

INSTITUTIONAL RESEARCH REPORT



2023

ILISAGVIK COLLEGE

INSTITUTIONAL RESEARCH REPORT 2023

Table of Contents

REPORT	DEPARTMENT/DIVISION	PAGE
Admissions Report	Registration	4
Adult Education Report	Student Services	5
Completion Report	Registration	8
Cooperative Extension Report	Iñupiaq Studies	10
Cultural Programming Report	Iñupiaq Studies	12
Distance Education Report	Student Services	14
Dual Credit Report	Registration	16
Enrollment Report	Registration	19
Faculty/Staff Survey Report	Human Resources	27
Financial Aid Report	Business Office	37
Foundational Education Report	Student Services	41
Graduation Report	Registration	44
Grants Report	Business Office	47
Human Resources Report	Human Resources	49
Persistence Report	Registration	53
Pre-College Programming Report	Student Services	54
Private Fundraising & Endowment Report	Institutional Advancement	56
Residential Student Report	Student Services	59
Retention Report	Registration	60
Student Satisfaction Report	Student Services	63
Student Services Report	Student Services	71
Tuzzy Library Report	Tuzzy Library	74
Village Participation Report	Registration	76
Workforce Development Report	Workforce Development	79
Appendix: Admissions	Registration	84
Appendix: Completion	Registration	89
Appendix: Cultural Programming	Iñupiaq Studies	91
Appendix: Distance Education	Student Services	96
Appendix: Graduation Trends	Registration	105
Appendix: Grants	Business Office	107
Appendix: Pre-College Programming	Student Services	109
Appendix: Private Fundraising & Endowment	Institutional Advancement	113
Appendix: Village Participation	Registration	115
Appendix: Workforce Development	Workforce Development	116

SIVUNINJIT - GLOSSARY

Term	Definition
academic year	Combination of the fall, spring, and summer semesters
certificate	A certificate is awarded for successful completion of a series of courses with an emphasis in a particular discipline that typically requires completion of 15 credits (Certificate, Level I) or 30 credits (Certificate, Level II). All credits earned for an endorsement will also count toward the degree in that same discipline.
completion rate (course)	Number of students who successfully complete a course they registered for; successful completion: Grade of C- or higher and P. Formula: [# p/a students who completed course with Grade C- or higher or P] divided by [# total p/a students registered – # withdrawals]
completion rate (program)	The percentage of students in a program (cohort) who graduate or complete the program within 150% of the time from the year they were admitted (3 years for associates degree)
credit	A quantification of student academic learning. One unit represents what a typical student might be expected to learn in one week (40-45 hours including class time and preparation) of full-time study. Thus a six-week summer session might, if full-time, equate to six units. An alternative norm is one unit for three hours of student work per week (e.g., one hour of lecture and two of study or three of laboratory) for ten weeks a quarter or 15 weeks a semester.
degree-seeking	A student who has declared a program and is actively pursuing a degree, certificate. Formerly referred to as <i>program active</i> .
drop (drop/add)	A student who stops attending or chooses not to continue a course during the first 15% of instructional time; student is not counted in reports and the course will not appear on transcripts
drop out/early leaver	A student who stops attending the college without having completed a program
dual credit	A program that allows high school students to enroll in college-level courses and earn credit toward the high school diploma as well as toward a postsecondary degree or certificate
endorsement	An endorsement is awarded for successful completion of a series of courses with emphasis in a particular discipline that typically requires completion of 12 or fewer credits. All credits earned for an endorsement will also count toward the certificates and degree in that same discipline.
enrollment/duplicated count	Way to count students whereby each student may be counted multiple times if s/he enrolls in multiple classes
First Year Retention Rate	Percentage of declared students who attend college for the first time in the fall semester and are retained in the following fall
full-time (student)	Status for any student taking 12 or more credits. For summer semester, full-time is defined as students taking more than 6 credits

Term	Definition
Full-Time Equivalency (FTE)	Means to calculate the credits taken by full-time and part-time students. Formula: [# of credits taken in a semester by all students] divided by [15]
headcount	Same as unduplicated count; each student is only counted once in a semester.
part-time	Student who takes fewer than 12 credits in the fall or spring semester; fewer than 6 credits in the summer
persistence rate	Percentage of degree-seeking students who attended the fall semester and continued for the subsequent spring semester
program active	Previously used to describe the status of a student who was admitted to a program and was taking classes towards completion of the program each semester. Replaced by degree-seeking/declared
retention rate	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 degree-seeking students.
undeclared	Student who has not selected or been admitted to a program of study but is taking classes with the intention of pursuing a degree
unduplicated count	Way to count students whereby each student is only counted one time, regardless of how many courses s/he enrolls in; same as headcount
unindicated	Used to refer to students who have not declared a program. See <i>undeclared</i> .
withdrawal	Student who stops attending or chooses not to continue a class after at least 15% and no more than 60% of instructional time has elapsed. Student is counted in reports and transcripts and will show a "W" for the pertinent courses.

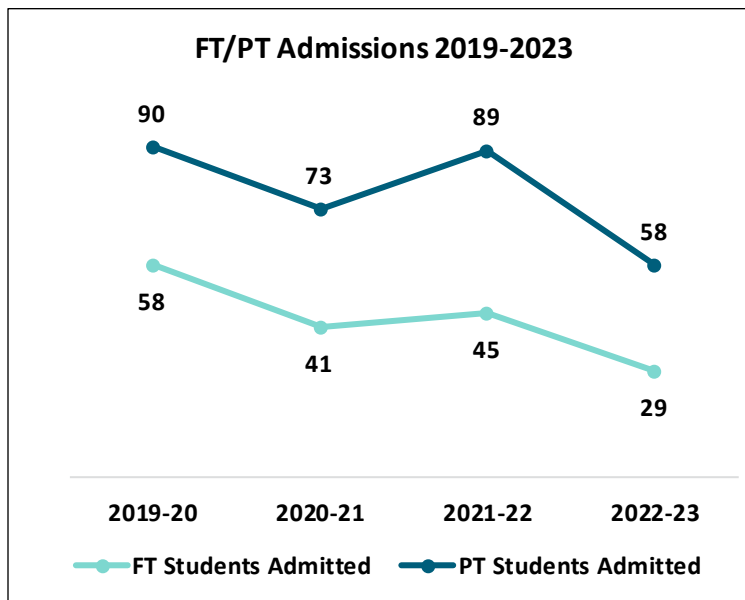
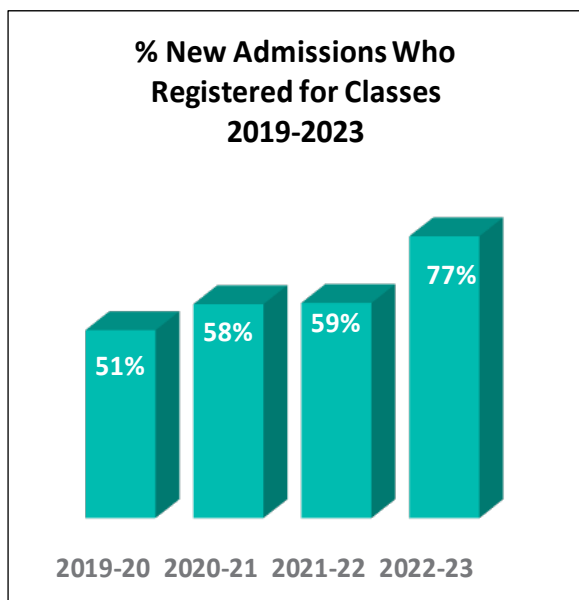
ADMISSIONS REPORT

This report tracks the number of students admitted to Iñisaqvik 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. (Additional information in Appendix)

Observations

- The number of new students admitted to a program has decreased from **148** students in 2021-2022 to **87** students in 2022-2023, a decrease of **41%**.
- Not all students gaining admission to a program register for classes; this past year **77%** of students registered for classes (**67** students), which is an increase from last year's registration rate of 59%, and the highest registration percentage in the past four years.

	2019-20	2020-21	2021-22	2022-23
Full-Time Students Admitted	58	41	45	29
Part-Time Students Admitted	90	73	89	58
Unindicated Status	0	4	14	0
Total New Students (All Statuses) Admitted	148	118	148	87
Total New Students Registered	76	69	87	67



ADULT EDUCATION REPORT

The Iḷisaḡvik College Adult Education (AE) Program provides educational opportunities for 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 three categories:

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

GED students account for the vast majority of program enrollments.

Observations

Following the onset of covid and subsequent loss of grant funding, Iḷisaḡvik's once productive Adult Education Program became dormant. We are in the process of reviving Adult Education as a vital piece of the academic puzzle across the North Slope of Alaska. Coordinators and tutors are once again being identified and hired to conduct GED preparation programs in Utqiaḡvik and in the villages outside of Utqiaḡvik (which include Kaktovik, Anaktuvuk Pass, Nuiqsut, Wainwright, Atkasuk, Point Lay, Point Hope), serving all of the North Slope Borough which encompasses an area of over 88,000 square miles. While Iḷisaḡvik is using general funds to support the rejuvenation of Adult Education in villages on the North Slope, grants are being sought to help fund and enhance the efforts.

Overview 2018-2023

Academic Year	Active Students ¹	FT Students ²	Active ESL Students	Active GED Students ³	FT GED Students ⁴	GED Completions	% Active GED Completing	% FT GED Completing
2018-19	20	11	4	15	10	4	27%	40%
2019-20	17	10	1	14	11	4	24%	40%
2020-21	12	5	1	11	4	0	0%	0%
2021-22	0	0	0	0	0	0	0%	0%
2022-23	6	1	2	4	1	0	0%	0%

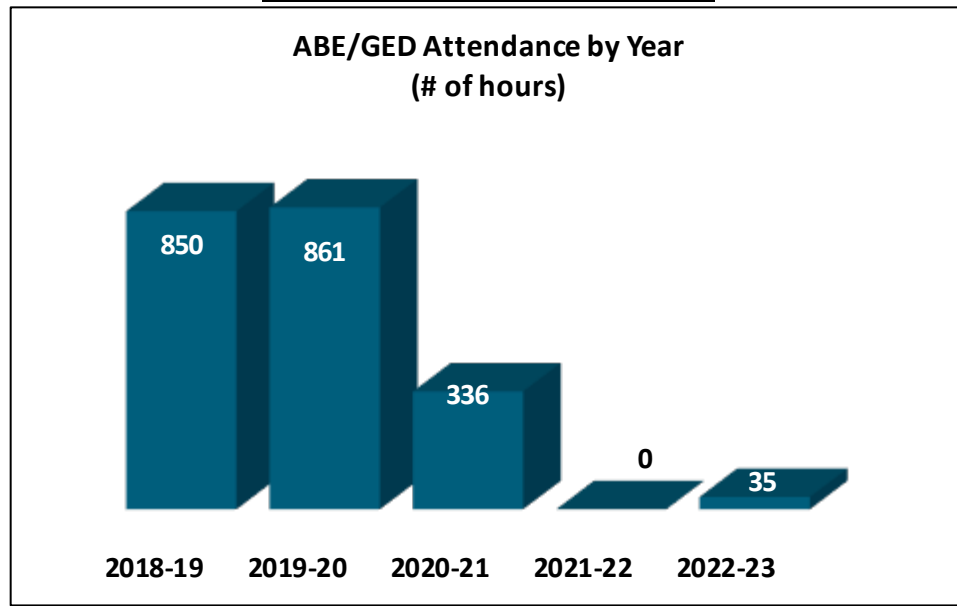
¹**Active students** are individuals who have completed the registration process and pre-test assessment.

