



**ILISAGVIK
COLLEGE**



Student Outcomes & Student Success



Lifetime Pathway of Learning

Elementary:
Community Roles
and Career
Awareness



Middle: Career
Pathways and
College Awareness



Iłisaġvik: Skills
Attainment,
Employment
Placement



High: Career
Exploration and
Employability Skills
Development



What does success look like

- Perpetuate Native Languages and Cultures
 - Promote Healthy and Traditional Lifestyles
 - Nurture Native Children, Youth and Families
- Students are thriving and succeeding and are prepared for education & workforce opportunities.
- Create Jobs and Career Opportunities in Our Communities
- Strengthen Tribal Governments & Partnerships
- Prepare Next Generation of Entrepreneurs and Leaders
- Build a Native Research Community of Practice
- Catalyst for change

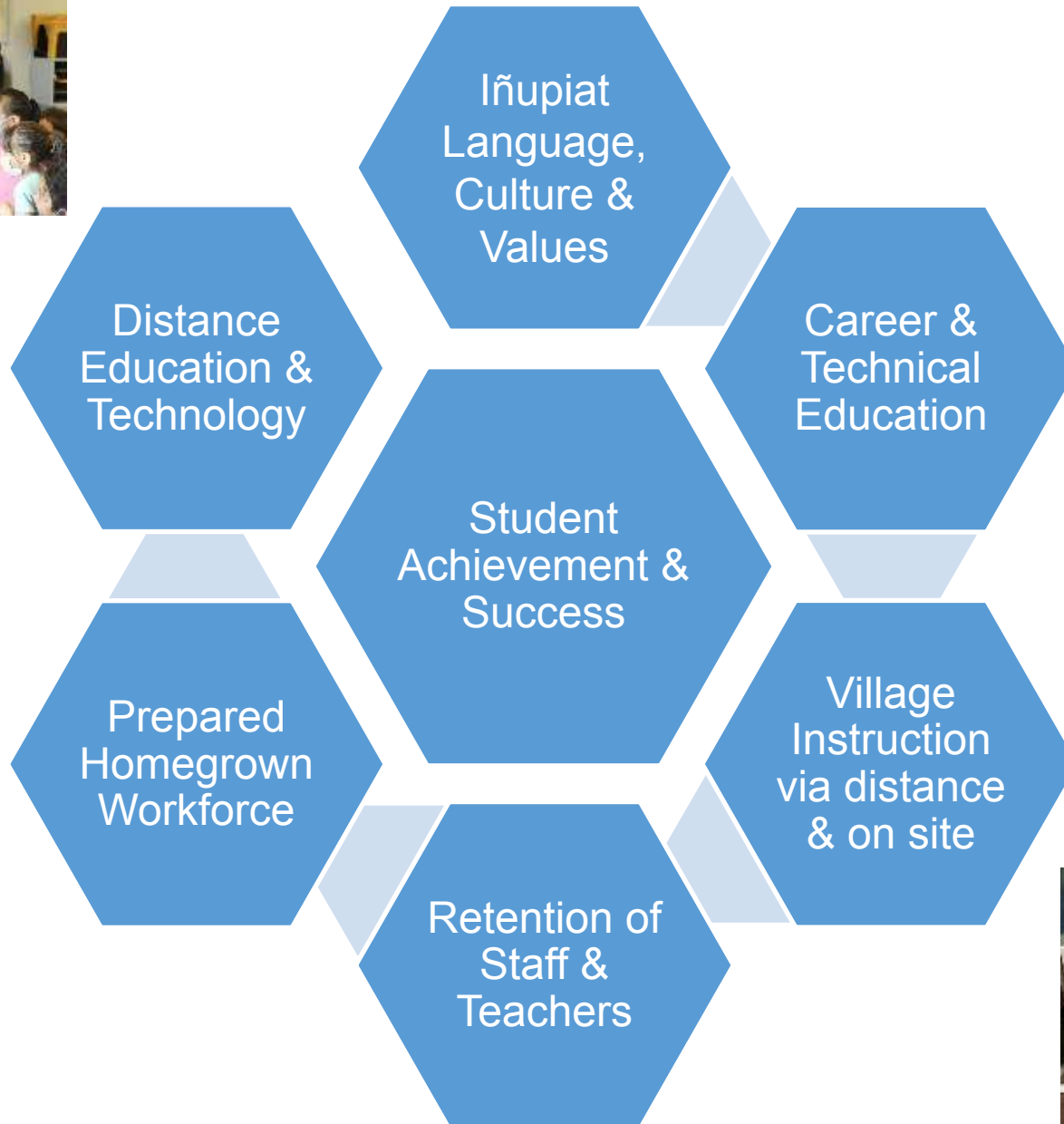


Supporting Student Retention & Student Success

- Recruiting | Outreach | Education
 - Pre-College Programming, Dual Credit, Workforce Roundtable Conversations
- First Year Pathway Program – dedicated support
 - Tutoring
 - Advising
 - Orientation, First Year Course
- NSB Mayor's Tuition Waiver
- Iḷisaḡvik Scholars

