

*UAF College of Rural and Community Development  
Bristol Bay Campus Impact Study*

*Prepared for:*  
**Bristol Bay Campus**



Research-Based Consulting

Juneau  
Anchorage

*September 2009*

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# Summary of Findings

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Bristol Bay Campus (BBC), part of the University of Alaska Fairbank'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 the campus in the Bristol Bay area and statewide. The campus service area extends to 55,000 square miles and includes 34 communities in the Bristol Bay Borough, Lake and Peninsula Borough and the Dillingham Census area. Nearly two-thirds of residents in the BBC service area are Alaska Native from three major groups; Yup'ik Eskimo, Athabascan and Aleut.

In addition to contributing significantly to the service area economy, BBC plays an important role in providing vocational and academic opportunities, as well as, lifelong learning opportunities for community residents. To fully understand the impacts of the campus, in addition to quantitative data, the study team gathered qualitative information through interviews with college administration, local government officials, community leaders, and prominent individuals within the business community.

Three particular comments express many of the interviewees' feelings about how BBC impacts the region. One interviewee stated that "They have opened a lot more opportunities for people. Personally, it gave me more choices in my life as opposed to choices forced on me by circumstances. A person can set an example for other people too. It shows people that you can earn a degree while still staying in the village, working and raising children." Another mentioned that "It is really nice to have local people earning degrees and qualifying for jobs that normally went to outsiders." One interviewee noted, "Our main industries are commercial fishing, but we also have a need for skilled nurses, social workers, accounting. We would have a hard time filling those positions without the campus. We really need that campus."

BBC has been successful in utilizing increasing revenues to improve programs and facilities and increase faculty and staff; in turn this has led to increasing enrollment and greater community impacts. BBC administration anticipates that these trends will continue. Following is a brief summary of the key findings of this study.

## ***BBC is successfully fulfilling its mission by providing exceptional opportunities to residents of the campus's service area.***

The campus "seeks to provide educational opportunities through which Alaskans, particularly Alaska Natives and rural residents, are empowered to effect social and economic changes in their communities, as well as to protect and enrich the quality of their lives and culture."

BBC degrees, certificates, programs, and classes are all geared towards the needs of Bristol Bay residents. In the last decade, the campus has graduated students with 78 certificates, 41 Associates, and 22 Baccalaureate degrees. Additionally, the campus has provided the opportunity for a great number of the regions youth and adults to take classes that prepare them for further academic learning, build skills that can lead to employment, or help to preserve their culture. Recent trends have shown significant increases in enrollment and student credit hours over the last five years. Based on opening enrollment figures for Fall 2009, BBC's enrollment appears to be continuing its upward trend. Opening Fall 2009 student credit hours appear to be very strong likely indicating that more students are attending BBC full time.

***BBC provides a significant number of opportunities to learn.***

One interview captured this sentiment with the statement “BBC makes it easy for people to become students.” BBC offers a wide range of programs for students of all ages. High school students can participate in Technical Preparation which is geared towards vocational education, or dual credit college classes. Adults can take adult basic education or prepare for a GED. Elders even take BBC classes to help them better market their art. BBC has been successful in enrolling a great number of adults in the region. Several communities had exceptionally high BBC enrollments as a percentage of the adult population (New Stuyahok 32 percent, Igiugig 17 percent and Dillingham 13 percent).

***BBC enables economic advancement for service area residents.***

The results of the educational opportunities offered by BBC are critical in campus’s service area where the economy is depressed and the cost of living is high. New skills, whether academic or vocational, help residents become more employable or to earn higher wages. Graduates of BBC vocational programs in FY 2007 saw their quarterly earnings increased by 28 percent. More training for the region’s residents also means more jobs will be filled by locals. This can lead to a higher quality of life for residents and their families. The opportunity for economic advancement is especially important for Alaska Native families in the region.

***BBC campus spending and payroll contributes significantly to the economy in its service area.***

The study also looked at the economic impacts of campus spending on payroll and goods and services in the service area and statewide.

BBC’s payroll expenditures in FY 2008 totaled \$2.2 million in its service area (almost all in Dillingham) and direct spending on goods and services was nearly \$425,000 in campus service area communities. BBC direct spending resulted in about 40 to 45 full-time or part-time jobs in the region in FY 2008.

Statewide, the direct and indirect impacts of BBC campus spending resulted in about 50 jobs and total estimated economic activity of about \$4 million.

# Introduction and Methodology

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## Introduction

Bristol Bay Campus contracted with McDowell Group to assess the economic impact of the campus on the regional and statewide economies and to analyze the school's qualitative benefits to residents of the Bristol Bay region. Economic impacts include spending by BBC and its employees, 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. Bristol Bay residents who take academic or skill-building classes are ultimately more employable in a region where jobs are scarce. This results in a better quality of life for those individuals and their families. Classes for personal growth or enjoyment can enrich the lives of community members, and courses in traditional arts and language help preserve local culture and convey these skills to the next generation.



BBC is a community campus within the University of Alaska Fairbank's (UAF) College of Rural & Community Development. UAF is part of the University of Alaska (UA) system, the only public university in Alaska, serving nearly 47,000 students annually throughout the state via three regional hubs: University of Alaska Fairbanks, University of Alaska Anchorage, and University of Alaska Southeast.

Serving roughly 400 to 700 students each semester, BBC offers access to a range of degree and certificate programs on campus, as well as at UAF and University of Alaska Anchorage (UAA) via distance learning opportunities.

