



**Kenai Peninsula College**  
UNIVERSITY of ALASKA ANCHORAGE

**Kenai Peninsula College**  
**FY17 Program Narrative Report**  
**For Kenai Peninsula Borough**  
**July 1, 2016 – June 30, 2017**

**KPB Acct No.: 242.78090.KPCC.43023**

**Kenai Peninsula College - 156 College Road - Soldotna, Alaska 99669**  
**Kachemak Bay Campus - 533 East Pioneer Ave - Homer, Alaska 99603**  
**Anchorage Extension Site - 3901 Old Seward Hwy, Suite 118 - Anchorage, Alaska 99503**  
**Resurrection Bay Extension Site - P.O. Box 1049 - Seward, Alaska 99664**

## **COURSES AT RESURRECTION BAY EXTENSION SITE, SEWARD**

The Resurrection Bay Extension Site offered five classes in Fall 2016 and five classes in Spring 2017. In the fall, 21 students enrolled these courses and 43 during spring semester. Twenty-one Seward High School students took advantage of the JumpStart Program to attend classes in the fall, and again, twenty-one students utilized the JumpStart Program Spring 2016. Additionally, four Seward High students benefitted from the JumpStart Program by enrolling in the blended-format Emergency Trauma Technician course offered at the Kenai River Campus.

### **Kenai Peninsula College – Resurrection Bay Extension Site**

#### **Fall 2015 Courses**

ENGL A111 Introduction to Composition, 3 Credits, 5 students enrolled.

MATH A105 Intermediate Algebra, 3 Credits, 9 students enrolled.

PHIL A2101 Introduction to Philosophy, 3 Credits, 7 students enrolled.

PS A101 Intro to American Gov., 3 credits, cancelled due to low enrollment.

PRPE A108 Introduction to College Writing, cancelled due to low enrollment.

#### **Spring 2016 Courses**

ENGL A121 Introduction to Literature, 3 credits, 7 students enrolled.

PHIL A201 Introduction to Philosophy, 3 credits, 18 students enrolled (web based).

PRPE A108 Introduction to College Writing, 3 credits, 7 students enrolled.

PS A101 Intro to American Government 3 Credits, 4 students enrolled (web based).

PSY A111 General Psychology, 3 Credits, 7 students enrolled.

## **COORDINATOR/NIGHT STAFFING, Kenai River Campus**

The Evening Coordinator at KRC provides after-hours student support on the Kenai River Campus until 9:30 PM Monday thru Thursday when classes are in session. He provides a single stop to assist students with registration and financial aid problems after 5 PM, and assisted numerous students in the course of the school year. He is also a trained Emergency Medical Technician and a member of the campus Emergency Response Team.

## **SERVICES AT KACHEMAK BAY CAMPUS**

### **Library Support**

The KBC Library has provided academic library support for our students, staff, and faculty, which includes 26 faculty/staff, 225 face-to-face students, and 530 web-based course students. KBC Semester by the Bay, distance, and Jumpstart students are also served by our library. KBC Library is part of the larger UAA Consortium Library system, which includes over 25 academic and public libraries across the state. KBC Library services include processing book/media circulations, interlibrary loans, cataloging acquisitions and holdings, library accounts processing and

management (119 new library accounts; number does not include already established accounts), coordination of course-supporting materials and in-person services with KBC faculty/student needs, and maintaining and enriching KBC book/media collections. The KBC Library Technician uses electronic Workflows/Sirsi, WorldShare, and OCLC Connexion library systems. Other library services provided to students and faculty include extensive research and editing assistance, computer assistance, library room usage monitoring, course-supported materials search for faculty and students, in-person classroom presentations on library/consortium use and on-line research methods, and phone/in-person contact with general public and library staff located across the state.

### **Instructional Support**

Funding provides Bayview Hall's daily academic and administrative support and test proctoring activities. This staff member is the primary front-line telephone receptionist for KBC. Support services were provided for 12 staff and faculty. This year 857 tests were proctored (placement tests, professional licensure tests, national standardized placements tests, e-Learning and GED), representing an increase of 13.35% over FY16.

### **Information/Registration**

This staff person solely provides registration and enrollment services and Student Services administrative support at KBC and provides the public and students with information and referrals on all campus programs, services and events.

### **TUTORS – Learning Resource Center**

785 tutoring sessions were held with more than 108 students through our Learning Resource Center's Writing Center. Math tutoring was also provided to 38 students who were subsequently successful with their math classes.

### **ABE/GED Services**

79 students received services this year at Homer, Nanwalek and Voznesenska sites. 19 students earned their GED and others greatly improved their literacy levels and ESL abilities as a result of the writing, life skills, math, science and reading classes. Outreach activities were held around Homer, in Anchor Point, Razdolna, Voznesenka, Kachemak Selo and Seldovia.

### **Student Advisor**

The Advisor provides advising services to all students and potential students seeking a degree or certificate regarding admissions, career counseling, financial aid, academic placement and course selection/planning. Conducts retention and student success and retention activities and recruitment services.

## **DEVELOPMENTAL ADVISOR ROLE, Kenai River Campus**

The Developmental Advisor provides services to first-time, incoming and potential students regarding Admission, Career Counseling, and Financial Aid, Veterans eligibility, academic placement and course selection/planning. Significant outreach efforts targeted KRC students who scored into preparatory Math and English courses to include phone calls, face to face appointments, classroom visits, a Blackboard information shell, and weekly email notifications. Preparatory coursework at KRC is defined as: MATH A054, MATH A055, PRPE A086, and PRPE A108.

### **Annual Overview**

Funding for this position provided placement and course advising to ~431 students entering college or taking courses at the developmental level. During FY17 the data reflects July 1, 2016 through May 31, 2017, 32%<sup>1</sup> of the Developmental Advisor individual advising appointments were students who attended more than one advising appointment. This demonstrates that students are building on the relations formed with the Developmental Advisor. The following chart reflects reduced coverage due to a maternity leave by the advisor.

	<b>FY17<sup>2</sup></b>	<b>FY16</b>	<b>FY15</b>
<b>Individual Appointments</b>	699	704	298
<b>Group Appointments: Accuplacer, Developmental Outreach</b>	133	146	64
<b>Classroom Visits</b>	11	11	15
<b>Unique Clients Seen</b>	334 <sup>3</sup>	417	243
<b>Total Advising Students Contacts</b>	638 <sup>4</sup>	NA	NA

### **Direct Service Activities**

The following illustration demonstrates the multiple avenues of outreach, direct contact and potential impact between the Developmental Advisor and the students served. The chart below reflects only those advisees seen by the Developmental Advisor. Appointment categories are grouped when necessary according to the type of student being seen, e.g. Developmental Advisees are grouped into Individual Contacts: Developmental. All Face-to-Face, phone and email Academic Advising appointments are grouped.

---

<sup>1</sup> This data represents Brandi Kerley only.

<sup>2</sup> This data column represents reduced coverage due to a FMLA leave creating limited coverage during Feb-May.

<sup>3</sup> This may be less than actual number served because individuals seen post-Accuplacer are not included in this number due to threat of overlap.

<sup>4</sup> This number may have overlapping contacts.