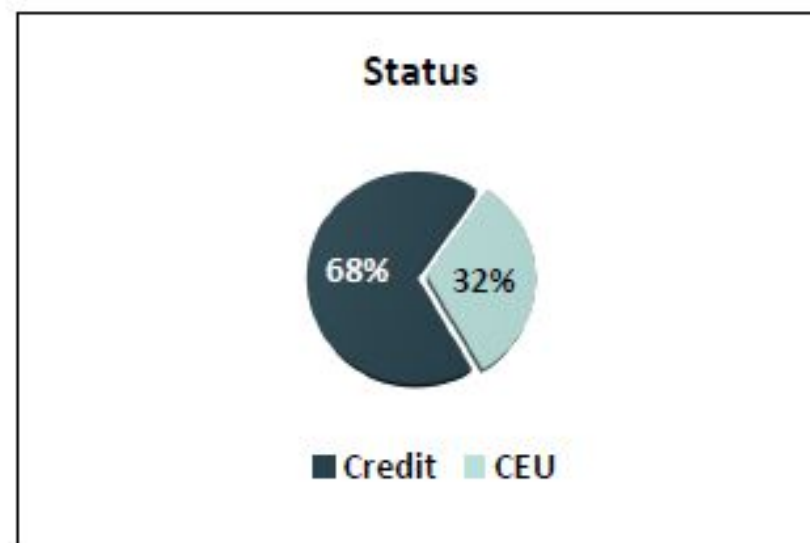
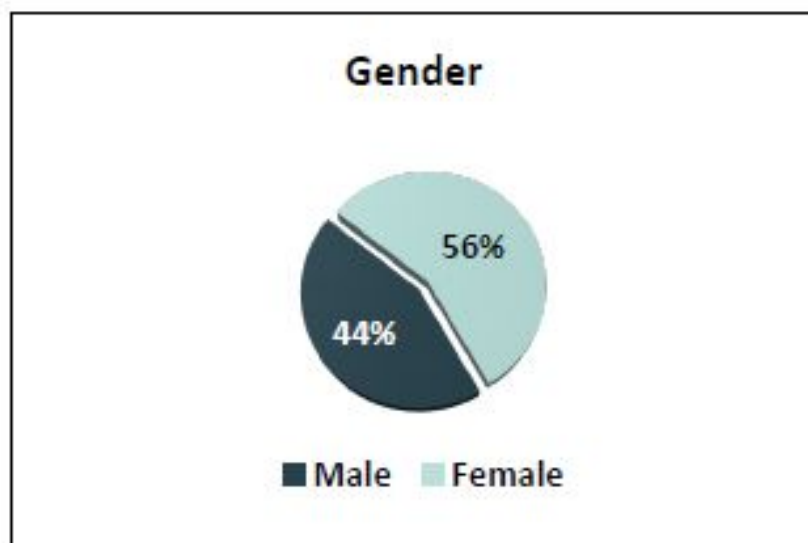
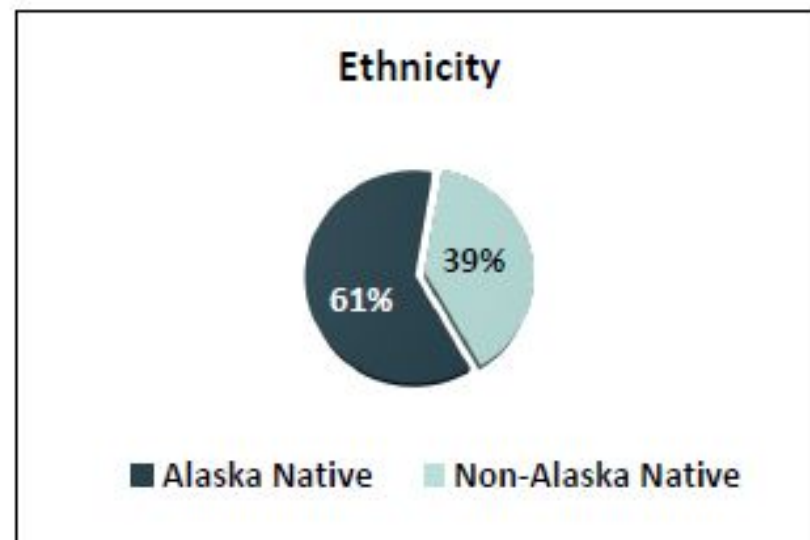
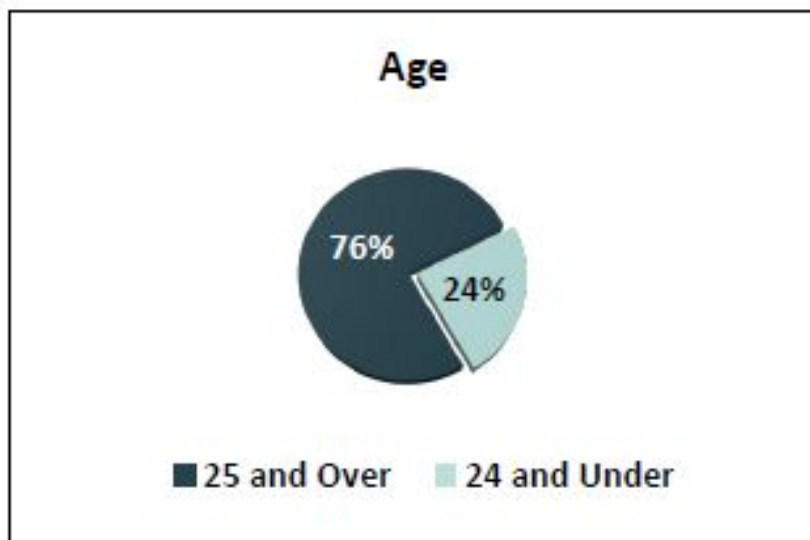


Iḷisaḡvik College & NSBSD Strategic Alignment



Student Profile

Student Profile, 2020 -2021 Academic Year Average Percentages for Year



Dual Credit Statistics – Overview of 2017-2021

HEADCOUNT

The chart below lists **headcount** (unduplicated student count) with ethnic and geographical distribution.

