

# INSTITUTIONAL RESEARCH REPORT

*2017*





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# Glossary

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<b>Term</b>	<b>Definition</b>
<b><i>Completion Rate</i></b>	The number of students (after drops) who complete the course(s) they enroll in. Includes grades A, B, C, D, P, but not AU (audit)
<b><i>Drop</i></b>	Student who stops attending or chooses not to continue a class during the first 15% of instructional time. Student is not counted in reports and will not have class(es) appear on transcript.
<b><i>Drop Out</i></b>	Student who stops attending the college without having completed his/her program.
<b><i>Duplicated Count</i></b>	Way to count students whereby each student may be counted multiple times if s/he enrolls in multiple classes.
<b><i>Full-Time</i></b>	Student who takes 12 or more credits in the fall or spring semester; 6 or more credits in the summer.
<b><i>Headcount</i></b>	Same as unduplicated count; each student is only counted one time in a semester.
<b><i>Non-Returner/ Early Leaver</i></b>	Student who was program active for a period of time, but did not continue the following year.
<b><i>Part-Time</i></b>	Student who takes fewer than 12 credits in the fall or spring semester; fewer than 6 credits in the summer.
<b><i>Persistence Rate</i></b>	The number of students who continue taking classes from one to the next semester in relation to all students taking classes. Only tracked for program active students.
<b><i>Program Active</i></b>	Student who has been admitted to a program and is taking classes towards completion of the program each semester.
<b><i>Retention Rate</i></b>	The number of students who continue taking classes from one fall semester to the next compared to the total number of students taking classes in the fall. Only tracked for program active students.
<b><i>Unduplicated Count</i></b>	Way to count students whereby each student is only counted one time, regardless of how many courses s/he enrolls in.
<b><i>Withdrawal</i></b>	Student who stops attending or chooses not to continue a class after 15% and no more than 60% of instructional time has elapsed. Student is counted in reports and transcripts will show a "W" for the pertinent courses.

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# Academic Affairs

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### Adult Basic Education

The Iñisaġvik College Adult Basic Education (ABE) Program provides educational opportunities to adult learners in the North Slope Borough to assist them in transitioning into the labor market and/or higher academic or vocational training. The program offers instruction and testing in basic skills such as reading, writing, math, and English as a Second Language (ESL). Students fall into 3 categories:

- General ABE (Adult Basic Education)
- ESL (English as Second Language)
- GED (General Educational Development)

GED students account for the vast majority of program enrollments.

### ABE Program Enrollment and Completion

Year	Active Students*	Full-Time Students**	Active ESL Students	Active GED Students	Full-Time GED Students	GED Completions	% Active GED Completing	% Full-Time GED Completing
FY 2012	99	47	4	95	43	23	24.2%	53.5%
FY 2013	91	43	6	84	38	9	10.7%	23.7%
AY 13-14	88	53	3	83	49	15	18.1%	30.6%
AY 14-15	59	29	2	57	27	3	5.3%	11.1%
AY 15-16	57	26	0	54	23	3	5.6%	13.0%
AY 16-17	48	24	3	44	42	8	18.2%	19.0%

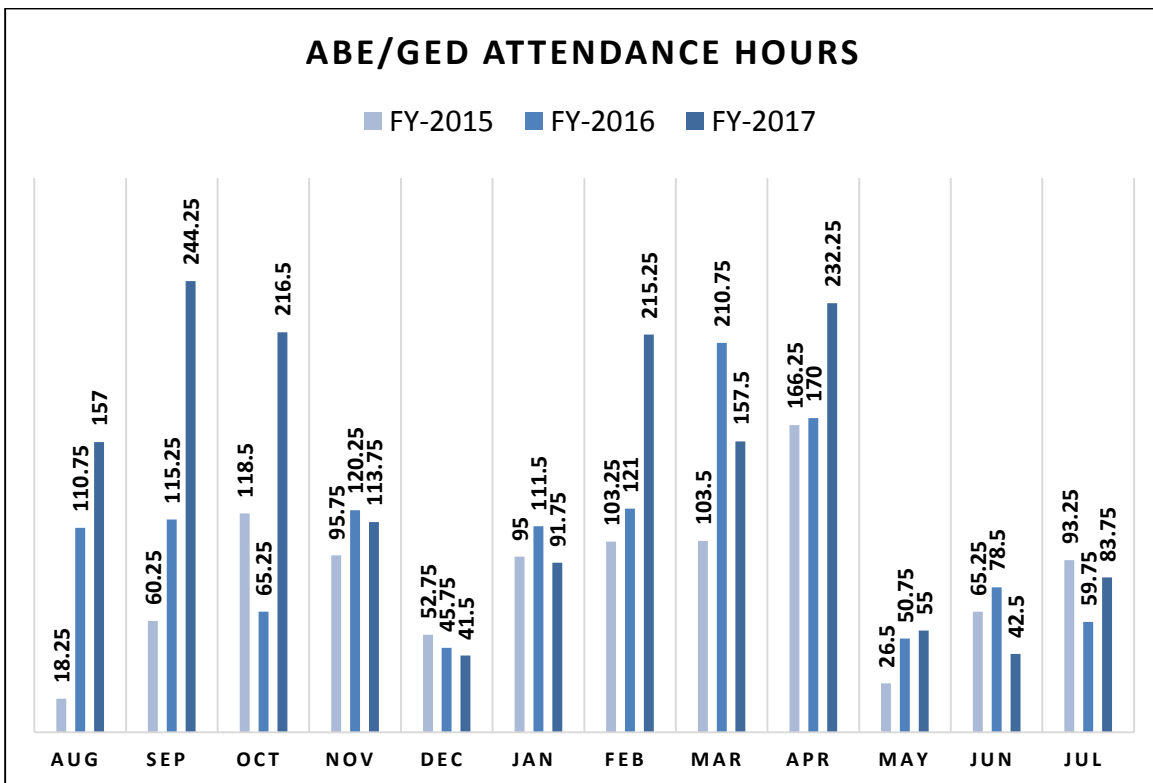
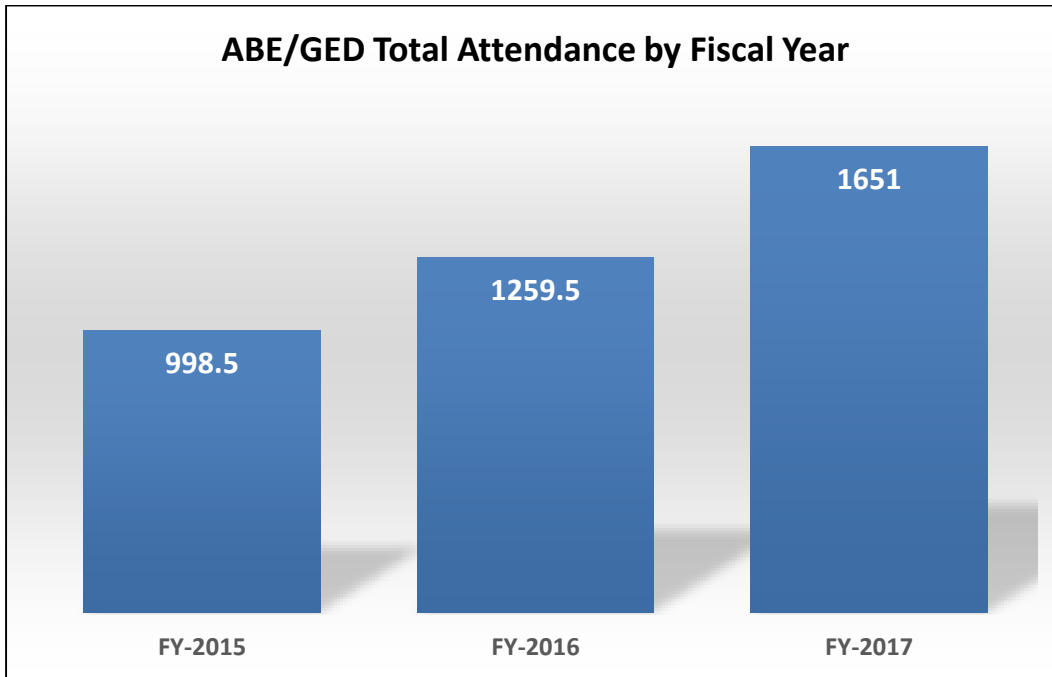
\* Active students include individuals receiving any ABE services during the academic year.

\*\* Full-Time students include adults officially enrolled in the ABE program and receiving 12 or more hours of service during a fiscal year.

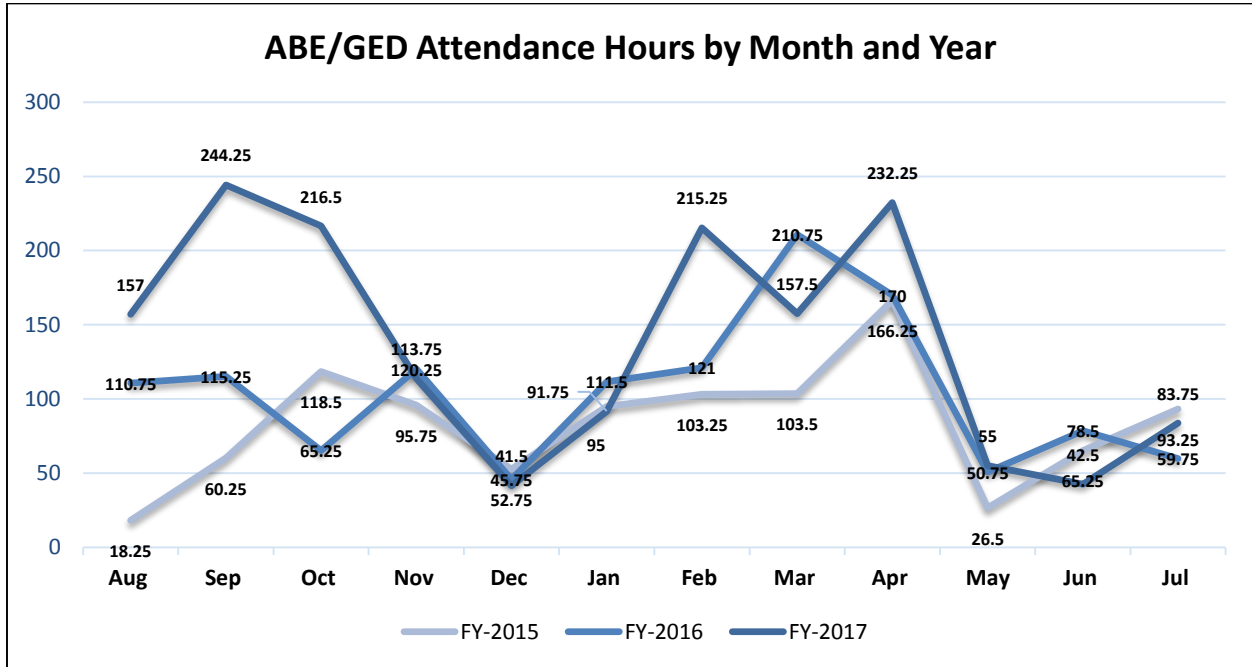
### Slope-Wide Attendance Hours for Academic Year 2016-17

	2016					2017						
	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
AKP	0	0	0	0	0	0	3	0	0	0	0	0
ATQ	0	0	11.25	0	0	0	0	0	0	0	0	0
BRW	151.8	230.8	199.3	113.8	41.5	88.75	206.3	151.8	228	54.25	34.5	79.25
KAK	0	0	0	0	0	0	0	0	0	0	0	0
NUI	0	0	0	0	0	0	6	0	0	0	0	0
PHO	5.25	13.5	0	0	0	0	0	2.75	4.25	0.75	8	4.5
PLZ	0	0	0	0	0	0	0	0	0	0	0	0
AIN	0	0	6	0	0	3	0	3	0	0	0	0
<b>TOTAL</b>	<b>157.00</b>	<b>244.25</b>	<b>216.50</b>	<b>113.75</b>	<b>41.50</b>	<b>91.75</b>	<b>215.25</b>	<b>157.50</b>	<b>232.25</b>	<b>55.00</b>	<b>42.50</b>	<b>83.75</b>

Attendance for FY15, FY16, and FY17 Academic Year







### Observations

- The ABE/GED Program is retrieving data from a new data source (Alaska Department of Labor ABE Database). The number of active students no longer includes learners who do not complete the registration process or individuals seeking non-ABE services such as DEC (Department of Environmental Conservation) testing. As a result, there is a slight decrease in active and full-time student enrollment compared to prior years. However, the percentage of active and full-time students completing their GED has increased significantly. The number of ESL students also improved over the previous year.
- Student contact hours in the outlying villages continues to be an area in need of improvement. The program is launching a new Intensive Study Initiative to bring village learners to Utqiagvik for a week of concentrated instruction and testing. Another objective is to ensure that each village has at least one representative that can assist students with registration and preparation to successfully pass the rigorous GED examination.
- Implementation of the 2014 GED test series has also removed the requirement that candidates enroll in an ABE program to take the official tests. Iļisaġvik College now supports GED-seeking adults in two distinct ways: first, through instruction and advisement to prepare for the exams and second, through access to the computer-based GED tests at our Pearson VUE Testing Center.
  - The total number of graduates in this reporting period was eight (8).
    - Seven (7) of these graduates were active students in the ABE Program.

- Several factors have impacted the ability of students to complete the GED successfully. Based on observations and student feedback, some of the most critical factors are:
  - Adjustment to different curriculum and standards
  - Cost of testing
  - Increased emphasis on writing
  - Testing being unavailable in the outlying villages
  
- Of the eight (8) GED graduates for this period, seven enrolled in post-secondary coursework after GED completion. The ABE program has continued to collaborate with Iḷisaḡvik's Recruiting and Workforce Development personnel to encourage post-secondary enrollment and assist students through this process.
  
- The ABE Program has strengthened collaboration with partner agencies to increase program awareness:
  - Iñupiat Community of the Arctic Slope Vocational Rehabilitation Program,
  - State of Alaska Department of Labor and Workforce Development Division of Vocational Rehabilitation
  - Iḷisaḡvik's Recruiting and Vocational Education and Workforce Development
  - Native Village of Barrow
  - Arctic Slope Native Association
  
- The ABE Program continues its efforts to adjust teaching methods, standardize procedures, update instructional materials, and utilize available technology to provide the appropriate services to our students.

## Distance Education Report

### TOTALS FOR ACADEMIC YEAR 2016-2017

*(Fall 2016, Spring 2017, Summer 2017)*

<b>Enrollments</b>	704
<b>Completions</b>	552
<b>Average Completion Rate</b>	78%

Data by Course Type	Number of Courses Offered	Enrollments	Average Completion Rate (Overall)	Average Completion Rate (Village)
<b>Teleconference</b>	<b>55</b>	<b>226</b>	<b>80%</b>	<b>68%</b>
Fall	34	124	76%	64%
Spring	20	94	85%	65%
Summer	1	8	88%	100%
<b>Online</b>	<b>97</b>	<b>435</b>	<b>77%</b>	<b>77%</b>
Fall	38	158	69%	65%
Spring	44	191	80%	73%
Summer	15	86	86%	84%
<b>C-Live</b>	<b>13</b>	<b>46</b>	<b>76%</b>	<b>100%</b>
Fall	8	23	83%	100%
Spring	5	23	70%	N/A
Summer	0	0	0	0

## Breakdown By Semester

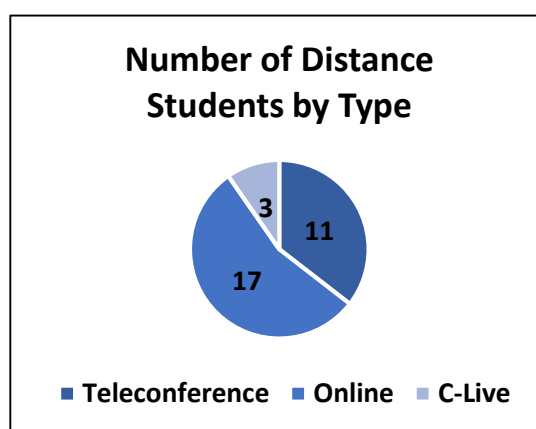
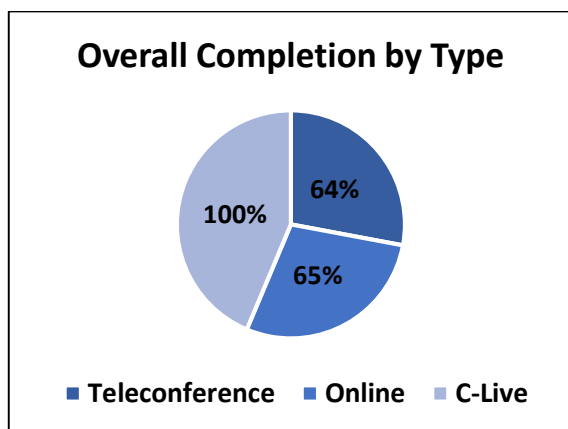
### Fall 2016

Dep	#	Section	Credits	Enrolled	Completions	% after withdraw	DE students (actual)	DE student completions (actual)	Off-site locations
<b>Teleconference</b>				<b>124</b>	<b>94</b>	<b>76%</b>	<b>11</b>	<b>7</b>	<b>64%</b>
ANS	240	800	3	1	1	100%	0	0	NA
ANTH	100	800	3	3	3	100%	1	1	Orono
ANTH	203	800	4	1	1	100%	0	0	NA
ANTH	242	800	3	2	2	100%	0	0	NA
BIOL	197	800	1	1	1	100%	0	0	NA
BIOL	197	810	2	1	0	0%	0	0	NA
BIOL	211	800	4	11	10	91%	0	0	NA
BUS	101	800	3	3	3	100%	0	0	NA
BUS	114	800	3	6	6	100%	1	1	ANC
BUS	151	800	3	8	6	75%	0	0	NA
BUS	155	800	3	5	3	60%	1	0	Wain

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BUS	233	800	3	3	2	67%	0	0	NA
BUS	245	800	3	7	7	100%	1	1	FBNX
COMM	131	800	3	10	8	80%	4	3	Akiak, AKQ, PTL Wain
ED	104	800	3	4	4	100%	0	0	NA
ED	111C	800	1	5	2	40%	3	2	Wain, ATQ
ED	194	700	3	4	4	100%	3	3	AKP, ATQ ,PTH
ED	204	800	3	2	2	100%	0	0	NA
ENGL	075B	800	3	1	1	100%	0	0	NA
ENGL	111	800	3	4	1	25%	0	0	NA
ENGL	200	800	3	1	0	0%	0	0	NA
ENGL	211	800	3	1	0	0%	0	0	NA
GEOS	203	800	4	1	1	100%	0	0	NA
HIST	131	800	3	3	2	67%	1	0	AKP
INU	102	800	3	10	6	60%	1	1	Norman
INU	111	800	3	3	3	100%	1	1	Kotz
INU	130	800	3	2	2	100%	1	1	Wain
INU	193	800	3	6	5	83%	2	1	PTH, KAK
IT	130A	800	1	2	2	100%	0	0	NA
IT	130C	800	1	3	1	33%	0	0	NA
MATH	060A	800	2	1	0	0%	0	0	NA
PSY	101	800	3	7	3	43%	2	0	ANC, ATQ
SSC	118	800	1	1	1	100%	0	0	NA
SSC	218	810	1	1	1	100%	0	0	NA
<b>Online</b>				<b>158</b>	<b>109</b>	<b>69%</b>	<b>17</b>	<b>11</b>	<b>65%</b>
BUS	106	80B	1	6	4	67%	2	1	Orono, Wain
BUS	108	80B	1	4	2	50%	0	0	NA
BUS	109	80B	3	8	2	25%	1	0	Wain
BUS	119	80B	1	2	1	50%	0	0	NA
BUS	234	80B	3	4	4	100%	1	1	Anc
BUS	239	80B	3	8	7	88%	1	1	Anc
CCS	101	80B	3	3	2	67%	0	0	NA
CCS	160	80B	1	1	1	100%	0	0	NA
CTT	101	80B	3	1	1	100%	0	0	NA
CTT	171	80B	3	2	1	50%	2	1	Ptl
ED	129	80B	3	1	1	100%	0	0	NA
ENGL	21	70B	1	6	4	67%	1	1	Akp
ENGL	111	80B	3	8	6	75%	1	0	Anc

ENGL	118	80B	3	4	3	75%	0	0	NA
HLTH	101	80B	3	2	0	0%	1	0	Akp
HLTH	204	80B	3	4	4	100%	0	0	NA
HUMS	201	80B	3	2	1	50%	0	0	NA
HUMS	125	80B	3	4	1	25%	2	1	Anc, Pth
IT	100	80B	1	3	3	100%	1	1	Akiak
IT	100	81B	1	2	2	100%	0	0	NA
IT	100	82B	1	2	2	100%	0	0	NA
IT	101	80B	1	5	4	80%	0	0	NA
IT	117	80B	1	5	4	80%	0	0	NA
IT	118	80B	1	5	2	40%	0	0	NA
IT	119	80B	1	3	1	33%	0	0	NA
IT	130B	80B	1	3	3	100%	0	0	NA
IT	140A	80B	1	4	3	75%	0	0	NA
IT	140B	80B	1	4	4	100%	0	0	NA
IT	140C	80B	1	5	5	100%	0	0	NA
IT	255A	80B	1	5	4	80%	1	1	Wain
IT	255B	80B	1	3	0	0%	1	1	Wain
IT	255C	80B	1	16	11	69%	1	1	Wain
LS	101	80B	1	5	3	60%	0	0	NA
MATH	107	80B	4	3	2	67%	0	0	NA
MATH	111	80B	3	1	1	100%	0	0	NA
MTHE	101	80B	3	7	3	43%	0	0	NA
SSC	118	80B	2	1	1	100%	0	0	NA
SSC	218	80B	2	6	6	100%	1	1	Orono
<b>Live synchronous</b>				<b>23</b>	<b>19</b>	<b>83%</b>	<b>3</b>	<b>3</b>	<b>100%</b>
MATH	055A	80E	2	16	11	69%	1	1	Akiak
MATH	055B	80E	2	5	3	60%	1	1	Akiak
MATH	105	80E	3	2	5	250%	1	1	Metlakatla



**OBSERVATIONS AND HIGHLIGHTS**

**Enrollment data:**

305 enrollments (all sections)  
 222 completions (all sections)  
***Distance education completion: 72.7%***

**Course data:**

34 teleconference courses  
     Village completion rate: 64%  
     Overall completion rate: 76%  
 38 online courses  
     Village completion rate: 65%  
     Overall completion rate: 69%  
 8 C-Live courses  
     Village completion rate: 100%  
     Overall completion rate: 83%

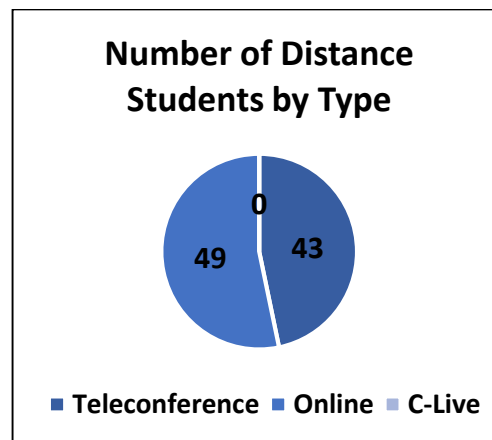
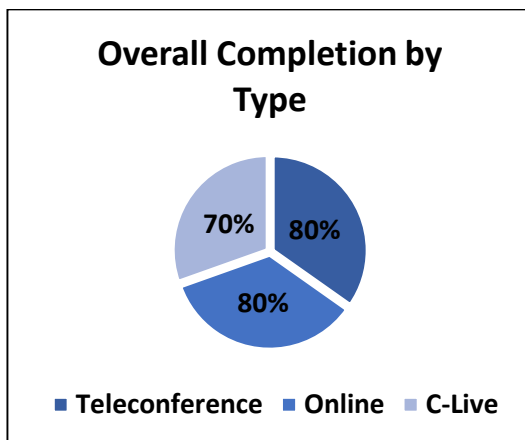
**Spring 2017**

Dept	#	Section	Credits	Enrolled	Completions	% after withdraw	DE students (actual)	DE student completions (actual)	Off-site locations
<b>Teleconference</b>				<b>94</b>	<b>80</b>	<b>85%</b>	<b>43</b>	<b>40</b>	<b>93%</b>
ANS	294	800	3	6	6	100%	3	3	ANC, Tanacross, KOTZ
BUS	101	800	3	5	5	100%	NA	NA	NA
BUS	201S	800	3	4	4	100%	1	1	ANC
COMM	131	800	3	10	8	80%	NA	NA	NA
COMM	131	900	3	11	11	100%	11	11	ANC, Bethel, Galena, Sitka
ECON	100	800	3	2	2	100%	NA	NA	NA
ED	101	800	3	1	1	100%	NA	NA	NA
ED	127	800	3	2	1	50%	NA	NA	NA
EMS	230	800	3	4	4	100%	NA	NA	NA
ENGL	111	800	3	2	2	100%	NA	NA	NA
FIRE	121	800	3	5	3	60%	NA	NA	NA
HIST	115	800	3	10	10	100%	6	6	ATQ, PtH, Naytahwaush
HUMS	205	800	3	2	2	100%	NA	NA	NA
INU	103	800	3	7	4	57%	4	4	KOTZ, Norman, PtH, Wasilla
INU	112	800	3	2	0	0%	2	0	Fbks, PtH

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INU	294	800	3	4	3	75%	3	2	Fbks, Ft Yuk, ANC
MATH	116	800	3	9	9	100%	9	9	Bethel, ANC, Galena, King Cove
PHIL	101	800	3	4	3	75%	2	2	Kak, Orono
PS	100	800	3	2	1	50%	1	1	AKP
SSC	118	800	1	2	1	50%	1	1	Pth
<b>Online</b>				<b>191</b>	<b>153</b>	<b>80%</b>	<b>49</b>	<b>36</b>	<b>73%</b>
ANS	239	80B	3	7	6	86%	2	2	Pth
ART	200	80B	3	2	1	50%	NA	NA	NA
BIOL	104	80B	4	3	3	100%	NA	NA	NA
BUS	107	80B	2	2	2	100%	2	2	Wain
BUS	109	80B	3	3	3	100%	1	1	Wain
BUS	175	80B	3	5	2	40%	1	1	Anc
BUS	182	80B	3	2	2	100%	NA	NA	NA
BUS	202	80B	3	7	4	57%	NA	NA	NA
BUS	203	80B	3	1	1	100%	NA	NA	NA
BUS	220	80B	3	3	3	100%	NA	NA	NA
BUS	260	80B	3	1	1	100%	1	1	Wain
CTT	170	80B	3	7	6	86%	2	1	Klamath Falls, Ward Cove
CTT	171	80B	3	8	7	88%	2	2	Seward, Ward Cove
ED	129	80B	3	4	3	75%	2	1	Nui
ENGL	111	80B	3	9	6	67%	2	2	Pth, Anc
ENGL	200	80B	3	4	1	25%	2	0	Anc, Wasilla
ENGL	211	80B	3	3	3	100%	NA	NA	NA
ENGL	213	80B	3	4	1	25%	1	1	Naytahwaush
ENGL	213	81B	3	3	2	67%	1	0	Orono
HIM	110	80B	3	2	2	100%	NA	NA	NA
HLTH	103	80B	3	2	1	50%	1	1	Anc
HLTH	195	80C	1	15	15	100%	15	15	Wasilla, Unalaska, Palmer, Ambler, Sutton, Nikiski
HUMS	260	80B	1	6	4	67%	1	0	Anc

INU	213	80B	3	7	3	43%	4	1	Bethel, Anc, Wasilla, Orono
IT	100	80B	1	11	8	73%	2	1	Atq, Hydaburg
IT	101	80B	1	2	2	100%	NA	NA	NA
IT	117	80B	1	1	1	100%	NA	NA	NA
IT	118	80B	1	2	1	50%	NA	NA	NA
IT	119	80B	1	2	2	100%	1	1	Wain
IT	130A	80B	1	2	2	100%	NA		
IT	130B	80B	1	2	2	100%	NA	NA	NA
IT	130C	80B	1	4	4	100%	NA	NA	NA
IT	140A	80B	1	4	3	75%	NA	NA	NA
IT	140B	80B	1	4	3	75%	NA	NA	NA
IT	140C	80B	1	3	2	67%	NA	NA	NA
IT	209	80B	2	4	4	100%	NA	NA	NA
MATH	105	80B	3	5	5	100%	NA	NA	NA
MATH	107	80B	4	5	5	100%	1	1	Metlakatla
MATH	111	80B	3	4	3	75%	2	1	Pth
MATH	200	80B	4	1	1	100%	NA	NA	NA
MTHE	101	80B	3	3	3	100%	1	1	Hydaburg
PSY	121	80B	3	9	9	100%	2	0	Pth
PSY	150	80B	3	10	9	90%	NA	NA	NA
STAT	200	80B	3	3	2	67%	NA	NA	NA
<b>Live synchronous</b>				<b>23</b>	<b>16</b>	<b>70%</b>	<b>0</b>	<b>0</b>	<b>0</b>
BUS	112	80E	3	8	7	88%	NA	NA	NA
BUS	151	80E	3	3	1	33%	NA	NA	NA
BUS	155	80E	3	2	0	0%	NA	NA	NA
BUS	232	80E	3	4	4	100%	NA	NA	NA
BUS	254	80E	3	6	4	67%	NA	NA	NA





**OBSERVATIONS AND HIGHLIGHTS**

**Enrollment data:**  
 308 enrollments (all sections)  
 249 completions (all sections)  
***Distance education completion: 80.8%***

**Course data:**  
 20 teleconference courses  
     Village completion rate: 93%  
     Overall completion rate: 80%  
 44 online courses  
     Village completion rate: 73%  
     Overall completion rate: 80%  
 5 C-Live courses  
     Village completion rate: 0% (no students)  
     Overall completion rate: 70%

**Summer 2017**

Dept	Course	Sec	Enrolled	Completions	% after withdraw	DE students (actual)	DE student completions (actual)	Off-site locations
<b>Teleconference</b>			<b>8</b>	<b>7</b>	<b>88%</b>	<b>8</b>	<b>7</b>	<b>88%</b>
MATH	116	800	8	7	88%	8	7	Anc, Plummer, La Conner, Bethel
<b>Online</b>			<b>86</b>	<b>74</b>	<b>86%</b>	<b>45</b>	<b>38</b>	<b>84%</b>
BIOL	195	80C	4	4	100%	4	4	Kongiganak, Anc, Noatak, Fbnx
ED	129	80B	8	5	63%	1	1	Metlakatla
ED	195	80C	11	11	100%	9	9	Kiana, Metlakatla, Nuiqsut
EMS	103	80C	8	8	100%	5	5	Fbnx, Pilot Station, North Pole, Noatak, Chefomak

ENGL	111	80B	1	0	0%	0	0	NA
HLTH	195	80C	8	8	100%	5	5	Fbnx, Pilot Station, North Pole, Noatak, Chefomak
INU	195	80C	2	2	100%	2	2	Fbnx, Noatak
INU	210	80C	11	11	100%	0	0	NA
INU	220	80B	4	3	75%	2	1	Norman, Wain
IT	255A	80B	2	2	100%	0	0	NA
IT	255B	80B	2	2	100%	0	0	NA
IT	255C	80B	2	2	100%	0	0	NA
PSY	101	80B	8	1	13%	7	1	Sutton, Wasilla, Anc, Palmer, Aniak
PSY	195	81C	10	10	100%	10	10	Ketchikan, Petersburg, Criag, Hydaburg, Juneau
SAFE	123	80C	5	5	100%	0	0	NA

### OBSERVATIONS AND HIGHLIGHTS

**Enrollment data:**

94 enrollments (all sections)

81 completions (all sections)

***Distance education completion: 87%***

**Course data:**

1 teleconference course

Village completion rate: 88%

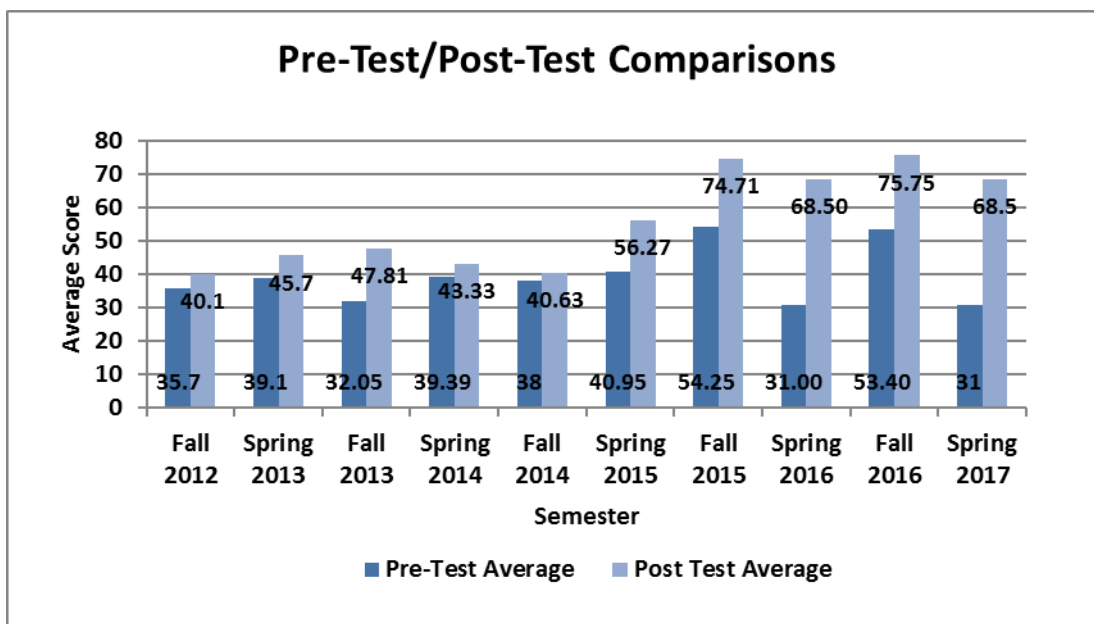
Overall completion rate: 88%

15 online courses

Village completion rate: 84%

Overall completion rate: 86%

FOUNDATIONAL EDUCATION: MATHEMATICS



Fall 2016

Course	Registered	Withdraw	Grade C- or higher		Grades D+ or lower	
	# students	# students	# students	% students	# students	% students
MATH 055A	16	1	11	68.75%	4	25%
MATH 055B	5	0	3	60.00%	2	40.00%
MATH 060A	1	0	0	n/a	1	100.00%
MATH 060B	0	0	0	n/a	0	n/a
MATH 031	0	0	0	n/a	0	n/a
<b>Total</b>	<b>22</b>	<b>1</b>	<b>14</b>	<b>63.63%</b>	<b>7</b>	<b>33.33%</b>

Spring 2017

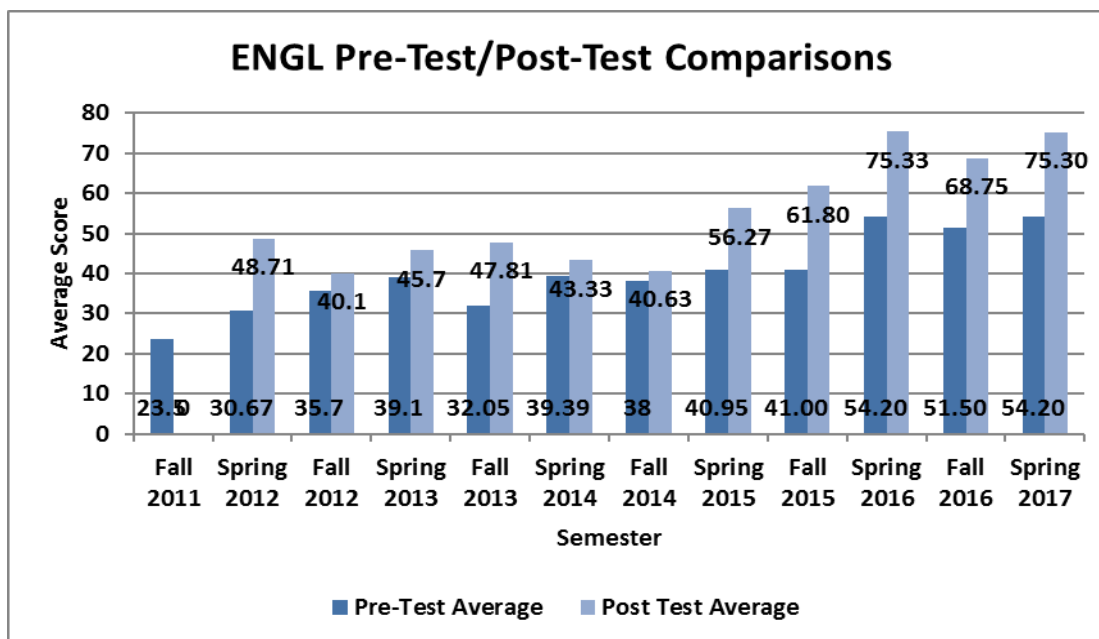
Course	Registered	Withdraw	Grade C- or higher		Grades D+ or lower	
	# students	# students	# students	% students	# students	% students
MATH 055A	0	0	0	n/a	0	n/a
MATH 055B	2	0	2	100%	0	0%
MATH 060A	0	0	0	n/a	0	n/a
MATH 060B	0	0	0	n/a	0	n/a
MATH 031	0	0	0	n/a	0	n/a
<b>Total</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>100%</b>	<b>0</b>	<b>0%</b>

- When pre- and post-testing in the Fall 2016 semester, students showed an average gain of 22.35 points. This compares to an average gain of 37.5 points for pre- and post-testing in the Spring 2017 semester.
- Number of students/percent eligible to transition to college level courses: **0**
- Number of students who completed College level gateway course after having completed foundational course(s): **2** (students who completed foundational courses in Fall 2016 and successfully completed college level course in spring 2017)

## **OBSERVATION AND HIGHLIGHTS FOR FALL/SPRING**

- Consistent pre- and post-testing continues to be a challenge, as not all students are tested. Accurate and consistent data collection will be a priority for the coming year, as this is the foundation for meaningful analysis.
  - Strategies for consistent testing may include making this a part of the required coursework and assigning the task a grade.
- The fall semester had a total of 22 registered students, compared only two (2) in the spring semester. In part, the low spring numbers may correlate to an innovative format, whereby students were allowed to enroll in MATH 105 with additional support in an effort to accelerate their progress.
- Of the 24 students registered for foundational Math courses, 16 (67%) completed with grade C- or higher.

FOUNDATIONAL EDUCATION: ENGLISH



Fall 2016

Course	Registered	Withdraw	Grade C- or higher		Grades D+ or lower	
	# students	# students	# students	% students	# students	% students
ENGL 075A	1	0	0	0%	1	100%
ENGL 075B	5	0	1	20%	4	80%
ENGL 090A	2	0	2	100%	0	0%
ENGL 090B	3	1	0	0%	2	66.66%
ENGL 031	6	1	2	33.33%	3	50%
<b>Total</b>	<b>17</b>	<b>2</b>	<b>5</b>	<b>29%</b>	<b>10</b>	<b>58.8%</b>

Spring 2017

Course	Registered	Withdraw	Grade C- or higher		Grades D+ or lower	
	# students	# students	# students	% students	# students	% students
ENGL 075A	1	0	1	100%	0	0%
ENGL 075B	0	0	0	N/A	0	N/A
ENGL 090A	1	0	1	100%	0	0%
ENGL 090B	2	0	2	100%	0	0%
ENGL 031	4	0	1	25%	3	75%
<b>Total</b>	<b>8</b>	<b>0</b>	<b>5</b>	<b>63%</b>	<b>3</b>	<b>37%</b>

- When pre- and post-testing in the Fall 2016 semester, students showed an average gain of 17.25 points. This compares to an average gain of 21.15 points for pre- and post-testing in the Spring 2017 semester.
- Number of students/percent eligible to transition to college level courses: 6
- Number of students who completed College level gateway course after having completed foundational course(s): 4 (students who completed foundational course in Fall 2016 and successfully completed college level course in Spring 2017). Two additional students completed a college level course, but were not successful.

## **OBSERVATIONS AND HIGHLIGHTS**

- Foundational English courses had a combined enrollment of 25 for the year, and some students may have taken more than one course. Of those 25, 10 students completed with grade C- or higher, compared to 13 students completing with Grade D+ or lower.
- Ten (10) students participated in ENGL 031, which is a companion course to ENGL 111, but only 3 students completed with Grade C- or higher, compared to 6 students finishing the course with Grade D+ or lower.
  - In the past year, 5 students participated in ENGL 031, and 4 students did not complete the course successfully.
  - Reviewing the performance of students taking the companion course concurrently with ENGL 111, will be helpful to determine the effectiveness of this concept.

## Iñupiaq Cultural Programming

In keeping with Iñisaġvik College’s mission to perpetuate and strengthen Iñupiaq culture, language, values and traditions, several departments/divisions facilitated cultural activities, evidence of Iñisaġvik’s role as a cultural center and tribal college for the community. Activities facilitated by the Iñupiaq Studies Division, Cooperation Extension Program, Student Success Center, and the Tuzzy Consortium Library are included in this report.

Target audiences varied depending on the hosting department and the activity. Audiences included community members (all ages and adults), Elders, Uqautchim Uglua parents and students, dorm students, enrolled students in a particular class, North Slope Borough School District teachers and or Iñupiaq Language Teachers (ILT’s), high school/dual credits students, Iñisaġvik College employees and faculty, middle school students, students grades 1-12’ as well as guests. The number of activities held for particular groups is included below.