## Methodology

The economic impact section of this study examines the cumulative effects of BBC-related payroll and expenditures in the Bristol Bay region 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, regional and statewide economic multipliers were applied to BBC-associated expenditures to measure indirect and induced impacts.

Multipliers are derived from a widely used input/output model, IMPLAN, along with McDowell Group's project experience and analysis.<sup>1</sup> IMPLAN multipliers may be modified, based on McDowell Group experience in measuring multipliers in Alaska rural and urban economies. To assist the research team with this study, BBC, UAF College of Rural and Community Development, UAF Planning Analysis and Institutional Research, UAF Financial Services, and UA Statewide Budget and Planning provided information on revenue,

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<sup>1</sup> Minnesota IMPLAN Group, Inc., IMPLAN Professional version 2.0

expenditures (including detailed campus spending and employee payroll and benefits), student enrollment, and demographics.

Qualitative information was gathered through interviews with campus administration, local government officials, community leaders, and prominent individuals within the business community to capture their opinions of BBC's impacts in Dillingham and the Bristol Bay region.

# Profile of Campus and Programs

## Bristol Bay Campus

With its main campus in Dillingham and outreach centers in King Salmon and Togiak, BBC service area is approximately 55,000 square miles. This region includes 34 villages, from Ivanoff Bay in the south, Nondalton in the north, Togiak in the west, and King Salmon in the east. BBC “seeks to provide educational opportunities through which Alaskans, particularly Alaska Natives and rural residents, are empowered to effect social and economic changes in their communities, as well as to protect and enrich the quality of their lives and culture.”

BBC offers academic, vocational, and local-interest courses through distance delivery, correspondence, traveling instructors, and traditional classroom learning. Students may earn a certificate, associate, bachelor’s, or master’s degree.



In 2006, the main campus building in Dillingham underwent major construction and renovation. Several new classrooms were added, so the facility could accommodate academic and vocational training needs. A new welding center also was added, allowing an increase in class offerings. Due to strong enrollment over the last five years, the campus has already outgrown the recent facility expansion and is currently investigating options for buying or leasing an additional building in Dillingham.



For students outside of Dillingham, traveling computer and construction labs further increase opportunities for village residents to engage in academic or vocational learning. The campus is also investigating the addition of small-scale learning centers in a number of villages to better serve the regional population.



## BBC Degrees, Programs and Events

BBC offers students access to many different programs, ranging from vocational certificates to a master's degree in Rural Development. The campus partners with regional organizations and other university campuses to provide on-site and off-site programs, addressing industry-specific needs of the Bristol Bay region.



### Academic Programs

In general, BBC degree and certificate programs are offered in conjunction with UAF and UAA, requiring students to take a mixture of in-person and distance learning courses. Academic programs accessible from BBC include:

- **Certificate** – Applied Business Management (Marketing, General Business, Computer Applications, Tourism, International Business, Human Resources, Public Management, Finance), Community Health, Early Childhood, Information Technology, Office Management and Technology, Renewable Resources, and Environmental Studies.
- **Associate of Arts** – General Studies
- **Associate of Applied Science** – Applied Business (Marketing, Entrepreneurship, Computer Applications, Tourism, International Business, Human Resources, Public Management, Finance), Applied Accounting, Community Health, Early Childhood, Human Services, Information Technology, Interdisciplinary Studies, Office Management and Technology, Renewable Resources.
- **Bachelor of Arts** – Elementary Education, Rural Development, Social Work, Interdisciplinary Studies.
- **Bachelor of Sciences** – Interdisciplinary Studies.
- **Master of Arts** – Rural Development.

### BBC Campus Outreach

BBC offers a range of programs to meet the needs of its service area communities. Following are some of the specific programs that provide the tools necessary for residents to increase their skills and their quality of life.

#### ADULT BASIC EDUCATION (ABE/GED) PROGRAM

Considered an important component of BBC, the adult education program provides basic education at the high school level for Bristol Bay adults, allowing them to obtain their GED. These courses help with reading, writing, mathematics, and computer skills, but also provide guidance with household budgeting, resume writing, and preparation for the Department of Motor Vehicles driver's test. Many students use these courses to transition to other higher education courses and vocational training.

## SKILL BUILDING CLASSES

The campus offers many developmental courses to aid students in successfully pursuing a post-secondary education and to strengthen their employability, particularly in high demand occupations. As well, the campus strives to design culturally appropriate curriculum applicable to real life in rural Alaska, including the appropriate use of technology to enhance access to courses by village students in the region.



Courses with an academic focus include Introduction to Spanish, Grant Writing, Keyboarding: Beginning, Keyboarding:

Skill Building, Beginning Access, Grant Management, Web-Page Design: E-Commerce, Microcomputer Word Processing, and ANSCA: Understanding Alaska Native Claims Settlement Act. Courses with a vocational focus include Welding, Drivers and Safety Education, Burner Maintenance and Repair, and Marine Refrigeration.

## PERSONAL ENRICHMENT CLASSES

BBC offers personal enrichment classes each semester. These one-credit courses are well-attended and many of them fill up quickly once registration opens. A broad spectrum of courses allows residents of different ages and interests to enhance their knowledge. Courses focused on personal interests include Net Mending, Basket Weaving, Skin Sewing, Beading, Carving, Introduction to Ceramics, Snow Machine Maintenance and Repair, and Migratory Birds of Southwest Alaska. Residents are encouraged to approach BBC if they have interest in a subject and the campus will do whatever it can to design a course and find an instructor.

