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ABSTRACT

Information about postsecondary education in Alaska is presented in this volume in support of the first statewide master plan for postsecondary education. Appendix A provides selected data on 19 postsecondary institutions in the state, including the 3 campuses of the University of Alaska, 10 community colleges, the Rural Education program, 3 private institutions, and 2 vocational-technical centers. Actual and projected enrollment statistics, and information on degrees and certificates offered and awarded are included. Appendix B looks at the 1980 Alaskan population by race. Appendix C offers a report on postsecondary education in rural Alaska. Appendix D presents a Florida statute relating to a common course number system for community colleges and the state university system. Appendix E contains the University of Alaska institutional mission statements. Appendix F looks at financial strategies for obtaining revenue for capital improvements. Appendix G offers sample legislation for establishing a competitive non-need-based scholarship program for Alaska. Appendix H presents language for an act establishing the Pacific Rim Fellowship Program. Finally, Appendix I provides information on Fiscal Year 1985 Western Interstate Commission for Higher Education field support fees. (AYC)

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ALASKA STATEWIDE PLAN FOR POSTSECONDARY EDUCATION 1986-1990

ED 258 646

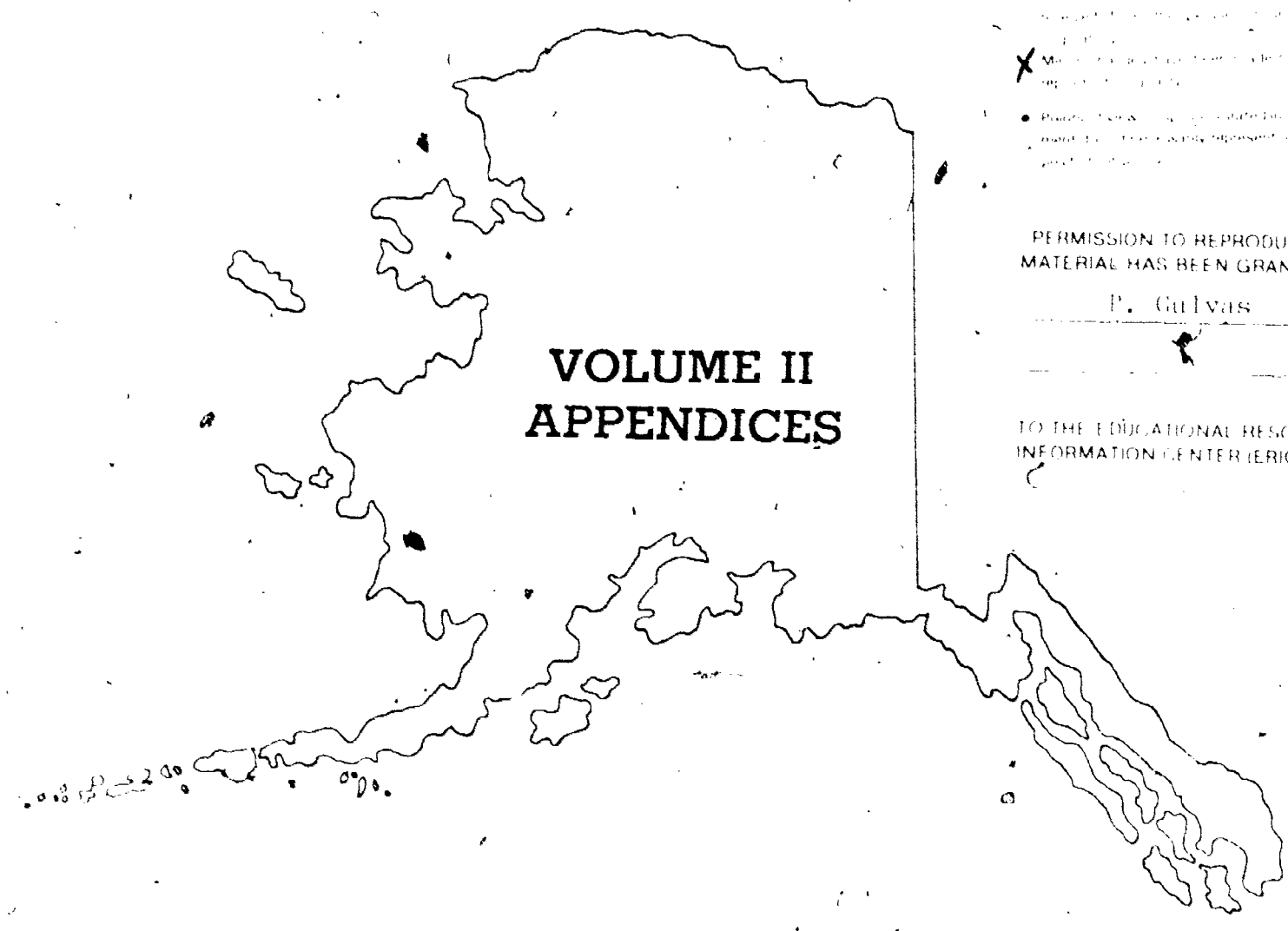
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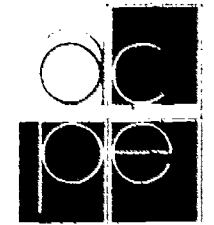
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VOLUME II
APPENDICES

A DRAFT FOR PUBLIC COMMENT

ALASKA COMMISSION ON POSTSECONDARY EDUCATION
JULY, 1985



JC 850 359

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APPENDIX A

Selected Information for the
Colleges and Universities in Alaska

Abbreviations

- UAA - University of Alaska, Anchorage
 - UAF - University of Alaska, Fairbanks
 - UAJ - University of Alaska, Juneau.
 - ACC - Anchorage Community College
 - CCC - Chukchi Community College
 - ICC - Islands Community College
 - KPCC - Kenai Peninsula Community College
 - KECC - Ketchikan Community College
 - KOCC - Kodiak Community College
 - KUCC - Kuskokwim Community College
 - MSCC - Matanuska-Susitna Community College
 - NWCC - Northwest Community College
 - TVCC - Tanana Valley Community College
 - RE - Rural Education
-
- ABC - Alaska Bible College
 - APU - Alaska Pacific University
 - SJC - Sheldon Jackson College
 - AVT - Alaska Voc-Tech Center
 - KTC - Kotzebue Technical Center

University of Alaska System Enrollment and State Population Trends and Projections
Fall Semester 1978-2000

	1	2	3					4	5
	University of Alaska System Actuals							Participation Rate	Credits/Student
	Alaska Population	Yr-Yr % chg	Credit Headcount Enrollment	Yr-Yr Enrollment % chg	Student Credit Hours	Yr-Yr SCH % chg	FTE	Yr-Yr FTE % chg	Enrollment (3/1)
1976	409,800	--	--	--	--	--	--	--	--
1977	418,000	2.0%	--	--	--	--	--	--	--
1978	411,600	-1.5%	25,880	--	140,711	--	9,494	--	6.29%
1979	413,700	0.5%	24,348	-5.9%	142,612	1.4%	9,616	1.3%	5.89%
1980	419,700	1.5%	25,935	6.5%	157,241	10.3%	10,579	10.0%	6.18%
1981	435,200	3.7%	28,765	10.9%	175,930	11.9%	11,854	12.1%	6.61%
1982	460,837	5.9%	30,311	5.4%	188,770	7.3%	12,716	7.3%	6.58%
1983	510,554	10.8%	32,011	5.6%	197,070	4.4%	13,287	4.5%	6.27%
1984	538,777	5.5%	32,434	1.3%	202,548	2.8%	13,643	2.7%	6.02%

Forecast

1985	557,505	3.5%	34,952	7.8%	221,095	9.2%	14,857	8.9%	6.27%
1986	571,556	2.5%	36,011	3.0%	228,160	3.2%	15,335	3.2%	6.30%
1987	585,365	2.4%	36,916	2.5%	235,971	3.4%	15,865	3.5%	6.31%
1988	594,082	1.5%	37,717	2.2%	245,114	3.9%	16,483	3.9%	6.35%
1989	604,225	1.7%	38,600	2.3%	254,706	3.9%	17,134	3.9%	6.39%
1990	616,624	2.1%	39,665	2.8%	265,993	4.4%	17,896	4.4%	6.43%
1991	625,307	1.4%	40,642	2.5%	277,203	4.2%	18,653	4.2%	6.50%
1992	638,815	2.2%	41,730	2.7%	286,025	3.2%	19,252	3.2%	6.53%
1993	654,507	2.5%	42,867	2.7%	292,579	2.3%	19,699	2.3%	6.55%
1994	662,731	1.3%	--	--	--	--	--	--	--
1995	678,724	2.4%	--	--	--	--	--	--	--
1996	684,446	0.8%	--	--	--	--	--	--	--
1997	694,005	1.4%	--	--	--	--	--	--	--
1998	700,804	1.0%	--	--	--	--	--	--	--
1999	711,062	1.5%	--	--	--	--	--	--	--
2000	719,691	1.2%	51,001	--	367,173	--	24,757	--	7.09%

Spring Semester 1978-2000

	1	2	3					4	5
	University of Alaska System Actuals							Participation Rate	Credits/Student
	Alaska Population	Yr-Yr % chg	Credit Headcount Enrollment	Yr-Yr Enrollment % chg	Student Credit Hours	Yr-Yr SCH % chg	FTE	Yr-Yr FTE % chg	Enrollment (3/1)
1976	409,800	--	--	--	--	--	--	--	--
1977	418,000	2.0%	--	--	--	--	--	--	--
1978	411,600	-1.5%	26,816	--	131,485	--	8,896	--	6.52%
1979	413,700	0.5%	27,798	3.7%	143,400	9.1%	9,698	9.0%	6.72%
1980	419,700	1.5%	25,263	-9.1%	139,553	-2.7%	9,404	-3.0%	6.02%
1981	435,200	3.7%	28,558	13.0%	158,454	13.5%	10,664	13.4%	6.56%
1982	460,837	5.9%	29,336	2.7%	172,757	9.0%	11,650	9.2%	6.37%
1983	510,554	10.8%	32,551	11.0%	190,735	10.4%	12,853	10.3%	6.38%
1984	538,777	5.5%	33,149	1.8%	194,341	1.9%	13,107	2.0%	6.15%

Forecast

1985	557,505	3.5%	34,539	4.2%	210,274	8.2%	14,164	8.1%	6.20%
1986	571,556	2.5%	35,688	3.3%	217,054	3.2%	14,623	3.2%	6.24%
1987	585,365	2.4%	36,602	2.6%	224,547	3.5%	15,132	3.5%	6.25%
1988	594,082	1.5%	37,244	1.8%	232,474	3.5%	15,671	3.6%	6.27%
1989	604,225	1.7%	38,159	2.5%	241,556	3.9%	16,285	3.9%	6.32%
1990	616,624	2.1%	39,114	2.5%	251,700	4.2%	16,976	4.2%	6.34%
1991	625,307	1.4%	39,985	2.2%	261,593	3.9%	17,649	4.0%	6.39%
1992	638,815	2.2%	41,089	2.8%	270,408	3.4%	18,246	3.4%	6.43%
1993	654,507	2.5%	42,312	3.0%	276,603	2.3%	18,663	2.3%	6.46%
1994	662,731	1.3%	--	--	--	--	--	--	--
1995	678,724	2.4%	--	--	--	--	--	--	--
1996	684,446	0.8%	--	--	--	--	--	--	--
1997	694,005	1.4%	--	--	--	--	--	--	--
1998	700,804	1.0%	--	--	--	--	--	--	--
1999	711,062	1.5%	--	--	--	--	--	--	--
2000	719,691	1.2%	49,628	--	343,690	--	23,217	--	6.90%

UA, Anchorage Enrollment and Regional Population Trends and Projections
Fall Semester 1978-2000

1	2	3 UAA Actuals					4 Participation Rate		5 Credits/Student
		Yr-Yr % chg	Credit Headcount Enrollment	Yr-Yr Enrollment % chg	Student Credit Hours	Yr-Yr SCR % chg	FTE	Yr-Yr FTE % chg	
1976	274,215	--	--	--	--	--	--	--	--
1977	275,851	0.6%	--	--	--	--	--	--	--
1978	273,100	-1.0%	3,805	--	18,917	--	--	--	--
1979	270,600	-0.9%	3,144	-17.4%	21,543	13.9%	1,317	12.1%	1.39%
1980	271,911	0.5%	3,398	8.1%	24,241	12.5%	1,476	12.5%	1.16%
1981	282,063	3.7%	3,620	6.5%	27,719	14.3%	1,660	14.5%	1.25%
1982	313,555	11.2%	3,580	-1.1%	30,216	9.0%	1,901	8.9%	1.28%
1983	347,849	10.9%	4,088	14.2%	34,365	13.7%	2,071	8.9%	1.14%
1984	363,539	4.5%	4,208	2.9%	35,660	3.8%	2,353	13.6%	1.18%
Forecast									
1985	375,996	3.4%	4,373	3.9%	39,357	10.4%	2,692	10.8%	1.16%
1986	382,956	1.9%	4,718	7.9%	42,934	9.1%	2,937	9.1%	1.23%
1987	390,476	2.0%	4,908	4.0%	46,626	8.6%	3,190	8.6%	1.26%
1988	399,126	2.2%	5,198	5.9%	50,421	8.1%	3,448	8.1%	1.30%
1989	408,309	2.3%	5,513	6.1%	54,579	8.2%	3,731	8.2%	1.35%
1990	416,823	2.1%	5,784	4.9%	59,575	9.2%	4,074	9.2%	1.39%
1991	421,520	1.1%	6,177	6.8%	66,094	10.9%	4,518	10.9%	1.39%
1992	428,547	1.7%	6,511	5.4%	71,621	8.4%	4,897	8.4%	1.47%
1993	433,602	1.2%	6,823	4.8%	75,033	4.8%	5,132	4.8%	1.52%
1994	440,449	1.6%	7,272	6.4%	79,992	6.6%	5,471	6.6%	1.57%
1995	445,654	1.2%	7,776	6.9%	85,536	6.9%	5,848	6.9%	1.65%
1996	453,630	1.8%	8,216	5.7%	90,376	5.7%	6,181	6.9%	1.74%
1997	461,110	1.6%	8,661	5.4%	95,271	5.4%	6,515	5.7%	1.81%
1998	469,571	1.8%	9,038	4.4%	99,618	4.4%	6,802	5.4%	1.88%
1999	477,382	1.7%	9,382	3.8%	104,140	4.4%	7,122	4.4%	1.92%
2000	485,404	1.7%	9,622	2.6%	108,728	4.4%	7,435	4.4%	1.97%

Spring Semester 1978-2000

1	2	3 UAA Actuals					4 Participation Rate		5 Credits/Student
		Yr-Yr % chg	Credit Headcount Enrollment	Yr-Yr Enrollment % chg	Student Credit Hours	Yr-Yr SCR % chg	FTE	Yr-Yr FTE % chg	
1976	274,215	--	--	--	--	--	--	--	--
1977	275,851	0.6%	--	--	--	--	--	--	--
1978	273,100	-1.0%	3,803	--	16,018	--	--	--	--
1979	270,600	-0.9%	3,849	1.7%	19,933	24.4%	1,135	23.5%	1.39%
1980	271,911	0.5%	3,015	-21.2%	19,787	-0.7%	1,402	-2.7%	1.42%
1981	282,063	3.7%	3,170	5.1%	22,451	13.5%	1,364	13.0%	1.11%
1982	313,555	11.2%	3,445	8.7%	25,461	13.4%	1,541	14.2%	1.12%
1983	347,849	10.9%	3,585	4.1%	29,204	14.7%	1,760	13.6%	1.10%
1984	363,539	4.5%	3,864	7.8%	31,447	7.7%	1,999	13.6%	1.03%
Forecast									
1985	375,996	3.4%	4,034	4.4%	34,789	9.0%	2,347	9.0%	1.06%
1986	382,956	1.9%	4,353	7.9%	37,436	9.2%	2,563	9.2%	1.07%
1987	390,476	2.0%	4,527	4.0%	40,743	8.8%	2,789	8.8%	1.16%
1988	399,126	2.2%	4,794	5.9%	44,105	8.3%	3,020	8.3%	1.16%
1989	408,309	2.3%	5,086	6.1%	47,808	8.4%	3,274	8.4%	1.20%
1990	416,823	2.1%	5,335	4.9%	52,283	9.4%	3,582	9.4%	1.25%
1991	421,520	1.1%	5,698	6.8%	58,120	11.2%	3,983	11.2%	1.28%
1992	428,547	1.7%	6,005	5.4%	63,653	9.5%	4,361	9.5%	1.35%
1993	433,602	1.2%	6,293	4.8%	66,706	4.8%	4,570	4.8%	1.40%
1994	440,449	1.6%	6,708	6.6%	71,105	6.6%	4,871	6.6%	1.45%
1995	445,654	1.2%	7,171	6.9%	76,013	6.9%	5,207	6.9%	1.52%
1996	453,630	1.8%	7,573	5.6%	80,774	5.6%	5,499	5.6%	1.57%
1997	461,110	1.6%	7,987	5.4%	84,609	4.4%	5,796	5.4%	1.62%
1998	469,571	1.8%	8,333	4.4%	88,330	4.4%	6,051	4.4%	1.77%
1999	477,382	1.7%	8,650	3.8%	92,555	4.8%	6,341	4.8%	1.77%
2000	485,404	1.7%	8,875	2.6%	96,737	4.5%	6,626	4.5%	1.81%

(1) UAA service area includes Anchorage Municipality, the Mat-Su Borough, Gulf Coast, and Southwest Alaska.

CU Office of Institutional Planning - February 1985

UA, Fairbanks Enrollment and Regional Population Trends and Projections
Fall Semester 1978-2000

1	2	3 UAF Actuals					4		5	
		UAF (1) Service Area Population	Yr-Yr % chg	Credit Headcount Enrollment	Yr-Yr Enrollment % chg	Student Credit Hours	Yr-Yr SCH % chg	FTE	Yr-Yr FTE % chg	Participation Rate Enrollment (3/1)
1976	409,800	--	--	--	--	--	--	--	--	--
1977	418,000	2.0%	4,040	--	33,756	--	2,289	--	0.97%	8.36
1978	411,600	-1.5%	4,503	11.5%	39,088	15.8%	2,645	15.6%	1.09%	8.68
1979	413,700	0.5%	4,596	2.1%	40,557	3.8%	2,753	4.1%	1.11%	8.82
1980	419,700	1.5%	4,938	7.4%	45,109	11.2%	3,047	10.7%	1.18%	9.14
1981	435,200	3.7%	5,574	12.9%	50,247	11.4%	3,400	11.6%	1.28%	9.01
1982	460,837	5.9%	5,344	-4.1%	54,063	7.6%	3,661	7.7%	1.16%	10.12
1983	510,554	10.8%	5,571	4.2%	54,440	0.7%	3,697	1.0%	1.09%	9.77
1984	538,777	5.5%	5,278	-5.3%	54,522	0.2%	3,700	0.1%	0.98%	10.33
Forecast										
1985	557,505	3.5%	5,697	7.9%	60,958	11.8%	4,130	11.6%	1.02%	10.70
1986	571,556	2.5%	5,752	1.0%	61,546	1.0%	4,170	1.0%	1.01%	10.70
1987	585,365	2.4%	5,812	1.0%	62,770	2.0%	4,253	2.0%	0.99%	10.80
1988	594,082	1.5%	5,867	0.9%	65,710	4.7%	4,452	4.7%	0.99%	11.20
1989	604,225	1.7%	5,920	0.9%	68,672	4.5%	4,653	4.5%	0.98%	11.60
1990	616,624	2.1%	5,975	0.9%	71,700	4.4%	4,858	4.4%	0.97%	12.00
1991	625,307	1.4%	6,016	0.7%	73,992	3.2%	5,013	3.2%	0.96%	12.30
1992	638,815	2.2%	6,027	0.2%	74,135	0.2%	5,023	0.2%	0.94%	12.30
1993	654,507	2.5%	6,007	-0.3%	73,889	-0.3%	5,006	-0.3%	0.92%	12.30
1994	662,731	1.3%	6,165	2.6%	75,828	2.6%	5,127	2.6%	0.93%	12.30
1995	678,724	2.4%	6,336	2.8%	77,938	2.8%	5,280	2.8%	0.93%	12.30
1996	684,446	0.8%	6,586	3.9%	81,013	3.9%	5,489	4.0%	0.96%	12.30
1997	694,005	1.4%	6,878	4.4%	84,600	4.4%	5,732	4.4%	0.99%	12.30
1998	700,804	1.0%	7,153	4.0%	87,980	4.0%	5,961	4.0%	1.02%	12.30
1999	711,062	1.5%	7,493	4.8%	92,161	4.8%	6,244	4.7%	1.05%	12.30
2000	719,691	1.2%	7,819	4.4%	96,175	4.4%	6,516	4.4%	1.09%	12.30

Spring Semester 1978-2000

1	2	3 UAF Actuals					4		5	
		UAF (1) Service Area Population	Yr-Yr % chg	Credit Headcount Enrollment	Yr-Yr Enrollment % chg	Student Credit Hours	Yr-Yr SCH % chg	FTE	Yr-Yr FTE % chg	Participation Rate Enrollment (3/1)
1976	409,800	--	--	--	--	--	--	--	--	--
1977	418,000	2.0%	--	--	--	--	--	--	--	--
1978	411,600	-1.5%	4,145	--	33,497	--	--	--	--	--
1979	413,700	0.5%	4,699	13.4%	38,667	15.4%	2,268	--	1.39%	4.97
1980	419,700	1.5%	4,717	0.4%	39,127	1.2%	2,617	15.4%	1.16%	6.85
1981	435,200	3.7%	5,330	13.0%	41,872	7.0%	2,648	1.2%	1.25%	7.13
1982	460,837	5.9%	4,970	-6.8%	44,749	6.9%	2,832	6.9%	1.28%	7.66
1983	510,554	10.8%	5,409	8.8%	50,466	12.8%	3,034	7.1%	1.14%	8.44
1984	538,777	5.5%	5,204	-3.8%	51,059	1.2%	3,423	12.8%	1.18%	8.41
Forecast										
1985	557,505	3.5%	5,241	0.7%	56,081	9.8%	3,800	9.5%	1.16%	9.00
1986	571,556	2.5%	5,292	1.0%	56,623	1.0%	3,836	0.9%	1.23%	9.10
1987	585,365	2.4%	5,347	1.0%	57,748	2.0%	3,912	2.0%	1.26%	9.50
1988	594,082	1.5%	5,398	1.0%	60,454	4.7%	4,096	4.7%	1.30%	9.70
1989	604,225	1.7%	5,446	0.9%	63,178	4.5%	4,280	4.5%	1.35%	9.90
1990	616,624	2.1%	5,497	0.9%	65,964	4.4%	4,469	4.4%	1.39%	10.30
1991	625,307	1.4%	5,534	0.7%	68,073	3.2%	4,612	3.2%	1.42%	10.70
1992	638,815	2.2%	5,545	0.2%	68,205	0.2%	4,621	0.2%	1.52%	11.00
1993	654,507	2.5%	5,527	-0.3%	67,978	-0.3%	4,605	-0.3%	1.57%	11.00
1994	662,731	1.3%	5,672	2.6%	69,762	2.6%	4,726	2.6%	1.65%	11.00
1995	678,724	2.4%	5,830	2.8%	71,703	2.8%	4,858	2.8%	1.74%	11.00
1996	684,446	0.8%	6,059	3.9%	74,932	3.9%	5,050	4.0%	1.81%	11.00
1997	694,005	1.4%	6,378	4.4%	77,832	4.4%	5,273	4.4%	1.88%	11.00
1998	700,804	1.0%	6,581	4.0%	80,941	4.0%	5,484	4.0%	1.92%	11.00
1999	711,062	1.5%	6,893	4.7%	84,788	4.8%	5,744	4.7%	1.97%	11.00
2000	719,691	1.2%	7,194	4.4%	88,481	4.4%	5,995	4.4%	1.98%	11.30

(1) Service area population includes the entire State of Alaska.

UA Office of Institutional Planning - February 1985

UAJ Actuals

UJ (1) Service Area Population	UJ Actuals						Participation Rate		Credits/ Student
	Yr-Yr % chg	Credit Headcount Enrollment	Yr-Yr Enrollment % chg	Student Credit Hours	Yr-Yr SCH % chg	FTE	Yr-Yr FTE % chg	Enrollment (3/1)	
1976	21,260								
1977	21,830	2.7%	1,568	--	6,441	--	--	--	--
1978	22,500	3.1%	1,842	17.5%	7,723	19.9%	443	--	--
1979	23,470	4.3%	2,144	16.4%	8,991	16.4%	527	19.0%	8.19%
1980	24,435	4.1%	2,102	-2.0%	9,291	3.3%	614	16.5%	4.19
1981	25,890	6.0%	2,460	17.0%	10,771	15.9%	630	2.6%	8.60%
1982	26,938	4.0%	2,339	-4.9%	10,960	1.8%	738	16.0%	9.50%
1983	31,088	15.4%	2,361	0.9%	11,185	2.1%	749	1.6%	8.48%
1984	32,243	3.7%	2,315	-1.9%	11,649	4.1%	765	3.0%	7.59%
							795	3.9%	7.18%
									5.03
Forecast									
1985	33,355	3.4%	2,768	19.6%	12,983	11.5%	892	12.2%	8.30%
1986	34,747	4.2%	2,840	2.6%	13,320	2.6%	915	2.6%	8.17%
1987	35,992	3.6%	2,914	2.6%	13,667	2.6%	939	2.6%	8.10%
1988	35,833	-0.4%	2,989	2.6%	14,022	2.6%	963	2.6%	8.34%
1989	36,600	2.4%	3,067	2.6%	14,386	2.6%	988	2.6%	8.36%
1990	36,466	-0.6%	3,147	2.6%	14,760	2.6%	1,014	2.6%	8.63%
1991	36,575	0.3%	3,229	2.6%	15,144	2.6%	1,040	2.6%	8.83%
1992	37,374	2.2%	3,313	2.6%	15,538	2.6%	1,067	2.6%	8.86%
1993	37,761	1.0%	3,399	2.6%	15,942	2.6%	1,095	2.6%	9.00%
1994	38,423	1.8%	3,487	2.6%	16,356	2.6%	1,123	2.6%	9.08%
1995	38,105	-0.8%	3,578	2.6%	16,782	2.6%	1,153	2.7%	9.39%
1996	38,791	1.8%	3,671	2.6%	17,218	2.6%	1,183	2.6%	9.46%
1997	38,783	.0%	3,766	2.6%	17,666	2.6%	1,213	2.5%	9.71%
1998	39,638	2.2%	3,864	2.6%	18,125	2.6%	1,245	2.6%	9.75%
1999	40,252	1.5%	3,965	2.6%	18,596	2.6%	1,277	2.6%	9.85%
2000	40,824	1.4%	4,068	2.6%	19,080	2.6%	1,310	2.6%	9.96%

Spring Semester 1978-2000

UJ Actuals

UJ (1) Service Area Population	UJ Actuals						Participation Rate		Credits/ Student
	Yr-Yr % chg	Credit Headcount Enrollment	Yr-Yr Enrollment % chg	Student Credit Hours	Yr-Yr SCH % chg	FTE	Yr-Yr FTE % chg	Enrollment (3/1)	
1976	21,260								
1977	21,830	2.7%		--					
1978	22,500	3.1%	2,012	--	6,908	--	561	--	--
1979	23,470	4.3%	2,189	8.8%	8,175	18.3%	534	-4.8%	8.94%
1980	24,435	4.1%	2,049	-4.4%	7,844	-4.0%	678	27.0%	9.33%
1981	25,890	6.0%	2,459	20.0%	9,954	26.9%	785	15.8%	8.39%
1982	26,938	4.0%	2,621	6.6%	11,560	16.1%	797	1.5%	9.50%
1983	31,088	15.4%	2,742	4.6%	11,652	0.8%	765	-4.0%	9.73%
1984	32,243	3.7%	2,740	-0.1%	11,378	-2.4%	783	2.4%	8.82%
									8.50%
									6.15
Forecast									
1985	33,355	3.4%	2,839	3.6%	11,674	2.6%	811	3.6%	8.51%
1986	34,747	4.2%	3,146	10.8%	12,937	10.9%	899	10.9%	9.05%
1987	35,992	3.6%	3,228	2.6%	13,274	2.6%	922	2.6%	8.97%
1988	35,833	-0.4%	3,312	2.6%	13,619	2.6%	946	2.6%	9.24%
1989	36,600	2.4%	3,398	2.6%	13,973	2.6%	971	2.6%	9.26%
1990	36,466	-0.6%	3,487	2.6%	14,336	2.6%	996	2.6%	9.56%
1991	36,575	0.3%	3,577	2.6%	14,709	2.6%	1,022	2.6%	9.78%
1992	37,374	2.2%	3,670	2.6%	15,091	2.6%	1,049	2.6%	9.82%
1993	37,761	1.0%	3,766	2.6%	15,484	2.6%	1,076	2.6%	9.97%
1994	38,423	1.8%	3,864	2.6%	15,886	2.6%	1,104	2.6%	10.06%
1995	38,105	-0.8%	3,964	2.6%	16,299	2.6%	1,133	2.6%	10.40%
1996	38,791	1.8%	4,067	2.6%	16,723	2.6%	1,162	2.6%	10.68%
1997	38,783	.0%	4,173	2.6%	17,158	2.6%	1,192	2.6%	10.76%
1998	39,638	2.2%	4,281	2.6%	17,604	2.6%	1,223	2.6%	10.80%
1999	40,252	1.5%	4,393	2.6%	18,062	2.6%	1,255	2.6%	10.91%
2000	40,824	1.4%	4,507	2.6%	18,531	2.6%	1,288	2.6%	11.04%

Service area population includes Juneau, Rainier, and Skagway-Yakutat-Angoon census area less Angoon.

Office of Institutional Planning - February 1985



UA, Fairbanks Enrollment, and Regional Population Trends and Projections
Fall Semester 1978-2000

1	2	3					4		5	
		UAF Actuals					Participation	Credits/	Rate	Student
		UAF (1) Service Area Population	Yr-Yr % chg	Credit Enrollment Headcount	Yr-Yr Enrollment % chg	Student Credit Hours	Yr-Yr SCH % chg	FTE	Yr-Yr FTE % chg	Enrollment (3/1)
1976	409,800	--	--	--	--	--	--	--	--	--
1977	418,000	2.0%	4,040	--	33,756	--	2,289	--	0.97%	8.36
1978	411,600	-1.5%	4,503	11.5%	39,088	15.8%	2,645	-15.6%	1.09%	8.68
1979	413,700	0.5%	4,596	2.1%	40,557	3.8%	2,753	4.1%	1.11%	8.82
1980	419,700	1.5%	4,938	7.4%	45,109	11.2%	3,047	10.7%	1.18%	9.14
1981	435,200	3.7%	5,574	12.9%	50,247	11.4%	3,400	11.6%	1.28%	9.01
1982	460,837	5.9%	5,344	-4.1%	54,063	7.6%	3,664	7.7%	1.16%	10.12
1983	510,554	10.8%	5,571	4.2%	54,440	0.7%	3,697	1.0%	1.09%	9.77
1984	538,777	5.5%	5,278	-5.3%	56,522	0.2%	3,700	0.1%	0.98%	10.33

Forecast

1985	557,505	3.5%	5,697	7.9%	60,958	11.8%	4,130	11.6%	1.02%	10.70
1986	571,556	2.5%	5,752	1.0%	61,546	1.0%	4,170	1.0%	1.01%	10.70
1987	585,365	2.4%	5,812	1.0%	62,770	2.0%	4,253	2.0%	0.99%	10.80
1988	594,082	1.5%	5,867	0.9%	65,710	4.7%	4,452	4.7%	0.99%	11.20
1989	604,225	1.7%	5,920	0.9%	68,672	4.5%	4,653	4.5%	0.98%	11.60
1990	616,624	2.1%	5,975	0.9%	71,700	4.4%	4,858	4.4%	0.97%	12.00
1991	625,307	1.4%	6,016	0.7%	73,992	3.2%	5,013	3.2%	0.96%	12.30
1992	638,815	2.2%	6,027	0.2%	74,135	0.2%	5,023	0.2%	0.94%	12.30
1993	654,507	2.5%	6,007	-0.3%	73,889	-0.3%	5,006	-0.3%	0.92%	12.30
1994	662,731	1.3%	6,165	2.6%	75,828	2.6%	5,137	2.6%	0.93%	12.30
1995	678,724	2.4%	6,356	2.8%	77,938	2.8%	5,280	2.8%	0.93%	12.30
1996	684,446	0.8%	6,586	3.9%	81,013	3.9%	5,489	4.0%	0.96%	12.30
1997	694,005	1.4%	6,878	4.4%	84,600	4.4%	5,732	4.4%	0.99%	12.30
1998	700,804	1.0%	7,153	4.0%	87,980	4.0%	5,961	4.0%	1.02%	12.30
1999	711,062	1.5%	7,493	4.8%	92,161	4.8%	6,244	4.7%	1.05%	12.30
2000	719,691	1.2%	7,819	4.4%	96,175	4.4%	6,516	4.4%	1.09%	12.30

Spring Semester 1978-2000

1	2	3					4		5	
		UAF Actuals					Participation	Credits/	Rate	Student
		UAF (1) Service Area Population	Yr-Yr % chg	Credit Enrollment Headcount	Yr-Yr Enrollment % chg	Student Credit Hours	Yr-Yr SCH % chg	FTE	Yr-Yr FTE % chg	Enrollment (3/1)
1976	409,800	--	--	--	--	--	--	--	--	--
1977	418,000	2.0%	--	--	--	--	--	--	--	--
1978	411,600	-1.5%	4,145	--	33,497	--	2,268	--	1.39%	4.97
1979	413,700	0.5%	4,699	13.4%	38,667	15.4%	2,617	15.4%	1.16%	6.85
1980	419,700	1.5%	4,717	0.4%	39,127	1.2%	2,648	1.2%	1.25%	7.13
1981	435,200	3.7%	5,330	13.0%	41,832	7.0%	2,832	6.9%	1.28%	7.66
1982	460,837	5.9%	4,970	-6.8%	44,749	6.9%	3,034	7.1%	1.14%	8.44
1983	510,554	10.8%	5,409	8.8%	50,466	12.8%	3,473	12.8%	1.18%	8.41
1984	538,777	5.5%	5,204	-3.8%	51,059	1.2%	3,471	1.4%	1.16%	8.47

Forecast

1985	557,505	3.5%	5,241	0.7%	56,081	9.8%	3,800	9.5%	1.16%	9.00
1986	571,556	2.5%	5,292	1.0%	56,623	1.0%	3,836	0.9%	1.23%	9.10
1987	585,365	2.4%	5,347	1.0%	57,748	2.0%	3,912	2.0%	1.26%	9.50
1988	594,082	1.5%	5,398	1.0%	60,454	4.7%	4,096	4.7%	1.30%	9.70
1989	604,225	1.7%	5,446	0.9%	61,178	4.5%	4,280	4.5%	1.35%	9.90
1990	616,624	2.1%	5,497	0.9%	65,964	4.4%	4,469	4.4%	1.39%	10.30
1991	625,307	1.4%	5,534	0.7%	68,073	3.2%	4,612	3.2%	1.47%	10.70
1992	638,815	2.2%	5,545	0.2%	68,205	0.2%	4,671	0.2%	1.52%	11.00
1993	654,507	2.5%	5,527	-0.3%	67,978	-0.3%	4,605	-0.3%	1.57%	11.00
1994	662,731	1.3%	5,672	2.6%	69,762	2.6%	4,726	2.6%	1.65%	11.00
1995	678,724	2.4%	5,830	2.8%	71,703	2.8%	4,858	2.8%	1.74%	11.00
1996	684,446	0.8%	6,059	3.9%	74,532	3.9%	5,050	4.0%	1.81%	11.00
1997	694,005	1.4%	6,328	4.4%	77,832	4.4%	5,273	4.4%	1.88%	11.00
1998	700,804	1.0%	6,581	4.0%	80,941	4.0%	5,484	4.0%	1.92%	11.00
1999	711,062	1.5%	6,893	4.7%	84,788	4.8%	5,734	4.7%	1.97%	11.10
2000	719,691	1.2%	7,194	4.4%	88,481	4.4%	5,995	4.4%	1.98%	11.30

(1) Service area population includes the entire State of Alaska.

