

UAF College of Rural & Community Development Tanana Valley Campus Impact Study

Prepared for:



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uneau
Anchorage

September 2009

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Prepared by:



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Table of Contents

- Study Summary 1
- Introduction and Methodology 3
 - Introduction..... 3
 - Methodology 3
- Profile of Campus and Programs..... 4
 - Tanana ValleyCampus 4
 - TVC Degrees, Programs and Events..... 7
- Student Enrollment 10
 - Enrollment Trends..... 10
 - Student Enrollment Characteristics and Demographics..... 12
- TVC-Related Direct Economic Impacts..... 17
 - Revenue..... 17
 - Expenditures 19
- Economic Impacts of TVC..... 23
- Community Value of Tanana Valley Campus 26
- Appendix 31

Study Summary

University of Alaska Fairbanks (UAF) Tanana Valley Campus (TVC), part of UAF's College of Rural and Community Development, contracted with McDowell Group, an Alaska research and consulting firm, to assess the economic and social impacts of TVC in the greater Fairbanks area and statewide. TVC contributes significantly to the local and regional economy and as the local community college, plays a critical role in the educational continuum in the region by providing vocational and academic education and lifelong learning opportunities for residents. Key findings are presented below.

TVC employs a sizeable workforce and is a major economic contributor to the Fairbanks region and the state, representing an estimated total \$17.4 million in payroll and campus spending impacts statewide in FY 2008.

EMPLOYMENT

With average annual employment at the campus was about 330 staff and faculty in FY 2008 and TVC was one of the top 10 employers in Fairbanks. All but a few employees were located within the Fairbanks North Star Borough (FNSB). Campus renovations in FY 2008 provided an estimated 16 additional jobs in Fairbanks.

DIRECT ECONOMIC IMPACTS

In FY 2008, TVC spent nearly \$8.3 million on payroll and benefits and an additional \$1.6 million on goods and services, travel, student aid, and equipment in the borough. Additionally, UAF spent nearly \$1.3 million in the region on campus renovations. TVC reported total direct spending of almost \$10 million in the borough in FY 2008.

Additionally, UAF spent \$1.6 million in FY 2008 on behalf of TVC for campus renovations. This spending created 16 direct jobs in the FNSB.

TOTAL ECONOMIC IMPACTS

TVC's FY 2008 total (direct and renovation) spending of \$11 million within the borough which resulted in an estimated total of 380 jobs and economic activity of about \$15 million in the borough. Statewide total (direct and renovation) spending of nearly \$12 million resulted in total estimated statewide economic activity of \$17 million in FY 2008.

STUDENT IMPACTS

TVC graduates earn higher wages. On average, 2006 vocational program graduates' quarterly wages increased by one-third from \$5,697 to \$7,624 for the quarter seven to 12 months after graduation.

TVC is a vital part of the greater Fairbanks area community and provides economic and quality of life opportunities for residents.

A group of knowledgeable industry, educational, and other community leaders were interviewed to gather their opinions concerning the contributions of TVC to the region. Two particular comments captured many of the interviewees' opinions. One interviewee stated that TVC benefits the community significantly more

than people realize or fully appreciate. It is a high-quality program that is versatile and provides several different avenues of opportunity. It is for younger folks looking to be educated and older folks committed to lifelong learning. It educates and motivates the populations of Fairbanks and Delta Junction due, in great part, to the efforts of faculty and staff of TVC. Another stated that "Without TVC we would lose students to other communities or out of state. Once you've lost them you wouldn't get them back. You would have a less educated workforce and a less informed citizenry, with less opportunity for economic development projects and improvements to the community."

Key themes from these interviews are reflected in the following quotes.

TVC programs are successful workforce development.

When you think about TVC, you really need to recognize that they have done a fantastic job of being responsive to the needs of the business community. They also have a growing relationship with labor organizations and unions who recognize the great work they are doing and the valuable training they are

Introduction and Methodology

Introduction

University of Alaska Fairbanks (UAF) Tanana Valley Campus (TVC), contracted with McDowell Group to assess the economic impact of the campus on the Alaska economy and analyze the school's qualitative benefits to residents. Economic impacts include TVC's direct spending on goods and services, capital expenditures, payroll and benefits, as well as the circulation of those dollars throughout the regional and statewide economies. Qualitative benefits are more difficult to measure, but are equally important. They include the production of educated individuals who will enhance the state's workforce and an increase in the quality of graduates' lives based on a higher standard of living and greater self-confidence.