## ENVIRONMENTAL/SUSTAINABLE ENERGY INTEREST

Due to a growing interest in environmental issues an on-site environmental science lab was developed. Areas of concern include global warming, shifting meteorological patterns, our reliance on, (and the cost of) fossil fuels, as well as potential mining and offshore drilling in the region. Bristol Bay Environmental Science Lab (BBESL) allows students to participate and develop research projects, data collection, and conduct analysis in areas of local scientific interest including estuary ecology, water quality, tidal energy and explorations of renewable energy sources that have local potential. These findings are presented at local, regional, statewide, and international conferences. This coursework allows students to earn a certificate in Environmental Studies or an associate of applied science degree in Renewable Resources.



## **HIGH SCHOOL STUDENTS**

Technical Preparation with High Schools (Tech Prep) allows rural high school students to take courses that prepare them for technical careers. Dual credit courses are available, allowing high school students the opportunity to acquire college credits while still in high school.

## **DISTANCE EDUCATION PROGRAM**

Distance education includes audio conference, online and Elluminate Live (E-Live) classes. E-Live classes are web-based and delivered in real-time so that students and the course instructor are interacting simultaneously from different physical locations. BBC's distance education program works to extend the courses and degree programs offered to students who are unable to get to the Dillingham campus because of geography or schedule. It also allows Dillingham-based students to take courses and complete degree programs offered through other UA campuses. As with the rest of the UA system, distance education at BBC is increasing in popularity. In academic year 2008 approximately 45 percent of BBC student credit hours were delivered via distance classes.

## **SERVICES**

Due to the remoteness of community, BBC offers several services to residents of the region that save them the time and expense of traveling to Anchorage.

- PRAXIS Testing – Testing done several times a year on campus to allow high school teachers in the area to retain certification.
- Passport Services – BBC provides passport services in Dillingham.
- Home School Testing – A state certified tester administers state tests for local home school students.

## **EVENTS**

BBC hosts several events, forums and presentations each year. Following is a list of examples:

- Alaska Marketplace – A venue for local artists to display and sell wares.
- Western Alaska Interdisciplinary Science Conference – An annual conference initiated by BBC that brings 200 people to Dillingham and includes research presentations and workshops on environmental issues.
- Annual Alaska Ocean Film Festival which includes a photo contest and children's art work display based on an ocean environment theme.
- Southwest Alaska Municipal Council – Series of workshops on small business issues.
- Pebble Mine Meeting – Introduction of CEO of the London-based company that owns Pebble Mine.
- Keystone Center Meetings – Public meetings on public involvement concerning Pebble Mine.
- Small Business Workshops – Event sponsored by a HUD grant.
- Business of Fish – Multi-day workshop to discuss fishing-related industry business issues.
- NOAA Researcher Lecture – Talk focused on near-shore species from Nushagak to Togiak.
- Invasive Plant Workshop.
- UAF Information Technology Workshop –A gathering of UAF IT systems specialists.

# Student Enrollment

## Enrollment

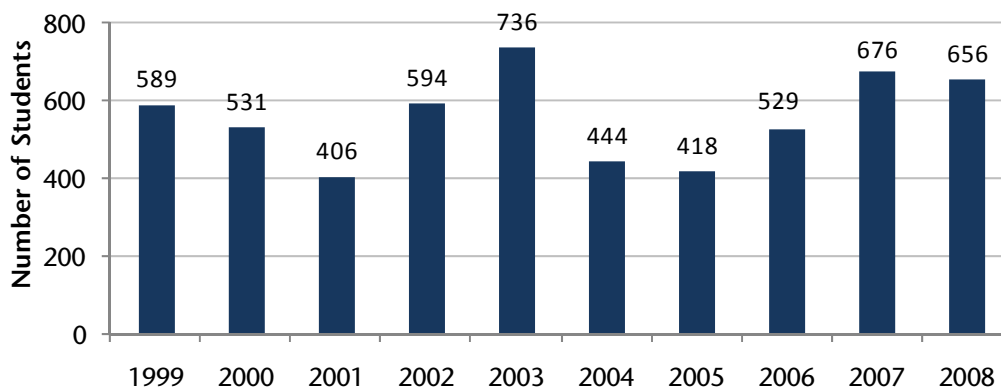
On average, BBC enrolls 400 to 700 students each semester. This student population includes all students receiving instruction from BBC, regardless of their degree program location. For example, some BBC students are enrolled in degree programs based in Fairbanks or Anchorage, but complete general requirements at BBC. About one-quarter of the BBC Fall 2008 student population were enrolled in programs at other UA campuses.

Student enrollment at BBC is measured in two ways: headcount and student credit hours (SCH). Headcount 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 headcount of 10 and total SCH of 30. Ten students taking 12 credits each (full-time) is reflected by a headcount 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 sections.

## Enrollment Trends

The following chart presents 10-year trend information for fall semester student enrollment at BBC. Enrollment fluctuated significantly over the period. There was a large decrease in enrollment numbers from Fall 2003 to Fall 2004. According to campus administration this was related to a revised reporting methodology.