UA Office of Institutional Planning - February 1985

Full Semester 1976-2000

CCC (1) Service Area Population	CCC Actuals						Participation Rate		Credits/Student
	Yr-Yr % chg	Credit Headcount Enrollment	Yr-Yr Enrollment % chg	Student Credit Hours	Yr-Yr SCH % chg	FTE	Yr-Yr FTE % chg	Enrollment (3/1)	
1976	4,700	--	--	--	--	--	--	--	--
1977	4,800	2.1%	--	--	--	--	--	--	--
1978	4,700	-2.1%	143	--	431	--	29	--	3.04%
1979	4,800	2.1%	172	20.3%	764	77.3%	51	75.9%	3.58%
1980	4,900	2.1%	--	--	--	--	--	--	--
1981	5,000	2.0%	--	--	--	--	--	--	--
1982	5,090	1.8%	16	--	39	--	3	--	0.31%
1983	5,759	13.1%	149	831.3%	647	1559.0%	43	1333.3%	2.59%
1984	6,453	12.0%	132	-11.4%	594	-8.2%	40	-7.0%	2.05%
Forecast *									
1985	6,751	4.6%	181	37.1%	787	32.5%	52	30.0%	2.68%
1986	7,072	4.7%	197	8.8%	857	8.9%	57	9.6%	2.79%
1987	6,926	-2.1%	200	1.5%	870	1.5%	58	1.8%	2.89%
1988	8,119	17.2%	243	21.5%	1,057	21.5%	70	20.2%	2.99%
1989	8,208	1.1%	245	0.8%	1,066	0.9%	71	1.4%	2.98%
1990	8,150	-0.7%	243	-0.8%	1,057	-0.8%	70	-1.4%	2.98%
1991	8,154	.0%	244	0.4%	1,061	0.4%	71	1.4%	2.99%
1992	8,239	1.0%	246	0.8%	1,070	0.8%	71	0.0%	2.99%
1993	8,278	0.5%	247	0.4%	1,074	0.4%	72	1.4%	2.98%
1994	8,372	1.1%	250	1.2%	1,088	1.3%	73	1.4%	2.99%
1995	8,242	-1.6%	246	-1.6%	1,070	-1.7%	71	-2.7%	2.98%
1996	8,344	1.2%	249	1.2%	1,083	1.2%	72	1.4%	2.98%
1997	8,404	0.7%	251	0.8%	1,092	0.8%	73	1.4%	2.99%
1998	8,536	1.6%	255	1.6%	1,109	1.6%	74	1.4%	2.99%
1999	8,593	0.7%	257	0.8%	1,118	0.8%	75	1.4%	2.99%
2000	8,657	0.7%	259	0.8%	1,127	0.8%	75	0.0%	2.99%

Spring Semester 1978-2000

CCC (1) Service Area Population	CCC Actuals						Participation Rate		Credits/Student
	Yr-Yr % chg	Credit Headcount Enrollment	Yr-Yr Enrollment % chg	Student Credit Hours	Yr-Yr SCH % chg	FTE	Yr-Yr FTE % chg	Enrollment (3/1)	
1976	4,700	--	--	--	--	--	--	--	--
1977	4,800	2.1%	--	--	--	--	--	--	--
1978	4,700	-2.1%	--	--	--	--	--	--	--
1979	4,800	2.1%	206	--	591	--	39	--	4.29%
1980	4,900	2.1%	385	86.9%	969	64.0%	65	66.7%	7.86%
1981	5,000	2.0%	--	--	--	--	--	--	--
1982	5,090	1.8%	--	--	--	--	--	--	--
1983	5,759	13.1%	142	--	610	--	41	--	2.47%
1984	6,453	12.0%	165	16.2%	826	35.4%	55	34.1%	2.56%
Forecast *									
1985	6,751	4.6%	192	16.4%	961	16.3%	64	16.4%	2.84%
1986	7,072	4.7%	208	8.3%	1,041	8.3%	69	7.8%	2.94%
1987	6,926	-2.1%	227	9.1%	1,136	9.1%	76	10.1%	3.28%
1988	8,119	17.2%	230	1.3%	1,151	1.3%	77	1.3%	2.83%
1989	8,208	1.1%	279	21.3%	1,397	21.4%	93	20.8%	3.40%
1990	8,150	-0.7%	282	1.1%	1,412	1.1%	94	1.1%	3.46%
1991	8,154	.0%	279	-1.1%	1,397	-1.1%	93	-1.1%	3.42%
1992	8,239	1.0%	281	0.7%	1,407	0.7%	94	1.1%	3.41%
1993	8,278	0.5%	283	0.7%	1,417	0.7%	94	0.0%	3.42%
1994	8,372	1.1%	284	0.4%	1,422	0.4%	95	1.1%	3.39%
1995	8,242	-1.6%	288	1.4%	1,442	1.4%	96	1.1%	3.39%
1996	8,344	1.2%	283	-1.7%	1,417	-1.7%	94	-2.1%	3.39%
1997	8,404	0.7%	286	1.1%	1,432	1.1%	95	1.1%	3.40%
1998	8,536	1.6%	289	1.0%	1,447	1.0%	96	1.1%	3.39%
1999	8,593	0.7%	293	1.4%	1,467	1.4%	98	2.1%	3.41%
2000	8,657	0.7%	296	1.0%	1,482	1.0%	99	1.0%	3.42%

(1) Service area population includes the Kobuk census area.

*Forecast assumes spring enrollments will be 115% of preceding fall semester.

SW Office of Institutional Planning - February 1985

Islands CC Enrollment and Regional Population Trends and Projections
Fall Semester 1978-2000

1	2	3 ICC Actuals						4 Participation Rate		5 Credits/Student
		ICC (1) Service Area Population	Yr-Yr % chg	Credit Headcount Enrollment	Yr-Yr Enrollment % chg	Student Credit Hours	Yr-Yr SCH % chg	FTE	Yr-Yr FTE % chg	
1976	12,940	--	--	--	--	--	--	--	--	--
1977	13,470	4.1%	337	--	1,045	--	67	--	2.50%	3.10
1978	13,900	3.2%	419	24.3%	1,489	42.5%	99	42.8%	3.01%	3.55
1979	14,230	2.4%	455	8.6%	1,272	-14.6%	85	-14.1%	3.20%	2.80
1980	14,565	2.4%	578	27.0%	1,811	42.4%	121	42.4%	3.97%	3.13
1981	15,010	3.1%	441	-23.7%	1,519	-16.1%	101	-16.5%	2.94%	3.44
1982	15,483	3.2%	702	59.2%	2,095	37.9%	140	38.6%	4.53%	2.98
1983	15,575	0.6%	769	9.5%	2,314	10.5%	155	10.7%	4.94%	3.01
1984	16,154	3.7%	892	16.0%	2,431	5.1%	162	4.5%	5.52%	2.73
Forecast										
1985	16,711	3.4%	918	2.9%	2,718	11.8%	181	11.7%	5.49%	2.96
1986	17,408	4.2%	991	8.0%	2,916	7.3%	194	7.2%	5.69%	2.96
1987	18,032	3.6%	1,064	7.4%	3,114	6.8%	208	7.2%	5.90%	2.93
1988	17,952	-0.4%	1,137	6.9%	3,312	6.4%	221	6.3%	6.33%	2.91
1989	18,376	2.4%	1,210	6.4%	3,510	6.0%	234	5.9%	6.58%	2.90
1990	18,269	-0.6%	1,283	6.0%	3,708	5.6%	247	5.6%	7.02%	2.89
1991	18,324	0.3%	1,356	5.7%	3,906	5.3%	260	5.3%	7.40%	2.88
1992	18,724	2.2%	1,429	5.4%	4,104	5.1%	274	5.4%	7.63%	2.87
1993	18,918	1.0%	1,443	1.0%	4,145	1.0%	276	0.7%	7.63%	2.87
1994	19,250	1.8%	--	--	--	--	--	--	--	--
1995	19,091	-0.8%	--	--	--	--	--	--	--	--
1996	19,434	1.8%	--	--	--	--	--	--	--	--
1997	19,430	.0%	--	--	--	--	--	--	--	--
1998	19,859	2.2%	--	--	--	--	--	--	--	--
1999	20,166	1.5%	--	--	--	--	--	--	--	--
2000	20,458	1.4%	1,563	--	4,444	--	296	--	7.64%	2.86

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1	2	3 ICC Actuals						4 Participation Rate		5 Credits/Student
		ICC (1) Service Area Population	Yr-Yr % chg	Credit Headcount Enrollment	Yr-Yr Enrollment % chg	Student Credit Hours	Yr-Yr SCH % chg	FTE	Yr-Yr FTE % chg	
1976	12,940	--	--	--	--	--	--	--	--	--
1977	13,470	4.1%	--	--	--	--	--	--	--	--
1978	13,900	3.2%	451	--	1,139	--	76	--	3.24%	2.53
1979	14,230	2.4%	576	27.7%	1,610	41.4%	107	40.8%	4.05%	2.80
1980	14,565	2.4%	510	-11.1%	1,702	5.7%	113	5.6%	3.52%	3.32
1981	15,010	3.1%	571	11.5%	1,732	1.8%	115	1.8%	3.80%	3.01
1982	15,483	3.2%	753	31.9%	1,999	15.4%	133	15.7%	4.86%	2.85
1983	15,575	0.6%	949	26.0%	2,637	31.9%	176	32.3%	6.09%	2.78
1984	16,154	3.7%	863	-9.1%	2,436	-7.6%	164	-6.8%	5.34%	2.82
Forecast										
1985	16,711	3.4%	987	14.4%	2,764	13.5%	184	12.2%	5.94%	2.80
1986	17,408	4.2%	1,052	6.6%	2,946	6.6%	196	6.5%	6.04%	2.80
1987	18,032	3.6%	1,117	6.2%	3,128	6.2%	209	6.6%	6.19%	2.80
1988	17,952	-0.4%	1,182	5.8%	3,310	5.8%	221	5.7%	6.58%	2.80
1989	18,377	2.4%	1,247	5.5%	3,492	5.5%	233	5.6%	6.79%	2.80
1990	18,269	-0.6%	1,312	5.2%	3,674	5.2%	245	5.2%	7.18%	2.80
1991	18,324	0.3%	1,377	5.0%	3,856	5.0%	257	4.9%	7.51%	2.80
1992	18,724	2.2%	1,442	4.7%	4,038	4.7%	269	4.7%	7.70%	2.80
1993	18,918	1.0%	1,457	1.0%	4,080	1.0%	272	1.1%	7.70%	2.80
1994	19,250	1.8%	--	--	--	--	--	--	--	--
1995	19,091	-0.8%	--	--	--	--	--	--	--	--
1996	19,434	1.8%	--	--	--	--	--	--	--	--
1997	19,430	.0%	--	--	--	--	--	--	--	--
1998	19,859	2.2%	--	--	--	--	--	--	--	--
1999	20,166	1.5%	--	--	--	--	--	--	--	--
2000	20,458	1.4%	1,562	--	4,374	--	292	--	7.64%	2.80

(1) Service area population includes Sitka and Wrangell-Petersburg census areas and incorporated area of Angoon.

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KPC (1) Service Area Population	KPC Actuals					FTE	Participation Rate		Credits/Student
	Yr-Yr % chg	Credit Headcount Enrollment	Yr-Yr Enrollment % chg	Student Credit Hours	Yr-Yr SCN % chg		Yr-Yr FTE % chg	Enrollment (3/1)	
1976	22,500								
1977	23,900	6.2%	799						
1978	24,500	2.5%	1,134	41.9%	3,350			3.34%	4.19
1979	25,800	5.3%	969	-14.6%	5,703	70.2%	380	70.4%	4.63%
1980	27,500	7.0%	1,044	7.7%	5,934	4.1%	396	4.2%	3.76%
1981	29,500	6.9%	1,118	7.1%	6,360	7.2%	424	7.1%	3.78%
1982	32,486	10.1%	1,337	19.6%	7,063	11.1%	471	11.1%	3.79%
1983	35,769	10.1%	1,460	9.2%	8,207	16.2%	547	16.1%	4.12%
1984	38,930	8.8%	1,609	10.2%	8,662	5.5%	577	5.5%	4.08%
					9,926	14.6%	662	14.7%	4.13%

Forecast

1985	40,098	3.0%	1,644	2.2%	10,128	2.0%	675	2.0%	4.22%	6.16
1986	41,301	3.0%	1,689	2.7%	10,432	3.0%	695	3.0%	4.21%	6.18
1987	42,540	3.0%	1,740	3.0%	10,745	3.0%	716	3.0%	4.21%	6.18
1988	43,391	3.0%	1,776	2.1%	10,960	2.0%	730	2.0%	4.17%	6.17
1989	44,258	2.0%	1,811	2.0%	11,179	2.0%	745	2.1%	4.17%	6.17
1990	45,144	2.0%	1,847	2.0%	11,402	2.0%	760	2.0%	4.17%	6.17
1991	46,047	2.0%	1,884	2.0%	11,631	2.0%	775	2.0%	4.17%	6.17
1992	46,967	2.0%	1,922	2.0%	11,863	2.0%	790	1.9%	4.17%	6.17
1993	47,909	2.0%	1,960	2.0%	12,100	2.0%	806	2.0%	4.17%	6.17
1994	48,865	2.0%	1,999	2.0%	12,342	2.0%	822	2.0%	4.17%	6.17
1995	49,842	2.0%	2,039	2.0%	12,589	2.0%	839	2.1%	4.17%	6.17
1996	50,839	2.0%	2,080	2.0%	12,841	2.0%	856	2.0%	4.17%	6.17
1997	51,856	2.0%	2,122	2.0%	13,098	2.0%	873	2.0%	4.17%	6.17
1998	52,893	2.0%	2,164	2.0%	13,360	2.0%	890	1.9%	4.17%	6.17
1999	53,951	2.0%	2,208	2.0%	13,627	2.0%	908	2.0%	4.17%	6.17
2000	55,030	2.0%	2,253	2.0%	13,899	2.0%	926	2.0%	4.18%	6.17

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KPC (1) Service Area Population	KPC Actuals					FTE	Participation Rate		Credits/Student
	Yr-Yr % chg	Credit Headcount Enrollment	Yr-Yr Enrollment % chg	Student Credit Hours	Yr-Yr SCN % chg		Yr-Yr FTE % chg	Enrollment (3/1)	
1976	22,500								
1977	23,900	6.2%							
1978	24,500	2.5%	1,121						
1979	25,800	5.3%	1,157		3,942		263		
1980	27,600	7.0%	856	3.2%	5,902	49.7%	393	49.4%	4.58%
1981	29,500	6.9%	994	-26.0%	5,538	-6.2%	369	-6.1%	3.10%
1982	32,486	10.1%	1,164	16.1%	6,292	13.6%	419	13.6%	3.37%
1983	35,769	10.1%	1,462	17.1%	7,071	12.4%	471	12.4%	3.58%
1984	36,513	2.1%	1,436	25.6%	8,622	21.9%	575	22.1%	4.09%
				-1.8%	8,598	-0.3%	574	-0.2%	3.93%

Forecast

1985	40,098	6.6%	1,590	10.7%	9,860	14.7%	637	14.5%	4.08%	6.20
1986	41,301	3.0%	1,642	5.8%	10,156	3.0%	657	3.0%	4.19%	6.04
1987	42,540	3.0%	1,694	0.7%	10,460	3.0%	677	3.0%	4.10%	6.17
1988	43,391	3.0%	1,755	3.6%	10,774	3.0%	718	3.0%	4.13%	6.14
1989	44,258	2.0%	1,796	2.3%	10,990	2.0%	732	1.9%	4.14%	6.12
1990	45,144	2.0%	1,825	1.6%	11,210	2.0%	747	2.0%	4.12%	6.14
1991	46,047	2.0%	1,864	2.1%	11,434	2.0%	762	2.0%	4.13%	6.13
1992	46,967	2.0%	1,902	2.0%	11,662	2.0%	777	2.0%	4.13%	6.13
1993	47,909	2.0%	1,939	1.9%	11,896	2.0%	793	2.0%	4.13%	6.14
1994	48,865	2.0%	1,978	2.0%	12,134	2.0%	808	1.9%	4.13%	6.13
1995	49,842	2.0%	2,018	2.0%	12,376	2.0%	825	2.1%	4.13%	6.13
1996	49,842	2.0%	2,058	2.0%	12,624	2.0%	841	2.1%	4.13%	6.13
1997	50,839	2.0%	2,099	2.0%	12,876	2.0%	858	1.9%	4.13%	6.13
1998	51,856	2.0%	2,141	2.0%	13,134	2.0%	875	2.0%	4.13%	6.13
1999	52,893	2.0%	2,184	2.0%	13,396	2.0%	893	2.1%	4.13%	6.13
2000	53,951	2.0%	2,228	2.0%	13,664	2.0%	910	1.9%	4.13%	6.13

(1) Service area population includes the Kenai Peninsula census area.



Ketchikan CC Enrollment and Regional Population Trends and Projections
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KECC (1) Service Area Population	KECC Actuals						Participation Rate		Credits/ Student	
	Yr-Yr % chg	Credit Headcount Enrollment	Yr-Yr Enrollment % chg	Student Credit Hours	Yr-Yr SCR % chg	FTE	Yr-Yr FTE % chg	Enrollment (3/1)		
1976	15,500	--	--	--	--	--	--	--	--	
1977	15,500	0.0%	462	--	1,747	--	116	--	2.98%	3.78
1978	15,700	1.3%	483	5.0%	1,902	8.9%	127	9.5%	3.09%	3.92
1979	16,000	1.9%	626	29.1%	2,425	27.5%	162	27.6%	3.91%	3.87
1980	16,300	1.9%	500	-20.1%	2,338	-3.6%	156	-3.7%	3.07%	4.68
1981	16,600	1.8%	576	15.2%	2,252	-3.7%	150	-3.8%	3.47%	3.91
1982	16,832	1.4%	681	18.2%	2,554	13.4%	170	13.3%	4.05%	3.75
1983	18,005	7.0%	748	9.8%	2,832	10.9%	189	17.2%	4.15%	3.79
1984	18,674	3.7%	731	-2.3%	2,905	2.6%	195	3.2%	3.91%	3.97
Forecast										
1985	19,318	3.4%	803	9.8%	3,039	4.6%	203	4.0%	4.15%	3.79
1986	20,124	4.2%	836	4.2%	3,165	4.2%	211	4.2%	4.15%	3.79
1987	20,845	3.6%	866	3.6%	3,279	3.6%	219	3.6%	4.15%	3.79
1988	20,753	-0.4%	862	-0.4%	3,264	-0.4%	218	-0.4%	4.15%	3.79
1989	21,244	2.4%	883	2.4%	3,341	2.4%	223	2.4%	4.15%	3.79
1990	21,120	-0.6%	877	-0.6%	3,322	-0.6%	222	-0.6%	4.15%	3.79
1991	21,183	0.3%	880	0.3%	3,332	0.3%	222	0.3%	4.15%	3.79
1992	21,646	2.2%	899	2.2%	3,405	2.2%	227	2.2%	4.15%	3.79
1993	21,870	1.0%	909	1.0%	3,440	1.0%	230	1.0%	4.15%	3.79
1994	22,253	1.8%	924	1.8%	3,500	1.8%	234	1.8%	4.15%	3.79
1995	22,069	-0.8%	917	-0.8%	3,471	-0.8%	232	-0.8%	4.15%	3.79
1996	22,466	1.8%	933	1.8%	3,534	1.8%	236	1.8%	4.15%	3.79
1997	22,462	.0%	933	.0%	3,533	.0%	236	.0%	4.15%	3.79
1998	22,957	2.2%	954	2.2%	3,611	2.2%	241	2.2%	4.15%	3.79
1999	23,312	1.5%	968	1.5%	3,667	1.5%	245	1.5%	4.15%	3.79
2000	23,644	1.4%	982	1.4%	3,719	1.4%	248	1.4%	4.15%	3.79

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KECC (1) Service Area Population	KECC Actuals						Participation Rate		Credits/ Student	
	Yr-Yr % chg	Credit Headcount Enrollment	Yr-Yr Enrollment % chg	Student Credit Hours	Yr-Yr SCR % chg	FTE	Yr-Yr FTE % chg	Enrollment (3/1)		
1976	15,500	--	--	--	--	--	--	--	--	
1977	15,500	0.0%	--	--	--	--	--	--	--	
1978	15,700	1.3%	539	--	2,090	--	139	--	3.43%	3.88
1979	16,000	1.9%	863	60.1%	3,010	44.0%	201	44.6%	5.39%	3.79
1980	16,300	1.9%	859	-0.5%	2,574	-14.5%	172	-14.4%	5.27%	3.00
1981	16,600	1.8%	1,043	21.4%	2,690	4.5%	179	4.1%	6.28%	2.58
1982	16,832	1.4%	707	-32.2%	2,722	1.2%	181	1.1%	4.20%	3.85
1983	18,005	7.0%	718	1.6%	2,874	5.6%	192	6.1%	3.99%	4.00
1984	18,674	3.7%	859	19.6%	2,994	4.2%	201	4.7%	4.60%	3.69
Forecast										
1985	19,318	3.4%	889	3.4%	3,097	3.4%	208	3.4%	4.60%	3.69
1986	20,124	4.2%	926	4.2%	3,227	4.2%	217	4.2%	4.60%	3.69
1987	20,845	3.6%	959	3.6%	3,342	3.6%	224	3.6%	4.60%	3.69
1988	20,753	-0.4%	955	-0.4%	3,327	-0.4%	223	-0.4%	4.60%	3.69
1989	21,244	2.4%	977	2.4%	3,406	2.4%	229	2.4%	4.60%	3.69
1990	21,120	-0.6%	971	-0.6%	3,386	-0.6%	227	-0.6%	4.60%	3.69
1991	21,183	0.3%	974	0.3%	3,396	0.3%	228	0.3%	4.60%	3.69
1992	21,646	2.2%	996	2.2%	3,470	2.2%	233	2.2%	4.60%	3.69
1993	21,870	1.0%	1,006	1.0%	3,506	1.0%	235	1.0%	4.60%	3.69
1994	22,253	1.8%	1,074	1.8%	3,568	1.8%	240	1.8%	4.60%	3.69
1995	22,069	-0.8%	1,015	-0.8%	3,538	-0.8%	238	-0.8%	4.60%	3.69
1996	22,466	1.8%	1,033	1.8%	3,602	1.8%	242	1.8%	4.60%	3.69
1997	22,462	.0%	1,033	.0%	3,601	.0%	242	.0%	4.60%	3.69
1998	22,957	2.2%	1,056	2.2%	3,681	2.2%	247	2.2%	4.60%	3.69
1999	23,312	1.5%	1,072	1.5%	3,718	1.5%	251	1.5%	4.60%	3.69
2000	23,644	1.4%	1,088	1.4%	3,791	1.4%	254	1.4%	4.60%	3.69

(1) Service area population includes Ketchikan Gateway Borough and Prince of Wales Island-Outer Ketchikan census areas.

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KODC (1) Service Area Population	KODC Actuals							Participation Rate	Credit Student
	Yr-Yr % chg	Credit Headcount Enrollment	Yr-Yr Enrollment % chg	Student Credit Hours	Yr-Yr SCN % chg	FTE	Yr-Yr FTE % chg	Enrollment (3/1)	
1976	9,900	--	--	--	--	--	--	--	--
1977	10,100	2.0%	365	--	1,166	--	78	--	3.01%
1978	10,300	2.0%	538	47.6%	1,823	56.6%	122	56.4%	3.22%
1979	10,600	2.9%	557	3.5%	1,782	-2.2%	119	-2.8%	3.25%
1980	11,000	3.8%	514	-7.7%	1,754	-1.6%	117	-1.7%	4.67%
1981	11,700	6.4%	582	13.2%	2,135	21.7%	142	21.4%	4.97%
1982	12,714	8.7%	658	13.1%	2,079	-2.6%	139	-2.1%	5.18%
1983	12,896	1.4%	758	15.2%	2,285	9.9%	152	9.4%	5.88%
1984	13,079	1.4%	855	12.8%	2,841	24.3%	189	24.3%	6.54%

Forecast

1985	13,341	2.0%	784	-8.3%	2,364	-16.8%	158	-16.6%	5.88%	3.01
1986	13,607	2.0%	800	2.0%	2,411	2.0%	161	2.0%	5.89%	3.01
1987	13,880	2.0%	816	2.0%	2,459	2.0%	164	2.1%	5.88%	3.01
1988	14,157	2.0%	832	2.0%	2,509	2.0%	167	2.0%	5.88%	3.01
1989	14,440	2.0%	849	2.0%	2,559	2.0%	171	2.0%	5.88%	3.01
1990	14,729	2.0%	866	2.0%	2,610	2.0%	174	2.0%	5.88%	3.01
1991	15,024	2.0%	883	2.0%	2,662	2.0%	178	2.0%	5.88%	3.01
1992	15,324	2.0%	901	2.0%	2,715	2.0%	181	2.0%	5.88%	3.01
1993	15,631	2.0%	919	2.0%	2,770	2.0%	185	2.0%	5.88%	3.01
1994	15,943	2.0%	937	2.0%	2,825	2.0%	188	2.0%	5.88%	3.01
1995	16,262	2.0%	956	2.0%	2,881	2.0%	192	2.0%	5.88%	3.01
1996	16,587	2.0%	975	2.0%	2,939	2.0%	196	2.0%	5.88%	3.01
1997	16,919	2.0%	995	2.0%	2,998	2.0%	200	2.0%	5.88%	3.01
1998	17,257	2.0%	1,014	2.0%	3,058	2.0%	204	2.0%	5.88%	3.01
1999	17,603	2.0%	1,035	2.0%	3,119	2.0%	208	2.0%	5.88%	3.01
2000	17,955	2.0%	1,058	2.0%	3,181	2.0%	212	2.0%	5.88%	3.01

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KODC (1) Service Area Population	KODC Actuals							Participation Rate	Credits/ Student
	Yr-Yr % chg	Credit Headcount Enrollment	Yr-Yr Enrollment % chg	Student Credit Hours	Yr-Yr SCN % chg	FTE	Yr-Yr FTE % chg	Enrollment (3/1)	
1976	9,900	--	--	--	--	--	--	--	--
1977	10,100	2.0%	--	--	--	--	--	--	--
1978	10,300	2.0%	463	--	1,371	--	91	--	4.50%
1979	10,600	2.9%	392	-15.3%	1,240	-9.6%	83	-8.8%	3.70%
1980	11,000	3.8%	446	13.8%	1,417	14.3%	94	13.3%	4.05%
1981	11,700	6.4%	689	54.5%	2,246	58.5%	150	59.6%	5.89%
1982	12,714	8.7%	693	0.6%	2,175	-3.2%	145	-3.3%	5.45%
1983	12,896	1.4%	826	19.2%	2,498	14.9%	167	15.2%	6.41%
1984	13,079	1.4%	828	0.2%	2,543	1.8%	169	1.2%	6.33%

Forecast

1985	13,341	2.0%	845	2.0%	2,594	2.0%	173	2.3%	6.33%	3.07
1986	13,607	2.0%	862	2.0%	2,646	2.0%	176	2.0%	6.33%	3.07
1987	13,880	2.0%	879	2.0%	2,699	2.0%	180	2.0%	6.33%	3.07
1988	14,157	2.0%	896	2.0%	2,753	2.0%	184	2.0%	6.33%	3.07
1989	14,440	2.0%	914	2.0%	2,808	2.0%	187	2.0%	6.33%	3.07
1990	14,729	2.0%	933	2.0%	2,864	2.0%	191	2.0%	6.33%	3.07
1991	15,024	2.0%	951	2.0%	2,921	2.0%	195	2.0%	6.33%	3.07
1992	15,324	2.0%	970	2.0%	2,980	2.0%	199	2.0%	6.33%	3.07
1993	15,631	2.0%	990	2.0%	3,039	2.0%	203	2.0%	6.33%	3.07
1994	15,943	2.0%	1,009	2.0%	3,100	2.0%	207	2.0%	6.33%	3.07
1995	16,262	2.0%	1,030	2.0%	3,162	2.0%	211	2.0%	6.33%	3.07
1996	16,587	2.0%	1,050	2.0%	3,225	2.0%	215	2.0%	6.33%	3.07
1997	16,919	2.0%	1,071	2.0%	3,290	2.0%	219	2.0%	6.33%	3.07
1998	17,257	2.0%	1,093	2.0%	3,355	2.0%	224	2.0%	6.33%	3.07
1999	17,603	2.0%	1,114	2.0%	3,423	2.0%	228	2.0%	6.33%	3.07
2000	17,955	2.0%	1,137	2.0%	3,491	2.0%	233	2.0%	6.33%	3.07

(1) Service area population includes the Matanuska-Susitna Borough.

Kuskowin C Enrollment and Regional Population Trends and Projections
Fall Semester 1978-2000

1	2	3					4	5		
		KUCC Actuals								
KUCC (1) Service Area Population	Yr-Yr % chg	Credit Headcount Enrollment	Yr-Yr Enrollment % chg	Student Credit Hours	Yr-Yr SCR % chg	FTE	Yr-Yr FTE % chg	Participation Rate Enrollment (3/1)	Credits/ Student	
1976	14,600	--	--	--	--	--	--	--	--	
1977	14,900	2.1%	573	--	3,067	--	204	--	3.85%	3.35
1978	15,000	0.7%	537	-6.3%	2,806	-8.5%	187	-8.3%	3.58%	3.23
1979	15,300	2.0%	545	1.5%	1,892	-32.6%	126	-32.6%	3.56%	3.47
1980	15,700	2.6%	670	22.9%	2,564	36.5%	170	34.9%	4.22%	3.40
1981	15,900	1.3%	571	-14.8%	1,941	-23.7%	129	-24.1%	3.59%	3.60
1982	16,155	1.6%	650	13.8%	2,527	30.2%	168	30.2%	4.02%	3.89
1983	17,526	8.5%	739	13.7%	2,754	9.0%	184	9.5%	4.22%	3.75
1984	18,104	3.3%	653	-11.6%	2,169	-21.2%	148	-21.2%	3.61%	3.32

Forecast

1985	18,470	2.0%	778	19.1%	2,902	33.8%	193	33.1%	4.21%	3.73
1986	18,638	0.9%	785	0.9%	2,928	0.9%	195	1.0%	4.21%	3.73
1987	18,832	1.0%	794	1.1%	2,959	1.1%	197	1.0%	4.22%	3.73
1988	18,951	0.6%	799	0.6%	2,977	0.6%	198	0.5%	4.22%	3.73
1989	19,189	1.3%	809	1.3%	3,015	1.3%	201	1.5%	4.22%	3.73
1990	18,897	-1.5%	796	-1.6%	2,969	-1.5%	197	-2.0%	4.21%	3.73
1991	18,735	-0.9%	789	-0.9%	2,944	-0.8%	196	-0.5%	4.21%	3.73
1992	18,980	1.3%	800	1.4%	2,982	1.3%	198	1.0%	4.21%	3.73
1993	19,260	1.4%	811	1.4%	3,023	1.4%	201	1.5%	4.22%	3.73
1994	19,520	1.5%	823	1.5%	3,067	1.5%	204	1.5%	4.22%	3.73
1995	19,234	-1.5%	811	-1.5%	3,022	-1.5%	201	-1.5%	4.22%	3.73
1996	19,500	1.4%	822	1.4%	3,064	1.4%	204	1.5%	4.22%	3.73
1997	19,650	0.8%	828	0.7%	3,087	0.8%	205	0.5%	4.21%	3.73
1998	20,050	2.0%	845	2.1%	3,150	2.0%	210	2.4%	4.21%	3.73
1999	20,321	1.4%	856	1.3%	3,193	1.4%	212	1.0%	4.21%	3.73
2000	20,553	1.1%	866	1.2%	3,229	1.1%	215	1.4%	4.21%	3.73

Spring Semester 1978-2000

1	2	3					4	5		
		KUCC Actuals								
KUCC (1) Service Area Population	Yr-Yr % chg	Credit Headcount Enrollment	Yr-Yr Enrollment % chg	Student Credit Hours	Yr-Yr SCR % chg	FTE	Yr-Yr FTE % chg	Participation Rate Enrollment (3/1)	Credits/ Student	
1976	14,600	--	--	--	--	--	--	--	--	
1977	14,900	2.1%	555	--	2,755	--	--	--	--	
1978	15,000	0.7%	555	--	2,755	--	184	--	3.70%	4.98
1979	15,300	2.0%	669	20.5%	2,947	-7.5%	170	-7.6%	4.37%	3.81
1980	15,700	2.6%	594	-11.2%	2,813	10.4%	188	10.6%	3.78%	4.74
1981	15,900	1.3%	600	1.0%	2,342	-16.7%	156	-17.0%	3.77%	3.90
1982	16,155	1.6%	587	-2.2%	2,196	-6.2%	146	-6.4%	3.63%	3.76
1983	17,526	8.5%	830	41.4%	2,893	31.7%	193	32.2%	4.74%	3.49
1984	18,104	3.3%	818	-1.4%	2,842	-1.8%	189	-2.1%	4.52%	3.47

Forecast

1985	18,470	2.0%	836	2.0%	2,899	2.0%	192	1.6%	4.52%	3.48
1986	18,638	0.9%	842	1.0%	2,925	0.9%	194	1.0%	4.52%	3.47
1987	18,832	1.0%	850	1.0%	2,956	1.1%	196	1.0%	4.51%	3.48
1988	18,951	0.6%	856	0.7%	2,975	0.6%	197	0.5%	4.52%	3.48
1989	19,189	1.3%	867	1.3%	3,012	1.2%	200	1.5%	4.52%	3.47
1990	18,897	-1.5%	853	-1.6%	2,966	-1.5%	197	-1.5%	4.51%	3.48
1991	18,735	-0.9%	846	-0.8%	2,941	-0.8%	195	-1.0%	4.52%	3.48
1992	18,980	1.3%	857	1.3%	2,979	1.3%	198	1.5%	4.52%	3.48
1993	19,260	1.4%	869	1.4%	3,020	1.4%	200	1.0%	4.52%	3.48
1994	19,520	1.5%	882	1.5%	3,064	1.5%	203	1.5%	4.52%	3.47
1995	19,234	-1.5%	869	-1.5%	3,019	-1.5%	200	-1.5%	4.52%	3.47
1996	19,500	1.4%	881	1.4%	3,061	1.4%	203	1.5%	4.52%	3.47
1997	19,650	0.8%	887	0.7%	3,084	0.8%	205	1.0%	4.51%	3.48
1998	20,050	2.0%	905	2.0%	3,147	2.0%	209	2.0%	4.51%	3.49
1999	20,321	1.4%	918	1.4%	3,190	1.4%	212	1.4%	4.52%	3.47
2000	20,553	1.1%	928	1.1%	3,226	1.1%	214	0.9%	4.52%	3.48

(1) Service area population includes the Bethel and Wade Hampton census areas.

