference: 300 registrants, plus 200 local participants

Figure 1. PWSCC Service Area & Locations

Valdez Main Campus
- Students: 70 full time; 896 part time
- 8 Faculty; 29 Adjuncts; 35 Staff
- 4.39 acre campus, 28,000 s.f. building
- Off-campus facilities: consortium library, residence halls (40 bed)

Cordova Extension
- Students: 1 full time; 77 part time
- 7 Adjuncts; 3 Staff
- Leased Building: ≈ 4,200 s.f.

Copper Basin Extension
- Students: 8 full time; 61 part time
- 10 Adjuncts; 2 Staff
- Leased Building: ≈ 6,000 s.f.

SOURCE: PWSCC Registrar Fall 2008 data
1. Introduction

Master Plan Purpose and Scope
Prince William Sound Community College (PWSCC) is an independently accredited Community College and affiliate of the University of Alaska Anchorage (UAA). A regional context map that highlights PWSCC’s service area and locations is provided on page 2.

PWSCC consists of a main campus and administration located in Valdez and extension sites in Glennallen and Cordova. The college serves a geographical area of 44,000 square miles, an area larger than many U.S. states. Because of its large service area and dispersed population, PWSCC has developed a flexible service model that provides courses where and when needed.

PWSCC courses can be found on campus, online, in regional high schools, at industrial job sites, aboard boats in the Gulf of Alaska, and at “wired-in” outreach sites, consisting of a number of small villages and communities where there is sufficient infrastructure to power audio-visual equipment. “Wired-in” classes allow students to attend PWSCC campus classes in real time as active participants, based from their village or home community. This model of distance education works better than online classes for PWSCC because most prospective students in small communities are unlikely to have the computer equipment, telecommunications bandwidth, computer knowledge, and sometimes electrical service required to participate on a personal or individual basis.

This Master Plan primarily focuses on planning for the main Valdez campus, with some coverage of the PWSCC extension sites that are located in leased facilities. Additionally, there is some coverage of PWSCC’s unique facility planning and funding needs relative to “off campus programs,” such as the need for an expanded information technology staff and communications infrastructure in Valdez.

The purpose of this Master Plan is to guide phased site and facility improvements over the next five to ten years (2009-2019), in order best to meet the unique demographic and higher education needs in the Prince William Sound region. It is intended as a “living document” which reflects the aspirations of the campus in accordance with University of Alaska (UA) Board of Regents Policy (P05.12.030). Thus, the planning process does not end with the approval of a plan as such, 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 thanks to the help and generous input from PWSCC’s administrative and academic staff, students, local community members, University of Alaska Land Management personnel, and people in UAA’s Department of Facilities, Planning and Construction. Like other campus master plans, this document is a sub-chapter to UAA’s Campus Master Plan, which supplies more detailed system-wide information. The document is organized as follows:

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

**Section Two** describes the Main Campus Existing Conditions, including the Valdez Campus configuration, facilities and conditions, utilities, circulation and land use and site considerations.

**Section Three** provides a brief overview of PWSCC facilities and operations at other sites, including the extension sites, wired-in sites, and high schools.

**Section Four** provides a vision and input on future development and improvement of the main campus in support of the college’s academic plan.

**Section Five** lists current capital requests and projects.

**Section Six** presents several Master Plan Recommendations, including Capital Improvement Priorities and approaches for phasing investments over the life of the plan, in anticipation of changing conditions.

### Mission and Role in UA System

PWSCC is an independent community college within the University of Alaska system, and an affiliate college of UAA serving more than 1,500 students per semester. The college serves three overall 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. (Board of Regents Policy P01.01.010).

- **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 South-central 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. (Board of Regents Policy P01.01.020).

- **PWSCC Mission Statement**: Prince William Sound Community College offers accessible and affordable education to students of all ages, races, cultures, economic levels, and previous educational
experience. As a public, comprehensive community college, this multi-campus institution offers lower-division college transfer, occupational, technical, basic skills, wellness, cultural, and community education programs. Partnerships with business, industry, educational institutions, and public sector agencies provide training opportunities for the local work forces and promote economic development. Through effective teaching and supportive student services, Prince William Sound Community College prepares students for success as individuals, members of a democratic society, and citizens of a rapidly changing world.

PWSCC is accredited by the Northwest Commission on Colleges and Universities, an institutional accrediting body recognized by the Council on Postsecondary Accreditation and the U.S. Department of Education. As an independent Community College within the UA system, PWSCC’s primary role is to meet the higher education needs of its region. PWSCC provides a unique mix of programs and curricula that has been developed over time to meet these needs:

**BACHELOR DEGREES**
- Bachelor of Business Administration, BA (UAS)
- Bachelor of Human Services, BS (UAA)
- Bachelor of Science, Technology with Business Option, BS (UAA)

**ASSOCIATE DEGREES**
- Associate of Arts, AA
- Computer Information and Office Systems, AAS
- Disability Services: Community Support Emphasis, AAS
- Disability Services: Educational Support Emphasis, AAS
- Disability Services: Speech-Language Support Emphasis, AAS
- Human Services, AAS (In Cooperation with UAA)
- Industrial Technology: Electrical Power Generation, AAS
- Industrial Technology: Millwright, AAS
- Industrial Technology: Oil Spill Response, AAS
- Industrial Technology: Safety Management, AAS
- Playwriting, AFA

**CERTIFICATES**
- Disability Services
- Electrical Power Generation
- Computer Information and Office Systems
- Oil Spill Response
- Safety Management

**OCCUPATIONAL ENDORSEMENT**
- Computer Information and Office Systems
- Direct Support Services

**OTHER EDUCATIONAL SERVICES**
- Adult Basic Education
- Wellness Center
- College-level classes for high school students including tech prep, academic concurrent enrollment, and district-wide course agreements with the local School District; and
- Noncredit vocational and personal enrichment courses, continuing education courses, professional development courses, and selected upper-division courses as demand warrants.

PWSCC also plays a role in the greater UA system, by providing a strong foundation for a Baccalaureate and serving as a feeder to UAA and other 4-year programs.
Campus History and Regional Context

During statehood in 1959, the new Alaska State Constitution (Section 7) and Alaska Statues (Title 14) addressed the importance of higher education and established a legal framework for the entire University of Alaska system, including the UA Board of Regents as its governing entity.

In 1971, concerned citizens of Valdez and Cordova petitioned the University of Alaska to establish extension offices in each of their communities. That year, what eventually became PWSCC offered the first courses in both towns.

In 1988, the University of Alaska leased the facilities of the Growden-Harrison School from the City of Valdez and the Prince William Sound Community College established its new home on Valdez’s Park Strip. In 1991 the city conveyed title to the Growden-Harrison School to the University of Alaska. Since that time the building has undergone a number of remodels and renovations, with the most recent addition being the Maxine and Jesse Whitney Museum, which opened in May 2008.

In 2000, PWSCC acquired its first student housing from the Alaska Housing Finance Corporation. The campus in Valdez is unique among UAA’s satellite campuses, as it is the only campus outside of Anchorage that offers student housing.

In 2003, PWSCC established a Theater Department. Each year, the City of Valdez hosts the Last Frontier Theatre Conference, which draws internationally known talent to this small community in beautiful Prince William Sound. The conference is a focus of the Drama Department and the department has gained recognition throughout Alaska as a premier program.

Today, as Prince William Sound Community College approaches its 40th anniversary, the college serves approximately 1,500 students per semester, including 60 to 70 full-time students. PWSCC does not charge out-of-state tuition and attracts students from around the United States, as well as a number of foreign countries. First year students from Valdez receive scholarships to attend PWSCC, providing local residents a very accessible portal into the University system.

Prince William Sound Community College also enjoys a unique relationship with its host community, since the City of Valdez provides the college with substantial financial support. For example, in 2009 the city has pledged $700,000 dollars toward supporting the college.

The PWSCC Main Campus is built around what used to be the “Growden-Harrison School”, built following the 1964 earthquake and relocation of the Valdez townsite. The photo above was taken shortly after the school opened, circa 1967. By the late 1980’s the school was outgrown and a new facility constructed; in 1988 PWSCC moved to the site.
Prince William Sound Community College plays an important educational role for a huge geographical area and a regional population of 9,362 (US Census estimate, 2008). While the regional population is declining by about 3 percent per year, the need for higher education, and occupational education in particular, is expanding. For a number of years unemployment in the region has topped 10 percent. PWSCC offers a low-cost opportunity for motivated individuals to meet the educational requirements for a shifting job market.

Since the construction of the Trans-Alaska Pipeline System (TAPS) and the location of its shipping terminus at Valdez, PWSCC’s relationship with the employees of the Alyeska Pipeline Service Company has been close. The college has provided training and courses for oil service sector employees, particularly in hazardous waste management and oil spill prevention and technologies. In 2007 however, a major pipeline control center was automated and re-located to Anchorage, reducing the number of oil-sector jobs in Valdez. Furthermore, general declines in oil production and energy costs have begun to erode the region’s employment and municipal tax bases, while at the same time significantly raising the cost of living. Escalating heating and utility costs in 2007 and 2008 made PWSCC Student Housing fixed costs a highly attractive alternative to other local housing options.

Valdez is currently the northernmost ice-free port in North America, and PWSCC’s service area spans hundreds of miles of coastline. Besides oil shipping, PWSCC also has long played a role in supporting fisheries related activities by providing coursework in fisheries, refrigeration, and marine safety management. Prince William Sound’s unique natural beauty also brings opportunities to the region related to tourism, outdoor recreation, and environmental research. Valdez is also the home of a U.S. Coast Guard station with about 250 employees. They often are interested in furthering their education during their tour of duty, as long as the credits are transferable.

PWSCC’s service area includes much more than Prince William Sound, as it extends north from the coast deep into Alaska’s interior. Connected to Valdez and Anchorage by road, employment in the interior region consists of pipeline services, flexible (North Slope) work arrangements, local services and small businesses. These economic activities are often connected to highway traffic on the Richardson, Edgerton, and Glenn highways, and the Tok Cutoff. Back from these main roads there are also a number of widely dispersed homesteads, farms, and villages. Tourism and subsistence activities associated with highway traffic, Copper River fishing and the Wrangell-St. Elias National Park and Preserve also play substantive roles in the region’s economy.

Alaska Natives make up a significant percentage of the region’s population, both on the coast and in the interior. They are also well-represented in the college, making up 12 percent of the student body. PWSCC has been proactive in seeking Title III Grant funds to

PWSCC serves a number of coastal communities that are nestled in among the rugged, heavily glaciated Chugach Mountains.

PWSCC also serves interior communities, including Native Alaskan Villages with young people who will need low-cost, flexible education options to get them into the job market.
support educational opportunities for Alaska Native students, including in nursing and in “wired-in” video conference options for study that allow students to remain in their villages and connected with their communities.

Regional indicators and population demographics show clearly that opportunities for adult education are important in the region, especially as its economy faces transition and oil production declines. Historically, the region has survived a number of booms and slumps, starting with the Gold Rush, and extending through Richardson Highway Construction, the 1964 Good Friday Earthquake, construction of the Trans-Alaska oil pipeline, and the Exxon Valdez oil spill. During the down times, a range of smaller scale activities, including fishing, mining, fur trade, transportation, agriculture, tourism, subsistence, health and education services, have always maintained some level of population. In this context, PWSCC has an enduring role to play in response to its region’s dynamic needs.

Campus Trends - Enrollment and Program Demands

The following paragraphs discuss the unique regional characteristics that affect student enrollment and demand for University programs. The first section covers information that is unique and important to the campus, based on its regional setting and its educational relationship with the local community. This information has been collected and provided by faculty and staff at PWSCC.