	Fall	Spring	Summer	Year TOTAL
2016-2017	59	46	0	105
	43 AK Native 17 Village Students 16 Other	26 AK Native 9 Village Students 20 Other		
2017-2018	39	44	11	94
	21 AK Native 2 Village Students 18 Other	22 AK Native 5 Village Students 22 Other	11 AK Native 11 Village Students 0 Other	
2018-2019	19	44	11	74
	6 AK Native 0 Village Students 13 Other	25 AK Native 5 Village Students 19 Other	11 AK Native 11 Village Students 0 Other	
2019-2020	24	43	60	127
	15 AK Native 9 Village Students 9 Other	23 AK Native 14 Village Students 20 Other	47 AK Native 24 Village Students 13 Other	
2020-2021	23	33	1	57
	8 AK Native 7 Village Students 16 Other	15 AK Native 11 Village Students 18 Other	0 AK Native 0 Village Students 1 Other	

Dual credit enrollment decreased significantly by 55%, most likely related to school closures during the pandemic.



Year	Term	Head-count	Enrollments	Successful Completion (A,B,C,P)	Completion Rate/Term	Total Completions/Enrollments per Year	Completion Rate/Year
2016-2017	Fa 2016	59	85	65	76%	121/155	78%
	Sp 2017	46	70	56	80%		
	Su 2017	0	-	-	-		
2017-2018	Fa 2017	39	74	55	74%	122/157	78%
	Sp 2018	44	68	55	80%		
	Su 2018	11	15	12	80%		
2018-2019	Su 2018	11	15	12	80%	84/111	76%
	Fa 2018	19	28	18	64%		
	Sp 2019	44	68	54	79%		
2019-2020	Su 2019	60	123	112	91%	208/235	89%
	Fa 2019	24	45	40	89%		
	Sp 2020	43	67	56	84%		
2020-2021	Su 2020	1	2	2	100%	68/86	79%
	Fa 2020	23	33	29	88%		
	Sp 2021	33	51	37	73%		

Dual Credit Completion This chart includes enrollments (duplicated student count), and the number of successful completions.

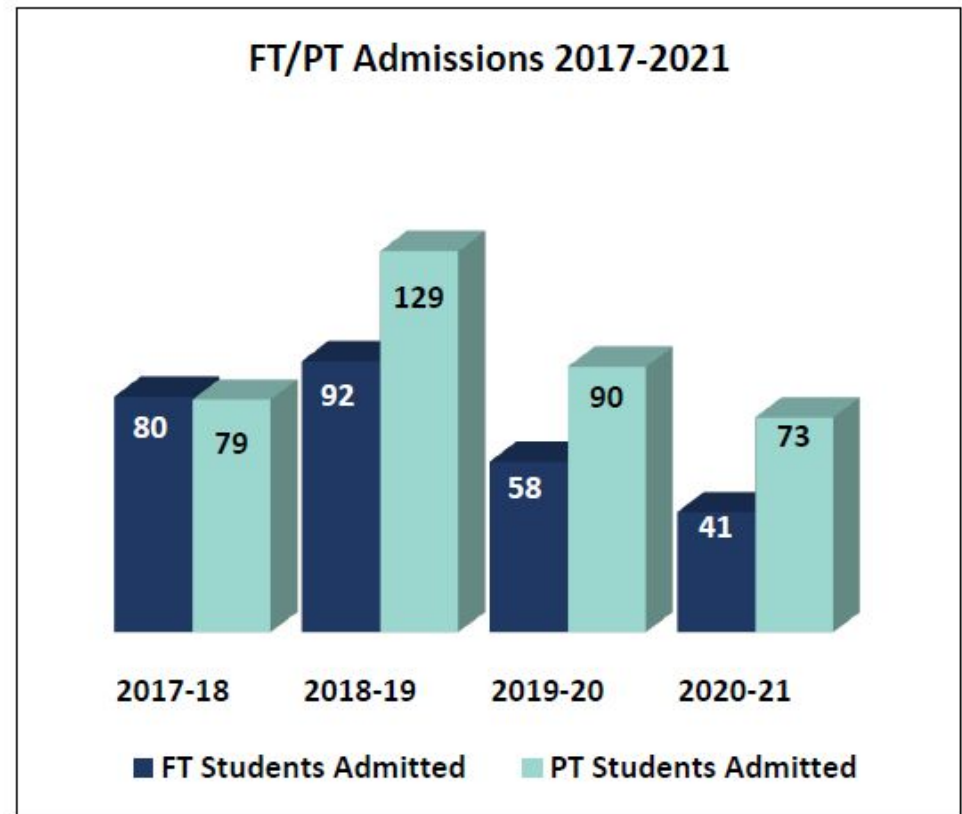


“Successful” completion is defined as any student who completes the course with grades A, B, C, or Pass.