**Figure 1**  
**Student Enrollment Trends, Fall 1999 - Fall 2008**



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

The trend in recent years has been a sizeable increase in student counts and credit hours. During the Fall 2008 semester, BBC enrolled 656 students, an increase of 57 percent from 2005. Student credit hours

increased by 68 percent from 1,020 in Fall 2005 to 1,709 in Fall 2008. According to campus administration, enrollment appears likely to continue this growth trend as course and service offerings continue to increase.

**Table 1**  
**Student Enrollment Trends, Fall 2004 - Fall 2008**

Year	Count	Student Credit Hours
2004	444	1,182
2005	418	1,020
2006	529	1,413
2007	676	1,918
2008	656	1,709

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

## REGIONAL MARKET PENETRATION

One measure of the effectiveness of BBC's ability to attract students is its regional market penetration rate. Market penetration rate is calculated by dividing the number of students in service-area communities enrolled in Fall 2008 by the number of adults (age 18 and older) in those communities.<sup>2</sup> The regional market penetration rate for BBC service area communities with enrolled students was 10 percent. The ability to engage one of 10 adults in the region is an accomplishment. Communities with the highest rates were New Stuyahok at 32 percent, Igiugig at 17 percent and Dillingham at 13 percent.

### *Sowing the Seeds Grant*

A significant contributor to enrollment increases and market penetration in 2006, 2007, and 2008 was the result of a Housing and Urban Development (HUD) grant titled *Sowing the Seeds: Reaping Community Benefits in Bristol Bay*. The \$800,000 grant was awarded to BBC to provide vocational training programs for rural Alaska Natives. The funds were intended to increase employment opportunities by providing vocational training, and small business development training in rural communities. The three-year project was expected to affect more than 325 individuals in the region. Classes were offered in Dillingham as well as in the villages. Class offerings geared towards individual development included introduction to personal computers, constructions trades, driver's education, and traditional arts and crafts, such as carving and beading. Classes designed to help small businesses included grant writing, supervision skills, and business-related computer training.

This program has been very successful and was a major reason for increased enrollment in 2008. One example of a high level of success is BBC enrollment in New Stuyahok in Fall 2008. About 85 adults were enrolled in a HUD class that semester. Eleven students were taking semester-based courses in Fall 2008 (some also were taking the HUD classes). The population of adults in New Stuyahok was roughly 280 at that time. This would indicate that BBC had at least one-third of all adults in the community enrolled that semester. The results of the training provided by this grant should greatly increase employment opportunities for individuals in the region, as well as increase the efficiency of small-business operation.

<sup>2</sup> The most recent population estimates (by age) for these communities are from the 2000 Census.

# Student Enrollment Characteristics and Demographics

## Student Enrollment Characteristics

Ninety-two percent of BBC students were enrolled on a part-time basis, while 8 percent were enrolled as full-time students. Whether their degree program was based at BBC or at another UA campus, 160 students enrolled at BBC were degree-seeking. Fourteen students took at least one noncredit course for personal enrichment or to enhance employment potential.<sup>3</sup>

**Table 2**  
**Student Enrollment Characteristics, Fall 2008**

	Count	% of Total
<b>For-credit enrollment</b>		
Part-time	605	92%
Full-time	51	8
<b>Total enrollment in for-credit classes</b>	<b>656</b>	<b>100%</b>
<b>Status</b>		
Degree-seeking*	160	24%
Non-degree seeking	496	76

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 BBC but may be degree-seeking at any of the three MAUs (UAF, UAA, UAS).

## Student Demographics

### STUDENT ORIGIN

In Fall 2008, 97 percent of BBC students originated from within the state of Alaska; 60 percent were from within the BBC service area. Approximately 40 percent of students originated from other areas of the state.

**Table 3**  
**Enrolled Student Origin\*, Fall 2008**

	Enrollment	% of Total Enrollment
<b>In-state enrollment</b>		
Bristol Bay Campus service area	382	60%
Other Alaska communities	255	40
<b>Total in-state enrollment</b>	<b>637</b>	<b>97%</b>
Other U.S. states	11	2
International	7	1
Unknown	1	<1
<b>Total enrollment</b>	<b>656</b>	<b>100%</b>

Source: UAF Planning, Analysis, and Institutional Research

\*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.

<sup>3</sup> 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.

## COMMUNITY ORIGIN

Table 4 lists the top 20 communities of origin for BBC Fall 2008 students. Table 5 shows the remaining Alaska communities of origin. In all, students from 101 Alaska communities were enrolled at BBC. Roughly, one out of three students originates in the BBC home community of Dillingham.

**Table 4**  
**Top 20 Communities of Origin and Student Count, Fall 2008**

	<b>Students</b>	<b>% of All BBC Enrolled Students</b>
Dillingham	208	32%
New Stuyahok	89	14
Togiak	49	7
Anchorage	30	5
King Salmon	24	4
Naknek	24	4
Bethel	12	2
Manokotak	12	2
Kotzebue	11	2
Sand Point	8	1
Aleknagik	7	1
Fairbanks	7	1
Tok	7	1
Iliamna	6	1
Koliganek	6	1
Clarks Point	5	1
Igiugig	5	1
Kokhanok	5	1
Nome	5	1
Sitka	5	1

Source: UAF Planning, Analysis, and Institutional Research.

\*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.

The follow table includes BBC Fall 2008 student communities of origin from Alaska not listed in Table 4.

