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# 2 Learning Plan

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TVC Master Plan

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McCool Carlson Green Architects

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## Preface

As Director of UAF's Tanana Valley Campus (TVC), I want to thank all who've contributed to this Learning Plan for TVC, a key element in developing the TVC Facilities Master Plan 2020. This plan reflects the work of dozens of community members, faculty, staff, and students who served on the Planning Team and embraced the opportunity to create a vision/learning plan in support of TVC's core purpose of *community driven education*. The resulting facilities plan will be completed in 2009 and will serve as the basis for future strategic development and capital funding requests.

In particular, I would like to thank Dr. George Copa and Michael Carlson of the firm McCool Carlson Green Architects for their expert guidance through this process. TVC's Facilities Master Plan Steering Committee consisted of myself, Jennifer Harris, Michelle Renfrew, Mike Schuetz (UAF Facilities Services), Michele Stalder, and Janine Simcoe. And, key to our success was the active participation of faculty, staff, students, and community members on the Planning Team who support TVC's community college mission of workforce development, academic preparation, and lifelong learning.

Alaska's Department of Labor and Workforce Development indicates that over 60% of Alaska's jobs in the next 10 years will be in fields requiring associate-level instruction, apprenticeship training, competency-based certificates and degrees, and on-the-job training. There has never been a better time to envision how best to meet workforce training and education needs in Fairbanks and Interior Alaska for the 21<sup>st</sup> century. Despite uncertainties in the global economy, Alaska is blessed with abundant natural resources and with strong sectors in construction, mining, transportation, oil field services, healthcare, tourism, and retail trade. We hope there will be a gasline in our future.

Having said this, Alaska faces some potentially huge challenges in meeting workforce needs. Alaska's workforce is "graying-out"—retirements are depleting the workforce in key areas just as needs are growing. That graying workforce will increase healthcare needs, creating new jobs in that sector. It also means there will be some great opportunities for younger workers who are motivated, drug-free, and eager to learn.

As a community, Fairbanks increasingly recognizes the value of post-secondary education as a key to good citizenship and productive livelihoods. In concert with this, TVC serves as an inviting gateway to UAF's academic programs; it offers over 40 certificates and degrees including the Associate of Arts which is a common pathway to advanced study at the bachelor's degree level or graduate study.

In coming years, I expect UAF's Tanana Valley Campus to be an even more important player in meeting Alaska's future workforce needs and in this role as academic gateway. This Learning Plan, and the Facilities Master Plan that will flow from it, will enable us to meet these needs and to continue serving as an inviting gateway to all programs and services of the University of Alaska Fairbanks.

As always we welcome your ideas and feedback about how we can continue to develop and improve our programs and services to residents of the greater Fairbanks community and Interior Alaska.

Rick Caulfield  
Director, UAF Tanana Valley Campus



## Note of Transmittal

Individuals who participated in developing the Learning Plan for the UAF Tanana Valley Campus did so with a feeling of excitement and commitment to the planning process. The recommendations in this plan, generated by the dedicated members of the Planning Team over the course of three months, provide direction for the Campus to ensure continued educational excellence and vitality into the long-term future. The support demonstrated by students, faculty and staff, community, business and industry, and university representatives gives real evidence of the value that the UAF Tanana Valley Campus serves in meeting the educational needs of its communities.

## **Introduction**

The purpose of the activities and recommendations described in this report was to coordinate and support the development of a Learning Plan for the UAF Tanana Valley Campus. The Learning Plan is to serve as the basis for the Master Facilities Plan for the Campus. The planning process involved major stakeholders in the UAF Tanana Valley Campus including students, faculty and staff, and community representatives.

## **Description of Community Served UAF Tanana Valley Campus**

The University of Alaska Fairbanks has a broad and diverse mission of research, teaching, and service focused in Fairbanks but extending throughout the state of Alaska. UAF prides itself as being *America's Arctic University* and *Alaska's Research University*. UAF is commonly referred to as three institutions in one: the teaching and research university located on “the Hill” in Fairbanks, TVC with its Fairbanks-focused community college mission, and a dynamic group of community campuses and programs serving rural Alaska.

TVC meets the community college mission of the University of Alaska Fairbanks in the greater Fairbanks area and in Interior Alaska. It does so with a focus on workforce development, academic preparation, and lifelong learning. A majority of its students are non-traditional—those outside the conventional 18-24 age range; those who work fulltime and take classes at night or on weekends; those who have significant family responsibilities.

