



Kenai Peninsula College
UNIVERSITY of ALASKA ANCHORAGE

Kenai Peninsula College
FY16 Program Narrative Report
For Kenai Peninsula Borough
July 1, 2015 – June 30, 2016
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

TUITION WAIVER

KPC had 160 Jumpstart students in the fall 2015 semester, taking 713 credits. This equates to a decrease of 37 students and 157 credits under our fall 2014 numbers. In spring 2016, 139 students took 595 credit hours via the Jumpstart program; this is a decrease of 35 students and 175 credits hours under our spring 2015 numbers.

COURSES AT RESURRECTION BAY EXTENSION SITE, SEWARD

The Resurrection Bay Extension Site offered seven classes in Fall 2015 and six classes in Spring 2016. In the fall, 35 students took advantage of these course offerings and 49 during spring semester. Twenty-two Seward High School students took advantage of the JumpStart Program to attend classes in the fall, while 21 students utilized the JumpStart Program Spring 2016.

Kenai Peninsula College – Resurrection Bay Extension Site

Fall 2015 Courses

ENGL A111 Intro to Composition, 3 Credits, 7 students enrolled.
MATH A105 Intermediate Algebra, 3 Credits, 9 students enrolled.
PS A101 Intro to American Gov., 3 credits, 9 students enrolled.
PER A120 Beginning Yoga, 1 credit, 6 students enrolled.
PER A220 Intermediate Yoga, 1 credit, 4 students enrolled.
PRPE A108 Introduction to College Writing, cancelled due to low enrollment.
Ed A591 Easy Art for Every Classroom, cancelled due to low enrollment.

Spring 2016 Courses

Beginning Fly Fishing CED A133, 1 credit, 12 students enrolled.
ENGL A121 Introduction to Literature, 3 credits, 13 students enrolled.
ENGL A259 Intro to Creative Writing, 1 credit, cancelled due to low enrollment.
PHIL A201 Introduction to Philosophy, 3 credits, 7 students enrolled.
PS A101 Intro to American Government 3 Credit 17 students enrolled
PSY A111 General Psychology, 3 Credits, cancelled due to low enrollment.

COORDINATOR/NIGHT STAFFING, Kenai River Campus

The Evening Coordinator at KRC provides after-hours student support on the Kenai River Campus until after 9 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 has 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

Library Technician provided academic library services to over 100 faculty/staff and face-to-face students (including Semester By the Bay instructors/students and JumpStart students) as well as

distance students and other Alaska college students served by UAA Consortium Library (presently 34+ libraries) and OCLC WorldShare Interlibrary Loan (UAF, JBER, Ilisagvik College, Chukchi, Kuskokwim, Northwest and non-Consortium public libraries) system.

KBC Library services include processing library book/media circulations, interlibrary loans, cataloging acquisitions and holdings, library accounts processing and management (117 new library accounts – number does not include already established accounts), coordination of course-supporting materials and in-person services with KBC faculty/adjunct needs, maintaining and enriching KBC Library book/media collections, and processing item mailings to and from other libraries. On a daily basis, Library Technician uses electronic Workflows/Sirsi system, WorldShare and OCLC Connexion. Other KBC library services include OCLC WorldShare Interlibrary Loan account management; OCLC Connexion account management; library room usage monitoring; extensive research and editing assistance for students; computer assistance for students; course-supporting materials search for faculty and students; in-person presentations on library use and online research methods (FY16 presentations included 82 students). In-person assistance and email/phone contacts averaged 45-80 per week.

Instructional Support

Funding provides Bayview Hall's daily academic and administrative support and test proctoring activities. Staff member is the sole telephone receptionist for the entire KBC campus. Support services were provided for 12 staff and faculty. 709 tests were proctored (including Accuplacer placement tests, e-Learning and GED) during fall and spring time periods, representing an increase of 12% over FY '15 testing sessions.

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

590 tutoring sessions were held with over 80 students through our Learning Resource Center" Writing Center. 396 math tutoring sessions were conducted for 43 students. They all were subsequently successful with their math classes.

ABE/GED Services

70 students received services this year at Homer, Nanwalek and Voznesenska sites. 742 contact hours were provided them. 14 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 developmental and preparatory Math and English courses to include phone calls, classroom visits, a Blackboard information shell, and weekly email notifications. Developmental and Preparatory coursework at KRC consists of: MATH A054, MATH A055, PRPE A086, and PRPE A108.

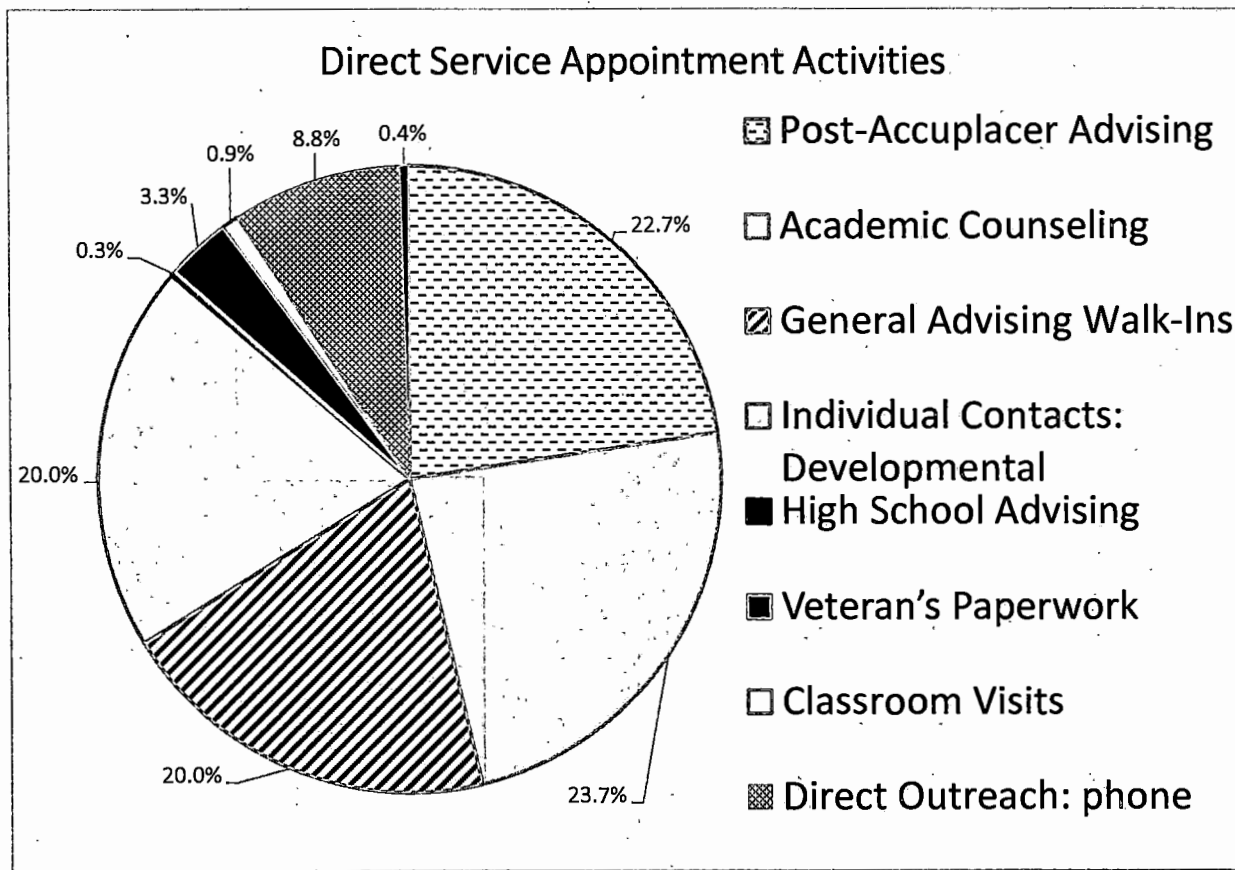
Annual Overview

Funding for this position provided placement and course advising to ~668 students entering college at the developmental level; this is an 11% decrease of the previous year's total and may reflect the campus-wide decreasing registration of students. During FY16, 96.2% of the Developmental Advisor individual advising appointments were students who attended one or more advising sessions. This is a significant increase over the previous year's 25% and demonstrates an increasing utilization and ongoing resource for the students.

	FY16	FY15	Percentage Change
Individual Appointments	704	298	136%
Group Appointments: Accuplacer, Developmental outreach	146	64	128%
Classroom Visits	11	15	-27%
Unique Clients Seen	417	243	72%
Total Advising Students	668	743	-11%

Direct Service Activities

The following is a comprehensive illustration of 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, likewise all Face-to-Face, phone and email Academic Advising appointments are grouped.



Post-Accuplacer Advising

This activity represents nearly a quarter of time spent in direct service to students by the Developmental Advisor. The increased offering of Accuplacer twice a week through the summer led to the advisor seeing 271 students for placement advising¹. 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. Contacts represented in this section are composed of 73% face-to-face appointments, 4% phone appointments, 23% electronic or phone advising².

¹ Faculty Counselors may see Accuplacer students as needed. These numbers reflect only the Developmental Advisor's appointments.

² Percentages are reflective of total advising appointments seen and not of the Developmental Advisor's Annual totals.

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 20% of the annual appointment volume and show a 3% increase from the previous year. This may demonstrate that a large number of students have an expectation to be seen without making appointments or a reflection of the current fiscal climate and job market within the state.

Individual Contacts: Developmental

This activity is comprised of time spent in advising appointments to identify and support developmental students wherein 46% were face-to-face appointments, 1% were Walk-in appointments, 7% were phone appointments, 46% 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. The spring 2016 semester also piloted synchronous evening Collaborate Advising sessions on Blackboard.

Veteran's Paperwork

This activity as indicated in the Annual Overview, developmental advisees fall under many of the direct services categories. Veterans represented 3.3% of total appointments in the past year with 30 individual clients of which 6 were developmental students totaling 40 appointments.

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 Advisors opinion that such contact increases the visibility of the position and student's direct accesses to resources on campus and is supported by the increase in advising appointments during FY16.

High School Advising

This activity composes a minimal portion of the Developmental Advisor's direct services activities at this time only 0.3%, and are generally seen during post-Accuplacer advising in conjunction with their jumpstart waiver requirements and are thus listed under the Post-Accuplacer Advising statistics. These students seen under the High School Advising appointment code are those who came in outside of available High School Advising sessions with questions regarding the completion of their forms and were scheduled follow up appointments with the faculty counselors to complete the signatory approval.