Serving 3,200 to 3,700 students each semester, TVC is a community campus within the University of Alaska Fairbanks College of Rural and Community Development. UAF is part of the University of Alaska (UA) system, the only public university in Alaska, serving about 47,000 students annually throughout the state via three regional hubs: University of Alaska Fairbanks (UAF), University of Alaska Anchorage (UAA), and University of Alaska Southeast (UAS). UAF is known as a research institution with significant contributions to Arctic research. As part of the UAF system, TVC fulfills the community college mission of UAF in the greater Fairbanks area. The campus also partners with other community campuses and training centers across the state. Graduates are prepared to enter the Alaska workforce or to pursue further academic studies.

Methodology

The economic impact section of this study examines the cumulative effects of TVC-related employment, payroll, and expenditures within the Fairbanks North Star Borough and statewide. This study is similar to the impact analysis of the University of Alaska statewide system, conducted by McDowell Group in 2007. Following the general methodology of that study, regi

Profile of Campus and Programs

Tanana Valley Campus

Located in Fairbanks, TVC's mission is to prepare adults for employment in occupations in high demand and that pay well: TVC is Alaska's quality choice for career and technical education, academic preparation, and lifelong learning. TVC's core purpose is community-driven education, built on values of academic excellence, student empowerment, innovation, flexibility, and community collaboration.

The largest community campus in the UA system, TVC began in 1974 as Tanana Valley Community College. Today it is a significant part of UAF, contributing nearly 40 percent of all UAF student credit hours and over 20 percent of student headcount. It is nearly the size of UAS, one of UA's three major administrative units. TVC focuses on both traditional college-aged students and non-traditional students; about half are between 18 and 24 years of age while the other half are first-generation college students, older, in the military, or from underserved populations. Alaska Natives make up 13 percent of TVC's student population.

TVC is situated in ten different locations throughout the greater Fairbanks area, extending from the main UAF Fairbanks campus to nearby military bases to its partnership facility in Delta Junction (100 miles away). Its administrative offices and Student Assistance and Advising Center are located in the Tanana Valley Campus Center, 604 Barnett Street, in downtown Fairbanks. The Fairbanks locations are described below.

TANANA VALLEY CAMPUS CENTER (TVCC)

Located in a former courthouse building currently undergoing renovation and remodeling, the 70,000-square-foot space is home to administrative offices including the TVC director's office, classrooms, computer, health education labs, the TVC Student Assistance and Advising Center, and the TVC Learning Center.

UAF DOWNTOWN CENTER

The UAF Downtown Center, located on Second Avenue, houses both TVC and other UAF programs. TVC programs located there include Information Technology Specialist, Construction Management, Drafting Technology, and Safety.

HUTCHISON INSTITUTE OF TECHNOLOGY

A facility shared by the Fairbanks North Star Borough School District and TVC, two-thirds of the facility

The Hutchison Institute of Technology is a joint-use facility involving both TVC and the Fairbanks North Star Borough School District. Two-thirds of students come from the James T. Hutchison High School, a CTE magnet school for the greater Fairbanks area. The TVC portion houses Culinary Arts, Process Technology, Welding Technology, Diesel/Heavy Equipment, and Aviation programs.

UNIVERSITYPARK BUILDING

EIELSON AFB EDUCATIONAL CENTER OFFICE

Located at Eielson AFB Education Center, TVC has use of an office, a testing center, and classrooms. TVC staff provides advice, registration aid, and administrative services to mi

TVC Degrees, Programs and Events

TVC's 40 degree and certificate programs focus on workforce development, academic preparation, and lifelong learning. TVC concentrates on developing programs that address workforce development in areas recognized as high-growth and high-demand for Alaska's economy. There is currently the greatest demand in areas such as Allied Health and Nursing, Process Technology (oil and gas techs, utilities, construction), Applied Business and Entrepreneurship, Auto and Diesel technologies, and Early Childhood Education.

The campus partners with many regional organizations that allow a practical approach for classroom learning, as well as hands-on experience. This combination increases the students' skill level and their ability to find employment upon graduation. Some of the programs boast a 100 percent success rate for obtaining a job upon completion of the program. Many programs allow students to work full-time. Some students work in the field they are studying through work partnerships with TVC and other organizations; some are hired by the organizations even before completion of their program at TVC. Some students finish their degree or certificate program at TVC and move on to a four-year degree program at UAF or elsewhere. Many students continue programs at TVC to facilitate additional career advancement.