A second source of data can be found in Table 1 and that is provided by the University of Alaska Statewide Planning and Budget Department (SWPB). All campuses within the University system compete for limited state resources. The SWPB data is maintained consistently for all state campuses and is used by University Executives and the Board of Regents as a basis for planning and management decisions.

Throughout Alaska, for at least the last decade, there has been a migration from some rural Alaskan communities to Alaska’s urban centers. The Prince William Sound region is no exception to this trend. The regional population, which is sparse to begin with, is gradually declining today. Recent increases in fuel costs, comparatively high unemployment and other factors are increasing the pressure for out-migration. This decline is readily apparent in the number of students PWSCC serves. In the fall of 1998, the college enrolled 1,926 students. In the fall of 2007, that number had dropped to 1,223, a decline of 37 percent.

While Prince William Sound Community College serves more degree-seeking students than it did a decade ago, degree-seeking students are a small fraction of the entire student body. PWSCC truly serves as a community college for the Prince William Sound region. Following are some of its distinguishing characteristics:

- PWSCC has an extensive industrial training component which strongly influences the composition of the student population. The college maintains a close relationship with the Alyeska Pipeline Service Company and with the fishing industry.

- More than 90 percent of the students attending PWSCC are not seeking a college degree and have not been admitted to one of the associate degree programs offered by the college. More than 90 percent attend part-time and of those, more than half take fewer than 3 credits.

- More than half the student population is male, which is the highest percentage of any UAA campus. This is probably attributable to the fact that local industries have a high percentage of male employees.

- PWSCC has an older student population, as more than half the students are more than 30 years of age.
• Due to a comprehensive Dual-Credit Program with regional high schools, PWSCC also has the largest percentage of students under the age of 18 years. In fact, underage students constitute 17 percent of the student population.

• PWSCC has the highest number of Alaska Native students of any campus outside of Anchorage. Alaska Native students constitute 12 percent of the overall student population.

Currently there is little to indicate that the trend in declining population will change in the near future. This will likely translate to fewer students attending PWSCC in the years to come. The fact remains, however, that students in this region of our state have significant higher education needs, and that PWSCC will continue to meet those needs.

Based on these trends, master planning for Prince William Sound Community College anticipates the following:

• Given declines in enrollment and regional population, existing campus facilities are generally adequate to support the current and projected enrollments and programs;

• While enrollment decline has been occurring at PWSCC, there is a need and therefore potential for growth through re-vamped or new programs such as the Millwright and Outdoor Leadership programs. Such programs offer innovative responses to economic trends, industry needs, and student interests. Thus, to some extent, enrollment declines may be partly offset by demand for new opportunities, re-training, and distance education in response to regional needs and trends.

• Additional unforeseen program facility needs may emerge during the life of this plan, particularly in the areas of vocational training, expansion of “wired in” outreach campus sites;

• Student enrollment from outside the region may actually grow slightly, primarily due to PWSCC’s competitive tuition pricing, access to world-class recreation, and the generally supportive community environment the college enjoys.

Baseline Trends and Projections

Within the UA statewide system, the Department of Statewide Planning and Budget 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 UA operating and capital budgets.

Statistics in the Table 1 on page 9 have been collected from the 2009 UA In Review report, dated May 2009, prepared by the SWPB. The statistics shown in this table are the same statistics used by the University of Alaska Statewide System for planning and budgetary purposes.

Anticipated Facilities & Infrastructure Needs to Meet Student Enrollment

For the anticipated timeframe of this master plan, the existing facilities, combined with projects identified in the master plan are adequate to support student enrollment at PWSCC.
### 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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<tbody>
<tr>
<td></td>
<td>2006 2007 2008 2009</td>
<td>2010 2011 2012</td>
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<tr>
<td>Distinct Headcount Per Academic Year</td>
<td>3,044 3,018 2,538 2,063</td>
<td>2,306 2,568 2,808</td>
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#### Student And Faculty Statistics At Fall Semester

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<tr>
<th>Year</th>
<th>Baseline Trends</th>
<th>Projections</th>
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<tr>
<td></td>
<td>2006 2007 2008 2009</td>
<td>2010 2011</td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td></td>
<td>Notes</td>
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<tr>
<td>Distinct Headcount Fall Semester</td>
<td>1,378 1,593 1,224 1,874</td>
<td>1,168 1,202</td>
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<tr>
<td>Student Full-Time Equivalents (FTE) Fall Semester</td>
<td>262 297 254 272</td>
<td>272 302</td>
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<tr>
<td>Student Credit Hours (SCH) Fall Semester</td>
<td>3,912 4,454 3,808 4,201</td>
<td>3,996 4,296</td>
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<tr>
<td>SCH Delivered by Distance Technology</td>
<td>54 84 139 209</td>
<td>259 270</td>
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<tr>
<td>Non-Credit Instruction Units (10 hours = 1 Unit)</td>
<td>266 298 477 743</td>
<td>715 700</td>
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<tr>
<td><strong>Faculty</strong></td>
<td></td>
<td></td>
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<tr>
<td>Regular Unrestricted Instructional Faculty FTE</td>
<td>6 6 6 7</td>
<td>9 10</td>
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<tr>
<td>Adjunct FTE (3 Adjuncts = 1 FTE)</td>
<td>11 12 10 12</td>
<td>14 14</td>
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<tr>
<td>Other Regular Faculty FTE</td>
<td>0 0 1 1</td>
<td>1 1</td>
</tr>
<tr>
<td><strong>Faculty to Student Ratios</strong></td>
<td></td>
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<tr>
<td>Avg. Student FTE Taught by Regular Faculty FTE</td>
<td>44 50 42 39</td>
<td>30 30</td>
</tr>
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<td>Avg. Student FTE Taught by Total Faculty FTE</td>
<td>15 17 15 14</td>
<td>11 12</td>
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#### Facility Space

<table>
<thead>
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<th>Year</th>
<th>Baseline Trends</th>
<th>Projections</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>2006 2007 2008 2009</td>
<td>2010 2011 2012</td>
</tr>
<tr>
<td>Gross Area (Square Feet)</td>
<td>50,432 55,445 50,965 55,445</td>
<td>62,645 62,645 65,845</td>
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<tr>
<td>Gross Area Per Fall Student FTE</td>
<td>193 186 200 224</td>
<td>244 230 218</td>
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</table>

**Notes**

1. Fall Semesters 09, 10, 11 Spring Enrollment trend is higher
2. Economy Projected Decrease in 2008
Valdez regional context map - Valdez is connected to other communities by air, the Richardson Highway and the Alaska Marine Highway. Transportation costs to and within the region can be expensive. The City of Valdez is dominated by glaciated mountains on the north (Chugach range), and water to the south (Valdez Arm, Prince William Sound on the Gulf of Alaska).

Vicinity Map with PWSCC Campus, Student Housing, Consortium Library, and Valdez High School class locations are highlighted.
Community Context

Prince William Sound Community College is located in the community of Valdez, Alaska within a steep-sided fjord of Prince William Sound. Valdez is perched on a bench of land between waterfront and the Chugach Mountains, and although it is only a little above sea level, the town’s surrounding landscape is extremely rugged. Within 3 miles of the college campus, mountains exceed 3,000 vertical feet and within 10 miles, there are mountains that exceed 6,000 feet. The combination of terrain and Alaskan maritime weather patterns makes Valdez one of the wettest—and snowiest—places in Alaska.

The main campus of PWSCC is physically situated in the heart of Valdez, flanked by residential development and located at the center of the city’s Barney Meyring Park Strip. As shown on the map opposite, the physical layout of the college and its vicinity were developed after the 1964 earthquake, when the old town was severely damaged and a new town site was created. The new town, on better soils than its predecessor, featured a park strip with an elementary school—now the PWSCC Campus—as a central focal point. The college benefits from its central location and is literally “a few blocks” away from most community facilities, the town center, a large percentage of the local population, and both Port Valdez and the nearby mountains.

The college also benefits from its central location within a linear park that spans nine city blocks. The park strip has a lighted and paved central walkway, open lawn areas, and a number of developed recreational facilities that provide open space and connect the college with the surrounding community, particularly during the summer months. In the winter, the park and a portion of the campus parking lot provide much-needed snow storage capacity.

Off the southern end of the park strip lie the College’s three one-story residential halls. They are adjacent to a parcel used by college maintenance staff for storage. Not far from the student housing is the Consortium Library, jointly run with the City of Valdez as a community and college facility. A few blocks further south, the Valdez Convention and Civic Center is located...
The Valdez community townsite was designed in a compact grid, laid out after the 1964 earthquake. The photo above shows the new town laid out, but before the buildings were constructed. The school site now occupied by PWSCC is clearly visible in the center of town.

overlooking the waterfront. This community facility has a 475 seat theater and is a valuable gathering space for important college events such as the Last Frontier Theater Conference, annual fund-raising events, and graduation.

North of the college is the Valdez High School, which hosts some PWSCC courses and provides some vocational workshop spaces. Nearby is the local hospital, a strong supporter of PWSCC’s nursing program, and the employer of several adjunct professors in the allied health fields.

Although the city limits go out as far as 19 miles, the entire community of Valdez is essentially contained on a 2.5 square-mile area, designed in a carefully planned grid arrangement, as shown in the historic photo above. Bounding the community on the west is Mineral Creek, a large stream that provides recreation opportunities and trails. Bounding the community on the east are “Duck Flats” and salt water, along with road access in and out of the community via the Richardson Highway, which connects Valdez to Alaska’s highway and railbelt networks. By road, the more populated areas of the state lie some considerable distances away: Anchorage is 304 miles and Fairbanks 364 miles. The Copper Center PWSCC Extension Site in Glennallen is 115 miles north from Valdez by road.

Because of its strategic industrial activities, the community of Valdez has a large airport with regular jet service to Anchorage. This is a 30-minute trip on most days, although wind, fog and coastal weather sometimes interferes with schedules. As a strategic port city, Valdez also has water-based transportation, including regular Alaska Marine Highway System service. The State of Alaska’s ferry system connects Valdez with Cordova, another PWSCC Extension Site, and with many other coastal communities.

Environmental and Cultural Issues

The two parcels owned by Prince William Sound Community College are circled on the campus configuration and vicinity diagram to the right. The main campus and the residence facilities do not have significant site constraints due to topography or drainage, but any new construction on campus must address the issues such as heavy snowfall, strong potential of seismic activity, cool temperatures, and
14 Foot Sanitary Sewer Easement
15 Foot Storm Drain Easement
Approximately 330 Feet Property Boundary

PRINCE WILLIAM SOUND COMMUNITY COLLEGE
Property Diagram
the high energy and utility costs in the community. On an average year, Valdez receives over 330 inches (28 feet) of snow. The college must address not only the structural implications of supporting that much snow, but also how to clear, store, and get around the snow. The City of Valdez reserves legal rights to store plowed snow on a good portion of the campus site. The easement provided for this use is shown on the property diagram on page 14.

The snow issue impacts students, too, particularly those who live in student housing. Most walk between the college and student housing, and in winter the most direct route is surrounded by mountains of snow. Although the City Parks Maintenance staff plows the trail fairly regularly, dog walking is popular in the park, and areas near the walkway become fairly “littered” over the winter season. Some students have recommended that Valdez start a “scoop the poop” campaign, and prefer to walk via sidewalk along Meals Avenue to Dadina Street to avoid the park. Though longer than the park route, this alternative route is well lit and also provides sidewalks and access to local businesses.

PWSCC is the only UAA satellite campus with student housing; the facilities are converted multi-unit housing that were purchased for $10 in 2000 after the property went into default.
In addition to pedestrian access, the snow storage area also limits the space available for any future expansions of PWSCC.