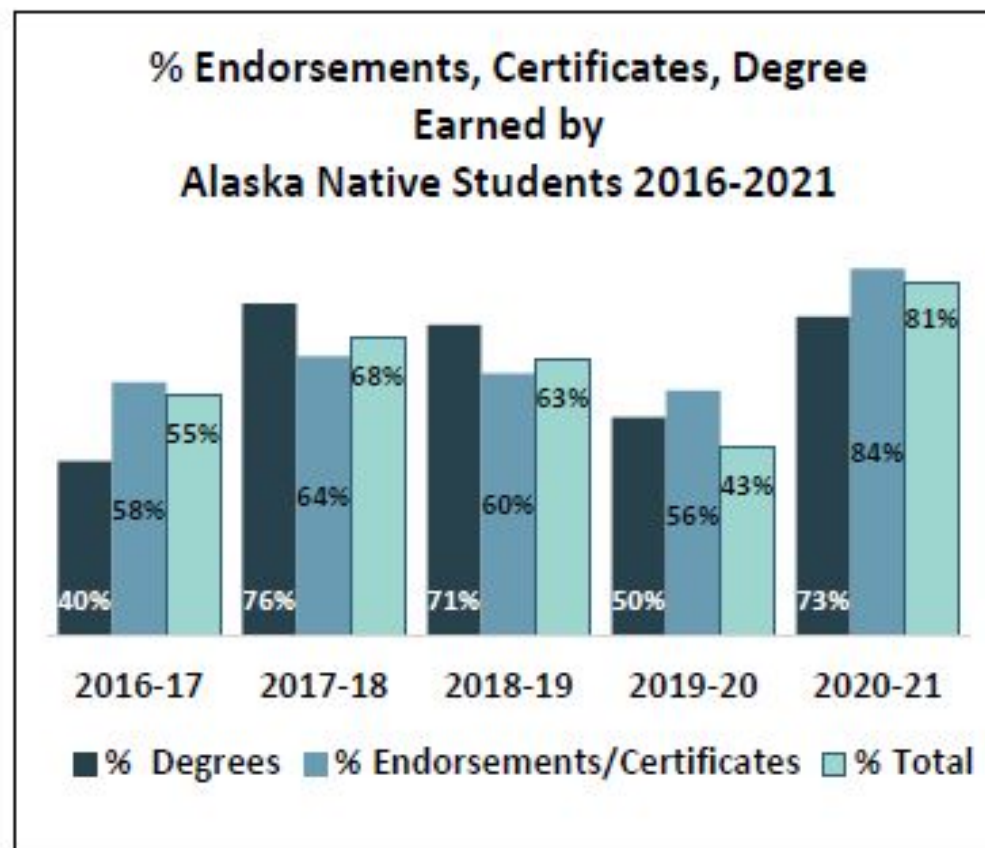
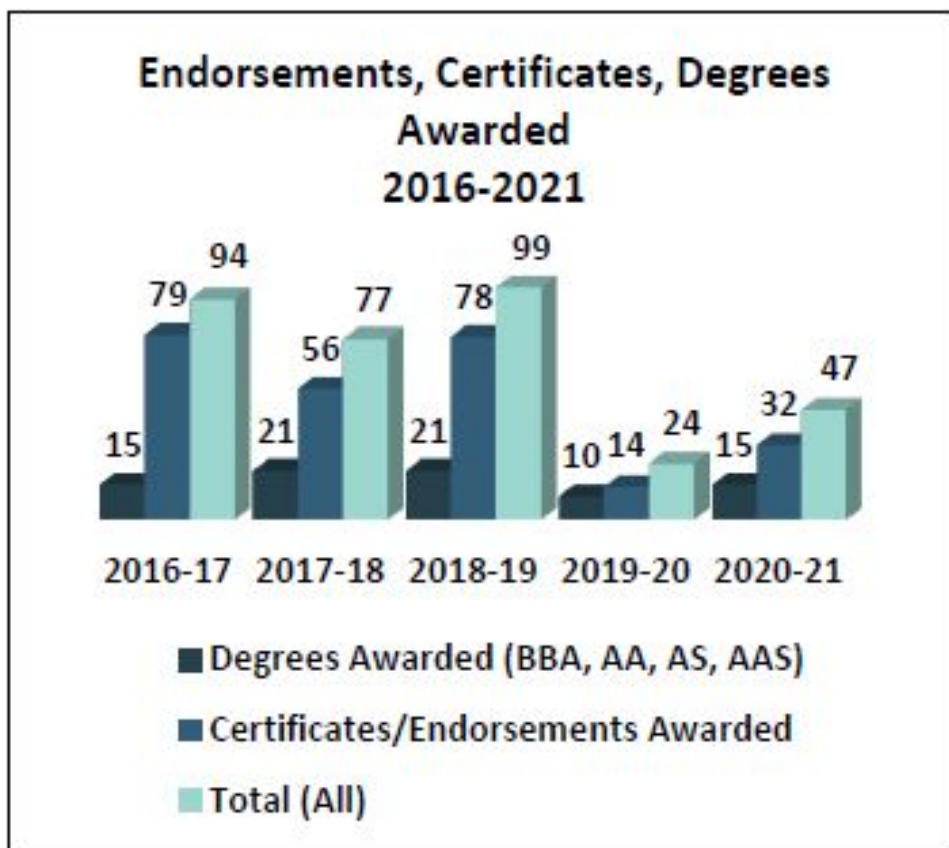
Admissions