SW Office of Institutional Planning - February 1985

Matanuska-Susitna CC Enrollment and Regional Population Trends and Projections
Fall Semester 1978-2000

1	2	3					4		5	
		MSSC Actuals					Participation Rate	Credits/Student		
MSSC Service Area Population	Yr-Yr % chg	Credit Headcount Enrollment	Yr-Yr Enrollment % chg	Student Credit Hours	Yr-Yr SCH % chg	FTE	Yr-Yr FTE % chg	Enrollment (3/1)		
1976	13,500	--	--	--	--	--	--	--	--	
1977	15,500	14.8%	450	--	1,652	--	110	--	--	
1978	16,700	7.7%	359	-21.1%	1,763	6.7%	110	7.3%	2.13%	4.97
1979	18,400	10.2%	416	17.2%	2,265	28.5%	151	28.0%	2.26%	5.46
1980	20,200	9.8%	480	15.4%	2,366	4.5%	158	4.6%	2.38%	4.93
1981	22,339	10.6%	609	26.9%	3,213	35.8%	214	35.4%	2.73%	5.28
1982	27,652	23.8%	803	31.9%	4,233	31.7%	282	31.8%	2.90%	5.27
1983	30,529	10.6%	933	16.2%	4,920	16.2%	328	16.3%	3.05%	5.27
1984	32,797	7.3%	1,257	34.8%	6,419	30.5%	428	30.5%	3.83%	5.11
Forecast										
1985	35,224	7.4%	1,468	12.0%	7,654	19.2%	510	19.2%	4.00%	5.44
1986	37,624	6.8%	1,505	6.9%	8,172	6.8%	545	6.9%	4.00%	5.43
1987	39,610	5.3%	1,584	5.2%	8,601	5.2%	573	5.1%	4.00%	5.43
1988	41,554	4.9%	1,662	4.9%	9,025	4.9%	602	5.1%	4.00%	5.43
1989	44,163	6.3%	1,767	6.3%	9,595	6.3%	640	6.3%	4.00%	5.43
1990	47,246	7.0%	1,890	7.0%	10,263	7.0%	684	6.9%	4.00%	5.43
1991	49,168	4.1%	1,967	4.1%	10,681	4.1%	712	4.1%	4.00%	5.43
1992	52,401	6.6%	2,096	6.6%	11,381	6.6%	759	6.6%	4.00%	5.43
1993	54,797	4.6%	2,192	4.6%	11,909	4.6%	794	4.6%	4.00%	5.43
1994	56,990	4.0%	2,280	4.0%	12,380	4.0%	825	3.9%	4.00%	5.43
1995	58,925	3.5%	2,359	3.5%	12,809	3.5%	854	3.5%	4.00%	5.43
1996	61,295	3.8%	2,449	3.8%	13,228	3.3%	887	3.9%	4.00%	5.40
1997	63,675	4.0%	2,547	4.0%	13,830	4.6%	922	3.9%	4.00%	5.43
1998	66,062	3.7%	2,642	3.7%	14,366	3.7%	956	3.7%	4.00%	5.43
1999	68,514	3.7%	2,741	3.7%	14,884	3.8%	992	3.8%	4.00%	5.43
2000	71,029	3.7%	2,843	3.7%	15,437	3.7%	1,029	3.7%	4.00%	5.43

Spring Semester 1978-2000

1	2	3					4		5	
		MSSC Actuals					Participation Rate	Credits/Student		
MSSC Service Area Population	Yr-Yr % chg	Credit Headcount Enrollment	Yr-Yr Enrollment % chg	Student Credit Hours	Yr-Yr SCH % chg	FTE	Yr-Yr FTE % chg	Enrollment (3/1)		
1976	13,500	--	--	--	--	--	--	--	--	
1977	15,500	14.8%	--	--	--	--	--	--	--	
1978	16,700	7.7%	574	--	1,630	--	109	--	3.44%	2.84
1979	18,400	10.2%	391	-31.9%	1,443	-11.5%	96	-11.9%	2.13%	5.69
1980	20,200	9.8%	312	-20.2%	1,764	22.2%	118	22.9%	1.54%	5.65
1981	22,339	10.6%	493	58.0%	2,361	35.8%	157	33.1%	2.21%	4.79
1982	27,652	23.8%	643	30.4%	3,051	29.2%	203	29.3%	2.33%	4.74
1983	30,529	10.6%	897	39.5%	4,773	56.4%	318	56.7%	2.93%	5.32
1984	32,797	7.3%	1,025	14.3%	5,078	6.4%	339	6.6%	3.13%	4.95
Forecast										
1985	35,224	7.4%	1,320	29.0%	6,669	31.3%	445	31.3%	3.75%	5.04
1986	37,624	6.8%	1,520	15.0%	8,254	23.8%	550	23.6%	4.04%	5.43
1987	39,610	5.3%	1,600	5.3%	8,687	5.2%	579	5.3%	4.04%	5.43
1988	41,554	4.9%	1,679	4.9%	9,115	4.9%	608	5.0%	4.04%	5.43
1989	44,163	6.3%	1,785	6.3%	9,691	6.3%	646	6.3%	4.04%	5.43
1990	47,246	7.0%	1,909	6.9%	10,366	7.0%	691	7.0%	4.04%	5.43
1991	49,168	4.1%	1,987	4.1%	10,788	4.1%	719	4.1%	4.04%	5.43
1992	52,401	6.6%	2,117	6.5%	11,495	6.6%	766	6.5%	4.04%	5.43
1993	54,797	4.6%	2,214	4.6%	12,022	4.6%	801	4.6%	4.04%	5.43
1994	56,990	4.0%	2,303	4.0%	12,504	4.0%	834	4.1%	4.04%	5.43
1995	58,925	3.5%	2,383	3.5%	12,937	3.5%	867	3.4%	4.04%	5.43
1996	61,295	3.8%	2,473	3.8%	13,360	3.3%	891	3.4%	4.04%	5.40
1997	63,675	4.0%	2,572	4.0%	13,968	4.6%	931	4.5%	4.04%	5.43
1998	66,062	3.7%	2,668	3.7%	14,489	3.7%	966	3.8%	4.04%	5.43
1999	68,514	3.7%	2,768	3.7%	15,033	3.8%	1,002	3.7%	4.04%	5.43
2000	71,029	3.7%	2,871	3.7%	15,591	3.7%	1,039	3.7%	4.04%	5.43

*Population data supplied by Frank Orth & Associates, Inc. 1983



Northwest CC Enrollment and Regis. Population Trends and Projections
Fall Semester 1978-2000

NWCC (1) Service Area Population	NWCC Actuals							Participation Rate Enrollment (3/1)	Credits/ Student	
	Yr-Yr % chg	Credit Headcount Enrollment	Yr-Yr Enrollment % chg	Student Credit Hours	Yr-Yr SCR % chg	FTE	Yr-Yr FTE % chg			
1976	6,400	--	166	--	557	--	37	--		
1977	6,500	1.6%	160	11.1%	881	58.2%	58	56.8%	2.25%	3.87
1978	6,500	0.0%	278	73.8%	1,347	52.9%	90	55.2%	2.46%	5.51
1979	6,700	3.1%	134	-51.8%	726	-46.1%	48	-46.7%	4.28%	4.85
1980	6,900	3.0%	232	73.1%	729	0.4%	49	2.1%	2.00%	5.62
1981	7,300	5.8%	291	25.4%	1,235	69.4%	82	67.3%	3.36%	3.16
1982	7,459	2.2%	376	29.2%	1,303	5.5%	87	6.1%	3.99%	4.24
1983	7,661	2.7%	408	8.5%	1,095	-16.0%	73	-16.1%	5.06%	3.67
1984	8,065	5.3%	302	-26.0%	935	-14.6%	62	-15.1%	5.33%	2.68

Forecast

1985	8,355	3.6%	444	47.0%	1,194	27.7%	79	27.4%	5.31%	2.69
1986	9,489	13.6%	505	13.7%	1,356	13.6%	90	13.9%	5.32%	2.69
1987	11,237	18.4%	598	18.4%	1,606	18.4%	107	18.9%	5.32%	2.69
1988	10,077	-10.3%	536	-10.4%	1,440	-10.3%	96	-10.3%	5.32%	2.69
1989	10,571	4.9%	562	4.9%	1,510	4.9%	100	4.2%	5.32%	2.69
1990	11,896	12.5%	633	12.6%	1,700	12.6%	113	13.0%	5.32%	2.69
1991	11,488	-3.4%	611	-3.5%	1,642	-3.4%	109	-3.5%	5.32%	2.69
1992	15,226	32.5%	810	32.6%	2,176	32.5%	145	33.0%	5.32%	2.69
1993	24,225	59.1%	1,290	59.3%	3,462	59.1%	230	58.6%	5.32%	2.69
1994	22,187	-8.4%	1,181	-8.4%	3,171	-8.4%	211	-8.3%	5.32%	2.69
1995	24,336	54.8%	1,828	54.8%	4,907	54.7%	327	55.0%	5.32%	2.68
1996	28,337	-17.5%	1,509	-17.5%	4,050	-17.5%	270	-17.4%	5.33%	2.68
1997	27,947	-1.4%	1,488	-1.4%	3,994	-1.4%	266	-1.5%	5.32%	2.68
1998	22,658	-18.9%	1,206	-19.0%	3,238	-18.9%	215	-19.2%	5.32%	2.68
1999	23,605	4.2%	1,257	4.2%	3,373	4.2%	224	4.2%	5.33%	2.68
2000	21,800	-7.6%	1,161	-7.6%	3,115	-7.6%	207	-7.6%	5.33%	2.68

Spring Semester 1978-2000

NWCC (1) Service Area Population	NWCC Actuals							Participation Rate Enrollment (3/1)	Credits/ Student	
	Yr-Yr % chg	Credit Headcount Enrollment	Yr-Yr Enrollment % chg	Student Credit Hours	Yr-Yr SCR % chg	FTE	Yr-Yr FTE % chg			
1976	6,400	--	--	--	--	--	--	--		
1977	6,500	1.6%	--	--	--	--	--	--		
1978	6,500	0.0%	486	--	2,775	--	185	--	7.48%	5.71
1979	6,700	3.1%	459	-5.6%	2,380	-14.2%	159	-14.1%	6.85%	5.19
1980	6,900	3.0%	280	-39.0%	863	-63.7%	58	-63.5%	4.05%	3.08
1981	7,300	5.8%	310	10.7%	1,074	24.4%	72	24.1%	4.25%	3.46
1982	7,459	2.2%	399	28.7%	1,176	9.5%	78	8.3%	5.35%	2.95
1983	7,661	2.7%	599	50.1%	1,688	43.5%	113	44.9%	7.82%	2.82
1984	8,065	5.3%	584	-2.5%	1383	-18.1%	92	-18.6%	7.24%	2.37

Forecast

1985	8,355	3.6%	605	3.6%	1,432	3.5%	95	3.3%	7.24%	2.37
1986	9,489	13.6%	687	13.6%	1,627	13.6%	108	13.7%	7.24%	2.37
1987	11,237	18.4%	813	18.3%	1,927	18.4%	128	18.5%	7.23%	2.37
1988	10,077	-10.3%	729	-10.3%	1,728	-10.3%	115	-10.2%	7.23%	2.37
1989	10,571	4.9%	765	4.9%	1,812	4.9%	120	4.3%	7.24%	2.37
1990	11,896	12.5%	861	12.5%	2,040	12.6%	136	13.3%	7.24%	2.37
1991	11,488	-3.4%	831	-3.5%	1,970	-3.4%	131	-3.7%	7.23%	2.37
1992	15,226	32.5%	1,102	32.6%	2,611	32.5%	174	32.8%	7.24%	2.37
1993	24,225	59.1%	1,254	59.2%	4,134	59.1%	276	58.6%	7.24%	2.37
1994	22,187	-8.4%	1,606	-8.4%	3,804	-8.4%	253	-8.3%	7.24%	2.37
1995	24,336	54.8%	2,486	54.8%	5,888	54.8%	392	54.9%	7.24%	2.37
1996	28,337	-17.5%	2,052	-17.5%	4,859	-17.5%	323	-17.6%	7.24%	2.37
1997	27,947	-1.4%	2,023	-1.4%	4,792	-1.4%	319	-1.2%	7.24%	2.37
1998	22,658	-18.9%	1,640	-18.9%	3,885	-18.9%	259	-18.8%	7.24%	2.37
1999	23,605	4.2%	1,709	4.2%	4,048	4.2%	269	3.9%	7.24%	2.37
2000	21,800	-7.6%	1,578	-7.7%	3,738	-7.7%	249	-7.4%	7.24%	2.37

(1) Service area population includes the Nome census area.



Prince William Sound CC Enrollment and Regional Population Trends and Projections
Fall Semester 1978-2000

1 PWSCC (1) Service Area Population	3 PWSCC Actuals						4 Participation Rate		5 Credits/ Student
	Yr-Yr % chg	Credit Headcount Enrollment	Yr-Yr Enrollment % chg	Student Credit Hours	Yr-Yr SCH % chg	FTE	Yr-Yr FTE % chg	Enrollment (3/1)	
1976	8,900	--	--	--	--	--	--	--	--
1977	8,500	-4.5%	--	--	--	--	--	--	--
1978	8,700	2.4%	330	--	861	--	57	3.79%	2.61
1979	8,900	2.3%	297	-10.0%	984	14.3%	66	15.8%	3.34%
1980	9,100	2.2%	408	37.4%	908	-7.7%	61	-7.6%	4.44%
1981	9,300	2.2%	478	17.2%	1,372	51.1%	91	49.2%	5.14%
1982	9,455	1.7%	591	23.6%	1,533	11.7%	102	12.1%	6.25%
1983	9,772	2.8%	605	2.4%	2,036	32.8%	136	33.3%	6.22%
1984	10,150	4.4%	694	14.7%	2,056	1.0%	137	0.7%	6.84%
Forecast									
1985	10,655	5.0%	684	-1.4%	2,310	12.4%	154	12.4%	6.42%
1986	11,112	4.3%	701	2.5%	2,365	2.4%	158	2.4%	6.31%
1987	11,559	4.0%	720	2.7%	2,450	3.6%	163	3.6%	6.23%
1988	11,785	2.0%	735	2.1%	2,550	4.1%	170	4.1%	6.24%
1989	11,981	1.7%	750	2.0%	2,625	2.9%	175	2.9%	6.26%
1990	12,020	0.3%	788	5.1%	2,700	2.9%	180	2.9%	6.56%
1991	12,127	0.9%	817	3.7%	2,850	5.6%	190	5.6%	6.74%
1992	12,396	2.2%	850	4.0%	3,000	5.3%	200	5.3%	6.86%
1993	12,651	2.1%	879	3.4%	3,150	5.0%	210	5.0%	6.95%
1994	12,968	2.5%	910	3.5%	3,300	4.8%	220	4.8%	7.02%
1995	12,945	-0.2%	933	2.5%	3,450	4.5%	230	4.5%	7.21%
1996	13,279	2.6%	955	2.4%	3,675	6.5%	245	6.5%	7.19%
1997	13,500	1.7%	980	2.6%	3,825	4.1%	255	4.1%	7.25%
1998	13,895	2.9%	1,005	2.6%	4,020	5.1%	268	5.1%	7.23%
1999	14,190	2.1%	1,030	2.5%	4,200	4.5%	280	4.5%	7.26%
2000	14,432	1.7%	1,065	3.4%	4,440	5.7%	296	5.7%	7.38%

Spring Semester 1978-2000

1 PWSCC (1) Service Area Population	3 PWSCC Actuals						4 Participation Rate		5 Credits/ Student
	Yr-Yr % chg	Credit Headcount Enrollment	Yr-Yr Enrollment % chg	Student Credit Hours	Yr-Yr SCH % chg	FTE	Yr-Yr FTE % chg	Enrollment (3/1)	
1976	8,900	--	--	--	--	--	--	--	--
1977	8,500	-4.5%	--	--	--	--	--	--	--
1978	8,700	2.4%	--	--	--	--	--	--	--
1979	8,900	2.3%	424	--	1,197	--	80	--	--
1980	9,100	2.2%	555	30.9%	957	-20.1%	64	-20.0%	4.76%
1981	9,300	2.2%	609	9.7%	1,633	70.6%	109	70.3%	6.55%
1982	9,455	1.7%	535	-12.2%	1,572	-3.7%	105	-3.7%	5.66%
1983	9,722	2.8%	741	38.5%	2,125	33.2%	142	35.2%	7.62%
1984	10,150	4.4%	568	-23.3%	1,969	-7.3%	131	-7.7%	5.60%
Forecast									
1985	10,655	5.0%	596	4.9%	2,157	9.5%	144	9.8%	5.59%
1986	11,112	4.3%	620	4.0%	2,210	2.5%	147	2.5%	5.58%
1987	11,559	4.0%	632	1.9%	2,255	2.0%	150	2.0%	5.47%
1988	11,785	2.0%	645	2.1%	2,325	3.1%	155	3.1%	5.42%
1989	11,981	1.7%	670	3.9%	2,400	3.2%	160	3.2%	5.59%
1990	12,020	0.3%	695	3.7%	2,475	3.1%	165	3.1%	5.78%
1991	12,127	0.9%	725	4.3%	2,550	3.0%	170	3.0%	5.98%
1992	12,396	2.2%	750	3.4%	2,700	5.9%	180	5.9%	6.05%
1993	12,651	2.1%	775	3.3%	2,850	5.6%	190	5.6%	6.13%
1994	12,968	2.5%	795	2.6%	3,000	5.3%	200	5.3%	6.13%
1995	12,945	-0.2%	822	3.4%	3,150	5.0%	210	5.0%	6.35%
1996	13,279	2.6%	845	2.8%	3,375	7.1%	225	7.1%	6.36%
1997	13,500	1.7%	875	3.6%	3,525	4.4%	235	4.4%	6.48%
1998	13,895	2.9%	900	2.9%	3,750	6.4%	250	6.4%	6.48%
1999	14,190	2.1%	930	3.3%	3,900	4.0%	260	4.0%	6.55%
2000	14,432	1.7%	960	3.2%	4,125	5.8%	275	5.8%	6.65%

Service area population includes the Valdez-Cordova Census area.

Tanana Valley CC Enrollment and Regional Population Trends and Projections
Fall Semester 1978-2000

TVCC (1) Service Area Population	TVCC Actuals					Participation Rate		Credits/Student	
	Yr-Yr % chg	Credit Headcount Enrollment	Yr-Yr Enrollment % chg	Student Credit Hours	Yr-Yr SCR % chg	FTE	Yr-Yr FTE % chg	Enrollment (3/1)	
1976	61,500	--	--	--	--	--	--	--	--
1977	62,100	1.0%	2,492	--	7,345	--	--	--	--
1978	58,200	-6.3%	2,357	-5.4%	8,380	14.1%	559	14.1%	4.01%
1979	57,700	-0.9%	2,173	-7.8%	8,480	1.2%	565	1.1%	3.77%
1980	57,800	0.2%	2,261	3.1%	9,178	8.2%	612	8.3%	3.88%
1981	58,300	0.9%	2,217	-1.1%	9,551	4.1%	637	4.1%	3.80%
1982	59,222	1.6%	2,183	-1.5%	9,074	-5.0%	603	-5.0%	3.69%
1983	64,810	9.4%	2,534	16.1%	9,996	10.2%	666	10.1%	3.91%
1984	66,227	2.2%	2,192	-13.5%	9,462	-5.3%	631	-5.3%	3.31%

Forecast

1985	67,897	2.5%	2,654	21.1%	10,478	10.7%	697	10.5%	3.91%
1986	69,272	2.0%	2,708	2.0%	10,684	2.0%	711	2.0%	3.91%
1987	70,518	1.8%	2,757	1.8%	10,876	1.8%	724	1.8%	3.91%
1988	70,784	0.4%	2,767	0.4%	10,917	0.4%	727	0.4%	3.91%
1989	70,872	0.1%	2,771	0.1%	10,930	0.1%	728	0.1%	3.91%
1990	71,817	1.3%	2,807	1.3%	11,076	1.3%	738	1.4%	3.91%
1991	73,141	1.8%	2,859	1.9%	11,280	1.8%	751	1.8%	3.91%
1992	73,341	0.3%	2,867	0.3%	11,311	0.3%	753	0.3%	3.91%
1993	72,950	-0.5%	2,852	-0.5%	11,251	-0.5%	749	-0.5%	3.91%
1994	73,804	1.2%	2,885	1.2%	11,383	1.2%	758	1.2%	3.91%
1995	72,983	-1.1%	2,853	-1.1%	11,256	-1.1%	749	-1.2%	3.91%
1996	74,384	1.9%	2,908	1.9%	11,672	1.9%	764	2.0%	3.91%
1997	75,456	1.4%	2,950	1.4%	11,638	1.4%	775	1.4%	3.91%
1998	76,886	1.9%	3,006	1.9%	11,858	1.9%	790	1.9%	3.91%
1999	77,300	0.5%	3,022	0.5%	11,922	0.5%	794	0.5%	3.91%
2000	78,096	1.0%	3,053	1.0%	12,045	1.0%	802	1.0%	3.91%

Spring Semester 1978-2000

TVCC (1) Service Area Population	TVCC Actuals					Participation Rate		Credits/Student	
	Yr-Yr % chg	Credit Headcount Enrollment	Yr-Yr Enrollment % chg	Student Credit Hours	Yr-Yr SCR % chg	FTE	Yr-Yr FTE % chg	Enrollment (3/1)	
1976	61,500	--	--	--	--	--	--	--	--
1977	62,100	1.0%	--	--	--	--	--	--	--
1978	58,200	-6.3%	2,578	--	8,696	--	580	--	--
1979	57,700	-0.9%	2,424	-6.0%	8,922	2.6%	595	2.6%	4.43%
1980	57,800	0.2%	2,267	-7.3%	8,469	-5.1%	565	-5.0%	4.70%
1981	58,300	0.9%	2,681	19.3%	10,453	23.4%	697	23.4%	4.60%
1982	59,222	1.6%	2,527	-5.7%	10,776	3.1%	718	3.0%	4.27%
1983	64,810	9.4%	2,522	-0.2%	9,469	-12.1%	631	-12.1%	4.29%
1984	66,227	2.2%	2,347	-6.9%	9,262	-2.2%	617	-2.2%	3.54%

Forecast

1985	67,897	2.5%	2,406	2.5%	9,494	2.5%	632	2.4%	3.54%
1986	69,272	2.0%	2,454	2.0%	9,687	2.0%	645	2.1%	3.54%
1987	70,518	1.8%	2,499	1.8%	9,862	1.8%	657	1.9%	3.54%
1988	70,784	0.4%	2,508	0.4%	9,899	0.4%	659	0.3%	3.54%
1989	70,872	0.1%	2,511	0.1%	9,911	0.1%	660	0.2%	3.54%
1990	71,817	1.3%	2,545	1.4%	10,043	1.3%	669	1.4%	3.54%
1991	73,141	1.8%	2,572	1.8%	10,228	1.8%	681	1.8%	3.54%
1992	73,341	0.3%	2,579	0.3%	10,256	0.3%	683	0.3%	3.54%
1993	72,950	-0.5%	2,585	-0.5%	10,202	-0.5%	680	-0.4%	3.54%
1994	73,804	1.2%	2,615	1.2%	10,321	1.2%	688	1.2%	3.54%
1995	72,983	-1.1%	2,586	-1.1%	10,206	-1.1%	680	-1.2%	3.54%
1996	74,384	1.9%	2,636	1.9%	10,402	1.9%	693	1.9%	3.54%
1997	75,456	1.4%	2,674	1.4%	10,552	1.4%	703	1.4%	3.54%
1998	76,886	1.9%	2,724	1.9%	10,752	1.9%	716	1.8%	3.54%
1999	77,300	0.5%	2,739	0.6%	10,810	0.5%	720	0.6%	3.54%
2000	78,096	1.0%	2,767	1.0%	10,921	1.0%	728	1.1%	3.54%

(1) Service area population includes the Fairbanks North Star Borough.

SM Office of Institutional Planning - February 1985

Rural Education Enrollment and Regional Population Trends and Projections
Fall Semester 1978-2000

Rural Ed (1) Service Area Population	Rural Ed Actuals					Participation Rate		Credits/ Student
	Yr-Yr % chg	Credit Headcount Enrollment	Yr-Yr Enrollment % chg	Student Credit Hours	Yr-Yr SCR % chg	FTE	Yr-Yr FTE % chg	
1976	30,700	--	--	--	--	--	--	--
1977	31,200	1.6%	1,111	--	3,751	--	--	--
1978	31,300	0.3%	848	-23.7%	2,621	-30.1%	256	3.56%
1979	31,600	1.0%	784	-7.5%	2,876	9.7%	180	2.71%
1980	32,200	1.9%	1,449	84.8%	5,095	77.2%	196	2.48%
1981	32,700	1.6%	1,484	2.4%	4,716	-7.6%	340	4.50%
1982	33,340	2.0%	1,437	-3.2%	4,530	-3.9%	325	4.54%
1983	35,713	7.1%	1,536	6.9%	5,191	14.6%	308	4.31%
1984	36,630	2.6%	1,660	8.1%	5,544	6.8%	346	4.10%
						370	6.9%	4.53%
Forecast								
1985	37,176	1.5%	1,827	10.1%	6,191	11.7%	372	4.91%
1986	38,247	2.9%	1,880	2.9%	6,369	2.9%	382	4.92%
1987	38,630	1.0%	1,899	1.0%	6,433	1.0%	386	4.92%
1988	38,624	.0%	1,898	-0.1%	6,432	.0%	386	4.91%
1989	38,266	-0.9%	1,881	-0.9%	6,372	-0.9%	383	4.92%
1990	40,317	5.4%	1,982	5.4%	6,714	5.4%	409	4.92%
1991	43,181	7.1%	2,122	7.1%	7,191	7.1%	432	4.91%
1992	43,234	0.1%	2,125	0.1%	7,200	0.1%	432	4.92%
1993	41,497	-4.0%	2,040	-4.0%	6,910	-4.0%	415	4.92%
1994	41,491	.0%	2,039	.0%	6,909	.0%	415	4.91%
1995	40,915	-1.3%	2,012	-1.3%	6,817	-1.3%	409	4.92%
1996	41,745	2.0%	2,052	2.0%	6,952	2.0%	417	4.92%
1997	42,745	2.4%	2,101	2.4%	7,118	2.4%	427	4.92%
1998	43,081	0.8%	2,118	0.8%	7,175	0.8%	431	4.92%
1999	42,415	-1.5%	2,085	-1.6%	7,063	-1.6%	424	4.92%
2000	42,521	0.2%	2,090	0.2%	7,081	0.3%	425	4.92%

Spring Semester 1978-2000

Rural Ed (1) Service Area Population	Rural Ed Actuals					Participation Rate		Credits/ Student
	Yr-Yr % chg	Enrollment	Yr-Yr Enrollment % chg	Student Credit Hours	Yr-Yr SCR % chg	FTE	Yr-Yr FTE % chg	
1976	30,700	--	--	--	--	--	--	--
1977	31,200	1.6%	--	--	--	--	--	--
1978	31,300	0.3%	1,089	--	4,950	--	341	3.48%
1979	31,600	1.0%	1,172	7.6%	3,546	-28.4%	246	3.71%
1980	32,200	1.9%	1,459	24.5%	6,068	14.7%	275	4.53%
1981	32,700	1.6%	1,710	17.2%	5,316	30.7%	356	5.23%
1982	33,340	2.0%	1,702	-0.5%	5,476	3.0%	372	5.10%
1983	35,713	7.1%	1,634	-4.0%	5,326	-2.7%	359	4.58%
1984	36,630	2.6%	2,045	25.2%	6,440	20.9%	430	5.58%
Forecast								
1985	37,176	1.5%	2,075	1.5%	6,536	1.5%	436	5.58%
1986	38,247	2.9%	2,135	2.9%	6,724	2.9%	449	5.58%
1987	38,630	1.0%	2,157	1.0%	6,792	1.0%	453	5.58%
1988	38,624	.0%	2,156	.0%	6,791	.0%	453	5.58%
1989	38,266	-0.9%	2,136	-0.9%	6,727	-0.9%	449	5.58%
1990	40,317	5.4%	2,251	5.4%	7,088	5.4%	473	5.58%
1991	43,181	7.1%	2,411	7.1%	7,592	7.1%	507	5.58%
1992	43,234	0.1%	2,414	0.1%	7,601	0.1%	508	5.58%
1993	41,497	-4.0%	2,317	-4.0%	7,296	-4.0%	487	5.58%
1994	41,491	.0%	2,316	.0%	7,295	.0%	487	5.58%
1995	40,915	-1.3%	2,285	-1.3%	7,197	-1.3%	481	5.58%
1996	41,745	2.0%	2,381	2.0%	7,339	2.0%	490	5.58%
1997	42,745	2.4%	2,386	2.4%	7,515	2.4%	502	5.58%
1998	43,081	0.8%	2,405	0.8%	7,574	0.8%	506	5.58%
1999	42,415	-1.5%	2,368	-1.5%	7,457	-1.5%	498	5.58%
2000	42,521	0.2%	2,374	0.2%	7,476	0.2%	499	5.58%

(1) Service area population includes the Aleutian Islands, Bristol Bay Borough, Dillingham, North Slope, Yukon-Koyukuk, and Southeast Fairbanks census areas.

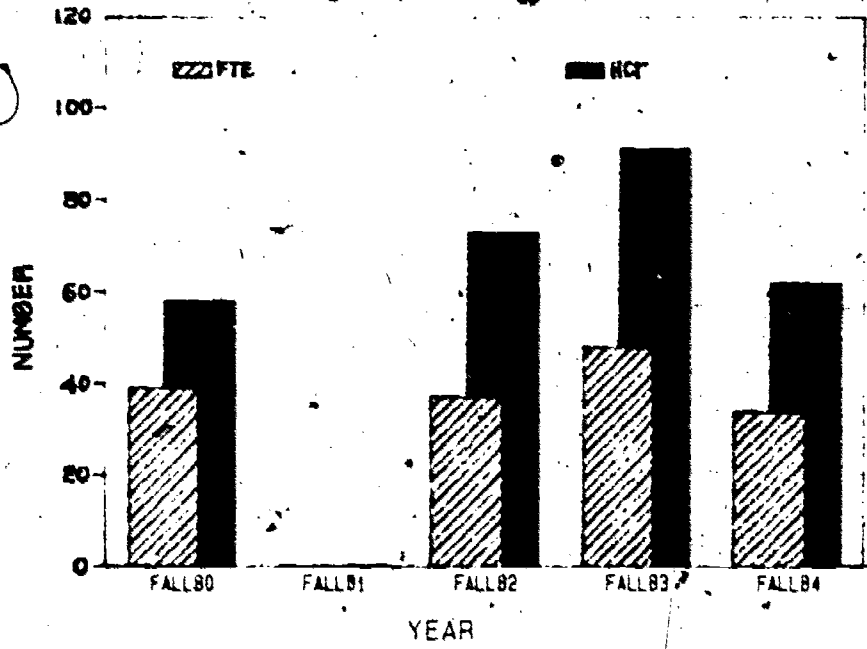
(2) 1984 represents the first year in which Correspondence Study headcount and credit hour data are reported in Rural Education statistics.

UNIVERSITY OF ALASKA
 ENROLLMENT STATISTICS
 DEGREE CREDIT TOTALS
 FALL SEMESTER
 1979 TO 1984

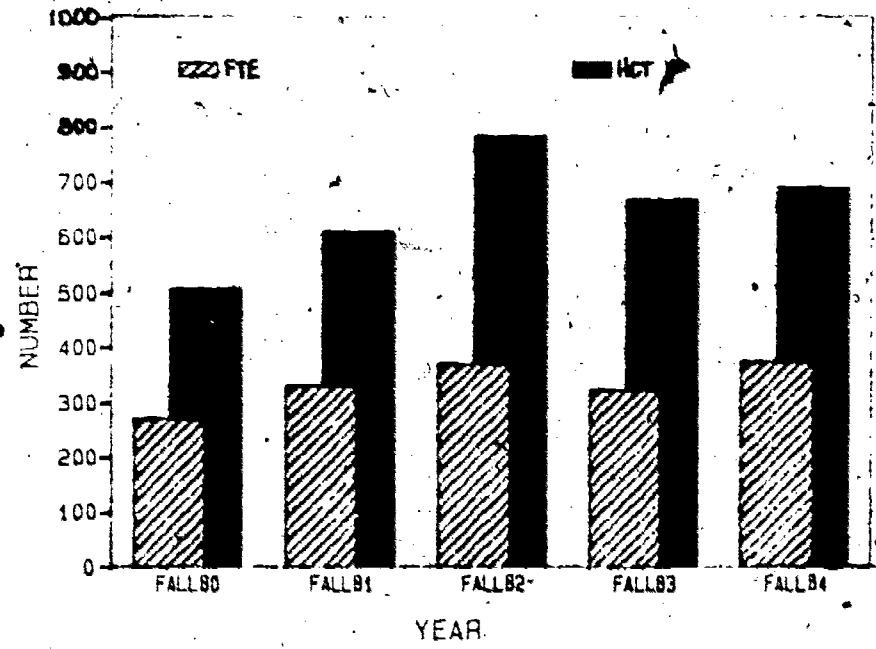
	FALL 1979			FALL 1980			FALL 1981			FALL 1982			FALL 1983			FALL 1984			HCT % CHANGE 79-84	ETE % CHANGE 79-84
	HCT	SCH	FTE	HCT	SCH	FTE	HCT	SCH	FTE	HCT	SCH	FTE	HCT	SCH	FTE	HCT	SCH	FTE		
UAA	3,144	21,543	1,476	3,398	24,241	1,660	3,620	27,719	1,901	3,580	30,216	2,071	4,088	34,365	2,353	4,208	35,660	2,444	34%	66%
UAF	4,596	40,557	2,753	4,938	45,109	3,047	5,574	50,247	3,400	5,344	54,063	3,661	5,571	54,440	3,697	5,278	54,522	3,701	15%	34%
UAJ	2,144	8,991	614	2,102	9,291	630	2,460	10,771	731	2,339	10,960	743	2,361	11,185	765	2,315	11,649	796	8%	30%
UNRTOTAL	9,884	71,091	4,843	10,438	78,641	5,337	11,654	88,737	6,032	11,263	95,239	6,475	12,020	99,990	6,815	11,801	101,831	6,941	19%	43%
ACC	7,336	42,121	2,808	7,381	45,517	3,034	8,744	52,196	3,480	9,614	55,357	3,690	9,352	54,348	3,623	9,656	55,435	3,695	32%	32%
CCC	172	764	51	CLOSED			CLOSED			16	39	3	149	647	43	132	594	39	(23%)	(24%)
TCC	455	1,272	85	578	1,811	121	441	1,519	101	702	2,095	140	769	2,314	155	892	2,432	163	96%	92%
KPCC	4,969	5,934	396	1,044	6,360	424	1,118	7,063	471	1,337	8,207	547	1,460	8,662	577	1,609	9,926	661	66%	67%
KECC	626	2,425	162	500	2,338	156	576	2,252	150	681	2,554	170	748	2,832	189	731	2,905	195	17%	20%
KOCC	557	1,782	119	514	1,754	117	582	2,135	142	658	2,079	139	758	2,285	152	855	2,841	189	54%	59%
KHCC	545	1,732	126	670	2,544	170	571	1,941	129	650	2,527	168	739	2,754	184	653	2,169	145	20%	15%
MSCC	416	2,265	151	480	2,366	158	609	3,213	214	803	4,233	282	933	4,920	328	1,257	6,419	428	202%	183%
MLCC	134	726	49	232	729	49	291	1,235	82	376	1,303	87	408	1,095	73	302	935	62	125%	20%
PWCC	297	934	66	408	908	61	478	1,372	91	591	1,533	102	605	2,036	136	694	2,056	137	134%	109%
TVCC	2,173	8,480	565	2,241	9,178	612	2,217	9,551	637	2,183	9,074	605	2,534	9,996	666	2,192	9,862	631	1%	12%
RE	784	2,876	196	1,449	5,095	340	1,484	4,716	325	1,437	4,530	308	1,536	5,191	346	1,660	5,544	370	-112%	89%
UNRTOTAL	7,128	29,400	1,965	8,116	33,083	2,208	8,367	34,997	2,342	9,434	38,174	2,551	10,639	42,732	2,849	10,977	45,283	3,020	54%	54%
TOTAL	24,348	142,612	9,616	25,935	157,241	10,579	28,765	175,930	11,854	30,311	188,770	12,716	32,011	197,070	13,287	32,434	202,549	13,656	33%	42%

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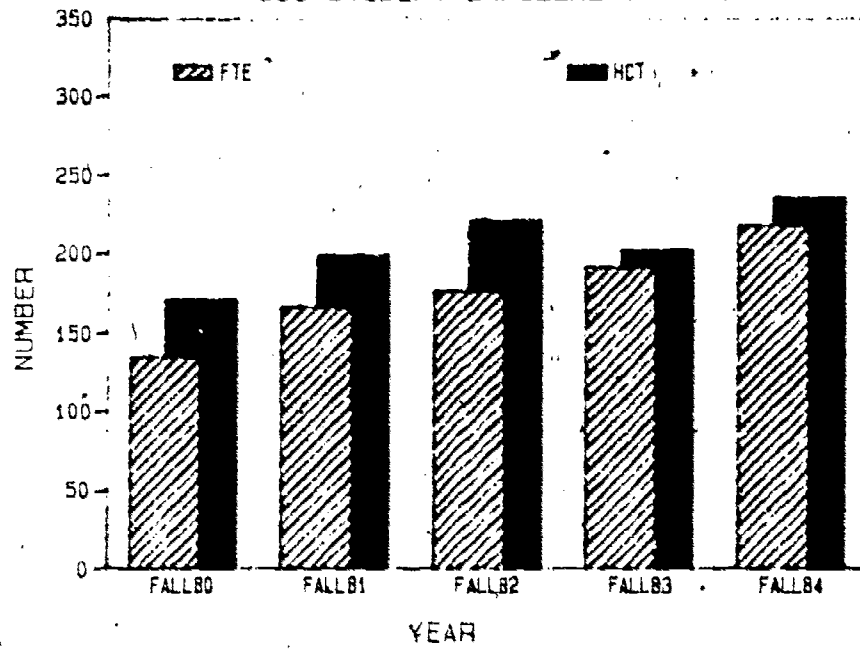
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APU STUDENT ENROLLMENT

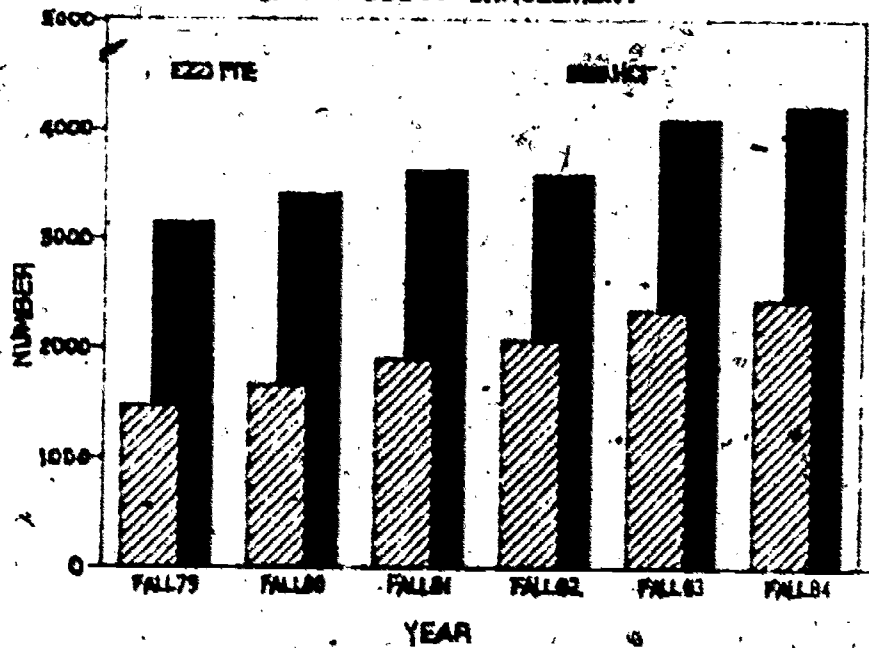


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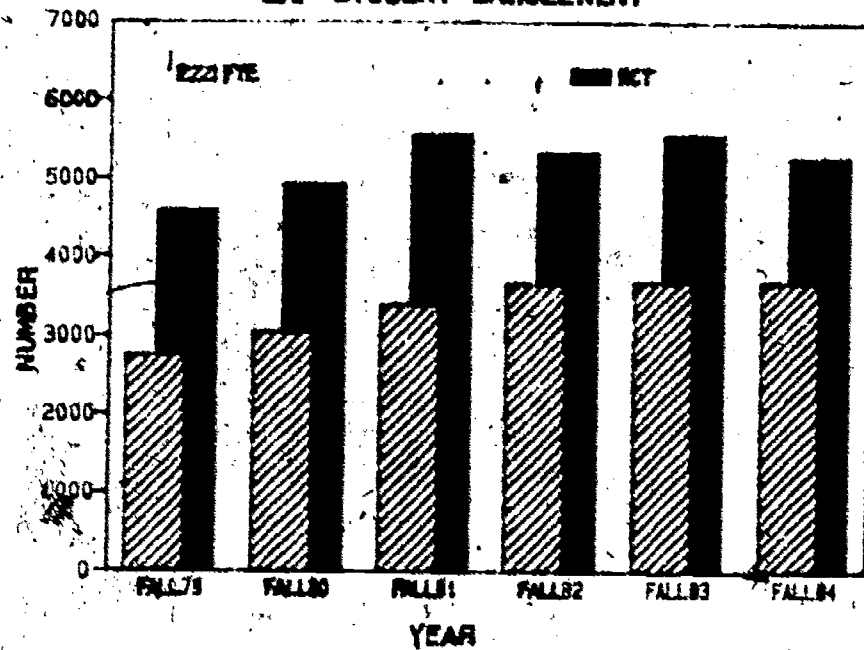