²**FT (full-time) students** are individuals officially enrolled in the AE program and receiving 12 or more hours of service during a fiscal year.

³**Active GED Students** are a subgroup of Active students with GED completion as primary goal.

⁴**FT (full-time) GED students** are a subgroup of FT (full-time) students with GED completion as primary goal.

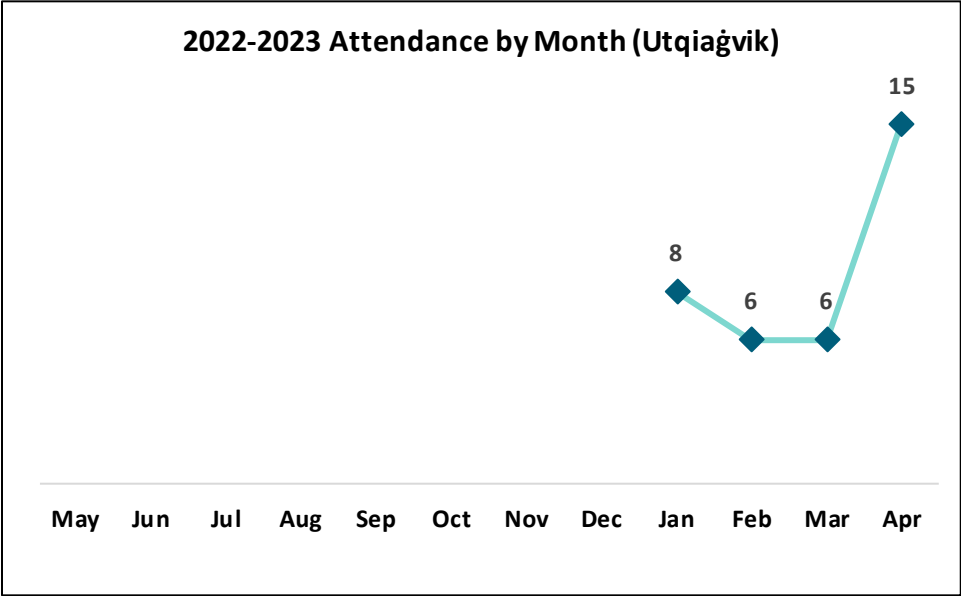
2022-2023 Academic Year



Slope-Wide Attendance Hours

Note: No attendance hours were recorded in 2021-2022 (during the reporting period), as the AE Program was not operational during this time.

	2022					2023						
	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
AKP												
ATQ												
BRW												
KAK												
NUI												
PHO												
PLZ												
AIN												
TOTAL						8	6	6	15			



COMPLETION REPORT Fall and Spring Semesters Only

To gather accurate information on course completion, this report features the number of registrations and compares them against the number of **withdraws**. This number is not the same as headcount, because a student may register for more than one course and may withdraw from one course while retaining others.

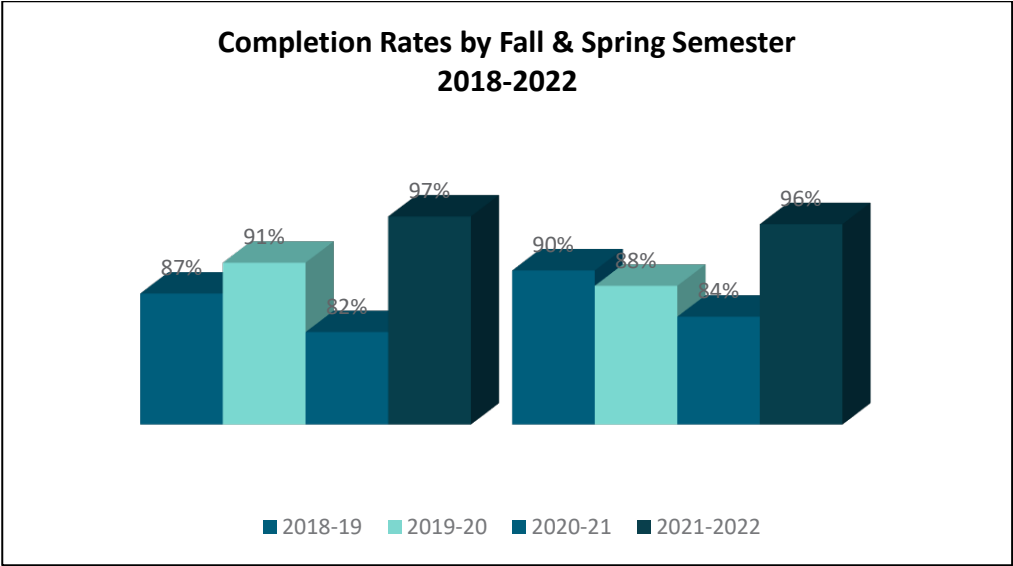
Prior to fall 2016, completions after drops and withdraws were tracked as well; however, completion rates after withdraws have been determined to be more meaningful, so drops are no longer tracked. **Drops** are those students who drop during the first two weeks of semester long courses / 15% of short courses, or those who were dropped because the course was canceled. Some may have added other courses.

Observations

- Completion rates increased significantly this past year. Fall completion rate increased by twelve (12) percentage points and spring completion rates increased by ten (10) percentage points over the past year.
- For this past year, **97%** of students in the fall completed their courses, and **96%** of students in the spring completed their courses.

Completions 2018-2023

Term	# Reg.	Total Completed	Term	# Reg.	Total Completed
Fa 18	1735	87% after withdraws	Sp 19	1502	90% after withdraws
Fa 19	1329	91% after withdraws	Sp 20	1158	88% after withdraws
Fa 20	698	82% after withdraws	Sp 21	916	84% after withdraws
Fa 21	1045	79% after withdraws	Sp 22	962	86% after withdraws
Fa 22	1480	97% after withdraws	Sp 23	1278	96% after withdraws



COOPERATIVE EXTENSION REPORT

Introduction

In keeping with Iḷisaḡvik's mission, 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.

Observations

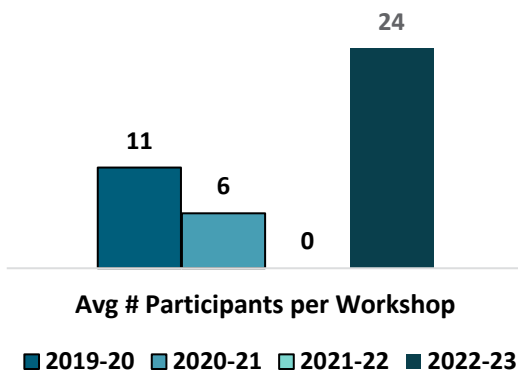
- Following an almost two-year period of no staffing in the Cooperative Extension office, the program is flourishing at pre-COVID levels. In the past academic year, there has been an average of 24 participants per event, which is the highest average participation in the past decade. In the 2022-2023 Academic Year (Summer 2022, Fall 2022, Spring 2023), Cooperative Extension held a total of **55 workshops** with **1,318 participants**. The top three focus areas for 2022-2023 were personal wellness, healthy choices, and creativity.

Overview 2019-2023

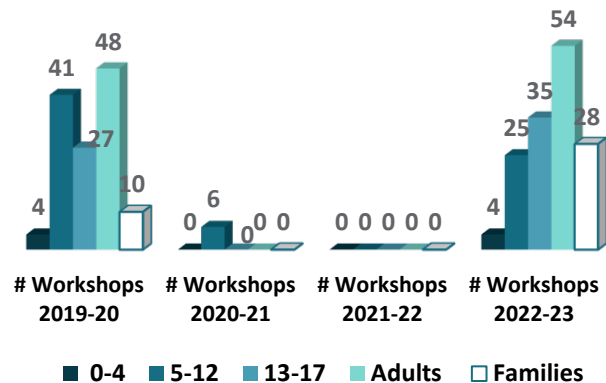
Number of Workshops and Participants

	2019-2020	2020-2021	2021-2022	2022-2023
Total Number of Workshops	106	1	0	55
Total Number of Participants	1,172	6	0	1,318

Participants per Workshop 2019-2023



Workshops by Target Age Groups 2019-2023



2019-2023 Workshops by Target Age Groups

Target Age Level	# of Workshops in 2019-2020	# of Workshops in 2020-2021	# of Workshops in 2021-2022	# of Workshops in 2022-2023
Preschool Kids (ages 0-4)	4	0	0	4
Kids (ages 5-12)	41	6	0	25
Teens (ages 13-17)	27	0	0	35
Adults	48	0	0	54
Families	10	0	0	28

2019-2022 Workshops by Focus Areas

Focus Areas	# of Workshops in 2019-2020	# of Workshops in 2020-2021	# of Workshops in 2021-2-22	# of Workshops in 2022-23
Community Solidarity	6	0	0	45
Creativity	17	1	0	44
Economic Food Solutions	0	0	0	11
Economic Household Solutions	0	0	0	10
Food Safety	0	0	0	11
Gardening	2	0	0	0
Healthy Choices	74	0	0	47
Nutrition	0	0	0	15
Personal Finance	0	0	0	0
Personal Wellness	87	0	0	52
Physical Activity	72	0	0	28
Problem solving and physics	1	1	0	38
Strengthening Family Bonds	5	0	0	38
Traditional Arts and Crafts	3	0	0	29
Traditional Values	9	0	0	35
Youth Development	51	1	0	29

IÑUPIAQ CULTURAL PROGRAMMING REPORT

Introduction

The first priority of Iñupiaq College is to Indigenize the Institution to be aligned with Iñupiaq Culture and Values. Aside from culturally responsive instruction, the College strives to create an engaging cultural environment for students and continues to promote cultural traditions and values to the community through the active collaboration of three divisions: Iñupiaq Studies, Cooperative Extension, and Tuzzy Consortium Library. This report provides an overview of cultural events, workshops, and classes that fall under this strategic priority. **(Additional information in Appendix)**

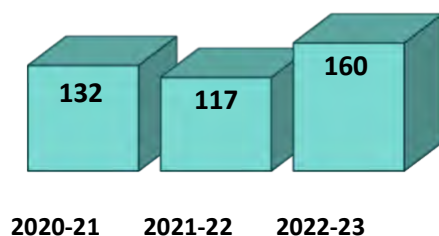
Observations

- **23%** of workshops/classes sponsored by Iñupiaq cultural programming were directed towards the College community, compared to **77%** of workshops directed towards the community at large. Many cultural programming workshops were a collaborative effort between Iñupiaq Studies and Cooperative Extension, and were counted under Iñupiaq Studies.
- The most popular focus areas were traditional healing, traditional values, storytelling, and history.
- The number of workshops **increased** to **160** from **117** from the previous year; however, participation decreased from **2,647** to **2,315**.