This academic year (Fall 2016, Spring 2017 and Summer 2017), **Iñisaġvik College hosted a total of 105 cultural activities with 3,113 participants.**

Iñisaġvik College Department	Total # Activities/Workshops	Total # Participants
Iñupiaq Studies	55	768
Tuzzy Consortium Library	25	1,513
Uqautchim Uglua	5	100
Cooperative Extension	14	628
Student Success Center	6	86
<b>TOTAL</b>	<b>105</b>	<b>3,113</b>

## Fall 2016

Division	Event Type Duration	Topic	# of Participants	Target Audience	Focus
Iñupiaq Studies	Iñupiaq Cultural Hour (1 time event)	Iñisaġvik College Orientation-Cooking	45	Iñisaġvik College staff, and faculty	Cultural learning Traditional food Traditional values
Iñupiaq Studies	Iñupiaq Cultural Hour (1 time event)	Iñupiaq names, and the history behind Iñupiaq names	15	Iñisaġvik College staff, and faculty	Cultural history Cultural learning Language learning Traditional values
Iñupiaq Studies	Iñupiaq Cultural Hour (1 time event)	Tundra tea sampling, tundra greens, kiniktaq (dried seal meat in seal oil), stinkweed, and Labrador tea testing	11	Iñisaġvik College staff, faculty, enrolled students, dorm students	Cultural history Cultural learning Traditional crafts Traditional food Traditional healing Traditional values
Iñupiaq Studies	Iñupiaq Cultural Hour (1 time event)	Native guest speaker and artist. Came and share her work with whales	6	Iñisaġvik College staff, faculty, enrolled students, dorm students	Cultural learning Storytelling Traditional crafts
Iñupiaq Studies	Iñupiaq Cultural Hour (1 time event)	Learn how to cut up a share from a whale- maktak, tongue, and making uunaalik	25	Iñisaġvik College staff, faculty, enrolled students, dorm students	Cultural learning Language learning Traditional food Traditional values
Iñupiaq Studies	Iñupiaq Cultural Hour (1 time event)	The importance of pronouncing Iñupiaq names correctly	25	Iñisaġvik College staff, faculty, enrolled students, dorm students	Cultural history Cultural learning Traditional healing Traditional values
Iñupiaq Studies	Iñupiaq Cultural Hour (1 time event)	Chime into the Alaska Federation of Natives (AFN) online or in person	11	Iñisaġvik College staff, faculty, enrolled students, dorm students	Cultural history Cultural learning Traditional healing Traditional values
Iñupiaq Studies	Iñupiaq Cultural Hour (1 time event)	Sharing scary Iñupiat stories	19	Iñisaġvik College staff, faculty, enrolled students, dorm students	Cultural learning Storytelling Traditional values



Division	Event Type Duration	Topic	# of Participants	Target Audience	Focus
Iñupiaq Studies	Iñupiaq Cultural Hour (1 time event)	Introducing ourselves in Iñupiaq, pronouncing North Slope village names correctly, Iñupiaq atchagat, vowels, and diphthongs	11	Iļisaġvik College staff, faculty, enrolled students, dorm students	Cultural learning Language learning
Iñupiaq Studies	Iñupiaq Cultural Hour (1 time event)	Go over the Iñupiaq Corner for the month of December, reviewing content from previous Iñupiaq Cultural Hour	4	Iļisaġvik College staff, faculty, enrolled students, dorm students	Cultural learning Language learning
Iñupiaq Studies	Semester Long Class	INU 102- Conversational Iñupiaq I	8	Enrolled Students	Cultural learning Language learning
Iñupiaq Studies	Semester Long Class	INU 111- North Slope Iñupiaq Grammar I	3	Enrolled Students	Cultural learning Language learning
Iñupiaq Studies	Semester Long Class	INU 103- Iñupiaq for Language Teachers I	2	Enrolled Students	Cultural learning Language learning
Iñupiaq Studies	Semester Long Class	INU 194- Inupiaq for Language Teachers II	6	Enrolled Students	Cultural learning Language learning
Iñupiaq Studies	Semester Long Class	INU 194- Traditional Food Preparation	19	Enrolled Students, Dual Credit Students	Cultural learning Language learning Traditional food Traditional values
Iñupiaq Studies	Semester Long Class	INU 214- Iñupiaq Drum, Construction, and Use	0	Enrolled Students	Cultural history Cultural learning Traditional crafts
Iñupiaq Studies	Semester Long Class	INU 257- Traditional and Contemporary Skin Sewing	9	Enrolled Students	Cultural history Cultural learning Traditional crafts
Tuzzy Consortium Library	Movie 1 time event	Sikumi: <i>On The Ice</i>	27	Community (all ages)	Storytelling Traditional values
Tuzzy Consortium Library	1 time event	Native Pathways to College	13	High school students	Cultural learning

# Iñupiaq Cultural Programming | 2017

Division	Event Type Duration	Topic	# of Participants	Target Audience	Focus
Tuzzy Consortium Library	4 times	NSBSD Teacher Inservices: Iñupiaq Resources at Tuzzy	87	K-12 Utqiagvik Teachers	Cultural learning
Tuzzy Consortium Library	movie 1 time event	<i>Fast Runner</i>	7	Community (all ages)	Storytelling Traditional values
Tuzzy Consortium Library	movie 1 time event	<i>Children of the Arctic</i>	4	Community (all ages)	Storytelling
Tuzzy Consortium Library	Writing contest	Terror on the Tundra	55	NSBSD 1-12 grade students	Storytelling
Tuzzy Consortium Library	1 time event	TST: Community Resilience at the Top of the World	15	Community (all ages)	Arctic science
Cooperative Extension	1 time event	Harvest Festival	39	Everyone	Traditional Foods (fermented greens)
Cooperative Extension	1 time event	Healthy Futures: Classroom presentation in Nuiqsut	14	High School Students	Using Traditional Foods in a Modern context
Student Success Center	Student Activities (1 Time Event)	Traditional Food Cooking	7	Dorm Students	Traditional Foods, Traditional Values, Cultural Learning
Student Success Center	Student Activities (1 Time Event)	Sewing	3	Dorm Students	Traditional Crafts, Traditional Values, Cultural Learning

## Spring 2017

Division	Event Type Duration	Topic	# of Participants	Target Audience	Focus
Iñupiaq Studies	Iñupiaq Cultural Hour (1 time event)	Iñupiaq Language Lesson	8	Iñisaġvik College staff, faculty, enrolled students, dorm students	Cultural learning Language learning Storytelling Traditional values
Iñupiaq Studies	Iñupiaq Cultural Hour (1 time event)	Story of How Kivġiq Came to be	13	Iñisaġvik College staff, faculty, enrolled students, dorm students	Cultural history Cultural learning Storytelling Traditional values
Iñupiaq Studies	Iñupiaq Cultural Hour (1 time event)	Cooking: How to make Aluuttagaaq	13	Iñisaġvik College staff, faculty, enrolled students, dorm students	Cultural learning Traditional food
Iñupiaq Studies	Iñupiaq Cultural Hour (1 time event)	Attend Kivġiq- The Messenger Feast	28	Iñisaġvik College staff, faculty, enrolled students, dorm students	Cultural history Cultural learning Language learning Storytelling Traditional crafts Traditional food Traditional healing Traditional values
Iñupiaq Studies	Iñupiaq Cultural Hour (1 time event)	Iñupiaq Songs, Dances, and Drumming	14	Iñisaġvik College staff, faculty, enrolled students, dorm students	Cultural learning Language learning Storytelling Traditional values
Iñupiaq Studies	Iñupiaq Cultural Hour (1 time event)	History behind traditional and contemporary Qupak's- fancy trim design	17	Iñisaġvik College staff, faculty, enrolled students, dorm students	Cultural history Cultural learning Traditional crafts Traditional values
Iñupiaq Studies	Iñupiaq Cultural Hour (1 time event)	Film: Amiġnikun. Talk about skin boats	17	Iñisaġvik College staff, faculty, enrolled students, dorm students	Cultural history Cultural learning Language learning Traditional crafts
Iñupiaq Studies	Iñupiaq Cultural Hour (1 time event)	Attend the Iñisaġvik College Board of Trustees Meeting	25	Iñisaġvik College staff, faculty, enrolled students, dorm students	Cultural learning
Iñupiaq Studies	Iñupiaq Cultural Hour (1 time event)	Iñupiaq Songs, Dances, and Drumming- Iñisaġvik College graduation performance practice	36	Iñisaġvik College staff, faculty, enrolled students, dorm students	Cultural learning Language learning Storytelling Traditional crafts Traditional values

# Iñupiaq Cultural Programming | 2017

Division	Event Type Duration	Topic	# of Participants	Target Audience	Focus
Iñupiaq Studies	Iñupiaq Cultural Hour (1 time event)	Iñupiaq Songs, Dances, and Drumming- Iñupiaq College graduation performance practice	31	Iñupiaq College staff, faculty, enrolled students, dorm students	Cultural learning Language learning Storytelling Traditional crafts Traditional values
Iñupiaq Studies	Iñupiaq Cultural Hour (1 time event)	Iñupiaq Songs, Dances, and Drumming- Iñupiaq College graduation performance practice	23	Iñupiaq College staff, faculty, enrolled students, dorm students	Cultural learning Language learning Storytelling Traditional crafts Traditional values
Iñupiaq Studies	Iñupiaq Cultural Hour (1 time event)	Iñupiaq Songs, Dances, and Drumming- Iñupiaq College graduation performance practice	22	Iñupiaq College staff, faculty, enrolled students, dorm students	Cultural learning Language learning Storytelling Traditional crafts Traditional values
Iñupiaq Studies	Iñupiaq Cultural Hour (1 time event)	Iñupiaq Songs, Dances, and Drumming- Iñupiaq College graduation performance practice	23	Iñupiaq College staff, faculty, enrolled students, dorm students	Cultural learning Language learning Storytelling Traditional crafts Traditional values
Iñupiaq Studies	Iñupiaq Cultural Hour (1 time event)	Iñupiaq Songs, Dances, and Drumming- Iñupiaq College graduation performance practice	26	Iñupiaq College staff, faculty, enrolled students, dorm students	Cultural learning Language learning Storytelling Traditional crafts Traditional values
Iñupiaq Studies	Iñupiaq Cultural Hour (1 time event)	Iñupiaq Songs, Dances, and Drumming- Iñupiaq College graduation performance practice	29	Iñupiaq College staff, faculty, enrolled students, dorm students	Cultural learning Language learning Storytelling Traditional crafts Traditional values
Iñupiaq Studies	Iñupiaq Cultural Hour (1 time event)	Atikluk Sewing for Iñupiaq College graduation	10	Iñupiaq College staff, faculty, enrolled students, dorm students	Cultural learning Traditional crafts

# Iñupiaq Cultural Programming | 2017

Division	Event Type Duration	Topic	# of Participants	Target Audience	Focus
Iñupiaq Studies	Iñupiaq Cultural Hour (1 time event)	Atikluk Sewing for Iñupiaq College graduation	10	Iñupiaq College staff, faculty, enrolled students, dorm students	Cultural learning Traditional crafts
Iñupiaq Studies	Iñupiaq Cultural Hour (1 time event)	Atikluk Sewing for Iñupiaq College graduation	10	Iñupiaq College staff, faculty, enrolled students, dorm students	Cultural learning Traditional crafts
Iñupiaq Studies	Iñupiaq Cultural Hour (1 time event)	Atikluk Sewing for Iñupiaq College graduation	10	Iñupiaq College staff, faculty, enrolled students, dorm students	Cultural learning Traditional crafts
Iñupiaq Studies	Semester Long Class	ART 212- Baleen Art	0	Enrolled Students	Cultural history Cultural learning Traditional crafts
Iñupiaq Studies	Semester Long Class	INU 103- Conversational Iñupiaq II	6	Enrolled Students	Cultural learning Language learning
Iñupiaq Studies	Semester Long Class	INU 112- North Slope Iñupiaq Grammar II	1	Enrolled Students	Cultural learning Language learning
Iñupiaq Studies	Semester Long Class	INU 118: Arctic Colloquium	2	Enrolled Students	Cultural history Cultural learning Language learning Storytelling Traditional food Traditional values Arctic science
Iñupiaq Studies	Semester Long Class	INU 213- Inuit Storytelling	7	Enrolled Students	Cultural history Cultural learning Storytelling Traditional values
Iñupiaq Studies	Semester Long Class	INU 214- Iñupiaq Drum, Construction, and Use	0	Enrolled Students	Cultural history Cultural learning Traditional crafts
Iñupiaq Studies	Semester Long Class	INU 257- Traditional and Contemporary Skin Sewing	6	Enrolled Students	Cultural history Cultural learning Traditional crafts
Iñupiaq Studies	Semester Long Class	INU 260- Iñupiaq Songs, Dances, and Drumming	8	Enrolled Students	Cultural history Cultural learning Language learning Traditional crafts

# Iñupiaq Cultural Programming | 2017

Division	Event Type Duration	Topic	# of Participants	Target Audience	Focus
Iñupiaq Studies	1 time event	Iñupiaq Fine Arts Festival	63	Community, Community Members, Elders, Uqautchim Uglua Parents/Students, Enrolled Students, Dual Credit Students, Iḷisaḡvik College Staff, Faculty, Guests	Cultural learning Language learning Storytelling Traditional crafts Traditional food Traditional values
Tuzzy Consortium Library	1 time event	TST: Sea Ice Declines and the Energy Balance of Polar Bears in the Southern Beaufort Sea	17	Community (all ages)	Arctic Science
Tuzzy Consortium Library	1 time event	Kivgiq Photograph Identification Project	135	Community (all ages)	Cultural history Cultural learning Storytelling
Tuzzy Consortium Library	1 time event	TST: Real Food for Babies: Breast Milk as First Traditional Food	13	Community (all ages)	Traditional foods Cultural learning Traditional values Arctic science
Tuzzy Consortium Library	1 time event	TST: Amazing Whales	65	Community (all ages)	Cultural values Cultural learning Traditional foods Arctic science
Tuzzy Consortium Library	1 time event	Iñupiaq Fine Arts Festival	63	Community (all ages)	Cultural values Cultural learning Traditional arts
Tuzzy Consortium Library	1 time event	Piuraaḡiaqta EcoChains: Arctic Crisis Game Tournament	12	Community (all ages)	Arctic science Cultural learning Traditional food
Tuzzy Consortium Library	1 time event	Piuraaḡiaqta Chess Tournament	13	Community (all ages)	Cultural learning
Tuzzy Consortium Library	1 time event	TST: Snow, Wind, and Time	15	Community (all ages)	Arctic science
Tuzzy Consortium Library	1 time event	TST: NSB Marine Mammal Health Studies	12	Community (all ages)	Traditional foods Arctic science
Tuzzy Consortium Library	1 time event	TST: Fish Habitat Studies Near Utqiagvik	23	Community (all ages)	Traditional foods Arctic science

# Iñupiaq Cultural Programming | 2017

Division	Event Type Duration	Topic	# of Participants	Target Audience	Focus
Tuzzy Consortium Library	1 time event	TST: Walakpa: How Salvaged Archaeological Remains Can Benefit Our Community	20	Community (all ages)	Cultural values Cultural learning Arctic science
Tuzzy Consortium Library	rehearsals 5 times	MCT <i>Peter and Wendy</i> musical theater practice	330	K-8 grade Utqiagvik students	Storytelling Cultural learning Traditional values
Tuzzy Consortium Library	Performances 2 times	MCT <i>Peter and Wendy</i> musical theater productions	500+	Community (all ages)	Storytelling Cultural learning Traditional values
Uqautchim Uglua	1 time event	Aimaagvik Field Trip- Sang and Danced	14	Elders Uqautchim Uglua Students	Cultural learning Language learning
Uqautchim Uglua	1 time event	Aimaagvik Field Trip- Hear Stories About Kivgiq	12	Elders Uqautchim Uglua Students	Cultural history Cultural learning Language learning Storytelling
Uqautchim Uglua	1 time event	Aimaagvik Field Trip- Story telling, Songs, Animals	21	Elders Uqautchim Uglua Students	Cultural learning Language learning Storytelling
Uqautchim Uglua	1 time event	Aimaagvik Field Trip- Planting Seeds for Earth Day	13	Elders Uqautchim Uglua Students	Cultural learning Language learning Traditional headling Traditional values
Uqautchim Uglua	1 time event	Uqautchim Uglua Graduation	40	Elders Uqautchim Uglua Students	Cultural learning Language learning Traditional values Traditional food
Cooperative Extension	1 time event	Healthy Living: Family Fun Day	412	Everyone	Traditional Healing, Values and Food
Cooperative Extension	Single Workshop	Natural Plant Dyeing	33	Elders	Traditional Values, and using traditional plants in a modern context
Cooperative Extension	2 workshops	Healthy Futures: Tuttu Pizza in Nuiqsut	14	Youth	Using Traditional Foods in a Modern context
Cooperative Extension	1 workshops	Healthy Futures: Tuttu Pizza in Wainwright	22	Youth	Using Traditional Foods in a Modern context
Cooperative Extension	1 workshops	Healthy Futures: Tuttu Pizza in Atqasuk	6	Youth	Using Traditional Foods in a Modern context

# Iñupiaq Cultural Programming | 2017

Division	Event Type Duration	Topic	# of Participants	Target Audience	Focus
Cooperative Extension	1 workshop	Healthy Futures: Tuttu Pizza in Pt. Lay	19	Youth	Using Traditional Foods in a Modern context
Cooperative Extension	4 workshops	Atikluk Sewing	15	Adults	Traditional Craft
Cooperative Extension	1 workshop	Healthy Futures: Tuttu kebabs in Anaktuvuk Pass	12	High School Students	Using Traditional Foods in a Modern context
Student Success Center	Student Activities (1 Time Event)	Piuraagiaqta	7	Enrolled Students	Cultural Traditions, Cultural Learning
Student Success Center	1 Time Event	Culture Fair	24	Community (All Ages)	Cultural Learning, Cultural History

## Summer 2017

Division	Event Type Duration	Topic	# of Participants	Target Audience	Focus
Iñupiaq Studies	Iñupiaq Cultural Hour (1 time event)	Aliġaq Niġligiit- Tear, cut, and prepare geese for soup	11	Iļisaġvik College staff, faculty, enrolled students, dorm students	Cultural learning Language learning Traditional food Traditional values
Iñupiaq Studies	Iñupiaq Cultural Hour (1 time event)	Attend the Elder's and Youth Conference	8	Iļisaġvik College staff, faculty, enrolled students, dorm students	Cultural learning Language learning Traditional crafts Traditional food Traditional healing Traditional values
Iñupiaq Studies	Iñupiaq Cultural Hour (1 time event)	Iñupiaq Language Lesson by James Nageak's INU 118: North Slope Iñupiaq Grammar class	14	Iļisaġvik College staff, faculty, enrolled students, dorm students	Cultural learning Language learning
Iñupiaq Studies	Iñupiaq Cultural Hour (1 time event)	Birds and their Manniit- Eggs	7	Iļisaġvik College staff, faculty, enrolled students, dorm students	Cultural learning Language learning Traditional food



# Iñupiaq Cultural Programming | 2017

Division	Event Type Duration	Topic	# of Participants	Target Audience	Focus
Iñupiaq Studies	Iñupiaq Cultural Hour (1 time event)	How to Make Misigaaq- Seal Oil	8	Iñisaġvik College staff, faculty, enrolled students, dorm students	Cultural learning Language learning Traditional food
Iñupiaq Studies	Iñupiaq Cultural Hour (1 time event)	Concepts Regarding Language	3	Iñisaġvik College staff, faculty, enrolled students, dorm students	Cultural learning Language learning
Iñupiaq Studies	Iñupiaq Cultural Hour (1 time event)	Tundra Plant Walk- Edible greens	7	Iñisaġvik College staff, faculty, enrolled students, dorm students	Cultural learning Language learning Traditional food
Iñupiaq Studies	Iñupiaq Cultural Hour (1 time event)	Miġruqti: Skin Sewing	4	Iñisaġvik College staff, faculty, enrolled students, dorm students	Cultural learning Language learning Traditional crafts
Iñupiaq Studies	Iñupiaq Cultural Hour (1 time event)	Attend the Ukpeaġvik Iñupiat Corporation Science Fair	7	Iñisaġvik College staff, faculty, enrolled students, dorm students	Cultural history Cultural learning Arctic science
Iñupiaq Studies	Summer Course	INU 118: Topics in Iñupiaq Studies, North Slope Iñupiaq Grammar Level 3 B	5	Enrolled Students	Cultural learning Language learning
Iñupiaq Studies	Summer Camp Course	INU 195- Iñupiaq Art and Culture	2	Enrolled Students, Dual Credit,	
Iñupiaq Studies	Summer Camp Course	INU 195- North Slope Iñupiaq Immersion	0	Dual Credit Students, Enrolled Students, Community members	Cultural history Cultural learning Language learning Traditional food Traditional healing Traditional values
Iñupiaq Studies	Summer Course	INU 220- North Slope Iñupiaq History, Language, and Culture	4	Enrolled Students	Cultural history Cultural learning Language learning Traditional healing Traditional values
Iñupiaq Studies	Summer Camp Course	INU 210- Iñupiaq Land, Values, and Resources cultural summer camp in Tikigaq (Point Hope), Alaska	11	Enrolled students, Teachers, NSBSD ILTs (Iñupiaq Language Teachers), Community Members, Dual Credit Students	Cultural history Cultural learning Language learning Storytelling Traditional crafts Traditional food Traditional healing Traditional values

# Iñupiaq Cultural Programming | 2017

Division	Event Type Duration	Topic	# of Participants	Target Audience	Focus
Tuzzy Consortium Library	1 time event	TST: United Nations Policy on the Arctic	12	Community (all ages)	Arctic Science
Tuzzy Consortium Library	1 time event	TST: Northern Alaska Sea Ice Project Jukebox	14	Community (all ages)	Storytelling Cultural learning Traditional values Arctic science
Tuzzy Consortium Library	1 time event	iCamp student films	54	Community (all ages)	Storytelling Arctic science
Tuzzy Consortium Library	1 time event	TST: China's Global Reach: Its Impact on Arctic Policy	5	Community (all ages)	Arctic science
Tuzzy Consortium Library	1 time event	TST: Unsettling Bio Medicine: The Changing Ethics of Biomedical Research in the Cold War Alaskan Arctic	2	Community (all ages)	Arctic science
Cooperative Extension	single workshop	Tundra Plant Walk with MaryJane Litchard	8	Everyone	Traditional values, knowledge and food
Cooperative Extension	single workshop	Salve Making with MaryJane Litchard	11	Adult	Traditional values and knowledge
Cooperative Extension	single workshop	Healthy Futures: Collecting wild onions for Reindeer soup	16	Traditional Land Values Camp students	Using Traditional Foods in a Modern context
Cooperative Extension	Working daily for 3 weeks	Barrow Youth Corp: Tundra Garden	7	High School Students	Traditional values, knowledge and food
Student Success Center	Student Activities (1 Time Event)	Traditional Food Cooking	25	Summer Camp Students	Traditional Foods, Traditional Values, Cultural Learning
Student Success Center	Student Activities (1 Time Event)	Storytelling	20	Summer Camp Students	Storytelling, Traditional Values,

**Tuzzy Consortium Library**

*Please Note:* Tuzzy Consortium Library and the other North Slope Village Libraries all serve as both academic and community libraries, and are open to the general public. Programming, materials, and usage include those of both Iñisaġvik students and non-students, including children.

<b>Usage in FY17</b>	
Number of Hard Copy Titles Added	1,054
Number of Electronic Titles Added <i>Reference, Kindle, Audio-books, Biblioboard, Overdrive</i>	10,094
Number of Electronic Databases <i>With access to full-text Electronic materials</i>	58
Number of Patron Visits	64,592
Number of Items Circulated	49,731
Total Patron Computer Usage	14, 505
Wireless Users	7,040
<b>Scheduled events or meetings – total</b>	<b>717</b>
# of Tuzzy Programs	171
# of IC classes	236
# of IC uses, other	25
# of Community requests/uses	285
<b>Event/meeting attendance- Total</b>	<b>3,495 Adults, 3,168 Youth</b>
Tuzzy Programs	1,668 Adults, 2,622 Youth
IC classes	479 Adults, 31 Youth
IC uses, other	243 Adults, 137 Youth
Community requests/uses	1,105 Adults, 378 Youth

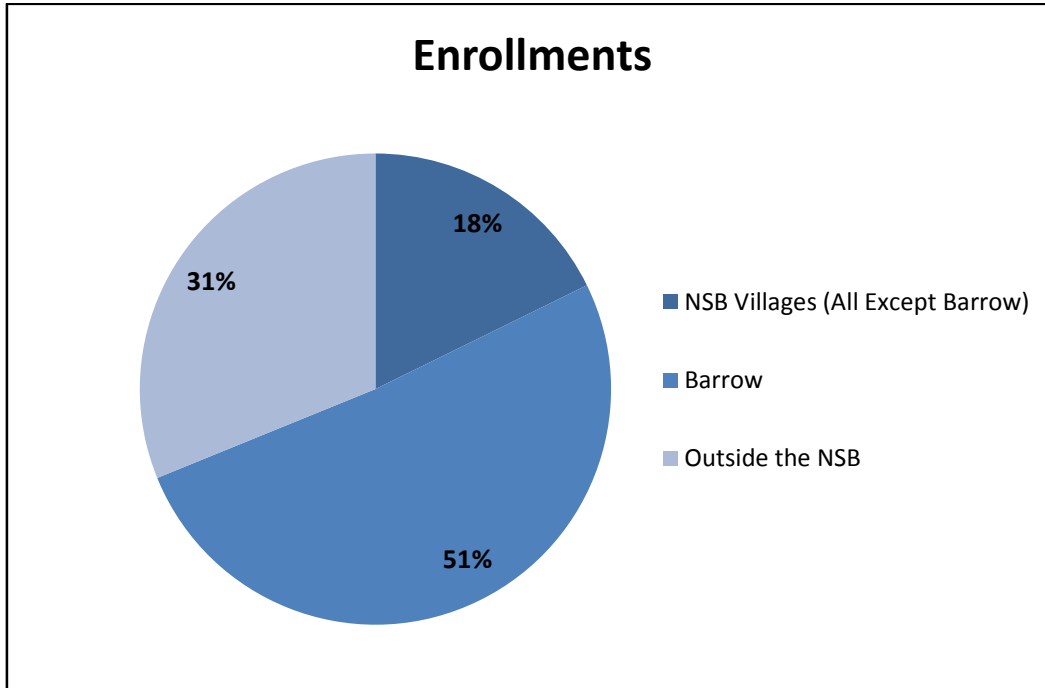
<b>Village Libraries FY17</b>	
<i>Data for the 7 North Slope Village Libraries excluding Tuzzy Consortium Library in Barrow</i>	
Number of Hard Copy Titles Added	95
Number of Electronic Titles Added	10,092
Number of Part-time Library Staff	14 in the Villages, 1 in Barrow 2.7 FTE

**North Slope Borough Village Participation  
2016-2017 Academic Year**

*This report counts resident enrollments. Please note that enrollments are separate from student headcount (headcount may be duplicated within enrollments).*

*Academic Year: Fall 2016, Spring 2017, Summer 2017*

**Totals for Year**



**North Slope Borough Village Participation**

Location	Classes Taught On-Site In Location	Enrollments On-Site	Enrollments via Distance Delivery	Enrollments On-Site in Barrow	Total Enrollments Per Location
Anaktuvuk Pass	7	59	5	24	88
Atqasuk	9	41	20	25	86
Kaktovik	5	4	4	22	30
Nuiqsut	9	37	4	19	60
Point Hope	9	59	19	21	99
Point Lay	1	36	12	41	89
Wainwright	7	35	24	35	94
Outside the NSB	68	709	93	157	959

**Barrow Participation**

Term	Classes Taught On-Site In Barrow	Enrollments On-Site in Barrow	Enrollments via Distance Delivery	Total Enrollments
Fall 2016	160	340	214	554
Spring 2017	151	429	180	609
Summer 2017	73	393	17	410
<b>Total</b>	<b>384</b>	<b>1162</b>	<b>411</b>	<b>1573</b>

**Subtotals by Semester per Location**

**Fall 2016**

Location	Classes Taught On-Site at Location	Enrollments On-Site	Enrollments via Distance Delivery	Enrollments On-Site in Barrow	Total Enrollments Per Location
Anaktuvuk Pass	1	8	2	0	10
Atqasuk	2	5	10	9	24
Kaktovik	5	4	2	4	10
Nuiqsut	4	11	0	4	15
Point Hope	2	13	2	7	22
Point Lay	1	7	7	9	23
Wainwright	0	0	13	8	21
Outside the NSB	31	234	19	25	278

**Spring 2017**

Location	Classes Taught On-Site at Location	Enrollments On-Site	Enrollments via Distance Delivery	Enrollments On-Site in Barrow	Total Enrollments Per Location
Anaktuvuk Pass	4	40	3	3	46
Atqasuk	6	31	10	8	49
Kaktovik	0	0	2	10	12
Nuiqsut	4	23	4	4	31
Point Hope	6	38	17	6	61
Point Lay	0	29	5	9	43
Wainwright	7	35	10	12	57
Outside the NSB	21	237	57	54	348

**Summer 2017**

Location	Classes Taught On-Site In Location	Enrollments On-Site	Enrollments via Distance Delivery	Enrollments On-Site in Barrow	Total Enrollments Per Location
Anaktuvuk Pass	2	11	0	21	32
Atqasuk	1	5	0	8	13
Kaktovik	0	0	0	8	8
Nuiqsut	1	3	0	11	14
Point Hope	1	8	0	8	16
Point Lay	0	0	0	23	23
Wainwright	0	0	1	15	16
Outside the NSB	16	238	17	78	333

**OBSERVATIONS AND OPPORTUNITIES**

Enrollment Highs and Lows (Villages ranked by participation)

2014-2015	2015-2016	2016-2017
1. Wainwright	1. Point Hope	1. Point Hope
2. Point Hope	2. Atqasuk	2. Wainwright
3. Nuiqsut	3. Wainwright	3. Point Lay
4. Kaktovik	4. Nuiqsut	4. Anaktuvuk Pass
5. Anaktuvuk Pass	5. Point Lay	5. Atqasuk
6. Atqasuk	6. Kaktovik	6. Nuiqsut
7. Point Lay	7. Anaktuvuk Pass	7. Kaktovik

The size of the village population appears to be correlated with participation: for the past three years, the two largest villages, Point Hope and Wainwright, have ranked among the three villages with the highest participation. For 2016-2017 year, Nuiqsut, the third largest village, has unusually low participation. Atqasuk, Nuiqsut and Point Hope had the most classes delivered on-site (9 classes each), and Point Hope had the most on-site enrollments (59). The number of classes taught outside the NSB increased from 64 to 68 classes with total enrollments increasing from 888 to 959.

**CLASSES OFFERED BY LOCATION**

Percentage breakdown of classes offered by location:

Location	2014-2015	2015-2016	2016-2017
Barrow	63%	65%	384/499=77%
NSB Villages	14%	16%	47/499=9%
Off-Slope	23%	19%	68/499=17%

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# Community Development

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In keeping with Iļisaġvik’s mission to perpetuate and strengthen Iñupiat culture, language, values and traditions, the Cooperative Extension program seeks to encourage an environment of life-long learning in the communities of the North Slope through a variety of non-classroom, hands-on workshops. The program is designed to identify educational needs and interests on the North Slope and address those needs by utilizing available local talent and expertise. Cooperative Extension seeks to foster a sustainable, successful, and effective outreach program for this constituency.

In the 2016-2017 Academic Year (Fall 2016, Spring 2017, Summer 2017), Cooperative Extension held a total of 105 workshops with 2,231 participants.

<b>Number of Workshop Offerings Addressing Each Focus</b>	
Community Solidarity	0
Creativity	12
Economic Food Solutions	4
Economic Household Solutions	1
Food Safety	1
Gardening	1
Healthy Choices	24
Nutrition	15
Personal Finance	0
Personal Wellness	25
Physical Activity	14
Problem solving and physics	1
Strengthening Family Bonds	6
Traditional Arts and Crafts	2
Traditional Values	7
Youth Development	21

<b>Total Number of Workshop Offerings Targeting Each Age Level</b>	
Preschool Kids (ages 0-4)	10
Kids (ages 5-12)	24
Teens (ages 13-17)	24
Adults	31
Families	4

**Comparison to Previous Academic Years**

	2014-2015	2015-2016	2016-2017
<b>Total Number of Workshops</b>	125	197	105
<b>Total Number of Participants</b>	2,555	3,168	2,231

Focus Areas	# of Workshops in 2014-2015	# of Workshops in 2015-2016	# of Workshops in 2016-2017
Community Solidarity	2	1	0
Creativity	8	11	12
Economic Food Solutions	9	10	4
Economic Household Solutions	3	1	1
Food Safety	0	0	1
Gardening	4	6	1
Healthy Choices	26	38	24
Nutrition	22	28	15
Personal Finance	0	1	0
Personal Wellness	29	36	25
Physical Activity	14	20	14
Problem solving and physics	1	3	1
Strengthening Family Bonds	10	9	6
Traditional Arts and Crafts	3	1	2
Traditional Values	7	10	7
Youth Development	19	28	21

Target Age Level	# of Workshops in 2014-2015	# of Workshops in 2015-2016	# of Workshops in 2016-2017
Preschool Kids (ages 0-4)	11	17	10
Kids (ages 5-12)	20	32	24
Teens (ages 13-17)	19	34	24
Adults	37	36	25
Families	8	7	4

**Breakdown by Semester**

<b>Fall 2016</b> Total Workshops: 26   Total Participation: 451				
Workshop Title	# of participants	Target Audience	Duration	Focus
Open Sew	32	Adults	7 Weekly workshops	Personal wellness, Traditional crafts, Creativity
'Back' to School Workshop	8	Adults	Single Workshop	Healthy Choices, Personal wellness,
Beyond Pie (Pumpkin)	8	Adults	Single workshop	Nutrition, Economic food solutions, Personal wellness
Cheese and Crackers	6	Adults	Single workshop	Nutrition, Economic food solutions, Personal wellness
Family Christmas Extravaganza	81	Families	Single workshop	Strengthening family bonds, Physical activity, Creativity
Gentle Yoga	12	Adults	Single session	Physical activity, Healthy choices
Harvest Festival	39	Everyone	Single workshop	Gardening, Nutrition, Personal Wellness, Economic Household Solutions, traditional foods
Healthy Futures – Anaktuvuk Pass in the Kitchen	14	Teens	Single Workshop	Youth development, Personal wellness, Nutrition, Healthy choices
Holiday Food Safety	4	Adults	Single Workshop	Economic Food Solutions, Food Safety
Introduction to Tai Chi	10	Adults	Single workshop sessions	Physical activity, Healthy choices
Ipalook Family Night: Guess that Vegetable	50	Families	Single workshop	Strengthening family bonds, Nutrition, Healthy Choices
Kids in the Kitchen	85	Families	3 Monthly workshops	Nutrition, Healthy choices, Strengthening family bonds, Youth Development
Quilted Christmas Tree Ornaments	8	Adults	Single workshop	Creativity, Personal wellness
Stepping Saturdays	94	Everyone	Single Workshop	Physical activity, Youth development, Healthy choices

Spring 2017				
Total Workshops: 39   Total Participation: 1065				
Workshop Title	# of Participants	Target Audience	Duration	Focus
Cold Water Safety	79	Teens	4 In school classes	Personal wellness, Youth development, Physical activity
'That Sugar Film': Film showing and panel discussion	36	Everyone	Single workshop	Nutrition, Healthy choices , Personal wellness
Atikluk Sewing	15	Adults	4 Weekly workshops	Personal wellness, Traditional crafts, Creativity
College Bound Ice Cream Experiment	90	Kids ages 11-12	workshop	Nutrition, Healthy choices, Youth Development
Family Easter Egg-Stravaganza	106	Families	Single workshop	Strengthening family bonds, Physical activity, Creativity
Gentle Yoga	14	Adults	3 Weekly sessions	Physical activity, Healthy choices, Personal wellness
Healthy Futures – Nuiqsut	34	Kids and Young Adults ages 5 and up	3 workshops	Youth development, Personal wellness, Nutrition, Healthy choices
Healthy Futures- Pt. Lay	42	Kids and Young Adults ages 5 and up	2 Workshops	Youth development, Personal wellness, Nutrition, Healthy choices
Healthy Futures- Anaktuvuk Pass Kebab on open fire	12	Teens ages 13-18	Single Workshops	Youth development, Personal wellness, Nutrition, Healthy choices
Healthy Futures – Atqasuk	12	Kids and Young Adults ages 5 and up	2 Workshops	Youth development, Personal wellness, Nutrition, Healthy choices
Healthy Futures – Wainwright	36	Kids and Young Adults ages 5 and up	2 Workshops	Youth development, Personal wellness, Nutrition, Healthy choices
Healthy Living: Family Fun Day	412	Everyone	Single event	Strengthening family bonds, Healthy choices, Personal wellness, Physical activity, Traditional healing, values and food

Healthy Living: Fun Run/Walk	65	Everyone	Single event	Healthy choices, Personal wellness, Physical activity
Mindfulness in Art: Presented by David Pettibone	35	Adults	Single workshop	Personal wellness, Creativity
Natural Plant Dyeing	33	Adults	Single workshop	Traditional values, Personal wellness, Creativity
Yoga for Kids	43	Kids ages 3 and up	7 weekly sessions	Physical activity, Youth development, Healthy choices

<b>Summer 2017</b>				
Total Workshops: 40   Total Participation: 715				
Workshop Title	# of Participants	Target Audience	Duration	Focus
Barrow Circus Camp	124	Kids ages 5-15	3 classes offered daily for 2 weeks	Physical activity, Youth development, Healthy choices
Barrow Youth Corp: Tundra Garden	9	Young adults ages 14-19	Working daily for 3 weeks	Traditional values, knowledge and food
Healthy Futures: Apple Cookies in Kaktovik	45	Kids ages 5-18	3 workshops over 1 day	Nutrition, Economic food solutions, Healthy choices
Healthy Futures: snack packs and Wild Onions for Tuttu soup Pt. Hope	16	Teens and adults ages 16 and up	2 workshops during a 1 week camp	Youth development, Personal wellness, Nutrition, Healthy choices, Traditional Values
Icamp: Middle School Kids Making Movies	20	Kids ages 11-14	1 week camp (afternoons)	Youth Development, Creativity, Personal wellness
Imagination Library Story Circles	38	Kids ages 0-4 and their caregivers	3 classes offered in 1 week sessions	Youth development, Strengthening family bonds
Missoula Children's Theatre: Kaktovik	45	Kids ages 5-18	3 workshops over 1 day	Youth Development, Personal wellness, Creativity
Missoula Children's Theatre: Pt. Lay	132	Kids ages 5-18	6 workshops over 2 days	Youth Development, Personal wellness, Creativity

Recreational Boating Safety	11	Adults	2 day long class	Physical Activity Healthy choices, Personal wellness
Theatre and Drama Camp	12	Kids ages 10 and up	1 week camp (afternoons)	Youth Development, Creativity, Personal wellness
Traditional Plant Walk with MaryJane Litchard	7	Everyone	Single Workshop	Traditional values, knowledge and food
Traditional Salve Making with MaryJane Litchard	12	Adults	Single Workshop	Traditional values, knowledge and food
Tumbling and Gymnastics Clinic	48	Kids ages 4 and up	4 Classes offered daily for 1 week	Physical activity, Youth development, Healthy choices
Village Circus Camps	175	Kids and a few Adults ages 5-69	12 classes offered daily in 1 week sessions	Physical activity, Youth development, Healthy choices
Young Engineers Camp	12	Kids ages 11-14	1 week camp (afternoons)	Youth development, Problem solving & physics, Creativity

## Workforce Development Program Report

For Academic Year 2016-2017

*Fall 2016, Spring 2017, and Summer 2017*

### Mission

Vocational Education and Workforce Development strives to promote a diverse selection of educational opportunities by connecting residents with the quality training they need to realize economic self-sufficiency and employment security. VEWFD works directly with employers to plan and coordinate present and future workforce needs with a focus on skills training for the underemployed and unemployed.

<b>Totals for the 2016-2017 Academic Year</b>		
<b>Number of Classes Held</b>	253	
<b>Number of Organizations Served (Unduplicated)</b>	16	
<b>Enrollment</b>	1,732	
<b>Number of Certifications Awarded</b>	1,718	
<b>Completion Rate</b>	99%	
<b>Number of Classes Held By Location</b>	Anaktuvuk Pass	6
	Atqasuk	9
	Barrow	175
	Eagle River	22
	Hydaburg	2
	Kaktovik	5
	Ketchikan	4
	Nuiqsut	9
	Pt. Hope	8
	Pt. Lay	6
	Wainwright	7
	Online	4
<b>Classes Held, By Type</b>	<b>By Request</b>	<b>63% (160)</b>
	Scheduled	37% (93)
<b>Number of Training Topics</b>	90	

Totals for the 2016-17 Academic Year (Continued)

Number of Trainings by Organization	
Organization	Number
ASNA	4
ASRC	2
BUECI	3
City of Nuiqsut	1
City of Pt. Hope	1
City of Pt. Lay	1
City of Utqiagvik	1
Community of Hydaburg	2
Hiland Mountain Correctional Center	22
Ilisagvik College	11
Native Village of Barrow	1
North Slope Borough	92
North Slope Borough School District	11
Road Scholar	1
UIC	2
Vigor	7

Number of Students by Training Topic (Duplicated)	
Class	Number
30 Hr. OSHA Approved Construction Standards	26
30 Hr. OSHA Approved General Industry Standards	27
40 Hr. HAZWOPER	133
8 Hr. HAZWOPER, Annual Refresher	65
Alaska Safe Food Worker	6
Analyzing and Summarizing Data in Excel	2
Arctic Landfill Operations	14
ASSIST	29
Basic Driver Education	14
Basic Rigging	4
Basic Safety Training Emergency Response Operations	1
Behind the Wheel Driving	1
Blood Borne Pathogens	14
Boiler Basics	5



<b>Number of Students by Training Topic (Duplicated)</b>	
<b>Class</b>	<b>Number</b>
Breath Alcohol Technician Training	4
Business Grammar and Writing	39
Carpentry I, Skill Lab	2
Carpentry, Level 1	2
CDL Written, Entry Level Operation and Unrestricted Test prep	9
Certified Pool Operators	9
Collection Personnel Training Course	6
Commercial Wiring, Module A	4
Communication for the Trades	1
Communication Skills	15
Confined Space	5
Conflict Resolution	6
Construction Internship	2
Construction Technology Internship	8
Customer Service and Beyond	18
Decision Making	12
Effective Communication for Leaders	8
Electrical Blueprints & Design	3
Electrical I, Skill Lab	16
Electrical, Level I	7
Electrical, Level I Module A	9
Electrical, Level I Module B	9
Electrical, Level I Module C	9
Electrical, Level I Module D	9
Electronic File Management	12
Entry Level Operation of Class B, C Commercial Motor Vehicle	3
Financial and Credit Literacy	8
Freon Removal	23
Fundamentals of Crew Leadership	36
Grant Writing	12
Graphics in Excel	2
Hazardous Waste Supervisor/On Scene Incident Commander	6
HAZWOPER: General Hazard Awareness	6
HIPAA and Privacy Act	22
ICS- 300	12
ICS- 400	12
Introduction to Adobe InDesign	4
Introduction to Adobe Photoshop	5
Introduction to Alaska Small Wastewater Systems	23

<b>Number of Students by Training Topic (Duplicated)</b>	
<b>Class</b>	<b>Number</b>
Introduction to Alaska Small Water Systems	11
Introduction to Construction Skills	49
Introduction to Great Plains Software	13
Introduction to Heavy Equipment Operations	5
Introduction to Infographics	11
Introduction to Microsoft Office 2016	32
Introduction to National Electrical Code	4
Introduction to Construction Skills	1
Inupiaq Cultural Orientation	13
Job club	84
Mental Health First Aid	15
MS Access	4
MS Excel	53
MS PowerPoint	9
MS Word	40
NSTC Unescorted Training	109
NVB Judicial Training	7
Office Skills Development Series	17
Operation of Class B/CDL Vehicles	3
OSHA 10 Hr. Construction Safety Training	27
OSHA 10 Hr. General Industry Safety Training	6
Presentation Skills	8
Project Management	12
Project Management Tools: PERT/CPM	3
Project Supervision	6
QuickBooks Training – Basics and Beyond	35
Respirator Use	33
Rosetta Stone Training Workshop	6
Scaffolding, Level I	4
Standard First Aid & CPR with AED	275
Stress Management	9
Tank Farm Management and Spill Prevention Response	33
Time management	11
Water Treatment & Distribution Certification Exam Review	16
Weatherization Tech I	10
Workplace Economics	5
Workshop Preparing Effective Resumes	8

## Course Lists by Semester

### *Note on Data Presented:*

Classes are listed by name according to location. If it appears that the class is listed more than once, it is because it was held in more than one location. The **“Occurrence”** column indicates the number of times the class was held in that specific location. The total number of occurrences per semester is the total number of classes held. Also listed is the total number of course topics offered per semester.

Requesting Organization/Scheduled: Where possible, the organization for which the class was specifically requested is listed. **“Scheduled”** means that the course was scheduled before the start of the semester by Iļisaġvik according to regular demand, or possibly as a result of a request from a local organization (unknown).

Enrollment and Completion: For all courses which offer a certificate or industry certification (all), completion of the class indicates that the students were awarded the appropriate certificate. So, the number of students who completed the class is also the total number of certificates/certifications awarded.

- **“Eligibility to sit for test”** indicates that though the industry certification is not offered by Iļisaġvik, the course meets eligibility requirements in order to take the test for certification elsewhere.
- **“Iļisaġvik Certificate”** indicates in-house certificates, versus specific industry certifications. These in-house certificates provide students with proof of having completed Continuing Education Units (CEUs) or established hours of study in their field.

The row just under the heading for each semester (shaded in light blue) contains **total numbers** for the semester.