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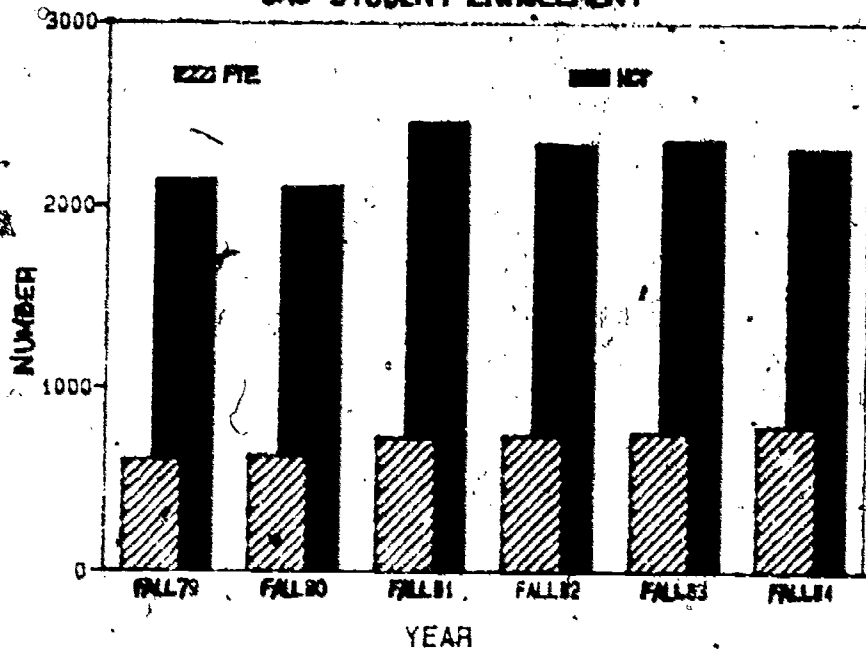
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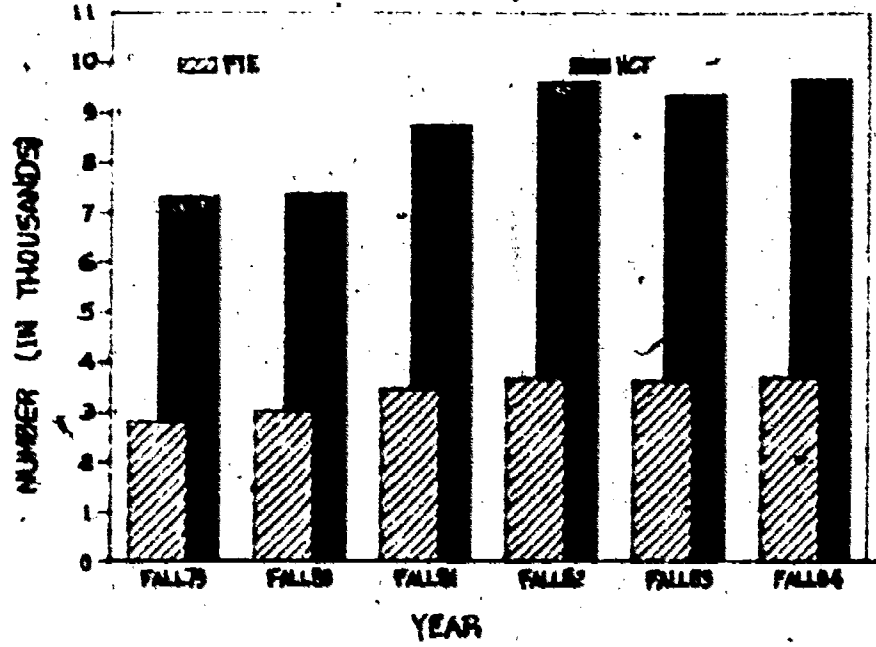


UAJ STUDENT ENROLLMENT

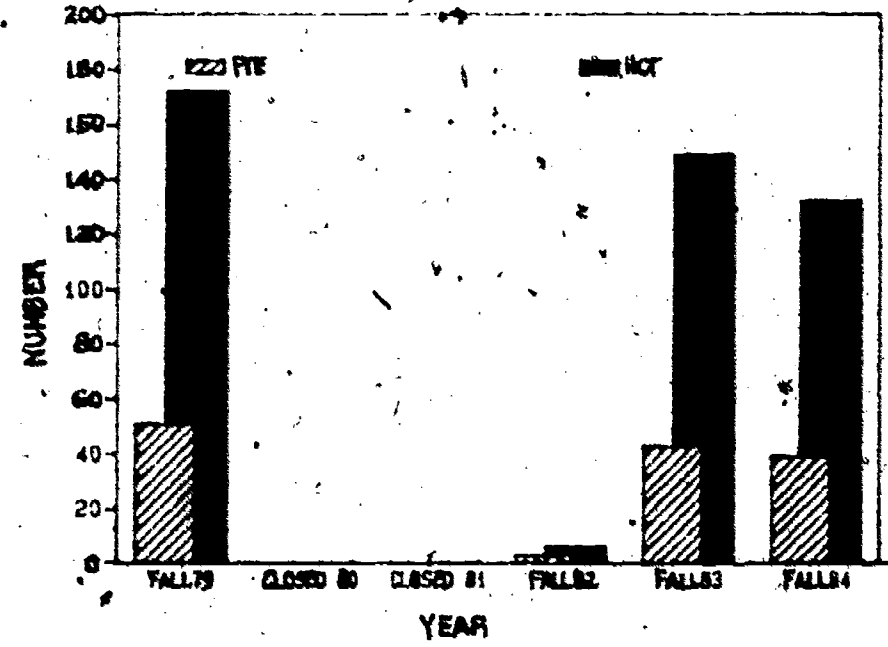


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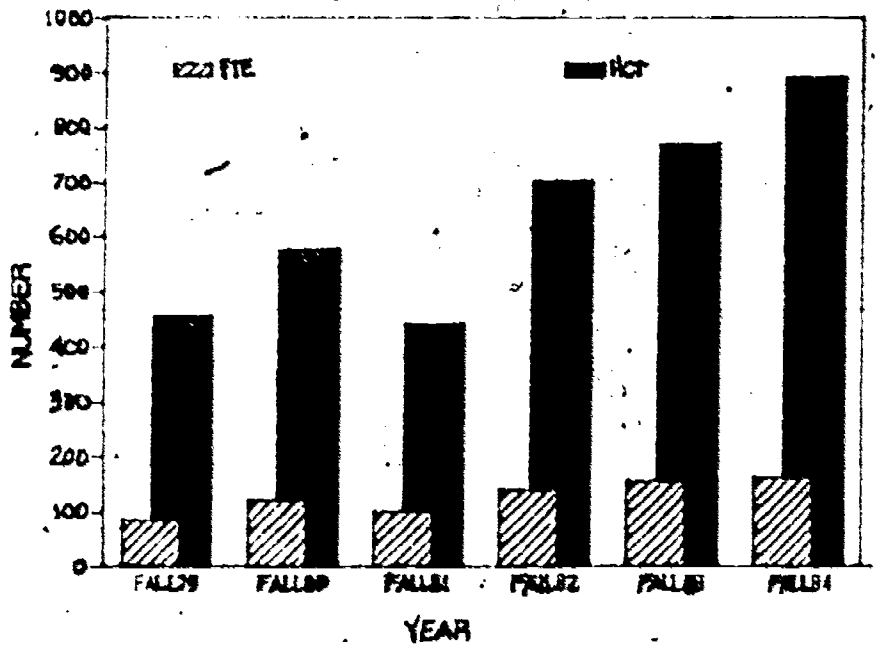
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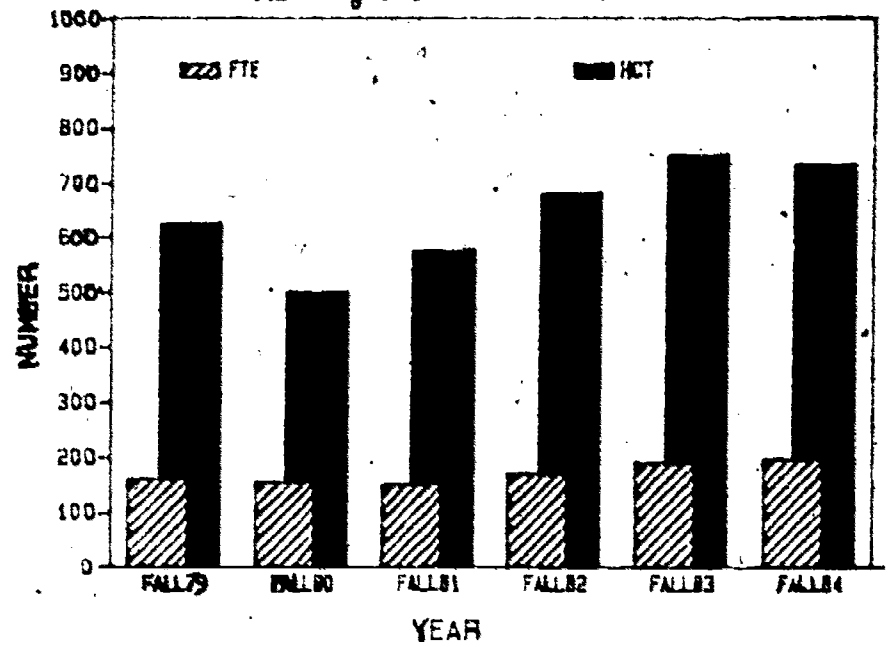
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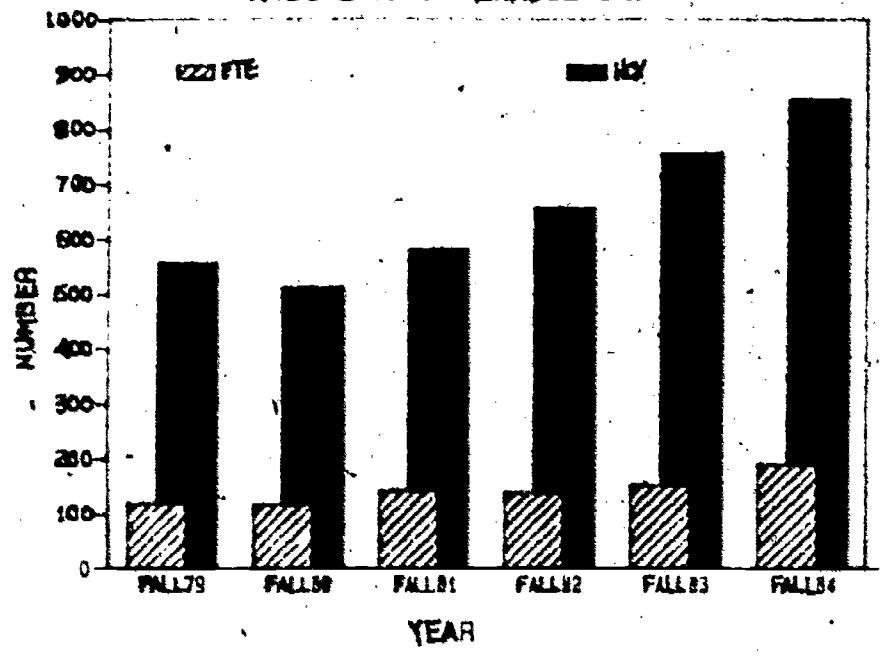
ICC STUDENT ENROLLMENT



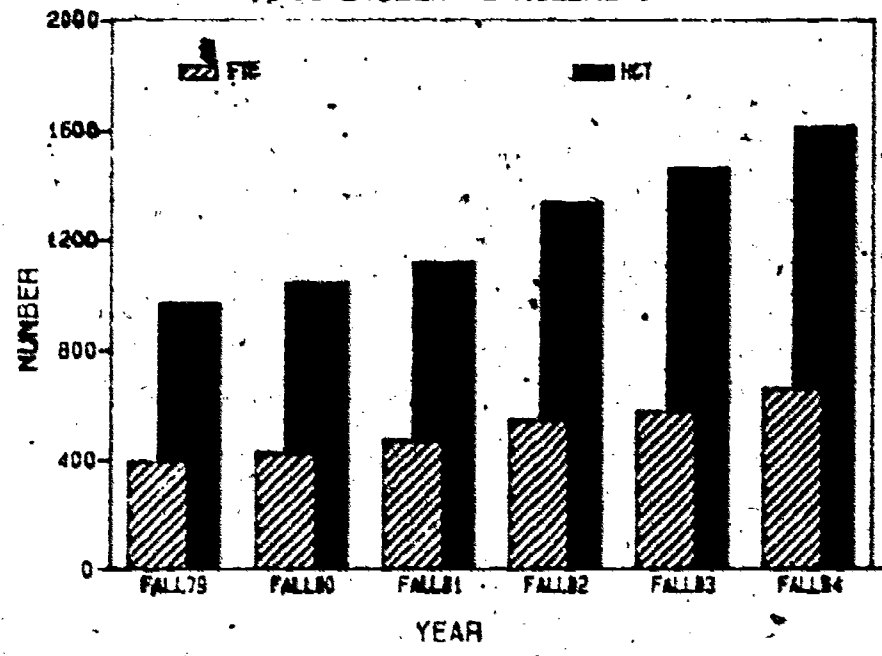
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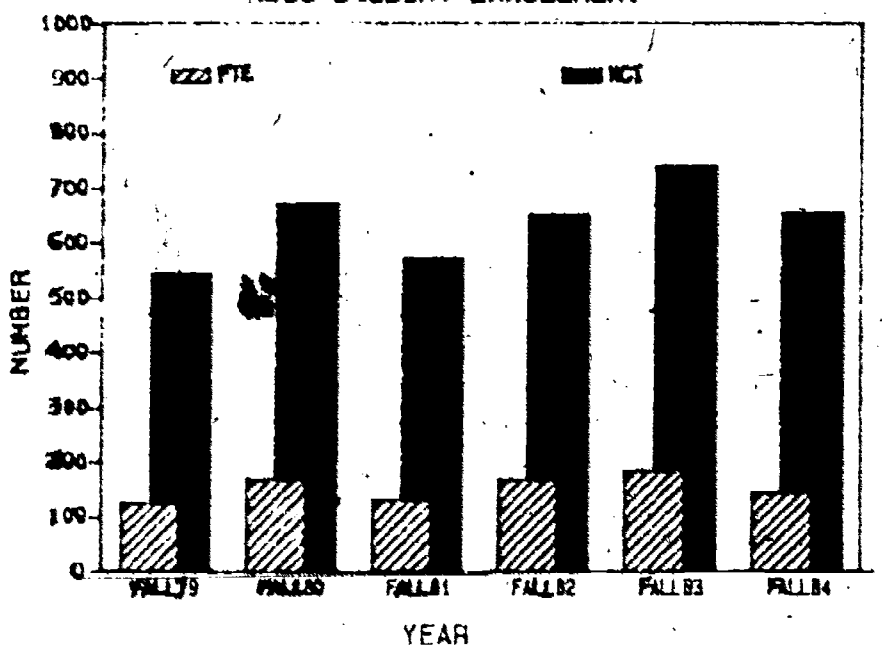
KOCC STUDENT ENROLLMENT



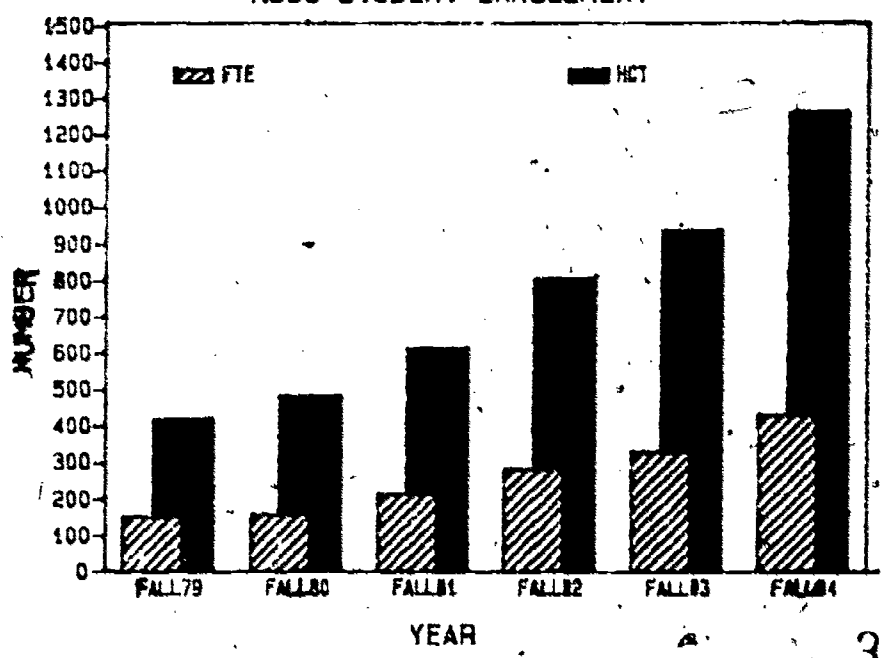
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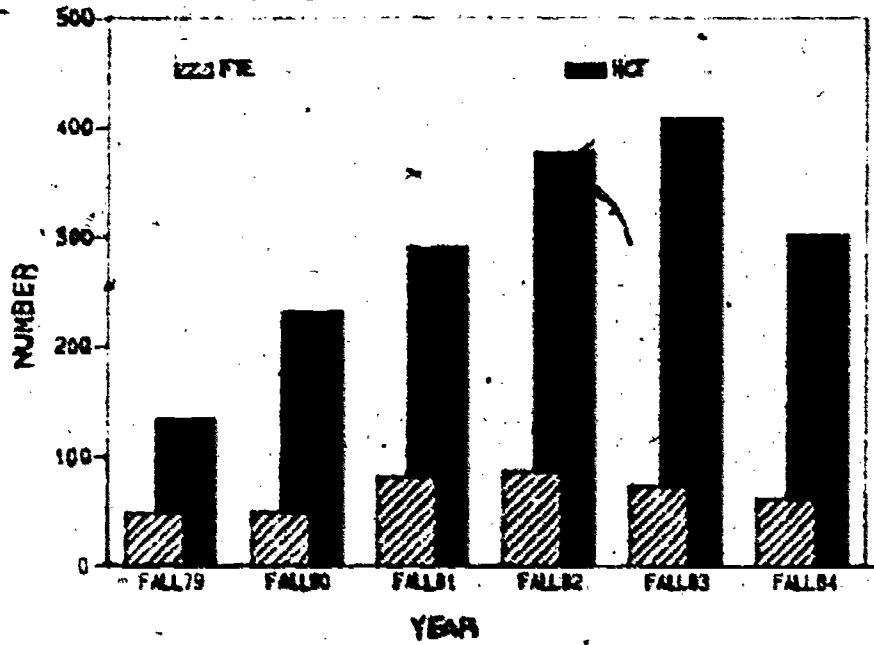
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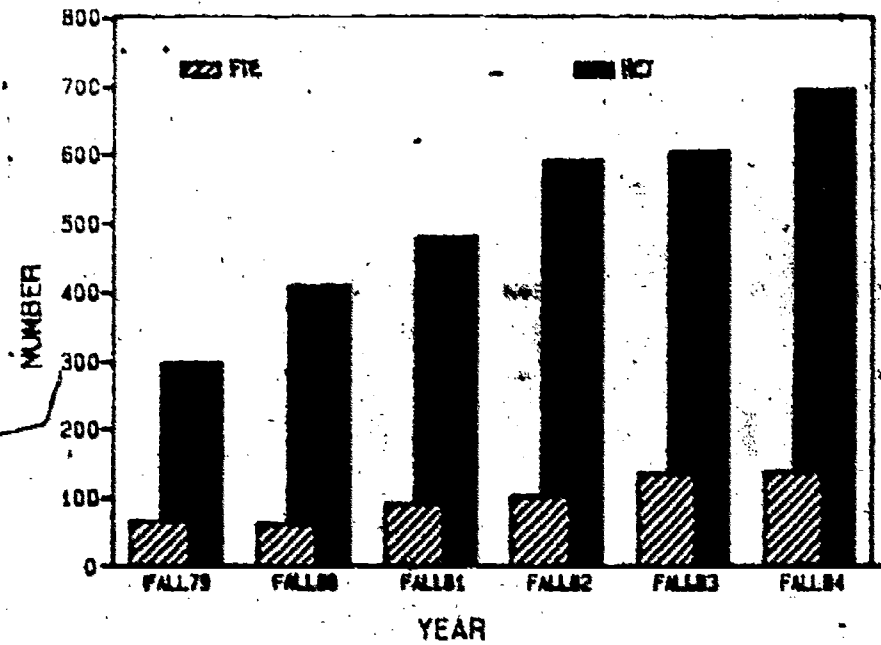
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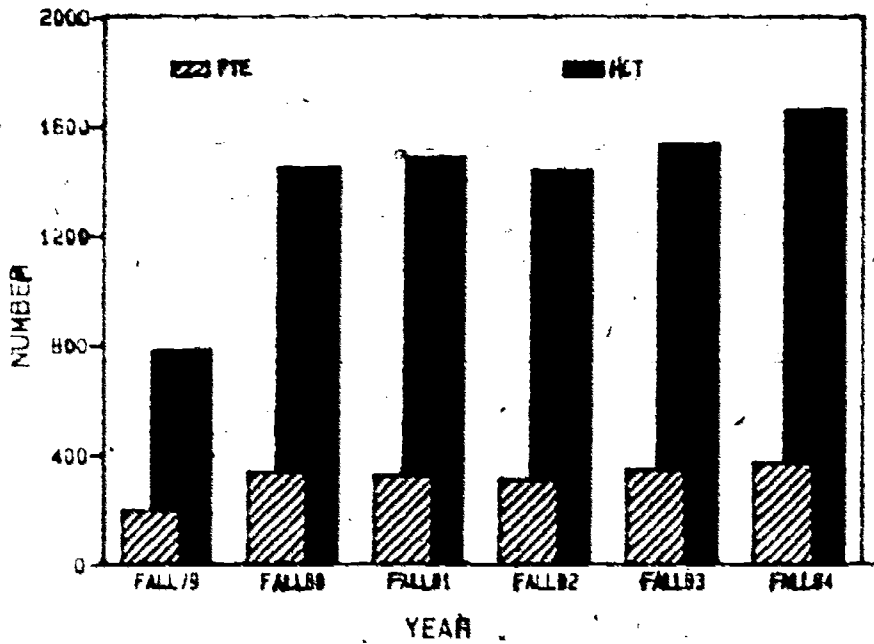
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PWSCC STUDENT ENROLLMENT



RURAL EDUCATION STUDENT ENROLLMENT



TVCC STUDENT ENROLLMENT

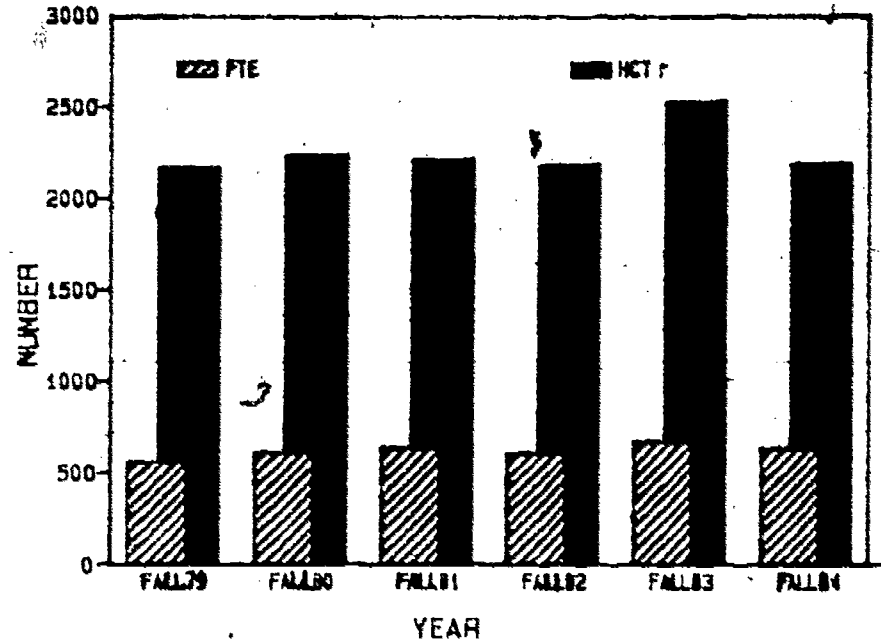


TABLE 3

CERTIFICATES & DEGREES OFFERED - STATEWIDE

Program Taxonomy	Program Name	UAA	UAF	UAJ	ACC	CCC	ICC	KP CC	KCC	KO CC	KU CC	MS CC	NW CC	PWS CC	TV CC	AVT	KTC	APU	SJC	ABC
01.0000	AGRICULTURE & NATURAL RESOURCES																			
03.0302	Fisheries			B,M																
03.0399	Fisheries																		B	
02.0207	Fisheries Science		B																	
03.0101	Natural Resources Management		B,M																	
03.0601	Wildlife Management		BMD																	
04.0000	ARCHITECTURE & ENVIRON. DESIGN																			
04.0301	Planning	M																		
05.0000	AREA STUDIES																			
05.0202	Native Studies		B																	
05.0199	Northern Studies		B																	
05.0110	Russian Studies		B																	
06.0000	BUSINESS & MANAGEMENT																			
06.0201	Accounting	B	B																	
06.0401	Business Administration	B,M	B,M	B,M																
06.0101	Business & Management, General																		A,B	
06.0501	Economics	B																		
06.0301	Finance	B																		
06.0601	Human Resources Development																		B	
06.0401	Management	B																	M	
06.1401	Marketing	B																		
06.1701	Real Estate	B																		
06.9999	Entrepreneurship																		M	
09.0000	COMMUNICATIONS																			
09.0101	Communications																		B	
09.0401	Journalism		B																	
09.0401	Journalism & Public Communicatons	B																		
11.0000	COMPUTER & INFORMATION SCIENCES																			
11.0101	Computer Science	B	B,M																	

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TABLE 3 (Continued)

CERTIFICATES & DEGREES REFERED - STATEWIDE

Program Taxonomy	Program Name	UAA	UAF	UAJ	ACC	CCC	ICC	KP CC	KCC	KO CC	KU CC	MS CC	NW CC	PWS CC	TV CC	AVT	KTC	APU	SJC	ABC
13.0000	EDUCATION																			
13.1201	Adult Education																	M		
13.0201	Bilingual Education																	B,M		
13.0406	College Student Personnel Admin.		M																	
13.0201	Cross-Cultural Education		B,M																	
13.0101	Education	M	B,M	M														M		
13.1202	Elementary Education	B	B,M	B														B	B	
13.1101	Guidance & Counseling		M																	
13.1312	Music Education		B																	
13.1312	Music Education Elementary	B	B																	
13.1312	Music Education Secondary	B	B																	
13.1314	Physical Education	B	B																	
13.0401	Public School Administration		M																	
13.1205	Secondary Education	B	B,M	B																
13.1320	Vocational Education		M																	
13.1399	Vocational Education			M																
14.0000	ENGINEERING																			
14.9999	Arctic Engineering	M	M																	
14.0801	Civil Engineering	B,M	B,M																	
14.1001	Electrical Engineering		B,M																	
14.1701	Engineering Management	M	M	M																
14.1401	Environmental Quality Engineering	M	M																	
14.1401	Environmental Quality Science	M	M																	
14.1501	Geological Engineering		B,M																	
14.1901	Mechanical Engineering		B,M																	
14.2199	Mineral Preparation Engineering		M																	
14.2101	Mining Engineering		B,M																	
14.2501	Petroleum Engineering		B,M																	
14.1701	Science Management	M	M	M																
16.0000	FOREIGN LANGUAGES																			
16.0101	Foreign Languages		B																	
16.1001	Inupiaq Eskimo		B																	
16.1001	Yupik Eskimo		B																	

TABLE 3 (Continued)

CERTIFICATES & DEGREES OFFERED - STATEWIDE

Program Taxonomy	Program Name	UAA	UAF	UAJ	ACC	CCC	ICC	KP CC	KCC	KO CC	KU CC	MS CC	NW CC	PWS CC	TV CC	AVT	KTC	APH	SJC	ABC
18.0000	HEALTH PROFESSIONS																			
18.1101	Nursing Science	B, M																		
18.0901	Medical Technology	B																		
18.0799	Health Sciences Administration																		B	
23.0000	LETTERS																			
23.0699	Applied Linguistics		B																	
23.0501	Creative Writing	M																		
23.0101	English	B, M	B, M																	
23.0601	Linguistics		B																	
38.0101	Philosophy		B																	
23.1001	Speech Communications		B																	
38.9999	Value & Religious Service																		B	
26.0000	BIOLOGICAL SCIENCES																			
26.0101	Biology		M	B																
26.0101	Biological Science	B, M	B, D																	
26.0301	Botany		M																	
26.0699	Fisheries Biology		M																	
26.0607	Marine Biology		M																	
26.0701	Zoology		M																	
27.0000	MATHEMATICS																			
27.0101	Mathematics	B	BMD																	
27.9999	Applied Statistics		B																	
30.0000	INTERDISCIPLINARY STUDIES																			
30.0101	General Science		B, M																	
30.0401	Humanities		B																	
30.9999	Interdisciplinary Studies	B, M	BMD	B																
24.0101	Liberal Arts			B																
30.0101	Natural Science	B																	B, M	
39.0000	THEOLOGICAL PROFESSIONS																			
39.0201	Bible Studies																			
39.9999	Theological Professions, General																			A, B B

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TABLE 3 (Continued)

CERTIFICATES & DEGREES OFFERED - STATEWIDE

Program Taxonomy	Program Name	UAA	UAF	UAJ	ACC	CCC	ICC	KP CC	KCC	KO CC	KU CC	MS CC	NW CC	PWS CC	TV CC	AVT	KTC	APU	SJC	ABC
40.0000	PHYSICAL SCIENCES																			
40.9991	Applied Physics		B																	
40.0401	Atmospheric Science		M,D																	
40.0501	Chemistry	B	B,M																	
40.0703	Earth Science		B																	
40.0601	Geology		BMD																	
40.0603	Geophysics		M,D																	
40.0702	Oceanography		M,D																	
40.0801	Physics		BMD																	
40.0301	Space Physics		M,D																	
42.0000	PSYCHOLOGY																			
42.0401	Community Psychology		M																	
42.0601	Counseling Psychology	M																		
42.0101	Psychology	B	B																	
44.0000	PUBLIC AFFAIRS & SERVICES																			
44.0702	Human Services		B																	
43.0199	Justice	B	B																	
44.0401	Public Administration	M		M																
44.0201	Rural Development		B																	
44.0701	Social Work	B	B																	
45.0000	SOCIAL SCIENCES																			
45.0201	Anthropology	B	B,M																	
45.0601	Economics	B	B																	
45.0701	Geography		B																	
45.9999	Geography & Regional Development		B																	
45.1001	Government			B																
45.0801	History	B	B																	
45.1001	Political Science	B	B																	
45.9999	Resource Economics		M																	
45.1101	Sociology	B	B																	

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TABLE 3 (Continued)

CERTIFICATES & DEGREES OFFERED - STATEWIDE

Program Taxonomy	Program Name	UAA	UAF	UAJ	ACC	CCC	ICC	KR CC	KCC	KO CC	KU CC	MS CC	NW CC	PWS CC	TV CC	AVT	KTC	APU	SJC	ABC
50.0000	FINE & APPLIED ARTS																			
50.0701	Art	B	B																	
50.0901	Music	B	B, M	B																
50.0903	Music Performance	B	B																	
50.0501	Theater	B	B																	
07.0000	BUSINESS & COMMERCE TECHNOLOGIES																			
07.0101	Accounting											A			A					
07.0102	Accounting				A															
07.0101	Accounting Clerk						C										C			
07.0103	Bookkeeping																C			
06.0101	Business												C, A							
06.0401	Business														A					
06.0401	Business Administration							A	A	A		A								
07.9999	Business Administration				A															
06.0401	Business Administration/Accounting						A													
07.0702	Clerk Typist						C													
07.0706	Clerk Typist								C											
07.0299	Financial Institutions Management														A					
07.0601	Office Administration			A																
07.0601	Office Occupations				C, A		A	C, A		C, A				C, A	C, A	C				
06.0704	Restaurant Management																C			
07.0606	Secretarial Science								A											
07.0606	Secretarial Studies											A								
07.0606	Secretarial Technologies																			C
07.0607	Stenographer								C											
06.9999	Travel Industry Management																			C, A
06.9998	Women in Management																			C
07.0000	DATA PROCESSING TECHNOLOGIES																			
07.0305	Computer Information Systems				A															
07.0301	Data Processing			C																
08.0000	MARKETING & DISTRIBUTION																			
08.0102	Fashion Merchandising				C															

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TABLE 3 (Continued)

CERTIFICATES & DEGREES OFFERED - STATEWIDE

Program Taxonomy	Program Name	UAA	UAF	UAJ	ACC	CCC	ICC	KP CC	KCC	KO CC	KU CC	MS CC	NW CC	PWS CC	TV CC	AVT	KTC	APU	SJC	ABC
15.0000	MECHANICAL & ENGINEERING TECH.																			
49.0105	Air Traffic Control				A															
47.0602	Airframe														C					
47.0602	Airframe & Powerplant														C,A					
48.0102	Architectural Drafting				C															
15.0101	Architect & Engineer Draft. Tech.				A															
47.0604	Automotive Mechanics																C			
47.0604	Automotive Technology				C,A															
49.0102	Aviation														A					
49.0104	Aviation Administration				A															
47.0602	Aviation Maintenance Tech.				C,A															
46.0401	Building Maintenance Technology																C		C	
46.0201	Carpentry																			C
48.0103	Civil Engineering Drafting				C															
46.0201	Construction Technology			A																
47.0605	Diesel Mechanics																			
47.0605	Diesel Technology				C,A					C,A					A					
48.0101	Drafting Technology														C,A					
15.0303	Electronics Technology											A			A					
47.0101	Electronics Technology				C,A							C			A					
48.0101	Engineering Design Drafting							A												
47.0203	Heating Technology											C								
47.0302	Heavy Equipment Maintenance & Repair																C		C	
15.0404	Industrial Process Instrument.							A												
48.0104	Mechanical & Electrical Drafting				C															
15.0805	Mechanical Technologies							C,A												
15.0999	Petroleum Engineering Aide							A												
15.0903	Petroleum Technology							C,A							A					
47.0699	Power Technology			A																
47.0602	Powerplant														C					
49.0102	Professional Piloting				A															
47.0201	Refrigeration & Heating Tech.											A								
47.0202	Refrigeration Technology											C								
47.0606	Small Engine Repair																			C
48.0199	Structural Drafting				C															
15.0203	Surveying																			C

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TABLE 3 (Continued)

CERTIFICATES & DEGREES OFFERED - STATEWIDE

Program Taxonomy	Program Name	UAA	UAF	UAJ	ACC	CCC	ICC	KP CC	KCC	KO CC	KU CC	MS CC	NW CC	PWS CC	TV CC	AVT	KTC	APU	SJC	ABC
15.0203	Surveying Technology				A												C			
48.0508	Welding						C									C				
15.0610	Welding Technology				A			C									C			
17.0000	HEALTH SERVICES & PARAMEDIC TECH.																			
17.0101	Dental Assisting				C,A															
17.0102	Dental Hygiene				A															
17.0402	Community Health Aide										C									
17.0402	Community Health Practitioner										A		C,A							
17.0405	Human Services				A															
17.0503	Medical Assisting				A															
17.0309	Medical Laboratory Technology				A												C			
18.1101	Nursing				A															
17.0206	Paramedic Technologies															C				
17.0605	Practical Nursing				C															
20.0000	VOCATIONAL HOME ECONOMICS																			
20.0402	Baking															C	C			
20.0101	Consumer & Home Economics				C															
20.0202	Early Childhood Development														A					
20.0102	Early Childhood Education										A									
20.0403	Food Service-Baking Technology														C,A					
20.0401	Food Service Technology				A											C	C			
20.9999	Home Economics				A					G										
20.0205	Teachers Aide																			C
41.0000	NATURAL SCIENCE TECHNOLOGIES																			
01.9999	Agriculture											A								
03.0399	Commercial Fishing									A										
03.0399	Fishing																			C
03.0302	Fisheries																			C,A
03.0401	Forest Technology							A								C				
03.0501	Forestry & Wildlife Technologies																			C,A
49.0306	Marine Maintenance Technology						C													
49.0306	Marine Technology																			
41.9999	Natural Resources Technology			A																
15.0602	Seafood Processing									A										

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TABLE 3 (Continued)