	2017-18	2018-19	2019-20	2020-21
Full-Time Students Admitted	80	92	58	41
Part-Time Students Admitted	79	129	90	73
Unindicated Status	0	0	0	4
Total New Students (All Statuses) Admitted	159	217	148	118
Total New Students Registered	104	131	76	69

Students admitted to IC programs by semester and by academic year.



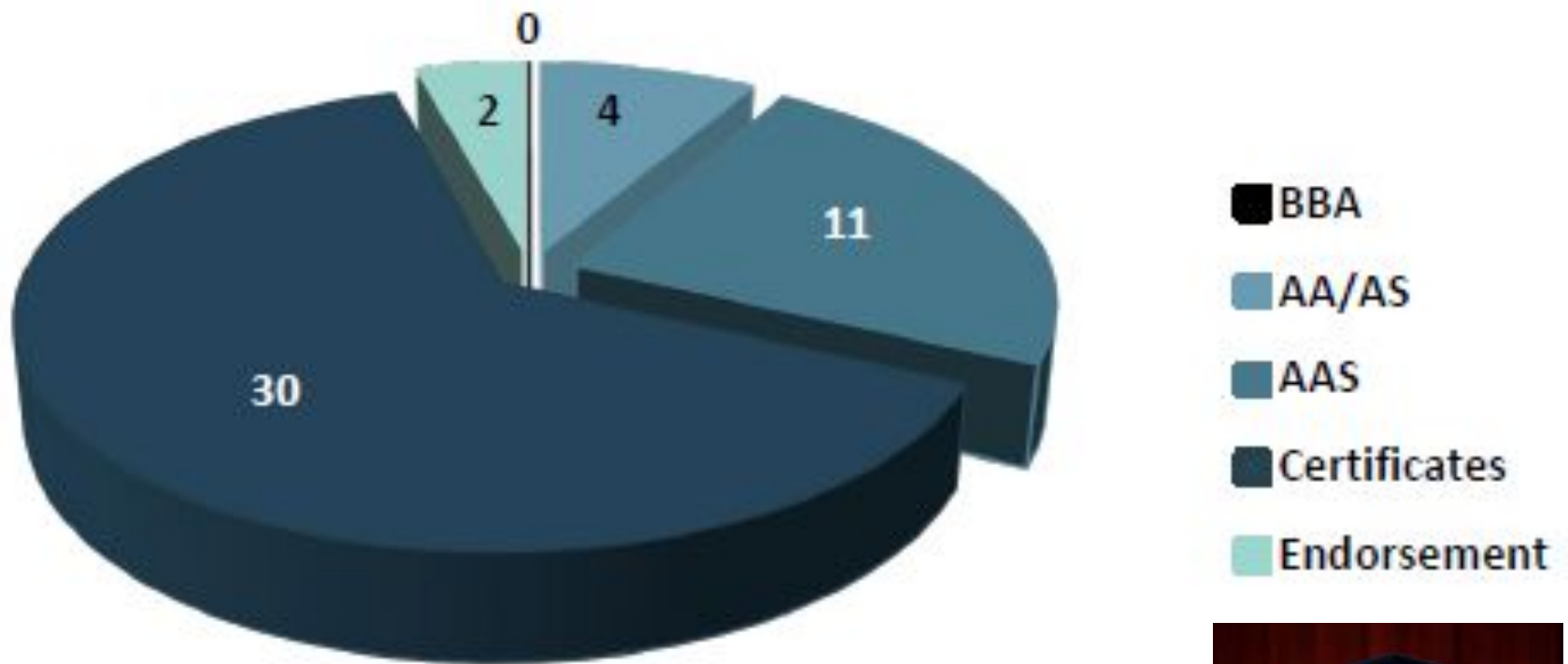
Graduation Trends



The number of total graduates increased from 24 to 47. This is a 96% increase from last year's total number of graduates.

The percent of AK Native graduates increased by 31% from the previous year. This is in part the result of partnerships with tribal organizations, such as ANTHC (Alaska Tribal Health Consortium). This year marked the highest percentage (81%) of AK Native graduates over the past ten (10) years.

Degrees, Certificates, Endorsements Awarded 2020-21



Workforce Development Report

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.