At the same time, TVC is part of UAF's College of Rural and Community Development (CRCDD). As such, it is part of a network of community campuses throughout Alaska that provide vital community outreach, service, and engagement. Moreover, TVC is able to meet its community college mission only through development and maintenance of significant partnerships with industry, labor, governments, and community organizations.

## **Description of UAF Tanana Valley Campus**

TVC is the largest community campus in the University of Alaska System, with an average of over 3000 students enrolled and 15,000 credit hours produced each semester. It serves nearly 40 percent of all students at the University of Alaska Fairbanks and produces over 20 percent of all credit hours. Its enrollments come close to those of the University of Alaska Southeast, one of the UA System's three major administrative units.

TVC has a budget of \$11M annually made up of tuition and fees paid by students and by general fund dollars from the State of Alaska. TVC has over approximately 40 regular faculty and about the same number of full-time staff. It hires over 300 adjunct or part-time faculty each year to meet the needs of over 40 certificate and degree programs.

TVC programs are located in ten discrete locations in the greater Fairbanks area. The largest is Tanana Valley Campus Center, 604 Barnette Street, located in downtown Fairbanks. In addition to classrooms and computer laboratories, it houses the TVC Director's Office (including fiscal and human resources staff), the TVC Student Assistance and Advising Center, and the TVC Learning Center. Other facilities include the Downtown Center/2<sup>nd</sup> Avenue (Chena Building), Hutchison Institute of Technology, TVC Automotive Technology Center (3202 Industrial Avenue), Fort Wainwright Education Center (US Army), Eielson AFB Education Center (US Air Force), Bunnell House Early Childhood Lab School (Main Campus), University Park Building, a Cosmetology Program facility, and Delta Career Advancement Center (in partnership with Delta-Greely School District and Partners for Progress in Delta, Inc.). TVC also offers classes in other community locations, including the J.P. Jones Community Development Center (in south Fairbanks), in local schools, and on the UAF Main Campus.



TVC offers an expanding number of courses and programs via e-learning and distance education. Several programs (i.e., Applied Business, Associate of Arts) are offered as an option entirely via the web. Other programs—especially in Allied Health and Nursing—are offered in major part through videoconference delivery and/or through cohort models combining face-to-face intensive instruction with e-learning.

### **Planning Context for the UAF Tanana Valley Campus**

As the largest community campus in the UA System, TVC must continually be attuned to changing needs for academic, workforce development, and lifelong learning needs throughout its service area. Key to this is a clearly-articulated strategic vision and plan, an ability to anticipate and respond nimbly to changing priorities and needs, and flexible use of available human, fiscal, and facilities resources.

TVC's most recent facilities plan was completed in 2001. It was developed largely to address the question about whether the university should buy the old state courthouse at 604 Barnette in downtown Fairbanks and convert it into Tanana Valley Campus Center. Since 2001, TVC's programs have grown and facilities needs have expanded significantly. Among other developments, TVC has revitalized its Automotive and Diesel/Heavy Equipment programs, requiring leasing of 3202 Industrial Avenue. It has added programs in Construction Management, Health/Safety/Environmental Awareness, Instrumentation, and Dental Hygiene. It currently has a pilot program in Cosmetology. It has responded to emerging workforce needs by expanding Allied Health facilities; more improvements are urgently needed. It has also taken on services to the military through Northern Military Programs and it has expanded its partnership in Delta Junction.

This plan is now being developed in response to these changes and the clear need for an updated vision and plan for facilities development. With an updated plan, TVC can make strategic, informed decisions about how best to use limited financial resources to responsibly develop new facilities and to renovate those already in use.

### **Planning Process**

The planning process for the UAF TVC occurred over a three month period. The process was facilitated by Dr. George Copa of New Designs for Learning located in Salem, Oregon. Dr. Copa has facilitated similar planning processes for career and technical centers, comprehensive high schools, and community colleges in several states in the United States and in other countries. He has completed national research and development studies funded by the U.S. Department of Education focused on New Designs for the Two-Year Institution for Higher Education and New Designs for Career and Technical Education at the Secondary and Postsecondary Level. Dr. Copa was part of the planning group selected by Michael Carlson, Principal and Architect, McCool Carlson Green Architects located in Anchorage, Alaska, to develop the Master Facilities Plan for UAF TVC. He was assisted in facilitating the planning process by Richard Caulfield, Director of the UAF TVC and Michael Carlson. Janine Simcoe, Administrative Secretary to the Director of UAF TVC, provided technical and administrative support at meetings; coordinated communication with the Planning Team and Planning Steering Committee; and prepared an initial summary of each meeting. Each of the major phases in the planning process are described below.