CERTIFICATES & DEGREES OFFERED - STATEWIDE

Program Taxonomy	Program Name	UAA	UAF	UAJ	ACC	CCC	ICC	KP CC	KCC	KO CC	KU CC	MS CC	NW CC	PWS CC	TV CC	AVT	KTC	APU	SJC	ABC
43.0000	PUBLIC SERVICE RELATED TECH.																			
44.0699	Police & Corrections Technologies																		A	
17.9999	Developmental Disabilities													C,A					A	
4.9999	Education Technologies																		A	
43.0201	Fire Science				A										A					
43.0201	Fire Science Technology														C					
43.0105	Justice														A					
43.0199	Justice																			
43.0107	Law Enforcement						C												A	
22.0103	Paralegal Studies			A																
17.0499	Paraprofessional Counseling																			
44.0101	Public Services, Tech. General																		A	
25.0301	Resource Information Technology																			
99.0000	ARTS AND SCIENCE																			
24.0199	Arts and Science																		A	
24.0101	General Program			A	A	A	A	A	A	A	A	A	A	A	A					
24.0101	Liberal Arts																	A		
16.9991	Yupik Language										A									

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PROGRAM = CERTDEG SAS
TUESDAY, JUNE 4, 1985

ALASKA COMMISSION ON POSTSECONDARY EDUCATION
CERTIFICATES & DEGREES OFFERED AND AWARDED
ALASKA BIBLE COLLEGE

		NUMBER OF GRADUATES						
		78-79	79-80	80-81	81-82	82-83	83-84	TOTAL
<u>ASSOCIATE DEGREES</u>								
PUBLIC SERVICE RELATED TECH								
39.0201	BIBLE STUDIES	0	0	5	5	4	2	16
TOTAL		0	0	5	5	4	2	16
TOTAL ASSOCIATE DEGREES		0	0	5	5	4	2	16
<u>BACHELORS DEGREES</u>								
THEOLOGY								
39.0102	BIBLE STUDIES	0	0	0	0	5	2	7
39.9999	THEOLOGICAL PROFESSIONS, GEN.	0	3	0	3	0	0	6
TOTAL		0	3	0	3	5	2	13
TOTAL BACHELORS DEGREES		0	3	0	3	5	2	13
GRAND TOTAL		0	3	5	8	9	4	29

PROGRAM = CERTDEG SAS
TUESDAY, JUNE 4, 1985

ALASKA COMMISSION ON POSTSECONDARY EDUCATION
CERTIFICATES & DEGREES OFFERED AND AWARDED
ALASKA PACIFIC UNIVERSITY

NUMBER OF GRADUATES
78-79 79-80 80-81 81-82 82-83 83-84 TOTAL

CERTIFICATES

BUSINESS

06.9998	WOMEN IN MANAGEMENT	0	0	0	0	0	0	0
06.9999	TRAVEL INDUSTRY MANAGEMENT	0	0	0	0	0	0	0
	TOTAL	0	0	0	0	0	0	0
	TOTAL CERTIFICATES	0	0	0	0	0	0	0

ASSOCIATE DEGREES

BUSINESS

06.0101	BUSINESS & MANAGEMENT, GENERAL	0	0	0	0	1	6	7
06.9999	TRAVEL INDUSTRY MANAGEMENT	0	0	0	0	1	2	3
	TOTAL	0	0	0	0	2	8	10

LIBERAL STUDIES

24.0101	LIBERAL ARTS	0	0	0	1	0	0	1
	TOTAL	0	0	0	1	0	0	1
	TOTAL ASSOCIATE DEGREES	0	0	0	1	2	8	11

PROGRAM = CERTDEG SAS
TUESDAY, JUNE 4, 1985

ALASKA COMMISSION ON POSTSECONDARY EDUCATION
CERTIFICATES & DEGREES OFFERED AND AWARDED
ALASKA PACIFIC UNIVERSITY

		NUMBER OF GRADUATES						
		78-79	79-80	80-81	81-82	82-83	83-84	TOTAL
<u>BACHELORS DEGREES</u>								
BUSINESS								
06.0101	BUSINESS & MANAGEMENT, GENERAL	0	0	0	0	9	8	17
06.0601	HUMAN RESOURCES DEVELOPMENT	0	0	0	0	5	8	13
TOTAL		0	0	0	0	14	16	30
COMMUNICATIONS								
09.0101	COMMUNICATIONS	0	0	0	0	3	8	11
TOTAL		0	0	0	0	3	8	11
EDUCATION								
13.0201	BILINGUAL EDUCATION	0	0	0	0	3	0	3
13.1201	ELEMENTARY EDUCATION	0	0	0	0	7	3	10
TOTAL		0	0	0	0	10	3	13
HEALTH SCIENCES								
18.0799	HEALTH SCIENCES ADMINISTRATION	0	0	0	0	1	0	1
TOTAL		0	0	0	0	1	0	1
INTERDISCIPLINARY STUDIES								
24.0101	LIBERAL ARTS	0	1	3	14	0	0	18

PROGRAM = CERTDEG SAS
TUESDAY, JUNE 4, 1985

ALASKA COMMISSION ON POSTSECONDARY EDUCATION
CERTIFICATES & DEGREES OFFERED AND AWARDED
ALASKA PACIFIC UNIVERSITY

		NUMBER OF GRADUATES						
		78-79	79-80	80-81	81-82	82-83	83-84	TOTAL
		-----	-----	-----	-----	-----	-----	-----
BACHELORS DEGREES								
TOTAL		0	1	3	14	0	0	18
PHILOSOPHY								
38.9999	VALUE & RELIGIOUS SERVICE	0	0	0	0	3	0	3
TOTAL		0	0	0	0	3	0	3
TOTAL BACHELORS DEGREES		0	1	3	14	31	27	76
MASTERS DEGREES								
BUSINESS								
06.0401	MANAGEMENT	0	0	0	0	0	0	0
06.9999	ENTREPRENEURSHIP	0	0	0	0	0	6	6
TOTAL		0	0	0	0	0	6	6
EDUCATION								
13.0101	EDUCATION	0	0	4	8	0	0	12
13.0201	BILINGUAL/BICULTURAL EDUCATION	0	0	0	0	0	12	12
13.1201	ADULT EDUCATION	0	0	4	8	14	12	38
TOTAL		0	0	8	16	14	24	62

PROGRAM = CERTDEG SAS
TUESDAY, JUNE 4, 1985

ALASKA COMMISSION ON POSTSECONDARY EDUCATION
CERTIFICATES & DEGREES OFFERED AND AWARDED
ALASKA PACIFIC UNIVERSITY

	NUMBER OF GRADUATES						TOTAL
	78-79	79-80	80-81	81-82	82-83	83-84	
<u>MASTERS DEGREES</u>							
INTERDISCIPLINARY STUDIES							
24.0101 LIBERAL ARTS	0	3	0	5	25	16	49
TOTAL	0	3	0	5	25	16	49
TOTAL MASTERS DEGREES	0	3	8	21	39	46	117
GRAND TOTAL	0	4	11	36	72	81	204

PROGRAM = CERTDEG SAS
TUESDAY, JUNE 4, 1985

ALASKA COMMISSION ON POSTSECONDARY EDUCATION
CERTIFICATES & DEGREES OFFERED AND AWARDED
ANCHORAGE COMMUNITY COLLEGE

		NUMBER OF GRADUATES						
		78-79	79-80	80-81	81-82	82-83	83-84	TOTAL
CERTIFICATES								
BUSINESS & COMMERCE TECHNOLOGIES								
07.0601	OFFICE OCCUPATIONS	24	0	0	0	0	0	24
	TOTAL	24	0	0	0	0	0	24
MARKETING & DISTRIBUTION								
08.0102	FASHION MERCHANDISING	0	0	0	0	0	0	0
	TOTAL	0	0	0	0	0	0	0
MECHANICAL & ENGINEERING TECH								
47.0101	ELECTRONICS TECHNOLOGY	11	12	2	4	27	28	84
47.0602	AVIATION MAINTENANCE TECH	0	10	10	0	3	14	37
47.0604	AUTOMOTIVE TECHNOLOGY	9	2	3	2	2	2	20
47.0605	DIESEL TECHNOLOGY	1	8	9	3	3	5	29
48.0102	ARCHITECTURAL DRAFTING	0	4	0	1	3	1	9
48.0103	CIVIL ENGINEERING DRAFTING	0	12	0	1	3	9	25
48.0104	MECHANICAL & ELECTRICAL DRAFT	25	1	0	0	4	4	34
48.0199	STRUCTURAL DRAFTING	0	9	0	3	1	1	14
	TOTAL	46	58	24	14	46	64	252
HEALTH SERVICES & PARAMEDIC TECH								
17.0101	DENTAL ASSISTING	0	12	12	8	5	12	49
17.0605	PRACTICAL NURSING	0	16	15	8	18	11	68

PROGRAM = CERTDEG SAS
TUESDAY, JUNE 4, 1985

ALASKA COMMISSION ON POSTSECONDARY EDUCATION
CERTIFICATES & DEGREES OFFERED AND AWARDED
ANCHORAGE COMMUNITY COLLEGE

		NUMBER OF GRADUATES						
		78-79	79-80	80-81	81-82	82-83	83-84	TOTAL
<u>CERTIFICATES</u>								
TOTAL		0	28	27	16	23	23	117
NATURAL SCIENCE TECHNOLOGIES								
20.0101	CONSUMER & HOME ECONOMICS	0	0	0	0	0	0	0
TOTAL		0	0	0	0	0	0	0
TOTAL CERTIFICATES		70	86	51	30	69	87	393
<u>ASSOCIATE DEGREES</u>								
BUSINESS & COMMERCE TECHNOLOGIES								
06.0401	BUSINESS ADMINISTRATION	0	31	27	43	56	25	182
07.0102	ACCOUNTING	12	11	6	24	18	9	80
07.0601	OFFICE OCCUPATIONS	9	13	4	9	13	10	58
TOTAL		21	55	37	76	87	44	320
DATA PROCESSING TECHNOLOGIES								
07.0305	COMPUTER INFORMATION SYSTEMS	1	11	5	14	19	14	64
TOTAL		1	11	5	14	19	14	64

PROGRAM = CERTDEG SAS
TUESDAY, JUNE 4, 1985

ALASKA COMMISSION ON POSTSECONDARY EDUCATION
CERTIFICATES & DEGREES OFFERED AND AWARDED
ANCHORAGE COMMUNITY COLLEGE

NUMBER OF GRADUATES

78-79 79-80 80-81 81-82 82-83 83-84 TOTAL

ASSOCIATE DEGREES

MECHANICAL & ENGINEERING TECH

15.0101	ARCHITECT & ENG DRAFTING TECH	6	12	4	8	7	2	39
15.0203	SURVEYING TECHNOLOGY	5	5	8	5	1	5	29
15.0303	ELECTRONICS TECHNOLOGY	11	17	12	12	26	28	106
15.0610	WELDING TECHNOLOGY	0	1	3	2	5	6	17
47.0602	AVIATION MAINTENANCE TECH	18	3	1	2	2	2	28
47.0604	AUTOMOTIVE TECHNOLOGY	3	4	2	3	0	4	16
47.0605	DIESEL TECHNOLOGY	1	3	3	5	3	3	18
49.0102	PROFESSIONAL PILOTING	0	13	12	10	9	12	56
49.0105	AIR TRAFFIC CONTROL	0	8	6	5	3	9	31
	TOTAL	44	66	51	52	56	71	340

HEALTH SERVICES & PARAMEDIC TECH

17.0101	DENTAL ASSISTING	3	4	3	5	1	7	23
17.0102	DENTAL HYGIENE	6	8	10	7	6	7	44
17.0309	MEDICAL LABORATORY TECH	9	4	10	11	8	10	52
17.0405	HUMAN SERVICES	0	0	0	0	0	2	2
17.0503	MEDICAL ASSISTING	7	2	1	0	2	0	12
18.1101	NURSING	0	0	0	0	0	25	25
	TOTAL	25	18	24	23	17	51	158

NATURAL SCIENCE TECHNOLOGIES

20.0401	FOOD SERVICES TECHNOLOGY	5	1	1	1	4	2	14
20.9999	HOME ECONOMICS	4	2	3	5	8	9	31

PROGRAM = CERTDEG SAS
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ALASKA COMMISSION ON POSTSECONDARY EDUCATION
CERTIFICATES & DEGREES OFFERED AND AWARDED
ANCHORAGE COMMUNITY COLLEGE

		NUMBER OF GRADUATES						
		78-79	79-80	80-81	81-82	82-83	83-84	TOTAL
<u>ASSOCIATE DEGREES</u>								
	TOTAL	9	3	4	6	12	11	45
ARTS & SCIENCE								
24.0101	GENERAL PROGRAM	83	68	90	90	10	27	368
	TOTAL	83	68	90	90	10	27	368
PUBLIC SERVICES RELATED TECH								
43.0201	FIRE SCIENCE	8	8	5	5	10	8	44
	TOTAL	8	8	5	5	10	8	44
OTHER								
99.9999	OTHER	35	32	23	38	178	79	385
	TOTAL	35	32	23	38	178	79	385
TOTAL ASSOCIATE DEGREES		226	261	239	304	389	305	1724
* G R A N D T O T A L *		296	347	290	334	458	392	2117

PROGRAM = CERTDEG SAS
TUESDAY, JUNE 4, 1985

ALASKA COMMISSION ON POSTSECONDARY EDUCATION
CERTIFICATES & DEGREES OFFERED AND AWARDED
CHUKCHI COMMUNITY COLLEGE

NUMBER OF GRADUATES

78-79 79-80 80-81 81-82 82-83 83-84 TOTAL

ASSOCIATE DEGREES

ARTS & SCIENCE

24.0101 GENERAL PROGRAM

0 0 0 0 7 5 12

TOTAL

0 0 0 0 7 5 12

TOTAL ASSOCIATE DEGREES

0 0 0 0 7 5 12

GRAND TOTAL*

0 0 0 0 7 5 12

PROGRAM = CERTDEG SAS
TUESDAY, JUNE 4, 1985

ALASKA COMMISSION ON POSTSECONDARY EDUCATION
CERTIFICATES & DEGREES OFFERED AND AWARDED
ISLANDS COMMUNITY COLLEGE

		NUMBER OF GRADUATES						
		78-79	79-80	80-81	81-82	82-83	83-84	TOTAL
<u>CERTIFICATES</u>								
BUSINESS & COMMERCE TECHNOLOGIES								
07.0101	ACCOUNTING CLERK	0	0	0	0	0	0	0
07.0702	CLERK TYPIST	0	0	0	0	0	0	0
	TOTAL	0	0	0	0	0	0	0
MECHANICAL & ENGINEERING TECH								
48.0508	WELDING	0	0	0	0	0	0	0
	TOTAL	0	0	0	0	0	0	0
NATURAL SCIENCE TECHNOLOGIES								
49.0306	MARINE MAINTENANCE TECH	0	0	0	0	0	0	0
	TOTAL	0	0	0	0	0	0	0
OTHER								
99.9999	OTHER	0	4	0	0	0	0	4
	TOTAL	0	4	0	0	0	0	4
	TOTAL CERTIFICATES	0	4	0	0	0	0	4

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PROGRAM = CERTDEG SAS
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ALASKA COMMISSION ON POSTSECONDARY EDUCATION
CERTIFICATES & DEGREES OFFERED AND AWARDED
ISLANDS COMMUNITY COLLEGE

	NUMBER OF GRADUATES						TOTAL
	78-79	79-80	80-81	81-82	82-83	83-84	
ASSOCIATE DEGREES							
BUSINESS & COMMERCE TECHNOLOGIES							
06.0401 BUSINESS ADMINISTRATION	0	1	2	2	0	0	5
07.0601 OFFICE OCCUPATIONS	0	1	0	1	0	0	2
TOTAL	0	2	2	3	0	0	7
ARTS & SCIENCES							
24.0101 GENERAL PROGRAM	4	0	4	2	9	5	24
TOTAL	4	0	4	2	9	5	24
TOTAL ASSOCIATE DEGREES	4	2	6	5	9	5	31
GRAND TOTAL	4	6	6	5	9	5	35

PROGRAM = CERTDEG SAS
TUESDAY, JUNE 4, 1985

ALASKA COMMISSION ON POSTSECONDARY EDUCATION
CERTIFICATES & DEGREES OFFERED AND AWARDED
KENAI PENINSULA COMMUNITY COLLEGE

		NUMBER OF GRADUATES						
		78-79	79-80	80-81	81-82	82-83	83-84	TOTAL
CERTIFICATES								
BUSINESS & COMMERCE TECHNOLOGIES								
07.0601	OFFICE OCCUPATIONS	10	12	9	5	14	6	56
TOTAL		10	12	9	5	14	6	56
MECHANICAL & ENGINEERING TECH								
15.0903	PETROLEUM TECHNOLOGY	11	7	6	6	5	1	36
TOTAL		11	7	6	6	5	1	36
TOTAL CERTIFICATES		21	19	15	11	19	7	92
ASSOCIATE DEGREES								
BUSINESS & COMMERCE TECHNOLOGIES								
06.0401	BUSINESS ADMINISTRATION	0	0	0	0	3	7	10
07.0601	OFFICE OCCUPATIONS	2	6	5	1	5	1	20
TOTAL		2	6	5	1	8	8	30
MECHANICAL & ENGINEERING TECH								
15.0404	INDUSTRIAL PROC INSTRUMENT	0	3	10	8	17	10	48
15.0903	PETROLEUM TECHNOLOGY	4	22	37	36	43	17	159
15.0999	PETROLEUM ENGINEERING AIDE	0	0	3	2	1	6	12
48.0101	DESIGN DRAFTING	0	0	0	0	0	1	1

PROGRAM = CERTDEG SAS
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ALASKA COMMISSION ON POSTSECONDARY EDUCATION
CERTIFICATES & DEGREES OFFERED AND AWARDED
KENAI PENINSULA COMMUNITY COLLEGE

		NUMBER OF GRADUATES						
		78-79	79-80	80-81	81-82	82-83	83-84	TOTAL
<u>ASSOCIATE DEGREES</u>								
	TOTAL	4	25	50	46	61	34	220
NATURAL SCIENCE TECHNOLOGIES								
03.0401	FOREST TECHNOLOGY	0	0	0	0	4	1	5
	TOTAL	0	0	0	0	4	1	5
ARTS & SCIENCES								
24.0101	GENERAL PROGRAM	9	8	21	19	2	15	74
	TOTAL	9	8	21	19	2	15	74
OTHER								
99.9999	OTHER	0	3	4	2	9	5	23
	TOTAL	0	3	4	2	9	5	23
TOTAL ASSOCIATE DEGREES		15	42	80	68	84	63	352
GRAND TOTAL		36	61	95	79	103	70	444

PROGRAM = CERTDEG SAS
TUESDAY, JUNE 4, 1985

ALASKA COMMISSION ON POSTSECONDARY EDUCATION
CERTIFICATES & DEGREES OFFERED AND AWARDED
KETCHIKAN COMMUNITY COLLEGE

		NUMBER OF GRADUATES						
		<u>78-79</u>	<u>79-80</u>	<u>80-81</u>	<u>81-82</u>	<u>82-83</u>	<u>83-84</u>	<u>TOTAL</u>
CERTIFICATES								
BUSINESS & COMMERCE TECHNOLOGIES								
07.0607	STENOGRAPHER	0	0	0	0	0	0	0
07.0706	CLERK TYPIST	0	0	0	0	0	0	0
TOTAL		0	0	0	0	0	0	0
MECHANICAL & ENGINEERING TECH								
47.0605	DIESEL TECHNOLOGY	3	3	4	5	1	4	20
TOTAL		3	3	4	5	1	4	20
TOTAL CERTIFICATES		3	3	4	5	1	4	20
ASSOCIATE DEGREES								
BUSINESS & COMMERCE TECHNOLOGIES								
07.0606	SECRETARIAL SCIENCE	2	0	2	0	1	0	5
TOTAL		2	0	2	0	1	0	5
MECHANICAL & ENGINEERING TECH								
47.0605	DIESEL TECHNOLOGY	1	1	0	0	0	0	2

PROGRAM = CERTDEG SAS
TUESDAY, JUNE 4, 1985

ALASKA COMMISSION ON POSTSECONDARY EDUCATION
CERTIFICATES & DEGREES OFFERED AND AWARDED
KETCHIKAN COMMUNITY COLLEGE

		NUMBER OF GRADUATES						
		78-79	79-80	80-81	81-82	82-83	83-84	TOTAL
<u>ASSOCIATE DEGREES</u>								
	TOTAL	1	1	0	0	0	0	2
ARTS & SCIENCES								
24.0101	GENERAL PROGRAM	2	5	10	5	0	10	32
	TOTAL	2	5	10	5	0	10	32
OTHER								
99.9999	OTHER	0	0	0	0	6	0	6
	TOTAL	0	0	0	0	6	0	6
TOTAL ASSOCIATE DEGREES		5	6	12	5	7	10	45
GRAND TOTAL		8	9	16	10	8	14	65

PROGRAM = CERTDEG SAS
TUESDAY, JUNE 4, 1985

ALASKA COMMISSION ON POSTSECONDARY EDUCATION
CERTIFICATES & DEGREES OFFERED AND AWARDED
KODIAK COMMUNITY COLLEGE

	NUMBER OF GRADUATES						TOTAL
	78-79	79-80	80-81	81-82	82-83	83-84	
<u>CERTIFICATES</u>							
BUSINESS & COMMERCE TECHNOLOGIES							
07.0601	OFFICE OCCUPATIONS	0	0	0	0	1	1
	TOTAL	0	0	0	0	1	1
NATURAL SCIENCE TECHNOLOGIES							
19.0101	HOME ECONOMICS	0	0	0	0	0	0
	TOTAL	0	0	0	0	0	0
	TOTAL CERTIFICATES	0	0	0	0	1	1
<u>ASSOCIATE DEGREES</u>							
BUSINESS & COMMERCE TECHNOLOGIES							
06.0101	BUSINESS	0	0	0	0	1	1
06.0401	BUSINESS ADMINISTRATION	0	0	2	4	2	10
07.0601	OFFICE OCCUPATIONS	0	1	0	0	0	1
	TOTAL	0	1	2	4	3	12
NATURAL SCIENCE TECHNOLOGIES							
03.0399	COMMERCIAL FISHING	0	0	0	0	0	0
15.0602	SEAFOOD PROCESSING	0	0	0	0	0	0

PROGRAM = CERTDEG SAS
 TUESDAY, JUNE 4, 1985

ALASKA COMMISSION ON POSTSECONDARY EDUCATION
 CERTIFICATES & DEGREES OFFERED AND AWARDED
 KODIAK COMMUNITY COLLEGE

		NUMBER OF GRADUATES						
		78-79	79-80	80-81	81-82	82-83	83-84	TOTAL
<u>ASSOCIATE DEGREES</u>								
	TOTAL	0	0	0	0	0	0	0
ARTS & SCIENCES								
24.0101	GENERAL PROGRAM	1	7	3	8	6	3	28
	TOTAL	1	7	3	8	6	3	28
OTHER								
99.9999	OTHER	0	2	2	4	7	1	16
	TOTAL	0	2	2	4	7	1	16
TOTAL ASSOCIATE DEGREES		1	10	7	16	16	6	56
GRAND TOTAL		1	10	7	16	16	7	57

PROGRAM = CERTDEG SAS
TUESDAY, JUNE 4, 1985

ALASKA COMMISSION ON POSTSECONDARY EDUCATION
CERTIFICATES & DEGREES OFFERED AND AWARDED
KUSKOKWIM COMMUNITY COLLEGE

		NUMBER OF GRADUATES						
		78-79	79-80	80-81	81-82	82-83	83-84	TOTAL
<u>CERTIFICATES</u>								
HEALTH SERVICE & PARAMEDIC TECH								
17.0402	COMMUNITY HEALTH AIDE	11	20	6	5	0	8	50
TOTAL		11	20	6	5	0	8	50
OTHER								
99.9999	OTHER	1	3	1	0	0	0	5
TOTAL		1	3	1	0	0	0	5
TOTAL CERTIFICATES		12	23	7	5	0	8	55
<u>ASSOCIATE DEGREES</u>								
HEALTH SERVICE & PARAMEDIC TECH								
17.0402	COMMUNITY HEALTH PRACTITIONER	0	0	1	0	0	1	2
TOTAL		0	0	1	0	0	1	2
ARTS & SCIENCES								
16.1001	YUPIK LANGUAGE	0	0	0	0	0	0	0
24.0101	GENERAL PROGRAM	14	8	1	9	1	7	40

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ALASKA COMMISSION ON POSTSECONDARY EDUCATION
CERTIFICATES & DEGREES OFFERED AND AWARDED
KUSKOKWIM COMMUNITY COLLEGE

		NUMBER OF GRADUATES						
		78-79	79-80	80-81	81-82	82-83	83-84	TOTAL
<u>ASSOCIATE DEGREES</u>								
	TOTAL	14	8	1	9	1	7	40
PUBLIC SERVICE RELATED TECH								
20.0102	EARLY CHILDHOOD EDUCATION	2	1	6	0	0	5	14
	TOTAL	2	1	6	0	0	5	14
OTHER								
99.9999	OTHER	0	0	0	0	2	0	2
	TOTAL	0	0	0	0	2	0	2
TOTAL ASSOCIATE DEGREES		16	9	8	9	3	13	58
GRAND TOTAL		28	32	15	14	3	21	113

PROGRAM = CERTDEG SAS
TUESDAY, JUNE 4, 1985

ALASKA COMMISSION ON POSTSECONDARY EDUCATION
CERTIFICATES & DEGREES OFFERED AND AWARDED
MATANUSKA-SUSITNA COMMUNITY COLLEGE

		NUMBER OF GRADUATES						TOTAL
		78-79	79-80	80-81	81-82	82-83	83-84	
<u>CERTIFICATES</u>								
MECHANICAL & ENGINEERING TECH								
15.0303	ELECTRONICS TECHNOLOGY	0	7	5	5	4	1	22
47.0202	REFRIGERATION TECHNOLOGY	0	11	10	11	10	5	47
47.0203	HEATING TECHNOLOGY	2	0	4	3	3	5	17
TOTAL		2	18	19	19	17	11	86
TOTAL CERTIFICATES		2	18	19	19	17	11	86
<u>ASSOCIATE DEGREES</u>								
BUSINESS & COMMERCE TECHNOLOGIES								
06.0401	BUSINESS ADMINISTRATION	0	0	3	4	5	4	16
07.0101	ACCOUNTING	2	1	1	2	0	1	7
07.0606	SECRETARIAL STUDIES	0	0	0	0	3	1	4
TOTAL		2	1	4	6	8	6	27
MECHANICAL & ENGINEERING TECH								
15.0303	ELECTRONICS TECHNOLOGY	0	2	3	2	1	0	8
47.0201	REFRIGERATION & HEATING TECH	1	0	2	2	1	3	9
TOTAL		1	2	5	4	2	3	17

PROGRAM = CERTDEG SAS
TUESDAY, JUNE 4, 1985

ALASKA COMMISSION ON POSTSECONDARY EDUCATION
CERTIFICATES & DEGREES OFFERED AND AWARDED
MATANUSKA-SUSITNA COMMUNITY COLLEGE

		NUMBER OF GRADUATES						
		78-79	79-80	80-81	81-82	82-83	83-84	TOTAL
<u>ASSOCIATE DEGREES</u>								
NATURAL SCIENCE TECHNOLOGIES								
01.9999	AGRICULTURE	0	0	0	0	1	11	12
TOTAL		0	0	0	0	1	11	12
ARTS & SCIENCE								
24.0101	GENERAL PROGRAM	3	6	13	16	1	12	51
TOTAL		3	6	13	16	1	12	51
PUBLIC SERVICE RELATED TECH								
43.0199	JUSTICE	7	5	1	0	0	0	13
TOTAL		7	5	1	0	0	0	13
OTHER								
99.9999	OTHER	2	0	1	1	24	13	41
TOTAL		2	0	1	1	24	13	41
TOTAL ASSOCIATE DEGREES		15	14	24	27	36	45	161
GRAND TOTAL		17	32	43	46	53	56	247

PROGRAM = CERTDEG SAS
TUESDAY, JUNE 4, 1985

ALASKA COMMISSION ON POSTSECONDARY EDUCATION
CERTIFICATES & DEGREES OFFERED AND AWARDED
NORTHWEST COMMUNITY COLLEGE

		NUMBER OF GRADUATES						
		<u>78-79</u>	<u>79-80</u>	<u>80-81</u>	<u>81-82</u>	<u>82-83</u>	<u>83-84</u>	<u>TOTAL</u>
<u>CERTIFICATES</u>								
HEALTH SERVICES & PARAMEDIC TECH								
17.0402	COMMUNITY HEALTH PRACTITIONER	11	0	0	0	0	0	11
	TOTAL	11	0	0	0	0	0	11
OTHER								
99.9999	OTHER	6	0	0	0	0	0	6
	TOTAL	6	0	0	0	0	0	6
	TOTAL CERTIFICATES	17	0	0	0	0	0	17
<u>ASSOCIATE DEGREES</u>								
HEALTH SERVICES & PARAMEDIC TECH								
17.0402	COMMUNITY HEALTH PRACTITIONER	0	0	0	0	0	0	0
	TOTAL	0	0	0	0	0	0	0
ARTS & SCIENCES								
24.0101	GENERAL PROGRAM	3	1	0	0	3	6	13

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PROGRAM = CERTDEG SAS
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ALASKA COMMISSION ON POSTSECONDARY EDUCATION
CERTIFICATES & DEGREES OFFERED AND AWARDED
NORTHWEST COMMUNITY COLLEGE

		NUMBER OF GRADUATES						
		78-79	79-80	80-81	81-82	82-83	83-84	TOTAL
<u>ASSOCIATE DEGREES</u>								
	TOTAL	3	1	0	0	3	6	13
OTHER								
99.9999	OTHER	0	4	1	2	0	0	7
	TOTAL	0	4	1	2	0	0	7
TOTAL ASSOCIATE DEGREES		3	5	1	2	3	6	20
GRAND TOTAL		20	5	1	2	3	6	37

PROGRAM = CERTDEG SAS
TUESDAY, JUNE 4, 1985

ALASKA COMMISSION ON POSTSECONDARY EDUCATION
CERTIFICATES & DEGREES OFFERED AND AWARDED
PRINCE WILLIAM SOUND COMMUNITY COLLEGE

NUMBER OF GRADUATES

78-79 79-80 80-81 81-82 82-83 83-84 TOTAL

CERTIFICATES

BUSINESS & COMMERCE TECHNOLOGIES

07.0601 OFFICE OCCUPATIONS 0 0 0 0 0 0 0

TOTAL 0 0 0 0 0 0 0

HEALTH SERVICES & PARAMEDIC TECH

17.9999 DEVELOPMENTAL DISABILITIES 0 0 0 0 0 3 3

TOTAL 0 0 0 0 0 3 3

TOTAL CERTIFICATES 0 0 0 0 0 3 3

ASSOCIATE DEGREES

BUSINESS & COMMERCE TECHNOLOGIES

07.0601 OFFICE OCCUPATIONS 0 0 0 0 0 0 0

TOTAL 0 0 0 0 0 0 0

PUBLIC SERVICE RELATED TECH

17.9999 DEVELOPMENTAL DISABILITIES 0 0 0 0 0 1 1

PROGRAM = CERTDEG SAS
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ALASKA COMMISSION ON POSTSECONDARY EDUCATION
CERTIFICATES & DEGREES OFFERED AND AWARDED
PRINCE WILLIAM SOUND COMMUNITY COLLEGE

	NUMBER OF GRADUATES						TOTAL
	<u>78-79</u>	<u>79-80</u>	<u>80-81</u>	<u>81-82</u>	<u>82-83</u>	<u>83-84</u>	
<u>ASSOCIATE DEGREES</u>							
TOTAL	0	0	0	0	0	1	1
ARTS & SCIENCES							
24.0101 GENERAL PROGRAM	0	0	1	1	4	11	17
TOTAL	0	0	1	1	4	11	17
TOTAL ASSOCIATE DEGREES	0	0	1	1	4	12	18
<u>GRAND TOTAL</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>4</u>	<u>15</u>	<u>21</u>

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ALASKA COMMISSION ON POSTSECONDARY EDUCATION
CERTIFICATES & DEGREES OFFERED AND AWARDED
SHELDON JACKSON COLLEGE

NUMBER OF GRADUATES

78-79 79-80 80-81 81-82 82-83 83-84 TOTAL

CERTIFICATES

RENEWABLE NATURAL RESOURCES

03.0302	FISHERIES	0	0	0	0	0	10	10
03.0399	FISHERIES	0	0	0	0	6	0	6
03.0501	FORESTRY & WILDLIFE TECHNOLOGY	0	10	0	23	3	2	38
	TOTAL	0	10	0	23	9	12	54

EDUCATION

13.9999	TEACHERS AIDE	0	0	0	0	3	0	3
	TOTAL	0	0	0	0	3	0	3

	TOTAL CERTIFICATES	0	10	0	23	12	12	57
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ASSOCIATE DEGREES

PROTECTIVE SERVICES

43.0107	LAW ENFORCEMENT	0	0	0	0	0	2	2
	TOTAL	0	0	0	0	0	2	2

RENEWABLE NATURAL RESOURCES

03.0302	FISHERIES	0	0	0	0	0	2	2
03.0501	FORESTRY & WILDLIFE TECHNOLOGY	4	7	0	0	0	2	13

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CERTIFICATES & DEGREES OFFERED AND AWARDED
SHELDON JACKSON COLLEGE

		NUMBER OF GRADUATES						
		78-79	79-80	80-81	81-82	82-83	83-84	TOTAL
<u>ASSOCIATE DEGREES</u>								
TOTAL		4	7	0	0	0	4	15
ARTS AND SCIENCES								
24.0199	ARTS AND SCIENCES	0	0	20	20	19	13	72
TOTAL		0	0	20	20	19	13	72
PUBLIC SERVICE RELATED TECH								
44.0101	PUBLIC SERVICE TECH., GENERAL	13	0	0	0	0	0	13
44.0699	POLICE & CORR. TECHNOLOGIES	0	2	2	1	0	0	5
44.9999	EDUCATION TECHNOLOGIES	6	2	0	3	0	0	11
TOTAL		19	4	2	4	0	0	29
TOTAL ASSOCIATE DEGREES		23	11	22	24	19	19	118
<u>BACHELORS DEGREES</u>								
RENEWABLE NATURAL RESOURCES								
03.0399	FISHERIES	0	0	0	0	10	0	10
TOTAL		0	0	0	0	10	0	10

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SHELDON JACKSON COLLEGE

BACHELORS DEGREES

EDUCATION

13.1202 ELEMENTARY EDUCATION

TOTAL

TOTAL BACHELORS DEGREES

GRAND TOTAL

NUMBER OF GRADUATES

78-79	79-80	80-81	81-82	82-83	83-84	TOTAL
7	4	4	2	7	3	27
7	4	4	2	7	3	27
7	4	4	2	17	3	37
30	25	26	49	48	34	212

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ALASKA COMMISSION ON POSTSECONDARY EDUCATION
CERTIFICATES & DEGREES OFFERED AND AWARDED
TANANA VALLEY COMMUNITY COLLEGE

NUMBER OF GRADUATES
78-79 79-80 80-81 81-82 82-83 83-84 TOTAL

CERTIFICATES

BUSINESS & COMMERCE TECHNOLOGIES

07.0601	OFFICE OCCUPATIONS	0	0	0	0	0	0	0
	TOTAL	0	0	0	0	0	0	0

MECHANICAL & ENGINEERING TECH

47.0602	AIRFRAME & POWER PLANT	0	0	0	0	0	0	0
	TOTAL	0	0	0	0	0	0	0

NATURAL SCIENCE TECHNOLOGIES

20.0403	FOOD SERVICE BAKING TECH	1	1	0	1	0	0	3
	TOTAL	1	1	0	1	0	0	3

PUBLIC SERVICE RELATED TECH

43.0201	FIRE SCIENCE TECHNOLOGY	1	0	0	0	0	0	1
	TOTAL	1	0	0	0	0	0	1

	TOTAL CERTIFICATES	2	1	0	1	0	0	4
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ASSOCIATE DEGREES

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ALASKA COMMISSION ON POSTSECONDARY EDUCATION
CERTIFICATES & DEGREES OFFERED AND AWARDED
TANANA VALLEY COMMUNITY COLLEGE

		NUMBER OF GRADUATES						
		78-79	79-80	80-81	81-82	82-83	83-84	TOTAL
<u>ASSOCIATE DEGREES</u>								
BUSINESS & COMMERCE TECHNOLOGIES								
06.0401	BUSINESS	0	1	0	1	2	2	6
07.0101	ACCOUNTING	0	0	0	0	0	0	0
07.0601	OFFICE OCCUPATIONS	5	4	4	3	3	3	22
TOTAL		5	5	4	4	5	5	28
MECHANICAL & ENGINEERING TECH								
15.0303	ELECTRONICS TECHNOLOGY	7	5	4	13	7	9	45
15.0903	PETROLEUM TECHNOLOGY	0	17	25	28	28	12	110
47.0602	AIRFRAME & POWER PLANT	0	5	3	4	7	7	26
48.0101	DRAFTING TECHNOLOGY	0	0	2	0	2	0	4
49.0102	AVIATION	10	0	5	1	0	1	17
TOTAL		17	27	39	46	44	29	202
PUBLIC SERVICE RELATED TECH								
17.0499	PARAPROFESSIONAL COUNSELING	0	0	3	4	8	1	16
20.0202	EARLY CHILDHOOD DEVELOPMENT	6	0	2	7	5	3	23
25.0301	RESOURCE INFORMATION TECH	2	8	3	3	3	0	19
43.0105	JUSTICE	0	0	0	0	0	0	0
43.0201	FIRE SCIENCE	1	2	1	2	1	4	11
TOTAL		9	10	9	16	17	8	69