Fall 2016

Class	Requesting Organization	Occurrence	Location	Number Completed	Certification Type Offered
<b>44 Course Topics</b>	<b>11 Organizations Served 23 Scheduled</b>	<b>84 Occurrences</b>	<u>Classes/Location:</u> Atqasuk: 2 Barrow: 43 Eagle River: 4 Hydaburg: 2 Kaktovik: 5 Nuiqsut: 5 Pt. Hope: 2 Pt. Lay: 1 Online: 2	<b>418 Students</b>	
Customer Service and Beyond	North Slope Borough	1	Barrow	18	Iļisaġvik College Certificate
Business Grammar and Writing	North Slope Borough	2	Barrow	19	Iļisaġvik College Certificate
MS Word: Advanced	North Slope Borough	1	Barrow	2	Iļisaġvik College Certificate
MS Excel: Advanced	North Slope Borough	1	Barrow	5	Iļisaġvik College Certificate
MS Excel: Beginner	North Slope Borough	1	Barrow	1	Iļisaġvik College Certificate
MS Excel: Intermediate	North Slope Borough	1	Barrow	5	Iļisaġvik College Certificate
MS PowerPoint	North Slope Borough	2	Barrow	9	Iļisaġvik College Certificate
QuickBooks Training – Basics and Beyond	North Slope Borough	2	Barrow	10	Iļisaġvik College Certificate
QuickBooks Training – Basics and Beyond	ASRC	1	Barrow	3	Iļisaġvik College Certificate
Financial Literacy	North Slope Borough	1	Barrow	5	Iļisaġvik College Certificate
Office Skills Development Series	North Slope Borough	1	Barrow	6	Iļisaġvik College Certificate
Workshop Preparing Effective Resumes	North Slope Borough	2	Barrow	8	Iļisaġvik College Certificate
MS Access: Beginner	North Slope Borough	1	Barrow	4	Iļisaġvik College Certificate
Introduction to Adobe Photoshop	North Slope Borough	1	Barrow	5	Iļisaġvik College Certificate
Introduction to Adobe InDesign	North Slope Borough	1	Barrow	4	Iļisaġvik College Certificate

# Workforce Development Program | 2017

Class	Requesting Organization	Occurrence	Location	Number Completed	Certification Type Offered
Grant Writing	City of Pt. Hope	1	Pt. Hope	5	Iļisaġvik College Certificate
Grant Writing	City of Pt. Lay	1	Pt. Lay	7	Iļisaġvik College Certificate
Job club	North Slope Borough	2	Barrow	8	Iļisaġvik College Certificate
Presentation Skills	North Slope Borough	1	Barrow	8	Iļisaġvik College Certificate
Rosetta Stone Training Workshop	North Slope Borough	1	Barrow	6	Iļisaġvik College Certificate
Project Management Tools: PERT/CPM	North Slope Borough	1	Barrow	3	Iļisaġvik College Certificate
Introduction to Infographics	North Slope Borough	1	Barrow	8	Iļisaġvik College Certificate
Stress Management	North Slope Borough	1	Barrow	6	Iļisaġvik College Certificate
NVB Judicial Training	Native Village of Barrow	1	Barrow	7	Iļisaġvik College Certificate
30 Hr. OSHA Approved General Industry Standards	Scheduled	1	Barrow	5	Industry Certificate
Certified Pool Operators	North Slope Borough School District	1	Barrow	9	Industry Certificate
Introduction to Alaska Small Wastewater Systems	BUECI	1	Barrow	23	Industry Certificate
8 Hr. HAZWOPER, Annual Refresher	Scheduled	1	Barrow	9	Industry Certificate
8 Hr. HAZWOPER, Annual Refresher	Scheduled	1	Nuiqsut	4	Industry Certificate
NSTC Unescorted Training	Scheduled	2	Barrow	5	Industry Certificate
NSTC Unescorted Training	Scheduled	1	Kaktovik	1	Industry Certificate
NSTC Unescorted Training	Scheduled	1	Nuiqsut	1	Industry Certificate
NSTC Unescorted Training	Hiland Mountain Correctional Center	1	Eagle River	20	Industry Certificate
40 Hr. HAZWOPER	Scheduled	2	Barrow	16	Industry Certificate

# Workforce Development Program | 2017

Class	Requesting Organization	Occurrence	Location	Number Completed	Certification Type Offered
40 Hr. HAZWOPER	Scheduled	1	Kaktovik	1	Industry Certificate
40 Hr. HAZWOPER	Scheduled	1	Nuiqsut	5	Industry Certificate
HAZWOPER: General Hazard Awareness	North Slope Borough	1	Kaktovik	1	Iļisagvik College Certificate
HAZWOPER: General Hazard Awareness	North Slope Borough	1	Nuiqsut	3	Iļisagvik College Certificate
Standard First Aid & CPR with AED	Scheduled	1	Kaktovik	1	Industry Certificate
Standard First Aid & CPR with AED	Scheduled	1	Nuiqsut	2	Industry Certificate
Standard First Aid & CPR with AED	Scheduled	10	Barrow	57	Industry Certificate
Respirator Use	North Slope Borough	1	Barrow	6	Industry Certificate
Respirator Use	North Slope Borough	1	Kaktovik	1	Industry Certificate
ASSIST	ASNA	1	Barrow	8	Industry Certificate
Construction Technology Internship	Iļisagvik College	1	Barrow	3	Iļisagvik College Certificate
Introduction to Construction Skills	Scheduled	1	Barrow	4	Industry Certificate
Introduction to Construction Skills	North Slope Borough School District	1	Atqasuk	2	Industry Certificate
Introduction to Construction Skills	North Slope Borough School District	1	Pt. Hope	8	Industry Certificate
Introduction to Construction Skills	Hydaburg City School District	1	Hydaburg	3	Industry Certificate
Introduction to Construction Skills	Scheduled	1	Online	1	Industry Certificate
Introduction to Construction Skills	Hiland Mountain Correctional Center	1	Eagle River	10	Industry Certificate
Scaffolding, Level I	Hiland Mountain Correctional Center	1	Eagle River	4	Industry Certificate
Communication for the Trades	Vigor	1	Online	1	Industry Certificate
Fundamentals of Crew Leadership	Scheduled	1	Barrow	4	Industry Certificate

# Workforce Development Program | 2017

<b>Class</b>	<b>Requesting Organization</b>	<b>Occurrence</b>	<b>Location</b>	<b>Number Completed</b>	<b>Certification Type Offered</b>
Fundamentals of Crew Leadership	North Slope Borough School District	1	Atqasuk	5	Industry Certificate
Fundamentals of Crew Leadership	Hydaburg City School District	1	Hydaburg	3	Industry Certificate
Construction Technology Internship	Ilisagvik College	2	Barrow	5	Ilisagvik College Certificate
Electrical, Level I	Scheduled	1	Barrow	3	Industry Certificate
Electrical I, Skill Lab	Scheduled	1	Barrow	3	Ilisagvik College Certificate
Carpentry, Level 1	Scheduled	1	Barrow	2	Industry Certificate
Basic Rigging	Hiland Mountain Correctional Center	1	Eagle River	4	Industry Certificate
Introduction to Heavy Equipment Operations	Scheduled	1	Barrow	2	Ilisagvik College Certificate
Operation of Class B/CDL Vehicles	Scheduled	1	Barrow	3	Industry Certificate
CDL Written, Entry Level Operation and Unrestricted Test prep	Scheduled	2	Barrow	3	Eligible to sit for test
Basic Driver Education	North Slope Borough School District	1	Barrow	3	Eligible to sit for test
Carpentry I, Skill Lab	Scheduled	1	Barrow	2	Ilisagvik College Certificate

Spring 2017

Class	Requesting Organization	Occurrence	Location	Number Completed	Certification Type Offered
<b>48 Course Topics</b>	<b>7 Organizations Served 37 Scheduled</b>	<b>109 Occurrences</b>	<u>Classes/Location:</u> Anaktuvuk Pass: 4 Atqasuk: 6 Barrow: 39 Online: 2 Eagle River: 7 Ketchikan: 4 Nuiqsut: 3 Pt. Hope: 5 Pt. Lay: 5 Wainwright: 5 Online: 2	<b>727 Students</b>	
Behind the Wheel Driving	North Slope Borough School District	1	Barrow	1	Eligibility to sit for test
Basic Driver Education	North Slope Borough School District	4	Barrow	11	Eligibility to sit for test
CDL Written, Entry Level Operation and Unrestricted Test prep	Scheduled	2	Barrow	3	Eligibility to sit for test
Construction Internship	Scheduled	1	Barrow	2	Iļisaġvik College Certificate
Electrical, Level I Module A	Hiland Mountain Correctional Center	1	Eagle River	9	Industry Certificate
Electrical, Level I Module B	Hiland Mountain Correctional Center	1	Eagle River	9	Industry Certificate
Electrical, Level I Module C	Hiland Mountain Correctional Center	1	Eagle River	9	Industry Certificate
Electrical, Level I Module D	Hiland Mountain Correctional Center	1	Eagle River	9	Industry Certificate
Electrical, Level I	Scheduled	1	Barrow	4	Industry Certificate
Electoral I, Skill Lab	Scheduled	1	Barrow	4	Iļisaġvik College Certificate
Electrical I, Skill Lab	Hiland Mountain Correctional Center	1	Eagle River	9	Iļisaġvik College Certificate
Introduction to Construction Skills	Scheduled	1	Barrow	2	Industry Certificate



# Workforce Development Program | 2017

Class	Requesting Organization	Occurrence	Location	Number Completed	Certification Type Offered
Introduction to Construction Skills	Hiland Mountain Correctional Center	2	Eagle River	20	Industry Certificate
Project Supervision	Vigor	1	Ketchikan	1	Industry Certificate
Project Supervision	Vigor	1	Online	5	Industry Certificate
Communication for the Trades	Vigor	1	Online	7	Iļisaġvik College Certificate
Fundamentals of Crew Leadership	Scheduled	1	Barrow	4	Industry Certificate
Fundamentals of Crew Leadership	Vigor	2	Ketchikan	20	Industry Certificate
Project Management	Vigor	1	Ketchikan	5	Industry Certificate
OSHA 10 Hr. General Industry Safety Training	Scheduled	1	Barrow	6	Industry Certificate
Alaska Safe Food Worker	North Slope Borough	1	Barrow	6	Industry Certificate
8 Hr. HAZWOPER, Annual Refresher	Scheduled	4	Barrow	21	Industry Certificate
8 Hr. HAZWOPER, Annual Refresher	Scheduled	1	Anaktuvuk Pass	1	Industry Certificate
8 Hr. HAZWOPER, Annual Refresher	Scheduled	1	Atqasuk	8	Industry Certificate
8 Hr. HAZWOPER, Annual Refresher	Scheduled	1	Pt. Hope	5	Industry Certificate
8 Hr. HAZWOPER, Annual Refresher	Scheduled	1	Pt. Lay	2	Industry Certificate
8 Hr. HAZWOPER, Annual Refresher	Scheduled	1	Wainwright	8	Industry Certificate
NSTC Unescorted Training	Scheduled	1	Barrow	15	Industry Certificate
NSTC Unescorted Training	Scheduled	1	Anaktuvuk Pass	16	Industry Certificate
NSTC Unescorted Training	Scheduled	1	Atqasuk	7	Industry Certificate
NSTC Unescorted Training	Scheduled	1	Pt. Hope	2	Industry Certificate
NSTC Unescorted Training	Scheduled	1	Pt. Lay	9	Industry Certificate

# Workforce Development Program | 2017

Class	Requesting Organization	Occurrence	Location	Number Completed	Certification Type Offered
NSTC Unescorted Training	Scheduled	1	Wainwright	2	Industry Certificate
40Hr. HAZWOPER	Scheduled	1	Barrow	13	Industry Certificate
40Hr. HAZWOPER	Scheduled	1	Anaktuvuk Pass	23	Industry Certificate
40Hr. HAZWOPER	Scheduled	1	Atqasuk	13	Industry Certificate
40Hr. HAZWOPER	Scheduled	1	Pt. Hope	11	Industry Certificate
40Hr. HAZWOPER	Scheduled	1	Pt. Lay	11	Industry Certificate
40Hr. HAZWOPER	Scheduled	1	Wainwright	6	Industry Certificate
HAZWOPER: General Hazard Awareness	North Slope Borough	1	Pt. Lay	1	Iļisaġvik College Certificate
HAZWOPER: General Hazard Awareness	North Slope Borough	1	Wainwright	1	Iļisaġvik College Certificate
Hazardous Waste Supervisor/On Scene Incident Commander	Scheduled	1	Barrow	6	Iļisaġvik College Certificate
Basic Safety Training Emergency Response Operations	North Slope Borough	1	Atqasuk	1	Iļisaġvik College Certificate
Blood Borne Pathogens	North Slope Borough	1	Barrow	14	Industry Certificate
Standard First Aid & CPR with AED	Scheduled	10	Barrow	63	Industry Certificate
Standard First Aid & CPR with AED	Scheduled	1	Anaktuvuk Pass	7	Industry Certificate
Standard First Aid & CPR with AED	Scheduled	1	Atqasuk	3	Industry Certificate
Standard First Aid & CPR with AED	Scheduled	2	Nuiqsut	17	Industry Certificate
Standard First Aid & CPR with AED	Scheduled	2	Pt. Hope	14	Industry Certificate
Standard First Aid & CPR with AED	Scheduled	1	Pt. Lay	6	Industry Certificate
Standard First Aid & CPR with AED	Scheduled	3	Wainwright	19	Industry Certificate

# Workforce Development Program | 2017

Class	Requesting Organization	Occurrence	Location	Number Completed	Certification Type Offered
Standard First Aid	Scheduled	1	Atqasuk	1	Industry Certificate
Confined Space	Scheduled	1	Barrow	5	Industry Certificate
Boiler Basics	City of Nuiqsut	1	Nuiqsut	5	Iļisaġvik College Certificate
Introduction to Alaska Small Water Systems	BUECI	1	Barrow	11	Eligible to sit for test
Water Treatment & Distribution Certification Exam Review	BUECI and North Slope Borough	1	Barrow	16	Eligible to sit for test
30 Hr. OSHA Approved Construction Standards	Scheduled	1	Barrow	6	Industry Certificate
30 Hr. OSHA Approved General Industry Standards	Scheduled	1	Barrow	7	Industry Certificate
30 Hr. OSHA Approved General Industry Standards	Hiland Mountain Corrections Center	1	Eagle River	15	Industry Certificate
Time management	North Slope Borough	1	Barrow	5	Iļisaġvik College Certificate
Time management	Hiland Mountain Corrections Center	1	Eagle River	1	Iļisaġvik College Certificate
Business Grammar and Writing	North Slope Borough	1	Barrow	8	Iļisaġvik College Certificate
MS Word: Beginner	North Slope Borough	3	Barrow	35	Iļisaġvik College Certificate
MS Excel: Beginner	North Slope Borough	3	Barrow	35	Iļisaġvik College Certificate
Conflict Resolution	North Slope Borough	1	Barrow	6	Iļisaġvik College Certificate
Financial and Credit Literacy	North Slope Borough	1	Barrow	3	Iļisaġvik College Certificate
Office Skills Development Series	North Slope Borough	1	Barrow	6	Iļisaġvik College Certificate
Project Management	North Slope Borough	1	Barrow	7	Iļisaġvik College Certificate
Job Club	North Slope Borough	4	Barrow	21	Iļisaġvik College Certificate

# Workforce Development Program | 2017

Class	Requesting Organization	Occurrence	Location	Number Completed	Certification Type Offered
Job Club	North Slope Borough	1	Nuiqsut	5	Iļisagvik College Certificate
Job Club	North Slope Borough	1	Pt. Hope	6	Iļisagvik College Certificate
Introduction to Infographics	North Slope Borough	1	Barrow	3	Iļisagvik College Certificate
Stress Management	North Slope Borough	1	Barrow	3	Iļisagvik College Certificate
Effective Communication for Leaders	North Slope Borough	1	Barrow	8	Iļisagvik College Certificate
Graphics in Excel	North Slope Borough	1	Barrow	2	Iļisagvik College Certificate
Electronic File Management	North Slope Borough	2	Barrow	12	Iļisagvik College Certificate
HIPAA and Privacy Act	North Slope Borough	1	Barrow	11	Iļisagvik College Certificate
HIPAA and Privacy Act	Iļisagvik College	1	Barrow	11	Iļisagvik College Certificate
Analyzing and Summarizing Data in Excel	North Slope Borough	1	Barrow	2	Iļisagvik College Certificate

## Summer 2017

Class	Requesting Organization	Occurrence	Location	Number Completed	Certification Type Offered
<b>36 Course Topics</b>	<b>8 Organizations Served 5 Scheduled</b>	<b>60 Occurrences</b>	<u>Classes/Location:</u> Anaktuvuk pass: 2 Atqasuk: 1 Barrow: 31 Eagle River: 7 Pt. Hope: 1	<b>587 Students</b>	
Tank Farm Management and Spill Prevention Response	North Slope Borough, and UIC	1	Barrow	33	Industry Certificate
ASSIST	North Slope Borough School District	1	Barrow	21	Industry Certificate
Mental Health First Aid	Iļisagvik College	1	Barrow	15	Industry Certificate

# Workforce Development Program | 2017

Class	Requesting Organization	Occurrence	Location	Number Completed	Certification Type Offered
Weatherization Tech I	North Slope Borough	1	Barrow	9	Industry Certificate
Electrical Blueprints & Design	Hiland Mountain Correctional Center	1	Eagle River	3	Industry Certificate
Introduction to National Electrical Code	Hiland Mountain Correctional Center	1	Eagle River	4	Industry Certificate
Commercial Wiring, Module A	Hiland Mountain Correctional Center	1	Eagle River	4	Industry Certificate
Introduction to Heavy Equipment Operations	Scheduled	1	Barrow	3	Iļisagvik College Certificate
Entry Level Operation of Class B, C Commercial Motor Vehicle	North Slope Borough	1	Barrow	3	Industry Certificate
CDL Written, Entry Level Operation and Unrestricted Test Prep	Scheduled	1	Barrow	3	Eligibility to sit for Test
Respirator Use	UIC	1	Barrow	26	Industry Certificate
Standard First Aid & CPR with AED	North Slope Borough	8	Barrow	80	Industry Certificate
Standard First Aid & CPR with AED	North Slope Borough	1	Anaktuvuk Pass	5	Industry Certificate
40 Hr. HAZWOPER	Hiland Mountain Correctional Center	1	Eagle River	14	Industry Certificate
40 Hr. HAZWOPER	Scheduled	1	Barrow	20	Industry Certificate
NSTC Unescorted Training	Hiland Mountain Correctional Center	1	Eagle River	19	Industry Certificate
NSTC Unescorted Training	Scheduled	1	Barrow	12	Industry Certificate
8 Hr. HAZWOPER, Annual Refresher	Scheduled	1	Barrow	7	Industry Certificate
OSHA 10 Hr. Construction Safety Training	Hiland Mountain Correctional Center	3	Eagle River	27	Industry Certificate
Arctic Landfill Operations	North Slope Borough	1	Barrow	14	Industry Certification

# Workforce Development Program | 2017

Class	Requesting Organization	Occurrence	Location	Number Completed	Certification Type Offered
Time Management	North Slope Borough	1	Barrow	5	Iļisagvik College Certificate
Business Grammar and Writing	North Slope Borough	1	Barrow	12	Iļisagvik College Certificate
Inupiaq Cultural Orientation	Road Scholar	1	Barrow	13	Iļisagvik College Certificate
MS Word	North Slope Borough	1	Barrow	3	Iļisagvik College Certificate
MS Excel	North Slope Borough	1	Barrow	7	Iļisagvik College Certificate
Quickbooks Training- Basics and Beyond	North Slope Borough	3	Barrow	16	Iļisagvik College Certificate
Quickbooks Training- Basics and Beyond	ASRC	1	Atqasuk	6	Iļisagvik College Certificate
Office Skills Development Series	North Slope Borough	1	Barrow	5	Iļisagvik College Certificate
Workplace Economics	North Slope Borough	1	Barrow	5	Iļisagvik College Certificate
Job Club	North Slope Borough	4	Barrow	30	Iļisagvik College Certificate
Job Club	North Slope Borough	1	Anaktuvuk Pass	6	Iļisagvik College Certificate
Job Club	North Slope Borough	1	Pt. Hope	8	Iļisagvik College Certificate
Communication Skills	North Slope Borough	1	Barrow	15	Iļisagvik College Certificate
Decision Making	North Slope Borough	1	Barrow	12	Iļisagvik College Certificate
Introduction to Microsoft Office 2016	Iļisagvik College	3	Barrow	32	Iļisagvik College Certificate
Introduction to Great Plains Software	City of Utqiagvik, ASNA and Iļisagvik College	3	Barrow	13	Iļisagvik College Certificate
Collection Personnel Training Course	Iļisagvik College	1	Barrow	6	Industry Certification
Breath Alcohol Technician Training	Iļisagvik College	1	Barrow	4	Industry Certification
30 Hr. OSHA Approved	Hiland Mountain Correctional Center	1	Eagle River	20	Industry Certification

# Workforce Development Program | 2017

<b>Class</b>	<b>Requesting Organization</b>	<b>Occurrence</b>	<b>Location</b>	<b>Number Completed</b>	<b>Certification Type Offered</b>
Construction Standards					
ICS- 300	ASNA	1	Barrow	12	Industry Certification
ICS- 400	ASNA	1	Barrow	12	Industry Certification
Freon Removal	North Slope Borough	1	Barrow	23	Industry Certification

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# Faculty and Staff

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## Iḷisaḡvik College 2017 Faculty/Staff Survey Response Summary

Employee engagement and satisfaction has been identified as a priority since 2003. Data from the annual survey informs the core themes, our strategic plan, and departmental goals. Each academic year, the Department of Human Resources provides an opportunity for all regular staff members to provide to provide feedback through an annual satisfaction survey. For this report, the data collection process began on March 21, 2017 with an e-mail inviting employees to participate in a confidential online survey. The enclosed report provides a summary and analysis of responses from the 2017 annual Faculty and Staff Satisfaction Survey.

Utilizing Survey Monkey, respondents were asked a series of open-ended and short-response questions. Since 2003, the methodology of past surveys has remained consistent with core themes designed to measure overall satisfaction and to identify improvement opportunities. At the close of the survey on April 14, 2017, quantitative and qualitative data was collected. Of the 74 regular employees, 49 completed the survey. This represents a response rate of 66%, which increased from 63% in 2016. For comparison purposes, the chart listed below displays respondent participation percentages from 2016 and 2017.

	2016 Respondents		2017 Respondents	
	Number	Percentage	Number	Percentage
<b>Total</b>	48	63%	49	66%
<b>Exempt</b>	15	31.25%	13	26.53%
<b>Non-Exempt (hourly)</b>	12	25%	14	28.57%
<b>Faculty</b>	10	20.83%	9	18.37%

The survey included fifty-four (54) questions designed to measure the overall satisfaction in regard to key issues such as leadership, benefits, training and development, recruitment, communication, employee engagement, and workplace environment. Satisfaction with support, access and processes was assessed on a four-point scale ranging from agree, strongly agree, disagree to strongly disagree. Additional feedback was solicited through open-ended questions regarding the work environment, availability of professional development, overall satisfaction, areas for improvement.

General observations from 2017 include a 95.23% satisfaction level in working for Iḷisaḡvik College with 61.90% reporting high or very high overall satisfaction. Respondents agree (78.57%) that teamwork is encouraged at the College. The perception of fairness in how policy is administered is perceived as high at 87.5%, which increased from 68.18% in 2016. In 2016, 31.82% indicated improvement needed compared to 12.5% in 2017. Approximately 69% of respondents think the College is showing improvement over previous years.

Results (71.43%) show a committed staff who work together to achieve a common goal. Respondents identified the level of collegiality and cooperation at the institutional as high (52.38%) while 33.3% of respondents report collegiality and cooperation as “fair.” Approximately 98% of employees report participating in extra meetings and/or serving on committees. Suggestions for improving collegiality and cooperation include: better communication across departments, more teamwork, do not use the word “mandatory,” everyone should pull his/her weight, allow more input into the decision making process, more involvement in scheduled activities, and an annual team building activity.

Establishing goals, communicating expectations, and providing ongoing communication can improve performance and motivate employees. Approximately 86% of respondents report that supervisors support development through beneficial and constructive feedback. Over 85% report meeting sufficiently enough with their direct supervisor to fully informed and able to carry out tasks. These meetings provide opportunities to increase employee engagement and to provide additional support.

Effective lines of communication between departments, staff and administration is important. It contributes to effective team building, facilitating movement towards common goals and helps to build trust. A majority of respondents (85.71%) report that communications have improved or have remained consistent when compared to previous years. Opportunity for improvement as noted in comments includes the need for open and increased communication. It was also noted in the comments that “lines of communication are open.” Additional suggestions included: improving communication across departments; increasing opportunities for communication with the recruiter and more cross-functional communication.

Offering training and/or career development opportunities contributes to an engaged workforce and provides incentive for employees who are interested in advancement within the organization. In 2016-17, ten (10) employees were promoted to fill vacant positions. A vast majority of respondents (88.88%) agree that their supervisor is interested in his/her career development, training and advancement. For the academic year, faculty and staff attended 29 separate leadership and career development opportunities offered outside of Barrow. Responses indicate that nearly 80% are satisfied with opportunities for professional growth at the College, while 15.56% disagree. Comments focused on the need for more training opportunities. One suggestion was to offer cross-training within departments. Several respondents (37.78%) report taking classes at the College in 2016-2017. In the fall semester 20 employees and/or dependents took classes. There were similar numbers for the spring semester with 21 employees and/or dependents enrolled in classes and benefited from tuition waivers.

A strong majority or 95.24% of respondent surveyed reported a favorable opinion of the benefits package provided by the College. Satisfaction increased from 78.72% in 2016. In 2017, the College participated in a Compensation Study with major NSB employers and survey participants from around the state to include the University of Alaska. As a result, all employees received a raise. In addition, based on information received from the study, the salary scale was adjusted with increases for noted positions. The faculty schedule was adjusted to reflect increases that resulted from the study. Over 78% of respondents report that salaries provide incentives for continuing employment. This reflects an

increase from 64% in 2016. Suggestions for improving the salary and benefits package included: recommendation to base salaries on required education, consider workloads and the need for additional staff, employee childcare, increased maternity leave benefits, aligning job descriptions with actual duties, provide more assistance with Meritain refunds, and reconsider salaries for positions where responsibilities have changed.

Open-ended questions allowed employees to provide beneficial feedback to support organizational improvement. General observations from what is working well at the College included the following:

- Every aspect of the College works hard to serve the students and to provide a high-quality education.
- The President's monthly reception where staff can ask questions and receive information.
- Each department feels like they are a team.
- Training and paperwork processing has improved.
- Cultural hour!
- Interdepartmental cooperation is working well.
- Progress toward major projects such as accreditation and program/course development.
- The College fosters an atmosphere of participants and open exchange.

When reviewing comments on what employees enjoy the most about working at the College, the top themes emerged:

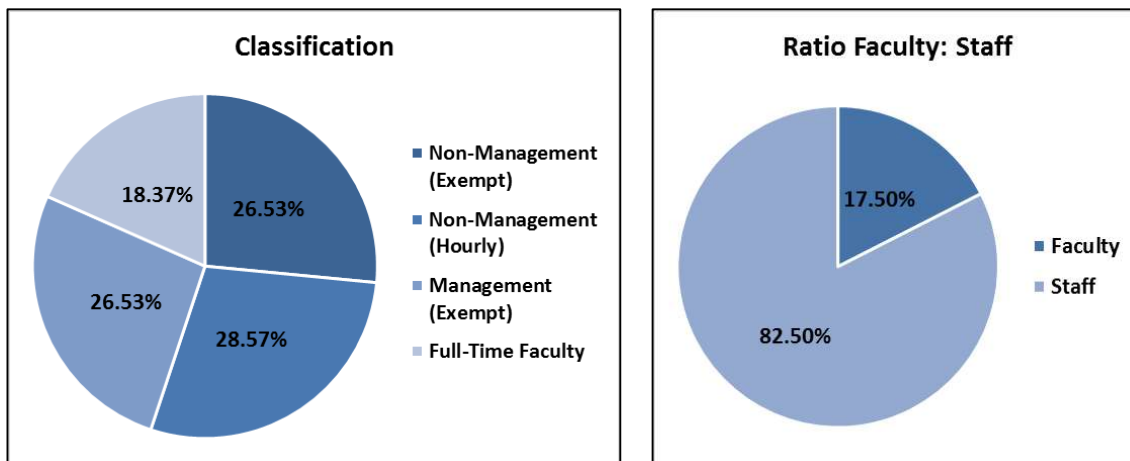
- Access to education through tuition waivers.
- Friendly co-workers, collegiality, great people, Dr. Brower's laughter, and a family atmosphere.
- Interactions with students and teaching.
- Opportunities to explore new areas and to make meaningful contributions.
- Our mission and what we are trying to accomplish.
- Events, staff parties and potlucks.

Reflections on how we can improve as an institution:

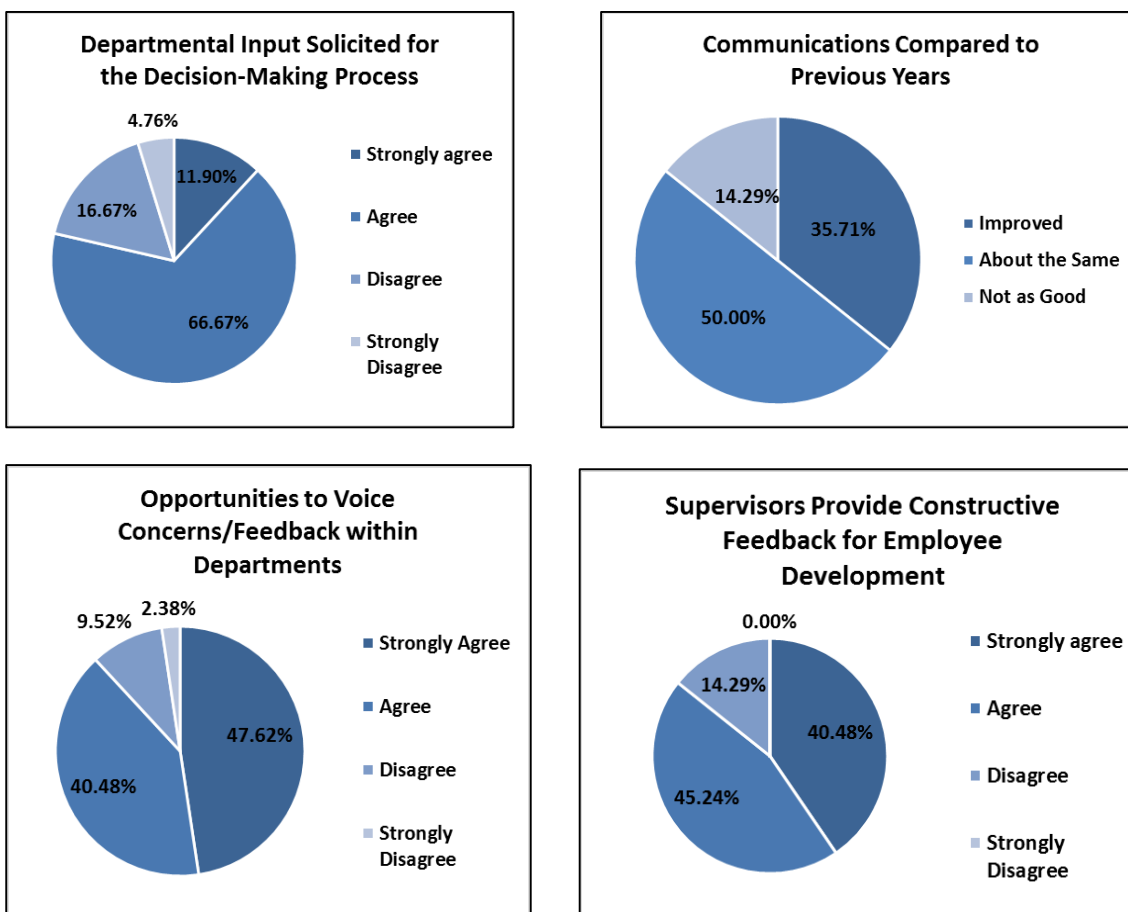
- Improved communication, more feedback and timely information sharing.
- Consistency in templates and with policies.
- New facility.
- Extra assistance for by departments/programs.
- Fill vacant positions to relieve other employees.
- Update the survey.

The 2017 Faculty and Staff Satisfaction Survey will inform action plans for continued organizational improvement and employee satisfaction. As a part of that process, administration, faculty and staff will consider responses in establishing departmental priorities with progress and updates reported in Cabinet meetings and through college-wide communication and reports. Results show that improvements continue to occur; however, challenges remain.

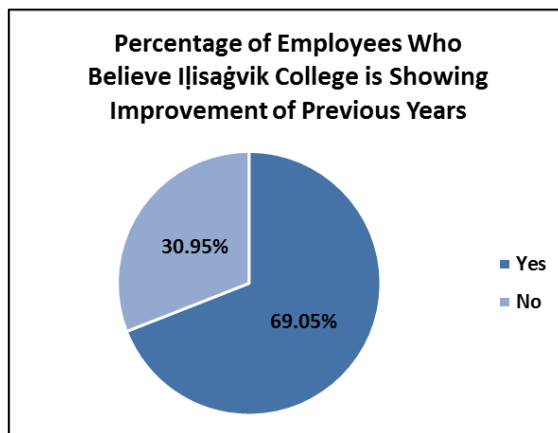
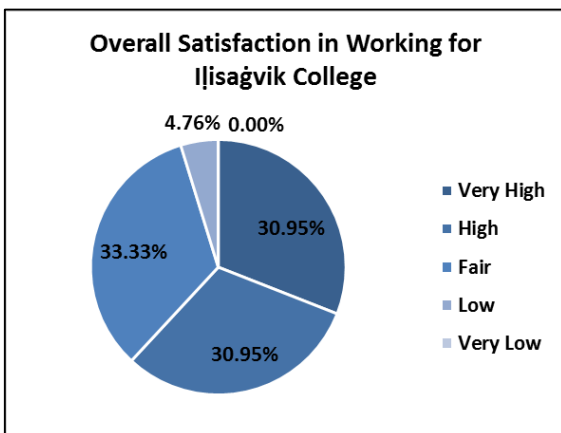
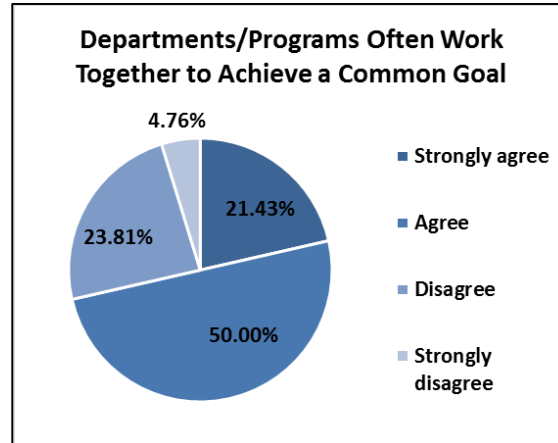
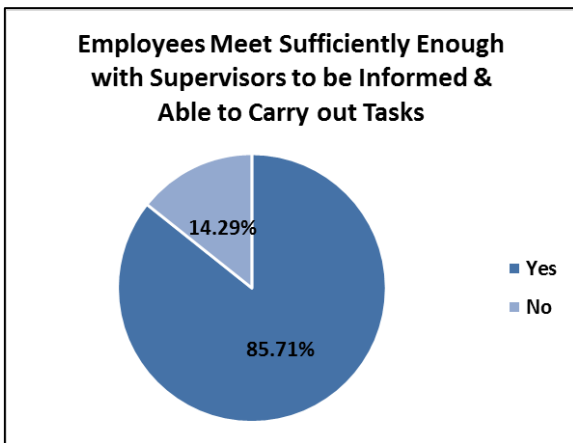
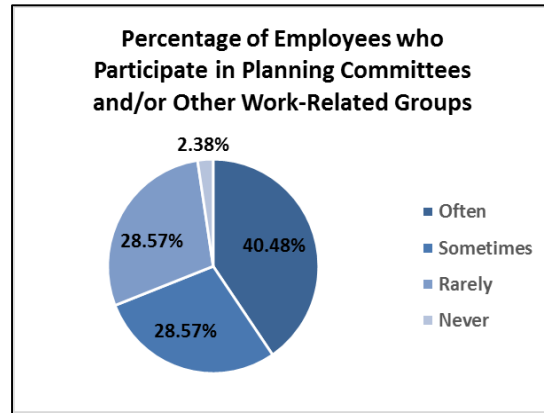
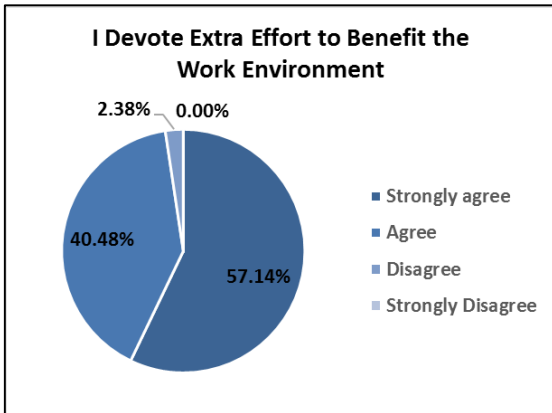
## Demographic Characteristics

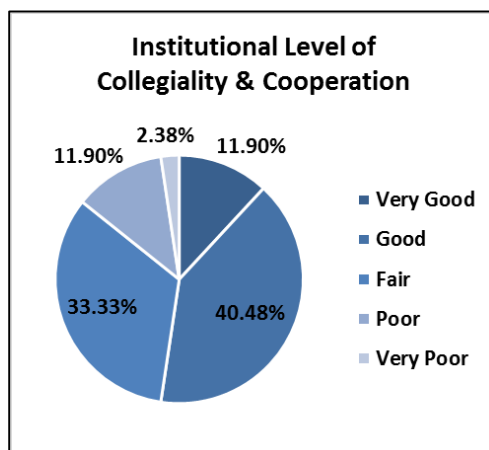
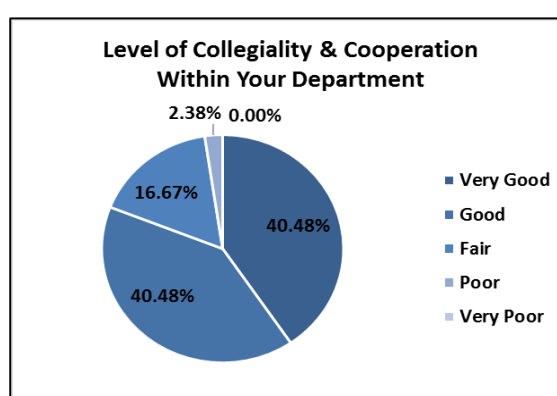
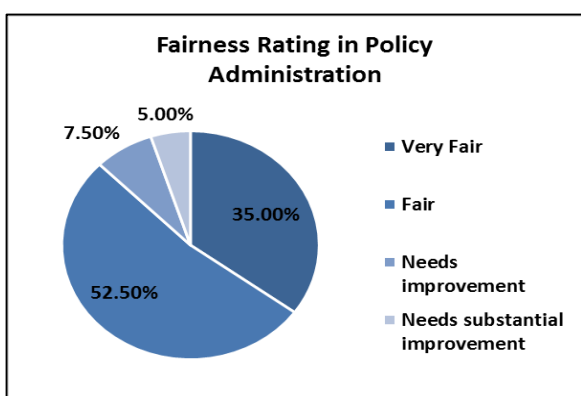
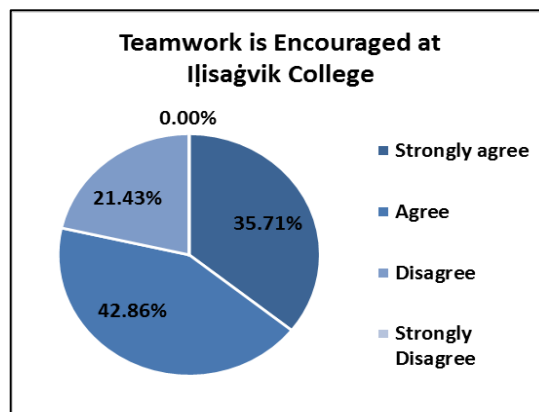
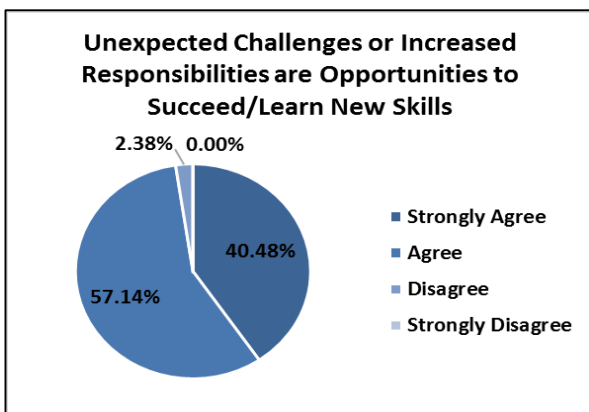


## Communication



**Working Environment & Employment Engagement**





**Comments: Working Environment & Employment Engagement**

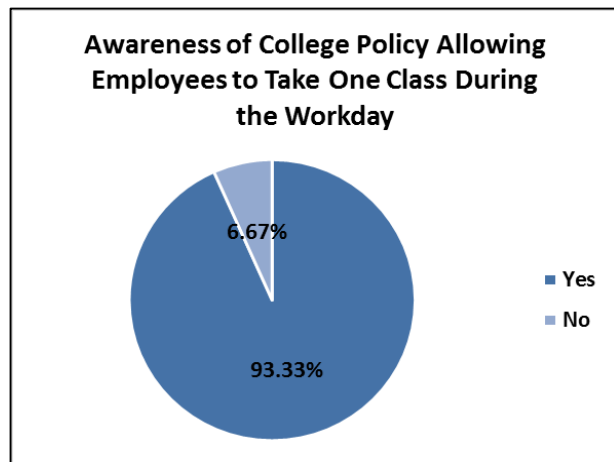
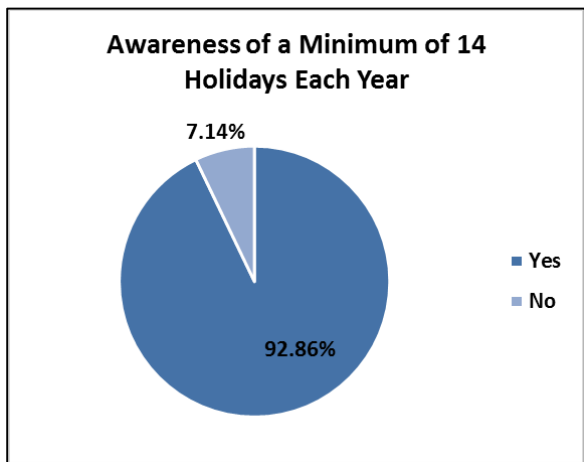
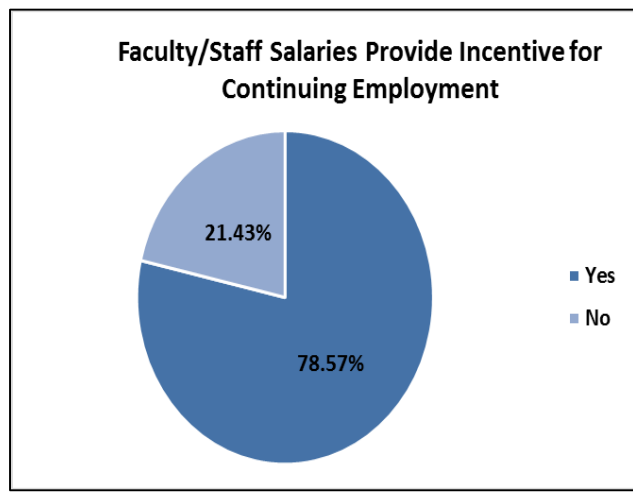
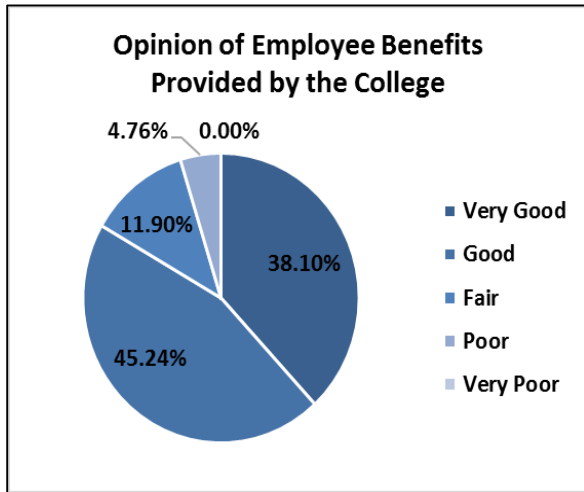
**Suggestions to improve the level of collegiality and cooperation at the institutional level.**

1. Better communication across departments.
2. More cross-functional communication and teamwork.
3. I think the U drive is the biggest mess at this institution. I literally had to take over an hour looking for a file. I had assistance, too. Both of the other faculty also found it nearly impossible to find the file, but eventually we were able to discover the hiding place. But seriously, it really needs to be organized and updated. We should also work on being able to access it away from the college.

4. I think each department feels understaffed and overwhelmed by their own workload. Consequently, when asked for assistance by another department the immediate response is "no" or "no way". I think the College as a whole needs to reassess the sheer amount of work we are trying to accomplish, and the fact that everyone feels overworked and overwhelmed. If the stress of accomplishing your workload was reduced, the level of collegiality and cooperation would increase.
5. It is hard when you are the only one in your whole department.
6. Please do not use the word mandatory in staff directives. This makes for bad collegiality.
7. There are employees that are truly amazing and there are many that appear to be skating on their responsibilities without consequence. It pretty much takes all of us if we're going to get that whale up on the ice. There must be consequences for employees that don't pull their weight because it burns out the folks that have to do it all to make it happen.
8. I feel as though there are many people with great ideas and suggestions. However, I feel as though nothing is taken into action. When things are mentioned, it goes in one ear and out the other. PAT is the ONLY place that decisions are acted upon or decided. Things like Cabinet and the countless other meetings that go on have no bearing on any decisions or improvements. This causes people that are at the bottom to feel worthless.
9. It would be nice if all departments volunteered in committees/events/festivities
10. College should have annual team building activity.
11. Consistence opportunities for advancement, clarification of job titles and expected duties.
12. Required weekly updates/meetings
13. More inter-department cross training or opportunities such as a 'day in the life of.....' kind of thing so others understand the load all carry.



**Compensation & Benefits**



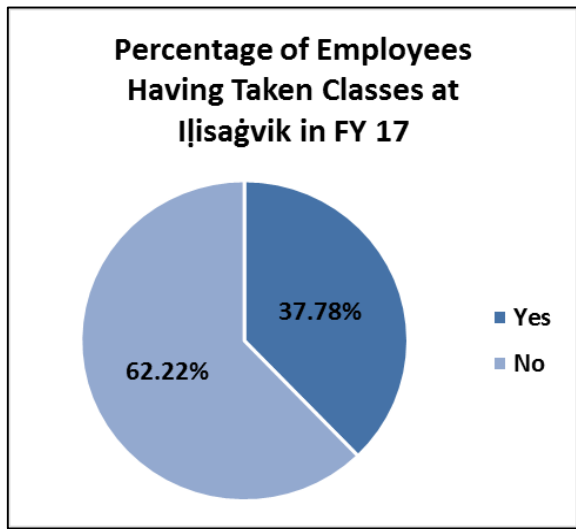
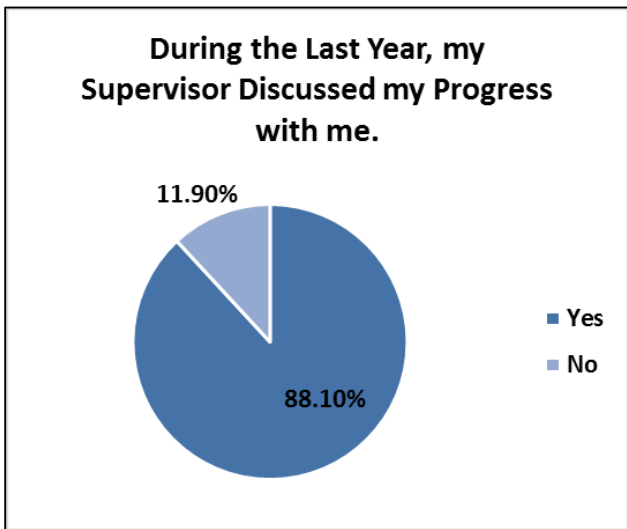
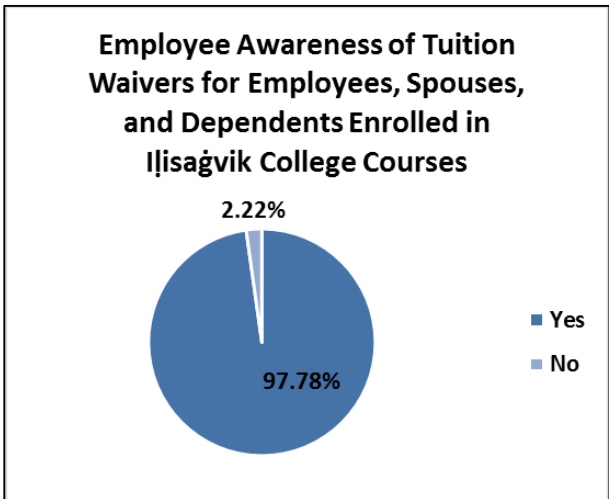
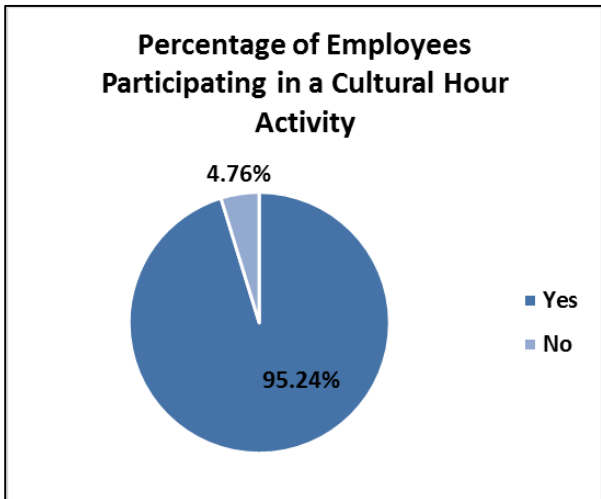
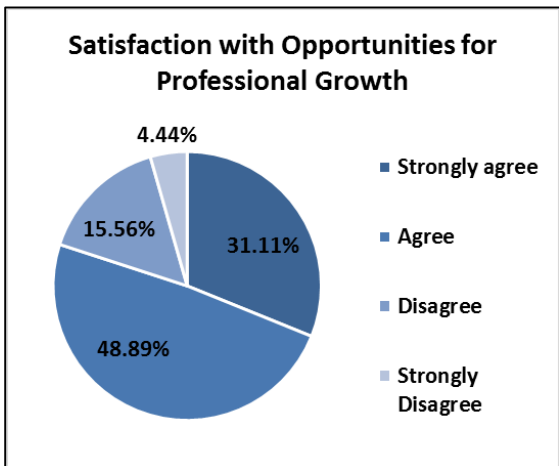
**Comments: Compensation & Benefits**

**Question: What modifications, if any, would you like to see in the salary and benefits provided to staff by Iñisaḡvik College?**

1. I would like to see a better vision and dental plan.
2. I would like to know exactly what incentives are offered. Not sure what they are.
3. I believe that the salary and benefits adequate.
4. Considering that the College has a fantastic benefits package overall. I find it disappointing that maternity/paternity leave benefits are non-existent.
5. Salaries don't always match with the many additional duties and time spent to get the job done.
6. Recent wage survey and raises were appreciated

7. I understand that there has been a recent study on this... but the College expects more in the area of experience and education and yet pays less than other North Slope employers. On the other hand I'm here because I consider teaching a calling first, profession second.
8. I appreciate the college doing the compensation study. However, employees are expected to do much more than what is explained in their job description. In addition, salaried personnel are expected to take on most if not all of the added duties because the college doesn't want to pay OT. This is understandable, however the salaried people are getting extremely worn out from being expected to do so many things. I feel like we have many good people that work here. I am just sad to see that they are all getting worn out because of these things.
9. Salaries for faculty and staff still are less than elsewhere on the slope, especially for those positions requiring Masters
10. Degrees, or 5+ years' worth of experience to successfully fulfill the requirements of their job.
11. An application for a once a year stipend for those that live alone or without family.
12. In terms of health plan, immediate family should be included without additional fee for each family member. Salary matrix should be strictly followed based on the employees qualifications.
13. Salaries should align with the level of education required for a position.
14. Incentives for educational advancement and requirements written into certain contracts
15. Opportunity for higher merit-based raises (not just 1-3% as a general standard).
16. I think formal education and professional experience should be held at a higher correlation to specific job titles.
17. The amount of vacation time offered to employees is AMAZING! It is a huge reason I moved to Barrow for this job
18. Everything looks good. I'd like to mention the thought of employee childcare. I've seen staff walk away from their positions because there was no childcare available for their children.
19. Permanent employees in certain departments with added and/or removed responsibilities should be re-evaluated on pay compensation
20. More added responsibilities that become permanent, need revisiting
21. More assistance with Meritain reimbursement issues or getting most out of insurance. maybe a 'highlighted' benefit of the month email or some such.