Summary of Indirect Activities, Trainings, and Supervision

This year the Developmental Advisor was honored with the *2015-2016 Most Outstanding Staff of the Year at Kenai Peninsula College* award from the student body, awarded by the Student Union.

The Developmental Advisor engaged in retention, outreach, student success activities and recruitment services: Co-Chair of the fourth annual Advice and Slice Open House Majors Fair that invited 655 Kenai Peninsula high school students to attend. The advisor completed a number of workshops this year, including: *New to Online Teaching: Essentials Part 1 Getting Started* 1 week workshop as a prelude to the Online Learning Consortium's *Online Teaching Certification* with the 10 week *Foundations* workshop, the ETT KPC *Course Design* workshop. 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 is designing a presentation on creating a master calendar for September to be presented in the main commons. The advisor also provides training and supervision of up to three student workers at the Counseling and Advising help desk.

VETERAN SERVICES COORDINATOR

This position was newly created for FY14 and funded for 30 hours per week to manage KPC's student veteran educational benefit programs and provide other assistance to veteran students. In Fall 2015 KPC had 203 VA students, while in Spring 2016 there were 180. 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 383 veteran student certifications for the Fall 2015 and Spring 2016 semesters. Of that total, 134 were KPC degree seeking students. 59 of KPC's degree seeking certifications were for the Process Technology program and 13 for Industrial Process Instrumentation. The remaining 62 KPC degree seeking veteran students pursued degrees in a variety of associate programs. 249 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 microwave, Keurig coffee maker, refrigerator/freezer, and a study room with internet access. Over the academic year, the Veterans Services Coordinator was forced to share the space with the Learning Center due to refurbishment of the Learning Center spaces. The Learning Center will return to their upgraded spaces in the fall and the Veterans Center will reassume its traditional space.

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 2016 and Spring 2017 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 $\frac{3}{4}$ 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

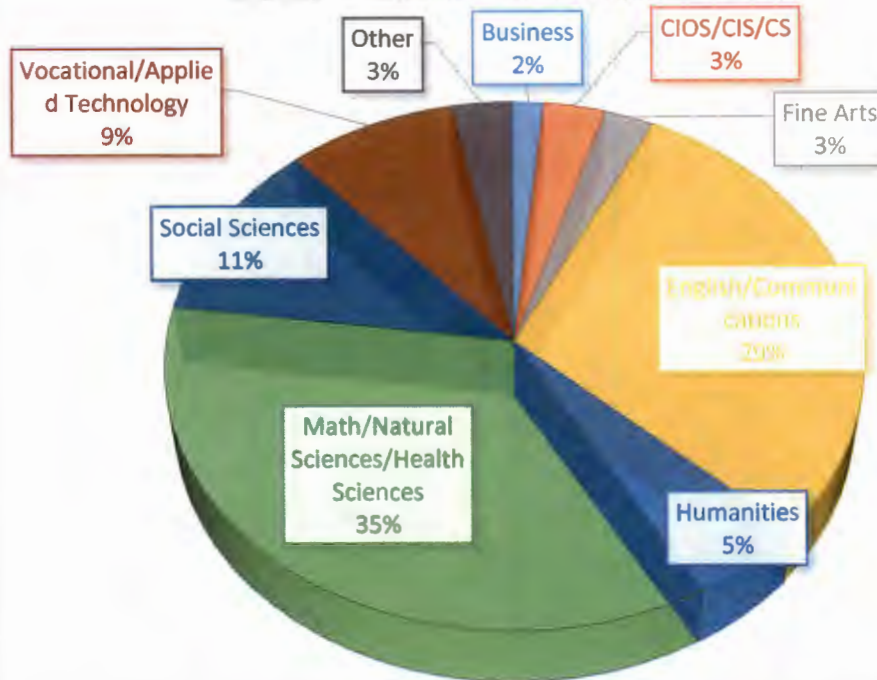
The VA in Anchorage approached KPC in 2015 with a request to hold VA "Listening" sessions at the college. These are quarterly events designed to provide information on medical and education benefits and to hear the concerns of all veterans here on the peninsula. One event was held in each quarter of 2015-16.

JUMPSTART BOROUGH REPORT

Break down by Course:

	Spring '16	Fall '15	Summer '15	Total	
Business	5	3		8	Includes BA, Acct, Economics
CIS/CIS/CS	11	5		16	
Fine Arts	6	7		13	Includes Art, Music, Philosophy, Theatre
English/ Communications	73	75	3	151	Includes all English and Communications courses
Humanities	14	12		26	Includes History, foreign Languages, Philosophy, ASL * Some ENGL Humanities included
Math/Natural Sciences/Health Sciences	78	98	5	181	Biology, Chemistry, Math, Physics, Statistics
Social Sciences	24	33		57	Anthropology, Counseling, Journalism, Justice, Political Science, Psychology, Sociology
Vocational/Applied Technology	20	23	1	44	Welding, Machine Shop, EMT, ADT, PRT, ET
Other	7	9		16	All credited other classes
<i>Note: Summer was added this academic year.</i>					

2015 - 2016 ACADEMIC YEAR



KPC JumpStart Program – Summer 2015 Semester Comparison

SCHOOLS (alphabetical listing)	NEW DATA	STUDENTS			NEW DATA	CREDITS						
	Sum '15	Sum '14	Sum '13	Sum '12	Sum '15	Sum '14	Sum '13	Sum '12				Summ
1 Anchor Academy												
2 Alyeska Central											1	
3 Aurora Christian												
4 Community Christian									3	3	3	1
5 Connections (KPBSD)	2	6	2	3	12	27	12	9	3	3	11	3
6 Cook Inlet Academy									3	3		2
7 Galena Sch Dist (IDEA)		2		1		6		3	13	13	9	9
8 Homer Flex												2
9 Homer High				1				6	25	25	28	42
10 Homeschool											1	3
11 Kenai Alternative High									3	3		2
12 Kenai Central	1	3	2	4	3	12	9	19	11	11	8	3
13 Nikiski	2	1	1	4	6	3	6	18	5	5	10	7
14 Nikolaevsk											1	
15 Ninilchik		2				3					1	1
16 River City Academy			1				6					
17 Seward									9	9	13	6
18 Skyview		2	4	2		9	18	6	20	20	33	20
19 Soldotna High	1	2		4	3	9		15	30	30	39	29
20 Susan B. English		1										
21 Voznesenka											1	
22 Wings Christian Academy	1				6							3
TOTALS:	7	19	10	19	30	69	51	76	125	125	159	133

KPC JumpStart Program – Fall 2015 Semester Comparison

SCHOOLS (alphabetical listing)		NEW DATA	STUDENTS				NEW DATA	CREDITS		
		-	-				-	-		
		Fall '15	Fall'14	Fall'13	Fall'12	Fall '15	Fall '14	Fall '13	Fall'12	
1	Anchor Academy									
2	Alyeska Central									
3	Aurora Christian									
4	Community Christian									
5	Connections (KPBSD)	40	38	23	17	204	191	107	107	
6	Cook Inlet Academy									
7	Copper River									
8	Frontier Charter School		1							
9	Galena Sch Dist (IDEA)	23	23	3	4	115	126	20	33	
10	Homer Flex	1	5	2		4	17	6		
11	Homer High	20	18	15	9	81	65	41	34	
12	Homeschool, Private		4	1	1		27	4	10	
13	Homer Selo				1				4	
14	Kenai Alternative High		1				6			
15	Kenai Central	16	20	10	14	64	84	28	67	
16	Nanwalek									
17	Nikiski	4	2	3	13	16	6	14	62	
18	Nikolaevsk		1	1	1		6	6	4	
19	Ninilichik	4	7		1	16	25		3	
20	Raven									
21	Razdolna	1				3				
22	River City Academy	2	4	2	1	9	17	11	3	
23	Seward	18	20	14	15	54	76	42	45	
24	Skyview		14	23	10		62	91	49	
25	Soldotna High	27	37	15	29	127	159	60	146	
26	Susan B. English	3	1			14	3			
27	Voznesenka				1				4	
28	Wings Christian Academy	1	1	1		6		4		
TOTALS:		160	197	113	117	713	870	434	571	

KPC JumpStart Program – Spring 2016 Semester Comparison

	SCHOOLS (alphabetical listing)	NEW DATA	STUDENTS				NEW DATA	CREDITS			
		-					-				
		Spring '16	Spring '15	Spring '14	Spring '13	Spring '12	Spring '16	Spring '15	Spring '14	Spring '13	Spring '12
1	Anchor Academy										
2	Alyeska Central										
3	Aurora Christian										
4	Community Christian										
5	Connections (KPBSD)	35	40	16	13	11	180	187	94	77	61
6	Cook Inlet Academy		2	1		1		6	3		3
7	Frontier Charter School			1							
8	Galena Sch Dist (IDEA)	20	20	2	4	4	104	95	11	31	22
9	Homer Flex	2	3	1		4	12	15	3		18
10	Homer High	13	17	11	7	10	47	70	32	22	40
11	Homeschool - private		1	1	1	4		6	5	10	22
12	Homeschool - Selo					1					6
13	Kenai Alternative High	1	1	1			6	6	7		
14	Kenai Central	11	13	10	17	8	35	50	43	76	40
15	Nanwalek					1					3
16	Nikiski	2	2	2	8	4	6	6	8	47	25
17	Nikolaevsk		1	1				6	6		
18	Ninilchik	1	5			3	3	21			9
	Razdolna	2					7				
19	River City Academy	4	7	2			13	27	10		
20	Seward	19	21	13	12	9	61	84	39	51	30
21	Skyview			18	11	17			80	59	96
22	Soldotna High	25	38	9	21	12	108	173	57	114	64
23	Susan B. English	2	1				7	6			
24	Voznesenka	1	1	1	1	3	3	6	6	8	15
25	Wings Christian Academy	1	1				3	6			
	TOTALS:	139	174	90	95	92	595	770	404	495	454

CAREER & COMMUNITY ENGAGEMENT CENTER

Following is a summary of the KPC Career & Community Engagement Center (CCEC) services for July 1, 2015 – June 30, 2016.

Areas of Service and Consultation

- *Individual Career Advising*
- *Group Career & Team Building*
- *On Campus & Online Career Development Resources*
- *Career Development Community Outreach*
- *Transition to Future Resources*

In-office Career Advising & Services

From August 25, 2015 through May 10, 2016 I advised/coached/counseled forty-nine individuals in ninety-eight+ sessions. Advising ranged from one to six meetings per person. Fifteen of the individuals met with me face-to-face, for one session. The remaining thirty-four individuals met with me for multiple sessions (in person, via phone, and online) regarding a range of career and professional development areas.