**Table 5**  
**Origin and Student Count from Alaska Communities Not Included in the Top 20, Fall 2008**

<b>2 to 4 students</b>
Barrow, Ekwok, Hooper Bay, Kwethluk, Saint Mary's, Twin Hills, Wasilla, Anchor Point, Cheforanak, Chignik, Eagle River, Elim, Elmendorf AFB, English Bay, False Pass, Juneau, Ketchikan, Kotlik, Nondalton, Port Heiden, Seward, Shishmaref, Toksook Bay, Wrangell
<b>1 student</b>
Akiachak, Akiak, Anaktuvuk Pass, Anderson, Arctic Village, Big Lake, Chevak, Eagle, Emmonak, Fort Yukon, Fritz Creek, Gakona, Girdwood, Glennallen, Good News Bay, Haines, Hollis, Homer, Houston, Kasigluk, Kenai, Kodiak, Kongiganak, Koyukuk, Kwigillingok, Levelock, McGrath, Mekoryuk, Mentasta Lake, Nanwalek, Napakiak, Napaskiak, Newhalen, Nightmute, North Pole, Nulato, Palmer, Pedro Bay, Petersburg, Pilot Point, Pilot Station, Point Hope, Port Graham, Quinhagak, Rampart, Saint Michael, Scammon Bay, Shaktoolik, Soldotna, South Naknek, Tanacross, Tatitlek, Throne Bay, Tuntutuliak, Unalakleet, Unalaska, White Mountain

Source: UAF Planning, Analysis, and Institutional Research.

\*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.

## DEMOGRAPHICS

In Fall 2008, the average age among BBC students was 34 years old, four years older than the average UA student. Nearly three-fifths of enrolled students were female. Alaska Native students made up nearly two-thirds of the population, while 26 percent identified themselves as white and 4 percent as another ethnicity.

**Table 6**  
**Student Demographics, Fall 2008**

	Count	% of Total
<b>Gender</b>		
Female	383	58%
Male	273	42
<b>Ethnicity</b>		
Alaska Native	404	62%
White	170	26
Other	26	4
Not reported	56	9

Source: Statewide Planning and Budget.



Approximately 40 percent of students were under the age of 25, while one-fifth were 50 years of age or older.

**Table 7  
Student Ages, Fall 2008**

	<20	20-24	25-29	30-39	40-49	>50	Average Age
<b>Enrolled students</b>	167	91	69	88	121	120	<b>34</b>

Source: Statewide Planning and Budget.

## GRADUATES

BBC has graduated four to 25 students annually between 1999 and 2008. During that 10-year period, BBC awarded 78 certificates, 41 Associates degrees, and 22 Baccalaureate degrees. In FY 2008, the campus awarded 17 associate degrees, six certificates and two baccalaureate degrees.

**Table 8  
Degrees and Certificates Awarded, FY 2008**

Baccalaureate	2
Associate	17
Certificate	6
<b>Total</b>	<b>25</b>

Source: College of Rural and Community Development

## GRADUATE BENEFITS

A clear indication of the financial benefits to graduates of BBC vocational programs was demonstrated in a 2008 study by the Alaska Department of Labor and Workforce Development (AKDOLWD)<sup>4</sup>. The study evaluated the results of vocational training from various institutions and agencies around the state.

As part of the study, ADOLWD looked at 70 FY 2006, BBC vocational program graduates and compared their level of employment and earnings before graduation and with their earnings for the period 7 to 12 months after graduation. Significantly, graduate average quarterly wages increased by 28 percent from \$7,694 to \$9,887.

**Table 9  
Employment and Earnings Before and After Training Program Completion, FY 2006**

	Before	After	% change
Average quarterly earnings	\$7,694	\$9,887	+28%

Source: Training Program Performance 2006, Alaska Department of Labor and Workforce Development, February 2008.

<sup>4</sup> Alaska Department of Labor and Workforce Development , Training Program Performance 2006, February 2008

# BBC Revenue and Expenditures

Direct impacts of BBC include spending related to college activities: payroll and benefits, goods and services, and student aid, among others. Direct impacts also include BBC expenditures on capital projects, such as construction or renovation of buildings and the purchase of equipment.

## Revenue

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

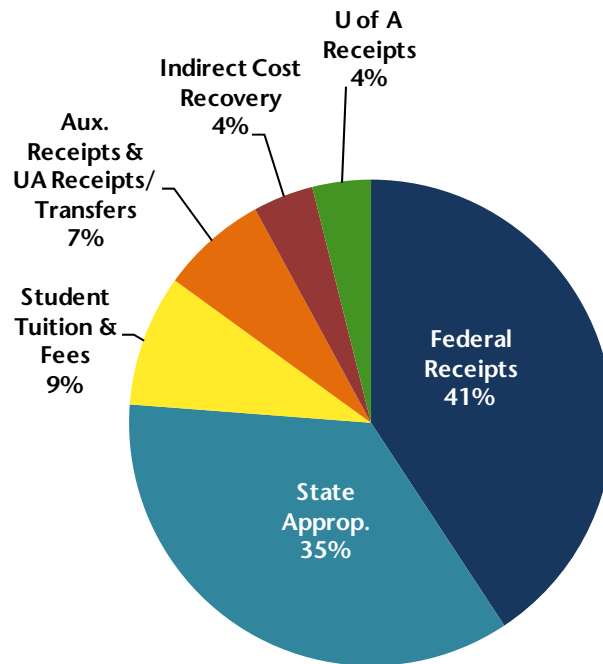
Total revenue was stable in FY 2007 and FY 2008, at slightly more than \$3 million. A slight decline in federal receipts, and tuition and fees was offset by increases in auxiliary receipts and state appropriations.