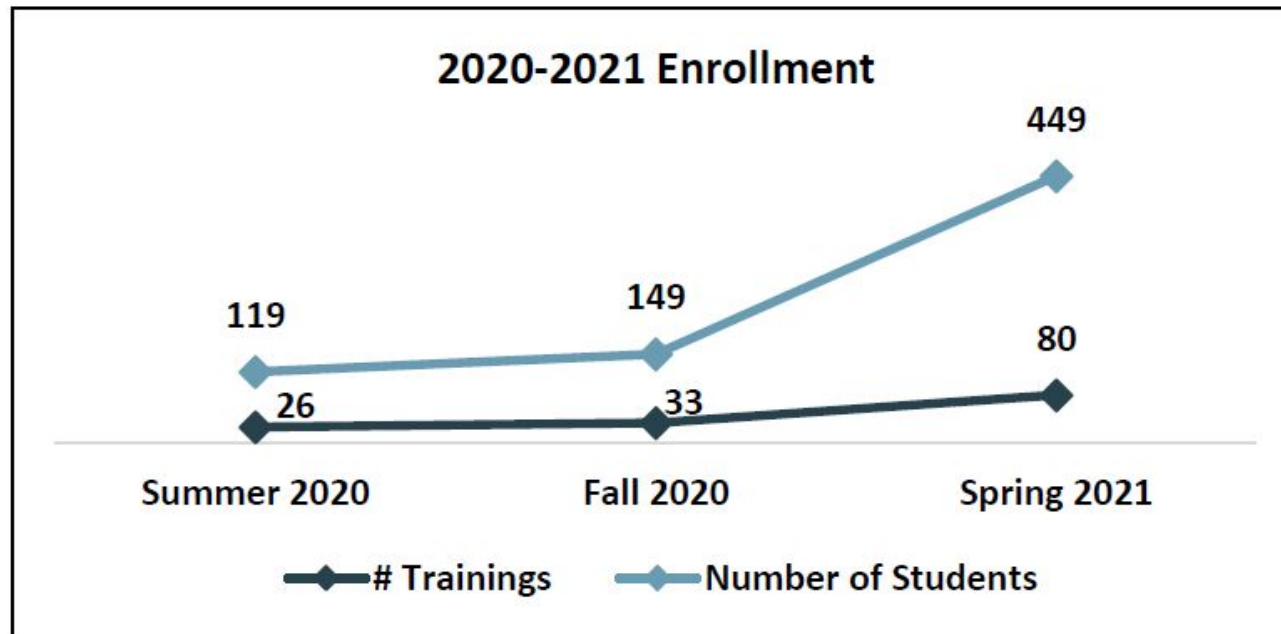
Overview 2017-2021

	2017-2018	2018-2019	2019-2020	2020-2021
# of Individual Trainings	350	331	287	139
# of Organizations Served	40	49	50	30
Enrollment	2,095	2,358	2,063	717
# of Certifications Awarded	2,048	2,297	1,991	591
Completion Rate	98%	97%	97%	82%
# of Training Topics	149	143	143	71
Requested vs. Scheduled Trainings	164 Requested 86 Scheduled	95 Requested 236 Scheduled	175 Requested 112 Scheduled	20 Requested 119 Scheduled



Training Breakdown by North Slope Community

Location: North Slope Borough	Community	# Individual Trainings			
		2017-2018	2018-2019	2019-2020	2020-2021
	Anaktuvuk Pass	5	8	0	4
	Atqasuk	6	9	8	3
	Barrow	224	209	201	52
	Kaktovik	10	17	7	4
	Nuiqsut	11	8	16	6
	Point Hope	11	9	3	3
	Point Lay	8	10	5	6
	Wainwright	14	10	8	6



Tumitchiat- “New Trail”

The Tumitchiat Summit

Recommendations & Report

How can we prepare our young people for higher education and employment opportunities.

Action steps/recommendations set forth specific collaborative actions by host organizations to provide education and training opportunities that lead to fulfilling careers.

**Report is available upon request*



Final Report



Tumitchiat Summit | Consultant Recommendations