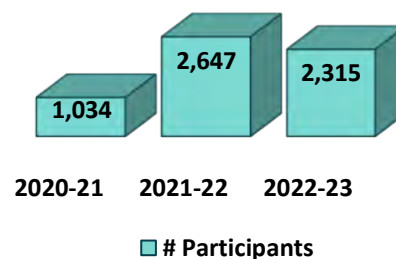
Overview 2020 – 2023

IC Department	2020-2021		2021-2022		2022-2023	
	Total # Act/ Workshops	Total # Participants	Total # Act/ Workshops	Total # Participants	Total # Act/ Workshops	Total # Participants
Iñupiaq Studies	55	547	58	574	39	520
Coop. Extension	0	0	0	0	18	385
Tuzzy Library	77	487	59	2,073	103	1,410
TOTAL	132	1,034	117	2,647	160	2315

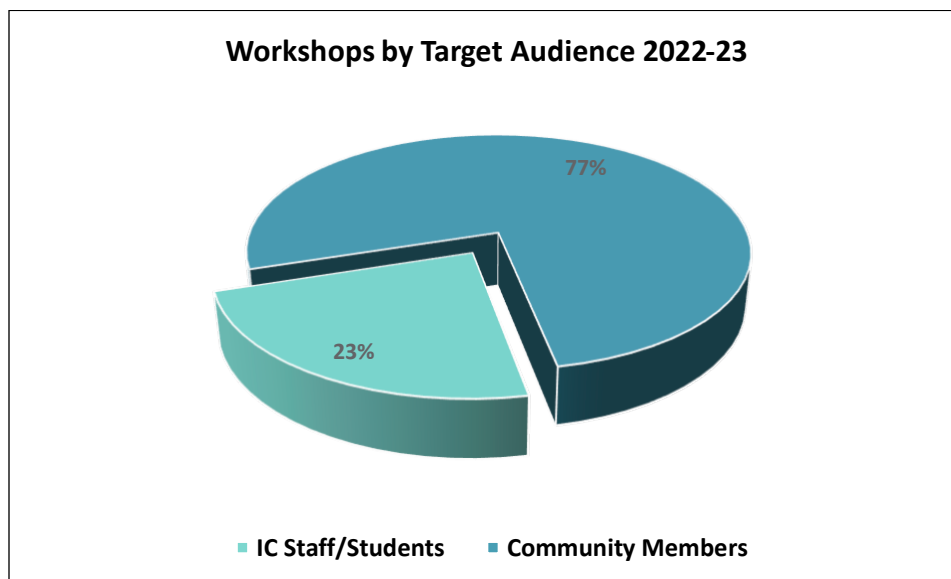
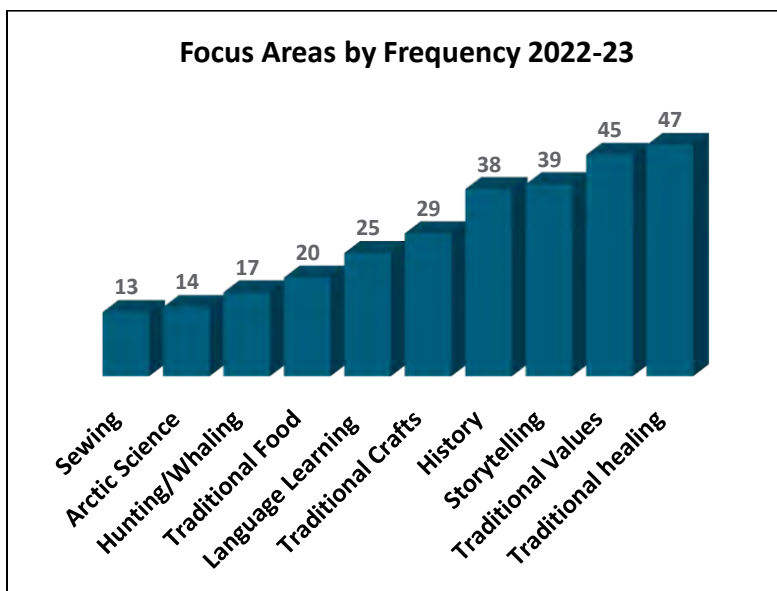
Activities/Workshops 2020-2023



Participant 2020 -2023



2022-2023 Year (Su 22, Fa 22, Sp 23)



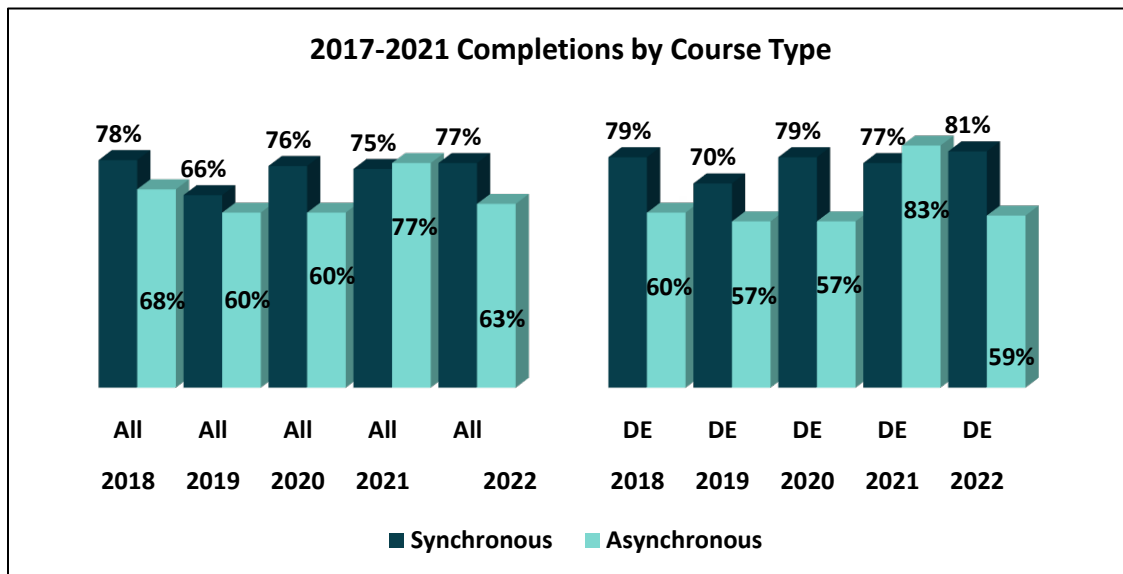
DISTANCE EDUCATION REPORT

Observations

- Overall participation in courses offered through distance education (teleconference, online, Zoom) has stayed relatively consistent (from **1,168** to **1,165**); participation by students residing in communities other than Utqiagvik has increased this year by (from **592** to **686**).
- Completion rates have decreased slightly and are at **71%** for all students and 75% for distance students (before withdraws).

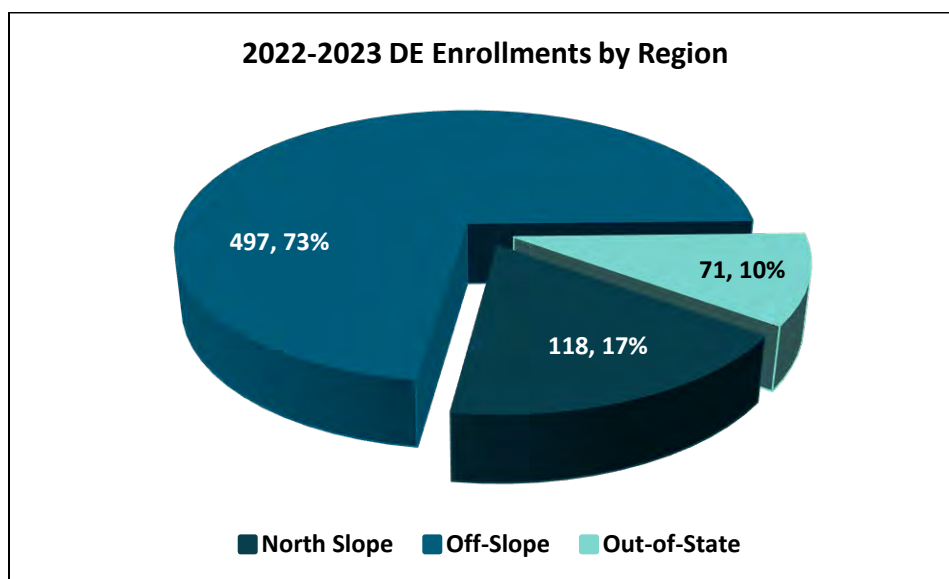
Overview 2020-2023

	2020-2021			2021-2022			2022-2023		
	Enroll	Compltn	Compltn Rate	Enroll	Compltn	Compltn Rate	Enroll	Compltn	Compltn Rate
All Students (All Courses)	1,274	964	76%	1,168	906	78%	1163	824	71%
Distance Students (All Courses)	711	563	79%	592	463	78%	686	515	75%



2022-2023 Academic Year

Data by Course Type	Number of Courses Offered	Enrollments	Average Completion Rate (Overall)	Average Completion Rate (DE Enrollments)
Synchronous	101	641	77% (496/641)	81% (336/416)
Summer 2022	8	42	100%	100%
Fall 2022	56	350	78%	82%
Spring 2023	37	249	73%	74%
Asynchronous	88	522	63% (328/522)	66% (179/270)
Summer 2022	16	75	71%	80%
Fall 2022	30	244	63%	67%
Spring 2023	42	203	60%	59%



DUAL CREDIT REPORT

The Dual Credit report provides information on Iñisaḡvik students who are also enrolled in a North Slope Borough School District high school. These students have elected to take an Iñisaḡvik 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 toward 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.

Observations

- Dual credit enrollment increased slightly, likely due to the dedication of a faculty member to be a liaison for dual credit students.
- The rate for Alaska Native participation has increased from **39%** to **74%** for the past year. **93%** of dual credit students were village students, likely attributed to increased support from the North Slope Borough School District.
- Completion rates decreased slightly from **81%** to **78%**. This percentage remains an improvement from four years ago.

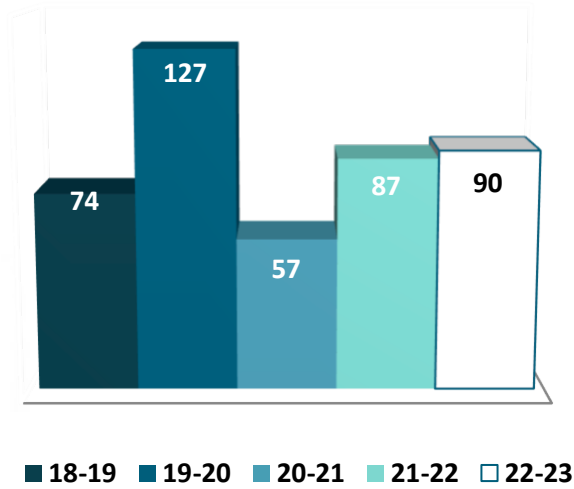
Overview 2019-2023

HEADCOUNT

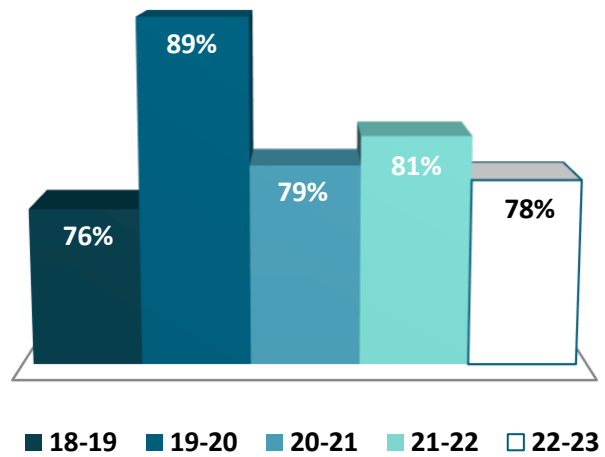
The chart below lists **headcount** (unduplicated student count) with ethnic and geographical distribution.