Academic Programs

Distance Education and E-Learning Programs

In addition to traditional, classroom-based courses, TVC offers a variety of distance education and e-learning courses. Distance education includes online web-based, audioconference, videoconference and Elluminate

TVC is central to Partners for Progress in Delta, Inc. , a non-profit group located in Delta Junction that provides regional education and training opportunities. TVC is also involved with the Greater Fairbanks Chamber of Commerce, especially with its education committee.

Locally, nearly all TVC programs have active and engaged community advisory committees made up of employers and program advocates. Major partners include Fairbanks Memorial Hospital and Denali Center, Alaska Works Partnership, Associated General Contractors, Operating Engineers Local 302, Doyon Ltd., Fairbanks Job Center, JP Jones Community Development Center, Flint Hills Resources, Grainger Inc., Delta Mine Training Center, Petro Star Refinery, NAPA AutoParts dealerships and shops, and many more. These and other partners provide scholarship support, in-kind services, training venues, donations, apprenticeship pathways, and much more. In addition, TVC has a fully engaged Community Advisory Council made up of 15 members representing all major sectors of the greater Fairbanks economy.

Student Enrollment

Enrollment

On average, TVC enrolls 3,200 to 3,700 students each semester. This student population includes all students receiving instruction from TVC, regardless of their degree program location. For example, some TVC students are enrolled in degree programs based in Fairbanks or Anchorage, but complete general requirements for those degrees or take other classes at TVC. According to UA Statewide Planning and Budget, one-third of all UAF students took at least one course from TVC in Fall 2008.

Student enrollment at TVC is measured in two ways: head count and semester credit hours (SCH). Head count measures the number of students enrolled in any number of classes, while SCH accounts for the number of course credits each student is taking. For example, 10 students taking one three-credit course each is reflected by a head count of 10 and total SCH of 30. Ten students taking 12 credits each (full-time) is reflected by a head count of 10 and total SCH of 120. Within the higher education arena, SCH is considered the more accurate measure of a school's production and is more closely associated with its revenue stream. Both measures will be presented in the following section.

Enrollment Trends

Fall 2008 enrollment at TVC was 3,296, the highest among all UA community campuses. Spring 2009

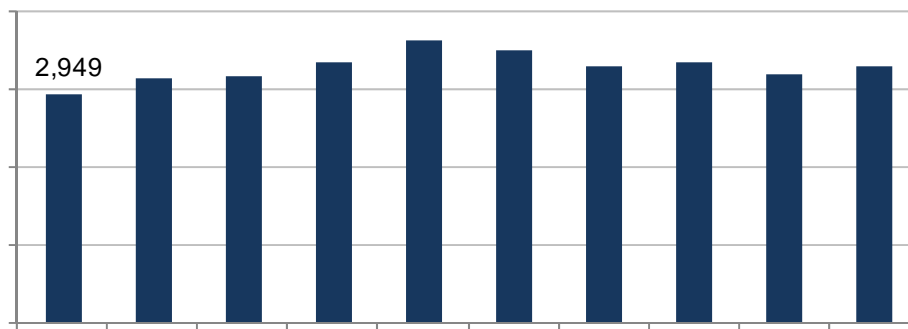
Table 1
 Student Enrollment Trends, Fall 2004 - Fall 2008

Year	Head Count	Credit Hours
2004	3,501	16,115
2005	3,318	14,822
2006	3,363	15,822
2007	3,194	15,315
2008	3,296	15,864

Source: Statewide Planning and Budget, UA in Review, 2009.

The following chart presents 10-year trend information for Fall semester student enrollment at TVC.

Figure 1
 Student Enrollment Trends, Fall 1999 - Fall 2008



Source: Statewide Planning and Budget, UA in Review, 2009.

Student Enrollment Characteristics and Demographics

Student Enrollment Characteristics

In Fall 2008, TVC enrollment was equally split between full-time and part-time students. The majority of enrolled students (70 percent) were degree-seeking. There were 190 students who took at least one non-credit course offered by TVC.

Table 2
Student Enrollment Characteristics, Fall 2008

	Count	% of Total
For-credit enrollment		
Part-time	1,672	51%
Full-time	1,624	49
Degree-seeking*	2,293	70
Non-degree seeking	1,003	30
Total enrollment in for-credit classes	3,296	100%
Total enrollment in non-credit classes**	190	

Source: Data supplied via UA Information Systems: Banner SI closing extracts, Fall 2008 and from UA in Review, 2009.