Advisee Status	# Served	Career & Professional Development Topics	# Served
<i>Female</i>	28		
KPC/UAA Students	12	Career & Academic Exploration/Assessment	26
KPC Alumnae	3	Job Search	21
Community Members	13	Résumé & Cover Letter	16
		Strengths & Personality Assessment & Leadership Development	8 ♦
		Career Advancement	8
<i>Male</i>	21		
KPC/UAA Students	14	Interview Preparation / Mock Interview	5
KPC Alumni	1	Internship	5
Community Members	6	Study Abroad & Exchange Programs	5
		Scholarship and Funding Essays	4
Total	49		98 ∞

♦ Additional "Strengths, Personality & Leadership" activities listed under **Group Career and Team Building**

∞ *Advising Topics* were tabulated only once per person, irrespective of the # of sessions devoted to a topic

Group Career & Team Building

Strengths Assessments: CCEC programs manager provided Clifton StrengthsFinder assessments to 12 individuals - 4 KPC students, 6 KPC employees, and 2 community members.

Internal Leadership & Professional Development Training: Programs Manager provided the following to KRC Resident Assistants and Residence Life Coordinator

1. Resident Assistant (RA) orientation training sessions on *Strengths in Residence Life* – utilizing StrengthsFinder assessment and StrengthsQuest Higher Education program to better understand and strengthen individual talent themes; and *Conflict Resolution and Mediation* training and coaching to prepare RAs to deal with real-life residence hall scenarios.
2. *Strengths in Residence Life: Collaborative Leading with Strengths, Part II* – focused on recognizing and managing group dynamics.
3. *Pairing the MBTI with StrengthsFinder for Greater Personal and Group Understanding* – Utilized assessment results from Myers Briggs Type Indicator typology tests and paired with StrengthsFinder talent themes for each individual to discuss strategies for personal and group development.

Global Learning Opportunities: CCEC programs manager partnered with UAA's Office of International and Intercultural Affairs to bring two Fall events and three Spring opportunities to learn about study abroad and global learning available to KPC students. Four of the five events were made available via interactive video.

1. *Study Away with UAA-KPC* – A panel of UAA students who had completed study abroad and National Student Exchange programs shared their experiences and provided tips on preparing to make the best of study away adventure.

2. *Study Abroad 101* – UAA's study abroad coordinator exposed students to the wide variety of study abroad options through UAA, discussed factors in choosing a program, budget considerations, financial aid, scholarships and important planning steps.

3. *International Opportunities Series* – Three events that included an *International Learning Experiences Panel* of local individuals with study abroad, extensive travel, Peace Corps and hosting of international students experience; a *Video-Chat with Seven International Study Program Reps* about their offerings and requirements; and another opportunity for a *Study Abroad 101* information session.

Adult Basic Education (NETS) & Guidance 150 Student Career Exploration: CCEC programs manager administered a career assessment to each of the students in the NETS course and reviewed their assessment results with them on the Alaska Career Information System (AKCIS). In both NETS and Guidance 150 she showed each student additional online resources for investigating career options, and introduced them to on-campus postings and resources to help them to reach their goals. The programs manager also coached NETS students on their progress along the way.

On-Campus & Online Career Development Resources

CCEC facilitated KPC on-campus student employment with supervising departments, and also **partnered with more than 35** industry/business, non-profit and public sector **employers** to help connect KPC students and alumni with **job, internship/apprenticeship and volunteer opportunities**. Opportunities were posted on the KRC campus job boards, online at www.collegecentral.com/kpc, and via notices in the *KPC Word* eNewsletter and KPC/CCEC social media sites.

Student Internships and Leadership Opportunities Recruitment: CCEC coordinated visits to KRC and KBC of the Alaska Recruiter from the **Student Conservation Association (SCA)**. The recruiter spoke with twelve classes and hosted information booths at both campuses to promote opportunities for students via the National Park Service Academy Alaska, field leader opportunities, veteran's fire corps, trail construction, and summer internships in Alaska and the other 49 states.

Other posted resources included: Study Abroad, National Student Exchange, international internships/jobs opportunities; and "Career Advice" documents with tips for resumes, cover letters,

Community Outreach

Job Shadow Day 2015: Three students from Kenai Central High School job shadowed two KPC faculty and one staff member during this year's Job Shadow Day. The event continued to be coordinated at KRC by the CCEC programs manager.

Kenai Peninsula Job & Career Fair: CCEC coordinated the rotation of four student Peer Ambassador Scholars, 2 staff and 3 faculty volunteers at the KPC booth at the 15th annual job and career fair on March 23, 2016.

Transition to Future Resources

Cooperative Internship Program (CIP)

Fall 2015, CCEC programs manager followed-up with 6 **Process Technology students** who undertook "process operator in training" internships in Summer 2015 on completion of their requirements.

Fall 2015, CCEC programs manager advised Kim Frost at the Kachemak Bay Campus on taking over administration of 10 **Semester by the Bay** Biology internships.

Spring 2016, CCEC programs manager directed soon-to-graduate **Digital Art** student, the faculty advisor/instructor and internship host's navigation of the process of finalizing and documenting objectives and expectations, and completion of requirements for an ART A295V internship.

CIP will now be administered by Cheryl Siemers, Asst. Director of Academic Affairs; with possible guidance/assistance from UAA's Career Development Center.

Community Engagement

On November 20, 2015, the CCEC programs manager presented an overview of the service-learning and civic engagement program at KPC for new full-time faculty. As part of the overview, the synopsis below—outlining service-learning and civic-engagement activity at KPC for the 11 years the program was administered by CCEC—was presented.

Spring 2004 – Spring 2015

32 Faculty offered Service-Learning / Community Engaged courses at KPC

In 23 Academic Disciplines:

- | | |
|--|---|
| 1. Accounting | 13. Humanities |
| 2. Anthropology | 14. Human Services |
| 3. Art (including Digital Art) | 15. Journalism and Public Communication |
| 4. Biology | 16. Liberal Studies |
| 5. Business Administration | 17. Philosophy |
| 6. Chemistry | 18. Political Science |
| 7. Communications | 19. Psychology |
| 8. Computer Information and Office Systems | 20. Sociology |
| 9. Early Childhood Development | 21. Social Work |
| 10. English | 22. Statistics |
| 11. Geology | 23. Welding |
| 12. Guidance | |

Also incorporated in:

- English as a Second Language (ESL)
- Adult Basic Education (ABE)
- Career & College Preparation Workshop (NETS)

From January 2004 – May 2015 service-Learning and community engagement took place:

Within 196 classes/sections

of 66 courses;

with the participation of more than 1,450 KPC students;

and KPC classes partnered with more than 200 community based organizations, agencies and schools.

Moving forward:

KPC Community Engagement programming will be administered by Cheryl Siemers, Assistant Director for Academic Affairs—with many recordkeeping, tracking and mentoring activities likely being directed/handled by UAA’s Center for Community Engagement and Learning.

Passing on other Programs/Resources

Alaska Career Information System (AKCIS) admin and usage at KPC:

AKCIS is an excellent career planning resource that is provided to the UA system at no cost by the Alaska Commission on Postsecondary Education. This resource can be used by students and community members who are exploring careers, looking for jobs, and generally interested in planning where they are headed. Students can create their own portfolio accounts in AKCIS and save their searches and assessment results in their portfolio account.

At KPC there are **four current** employees who now have/will have **“staff accounts” with AKCIS—due to the career guidance aspects of their jobs.**

KRC: Christina Stuive: Associate Professor of Counseling, Counseling and Advising Dept, and **Sondra Shaginoff-Stuart:** Rural and Native Student Services Coordinator,

KBC: Lolita Brache: ABE-GED Coordinator/Instructor, and **Michelle Waclawski:** ABE/GED Instructor

Several other staff/faculty have been provided with information for referring students to the resource: Bettina Kipp, Brandi Kerley, Kim Frost/Nancy Johnson, Diane Taylor/Terri Cowart, Kathi Overpeck, John Pollock/Royce Bird, Tammie Willis/Leslie Byrd, Sue Lee, Joe Thornton and Sandie Gilliland.

StrengthsQuest and Clifton StrengthsFinder assessment

Christina Stuiwe will be the new administrator of StrengthsFinder assessment codes for student and advisee use. Academic courses that will incorporate administration of the Clifton StrengthsFinder will purchase their own online assessment codes.

Job Posting

On-campus student jobs posting administration will be handled by Financial Aid Coordinator, **Kathi Overpeck**.

Posting of **jobs in the community** on physical boards on campus will be handled by Workforce Development Training and Conference Coordinator, **Joe Thornton**.

Career Development related Community Outreach Events

Career Day – Will be chaired by **Joe Thornton**

KCHS Job Shadow Day – KPC participation will be coordinated by **Joe Thornton**

Kenai Peninsula Job & Career Fair – Coordinated by new recruiter **Emily Knight**, Peer Ambassador Scholars and Student Services

Partnership with UAA Career Development Center

CCEC Program's manager scheduled an audio conferenced meeting including UAA's Career Development Center employees (listed below) and Cheryl Siemers, John Pollock, and Chris Stuiwe.

Below are notes summarizing potential collaborations discussed and prospective collaboration participants.

Potential Services in Collaboration - -provided by UAA Career Development Center

- **Workshop Series** – in partnership with UAA Multicultural Center
Possible interactive video options?
 - Job search, résumé writing, interviewing, professional networking, etc.
- **Classroom presentations** on résumés, interviewing, professionalism, eWolf ePortfolios for career use, and more
open to requests via Collaborate or Skype

- **Mock interview – via phone or Skype options** (includes videotaping of session?)
- **Internship Administration** – Courtney will make certain all regulations are followed and internship is successful via the following:
 - Required internship set-up meeting – via phone/Skype
 - Student & Employer application materials
 - Student Learning Agreement – that matches CCG and CAR learning outcomes and covers risk management requirements, etc.
 - Mid-way check-in—via phone/Skype
 - Mid-term employer evaluation
 - Final employer evaluation
 - Paperwork can be digitally signed by all parties for ease of processing
 - **\$95 program fee** for student when register for internship course
- **Consult/coaching/assistance** with preparing logistics, registration, and receiving money for KPC on-campus recruitment, career fairs, training, and conferences (e.g., Career Day and other workforce development programming).
 - Qualtrix – no cost – for registration
 - TouchNet – for payment of vendors/exhibitors at Career/Job Fairs
- **Connections with many regional employers** and on-campus recruitment opportunities – including employers in the College Central Network system.