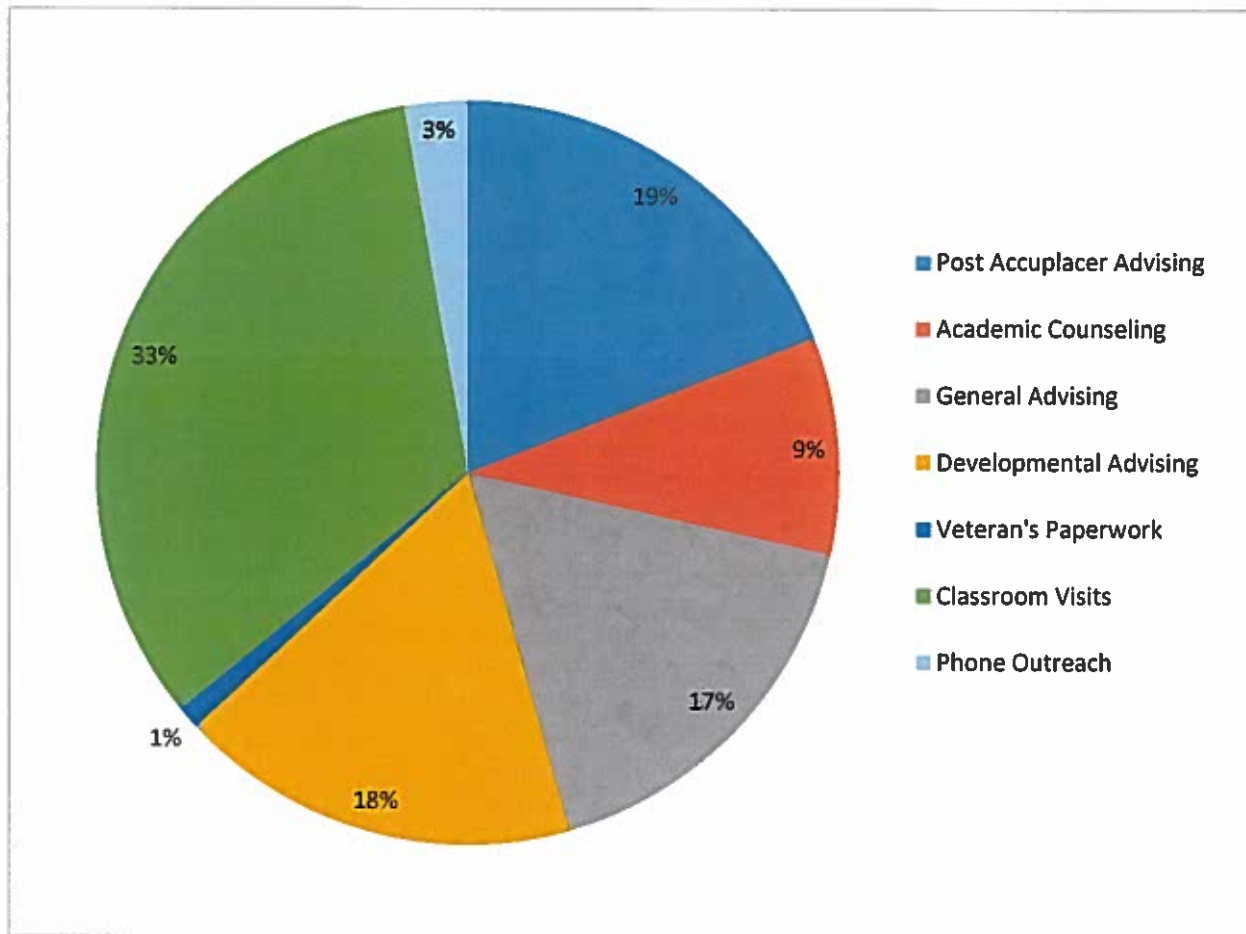


Figure 1 Developmental Advisor Activities: How students are reached by Developmental Advisor

### **Post-Accuplacer Advising**

This activity represents nearly a quarter of time spent in direct service to students by the Developmental Advisor. At this advising session, the Developmental Advisor will review test results, discuss student's goals at KRC and outline appropriate courses relative to scores. The session concludes with the provision of contact information for the academic advisor of their indicated program, general information about registration, admission, and financial aid. A follow-up appointment may be scheduled as needed.

### **Academic Counseling**

This activity represents direct services to students. Due to the nature of a changing student body, face-to-face appointments are not always possible. Therefore, this position has utilized alternative methods of meeting student needs through an increase of phone and email appointments.

**General Advising Walk-Ins**

This activity contains sessions during scheduled walk-in hours, as well as students who arrive without appointments. Some cross-categorization may occur of students who meet multiple criteria, e.g. Walk In, Developmental, and Veteran. Walk-in appointments during non-walk-in hours are students who present questions that are brief in nature and are given 15-30 minute appointment blocks. The general walk-ins represent 17% of the annual appointment volume and show a 2% increase from the previous year.

**Individual Contacts:**

This activity is comprised of time spent in advising appointments to identify and support developmental students wherein 58.8% were face-to-face appointments, 13% were Walk-in appointments, 7% were phone appointments, the remainder were outreach efforts toward individuals through phone calls and emails. All students enrolled in a preparatory Math or English course were automatically enrolled into the GUID A001 *Preparatory Advising 101* Blackboard course and received weekly updates, reminders and notifications regarding advising, registration, events, semester and degree planning as well as available resources on campus.

**Veteran's Paperwork**

Developmental advisees fall under many of the direct services categories. Veterans represented 1% of total appointments in the past year.

**Classroom Visits**

This activity is a direct outreach to students in the preparatory Math and English face-to-face course sections to establish contact and provide a handout with resources and contact information. It is the Developmental Advisor's opinion that such contact increases the visibility of the position and student's direct accesses to resources on campus.

**High School Advising**

The Developmental Advisor is not currently seeing high school students on a regular basis.

**Summary of Indirect Activities, Trainings, and Supervision**

This year the Developmental Advisor engaged in retention, outreach, student success activities and recruitment services. Each workshop is a scaffolding to improve the online presence, outreach and engagement of a generation of students who interact more through their phones than face to face. The Developmental Advisor designed and presented a workshop to new students on creating a master calendar, accessing Blackboard, UAonline, navigating the KPC website and the Admissions process. The advisor also provides training and supervision of up to three student workers at the Counseling and Advising help desk, and collaborated with the Student Services admin on a training manual.

## **VETERAN SERVICES COORDINATOR**

This position was newly created for FY14 to manage KPC's student veteran educational benefit programs and provide other assistance to veteran students at both KPC campuses. In Fall 2016 KPC had 163 VA students, while in Spring 2017 there were 182. The VSC also managed the two Veteran Work Study student positions, funded by the VA, to assist in the certification of VA benefits.

### **Veteran Registrations**

In total, the VSC completed 343 veteran student certifications for the Fall 2016 and Spring 2017 semesters. Of that total, 101 were KPC degree seeking students. 34 of KPC's degree seeking certifications were for the Process Technology program and 16 for Industrial Process Instrumentation. The remaining 49 KPC degree seeking veteran students pursued degrees in a variety of associate programs. 244 Guest Student certifications were submitted for veteran students enrolled in degree programs at other campuses within the UA system.

### **Early Veterans Registration**

KPC degree seeking students are allowed to register for KPC sponsored courses before any other KPC student cohort. The opportunity to register early allows VA students to more efficiently utilize their benefits by getting the classes required for graduation as early as possible.

### **Establishment of the KRC Veterans' Center**

In May 2015, the Veterans Center moved from the ResLife building to the main campus and still provides VA students a place to bond, study, and share experiences. The Vet Center consists of a lounge area with a Keurig coffee maker, and two study rooms with internet access.

### **KPC Veterans Talent Grant Scholarship**

The Veterans Talent Grant Scholarship is designed to compound KPC's investment in its veteran population. KPC will reinvest 3% of the total VA funded credit hours back into the veteran population in the form of tuition waivers for the Fall 2017 and Spring 2018 semesters.

To be eligible a veteran must meet the following criteria:

- 1) Honorable discharge as reflected on the veteran's DD214.
- 2) Admitted to a KPC degree program and enrolled in at least 6 KPC credit hours.
- 3) A GPA of at least 2.0 for returning students.
- 4) Preference given to combat veterans as defined by the award of a recognized campaign medal or badge, service in Korea between 30 June, 1949 and the present, or earned hostile fire or imminent danger pay.
- 5) Preference given to veterans with no VA educational entitlement remaining.

### **VA Work study Program**

KPC currently has two VA funded veteran work study students supporting the Veteran Services Coordinator. Work study students must be veteran students attending school at least ¾ time (9 credit hours) per semester. The students can work up to 25 hours per week and receive either the

state or federal minimum wage (whichever is higher). The addition of the two work study positions has effectively tripled the support provided to veteran students at no additional cost to the college or the borough.

**VA Town Hall Events**

The VA in Anchorage approached KPC in 2015 with a request to hold VA “Listening” sessions at the college. These are quarterly events designed to provide information on medical and education benefits and to hear the concerns of all veterans here on the peninsula. One event was held in each quarter of 2016-17.

**Safety Officer**

The coordinator also serves as the KPC safety officer who provides a variety of campus safety briefings and ensures OSHA compliance is followed in a safe work environment using safe equipment. The coordinator is the conduit for safety information from/to UAA and the University of Alaska Statewide Office of Risk Management.

**TUITION WAIVER  
JUMPSTART BOROUGH REPORT**

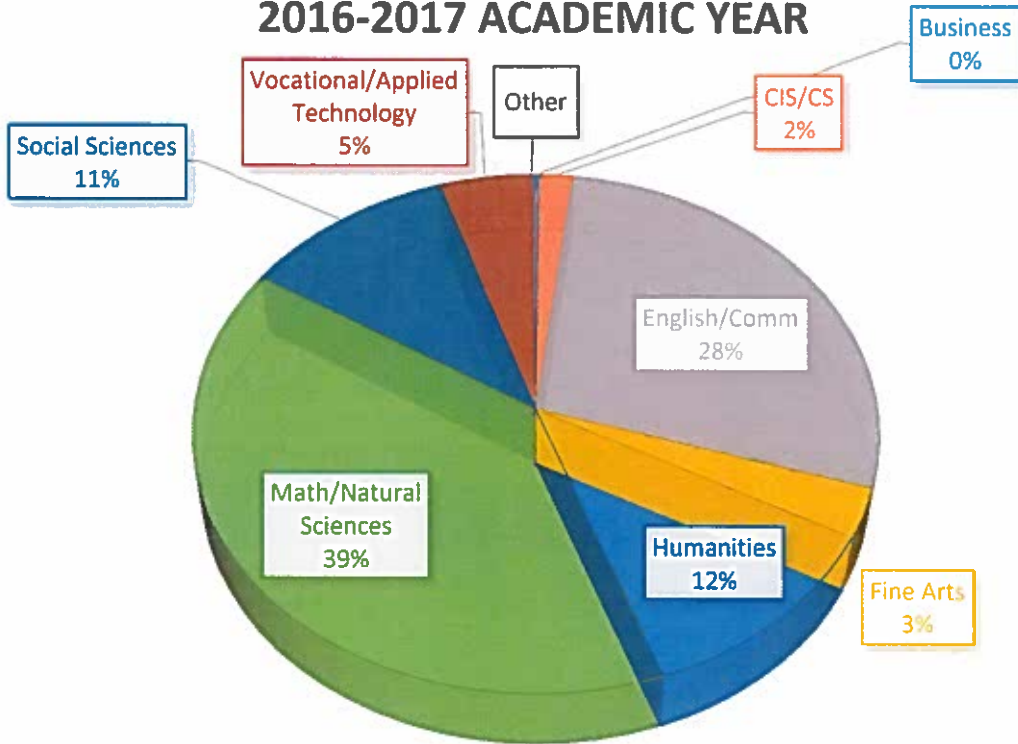
Break down by Course:

	<i>Summer '16</i>	<i>Fall '16</i>	<i>Spring '17</i>	<i>Total</i>	
<b>Business</b>	0	1	0	<b>1</b>	Includes BA, Acct, Economics
<b>CIOS/CIS/CS</b>	0	7	1	<b>8</b>	Includes Computer Science & Computer Info Systems
<b>Fine Arts</b>	1	7	6	<b>14</b>	Includes Art, Music, Philosophy, Theatre
<b>English/ Communications</b>	4	69	56	<b>129</b>	Includes all English and Communications courses
<b>Humanities</b>	2	28	24	<b>54</b>	Includes History, foreign Languages, Philosophy, ASL * Some ENGL Humanities included
<b>Math/Natural Sciences/Health Sciences</b>	4	114	65	<b>183</b>	Includes Biology, Chemistry, Geology, Math, Physics, Statistics
<b>Social Sciences</b>	2	16	33	<b>51</b>	Anthropology, Counseling, Journalism, Justice, Political Science, Psychology, Sociology
<b>Vocational/Applied Technology</b>	0	17	5	<b>22</b>	Includes Welding, EMT, PRT, PETR, ET
<b>Other</b>	0	0	1	<b>1</b>	All credited other classes

*Note: Summer was added to the report last academic year*



# 2016-2017 ACADEMIC YEAR



KPC JumpStart Program – Summer 2016 Semester Comparison

SCHOOLS (alphabetical listing)	NEW DATA				NEW DATA			
	STUDENTS				CREDITS			
	Summer '16	Summer '15	Summer '14	Summer '13	Summer '16	Summer '15	Summer '14	Summer '13
1 Anchor Academy								
2 Alyeska Central								
3 Aurora Christian								
4 Community Christian								
5 Connections (KPBSD)	2	2	6	2	9	12	27	12
6 Cook Inlet Academy								
7 Galena Sch Dist (IDEA)	1		2		3		6	
8 Homer Flex								
9 Homer High	1				3			
10 Homeschool								
11 Kenai Alternative High								
12 Kenai Central	3	1	3	2	9	3	12	9
13 Nikiski	1	2	1	1		6	3	6
14 Nikolaevsk								
15 Niniichik			2				3	
16 River City Academy	1			1	4			6
17 Seward								
18 Skyview			2	4			9	18
19 Soldotna High	4	1	2		15	3	9	
20 Susan B. English			1					
21 Voznesenka								
22 Wings Christian Academy		1				6		
<b>TOTALS:</b>	<b>13</b>	<b>7</b>	<b>19</b>	<b>10</b>	<b>43</b>	<b>30</b>	<b>69</b>	<b>51</b>

KPC JumpStart Program – Fall 2016 Semester Comparison

	SCHOOLS (alphabetical listing)	NEW DATA	STUDENTS			NEW DATA	CREDITS		
		-	-	-	-	-	-	-	
		Fall '16	Fall'15	Fall'14	Fall'13	Fall '16	Fall '15	Fall '14	Fall'13
1	Anchor Academy								
2	Alyeska Central								
3	Aurora Christian								
4	Community Christian								
5	Connections (KPBSD)	38	40	38	23	186	204	191	107
6	Cook Inlet Academy								
7	Copper River								
8	Frontier Charter School			1					
9	Galena Sch Dist (IDEA)	15	23	23	3	82	115	126	20
10	Homer Flex	1	1	5	2	3	4	17	6
11	Homer High	34	20	18	15	144	81	65	41
12	Homeschool, Private			4	1			27	4
13	Homer Selo								
14	Kenai Alternative High			1				6	
15	Kenai Central	22	16	20	10	86	64	84	28
16	Nanwalek								
17	Nikiski	6	4	2	3	23	16	6	14
18	Nikolaevsk	1		1	1	6		6	6
19	Niniichik	4	4	7		22	16	25	
20	Raven								
21	Razdolna		1				3		
22	River City Academy	5	2	4	2	24	9	17	11
23	Seward	21	18	20	14	75	54	76	42
24	Skyview			14	23			62	91
25	Soldotna High	28	27	37	15	124	127	159	60
26	Susan B. English	1	3	1		4	14	3	
27	Voznesenka								
28	Wings Christian Academy		1	1	1		6		4
	<b>TOTALS:</b>	<b>176</b>	<b>160</b>	<b>197</b>	<b>113</b>	<b>779</b>	<b>713</b>	<b>870</b>	<b>434</b>

## KPC JumpStart Program – Spring 2017 Semester Comparison

	SCHOOLS (alphabetical listing)	NEW DATA	STUDENTS					NEW DATA	CREDITS			
		Spring '17	Spring '16	Spring '15	Spring '14	Spring '13	Spring '17	Spring '16	Spring '15	Spring '14	Spring '13	
1	Anchor Academy											
2	Alyeska Central											
3	Aurora Christian											
4	Community Christian											
5	Connections (KPBSD)	21	35	40	16	13	111	180	187	94	77	
6	Cook Inlet Academy			2	1				6	3		
7	Frontier Charter School				1							
8	Galena Sch Dist (IDEA)	11	20	20	2	4	70	104	95	11	31	
9	Homer Flex	2	2	3	1		4	12	15	3		
10	Homer High	21	13	17	11	7	99	47	70	32	22	
11	Homeschool - private	2		1	1	1	9		6	5	10	
12	Homeschool - Selo											
13	Kenai Alternative High	1	1	1	1		6	6	6	7		
14	Kenai Central	12	11	13	10	17	39	35	50	43	76	
15	Nanwalek											
16	Nikiski	5	2	2	2	8	18	6	6	8	47	
17	Nikolaevsk	1		1	1		6		6	6		
18	Ninilchik	4	1	5			15	3	21			
19	Razdolna		2					7				
20	River City Academy	4	4	7	2		21	13	27	10		
21	Seward	18	19	21	13	12	73	61	84	39	51	
22	Skyview				18	11				80	59	
23	Soldotna High	26	25	38	9	21	125	108	173	57	114	
24	Susan B. English	1	2	1			4	7	6			
25	Voznesenka	1	1	1	1	1	6	3	6	6	8	
26	Wings Christian Academy		1	1				3	6			
	<b>TOTALS:</b>	<b>130</b>	<b>139</b>	<b>174</b>	<b>90</b>	<b>95</b>	<b>606</b>	<b>595</b>	<b>770</b>	<b>404</b>	<b>495</b>	

## RECRUITMENT

Following is a summary of the KPC Recruitment services for August 1, 2016 – June 30, 2017.

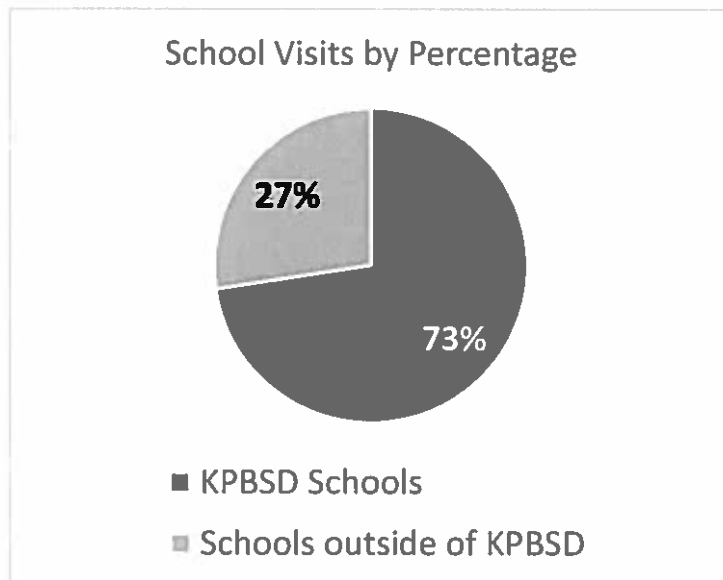
### Areas of Service

- *School visits and application assistance*
- *College fairs and community events*
- *Tours and events hosted at the college*
- *Peer Ambassadors*

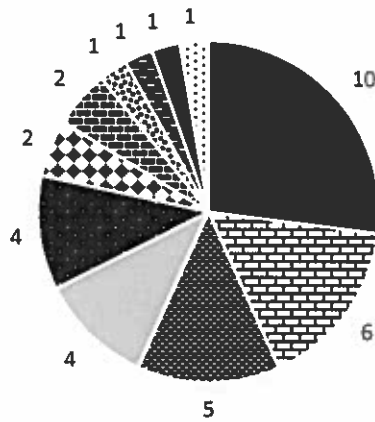
### School Visits and Application Assistance

From September 12, 2016 through May 18, 2017 the KPC Recruiter coordinated visits to 25 schools throughout the state of Alaska, traveling to some schools multiple times for a total of 51 occurrences. Eleven of the 25 schools belong to the Kenai Peninsula Borough School District and accounted for 37 of the 51 visits. Events included college fairs, application days, placement testing, and presentations on KPC Jumpstart, degree programs, admissions, and financial aid. Information on KPC degree programs, services, and residence life were sent to 13 other schools upon request.