The various groups involved in the Learning Plan development process were as follows:

- UAF TVC Administration
- Planning Team
- Planning Steering Committee
- Architectural Firm (McCool Carlson Green Architects)

The Planning Team was made up of some forty individuals representing students, college faculty and staff, and community; the members are listed below.

- Kevin Alexander, TVC Aviation Program Coordinator
- Andy Anger, TVC Applied Business Faculty
- Bill Brophy, TVC Community Advisory Council
- Jenny Carroll, Acting Vice Chancellor CRCD
- Karen Cedzo, TVC Community Advisory Council
- Randy Cheap, Alaska Works Partnership
- Harry Cook, TVC Community Advisory Council
- John Davies, Cold Climate Housing Center
- Ron Dixon, TVC Community Advisory Council
- Jim Dodson, Fairbanks Economic Development Corp
- Brian Ellingson, TVC Process Tech Faculty Coordinator
- Kat Ferrell, TVC IT Coordinator
- Kellie Fritze, UAF Facilities Services
- Bob Gunn, TVC Automotive Technology Faculty Coordinator
- Paige Vonder Haar, TVC Bunnell House Lab School Director
- Jennifer Harris, TVC Executive Officer
- Jeanette Hayden, Principal, James T. Hutchison High School
- Luke Hopkins, FNSB Assembly
- Deb Horner, UAF Planner
- Ed Husted, TVC Paralegal Faculty Coordinator
- Julia Quist, Fairbanks Job Center
- Patty Meritt, TVC Early Childhood Education Faculty Coordinator
- Michelle Renfrew, TVC marketing & Development Manger
- Ann Ringstad, UAF University Relations
- Brian Rogers, Chancellor
- Jim Sampson, Fairbanks Pipeline Training Center
- Mike Schuetz, UAF Facilities Services
- Marsha Sousa, TVC Allied Health Faculty Coordinator
- Michele Stalder, TVC Associate Director
- Brandon Meston, ASUAF President
- Adrian Treble, ASUAF Vice-President
- Fred Villa, UA Statewide Workforce Programs
- Katherine Dodge, Fairbanks North Star Borough
- Jack Wilbur, Design Alaska
- Mark Young, TVC Northern Military Programs
- John George, TVC Emergency Services/Fire Faculty Coordinator
- Thane Magelky, TVC Drafting Faculty
- Ruth Keator, CTE Coordinator FNSB School District

From within the Planning Team, a Planning Steering Committee was selected. The Planning Steering Committee met before each Planning Team meeting to: (1) review the result of the previous sessions, and (2) plan the future meetings. In addition, this Committee held a debriefing session immediately after each Planning Team meeting. The Planning Steering Committee's role was to insure that the planning process worked effectively by making suggestions and reviewing agendas and materials for each Planning Team meeting.

The members of the Planning Steering Committee were:

- Rick Caulfield, UAF TVC Director
- Jennifer Harris, UAF TVC Executive Officer
- Michelle Renfrew, UAF TVC Marketing & Development Manager
- Mike Schuetz, UAF Facilities Services, Project Manager
- Janine Simcoe, UAF TVC Assistant to the Director
- Michael Carlson, McCool Carlson Green Architects
- George Copa, New Designs for Learning