Professional Development

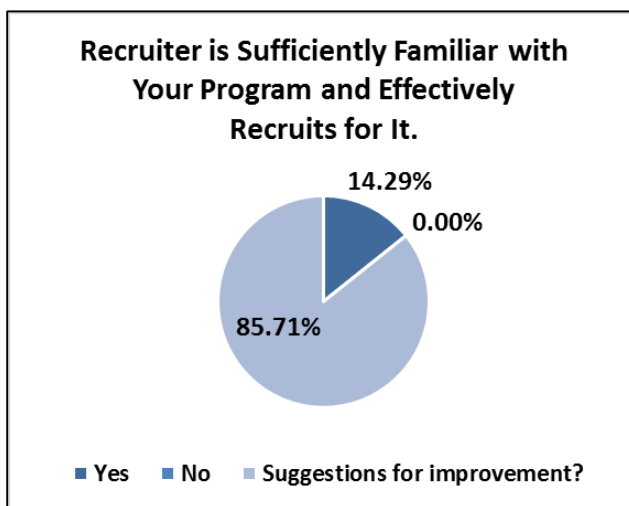
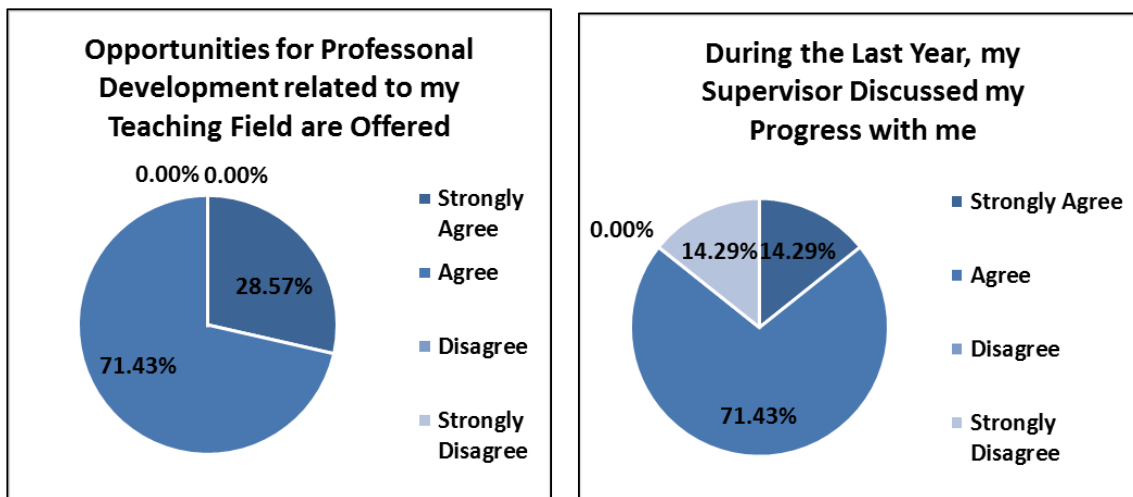


## Comments: Professional Development

**Question: Identify staff development or training that would be useful to you.**

1. Not sure
2. Any to do with staff and student development
3. I would like to learn more about creating digital storytelling. I have some links, but it would be nice to have someone who has done this before walk me through the process again. The conference I attended only served to wet my appetite for this incredible teaching tool.
4. CAMS Training
5. Getting up to Maintenance III.
6. Team building/leadership
7. Continued and regular job-related training, yearly.
8. CPR First Aid
9. CAMS, MyCampus
10. Visit similar programs at other tribal colleges
11. More computer classes, however, my schedule is such that simply isn't possible.
12. Many emails about webinars and training are sent to my department's combined email. They each cost somewhere between \$50-200. I think my department- and even others would benefit from these, but there is no budget we have for it. I think it would be nice to have a budget for these things as it is a much cheaper way than traveling to the lower 48 for a conference.
13. Funds to help reduce the cost for traveling to conferences and in-person training sessions around the state and in the lower 48.
14. Computer class
15. Any training that will be useful to the position.
16. MOODLE Instructor Training and online course design training
17. Budget cuts has made non-Ilisagvik trainings a no go
18. I feel with my position I'm always too busy to partake in any professional development opportunities offered here at the college. It would be nice to be able to take the time once in a while to learn about google apps, or Microsoft applications. When classes are offered I'm always unable to attend.
19. not sure

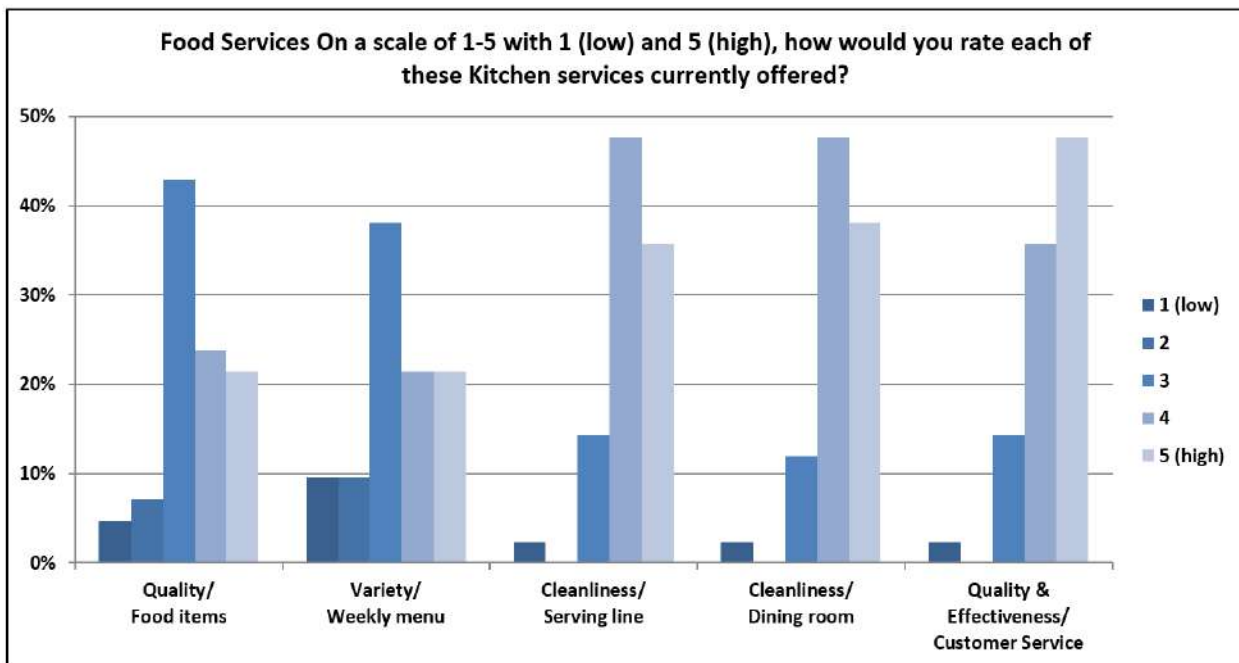
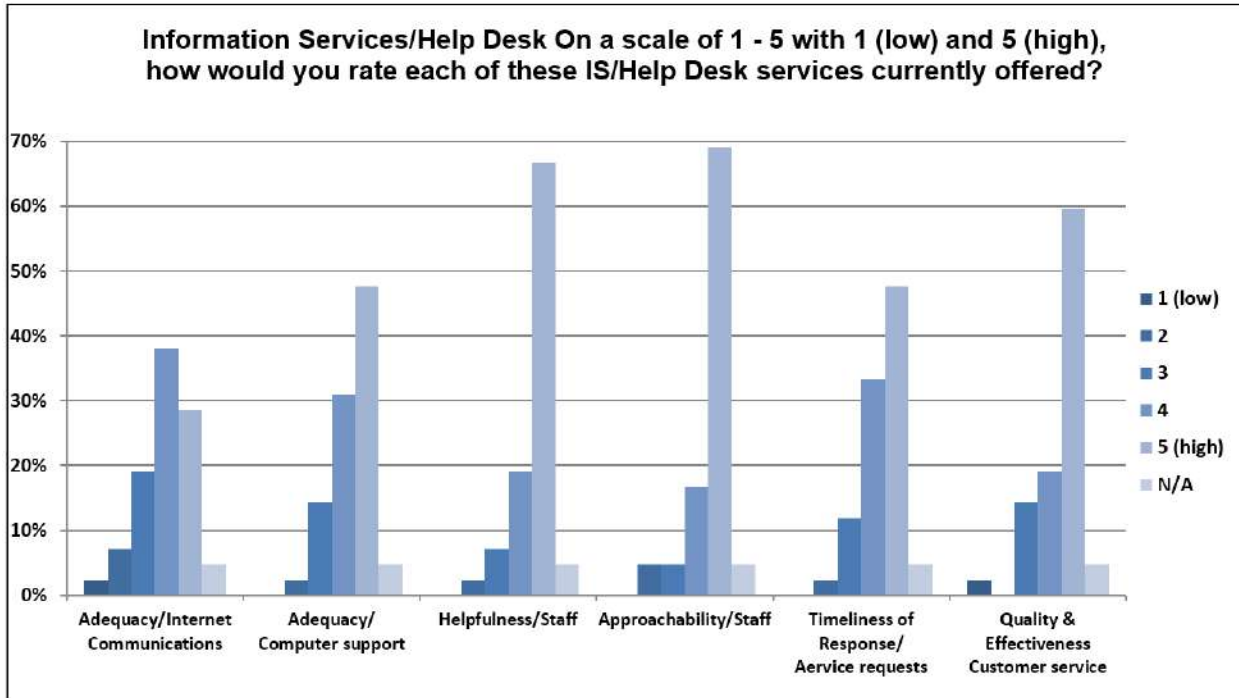
**Faculty**

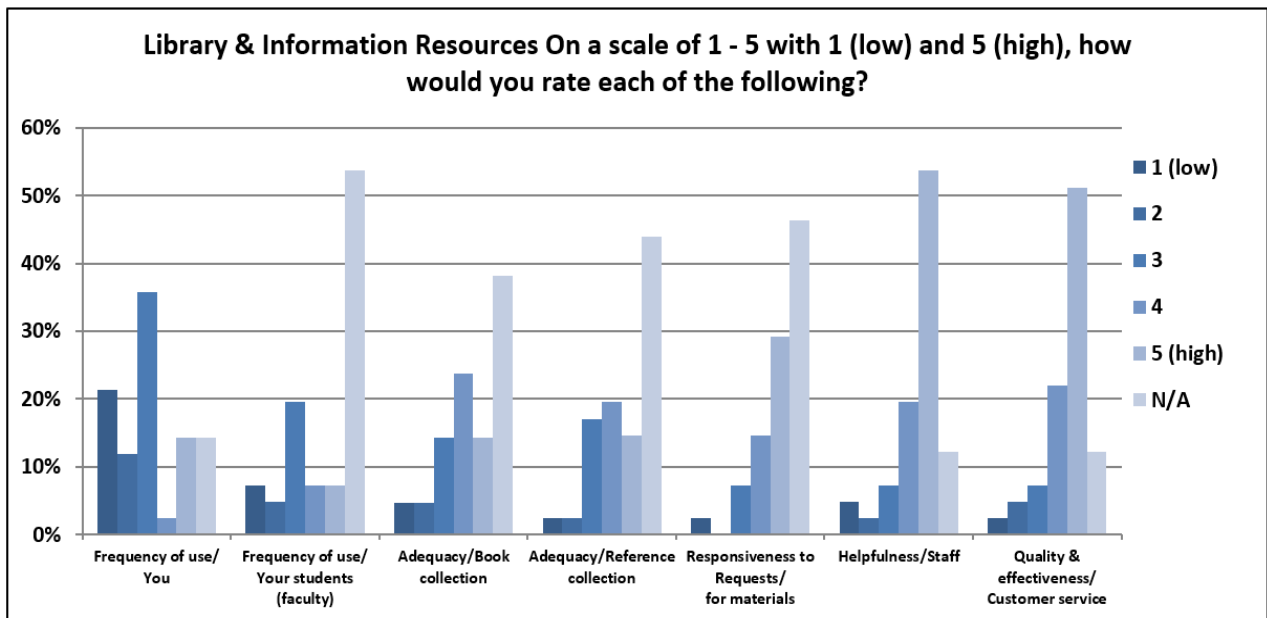
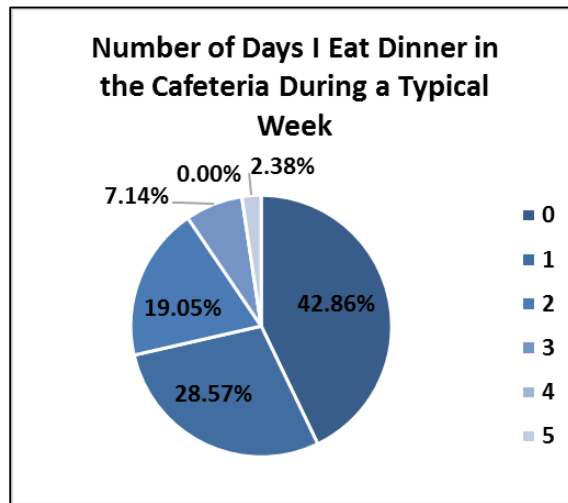
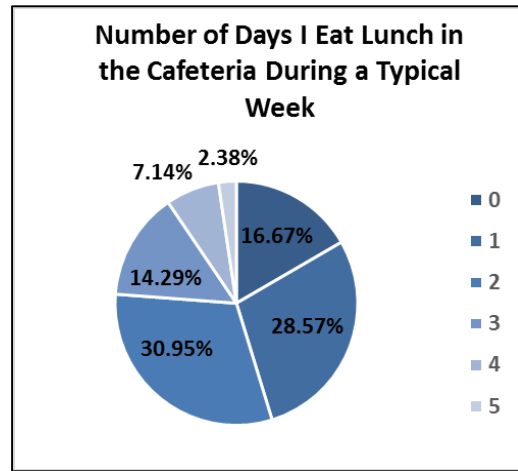
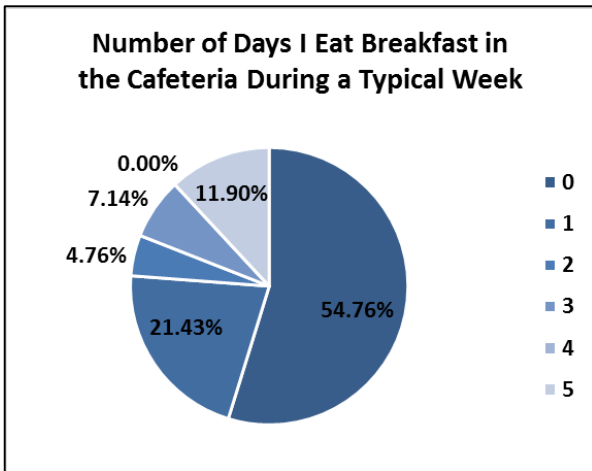


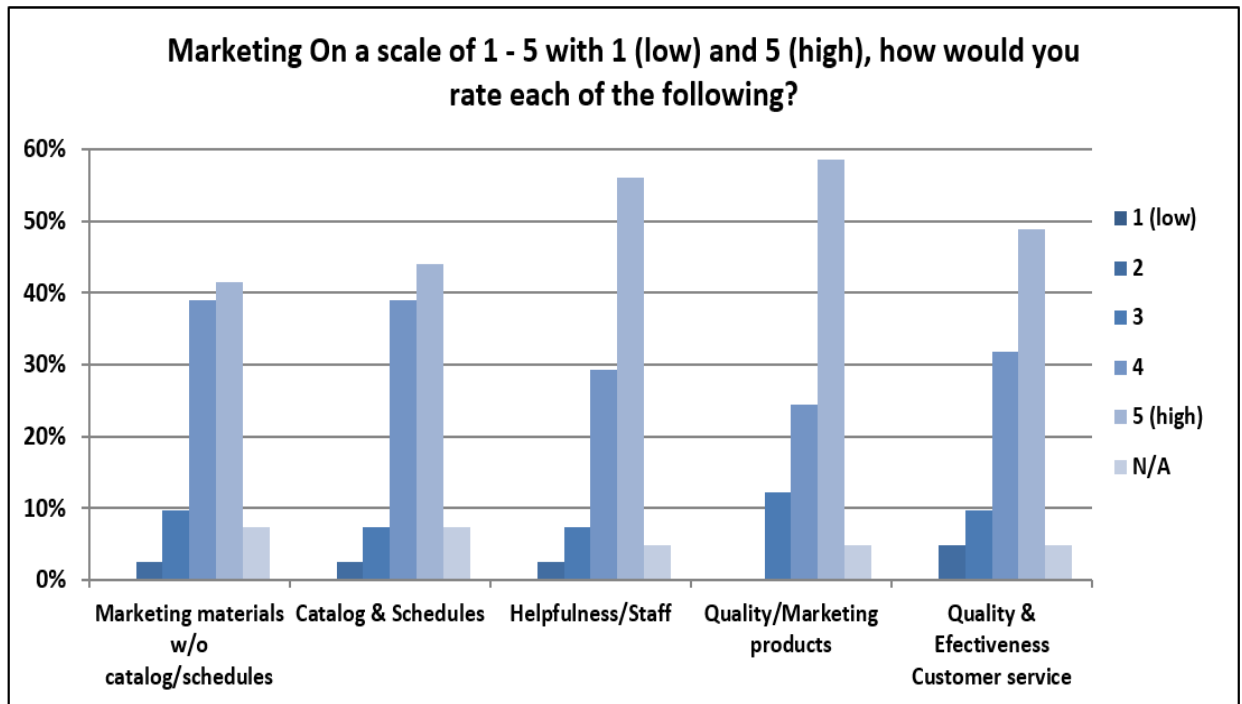
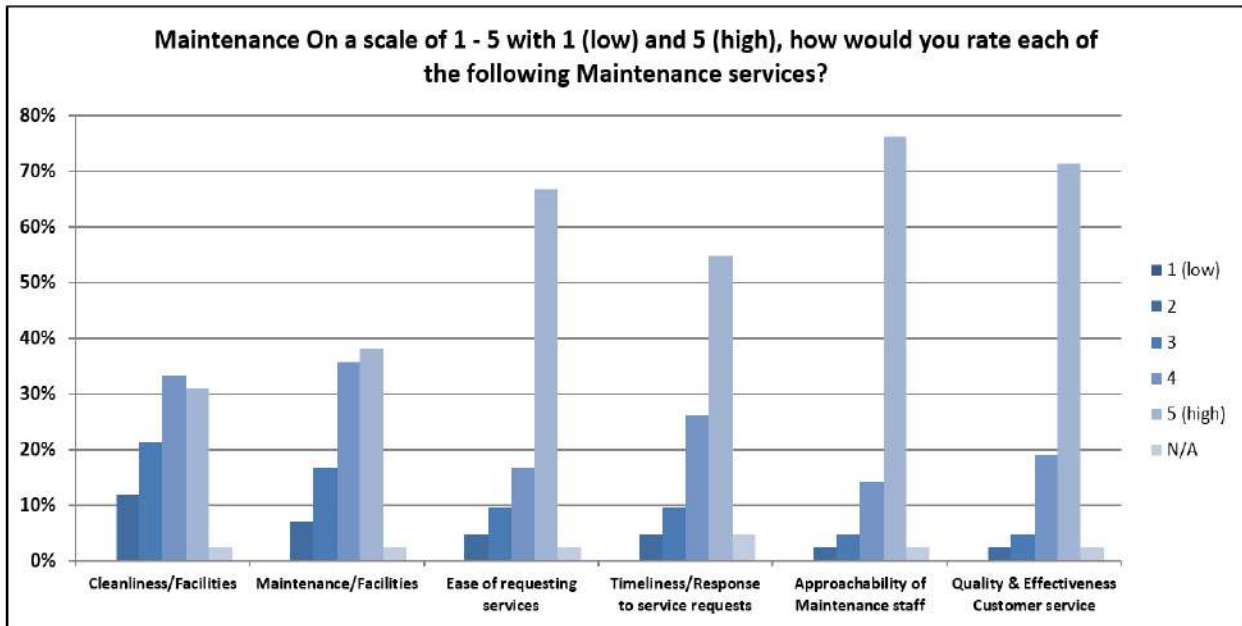
**Suggestions for Improvement (Faculty):**

1. Updated recruiting materials for my program would help
2. Well, we just got ANOTHER recruiter. This is one of the problems. The revolving door of Iļisaġvik employees in key positions. I really feel that supervisory positions should be hired under the conditions that they need to stay a certain amount of time or they will be penalized somehow. As far as recruiting goes, all faculty should be mandated to visit a village every year.
3. Spend more time in the classroom
4. Just need a strong committed recruiter
5. Increase faculty involvement on recruiting trips
6. We do not seem to have adequate mechanisms in place to keep the recruiter informed. I do not recall seeing the recruiter in many meetings

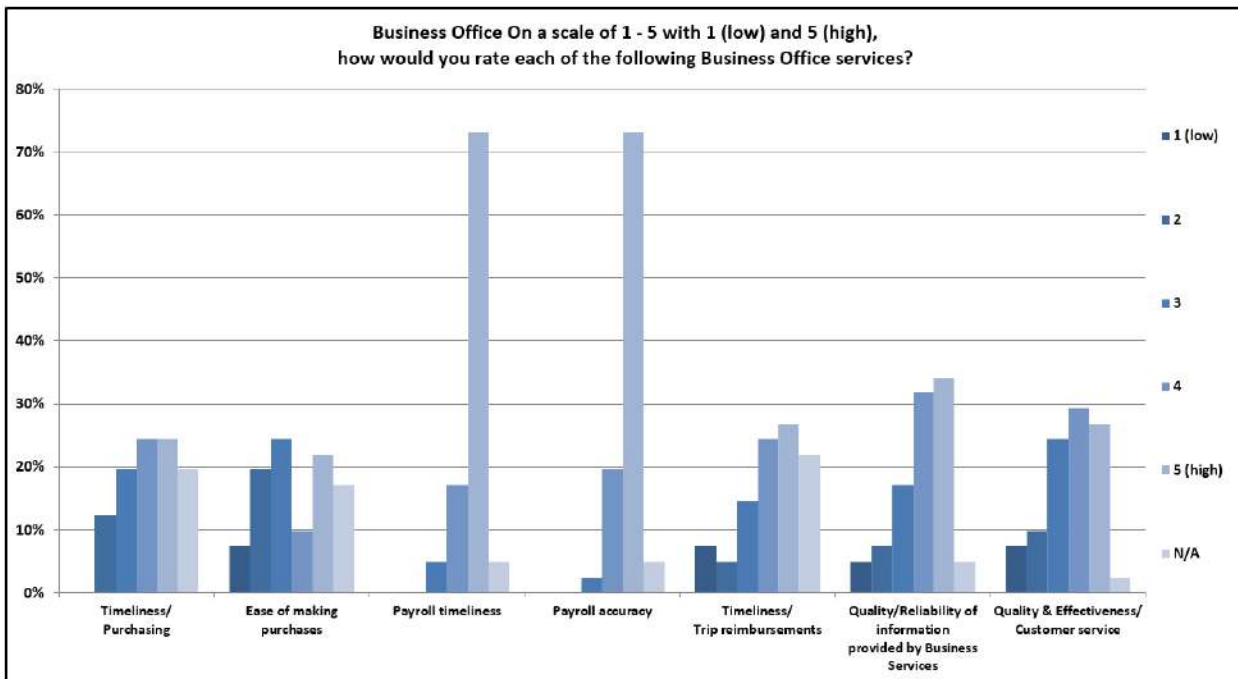
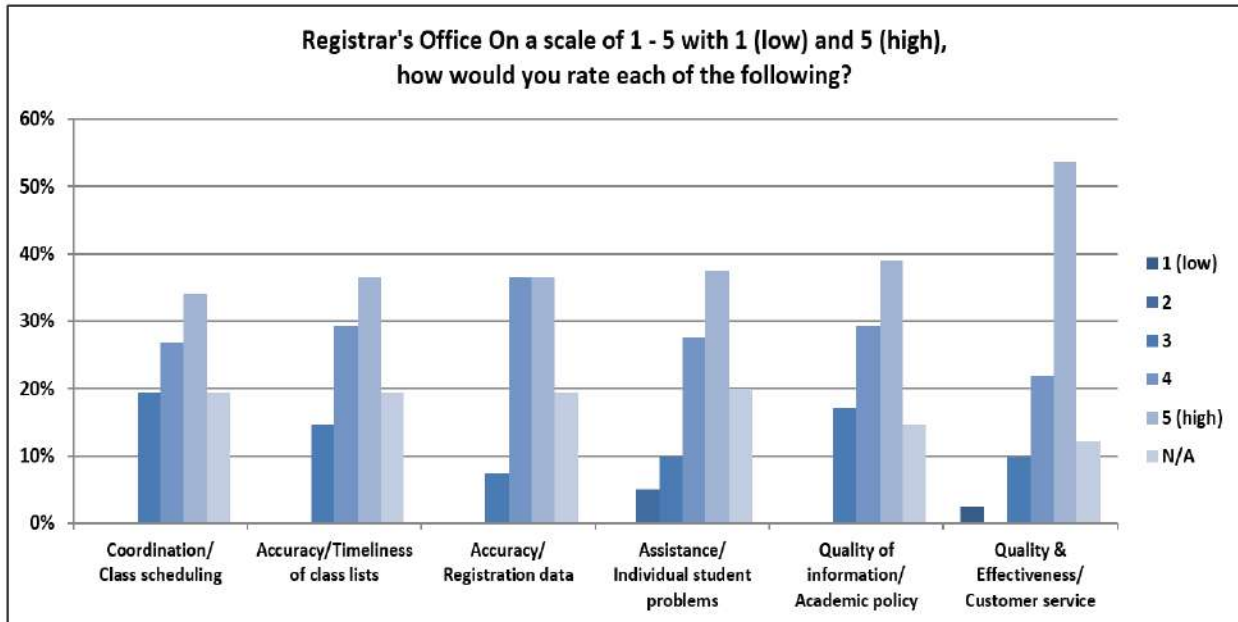
**Department Reviews**

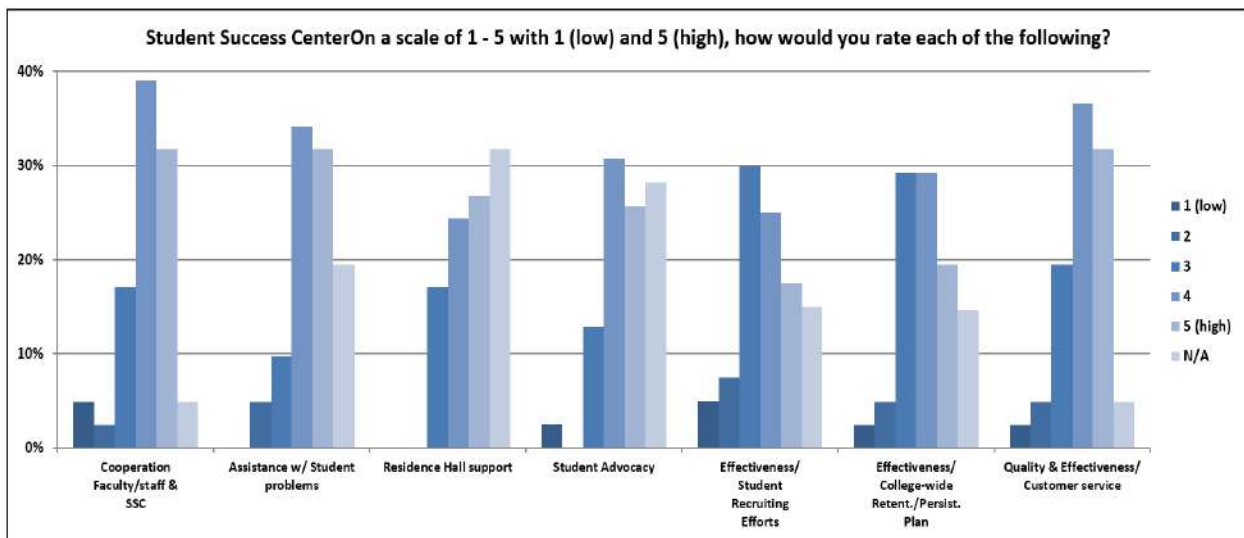
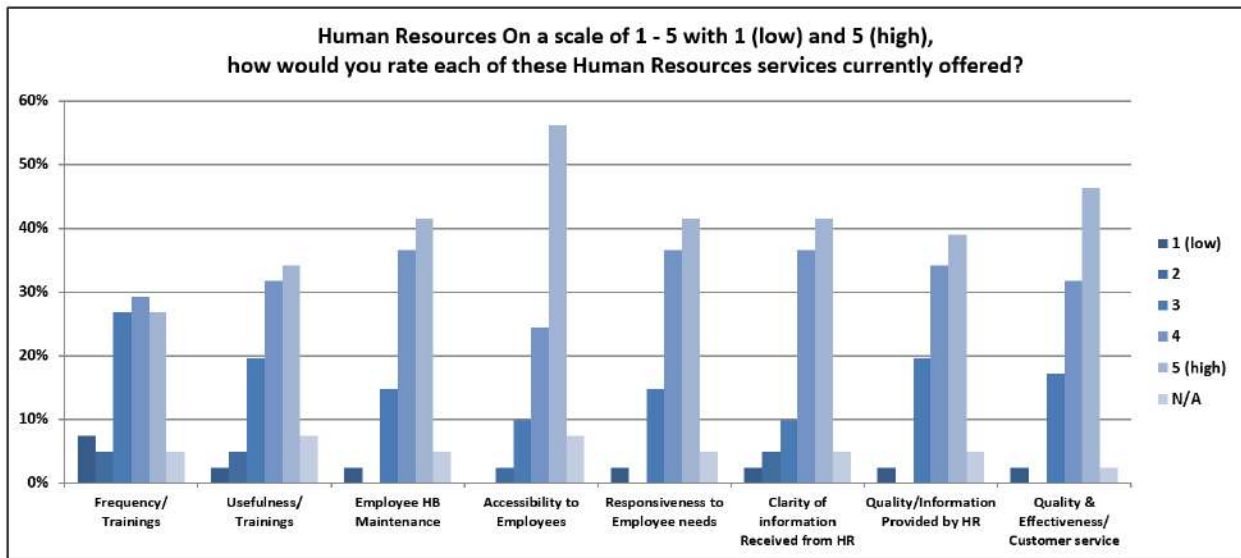


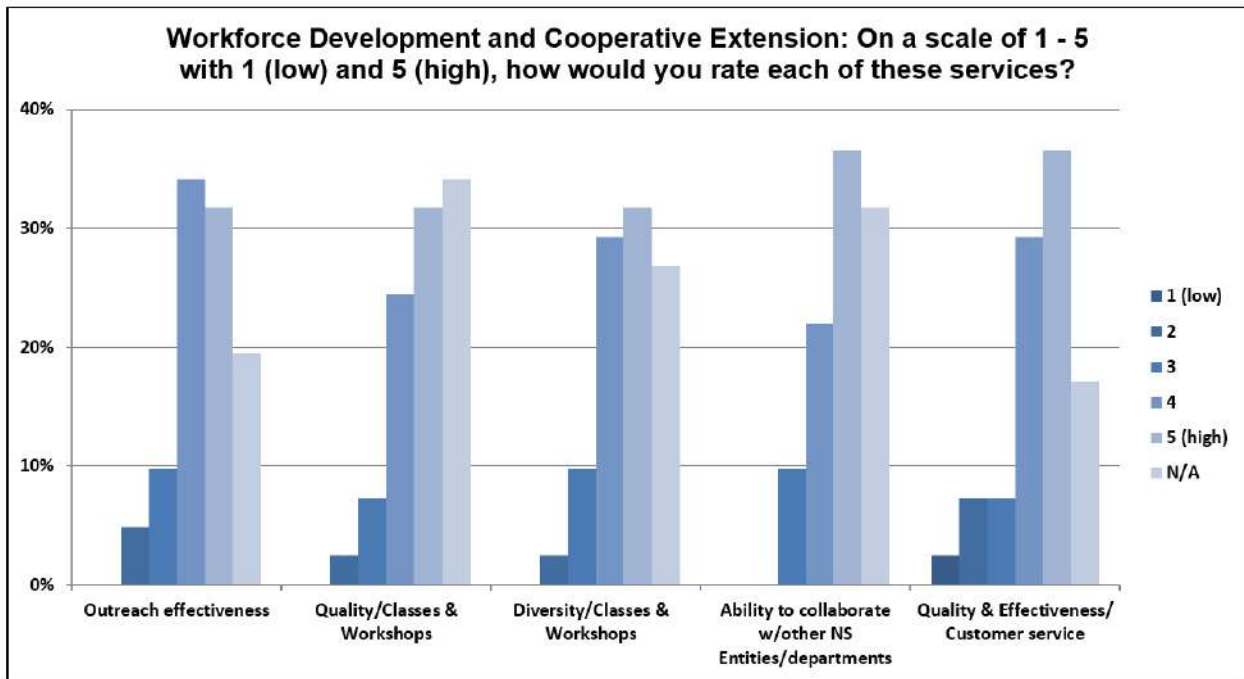
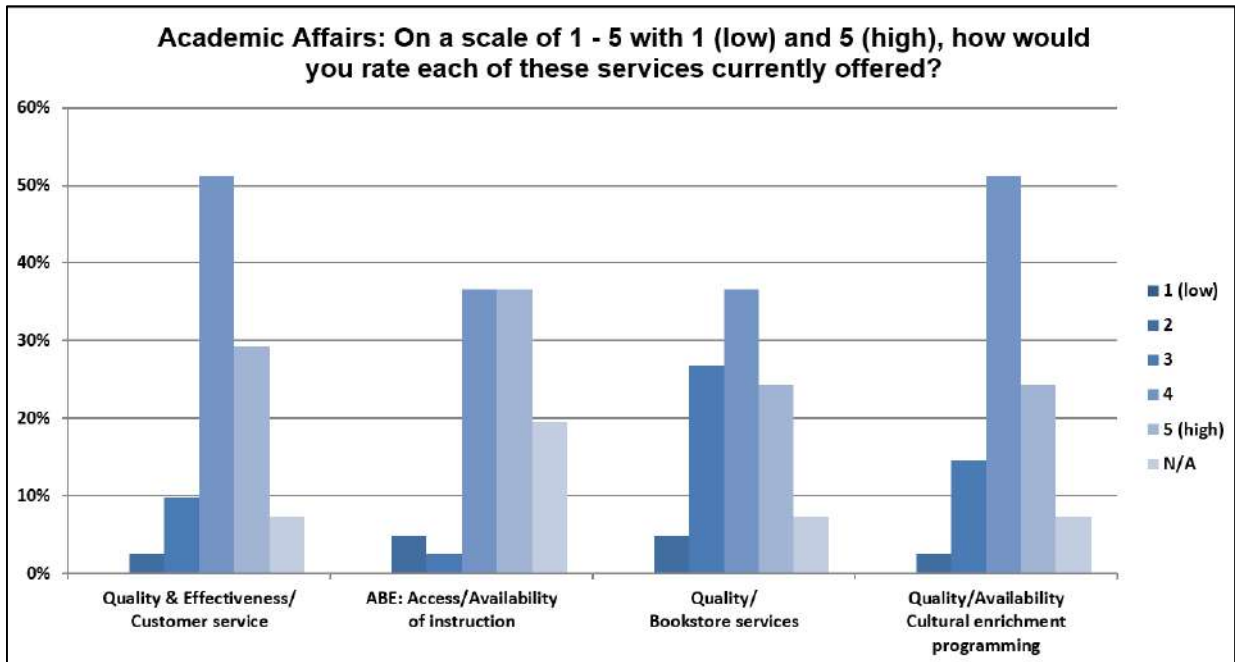


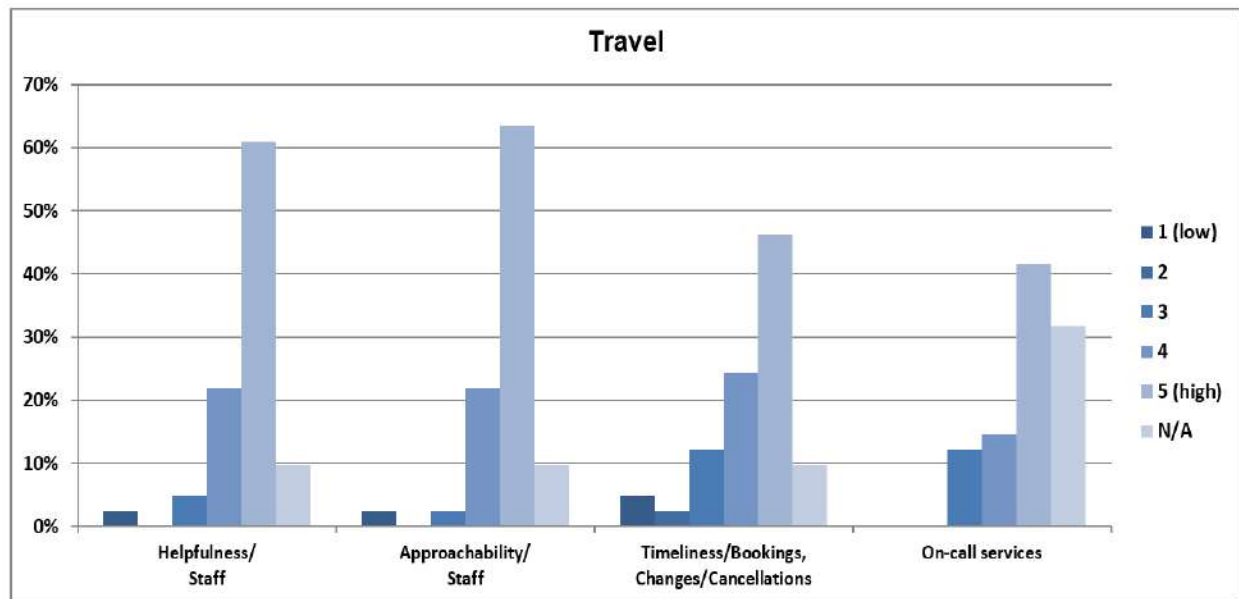
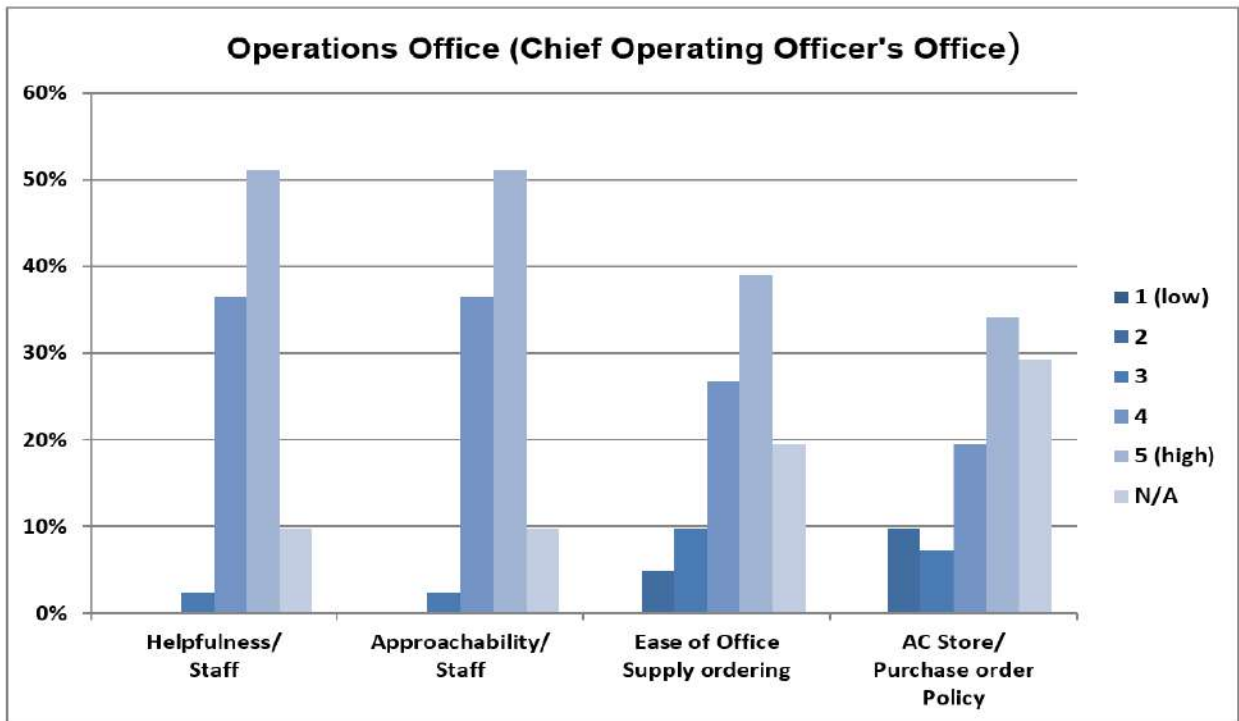


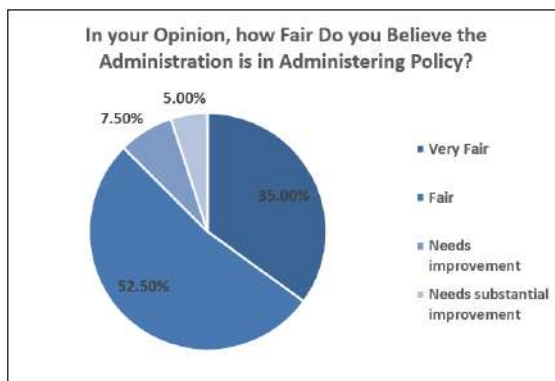
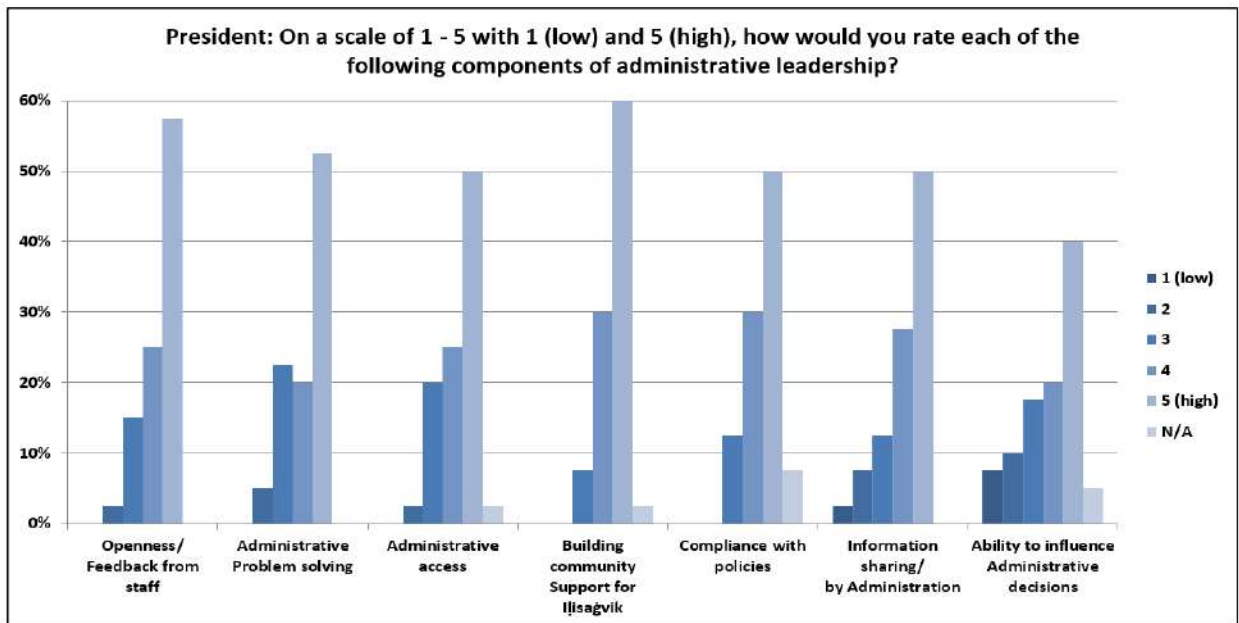
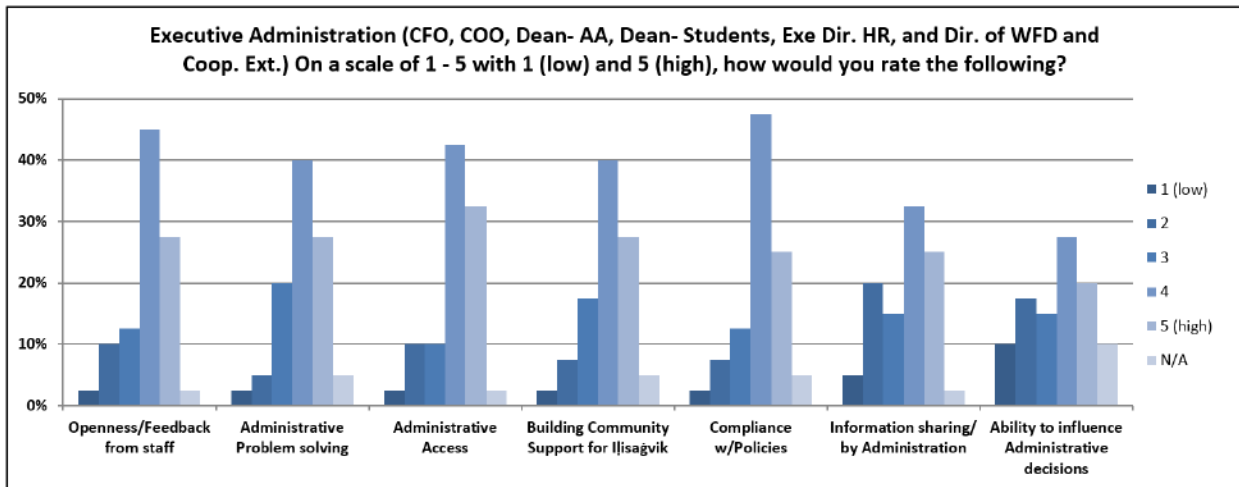












## Question: What is working well at Iḷisaġvik College?

1. I think every aspect of the college works very hard to serve students well and provide a high-quality education.
2. Staff need to understand that we are an institution and as an institution we are here for students and their education. Students can go a whole year walking up and down these halls and not a staff member say hi or even know their names
3. We lose focus on students and forget them so easy.
4. Well, I think that we have a strong Student Service dept., there are devoted and intelligent faculty serving the students, our registration is becoming easier and it seems that the dept is on top of things. I like the idea of Eskimo dancing, but I think it should have been discussed before mandated. Many people do not have time, experience, or the extra money to create the clothing necessary for the performance. If this is going to be mandated, then we should be given a stipend for clothing or have the clothing provided free.
5. Our monthly presidential meeting where we can ask questions and have them answered. Also having more cultural events where everyone is required to attend.
6. The College has fosters an atmosphere of participation and open exchange. While it is not uncommon to have opposing viewpoints, I believe it that the conversations are constructive and lead to institutional growth.
7. Everything
8. I think each department feels like they are a team, which is really important.
9. Training and paperwork processing
10. President's meetings with updates
11. Cultural hour! We are a Tribal College. Buy in is critical in the teaching profession. If we want to reach our client (Natives) then we must embrace what is important to our Tribal Students. I spend a third of all my time in the classroom trying to get "Buy In"! Cultural knowledge is my most effective tool.
12. A lot of things, but the one thing that needs to be improved is the communication. That is the one thing that Iḷisaġvik lacks.
13. Interdepartmental cooperation is working well for the most part.
14. President's office, Student services Operations/Travel
15. Is having good colleagues.
16. Academic Affairs progress toward major projects, such as accreditation and program/course development
17. Lines of communication are open, and most departments are very responsive to requests from other departments.
18. The culture events and increased rapport with the students
19. The President's office/dept. has been looking very good with showing hard work and dedication. Other departments may need more work with communication and procedures.
20. i appreciate the addition of the monthly president's reception, however i think many may feel voicing concerns is not really allowed and therefore they don't speak up or ask questions.