KPC Application Day events took place at 6 KPBSD high schools. These events encouraged students to start the college admissions process and submit applications early. In total, the KPC recruiter assisted 64 individual students in starting an application to KPC or one of the other University of Alaska campuses. Of those 64 students, 5 were later selected as KPC high school senior tuition scholarship award winners. It is typical for first time freshmen to wait until early August to register for fall courses and thus difficult to determine just how many of those 64 applicants will actually be enrolling at KPC for the 2017-2018 academic year.



Visits per School



- Soldotna High School
- ▣ Nikiksi Middle/High School
- Kenai Central High School
- ▣ Seward High School
- Hope School
- ⋮ Sterling Elementary
- ▣ Kenai Alternative High School
- Homer High School
- ▣ Ninilchik School
- ⋮ Cooper Landing School
- River City Academy

**College Fairs and Community Events**

Throughout the 2016-2017 academic school year, the KPC recruiter attended a total of nine college fairs throughout the state including two rural communities: Newhalen and Aniak. With its residence hall, the Kenai River Campus is able to recruit students outside of the Kenai Peninsula who are looking to start their post-secondary education at a small campus with a close-knit community. This helps to increase the diversity of our campus and brings economic growth to the borough.

In combining the attendance at all of the college fairs, the KPC recruiter was able to reach more than 6,000 students.

*Kenai Peninsula Job Fair*

- This event provided the opportunity to recruit non-traditional aged college students who may be unaware of the many services that we offer.

*Soldotna Library's YA Café*

- The KPC recruiter was invited as a guest speaker to Soldotna Library's YA Café on two separate occasions. Topics included the differences between high school and college, the college admissions process, residence life, financial aid, scholarships, and other general information

about post-secondary education. Seven students attended the first presentation and four attended the second.

*Sterling Elementary College & Career Panel Discussion*

- In partnership with the Alaska Commission on Postsecondary Education’s Kids2College program, the KPC Recruiter arranged for KPC staff and faculty members to visit two 5<sup>th</sup> grade classrooms at Sterling Elementary and share personal stories about their college and career experiences.

*IDEA Curriculum Fair*

- The KPC Recruiter staffed a table at the annual IDEA Curriculum Fair to encourage home school students and parents to take advantage of KPC’s JumpStart program. KPC’s Financial Aid office provided supporting materials to educate families on finding funding for college and career school.

**Tours and Events Hosted at KPC**

Throughout the year, we host numerous groups on campus for a tour of our facilities. The KPC recruiter partners with Counseling & Advising, Financial Aid, Rural and Native Student Services, Learning Center, Residence Life, and faculty to ensure that prospective students receive a balanced overview of all programs and services available at KPC. This year alone we hosted 14 individual groups and 13 private tours including:

<b>Group Name</b>	<b>Number of People Served</b>
EXCEL Alaska (3 groups)	26 students (grades 11-12)
Project Grad (2 groups)	46 students (grades 9-12)
Chenega Bay	5 students (grade 12)
Nikiski Boys and Girls Club	12 students (grades 7-12)
Kenai Peninsula 4-H	10 students, 1 chaperone
Soldotna Prep School	200 students (grade 9)
Nuniwarmiut School senior class	4 students (grade 12), 1 chaperone
Kenai River Brown Bears	25
Valdez High School Process Tech class	14 students (grades 10-12)
KPBSD Project UPSTREAM Academy	34 students (grades 7-8)
Kenaitze Education and Career Development Staff	2 student interns, 5 staff
13 private tours	29
<b>Total</b>	<b>414</b>

**Exploring KPC**

In addition to campus tours, the KPC recruiter coordinates events that invite students, parents, and community members to the campus. In February 24, 2017, Kenai Peninsula College’s Kenai River Campus held its first Exploring KPC event. Exploring KPC – a merging of two former KPC events,

Career Day and Advice & a Slice – focused on highlighting degree programs, courses, and campus services offered at our campuses. The event had representation from 17 degree programs (e.g. Business, Paramedic Tech, Welding), six campus departments (e.g. Admissions and Registration, Counseling and Advising, Financial Aid), and the Student Union. Participants attended four 25-minute classroom sessions hosted by KRC staff and faculty. Sessions covered a variety of topics from Alaska Native languages and Anthropology to Financial Aid and tours of the Residence Hall. Students also had the opportunity to tour our labs and studios, getting a sense for the kind of hands-on learning that goes on at Kenai Peninsula College.

Throughout the event students were able to:

- Meet with Faculty from all majors offered on campus
- Learn about Residential Life and housing (including dorm tours)
- Ask questions about scholarships and FASFA with the Financial Aid Representatives
- Explore student government with Student Union Representatives
- Understand the process for admission and registration through the Registrar
- Discuss how Counseling and Advising can work for you
- Become familiar with the Learning Center and tutoring assistance
- Tour the 3-D art studio, paramedic & welding labs, and the CTEC Simulator

### **Peer Ambassadors**

Peer Ambassadors are student representatives selected for their leadership skills and academic excellence to aid with recruitment events.

The Kenai River Campus welcomed four new Peer Ambassador Scholars for the Fall 2016 semester. Each scholar received a 3-credit tuition waiver for volunteering their time to assist the KPC recruiter with on-campus tours, local events, and college fairs around the state. Ambassadors receive a 3-hour training at the beginning of the semester and then attend biweekly meetings through December. During the fall, Peer Ambassadors assisted with 17 events and/or tours, serving a combined total of 84 hours excluding meeting times.

In Spring 2017, two new Peer Ambassadors were selected to fill vacancies on the team. Scholarship awards for the peers were increased to 6-credits in hopes of encouraging and retaining quality applicants. Fewer traveling opportunities resulted in less service hours, but peers volunteered their time at local events including the Peninsula Job Fair and the IDEA Curriculum Fair.

For the 2017-2018 academic year, one of the four KRC Peer Ambassador positions will move to the Kachemack Bay Campus. The KPC Recruiter is working with KBC's Student and Enrollment Services Coordinator to facilitate the transition and collaborate on new policies and procedures for the Peer Ambassadors.



## KRC LC ABE REPORT STATISTICS, 2017 Year End

The following is a summation of the 2017 ABE/GED statistics, which were obtained from the State ABE database. Also attached are copies of the 2017 State ABE NRS reports for all the Learning Center extended sites. Please note there were a total of 41 GED graduates, which was an increase of 13 graduates over last fiscal year. We worked with 8 students at Wildwood for a total of 92.25 contact hours which are not reflected in the following chart. We had an increase from last fiscal year in volunteers and volunteer hours.

<i>Site</i>	<i>Full-Time Students</i>	<i>Contact Hours</i>
<b>Ninilchik</b>	2	76.00
<b>Soldotna</b>	72	3314.00
<b>Totals</b>	<b>74</b>	<b>3390.00</b>

<i>Site</i>	<i>Part-Time Students</i>	<i>Contact Hours</i>
<b>Ninilchik</b>	0	0
<b>Soldotna</b>	58	414.75
<b>Totals</b>	<b>58</b>	<b>414.75</b>

<b>Grand Totals</b>	<b>132</b>	<b>3804.75</b>
---------------------	------------	----------------

The table below contains the volunteer tutor totals:

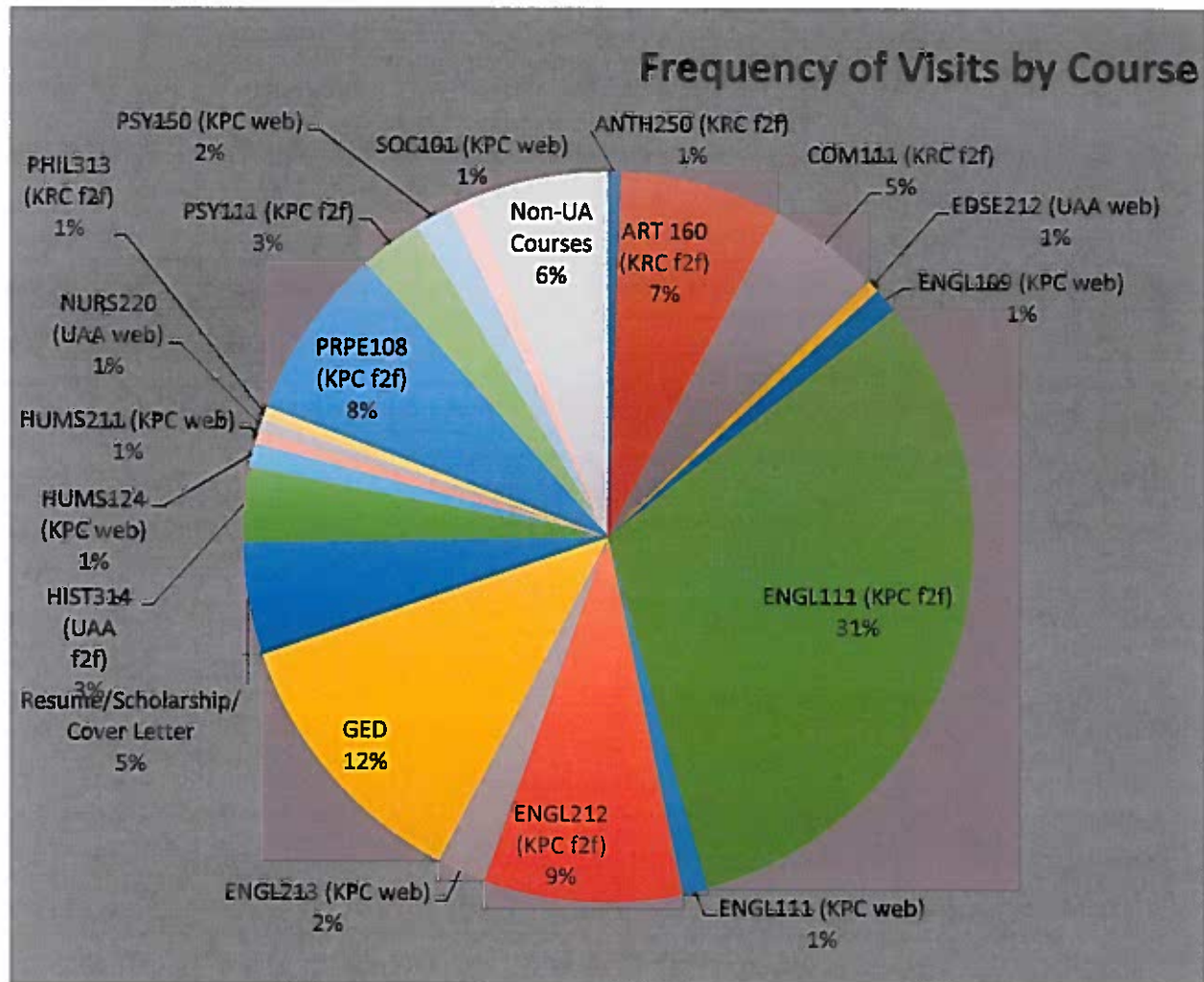
<i>Volunteers</i>	<i>Number</i>	<i>Total Hours</i>
<b>Community Volunteers</b>	9	637.25
<b>Totals</b>	<b>9</b>	<b>637.25</b>

## KRC LC ABE/GED/ESL/Tutor Report 2016-2017

- A. Our literacy program, affiliated with *ProLiteracy America*, offers program activities that include basic instruction, GED preparation, (41 GEDs were awarded between July 1, 2016 and May 18, 2017), work readiness, and life skills.
- B. English as a Second Language students had the opportunity to work either with an individual instructor, in a group class, or received instruction from a volunteer tutor. Necessary Education and Technology Skills (NETS) courses were also offered to any student enrolled in the ABE/GED/ESL program, and included civic engagement at the Kenai Senior Center and the Food Bank as part of the course.

- C. Our community volunteers met with students throughout the communities of Kenai, Soldotna, Sterling, Nikiski, and Ninilchik. Our Outreach Instructor and mobile GED examiner also served these communities.
- D. All ABE students go through an intake assessment of either a TABE or BEST test. These tests are delivered online or paper-based and includes a pre- and post-test to assess progress in the program.
- E. Currently our partners include the *Kenaitze Indian Tribe Educational Services, Department of Labor and Workforce Development (Kenai One Stop), the Kenai Peninsula Borough School District, the Independent Living Center, the Food Bank, and the Alaska Department of Vocational Rehabilitation, local churches health clinics, and local businesses.* We continue to have space donated to us to provide ABE services directly in Kenai at the One Stop, at the local libraries, and churches.
- F. Tutoring services included support for courses in Process Technology, Writing (both face-to-face and online), Mathematics, English as a Second Language, and computer/digital literacy.
- G. Our program collaborated with Wildwood Correctional Facility during the Spring Semester. 8 inmates worked towards completing their GEDs; 1 completed and earned his GED, 2 others have one test left to complete, and the other five are continuing to study and take practice exams.

## KPC WRITING LAB, Fall 2016



**Factors to consider in the above graph:** Non-UA courses (6%) include a student who was enrolled in an online Substance Abuse course through another university and student visits from an Alaska Christian College writing course. The HIST314 (UAA f2f) course visits were all by one local student who was working to change an incomplete grade. Course numbers are followed by an indication of the course's origin (KPC or other) and by the course's delivery method (f2f or web). Visits for English 111 are not further divided into section numbers, but are separated by delivery method.

**Total Visits: 182 ; Total Students Served: 66**

\*of the above visits,

**Face-to-Face course visits: 150; E-learning course visits: 23; Non-course visits: 9**

**KPC course visits: 154; Non-KPC course visits: 19**

\*of the KPC course visits (154),

**KRC course visits: 146; KBC course visits: 8**

**Overview:**

The KPC Writing Lab served 66 students this semester in a total of 182 tutoring sessions. English faculty members spent 7 hours per week in the lab, and tutor Mollie Messick spent 13 hours for a total of 20 hours per week. Though English Composition courses remain responsible for the majority of Writing Lab visits, tutors have seen an increase in visits from a diverse range of disciplines, including Art, Psychology, Communications, and Human Services.

**Classroom Visits:**

At the beginning of the semester, tutor Mollie Messick made classroom visits to tell students about the services offered by the Writing Lab. These visits helped orient students to the lab's new location and hours, and also put a (friendly) face to the service. These visits appear to have paid off, especially in the case of Preparatory English courses (PRPE108). Last semester the lab did not serve any students enrolled in preparatory courses, and this semester PRPE108 visits made up 8% of Writing Lab traffic.

**Space and Mobility:**

The lab launched in the newly renovated Learning Center this fall, and conversations about the physical space of this service have been ongoing between the Learning Center Director, faculty, tutors, and students. While the lab benefits from having a stable "home base" in the Learning Center, the tutors who offer this service believe that maintaining a component of mobility is also important. Some students may be hesitant to visit the Learning Center, and are more likely to use the service when it pops up in the Ward 2<sup>nd</sup> floor Lobby. By meeting students where they are, the lab makes help accessible to a larger spectrum of the KPC population. An added benefit of the Mobile Writing Lab is increased visibility with students and faculty. Faculty who see the lab's work in progress are more likely to promote its services in their classes.