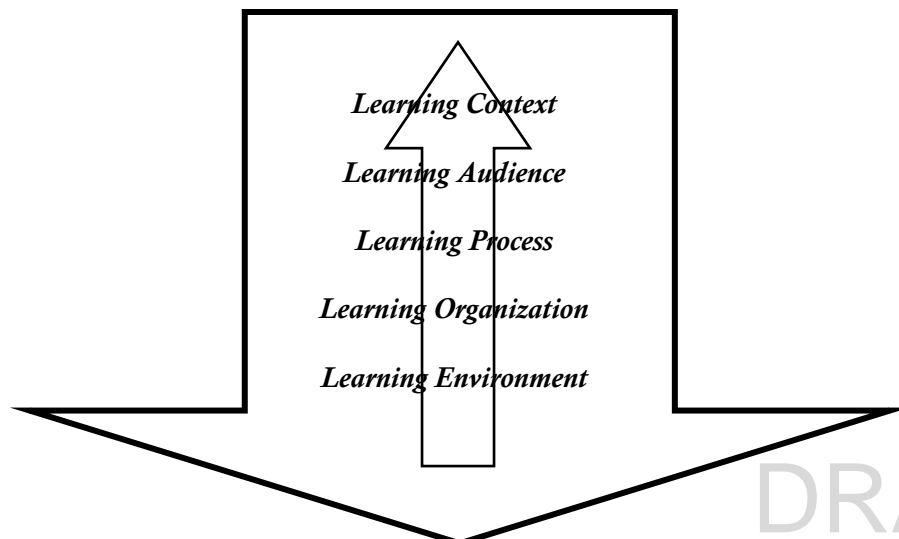
The Planning Team met two times with the first meeting lasting approximately seven hours over two days and the second meeting lasting approximately five hours on one day to develop the Learning Plan. The meeting dates and topics were as follows:

- 9/18-19/08 Meeting #1-- Review Design Process, Learning Context, and Learning Audience
- 10/17/08 Meeting #2-- Review Progress, Learning Process, Learning Organization, and Learning Environment (Technology and Facilities)

The meetings of the Planning Team were held at the UAF TVC Center.

The Planning Team used a process called “designing down” and “checking up,” drawn from New Designs for Learning that was developed by Dr. Copa and has been used extensively in designing new and renovated schools and colleges, nationally and internationally. The design process was used to build a framework of desired learning features to direct the master facilities plan for the Campus. The process provided a structure to allow the Planning Team to move through a series of design elements, each element building on the decisions of the previous element. The design elements addressed in the planning process are shown in the illustration that follows.

The planning process encouraged open discussion and consensus building among members. It promoted the development of a coherent set of specifications for all elements of the Learning Plan. The process provided opportunities for the Planning Team to be briefed on accomplishments and plans of the UAF TVC that related to each of the design elements. In addition, considerable time was spent in making the Team aware of new directions and practices used in other colleges in the United States and internationally. The process assisted the Planning Team in identifying areas held in common, reaching consensus, and keeping track of future work to be completed in the later elements of the planning process.



The architectural firm selected to develop the master facilities plan for UAF TVC was McCool Carlson Green Architects. The firm was represented by Michael Carlson at all of the meetings of the Planning Steering Committee and the Planning Team.

These diligent efforts of a wide number of people have resulted in the creation of a Learning Plan, a vision for the UAF TVC. It is the UAF TVC's intent that the Learning Plan will guide the master facilities planning process for the Campus.

### **Planning Recommendations**

This section of the report provides the recommended features of the learning experience for the UAF Tanana Valley Campus (UAF TVC). These recommendations are intended to guide master facility planning for Campus.

### **Learning Context**

The Planning Team established the following overall planning goals for the Learning Plan for the UAF TVC as the key areas of concern and direction for the Campus. The overall planning goals were developed from listing and discussing the challenges, assets, opportunities, and aspirations for the Campus. The Planning Team referred back to these goals as it developed the design features for each of the following elements of the Campus. The overall design goals selected for the UAF TVC are as follows (in priority order, most important listed first):

#### **Most Important**

- **Anticipate and meet industry and labor workforce needs** – UAF TVC should meet the current and emerging workforce needs of business and industry and labor in the local area and region
- **Provide full service** – UAF TVC should provide full services (i.e., including access to childcare, housing, financial aid, transportation, shuttle service as needed) to support student access, retention, and completion
- **Strengthen collaboration and partnerships** – UAF TVC should strengthen its collaboration among units internally and partnerships with external entities (i.e., military, business and industry, Fairbanks Job Center, Pre K-12 schools, other higher education institutions)
- **Have flexibility** – UAF TVC should aim to enhance flexibility in its facilities, programming, and responsiveness to address changing needs

#### **Next Most Important**

- **Expand and enhance programs** – UAF TVC should give balanced consideration to expanding programs (i.e., breadth) and enhancing established programs (i.e., depth)
- **Use financial opportunities** – UAF TVC should take advantage of projected funding opportunities and strive for sustained financial support
- **Raise profile and provide greater autonomy within UAF** – UAF TVC should seek a higher profile within UAF with increased autonomy to ensure responsiveness to meeting educational needs
- **Use hybrid learning delivery** – UAF TVC should make full use of and further enhance its rural and eLearning infrastructure to deliver learning
- **Engage the Alaska Native community** – UAF TVC should more fully engage and serve the Alaska Native community
- **Provide specialized learning laboratories** – UAF TVC should ensure that it has available the needed specialized laboratory facilities to provide high quality learning
- **Meet national standards** – UAF TVC should strive to have all programs meet national certification standards (where such standards are available)