Student Events requiring travel to UAA: Career fairs and recruitment weeks, etiquette lunches, networking nights, professional clothing giveaways, Walk-By Wednesday resume review, and more

UAA Career Development Center Contact Information

Danica Bryant: Workforce and Career Development Coordinator 907-786-6174
dmbryant2@uaa.alaska.edu

Courtney Petrosky: Career Exploration Coordinator 907-786-4514
cdpetrosky@uaa.alaska.edu

KPC Collaborators

Cheryl Siemers: Asst. Director for Academic Affairs

John Pollock: Director of Student Services

Christina Stuiwe: Associate Professor of Counseling, Counseling and Advising Dept.

Joe Thornton: Training and Conference Coordinator (workforce development-TVEP)

Sondra Shaginoff-Stuart: Rural and Native Student Services Coordinator

Bettina Kipp: Professor of Counseling & Counseling & Advising Dept. Chair

Sandie Gilliland: Process Technology Program Coordinator

College Central Network

KPC is discontinuing our contract with College Central Network (CCN) and all registered students, alumni and employers have been informed that they can transfer their registration with KPC's CCN site/services to UAA's site/services at www.collegecentral.com/uaa-alaska—which is administered by Danica Bryant at the UAA Career Development Center.

ABE/GED/jESL/TUTOR BOROUGH FUNDING REPORT, 2015-2016

Kenai River Campus

- A. Our literacy program, affiliated with *ProLiteracy America*, offers program activities that include basic instruction, GED preparation, **(28 GEDs were awarded between July 1, 2015 and May 6, 2016)**, family literacy, and life skills. We provide services to the native village of *Tyonek* as well as *Ninilchik*. We work closely with tribal councils and public school officials.
- B. English as a Second Language students had the opportunity to work either with an individual instructor or received instruction from a volunteer tutor. In addition, group ESL classes were offered on campus. 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. All ABE students are TABE tested and all ESL students are BEST tested. These tests are delivered online or paper-based and includes a pre- and post-test to assess progress in the program.
- D. Our community volunteers met with students throughout the communities of Kenai, Soldotna, Sterling, Nikiski, and Ninilchik, as was our Outreach Instructor and mobile GED examiner.
- 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 literacy.

ABE REPORT STATISTICS, 2016 Year End

The following is a summation of the 2016 ABE/GED statistics, which were obtained from the State ABE database. Also attached are copies of the 2016 State ABE NRS reports for all the Learning Center extended sites. Please note there were a total of

28 GED graduates.

Site	Full-Time Students	Contact Hours
Ninilchik	1	50.75
Soldotna	73	3352.75
Totals	74	3403.50

Site	Part-Time Students	Contact Hours
Ninilchik	1	3
Soldotna	72	561
Totals	73	564
Grand Totals	147	3967.50

Kenai-Soldotna has one full-time local-level Administrative/Supervisory/Ancillary, one part-time local Paraprofessional, one full-time GED Examiner, one part-time GED Examiner, one full-time local Teacher, six part-time local Teachers, and the volunteers below.

The table below contains the volunteer tutor totals:

<i>Volunteers</i>	<i>Number</i>	<i>Total Hours</i>
Community Volunteers	7	575.50
Totals	7	575.50

Ninilchik

Table 1 - 2016 Ninilchik
Participants by Entering Educational Functioning Level, Ethnicity, and Sex

Entering Educational Functioning Level	American Indian or AK Native		Asian		Black or African American		Hispanic/ Latino		Native Hawaiian or Other Pacific Islander		White		Two or More Races		TOTAL
(A)	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	Male (N)	Female (O)	
ABE Beginning Literacy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Beginning Basic Ed	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
ABE Intermediate Low	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ABE Intermediate High	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ASE Low	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ASE High	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Beginning Literacy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Low Beginning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL High Beginning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Intermediate Low	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Intermediate High	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Advanced	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1

Table 2 - 2016 Ninilchik
Participants by Age, Ethnicity, and Sex

Age Group	American Indian or AK Native		Asian		Black or African American		Hispanic/ Latino		Native Hawaiian or Other Pacific Islander		White		Two or More Races		TOTAL
(A)	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	Male (N)	Female (O)	
16 - 18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19 - 24	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
25 - 44	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
45 - 59	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
60 and Older	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1

Ninilchick (continued)

Table 3 - 2016 Ninilchik
Participants by Program Type and Age

Program Type (A)	16-18 (B)	19-24 (C)	25-44 (D)	45-59 (E)	60 and Older (F)	TOTAL (G)
Adult Basic Education	0	0	1	0	0	1
Adult Secondary Ed	0	0	0	0	0	0
English-As-Second Lang	0	0	0	0	0	0
TOTAL	0	0	1	0	0	1

Table 4 - 2016 Ninilchik
Educational Gains and Attendance by Educational Functioning Level

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hrs (C)	Number Completed Level (D)	Number who Completed & Advanced (E)	Number Separated Before Completion (F)	Number Remaining Within Level (G)	% Completing Level (H)	Negotiated Goal
ABE Beginning Literacy	0	0	0	0	0	0	0	37
ABE Beginning Basic Ed	1	50	1	1	0	0	100	36
ABE Intermediate Low	0	0	0	0	0	0	0	37
ABE Intermediate High	0	0	0	0	0	0	0	27
ASE Low	0	0	0	0	0	0	0	28
ASE High	0	0	0	0	0	0	0	0
ESL Beginning Literacy	0	0	0	0	0	0	0	34
ESL Low Beginning	0	0	0	0	0	0	0	43
ESL High Beginning	0	0	0	0	0	0	0	41
ESL Intermediate Low	0	0	0	0	0	0	0	41
ESL Intermediate High	0	0	0	0	0	0	0	31
ESL Advanced	0	0	0	0	0	0	0	50
TOTAL	1	50	1	1	0	0	100	34

Ninilchik (continued)

Table 4b - 2016 Ninilchik
Educational Gains and Attendance for Pre-and Post Tested Participants

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hrs (C)	Number Completed Level (D)	Number who Completed & Advanced (E)	Number Separated Before Completion (F)	Number Remaining Within Level (G)	% Completing Level (H)	Negotiated Goal
ABE Beginning Literacy	0	0	0	0	0	0	0	37
ABE Beginning Basic Ed	1	50	1	1	0	0	100	36
ABE Intermediate Low	0	0	0	0	0	0	0	37
ABE Intermediate High	0	0	0	0	0	0	0	27
ASE Low	0	0	0	0	0	0	0	28
ASE High	0	0	0	0	0	0	0	0
ESL Beginning Literacy	0	0	0	0	0	0	0	34
ESL Low Beginning	0	0	0	0	0	0	0	43
ESL High Beginning	0	0	0	0	0	0	0	41
ESL Intermediate Low	0	0	0	0	0	0	0	41
ESL Intermediate High	0	0	0	0	0	0	0	31
ESL Advanced	0	0	0	0	0	0	0	50
TOTAL	1	50	1	1	0	0	100	34

Table 5 - 2016 Ninilchik
Educational Gains and Attendance by Educational Functioning Level

Core Follow Up Outcome Measures (A)	Number Participants in Cohort (B)	Number Participants Used for Representative Cohort (C)	Number Participants Responding: Survey or Data Matching (D)	Response Rate or % Available for Match (E)	Number Participants Achieving outcome (unweighted) (F)	Number Participants Achieving outcome (weighted) (G)	% Achieving Outcome (weighted) (H)	Negotiated Goal
Entered Employment	0	0	0	100%	0	0	0	60
Retained Employment	0	0	0	100%	0	0	0	80
Obtained GED or Secondary School Diploma	0	0	0	100%	0	0	0	83
Entered Post Secondary Education or Training - 2016	0	0	0	100%	0	0	0	52
Entered Post Secondary Education or Training - 2015	0	0	0	100%	0	0	0	32

Ninilchik (continued)

Table 6 - 2016 Ninilchik
Participant Status and Program Enrollment

Participant Status on Entry into the Program	Number
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(A)	(B)
Disabled	0
Employed	0
Unemployed	1
Not in the Labor Force	0
On Public Assistance	0
Living in Rural Area	1
Highest Degree or Level of School Completed (US/Non US)	
No Schooling	0/0
Grades 1-5	0/0
Grades 6-8	0/0
Grades 9-12 (no Diploma)	1/0
High School Diploma or Alternate Credential	0/0
GED	0/0
Some College, no Degree	0/0
College or Professional Degree	0/0
Unknown	0/0
Program Type	
In Family Literacy Program	0
In Workplace Literacy Program	0
In Program for the Homeless	0
In Program for Work-based Project Learners	0
Institutional Programs	
In Correctional Facility	0
In Community Correctional Program	0
In Other Institutional Setting	0
Secondary Status Measures (Optional)	
Low Income	0
Displaced Homemaker	0
Single Parent	0
Dislocated Worker	0
Learning Disabled Adult	0

Soldotna

Table 1 - 2016 Soldotna
Participants by Entering Educational Functioning Level, Ethnicity, and Sex

Entering Educational Functioning Level	American Indian or AK Native		Asian		Black or African American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		Two or More Races		TOTAL
(A)	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	Male (N)	Female (O)	
ABE Beginning Literacy	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
ABE Beginning Basic Ed	0	2	0	1	0	0	2	1	0	0	2	3	1	0	12
ABE Intermediate Low	2	4	0	3	1	1	1	3	1	1	4	7	1	2	31
ABE Intermediate High	0	0	0	1	0	0	0	1	0	0	3	5	0	0	10
ASE Low	1	1	0	0	0	0	0	0	0	0	2	4	0	0	8
ASE High	0	0	0	0	0	0	0	0	0	0	2	2	0	1	5
ESL Beginning Literacy	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1
ESL Low Beginning	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
ESL High Beginning	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
ESL Intermediate Low	0	0	0	1	0	0	0	0	0	0	0	1	0	0	2
ESL Intermediate High	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Advanced	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
TOTAL	3	7	0	7	1	1	3	7	1	1	13	24	2	3	73

Table 2 - 2016 Soldotna
Participants by Age, Ethnicity, and Sex

Age Group	American Indian or AK Native		Asian		Black or African American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		Two or More Races		TOTAL
(A)	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	Male (N)	Female (O)	
16 - 18	1	1	0	0	1	0	1	0	0	0	4	7	1	1	17
19 - 24	1	1	0	1	0	0	1	0	1	1	3	5	0	2	16
25 - 44	1	5	0	3	0	1	1	3	0	0	5	4	1	0	24
45 - 59	0	0	0	1	0	0	0	4	0	0	1	6	0	0	12
60 and Older	0	0	0	2	0	0	0	0	0	0	0	2	0	0	4
TOTAL	3	7	0	7	1	1	3	7	1	1	13	24	2	3	73