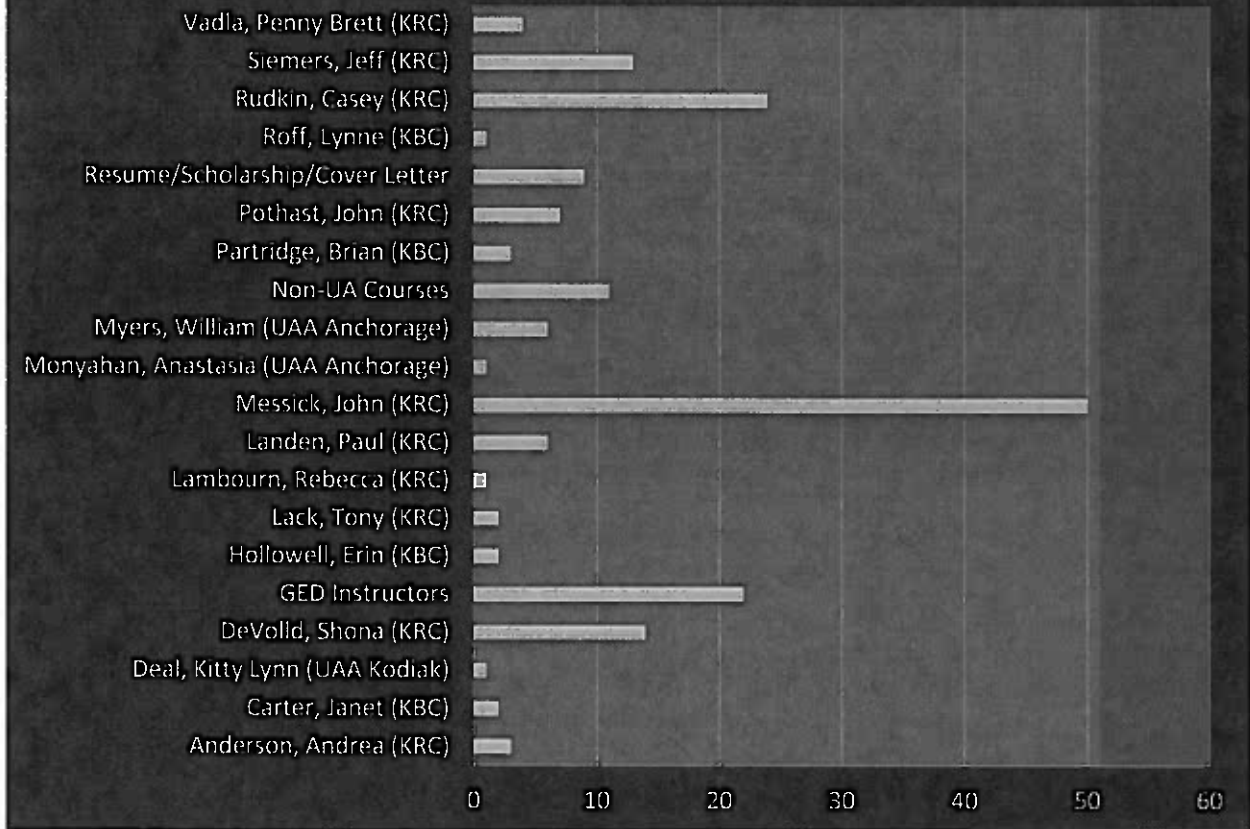
**Outreach/Expansion:**

This semester, the Writing Lab served an increasing number of community members. GED Instructors in the Learning Center promoted the lab as a service for writers of all levels at all stages. GED-related visits made up 12% of the total traffic. The lab also served several students from Alaska Christian College and attracted community members who wanted help with resumes and cover letters for job and scholarship applications. Many of these individuals may become KPC students in the future. The lab can function not only as a campus service, but as an important link between the community and the college. Faculty members submitted a proposal to the PacRim Conference at UAA that contains a panel presentation on the impact of a mobile writing service in a constantly shifting educational environment. This lab continues to evolve and grow to meet the writing needs of the college and the community.

**Tutors:**

Andrea Anderson; John Messick; Mollie Messick; Casey Rudkin

## Frequency of Visits by Instructor\*

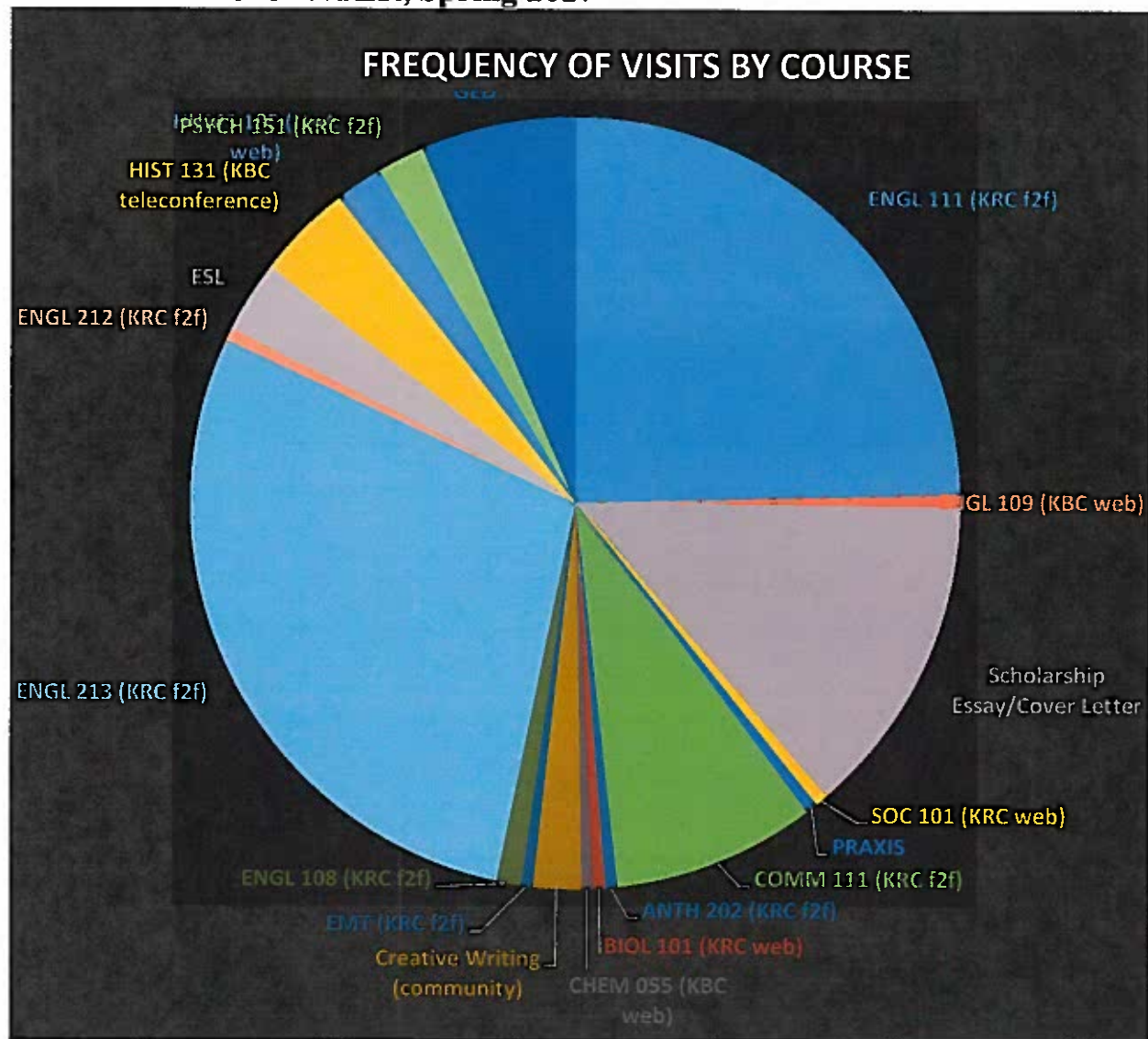


\*Chart displays frequency of visits from students enrolled in courses taught by the above instructors.

## Frequency of Visits by Month



## KPC WRITING CENTER, Spring 2017



Factors to consider in the above graph: Segments such as PRAXIS, ENGL 109, and BIOL 101 represent a single visit to the lab. Larger segments, such as ENGL 111, represent 40-60 visits. ENGL 213 drew the largest number of visits to the lab (57). Course numbers are followed by an indication of the course's origin (KPC or other) and by the course's delivery method (f2f or web).

**Total Visits: 199; Total Students Served: 50**

\*of the above visits,

**Face-to-Face course visits: 149; E-learning course visits: 14; Non-course visits: 36**

**KPC course visits: 157; Non-KPC course visits: 42**

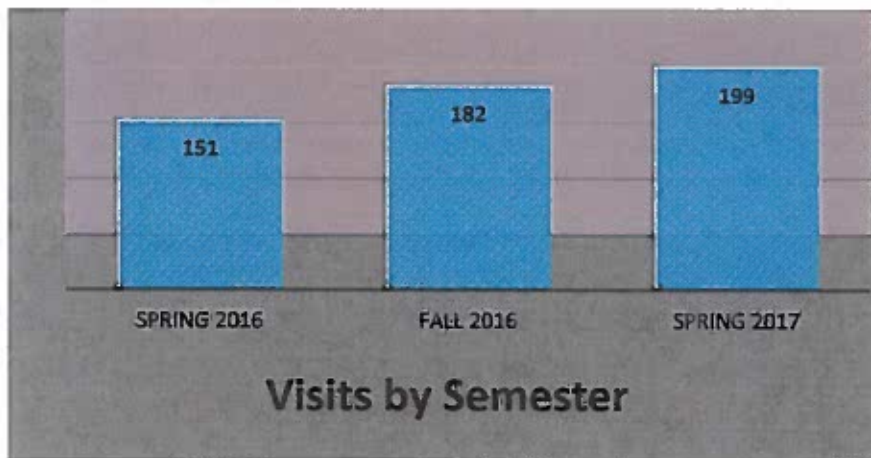
\*of the KPC course visits (157),

**KRC course visits: 147; KBC course visits: 10**

**Overview:** The KPC Writing Lab served 50 students this semester in a total of 199 tutoring sessions. English faculty members spent 5 hours a week in the lab, and tutor Mollie Messick spent 15 hours for a total of 20 hours/week. Student tutor Cat Bras worked on Friday afternoons in the KRC residence hall; unfortunately, her tutoring sessions are not a part of this data set. As seen in the graph above, the lab has seen an increased demand for help writing resumes, cover letters, and scholarship essays. It has been a great pleasure to have students drop in to say they got the scholarship or position to which they applied and to offer their thanks for help with the written component of that process. Though the lab has continued to diversify in terms of courses represented, especially with several short Chemistry and Biology papers, there is room for more cross-curriculum expansion in the future.