**Table 10**  
**Revenue Sources, by Funding Source, FY 2007 – FY 2008**

Source	FY 2007	FY 2008
<b>Unrestricted</b>		
State appropriations	\$1,051,600	\$1,080,500
Student tuition and fees	276,400	267,500
Educational program funding	-	-
Indirect cost recovery	110,900	122,600
UA receipts	138,500	118,600
UA intra-agency transfers	-	-
<b>Restricted</b>		
Federal receipts	\$1,315,700	\$1,240,800
<b>Auxiliary receipts</b>	154,400	215,900
<b>Total revenue</b>	<b>\$3,047,500</b>	<b>\$3,045,900</b>

Source: UA Statewide Planning and Budget, Unit Level Report, 2008. 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 BBC. They include all revenues from bookstore and other operations.

**UA receipts and transfers** include unrestricted revenues from course and facility-use fees, educational testing fees, revenue from administrative services and other miscellaneous sources.

## Expenditures

BBC-related expenditures include spending on payroll and benefits, goods and services, travel, student aid and equipment. In FY 2008, BBC spending totaled approximately \$3.0 million with the majority of spending (\$2.2 million) on wages and benefits. Expenditures on contract services amounted to \$297,000, while commodities were \$234,000, and travel expenses \$198,000. Other spending included student aid (\$96,000) and equipment (\$27,000).

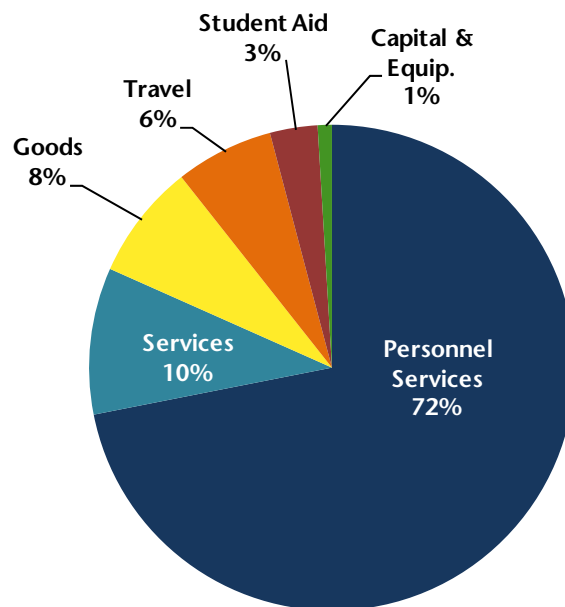
**Table 11**  
**Expenditures, by Type, FY 2008**

Type	Amount	% of Total Spending
Personnel services (wages and benefits)	\$2,183,500	72%
Contracts (services)	296,700	10
Commodities (goods)	233,600	8
Travel	198,100	7
Student aid	96,300	3
Equipment	28,700	1
<b>Total Expenditures</b>	<b>\$3,036,900</b>	<b>100%</b>

Source: UA Statewide Planning and Budget, Unit Level Report, 2008. Figures have been rounded.

More than 70 percent of BBC spending was allocated to personnel services, which includes employee payroll and benefits. Approximately 10 percent was spent on services.

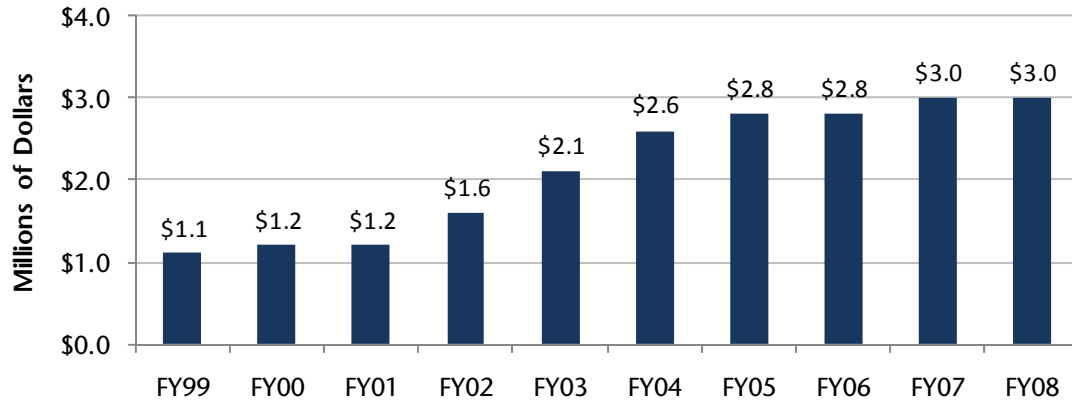
**Figure 3**  
**Expenditures, by Percentage of Spending, FY 2008**



## Expenditure Trends

BBC expenditures have steadily increased from \$1.1 million in FY 1999 to \$3.0 million in FY 2008. This is a direct result of success in securing federal grant awards which have increased BBC's capacity to provide enhanced student services, increase relevant course offerings, and to hire appropriate faculty and staff. The results of these increased expenditures have been an increase in the number of students served by Bristol Bay Campus over the last five years.

**Figure 4**  
**Expenditure Trends, FY 1999 - FY 2008**



Source: Statewide Planning and Budget

## Spending on Goods and Services

The study team analyzed detailed spending data provided by UAF Financial Services for BBC nonpersonnel spending. Ratios were developed for expenditures by location and applied to the BBC spending data in Table 11 of this document.