In addition to snowfall, climate and temperature are also very important considerations for any new construction. The maritime climate of Prince William Sound typically shields Valdez from the extreme cold of interior Alaska, but even during the summer months, temperatures rarely climb above 70 degrees Fahrenheit. The average annual maximum temperature for Valdez is about 45 degrees and the average low temperature is 33 degrees. On an annual basis, Valdez has 9,753 heating degree days (e.g., energy needed to heat a building in a given location given temperature and weather factors). This is comparable to Homer and Kodiak and a little lower than Anchorage. The reason this is very important is that Valdez has no access to natural gas and all heating during the winter months is accomplished by diesel fired boilers. Electricity rates in Valdez are the most expensive of any Alaskan community on the road system. Any new construction should seriously address energy efficiency.

Seismic activity is another important environmental concern for the PWSCC campus. The City of Valdez was moved to its current location after it was destroyed by a tsunami generated by the 1964 Good Friday Earthquake. The epicenter of this quake, the most powerful ever recorded in North American history and the third most powerful ever measured, was just 40 miles west of Valdez. While nothing can be done to reduce the geologic risk of earthquakes in the area, current building codes ensure that new construction will meet best practices for avoiding building collapse and protecting students. This is an obvious environmental characteristic that must be addressed in any new construction.

**Campus Configuration & Existing Infrastructure**

The current campus consists of 4.39 acres, with a main college building totalling 28,000 square feet. The educational facilities are essentially housed in this one building, originally the Growden-Harrison Elementary School building, with renovations and additions, most recently a science and nursing lab renovation (pictured above), and the new Maxine and Jesse Whitney Museum (pictured left). Page 13 shows the existing campus configuration and site, including existing property easements. Road access to the campus is focused at Lowe Street, with blocked access at Klutina Street. Three “main door” entrance points into the main building are located in easy proximity to the main parking lot, which has about 110 parking spaces during the summer. A portion of the parking consists of a snow storage easement held and used by the city through the winter. Existing road access and parking is generally adequate, in part because pedestrian access is a realistic option for many campus users.

Community infrastructure and existing utility systems are well established to meet the needs of the campus. These are expected to be adequate to meet campus...
needs during the life of this Master Plan, although any successful community efforts to develop more affordable energy supplies would also probably benefit the campus.

Besides the Main College Building, the college also has Student Housing (40 beds), and a Consortium Library. The organization of these facilities within the community is identified on the Campus Configuration and Vicinity map. The property diagrams for the Community College and Student housing provide added information.

Unlike most other campuses affiliated with UAA, Prince William Sound Community College is very well integrated into its host community of Valdez. Distances are short between the college and housing and other community services are very close at hand. Snowfall presents an issue with getting around on foot during the winter months, but the distances between the college, housing and the Consortium Library are typical of the distances on a normal campus. The police station, grocery store, cafes, pharmacies and other businesses are all in relatively close proximity. Moreover, the small town environment and its personal scale provide a strong sense of personal safety for pedestrians that many large college campuses lack.

Building Inventory and Conditions

In terms of serving existing enrollment and academic program demands, the PWSCC main campus building performs admirably for its age of more than 44 years. Generally, it remains adequate. Building performance and maintenance issues do exist, and overall conditions will be discussed in the section following.

The existing building inventory is expected to adequately serve the campus and meet demand into the foreseeable future, although overall the campus could benefit from increased square footage, and a number of facility upgrades are needed.

Prince William Sound Community College has one new building, the museum. Its construction was recently finished and it is now open to the public. The condition of this building is excellent and its high-quality construction will ensure that the building will serve as a legacy facility for many years to come.

A small warehouse building will be constructed on the student housing property during the summer of 2009. Its construction will relieve some of the cramped storage issues that currently exist.
Both the college main building and the student housing buildings are much older and present numerous issues with regard to condition. One suggestion given during a meeting with faculty and staff was to tear down the main building and replace it with a new building. While this is probably not a feasible option, it would certainly result in a better student environment and significant energy savings.

Following are some of the facility issues and needs associated with the existing campus. The Community College was first constructed as a public school immediately following the 1964 earthquake. The school, known as the Growden-Harrison School, continued in this first use until it was leased to UA in 1988, and then purchased soon thereafter. Like many schools in South Central Alaska that were replaced following the earthquake, the Growden-Harrison School was designed and constructed hastily to meet immediate community needs. Given Valdez’s history, the school included significant interior structural bracing.

Although the school building served the community well for years, it is very inefficient in terms of energy consumption, and its original elementary school layout is not ideally suited to meet contemporary college education needs. A number of existing spaces are either undersized or are difficult to re-configure for college use. For example, a former multi-purpose area now serves as a main student commons and study area. Multiple classrooms and offices are located directly off all sides of this larger square open space, which lies on the northwest end of the building. Because this is the only student area of its kind on campus, it attracts socializing. Yet any sounds in this area carry directly into the adjoining classroom spaces, and interrupt adjacent uses. Moreover, the lighting is not ideal for studying, and connections for personal computers are lacking. Rooms off of this main area are often too cold or hot.

Essentially, the building was not designed for its current uses. A retrofit has broken up the original integrated systems, which along with age, tends to undermine overall building performance. This is a common complaint for older schools that have seen numerous remodels. Similarly, the building’s heat distribution zoning does not match current use patterns. One project scheduled for this winter is designed to help correct this situation using new thermostats and upgraded equipment.

Poor lighting conditions comprise another campus-wide concern, and although on-going upgrades have improved much of the college, a considerable amount of work...
remains. Another issue is that the school was built long before access for disabled students became a concern. Thus, several bathrooms and interior ramps do not meet basic Americans with Disabilities Act (ADA) requirements.

Despite these specific issues and drawbacks, the building is not in poor condition. It has many display areas, furnishings, and personal “touches” that create a welcoming vibrant and cohesive campus space. Also, the campus has many assets. For example, the campus is set up with a state-of-the-art array of standardized audio-visual and computer equipment in each classroom. The equipment links classrooms in real time with outreach sites a hundred or more miles away, and also enables use of new teaching approaches for faculty and students. The only downside to these innovations is the amount of space in each room taken up by equipment, and IT rooms with serious shortages of storage space.

PWSCC also includes an on-campus fitness and wellness center, which makes it the envy of many other small campuses. This facility is provided in partnership with Alyeska Pipeline Service Company, which provided the equipment. The center is open to the general public for use of exercise machines and a range of classes, which provides a nice community link to the college. The campus also has a nice larger “training room” with capacity to host many events. The room has a stage that is currently used for storage. Fortunately, the new storage and maintenance facility located near student housing will help relieve some of the space pressures in the Main College Building. It will free up the stage and the maintenance area for academic spaces, offices, and the expansion of the wellness center.

The campus also benefits greatly from having residence halls located three blocks south of the main building. Although dated and currently in need of repairs and upgrades, student housing provides an important opportunity for serving regional residents with an enriched campus environment and a sense of community. The long laundry list of improvements needed for student housing is currently being reviewed, and two-year $4 million grant will be used to address priority needs.

Finally, the campus derives great benefit from sharing its joint Consortium Library with the City of Valdez. Although students have requested on-campus access to electronic libraries and journals, and some people dislike the walk of several blocks from the Main Campus to the library in the winter, both residents and PWSCC benefit from collaborating and sharing resources.
3. Other PWSCC Sites

PWSCC’s service area consists of a vast, rugged landscape dotted with several dozen small communities and Native Villages. Although most populated areas are typically accessible by either road or water, travel within the region can be both expensive and difficult. Over the years, PWSCC has learned that, although it would be nice to bring everyone together at the Valdez campus, where there are ample facilities and a supportive environment, some residents in the region actually need educational services based in their home communities. Some of the needs for “close to home” education are specific to employment, such as training in marine safety, oil technology, and emergency response. Others include residents who are unable to leave their community to access needed educational opportunities for a variety of reasons—economic, cultural and situational.

Based on this experience, and by innovating with partners across the region, PWSCC has developed two extension sites, in Cordova and Glennallen, as well as multiple “Outreach Campus Sites” where real-time classes are provided through two-way audio-visual technology based from a shared community facility. Although UA Master Plans are aimed at planning for college-owned property and facilities, new physical plant and budget considerations will arise as campuses use technology to change their teaching delivery models. Even if students are not sitting in desks at the Valdez campus, much of the needed bandwidth, IT support, and faculty is on the PWSCC campus. Moreover, regardless of whether a student is taking courses at the main campus, or in a village hall owned, for example, by the Chitina Traditional Indian Village Council, all students need a physical environment that can support their success.

This section gives a general overview of site-specific facility arrangements, needs and issues at the Prince William Sound Community College’s extension and outreach sites. Although the final plan in Section Six cannot recommend facility improvements to non-UA properties, some equipment, furnishing and “relationship-based” recommendations are provided to help PWSCC best meet its educational objectives, to provide good stewardship for UA property, and to plan to accommodate on-campus needs associated with these off-campus sites.
Cordova Campus

PWSCC’s Cordova Campus is located in 4,200 square feet of leased space, and has several small classrooms, the largest measuring about 500 square feet. The campus is highly accessible to the community, and has wonderful technology linking it with other PWSCC sites.

Training and workforce development, and adult education are a priority of the campus, where most students are enrolled part time. Nursing is a key area where the community is severely lacking trained workforce, and the campus would like to help meet this demand in the future.

Local adjunct professors from the community and classes linked in from Valdez or Glennallen support the course offerings, while staff play an important role in student support and adult education. Campus classrooms are fully utilized, and currently there is no physical room for growth and expanding the course options. Additionally, classrooms share equipment, causing extra effort to faculty and staff, particularly in set up time, coordination, and ensuring that the technology is working.

Priorities for capital improvements include more classroom space, additional storage, standardized equipment dedicated for each room, and more student study and lounging space with snack and juice machines.

The economy of Cordova mainly relies on fishing and canning (particularly of chinook and sockeye salmon), as well as small amounts of tourism. Cordova is accessible by plane or boat. It is linked directly to the Pacific Ocean shipping lanes through the Gulf of Alaska. It receives barge service, and Alaska Marine Highway service all year long.
The Cordova Campus front lobby

This main classroom with a sink can be used for art and labs
Copper Basin Campus

The Copper Basin Campus in Glennallen leases about 6,000 square feet for its operations. The facility is in a convenient location on Mile 188 of the Glenn Highway, with ample parking to serve students who mainly drive to campus, including from communities in the vicinity.

The building has great technology in every classroom enabling multiple classes via video conferencing simultaneously. The facility attracts a good deal of usage, both because of strong demand for classes and ABE/GED, but also because the college is one of the only buildings of its size and type in the community. It is a gathering point and significant local resource.

Although it is in one of the “best” buildings in town, the facility’s physical conditions are an issue, and as a tenant the college has little control over issues like sound leakage between rooms, irregular temperature controls (too hot, too cold), a leaky roof, electrical and plumbing problems, and poor lighting. Moreover, the building was not designed for education, and lacks sinks for labs, has only one bathroom, and also lacks larger gathering spaces. Locally, there is talk of a new community building to house various activities, which is of great interest to the college as a potential future home.

Future priorities for the campus are to meet the increasing community education opportunities and the huge demand for ABE/GED. Priority short term improvements to the existing building include correction of known problems, especially temperature control and sound proofing. Also, better roadside signage, and general building cosmetics and landscaping would improve the public view and awareness.