Soldotna (continued)

Table 3 - 2016 Soldotna
Participants by Program Type and Age

Program Type (A)	16-18 (B)	19-24 (C)	25-44 (D)	45-59 (E)	60 and Older (F)	TOTAL (G)
Adult Basic Education	11	15	18	7	3	54
Adult Secondary Ed	6	1	4	1	1	13
English-As-Second Lang	0	0	2	4	0	6
TOTAL	17	16	24	12	4	73

Table 4 - 2016 Soldotna
Educational Gains and Attendance by Educational Functioning Level

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hrs (C)	Number Completed Level (D)	Number who Completed & Advanced (E)	Number Separated Before Completion (F)	Number Remaining Within Level (G)	% Completing Level (H)	Negotiated Goal
ABE Beginning Literacy	1	15	0	0	1	0	0	37
ABE Beginning Basic Ed	12	901	4	4	3	5	33	36
ABE Intermediate Low	31	1260	6	6	12	13	19	37
ABE Intermediate High	10	230	2	2	4	4	20	27
ASE Low	8	183	1	1	7	0	13	28
ASE High	5	252	0	0	0	5	0	0
ESL Beginning Literacy	1	64	0	0	0	1	0	34
ESL Low Beginning	1	40	0	0	0	1	0	43
ESL High Beginning	1	92	0	0	0	1	0	41
ESL Intermediate Low	2	297	1	1	0	1	50	41
ESL Intermediate High	0	0	0	0	0	0	0	31
ESL Advanced	1	15	1	0	0	0	100	50
TOTAL	73	3349	15	14	27	31	21	34

Soldotna (continued)

Table 4b - 2016 Soldotna
Educational Gains and Attendance for Pre-and Post Tested Participants

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hrs (C)	Number Completed Level (D)	Number who Completed & Advanced (E)	Number Separated Before Completion (F)	Number Remaining Within Level (G)	% Completing Level (H)	Negotiated Goal
ABE Beginning Literacy	0	0	0	0	0	0	0	37
ABE Beginning Basic Ed	4	693	4	4	0	0	100	36
ABE Intermediate Low	6	412	6	6	0	0	100	37
ABE Intermediate High	2	53	2	2	0	0	100	27
ASE Low	1	24	1	1	0	0	100	28
ASE High	5	252	0	0	0	5	0	0
ESL Beginning Literacy	0	0	0	0	0	0	0	34
ESL Low Beginning	1	40	0	0	0	1	0	43
ESL High Beginning	0	0	0	0	0	0	0	41
ESL Intermediate Low	1	114	1	1	0	0	100	41
ESL Intermediate High	0	0	0	0	0	0	0	31
ESL Advanced	1	15	0	0	0	0	100	50
TOTAL	21	1603	14	14	0	6	71	34

Table 5 - 2016 Soldotna
Educational Gains and Attendance by Educational Functioning Level

Core Follow Up Outcome Measures (A)	Number Participants in Cohort (B)	Number Participants Used for Representative Cohort (C)	Number Participants Responding: Survey or Data Matching (D)	Response Rate or % Available for Match (E)	Number Participants Achieving outcome (unweighted) (F)	Number Participants Achieving outcome (weighted) (G)	% Achieving Outcome (weighted) (H)	Negotiated Goal
Entered Employment	19	0	15	100%	0	0	0	60
Retained Employment	10	0	10	100%	0	0	0	80
Obtained GED or Secondary School Diploma	0	0	0	100%	0	0	0	83
Entered Post Secondary Education or Training - 2016	0	0	0	100%	0	0	0	52
Entered Post Secondary Education or Training - 2015	6	0	6	100%	0	0	0	32

Soldotna (continued)

Table 6 - 2016 Soldotna
Participant Status and Program Enrollment

Participant Status on Entry into the Program	Number
--	--------

(A)	(B)
Disabled	0
Employed	18
Unemployed	43
Not in the Labor Force	12
On Public Assistance	4
Living in Rural Area	0
Highest Degree or Level of School Completed (US/Non US)	
No Schooling	0/0
Grades 1-5	0/0
Grades 6-8	5/2
Grades 9-12 (no Diploma)	39/3
High School Diploma or Alternate Credential	1/6
GED	0/0
Some College, no Degree	1/4
College or Professional Degree	3/9
Unknown	0/0
Program Type	
In Family Literacy Program	0
In Workplace Literacy Program	0
In Program for the Homeless	0
In Program for Work-based Project Learners	0
Institutional Programs	
In Correctional Facility	0
In Community Correctional Program	0
In Other Institutional Setting	0
Secondary Status Measures (Optional)	
Low Income	0
Displaced Homemaker	0
Single Parent	0
Dislocated Worker	0
Learning Disabled Adult	5

LEARNING CENTER TEST STATISTICS, Summer 2015

Kenai Peninsula College, Kenai River Campus

This Borough funding supports the availability of exam proctoring during summer months. This person provides testing services for our summer courses, as well as GED testing, CLEP testing, and other nationally standardized exams requested and utilized by the public.

Summer 2015 Semester and combined totals for all proctored tests:

- Semester data reports represent the Summer 2015 semester totals compared to Summer 2014.
 - E-Learning has been broken into various categories to monitor growth or attrition w/in specific subgroups.
 - Cumulative data, for all semesters, is also reported at the end of each academic year.
-

- Summer testing numbers show a slight increase when compared to Summer 2014. This is largely due to the increase in E-Learning courses offered at KPC during our summer semester.
- This is confirmed in the increase seen in the computer test category and in the E-Learning category, specifically with the increase in KRC exams.
- The Combined Total of all Proctored Tests report shows a large jump in Fall 2013 testing numbers. This was a result of students finishing their GED before the paper-based series ended in December.
- The change in GED testing format is also the reason for the decrease seen in testing numbers in 2014. This trend is changing and we are now beginning to see a steady increase in GED testers. This is evident in the Spring and Summer 2015 numbers.

LEARNING CENTER TEST STATISTICS, Fall 2015

Kenai Peninsula College, Kenai River Campus

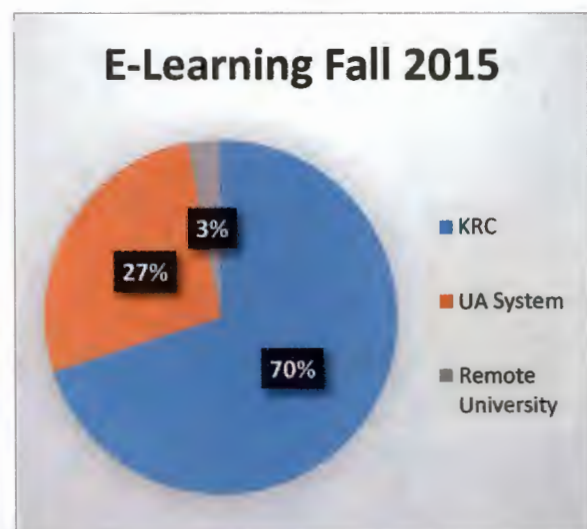
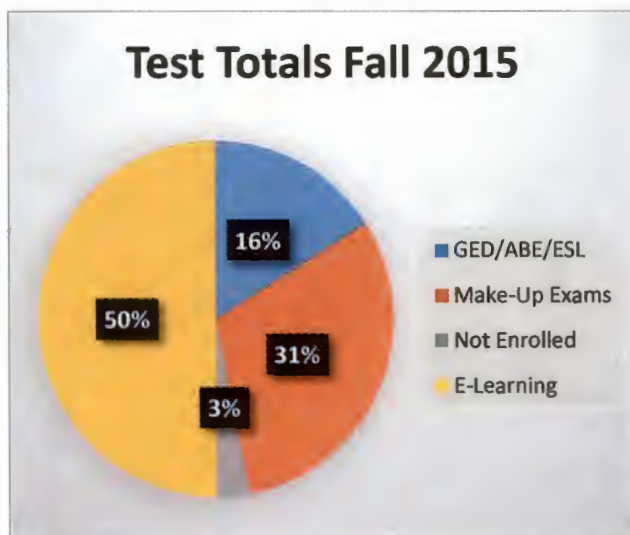
- Semester data reports represent current semester totals comparatively to the corresponding semester of the previous academic year.
 - Data will also be reported comparatively by academic year totals (at the end of summer semester).
 - E-Learning has been broken into various categories to monitor growth or attrition w/in specific subgroups.
-

- The increase in the overall numbers shows the continuing popularity of E-Learning courses and this can be seen in the increases across all E-Learning categories.
- As expected, the GED/ABE/ESL category is experiencing growth as numbers rise after the computer-based GED test has had time to become established.
- The largest percentage decrease was seen in the Not Enrolled category. In 2014, there was a larger than average number of candidates testing for certification exams, such as EMT Paramedic exams, DEC exams, and Castle exams. Hence the decrease seen in 2015 numbers.