## Question: What do you enjoy the most about working at Iḷisagvik College?

1. The support for growth and development for employees as well as students.
2. Getting to know students and the community. Feeling part of the community in a meaningful way.
3. Events , staff parties / Potlucks and President Dr. Brower being around and laughing.
4. The creative freedom, the students, and my coworkers.
5. Feels like family.
6. The fact that I can get my education because of the Tuition Waiver and the most times we act like a family.
7. I enjoy the many opportunities to "stretch" myself, explore new areas, the sense of belonging and the ability to make what I would consider to be meaningful contributions. That give me personal and professional satisfaction.
8. Working with my coworkers.
9. I 100% believe in our mission, and what we are trying to accomplish.
10. Our students.
11. Great people and atmosphere
12. The personalities of all the different employees
13. the people and the opportunity to train new students
14. Teaching, definitely teaching! I love it when I have a student that gets it and their life is improved by the experience.
15. The employees that we have here are always willing to help if needed.
16. The people are friendly and caring.
17. Collegial atmosphere.
18. I love being involved with the culture
19. The atmosphere
20. friendly coworkers
21. Nice and professional co-workers.
22. Student and coworker success; student degree completion
23. The opportunity to serve the community and enhance the lives of our students.
24. my co-workers
25. The capability of working with the Inupiaq culture
26. The people I work with
27. being able to interact with students and make a positive difference in their lives individually and the community as a whole.

**Question: As you reflect on this survey, please share constructive feedback on how we can improve as an institution.**

1. Improve communication.
2. It would help to be consistent in templates, policies, and in general, timely information sharing. There have been more than a couple times that I have come for a meeting only to find it was cancelled that morning. Admittedly, I do not jump out of bed and check my email. However, I have been trying to remember to do it on days that I think I have a meeting because it has happened once too often. Also, remember when scheduling meetings, be aware that some of us have afternoon classes during the week.
3. We need more help so we are not spread so thin and can have the time to effectively help the students. By not filling the positions when people leave is putting stress on the employees that have to fill for that position because 9 times out of ten those employees are already doing more than they can handle already.
4. It's very discouraging to have a dean's position added to our institution when we have other staffing needs that are unmet.
5. Policy should be followed regardless of the situation. There are too many exceptions and second chances to policy breaks. Policy should be followed from the top to the bottom.
6. Be careful in the use of the word mandatory when you want buy in from all
7. continue open communications and problem sharing. I enjoy working here and look forward to a new campus some day
8. First of all you will need a better survey. For example question # 47... How can you group all of the Administration together and hope to gain any useful information? Some Administrators are terrific some not so much. I answered the question as to the Administrator that is over my Department.
9. I think there needs to be some evaluation about how much extra time you are asking exempt positions to put in. An exempt position should not be taken advantage of by giving them many extra duties all the time.
10. Streamline AC Purchase Order procedure. 2. Offer more trainings on disaster planning/crisis intervention/de-escalation training. I want to be equipped appropriately should someone become suicidal. I have some experience with this, but refresher courses are worthwhile. I would also like training on appropriate steps to take when I discover that a non-student is being abused, sexual or otherwise. I already am aware of who to contact in case of issues within the student body, Faculty and Staff. 3. Ensure that any future funding cuts are spread equitably within and across all departments. 4. Increase level of coordination between Faculty and Library staff in regards library development. 5. Increase accuracy of travel department when booking flights. 6. Continue to work on ensuring that wages within the college are competitive when compared to similar positions and experience levels. 7. I have seen multiple grammatical mistakes in marketing material put out by the Marketing Department. Ensure accuracy of published material. When the general public sees grammatical and syntactical mistakes in flyers put out by Ilisagvik, it reflects poorly on us all.
11. n/a
12. have an open ear to others



13. President and Deans doing amazing work. Keep working toward new facility
14. Departments were not consulted about what feedback they would like to see. Every year I take this survey and it is the same. Nothing changes.
15. Childcare for employees. Meets needs for potential amazing staff.
16. Extra assistance for extremely busy departments would suffice
17. I would like to see an employee that specifically deals with purchasing needs only since the Operations Dept. tends to get busy at certain times dealing with other things. Also a second person in travel would be helpful especially when the travel coordinator is out of town.
18. increased transparency in all aspects, more feedback opportunities (both to give and receive)

**Iḷisaḡvik College Human Resources**

**Iḷisaḡvik College Employee Snapshot as of May 15, 2017**

<b>Number of Regular/Temporary Employees</b>	<b>Total:</b>	<b>118</b>
<b>Employees by Type</b>	Regular Faculty:	12
	Regular Staff:	60
	Regular PT Staff:	1
	Adjunct & Special Projects:	10
	Temporary Staff:	35
<b>Number of Employees in Villages</b>	<b>Total:</b>	<b>23</b>
<b>Total Number of Vacant Positions</b>	Temporary Staff:	1
	Full-Time Staff/Faculty:	1
	Vacancies:	6% of total workforce

**Employee Change Over One Year: May 2016 – May 2017**

<b>Number of Regular Full-Time Employees Hired or Promoted</b>	<p>Hired: 25 31% of Workforce (<i>Based on an average of 80 regular FT positions</i>)</p> <p>Of these 25 hires, 9 (or 36%) of the vacancies were filled through promotions/transfers which created additional vacancies.</p> <p>Five (4) of the 25 hires/transfers resulted from the creation of new positions.</p> <p>92% of vacancies were filled by local residents.</p>
<b>Number of Vacant Regular Full-Time Positions</b>	<p>25 or 31% of total workforce 4 of the 25 positions were new.</p>
<b>Number of Regular Employees Retained</b>	<p>18 employees left the workforce, which 22% of the workforce based on daily average.</p>

**Academic Staff by Semester**

	<b>Full-Time Faculty</b>	<b>Adjunct Instructors</b>	<b>Student Workers</b>
<b>Fall 2016</b>	12	16	2
<b>Spring 2017</b>	12	10	4
<b>Summer 2017</b>	0	8	3

Detailed Workforce Snapshot by Position Type

Regular Employee Category	October 16, 2016					May 15, 2017				
	Gender		Ethnicity		Increase or Decrease Since May 2016	Gender		Ethnicity		Increase or Decrease Since October 2016
	M	F	AK Native	Non-AK Native		M	F	AK Native	Non-AK Native	
Executive (PAT Members)	2	5	1	6	+3	2	6	1	7	+1
Administrative/ Professional (Exempt)	13	14	4	23	-6	11	16	3	24	None
Full time Faculty	7	5	0	12	+1	7	5	0	12	None
Non-Exempt	13	13	5	21	-1	10	15	5	20	-1
Total Full time	35	37	10	62	-3	30	42	9	63	None
<i>Subtotal Regular Employees</i>	72					72				
Temporary Full-time	0	0	0	0	None	0	0	0	0	None
Temporary Part-time	9	45	13	41	+12	9	30	9	30	-15
Permanent Part-time	0	1	0	1	None	1	0	0	1	None
Student (total for year)	0	4	4	0	-3	0	6	6	0	+2
Total Part Time & Temporary	9	50	17	42	+9	10	36	15	31	-13
<i>Subtotal Temporary Employees</i>	59					46				
<i>Total Employees</i>	131					118				

## OBSERVATIONS AND OPPORTUNITIES

- **Workforce Snapshot:** This occurred during the 2016 fall semester and again on May 15, 2017 with a difference of 13 employees noted when comparing the two snapshots. There were a total of 131 regular/temporary employees working during the 2016 fall semester: this number is greater (+13) than the total number of employees (118) working on May 15, 2017. One explanation for the difference is that the 2017 spring semester ended in April, and with the conclusion of the semester, contracts ended for several temporary workers.
- **Resident/Local Hires:** Twenty-three (23) of the twenty-five (25) vacant positions were filled by local residents. Resident Hire is defined in the Iñisaġvik College Handbook “as a person who has been physically present and who has maintained a principal residence within the North Slope Borough for at least thirty (30) days at the time of hire.”
- **Staffing Turnover:** Voluntary exit interviews were conducted with employees prior to their last day of employment. Eighteen (18) employee left employment with the College, which is 22% of the total workforce (based on average of 80 employees).

### Voluntary and Involuntary Turnover:

- 2 employee retired
  - 5 employees moved from the North Slope
  - 4 employee received a promotional opportunity with a different NSB employer
  - 7 employees left employment (voluntary/involuntary)
- **Employee Development/Promotions:** Of the 25 new hires from May 15, 2016 – May 15, 2017, 36% of the vacancies were filled through internal promotions/transfers which created vacancies to backfill.

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# Finance

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Report	Page Number
Endowment and Private Fundraising	93
Financial Aid	96
Grants	98



## ENDOWMENT & PRIVATE FUNDRAISING ACTIVITIES

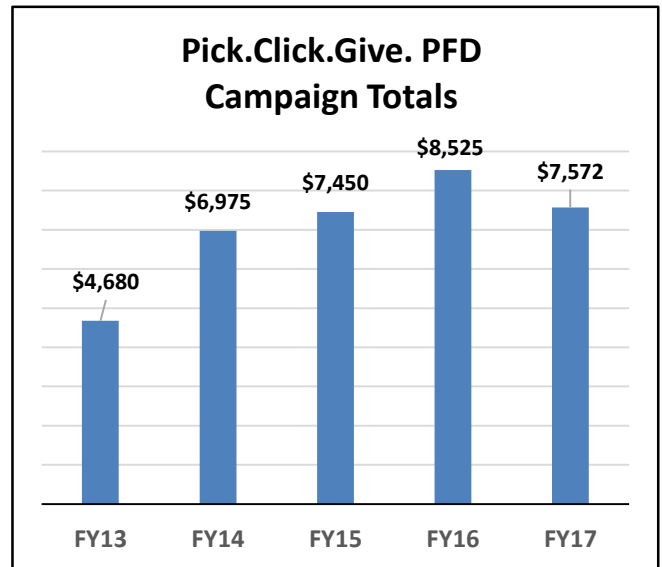
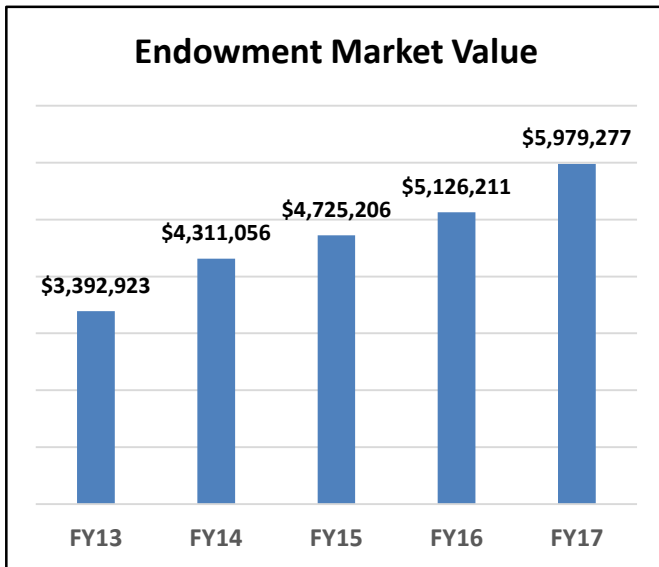
### FISCAL YEAR 2017

July 1, 2016 – June 30, 2017

### ENDOWMENT REPORT: ILISAĞVIK COLLEGE FOUNDATION

- Per the May 31<sup>st</sup>, 2017 portfolio report, the endowment’s summary total: **\$5,979,277**
- From the close of FY16 to the close of FY17, the Endowment **increased** by **\$906,875**.
- In FY17, contributions to the Endowment totaled \$457,572
  - \$450,000 transfer from Wells Fargo Checking Account
  - \$7,572 in Individual Donations (Pick Click Give)
- **Total Amount in the Endowment: \$5,979,277**

Report Year	Endowment Market Value	Endowment Increase from Previous Year	Pick.Click.Give. Campaign Totals
FY17	\$5,979,277	\$456,875	\$7,572 (2017)
FY16	\$5,126,211	\$401,005	\$8,525 (2016)
FY15	\$4,725,206**	\$414,150	\$7,450 (2015)
FY14	\$4,311,056	\$918,133	\$6,975 (2014)
FY13	\$3,392,923	\$625,419	\$4,680 (2013)



**FY17 PRIVATE FUNDRAISING TOTAL: \$506,271.63**

**Corporate**

Total Donations Received: **\$491,566.89**

- |   |   |
|---|---|
| • Alaska Airlines Foundation                  | • Caelus  |
| • Alyeska Pipeline Services Company           | • Chevron                                       |
| • AmazonSmile Foundation                      | • ConocoPhillips                                |
| • American Indian College Fund                | • David & Margery Inkeles Charitable Foundation |
| • American Indian Higher Education Consortium | • ExxonMobil                                    |
| • ASRC  | • GCI   |
| • ASRC Federal Holding Co.                    | • Petrochem                                     |
| • ASTAC                                       | • Rasmuson Foundation                           |
| • BDO USA                                     | • State of Alaska                               |
| • BP  | • Wells Fargo                                   |
| • BUECI                                       |   |

**Individual**

Total Donations Received: **\$14,704.74**

Pick.Click.Give. 2016 Total: \$7,572

*Note: Any donors who have asked to remain anonymous are omitted from the list below, according to our Donor Policy.*

- |                               |                                 |                      |
|-------------------------------|---------------------------------|----------------------|
| • Amos AguvlukNashookpuk      | • Janelle Everett               | • Patricia Kanayurak |
| • Lucinda Akootchook          | • David Fauske                  | • Diane Kaplan       |
| • Judith Andress              | • Anne W. Garland               | • Lillian Lane       |
| • Ida Angasan                 | • Benjamin Glover               | • Dora Leavitt       |
| • Ken Ascher                  | • Christopher Gutierrez-Edwards | • Doreen Leavitt     |
| • Hilda Attungana             | • Kristin Gutierrez-Edwards     | • Jonah Leavitt      |
| • Elizabeth Beardsley         | • Michael Hammonds Anderson     | • Rebecca Leavitt    |
| • Rosemary Beardsley          | • Sandra Harmon                 | • William Leavitt    |
| • Ruby Beardsley              | • Sonia Henrick                 | • Patricia Lloyd     |
| • Tyler Beardsley             | • Erin Hollingsworth            | • Edna Maclean       |
| • Katherine Brower            | • Rainey Hopson                 | • Diana Mathisen     |
| • Pearl Brower                | • Robbyn Igtanloc               | • Birgit Meany       |
| • Roxanne Brower              | • Elsie Itta                    | • Olivia Moss        |
| • Christopher Broyles-Sovalik | • Michael Jeffery               | • James Nageak       |
| • Geoffry Carroll             | • Kayla Jeffress                | • Brad Oleson        |
| • Angela Cox                  | • Rene Johnson                  | • Elizabeth Patience |
| • Isla Darling                | • James Judkins                 | • George Patkotak    |
| • Yiskah Dattilo              | • Olive Kanayurak               | • Kent Pendleton     |
| • Deborah Edwardson           |                                 | • Lloyd Pikok        |
| • George Edwardson            |                                 | • Racquel Quirante   |

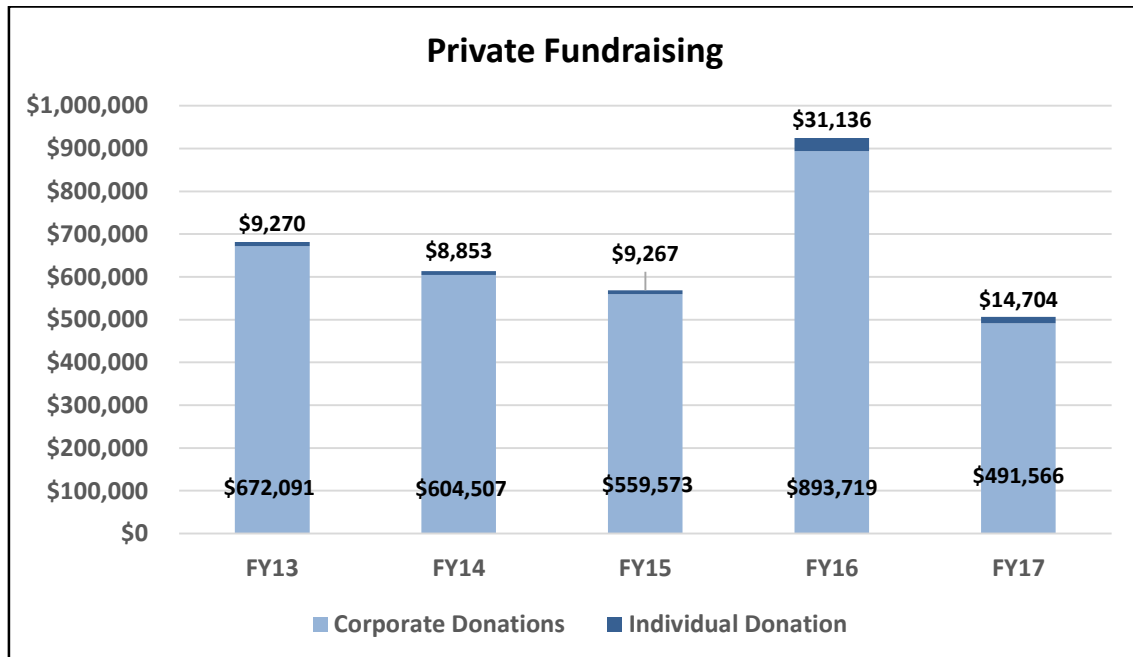


- Robert & Ghislane Rabin
- Demetrius Rexford
- Mark Roseberry
- Amanda Sialofi
- Brenda Sialofi
- Jecyln Sialofi
- Caleb Staelens
- Maclean Sweeney
- Vineta Tea
- Bill Tracey Sr.
- William Tracey
- Martina Tuua
- Joann Unutoa
- Caitlin Walls & Austin Parkhill
- William G. Wegener

## FUNDRAISING YEAR TO YEAR COMPARISON

Report Year	Total Private Fundraising	Total Number of Donors	Total Corporate Giving	Number of Corporate Donors	Total Individual Giving	Number of Individual Donors
FY17	\$506,271	105	\$491,566	19	\$14,704.74	86*
FY16	\$924,855	103	\$893,719	21	\$31,136	82
FY15	\$568,840	45	\$559,573	22	\$9,267	23
FY14	\$613,359	78	\$604,507	18	\$8,853	60
FY13	\$681,361	81	\$672,091	20	\$9,270	61

*\*Note: Before FY17, this number did not include anonymous Pick.Click.Give. (PCG) donors, as the number of anonymous donors was not provided. Since PCG provided the number of individuals who gave anonymously in FY17, we were able to add these individuals to our overall individual donor count.*



**Financial Aid Awards  
Fall 2016 Summary**

Scholarship Sources		Amount Awarded	Award Packages	
Arctic Education Foundation		\$33,051	Value	Number of Students
Alaska Education Grant		\$ 9,500	\$0 - \$1000	3
American Indian College Fund		\$38,500	\$1,001 - \$2,000	8
Aqqaluk Trust		\$ 1,000	\$2,001 - \$3,000	4
City of Utqiagvik (Barrow)		\$ 700	\$3,001 - \$4,000	2
Native Village of Barrow		\$ 5,561	\$4,001 - \$5,000	3
Native Village of Point Hope		\$ 1,250	\$5,001 - \$6,000	4
Olgoonik Corporation		\$ 3,750	\$6,001 - \$7,000	1
Tigara		\$ 2,500	\$7,001 - \$8,000	0
UIC Foundation		\$ 8,250	\$8,001 - \$9,000	1
Federal Pell Grant		\$29,979	\$9,001 - \$10,000	2
Federal Supplemental Education		\$12,444	Over \$10,000	4
Federal Work Study		\$119	<b>Total Students</b>	<b>32</b>
<b>Total Awards</b>		<b>\$ 146,604</b>	Averages	
			Smallest Award Package	\$500
			Largest Award Package	\$13,858
			Average Award Package	\$4,581.21
			Average Credits/Term	
			10	

### Financial Aid Awards Spring 2017 Summary

Scholarship Source	Amount Awarded
Arctic Education	\$6,774
Alaska Education Grant	\$8,250
Alaska Performance Grant	\$595
Aleut Foundation	\$1,330
American Indian College Fund	\$42,994
ASNA	\$767
City of Utqiagvik (Barrow)	\$800
Eddie Mack	\$500
North Slope Borough	\$574
Native Village of Barrow	\$2,786
Olgoonik	\$2,000
UIC Foundation	\$6,000
Federal Pell Grant	\$29,048
Federal Supplemental Grant	\$15,196
Federal Work Study	\$1,742
<b>Total Awards:</b>	<b>\$119,356</b>

Award Packages	
Value	Number of Students
\$0 - \$1000	7
\$1001 - \$2000	5
\$2001 - \$3000	2
\$3001 - \$4000	3
\$4001 - \$5000	3
\$5001 - \$6000	0
\$6001 - \$7000	1
\$7001 - \$8000	1
\$8001 - \$9000	1
\$9001 - \$10000	2
Over \$10000	3
<b>Total Students</b>	<b>28</b>
Averages	
Smallest Award Package	\$500
Largest Award Package	\$12,515
Average Award Package	\$4,217
Average Credits/Term	
8	

*\*Financial Aid is returned when students do not enroll, or withdraw from their programs.*

*\*Tuition waivers are not included in these figures*

FY17 Grants Report – July 1, 2016 to June 30, 2017

Grant Name	Grantor	Budget Period	Award Amount	Balance 6/30/2017	Designation of Funds
13316: Title III	U. S. Department of Education	10/1/14 - 9/30/16	\$500,000	\$0	Development Faculty and Staff
13317: Title III	U. S. Department of Education	10/1/15 - 9/30/17	\$641,335	\$138,989	Development Faculty and Staff
13416: Title III	U. S. Department of Education	10/1/14 - 9/30/16	\$500,000	\$0	Strengthening Student Support Services
13417: Title III	U. S. Department of Education	10/1/15 - 9/30/17	\$532,225	\$182,157	Strengthening Student Support Services
14713: Support to the Uqautchim Uglua	ASNA-MOA	10/1/13 - 9/30/14	\$65,924	\$28,691	Support for Uqautchim Uglua Program
15017: Assistance to Tribal Colleges	Bureau of Indian Affairs (BIA)	7/1/15 - 6/30/17	\$391,560	\$0	Instruction - General Funding
16017: Arctic Microbes	National Science Foundation	9/1/16 - 8/31/16	\$198,821	\$164,640	Microbes: Population Abundance and the Effects of a Warming Environment
25015: Fish & Wildlife North Slope Youth Engagement	US Fish & Wildlife Service and NSB-MOA	11/5/14 - 5/31/19	\$106,000	\$36,142	North Slope Youth Engagement, education, employment, and research program and opportunities
35116: Sports & Leadership	Arctic Slope Community Foundation	4/2/16 - 7/15/16	\$47,360	\$0	Summer Camp- Implement Seven Sports & Leadership Camps
53017: Restorative Teaching	American Indian College Fund	1/1/17 - 12/31/17	\$68,000	\$33,079	A Tribal College and University Collaborative to Strengthen Systems of Care and Learning with Native Families and Children
53217: Culture Preservation	American Indian College Fund	11/1/16 - 12/31/17	\$50,000	\$45,306	Implement and develop two cultural preservation activities
53417: Bridge Program	American Indian College Fund	5/1/17 - 4/30/19	\$100,000	\$100,000	Increase College Readiness for American Indian/Alaska High School Students Preparation
53517: Capital Infrastructure	American Indian College Fund	5/1/17 - 10/31/17	\$50,000	\$36,603	Assist Iliisagvik College with its strengthening and expanding of existing water efficiency infrastructure

Grant Name	Grantor	Budget Period	Award Amount	Balance 6/30/2017	Designation of Funds
55016: Behavioral Health Research	American Indian Higher Education Consortium	12/1/15 - 11/30/16	\$150,000	\$122,512	Student Success – Behavioral Health Research
56018: College Readiness	The Andrew W. Mellon Foundation	6/1/17 - 5/31/18	\$150,000	\$148,593	Enhance Recruitment and College Readiness of Ilisagvik College Students
60217: Workforce Development	State of AK DOL& WFD	7/1/16 - 6/30/17	\$664,500	\$0	Workforce Development
62017: Adult Basic Education-Instruction	Department of Labor & Workforce Development	7/1/16 - 6/30/17	\$126,959	\$0	General Education Diplomas
64013: Heavy Equipment	State of AK DCCED	7/1/12 - 6/30/17	\$150,000	\$0	Workforce Development
64014: Equipment for WFD Programs	State of AK DCCED	7/1/13 - 6/30/18	\$85,000	\$13,418	Workforce Development
74016: North West Area Health Education Center (NW AHEC)	University of Alaska Anchorage /Sub-award	9/1/15 - 8/31/16	196,441	\$41,526	Health Career – Allied Health Program
74017: North West Area Health Education Center (NW AHEC)	University of Alaska Anchorage /Sub-award	9/1/16 - 8/31/17	\$89,079	\$22,852	Health Career – Allied Health Program
74117: Health Implementation	University of Alaska Fairbanks	7/1/16 - 6/30/17	\$26,434	\$7,925	Student Success - Alaska AHEC Perkins Behavioral Health Program
82017: Village Library Operation	Institute of Museum & Library Services –ASRC & AK Library	8/1/16 - 7/31/17	\$56,000	\$0	Tuzzy Library – Village Library Services
83017: Public Library Assistance	State of AK Department of Education	7/1/16 - 6/30/17	\$55,200	\$0	Tuzzy Library – Village Library Services
87016: AK Library Interlibrary Cooperation	State of AK Department of Education	7/1/15 - 9/30/16	\$7,734	\$0	Tuzzy Library – Inupiaq Edge Part 2
88015: Developing Inupiaq Language	National Endowment for the Humanities	1/1/15 - 12/31/16	\$100,000	\$31.77	Tuzzy Library – Developing an Inupiaq Database at Ilisagvik College
88017: Archival Support for Inupiaq History	National Endowment for Humanities	1/1/17 - 6/30/18	\$6,000	\$6,000	Tuzzy Library – Purchase of Rehousing Supplies and Environmental Monitoring Equipment

Grant Name	Grantor	Budget Period	Award Amount	Balance 6/30/2017	Designation of Funds
88117: Documenting Endangered Languages	National Science Foundation	8/1/16 - 2/31/20	\$246,070	\$236,896	Tuzzy Library – Building Capacity in Linguistics, STEM and Technology through the Documentation of the North Slope Dialect of Inupiaq and Endangered Native Alaska Language
92110: Tribal College Endowment	USDA/NIFA	2016 - 2017	\$90,288	\$10,721	Recruitment for Student Services
92215: Extension “Office Planning Special Emphasis Project”	USDA/NIFA	9/1/14 - 8/31/17	\$297,619	\$29,857	Cooperative Extension Program
92315: Equity Program “ Science Nutrition & Healthcare	USDA/NIFA	9/1/14 - 8/31/17	\$309,762	\$43,163	Science and Health Education Outreach
92414: Iñisaġvik College Fleet Modernization	USDA Rural Development	9/23/14 - 9/22/18	\$125,549	\$25,871	Iñisaġvik Campus – Dorm Furniture, Gym Equipment and Technology Upgrade
92415: Campus Modernization	USDA Rural Development	9/23/14 - 9/22/19	\$145,302	\$0	Student Services/Technology Enhancement
92417: Motor Grader	USDA Rural Development	8/24/16 - 8/23/18	\$143,000	\$143,000	Workforce Development - Purchase Motor Grader
92617: Special Emphasis	USDA/NIFA	9/1/16 - 8/31/17	\$85,000	70,701	Tundra Garden Project
06416: Industrial Safety Training Equipment	ECMC Foundation	12/30/15 - 6/30/17	\$32,000	\$0	Workforce Development
06016: Technical Vocational and Education Program	University of Alaska	9/1/15 - 8/31/16	\$10,000	\$0	Health Professions to Engage in Clinical Rotations
06017: Technical Vocational and Education Program	University of Alaska	9/1/16 - 8/31/17	\$10,000	\$2,254	Health Professions to Engage in Clinical Rotations
07017: NW AHEC Behavioral Health Career	University of Alaska	2/14/17 - 6/30/17	\$10,000	\$5,759	FY17 Behavioral Health Summer Camp
07316: Tobacco Free Task Force	Truth Initiative	12/1/15 - 11/30/16	\$4,924	\$0	Allied Health Program
07317: Tobacco Free Task Force	Truth Initiative	12/1/16 - 11/30/17	\$5,000	\$5,000	Allied Health Program
07516: Purchase Soxhlet Apparatus	National PETE	6/9/16 - 7/31/16	\$4,999	\$708	Iñisaġvik College - Biology and Chemistry Lab

# Grants Report | 2017

Grant Name	Grantor	Budget Period	Award Amount	Balance 6/30/2017	Designation of Funds
09215: Healthy Futures Program	Wal-Mart Foundation	9/8/15 - 9/30/16	\$25,000	\$0	Cooperative Extension
09216: Healthy Futures Program	First Nations Development Institute	3/1/16 - 2/28/17	\$30,000	\$0	Cooperatives Extension
09217: Native Youth and Culture	First Nations Development Institute	6/1/17 - 11/30/17	\$20,000	\$19,337	Inupiaq Culture and Language Summer Camps
09318: FY17 Summer Camps	North Slope Borough	5/1/17 - 9/30/17	\$200,000	\$80,345	FY17 Summer Camps
09717: FY17 STEM Camp	Exxon Mobil, Caelus and Petrochem	Summer 2017	\$29,246	\$0	FY17 STEM Camp
09817: Business Degree	Rasmuson Foundation	2/7/17 - 2/28/18	\$25,000.00	\$0	Business Bachelor Degree
09817: Ilisaqtivut	Rasmuson Foundation	2017	\$1,000.00	\$162	Ilisaqtivut Project
09918: Ilisaqtivut	Alaska Humanities Forum	5/14/17 - 5/27/17	\$2,000.00	\$0	Ilisaqtivut Project
<b>Total</b>					<b>\$6,966,331</b>

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# Registration

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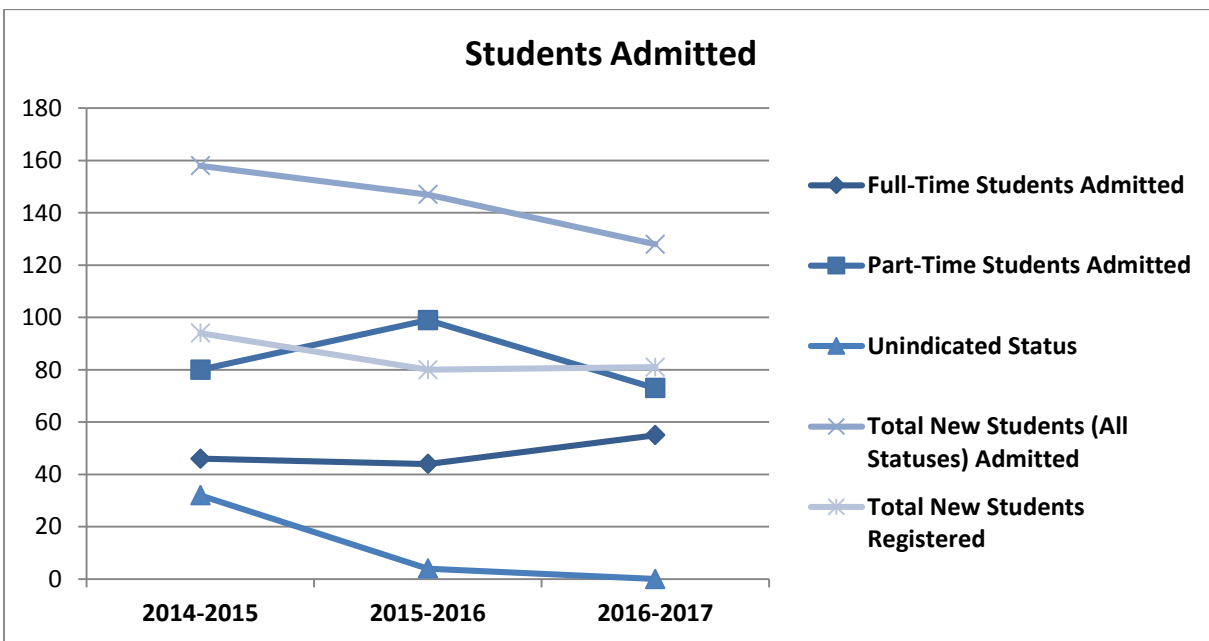




## Admissions Report Fall 2016 – Summer 2017

*This report tracks the number of students admitted to Iḷisaḡvik College programs by semester and by academic year. Out of those admitted, not all students go on to register for classes, so the number of newly admitted students who register for classes is also tracked below.*

	2014-2015	2015-2016	2016-2017
Full-Time Students Admitted	46	44	55
Part-Time Students Admitted	80	99	73
Unindicated Status	32	4	0
Total New Students (All Statuses) Admitted	158	147	128
Total New Students Registered	94	80	81



## Admissions by Program

Fall 2016 Admissions					
Program	# of New Unindicated Status Admitted	# of New Full Time Students Admitted	# of New Part Time Students Admitted	# of New Students Admitted	# of New Students Registered
Accounting AAS	0	2	2	4	1
Accounting I	0	0	1	1	0
Accounting II	0	0	1	1	1
Allied Health AS	0	5	3	8	7
Allied Health Certificate	0	1	0	1	1
Business & Mgmt AAS	0	2	1	3	2
Business Specialist I	0	1	0	1	0
Business Specialist II	0	0	0	0	0
Carpentry	0	0	9	9	3
Construction Management	0	0	0	0	0
Construction Technology AAS	0	2	4	6	3
Construction Technology I	0	0	0	0	0
Construction Technology II	0	0	0	0	0
Dental Health Aide	0	6	0	6	5
Electrical	0	1	1	2	1
EMS AAS	0	1	2	3	3
EMS Cert	0	0	1	1	0
ESBM Specialist I	0	0	0	0	0
ESBM Specialist II	0	0	0	0	0
Heavy Truck & CDL	0	0	1	1	0
Indigenous Early Learn. AA	0	1	2	3	3
Industrial safety	0	0	1	1	0
Inupiaq Art	0	0	0	0	0
Inupiaq Language	0	2	1	3	0
Inupiaq Studies AA	0	2	1	3	1
IT Support Specialist I	0	0	0	0	0
IT Support Specialist II	0	2	0	2	1
Liberal Arts	0	2	8	10	5
Medical Coding Specialist	0	0	0	0	0
Medical Office Admin.	0	0	1	1	1
Office Administration AAS	0	0	3	3	2
Office Administration I	0	0	1	1	1
Office Administration II	0	0	1	1	1
Plumbing	0	0	7	7	5
Scaffolding	0	0	1	1	1
<b>Total</b>	<b>0</b>	<b>30</b>	<b>53</b>	<b>83</b>	<b>48</b>

Spring 2017 Admissions					
Program	# of New Unindicated Status Admitted	# of New Full Time Students Admitted	# of New Part Time Students Admitted	# of New Students Admitted	# of New Students Registered
Accounting AAS	0	1	0	1	1
Accounting I	0	0	0	0	0
Accounting II	0	0	0	0	0
Allied Health AS	0	0	0	0	0
Allied Health Certificate	0	0	3	3	2
Business & Mgmt AAS	0	3	0	3	2
Business Specialist I	0	1	0	1	0
Business Specialist II	0	0	0	0	0
Carpentry	0	1	0	1	0
Construction Management	0	0	0	0	0
Construction Tech. AAS	0	2	0	2	1
Construction Technology I	0	0	0	0	0
Construction Technology II	0	0	0	0	0
Dental Health Aide	0	8	0	8	7
Electrical	0	1	0	1	1
EMS AAS	0	0	1	1	1
EMS Cert	0	0	2	2	1
ESBM Specialist I	0	1	0	1	0
ESBM Specialist II	0	0	0	0	0
Heavy Truck & CDL	0	0	1	1	1
Indigenous Early Learn. AA	0	0	0	0	0
Industrial safety	0	0	0	0	0
Inupiaq Art	0	0	1	1	0
Inupiaq Language	0	1	0	1	0
Inupiaq Studies AA	0	1	2	3	2
IT Support Specialist I	0	0	1	1	1
IT Support Specialist II	0	1	0	1	0
Liberal Arts	0	1	2	3	3
Medical Coding Specialist	0	0	0	0	0
Medical Office Admin.	0	0	0	0	0
Office Administration AAS	0	0	0	0	0
Office Administration I	0	0	0	0	0
Office Administration II	0	0	0	0	0
Plumbing	0	0	0	0	0
Scaffolding	0	0	0	0	0
<b>Total</b>	<b>0</b>	<b>22</b>	<b>13</b>	<b>35</b>	<b>23</b>

Summer 2017 Admissions					
Program	# of New Unindicated Status Admitted	# of New Full Time Students Admitted	# of New Part Time Students Admitted	# of New Students Admitted	# of New Students Registered
Accounting AAS	0	0	0	0	0
Accounting I	0	0	0	0	0
Accounting II	0	0	0	0	0
Allied Health AS	0	1	0	1	1
Allied Health Certificate	0	0	0	0	0
Business & Mgmt AAS	0	0	0	0	0
Business Specialist I	0	0	0	0	0
Business Specialist II	0	0	0	0	0
Carpentry	0	0	0	0	0
Construction Management	0	0	0	0	0
Construction Tech. AAS	0	0	0	0	0
Construction Technology I	0	0	0	0	0
Construction Technology II	0	0	0	0	0
Dental Health Aide	0	6	3	9	9
Electrical	0	0	1	1	1
EMS AAS	0	0	0	0	0
EMS Cert	0	0	0	0	0
ESBM Specialist I	0	0	0	0	0
ESBM Specialist II	0	0	0	0	0
Heavy Truck & CDL	0	0	0	0	0
Indigenous Early Learn. AA	0	0	2	2	1
Industrial safety	0	0	0	0	0
Inupiaq Art	0	0	0	0	0
Inupiaq Language	0	0	0	0	0
Inupiaq Studies AA	0	0	0	0	0
IT Support Specialist I	0	0	0	0	0
IT Support Specialist II	0	0	0	0	0
Liberal Arts	0	0	0	0	0
Medical Coding Specialist	0	0	0	0	0
Medical Office Admin	0	0	0	0	0
Office Administration AAS	0	0	0	0	0
Office Administration I	0	0	0	0	0
Office Administration II	0	0	0	0	0
Plumbing	0	0	7	7	7
Scaffolding	0	0	0	0	0
<b>Total</b>	<b>0</b>	<b>7</b>	<b>13</b>	<b>20</b>	<b>19</b>

**OBSERVATIONS AND OPPORTUNITIES**

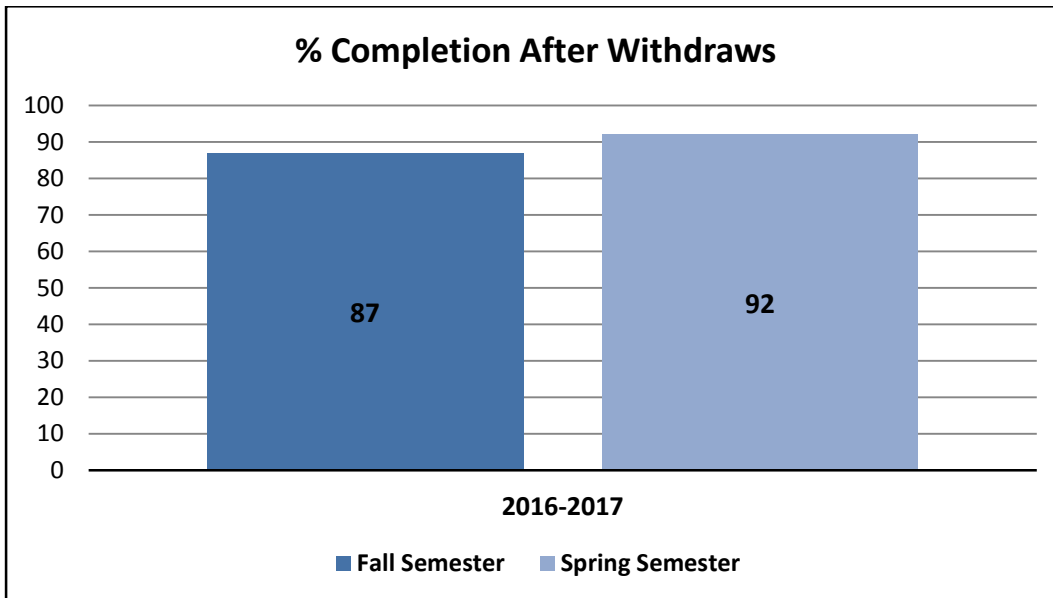
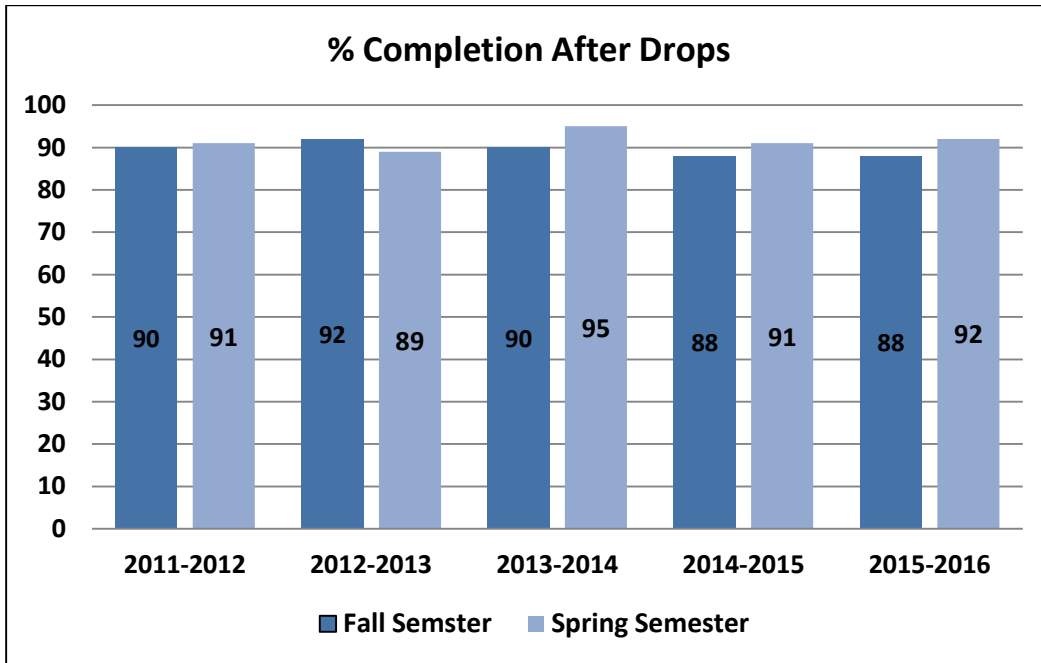
- Since 2014-2015, this is the second consecutive year that marked a decrease in the number of newly admitted students, most recently, a decrease of 13%. By contrast, the number of students who registered after having gained admission, increased from 54% to 63%. The number of full-time admitted students decreased by 28%, while the number of part-time admitted students increased by 20%.
- For the year, the programs with the largest number of admitted students are
  - Construction Trades
    - Construction Management (9)
    - Carpentry (10)
    - Plumbing (14)
    - Construction Technology (8)
  - Dental Health Aide (23) - includes degree and certificate programs
  - Liberal Arts (13)
- The number of admitted students differs significantly from program, and it should be noted that some programs draw heavily from off-Slope demographics and are delivered off-Slope, while others draw a more local student body and are delivered largely on-Slope.

## Completion Fall and Spring Semesters Only

To gather accurate information on course completion, this report deals with the number of registrations. This number is not the same as headcount, because students register for more than one course and may drop one while retaining others. The first two weeks of the semester constitute an add/drop period during which students may drop courses and register for others. Thus, we compare completion both before and after drops.

Term	# Registered	Total Completed	Drops*	Completion % after Drops	Term	# Registered	Total Completed	Drops*	Completion % after Drops
<b>Fall 2012</b>	1399	1186 (85%)	110	92%	<b>Spring 2013</b>	1439	1178 (82%)	119	89%
<b>Fall 2013</b>	1524	1274 (84%)	109	90%	<b>Spring 2014</b>	1621	1474 (91%)	72	95%
<b>Fall 2014</b>	1304	1070 (82%)	93	88%	<b>Spring 2015</b>	1420	1207 (85%)	88	91%
<b>Fall 2015</b>	1110	916 (83%)	70	88%	<b>Spring 2016</b>	1242	1103 (89%)	39	92%
<b>Fall 2016</b>					<b>Spring 2017</b>				

\*Drops are those who drop during the first two weeks of semester long courses / 15% of short courses, or those who got dropped because the courses got canceled. Some may have added other courses. These are not to be confused with students who “drop out,” or leave the College before completing their program.