- **Take advantage of campus embedded in greater community** – UAF TVC should take advantage of its multi-site campus (i.e., now ten locations) which is embedded in Fairbanks and the greater community while, at the same time, addressing the challenges of this network configuration (i.e., confusion, common identity, communications and marketing)

### Learning Audience

It is expected that the UAF TVC facilities will be used by several different groups and organizations from the community, beyond its primary audience of students and staff. These other users have a wide variety of needs, including places to meet and learn. The Planning Team recommends that the UAF TVC should serve the following audiences/users and they should be considered in developing the master facilities plan for the Campus:

### Major User Groups

- **Students seeking workforce training**
- **Students seeking academic education**
- **Students seeking lifelong learning**
- **Business and industry, labor, and government**
- **Other educational institutions** (e.g., PreK-12, two-year college, four-year college and university)
- **General public** (i.e., society at large)

### Preliminary Design Considerations for Serving Multiple User Groups

The preliminary learning-related needs and implications for design of supportive facilities by users in addition to students for the UAF TVC include the following:

### Most Important

- **Variety** -- provide a variety of learning spaces to include multiple functions (i.e., tutoring, advising, meetings/conference, instruction – classrooms and laboratories, storage, information sharing), accommodating various size groups with technology support (i.e., individual, small group, large group), a wide range of ages; and spatial and control configurations (i.e., centralized/distributed, owned/leased)
- **State of the art** – provide learning spaces and equipment that is state-of-the-art in terms of support for learning and being environmentally responsive
- **Financially sustainable** – provide learning spaces that are sustainable financially in terms of maintenance and current equipment, including funding through partnerships
- **Accessible** – Provide learning spaces and support services for learners and partners that are accessible and available 24-7, year-round, for those with disabilities, responsive to preferred way of learning and needed service
- **Flexibility** – provide learning spaces and staffing that are flexible in response to changing workforce and academic needs
- **Information technology** – provide infrastructure to fully support use of information technology in learning and eLearning
- **Partner-based training sites** – provide for learning spaces that are located on-site in partner setting (i.e., business and industry, military)
- **One stop service** – provide both physical and virtual one-stop support services for learners

### Next Most Important

- **Faculty and staff needs** – provide appropriate office, access (proximity), and safety in relation to classrooms and laboratories
- **Safety and security** – provide learning spaces that are safe and secure for learners and staff

- **Shared** – provide for increased utilization through shared learning spaces and co-location of programs (with clear attention to allocation of responsibilities)
- **Transportation among learning sites** – provide for accessible transportation among distributed learning sites

### Strategies for Serving Multiple User Groups

To insure that having multiple users of the UAF TVC works effectively and efficiently for all concerned, the following strategies and actions should be considered:

- Build flexibility and sufficient storage into the design of the facilities
- Give high priority to students
- Improve communications with users, set clear guidelines, maintain effective organization, and develop joint-use agreements
- Use high quality and energy efficient building materials and products in the facility
- Make facility user-friendly (i.e., transportation, child care, dependent care, extended hours) as means to improve effectiveness and efficiency for community users; involve community talent in designing facility
- Involve community representation in on-going effort to guide community use of facilities
- Consider new ways to raise revenue to support community use of the facilities
- Use community settings for student learning when appropriate and available
- Encourage use of facilities and services already available in the community
- Increase provisions for security
- Provide adequate and accessible parking and handicapped and seniors access to facilities
- Provide adequate staffing for coordination and building services
- Charge an appropriate user fee and use it for maintenance
- Design facilities that are multi-faceted, capitalizing on space usage while meeting student and community needs.

The remainder of the Learning Plan development focused on the needs and learning environment implications for learners and staff. A separate and more extensive assessment should be done of the needs and the learning environment implications of those needs for the other groups noted above to insure they can feasibly and productively use the UAF TVC.