Kenai Peninsula College TESTING STATISTICS --- Fall 2015

Compared to Fall 2014 Totals

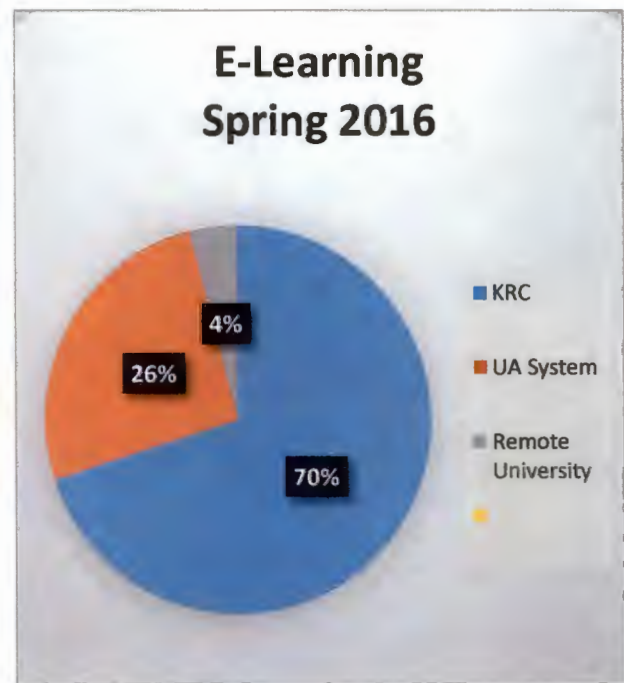
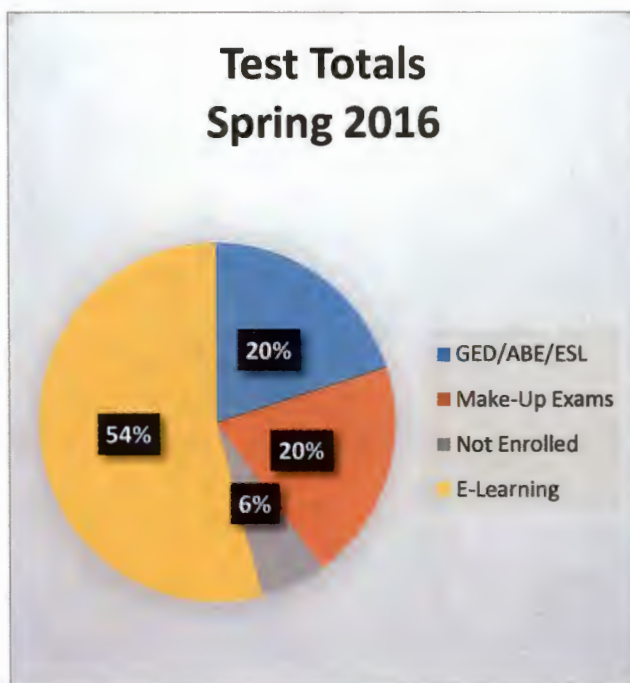
	Headcount		Headcount Change	Percentage Change
	Fall 2014	Fall 2015		
Total Testers	1280	1414	134	10.47%
Computer	844	1002	158	18.72%
Paper	436	412	-24	-5.50%
Face to Face	620	668	48	7.74%
GED/ABE/ESL	104	229	125	120.19%
Make-Up Exams	516	439	-77	-14.92%
Not Enrolled	53	38	-15	-28.30%
E-Learning	607	707	100	16.47%
KRC	479	498	19	3.97%
UA System	121	189	68	56.20%
Remote University	7	20	13	185.71%



Kenai Peninsula College TESTING STATISTICS --- Spring 2016

Compared to Spring 2015 Totals

	Headcount		Headcount Change	Percentage Change
	Spring 2015	Spring 2016		
Total Testers	1321	1206	-115	-8.71%
Computer	875	962	87	9.94%
Paper	446	244	-202	-45.29%
Face-to-Face	701	489	-212	-30.24%
GED/ABE/ESL	179	243	64	35.75%
Make-Up Exams	522	246	-276	-52.87%
Not Enrolled	73	71	-2	-2.74%
E-Learning	547	646	99	18.10%
KRC	408	450	42	10.29%
UA System	126	171	45	35.71%
Remote University	13	25	12	92.31%



KPC WRITING CENTER, Spring 2016 Report

Graphs are included as a PDF File addendum at the end of the document.

The KPC Mobile Writing Lab opened January 19th, 2016 and has served 43 students during 151 tutoring sessions. English faculty members Andrea Anderson, Casey Rudkin, and John Messick worked together with Diane Taylor, Learning Center Director, to set up the Writing Lab. The lab was open just 6 hours a week until February 8th, when an additional tutor was hired and hours were increased to 16 hours a week. Seeing a need for additional hours, Writing Lab staff increased available time to 18 hours a week beginning March 25th. Currently, involved faculty members spend 2-4 hours a week in the lab, and tutor Mollie Murray spends 12 hours a week in the lab. As of the end of March, the writing lab has attracted a number of 'regulars' and we continue to see first-time visitors. As demonstrated in the graphs below, students are more likely to visit the writing lab if their instructors are involved with the lab. Students taking face-to-face courses are also more likely to visit the writing lab than those taking courses offered online. Also of note are students who come in for writing help with assignments from web-based courses originating from other UA campuses.

A student evaluation was completed and results can be accessed [in the addendum or at: https://www.surveymonkey.com/results/SM-9H5QF3LR/](https://www.surveymonkey.com/results/SM-9H5QF3LR/). The survey is now online and students will be invited to offer feedback after each session. Goals for future semesters include garnering support from ALL English faculty members and encouraging faculty in other disciplines to send students to the writing lab. It is worth noting that several professors have used the writing lab for clarity in written assignments.

There is a potential to expand these services to more community members through free workshops and partnership with outside services such as the Soldotna Library. Writing centers such as the Salt Lake City Community College Community Writing Center offer a model of college writing centers that through outreach, partnership, and engagement meet the writing needs of both the college and the community at large.

Total Visits: 151

*of the above visits,

Face-to-Face course visits: 134; E-learning course visits: 17

KPC course visits: 124; Non-KPC course visits: 27

*of the KPC course visits,

KBC course visits: 10; KRC course visits: 114

Total Students Served: 43

Number of students who visited more than once: 26

Tutors: Andrea Anderson, Casey Rudkin, John Messick, Mollie Murray

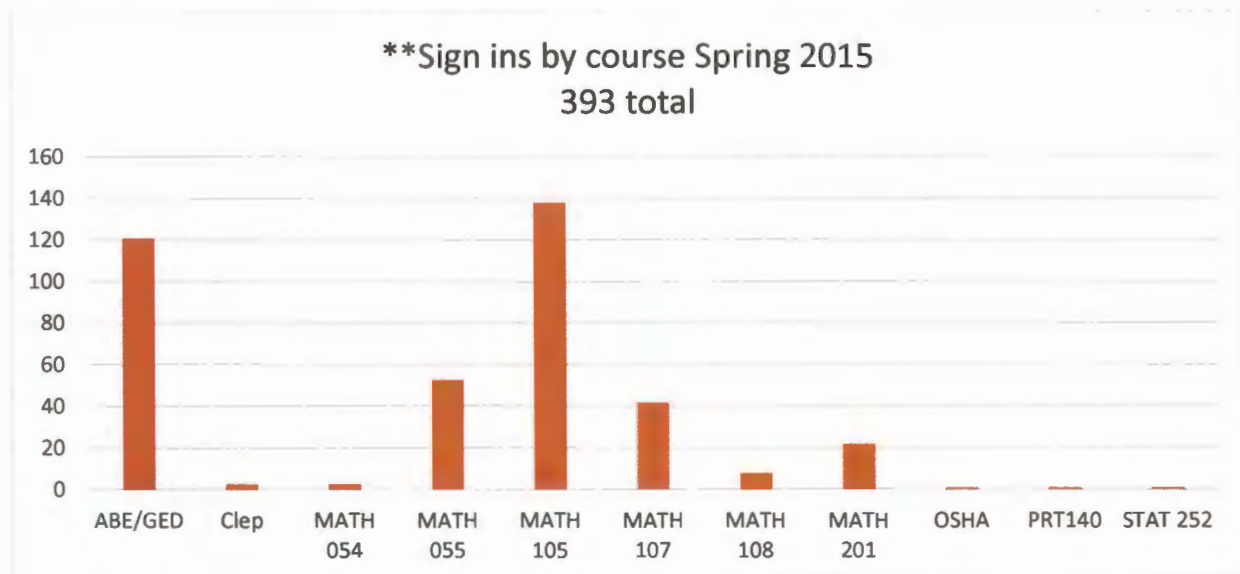
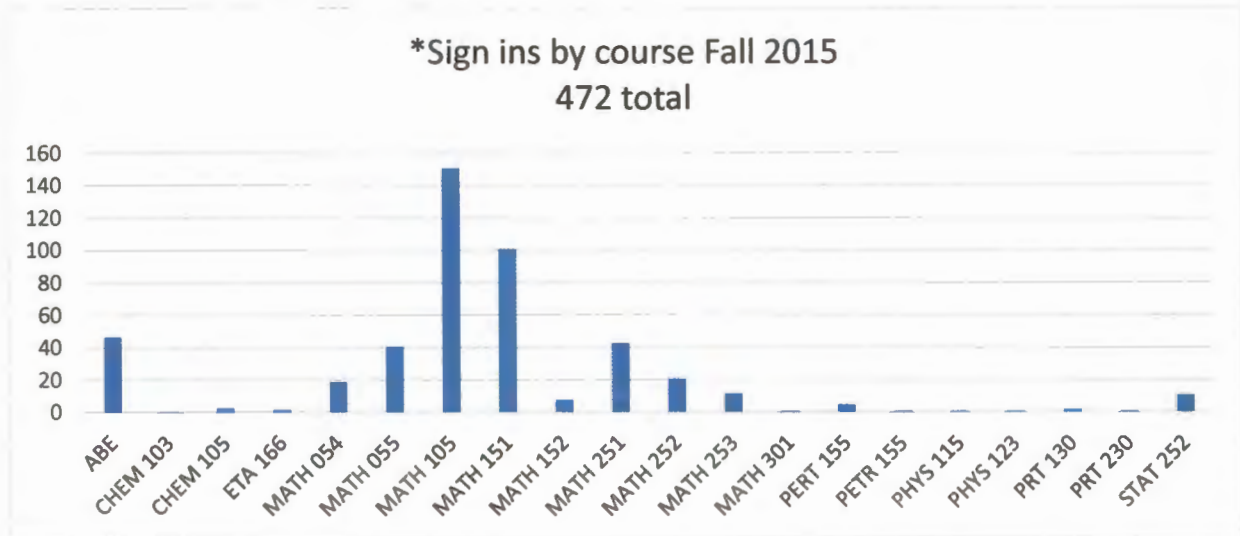
MATH LAB DATA, Fall 2015

Overview:

Total sign-ins: **472***

<i>Math 054:</i> 4%	<i>Math 055:</i> 8.7%	<i>Math 105:</i> 32%
<i>Math 151:</i> 21.4%	<i>Math 152:</i> 1.7%	<i>Math 251:</i> 9.1%
<i>Math 252:</i> 4.4%	<i>ABE:</i> 10%	<i>Other:</i> 8.7%

*Every time a student enters the math lab they are asked to sign in. The proportions shown are of the total sign-in and illustrate repeated usage in the lab.