Glennallen sits at the junction of the Glenn and Richardson Highways, above and is the supply hub of the Copper River region. Local businesses serve area residents and tourism from Highway traffic, supplies and services, schools and medical care. State highway maintenance and federal offices are in Glennallen. RV parks, lodging, fuel and other services cater to independent travelers, including those visiting Wrangell-St. Elias National Park.
The Copper Basin Campus front lobby

Conference room and small classroom

Copper Basin has a small commons area that enables students to gather and work

Copper Basin’s ABE Room

Student in Polycom Classroom

Typical classroom with technology linking to PWSCC
Outreach Campus Sites

Because of its large service area, low population density, and a strong need for job training and adult education especially in remote communities, PWSCC has tried to be highly flexible. The model PWSCC has developed, in part supported by Title 3 grants and regional partners like Native Villages, is to use technology to “wire in” students from anywhere in the service area, and enable their participation in PWSCC courses.

“Wired in” courses are very much a different model of distance education than online study. The wired in approach assumes that prospective students are based in rural communities, often without running water and basic urban infrastructure, and are unlikely to have the computer equipment, “bandwidth”, basic understanding of computer technology, and sometimes even the electricity service required to participate in an online class. This model allows students who often have economic, cultural, and situational reasons for not leaving home to seek their education and attain degrees and create employment opportunities that otherwise would not exist.

PWSCC currently has seven “Outreach Campus Sites,” which are typically based from a village or community building with ample infrastructure to power audio-visual equipment. The photo above is of the Chistochina Outreach Campus.

PWSCC enables rural students, who for cultural, economic, or situational reasons cannot leave home, opportunities to seek education based from their village or community.
Outreach campus sites consist of a number of rural villages and communities where there is sufficient infrastructure to power audio-visual equipment. “Wired-in” classes allow students to attend PWSCC campus classes in real time as active participants, based from their village or home community. Current sites include Chistochina, Kenney Lakes, Chitina, Mentasta, Tatitlek, Chenega, and Whittier.

Although UA Master Plans are aimed at planning for college-owned property and facilities, there are physical plant and budget considerations for PWSCC in terms of needed bandwidth, IT support, and equipment. And most of the time, everything works seamlessly—which is quite a feat given that IT staff in Valdez must ensure that at any given time, multiple classrooms at the three campuses, and at a number of remote sites are all operational. Given the ongoing problem solving, management, and upgrade needs associated with this type of equipment, PWSCC, and particularly Valdez will have larger “per student” IT resource demands than many campuses both in terms of full time staff, and the on campus space and equipment that power the system.

Also, regardless of where students are sitting, they all need a physical environment that supports their success. The outreach campuses are all established under cooperative agreements with a local entity, such as a tribal council. The community provides “class” space and oversight in a common building, and PWSCC supplies audio visual equipment and technical support.

Although a community may be in support of the PWSCC program and their local resident student, sometimes there are issues that PWSCC must help address in order to support the student’s ability to focus and participate. For example, one important issue in some communities relates to facility scheduling and use. In a rural setting, community buildings easily become a gathering spot, and informal use is more typical than “scheduled use.” Additionally, sometimes the community building has infrastructure—running water, telephone, television, electricity—and larger gathering spaces that are not available to local residents elsewhere. PWSCC needs to work with communities to help ensure that residents’ use of the building, kids running in and out, and other distractions during class time be minimized. Screening, signage and education of residents are just a few options for addressing these concerns in support of the wired-in student.
Institutional Plan Goals

1) Increase student recruitment and retention efforts. Develop and implement a comprehensive marketing plan that targets each degree and certificate program.

2) Expand educational opportunities for area residents through creation and/or collaborative delivery of programs that target high demand jobs and partnerships with other educational institutions.

3) Continue to enhance the academic experience and quality of services for all students.

4) Continue to improve and expand campus facilities.

5) Continue to build and sustain technology infrastructure and services to outreach campuses, and rural villages and communities.

6) Continue efforts to maintain a high level of external funding.

Source: PWSCC 2005-2006 Institutional Plan

“Large Enough to Serve You, Small Enough to Care”

Prince William Sound Community College
University of Alaska Anchorage
This section looks at facility and site needs from the perspective of academics and programs, based on adopted PWSCC institutional plans and the college's mission presented in Chapter 1. It also integrates feedback from faculty, staff, and students gathered during this planning effort at a series of meetings on September 19, 2008 in Valdez, and through written comments.

PWSCC is an independently accredited Community College and does its own assessments and institutional planning. PWSCC’s mission and academic plan guide the college's departmental and academic programs, which in turn must guide master planning, facility design, and resource investments. PWSCC’s most recent Institutional Plan provides direction and implementation items summarized in this chapter. Specific goals and needs associated with facilities and/or campus space include:

**Facilities**

Complete roof, boiler and window upgrades to student residence halls. Also provide refurbishment of student residence halls including but not limited to updating carpet, electrical and plumbing.

Conduct assessment of classroom furniture and acquire desks and furnishings to accommodate larger students. Consider ergonomics when purchasing furniture.

Assess storage and filing needs, and identify viable solutions to address these needs.

Continue to seek additional external funding to support costs of the main campus building extension

Consider a Student Center, Student Recreation area

**Instruction Department**

Expand and improve distance delivery instruction, including needed equipment, faculty training, expanded offerings, new policies and guidelines for delivery.

Improve departmental communication with outreach campuses.

Develop Alaska Native Cultural Enhancement and Preservation Certificate and Associate Programs (new Title III funded program).

Develop and implement plan to deliver selected upper-division Human Services courses in collaboration with other UA extension campuses.

Pursue UA Board of Regents approval to offer a Certificate Program in Family Centered Human Services.

Develop an ITEC degree emphasis in Environmental Technology and explore a Memorandum of Understanding with UA Southeast related to delivery of the Environmental Technology Degree. Maintain the
On campus and distance students need increased specialized support services including academic and career advising, tutoring, mentoring, counseling, and study skills.

ITEC program library for student and instructor use.
Fully implement the Associate of Fine Arts Theatre Degree Program
Further develop millwright program into career seeker and High School deliverable models
Develop and implement Outdoor Leadership program (AAS and Certificate)

Special Programs
Market PWSCC training services to regional and statewide businesses.
Explore the delivery of community emergency preparedness training.
Continue to respond to community needs through the Wellness Center.
Continue to develop and offer new programs in Native villages and communities throughout the PWSCC service area. Utilize ABE and Title III funding to support tutors in these communities.

Student Services
Develop specialized support services for both on-campus and distance students, including academic and career advising, tutoring, mentoring, counseling, and developmental and study skills opportunities, and online-resources and other technologies (Title III).
Establish and maintain relationships with outreach community members and tribal agencies to create and/or enhance a support network in each outreach community.
Employ Village Outreach Support Specialists, and collaborate with Village Access Coordinators.

Business and Financial Planning
Develop a model for the necessary upgrade and replacement of technology and facilities.

Outreach Campuses

Copper Basin
Collaborate and investigate opportunities for the delivery of trades courses, utilizing Copper River School District equipment and facilities.
Continue to expand the use of video conferencing to deliver courses in rural Native villages, and work with villages to upgrade technology to support this.
Continue and expand the development of a long-term plan for a permanent facility for the Copper Basin Campus.

Cordova
Respond to expressed local needs, and coordinate to make courses accessible at remote locations for students in the nearby villages. Expand the use of video conferencing to deliver courses to Cordova and in rural Native villages.
Continue efforts to establish a Licensed Practical Nursing Program leading to certification, in collaboration with the local hospital and UAA Nursing program.
Continue to make library and research methods and resources more accessible from rural areas and address the barriers of distance and slow mail delivery.
Pursue collaboration with the Native Village of Eyak to expand offerings related to their culture and heritage.

Support Services
Develop a Curriculum Design and Delivery Studio to create new courses and make existing offerings more relevant and appropriate for distance delivery.
Continue to build a strong technological infrastructure that will support rural student access to courses, computer labs, and video conferencing.
Build partnerships that can support technology infrastructure for PWSCC campuses and their service areas.

Campus Vision
A series of meetings were held at the Prince William Sound Community College Campus in Valdez, Alaska on September 19, 2008, as a means of gathering initial information for preparation of this PWSCC Campus
Master Plan. Written input was also gathered prior to and at the meetings via input forms.

Key issues and the desires of faculty, staff, and students are summarized in the following, focused around immediate and short term campus needs, long term improvements, and aspects of PWSCC that serve as strategic niches and are important to future enrollment and facilities development. Unless otherwise stated, issues noted are specific to the Valdez Campus.

**SHORT TERM IMMEDIATE CAMPUS NEEDS**

**General Building Issues and Needs**
- Storage everywhere is limited;
- Everything is just a little too compact—it would be good to have 10%-15% more space. This is partly due to the ubiquitous presence of distance learning equipment. Rooms once sized appropriately for classes are now cramped;
- There is no small staff lounge (break room) for faculty and staff;
- The campus requires ADA upgrades to bathrooms and interior ramps to meet code. Also, improve entries with ADA accessible automated doors;
- Complete the lighting upgrade already started; and
- Address noise between classrooms and the main student commons and study area.

**Academic - Specific Space Needs**
- It would be beneficial to have an instruction technology workroom to prepare multi-media class materials;
- Access to online research journals on campus is desirable. Also, it would be good to have a quiet place in the Community College for study. The library is five blocks away and its hours are limited.
- The college would benefit from a large flexible space that could be subdivided into smaller classrooms;
- A divider is needed to separate science and nursing labs;
- Many of the desks are not suitable. There was some discussion as to whether tables were a better option;
- In Chitina, the Polycom needs separation from the rest of the room;
- IT is generally very short on space;
- There is little privacy in either the Student Services area or the Business Offices. At a minimum, their computers would benefit from privacy screens; and
- Adult Basic Education has a good program, but also has some special needs. It could use better separation from other uses.

**Outdoor Site**
- Improve parking lot area, particularly in the back. Poor lighting sometimes makes it scary, and people are often unable to see the deep puddles;
- A covered smoking area outdoors would be beneficial to smokers and non-smokers alike. A dedicated area would move smokers away from the building entrances;
- During winter months, snow storage often blocks direct access from the student housing to the campus; and
- The paint color scheme for the college buildings’ exteriors could be more stimulating

**Housing**
- A fiber-optic connection is needed between the student housing and the main campus building for high speed internet and other communications;
- A covered smoking area outdoors would be beneficial to smokers and non-smokers alike. It would move smokers away from the door.
- A shuttle between housing and the College would be beneficial, even if irregular during the winter months.

**Miscellaneous**
- Photocopying requirements peak at varying times of the year, and photocopying often cannot be completed at any local shop;
- The Wellness Center needs upgrades. Also, the center would benefit from a separate room that could be used for aerobics and yoga;
- Recycling bins, especially for paper, should be provided;
- It would be good to install some sort of emergency alert system (perhaps a few Alarm Buttons) that would notify security or others in the building of a security situation;
- A new phone system is needed, as the existing phone system is so old it is not possible to obtain spare parts. Additionally, students and faculty must dial long distance to speak with administrators in Anchorage;
• Replacement of outdated furnishings in classrooms, offices and housing; and
• Additional storage for equipment and supplies supporting the outdoor recreation program.