### Learning Process

The learning process consists of interaction among curriculum, instruction, assessment, and support services to achieve the learning expectations for the UAF TVC. The Planning Team recommends that the most important features of the learning process for the UAF TVC include the following (in rank order of importance):

- **Learner-relevant** – the learning process encourages learners to direct their own learning, is meaningful to learners, involves constructing knowledge, and uses authentic assessments
- **Integrated** – the learning process integrates theory and practice in an applied setting
- **Nimble** – the learning process is driven by industry and workforce needs and adapts quickly to needed changes
- **Exciting** – the learning process creates an exciting atmosphere that is hands-on, interactive, and informal
- **Supported staff** – the learning process is delivered by a well qualified and supported regular and adjunct faculty and staff



- **General education** – the learning process values a strong preparatory general education
- **E-Learning** – the learning process incorporates increased opportunity for E-Learning

### Learning Organization

In order to support the design features for the UAF TVC's learning process, the Planning Team next focused its attention on the organization of learning for Campus. Consideration was given to the organization of students, time, subjects, settings, decision-making, and staff. The recommended design principles and features for organizing learning in the UAF TVC are as follows (in rank order of importance):



- **Learner-centered** – organize learning so that centers on the needs of the learner in terms of preparatory learning, encouraging learner initiative, and providing needed support (i.e., advising, transportation, child care, health and well-being)
- **Flexible and adaptable** – organize learning so it is flexible and adaptable in time schedule, utilizing partners, applying a variety of delivery methods, and changing learning spaces
- **Integrated and comprehensive** – organize learning to integrate academic and applied learning and provide a full range of learning (i.e., technical, academic, developmental)
- **Seamless** – organize learning to provide seamless pathways through middle school, high school, Tanana Valley Campus, and university
- **Access** – organize learning to support a variety of delivery modes (i.e., including E-learning and web-based), mobile learning facilities and equipment, and 24/7 access to learning (i.e., both instruction and support services)
- **Program responsive** – organize learning and learning settings so that they are responsive to the specific needs of various programs in meeting the expectations of employers and community
- **Financially sustainable** – organize learning so that it is financially sustainable for both learners and the Tanana Valley Campus
- **Active** – organize learning to provide ample opportunity for applied, hands-on learning
- **Staff support** – organize staff and learning settings to provide needed support for faculty and staff (i.e., technology, personal service, response to inquiries)

### Learning Environment

In order to support the previously listed recommendations made by the Planning Team regarding learning process and organization and to effectively accommodate the learning context and audiences for the Campus, the recommendations regarding the learning environment (i.e., technology and facilities) for the UAF TVC that should be addressed in the master facilities plan are as follows (in priority order):

#### Learning Facilities

- **Adaptable and flexible** – the learning facilities should provide for multi-use space that is readily adaptable and flexible to anticipate and respond to rapid change (i.e., workplace needs, characteristics of learners)
- **Small learning communities/large learning network (or small/big)**– the learning facilities should encourage and support small learning communities (i.e., with needed learning resources and learner support) as part of a larger learning network with expanded learning opportunities

- **National standards** – the learning facilities should be strategic (i.e., balancing funding requirements with meeting community workforce needs) in providing the needed equipment and facilities for programs to meet national accreditations and certifications
- **Common identity** – the learning facilities should all be characterized by a common identity, trademark or brand
- **Specialized housing opportunities** – the learning facilities should provide special opportunities for housing of learners (taking advantage of existing housing resources) when workforce training requires intensive learning processes
- **Mobile** – the learning facilities should include the opportunity and need for facilities and equipment that is mobile (i.e., can move among learning settings)

### Learning Technology

- **E-learning** – the learning technology should support the use of a variety of technologies (i.e., Blackboard, e-live, audio and video, webcams, chat groups, skype) for instruction and student support (i.e., communications, advising, tutoring) with appropriate facilities (i.e., space to bring e-learners together for intensive, in-person group sessions)
- **Up-to-date and accessible** – the learning technology should be up-to-date and accessible (i.e., bandwidth capacity, loaned computers)
- **Inclusive planning** – planning for learning technology should include the involvement of learners and faculty and staff
- **Training** – there should be appropriate training for faculty and staff and learners in using technology and teaching/learning at a distance
- **Wireless** – the learning technology should provide wireless access for all learning facilities and learners in all communities served by the college

### **Summary**

Recommended design features for the UAF TVC were developed over a series of two meetings by a broadly based Planning Team representing key Campus shareholders. The dimensions of the Campus addressed in the planning process include learning context, audience, process, organization, and environment. The Planning Team discussed each element, taking into consideration the context and needs of the Campus, state, and national best practices, and the latest results of research and development.

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