*Fall 2015 data was collected from August 24th to December 11th 2015

**Spring 2015 data was collected from January 12th to May 4th 2015

Total number of individual students served in the lab this semester:

109

a) Students enrolled in non-math specific courses: 23

- b) Students enrolled in math specific courses: 86
 - I. Students enrolled in F2F math course: 67
 - II. Students enrolled in online math course: 19

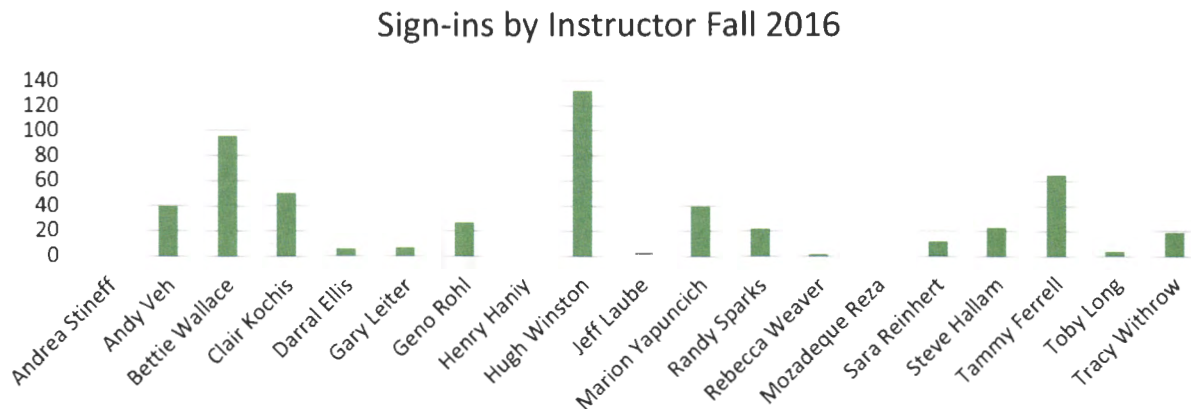
There were a total of 559 students registered for math courses through KPC this semester; 198 taking a face to face class and 361 taking an online class.

Percent of KPC math students that used the math lab:

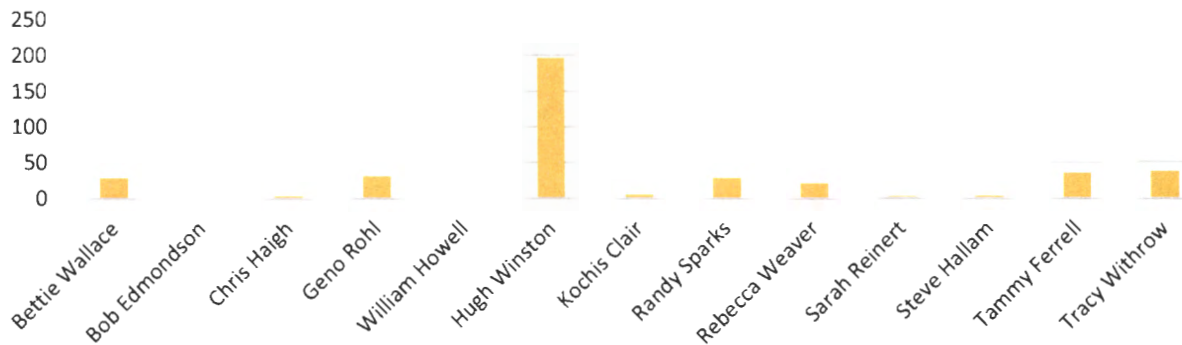
KPC math student population:	$86/559 = 15.3\%$
F2F math class population:	$67/198 = 33.8$
Online math class population:	$19/361 = 5.2\%$

Additional information and Graphs:

- The Math Lab was staffed for 20 hours per week by the Math Specialist and 6 hours a week between three faculty members: Bettie Wallace, Clair Kochis, and Andy Veh.
- The Math Lab was moved mid-semester to the old Student Union room due to Brockel Building remodel.



Sign-ins by Instructor Spring 2015



Previous Goals:

- Increase the proportion of all KPC math students (F2F and online) that utilize the Math Lab from 11.8% to 25%

15.3% of math students at KPC used the Math Lab this semester, falling short of the 25% goal.
- Increase the proportion of F2F math student usage from 27% to 30% by visiting classes and partnering with the Developmental Advisor to reach more math students

Achieved. 33.8% of the F2F math students used the math lab this semester. During the first two weeks of classes the Developmental Advisor, Brandi Kerley, and I visited every preparatory math class to inform students about college resources including the Math Lab, and I visited every Math 105 class to give a presentation on the Math Lab.
- Increase the proportion of online math student usage from 4% to 10% by providing access to computers and mobile devices in the Math Lab with the software from online classes installed such as: Hawkes Learning, XYZ Homework, Web Assign and Blackboard Learn. (These programs are typically used in online math classes to access the entire class including texts, homework, video links, etc.)

5.2% of online math students used the math lab this semester falling short of the 10% goal. An iPad mini and a laptop computer were available for use in the Math Lab however no students used these resources. Every student that used the Math Lab from an online class had a personal laptop computer already.
- Continue to modify and optimize the data collection

Achieved. Isabelle Bouton created a web sign in for the Math Lab so that it can be accessed from any device with a web browser making the sign in process much more versatile; <http://137.229.238.180/mathlab.php>. Isabelle also modified an assignment in her CS 109 class that benefited the Math Lab. Students were given the opportunity to create a program that reads the data from the sign-in web site and writes it to a text file so that it can be easily imported into an excel spreadsheet. Isabelle's help has greatly simplified the Math Lab's data entry and analysis.

Spring 2016 Semester Goals:

- Increase the proportion of all KPC math students (F2F and online) that utilize the Math Lab from 15.3% to 25%
- Increase the proportion of F2F math student usage from 33.8% to 35% by continuing to visit math classes early in the semester
- Increase the proportion of online math student usage from 5.2% to 10% by creating a Math Lab Black Board shell with resources and information for online students
- Increase the number of hours the Math Lab is staffed and continue to diversify the staff

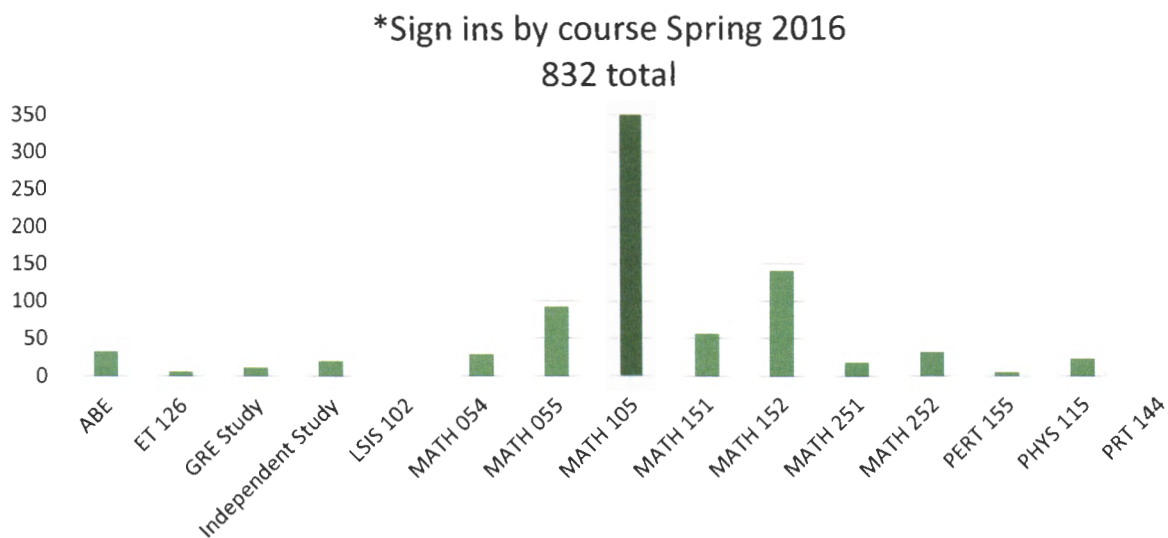
MATH LAB DATA, Spring 2016

Overview:

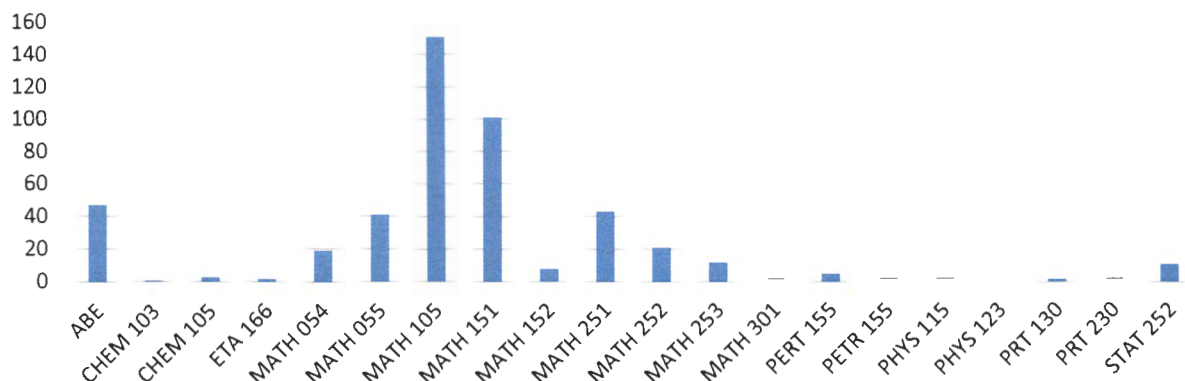
Total sign-ins: **832***

<i>Math 054:</i> 4%	<i>Math 055:</i> 11%	<i>Math 105:</i> 42%
<i>Math 151:</i> 7%	<i>Math 152:</i> 17%	<i>Math 251:</i> 2%
<i>Math 252:</i> 4%	<i>ABE:</i> 4%	<i>Other:</i> 9%

*Every time a student enters the math lab they are asked to sign in. The proportions shown are of the total sign-in and illustrate repeated usage in the lab.