*Degree-seeking status is determined at the UA statewide level; the students counted as degree-seeking are enrolled at TVC but may be degree-seeking at any of the three MAUs (UAF, UAA, UAS).

**Non-credit head count is an unduplicated head count of all students taking one or more noncredit courses. Some of these students may also have been enrolled in for-credit classes.

Student Demographics

STUDENT ORIGIN

More than half of all TVC Fall 2008 students originated from Fairbanks and North Pole. Included in the appendix of this report is a table of other Alaska communities of origin not included in the top 20 list below. In total, students came from 143 communities around the state.

Table 4
Top 20 Locations of Student Origin*, Fall 2008

	Students	% of All TVC Enrolled Students
Fairbanks	1,513	46%
North Pole	412	13
Out of State	265	8
Anchorage	128	4
Eielson AFB	96	3
Fort Wainwright	74	2
International	69	1
Delta Junction	44	1
Wasilla	40	1
Eagle River	33	1
Palmer	29	1
Bethel	28	1
Kodiak	25	1
Kenai	22	1
Nenana	22	1
Salcha	22	1
Soldotna	21	1
Tok	21	1
Homer	19	1

Source: Data supplied via UA Information Systems: Banner SI closing extracts, Fall 2008.

**Origin is the location of a student when first enrolling at the university and may differ from a student's current citizenship, visa, or state residency status. For Alaskan students entering the university, the origin is recorded as a city or village. For students of other states, the origin is recorded as the state from which the student comes. In the case of a foreign student, the origin at entry is recorded as the student's home country.

Of the 265 Fall 2008 students from out-of-state, half were from the western United States. The overall top states of origin were Washington (14 percent), California (12 percent), Texas (5 percent), Colorado (5 percent), Minnesota (4 percent), New York (4 percent), and Oregon (4 percent).

Table 5
Out of State Student Origin by Region, Fall 2008

	% of Total Out of State Students
West	49%
Midwest	19
South	17
East	14
Other	1

Source: Data supplied via UA Information Systems: Banner SI closing extracts, Fall 2008. Note: Figures have been rounded.

Canada was the top country for students with citizenship originating from outside the United States in Fall 2008. In all, students came from more than 30 different countries around the world.

Table 6
Countries of Citizenship and Student Count, Fall 2008

10 or more students
Canada (16)
5 to 9 students
China (6), Japan (7), Russia (7), Germany, (8)
2 to 4 students
Brazil, France, India, Philippines, South Korea, West Indies, United Kingdom
1 student
Bolivia, Bulgaria, Denmark, Dominican Republic, El Salvador, Estonia, Federated States of Micronesia, Finland, Kyrgyzstan, Malaysia, Mexico, New Zealand, Nigeria, Norway, Panama, Peru, Poland, Singapore, Sweden, Ukraine, Uzbekistan

Source: Data supplied via UA Information Systems: Banner SI closing extracts, Fall 2008.

*Origin is the location of a student when first enrolling at the university and may differ from a student's current citizenship, visa, or state residency status. For Alaskan students entering the university, the origin is recorded as a city or village. For students of other

GRADUATES

TVC has graduated between 206 and 280 students annual

HIGH DEMAND JOB AREA AWARDS

One of the overall performance measures used by UA to evaluate success is the number of degrees and certificates awarded to graduates in areas known as •High Demand Job AreasŽ where demand for Alaska workers is (and will be high) and where wages will be above average. TVC’s goal is to address the needs of the state by offering programs that support workforce development for today’s HDJA fields, and to closely monitor emerging trends to identify HDJA of the future.

In FY 2008, almost 70 percent of degrees and other credentials awarded by TVC were in HDJA fields such as process technology, allied health careers and applied business and accounting programs. In that year, TVC had 955 HDJA majors and 203 HDJA academic awards. The 203 HDJA academic awards at TVC represented 28 percent of all UAF HDJA awards in FY 2008 and exceeded TVC’s performance target by 25 percent. TVC’s outstanding performance in exceeding

TVC-Related Direct Economic Impacts

Direct economic impacts of Tanana Valley Campus include TVC's spending in its normal business transactions and expenditures related to college activities: payroll, goods and services, and student aid, among others. Direct impacts also include TVC expenditures on capital projects, such as construction or renovation of buildings and the purchase of equipment.