	Fall	Spring	Summer	Year TOTAL
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
	15 AK Native 9 Village Students 9 Other	23 AK Native 14 Village Students 20 Other	47 AK Native 24 Village Students 13 Other	
2021-2022	43	42	2	87
	26 AK Native 2 Village Students 17 Other	25 AK Native 7 Village Students 16 Other	0 AK Native 0 Village Students 2 Other	
2022-2023	31	52	7	90
	22 AK Native 1 Village Students 8 Other	41 AK Native 5 Village Students 6 Other	4 AK Native 0 Village Students 3 Other	

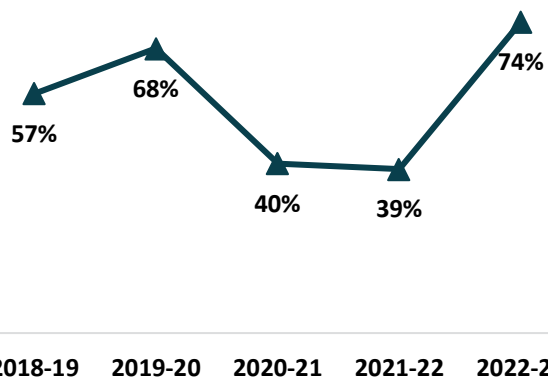
Dual Credit Headcount 2018-2023



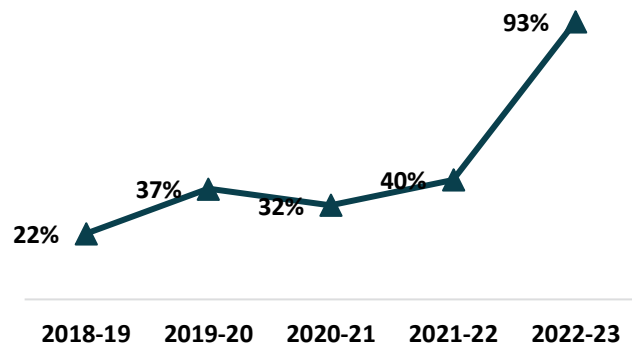
Dual Credit Completion Rates 2018-2023



% AK Native Dual Credit Students 2018-2023



% Dual Credit Students from NS Villages 2018-2023



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	Head-count	Enroll-ments	Successful Completion (A,B,C,P)	Completion Rate/Term	Total Completions/ Enrollments per Year	Completion Rate/Year
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 2018	60	123	112	91%	208/235	89%
	Fa 2018	24	45	40	89%		
	Sp 2019	43	67	56	84%		
2020-2021	Su 2019	1	2	2	100%	68/86	79%
	Fa 2019	23	33	29	88%		
	Sp 2020	33	51	37	73%		
2021-2022	Su 2020	2	4	2	50%	108/133	81%
	Fa 2020	42	62	50	81%		
	Sp 2021	43	67	56	84%		
2022-2023	Su 2022	7	8	7	88%	106/141	78%
	Fa 2022	31	44	36	82%		
	Sp 2023	52	89	63	71%		

ENROLLMENT REPORT

Observations

General Enrollment Trends

- Enrollments have increased this year from 1,176 to 1450 (29%). While Alaska Native/American Indian enrollment increased as well (**754 to 902**), the percent of overall enrollment slightly decreased from **64% to 62%**.

Enrollment by Semester

- During this past year, an enrollment (headcount) increase is noted for all three semesters: **151 to 272** (Summer 2021); **296 to 407** (Fall 2021); **464 to 497** (Spring 2022). The greatest increase occurred in the summer (**80%**), most likely because in-person summer camps resumed.

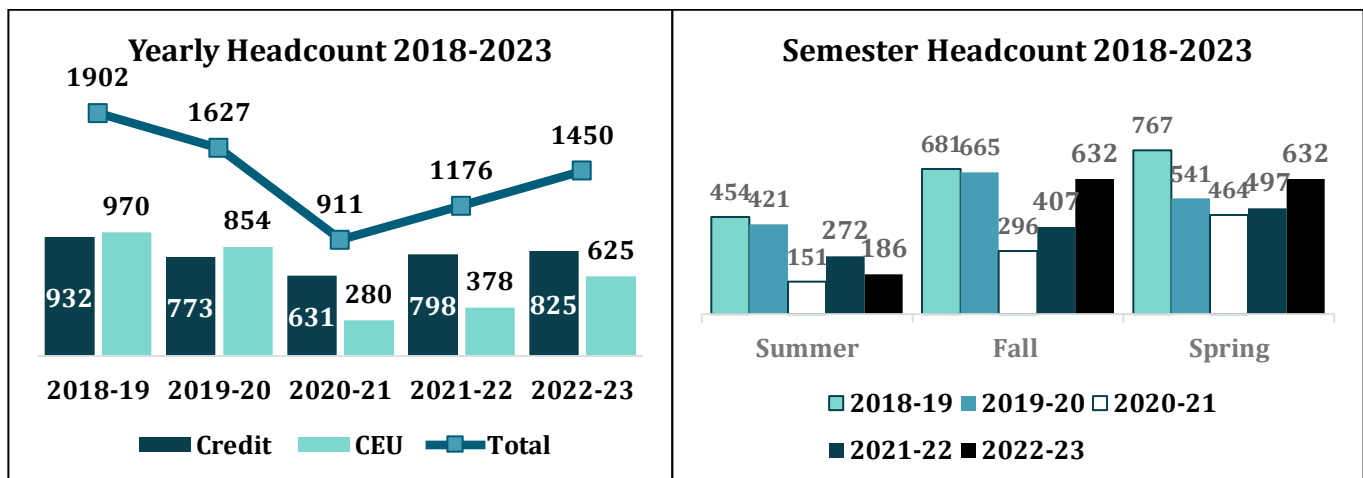
Degree-Seeking Enrollment

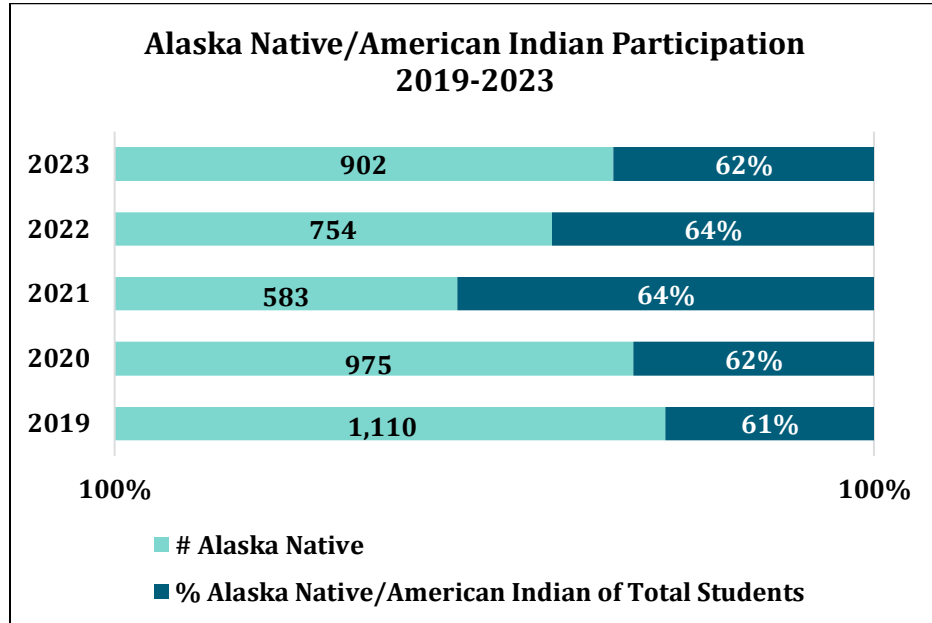
- Degree-Seeking enrollment increased for both Fall 2022 and Spring 2023, to **387** and **346** students respectively, a change of **36%** for fall and **14%** for the spring semester.

Overview 2018-2023

- General Enrollment Trends
- Enrollment by Semester
- Degree-Seeking Student Enrollment

1. General Enrollment Trends





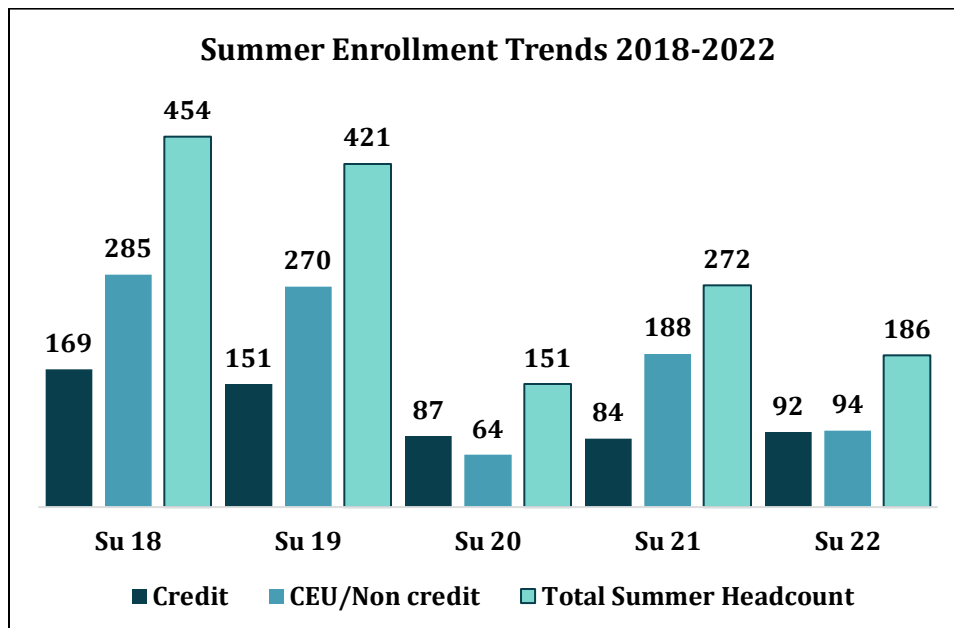
2. Enrollment by Semester

Summer Semesters 2018-2022

Definitions:

- **Actual Full-Time:** Number of students enrolled for 12 or more credits
- **FTE:** Full Time Equivalent Student (calculated by adding FT credits and PT credits and dividing by 15)

Year Term	Total Summer Headcount	Actual Full time	FTE	Degree-Seeking	
				FT	PT
Summer 18	169 Credit 285 CEU	33	35	30	18
Summer 19	151 Credit 270 CEU	26	25	16	27
Summer 20	87 Credit 64 CEU	27	25	20	19
Summer 21	84 Credit 188 CEU	21	29	20	23
Summer 22	92 Credit 94 CEU	19	23	15	36
1 year Change	10% Credit -50% CEU	-10%	-21%	-25%	56%
Change from Summer 18 to Summer 22	-46% Credit -67% CEU	-42%	-34%	-50%	100%

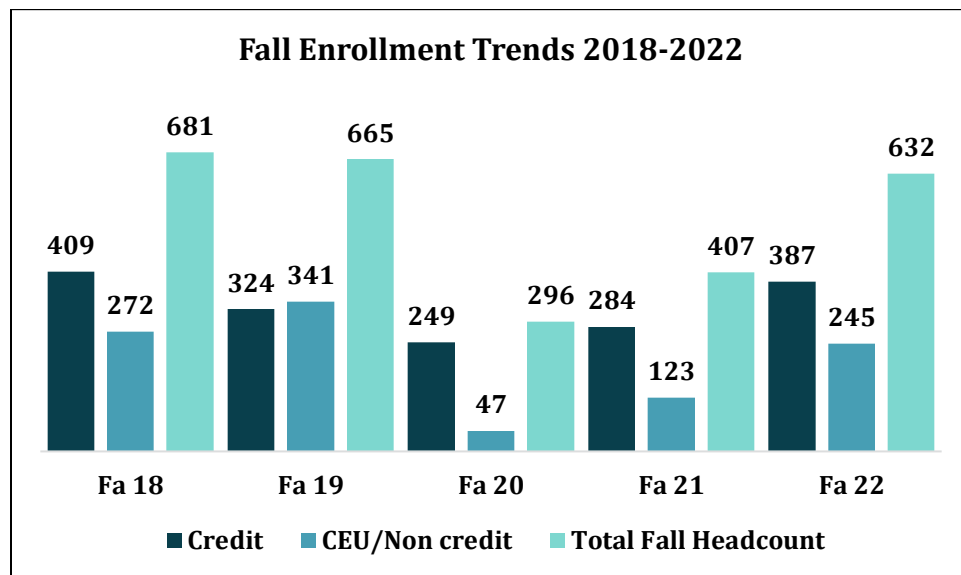


Fall Semesters 2018-2022

Definitions:

- **Actual Full-Time:** Number of students enrolled for 12 or more credits
- **FTE:** Full Time Equivalent Student (calculated by adding FT credits and PT credits and dividing by 15)

Term/Year	Total Fall Headcount	Actual Full time	FTE	Degree-Seeking	
				FT	PT
Fall 18	409 Credit 272 CEU	82	155	72	75
Fall 19	234 Credit 341 CEU	47	101.7	43	90
Fall 20	249 Credit 47 CEU	42	92.7	35	86
Fall 21	284 Credit 123 CEU	53	98	44	110
Fall 22	387 Credit 245 CEU	60	141	55	129
1 year Change	36% Credit 99% CEU	13%	44%	25%	72%
Change from Fall 18 to Fall 22	-5% Credit -10% CEU	-27%	-9%	-24%	18%

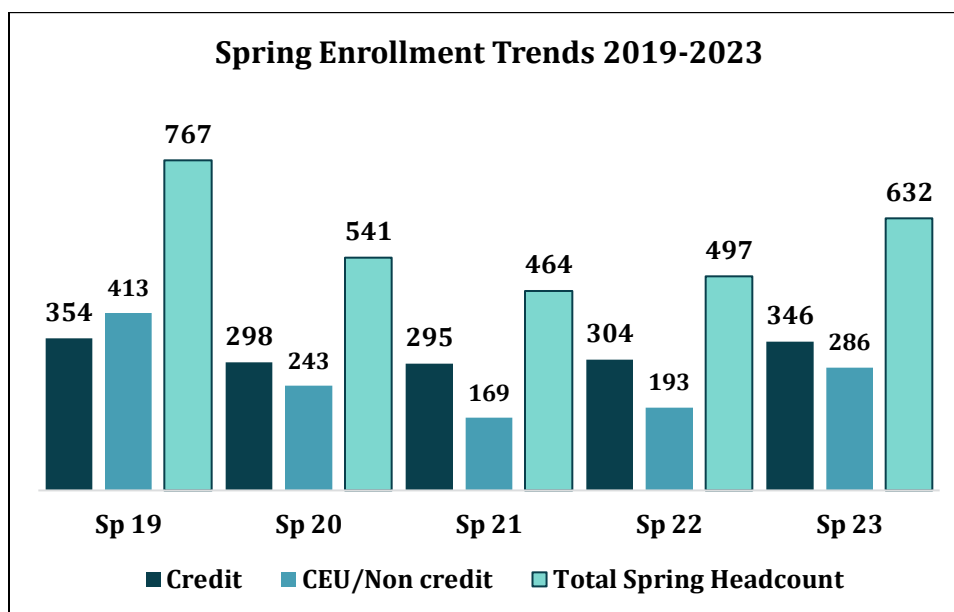


Spring Semesters 2019-2023

Definitions:

- **Actual Full-Time:** Number of students enrolled for 12 or more credits
- **FTE:** Full Time Equivalent Student (calculated by adding FT credits and PT credits and dividing by 15)

Term/Year	Total Spring Headcount	Actual Full Time	FTE	Degree-Seeking	
				FT	PT
Spring 19	354 Credit 413 CEU	51	118	45	91
Spring 20	298 Credit 243 CEU	42	101.33	37	91
Spring 21	295 Credit 169 CEU	27	87.8	25	95
Spring 22	304 Credit 193 CEU	39	104	37	111
Spring 23	346 Credit 286 CEU	50	116	47	110
1 year Change	3% Credit 14% CEU	28%	12%	27%	-1%
Change from Spring 19 to Spring 23	-2% Credit -31% CEU	-2%	-2%	4%	21%



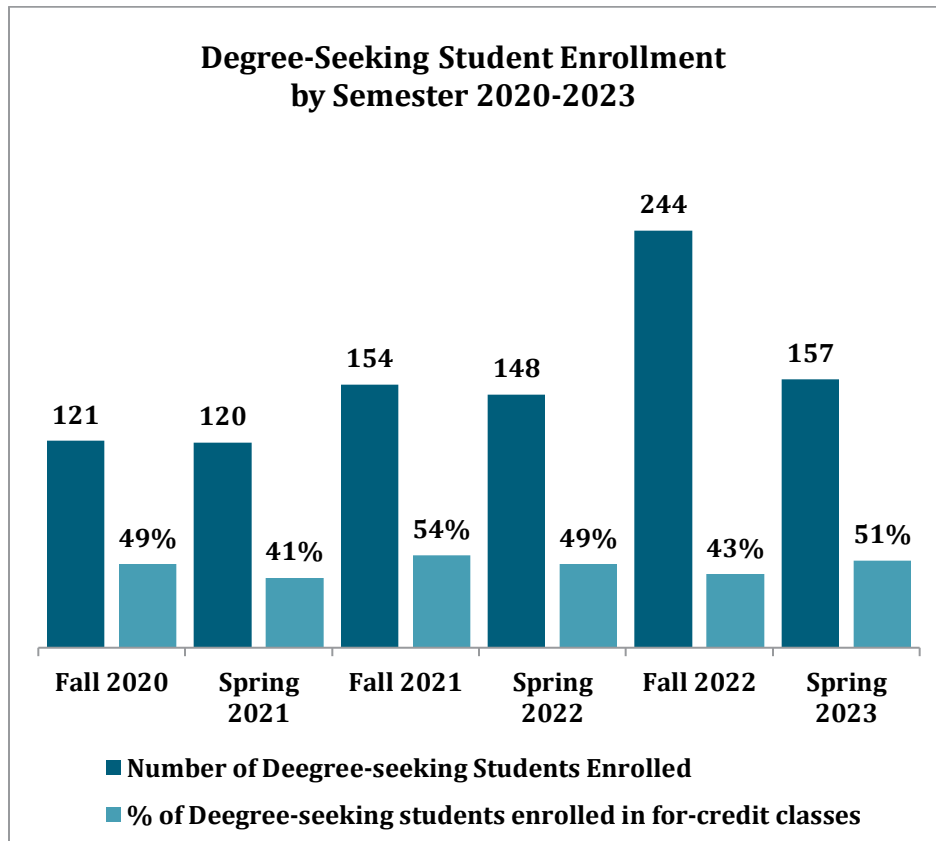
3. Degree-Seeking Student Enrollment

(Fall-Spring* Semesters only)

A “Degree-Seeking” student is “a student who has declared a program and is actively pursuing a degree, certificate, or endorsement.” Degree-seeking students were previously identified as “program-active” in prior reports. The Degree-Seeking 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 “Degree-Seeking.”

	Fall 20		Spring 21		Fall 21		Spring 22		Fall 22		Spring 23	
Total credit student enrollment	249		295		284		304		387		346	
# Degree-Seeking students enrolled	121		120		154		148		184		157	
	28M	93F	21M	99F	46M	108F	38M	110F	53M	131F	50M	107F
	23%	77%	18%	83%	30%	70%	26%	74%	29%	71%	32%	68%
% of Students Enrolled for Credit who are Degree-Seeking	49%		41%		54%		49%		48%		45%	

*Summer semester data is not included in the Degree-Seeking Student Enrollment chart, as few program course offerings and low DS student enrollment in the summer semester would skew the data.

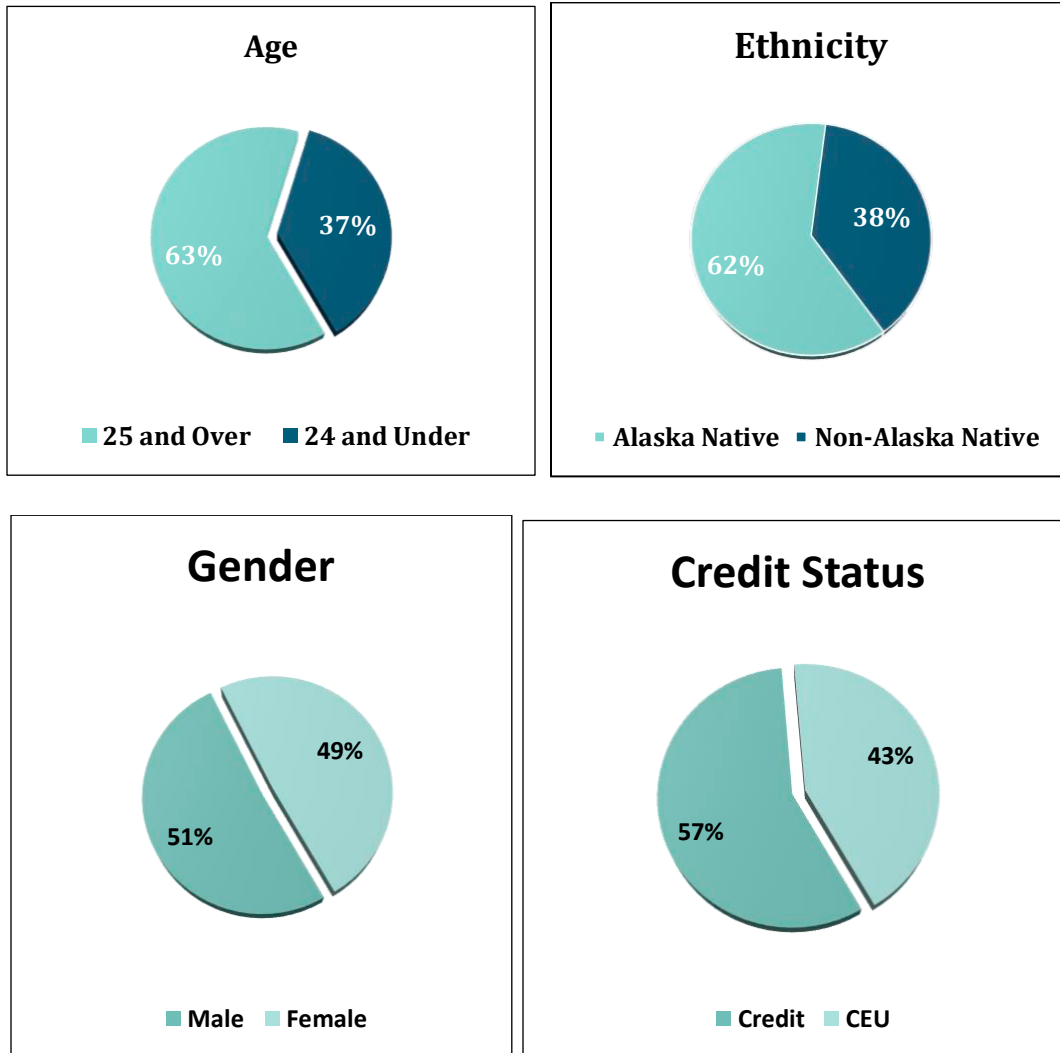


2022-2023 Academic Year

Enrollment by Age, Gender, and Ethnicity

Summer 2022	Enrollment Type	Age 25 or over	Gender		Alaska Native
			M	F	
	Credit	53	8	45	23
	Non Cr/CEU	70	49	21	39
	Total	123	57	66	62
Fall 2022	Enrollment Type	Age 25 or over	Gender		Alaska Native
			M	F	
	Credit	255	112	143	51
	Non Cr/CEU	201	121	80	93
	Total	456	233	223	144
Spring 2023	Enrollment Type	Age 25 or over	Gender		Alaska Native
			M	F	
	Credit	222	99	123	100
	Non Cr/CEU	210	125	85	139
	Total	432	224	208	239

Student Profile, 2022 -2023 Academic Year
Average Percentages for Year



FACULTY AND STAFF SATISFACTION REPORT

Introduction

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 and temporary staff and faculty members to provide to provide feedback through an annual satisfaction survey. For this report, the data collection process began on March 13, 2023 with an e-mail inviting employees to participate in a confidential online 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.