****Sign ins by course Fall 2015**
472 total



*Spring 2016 data was collected from January 11th to May 2nd 2016

**Fall 2015 data was collected from August 24th to December 11th 2015

Total number of individual students served in the lab this semester: **131**

- a) Students enrolled in non-math specific courses: 27
- b) Students enrolled in math specific courses: 104
 - I. Students enrolled in F2F math course: 89
 - II. Students enrolled in online math course: 15

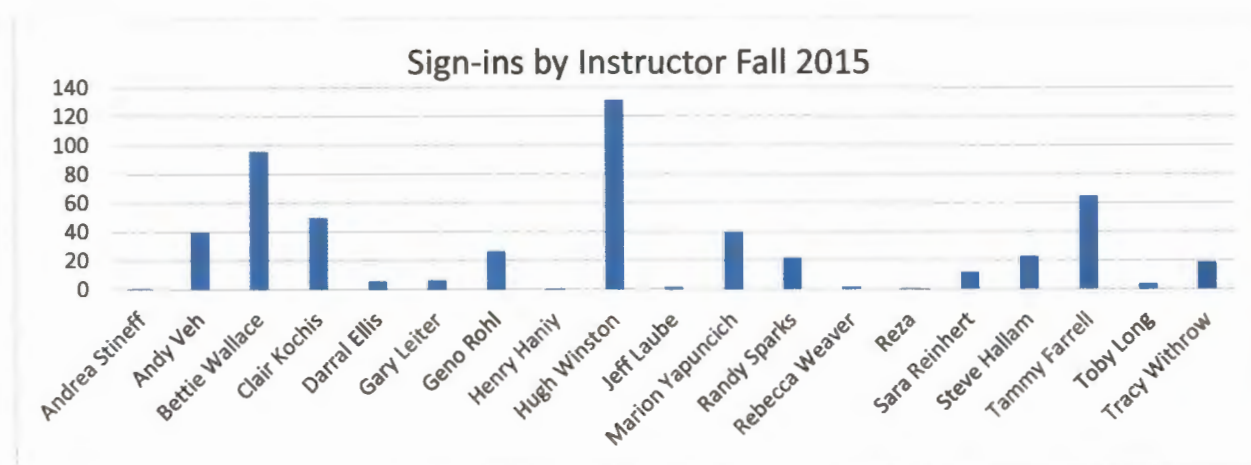
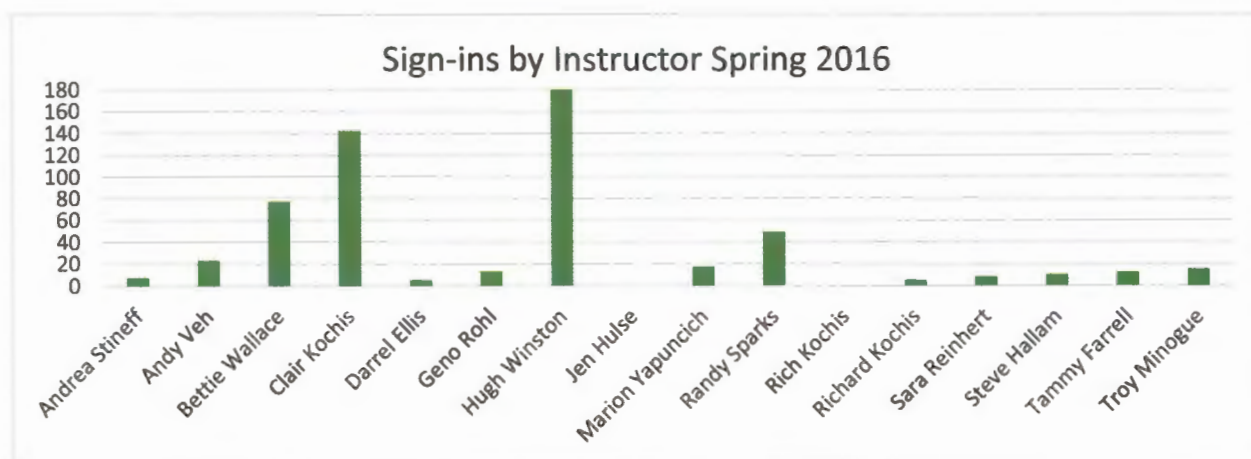
There were a total of 523 students registered for math courses through KPC this semester; 152 taking a face to face class and 371 taking an online class.

Percent of KPC math students that used the math lab:

KPC math student population:	$104/523 = 21\%$
F2F math class population:	$89/152 = 58\%$
Online math class population:	$15/371 = 4\%$

Additional information and Graphs:

- The Math Lab was staffed for 20 hours per week by the Math Specialist, 6 hours a week between three faculty members: Bettie Wallace, Clair Kochis, and Andy Veh, and 9 hours a week by two student tutors, Eric Gordon and Courtney McGee.
- The Math Lab was re-located to the CTEC Building near the faculty offices this semester.



Previous Goals:

- Increase the proportion of all KPC math students (F2F and online) that utilize the Math Lab from 15.3% to 25%
 21% of KPC math students utilized the Math Lab this semester falling just short of the 25% goal.
- Increase the proportion of F2F math student usage from 33.8% to 35% by continuing to visit math classes early in the semester
 Achieved. 58% of the face to face math student population utilized the Math Lab. This semester I visited math classes after the first two weeks of classes so that some assignments had been completed and points allocated. I believe this strategy had a large impact on the number of students that used the Math Lab from F2F classes.
- Increase the proportion of online math student usage from 5.2% to 10% by creating a Math Lab Black Board shell with resources and information for online students
 Only 4% of the online math student population utilized the Math Lab this semester, a decrease of 1.2% from last semester. A Math Lab Black Board shell was created but never fully realized.

- Increase the number of hours the Math Lab is staffed and continue to diversify the staff
Achieved. The Math Lab was almost continuously staffed from 9am to 6pm Monday through Thursday and 10am to 3pm Fridays by the Math Specialist, three math faculty members, and two student tutors.

Two year comparison:

	Fall 2014	Spring 2015	Fall 2015	Spring 2016
Total Sign ins	40	393	472	832
Individuals served	16	70	109	131
Percentage of math students served	3%	11.8%	15.3%	21%
Percent of F2F students	6%	27%	33.8%	58%
Percent of online students	.6%	4%	5.2%	4%
Leading course	Math 055	Math 105	Math 105	Math 105

Conclusions:

- Math 055 and Math 105 are consistently the courses with the highest need each semester.
- Students taking online math courses usually do not come to the Math Lab
- Spreading awareness about Math Lab services directly to math courses greatly increase the number of students that use those services.
- Having a diverse staff of tutors seems to increase the number of students that use the Math Lab
- It is clear from the data that students are much more likely to use the Math Lab when their instructor is the staff available. In general this makes obvious sense as the students would be working on that instructor's assignments and therefore could be more inclined to seek out their help rather than another Math Lab staff. Even so, I believe this information will be useful to anyone who might seek to increase the number of students who use the Math Lab.

Other Projects:

1. *The GED Math Finisher Event*

This semester I developed a week long set of math classes aimed at helping ABE students seeking to get their GED complete the math reasoning portion. These classes were delivered from April 18th to April 22nd by Huey Winston, Bettie Wallace, Geno Rohl, Clair Kochis, and Tammy Farrell. There were a total of 9 students in attendance. Of the 9 in attendance, 5 attempted the test after the event and 1 received a passing score.

2. *The Math Lab Facebook Page*

A Math Lab Facebook page was created during the fall semester of 2014. The page currently has 83 likes. I would periodically use the page to deliver math challenge problems to followers and update them on Math Lab news. To reach more people I would contact the KPC Advancement team to share the page posts, which they were always happy to do. Even though people seemed to enjoy the challenge problems on the page, I don't think it was a very useful tool for the Math Lab in general.

3. *Math Lab Survey*

The Math Lab satisfaction survey was not administered this semester. Copies of the survey are left on a clip board in the Math Lab.

Final Thoughts:

My primary goal as Math Specialist has always been to help as many of the KPC math students as possible. I have sought various ways to increase the number of students who use the Math Lab each semester in an attempt to achieve this goal. This semester the Math Lab helped 21% of the total math student population and 58% of the face to face math student population and had almost twice as many sign-ins as the previous semester. This means that not only were more students using the Math Lab, more of these students were coming back day after day. We had the added challenge of relocating to the CTEC building this semester. The increase in Math Lab usage from last semester could in part be attributed to the relocation as the Math Lab was closer to many of the Process Tech classes and students. I am proud of how the Math Lab has grown over the past two years and I hope it continues to expand in future semesters.

END-OF-SEMESTER O.W.L. REPORT, SPRING 2016

The 2016 spring semester provided a nice rebound after the 2015 spring semester provided the fewest submissions for O.W.L. tutors since the KPC program originated in 2008. During the 2015 spring semester, the O.W.L. tutors responded to only 15 different students. Those 15 students submitted (and/or resubmitted) 24 papers for review. Interactions between O.W.L. tutors and the students numbered nearly 50, including follow-up questions and answers. Most students submitted only one or two papers, but two students made at least four submissions. The highest number of submissions from a single student was five.

In 2016, however, O.W.L. tutors responded to 22 different students, who submitted 61 papers (NOT including follow-up questions and answers). As before, most students submitted only one paper apiece, but two students submitted many more—15 and 11.

The student submissions represented 15 different college courses (compared to only 10 the year before)—English A111, English A212, English A213, TECH A302, English 201, Introduction to American Government A101, Personal Psychology, Health Science A220, THR 111, THR 211,

JOUR 101, BA 301, CWLA 362, Intro to Business 151, and Dietetics & Nutrition A145. The most submissions came from English A111, CWLA 362, BA A301, and Intro to Business 151.

Nearly one-third of the total submissions received appeared during the month of April, which is historically the most productive month for submissions in spring semester. The monthly totals were: January—11, February 12, March—16, April 18, and May—4. The lower numbers in May are probably indicative of the low number of days that classes actually met during those months.

END-OF SEMESTER O.W.L. REPORT, FALL 2015

During the 2015 fall semester, the O.W.L. tutors responded to 75 different students, more than double the 34 during the year before. Those 34 students submitted (and/or resubmitted) 101 papers for review in 2014; in 2015, students provided 128 submissions. Most students submitted only one paper, but 11 students made at least three submissions. The highest number of submissions from a single student was 7. Sometimes the students corresponded with the O.W.L. tutors only to ask questions, so the total number of interactions between tutors and students was higher than the number of submissions.

The student submissions represented approximately 21 different college courses. The most submissions, by far, came from English A111 (67 of them—just over half of the total). The range of classes represented was fairly diverse: Homeland Security & Emergency Management A456, English A111, English 241, Psychology, English A213, PRPE A108, Health Science A220, Intro to American Government, History A131, Disaster Operations and Management, Cultural Anthropology, Communications A111, PRT A101, CIS A376, Intro to Linguistic Anthropology, Anthropology A202, Interpersonal Communication, ASL A102, Native North Americans (Independent Study), Chemistry A105, and MSL A111. Two students asked for help with a scholarship application or a resume.

Thirty-nine percent (the number 50) of the total submissions received appeared during the month of November—which is usually the most productive month. Other monthly totals were: August—0, September—19, October—20, and December—39. The absence of submissions in August is probably due to the low number of days that classes actually met during that month.

Overall numbers for this semester were a definite increase over the previous year.

When the two OWL tutors were both on contract, they were logging approximately 20 hours per week.

Addendum:

Double click on the icon

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Addendum-Graphs_