Fall 2016  
Program Completion Data

PROGRAM	# Registered	Successful Completions (Grade C- or higher)	Withdraws	Successful Completion % after Withdraws	AN/AI Registered Before Withdraws	AN/AI Successful Completions		AN/AI Withdraws	AN/AI Successful Completions % after Withdraws
						AN/AI Completions	AN/AI Successful Completions % after Withdraws		
Liberal Arts	125	96 77%	4	79%	70	49	70%	4	74%
Allied Health	42	30 71%	3	77%	23	20	87%	1	91%
Business Management/ Accounting	122	84 69%	11	76%	61	30	49%	11	60%
Construction Trades	71	62 87%	1	89%	48	44	92%	1	94%
Developmental Ed	53	30 57%	6	64%	40	19	48%	5	54%
Emergency Services	8	8 100%	0	100%	5	5	100%	0	100%
Heavy Truck & Equipment Operations	15	12 80%	0	80%	6	6	100%	0	100%
Industrial Safety	32	32 100%	0	100%	31	31	100%	0	100%
Indigenous Early Learning	76	60 79%	3	82%	47	33	70%	3	75%
Inupiaq Studies	102	86 84%	2	86%	62	50	81%	1	82%
Office Administration	82	62 76%	1	77%	46	26	57%	0	57%
<b>TOTALS w/o short courses</b>	<b>728</b>	<b>562 77%</b>	<b>31</b>	<b>81%</b>	<b>439</b>	<b>313</b>	<b>71%</b>	<b>26</b>	<b>76%</b>
<b>Short Courses</b>									
SAFE	133	131 98%	0	98%					
WFD	213	213 100%	0	100%					
<b>TOTALS w/ short courses</b>	<b>1074</b>	<b>906 84%</b>	<b>31</b>	<b>87%</b>					

## Spring 2017 Program Completion Data

PROGRAM	# Registrations	Successful Completions (Grade C- or higher)		Withdraws	Successful Completion % after Withdraws	AN/AI Registrations Before Withdraws	AN/AI Successful Completions		AN/AI Withdraws	AN/AI Successful Completions % after Withdraws
Liberal Arts	164	135	82%	5	85%	86	62	72%	3	75%
Allied Health	19	17	89%	0	89%	11	9	82%	0	82%
Business Management/ Accounting	115	88	77%	9	83%	55	57	104%	7	119%
Construction Trades	183	168	92%	7	95%	85	51	60%	3	62%
Developmental Ed	10	8	80%	0	80%	7	13	186%	2	260%
Emergency Services	27	21	78%	2	84%	16	1	6%	2	7%
Heavy Truck & Equipment Operations	70	62	89%	3	93%	22	20	91%	2	100%
Industrial Safety	82	81	99%	0	99%	76	62	82%	0	82%
Indigenous Early Learning	53	39	74%	0	74%	35	22	63%	0	63%
Inupiaq Studies	37	27	73%	0	73%	25	22	88%	0	88%
Office Administration	110	70	64%	9	69%	67	45	67%	7	75%
<b>TOTALS w/o short courses</b>	<b>870</b>	<b>716</b>	<b>82%</b>	<b>35</b>	<b>86%</b>	<b>485</b>	<b>364</b>	<b>75%</b>	<b>26</b>	<b>79%</b>
<b>Short Courses</b>										
SAFE	341	341	100%	0	100%					
WFD	289	288	100%	0	100%					
<b>TOALS w/ short courses</b>	<b>1500</b>	<b>1345</b>	<b>90%</b>	<b>35</b>	<b>92%</b>					

## OBSERVATIONS AND OPPORTUNITIES

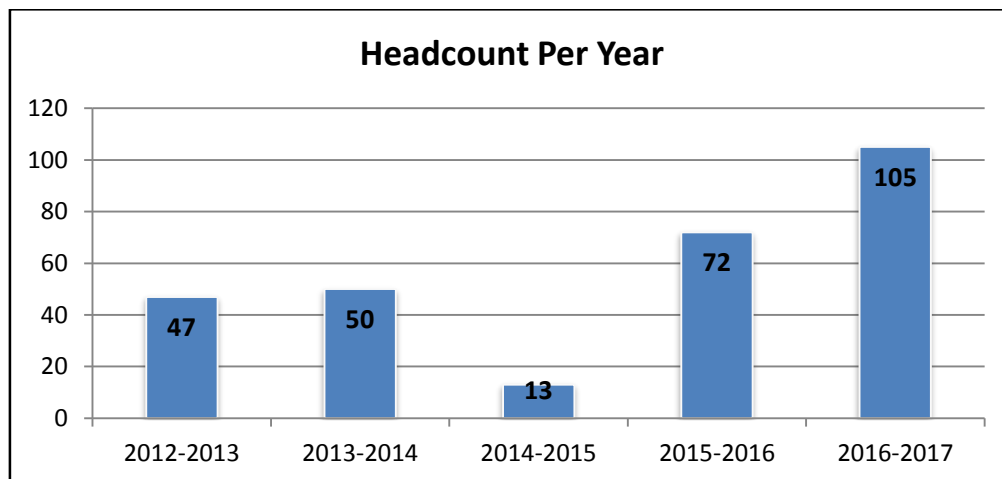
- The data set collected for this report was modified from previous years to measure completion after withdrawals rather than measure completion after drops. Students who “drop” courses, do so within the first three weeks of a semester-long course or within the first 15% of the time for shorter course.
  - The purpose of having the “drop” option is to afford student the opportunity to make adjustments to their schedule without penalty. Some of the reason why students drop a course, may include (1) Course content is different than anticipated; (2) Schedule interferes with work/personal schedule; (3) Course is not required for program, etc. When students drop a course, the course is not reflected on the transcript.
  - The purpose of having the “withdraw” option is to afford students the opportunity to discontinue the course for unexpected reasons, such as family emergency, personal illness, poor performance, etc. When students withdraw from a course, the course is reflected in the transcript with a “W” instead of a conventional grade.
- In prior years, the number of students who dropped a course was tracked; however, those students were not vested in the course, and further analysis indicates that it will be more meaningful to track the number of students who withdraw from a course. The percent of student withdrawing is a better indicator of the overall student success of the course.
- The overall completion rate for all courses with the exception of short courses was 81% for the Fall 2016 semester and 86% for the Spring 2017 semester. The percentage of students withdrawing from their courses was approximately 4% for both semesters.

**DUAL CREDIT REPORT**  
2016-2017 Academic Year

The Dual Credit report provides information on Iñisaġvik students who are also enrolled in a North Slope Borough School District high school. These students have elected to take an Iñisaġvik course which will earn credit twofold: (1) college credit that can be applied towards a later program and (2) high school credit that can be applied towards requirements for the high school diploma. Students taking these courses are not admitted to a program, but meet the prerequisites for the individual courses they are taking. The chart below lists **headcount** (unduplicated student count) with ethnic and geographical distribution.

**HEADCOUNT**

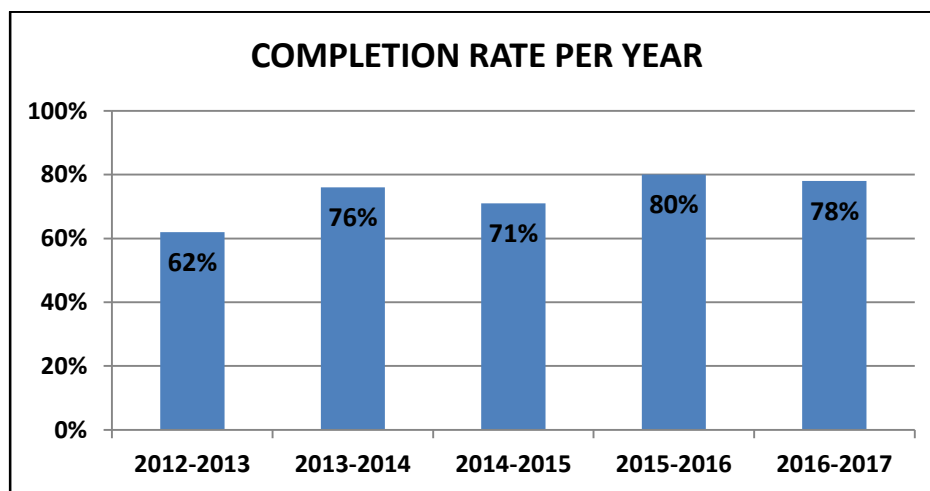
	Fall	Spring	Summer	Year TOTAL
<b>2012-2013</b>	6	27	14	<b>47</b>
	2 AK Native 0 Village Students 4 Other	13 AK Native 0 Village Students 14 Other	3 AK Native 0 Village Students 11 Other	
<b>2013-2014</b>	23	23	4	<b>50</b>
	15 AK Native 0 Village Students 8 Other	10 AK Native 0 Village Students 13 Other	0 AK Native 0 Village Students 4 Other	
<b>2014-2015</b>	13	0	0	<b>13</b>
	3 AK Native 2 Village Students 8 Other			
<b>2015-2016</b>	36	26	10	<b>72</b>
	27 AK Native 18 Village Students 9 Other	20 AK Native 9 Village Students 6 Other	3 AK Native 1 Village Students 7 Other	
<b>2016-2017</b>	59	46	0	<b>105</b>
	43 AK Native 17 Village Students 16 Other	26 AK Native 9 Village Students 20 Other		



**COMPLETION**

The following chart includes **enrollments** (duplicated student count), and the number of successful **completions**. This is not to be confused with the previous page’s data, which represent unduplicated student headcount. “Successful” completion is defined as any student who completes the course with grades A, B, C, or Pass.

Year	Term	# Enrollments	Successful Completion (A,B,C,P)	Completion Rate/Term	Total Completions / Enrollments per Year	Completion Rate/Year
2012-2013	Fa 2012	6	5	83%	32 / 52	62%
	Sp 2013	32	20	63%		
	Su 2013	14	7	50%		
2013-2014	Fa 2013	26	17	65%	42 / 55	76%
	Sp 2014	25	21	84%		
	Su 2014	4	4	100%		
2014-2015	Fa 2014	17	12	71%	12 / 17	71%
	Sp 2015	-	-	-		
	Su 2015	-	-	-		
2015-2016	Fa 2015	42	27	64%	67/84	80%
	Sp 2016	32	30	94%		
	Su 2016	10	10	100%		
2016-2017	Fa 2016	85	65	76%	121/155	78%
	Sp 2017	70	56	80%		
	Su 2017	-	-	-		



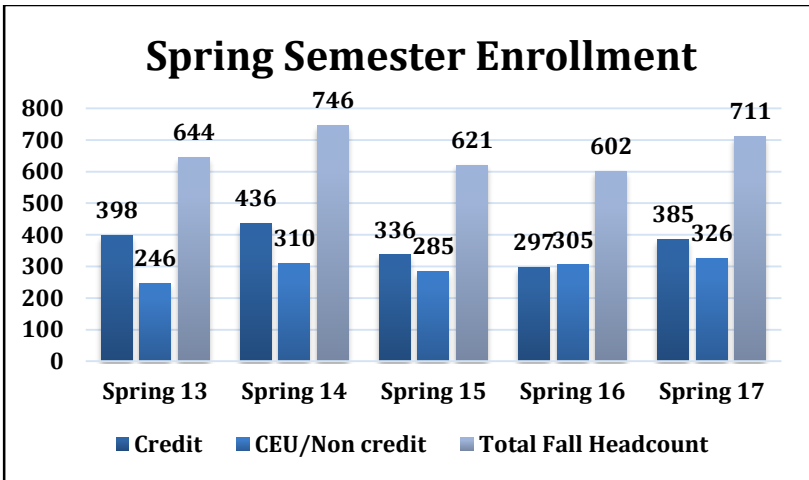
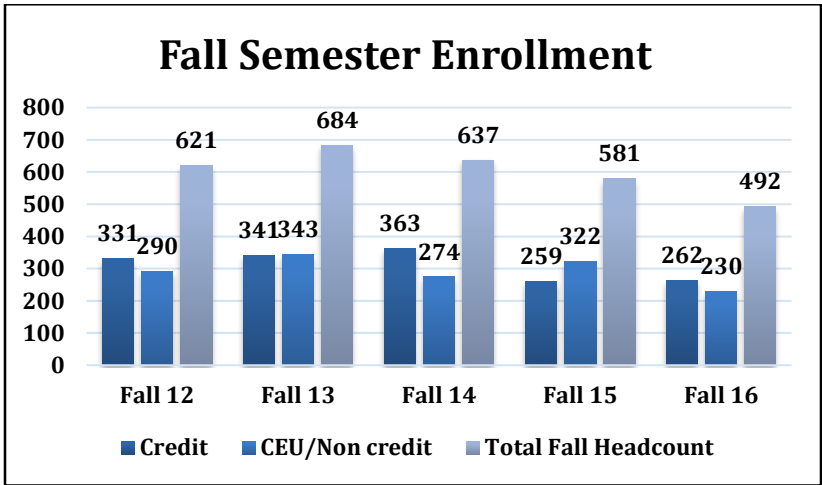
**OBSERVATIONS AND OPPORTUNITIES**

- The first two charts document headcount, which is the unduplicated number of students. Here each student is only counted once regardless of how many courses he/she participated in. The 2016-2017 academic year saw a significant increase in dual credit participation with a headcount of 72 students in 2015-2016 compared to 105 students the past year. The increase corresponded to an increase in Alaska Native student participation from 50 students in 2015-2016 to 69 students in 2016-2017.
- By contrast, village participation dropped slightly from 28 students in 2015-2016 to 26 students in 2016-2017.
- The second set of charts document completions, which is based on enrollments and represents a duplicated student count, whereby by each student is counted for each course he/she is enrolled in. The 105 students noted above enrolled in a total of 155 courses and completed at a rate of 78%, which is a slight decrease of the 89% of the previous year.
- No students participated in any coursework during Summer 2017.

## Enrollment Trends 2012-2016

*Note: FTE means Full Time Equivalent Student. This statistic takes into account both full time and part time students and is the best indicator of overall enrollment. A full time equivalent student is a student who takes on average 15 credits per semester. To calculate FTE, the total number of credits is divided by 15 for the semester.*

Year Term	Total Fall Headcount	Actual Full time	FTE	Program Active		Year Term	Total Spring Headcount	Actual Full Time	FTE	Program Active	
				FT	PT					FT	PT
Fall 12	331 Credit 290 Non Credit	47	116	47	77	Spring 13	398 Credit 246 Non Credit	55	132	52	78
Fall 13	341 Credit 343 Non Credit	55	118	37	65	Spring 14	436 Credit 310 Non Credit	45	120	34	56
Fall 14	363 Credit 274 Non Credit	40	117	40	69	Spring 15	336 Credit 285 Non Credit	46	116	38	79
Fall 15	259 Credit 322 Non Credit	27	82	27	54	Spring 16	297 Credit 305 Non Credit	30	84	27	63
Fall 16	262 Credit 230 Non Credit	36	95	25	53	Spring 17	385 Credit 326 Non Credit	30	106	24	44
1 year Change	Credit 1% Non Cr. -29%	33%	16%	-7%	-4%	1 year Change	Credit 30% Non Cr. 7%	0%	26%	-11%	-30%
Change from Fall 12 to Fall 16	Credit -21% Non Cr. -21%	-23%	-18%	-47%	-31%	Change from Spring 13 to Spring 17	Credit -3% Non Cr. 33%	-45%	-20%	-54%	-44%

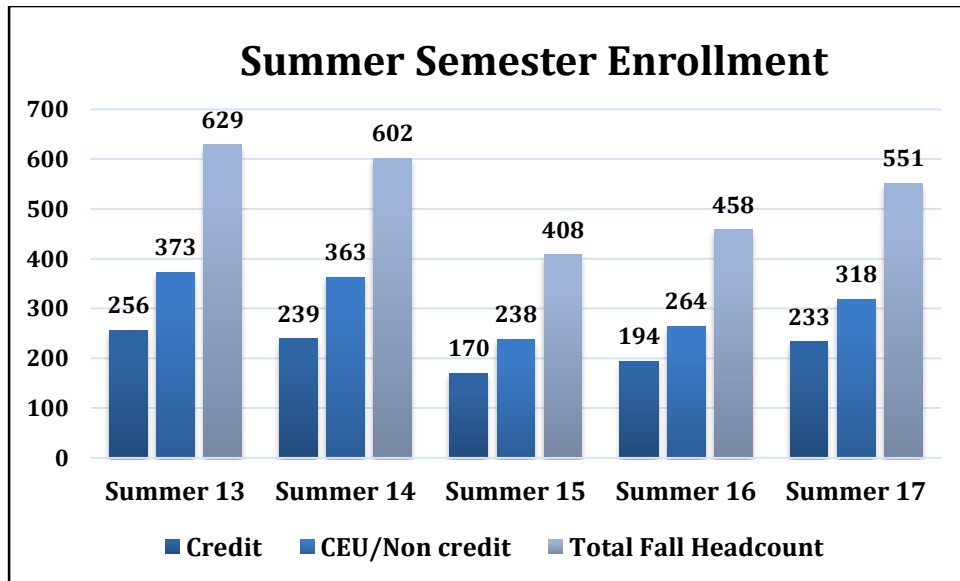




### Summer Data

NOTE: This report marks the first year of including Summer semester data in the total headcount for the academic year. The inclusion of summer data will give a complete and final record of the total number of students at Iñisaġvik College for any given academic year. The "Year Enrollment Totals" chart at the end of this report has been updated to include data from all three semesters (Fall, Spring, Summer).

Year Term	Total Fall Headcount	Actual Full time	FTE	Program Active	
				FT	PT
Summer 13	256 Credit 373 Non Credit	30	46	1	18
Summer 14	239 Credit 363 Non Credit	27	40	3	12
Summer 15	170 Credit 238 Non Credit	36	30	7	5
Summer 16	194 Credit 264 Non Credit	23	36	4	9
Summer 17	233 Credit 318 Non Credit	51	47	31	7
1 year Change	Credit 20% Non Cr. 20%	122%	30%	675%	-22%
Change from Summer 13 to Summer 17	Credit -9% Non Cr. -15%	70%	2%	3000%	-61%



**Enrollment Trends  
2015-2016 Academic Year**

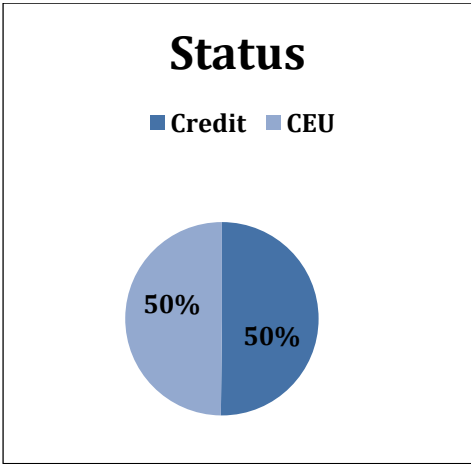
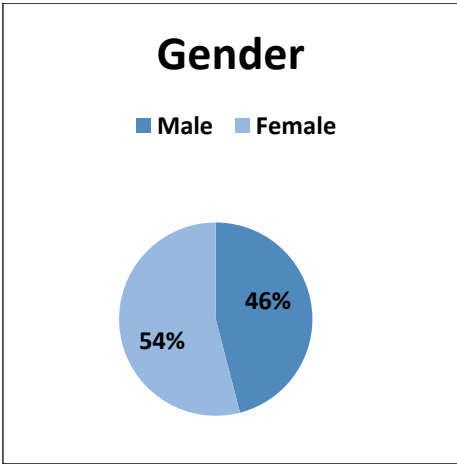
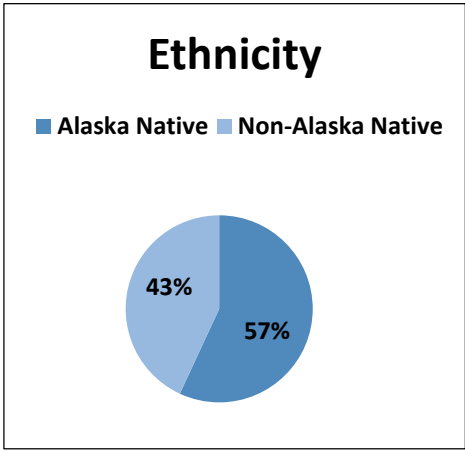
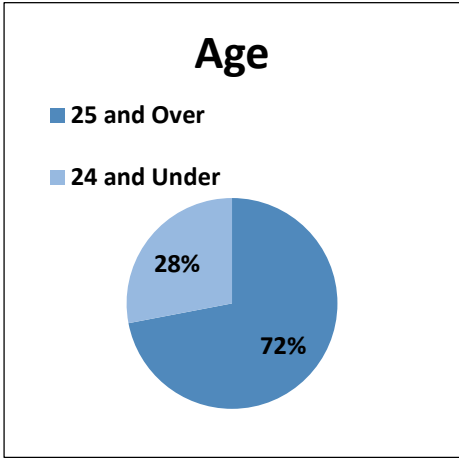
Enrollment by Age, Gender, and Ethnicity

Fall 2016	Enrollment Type	Age 25 or over	Gender		Alaska Native	
			M	F		
	Credit	52%	35%	65%	62%	
	Non Cr/CEU	85%	47%	53%	54%	
	<b>Total</b>	<b>67%</b>	<b>41%</b>	<b>59%</b>	<b>58%</b>	
Spring 2017	Enrollment Type	Age 25 or over	Gender		Alaska Native	
			M	F		
		Credit	66%	48%	52%	56%
		Non Cr/CEU	85%	59%	41%	55%
	<b>Total</b>	<b>75%</b>	<b>53%</b>	<b>47%</b>	<b>56%</b>	
Summer 2017	Enrollment Type	Age 25 or over	Gender		Alaska Native	
			M	F		
		Credit	69%	36%	64%	69%
		Non Cr/CEU	78%	50%	50%	47%
	<b>Total</b>	<b>74%</b>	<b>44%</b>	<b>56%</b>	<b>56%</b>	

**OBSERVATIONS AND OPPORTUNITIES**

- The enrollment in for-credit courses increased in both, the fall and the spring semester, compared to the prior time period. The fall semester witnessed a modest increase of 1% (259 to 262 students), while the number of students for the spring semester increased from 297 to 385 students, a significant change of 30%.
- The enrollment in non-credit courses, decreased by 29% in the fall semester (322 to 230 students), but increase for the spring semester by 7% (305 to 326 students).
- Both for-credit and non-credit participation increased by 20% in Summer 2017 compared to the previous summer.
- Continuing from the previous year, students in non-credit classes tend to be lightly older than students in for-credit classes, reflecting CEU workshops geared towards professional development for working students. Similarly, for-credit classes have a higher percentage of participation by females compared to non-credit classes. For the year, Alaska Native students account for 56-58% of the student body.

**Student Profile, 2016-2017 Academic Year**  
Average Percentages for Year

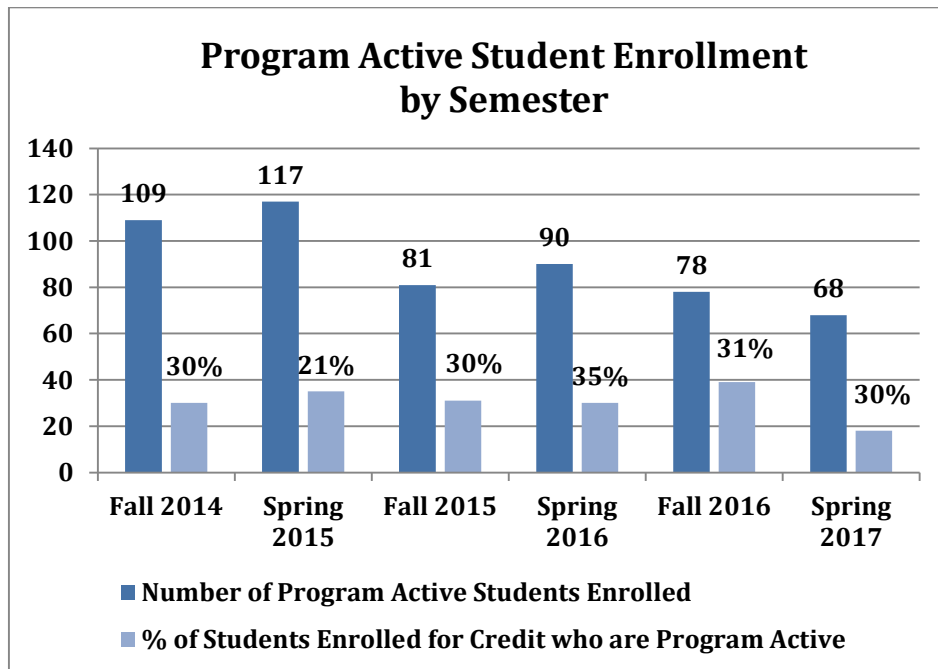


### Program Active Student Enrollment (Fall-Spring\* semesters only)

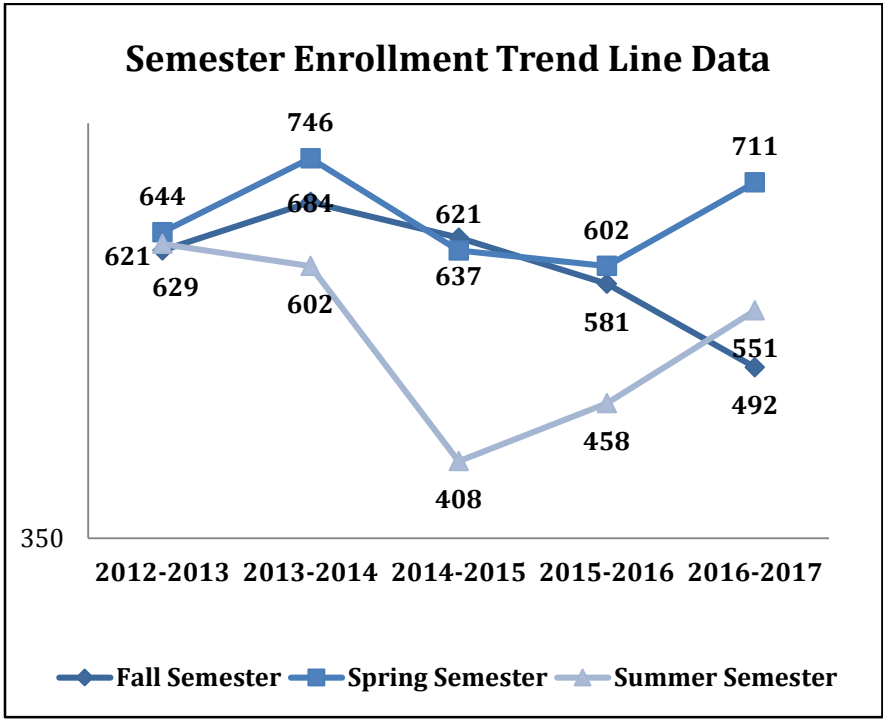
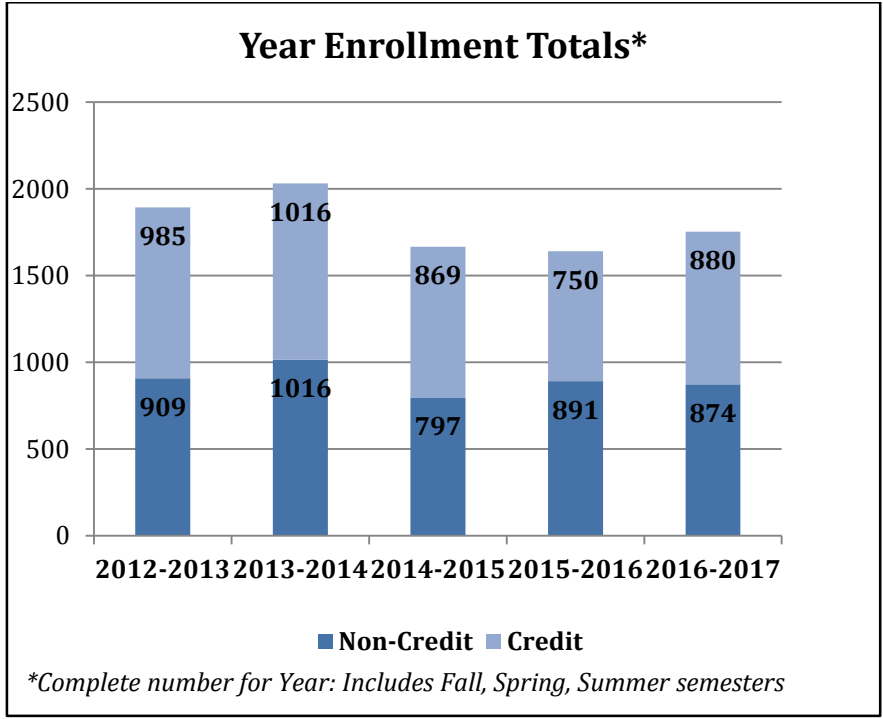
A program active student is defined as any student who has been admitted into a program and who is taking classes towards completion of his/her chosen program. The program active student becomes inactive if he/she does not register for any classes. As long as the student registers for any for-credit classes, he/she is recorded as program active.

	Fall 14		Spring 15		Fall 15		Spring 16		Fall 16		Spring 17	
<b>Total credit student enrollment</b>	363		336		259		297		262		385	
<b># Program active students enrolled</b>	109		117		81		90		78		68	
	37M	72F	34M	83F	26M	55F	27M	63F	16M	62F	12M	56F
	34%	66%	29%	71%	32%	68%	30%	70%	21%	79%	18%	82%
<b>% of Students Enrolled for Credit who are Program Active</b>	30%		35%		31%		30%		30%		18%	

*\*Summer semester data is not included in the Program Active Student Enrollment chart, as few programmatic course offerings and low PA student enrollment in the Summer semester would skew the data.*



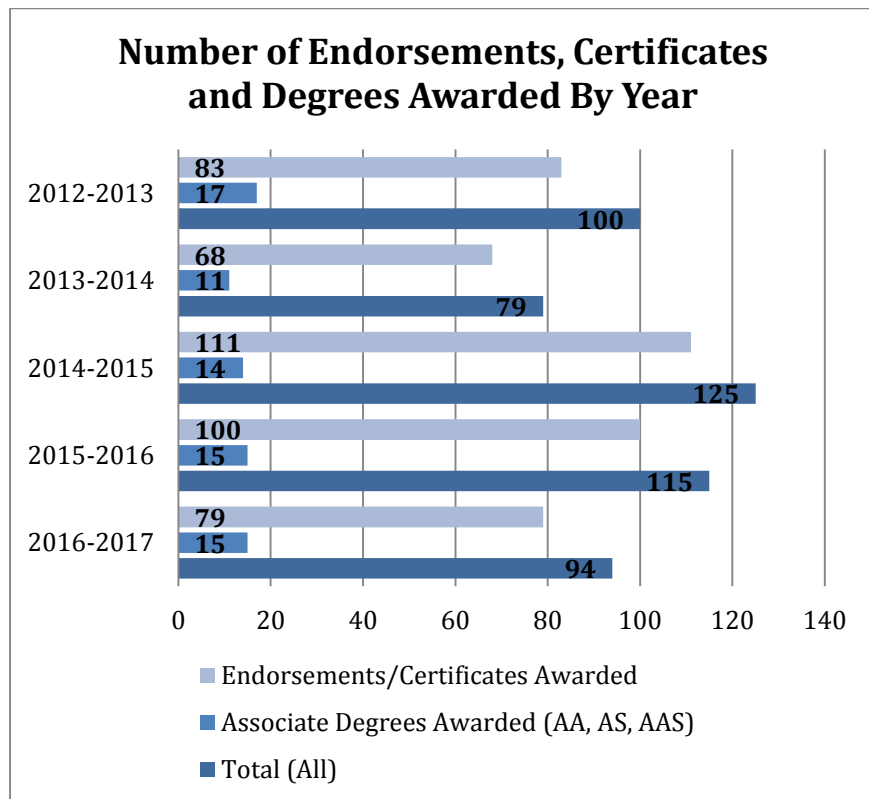
**Enrollment Trends  
2012-2017**

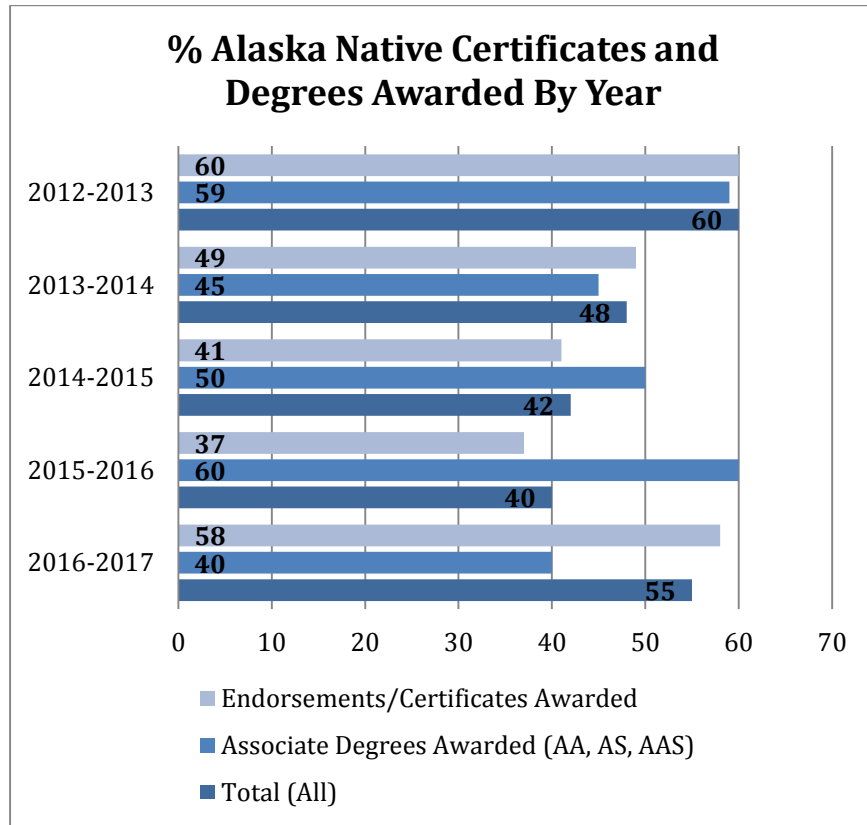


### Total Certificates and Degrees Awarded

NOTE: The number of certificates or degrees awarded is not the same as the number of individual students graduating. Students often complete more than one certificate or degree per year.

PROGRAM	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
<b>TOTAL AA/AS DEGREES</b>	<b>1</b>	<b>5</b>	<b>9</b>	<b>12</b>	<b>8</b>	<b>10</b>	<b>9</b>	<b>7</b>
Alaskan Native	0	4	6	8	5	4	5	2
Non Alaskan Native	1	1	3	4	3	6	4	5
<b>TOTAL AAS DEGREES</b>	<b>6</b>	<b>6</b>	<b>3</b>	<b>5</b>	<b>3</b>	<b>4</b>	<b>6</b>	<b>8</b>
Alaskan Native	5	5	3	2	0	3	4	4
Non Alaskan Native	1	1	0	3	3	1	2	4
<b>TOTAL CERTIFICATES</b>	<b>44</b>	<b>74</b>	<b>43</b>	<b>83</b>	<b>68</b>	<b>28</b>	<b>37</b>	<b>31</b>
Alaskan Native	36	55	30	50	33	12	18	21
Non Alaskan Native	8	19	13	33	35	16	19	10
<b>TOTAL ENDORSEMENTS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>83</b>	<b>63</b>	<b>48</b>
Alaskan Native	0	0	0	0	0	34	19	25
Non Alaskan Native	0	0	0	0	0	49	44	23
<b>TOTAL (ALL)</b>	<b>51</b>	<b>85</b>	<b>55</b>	<b>100</b>	<b>79</b>	<b>125</b>	<b>115</b>	<b>94</b>
Alaskan Native	41	64	39	60	38	53	46	52
Non Alaskan Native	10	21	16	40	41	72	69	42



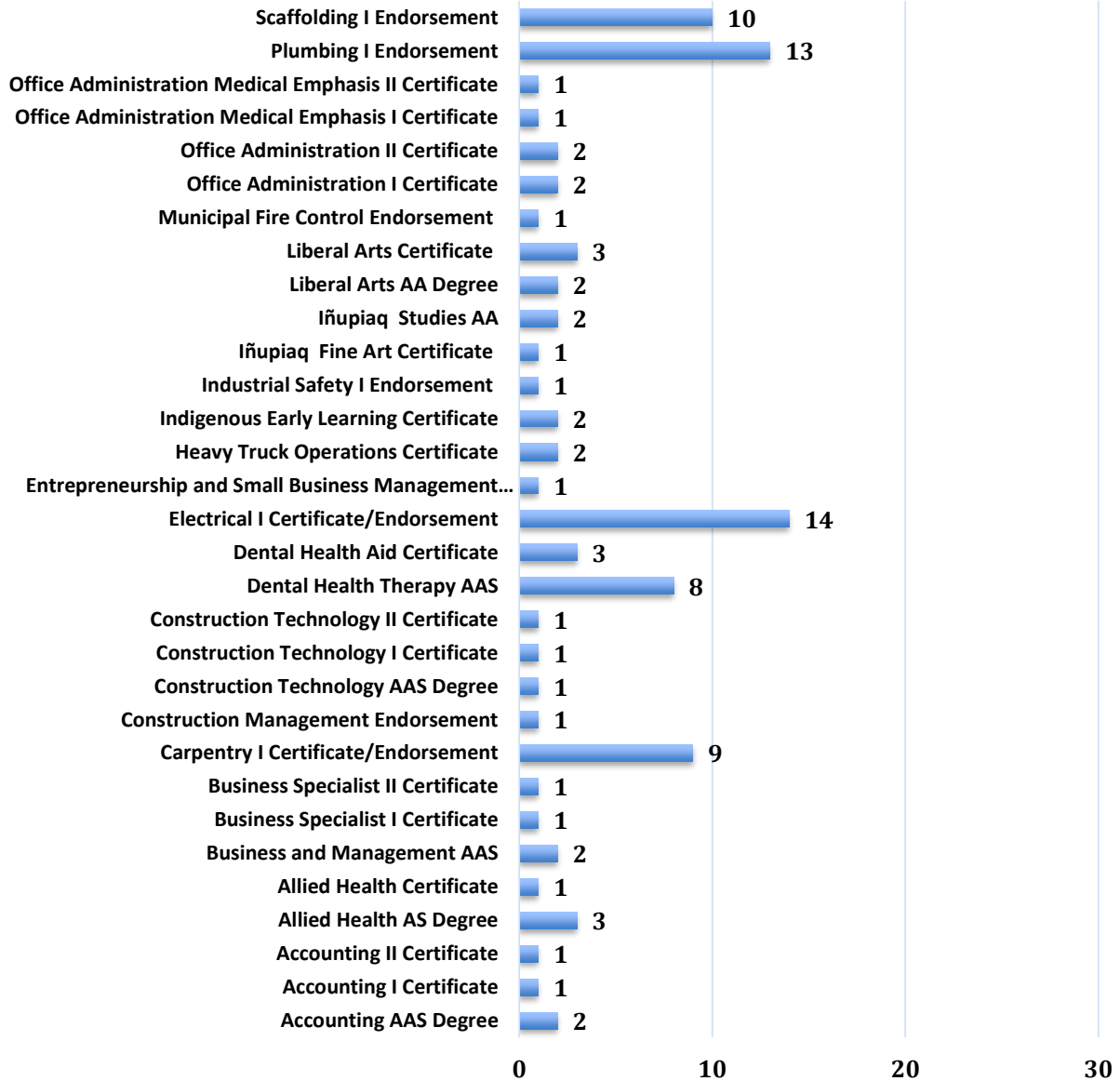


**OBSERVATION AND OPPORTUNITIES**

- The total number of endorsements, certificates, and degrees decreased from 115 to 94 (18%) ; however, the number of endorsements, certificates, and degrees awarded to Alaska Native students increased from 46 to 52 (13%).
- Alaska Native students earned 58% of endorsements/certificates, an increase from 37% in the previous year’s 37%, but only 40% of all degrees, a decrease from 60% in the previous year.
- Overall, this year marks a positive change in the steady decline of the percent of Alaska Natives earning their credentials. Following a three-year decrease, this past year 55% of all endorsements/certificates/degrees were awarded to Alaska Native students.

Graduation Trends by Program

2016-2017  
Certificates and Degrees Awarded





Graduation Trends by Program (Breakdown)

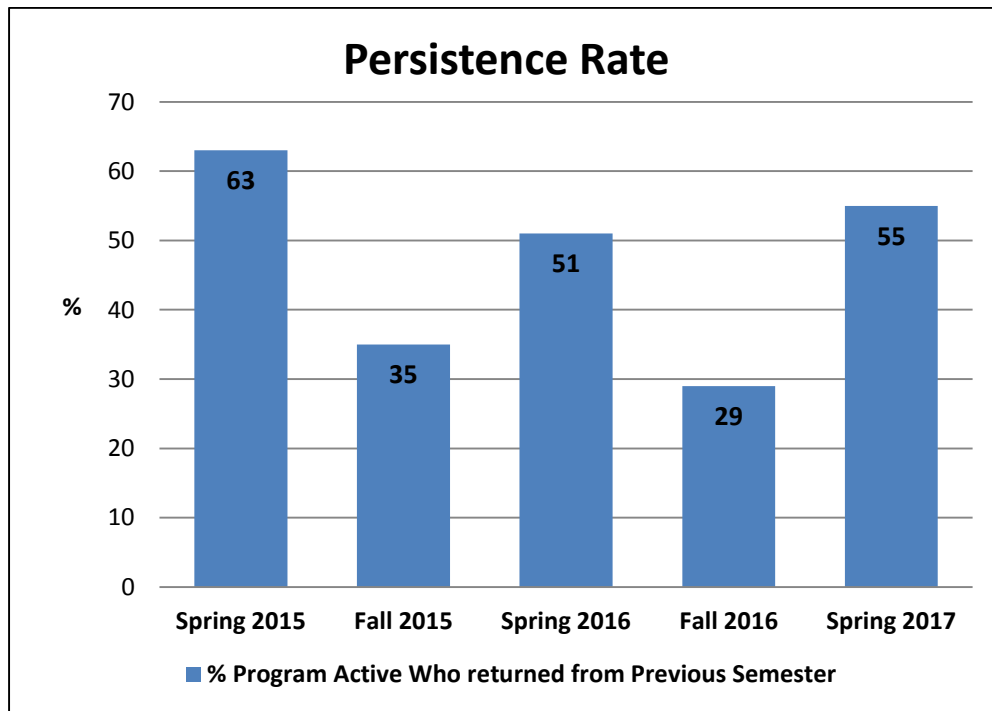
PROGRAM	Cert/Deg	10-11	11-12	12-13	13-14	14-15	15-16	16-17
<b>ACCOUNTING</b>	<b>AAS</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>2</b>
Accounting II	Cert	2	2	2	2	1	5	1
Accounting I	Cert	7	5	6	3	4	3	1
<b>ALLIED HEALTH</b>	<b>AS</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>4</b>	<b>6</b>	<b>1</b>	<b>3</b>
Allied Health	Cert	1	1	5	3	5	3	1
Certified Nurse Aide	Cert/Endorse	7	0	0	0			
Dental Assistant	Endorse	Established 15-16					0	0
Medical Coding Specialist	Cert	0	2	0	0	0	0	0
<b>BUSINESS MANAGEMENT</b>	<b>AAS</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>2</b>
Business Specialist II	Cert	2	3	2	1	0	0	1
Business Specialist I	Cert	4	2	5	3	0	4	1
Entrepreneurship & Sm Bus Mgmt	Cert	0	0	0	0	0	0	1
<b>CONSTRUCTION TECHNOLOGY</b>	<b>AAS</b>	Established 14-15				<b>2</b>	<b>1</b>	<b>1</b>
Carpentry	Cert/Endorse	16	4	21	28	14	13	9
Construction Management	Endorse	Established 14-15				6	0	1
Construction Technology II	Cert	Established 14-15				2	1	1
Construction Technology I	Cert	Established 14-15				2	2	1
Electrical I	Cert/Endorse	9	8	10	14	14	16	14
Pipefitting I	Cert/Endorse	6	0	4	0	3	0	0
Pipeline Insulation I	Cert/Endorse	0	0	0	0	0	0	0
Plumbing I	Cert/Endorse	11	1	24	3	18	0	13
Scaffolding I	Cert/Endorse	0	0	0	0	22	29	10
Welding I	Endorse	Established 14-15				2	0	0
<b>DENTAL HEALTH THERAPY</b>	<b>AAS</b>	Established 16-17						<b>3</b>
Dental Health Aide	Cert	Established 16-17						8
<b>EMERGENCY SERVICES</b>	<b>AAS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Emergency Services	Cert	0	2	0	1	0	0	0
Municipal Fire Control	Endorse	Established 16-17						1
<b>HEAVY TRUCK &amp; CDL</b>	<b>Cert/Endorse</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>2</b>
<b>INDUSTRIAL SAFETY</b>	<b>Cert/Endorse</b>					<b>3</b>	<b>6</b>	<b>1</b>
Info Technology support Specialist II	Cert	0	0	0	0	0	0	0
Info Technology support Specialist I	Cert	0	0	0	1	0	4	0
<b>INDIGENOUS EARLY LEARNING</b>	<b>AA</b>	Established 12-13			<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Indigenous Early Learning	Cert	Established 14-15				0	0	2
<b>INUPIAQ STUDIES</b>	<b>AA</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>
Iñupiaq Language II	Cert	1	1	0	0	2	0	0
Iñupiaq Language I	Cert	2	2	2	0	2	1	0
Iñupiaq Fine Arts	Cert	0	1	0	0	0	2	1
<b>LIBERAL ARTS</b>	<b>AA</b>	<b>5</b>	<b>7</b>	<b>6</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>2</b>
Liberal Arts	Cert	Established 14-15				5	7	3
<b>OFFICE ADMINISTRATION</b>	<b>AAS</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>
Office Administration II	Cert	0	2	1	0	1	1	2
Office Administration I	Cert	1	4	0	2	0	2	2
Medical Office Administration II	Cert	Established 14-15				0	0	1
Medical Office Administration I	Cert	Established 14-15				0	0	1
<b>GED</b>	<b>Diploma</b>	<b>12</b>	<b>19</b>	<b>11</b>	<b>19</b>	<b>1</b>	<b>5</b>	<b>8</b>

Program Discontinued

### Persistence Report

The information below tracks the persistence of students in their programs from one semester to the next. These data represent only “**program active**” students, that is, **those who applied for and were admitted into a certificate or degree program of study**. The data provide you with a picture of the enrollment of these certificate and degree seeking students from one semester to the next.

	Spring 15		Fall 15		Spring 16		Fall 16		Spring 17	
# Program active students enrolled	117		81		90		78		82	
	34M	83F	26M	55F	27M	63F	16M	62F	20M	62F
	29%	71%	32%	68%	30%	70%	21%	79%	24%	76%
Program Active Who Returned from Previous Semester	69		41		41		26		43	
	22M	47F	9M	32F	11M	30F	2M	24F	7M	36F
PERSISTENCE RATE (% Program Active from Previous Semester who Returned)	63%		35%		51%		29%		55%	
	59%	65%	26%	39%	42%	55%	7%	38%	44%	58%
	M	F	M	F	M	F	M	F	M	F



### OBSERVATIONS AND OPPORTUNITIES

- The persistence rate, the rate at which students continue their coursework from the fall into the spring semester, fluctuates from year-to-year. Spring 2017 was a semester of positive change with increases in all categories.
  - More students became program active, and while the number of females remained the same, the number of program-active males increased by a modest 3%.
  - The number of program-active students returning from Fall 2016, increased from 26 to 43, reflecting a persistence rate of 55%, the second highest one in the past five years.