1. Convene a representative group of stakeholders to meet once per month under the guidance of a local planning facilitator to develop specific implementation plans that include actions, key tasks, performance targets, applicable standards/indicators, and funding sources for each goal and strategy selected by the CEOs of the four host organizations.
2. Establish a standing committee of organizational leaders to over-see, manage, and evaluate the implementation of action plans.
3. Engage the resources of the Department of Education and Early Development and the Department of Labor and Workforce Development to maximize school-to-work opportunities for students and young adults.
4. Conduct a borough-wide Workforce Needs Study to gather specific data on employment statistics and earnings, training providers, distance and residential delivery of training opportunities, employer specifics on work readiness, soft-skills, desired skills for new hires, etc.

Looking ahead

- NSBSD Village -
 - HS Senior Visit 2-2022
- Iḷisaḡvik Scholars - 4/29/22
 - North Slope Schools
 - 2 high school graduates per school.
- Iḷisaḡvik College Summer Camps
- NSBSD & Iḷisaḡvik CTE Intensives
 - Construction, Welding, Driver's Ed
- Indigenous Education Pathways
 - Paraprofessional Endorsements, Certificates, & Degrees
 - Create classes/materials to support test prep for Paraprofessionals who will need to take the Praxis exams
 - Create transitional support for A.A. graduates who want to transfer to 4-year institutions





**ILISAGVIK
COLLEGE**



**QUYANAQPAK!
THANK YOU!**