The analysis of TVC's regional and statewide impacts is premised with a presentation of its revenue and revenue sources.

Revenue

Funding for TVC comes from a number of sources, including State of Alaska general funds, student tuition, and federal receipts. The following table details TVC revenue sources and funding amounts for FY 2007 and FY 2008.

Total revenue for TVC increased 1.2 percent from \$10.9 million in FY 2007 to \$11 million in FY 2008. At nearly \$5 million, student tuition and fees were significant and accounted for 45 percent of TVC revenues in FY 2008. Student tuition and fees increased 9 percent from FY 2007 to FY 2008. State appropriations accounted for 42 percent of revenues in FY 2008.

The campus received approximately \$1.5 million over the three years (\$230,000 in FY2006, \$796,000 in FY 2007 and \$517,000 in FY 2008) from the Department of Labor as a Community Based Job Training Initiative grant which significantly increased revenues for TVC. The grant was intended to build community college capacity for training in high demand jobs such as diesel/heavy equipment repair, auto technician, drafting technician, power generation, and safety and health fields.

Table 10
Revenue Sources, by Funding Source, FY 2007 to FY 2008

Source	FY 2007	FY 2008
Unrestricted		
State appropriations	\$4,317,500	\$4,595,300
Student tuition and fees	4,490,700	4,897,600
Educational program funding	528,000	494,700
Indirect cost recovery	-	-
UA receipts	551,900	354,700

Source: UA Statewide Planning and Budget, Unit Level Report, 2009. Figures have been rounded.

Figure 2
Revenue Sources, by Percentage of Total Funding, FY 2008

Description of Revenue Sources

State appropriations include receipts from the State of Alaska's general operating fund.

Federal receipts include restricted funds, such as grants and contracts, where spending is dictated by the specific federal funding agency.

Student tuition and fees are generated by tuition charged to students for instructional programs, as well as fees charged for specific activities or items such as materials, and labs.

Educational program funding is revenue from a variety of sources used to fund specific educational activities.

Indirect cost recovery revenues are generated from federal and other restricted grants, and are used to help offset administrative and support costs that cannot be efficiently tracked directly to grant programs. When the university receives a grant, it records the revenue for the actual project in restricted receipts and the revenue for indirect costs in indirect cost recovery.

Auxiliary receipts are associated with all self-supported activities of TVC. They include all revenues from

Expenditures

In FY 2008, TVC spending totaled approximately \$11 million, with the majority of spending (\$8.3 million) on wages and benefits. Expenditures on contract services amounted to nearly \$1.3 million, while commodities were about \$900,000, and travel expenses were about \$90,000. Other spending included miscellaneous spending of \$200,000, capital and equipment (\$147,000), and student aid (\$46,000).

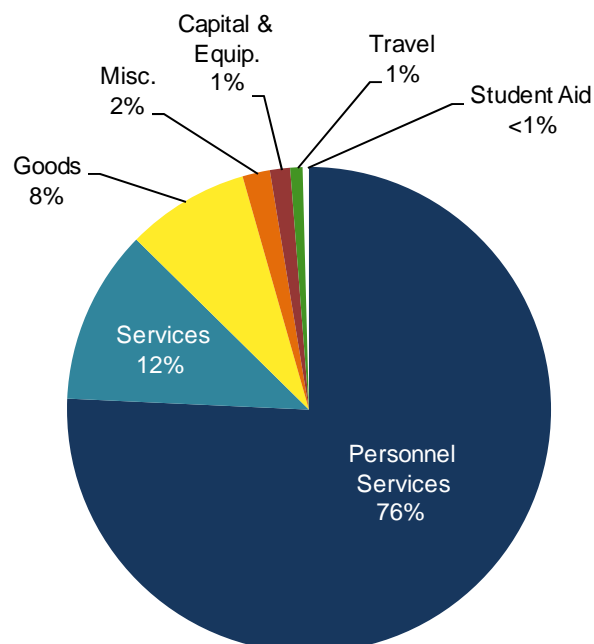
Table 11
Expenditures, by Type, FY 2008

Type	Amount	% of Total Spending
Personnel Services (wages and benefits)	\$8,296,300	76%
Contracts (services)	1,277,200	12
Travel	90,400	1
Commodities (goods)	898,000	8
Student aid	45,600	<1
Capital and equipment	146,900	1
Misc.	200,400	2
Total Expenditures	\$10,954,800	100%

Source: UA Statewide Planning and Budget, Unit Level Report, 2009. Figures have been rounded.