## Iļisagvik College Retention Report

The information below tracks the retention of students from one Fall semester to the next. These data represent only “**program active**” students, that is, **those who applied for and were admitted into a certificate or degree program of study**. *\*First-Time Entering:* The students first time entering a college/university.

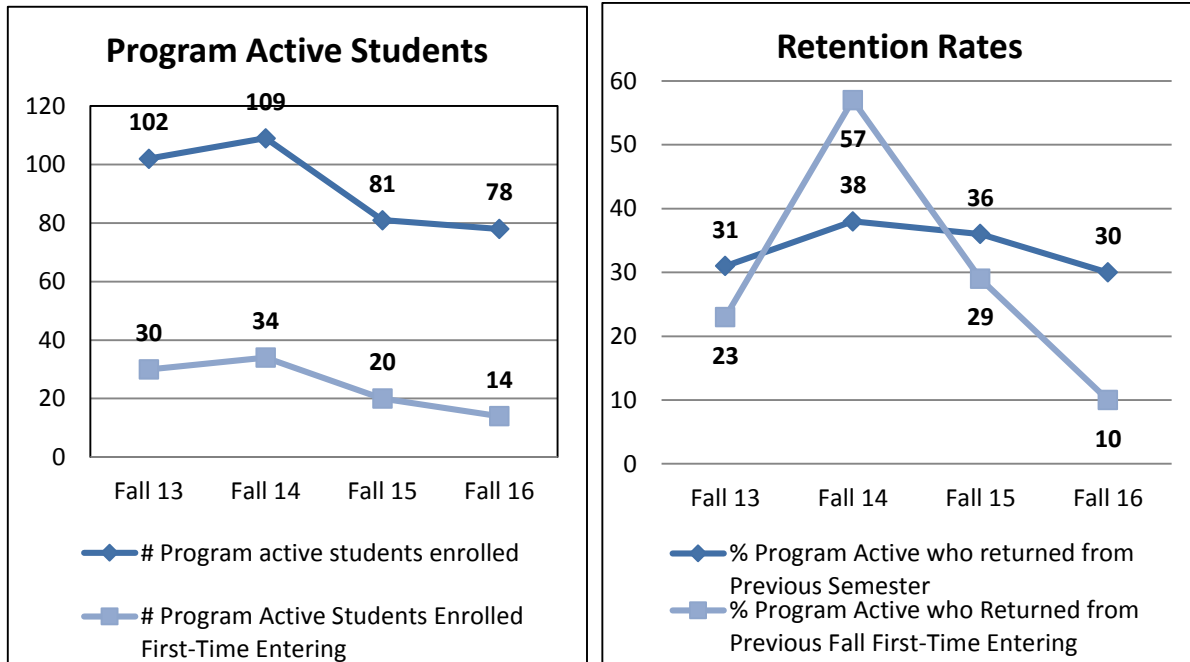
	Fall 13		Fall 14		Fall 15		Fall 16	
# Program Active Students Enrolled	102		109		81		78	
	30M	72F	37M	72F	26M	55F	16M	62F
	29%	71%	34%	66%	32%	68%	21%	79%
# Program Active Who Returned from Previous Fall	39 (31%)		39 (38%)		39 (36%)		24 (30%)	
	10M	29F	15M	29F	9M	30F	2M	22F
	30%	32%	50%	40%	24%	42%	8%	40%
# Program Active Students Enrolled <i>First-Time Entering</i>	30		34		20		14	
	29%		31%		25%		18%	
# Program Active Who Returned from Previous Fall <i>First-Time Entering</i>	9 (23%)		17 (57%)		10 (29%)		2 (10%)	

### OBSERVATIONS AND OPPORTUNITIES

- In the Fall 2016 semester, 78 students were program active, which means that they were admitted to a program and taking classes. This number is a slight decrease from the previous fall, when 81 students were program active and taking classes.
- In Fall 2016, 14 of the 78 students were ‘first time entering’ college students.
- The number of students returning from Spring 2016, was 24 students (30%). This represents a decrease for the third consecutive year. Almost all of the returning students (22) were female.
- Of the 20 students who were ‘first time entering’ college students in Fall 2015, only two (2) returned to continue their education in Fall 2016. Retaining first time college students is a challenge for the institution; however is the third consecutive year of declining retention for this student population.
- An important element in determining the retention rate is not currently tracked: the number of students who graduate and are not likely to return the following year. The College offers a numerous certificate programs, which can be completed within one year; therefore, those students should not be factored into the retention rate as non-returners.

For the coming year, the data collection and format of this report will be assessed in an effort to yield more meaningful information.

- At the same time, this is an opportunity to develop strategies that will help first year students be more successful in their pursuit of their educational goals.



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# Student Success

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**Early Leavers  
Non-Returners by Year: 2015-2016**

*This report is created by surveying students from the 2015-2016 year who did not return to Iḷisaġvik at all during the 2016-2017 year. Its purpose is to find out which students are not returning, why they aren't returning, how they view their experience here at Iḷisaġvik and what might influence them to come back.*

<b>2015-2016 Academic Year</b>	
Total # of Program Active Students, Unduplicated	148
# Who Returned in the 2016-17 Academic Year	43 (29%)
# Who Did Not Return in the 2016-17 Academic Year (Graduated)	46 (31%)
# Who Did Not Return in the 2016-17 Academic Year (Non-Graduates)	59 (40%)

**Non-Returners (Non-Graduates): 59**

ALASKA NATIVE	NON-ALASKA NATIVE	MALE	FEMALE
44 (75%)	15 (25%)	24 (41%)	35 (49%)

**Total number of Respondents to Survey: 4 (7%)**  
Percentages from this point on are only of those surveyed (4).

**Current Status**

# Employed: **3 (75%)**

Of those employed:

Did not have job before studying	2	Feel that their education with Iḷisaġvik assisted in securing job	1
Job is related to field of study	1	Have received an increase in pay as a result of education	0

# Unemployed: **1 (25%)**

Currently seeking employment	1	Caring for home or family	Active military
Continuing education elsewhere	1	Currently unable to work	Other

**Knowledge and Skills**

Perception of how Iḷisaġvik contributed to the following knowledge and skills (1=low, 5=high)

Skill	Avg. score	Skill	Avg. score	Skill	Avg. score	Skill	Avg. score
Writing effectively	3.8	Listening	3.5	Speaking	3.5	Leadership	3.0
Comprehension	4.0	Analytical Thinking	3.8	Math	3.6	New Skills in General	3.6



## Level of Satisfaction

Perceived value of education received	3.5
Satisfaction with overall Iļisaġvik experience	4
Contribution to present work	2.0
Contribution to personal growth	3.5

Number who believe that studying with Iļisaġvik was worth their time and effort: **4 (100%)**

## Reasons for Discontinuing Study at Iļisaġvik

- I have transferred on to another school (1)
- I was dissatisfied with the education I received at Iļisaġvik (1)
- I was dissatisfied with my overall experience at Iļisaġvik (1)
- Not prepared to return (1)
- I did not have time because of my family commitments (1)
- I'm having a bit of trouble with paying off my college bills (1)

## Number Who Plan to Return at a Later Date: 3 (75%) / Maybe: 1 (25%)

### Reasons Why/Why Not:

- I will see how much time I have once I start full time work.
- I would like to finish what I started.
- My studies depend on each whaling season and what I need to get done.
- I would like to have another chance to further expand my knowledge and continue to try work towards my career goals.
- Some classes are required for the course. I would really appreciate it if the Eng. 070 Instructor would at least let a student know if that course is too much for a student to handle.

## Study Areas of Interest, Should Students Return

- Office Administration
- I feel like I don't want to give up on my career goal, so my answer would be Emergency Services, but I would like to open up to different opportunities and expand my horizons. Ultimately, I would like to learn as much as I could and gain needed experience to be successful.

## Suggestions for Improvement

- More instructor and advisor communication. I learned a lot there. If a certain instructor knows that a student is going to fail, to at least let them know some classes are not meant for them. If the instructor knows that they are going to fail a student, can that instructor let the student know before giving the student a failing grade average.

## Comments

- All in all, I think Iļisaġvik is perfect on how helpful the staff and everyone is, and how straightforward the scheduling classes are.
- I was not dissatisfied with my experience at Iļisaġvik College, I just didn't take full advantage of the help that was offered. I know that I was able to push myself harder, and now with the experience I received, I feel like I understand what needs to be done.

## **Observations and Opportunities**

Traditionally, it has been very difficult to obtain survey responses from students who are no longer with the College. Reasons for this difficulty include changes in student contact information, a lack of dedicated Institutional Research staff available to make contact, and contact methods (email survey link, phone call, and mail have all been tried in the past).

Given the traditionally small number of respondents, the data on employment is skewed. Moving forward, we will look into obtaining employment information from the state Department of Labor, and higher education attendance information from the National Student Clearinghouse, in order to achieve more accurate data.

**GRADUATE SATISFACTION SURVEY RESULTS 2017**

*The purpose of this survey is to gather feedback that will help us improve our services for our students and also to collect data about our graduates. Graduates are surveyed in March the year following their spring graduation to allow students time to find employment and/or continue their education. Recipients of both Associates degrees and certificates are surveyed together.*

**Graduates**

Total # of Graduates, Spring 2016 = 87						
ALASKA NATIVE	NON-ALASKA NATIVE	MALE	FEMALE	Graduated with Endorsement, Certificate, or Degree		
34 (39%)	53 (61%)	19 (22%)	68 (78%)	Endorsement 52 (60%)	Certificate 21 (24%)	Degree 14 (16%)

*\*Fall-Spring semesters only. This report does not include Summer semester data.*

*\*\*Graduates are counted one time based on the highest level diploma earned.*

# Who Returned (Program Active) to Iḷisaḡvik College in the 2016-2017 year: 16 (18%)

**Total number of Respondents to Survey: 10 (11%)**  
 Percentages from this point on are only of those surveyed (10).

**Current Status**

# Employed: 10 (100%)

# Unemployed: 0 (0%)

Of those employed:

Did not have job before studying	4	Feel that their education with Iḷisaḡvik assisted in securing job	1	Currently seeking employment	0	Caring for home or family	0	Active military	0
Job is related to field of study	6	Have received an increase in pay as a result of education	2	Continuing education at Iḷisaḡvik or elsewhere	0	Currently unable to work	0	Other	0

**Knowledge and Skills**

**Perception of how Iḷisaḡvik contributed to the following knowledge and skills (1=low, 5=high)**

Skill	Avg. score	Skill	Avg. score	Skill	Avg. score	Skill	Avg. score
Writing effectively	4.1	Listening	4.6	Speaking	4.5	Leadership	4.5
Comprehension	4.6	Analytical Thinking	4.6	Math	4.4	New Skills in General	4.5

## **Level of Satisfaction on Average (1=low, 5=high)**

Perceived value of education received	4.3
Contribution to present work	3.6
Contribution to personal growth	4.2
Overall experience at Iḷisaġvik	4.6

## **Suggestions for Improving Iḷisaġvik's Education and Services**

- More hands-on learning opportunities (2)
- Continue working with students that are incarcerated at HMCC

## **General Comments**

- Great experience
- It's great

## **Students planning to continue their education with Iḷisaġvik at a later date**

**Yes: 6 Maybe: 4 No: 0**

### **Reasons:**

- To work towards an additional AA degree in another subject (2)
- To work towards an advanced certification or degree (3); Planning on getting BA too
- To continue with apprenticeships and/or more certificates (1)
- General Interest (4)

## **Study Areas of Interest, Should Students Return**

- Computers (2)
- Electrical
- Plumbing
- Welding

## Observations and Opportunities

- It should be noted that 6 out of the 10 respondents completed their degree while incarcerated at Hiland Mountain Correctional Center, through our partnership with that institution. Of these 6, 5 are still incarcerated there.
- As in previous years, many graduates choose to continue on with Iñisaḡvik College, despite having completed one degree.
- The number of respondents is particularly low this year for a couple of reasons. First, there was a data calculation error early in the survey period, which meant that the wrong group was originally surveyed and the correct group had to then be contacted. Secondly, we are currently without a dedicated Institutional Research staff person. A temporary staff person was hired to assist, but did not complete the survey in a timely manner. In future, having a permanent staff member who is dedicated to Institutional Research will assist with this problem.
- As with the Early Leavers Report, we are considering pulling data directly from the state Department of Labor and the National Student Clearinghouse, rather than surveying to discover employment and further educational information. Given the traditionally low number of respondents to surveys for both of these reports, we see the need to find new ways of collecting this valuable information on our graduates.

### Pre-College Programming Report

In order to reach out to prospective students at an earlier age and “plant the seed” of dreams towards achieving success in higher education, Cooperative Extension, Tuzzy Consortium Library and the Recruitment division of the Student Success Center works very hard to complete outreach programming to youth in grades K-12. By embracing partnerships with the NSBSD and the Alaska Commission of Post-secondary Education, staff works to feed the pipeline from K-12 to higher education by exposing students to interests, career pathways and opportunities to pursue following high school graduation. The ultimate goal for long-term tracking will be to build connections with student participation in pre-college programming and enrollment as program active students at Iļisaġvik College.

AY 16-17					
Topic	# of Participants	Grade Level	Duration	# of events	Subject Matter
I Know I Can	112	2	1-2 Hours	Varied	Reading
Glimpse	85 Participants	6-8	1.5 Hours/Wk 10 Wks/Semester	10	College Programs, Careers, College
College Bound	81	5	6 Hours	1	Careers, Education, College
Summer Camps	142	6-12	1-2 Weeks	7 Camps	Careers, Education, College
College Preview Day	13	11-12	1 Week	1	Education, College

### Activity Descriptions

#### “I Know I Can”: Grade 2

This program is designed to spark student interest in goal setting and career planning. Recruitment staff elicits the help of college graduates as volunteers to visit second grade classrooms at Ipalook Elementary School. The volunteers read a children’s story focused on self-confidence and working hard to “be somebody” when they grow up. The students then draw an image on a postcard of themselves in the future depicting what career path they would like to follow. The postcard is sent back to them 18-24 months later to remind them of their dreams as second graders and encourage them to continue thinking about their future as they get older.

This year, we completed a pilot run of the program at Meade River School in Atqasuk with a mixed group of Kindergarten-3<sup>rd</sup> grades. We plan to continue this programming in every village during outreach trips.

#### Iļisaġvik Glimpse: Grades 6-8

This program is designed to give middle school students a “Glimpse” of what college is all about. Each semester, Hopson Middle School Guidance Counselor recruits potential students to take part in the

program. Every Thursday, the group of students is transported from HMS to Iñisaġvik College via Iñisaġvik College Transportation Services. The students then take part in a 1-hour activity planned by one of the departments within the college. A list of example sessions includes:

- Uqautchim Uglua
- Health and Wellness
- Graphic Designs
- Fun with Math
- Career Exploration
- Robotics
- Chemical Reactions
- Bridge Construction

### **College Bound Day: Grade 5**

This program occurs annually and provides 5<sup>th</sup> graders an opportunity to experience college for a day. All fifth grade students at Ipalook Elementary school participate along with teachers and parent volunteers. The college departments each prepare a session and spend time with various groups of fifth graders. Students hear a speech from Iñisaġvik College President and “graduate” at the end of the day with a ceremony in which they receive a certificate and backpack of goodies.

### **Summer Camps: Grades 6-College Level**

Summer Camp programming provides an intensive format of career exploration, academic study, field experience, and education for students. Students from throughout the state of Alaska are encouraged to apply and past camps have had participants from local North Slope Borough villages, Mt. Edgecumbe High School, the Northwest Arctic, Y-K Delta, the Fairbanks area. The Student Success Center organizes programming, houses students, orients staff and collects data for all summer camp programming.

Seven summer camps were offered in 2016 including:

- Allied Health High School Camp
- Allied Health Middle School Camp
- Future Teachers for the Arctic High School Camp
- Iñupiaq Land Values and Resources High School
- Behavioral Health High School Camp
- Inupiaq Art and Culture in collaboration with Hawai’i Punahou Capstone High School Camp
- Methods in Molecular Biology High School Camp

### **College Preview Day**

Preview Days is a program for high school juniors and seniors to experience Alaska’s Only Tribal College. Students are split into groups and then they attend different mini courses ranging from English, Early Learning and Inupiaq Studies. The focus of these sessions is to expose students to a day of being a college student while also given them the opportunity to learn about potential major of interest. Student will also meet with staff, faculty and current Iñisaġvik students.

**Allied Health/NW AHEC Activities**

Fall 16 and Spring 17				
Topics	# of participants	Grade Level	Duration	Subject Matter
Junior Public Health Educators	2	9-12	Varies depending on village	Public Health, Public Speaking, Peer Education

**Junior Public Health Educators: College Level (Dual Credit)**

The Junior Public Health Educators program was designed to expose students to career paths in the field of Public Health. In addition, students are able to gain skills in research, presentations, public speaking and outreach. Students create presentations on public health topics in which they feel are of great need for outreach and education in their local communities. They are then trained as JPHEs with the help of local instructors and elders before they present their work to their peers and other youth in their communities.

**Tuzzy Library Activities**

Fall 2016					
	# of Participants	Grade Level	Duration	# of events	Subject Matter
Story time	47 Adults 95 Kids	Children 5 and under with caregivers	1 hour	19	Reading Early Literacy
Terror on the Tundra	45 Kids	All Ages	Month long North Slope wide event	1 contest per village	Writing
Guys Read	21 Adults 158 Kids	4	Elementary lunch hour	9	Reading, Careers
Crafternoon	99 Adults 359 Kids	All Ages	1 hour	19	Art Early Literacy
Ipalook Elementary School Family Fun Night	150 Adults 150 Kids	Elementary school students and their caregivers	2.5 hours	1	Early Literacy Reading
Trick or Treat at Tuzzy (Healthy Halloween)	50 Adults 100 Kids	All Ages	2 hours	1	Library familiarity
NSB Health Fairs	500 Adults 650 Kids	All Ages	7 events North Slope Wide	1 per village (except Nuiqsut – librarian sick)	Early Literacy Medical Literacy Library Familiarity
Santa Story time	25 Adults 60 Kids	All Ages	2 hours	1	Reading Art Early Literacy



Spring 2017					
Topics	# of Participants	Grade Level	Duration	# of events	Subject Matter
Story time	20 Adults 44 Kids	Children 5 and under with caregivers	1 hour	12	Reading Early Literacy
Battle of the Books	10 Adults 55 Kids	K-12	Multiple contests at school, district, and state level	Multiple	Reading Goal Setting
Missoula Children's Theatre <i>Peter and Wendy</i> Rehearsals	30 Adults 300 Kids	K-12	2 – 4 hours	5 Days	Reading Goal Setting Performing Arts
Missoula Children's Theatre <i>Peter and Wendy</i> Performances	350 Adults 150 Kids	All Ages	1 hour	2 Performances	Reading Early Literacy Performing Arts
Crafternoon	83 Adults 210 Kids	All Ages	1 hour	10	Art Early Literacy

Summer 2017					
Topics	# of Participants	Grade Level	Duration	# of events	Subject Matter
Story time	3 Adults 21 Kids	Children 5 and under with caregivers	1 hour	7	Reading Early Literacy
Summer Reading Program	25 Adults 275 Kids	All Ages	May 14- July 30 in Barrow Varies in villages	Multiple	Reading Art Science Careers Early Literacy
Storyteller	15 Adults 32 Kids	All Ages	1 hour	2	Early Literacy Performing Arts
Crafternoon	21 Adults 51 Kids	All Ages	1 hour	5	Art Early Literacy

## Activity Descriptions

### **Battle of the Books: Grades K-12**

Battle of the Books is an Alaska wide competition that groups children by grade levels, requires reading of predetermined books, and then quizzes the students as to the content of the books. Tuzzy Library helped with this effort by providing circulating copies of all of the battle books to members of the public. These books were read by battle participants, their families and members of the community who served as judges during the different levels of competition.

### **Guys Read: Grade 4**

The Guys Read program is an interactive reading program that is designed to engage reluctant readers. Men from the community go to the school and read to 4<sup>th</sup> grade boys while they enjoy their lunches. The books that are read are graphic novels which have been selected for their rich visual content. The images from the pages are projected onto a large screen that the boys watch while being read to by the men. This provides the boys with positive male role models from the community and attempts to help catch potential lags in reading during the highly important fourth grade year.

### **Gals Read: Grade 4**

Gals Read is the partner program to Guys Read and it provides the same activity, but for 4<sup>th</sup> grade girls. This program was much more condensed and women volunteers only met with the girls during a one-week period.

### **Class Visits and Ipalook Story Times: Grades K3-8**

During the course of the school year the Tuzzy Library Youth Services Librarian had the opportunity to visit with students at their schools. Visits were made to classrooms at Ipalook Elementary School and Hopson Middle School. The librarian also partnered with the NSBSD librarian to perform puppet shows for the students at elementary school during their weekly library time.

### **Field Trips to Tuzzy Library:**

Field trips to Tuzzy Library involve students getting a tour of the facility, participation in a story time and a library card, assuming the student has returned a completed form signed by his or her parent or guardian. The students hear stories, sing songs, play games and look at books. They are also introduced to the library staff and space.

### **Terror on the Tundra Writing Competition: Grades 1-12**

Terror on the Tundra is a scare story writing contest sponsored annually by Tuzzy Library during the month of October. Students in grades 1-12 from all of the schools across the North Slope are invited to participate.

### **(Friends of the Tuzzy Library) Imagination Library**

The Imagination Library Program is an undertaking of the Friends of Tuzzy Library nonprofit group. The program gives children a book a month from birth to age five. Along with book giveaways, programs and events are also held. Imagination Library partnered with Best Beginnings to launch the Babies on Track

movie at each of the villages on the North Slope. The programs are often held with the help of preschool teachers, who have contact with the age level recipients of the books.

### Cooperative Extension Activities

In keeping with Ilisagvik College’s mission to perpetuate and strengthen Inupiat culture, language, values and traditions, the Cooperative Extension program seeks to encourage an environment of life-long learning in the communities of the North Slope through a variety of non-classroom, hands on workshops. The program is designed to identify educational needs and interests on the North Slope and address those needs by utilizing available local talent and expertise. In youth programming Cooperative Extension maintains the National focus of ‘learning by doing’. Below is a description of Cooperative Extension’s programming targeted exclusively at youth.

Fall 2016				
Topics	# of participants	Grade Level	Duration	Subject Matter
Healthy Futures	14	K3-12	Varies depending on village	cooking, nutrition, reading recipes, measuring
Ipalook Family Night: Guess the Vegetable	50	K3-5	1.5 hour open house	Nutrition Education
Kids in the Kitchen	85	k-8	2 hours (workshop offered once a month)	cooking, nutrition, reading recipes, measuring

Spring 2016				
Topics	# of participants	Grade Level	Duration	Subject Matter
Cold Water Safety	79	9-12	1 hour session in every High School Gym class	Personal wellness, Physical Activity
College Bound: Ice Cream Experiment	90	5	5, 20 sessions	cooking, nutrition, reading recipes, measuring
Healthy Futures	36	K3-12	Varies depending on village	cooking, nutrition, reading recipes, measuring
Yoga For kids	43	K3-5	7 weekly session	Physical Activity, Healthy choices

Summer 2016				
Topics	# of participants	Grade Level	Duration	Subject Matter
'ICamp': Film camp for Kids	20	6-9	1 week	Career, Education, Self expression
Circus on the Slope	299	k-12	1-2week each, depending on location	Physical activity and movement, gross-motor skills, fine- motor skills,
Healthy Futures:	61	10-12	workshops	cooking, nutrition, reading recipes, measuring,
Imagination Library Story Circles	38	Birth-age 5	1 hour sessions , for 5-7days	Reading, Communicating, Socializing
Missoula Children's theatre (in Pt. Lay, and Kaktovik)	177	K3-12	9, 1hour sessions	Career, Education, Self-expression, Art
Theatre and Drama Camp	12	6 and up	1 week	Career, Education, Self-expression, Art
Tumbling and Gymnastics Clinic	48	K4-12	One week	Physical activity and movement, gross-motor skills, fine-motor skills,
Tundra Garden Youth Corps	9	10-12	3 weeks	Physical activity, traditional plants, career education
Young Engineer's Camp	12	6-9	1 week:	Engineering, physics, science, problem solving

### Activity Descriptions

In keeping with Ilisagvik College's mission to perpetuate and strengthen Inupiat culture, language, values and traditions, the Cooperative Extension program seeks to encourage an environment of life-long learning in the communities of the North Slope through a variety of non-classroom, hands on workshops. The program is designed to identify educational needs and interests on the North Slope and address those needs by utilizing available local talent and expertise. In youth programming Cooperative Extension maintains the National focus of 'learning by doing'. Below is a description of Cooperative Extension's programming targeted exclusively at youth.

#### Kids in the Kitchen

The Kids in the Kitchen is an ongoing program that occurs one month throughout the fall and spring semester. The workshop is for children ages 5 and is designed to introduce children to the kitchen

environment, and healthy food choices in a cheerful, exciting environment. The children work in small groups, younger children assisted by their parents, to make healthy age appropriate recipes. This program is done in partnership with ASNA's Diabetes Prevention Program. This partnership is an acknowledgement of the seriousness of diabetes in the North Slope population and Iļisaġvik's role in helping people learn the skills they need to help keep them healthy.

## **Young Engineers Camp**

This program is an extension of STEM. This program was offered as a summer camp to Middle School Kids. Participants worked in small groups to problem solve the tasks set them. They work together to engineer and build miniature models of fully functioning machines such as cranes, tow trucks, trains, forklifts and elevators.

## **Circus on the Slope**

'Circus on the Slope' program, brings professional circus artists into the communities of the North Slope to teach activities as varied as trapeze, silk, juggling, manipulation, balancing, stilt walking, partner acrobatics, and circus art to kids ages 5 and up and including young adults (in age-group classes). Circus on the Slope is a program accomplished in partnership with ASNA's Diabetes Prevention Program. It seeks to get kids active, and to introduce them to the wide variety of physical activities while having a ton of fun. For summer 2017 we took the program to the communities of Barrow, Pt. Lay, Kaktovik, and Wainwright.

## **Tumbling and Gymnastics**

Physical activity and movement are important for the developing minds and bodies of youth. The Tumbling and Gymnastics program provides kids ages 4- 18 the opportunity to try out a new form of physical activity. It was offered in a week-long session, with daily classes specific to age, and skill-level. This program is done in partnership with ASNA's Diabetes Prevention Program, to encourage diverse opportunities for physical fitness and movement and Iļisaġvik's role in helping people learn the skills they need to help keep them healthy, even before they enter post-secondary education.

## **'ICamp': Kids Making Movies**

This one-week film camp allows middle school age kids a hands-on learning experience with the techniques involved for a career in media. Students get to practice the entire process behind film-making from story boarding through to editing the finished product. This program exposes kids to a career option they might not have considered, and sets them up to continue into high school film camps and classes later in life.

## **Theatre and Drama Camp**

One-week theatre workshop conducted in Barrow where students use a series of writing and acting exercises on special topics such as character development, performance style and technique to create an ensemble performance based on a Native myth or story. This workshop is designed to help students discover and express their own unique voice through writing and performance, as well as shine light on the power and importance of Theatre in culture and community. No prior acting or writing experience required, just a willingness to commit, explore, and play

## **Imagination Library Story Circle**

During the summer Ilisagvik College partners with Imagination Library to hold story circles in North Slope village communities as part of Circus on the Slope. In the North Slope Borough, the Friends of Tuzzy Library operates this nonprofit program which encourages reading to preschool children from birth on in order to develop vocabulary and prepare them for school. Each day village children from age 0-4 and their parents are encouraged to gather with a circus camp staff member for an hour of reading circus books, puppets and play with the circus equipment. This gives them a way for very young children to participate in the joyful circus experience at an age appropriate level.

## **Yoga for Kids**

Physical activity and movement are important for the developing minds and bodies of youth. The Yoga for Kids program provides children ages 3 and up the opportunity to try out yoga. Yoga for kids provides both an avenue for physical activity and meditation exercises to help the children become more grounded. It was offered in one hour long sessions once a week during the spring semester.

## **Missoula Children's Theatre**

This program brought Professional Missoula Children's Theatre actors up from Seattle to provide theatre workshops in Pt. Lay and Kaktovik. Students experienced a series of acting exercises on special topics such as character development and improvisation. These workshops are designed to help students discover and express their own unique voice through performance. Every age group in the schools participated in at least one workshop.

## **Healthy Futures**

This program takes the existing Kids in the Kitchen program and expands it to the outlying North Slope Villages. It introduces participants to the kitchen environment, and the skills needed to prepare healthy, affordable, and culturally relevant meals for their families and future families.

## **Tundra Garden Youth Corps**

This program takes local high school students and provides them with a temporary summer job. Working under the guidance of Senior Center elders and a Tundra Ecologist to assist in the construction and planting of the Tundra Garden, one of Cooperative Extension's largest projects. In addition of work, these students are also exposed to various careers including: archeology, soil scientist and ethno-botany. In addition to work they are introduced to STEM practices such as data collection and citizen scientist programs. Finally, the students learn about and work with the 11 key tundra plant species that are culturally significant to the Barrow Area.

Semester	# Dorm Residents at Semester Start		# Dorm Residents at Semester End		Average # Credits Attempted	Average # Credits Successfully Completed	Average GPA	Persistence Rate*
	M	F	M	F				
Spring '12	4	11			13.9	10.1	2.03	73%
Fall '12	8	11			16.0	14.3	2.65	89%
Spring '13	9	4			14.6	13.6	2.26	93%
Fall '13	10	12	9	9	14.0	12.3	2.73	87%
Spring '14	11	6	7	5	15.9	13.2	2.21	83%
Fall '14	15	10	14	9	12.7	9.2	2.21	72%
Spring '15	12	6	9	6	13.5	9.8	2.23	72%
Fall '15	10	5	8	2	14.4	9.8	2.5	68%
Spring '16	7	3	6	2	12.1	9.5	2.1	78%
Fall '16	5	5	3	4	13.3	9.6	2.15	72%
Spring '17	5	6	3	6	13.6	10.4	2.46	77%

\*Persistence rate = % of total credits attempted which were successfully completed by dorm students.

## Residential Students Report

We have expanded this report to include data for the past 5 years to include years 2011 through 2017. Some of the data is absent as Student Success Center was not tracking this data at that time. We have also added average GPA for residential students to this table for each semester. We have expanded the report to include this data in an effort to attend to and highlight trends for residential students.

This data reveals that the persistence rate for residential students over the 11 semester time frame has averaged 80% with the highest rates of 93% in the spring of 2013. The lowest rate of 68% occurring during the fall of 2015.

The data reveals that the average GPA for residential students over the 11 semesters is 2.32 with the highest GPAs of 2.73 and 2.65 occurring during the fall 2013 and fall 2012 semesters respectively. The lowest average GPA for residential students occurred during the spring 2012 semester with an average GPA of 2.03 for our students. The data appears to suggest that grade point averages for residential students appear to be about a 'C' average.

### Spring 2010 through Fall 2012

This report was expanded to include these academic years in hopes of attending to trends highlighted in the data. While gathering this data it became evident that some of the dorm residents were not full time students and may have included work force development students. There is no known data for how many students finished the semester in residence for these years.

The GPA of students for these years ranged from 1.55 to 2.65 representing both the high and low end of averages over the 11 semester span.

**Fall 2013**

20 students resided in the dormitories and 2 students (single moms each with 1 child) resided in the family housing unit. 18 of 22 students finished in the dorms and family housing unit. The average term GPA of the residential students for fall 2013 was 2.73. This was the highest GPA average for residential students across the 5 years.

**Spring 2014**

17 students resided in the dormitories and 1 student resided in the family housing unit. 12 of 17 students finished in the dorms and family housing unit. The average term GPA of the residential students for spring 2014 was 2.21. This was a decrease of nearly half a grade point from the previous semester, but very close to the 5 year average of 2.23.

**Fall 2014**

24 students resided in the dormitories and 1 student with their 2 children resided in our family housing unit. 22 students finished the semester in the dormitories and 1 student with their 2 children finished the semester in our family housing unit. The average term GPA of the residential students for fall 2014 was 2.21. This was the same average as the previous semester, and very close to the 5 year average of 2.23.

**Spring 2015**

17 students resided in the dormitories and 1 student with their 2 children resided in our family housing unit. 14 students finished the semester in the dormitories and 1 student with their 2 children finished the semester in our family housing unit. The average term GPA of the residential students for spring 2015 was 2.23. This was on par with the 5 year average of 2.23.

**Fall 2015**

15 students resided in the dormitories; and 10 students finished the semester in the dormitories. The average term GPA of the residential students for Fall 2015 was 2.5. This is an increase from the past 5-year average of 2.23.

**Spring 2016**

10 students resided in the dormitories; and 8 students finished the semester in the dormitories. The average term GPA of the residential students for Spring 2016 was 2.1. This reflects a decrease in the average GPA when compared to Fall 2015.

**Fall 2016**

10 students resided in the dormitories; and 7 students finished the semester in the dormitories. The average term GPA of the residential students for Fall 2016 was 2.15. This was about the same average as the previous semester.

**Spring 2017**

11 students resided in the dormitories; and 9 students finished the semester in the dormitories. The average term GPA of the residential students for Spring 2017 was 2.46. This reflects an increase in the average GPA when compared to Fall 2016.



In Fall 2016 efforts for the Retention and Persistence Committee continued to focused on:

- Learning Resource Center
- Student Orientation
- First Year Seminar or Seminar for the Start.

Retention and Persistence Committee shift its efforts in the spring of 2017. The consensus was that the LRC, Student Orientation and First Year Seminar were doing great work and therefore the focus should move to address other issues that impacts student success. The new focuses are:

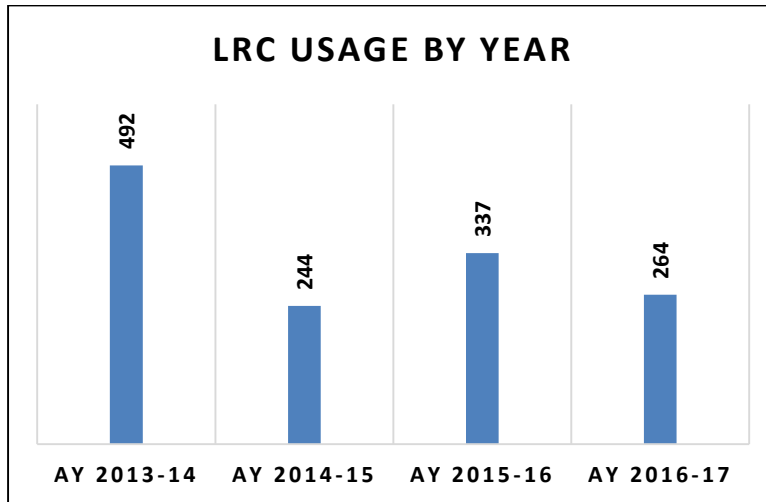
- Admissions/Enrollment
- Web Registration
- Athletic Program
- Mental Health Learning Accommodations

Staffing in the Student Success Center has, as is not unusual, been in flux. The Assistant Dean of Students was transitioned into the Director of Northwest AHEC and the Retention and Persistence Committee was led by President Brower during fall 2016. In spring 2017 the Retention and Persistence Committee was given back to SSC and led by the Dean of Students. The SSC specialist transitioned into the Student Support Coordinator position. At the end of the 2015-16 Academic year, the Student Success Center consisted of Dean of Students, Director of Northwest AHEC, Student Life Coordinator, Student Support Coordinator, the Financial Aid Manager, and the Recruiter.

## **Learning Resource Center**

A re-evaluation of the data from the LRC at the Tuzzy Library conference room for 2015-2016 showed that it was not getting the student traffic that it was intended for. The goal was to establish an LRC in town to accommodate students who were not likely willing to come out to the main campus (NARL Hut 60) for tutoring services. Going back to the drawing board it was decided that closing down the LRC at the Tuzzy Library was the best option as faculty needed more classroom space in the evenings. In the beginning of fall 2016, the LRC was now only offered at the main campus with an option for students to request tutoring appointments for a more one-on-one session.

With the elimination of the LRC at the Tuzzy Library there was an expectancy of a decrease in the numbers of students utilizing the LRC. We will continue to be offering tutoring services by appointment only and tutors can meet with students in town, online and or via teleconference for tutoring sessions. This will allow us to keep LRC services focused where they are most needed and desired.



In order to further understand the efficacy of the Learning Resource Center, data continues to be collected regarding the number of individual students utilizing the services more than once per semester and the average GPAs of these students.

- Fall 2016: 32 Individual students; Average GPA 2.25
- Spring 2017: 19 Individual students; Average GPA 2.35

It is recommended this data continue to be collected. We have asked LRC tutors to now also log the day of the week along with time, subject or reason for visit to LRC. Logging the day of the week will allow us to further focus tutoring efforts for students.

In the beginning of the Fall 2016 semester, Academic Affairs assumed oversight of all placement testing, taking this responsibility out of the Student Success Center.

## Student Orientation

Student orientation is mandatory for all first year and transfer students. Orientation is a series of planned events at the beginning of each semester that allows students to become familiar with the college. Orientation occurs within the first week of classes each semester and is a time when students are able to meet other students, faculty and staff, and learn about Iñsaġvik College's resources and opportunities.

For AY 2015-2016 a total of 15 students (12 in Fall and 5 in Spring) participated in Student Orientation. The orientation included a prayer and words of encouragement from President Brower, Ice Breakers, and sessions varying from Disability Services with our Iñupiat Community of the Arctic Slope (ICAS) Vocational Rehabilitation program, Persistence and Retention, Financial Aid, Registration, and navigation through MyCampus. Every first year students were contacted by telephone regarding attendance at the orientation.

## **First Year Seminar**

The First-Year Seminar has transitioned oversight to Academic Affairs in the Fall of 2016. Moving forward reporting regarding completions for students in the course will be reported by Academic Affairs.

## **Admissions/Enrollment**

The goal of the Admissions subcommittee is tasked with the college's admissions goals, evaluating institutional support for Admissions, Enrollment, Recruitment, and Financial Aid. Assist with strategic initiatives in achieving Admissions objectives.

## **Web Registration**

The Registrar Officer is taking the lead on getting our CAMS system to allow students to register for classes online. Currently, students must meet with their Academic Advisors to register for classes and or submit a registration form to the registration office in order to be registered for classes. Web registration will allow students to register from their own computer without having to come to campus to register although emphasis will be on the Academic Advisors to follow up with each student.

## **Athletic Program**

The college is exploring the process of having its very own basketball team. Students have longed voiced their support for athletic programs at the college. We are looking to hire an Athletics Manager to look into establishing a basketball team and to lead the subcommittee on developing the athletic program.

## **Mental Health Learning Accommodations**

Mental Health Learning subcommittee is focus on best practices to provide accommodations for students who have learning disabilities and or mental health conditions so that they are able to be successful in their studies. This subcommittee will also focus local resources and referrals for service within the North Slope that will assist students. Members of this subcommittee will be selected from SSC, Faculty, ICAS – Vocational Rehabilitation and the NSB Behavioral Health Department.

Committee: Persistence and Retention and Program Active Taskforce

## Strategic Plan Baseline Data:

- 2016-2017 Persistence Rate of **29%** for the Fall 2016 and **55%** for Spring 2017.
  - Persistence defined: Programs active students who take classes towards their program for two or more consecutive semesters.
- 2016-2017 Retention Rate: **10%**
  - Retention defined by AIMS (American Indian Measures for Success): First time Iḷisaḡvik students from Fall 2015 who are program active and returned in Fall 2016.

## Goal 1: Develop an Institutional Strategic Goal for Retention

### Objective 1. Continuation of the Persistence and Retention Committee

#### *Outcomes or expected Results*

- To address the issue of persistence and retention at the college; to increase awareness and adopt procedures to increase student success.
- Meetings held monthly for planning, implementation and completion of focused goals under P&R Plan.

#### Measurement, documentation or evaluation processes

- Notes from monthly meetings
- Data as reported for monthly cabinet meetings.

### Objective 2. Continuation of Persistence and Retention Committee Subcommittees.

After an initial meeting led by President Brower for the Persistence and Retention Committee in Spring 2017 it was decided that the current subcommittees are doing well and are thriving in accomplishing what they were intended to do. A request was then made to shift the focus of the Persistence and Retention committee to creating new subcommittees that would focus on other issues that affect student success while still maintaining the momentum with keeping the previous focuses on continuing of student orientation, First Year Seminar, and Learning Resource Center. Therefore, the Persistence and Retention Committee was decreased and handed back to the Student Success Center for oversight. The new subcommittees are:

- Web Registration – Officer Galligan
- Admissions/Enrollment – Dean Meany
- Athletic Program – Manager Edwards
- Mental Health Learning Accommodations – Assistant Professor Wall

**Outcomes or expected results:** Increase student persistence and retention through the activities of Enrollment, Admissions, Athletic Program and Mental Health Learning Accommodations. Meet regularly to plan and implement events, assess resources and addressing gaps in student success, persistence and retention.

**Measurement, documentation or evaluation processes:**

- Student attendance
- Completion rates
- Persistence rates
- Student grades
- Increase of student admissions
- Conversion of non-program active students into program active students
- Evaluating new admission processes from both student, staff and faculty POV
- Meeting notes

**Findings (Actual results):**

**Orientation:** Student Orientation happens both in Fall and Spring for new and transfer students. This has been strongly encouraged, but not made mandatory. In the Fall of 2016 there were 12 in attendance and in the Spring 2017 semester was much smaller and had 5 students in attendance. Spring 2017 was the first year the we offered the orientation virtually on MyCampus, which was convenient for the students who weren't able to attend in person in the fall. The students were introduced to various college personnel who spoke to them about such topics as: getting the most out of the LRC; Placement Testing; Financial Aid, the FAFSA and other available scholarships; avoiding college debt; review of academic and other significant deadlines and dates; and introductions to key faculty and staff. The Student Orientation continues to be a hands-on process for students to learn about Iñisaġvik College and the expectations of being a first time college student.

**Aullaqisaagunnat or Seminar for the Start:** The goal of Seminar for the Start is to help promote student's success in their first year of college. The Seminar for the Start was moved under Academic Affairs in Fall 2016. In 2016-2017, there were a total of 5 students who participated.

**Learning Resource Center:** LRC remained open during the 2016-2017 and tutors were made available for summer semester students by appointment/request. Tutoring was offered every night of the week from 6PM to 10 PM, on Saturdays from 6PM to 10PM and Sundays from 5PM to 9 PM.

Student Visits for AY 2016-17: NARL (Hut 60): 260  
By Appointment: 4

**Action or Recommendations:**

**Registration/Admission Process:** To address issues pertaining to the process of registration and enrollment an enrollment subcommittee was created. This committee will look into creating a consistent procedure that streamline the process of recruiting, admitting, and registering students. The plan also calls for hiring of an Admissions Officer to assist with the process and work load in both registration and financial aid.

**Taskforce:** At the final meeting of the taskforce the members agreed that the various subcommittees had met the goals they were tasked with and at present are no longer required. The taskforce agreed that should significant problems arise in any of the areas addressed by the taskforce a subcommittee can be created to address these specific issues.

**Orientation:** Orientation for new student is mandatory. Coordinating a day that would work best for students and faculty to attend continues to be an issues but we are working on other approaches to provide orientation for students who could not attend on a Saturday.

**Seminar for the Start:** This class is now taught by Foundational Education Department and no longer under Student Success Center.

**Learning Resource Center:** The LRC will continue to operate primarily on the NARL Campus. Due to the underutilization of LRC Tutors at both Tuzzy and Browerville, we have decided to make tutoring services in town on a “by appointment” basis only.

### Objective 3. Ensure cross-campus awareness and expectations for retention and persistence

Leads of each subcommittee presents at monthly Cabinet Meetings

**Outcomes or expected results:** the college as a whole takes responsibility for retention and persistence endeavors to ensure student success.

**Measurement, documentation or evaluation process:** notes and data from Student Services weekly meetings, Faculty Association and Cabinet Monthly meetings.

**Findings:** Meetings were held as noted.

**Action/Recommendation:** The Student Success Center will continue to meet on a weekly basis to discuss the issues and concerns of the department as a whole. The Dean of Students is responsible for checking in and meeting with the Persistence and Retention Committee to follow up progress and assist with further actions to accomplishing goals of each subcommittee.

### Objective 4. Maintain Retention Plan

**Outcomes/Expected Results:** Annual reviews and revision of plan based on retention/persistence data and evaluation of retention activities.

**Measurement, documentation or evaluation processes:** Utilization of plan of action and purpose statement to guide all initiatives and activities.

**Actual Results:** Retention plan reviewed in August. Information from committee and taskforce notes, data from registrar regarding admissions and enrollment, data from recruitment efforts and outreach by Student Success Center Staff.

**Action/Recommendations:** The Dean of Students will take the roll of updating and maintaining the plan to assure it meets the expectations of the BOT members. The plan will continue to be the core source of the retention and persistence committee focus, aim and means of reporting data.

**Objective 5. Implement effective orientation program.** Persistence and Retention Taskforce/committee will continue to assess an orientation program each semester for new and transfer students. Orientation must be engaging with a thorough evaluation and critique of orientation

**Outcomes or Expected Results:** Dean of Students implements Orientation program to 100% of new and transfer students who will attend an Orientation session. Aims of Orientation are: Students are familiar

with Iñisaġvik College facilities. Students are familiar with Iñisaġvik College resources. Students meet all faculty and staff and know their roles.

**Measurement, documentation or evaluation processes:** Orientation planning report consisting of: agenda, numbers of faculty participating, number of students participating.

**Findings:** We did not use the word “mandatory” this year for first year and transfer students. There was no survey of attendees.

**Recommendation:** For AY 16-17 Student Success Center will be enforcing mandatory orientation for first year and transfer students. It is also recommended that a short survey continue to be administered sometime after the second week of the beginning of each semester to better understand how orientation helps or could better help incoming students.

## Goal 2: Implementation of Retention Plan

### Objective 1. At Risk Advising

Students who return after being placed on probation or suspension will receive specialized small group and individualized counseling.

#### Outcomes or expected Results:

- 100% of students returning on probation and suspension receive counseling
- 75% of those returning persist through the next semester

**Measurement, documentation or evaluation processes:** Students’ academic performance is tracked throughout the year and compared to their performance prior to being placed on probation or suspension.

#### Findings (Actual results)

Residential students placed on academic contract based academic standing:

- Fall 2016: 1 student was placed on academic contract after he placed on Academic Probation.
- Spring 2017: 4 students were placed on academic contract. 3 were placed because of their Academic Probation and 1 student was referred by the academic advisor to place on contract as a mean to help the student stay consistent with her class work.

**Action or Recommendation:** Continue the academic contract process.

### Objective 2: Midterm Advising Sessions

Require all advisors to meet with their advisees at mid-semester to assess students’ progress and discuss any concerns.

**Outcomes or expected results:** 100% of students meet with their advisors by week 9 of the semester. Retention and persistence statistics show this as a positive influence on student persistence and retention.