LONG-TERM MAJOR CAMPUS IMPROVEMENTS
• More classrooms;
• Start over and build a real college (too many odd spaces from the old school building);
• Library on campus;
• Spaces and windows that capture scenic views outside;
• Major upgrade to heating and lighting (existing systems dated to 1965);
• Improved vehicle fleet;
• IT needs better infrastructure, storage space and well-trained staff;
• Improve and expand PWCC’s overall ability to deliver distance education for the area that the college serves;
• More functional room that can seat 50-60 more comfortably for corporate training;
• A comfortable lounge area, something like a cafeteria and an internet café, where students can relax on couches, talk and occasionally be loud. It should include computers to access the internet and check classes online, a kitchenette, sink, refrigerator, microwave, and coffee machine,
• The Adult Basic Education program would like a big open area;
• Science laboratories (Cordova and Glennallen outreach campuses);
• The campus’s leased facilities - improve the quality of sound;
• Sidewalks are chipped;
• The exterior of the Main Campus Building is rotting and needs maintenance and painting;
• Wheelchair access is needed at all facilities;
• An expanded theater facilities building would help to improve the already successful conference and the growing Associate in Fine Arts Theater degree program;
• Campus facilities that are more self-sufficient in energy, and generally “more green;”
• Construction of horticulture space and greenhouses;
• Facilities could benefit from accent colors, “10% for Art” would make the campus more vibrant and pleasant;
• Renovation of student housing;
• Accessibility from campus to student housing in conditions of snow, ice, rain, and a paved path. (The city often doesn’t plow adequately.);
• Daycare services and early childhood development classes;
• Welding, trade and a metallurgical industry incubation program, welding simulators, millwright, etc.;
• Workforce development;
• Gazebo for outside concerts and other events;
• A replacement art room where photography and other classes can meet;
• Expanded storage facilities (including vehicle storage);
• A student recreation and sports center (e.g., a basketball court, indoor track, space for intramural sports, and fuss ball);
• Renovation of the Wellness Center;
• Use the UA 50 acre parcel vicinity near Pippin Lake for an outdoor recreation program, or the 40 acre parcel on Mineral Creek (Valdez);
• Privacy options for the business offices and student services – some spaces should remain open, others should be more private;
• Ownership of Copper Basin and negotiate space
• A two-story general instruction hall with large spaces that can be broken into classrooms;
• Better flow, furniture, counter space, in the administration area – it needs a central entrance with seating for students waiting and filling out papers
• Snow storage surrounding the campus is disgusting especially because dog owners do not pick up waste

SPECIAL NICHE AND FUTURE VISION
• Residents growing up in the “small town” of Valdez often want to leave after graduation from high school, but then often return to settle after a year or so. The college should help make this possible, and serve the needs of this group, to better enable young people to come back and stay in Valdez;
• The campus is very flexible and responsive to the community as a partner, and there is local pride and appreciation for the resource the college represents. Some ways PWSCC might meet future needs include:
Help with economic downturn by being responsive to industry, change, opportunities, ways to address energy costs;

- Provide an incubator for meeting local needs locally and creating value added products (e.g., a shop facility for crafts, boat mechanics, and furniture);

- Gear programs to help local residents fill essential community job niches (teachers, hospital, oil field), since many of these jobs are now filled by non-locals;

- Support residents with courses, tools and winter season opportunities for enrichment, developing new skills, and working on personal and community projects;

- Provide services as possible but without directly competing with the private sector. For example, rather than providing subsidized day care, provide training that will make more individuals qualified, since there is generally more demand than there are service providers;

- PWSCC’s strong theater program could be expanded upon with an endowed playwright in residence, added production-oriented courses and workshops; etc.;

- Student housing facilities, which are valuable and provide students a safe transition from home to college;

- Leveraging existing experience with Distance Education serving a huge diverse area, including a lot of Native Alaskans. This has led to significant investment and experience in real-time teaching via technology linked to remote sites. The campus needs ongoing strong IT services, expansion to other sites (5 – 7 now daily, add Whittier) and more online courses;

- PWSCC proudly continues to maintain the core values of a community college, including scholarship support for Valdez High School graduates, a strong adult basic education program (free GED and SAT Testing), Work Force Development programs, and support for life-long learning;

- Bridging gaps between degree programs, so students can go easily from 2-year, to 4-year programs, and on to masters degrees, all through PWSCC;

- Grasping the Valdez area’s great opportunities for an outdoor recreation program. Valdez is a center for backcountry skiing, climbing and other outdoor sports, and the local setting draws students from out-of-state. PWSCC could build on this, in cooperation with McCarthy and Wrangell St. Elias naturalists and scientists, etc. (especially in the summer, when the student housing could be used for workshop housing). Also, taking advantage of outdoor leadership skills working with other partners (e.g., Coast Guard and a boating safety program);

- Tourism – wonderful museum, and central community location

- PWSCC filling a role with military students, who often need the ability to start or finish a program exclusively via distance education;

- With student housing, the Valdez campus can attract students who are seeking an easier transition from small towns to larger campuses;

- PWSCC has a limited summer student base at present, but could expand summer programs and do more workshops and specialized training programs (ASRC 2 month);

- PWSCC could expand vocational learning in Valdez through increased use of the high school facilities in the evenings;

- PWSCC could enhanced its Oil Spill Response Training programs, since all of the key players are in Valdez; and

- As a community college, PWSCC has autonomy, being independently accredited and has the ability to respond when new demand arises. For example, within 3 – 4 months, the college has provided in a timely way new classes that respond to industry needs (e.g., ASRC, Shell).
The PWSCC Outdoor Recreational Leadership Program

Now in its seventeenth year, the Last Frontier Theatre Conference gathers together over 300 playwrights, actors, directors, and theatre enthusiasts from around the world to spend a week immersed in classes, readings of new plays, panel discussions, and performances. While the main focus of the event is play writing, all participants receive a first rate education into what elements makes good theatre. The 17th Annual Conference runs June 13 – 20, 2009. It will feature readings of 50 to 60 new plays with the authors in attendance, eight full productions, and over twenty theatre professionals serving as teachers. This year, the Conference received nearly 300 submissions, a record number. This is a testament to the strong national reputation of the event, given the current economic climate.

Last Frontier Theater Conference

This proposed new program would be based in Valdez, with programming in Cordova and Copper Basin as well, especially in support of summer internships for the base program. The geographic area of Prince William Sound and its surroundings would make this program a draw for students, potentially from out of state with the hope of drawing them and keeping them in Alaska. As there are relatively few AAS programs in Outdoor Recreation Management, there is strong potential for the program to draw national attention from prospective students. The number of students who would enter the program would be approximately twenty-five each year. The funding request would support a full time coordinator to develop and implement the program. PWSCC is also looking at a partnership with Kenai Peninsula College.
PWSCC has recently completed several highly successful projects that will provide enduring value to the campus:

- The completed Science Lab Renovation/Nursing Program MOA with UAA, and Whitney Museum Construction. These both help PWSCC achieve many on-campus goals, and provide new local economic and workforce development opportunities.
- Residence Hall improvements, and main campus lighting project help improve safety and physical conditions for students.

Additional projects currently underway and/or requested by PWSCC are presented following. This separation of projects by section is intended to help clarify which projects are “real” and have gone through scoping, costing and some degree of design. Not all projects in this section are currently funded, but they are important and should be given high priority. As a point of information, the PWSCC Fiscal Year 2009 - 2013 Capital Requests, highlighted left, do not include facility projects.

1) PWSCC Warehouse
This facility is designed to replace the use of metal shipping containers for storage adjacent to the student housing, and meet overall campus storage demands. Funding for construction is being provided through economic stimulus federal funds, and construction starts mid-May 2009. Once completed, this will move the maintenance staff from their assigned area within the wellness center to the new facility. One area of the vacated space will be used for the main IT closet and VOIP improvements, the remaining space will be incorporated into the eventual renewal of the wellness center.

2) PWSCC Fire Panel Upgrades
The main fire panel at Prince William Sound Community College is problematic and old. A design and cost estimate is in process and should be completed in June 2009. Funding is not available at this time for the replacement/upgrade, but this project represents an important campus need related to life and safety.
3) PWSCC Housing Renewal

PWSCC received a $4 million grant to be used over the next two years to make improvements to the student housing. The wish list associated with the project is large and needs are plentiful. Money will be spent on renovations. As of April 2009 the project is in Design and Development.

4) PWSCC Heating Control

Faculty and students at planning meetings complained that spaces in the Valdez Campus are “too hot” and “too cold.” Funding was obtained and work was recently completed to replace the Heat Control SCU and Migration Pneumatic controls with digital controls that will help address these issues. The existing air compressor had also been decommissioned.

5) Bookstore Reconfiguration

The PWSCC has a small bookstore and coffee shop that does not operate on a profitable costs basis. The campus has held discussions with kitchen suppliers about expanding the capacity and usability of the space as an expanded snack shop but high costs, and further discussion about options have put this project on hold for the time being.
The Valdez student housing is popular both with students coming from other communities, and with local residents looking to save money, even though the living space is very dated.

PWSCC’s three student housing units provide 40 beds. The Housing is in poor physical condition and a renewal project using grant funding will be used for renovations over the next two years.

The student housing lounge is used for socializing and features art murals, a large screen television, computers, printers, and a kitchen.
Campus Facility Master Plan 2009-2019

Illustrative Map Key:

- UA - PWSCC Property
- Building Expansion Sites
- In lieu of site acquisition, re-locate snow storage
- Service drive to motorpool area
- Student Housing to Campus Pedestrian Access (keep clear of snow and dog waste)
- Ideas to improve campus/park interface and better serve residents and students

Note: The sizes, shapes, and locations of all facilities improvements are very approximate.
6. Master Facility Plan

The recommendations in this section are intended to provide planning guidance for PWSCC’s main campus site and facility improvements over the next five to ten years. The section specifically addresses University-owned parcels in Valdez, followed by a brief mention of leased campus facilities in Cordova and Copper Basin and rural outreach campus sites.

The PWSCC illustrative map (left) features campus facility expansions and improvements that may occur between 2009 and 2019. The map also presents ideas for site enhancements associated with the City of Valdez’ Barney Meyring Park Strip that reflect the inter-relatedness of the college and surrounding park, which could be completed by the city or jointly with the college.

Recommendations are categorized to respond to the UA Board of Regents Master Plan Policy Criteria (05.12.030B).

Program Demands

The Valdez’ PWSCC campus is anticipated to have flat or declining full-time student enrollment into the foreseeable future. Program expansion, where identified as a priority, is also not likely to create strong new facility demands on the Valdez campus. In several key areas however, existing and anticipated demand could require expansion of existing Valdez campus facilities in the next five to ten years:

- Expansion of wireless and “off-campus” rural outreach sites, with increased need for IT staff, equipment and support services in Valdez.
- Expansion of student services to address the growing need for more comprehensive academic and career advising, counseling, mentoring, and tutoring. A new learning center area with private rooms and online library resources is anticipated to serve this need.
- Expansion of corporate training and job-specific certification programs, particularly related to marine industries and environmental technology. A valuable on-site improvement in support of this would be a large classroom (60 - 80 capacity) that could also be broken down into smaller rooms.
- Trade and vocational classes to address the changing job market and economy (potentially in conjunction with or at regional high schools).
Land Acquisitions/Disposals

The Valdez campus has room for needed facility expansions, and no land acquisitions are recommended. Formal arrangements, however, could be initiated to re-locate the snow storage easement off-site to create additional room for future development, or to accommodate parking needs associated with building expansions and resulting dislocation of existing parking. UA owns significant land resources in the region, which could potentially be used in trade.

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.

Demolition

Currently no demolition is anticipated on the Valdez Campus, although some internal walls are likely to be moved to respond to space need re-allocations. However, given the age of the main building and its infrastructure (44 years+), demolition may become cost effective or necessary at some point, although this is not anticipated during the life of this plan. As part of the Capital Plan the University will compare major upgrade costs to the cost of demolition and new energy-efficient construction.

Location of New Infrastructure

Existing PWSCC utilities and circulation infrastructure (access roads, parking, pedestrian) at current locations, are generally sufficient to serve the campus over the life of this plan. Adjustments may be required if the existing campus building is expanded, and associated with student housing upgrades. Anticipated circulation and parking infrastructure changes are illustrated on the map, page 36.