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CERTIFICATES & DEGREES OFFERED AND AWARDED
TANANA VALLEY COMMUNITY COLLEGE

NUMBER OF GRADUATES

78-79 79-80 80-81 81-82 82-83 83-84 TOTAL

ASSOCIATE DEGREES

NATURAL SCIENCE TECHNOLOGY

20.0403	FOOD SERVICE BAKING TECH	1	4	5	0	0	0	10
	TOTAL	1	4	5	0	0	0	10

ARTS & SCIENCES

24.0101	GENERAL PROGRAM	0	0	0	0	0	3	3
	TOTAL	0	0	0	0	0	3	3

OTHER

99.9999	OTHER	14	3	0	0	1	8	26
	TOTAL	14	3	0	0	1	8	26

TOTAL ASSOCIATE DEGREES	46	49	57	66	67	53	338
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GRAND TOTAL	48	50	57	67	67	53	342
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ALASKA COMMISSION ON POSTSECONDARY EDUCATION
CERTIFICATES & DEGREES OFFERED AND AWARDED
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NUMBER OF GRADUATES

78-79 79-80 80-81 81-82 82-83 83-84 TOTAL

BACHELORS DEGREES

BUSINESS & MANAGEMENT

06.0201	ACCOUNTING	0	0	0	0	0	37	37
06.0301	FINANCE	0	0	0	0	0	6	6
06.0401	BUSINESS ADMINISTRATION	34	35	28	46	51	21	215
06.0499	MANAGEMENT	0	0	0	0	0	17	17
06.1401	MARKETING	0	0	0	0	0	3	3
06.1701	REAL ESTATE	0	0	0	0	0	3	3
	TOTAL	34	35	28	46	51	87	281

COMMUNICATIONS

09.0401	JOURNALISM & PUBLIC COMM	2	3	1	8	12	12	38
	TOTAL	2	3	1	8	12	12	38

COMPUTER & INFORMATION SCIENCES

11.0101	COMPUTER SCIENCE	0	0	0	0	0	0	0
	TOTAL	0	0	0	0	0	0	0

EDUCATION

13.1202	ELEMENTARY EDUCATION	22	14	19	17	26	33	131
13.1205	SECONDARY EDUCATION	2	2	4	5	5	5	23
13.1314	PHYSICAL EDUCATION	0	0	0	3	1	2	6
13.9991	MUSIC EDUCATION-ELEMENTARY	0	0	0	1	0	0	1
13.9992	MUSIC EDUCATION-SECONDARY	0	0	0	2	0	0	2

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		NUMBER OF GRADUATES						
		78-79	79-80	80-81	81-82	82-83	83-84	TOTAL
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<u>BACHELORS DEGREES</u>								
	TOTAL	24	16	23	28	32	40	163
ENGINEERING								
14.0801	CIVIL ENGINEERING	0	0	0	0	2	8	10
	TOTAL	0	0	0	0	2	8	10
HEALTH PROFESSIONS								
18.0901	MEDICAL TECHNOLOGY	0	0	1	1	0	1	3
18.1101	NURSING SCIENCE	21	35	28	49	52	40	225
	TOTAL	21	35	29	50	52	41	228
LETTERS								
23.0101	ENGLISH	6	5	1	9	3	1	25
	TOTAL	6	5	1	9	3	1	25
BIOLOGICAL SCIENCES								
28.0101	BIOLOGICAL SCIENCE	0	9	7	8	7	10	41
	TOTAL	0	9	7	8	7	10	41

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		NUMBER OF GRADUATES						TOTAL
		78-79	79-80	80-81	81-82	82-83	83-84	
BACHELORS DEGREES								
MATHEMATICS								
27.0101	MATHEMATICS	2	4	6	5	7	7	31
TOTAL		2	4	6	5	7	7	31
INTERDISCIPLINARY STUDIES								
30.0101	NATURAL SCIENCE	0	3	3	4	4	3	17
30.9999	INTERDISCIPLINARY STUDIES	11	0	2	1	3	2	19
TOTAL		11	3	5	5	7	5	36
PHYSICAL SCIENCE								
40.0501	CHEMISTRY	0	1	0	1	3	1	6
TOTAL		0	1	0	1	3	1	6
PSYCHOLOGY								
42.0101	PSYCHOLOGY	20	13	21	12	16	10	92
TOTAL		20	13	21	12	16	10	92
PUBLIC AFFAIRS & SCIENCES								
43.0199	JUSTICE	0	7	7	7	4	12	37
44.0701	SOCIAL WORK	2	2	12	11	10	12	49

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		NUMBER OF GRADUATES						
		78-79	79-80	80-81	81-82	82-83	83-84	TOTAL
<u>BACHELORS DEGREES</u>								
TOTAL		2	9	19	18	14	24	86
SOCIAL SCIENCES								
45.0201	ANTHROPOLOGY	5	7	3	8	5	8	36
45.0601	ECONOMICS	2	2	2	3	3	2	14
45.0801	HISTORY	9	4	4	2	4	3	26
45.1001	POLITICAL SCIENCE	8	1	4	8	2	6	29
45.1101	SOCIOLOGY	4	10	4	5	6	3	32
TOTAL		28	24	17	26	20	22	137
FINE & APPLIED ARTS								
50.0501	THEATER	0	0	2	0	1	5	8
50.0701	ART	6	12	5	10	9	12	54
50.0901	MUSIC	2	0	1	3	2	1	9
50.0903	MUSIC PERFORMANCE	0	1	0	0	1	2	4
TOTAL		8	13	8	13	13	20	75
OTHER								
99.9999	OTHER	8	0	0	0	0	0	8
TOTAL		8	0	0	0	0	0	8

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		NUMBER OF GRADUATES						
		78-79	79-80	80-81	81-82	82-83	83-84	TOTAL
BACHELORS DEGREES								
TOTAL BACHELORS DEGREES		166	170	165	229	239	288	1257
MASTERS DEGREES								
ARCHITECT & ENVIRONMENTAL DESIGN								
04.0301	PLANNING	0	0	0	0	1	3	4
TOTAL		0	0	0	0	1	3	4
BUSINESS & MANAGEMENT								
06.0401	BUSINESS ADMINISTRATION	1	4	6	5	13	11	40
TOTAL		1	4	6	5	13	11	40
EDUCATION								
13.0101	EDUCATION	44	53	38	35	35	43	248
TOTAL		44	53	38	35	35	43	248
ENGINEERING								
14.0801	CIVIL ENGINEERING	0	2	3	2	2	1	10
14.1401	ENVIRONMENTAL QUALITY ENGINEER	0	1	0	0	0	4	5
14.1701	ENGINEERING MANAGEMENT	2	5	14	3	16	6	46
14.9991	SCIENCE MANAGEMENT	3	3	0	0	0	1	7
14.9993	ENVIRONMENTAL QUALITY SCIENCE	0	0	1	1	1	0	3
14.9999	ARCTIC ENGINEERING	0	0	0	2	2	1	5

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NUMBER OF GRADUATES
78-79 79-80 80-81 81-82 82-83 83-84 TOTAL

MASTERS DEGREES

TOTAL	5	11	18	8	21	13	76
HEALTH PROFESSIONS							
18.1101 NURSING SCIENCE	0	0	0	0	9	0	9
TOTAL	0	0	0	0	9	0	9
LETTERS							
23.0101 ENGLISH	0	5	1	3	2	0	11
23.0501 CREATIVE WRITING	0	0	0	0	1	0	1
TOTAL	0	5	1	3	3	0	12
BIOLOGICAL SCIENCES							
26.0101 BIOLOGICAL SCIENCE	0	0	0	0	1	1	2
TOTAL	0	0	0	0	1	1	2
INTERDISCIPLINARY STUDIES							
30.9999 INTERDISCIPLINARY STUDIES	1	2	1	0	1	0	5
TOTAL	1	2	1	0	1	0	5

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		NUMBER OF GRADUATES						
		78-79	79-80	80-81	81-82	82-83	83-84	TOTAL
<u>MASTERS DEGREES</u>								
PSYCHOLOGY								
42.0601	COUNSELING PSYCHOLOGY	6	4	6	13	7	4	40
	TOTAL	6	4	6	13	7	4	40
PUBLIC AFFAIRS & SERVICES								
44.0401	PUBLIC ADMINISTRATION	15	4	7	6	3	6	41
	TOTAL	15	4	7	6	3	6	41
OTHER								
99.9999	OTHER	0	0	1	3	2	0	6
	TOTAL	0	0	1	3	2	0	6
TOTAL MASTERS DEGREES		72	83	78	73	96	81	683
G R A N D T O T A L		238	253	243	302	335	369	1740

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CERTIFICATES & DEGREES OFFERED AND AWARDED
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		NUMBER OF GRADUATES						
		78-79	79-80	80-81	81-82	82-83	83-84	TOTAL
<u>ASSOCIATE DEGREES</u>								
OTHER								
99.9999	OTHER	17	15	22	37	32	23	146
TOTAL		17	15	22	37	32	23	146
TOTAL ASSOCIATE DEGREES		17	15	22	37	32	23	146
<u>BACHELORS DEGREES</u>								
AGRICULTURE & NATURAL RESOURCES								
02.0207	FISHERIES SCIENCE	0	4	2	5	11	5	27
03.0101	NATURAL RESOURCES MANAGEMENT	5	13	9	10	19	20	76
03.0601	WILDLIFE MANAGEMENT	6	8	13	7	18	5	57
TOTAL		11	25	24	22	48	30	160
AREA STUDIES								
05.0110	RUSSIAN STUDIES	0	1	0	0	0	0	1
05.0199	NORTHERN STUDIES	0	0	3	0	0	2	5
TOTAL		0	1	3	0	0	2	6
BUSINESS & MANAGEMENT								
06.0201	ACCOUNTING	6	13	14	14	16	14	77
06.0401	BUSINESS ADMINISTRATION	7	8	24	27	27	36	129

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CERTIFICATES & DEGREES OFFERED AND AWARDED
UNIVERSITY OF ALASKA, FAIRBANKS

		NUMBER OF GRADUATES						
		78-79	79-80	80-81	81-82	82-83	83-84	TOTAL
<u>BACHELORS DEGREES</u>								
	TOTAL	13	21	38	41	43	50	206
COMMUNICATIONS								
09.0401	JOURNALISM	9	12	12	6	11	5	55
	TOTAL	9	12	12	6	11	5	55
COMPUTER & INFORMATION SERVICES								
11.0101	COMPUTER SCIENCE	0	0	0	1	3	7	11
	TOTAL	0	0	0	1	3	7	11
EDUCATION								
13.0101	EDUCATION	9	0	1	0	0	0	10
13.0201	CROSS-CULTURAL EDUCATION	0	3	2	7	11	6	29
13.1202	ELEMENTARY EDUCATION	14	23	25	21	27	36	146
13.1205	SECONDARY EDUCATION	0	3	5	5	10	5	28
13.1312	MUSIC EDUCATION	0	0	2	0	0	0	2
13.1314	PHYSICAL EDUCATION	3	1	6	4	0	4	18
13.9991	MUSIC EDUCATION-ELEMENTARY	0	0	0	1	0	1	2
13.9992	MUSIC EDUCATION-SECONDARY	0	0	0	5	4	1	10
	TOTAL	26	30	41	43	52	53	245

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NUMBER OF GRADUATES

78-79 79-80 80-81 81-82 82-83 83-84 TOTAL

BACHELORS DEGREES

ENGINEERING

14.0801	CIVIL ENGINEERING	16	13	16	17	17	15	94
14.1001	ELECTRICAL ENGINEERING	2	5	10	10	13	8	48
14.1501	GEOLOGICAL ENGINEERING	3	7	5	4	5	5	29
14.1901	MECHANICAL ENGINEERING	2	5	4	9	18	14	52
14.2101	MINING ENGINEERING	5	2	3	5	1	4	20
14.2501	PETROLEUM ENGINEERING	0	0	0	5	8	12	25
	TOTAL	28	32	38	50	62	58	268

FOREIGN LANGUAGES

16.0101	FOREIGN LANGUAGES	0	0	2	2	0	0	4
16.1001	INUPIAQ ESKIMO	0	2	1	0	1	0	4
16.9991	YUPIK ESKIMO	0	1	0	2	0	1	4
	TOTAL	0	3	3	4	1	1	12

LETTERS

23.0101	ENGLISH	2	3	9	4	12	5	35
23.0601	LINGUISTICS	0	0	0	1	1	1	3
23.0699	APPLIED LINGUISTICS	0	0	0	0	0	1	1
23.1001	SPEECH COMMUNICATION	2	1	2	1	0	3	9
38.0101	PHILOSOPHY	3	1	0	0	0	1	5

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NUMBER OF GRADUATES

78-79 79-80 80-81 81-82 82-83 83-84 TOTAL

BACHELORS DEGREES

	78-79	79-80	80-81	81-82	82-83	83-84	TOTAL
TOTAL	7	5	11	6	13	11	53
BIOLOGICAL SCIENCES							
26.0101 BIOLOGICAL SCIENCES	20	30	33	23	40	30	176
TOTAL	20	30	33	23	40	30	176
MATHEMATICS							
27.0101 MATHEMATICS	6	5	5	5	4	8	33
TOTAL	6	5	5	5	4	8	33
INTERDISCIPLINARY STUDIES							
30.0101 GENERAL SCIENCE	1	3	2	0	1	0	7
30.0401 HUMANITIES	3	0	0	3	2	1	9
30.9999 INTERDISCIPLINARY STUDIES	0	0	0	0	1	2	3
44.0702 HUMAN SERVICES	0	0	0	0	0	0	0
TOTAL	4	3	2	3	4	3	19
PHYSICAL SCIENCE							
40.0501 CHEMISTRY	4	3	4	1	8	4	24
40.0601 GEOLOGY	8	4	7	5	11	6	41
40.0703 EARTH SCIENCE	0	1	1	1	2	1	6
40.0801 PHYSICS	3	3	3	3	0	1	13
40.9991 APPLIED PHYSICS	0	0	0	0	0	0	0

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UNIVERSITY OF ALASKA, FAIRBANKS

		NUMBER OF GRADUATES						
		78-79	79-80	80-81	81-82	82-83	83-84	TOTAL
BACHELORS DEGREES								
	TOTAL	15	11	15	10	21	12	84
	PSYCHOLOGY							
42.0101	PSYCHOLOGY	4	5	5	10	9	7	40
	TOTAL	4	5	5	10	9	7	40
	PUBLIC AFFAIRS & SERVICES							
43.0199	JUSTICE	0	4	4	4	8	11	31
	TOTAL	0	4	4	4	8	11	31
	PUBLIC AFFAIRS & SERVICES							
44.0201	RURAL DEVELOPMENT	0	0	0	0	0	0	0
44.0701	SOCIAL WORK	0	0	0	0	0	0	0
	TOTAL	0	0	0	0	0	0	0
	SOCIAL SCIENCES							
05.0202	ALASKA NATIVE STUDIES	0	0	0	0	1	1	2
45.0201	ANTHROPOLOGY	6	2	7	2	11	8	36
45.0601	ECONOMICS	3	2	1	4	2	8	20
45.0701	GEOGRAPHY	5	2	4	4	3	4	22
45.0801	HISTORY	5	1	3	6	9	3	27
45.1001	POLITICAL SCIENCE	1	4	8	5	9	7	34
45.1101	SOCIOLOGY	3	9	4	5	10	3	34
45.9999	GEOGRAPHY & REGIONAL DEVELOP	0	0	0	0	0	0	0

PROGRAM = CERTDEG SAS
TUESDAY, JUNE 4, 1985

ALASKA COMMISSION ON POSTSECONDARY EDUCATION
CERTIFICATES & DEGREES OFFERED AND AWARDED
UNIVERSITY OF ALASKA, FAIRBANKS

		NUMBER OF GRADUATES						
		78-79	79-80	80-81	81-82	82-83	83-84	TOTAL
<u>BACHELORS DEGREES</u>								
	TOTAL	23	20	27	26	45	34	175
FINE & APPLIED ARTS								
50.0501	THEATER	0	2	3	1	0	2	8
50.0701	ART	7	7	8	8	7	9	46
50.0901	MUSIC	4	5	1	0	3	1	14
50.0903	MUSIC PERFORMANCE	0	0	4	1	1	1	7
	TOTAL	11	14	16	10	11	13	75
OTHER								
99.9999	OTHER	10	14	8	6	2	3	43
	TOTAL	10	14	8	6	2	3	43
TOTAL BACHELORS DEGREES		187	235	285	270	377	338	1692

MASTERS DEGREES

AGRICULTURE & NATURAL RESOURCES

02.0207	FISHERIES BIOLOGY	0	1	3	1	0	6	11
03.0101	NATURAL RESOURCES MANAGEMENT	2	0	2	5	6	3	18
03.0601	WILDLIFE MANAGEMENT	4	6	7	7	5	6	35

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ALASKA COMMISSION ON POSTSECONDARY EDUCATION
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UNIVERSITY OF ALASKA, FAIRBANKS

		NUMBER OF GRADUATES						
		78-79	79-80	80-81	81-82	82-83	83-84	TOTAL
		-----	-----	-----	-----	-----	-----	-----
<u>MASTERS DEGREES</u>								
	TOTAL	6	7	12	13	11	15	64
BUSINESS & MANAGEMENT								
06.0401	BUSINESS ADMINISTRATION	10	6	8	12	13	3	52
	TOTAL	10	6	8	12	13	3	52
EDUCATION								
13.0101	EDUCATION	24	17	31	11	12	16	111
13.0201	CROSS-CULTURAL EDUCATION	0	0	1	2	1	5	9
13.0401	PUBLIC SCHOOL ADMINISTRATION	0	0	0	6	6	7	19
13.0406	COLLEGE STDNT PERSONNEL ADMIN	0	0	0	3	5	2	10
13.1101	GUIDANCE & COUNSELING	0	0	0	3	3	10	16
13.1202	ELEMENTARY EDUCATION	0	0	0	2	6	5	13
13.1205	SECONDARY EDUCATION	0	0	0	2	1	3	6
13.1320	VOCATIONAL EDUCATION	0	0	0	2	0	0	2
	TOTAL	24	17	32	31	34	48	186
ENGINEERING								
14.0801	CIVIL ENGINEERING	1	2	5	3	4	0	15
14.1001	ELECTRICAL ENGINEERING	0	0	0	0	0	1	1
14.1401	ENVIRONMENTAL QUALITY ENG	0	0	0	2	1	0	3
14.1501	GEOLOGICAL ENGINEERING	0	0	0	0	0	2	2
14.1701	ENGINEERING MANAGEMENT	6	1	1	0	3	2	13
14.1901	MECHANICAL ENGINEERING	0	0	0	0	0	0	0
14.2101	MINING ENGINEERING	0	1	1	0	2	1	5
14.2199	MINERAL PREP ENGINEERING	2	1	0	1	0	2	6
14.2501	PETROLEUM ENGINEERING	0	0	0	0	1	1	2
14.9991	SCIENCE MANAGEMENT	0	2	1	0	1	2	6
14.9993	ENVIRONMENTAL QUALITY SCIENCE	0	2	1	0	1	2	6
14.9999	ARCTIC ENGINEERING	0	0	0	1	4	0	5

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ALASKA COMMISSION ON POSTSECONDARY EDUCATION
CERTIFICATES & DEGREES OFFERED AND AWARDED
UNIVERSITY OF ALASKA, FAIRBANKS

NUMBER OF GRADUATES

78-79 79-80 80-81 81-82 82-83 83-84 TOTAL

MASTERS DEGREES

	78-79	79-80	80-81	81-82	82-83	83-84	TOTAL
TOTAL	9	9	9	7	21	13	68
LETTERS							
23.0101 ENGLISH	1	0	5	4	5	5	18
TOTAL	1	0	5	4	3	5	18
BIOLOGICAL SCIENCES							
26.0101 BIOLOGY	1	9	2	4	6	2	24
26.0301 BOTANY	3	1	0	0	0	2	6
26.0507 MARINE BIOLOGY	0	0	1	0	1	1	3
26.0701 ZOOLOGY	1	3	3	1	2	3	13
TOTAL	5	13	6	5	9	8	46
MATHEMATICS							
27.0101 MATHEMATICS	1	1	0	0	0	2	4
TOTAL	1	1	0	0	0	2	4
INTERDISCIPLINARY STUDIES							
30.0101 GENERAL SCIENCE	1	0	0	0	0	0	1
30.9999 INTERDISCIPLINARY STUDIES	0	0	0	1	1	0	2

PROGRAM = CERTDEG SAS
TUESDAY, JUNE 4, 1985

ALASKA COMMISSION ON POSTSECONDARY EDUCATION
CERTIFICATES & DEGREES OFFERED AND AWARDED
UNIVERSITY OF ALASKA, FAIRBANKS

NUMBER OF GRADUATES

78-79 79-80 80-81 81-82 82-83 83-84 TOTAL

MASTERS DEGREES

		78-79	79-80	80-81	81-82	82-83	83-84	TOTAL
TOTAL		1	0	0	1	1	0	3
PHYSICAL SCIENCES								
40.0301	SPACE PHYSICS	0	1	2	3	2	5	13
40.0401	ATMOSPHERIC SCIENCE	0	0	1	1	4	0	6
40.0501	CHEMISTRY	1	2	0	2	2	0	7
40.0601	GEOLOGY	0	0	0	0	0	4	4
40.0699	GEOLOGY & GEOPHYSICS	7	6	3	8	14	3	41
40.0702	OCEANOGRAPHY	2	5	7	3	1	8	26
40.0801	PHYSICS	1	0	0	1	0	0	2
TOTAL		11	14	13	18	23	20	99
PSYCHOLOGY								
42.0401	COMMUNITY PSYCHOLOGY	0	0	0	0	0	0	0
TOTAL		0	0	0	0	0	0	0
SOCIAL SCIENCES								
45.0201	ANTHROPOLOGY	3	0	7	3	1	3	17
45.9999	RESOURCE ECONOMICS	0	0	0	0	0	0	0
TOTAL		3	0	7	3	1	3	17

PROGRAM = CERTDEG SAS
TUESDAY, JUNE 4, 1985

ALASKA COMMISSION ON POSTSECONDARY EDUCATION
CERTIFICATES & DEGREES OFFERED AND AWARDED
UNIVERSITY OF ALASKA, FAIRBANKS

		NUMBER OF GRADUATES						
		78-79	79-80	80-81	81-82	82-83	83-84	TOTAL
<u>MASTERS DEGREES</u>								
FINE & APPLIED ARTS								
50.0901	MUSIC	0	2	1	2	1	1	7
TOTAL		0	2	1	2	1	1	7
OTHER								
99.9999	OTHER	2	4	1	0	0	0	7
TOTAL		2	4	1	0	0	0	7
TOTAL MASTERS DEGREES		73	73	94	96	117	118	571
<u>DOCTORATE DEGREES</u>								
AGRICULTURE & NATURAL RESOURCES								
03.0601	WILDLIFE MANAGEMENT	0	0	0	0	2	0	2
TOTAL		0	0	0	0	2	0	2
BIOLOGICAL SCIENCES								
26.0101	BIOLOGICAL SCIENCE	2	0	1	1	0	1	5

PROGRAM = CERTDEG SAS
TUESDAY, JUNE 4, 1985

ALASKA COMMISSION ON POSTSECONDARY EDUCATION
CERTIFICATES & DEGREES OFFERED AND AWARDED
UNIVERSITY OF ALASKA, FAIRBANKS

		NUMBER OF GRADUATES						TOTAL
		78-79	79-80	80-81	81-82	82-83	83-84	
<u>DOCTORATE DEGREES</u>								
	TOTAL	2	0	1	1	0	1	5
MATHEMATICS								
27.0101	MATHEMATICS	0	0	0	0	0	0	0
	TOTAL	0	0	0	0	0	0	0
INTERDISCIPLINARY STUDIES								
30.9999	INTERDISCIPLINARY STUDIES	1	0	0	5	1	1	8
	TOTAL	1	0	0	5	1	1	8
PHYSICAL SCIENCES								
40.0301	SPACE PHYSICS	0	0	1	0	1	0	2
40.0401	ATMOSPHERIC SCIENCE	0	0	0	0	1	0	1
40.0699	GEOLOGY & GEOPHYSICS	2	0	0	0	0	1	3
40.0702	OCEANOGRAPHY	0	0	0	0	0	3	3
40.0801	PHYSICS	0	0	0	0	0	0	0
	TOTAL	2	0	1	0	2	4	9
TOTAL DOCTORATE DEGREES		5	0	2	6	5	6	24
* GRAND TOTAL *		282	323	403	409	531	485	2433

PROGRAM = CERTDEG, SAS
 TUESDAY, JUNE 4, 1985

ALASKA COMMISSION ON POSTSECONDARY EDUCATION
 CERTIFICATES & DEGREES OFFERED AND AWARDED
 UNIVERSITY OF ALASKA, JUNEAU

		NUMBER OF GRADUATES						TOTAL
		78-79	79-80	80-81	81-82	82-83	83-84	
<u>CERTIFICATES</u>								
DATA PROCESSING TECHNOLOGIES								
07.0301	DATA PROCESSING	0	0	0	0	0	2	2
TOTAL		0	0	0	0	0	2	2
PUBLIC SERVICE RELATED TECH								
20.0102	EARLY CHILDHOOD EDUCATION	0	0	0	1	3	0	4
TOTAL		0	0	0	1	3	0	4
OTHER								
99.9999	OTHER	1	0	0	5	3	2	11
TOTAL		1	0	0	5	3	2	11
TOTAL CERTIFICATES		1	0	0	6	6	4	17
<u>ASSOCIATE DEGREES</u>								
BUSINESS & COMMERCE TECHNOLOGIES								
07.0601	OFFICE ADMINISTRATION	0	0	0	0	0	4	4

PROGRAM = CERTDEG SAS
TUESDAY, JUNE 4, 1985

ALASKA COMMISSION ON POSTSECONDARY EDUCATION
CERTIFICATES & DEGREES OFFERED AND AWARDED
UNIVERSITY OF ALASKA, JUNEAU

		NUMBER OF GRADUATES						TOTAL
		78-79	79-80	80-81	81-82	82-83	83-84	
		-----	-----	-----	-----	-----	-----	-----
<u>ASSOCIATE DEGREES</u>								
	TOTAL	0	0	0	0	0	4	4
MECHANICAL & ENGINEERING TECH								
46.0201	CONSTRUCTION-TECHNOLOGY	2	0	0	3	0	1	6
47.0699	POWER TECHNOLOGY	0	0	0	0	0	0	0
	TOTAL	2	0	0	3	0	1	6
NATURAL SCIENCE TECHNOLOGIES								
49.0306	MARINE TECHNOLOGY	1	0	0	1	0	7	9
	TOTAL	1	0	0	1	0	7	9
ARTS & SCIENCES								
24.0101	GENERAL PROGRAM	13	22	11	12	5	7	70
45.0101	SOCIAL SCIENCE	0	0	0	0	1	0	1
	TOTAL	13	22	11	12	6	7	71
PUBLIC SERVICE RELATED TECH								
20.0102	EARLY CHILDHOOD EDUCATION	1	2	0	2	2	0	7
22.0103	PARALEGAL STUDIES	0	0	1	1	2	4	8

PROGRAM = CERTDEG SAS
TUESDAY, JUNE 4, 1985

ALASKA COMMISSION ON POSTSECONDARY EDUCATION
CERTIFICATES & DEGREES OFFERED AND AWARDED
UNIVERSITY OF ALASKA, JUNEAU

		NUMBER OF GRADUATES						
		78-79	79-80	80-81	81-82	82-83	83-84	TOTAL
<u>ASSOCIATE DEGREES</u>								
	TOTAL	1	2	1	3	4	4	15
OTHER								
99.9999	OTHER	2	0	0	1	3	1	7
	TOTAL	2	0	0	1	3	1	7
	TOTAL ASSOCIATE DEGREES	19	24	12	20	13	24	112
<u>BACHELORS DEGREES</u>								
AGRICULTURE & NATURAL RESOURCES								
03.0302	FISHERIES	0	2	2	2	1	3	10
	TOTAL	0	2	2	2	1	3	10
BUSINESS & MANAGEMENT								
06.0401	BUSINESS ADMINISTRATION	0	1	3	1	5	8	18
	TOTAL	0	1	3	1	5	8	18
EDUCATION								
13.1202	ELEMENTARY EDUCATION	1	1	2	3	4	6	23
13.1205	SECONDARY EDUCATION	0	0	1	2	0	0	3

PROGRAM = CERIDEG SAS
TUESDAY, JUNE 4, 1985

ALASKA COMMISSION ON POSTSECONDARY EDUCATION
CERTIFICATES & DEGREES OFFERED AND AWARDED
UNIVERSITY OF ALASKA, JUNEAU

		NUMBER OF GRADUATES						
		78-79	79-80	80-81	81-82	82-83	83-84	TOTAL
<u>BACHELORS DEGREES</u>								
TOTAL		7	1	3	5	4	6	26
BIOLOGICAL SCIENCES								
26.0101	BIOLOGY	0	1	2	2	2	1	8
TOTAL		0	1	2	2	2	1	8
INTERDISCIPLINARY STUDIES								
24.0101	LIBERAL ARTS	0	0	0	7	2	2	11
30.9999	INTERDISCIPLINARY STUDIES	0	1	0	0	0	1	2
TOTAL		0	1	0	7	2	3	13
SOCIAL SCIENCES								
45.1001	GOVERNMENT	0	0	0	0	1	1	2
TOTAL		0	0	0	0	1	1	2
FINE & APPLIED ARTS								
50.0901	MUSIC	0	0	0	0	1	1	2
TOTAL		0	0	0	0	1	1	2

PROGRAM = CERTDEG SAS
TUESDAY, JUNE 4, 1985

ALASKA COMMISSION ON POSTSECONDARY EDUCATION
CERTIFICATES & DEGREES OFFERED AND AWARDED
UNIVERSITY OF ALASKA, JUNEAU

		NUMBER OF GRADUATES						
		78-79	79-80	80-81	81-82	82-83	83-84	TOTAL
<u>BACHELORS DEGREES</u>								
OTHER								
99.9999	OTHER	2	0	0	0	0	0	2
	TOTAL	2	0	0	0	0	0	2
	TOTAL BACHELORS DEGREES	9	6	10	17	16	23	81
<u>MASTERS DEGREES</u>								
AGRICULTURE & NATURAL RESOURCES								
03.0302	FISHERIES	0	3	1	3	1	5	13
	TOTAL	0	3	1	3	1	5	13
BUSINESS & MANAGEMENT								
06.0401	BUSINESS ADMINISTRATION	0	1	1	0	0	1	3
	TOTAL	0	1	1	0	0	1	3
EDUCATION								
13.0101	EDUCATION	16	15	6	11	7	8	63
13.1399	VOCATIONAL EDUCATION	0	0	0	0	1	2	3

PROGRAM = CERTDEG SAS
TUESDAY, JUNE 4, 1985

ALASKA COMMISSION ON POSTSECONDARY EDUCATION
CERTIFICATES & DEGREES OFFERED AND AWARDED
UNIVERSITY OF ALASKA, JUNEAU

		NUMBER OF GRADUATES						TOTAL
		78-79	79-80	80-81	81-82	82-83	83-84	
<u>MASTERS DEGREES</u>								
	TOTAL	16	15	6	11	8	10	66
ENGINEERING								
14.1701	ENGINEERING MANAGEMENT	2	0	4	1	0	0	7
14.9991	SCIENCE MANAGEMENT	0	0	0	0	0	0	0
	TOTAL	2	0	4	1	0	0	7
PUBLIC AFFAIRS & SERVICES								
44.0401	PUBLIC ADMINISTRATION	3	7	2	2	2	2	18
	TOTAL	3	7	2	2	2	2	18
OTHER								
99.9999	OTHER	2	0	0	0	0	0	2
	TOTAL	2	0	0	0	0	0	2
TOTAL MASTERS DEGREES		23	26	14	17	11	18	109
GRAND TOTAL		52	56	36	60	46	69	319

TYPES OF DEGREES AWARDED
BY
INSTITUTION AND YEAR

	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84	Total
<u>CERTIFICATES:</u>							
Alaska Pacific University	-	-	-	-	-	-	-
Anchorage Community College	70	86	51	30	69	87	393
Chukchi Community College	-	-	-	-	-	-	-
Islands Community College	-	4	-	-	-	-	4
Kenai Peninsula Community College	21	19	15	11	19	7	92
Ketchikan Community College	3	3	4	5	1	4	20
Kodiak Community College	-	-	-	-	-	1	1
Kuskokwim Community College	12	23	7	5	-	8	55
Matanuska-Susitna Community College	2	18	19	19	17	11	86
Northwest Community College	17	-	-	-	-	-	17
Prince William Sound Community College	-	-	-	-	-	3	3
Tanana Valley Community College	2	1	-	1	-	-	4
Sheldon Jackson College	-	10	-	23	12	12	57
University of Alaska - Juneau	1	-	-	6	6	4	17
TOTAL	128	164	96	100	124	137	749
<u>ASSOCIATE'S DEGREES:</u>							
Alaska Bible College	-	-	5	5	4	2	16
Alaska Pacific University	-	-	-	1	2	8	11
Anchorage Community College	226	261	239	304	389	305	1,724
Chukchi Community College	-	-	-	-	7	5	12
Islands Community College	4	2	6	5	9	5	31
Kenai Peninsula Community College	15	42	80	68	84	63	352
Ketchikan Community College	5	6	12	5	7	10	45
Kodiak Community College	1	10	5	12	14	6	48
Kuskokwim Community College	16	9	8	9	3	13	68
Matanuska-Susitna Community College	15	14	24	27	36	45	161
Northwest Community College	3	5	1	2	3	6	20
Prince William Sound Community College	-	-	1	1	4	12	18
Tanana Valley Community College	46	49	57	66	67	53	338
Sheldon Jackson College	23	11	22	24	19	19	118
University of Alaska - Fairbanks	17	15	22	37	32	23	146
University of Alaska - Juneau	19	24	12	20	13	24	112
TOTAL	390	448	494	586	693	599	3,210

89-

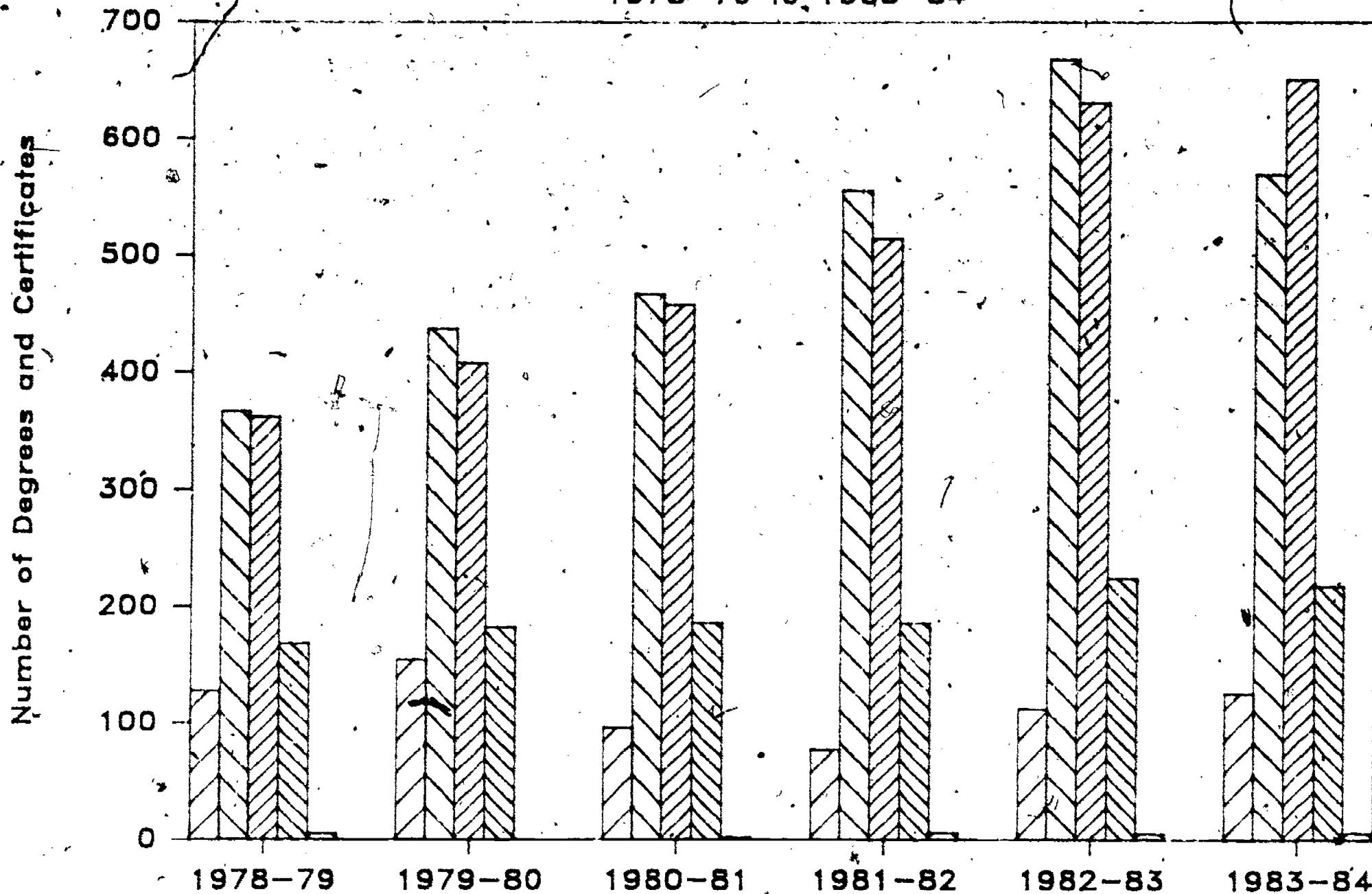
TYPES OF DEGREES AWARDED (cont.)