Three-quarters of TVC spending was allocated to personnel services, which included employee payroll and benefits. Twelve percent was spent on services and 8 percent on goods.

Figure 3.
Expenditures, by Percentage of Spending, FY 2008



ADDITIONAL TVC-RELATED CAPITAL SPENDING

An additional \$1.6 million was spent by UAF in FY 2008 for Phase II renovation of the TVCC building in downtown Fairbanks. This spending, called a •Fund 5 account,Ž is money spent by UAF on major capital projects on behalf of the campus. These funds, however, are not included in TVC•s budget and therefore are

Economic Impacts of TVC

The economic impact estimates below are based on a widely used input/output model, IMPLAN, which estimates multipliers for determining the effects of employment and payroll on regional and statewide economies. There are three types of economic impacts related to TVC spending and employment:

- € Direct impacts: Campus spending on goods, services, student aid and payroll.
- € Indirect impacts: Jobs and income in businesses providing goods and services to the campus. For example, vendors who conduct business with TVC in turn buy fuel and other supplies, rent office space, and purchase services from other local providers, in support of their day-to-day business operations. This spending creates additional jobs and income in the region (and statewide).
- € Induced impacts: Jobs and income created as a result of campus employees spending their payroll dollars in the local economy (these are sometimes termed "induced" impacts).

Additional Capital Expenditure Impacts

An additional \$1.64 million was spent on behalf of TVC in FY 2008 for Phase II renovation of the TVCC building in downtown Fairbanks. Based on direct employment of 16 individuals, the project had an indirect and induced impact of about seven additional jobs within the Fairbanks North Star Borough and one additional job in the remainder of the state. The additional payroll associated with this indirect and induced employment totaled about \$174,000 within the region, and nearly \$250,000 statewide.

Total direct project spending within the Fairbanks North Star Borough was about \$1.3 million and resulted in total estimated economic activity of about \$1.6 million

Summary of Economic Impacts

The following table summarizes the total impacts of PWSCC direct and additional capital expenditures.

The campus had total direct spending in the region of about \$11.1 million, which resulted in estimated total economic activity of \$15 million in the region. Statewide direct spending for TVC was about \$11.8 million and resulted in an estimated \$17.4 million in total economic activity.

Table 17
Summary of the Economic Impacts of TVC Direct Campus Spending
and Additional Capital Expenditures, FY 2008

	Direct	Indirect & Induced	Total

Community Value of Tanana Valley Campus

TVC contributes economically to the greater Fairbanks and is a valued community asset. The campus is an asset to the State of Alaska because of extensive programs that focus on workforce development, academic preparation, and lifelong learning. TVC is successful because it is filling a need by helping to create a qualified Alaska workforce. TVC pays special attention to changing workforce trends, and anticipates the needs of the community. Without TVC there would be fewer qualified workers in the oil and gas, health care industries, cosmetology and computer science in Alaska. Through education, TVC improves the quality of life of residents of the community and the region.

To illustrate the qualitative impacts of TVC, the study team conducted interviews with a variety of local community leaders, gathering their viewpoints on TVC's contribution to Fairbanks area. Below is a summary of general themes that emerged from these interviews.

CONTINUUM OF EDUCATION

TVC is important in the Fairbanks area for aiding students who want to continue their education. As one interviewee put it, TVC meets an important need in the educational continuum for the community. It affords a practical, hands-on education of solid skills that are needed in a frontier environment like Fairbanks.

TVC is a place for students, both young and old, to acquire the skills they need to continue their education, be it for academics, workforce development, or lifelong learning. From the academic side, as one interviewee put it, "The class I am teaching has been offered for the past three years. It gives people an introduction to the university." For those seeking workforce or vocational training, TVC is very beneficial to the community as a career and technical college. TVC provides opportunities for individuals who don't want to be in a formal academic system, but want the benefit of workforce training. They are also great for those looking to get back into school, perhaps after leaving for a while.

TVC helps to prepare those not quite ready for college. As one interviewee stated:

They are a key part of the educational continuum, and a valuable role in transitioning high school students to college. There are those who are not college-bound [academically] right out of high school and they can acquire skills needed for Alaskan industries. It gives them career and life skills, such as personal finance classes, as well as educational offerings for specific skills and interests.