Upgrades to existing infrastructure and facilities will be by far a greater need than new infrastructure, given the age of the main building (44 years+) and associated utilities. Continue to inventory the condition of all capital assets and update the capital plan as required. This will help PWSCC anticipate and forestal problems, and allow cost savings if improvements can be scheduled in tandem with City of Valdez public works projects while the contractors and equipment are locally available.

New Building Locations

The illustrative campus map, page 36, anticipates construction of an expansion connected with the existing building, to the north of the main building. This might provide a larger classroom, learning center, commons and/or other potential uses. Additional indoor space could also be captured by converting the south entryway adjacent to the museum into an indoor space. A new covered patio is anticipated associated with Student Housing. In addition to these expansions, ongoing building upgrades and maintenance, and improvements to energy efficiency will be key issues for the aging facility.

Landscaping

Snow storage associated with the easement on the campus site creates a challenge for landscaping. Unless the easement is vacated, landscaping should be either located in removable planters, be located well away from areas where plowing occurs, or should be used in protected focal points.

Because of snow issues, landscaping should be concentrated in protected focal points or located in removable planters. Existing spruce trees under the front facade need to be re-located.
Installing additional trees and landscaping is recommended where feasible to provide better site definition, screening, and massing complementary to the campus and adjacent parkland. Concepts are generally shown in the illustrated map. Recommended species include spruce and male cottonwood trees that do not shed cotton. Other tree species may suffer from “bending” over and/or breaking under the heavy snow load. Woody landscape materials and alpine perennials also are appropriate and should either match species currently used on site, or be chosen for their known survivability given local snow and maritime conditions.

Artful use of outdoor sculpture, such as the existing totem poles and carvings, and flags, can continue to be used for effective accent in the campus landscape. Boulders, bollards, movable planters, and large permanent planter boxes are enhancements that work with the snow situation and can help direct circulation.

Finally, existing spruce trees directly south of the campus building will need to be re-located before they grow into the overhang.

Open Space

Open space on the PWSCC campus includes several paved outdoor areas adjacent to the building with some overhangs to provide shelter from the rain and snow. Planters, seating areas, and southern exposure create nice opportunities for students to gather outdoors, although none of the spaces are very large and typical weather conditions limit the use. Because these areas are immediately adjacent to the main building, they do attract smokers. Ideally, a covered gazebo could be located in the nearby park, or a covered smoking area be established on campus, well-away from entry doors and opening windows.

It is anticipated that future building expansion may convert the covered outdoor “plaza” adjacent to the museum into interior space. If the north-side building addition is also completed, and auto circulation and parking are all relocated to the south side of the campus (except a limited use service drive on the north) a new outdoor open space can be created on the east side of the building. This could be designed as a preferred entry for students walking from student housing, as it is located directly alongside the main park walkway.

An existing small outdoors area, which is associated with student housing, is important for both winter snow storage and supporting student’s quality of life. Improvements could include trees, pathways, a covered patio, and maintenance of the existing sculpture and planting bed.

In addition to on-site open space, PWSCC’s campus and student housing are adjacent to many acres of public parkland with developed recreational facilities. Although not owned by the University, improvements to this open space that enhance student use are recommended as a win-win community investment opportunity.

The park strip is owned, managed, and maintained by the City of Valdez. Based on its proximity, the campus should work on an ongoing basis with the City Parks and Recreation Department and Maintenance Staff in a cooperative approach on key issues into the future:

PWSCC’s campus is surrounded by acres of public open space in the form of a linear park strip in the center of town.
Snow storage management and pedestrian trail clearing are needed to ensure safe and direct access for pedestrians between student housing and the campus. The Park Department Maintenance typically clears snow, although the college should communicate and work with the city to make path clearing a priority.

“Scoop the poop” signage, education, and receptacles are needed to improve the usability of the pathway and the park through the winter and spring.

Existing pathway lighting should be maintained.

A linear row of trees may be desirable as a screen from the park if a vehicular access and delivery area, including the motor pool, is located the rear of the campus.

Additionally, as the City of Valdez plans capital improvements associated with the park, PWSCC should be an active participant in determining projects. For example, the existing playground facility at the southern edge of the campus parking lot is isolated from similar activities, and is not directly related to the college. As the playground ages and needs to be replaced, there may be a more advantageous location in town, given that the college facility is no longer an elementary school. On the other hand, adding a gazebo in this area, even a small one, could create a year-round space for college use while also serving the parents of children who are playing. The space could also be used as a shell for bands and performances, serve as an outdoor classroom, and even be of use during the theater conference.

Signage

Given the community scale of Valdez and the PWSCC campus site, wayfinding needs primarily are associated with directing visitors to the Whitney Museum. Rehabilitation of the PWSCC front building facade and nameplate, which is currently deteriorating, however should be a priority in the near future.

PWSCC signage should respond to local environmental conditions, including extremely deep snow and coastal weather, and also respect local city zoning and aesthetic standards. Additionally, PWSCC has developed its own branding scheme, including fonts and colors. Future signage should reflect this branding in addition to UAA’s campus Signage and Way-Finding 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 PWSCC’s campus and small town setting, and adopted branding guidelines, which are presented following.

PWSCC Branding Guidelines (adapted for signage):

In order to create and maintain a widely recognized identity as a progressive yet stable educational institution, all signage should have a common aesthetic cohesiveness. With this in mind, certain type fonts, colors, and logo placements should be incorporated so that they are recognizable as PWSCC.

PWSCC has specific branding guidelines that include official school colors of blue and yellow shown above. There is also an official red to be used in association with the Whitney Museum.
Campus Facility Master Plan
Section Six - Master Facility Plan

Architectural Guidelines

PWSCC has done an admirable job of maintaining a cohesive campus appearance over the past 30 years, particularly when considering that the building started as an elementary school. New development should continue to be connected to the existing building, and provide a cohesive visual appearance. The existing wood campus facade is becoming dilapidated, and as this is replaced or updated, grey-tones that match the museum exterior should be added across the front of the facade to help tie the building colors together. Beyond overall visual cohesion and aesthetics, several other architectural issues are of critical importance on future projects:

- **Structural Issues:** New buildings should anticipate Valdez’ extreme snow loads and seismic issues.
- **Energy Efficiency:** New construction should be designed for energy savings given the high heating and energy costs in Valdez, and new UA energy policies. Consideration should include taking advantage of solar gain and daylight through windows that also will enhance student comfort and performance.
- **Scenic Resources:** Valdez and PWSCC buildings are surrounded by stunning mountain and coastal scenery and an attractive park. New window placement and building design should seek to frame these views.
- **Materials:** Building materials that will be exposed to the weather and elements should consist of high grade, durable materials. An up-front greater investment can reduce replacement and maintenance costs, an important consideration given the high transportation and construction costs associated with any project in Valdez (typically 30 percent higher than Anchorage).

The Whitney Museum has a third official color that can and should be used in signage. The Whitney Museum logo can be used in full color of brown, grey and red. It can also be used as black, brown, gray, or red on another color, or white, metallic gold, or transparent upon another color. This color is:

**Whitney Museum Red:** Pantone 187: R=172 G=26 B=47; C=22 M=100 Y=85 K=14; Hex=ac1a2f.

New building construction must take into account Valdez’ extreme snow loads and use durable materials that stand up well over time given the wet maritime climate.
- **Multi-Use & Flexible Spaces**: Finally, projects on campus should be programmed and designed for maximum flexibility into the future. The shifting economy and demographic changes are likely to create unforeseen changes and demands that this planning effort was unable to anticipate.

**Environmental and Cultural Issues**

Valdez’ climate and cultural context are important to the campus in many ways, but given the urban nature of the campus setting, there are no site-specific environmental or cultural/archeological issues.

PWSCC should continue to utilize Native arts on campus—reflective of all of Alaska’s Native cultures—and design facilities with its Native population in mind so as to create a culturally-appropriate and welcoming setting. This use of cultural elements will appeal also to other target populations including out-of-state students, visitors to the Whitney Museum, and participants in the annual theater conference.

**ADA Access**

PWSCC has made some upgrades but has a long way to go to be ADA accessible at its main campus. Only one main building entrance provides an ADA ramp. Student Housing has accessibility issues and an ADA ramp only at Copper Basin Hall. To the extent possible, this issue will need to be addressed in association with the current student housing improvement project.

**Energy Conservation**

Improve the cost of ownership through the use of technology, materials and management.

**Campus Relations to Neighbors & Municipalities**

The Valdez Campus is centrally located within a public park, in a residential neighborhood, at the heart of a small town. The need to maintain good relations and serve critical local needs is well-understood on campus. The college is very effective at building partnerships with local government and corporate interests. As the oil revenues and flow diminish, and city revenues from taxing the pipeline also diminish, maintaining these relationships, and partnering with the community will remain critically important.

Symbolically, all existing PWSCC buildings in Valdez reflect a spirit of partnership between the college, local government, and other entities. For example, the main campus and the student housing buildings were both sold to the University for $10 to allow adaptive re-use. The Consortium Library is a shared PWSCC/City facility. The new Museum is essentially a state and regional resource located on-campus. The Wellness Center was developed using corporate donations and the whole town can pay to use the campus wellness facilities.

Given this track record, PWSCC may identify new facility and site-related partnerships that respond to local needs, resources, and conditions. Any specific site infrastructure and facility planning is expected to be carefully coordinated with local governments, and be consistent with applicable community ordinances, standards and land use plan recommendations.

The relationship between the community and PWSCC is vital to both parties. The community college provides education, training, and serves as cultural and social center and in return, the community provide important resources and funding in support of the college.

**General Priorities for Capital Projects**

Facility needs of the campus are addressed through the capital process. Based on the findings of this plan and Strategic and Academic plans, capital needs will be assessed on an annual basis. Following are general priorities for capital projects over the life of this plan:

1) **Upgrade and Maintain Aging Facilities** - Given the lifespan of the main campus building and
student housing, facility maintenance, upgrades, and incremental improvements over time will be essential to supporting long-term facility use. Specific needs for main campus building upgrades are extensive and are not covered here, but range in scale from small to large. An ongoing list of anticipated needs, issues and costs should be generated and updated regularly by PWSCC maintenance staff. A predictable annual funding stream for upgrades in phases is highly recommended. This incremental approach can help ensure that materials and skills are locally available when needed, keep costs more reasonable, and potentially scale projects to enable local contractors to bid successfully.

2) Interior Space Planning and Improvements, and Expansion - Portions of the campus are not as successful as they could be because of the real design limitations of transforming an elementary school into a college. Student services and the commons area in particular both meet needs, but in a limited way. Both areas have issues with noise, lighting, space configurations, location of doorways, circulation, the balance of privacy vs. socializing, furniture, etc. These spaces should be assessed to see if it is realistic to make functional changes that are more in line with the needs of a college campus. If not, the existing spaces should be divided to create classrooms and/or private offices, and a new building extension designed to support these specific uses in a more functional layout.

3) Flexible New Spaces - Any new classroom or addition of space should to be planned for maximum flexibility. As regional conditions and employment options change, PWSCC will need to continue to be responsive to needs that it cannot always foresee. Just as PWSCC developed the “wired-in” approach, the campus may find that in the future it needs to adjust again to best deliver education to those who need it. Flexible spaces could be valuable in helping the college respond. Specifically, this should include a larger 100 - 120 seat lecture hall for academic use and industrial training, designed to be used in flexible ways, with dividers and sound control.