	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84	Total
<u>BACHELOR'S DEGREES:</u>							
Alaska Bible College	-	3	-	3	5	2	13
Alaska Pacific University	-	1	3	14	31	27	76
Sheidon Jackson College	7	4	4	2	17	3	37
University of Alaska - Anchorage	166	170	165	229	239	290	1,259
University of Alaska - Fairbanks	187	232	283	269	376	338	1,685
University of Alaska - Juneau	9	6	10	17	16	23	81
TOTAL	369	416	465	534	684	683	3,151
<u>MASTER'S DEGREES:</u>							
Alaska Pacific University	-	3	4	13	39	46	105
University of Alaska - Anchorage	72	83	78	73	96	81	483
University of Alaska - Fairbanks	73	73	94	96	117	118	571
University of Alaska - Juneau	23	26	14	17	11	18	109
TOTAL	168	185	190	199	263	263	1,268
<u>DOCTORATE DEGREES:</u>							
University of Alaska - Fairbanks	5	-	2	6	5	6	24
TOTAL	5	-	2	6	5	6	24

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U of AK DEG AND CERT AWARDED

1978-79 to 1983-84



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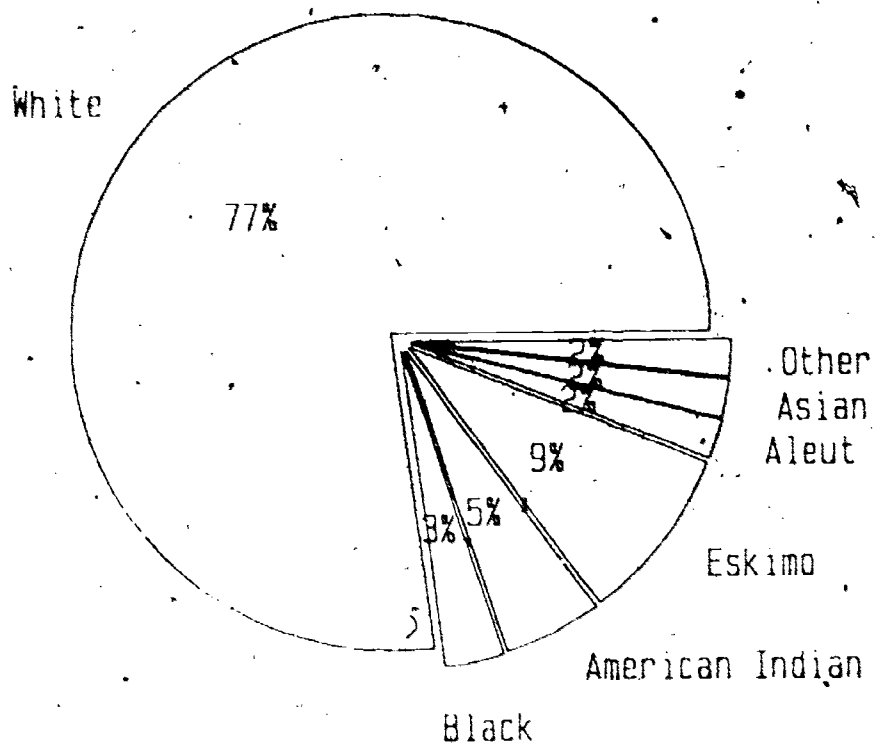
APPENDIX B

Alaskan 1980 Population by Race-

Population by Race
1980

Race	Number
White	309728
Black	13643
American Indian	21869
Eskimo	34144
Aleut	8090
Asian and Pacific Islander:	
Japanese	1595
Chinese	522
Filipino	3092
Korean	1536
Asian Indian	241
Vietnamese	383
Hawaiian	402
Guamanian	149
Samoaan	134
Other	6323

Population by Race 1980



APPENDIX C

Postsecondary Education in Rural Alaska
a Report by the
Rural Education Task Force.

1114

POSTSECONDARY EDUCATION IN RURAL ALASKA

A REPORT AND RECOMMENDATIONS

TO

THE ALASKA STATE LEGISLATURE

FROM

THE RURAL EDUCATION TASK FORCE

April 3, 1985



COMMUNITY COLLEGES, RURAL EDUCATION AND EXTENSION (CCREE)

3601 C Street, Suite #400

Mailing Address: 3605 Arctic Blvd., #420

Anchorage, AK 99503

April 3, 1985

Alaska State Legislature
Pouch V
Juneau, Alaska 99811

Dear Members of the Legislature,

The 1984 Alaska State Legislature's support of the Rural Education Task Force provided a favorable means and opportunity for the review of postsecondary education services to rural Alaska. We are pleased to present the final report and recommendations of the task force which is the culmination of their six-month effort to address current issues. The final recommendations correspond directly with public testimony collected during the same period.

If there are any questions, points that need further clarification or requests for specific testimony, please contact my office at 564-3327 or Julie Kitka, who chaired the steering committee of the task force. Ms. Kitka may be contacted at the offices of the Alaska Federation of Natives, 274-3611.

Our thanks to the legislature for support of this important effort.

Sincerely,

ALVIN S. OKESON, Interim Chancellor
Community Colleges, Rural Education and Extension

JULIE KITKA, Chair
Rural Education Task Force
Steering Committee

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Related Research Documentation of the Issues	11
Conclusions	16
Task Force Recommendations	17

INTRODUCTION

The 1984 legislature reestablished the Rural Education Task Force with funding to support the activities of the group as they worked to develop recommendations regarding rural postsecondary education. The task force process is described in the appendix. (Appendix A)

The task force considered an array of technical reports ranging from needs assessment considerations, international distance delivery institutions, small high schools, the statewide plan for higher education and education research agenda planning.

HISTORICAL BACKGROUND

In the early 1970's, along with many other issues, the need for postsecondary education to serve Alaska Natives became a major concern as they began to address the tasks brought on by the passage of the 1971 Alaska Native Claims Settlement Act. The University of Alaska, as the only public institution of higher education in the state, was expected to expand the delivery of services beyond the urban centers. Many felt that the University was not making an adequate response to rural Alaska's special needs.

In late 1974, the Policy Council of the Alaska Native Human Resource Development Program passed a resolution urging the University "to incorporate explicit recommendations into their plans, which would constitute a clear commitment on the part of the University to address the needs of Alaska Native Citizens" (ANHRDP 1981 Annual Report). This was done. The University of

Alaska Academic Development Plan (ADP) included specific recommendations for expanding services to Alaska Natives, particularly those living in remote communities.

The University, in January 1975, formally endorsed the AFN-ANF joint proposal for establishment of a Rural Education component within the statewide system. The program was to be, "designed to provide rural Alaska Natives with immediate access to higher education and skills training through an integrated regional statewide education delivery system" (ANHRDP 1981 Annual Report).

The University began to seek funding and an administrator for the new component. In January 1976 a Vice-President for Rural Education was appointed and the 1976 legislature appropriated funding for the new University Rural Education component. Before the year was out, the vice-president had been reassigned. The new Rural Education unit struggled along until the University Board of Regents took action approximately 6 months later and established the Division of Community Colleges, Rural Education and Extension (CCREE). The vice-president position for the Rural Education Office was subsequently changed to Dean of Rural Education. (A position titled vice-chancellor for Rural Education was also established within CCREE by the Board of Regents but was never filled.)

This new configuration has been in effect since June 1977. The CCREE Division includes 10 community colleges; 13 Rural Education centers (plus Alaska Native Language Center and

Materials Development Center); Cooperative Extension Service (plus Alaska Native Human Resource Development Program); and Fishery Industrial Technology Center (FITC). The programs within the division have continued to grow and the state legislature has provided good support over the years. However, general dissatisfaction with the Rural Education programs and the number of Alaska Natives actually being served began to emerge.

During the 1983 AFN Convention, a resolution seeking a reorganization of the University of Alaska Division of Community Colleges, Rural Education and Extension was introduced bringing the whole matter of rural postsecondary education sharply back into focus. While action on the resolution was deferred, numerous meetings, position papers and recommendations once again began the debate on the merits of various organizational patterns. There was early criticism that most of the positions were not, in fact, the products of local citizens whose communities would be most affected. There was also growing concern that sweeping changes would be instituted before constituent groups could be consulted.

In response, the Bush caucus, of the 1984 Alaska State Legislature, introduced a measure to fund the continuation of the Rural Education Task Force originally established and coordinated by AFN in 1981-82. The reactivated "task force" would serve "to develop a single plan for improved postsecondary education services to rural Alaska that is efficient, effective and

mutually acceptable to recipients, providers and funding agencies." (Appendix B)

CURRENT SITUATION

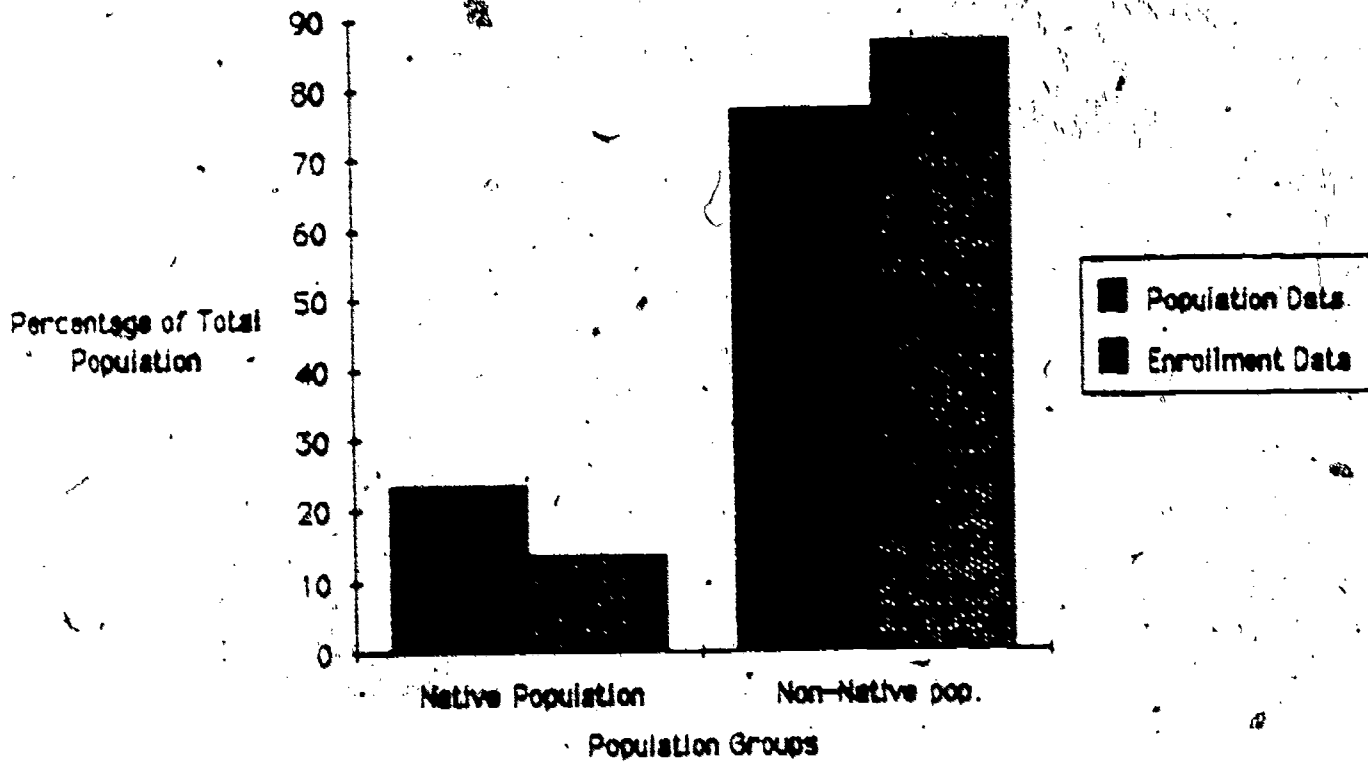
The Board of Regents has subsequently drafted a new policy statement on rural education reaffirming their commitment to their "special mission to make its educational programs accessible to rural Alaska with special attention to Alaska Natives." The program areas are to be identified in cooperation with rural and Alaska Native residents and to be reviewed on a regular basis. (Appendix C)

The present day concern for education standards that are equivalent to urban campus standards is also an echo of a 1975 University statement. In the January 1975 Statewide Higher and Adult Education Delivery System publication, there was a promise to extend to rural areas educational opportunities equivalent to those now available at the University's several campuses, and also be totally responsive to special needs as determined by local populations.

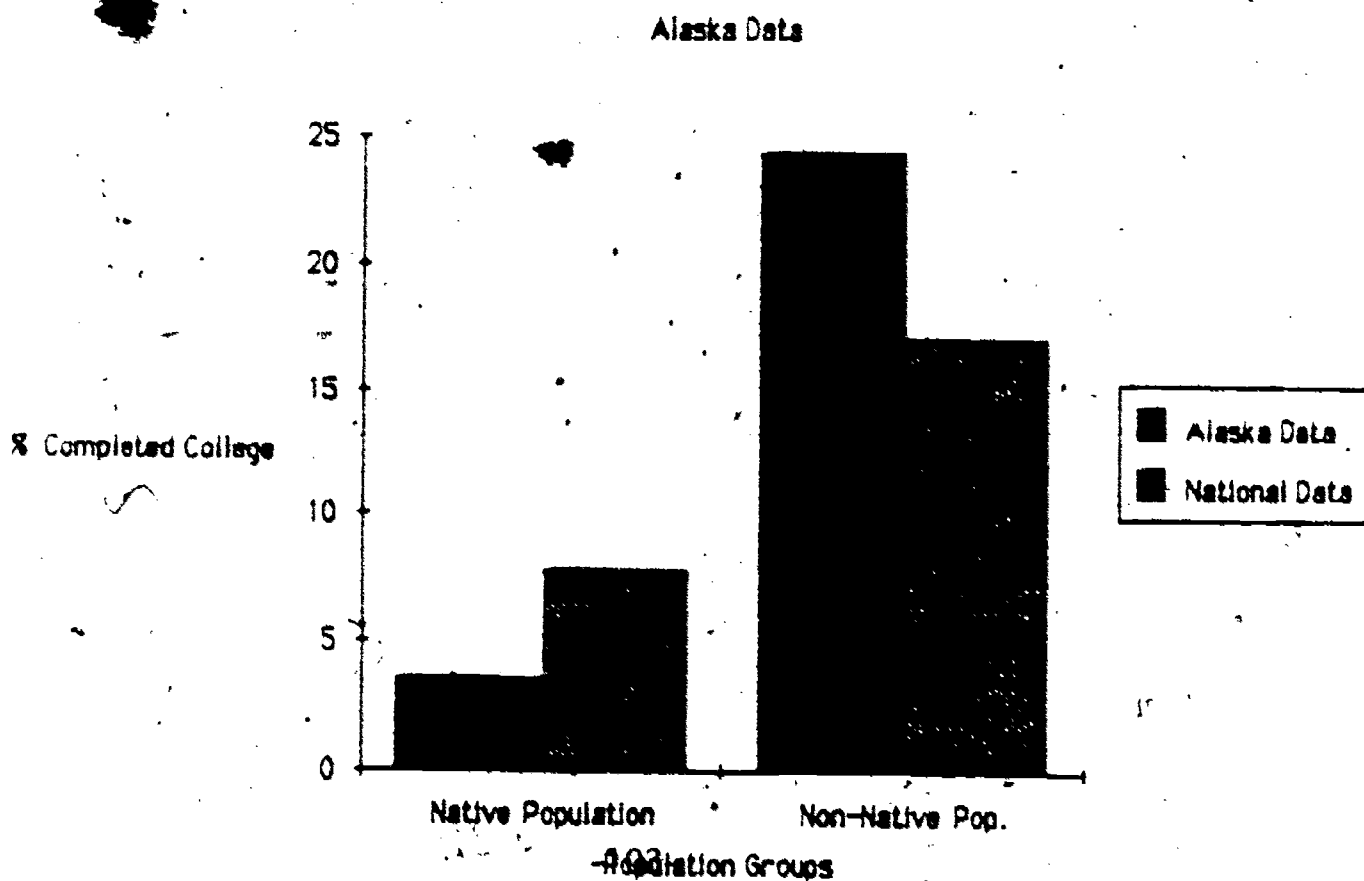
A strong criticism of the University's effort at rural delivery has been directed at the limited participation of Alaska Natives in the programs and courses of various rural service areas. Residents claim that while the Native population in a community might be high, the Native enrollment statistics remain low, and of those that do enroll in postsecondary programs, the drop-out rates are unacceptably high. Strong student support

services are essential for curbing this trend. Further, a review of the data for CCREE units reveals that while the Native population represents 23.2% of the total CCREE service area population, their enrollment (Fall '83, Spring '84, Fall '84 semesters) averages 13.3% as compared to the non-Native population of 76.8% with enrollment averaging 86.7% of the total CCREE enrollment over the same time period.

Population and Enrollment Comparisons



The Alaska Population Overview for 1983 points out, "Alaska's population is, on the average, one of the best educated populations in America." Alaska ranks first in the proportion of adults who have completed high school and third in the proportion of its population that are college graduates. The white population of Alaska who have completed college represents 24.4% of the population compared to 17.1% nationwide. By contrast, "only 3.5% of the Alaska Native population has completed college, compared to 7.7% for Native Americans nationwide." One regional corporation's review of their college-bound students finds that less than 2% complete college. Much time, money and emotional expense has become an annual pattern in many communities/regions.



PUBLIC PARTICIPATION

Rural Education Task Force members, the general public, private and public agencies were invited to submit comments/input "concerning current services and projected needs for the future for University education in Rural Alaska." One hundred and forty-three (143) letters were sent out and twenty-four (24) responses were received. The statewide teleconference scheduled for January 25, 1985 had forty-three (43) participants who also offered testimony on the same issue.

Public comments have indicated a strong preference for locally delivered coursework and degree programs. This is not dissimilar to the 1975 AFN/ANF proposal to the University, "The educational process must take place as close to home or place of employment as possible [so] the student can continue to participate in the life of the community." Education, it is felt, can serve as a means to protect the important values and traditions of Alaska Natives and their communities.

Many expressed their desire to see degree program options become locally available. As one individual testified over the legislative teleconference network,

"There are people who want to return to school (ages 23-28). They have families or recently were married; they have jobs that took them a few years to get and wish to hang onto them; they have traplines that might be taken away, or taken over if gone too long; they are apprehensive to change their life style."

"We need distance education--more courses taught locally--facilities for studying--local control."

STATEMENT OF ISSUES

A compendium of those comments/testimony is included in the appendix. (Appendix D) The sixty-seven (67) total responses included hundreds of specific comments and suggestions relative to postsecondary education for rural/Native residents. The range of common issues or concerns was actually quite focused. That information organized into broad categories is represented in the following groupings of major concern. They are arranged in frequency order as follows:

Locally Delivered Courses and Degree Programs (30 responses)

*Distance delivered education is seen as a viable means for providing rural locally delivered postsecondary education.

Use of high tech is an important aspect of future expansion of services but needs to be refined.

Learning centers in villages is critical. They provide a quiet place to study, to meet for audioconferencing, to access resource materials and to do so with flexible hours. School district facilities are not available in the daytime.

External degree opportunities need to be made more widely available in specific discipline areas that reflect local job market needs.

All regular college coursework, unless aimed at a specific short term need, should be designed to meet degree program requirements. Many individuals have acquired hundreds of hours of training and none of it leads to any form of certification or formal recognition.

The programs being delivered to rural communities/regions need to be consolidated to reduce confusion regarding registration, student financial aid, transcript maintenance to name a few of the problems cited where multiple university units with varying policies, regulations and procedures are operating in the same communities/regions.

Local Involvement (20 responses)

*Advisory councils should be representative of the areas they are serving and have a larger role in local decision-making. There should also be grass roots involvement providing an avenue for on-going planning, evaluation and feedback from consumer groups.

Mechanism for advisory councils should be established to provide a formalized means for making recommendations.

Localized Curriculum (20 responses)

*The curriculum must be relevant and responsive to identified regional needs and characteristics.

Currently identified specific education/training needs for rural communities are as follows:

business administration and management

education (teacher, counselor and administrator)

health services (nursing, dental, administration)

social services (counseling--substance abuse, family, suicide prevention)

land and natural resources management

leadership training (internships that lead to permanent employment)

vocational/technical training (reflects local/regional job market needs)

ANCSA related topics

AA transfer degree programs and supporting coursework need to be delivered in a regularized sequence so that distance learners may plan to complete degree program requirements in a reasonable amount of time.

Quality, articulation and transferability must be guaranteed across the University of Alaska system.

Baccalaureate programs in specific discipline areas need to be made locally available and meet local/regional job market projections.

Locally delivered upper division and graduate courses provide important continuing education opportunities for many professionals in rural communities.

Better Communication and Cooperation and Less Duplication
(17 responses)

*Need for established communication and cooperation among all educational agencies, communities, labor and industry to avoid duplication.

Need to collaborate planning, development and implementation to avoid duplication.

Communications can be facilitated with electronic mail system capability between the various state education agencies/institutions/programs.

Vocational/technical Training (16 responses)

*Vocational/technical training and job preparation in rural Alaska has been neglected and need to be addressed.

Planning should involve the potential employer groups and be closely coordinated with all training agencies. The University with its community college system should take steps to coordinate efforts for statewide delivery.

There should be better articulation between secondary and postsecondary education delivery.

Training should prepare Alaskans for newly created jobs and recurring job openings giving them a competitive edge over imported labor.

Student Services (Counseling) (13 responses)

There is a critical need for student services--career counseling, academic advisement, and student financial aid application assistance. Most small schools do not have regular counseling services available to them. Many adults in the community have a variety of courses, training and work experience but are uninformed about future options that will make use of what they have accomplished to date.

If students are to participate in distance delivered programs, sound advice and planning is a must.

The availability of student financial aid for part-time students needs to be expanded. Most rural students are classified as part-time.

Strengthened High School Academics Programs (12 responses)

*There is an expression of strong concern for quality in the full education continuum.

K-12 education needs to guarantee a stronger academic program that results in a better preparedness of high school graduates...especially those that are college bound.

Excellence in Education (6 responses)

*Educators must be committed to excellence in education in the communities/regions in which they work. Must ensure that people can receive the quality training and education they need to be successful in getting employment or finishing college.

Related Research Documentation of the Issues

Much of the public response has leaned in favor of more locally available coursework and degree program opportunities that will allow them to maintain cultural lifestyles and for some, employment. It does not appear that the demand for locally available services will diminish in future years. The November 1984 University of Alaska/Institute of Social and Economic Research report (Alaska Review of Social and Economic Conditions--"Changes in the Well-being of Alaska Natives Since ANCSA") states that, "Although the Alaska Native population is becoming increasingly urban, most Alaska Natives will continue to live in small communities." It is expected that over one-half of the Native population will continue to remain in their villages.

Employment - The same report provides other statistical information that is quite dismal.

"The decade of the 1970's brought massive changes to the Alaska economy, largely resulting from the

discovery of oil at Prudhoe Bay. While the number of jobs in Alaska grew between 1970 and 1980, the employment profile of both Native and non-Native men did not change significantly. On the average, almost half of all Native men 16 years or older were outside the wage labor force at any given time."

"The 1980 census estimated that 13 percent of all Native men were unemployed, compared to 7 percent of all non-Native men."

Native women have entered the labor force in increasing numbers and the proportion of Native women working now approximates that of Native men which is still low. This is strong evidence of the need to have education/training programs that is also geared to meet local/regional job market trends.

Drop out rates - "While the educational attainment of young Natives 18-24 years old has improved significantly, one out of four dropped out of high school in 1980." The Native dropout rate is twice that of non-Natives. (ISER Nov. 1984) The lack of education among Alaska Natives places them at a distinct disadvantage when competing for employment especially when you consider the fact that the Alaska non-Native population is on the average better educated than the U.S. population as a whole.*

Suicide rates - The suicide rate amongst Alaska Natives is more than twice the rate for non-Natives (ISER Nov. 1984). Exact reasons have not been identified for this tragic situation. However, the low education success rates and low employment

*Alaska ranks first in the proportion of adults that have a high school diploma and third for the proportion that are college graduates.

success rates in a period of rapid transition to a cash economy would appear to add tremendous stress to a situation where cultural preservation and pride finds itself pitted against the best and worst elements modern society has to offer.

High school preparation - The need for strong academic high school programs that prepare students for college and also reinforce cultural pride is critical to their academic success in college. Early disappointments in college are reflected in the currently very low college graduate statistics (less than 2% documented in one region). An April 1984 Anchorage Community College and University of Alaska, Anchorage co-sponsored Alaska Native College Student Survey revealed that fifty-four percent (54%) of the respondents did not feel high school adequately prepared them for college.

Teacher turnover - One of the problems small rural high schools face is high teacher turnover rates and teachers whose formal training did not prepare them for assignments in cross-cultural settings or schools whose size require multi-grade and multi-subject teaching abilities. These factors weigh heavily against the development of stability and quality in the education program of the community. This needs to be seriously addressed if strong academic programs are to be achieved in rural schools.

There are several possible responses to this dilemma. One is to provide and ensure quality teacher education to permanent residents in the villages--especially the existing teacher aides who have many years of dedicated service in rural schools. The

second idea is to expand upon the cross-cultural orientation program (X-COP) for teachers which is currently offered by the University of Alaska-Fairbanks.

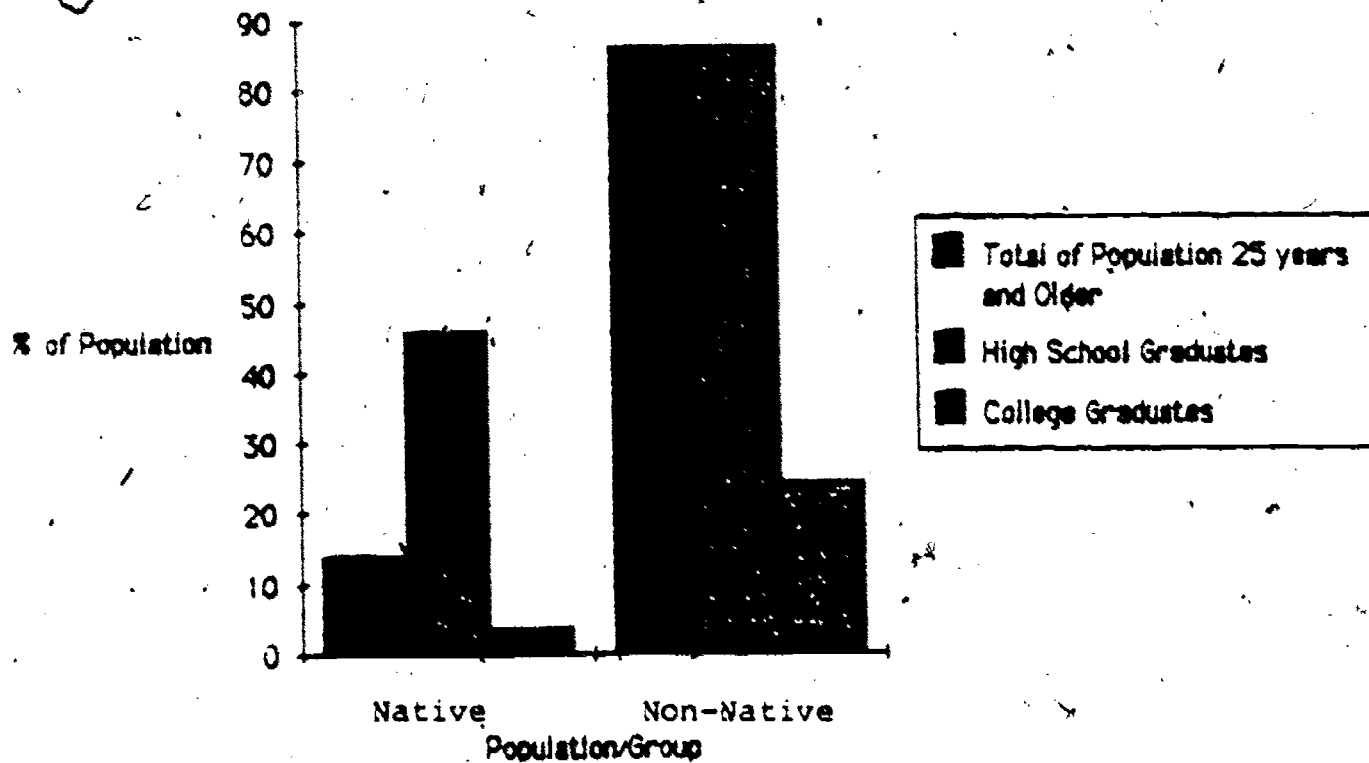
The X-COP teacher orientation program has been preparing both teachers and administrators for schools in rural Alaska. The year long program is designed to increase the effectiveness of those working in rural schools. The courses are designed for practicing teachers in a field setting, with numerous applied activities and projects as well as clinical supervision by the teaching faculty of the University program. The program has been successful in addressing cross-cultural teaching strategies and teacher performances in the rural classroom and has shown that participants have a lower attrition rate than non-participants.

Bridging the gap--Honors Institutes - Bridging the space between high school and college is critical to successful completion of college. A strong high school academic background will greatly assist the new graduate in the transition between high school and college. However, many rural Native students find the adjustment to urban campuses and communities almost as challenging. One program, the Rural Honors Institute at the University of Alaska-Fairbanks, has demonstrated good success in helping rural high school students prepare for both the academic and social rigors of college away from home. The proven value of this type of program makes it attractive for expansion and implementation at other four-year campuses in the system.

If Alaska Natives are going to improve their employment statistics, education/training appears to be the key. Many of these adults, who are beyond high school age, will require pre-college developmental studies to offset academic deficiencies. This service will be critical to their success in completing established certificate and/or degree requirements that are a pre-condition of employment for many jobs in rural communities. The following table provides a graphic illustration of the vast difference in education levels of Native and non-Natives.

Schooling Levels of Alaskans 25 Years and Over.

Total of Population 25 years and Older



Policy/program flexibility - Courses and programs delivered locally in the rural communities will need to be flexible if they are to respond to the characteristics of the potential participants and external conditions in the community. This will most certainly require flexibility within the University system lest existing policies, regulations and/or procedures unnecessarily restrict delivery and progress of courses and programs to rural communities.

CONCLUSIONS

The statistics provide quantitative support to the rural Alaskan user groups' contention that postsecondary education is not resulting in the kinds of outcomes that structure, funding and planning documents have suggested. The task force is anxious to reverse the current statistical trends and seeks to provide strong direction and cooperation to help bring necessary changes for the improvement and advancement of education for Alaska Natives.

Various studies and reports and recent public comment seem to conclude the same thing. Rural Alaska Natives are committed to living in their home communities and wish to develop skills and acquire knowledge that will help them contend with changing social and economic conditions. These rural Native residents seek the tools to protect their chosen lifestyle combining participation in modern society with elements from traditional village life.

If programs are to meet the needs of the rural Native adult population they must be responsive to the characteristics of the potential participants; the local job market and geographic constraints. The programs will need to be designed quite differently from traditional delivery approaches.

In all likelihood relevant program delivery strategies will follow the range of non-traditional, postsecondary education options practiced around the world, e.g., credit for life experience, external degree programs, distance delivered courses, telecourses, audioconferenced courses, individualized courses, etc.

TASK FORCE RECOMMENDATIONS

The Rural Education Task Force offers to the legislature the following recommendations regarding distance delivered post-secondary education services to rural/Alaska Native residents.

Recommendation #1

Given the statistical data that presents a somewhat dismal picture of Alaska Native participation in University programs and the dismal picture of Alaska Native academic achievement levels and given the strong public interest and concern regarding the need for more locally delivered courses and specific degree programs that would enhance or lead to employment, the Rural Education Task Force recommends that the University of Alaska must take immediate steps to begin developing a comprehensive

plan for postsecondary education services for rural/Native Alaskans integrating the following assumptions:

- Rural Education is primarily and essentially education of rural/Alaska Natives who are multicultural and multi-lingual; therefore, programs, curriculum and delivery will need to be designed accordingly.
- The University's policy as a public institution will serve to demonstrate commitment to meet the special needs of rural/Native populations.
- The plan for services to rural/Alaska Natives must provide for specific accountability.
- Static resources will require cooperation between the University and other educational agencies to complement and supplement programs avoiding duplication.
- Static fiscal resources will require reallocation of existing University resources in order to address the priority needs of Alaska Natives.
- New fiscal resources will be available from the legislature to implement new teaching programs and revise or improve existing learning programs. But proposed changes must be done with the full knowledge that our financial resources are growing smaller.
- The needs of part-time students will require addressing the student loan policies of the state, since not only are part-time students a major constituency of the university at all levels, but also constitute the majority of rural Native students.
- The University plan for delivery of services will be based upon a "grass roots" needs assessment and continuing evaluation of the effectiveness of on-going programs and activities.
- The University must provide programs, curriculum and services for rural/Native students that is relevant to the expressed and/or documented needs of the individual, community and region.

- The task force will support the University in the effort to redefine current programs, goals and directions to meet the need for expanded rural delivery.
- There are several distinct target groups for postsecondary education in rural Alaska; they are
 - high school students who need enriched programs
 - recent high school graduates
 - not so recent high school graduates
 - non-high school graduates

Recommendation #2

The planning process should involve the Alaska Federation of Natives and other representatives of rural/Alaska Native constituent groups. In the face of limited resources, the University of Alaska and the representatives of its constituency need to agree upon a prioritization of the issues to be addressed in the plan and a time table for its implementation.

Recommendation #3

The plan should address and/or include:

- a) locally delivered courses to residents in the 200+ rural communities
- b) extensional degree programs in specific discipline areas that address local job market needs and should be considered in the plan

Education - bachelor's degree for teacher's certification

coursework for rural/Native educators to become certified as administrators

continue to offer coursework at the upper division and graduate levels to provide continuing education opportunities for professionals in rural communities

expand teacher orientation programs to other University schools of education to serve other regions.

access throughout villages of which there are 200+

curriculum relevant to the small school situation--multi-grade and multi-cultural

Health Sciences - certificate, associate and baccalaureate programs with a career ladder sequence

nursing, dental and administrative skills are specific areas of training needs

Social Services - associate and baccalaureate program with career ladder sequence

counseling skills
substance abuse
family
suicide prevention

Business Administration/Management -

coursework relevant to local and regional needs (city government, regional profit and non-profit corporations and small business)

program emphasis in finance, accounting, public administration and business management

Land and Natural Resources Development and Management -

coursework relevant to the optimum development, wise management and protection of the land and natural resources of the communities and regions

Vocational/technical Training -

associate degree and certification programs in areas relevant to local job market needs and employment requirements

cooperation with existing vocational/technical centers

cooperative planning with training agencies and potential employer groups

Leadership Training -

continuation of the Alaska Native leadership program with emphasis on internships for participants

Alaska Native studies should be extended out to rural areas

summer institutes which focus on rural concerns

village council training

- c) flexibility of instructional systems
- d) career counseling and academic advisement services for distance learners
- e) both short term and long term education/training needs of the community/region
- f) localized curriculum to address local, regional and common statewide issues that is relevant and responsive to identified regional needs and characteristics, e.g., ANCSA related curriculum/courses, village council training
- g) academic excellence that guarantees articulation and transferability of credit, particularly amongst the University of Alaska units.
- h) Counseling - high school juniors, seniors, recent graduates and community adults all need admissions counseling, financial aid application assistance, career counseling, personal counseling and academic advisement. These counseling services must become a permanent, regularized activity.

Note: University of Alaska Board of Regents Policy on Academic Advisement states in part that "Every student shall have the opportunity to receive academic advising prior to registration as determined by the appropriate academic unit." (Appendix E)

Recommendation #4

Learning centers in villages should be established in order to provide: a quiet place to study; a meeting site for audioconferenced courses; access to resource and reference materials and to do so with flexible hours.

Recommendation #5

The University of Alaska should clarify and formulate the specific role of policy advisory councils providing an avenue for local involvement in planning, implementation, evaluation and feedback from consumer groups.

Advisory councils should be broadly representative of the communities and regions they serve.

Recommendation #6

Cooperative Extension Service (CES) established for the purpose of extending information and training that has specific practical application to rural communities is a program/service recognized to have great value for rural/Alaska Natives; close alignment of CES with rural post-secondary credit course delivery is highly desirable and strongly recommended.

Recommendation #7

Curriculum must be relevant to the needs of the participants and the areas in which they work and live. The overarching goal is to provide the opportunity for individual and community social and economic well-being through education that results in improved employment opportunities.

Recommendation #8

Given the magnitude of the project to plan, develop, implement and evaluate a distance delivered-external degree program responsive to the identified needs of a service area, a pilot project of defined scope is highly recommended. It would serve to focus efforts in a manner that would promote accomplishment and success. Further, the project would serve as the model for future expansion.