**Space/Mobility:** The Writing Lab continued to run a mobile component this semester, offering two hours a week in the 2<sup>nd</sup> floor Ward commons, two hours a week in the residence hall, and 2 hours a month at the Soldotna Public Library. None of these mobile sessions saw much student or community member activity, but the movement helped the lab remain visible to faculty and students and offered a far quiet atmosphere. Students who did visit the lab during mobile hours often commented at the difference in noise level and their increased ability to focus on the writing task at hand.

As seen in the graph below, the lab has steadily increased its usage over the past three semesters. This important campus service would benefit greatly from a permanent home outside of the Learning Center, which houses ESL conversation classes and GED instruction. As the Math Lab has expanded and required new space, the Writing Lab team would like to request that the administration consider allowing the Writing Lab to move into the “old” Math lab space. This move would not only accommodate more students in the lab at a time, but would also provide a more conducive environment for student writing.



**Outreach:** This semester, the Writing Lab engaged in several forms of community outreach. In addition to hours offered on a monthly basis at the Soldotna Public Library, the lab hosted an “Earth Day Celebration of Food and Writing”. This event, held Saturday, April 22<sup>nd</sup>, at the Soldotna Public Library, was planned by writing tutor Mollie Messick in conjunction with



faculty member John Messick's Communication 111 course. A service learning mini grant from the college provided financial support for materials and food. This event was modeled after a similar event put on by the Community of Writing at UAF and was designed to bring the community together around food and story. A brief overview of the event, a list of community partners, and several images follow:

Participants wrote salmon-themed poetry and posted it to a large wooden board shaped like a salmon. They wrote out their favorite recipes to share with the community. KPC students held a raffle for a large planter shaped like a well, handmade and donated by Bert and Calvin Lundy of Kenai. Alaska-themed appetizers, including moose pirok and smoked salmon dip, were provided by the Fresh Local Love catering group of Soldotna.

**Community Partners:**

- Kenai Peninsula College
- Soldotna Public Library
- KPC Students enrolled in Professor Messick's COMM 111 course
- Kenai Local Food Connection
- Kenai Peninsula Food Bank
- UAF Cooperative Extension Service/4-H, Kenai Peninsula District
- Fresh Local Love Catering
- Redoubt Elementary School 3rd grade class
- Fred Meyer

Apart from the opportunity to celebrate the creative energy that goes into growing, harvesting, preparing, and writing about food, this event will also have several lasting impacts in our community. The student-created salmon board will be used in upcoming salmon-related events, and the gathered recipes are available on the Kenai Peninsula Food Bank website.





Photo (previous page): Participants peruse community recipes, post poems to the salmon board, and color in cartoons of seed germination.

Photo (left): One student group collaborated with the Cooperative Extension Service to offer free seeds and seedlings in addition to a coloring “story” activity for kids.

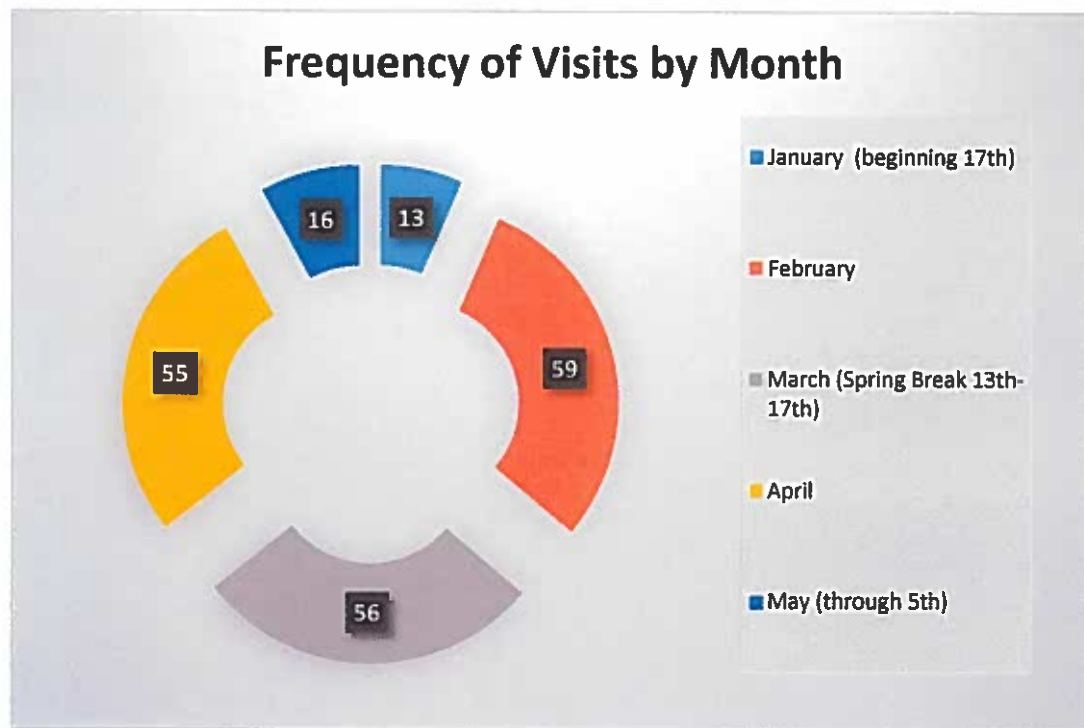
Photo (below): Pinning a poem to the student-made salmon board.



**Outreach, contd.:** Tutor Mollie Messick presented at this spring's PacRim Conference on English Studies as part of a panel that included KPC faculty members Dr. Casey Rudkin and John Messick. Mollie's presentation focused on the mobile component of the Writing Lab (PacRim's theme was "mobility" this year), and was well received. Not only did this presentation create opportunities for further collaboration with the UAA and UAF writing labs and/or writing tutors, but it also promoted KPC's contribution to the UA system and provided an "Alaskan" model for writing support services.

**Future:** The KPC Writing Lab has grown steadily over the past three semesters. Further collaboration with community partners and greater cross-curriculum involvement have the potential to enhance the lab's services and its suitability to the student population of KPC and the communities of the central peninsula. KPC boasts a cutting edge Process Technology program that funnels students into industry; the Writing Lab could play a role in this field by promoting our cover letter and resume services. A dedicated space on campus for the Writing Lab would also secure its presence on campus as an essential service. Ultimately, though, support from the faculty, in particular English faculty members, will determine the future of the Writing Lab. So far, this lab has been staffed by one primary tutor and three English faculty members. Faculty members donate their time as part of their Service Learning components. It would be difficult for the lab to maintain its current standards without their continued support.

**Writing Lab Team:** Assistant Professor Dr. Casey Rudkin, Assistant Professor Andrea Anderson, Assistant Professor John Messick, Tutor and Adjunct Instructor Mollie Messick, and Learning Center Director Diane Taylor.



## **MATH LAB DATA, Spring 2017**

### **Abstract:**

*During Fall 2016 semester, a search was underway to hire a Math Specialist to staff the Math Lab. The search was unsuccessful and concluded mid-semester. The lab continued into Spring semester, staffed intermittently with Math faculty. In addition, a professional Math tutor was hired to continue to provide support and tutoring to math students using the lab.*

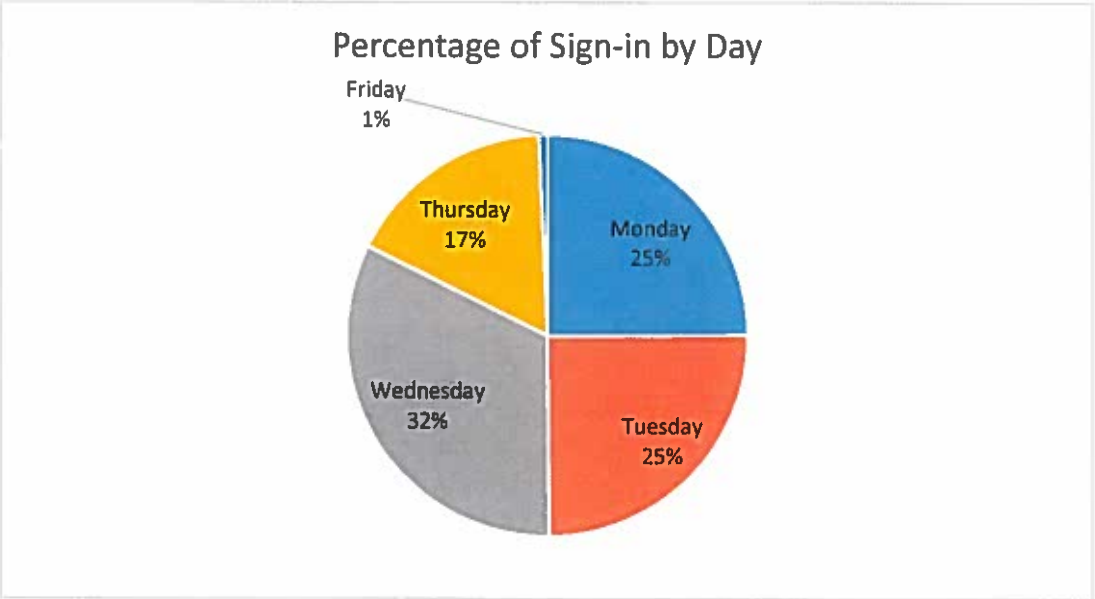
### **Overview:**

During spring and fall semesters the Kenai River Campus (KRC) offered free math tutoring to all members of the community. The Learning Center also accommodates GED and ESL students. During the spring semester of 2017, the total number of students that visited the Math Lab was 289\*. This is a decrease from Spring 2016, which had 832 students sign in. The 65% decrease might be attributed to the lack of staffed hours, and an inconsistency with students actually signing in when they came in for help. This semester, the Math Lab was staffed by faculty which included Bettie Wallace, Clair Kochis, Andy Veh, Marion Yapuncich, and Tammy Farrell. In addition, Mr. Sammie Jones worked two evenings a week as a Math Tutor. This left the Math Lab unattended during normal business hours (8am-5pm) for approximately 27.5 hours per week.