BBC had nonpersonnel expenditures of approximately \$850,000 in FY 2008. Of these nonpersonnel expenditures, approximately \$380,000 occurred in Dillingham and about \$44,000 in other service area communities. Expenditures occurred with more than 35 regional entities or businesses. BBC spent approximately \$215,000 elsewhere in the state, primarily in Anchorage and Fairbanks. Approximately three-quarters of all BBC nonpersonnel expenditures were made within the State of Alaska.

## Employment and Payroll

Based on average annual employment, BBC was one of Dillingham's top 10 employers in 2007 (the last year comparative results are available).<sup>5</sup> BBC is a significant contributor of payroll to the community. Typical mid-semester staff levels are illustrated in the table below. In the Spring 2008, the campus employed four regular faculty and 20 regular staff, as well as nine adjunct faculty and eight temporary staff. When winter holiday and summer breaks are included, annual average employment at BBC is about 34 people.



Almost all BBC faculty and staff live in the campus service area with the exception of two or three adjunct faculty living in Alaska, outside the region, or outside of the state. Nearly all of BBC's \$2.2 million in FY 2008 payroll and benefits was paid to residents of the campuses service area (the vast majority of faculty and staff are Dillingham-based).

**Table 12**  
**Employment, Spring 2008**

	Employment
Faculty regular	4
Faculty temporary	9
Staff regular	20
Staff temporary	8
<b>Total employment</b>	<b>41</b>

Source: UAF College of Rural and Community Development.

<sup>5</sup> Alaska Department of Labor and Workforce Development.

# Economic Impacts of BBC

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 two types of economic impacts related to BBC 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 BBC 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). Indirect impacts also include the jobs and income created as a result of campus employees spending their payroll dollars in the local economy (these are sometimes termed “induced” impacts).

As BBC and its employees spend money with Alaska businesses, those businesses employ others and purchase additional goods and services, which in turn generate additional jobs and expenditures. The repeated rounds of spending produce a multiplier effect (shown in the table below as indirect and induced impacts) that increases the overall economic impact of the campus. In general, multiplier effects for Alaska are small, especially for rural areas, as few goods are actually produced in the state.

Based on BBC’s direct annual average employment of 30 full-time/part-time individuals (three staff lived outside the region), the campus had an indirect and induced impact of about 3 additional jobs within the region and statewide employment of 33 resulted in 15 additional jobs statewide. The additional payroll associated with this indirect and induced employment totaled about \$180,000 within the region and about \$1 million statewide.

BBC’s FY 2008 total direct spending of \$2.6 million within the Bristol Bay region resulted in estimated total economic activity of about \$2.9 million. BBC’s statewide spending of \$2.8 million resulted in estimated total economic activity of nearly \$4.1 million in FY 2008.

**Table 13**  
**Total Economic Impacts, FY 2008**

	Direct	Indirect & Induced	Total
<b>Bristol Bay Region</b>			
Employment	30	3	33
Labor income (payroll and benefits)	\$2,125,000	\$180,000	\$2,305,000
Campus spending	428,000	123,000	551,000
<b>Total spending impact</b>	<b>\$2,553,000</b>	<b>\$303,000</b>	<b>\$2,856,000</b>
<b>Statewide (including Bristol Bay Region)</b>			
Employment	33	18	51
Labor income (payroll and benefits)	\$2,185,000	\$983,000	\$3,168,000
Campus spending	645,000	348,000	994,000
<b>Total spending impact</b>	<b>\$2,830,000</b>	<b>\$1,331,000</b>	<b>\$4,161,000</b>

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

An additional \$141,000 was spent by UAF in FY 2008 for a sprinkler system and new parking lot at BBC. This spending, called a "Fund 5 account", is money spent by UAF on major capital projects on behalf of the campus. These funds, however, are not included in BBC's budget and therefore are not included in the previous table of BBC expenditures.

The study team estimated direct spending on wages and benefits of approximately \$110,000 and capital expenditures of about \$31,000 for this project. Due to the relatively small scale of this project, estimating direct and indirect employment and spending impacts is difficult. Four to six temporary jobs likely were related to design, project management, and construction. Some materials were purchased locally and project design and engineering were conducted by an Anchorage firm.



# Community Value of Bristol Bay Campus

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The value of BBC is much greater than its economic contribution to the Bristol Bay region. The campus is a community asset that improves the quality of life for the communities' residents, supports local economic development, and strengthens key industries by educating and training local residents.

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

## CONTINUUM OF EDUCATION

BBC provides residents of the region a way to continue their education, whether for academic, personal, or career interests. As one interviewee put it, "They are just great for people to pursue an education. It is one of the avenues to success." Another stated, "Without BBC, I wouldn't have completed my academic program. The beauty of the campus is they branch out and educate the community members."

"They contribute educationally," yet another person said. "The numbers of degrees and certificates continue to grow. They are impacting people who would not otherwise leave the region because they might not be the type of student who goes off to attend school. They are making an impact in villages."

While the main focus of BBC is on current students, the campus also utilizes resources to help youth in the region advance their skills and increase self-confidence so they may someday obtain a degree. As one interviewee mentioned, "BBC is a valuable education resource. We not only educate the adults, we also educate our youth with our dual credit program, allowing students to leave high school with college credit."