The survey included twenty-three (23) questions designed to measure the overall satisfaction concerning 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 with an option to select “not applicable or unknown” to most questions. Additional feedback was solicited through open-ended questions regarding the work environment, availability of professional development, overall satisfaction, areas for improvement.

The 2023 Employee Engagement 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.

Observations

- Of the 64 regular employees, 41 completed the survey. This represents a response rate of **64%**, an increase from 57% in 2022, 52% in 2021 and from **38%** in 2020. Last year the survey was opened up to temporary employees and adjunct faculty and we received 6 responses. One respondent skipped the question and did not indicate what their employee category was.
- With the inclusion of temporary employees, 48 respondents reflects a 40% total employee response rate with the total number of regular, temporary, faculty and adjunct employees being 120. Due to their recent inclusion, we have a low temporary and adjunct response rate which slightly skews the overview metrics below.
- The total number is calculated as a percentage of all regular and temporary employees (120 employees). The exempt, non-exempt and faculty numbers are calculated as a percentage of regular staff and faculty only (64 employees). The temporary numbers are calculated by the difference of all regular and temporary and regular staff and faculty (56 employees).
- The perception of how fair policies are administered at the College has shifted over the last several years. In 2022, **77.5%** of respondents selected “very fair” or “fair” while **12.5%** of respondents selected “needs improvement” and **10%** or 4 respondents selected “needs substantial improvement.” In 2023, 76.6% or 36 respondents selected “very fair” or “fair” with 17% of respondents selecting “needs improvement” and 6.3% of respondents selecting “needs substantial improvement”.

Faculty and Staff Satisfaction Report | 2023

Overview 2019-2023

	2019 Respondents		2020 Respondents		2021 Respondents		2022 Respondents		2023 Respondents	
	#	%	#	%	#	%	#	%	#	%
Total	35	46%	27	38%	38	52%	41	57%	48	40%
Exempt	11	14%	7	10%	13	34%	14	34%	16	25%
Non-Exempt (hourly)	17	9%	10	14%	16	42%	20	49%	21	33%
Faculty	7	9%	10	14%	9	24%	6	15%	4	6%
Temporary							1	2%	6	10%
Unknown, skipped									1	

2023 Survey Analysis

Results **(91%)** show a committed staff who work together to achieve a common goal, an increase from **90%** in 2022 (Q2). Respondents identified the level of collegiality and cooperation within their department as very good [5] or good [4] **(79%)** and the level of collegiality and cooperating at the institutional level as very good [5] or good [4] **(69%)** (Q4). Approximately **73%** of employees report participating in extra meetings and/or serving on committees (Q5). Suggestions for improving collegiality and cooperation include transparency, as with transparency comes understanding, cross training all employees within a department, open communication, weekly huddles, using a task list system so employees are more in tune with one another's work, setting clear expectations to ensure hard workers aren't tasked with additional work, shared trainings and more get togethers.

Establishing goals, communicating expectations, and providing ongoing communication can improve performance and motivate employees. **81% of respondents (selected either a rating of [4] or [5])** report that their supervisor provides opportunities to voice concerns and share feedback, a decrease from 90% in 2022. **65% of respondents** report that their supervisor is concerned about their professional development, a decrease from **69%** in 2022. **69%** report that their supervisor follows through with solutions, a decrease from **85%** in 2022 and **75%** report that their trust their supervisor's ability to make correct decisions, a decrease from **82%** in 2022 (Q3).

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. Since May 2022, **eleven (11)** employees were promoted to fill a vacant position.

A majority **(77%)** of survey participants reported a favorable opinion of the benefits package provided by the College, a decrease from **82.5%** in 2022. 79% of respondents reported favorable opinions of their salary or wages, and 67% reported favorable opinions of the professional development opportunities provided to them. Suggestions for improving the salary, professional development and benefits package include the following: (1) Complete an updated compensation study to account for inflation (2) Increase salary to be more competitive with NSB and other entities in town (3) Increase dental benefits (4) Increase professional development opportunities for all staff (5) Provide professional development opportunities for adjuncts.

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

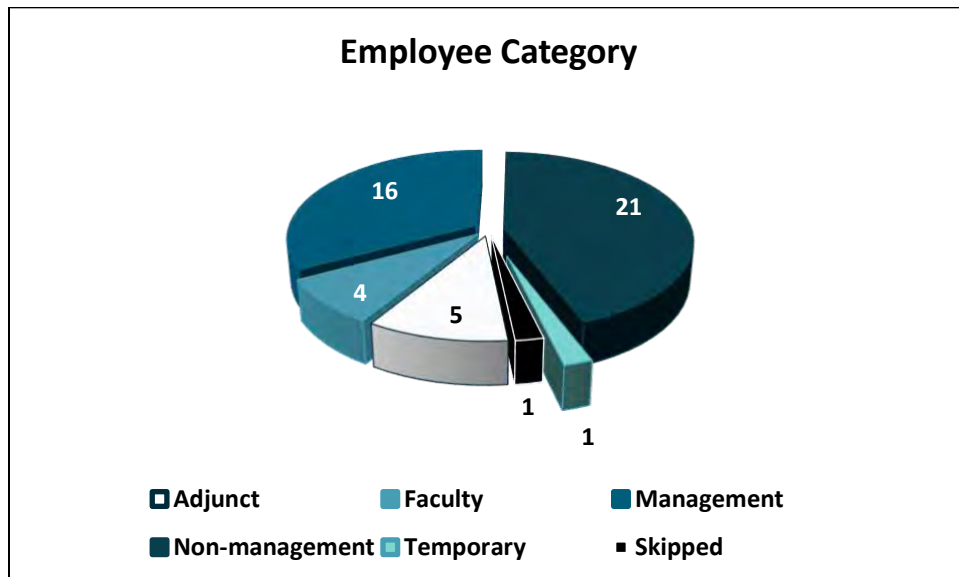
- I love working for the college!
- Love my job and my team but feel as though my voice no longer matters
- I would score a 5, but wish I had more training and that I wasn't struggling to learn so much on my own.

- I really enjoy working for IC
- I love Iḷisaḡvik College! I know the College is committed to students and improving the communities of the North Slope
- I love what I do. I love working with and for our students.
- This is a terrific place to work. I get paid a competitive salary and the bennies are excellent. People care and are extremely dedicated and loyal. It boggles my mind to think employees would think otherwise. I love this place.
- Thank you for the great academic year. I look forward to summer and fall of 23.
- Love working here.
- To the Senior Admin, I applaud you for the sacrifices you have made to come in day in and day out.
- Love the atmosphere and environment. Love that Inupiaq culture is included in all things and how students first is an initiative.

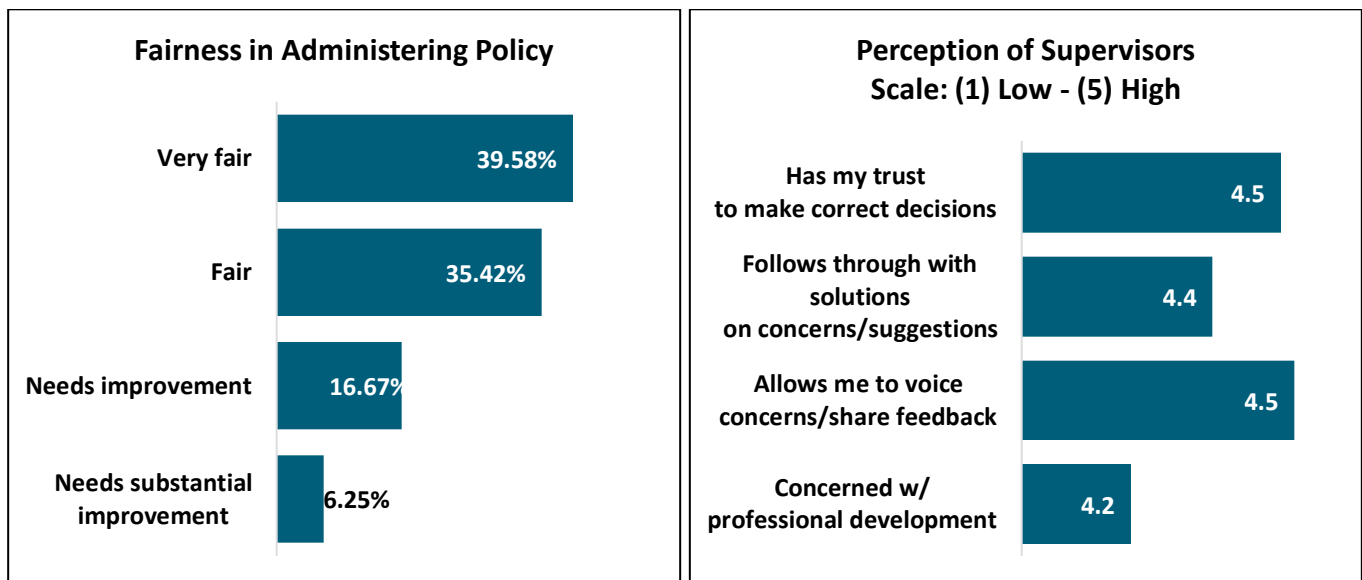
Reflections on how we can improve as an institution:

- Employee housing should be more of a priority. How can competent faculty be recruited with decent housing is not available?
- One person available in all departments to answer phones when students and or employees need help with a variety of things, e.g. IT, doors, maintenance, payroll questions, etc.
- Respect, Understanding, Support, and Teamwork, Pass it on.
- Staff are struggling under a micro-manager supervisor who pick and choose who actually has to do work.
- More casual activities – team building, meets, potlucks for each department.
- Two key things – first, the college seems top-heavy. With a small student population, there are too many managers and Deans. Second, communication is inconsistent. Sometimes adjuncts are included, sometimes they aren't. Most consistent communication would be helpful, including weekly updates from the Dean's office and follow-up on referrals provided to student services.
- I would encourage a task force be immediately developed to investigate the 4-day workweek. If we can be a leader and innovated in that way and boost productivity, that would be great.