4) Off-Site Spaces - Although the majority of campus programs in the main building need to stay proximate to maintain a cohesive campus approach, if necessary, existing uses can be relocated off-campus to make needed room and sometimes realize cost savings. For example, the Wellness Center—although very nice to have on campus—could be located in a new Community Recreation facility, potentially located in the Old Valdez Junior High facility.

As the population declines, creative re-use of old spaces and facilities in Valdez may be the most cost-effective route to achieving more space on campus. Another example would be to not try to provide coffee and a snack bar on campus, but let the private sector provide this off-campus instead. Book orders could be handled independently, without an on-campus store. The extra square feet could become a staff lounge, a quiet study space, or be used for IT staff and storage.

Other PWSCC Campus Sites

Although UA does not own the facilities of either the Copper Basin or the Cordova campuses, some consideration should be made at both these sites for working with local partners to create larger, higher quality spaces, potentially to own, or to lease.

Additionally, associated with the rural “wired-in” sites, UA should maintain some flexible funds to support facility upgrades and furnishings where they are needed in rural outreach campus sites to make the site function adequately in support of student success. An example would be the purchase and installation of a room divider in the Chitina Village Hall, which is needed to help block views and sounds for students using the Polycom equipment.
End Notes

Section 1
Page 2 - PWSCC enrollment and employee data, fall term 2008. E-mail correspondence with Shannon Foster, PWSCC registrar, 3-31-09.

Page 4 - PWSCC Strategic Enrollment Management Plan, 2006-09.


Page 7 - PWSCC Strategic Enrollment Management Plan, 2006-09.

Section 3
Page 20 - E-mail correspondence with Susan Harding, Campus Coordinator, PWSCC, Cordova, 4-02-09.

Page 22 - E-mail correspondence with Suzanne McCarthy, Campus Coordinator, PWSCC, Cordova, 4-02-09.


Section 4

Pages 29, 30 and 31 - UAA Campus Facilities Master Plan Meeting Input, September 19, 2008 including:

- PWSCC Master Planning Steering Committee Meeting with Doug Desourcie, President; Steve Shiell, Business Office; Bill Painte, Student Services; Melanie Botulinski, Training Department; and Wes Lundburg, Dean of Instruction.

- Master Planning workshop attended by 28 PWSCC staff, faculty, students and community members.

- Campus tour with PWSCC staff, including Charlie Sasse, Maintenance Lead; Doug Desourcie, President; Steve Shiell, Business Office.

Section 5
Page 32 - University of Alaska Anchorage FY ‘09 PWSCC Incremental Request Form.

Page 33 and 34- E-mail correspondence with Howard Morse, UAA Facilities Planning & Construction, Valdez Campus Facilities Project Manager, 3-30-09.

Special thanks also to Andrew Goldstein, Curator of Collections and Exhibits, Valdez Museum & Historical Archive for providing historical photos and background associated with the Growden-Harrison School, and to Laura Robertson with the City of Valdez Community Development Department, for providing aerials and parcel data for the campus vicinity.
Appendix A

Building Floor Plans & Documents of Record

- Main Campus (Valdez)
- Student Housing (Valdez)
- Cordova Extension (Cordova)
- Copper Basin Extension (Glennallen)
AGREEMENT

This Agreement is made as of this 8th day of December, 1988, by and between the City of Valdez, a municipal corporation, organized and existing under the laws of the State of Alaska, whose principal place of business is City Hall, Pioneer Drive, P. O. Box 307, Valdez, AK 99686 (the "City"), and the University of Alaska, a constitutional corporation, organized and existing under the laws of the State of Alaska, whose principal place of business is 910 Yukon Drive, Fairbanks, AK 99775 (the "University").

In consideration of the terms, conditions and covenants set forth in this agreement the parties agree as follows:

1. Property Affected. This Agreement affects the following parcels of real property, all situated in the City of Valdez, Valdez Recording District, State of Alaska:

   A. That portion of USS 447 outlined in red in the attached Exhibit "A", containing 7.0705 acres, more or less ("Parcel A").

   B. Those lands abutting Parcel A on its southeasterly boundary outlined in red in the attached Exhibit "B", containing 1.8975 acres, more or less ("Parcel B").

   C. A portion of Block 2, Mineral Creek Subdivision, outlined in red on the attached Exhibit "C", containing 4.349 acres, more or less, subject to correction upon completion of replatting, on which is presently situated the building commonly known as Growden-Harrison School (the "Growden-Harrison Parcel").

2. Conveyance to University. City agrees to lease the Growden-Harrison Parcel to University for a term commencing thirty-one days after approval of the lease by resolution of the Valdez City Council and ending June 30, 2000 on the terms and conditions set forth in the Lease Agreement attached hereto as Exhibit "D". City also grants University an option to purchase the Growden-Harrison Parcel at the end of the term of the lease upon the conditions set forth in the Lease Agreement attached as Exhibit "D".

3. Conveyance to City. University agrees to convey Parcel A together with all buildings and improvements located thereon, to the City.
4. **Conveyance of Parcel B.** University shall in good faith exert its best efforts to acquire clear title to Parcel B. In doing so, University shall prosecute to final judgment a quiet title action affecting Parcel B. If unsuccessful at the trial court level, University shall appeal the final judgment to the Alaska Supreme Court if a reasonable basis for appeal exists. If, after having fully complied with the foregoing, University is unsuccessful in acquiring title to Parcel B, then University shall have no further obligation with respect to Parcel B. If University is successful in acquiring title to Parcel B, then University shall sell and convey Parcel B to the City as further consideration for the rights and privileges granted University in this Agreement.

5. **Subdivision.** University shall at its sole expense survey and prepare subdivision plats subdividing Parcel A from the remaining portions of USS 447 and subdividing the Growden-Harrison Parcel from the remaining portions of Block 2, Mineral Creek Subdivision. If successful in acquiring title to Parcel B, University shall at its sole expense prepare a subdivision Plat of Parcel B. City shall handle the plat approval process before the Valdez Planning and Zoning Commission. Each party shall proceed in good faith and with due diligence to obtain the required subdivisions as soon as is reasonably possible.

6. **Title.**

A. University shall furnish City a statutory warranty deed, in the form attached hereto as Exhibit "E", conveying to City a marketable title to Parcel A, free and clear of all liens and encumbrances, except the lien of current real estate taxes not yet due and payable, reservations expressed in the U.S. Patent to the property, easements of record or in use for road, water, sewer and other utility lines, conditions, covenants and restrictions of record, and encroachments ascertainable by physical inspection of the property, existing as of the effective date of this Agreement.

B. In the event University is successful in acquiring title to Parcel B, University shall furnish City a statutory warranty deed, in the form attached hereto as Exhibit "F", conveying to City a marketable title to Parcel B, free and clear of all liens and encumbrances, except the lien of current real estate taxes not yet due and payable, reservations expressed in the U.S. Patent to the property, easements of record or in use for road, water, sewer and other utility lines, conditions, covenants and restrictions of record, and encroachments ascertainable by physical inspection of the property, existing as of the effective date of this Agreement.
C. The City shall furnish a statutory warranty deed in the form attached hereto as Exhibit "G" conveying to University a marketable title to the Growden-Harrison Parcel, free and clear of all liens and encumbrances, except the lien of current real estate taxes not yet due and payable, reservations expressed in the U.S. Patent to the property, easements of record or in use for road, water, sewer and other utility lines, conditions, covenants and restrictions of record, and encroachments ascertainable by physical inspection of the property, existing as of the effective date of this Agreement. This deed shall be held in escrow by a title company or other escrow agent to be agreed upon by the parties, until such time as University shall exercise its option to purchase the Growden-Harrison Parcel according to the terms of the purchase option set forth in the Lease Agreement attached as Exhibit "D".

7. Title Insurance. Each party shall, with respect to the property being conveyed by that party, furnish to the other party, an owner's standard policy of title insurance, insuring that other party up to the amount of $1,000,000, against loss or damage by reason of defect in the conveyor's title in the property, subject to the normal printed exceptions and the exceptions set forth in paragraph 6 above.

8. Use of Growden-Harrison Parcel for Snow Storage. The City has historically used a portion of the Growden-Harrison Parcel for snow storage. The City shall have the right to continue, free of charge, its use of that portion of the parcel outlined in blue on Exhibit C for snow storage purposes for as long as that portion of the parcel is unused by University for building expansion purposes. While City's right to use of the parcel for snow storage continues, University shall not allow parking, erection of structures, landscaping, or other uses or alterations of the parcel to occur which would interfere with the City's use of that portion of the parcel for snow storage. At such time as University shall need that portion of the Growden-Harrison Parcel for building expansion purposes inconsistent with the City's use of the parcel for snow storage, then University shall, at its sole expense, obtain for the City equivalent acreage, suitable for snow storage purposes. In addition, University shall pay to City the additional actual cost to City of removal of snow to the new site(s) over the cost of transporting snow to the Growden-Harrison Parcel. Such payment shall be made annually on or before June 1 for the preceding calendar year.

City shall operate and maintain its snow storage on the Growden-Harrison Parcel in a reasonably safe manner and condition.
Any taxes attributable to City's use of the Growden Harrison Parcel for snow removal and storage purposes shall be paid by City.

9. General Obligation Bond Retirement. Certain general obligation bonds of the City have been issued for the purpose of financing construction of Growden-Harrison School. City shall make all payments of interest and principal on such bonds when payment falls due. The City may, in its sole discretion, accelerate or extend such payments or refund such bond issues. The foregoing notwithstanding, neither City nor University shall take any action which shall disqualify such indebtedness from reimbursement under any applicable State of Alaska program for reimbursement of payments made for the retirement of bonds, notes or other indebtedness incurred to pay costs of school construction.

10. Access to USS 447. University shall reserve a right of access from Kobuk Street across Parcel A to the remainder of USS 447. This access easement shall be no greater than 30 feet in width and shall be located at such future time as it shall be needed by University in a location which shall provide the minimum disturbance to the use to which Parcel A has been put or to which it is intended to be put by the City. If City and University cannot agree on the location for the access easement, then each party shall name one person and the two persons so named shall jointly select a third. If the two persons named by the parties cannot agree on a third within 30 days of their selection, then the two persons shall be discharged and each party shall again select an individual and the two of them shall select a third. The three individuals shall together select the location for the access easement. In doing so, they shall choose from among the locations offered by City and University, and shall choose the location which provides reasonable access to USS 447 and minimizes the interference to the uses or intended uses of Parcel A by the City. The decision of a majority of the arbitrators shall be binding upon both parties.

11. Urban Renewal Plan. The Growden-Harrison Parcel is within the project area of the R-25 Urban Renewal Project. University shall comply with any and all applicable provisions of the R-25 Urban Renewal Plan or any state, federal or local law or regulation relating thereto.

12. Closing. Closing shall take place at the offices of Hughes, Thorsness, Gantz, Powell & Brundin, 509 W. 3rd Avenue, Anchorage, AK at 11:00 AM on December 15, 1988. The parties may by mutual agreement select another time or location for closing. If, despite having acted with due diligence, City has been unable to have approved and recorded the plat of subdivision of the Growden-Harrison Parcel, or University has been unable to have approved and recorded the plat of the subdivision of Parcel A,
then closing may be extended by the party in need of additional time for approval of the subdivision not to exceed 90 days.

At the closing, the City shall deliver into escrow the deed for the Growden-Harrison Parcel and University shall deliver to City the deed for Parcel A.

13. **Lease of Growden-Harrison Parcel.** The lease for the Growden-Harrison Parcel shall be entered into by the parties as soon as is reasonably convenient after the execution of this Agreement; however, anything in the lease agreement to the contrary notwithstanding, the lease agreement may be terminated by the City on or after the date of closing or extended date of closing if University fails to deliver the deed for Parcel A as required in this Agreement.