Exposing the youth of the region to college courses is important, and BBC accomplishes this through dual-credit courses with the local high schools. By students participating in college courses while in high school, it is more likely they will continue their education. As an interviewee noted, "I appreciate the major campuses including rural distance delivery services in their budgets. It's greatly needed and we appreciated the services they provide. It enhances the rural high school students' education. It gives them some exposure to a college education so they won't be so shocked when they go to college. These rural colleges have increased the standard of living for the younger generation. They go to more advanced fields because they have more exposure with elementary and secondary education."

Also using the campus resources are the elders of the region, who learn to promote their traditional arts and crafts with modern technology. An interviewee stated, "We work with the elders too on digital photography and brochure making classes so they can advertise their artwork. These are very, very successful."

BBC makes it easier for people to overcome the difference between rural and urban Alaska by using distance education. Combining classroom delivery with distance education through the internet, teleconferences, and audio conferences, the campus provides the Bristol Bay region with broad access to a quality educational system. As one interviewee stated, "They provide the ability for people to network closely throughout the University system. The campus makes it easy to overcome the challenging distances. There is no reason for anyone to not have an opportunity to learn."

In a region of traditional learning, BBC has incorporated Alaska Native knowledge and education with Western aspects of education. Through this approach it makes it easier for young Alaska Natives to pursue an education because of their familiarity with teaching methods. One interviewee noted, "They provide technical support and training. There is hands-on field participation in incorporating traditional knowledge and Western society field methodology. Learning hands-on is good in many fields, and it builds self-confidence in young Alaska Native students looking at biology or scientific careers."

## COMMUNITY RESOURCE

Many of the interviewees stated that BBC is a valuable resource for the region:

*On a personal level, the campus has been a great resource. They have a great offering of a variety of workshops, even traveling to villages to offer them. They host presenters for the benefit of the communities.*

*Overall, BBC is very positive. I can't really think of anything that isn't positive to say. They are well-organized. They have a solid staff. They work through the university system very well. They make it easy for people to become students. They have excellent advisors that are awesome. They keep current and listening to the community. They take feedback as to what our needs are. In short, if you want it to happen, let them know and they are always eager to make it happen.*

*They have a great positive impact. They are very proactive in providing the classes to help with employment and bringing together forums so that people can be informed on major issues, like Pebble Mine.*

*They have positive benefits for the tribal communities.*

*BBC understands the cultural connections of the area and supports them.*

*I think BBC is very alive and we are very pleased with our campus and the staff involvement in the community. I think a lot of exciting things come out of the BBC.*

The interviewees noted how the campus offered academic classes, but also offered courses that benefited community members outside of traditional academic education. The following comments illustrate how BBC supports the communities in the region through practical education.

*I really like the subsistence-based classes, such as plant lore, salmon camps, plant identification, Native arts and crafts. These courses really are a benefit to the community. It keeps those crafts alive and passed on to the younger generation.*

*They do have refresher courses for first aid and CPR, environmental training, USCG training for the fishermen. There are things that are applicable to the community like net mending and There are vocational types of skills for people living life.*

*I have watched the campus grow and develop since the '80s. It has become a monument in our community for higher learning. They contribute in a huge variety of different ways from just everyday skills that are useful to very challenging degree programs.*

BBC improves the quality of life in the region. As an interviewee noted, "They have opened a lot more opportunities for people. Personally, it gave me more choices in my life as opposed to choices forced on me by circumstances. A person can set an example for other people too. It shows people that you can earn a degree while still staying in the village working and raising children." Another interviewee said, "We support what they are doing because they bring in resources to help the region."

## **WORKFORCE DEVELOPMENT**

With the high cost of living in the area, jobs are important, but training is needed to obtain these jobs. As one interviewee stated, "The economic impact is important, we are an extremely expensive place to live. For example, gas is \$7 to \$10 per gallon. The campus helps by bringing new skills so people can develop and make a living in this environment. The campus also has new curriculum and makes available classes to assist our leaders in developing ways to handle our energy issues."

Other interviewees noted how people did not want to leave their villages to get training because of the expense or lack of motivation. BBC helps workforce development in the region by providing training in the villages so people do not have to leave their home communities to attend classes. One person noted, "A big focus is on getting young men, who maybe didn't want to leave home, involved in vocational courses offered here."

BBC focuses on working with organizations in the region to find out what is needed to train people for jobs. As an interviewee said, "The campus does an outstanding job with communicating and meeting the needs of the various communities." Another stated, "The campus has a close relationship with the workforce." Another noted, "They have been a great partner with the workforce" and "BBC works in partnership with many organizations. If they see a need or opportunity for employment, they work to be responsive to our needs and supply classes that are needed to get people trained."

BBC fills the workforce training void in the region and allows people to pursue things they might not have thought they were interested in. As an interviewee noted, "The undeveloped resource is the human resource in this area. We encourage tribal staff to sign up for these classes with the hope that they not only enjoy it, but are really interested in it. For example, there was a young lady who took a class, then some more, and ended up with a two-year certificate and then pursued a four-year degree."

BBC's focus on regional training has led to more local people finding jobs. As one interviewee noted, "It is really nice to have local people earning degrees and qualifying for jobs that normally went to outsiders." Another stated, "Our main industries are commercial fishing, but we also have a need for skilled nurses, social workers, accounting. We would have a hard time filling those positions without the campus. We really need that campus."