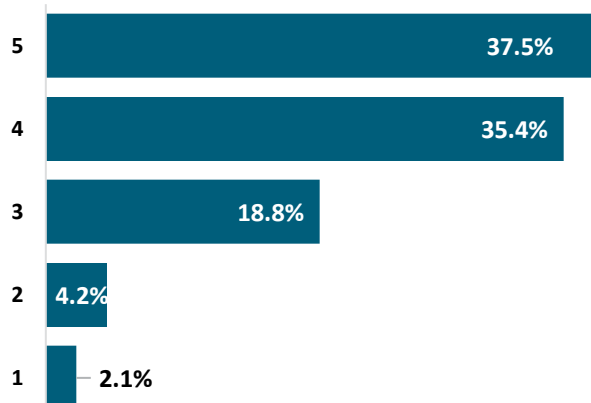
Demographic Characteristics



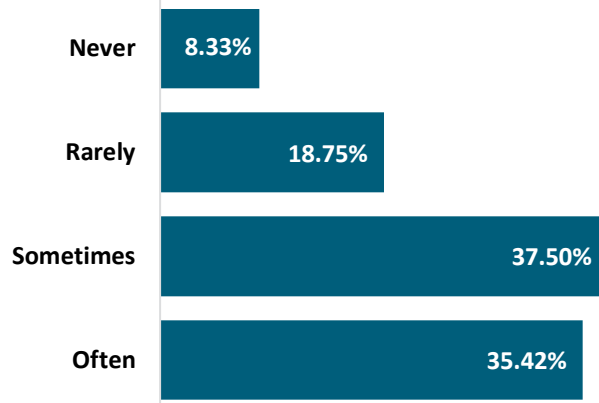
Working Environment & Employment Engagement



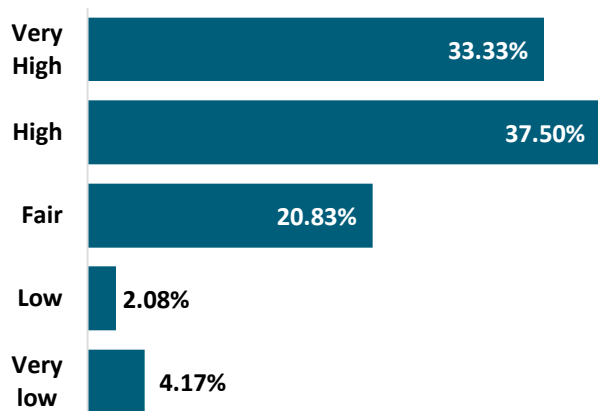
Teamwork across Departments Scale: (1) Low - (5) High



Participation in Committees & Work Groups



Level of Trust Between Employees and Senior Administrators



Comments: Level of Trust between Employees and Senior Administrators

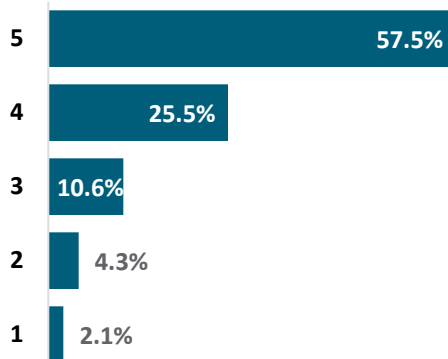
1. I have never heard one complaint about any of the Senior Administration, nor have I had cause to feel slighted or dismissed.
2. I feel like they are all working hard to make IC a better place.
3. I trust all my senior admin
4. Haven't worked here long enough to have an opinion.

Comments: Level of Enthusiasm and Overall Happiness with Working at Iḷisaḡvik College (Graph below)

1. I love working for the college!
2. Love my job and my team but feel as though my voice no longer matters
3. I would score a 5, but wish I had more training and that I wasn't struggling to learn so much on my own.
4. I really enjoy working for IC
5. I love Iḷisaḡvik College! I know the College is committed to students and improving the communities of the North Slope
6. I love what I do. I love working with and for our students.

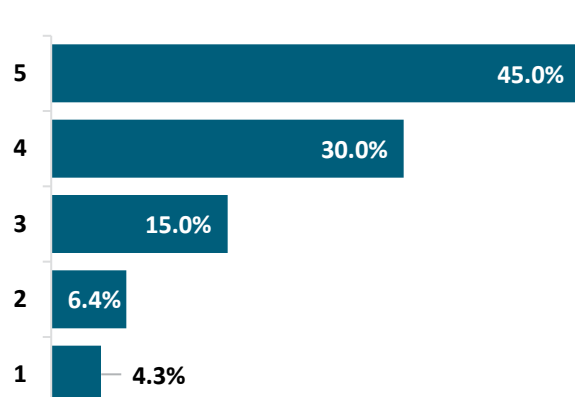
Level of Happiness/Enthusiasm at Work

Scale: (1) Low - (5) High



Level of Satisfaction with Unapologetically Inupiaq Initiative

Scale: Low (1) - High (5)



Cooperation & Collegiality

Cooperation/collegiality within the College

4.1

Cooperation/collegiality within Department

4.4

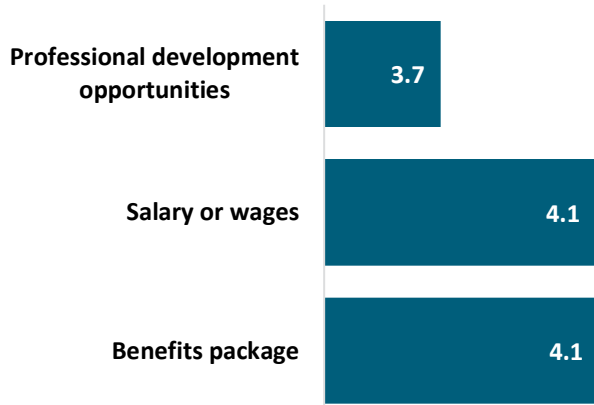
Comments: Improve the level of collegiality and cooperation at College level

1. I appreciate all the various events and activities that bring all the staff and faculty together. I don't get to participate in all of them due to my workload, but love it when I do. I love connecting with all my coworkers that I don't get to see that often.
2. More listening, more kindness. More patience, more generosity.
3. do trainings.
4. everyone needs to recognize we are on the same team.
5. More get togethers.
6. Set clear expectations for the individuals who do not do their job and stop allowing the supervisors to

dump work on the hard workers.

7. Don't allow staff to feel isolated
8. Better use of our task list system so we are more in turn with one another's work.
9. For the college, decisions from committees are final
10. It takes time to observe and figure things out, try different approaches.
11. Transparency for increase cooperation and collegiality, it requires transparency. With transparency comes understanding.
12. Cross training all the employees within a department.
13. People have to buy into what we are as an institution. People just need to stop taking things so personal as if the rules here are a personal attack on their wellbeing
14. Great communication and love the weekly huddle

Compensation, Benefits, Development Scale: (1) Low - (4) High



Comments: Compensation/Benefits/ Professional Development

1. Faculty who have 2 or less in their department should get at least another credit hour of service if they must complete more than two degree, or more than one program assessment in a year.
2. I appreciate the 3% merit increases every year, and the generous benefits packages and opportunities for professional development. The only thing I would like to see is Meritain to make it easier for travel reimbursement. When I got to Anchorage for doctor appointments, the dentist, eye doctor, etc grown whenever they need to fill out the form. They are long and intricate, which seems odd for just travel reimbursement. Maybe I don't understand the internal paperwork procedure.
3. Benefits: more coverage for dental
4. Salaries are lower than other places around town
5. I would like to be able to do more on professional development opportunities.
6. Increase wages and put telemed back in our benefits package
7. Only select staff are allowed professional development
8. benefits particularly health insurance that we do not need to pay extra for adding a dependent.
9. like everyone, I would like more in my pay check. . lol Benefits seem good. I am only 2 month on the job so will know better next year.
10. Hoping to have more opportunities for professional development conferences for my department to be up to date.
11. Wage Compensation Survey, Professional Development opportunities for staff that specialize in technical applications
12. It would be nice if there were professional development opportunities available to adjuncts.
13. maybe should have n/a for adjunct faculty re benefits package, I selected 3 since I am adjunct.....
14. health benefits
15. Updated compensation study in this increased inflation world; FSA options for childcare expenses

Faculty and Staff Satisfaction Report | 2023

Department/Division Reviews

Administration	Finance	Human Resources
Front Desk Travel Marketing Bookstore Maintenance & Operations Information Technology Educational Technology	Grants Management Payroll Accts. Receivable/Payable Student Accounts	[Single Division]
Academic Affairs	President's Office	Student Services
Work Force Development Registrar's Office & Admissions Media Financial Aid Instruction/Faculty Community Education Inupiaq Studies	[Single Division]	Student Life Adult Education First Year Pathway Recruiting Student Wellness Tuzzy Library
Institutional Advancement		
[Single Division]		

Administration Scale: 1 (Low) – 5 (High)

Support of student and community needs

Administration	1	2	3	4	5	N/A*
Front Desk	0%	4%	13%	32%	40%	11%
Travel	2%	2%	4%	28%	37%	26%
Marketing	2%	0%	11%	22%	44%	20%
Bookstore	0%	2%	2%	36%	56%	4%
Maintenance & Operations	2%	2%	6%	40%	36%	13%
Information Technology	23%	4%	13%	28%	23%	9%
Educational Technology	4%	4%	0%	33%	33%	24%

Responsiveness to requests, customer service and willingness to help:

Administration	1	2	3	4	5	N/A*
Front Desk	0%	4%	9%	43%	38%	6%
Travel	2%	0%	6%	34%	38%	19%
Marketing	2%	6%	4%	30%	47%	11%
Bookstore	0%	0%	11%	38%	47%	4%
Maintenance & Operations	0%	4%	4%	31%	52%	8%
Information Technology	19%	10%	25%	19%	27%	0%
Educational Technology	2%	7%	2%	35%	28%	26%

Faculty and Staff Satisfaction Report | 2023

Business Office Scale: 1 (Low) – 5 (High)

Support of student and community needs

Finance	1	2	3	4	5	N/A*
Grants Management	2%	0%	7%	17%	33%	41%
Payroll	0%	0%	7%	17%	43%	33%
Accounts Receivable/Payable	2%	0%	2%	24%	35%	37%
Student Accounts	2%	4%	4%	17%	33%	39%
Financial Aid	7%	4%	11%	17%	26%	35%

Responsiveness to requests, customer service and willingness to help

Finance	1	2	3	4	5	N/A*
Grants Management	2%	0%	9%	23%	45%	21%
Payroll	0%	2%	11%	17%	64%	6%
Accounts Receivable/Payable	2%	0%	9%	19%	51%	19%
Student Accounts	2%	2%	4%	17%	36%	38%
Financial Aid	4%	4%	15%	21%	30%	26%

Human Resources Scale: 1 (Low) – 5 (High)

Human Resources	1	2	3	4	5	N/A*
Responsiveness to requests	0%	8%	10%	27%	52%	2%
Customer service and willingness to help	0%	8%	8%	21%	60%	2%
Accuracy to requests	0%	10%	10%	15%	58%	6%
Supports student and community needs	4%	6%	6%	17%	40%	26%

Academic Affairs Scale: 1 (Low) – 5 (High)

Support of student and community needs

Academic Affairs	1	2	3	4	5	N/A*
Workforce Development	2%	2%	2%	24%	59%	11%
Registrar's Office ad Admissions	0%	4%	7%	28%	52%	9%
Media	2%	11%	7%	22%	37%	22%
Instruction/Faculty	0%	7%	9%	33%	41%	11%
Cooperative Extension	2%	7%	13%	22%	30%	26%
Inupiaq Studies	2%	4%	4%	28%	50%	11%

Responsiveness to requests, customer service and willingness to help

Academic Affairs	1	2	3	4	5	N/A*
Workforce Development	0%	2%	2%	34%	49%	13%
Registrar's Office ad Admissions	0%	2%	6%	34%	51%	6%
Media	0%	6%	13%	28%	43%	11%
Instruction/Faculty	2%	6%	19%	23%	36%	13%
Cooperative Extension	0%	4%	19%	28%	21%	28%
Inupiaq Studies	0%	4%	9%	34%	47%	6%

President's Office Scale: 1 (Low) – 5 (High)

President's Office

President's Office	1	2	3	4	5	N/A*
Responsiveness to requests	0%	9%	6%	23%	55%	6%
Customer service and willingness to help	2%	9%	4%	19%	57%	9%
Supports student and community needs	2%	6%	4%	17%	60%	11%
Communications from the Office of the President	2%	4%	4%	26%	62%	2%

Senior Administration including the President, Dean of Administration, Dean of Academic Affairs, Dean of Student Services, Chief Financial Officer, Executive Director of Institutional Advancement and Executive Director of Human Resources 1 (Low) - 5 (High)