**Measurement, documentation or evaluation processes:** It is now standard practice for staff in SSC to make mid-term or pre mid-term calls.

**Findings:** All students whether program active or non, who received a grade lower than a “C” were contacted and reminded of LRC resources, hours and assistance available to them. Almost all of these peripheral students were appreciative of the efforts made to connect with them.

**Action or Recommendation:** It is strongly recommended that both the mid-term contact and contact of non-program active students continue. The value of every contact outside of the classroom will be measured in students persisting with Iñisaġvik College.

### Objective 3: Aggressive /Intrusive Counselor Interventions

- Each semester interventions will include the Student Success Center staff contact with students who miss class beginning with week 1 of classes. These will necessarily be referred by instructors.
- Continued contact will be maintained documented by the Athletic and Residence Manager or Student Support Coordinator on google doc.

**Outcomes or Expected Results:** 100% of instructor referrals are contacted and receive counselor interventions. 75% of those referred persist through to next semester. Retention and persistence statistics show positive changes compared to baseline.

**Measurement, documentation or evaluation processes:** Students’ referred to counseling academic performance is tracked throughout the year and compared (where possible) to their performance prior to being referred. Annual faculty survey related to retention includes questions regarding their views on the value of at-risk advising. Baseline persistence and retention information is compared to persistence/retention statistics after implementation of aggressive counselor interventions

**Findings:** The Student Support Referral system was changed to a simple google doc form that faculty and adjunct faculty are able to access and submit referrals to Student Success Center. This helped streamline the referral process.

**Action/Recommendation:** Faculty will continue to refer struggling students to the SSC staff using the google doc referral form. SSC staff will continue to make contact with these students to offer support or resources.

### Objective 4: First Year Seminar

- All new incoming freshman students are strongly encouraged to take this class.
- Include topics on how to study; how to self-motivate – check with instructors for other specific topics that they see needed. Do not limit the instruction to the textbook.
- Reassess freshman seminar and make revisions as needed.

**Outcomes or Expected Results:** 80% of freshmen students complete seminar. Freshmen retention and persistence statistics show positive changes compared to baseline.

**Measurement, documentation or evaluation processes:** Annual faculty survey related to retention includes questions regarding views on the value of Freshman Seminar. Student survey administered a few months after the seminar to assess their ability to apply learning. Students’ academic performance tracked throughout academic year and compared with students who did not attend the Freshman Seminar.



**Findings:** Course held Fall 16 and Spring 17. Attendance very low as this is not a required class and low faculty buy-in. There were 4 students in Fall class, and 1 the in Spring class.

**Action/Recommendation:** This class has been moved out from under Student Success and back under Foundation Education under Academic Affairs. Including among the reasons for this change are hopes to increase Faculty buy in to increase enrollment of first year students into the course.

**Objective 5: Maintain Learning Resource Center**

- Assess Current LRC Resources and Needs (Dean of Students & Committee) Create an environment for students to succeed (define strategies for implementation & evaluative measures for continuous improvement)
- This is a key component of the overall retention strategy; it needs to be seen as part of the whole retention picture (not just focusing on at-risk students).
- Identify and schedule tutors (and faculty) for LRC
- Implement small group student sessions

**Outcomes/Expected Results:** Written report of strengths and areas for improvement & implement recommended strategies.

**Measurement, documentation or evaluation processes:** Record student use data and analyze for: type of use in LRC and course performance of students using the center. Questions pertaining to LRC resources and staffing included in Annual Student Satisfaction Survey. Tracking academic performance of students using LRC. Annual faculty survey related to retention includes questions regarding views on the value of the LRC. Baseline persistence and retention information is compared to persistence/retention statistics after implementation of learning center improvements.

**Findings:** Student Visits for AY 2015-16:

NARL (Hut 60): 260

Number of individual students served: 51

By Appointment: 4

Overall Avg. GPA of those who used LRC: 2.29

**Action / Recommendation:** In the upcoming academic year 2017-2018 we will be working on upgrading the furniture and carpet in the LRC. We recognize that the LRC does not prove an inviting and comfortable environment for students to study.

**Objective 5. Bi-monthly Workshops on Relevant Topics**

Workshops on topics such as financial literacy, scholarship opportunities, time management, family planning, wellness, and a host of other areas of concern to students will be regularly scheduled throughout the semester. July: Establish set time and place and begin advertising e.g., posters, radio announcements, flyers

**Outcomes/Expected Results:** Two workshops per month are conducted. Students demonstrate more awareness of college expectations and willingness to take greater responsibility for their education. Students participating in workshops increase their use of the Learning Center’s resources.

**Measurement, documentation, or evaluation processes:** Retain and analyze data on: A) Number of students attending workshops. B) Student evaluation of each Session. C) Changes in student performance in classes (e.g. timely submission of assignments; increased attendance & participation via faculty records & classroom reports; D) Baseline persistence and retention information is compared to persistence/retention statistics after implementation of learning center improvements.

**Findings:** Workshops were not offered throughout this academic year as attendance from the previous years were really low. A trial mentor program was implemented for Fall 2016 with dorm students but it was not successful as students wanted to choose their own mentors instead of the one assigned to them.

**Action/Recommendation:** For the upcoming academic year it is recommended to look at having two Residential Advisors whose roles will also include being mentors to students. They will also be required to check in with students periodically.

### Goal 3: Implement Professional Development for Staff and Faculty on Effective Practices in Retention and Persistence

#### Objective 1. Advisor Training

Dean of Academic Affairs to host an advisor training for all faculty and staff.

**Outcomes or expected Results:** Increased understanding of ways to implement advising techniques

**Measurement, documentation or evaluation processes:** Evaluation of training, document any changes resulting from changing.

**Findings (Actual results):** Academic Affairs did not conduct any training sessions for advisors. Due in part to staff turnover, tracking of faculty advisor logs was limited, and mid-semester advisee contacts could only be confirmed for five faculty members. Of those, three faculty members met with approximately 80% of their advisees midway through the fall semester, and 50% of their advisees in the spring semester. Lack of advisee responsiveness and availability were factors that influenced the number of actual contacts. Those faculty advisors as well as two additional faculty advisors also initiated email contact with their advisees midway through the fall semester.

**Action or Recommendation:** Recommend Academic Affairs arrange for training at the beginning of each semester or at minimum once yearly with advisors.

#### Objective 2. Tutor Training

Tutors receive in depth training in working with individual students and conducting small group study sessions. Training schedule, training materials and agenda to be created by the Student Life Coordinator.

**Outcomes or expected Results:** Well-trained tutors for students using LRC.

**Measurement, documentation or evaluation processes:** Tutors' evaluation of training program. Student assessment of quality of tutoring in annual student survey.

**Findings (Actual results):** Tutor training:

2016- 2017- Tutors received orientation and training before they start in the LRC.

LRC Committee determined there is a need to have a mandatory tutor training every semester. Tutors who do not complete the training will not be allowed to work until they have completed this vital training.

**Action or Recommendation:** Creating a binder with all course syllabus in it will be beneficial for tutors to better assist students. Textbooks will also need to be upgraded in the LRC as many of them are no longer valid and or have new editions.

## Goal 4: Analysis of Data Collected and Reported

### Objective 1. Write Annual Report

**Outcomes or expected Results:** At the end of the academic year, an annual report will be compiled on the results of the retention and persistence efforts in meeting the goal established by the BOT in the strategic plan (Education and Support Coordinator and Retention Committee)

**Measurement, documentation or evaluation processes:** Written and oral reports to stakeholders

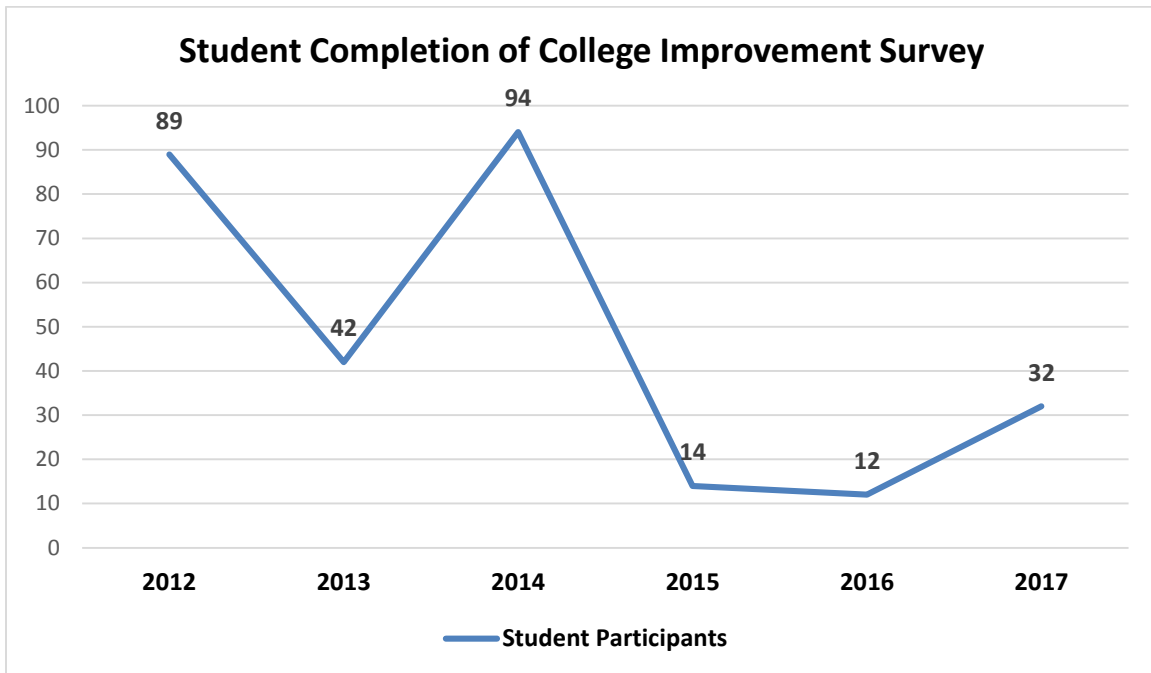
**Findings (Actual results):** Summary report of Retention and Persistence Efforts are included in the annual Institutional Research Report. A summary of efforts was presented to the BOT in June as well.

**Action or Recommendation:** Recommend this plan be thoroughly reviewed by all involved in persistence and retention activities at the college and revised accordingly.

## Student Satisfaction Report

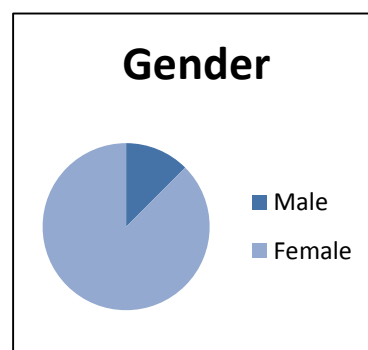
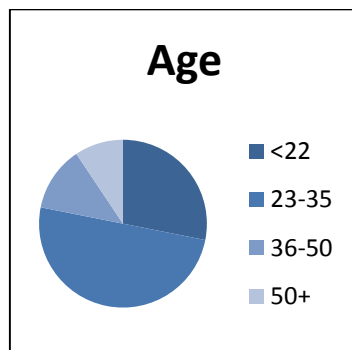
### Student Participation

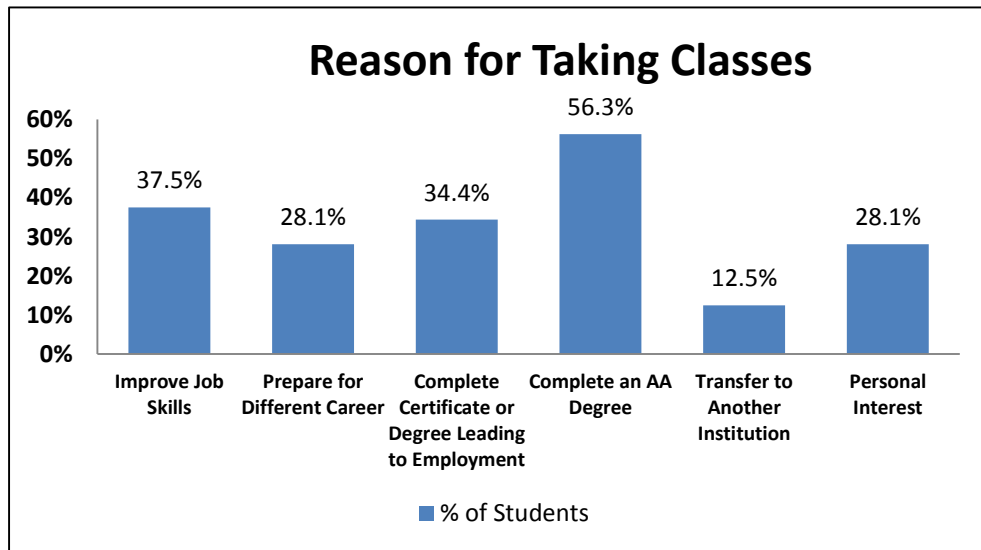
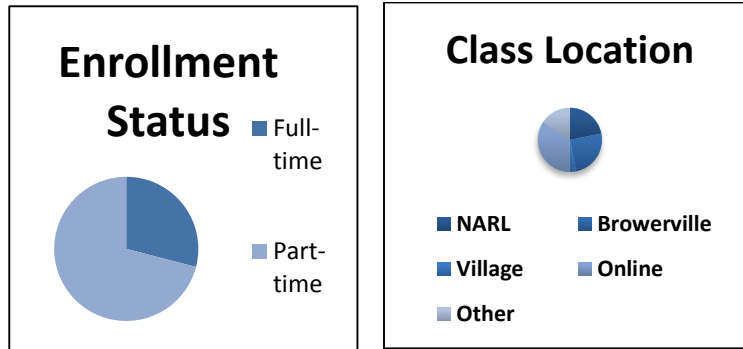
This report is designed to gain input from the student body in regards to services, programming and instruction provided by Iñisaġvik College. The survey was sent out to all current contact information obtained from CAMS and sent out via Outlook. A total of 32 students completed the survey, which is an increase from last year.



### Student Demographics

Of the 32 students who completed the survey, most (87.5%) were female. The student age demographics this year, 78.13% were under the age of 36. 56.25% of the students were taking classes in order to complete an AA degree while 34.37% were taking classes to complete a certificate or degree leading to employment. 37.5% noted Improve Job Skills as the primary reason for taking courses.

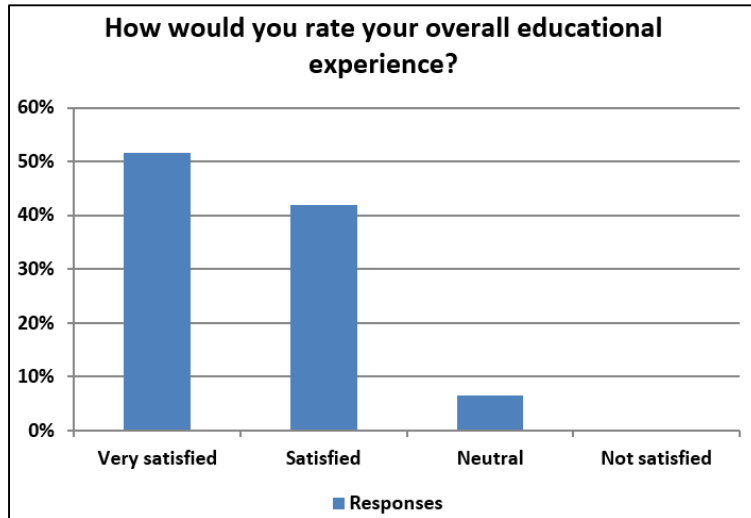




## College Services

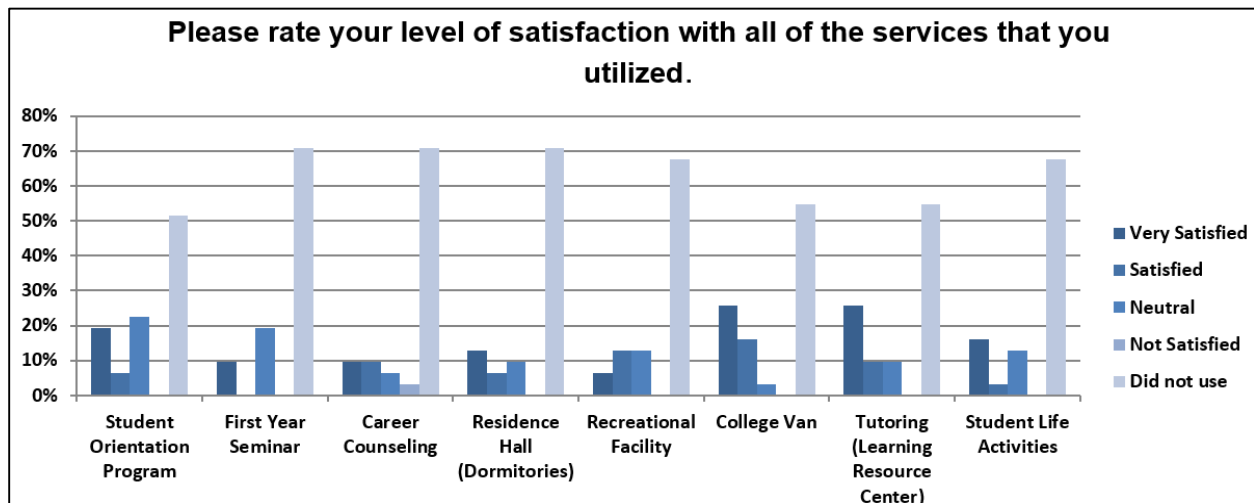
Overall, the results have continued to show a medium-high degree of satisfaction with services this year. The highest potential score value is 4 (Very Satisfied). The lowest potential score value is 1 (Not Satisfied). The survey also accounts for students who did not use services.

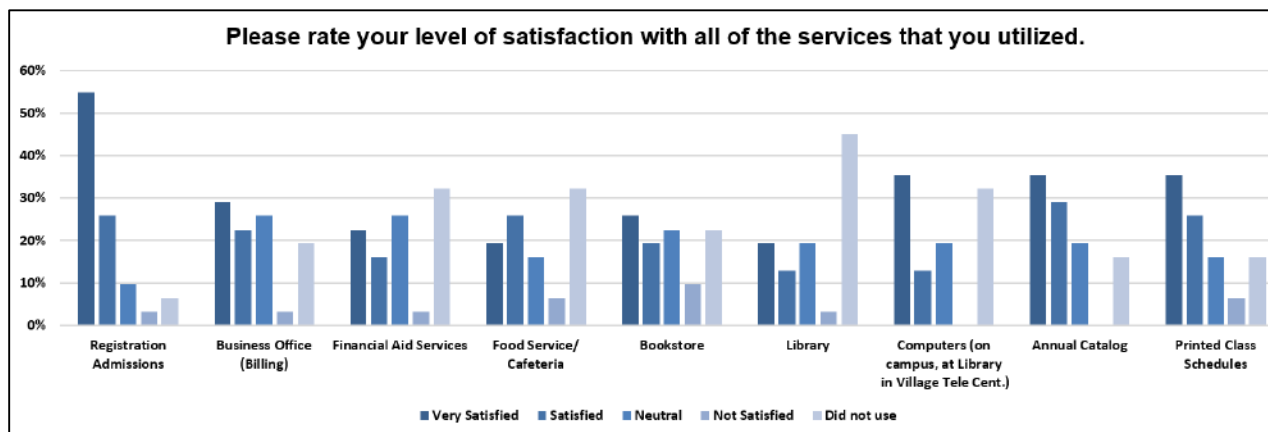
Registration and Admissions scored the highest with 55% of respondents either very satisfied or satisfied with services. Other notably high scores included Business Office, Bookstore, Printed Class Schedules and the Annual Catalog all with 35% of respondents either very satisfied or satisfied with services. 83.87% of respondents indicated that they felt comfortable speaking with Student Success Center Staff. Overall 93.55% of respondents were very satisfied or satisfied with their educational experience.



### Student Satisfaction of College Services

There are 12 separate categories in which a significant number (over 30%) of students do not utilize (Financial Aid, Recruitment Staff, Student Orientation Program, First Year Seminar, Student Life Activities, Career Counseling, Food Service/Cafeteria, Residence Hall, Library, College Van, Tutoring, and Recreational Facility). The underutilization of services such as Financial Aid, Library and Tutoring are concerning as these services are essential to student success. Moving forward it would be vital to evaluate how to entice students to take advantage of these services and overall visibility of each service for students





## Comments:

### General College-Wide:

- Pairing up with the DHAT program well
- giving me an education
- The staff is very friendly and helpful
- No input at this time.
- Offering more classes in the evening and meeting once a week.
- I think the college is serving my education needs well. I am getting an education that I would not of gotten elsewhere. Thank you.
- The way things are structured to be personal and fit each person on an individual basis is very good to have, and something that worked well for me.
- Offer classes I think are helpful
- The flexibility of online or blended classes is very beneficial.
- Made it a little easier to get my AA degree
- I overall have so much fun going to college, and the staff make it even more fun with how much they are engaged with the college students. I also love how the staff are so helpful!
- They are giving me good times to go to classes. They have good people here who like to talk with you when you're missing home or feel down
- Event programs and Schedule of classes.
- Classes are available in the evenings after 5:00PM.
- You're doing just fine
- Not change the hours that I work unless it would be to stagger lunches and add that we are open until 6. If they change the hours we work by staying open until 8 or 9pm some of us taking class won't be able to take classes.
- offer more daytime classes.
- Be more involved with the students. The students are what make the college, the staff needs to get more equated.
- They offered great services especially the faculty staffs, advisors, instructors and their employees.

### Instruction/Advisors:

- Instructors worked well with the students to make sure they succeed in the classes
- All my instructors are the best! They help me understands the materials. They listened to what I need. In the beginning, I thought my class schedule will be going to clash because I'm supposed

to have M & T class with MATH 105 and M class with BUS 220-80B. It worked out in the end and I am very satisfied with help I get. From the bottom of my heart, I thank you.

- Please hire someone to clean the Browerville center! Every time I go there, I have to bring wipes because the desk and the computer is full of dust and dirt.
- More instructions on some of the classes offered

**Business Office:**

- The Billing department needs to keep up with the student bills. I didn't get the bills from last semester. When I enrolled for SP17 classes, I almost didn't enroll because I owed IC last year's tuition fee. I hope the Billing department have a better system on sending the bills or notify the student.

**Cafeteria:**

- I like the verity if food they make. I wished I could be there to try so many things!
- Pizza on Sunday can be of better quality. Cafeteria food should be lowered from \$20 to \$15.
- I would like it if they would have options of not having all the meals with vegetables already mixed in with the meat. Would like it if they made some with mixed and some without vegetables.

**Catalog and Schedules:**

- Make sure a class is being advertised correctly to avoid kids getting upset about a class not being what they expected.

**Recreation Center and Student Life Activities:**

- I am a distance learning student, so I AM NOT IN THE AREA TO PARTICPATE IN ANY ACTIVITIES
- Cooking classes would be fun.
- As a working mother and student, it is hard for me to participate or get involved in any IC activities. I usually skip them all.
- I am not sure, I applied my studies and courses first before attending any event or activity. It's the main reason why I came to college to apply myself to college studies and classes.
- You guys are doing great; I have no suggestions.
- Activities that begin before 9pm.
- Basketball seasons or volleyball. Maybe Recruitment. Having movie nights or game night where all dorm student should participate in if they are done with homework.
- No suggestions at this time.
- Open an automobile shop for the community, include an instructor that is willing to help the community member with their vehicle in need of repair.
- I enjoy the Inupiaq Cultural hour on Fridays!
- I would like it if activities could be more available around the student's schedules if there are activities we would like to attend. Have ideas on what the students would like to do.

**Student Success Center:**

- The student success center keeps students inline for success, and when one needs help, everyone is willing to help.
- I haven't spoken to any student success center staff
- Did not use
- I have not try the student success center. I don't know what they do or agenda for the student.
- Called Norman when I got his e-mail.
- While I didn't have a need to do so, I knew the staff was there if I did, and I know how to access them.
- Under certain circumstances lol.



- They are all friendly and give very helpful advice.
- Meal plan charge, besides billing us the full meal plan charge us the amount we used and don't charge us for what we didn't use. It's the highest charge we get for being a dorm student.
- Didn't require LRC tutoring assistance.
- The tutors are not knowledgeable in the topics I am studying.
- Thank you Amm and Robert for being great tutors and the willingness to help a student in need.

**Technology:**

- Better Wi-Fi

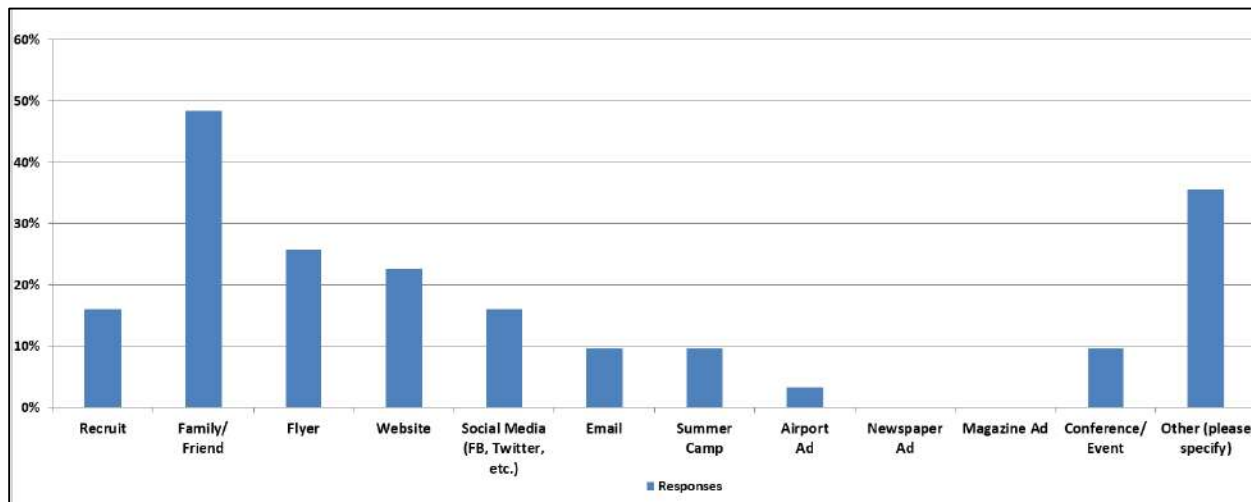
**Registration:**

- \*Planning ahead of time. \* Registration and enrollment need to happen sooner so that students can be prepared to let jobs know, buy supplies (because sometimes the mail is extremely slow), and plan ahead of time for knowing where they will be on course with their degrees. Having that extra time makes a huge difference, and may help students start out the year ahead.

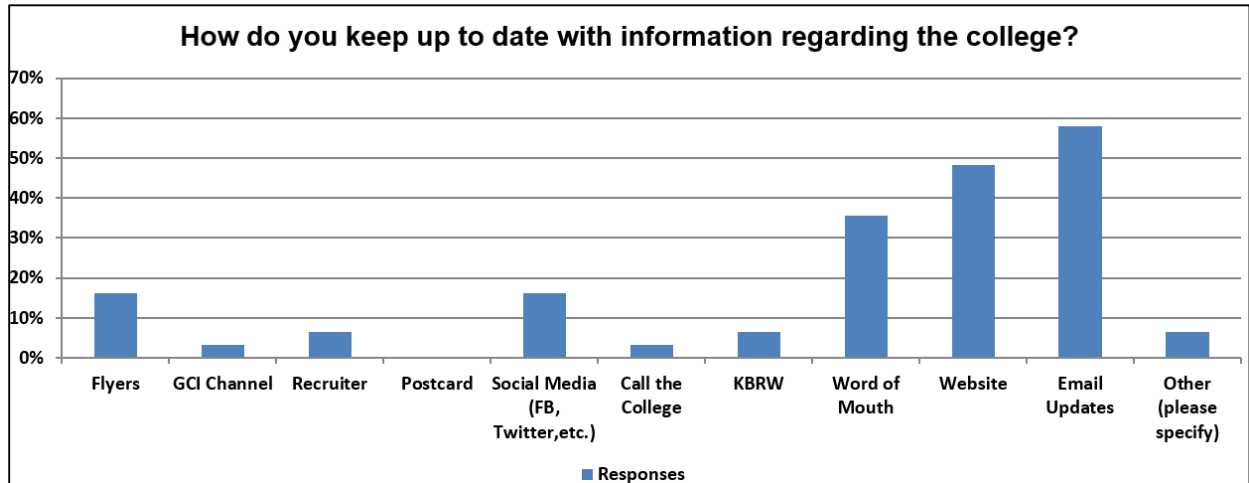
## Marketing and Recruitment

In order to develop a better understanding of our current marketing and recruitment services, students were asked how they heard about Ilisagvik College, their use of Social Media, and experiences with Recruitment Services.

**How did you hear about Ilisagvik College?**



Responses indicate Family or Friend (48.39%) as the top method of how students hear about Ilisagvik College. 35.48% indicated Others such as: DHAT instructor, alumni, NSBSD counselor, college employee as their source of getting information about the college. Most students rely on email updates, the Ilisagvik College website, and Word-of-Mouth to keep up-to-date with college information.



**Student Success Center Report**  
**Fall 2016 – Spring 2017 Activities**

**Student Contacts**

In order to best represent the efforts put forth by the Student Success Center in helping students work towards their academic goals, data in regards to staff contact with students has been collected. The data below captures Student Support Contacts.

<b>Student Services Contacts</b>	
<b>Significant Contacts</b>	1048
<b>Casual Contacts</b>	3204

Casual Contacts for Student Services include times when students drop by the office, ask simple questions or take part in everyday conversations during work hours.

Significant Contacts for Student Services include disciplinary meetings, mid-term calls, Student Support Referrals (SSRs), homesickness, mental wellness, professional guidance, and other mentoring encounters.

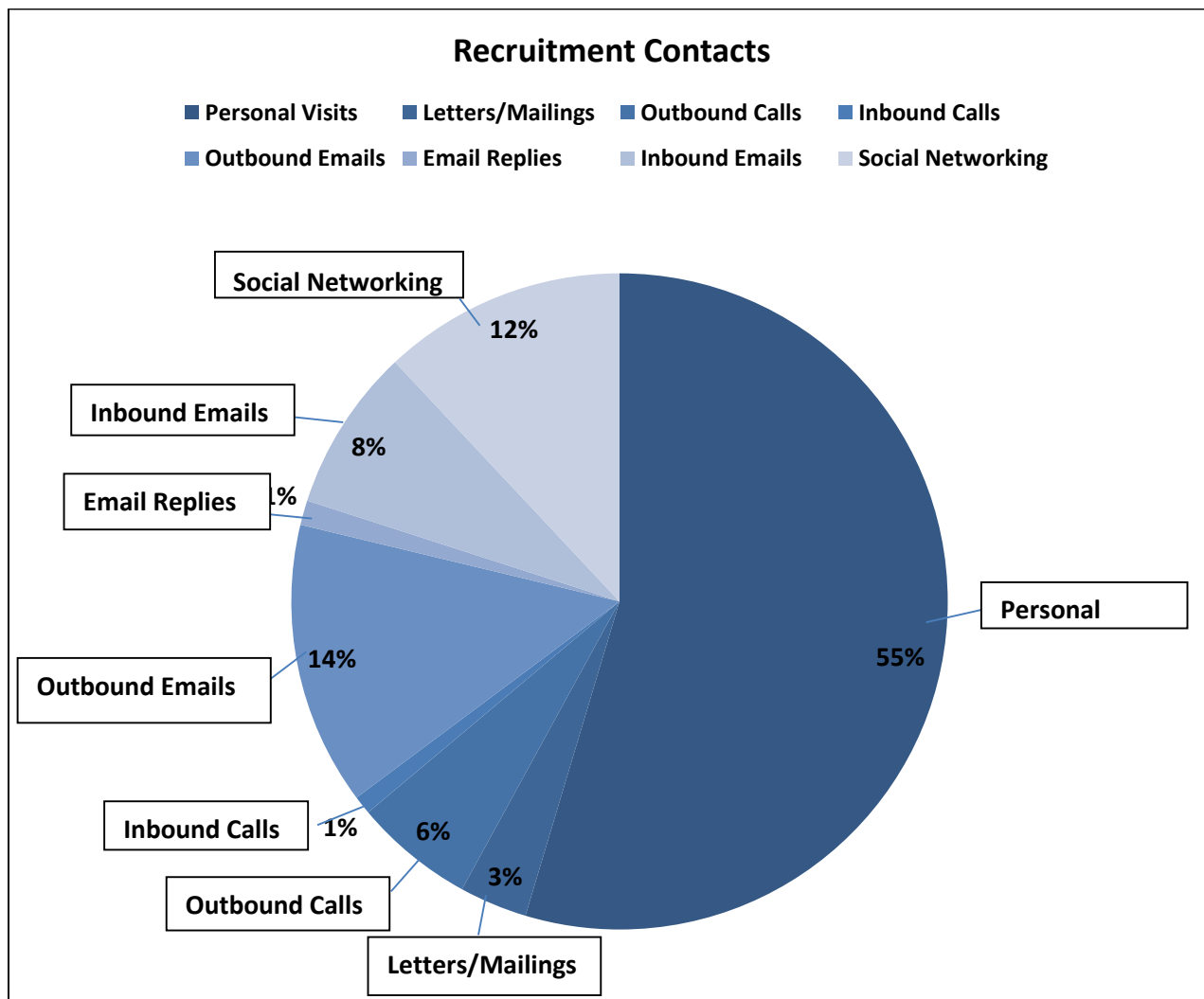
The Student Success Center continues to look at different ways that we are able to address Iñisagvik College students concerns. This year we our Cultural Specialist left and we have not been able to find a great match to do cultural activities for students. Next year we will work with Inupiaq Studies to coordinate Inupiaq Cultural Hours specific to students and their schedules.

**Advisor Contact**

In the past academic advisors submitted their student contact logs to Student Success Center as part of tracking for Persistence and Retention. This has since change and advisor contact logs are submitted to Academic Affairs.

**Recruitment**

The Recruitment Division is completely utilizing the CAMS system to track all contacts with prospective students including any students in our pre-college programming. This enables the Recruitment team to track and follow individual students who are might be interested in participating in the dual-credit program or are approaching their high school graduation to assist with the admissions process.

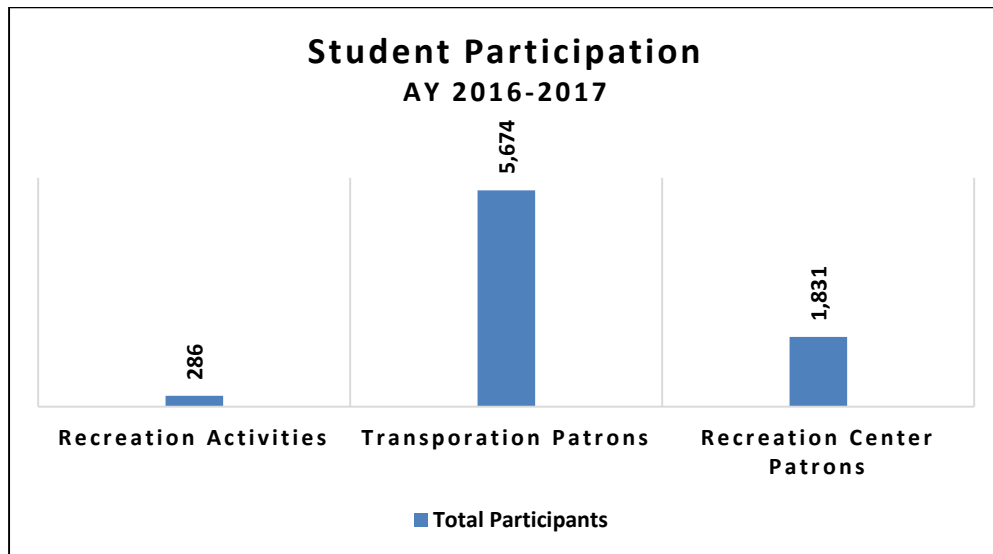
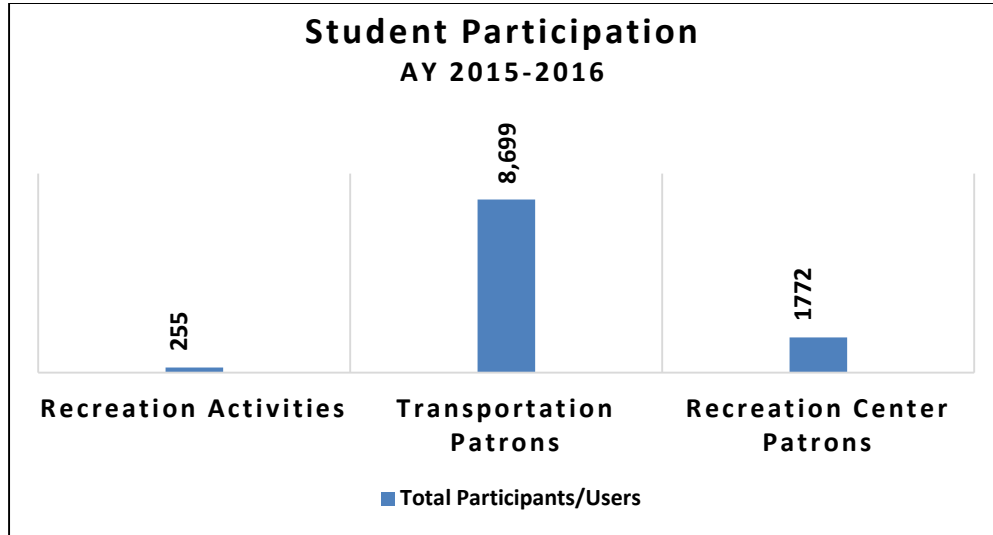


Prospective Student Data 2015-2016	
New Prospective Students	360 (256 Pre-College Programming)
Prospective Students Applied AY16-17	10
Prospective Students Admitted AY16-17	2
Non-Program Active Prospective Students Enrolled	2

The Recruiter continues to utilize the comprehensive college-wide Recruitment with an emphasis placed on recruitment in the North Slope villages. AY 16-17 shared some challenges similar to those faced in AY 15-16, we started the fall 2016 semester with no recruiter until October. Due unforeseen circumstances the recruiter was forced to move with her family out of Barrow in late April, fortunately Student Success Center had some time to brainstorm options for recruitment and we were able to bring two recruiters on board by the summer. to provide measurable goals and objectives to better hold the department accountable for performance and improvement for AY 2015-2016. Moving forward recruitment will

continue to focus on North Slope recruitment and also outreaching to Alaska Native students in other rural communities throughout the state.

## Student Wellness



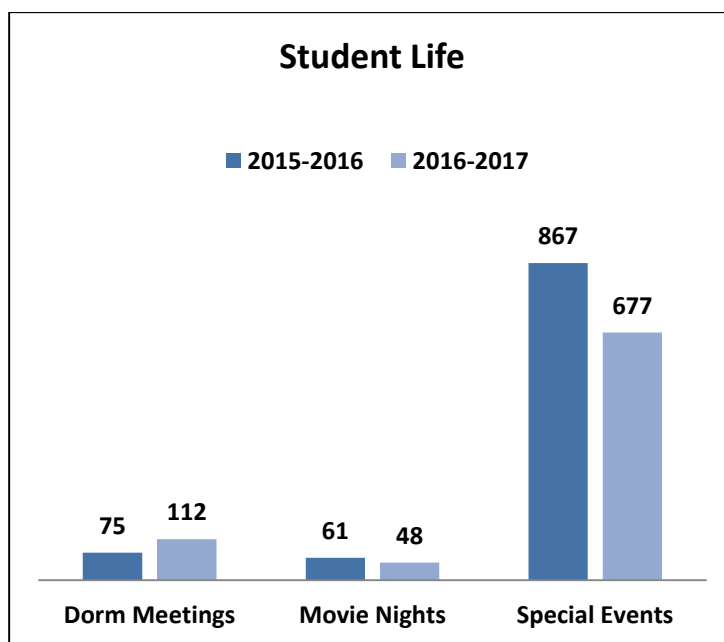
Due to reorganization and funding within the Student Success Center the Student Wellness division was eliminated. In lieu the Northwest Area Health Education Center (AHEC) Director, as part of promoting healthy lifestyles and wellness throughout the campus, has taken the task of doing some activities with students, faculty and staff throughout the year. Some of the activities that were held in AY 16-17 included smoothies, lite popcorn and morning yoga. Use of Recreation Center and Transportation Services has continued to be tracked to better understand the number of students utilizing these services. Transportation data was tracked the entire year rather and should illustrate a more accurate depiction of usage from August-April annually.

The numbers above are duplicated and include individuals who participated in activities multiple times. The Transportation patron data accounts for every time an individual rode the Iḷisaḡvik College van. The Recreation Center patrons count includes every time an individual visited the Recreation Center.

## Student Life

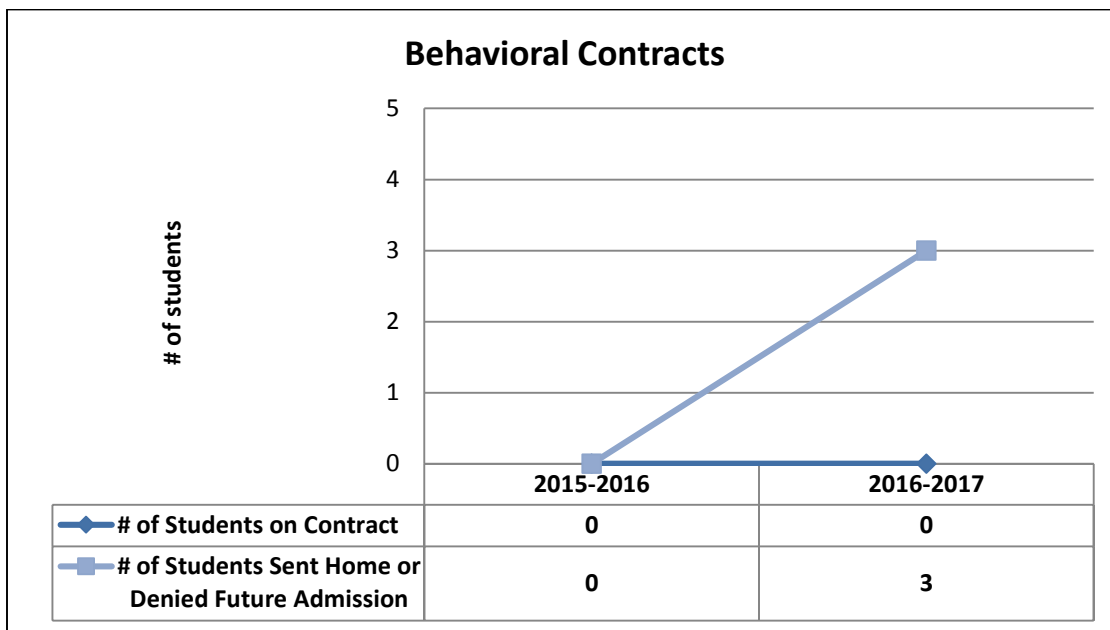
### Student Activities

Student Life division has worked diligently to offer more interesting activities to students. As always, all activities are open to the entire student body, however, similar to past years it has been difficult to gain participation from non-residential students. A shift to focus on more community centered events took place this year as can be seen from the list of special events.



### Behavioral Contracts

In order to hold students accountable for their behavior, there were 0 students placed on behavioral contract in the 2016-2017 academic year. As can be seen in the chart below, the overall number of students placed on behavioral contract as well as the number of students sent home or denied future admission to the residential center. The students that were sent home were not placed on contracts because they violated Student Conduct Policies that warranted their dismissal from the dorms.



### Retention and Persistence

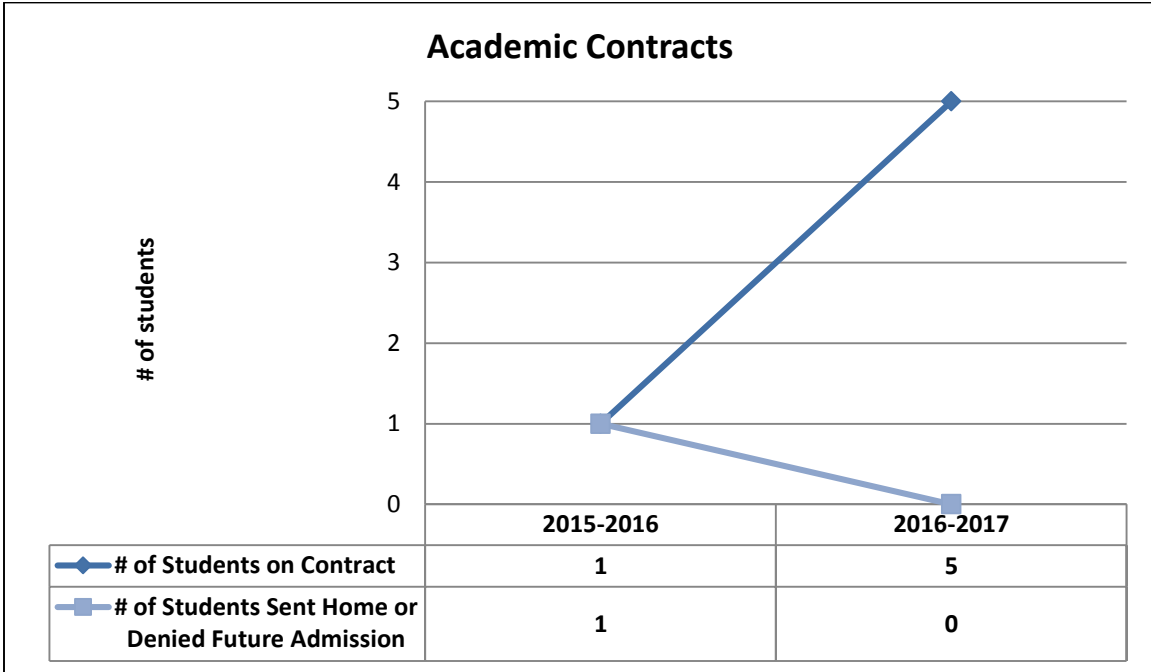
Retention and Persistence has focused on improving student academic success. Student Success Center has integrated many student-focused activities and services, through previous funding from Shell, like our Campus Orientation, First Year Seminar, and tutoring services at our Learning resource center to improve student academic success.

NOTE: For more in depth analysis of Retention and Persistence efforts, please reference the Retention and Persistence Report.

### Academic Contracts

In order to help refocus students who are struggling academically, 5 students were placed on academic contract by the Student Life Coordinator or their instructor in the 2016-2017 academic year.

The Student Support Referral System helped to identify which students were in need of academic contract. Currently, staff can only hold dorm students accountable for the stipulations of their academic contracts. A formal method for contracting non-residential students was never negotiated with faculty members. However, if the need arises, a faculty member can request use of a revised academic contract.





**Iḷisagvik College**  
**Institutional Research Report**  
**2017**

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