14. **Parcel B Deed.** If University has successfully acquired title to Parcel B and has had the plat of subdivision of Parcel B approved and recorded prior to the closing date, then the deed for Parcel B shall be delivered to City at closing. If University acquires title to Parcel B and the plat for the subdivision of Parcel B is not approved and recorded before closing despite diligent efforts of University, then University shall deliver to City the deed for Parcel B within 15 days after final approval of the plat by the appropriate platting authority.

15. **Destruction and Condemnation.** At the time of executing this Agreement, each party is already in possession of the parcel(s) to be conveyed to it under the terms of this Agreement. Therefore, the party in possession of each parcel shall assume all risks of loss or destruction of the property or improvements as of the effective date of this Agreement. If, prior to closing, any condemnation action is instituted against Parcel A, City shall be entitled to any award paid or payable for such taking, except for any portion of the award payable for the taking of University’s access easement to USS 447. If any condemnation proceeding be instituted against the Growden-Harrison Parcel, University shall be entitled to any award paid or payable for such taking, except for any portion of the award attributable to taking of the City’s right to snow storage on the southern portion of the Growden-Harrison Parcel. If any condemnation action be instituted against Parcel B prior to conveyance from University to City, then upon the event of conveyance of Parcel B from University to City, University shall transfer and assign to City all of University’s right, title and interest in and to any award paid or payable for such taking.

16. **Real Estate Commission.** City and University each represent to the other that neither is represented by any broker, agent, or finder in connection with this transaction. Each party agrees to indemnify and hold the other party harmless from and against any and all liability, costs, damages, causes of action...
or other proceedings instituted by any broker, agent or finder, license or otherwise, claiming through, under or by reason of, the conduct of the indemnifying party in the exchange of the parcels or in any manner whatsoever in connection with this transaction.

17. Notices. All notices required or permitted to be given under this Agreement shall be in writing; shall either be delivered personally or sent by U.S. mail, postage prepaid, certified mail, return receipt requested; shall be deemed given on the date of mailing, irrespective of whether received by the addressee; and shall be sent to the parties at the following addresses:

To City:

City Manager
City of Valdez
P. O. Box 307
Valdez, AK 99686

To University:

Director
Facilities, Planning and Construction
910 Yukon Drive
Fairbanks, AK 99775

Either party may change the address to which notices shall be sent by notice in writing to the other party given in conformance with this paragraph.

18. Entire Agreement, Etc.. This Agreement constitutes the entire contract between the parties hereto and may not be changed orally, but only by a written instrument executed by City and University. The use herein of (i) the singular number shall be deemed to be the plural; (ii) the masculine gender shall be deemed to include the feminine or neuter; and (iii) the neuter gender shall be deemed to include the masculine and feminine wherever the sense of this Agreement so requires.

19. Successors and Assigns. The provisions hereof shall inure to the benefit of, and be binding upon, the parties hereto and their respective legal representatives, successors and assigns.

20. Reliance on Own Investigation. Each party states and agrees that it has made its own independent investigation of the property it is to receive, has relied solely on its own judgment, and that no representations on which it has relied have been made to it by anyone, except as specifically written herein.
21. Survival of Provisions. City and University specifically understand and agree that any and all representations and warranties contained in this Agreement shall survive the closing and the following specific provisions shall survive the closing:

Paragraph 4
Paragraph 5
Paragraph 6
Paragraph 8
Paragraph 9
Paragraph 10
Paragraph 11
Paragraph 12
Paragraph 13
Paragraph 14
Paragraph 17
Paragraph 18
Paragraph 19
Paragraph 20
Paragraph 21

IN WITNESS WHEREOF, the parties hereto subscribe their names to triplicate copies hereof.

CITY OF VALDEZ

By: [Signature]
Dennis Holtz, Mayor Pro Tem

By: [Signature]
Jeanne Donald, Clerk

University of Alaska

By: [Signature]
Donald D. O'Dowd, President

STATE OF ALASKA

) ss.

THIRD JUDICIAL DISTRICT

) ss.

THIS IS TO CERTIFY that on this 4th day of January, 1989, before me, the undersigned, a Notary Public in and for the State of Alaska, personally appeared Dennis Holtz and Jeanne
Donald, known to me and to me known to be the individuals named in and who executed the foregoing document, and they acknowledged to me that they were authorized to execute the foregoing document by authority granted them by resolution of the City of Valdez for the uses and purposes therein set forth.

WITNESS my hand and notarial seal the day and year first hereinabove written.

[Signature]
Notary Public in and for Alaska
My Commission Expires: 8/5/90

STATE OF ALASKA

[Signature]
FOURTH JUDICIAL DISTRICT

\( \text{\# THIS IS TO CERTIFY that on this 26th day of January, 1988, before me, the undersigned, a Notary Public in and for the State of Alaska, personally appeared Donald D. O'Dowd, known to me and to me known to be the individual named in and who executed the foregoing document, and he acknowledged to me that he was authorized to execute the foregoing document by authority granted him by the Board of Regents of said corporation for the uses and purposes therein set forth.} \)

WITNESS my hand and notarial seal the day and year first hereinabove written.

[Signature]
Notary Public in and for Alaska
My Commission Expires: 6/21/89

0672G
11-1-88

I, Kristi A. Sherman, certify that this is a true copy of the original document.

[Signature]
Notary Public in and for Alaska
My Commission expires: 12-15-91
AGREEMENT MODIFICATION #1

The Agreement affecting a portion of Block 2, Mineral Creek Subdivision, Valdez Recording District, State of Alaska, dated December 8, 1988 by and between the City of Valdez, a municipal corporation organized and existing under the laws of the State of Alaska, whose principal place of business is City Hall, Pioneer Drive, P.O. Box 307, Valdez, Alaska 99686 (the "City"), and the University of Alaska, a constitutional corporation organized and existing under the laws of the State of Alaska, whose principal place of business is 910 Yukon Drive, Suite 211, Fairbanks, Alaska 99775 (the "University"), is hereby modified effective August 10, 1989 as follows:

1. Paragraph 8, Use of Growden-Harrison Parcel for Snow Storage, shall be amended to read as follows:

   The City has historically used an area within the Growden-Harrison Parcel for snow storage. The City shall have the right to continue, free of charge, its use of the area entitled "Snow Storage Agreement Area" on Exhibit "C-Mod #1," attached to this Agreement Modification and by this reference made a part hereof, for snow storage purposes for as long as that area is unneeded by University for building expansion purposes. While City's right to use the area for snow storage continues, University shall not allow parking, erection of structures, land-scaping, or other uses or alterations of the area to occur which would interfere with the City's use of that area for snow storage. At such time as University shall need that area within the Growden-Harrison Parcel for building expansion purposes inconsistent with the City's use of the area for snow storage, then University shall, at its sole expense, obtain for the City equivalent acreage, suitable for snow storage purposes. In addition, University shall pay to City the additional actual cost to City of removal of snow to the new site(s) over the cost of transporting snow to the Growden-Harrison area. Such payment shall be made annually on or before June 1 for the preceding calendar year.

   City shall operate and maintain its snow storage on the Growden-Harrison Parcel in a reasonably safe manner and condition.

   Any taxes attributable to City's use of the Growden-Harrison Parcel for snow removal and storage purposes shall be paid by City.
2. All other provisions of the Agreement shall remain in full force and effect.

3. This amendment is effective as of August 10, 1989.

DATED this 27th day of August, 1989.

UNIVERSITY OF ALASKA

Fred W. King
Executive Director
Facilities Planning and Construction

CITY OF VALDEZ

Dennis Holtz
Mayor Pro Tem

Jeanne Donald
City Clerk

ACKNOWLEDGEMENTS

STATE OF, ALASKA )
                     : ss.
THIRD JUDICIAL DISTRICT )

THIS IS TO CERTIFY that on this 27th day of September, 1989, before me, the undersigned, a Notary Public in and for the State of Alaska, personally appeared DENNIS HOLTZ and JEANNE DONALD, known to me and to me known to be the Mayor Pro Tem and City Clerk of the City of Valdez, and known to be the individuals named in and who executed the foregoing document, and they acknowledged to me that they were authorized to execute the foregoing document by authority granted them by resolution of the City of Valdez and for the uses and purposes therein set forth.

WITNESS my hand and notarial seal the day and year first hereinabove written.

Notary Public in and for Alaska
My Commission Expires: 4/2/93
STATE OF ALASKA                 )
                                          ss
FOURTH JUDICIAL DISTRICT             

THIS IS TO CERTIFY that on this 27th day of September, 1989, before me, the undersigned, a Notary Public in and for the State of Alaska, personally appeared FRED W. KING, known to me and to me known to be the Executive Director of Facilities Planning and Construction of the University of Alaska, a constitutional corporation organized and existing under the laws of the State of Alaska, and he acknowledged to me that he was authorized to execute the foregoing document by authority granted him by the Board of Regents of said corporation for the uses and purposes therein set forth.

WITNESS my hand and notarial seal the day and year first hereinabove written.

Notary Public in and for Alaska
My Commission Expires: 12-15-91

I, Kristi A. Sherman, certify that this is a true copy of the original document.

Notary Public in and for Alaska
My Commission Expires: 12-15-91
QUITCLAIM DEED

The GRANTOR, ALASKA HOUSING FINANCE CORPORATION, a public corporation and instrumentality within the Department of Revenue, successor in interest to the Alaska State Housing Authority, whose address is P.O. Box 101020, Anchorage, Alaska 99510-1029, for and in consideration of the University of Alaska's execution of a Release and Indemnification Agreement and in consideration of Ten Dollars ($10.00), lawful money of the United States of America, and other good and valuable consideration in hand paid, the receipt of which is hereby acknowledged, does hereby grant, convey, release and quitclaim to the GRANTEE, THE BOARD OF REGENTS OF THE UNIVERSITY OF ALASKA, as Trustee for the University of Alaska, a corporation created under the Constitution and laws of the State of Alaska, whose address is 3890 University Lake Blvd., Suite 103, Anchorage, Alaska 99508-4638 all interest, rights and title in certain real property located in Valdez, Alaska, more particularly described as follows:

Lots 1 and 2, Block 17, AMENDED PLAT NORTH PORTION MINERAL CREEK SUBDIVISION, according to the official plat thereof, filed under Plat Number 66-27, Records of the Valdez Recording District, Third Judicial District, State of Alaska.

Together with tenements, hereditaments and apurtenances thereto belonging.

Dated this 31st day of August , 1995.

GRANTOR

Alaska Housing Finance Corporation

By: Dan Fauske
Chief Executive Officer
Alaska Housing Finance Corporation
ACKNOWLEDGMENTS

STATE OF ALASKA  )
      ) : ss
THIRD JUDICIAL DISTRICT )

THIS IS TO CERTIFY that on this 31 day of AUGUST, 1995, before me, the undersigned Notary Public, in and for the State of Alaska, personally appeared DAN FAUSKE, the Chief Executive Officer of the Alaska Housing Finance Corporation, known to me to be the person named in and who executed the forgoing instrument, and acknowledged to me that his execution of this instrument is a free and voluntary act of the Alaska Housing Finance Corporation, in whose name he is authorized to act with the corporation's full authority, and with full knowledge of the contents of this instrument, for the uses and purposes therein mentioned.

IN WITNESS WHEREOF, I have hereunto set my hand this 31 day of AUGUST, 1995.

_____________________________
Charles G. Stahl
Notary Public in and for Alaska
My Commission Expires: 7-2-99

After Recording Return to:

University of Alaska
Statewide Office of Land Management
910 Yukon Drive, Suite 211
Fairbanks, Alaska 99775-5280