UAF is widely known as a research institution and specifically for its Arctic research. TVC is undervalued for the benefits it provides students and the community of Fairbanks.

TVC benefits the community significantly more than people realize or fully appreciate. It is a high quality program that is so versatile and provides several different avenues of opportunity. It is for younger folks looking to be educated and older folks committed to lifelong learning. It educates and motivates the populations of Fairbanks and Delta Junction due, in great part, to the efforts of faculty and staff of TVC.

WORKFORCE DEVELOPMENT

Many of the interviewees highly praised the work done by TVC in developing and educating the workforce in the community. One interviewee stated, "On the economic side, the workforce development piece is critical. They are training people for Alaskan jobs that are actually there and needed, and for the ones that will come."

The interviewees noted how TVC was very responsive to the needs of the community, taking time to plan programs and courses to benefit the community now and in the future.

TVC is very much involved in the community. There are a range of university classes, from basic core classes to specialized trainings offered through partnerships. For example, there are two intensive three-week classes in heavy equipment and welding. Some students were even able to earn university credit.

Overall, TVC has been incredible in meeting market needs. For example, the Catholic Social Services had several folks taking an introductory course to marketing. These people then went on to take the full class of marketing for small business, which was a three credit class. The first class was offered in an intensive fashion, and it piqued the interest of the people enough to take the full class.

TVC has been responsive to the community and filling market needs. TVC has really great responsiveness

We hire some of their students. There is a benefit certainly, either directly or indirectly, from having higher education in the community.

SUCCESSFUL PROGRAMS

TVC's dedication to developing successful programs was noted by the interviewees. They have a lot of good programs going on there.

Interviewees were asked to name any programs or courses that were most successful or exceptional. Several were mentioned, though the majority of the interviewees cited the following:

Another area seeing dramatic growth is process technology, which prepares people who will be control operators for the oil and gas industry.

IMPROVING QUALITY OF LIFE

By providing educational opportunities of many types, the interviewees noted that TVC improves the quality of life in Fairbanks. As one interviewee stated, "I am very supportive of TVC. It has opened its heart to improve the quality of life and help people who may be uncertain about what they want to do with their lives."

The interviewees added their overall views of how TVC impacts the community. One stated, "TVC serves a region of Fairbanks, North Pole, Delta and more. It is a great example of a highly functional community college, and it takes the word community seriously. I give it high marks for community, meeting market needs, willingness to try new things, and for its flexibility."

Others added, "I have a highly favorable view of the college," "They are just a little gem here in Fairbanks, and they provide a really essential service" and "TVC really provides a tremendous bang for the buck."

Overall, being able to continue education, either academic or vocational, benefits the students and the community. As an interviewee stated, "TVC has a really positive impact along the lines of education. A lot of students go through them. It contributes to the overall level of education in the community. The education isn't just about the workforce, but about personal development as well. It is good to have an outlet like TVC that provides highly accessible education and adds to the overall quality of life."

INTEGRAL COMMUNITY ROLE

Overall, TVC is valuable to the communities in the region. To find out how people view TVC, a hypothetical question was asked, "What would the effects be on the community if TVC were no longer available?"

We would lose students to other communities or out of state. Once you've lost them you wouldn't get them back. You would have a less educated workforce and a less informed citizenry, with less opportunity for economic development projects and improvements to the community.

I think students would then need more commitment to pursue degrees at UAF, which might discourage some. The community interest classes may or may not happen. There would be a emptiness that people would feel. There is an excitement to take classes locally and there would be a void if they left. There would be no career advancement training opportunities.

There would be several hundred people that would no longer be coming downtown on a regular basis. Even though all those people don't visit businesses every day, the businesses must enjoy the benefits of having more people downtown. The fact that it's attracting all those people must help in the retail sector. The downtown area would not die if they weren't there, but it would dampen any economic development opportunities that could happen.

It would be horrible. I don't think we would have the qualified people that we have now unless they came from out of town. TVC is the source of our workforce and if that source were gone, it would be just horrible.

It would be very negative in many ways. The private enterprises would be severely negatively impacted, as well as higher education and workforce skill development. Small businesses would be hurt. The majority of employers hire from TVC students. Losing [TVC] would hurt them.

CONTRIBUTING TO VITALITY OF DOWNTOWN FAIRBANKS