Recommendation #9

Although the Rural Education Task Force encourages internal reallocation to accomplish the recommended changes, there are certain projects/activities that will require special funding. They are as follows:

--A pilot project for locally delivered services that addresses the following:

• counseling services for high school juniors, seniors, graduates and community adults who are interested in postsecondary programs

• teacher training with emphasis on multi-grade and multi-cultural teacher education curriculum

• development of a curriculum to support the career advancement of teacher aides to teacher

• external degree program in specific discipline areas

--Teacher orientation with emphasis on curriculum development that addresses the multi-cultural needs of rural schools

--Research project to establish a data base on Alaska Native student participation and achievement in secondary and postsecondary education

--Honors institutes at the other University of Alaska 4-year campuses for college bound rural/Alaska Native

high school students -- (The Rural Education Task Force recognizes the success of the Rural Alaska Honors Institute whose primary purpose is to improve the success of rural and particularly Native students who come to the University of Alaska-Fairbanks to get a degree. The Rural Education Task Force requests additional funding from the legislature to allow the university to extend this program to other campuses and eliminate the backlog of students who have applied and have had to be turned down.)

--provision in the state student loan programs for financial aid for part-time students to attend the University of Alaska system

While the recommendations are meant to reflect the most basic concerns regarding rural postsecondary education, there are numerous points offered in the written and oral testimony that still need to be kept in mind as this whole matter is addressed.

The Rural Education Task Force thanks the legislature for the opportunity to present their concerns and suggests that the legislature and university, in the near future, continue to work directly with the Alaska Federation of Natives.

APPENDIX D

**Florida Statute Relating to a Common
Course Numbering System for Community Colleges
and the State University System**

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FLORIDA STATUTES

CHAPTER 229

229.551. Educational Management. (g) Development and coordination of a common course designation and numbering system for community colleges and the State University System which will improve program planning, increase communication among community colleges and universities, and facilitate the transfer of student. However, such a system shall not encourage or require course content prescription or standardization or uniform course testing, and the continuing maintenance of the system shall be accomplished by appropriate faculty committees. Also, the system shall be applied to all postsecondary and postsecondary adult vocational programs and courses offered in school districts and community colleges.

APPENDIX E

University of Alaska Institutional
Mission Statements

UNIVERSITY OF ALASKA

Mission Statement

The primary mission of the University of Alaska is to provide for the public postsecondary educational needs of the citizens of Alaska. The University merges the traditions of the land-grant and sea-grant institutions as well as the traditions of the community college movement in focusing its instruction, research and scholarship activities on the educational, cultural, and developmental needs of the State and its peoples. The University of Alaska achieves its mission through a system of university centers, community colleges and extension programs.

Through its institutions, the University of Alaska supports and assists in the appropriate development of Alaska's natural resources, renewable and non-renewable, and in the development of its principle resource - its people. The large pool of talent - faculty, staff, and students - that makes up the University of Alaska is a resource available to all Alaskans.

The University's institutions seek to make higher education of the highest quality accessible to all who have the interest, dedication and ability to learn. The University has a special mission to make its educational programs accessible to rural Alaskans.

The University of Alaska serves not only as an intellectual resource for the State but also as a cultural resource. Through its programs in the fine and performing arts and the humanities, the University seeks to enhance the texture and quality of life in Alaska.

The University of Alaska is accountable to the people of the State for the quality and relevance of its programs and for the efficient and effective use of public resources.

The community colleges, the university centers, and the extension programs all share and cooperate in carrying out the overall mission of the University without extensive duplication. Each institution has a special complementary focus.

UNIVERSITY OF ALASKA, ANCHORAGE

Special Mission

The University of Alaska, Anchorage is a comprehensive university whose mission is influenced by its location. It emphasizes programs that focus on the social, human service, organizational, economic, physical, biological, and cultural dimensions of the state's major population, business, professional, communication, technology, and international travel center.

Instruction is offered at the undergraduate and graduate levels in the arts, sciences, health and social services, urban planning, communications, education, business, public administration, and engineering with particular emphasis on urban and regional development in a northern environment.

Research is focused on problems important to an economically developing, natural resource-based state in a northern region. The University encourages studies by faculty and students to identify, analyze, understand and apply knowledge to the scientific, engineering, economic, health, human resources development, justice, social, cultural and urban environmental and regional problems in Alaska. Creative work in the arts is supported to enrich the cultural life of the area.

The University of Alaska, Anchorage cooperates with other units of the University of Alaska by carrying out statewide obligations in continuing education and public service with primary responsibilities in nursing and other health services, alcohol and addiction studies, special education, and the administration of justice.

The University of Alaska, Anchorage is cultural and educational center for southcentral Alaska, and it cooperates with civic organizations, public agencies, and business sector, and neighboring institutions.

UNIVERSITY OF ALASKA, FAIRBANKS

Special Mission

The University of Alaska, Fairbanks reflects its historic role by assuming primary responsibility for the land grant functions of the system. It is the State's primary residential institution serving students from all of Alaska as well as from other states and nations. UAF offers baccalaureate and master's degree programs in the arts, sciences, and professions as well as selected doctoral programs in areas of particular strength, such as the natural sciences. Additionally, it provides the State's major instructional resource in music.

Professional preparation of students is offered in the following areas: engineering with particular emphasis on the unique stresses imposed by the arctic environment; petroleum and mineral engineering; management, economics, and business administration with a special focus on natural resources and meeting the needs of Alaska Native corporations; high latitude agriculture; journalism; and the human service professions including education, which are directed toward multicultural groups, rural populations, and cross-cultural methodologies. Within the human services, it will provide an off-campus delivery network and upper division courses in selected areas, maximizing its efforts through cooperation with rural community colleges and extension programs.

The University of Alaska, Fairbanks is the State's center for organized activity in basic and applied research with particular emphasis on high latitude and Alaskan problems which have provided this University with a well-earned national and international reputation. Foci are directed toward marine science and high latitude studies in geophysics, biology, environmental sciences, and engineering disciplines. It will further conduct studies relative to the definition, exploration, and development of Alaska's natural resources with a special emphasis on agriculture and minerals.

UAF further serves as a cultural center for interior Alaska by offering activities and programs in the creative and performing arts. Through its museum and its Alaska and Polar regions library collection, it also provides a major cultural and information resource to the State.

UNIVERSITY OF ALASKA, JUNEAU

Special Mission

The University of Alaska, Juneau is located in a major governmental center on inland waters, near commercial fisheries, and has been assigned primary responsibility for the sea-grant functions of the statewide system. It provides higher education opportunities to the citizens of Juneau and in a service area that extends to small towns and isolated rural villages scattered across heavily forested islands and the coastline of Southeast Alaska.

General education in the liberal arts forms the core of the educational program of the University of Alaska, Juneau. It is authorized to offer baccalaureate, professional and master's degree programs in the applied areas of business, fisheries, public administration, and teacher education. Having the statewide mission in fisheries education, management and research and in forestry, it will continue to develop programs related to the management and responsible use of renewable resources in both the seas and forests. UAJ's two-year and certificate programs in vocational-technical education meet the needs of industry and business in its service area. UAJ promotes and supports research which strengthens its academic programs.

UAJ has a major commitment to outreach education. A variety of delivery methods extend educational opportunities to the people of the region. UAJ responds to life-long educational, cultural, and other needs of its service area through continuing education, public service, and arts and humanities activities and programs.

UAJ shares in the overall mission of the University of Alaska. It cooperates with other segments of the University community and maintains special relations with Ketchikan and Islands community colleges in its efforts to serve Southeast Alaska.

ANCHORAGE COMMUNITY COLLEGE

Special Mission

Anchorage Community College shares in the overall mission of the University of Alaska. Its unique mission derives from its status as an urban comprehensive community college in the state's major population center. Anchorage Community College provides activities and curricula responsive to the life long learning needs of the Anchorage area by providing postsecondary liberal arts education, developmental and basic skills education, college transfer courses, support services for students, and cultural and community service programs.

Anchorage Community College basically serves students from the Anchorage area, extending its educational delivery from Girdwood to Eagle River/Chugiak. In addition, the college also educates citizens throughout the state in certain technical and paraprofessional activities where the primary instructional expertise is offered by Anchorage Community College, such as nursing and dietetic assistance programs. The institution also provides student services support to rural areas where local services are not available.

The college cooperates with Alaska's business and industry by providing training programs vital to the economic development of the state. Anchorage Community College also works cooperatively with other University of Alaska units, the Anchorage School District, and Alaska Pacific University to assure smooth articulation of students and efficient use of resources.

The college's special strength derives from serving a diverse population according to abilities and interest, in a manner which encourages all students to develop their skills and talents differently. It also offers flexible, supportive, and accessible learning opportunities to enable the growth of individual Alaskans and to strengthen the community. With the guidance of the local Community College Council and other program advisory councils, Anchorage Community College will seek to carry out its mission with the most progressive educational methods available, as economically as possible, and with full accountability to its constituents.

THE COMMUNITY COLLEGES, RURAL EDUCATION AND EXTENSION SERVICE

Mission Statement

The Community Colleges, Rural Education and Extension (CCREE) Division of the University of Alaska provides a broad spectrum of educational services to people of all ages throughout the State.

Through the community colleges, the Division provides developmental, academic, vocational, community service, and counseling programs to the people of specifically designated service areas. The particular services of each community college respond to its regional needs as identified by its community college council. The community colleges place primary emphasis on the needs of the people of all ages beyond the traditional age for high school graduation, and they assist in the achievement of skills and knowledge which are important to responsible citizenship, personal fulfillment and employability. Certificates and associate degrees are granted by the community colleges to signify satisfactory completion of specific programs of study by their students.

Through the Rural Education unit, the Division seeks to provide a unified network of educational services by extending the upper division and graduate offerings of the three senior-level campuses of the university (Anchorage, Fairbanks, and Juneau) to qualified students in places not served directly by those campuses and by extending lower division courses to students in places not served directly by a community college.

Through the Cooperative Extension Service, the Division plays the unique role of interpreting and transferring the results of university-based research to the people of Alaska as well as providing direct educational services in the areas of leadership development, 4-H and youth programs, agriculture and natural resources, home economics, and primary support for the university's Marine Advisory Program-field delivery in cooperation with the Fisheries Industrial Technology Center.

Through the Fisheries Industrial Technology Center, the Division provides research into the commercially applicable aspects of Alaska's fishery resources and, in cooperation with other units of the university, advises and trains people engaged in fishing-related industries.

In cooperation with the University of Alaska Instructional Telecommunications Consortium (UAITC), the Division is implementing new technologies to delivery instruction to rural areas of the state where it has not previously been feasible to offer instructional programs. The new telecommunications technologies make it possible to offer comprehensive instructional courses to a statewide audience either all at once or regionally with either live or taped broadcasts.

Under the Cooperative Operational Plan for Education (COPE), the CCREE Division, ACC, and the University of Alaska four-year centers join the State Department of Education in striving to continually achieve effective and efficient use of public resources in providing educational services.

All units of the CCREE Division assist in developing the capabilities of Alaskans to appreciate and use responsibly the state's abundant renewable and non-renewable natural resources. Thus, the division facilitates regional and community economic development.

All units of the CCREE Division also acknowledge Alaska's rich multicultural heritage. Therefore, the division provides means to preserve, transmit, and enhance the values, languages, arts, and crafts involved in the traditions of its residents.

APPENDIX F

Financial Strategies for Obtaining
Revenue for Capital Improvements

STATE SUMMARY OF FINANCING STRATEGIES FOR CAPITAL IMPROVEMENT

Alabama. Appropriations from the sale of State revenue bonds usually finance capital projects. The bonds are repaid from a variety of sources which are earmarked for education; the source of repayment is specified in the authorizing legislation. In addition, the public universities may also enter into debt to finance the construction of academic facilities. The source of funds used to repay the debt varies from campus to campus. Tuition revenue has been used; other institutions may charge a facility fee.

Arizona. Some capital projects are financed with general revenue funds. When State revenues took a turn downward, the universities started issuing revenue bonds to finance projects. The issuance and amount of the bonds to finance projects. The issuance and amount of the bonds are authorized by the State legislature; specific projects are approved by a Joint Legislative Budget Committee. The principal and interest on the bonds are paid from a percentage of student fees (including tuition) which are retained locally.

Arkansas. The State capital construction fund is composed of year-end unexpended agency funds and revenue obtained from the investment of State funds. The Board of Trustees of each institution, subject to authorization by the legislature, may issue bonds to finance the construction of academic facilities. Up to 25 percent of tuition and mandatory fee revenue may be pledged for debt service. The University of Arkansas at Fayetteville has also recently started charging a student fee to help retire bonds in addition to using tuition revenue for bond retirement.

California. The "capital outlay fund for higher education" was set up in 1968. The fund is the recipient of the proceeds of the leases of the tide lands to the oil companies. In 1983 legislation was passed permitting the issuance of general obligation bonds by State for the University of California system for research, computer, biological and high technology facilities. The issuance of bonds for the University of California and the California State University systems for libraries was approved by the legislature in 1984. While bonds are sold by the State, the repayment is an obligation of each system. State funds are to be appropriated each year to each system for payment on the principal and interest. University of California institutions can issue bonds for a research facility if the source of the repayment can be specifically identified. The State University system does not have that authority.

Colorado. General revenue funds and 50 percent of the net lottery proceeds are the sources used to finance academic capital improvements. The Colorado Postsecondary Educational Facility Authority can issue tax-exempt bonds for public universities. However, because there is no revenue stream to guarantee repayment of the bonds, this option has not been used. The University Foundations recently purchased telephone

systems. These system costs are being repaid with operating appropriations for telecommunications. The same procedure may be used for the conversion of heating plants to coal burning capability.

Connecticut. General obligation bonds are issued by the State for academic capital improvements. General tax funds are used for debt service payments. A private lease sellback arrangement may be used in the development of a research park.

Delaware. General obligation bonds are issued for academic capital improvements--10-year bonds for minor improvements and 20-year bonds for major improvements. General revenue funds are used to repay the principal and interest.

Florida. A guaranteed constitutional source of funds--a tax of 1-1 1/2 percent on utility bills--is a dedicated source of repayment for bonds issued for educational construction in the public schools, community colleges and universities. On occasion general revenue funds may also be appropriated by the legislature. A constitutional amendment approved by the electorate on November 6, 1984 will allow the use of rentals to pay debt service on revenue bonds issued by the Division of Bond Finance. Bonds would thus be sold and repayment of the principal and interest made by the rental payments. The State University System has established a Student Building Fee and a Capital Improvement Fee. Projects are authorized by the legislature; revenue certificates are issued by the State Division of Bond Finance. The fees are then pledged for debt service. The proceeds from the fees may also be used to construct student related or academic facilities.

Georgia. Both general revenue funds and the proceeds from the sale of general obligation bonds are used to finance academic capital improvements; the source depends in large part upon the financial condition of the State. General revenue funds are used to repay the principal and interest on the bonds issued.

Hawaii. In almost all cases academic capital improvements are financed by the issuance of State general obligation bonds. The source used for the repayment of the bonds is general revenue funds.

Idaho. The permanent building fund is the State source used for the construction or major remodeling of academic facilities. A portion of cigarette, liquor and beer taxes as well as \$1 million tax filing fee are used to finance the fund. There is a separate State Building Authority which legally could be used to build public university buildings, but it has not done so to date. The Board of Regents/State Board of Education may issue bonds for each of the universities for the construction of academic facilities. The bonds are repaid by facility fees which are project or bond issue specific.

Illinois. General revenue funds and the proceeds from the issuance of general obligation bonds are used to finance academic capital improvements. Appropriations are project and dollar specific. Major remodeling and new construction are almost always financed by bond issue proceeds; the debt service on the issues is repaid with general revenue funds. The institutions may also use some funds from their appropriations for operations.

Indiana. Some general revenue funds are used for academic capital improvements; however, most new construction is financed by the issuance of bonds by the Board of Trustees. Legislative authorizations are project specific with a maximum dollar amount per project. The source of funds used to repay the debt is a student facility fee. However, a fee replacement appropriation from the general fund is made to the university to replace the facility fee charged the students. This appropriation cannot be called a debt service payment; each bond issue stipulates that the State assumes no liability for the repayment.

Iowa. Although some general revenue funds are appropriated for academic capital improvements, most academic buildings are constructed with academic revenue bonds issued by the Board of Regents. The legislature must authorize on a project basis those facilities to be built with bond proceeds. While the bonds are backed by tuition and fee revenue equal to the amount of debt service, repayment is, in fact, made from a fee replacement appropriation from the general fund.

Kansas. There are two sources of State funds used for academic capital improvements: a) general revenue fund and b) educational building fund. The latter was established in 1946 and is funded by a 1 mill State property tax levy which generates about \$13 million annually. The educational building fund can only be used for higher education capital improvements. The Board of Regents has the authority to issue bonds for the construction of academic facilities, subject to the approval of the legislature. The last issue was approximately 8 years ago. A dedicated student fee for bond retirement is collected on a project specific basis. In the last few years, the endowment associations at the large universities have built buildings and donated them to the universities.

Kentucky. All funds for capital improvements, including gifts and federal funds, are appropriated. General construction projects are funded from consolidation education bonds--general obligation bonds. Technically, tuition is charged against the bonds but in effect State appropriations (general tax funds) are used to retire them. In FY 1984-85, State investment income was appropriated for renovation and correction of maintenance problems. Hospital receipts may also be used; these are considered to be agency and not hospital receipts. Their use is thus not restricted to the hospital.

Louisiana. Both general revenue funds and the proceeds from the sale of general obligation bonds are used for academic capital improvements. In recent years the dollar amount of the bonds issued has increased, and less cash has been used. The bonds that are issued are repaid with general tax funds. Each institution near a racing track receives a certain amount of racing fee revenue, which is considered to be part of the institution's operating revenue. The first use of these funds must

be to alleviate an emergency facility situation. However, the revenue has also been used to help repay bonds for health and physical education facilities. With legislative approval, the universities can issue bonds for the construction of academic facilities. However, this has only been done on a limited basis. Repayment in those cases has been from a general facility fee. The first call on the fee is bond retirement; any additional revenue may be used for general facility improvements. All institutions charge an academic building use fee. The revenues derived from the fee may be used for renovation or construction or they may accrue and be used as a cushion for emergencies.

Maine. Recently constructed buildings have been built by funds received from fund raising activities. Minor improvements are funded from the general operating budgets; major projects are built with the proceeds from the sale of general obligation bonds or direct general fund appropriations. The sale of bonds must be approved by the voters; debt service payments are from the general State funds.

Maryland. General obligation bonds are the primary source of revenue used for academic capital improvements. General Tax funds are used when there is an available surplus. The bonds are repaid with State property tax receipts and general funds. Originally only the State property tax was used to repay the debt. However, rather than raise the tax, the State started to use general revenue funds. Now these funds make up the largest source of repayment.

Massachusetts. Academic capital improvements are funded from the proceeds from the sale of general obligation bonds. Debt service payments are from general revenue funds.

Michigan. General revenue funds and the proceeds from the sale of bonds by a State building authority are two sources used to finance academic capital improvements. Debt service payments on the bonds are made from the general revenue fund. The universities can issue bonds for the construction of academic facilities. Repayment of the bonds may be made from project specific fees or general facility fees. The decision is made by the governing board.

Minnesota. The proceeds from the sale of general obligation bonds are used for construction and remodeling projects. General revenue funds are used for repairs and betterment. The Board of Regents of the University of Minnesota has issued bonds for the construction of a hospital. Patient fees are being used to repay the debt, but the University had to pledge student tuition revenue as well.

Mississippi. General revenue funds and the proceeds from the sale of general obligation bonds are used to finance academic capital improvements at public universities.

Missouri. Voters must approve the issuance of general obligation bonds. In 1982 the voters approved a \$600 million issue with a certain percentage of the issue designated for higher education. General revenue funds are being used to repay the bond issue; general revenue funds may also be used for some projects. Theoretically, the universities can

enter into debt to finance the construction of academic facilities but none have. The sources of repayment would need to be defined. One institution charges a facility fee which is used for plant maintenance and minor remodeling.

Montana. Both general revenue funds and the proceeds from the sale of general obligation bonds are used to finance academic capital improvements. Some general obligation bonds are repaid with general revenue funds; others are repaid with university building fees. The university also issues bonds for the construction of academic facilities; the projects and their costs must be authorized by the legislature. University bonds are repaid by a general student building fee which varies from campus to campus. The revenues from the general building fee are deposited into the physical plant. They are used for bond retirement, operation of the physical plant and capital improvements.

Nebraska. Only general revenue funds are used to finance academic capital improvements. Funds for construction of a facility or a major remodeling project may be appropriated over a number of years.

Nevada. Using general revenue funds to finance academic capital improvements is not common in this State. Higher education receives for capital improvements the first \$5 million generated by the slot machine tax. The Board of Regents may issue bonds, subject to legislative approval, to be used for the construction of academic facilities. The bonds are repaid through a general fee which is charged on a credit hour basis. Revenue generated by the fee may be used for a variety of capital projects. It may be used for capital equipment acquisitions or with the specific approval of the Board of Regents it may be used to reduce the effects of a revenue shortfall.

New Hampshire. If resources allowed, general revenue funds could be used to finance academic capital improvements. However, since resources have not been sufficient, projects have been funded by the issuance of general obligation bonds. The principal and interest are paid by the general revenue fund (general tax receipts).

New Jersey. There has been no appropriation for the expansion of the public universities' physical plant since the expenditure of the \$250 million general obligation bond issue which was authorized by the voters in 1971. In November, 1984, the electorate approved a \$90 million bond referendum to finance the construction of new high technology research facilities. General obligation bonds are repaid with general revenue funds. The universities may use endowment funds for construction or they may fund minor renovations from the annual operating budget. There is an annual general revenue appropriation to the State coordinating board for renewal/replacement projects. No functional renovations are funded from this appropriation.

New Mexico. Although general revenue funds may be used once in a while to finance some academic capital improvements, most projects are funded from severance tax bond issue proceeds. The bonds, which have a 5-10 year maturity, may be used for endowed chairs, equipment and library books as well as capital projects. Severance taxes are used to pay the principal and interest. Approximately every 5 years general obligation

bonds are issued, subject to a vote of the people. The voter proposition includes a listing of those projects to be built with the proceeds of the issue. The bonds which to date have had a 5-year maturity are repaid by approximately a 1 mill State property tax levy. The state educational institutions have statutory authority to borrow money but have not done so since 1954.

New York. Two state building authorities are used to construct academic facilities for the public universities in New York. The Dormitory Authority of the State of New York finances and constructs City University of New York (CUNY) senior and community college facilities in addition to dormitories and dining halls for the State University of New York (SUNY) campuses. The bond debt for the CUNY Senior Colleges is paid by the State. The New York State Housing Finance Authority is authorized to finance the construction of physical facilities other than residential at SUNY public universities and statutory colleges. The debt service payments have first claim against SUNY's unrestricted revenues, including tuition and fees, teaching hospital income, miscellaneous fees and fines and charges including Income Fund Reimbursable food service.

North Carolina. General revenue funds are normally used to finance academic capital improvements at public universities. The proceeds from the issuance of general obligation bonds are used infrequently; bond issues must be approved by the voters. The last issue was 1975, and the actual projects to be financed from the issue were listed on the referendum ballot. When bonds are issued, general revenue funds are used to pay the principal and interest.

North Dakota. General revenue funds are the only source of funds used for academic capital improvements. Foundation or endowment income may have been used to enlarge a facility being built with State funds.

Ohio. Proceeds from the sale of revenue bonds are used to fund academic capital improvements although there has been a push to try to secure general revenue funds for utilities and renovation projects. Legislative appropriations are project and dollar specific with the exception of a lump appropriation for general utilities and renovation projects. The bonds issued are revenue bonds and not general obligation bonds because there is no guarantee of repayment backed by the "full faith and credit" of the State. While general revenue funds have been used for debt service payments, the bond covenants require that each institution charge payments, the bond covenants require that each institution charge students a separate dedicated debt service fee should there be no general revenue fund debt service appropriation.

Oklahoma. In recent years general revenue funds and the proceeds from certain lands which are dedicated for capital construction at specific institutions have been the two sources of funds for academic capital improvements. General obligations bonds can be sold with a special authorization by a vote of the people. The last issue was approved in 1968; but the proceeds from the sale were not totally expended until the mid-1970's.

Oregon. Oregon is the only state with a constitutional provision prohibiting more than 50 percent of the cost of any project from being financed with the proceeds from the sale of general obligation bonds. The bond proceeds are matched with general revenue funds, which are also used for the debt service payments. There is thus a separate appropriation from each source of funds for each project.

Pennsylvania. Proceeds from the sale of general obligation bonds are used to finance academic capital improvements at public universities. Debt service payments are made from general revenue funds.

Rhode Island. Academic capital improvements are financed by the proceeds from the issuance of general obligation bonds. General revenue funds provide the source for debt service payments. Rhode Island appears to be one of the few states in which a lease purchase arrangement between a Foundation and an institutional governing board or an institution is legal.

South Carolina. Dollar, project, and institutionally specific appropriations are made for academic capital improvements. Debt service payments on these general obligation bonds are financed from the general revenue fund. Once in a while general revenue funds may be used for capital improvements.

South Dakota. The South Dakota Building Authority is a separate authority which is authorized by the legislature to build public university academic buildings and to enter into debt to finance these buildings. Legislative authorizations are project specific with a maximum dollar amount. Twenty percent of the tuition collected is set aside for the retirement of higher education facility bonds, and repair and maintenance, remodeling projects. At the present time approximately one-half of the total is used to repay debt and the other half is used for remodeling, maintenance projects.

Tennessee. While general revenue funds may be used once in a while to finance academic capital improvements, general obligation bonds are used much more frequently. General revenue funds are then used for debt service payments. With approval of a legislative committee the universities in the State may enter into debt to finance the construction of academic facilities. At some universities repayment of the debt is by means of a debt service fee which is charged on a project or bond issue basis. Other institutions may make debt service payments from transfers from other income such as general student fees.

Texas. Texas probably has more funding options available for the construction of academic facilities than any other state. The University of Texas and Texas A & M University are the recipients of the income from the permanent university fund. A facility built with funds from this source need not have the approval of the Coordinating Commission or the legislature. In the last few years construction at the other institutions has been funded with general revenue funds appropriated by the legislature. The voters approved in the November 1984 election the establishment of capital construction fund for the other institutions.

General revenue funds will no longer be used. The universities may also issue bonds for the construction of academic facilities. The bonds may be repaid with tuition up to \$5 each semester or student building fees up to \$6/semester credit hour. The Board of Regents is responsible for deciding whether the facility fee to be charged will be a general one or one to be collected on a project specific basis. The universities also utilize the surplus income from auxiliary enterprises for academic capital improvements.

Utah. Three State resources of funds are used for academic capital improvements. Four or five issues of general obligation bonds have been sold since 1965; the last one was two years ago. General revenue funds which are used for debt service payments are also used for improvements. There is also a mineral lease fund into which the State's share of funds derived from federal leases for mining are deposited. The mineral lease funds are designed to be used in economic impact areas. The legislature must also authorize all projects built with bonds issued by the Board of Regents. The larger institutions have been fairly successful in fund raising for the construction of major buildings. This has increased the chances of State matching funds being received.

Vermont. Proceeds from the sale of general obligation bonds provide the major means of financing academic capital improvements. There is a State law which limits a new bond issue to 90 percent of the outstanding bond principal paid off in the previous year. General revenue funds, which provide the source of repayment of the bonds, have been used for construction when there is a substantial surplus. In 1977, general revenue funds were appropriated to replace general obligation bond funding for some projects. The projects to be funded did not change; the source of financing did. Last year some general obligation bonds, which had required dedicated student fees for repayment, were retired. There are no longer any student fees used to repay State general obligation bonds. When the University of Vermont's construction needs are greater than the State can provide, the Board of Trustees will issue bonds. A special student fee, on a project specific basis, is charged for debt retirement. The University may make informal arrangements to pay a certain percentage of the cost of a building being constructed by the State.

Virginia. All capital construction funds, including gifts, are appropriated by the State legislature. The rationale for this procedure is that the legislature wants to be able to approve those projects which will be operated and maintained by the general fund. Normally general revenue funds are appropriated for academic capital improvements; however, general obligation bonds may be issued upon a vote of the people. The last approved referendum was 1978. When bonds are issued they are repaid with general revenue funds. There is nothing statutorily that would prevent the universities from entering into debt to finance the construction of academic facilities but none have done so to date.

Washington. There are two types of bonds issued by the State, the proceeds of which are used for academic capital improvements. General obligation bonds are repaid with general revenue funds. The State may also issue bonds which are backed by student general facility fees. The fee receipts are deposited into the State treasury, are institutionally identified and are then appropriated by the legislature. Those receipts which are not needed for debt service may be appropriated to the universities for renovation, rehabilitation and correction of deferred maintenance problems.

West Virginia. Academic capital improvements at public universities in West Virginia are funded from bonds issued by the Board of Regents. The debt is repaid from registration and tuition fees.

Wisconsin. While general revenue funds may be used occasionally, proceeds from the sale of general obligation bonds provide the predominant source of funds for academic capital improvements. General tax funds are used to repay the principal and interest.

Wyoming. There are two sources of funds used for academic capital improvements at the University. The first source is general revenue funds. Just last year the Board of Trustees of the University issued its first bonds for academic facilities. By statute 6-3/4 percent of the federal mineral royalties received by the State can be used for the repayment of bonds, direct construction, capital equipment and the maintenance and upkeep of the campus.

APPENDIX G

Sample legislation establishing a competitive,
non need-based scholarship program for Alaska

Alaska State Scholarship Program

Section 1. PROGRAM ESTABLISHED. (a) There is established the Alaska state scholarship program to recognize academic excellence and to provide financial assistance to eligible students to enable them to attend, or to continue to attend, postsecondary educational institutions in the state.

(b) The program shall be administered by the Alaska Commission on Postsecondary Education. In administering the program, the commission shall

(1) prepare information concerning the program and distribute that information to the public;

(2) prescribe the form and procedures for application for a state scholarship;

(3) establish methods for the selection of recipients of state scholarships, using as standards

(A) the score of an applicant on a competitive examination; and

(B) the scholastic averages of the applicant;

(4) award state scholarships.

(c) The commission shall annually award up to forty state scholarships to the most qualified applicants.

(d) In awarding scholarships annually, the commission shall provide for the widest possible geographic distribution of scholarships consistent with the standards of (b) of this section.

(e) A resident of the state is eligible for a state scholarship if

(1) at the time he applies for a state scholarship he is enrolled as a senior in an Alaska high school, or

(2) has graduated from an Alaska high school and enrolls or is eligible to be admitted as a full-time undergraduate student in a postsecondary educational institution in the state.

(f) The commission shall award a state scholarship to an applicant who is eligible under (e) of this section. The state scholarship shall be awarded for an academic year and shall equal \$4,000.

(g) A state scholarship may be renewed for up to three academic years if the student

(1) applies to the commission for the renewal;

(2) is a full-time student during the academic year for which he receives a state scholarship at a postsecondary educational institution in the state; and

(3) maintains a scholastic average of at least 3.25.

(h) In addition to the number of scholarships to be awarded under (c) of this section, the commission may award a number of scholarships equal to the number required for renewal of scholarships under (g) of this section.

(i) A student may use a state scholarship for expenses of his education at the postsecondary educational institution for

- (1) tuition and fees;
- (2) room and board;
- (3) transportation between his place of residence and the postsecondary educational institution;
- (4) books, and supplies; and
- (5) personal expenses.

(j) In this section,

(1) "commission" means the Alaska Commission on Postsecondary Education (AS 14.42.015);

(2) "full-time student" means a student enrolled and in regular attendance at classes for at least 12 semester hours of credit, or its equivalent, during a semester or term;

(3) "program" means the Alaska state scholarship program;

(4) "undergraduate" means a student who has not been awarded a baccalaureate degree.

*Section 2. AS 14.42.030(b) is amended by adding a new paragraph to read:

(7) administer the Alaska state scholarship program (AS 14.XX.XXX).

*Section 3. This Act takes effect July 1, 1983.

APPENDIX H

CS for Senate Bill No. 59 (L&C) - An Act
Establishing the Pacific Rim Fellowship Program

Offered: 2/11/85
Referred: Finance

Original sponsor: Rules/Governor

BY THE LABOR AND
COMMERCE COMMITTEE

1 IN THE SENATE

2 CS FOR SENATE BILL NO. 59 (L&C)

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 FOURTEENTH LEGISLATURE - FIRST SESSION

5 A BILL

6 For an Act entitled: "An Act establishing the Pacific Rim fellowship
7 program; and providing for an effective date."

8 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

9 * Section 1. AS 14.43 is amended by adding new sections to read:

10 ARTICLE 8. PACIFIC RIM FELLOWSHIP PROGRAM.

11 Sec. 14.43.705. PURPOSE. The purpose of AS 14.43.705 - 14.43.-
12 800 is to provide fellowships for Alaskans to study in Pacific Rim
13 countries and citizens of Pacific Rim countries to study in Alaska.
14 The fellowships are established to increase understanding between the
15 people of Alaska and the people of Pacific Rim countries and to en-
16 hance and promote international cooperation for educational and cul-
17 tural exchange and mutual economic benefits.

18 Sec. 14.43.710. FIELDS OF STUDY. A fellowship may be awarded
19 for one academic year of study in one or more of the following fields:

- 20 (1) language of the host country;
- 21 (2) natural resource management and development;
- 22 (3) marketing, business administration, economics, and
23 trade;
- 24 (4) public administration and policy development; or
- 25 (5) health, education, and culture.

26 Sec. 14.43.715. PARTICIPATION AND ELIGIBILITY. A person is
27 eligible for a fellowship if the person

- 28 (1) is a citizen of the United States or a Pacific Rim
29 country;

- 1 (2) is a resident of
2 (A) Alaska, as "resident" is defined in AS 14.43.125;
3 or
4 (B) a Pacific Rim country;
5 (3) demonstrates enough language proficiency in the lan-
6 guage of the host country to carry on the proposed study, or makes
7 provision for study of the language of the host country in the plan of
8 study, for which the fellowship is sought;
9 (4) applies for and is accepted by an eligible institution
10 for at least one academic year of study in one of the fields listed in
11 AS 14.43.710; and
12 (5) provides the commission with a plan of study for the
13 academic year for which the fellowship is sought.

14 Sec. 14.43.720. TERMS AND CONDITIONS OF FELLOWSHIPS. (a) A
15 fellowship is for one academic year. A person may not receive more
16 than two fellowships.

17 (b) The amount of a fellowship is determined by adding together
18 the cost of tuition and fees, room and board, books and supplies, one
19 round trip airfare from the recipient's home to the institution to be
20 attended, and a living stipend of \$900. However, a fellowship may not
21 exceed \$10,000.

22 Sec. 14.43.725. ADMINISTRATION. The commission may adopt regu-
23 lations in accordance with the Administrative Procedure Act (AS 44.62)
24 to implement and make specific the provisions of AS 14.43.705 - 14.-
25 43.800.

26 Sec. 14.43.730. SELECTION COMMITTEE. (a) The commission shall
27 serve as the selection committee for a fellowship awarded under
28 AS 14.43.705 - 14.43.800, but may delegate its selection function to a
29 subcommittee. The commission may appoint people from outside the

1 commission to serve on the subcommittee.

2 (b) In making its fellowship selection recommendations to the
3 governor, the commission shall consider

4 (1) the previous academic record of the applicant;

5 (2) the applicant's plan of study and relationship of the
6 plan of study to the purposes set out in AS 14.43.705;

7 (3) recommendations received concerning the applicant; and

8 (4) other factors the commission considers appropriate.

9 Sec. 14.43.735. FELLOWSHIP AWARDS. (a) The governor, on the
10 recommendation of the commission, shall make the award of a fellow-
11 ship.

12 (b) The majority of fellowships shall be awarded to Alaskan
13 students studying in Pacific Rim countries. The remaining fellowships
14 may be awarded to students from Pacific Rim countries for study in
15 Alaska.

16 Sec. 14.43.740. FUNDING. The Pacific Rim fellowship program is
17 financed by appropriations from the general fund and from money donat-
18 ed to the state for the purposes of AS 14.43.705 - 14.43.800.

19 Sec. 14.43.800. DEFINITIONS. In AS 14.43.705 - 14.43.800.

20 (1) "academic year" means the period from August 15 of one
21 calendar year through August 14 of the following calendar year;

22 (2) "commission" means the Alaska Commission on Postsecond-
23 ary Education;

24 (3) "eligible institution" means an institution approved by
25 the commission located in Alaska or one of the Pacific Rim countries;

26 (4) "fellowship" means a Pacific Rim fellowship described
27 in AS 14.43.720;

28 (5) "Pacific Rim country" means a country, other than the
29 United States, bordering the North or South Pacific Ocean or adjacent

1 sess, that has common interests with Alaska in matters affecting trade
2 , and commerce.

3 * Sec. 2. This Act takes effect July.1, 1985.

CSSB 59(L&C) .

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APPENDIX I

WICHE Field Support Fees - FY1985

WICHE FIELD SUPPORT FEES - FY1985

<u>FIELD</u>	<u>SUPPORT FEE</u>
Medicine	\$21,000
Veterinary Medicine	13,600
Dentistry	10,500
Osteopathy	9,500
Maritime Technology	7,700
Podiatry	6,500
Graduate Nursing Education	5,800
Optometry	5,700
Public Health	4,900
Pharmacy	4,700
Physical Therapy	4,200
Graduate Library Studies	4,000
Law	4,000
Occupational Therapy	3,700
Forestry	3,200
Architecture	3,200