### **Data Analysis:**

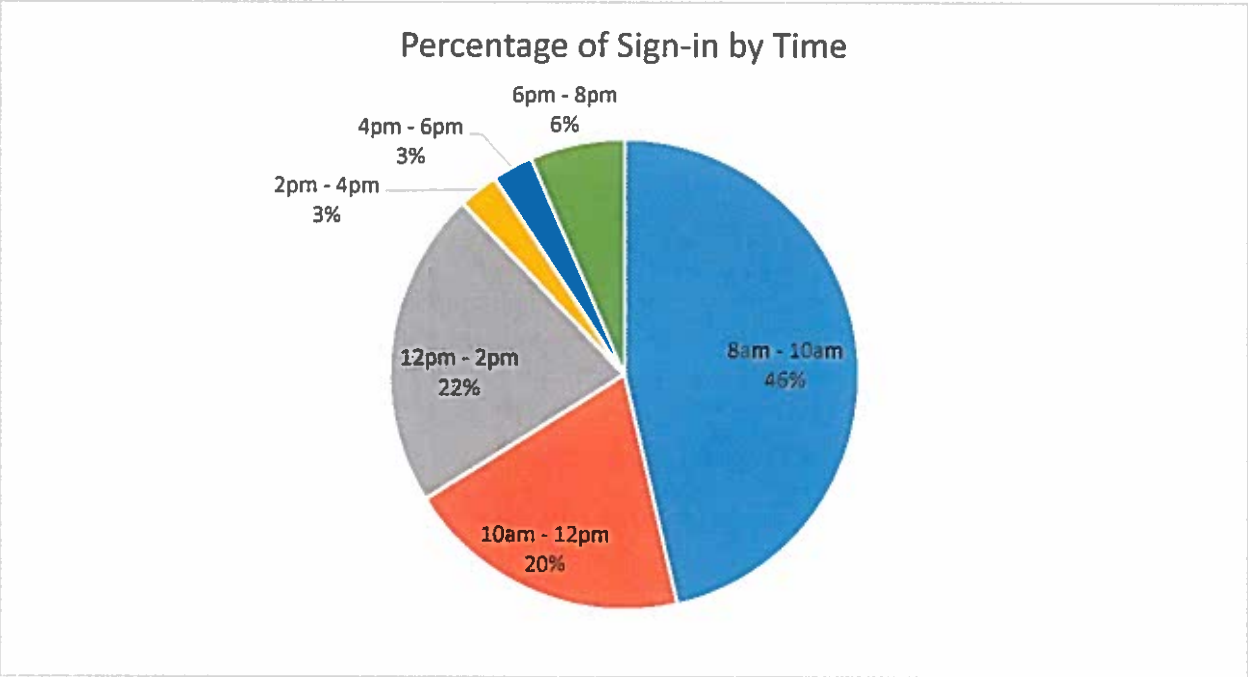
Viewing Illustration 1 below, it is clear to see that students generally attended the lab on Wednesday. With 32% of all sign-ins showing up on this day between the hours of 8 a.m. through 10 a.m. Monday was the second highest day. Friday is the only day in which the math lab was completely unstaffed. As a consequence, students generally do not sign-in or visit the lab.

\*Total dataset that was collected from January 17<sup>th</sup> to May 1<sup>st</sup>, 2017 totaled to 313 entries. Some entries excluded for missing information and errors. The remaining 289 entries were formatted to represent the data above.



**Illustration 1: Percentage of Sign-in By Day**

As shown below, 46% of the students that sign in do so between the hours 8 a.m. and 10 a.m. These are the hours in which the tutoring lab is guaranteed to have a least one instructor. The data below does not represent the length of time that each student spends in the lab. Multiple students occupied three or four time slots, which caused the Math Lab to overflow into Room 190 multiple times this semester. Even when the math lab was unstaffed during the hours of 2 p.m. to 6 p.m., it did not deter students from using it as a quiet place to study.



**Illustration 2: Percentage of Sign-in by Time Slot**

Illustration 3 below indicates that 40% of all students that signed in were Intermediate Algebra students. The small “Other” section represents high school students that visited the lab during the evening. The two students needed help with their Algebra courses. Both student attended public high schools on the Peninsula.

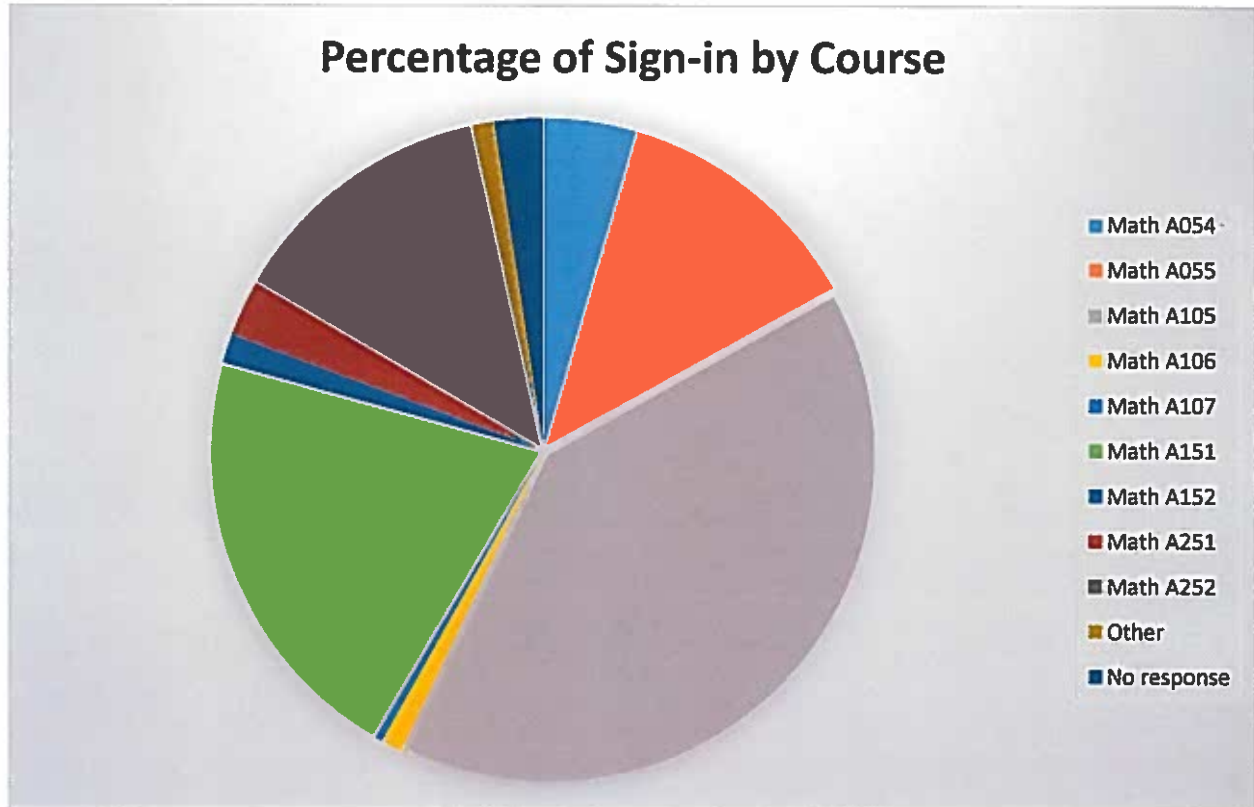


Illustration 3. Percentage of Sign-in by Course

In reviewing the two-year history of the Math Lab in Table 1 below, it is easy to see that the lab is successful when staffed full time. The previous Math Specialist did a wonderful job spreading awareness to the students and getting them to come in serving double the number of students in Fall 2015 and nearly triple the amount of students in Spring 2016 than this semester. Assisting 55 different students with 289 total sign-in shows that students generally visited the Math Lab more than once. One student in particular visited the math lab 29 times during the 16 weeks of data collection.

Table 1: Two-year Math Lab Sign-in Comparison

	Fall 2015	Spring 2016	Fall 2016	Spring 2017
<b>Total Sign ins</b>	472	832	<i>No data available. Math Specialist position was posted but unfilled.</i>	289*
<b>Individuals served</b>	109	131		55
<b>Leading course</b>	Math 105	Math 105		Math 105