Senior Administration	1	2	3	4	5	N/A*
Responsiveness to requests	0%	4%	4%	30%	57%	4%
Accuracy to requests	0%	4%	9%	30%	50%	7%
Customer Service and Willingness to Help	2%	2%	9%	26%	59%	2%
Supports Students	2%	4%	9%	21%	57%	6%
Serves Community Needs	0%	9%	7%	20%	61%	4%

Student Services Scale: 1 (Low) – 5 (High)

Support of student and community needs

Student Services	1	2	3	4	5	N/A*
Student Life	0%	4%	11%	24%	46%	15%
Adult Education	2%	2%	7%	26%	30%	33%
First Year Pathways	2%	4%	4%	26%	37%	26%
Recruiting	0%	15%	11%	24%	33%	17%
Student Wellness	9%	7%	11%	20%	35%	20%
Tuzzy Library	0%	2%	2%	22%	67%	7%

Responsiveness to requests, customer service and willingness to help

Student Services	1	2	3	4	5	N/A*
Student Life	2%	2%	11%	28%	36%	21%
Adult Education	0%	6%	4%	23%	30%	36%
First Year Pathways	2%	6%	6%	21%	38%	26%
Recruiting	0%	15%	19%	21%	28%	17%
Student Wellness	9%	9%	13%	19%	28%	23%
Tuzzy Library	0%	4%	2%	28%	62%	4%

Institutional Advancement Scale: 1 (Low) – 5 (High)

Institutional Advancement	1	2	3	4	5	N/A*
Responsiveness to requests	2%	4%	4%	15%	53%	21%
Customer service and willingness to help	2%	2%	6%	17%	53%	19%
Supports student and community needs	0%	6%	4%	17%	45%	28%

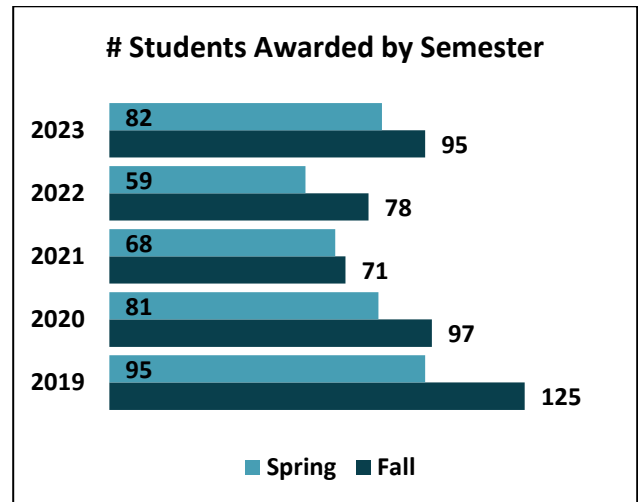
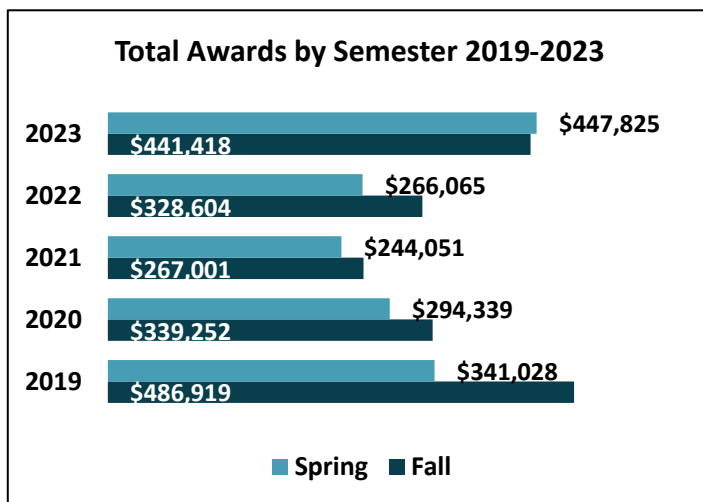
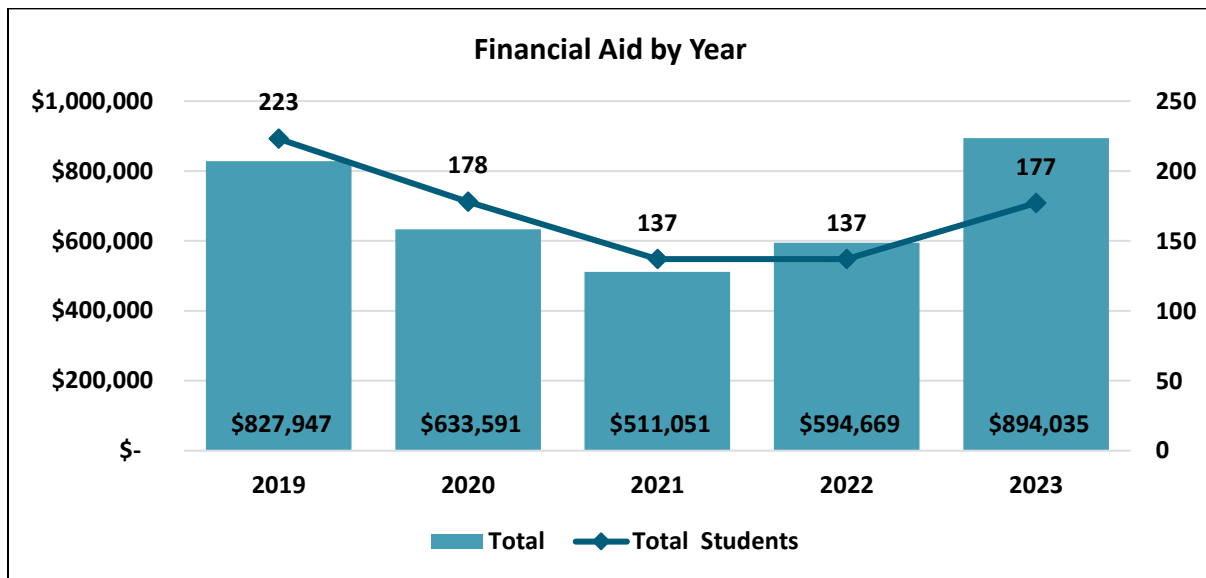
FINANCIAL AID REPORT

Observations

- Financial Aid for this past year totaled **\$894,035**, which was distributed among 177 students to support their educational pursuits. This represents an increase in both the number of students receiving aid and the amount of aid received per student from 2022.

Overview 2019-2023

	Total: Fall	Total: Spring	Total: Year	# Students/Year	Avg. Award
2019	\$ 486,919	\$ 341,028	\$ 827,947	223	\$ 3,712.77
2020	\$ 339,252	\$ 294,339	\$ 633,591	178	\$ 3,633.82
2021	\$ 267,001	\$ 244,051	\$ 511,051	137	\$ 3,730.30
2022	\$ 328,604	\$ 266,065	\$ 594,669	137	\$ 4,609.84
2023	\$ 446,210	\$ 447,825	\$ 894,035	177	\$ 5,051.05



2022-2023 Fall 2022 Summary

Scholarship Sources	Amount Awarded
Alaska Commission Postsecondary Ed	\$ 24,095
Aleut Community of St. Paul Island Tribal Gov	\$ 1,532
American Indian College Fund	\$ 87,075
Aqqaluk Trust	\$ 1,500
Arctic Education Foundation	\$ 64,480
Association of Village Council President	\$ 4,972
Bristol Bay	\$ 4,175
BBNC Education Foundation	\$ 2,000
Calista Education Culture Inc	\$ 1,000
City of Utqiagvik	\$ 3,000
Cobell Scholarship	\$ 3,500
Doyon Foundation	\$ 7,200
Iliisagvik Scholars	\$ 48,733
International Scholarship SVC	\$ 1,750
Kawerak, Inc.	\$ 3,500
Native Village of Barrow	\$ 4,500
Noatak Village Council	\$ 1,000
Norton Sound Health Corp	\$ 3,500
NSBEA Scholarship	\$ 1,000
Olgoonik Foundation	\$ 3,750
Sam and Lee Scholarship	\$ 2,000
Sealaska Hearitage Institute	\$ 858
Sitnasuak Native Corp Trust (SNCT)	\$ 3,000
Southcentral Foundation ACH	\$ 9,585
Sun'aq Tribe of Kodiak	\$ 875
Tanana Chiefs Conf	\$ 12,680
The Ciri Foundation	\$ 2,994
Tigara Educational Foundation	\$ 1,500
UIC Foundation	\$ 3,500
Yukon Delta Fisheries	\$ 40,000
Yukon-Kuskokwim Health Corporation	\$ 17,465
OTHER	
Federal Pell Grant	\$ 66,204
Federal FSEOG Grant	\$ 8,495
TOTAL	\$ 441,418

Award Packages	
Value	# of Students
\$0 - \$1000	12
\$1,001 - \$2,000	21
\$2,001 - \$3,000	11
\$3,001 - \$4,000	10
\$4,001 - \$5,000	8
\$5,001 - \$6,000	5
\$6,001 - \$7,000	3
\$7,001 - \$8,000	3
\$8,001 - \$9,000	4
\$9,001 - \$10,000	7
Over \$10,000	11
Total Students	95

Average Award Package	
Smallest Award Package	\$ 468
Largest Award Package	\$ 15,179
Average Award Package	\$ 4,646
Average Credits/Term	9.5

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

*Tuition waivers are not included in these figures.

Spring 2023 Summary

Scholarship Source	Amount Awarded
AK529	\$ 11,716
Alaska Commission Postsecondary Ed	\$ 24,905
American Indian College Fund	\$ 107,450
American Indian Services	\$ 750
Aqqaluk Trust	\$ 3,000
Arctic Education Foundation	\$ 119,707
Association of Village Council President	\$ 1,530
Bristol Bay Area Health Corp	\$ 8,790
BSNC Beringia Trust Scholarshp	\$ 2,000
Calista Education Culture Inc	\$ 1,000
City of Barrow/Utqiagvik	\$ 1,000
Ilisagvik Scholarship	\$ 58,362
Kawerak, Inc.	\$ 750
Kikiktagruk Inupiat Corp	\$ 500
Koniaq Education Foundation	\$ 1,800
Knik Tribe	\$ 2,228
Kuskokwim Education Foundation	\$ 1,250
Kuukpikmiut Foundation	\$ 5,000
Native Village of Barrow	\$ 6,400
Olgoonik Foundation	\$ 6,000
Sealaska	\$ 858
Sitnasuak Native Corp SNC Trus	\$ 2,250
Sun'aq Tribe of Kodiak	\$ 1,750
The Ciri Foundation	\$ 2,750
Tigara Educational Foundation	\$ 2,000
UIC Foundation	\$ 3,500
Yukon Delta Fisheries	\$ 5,000
OTHER	
Federal Pell Grant	\$ 58,224
Federal FSEOG Grant	\$ 7,355
TOTAL	\$ 447,825

Award Packages	
Value	# of Students
\$0 - \$1000	9
\$1,001 - \$2,000	10
\$2,001 - \$3,000	11
\$3,001 - \$4,000	7
\$4,001 - \$5,000	8
\$5,001 - \$6,000	11
\$6,001 - \$7,000	9
\$7,001 - \$8,000	0
\$8,001 - \$9,000	6
\$9,001 - \$10,000	1
Over \$10,000	10
Total Students	82

Average Award Package	
Smallest Award Package	\$478
Largest Award Package	\$17,580
Average Award Package	\$5,461
Average Credits/Term	10.5

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

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

Tuition Waiver

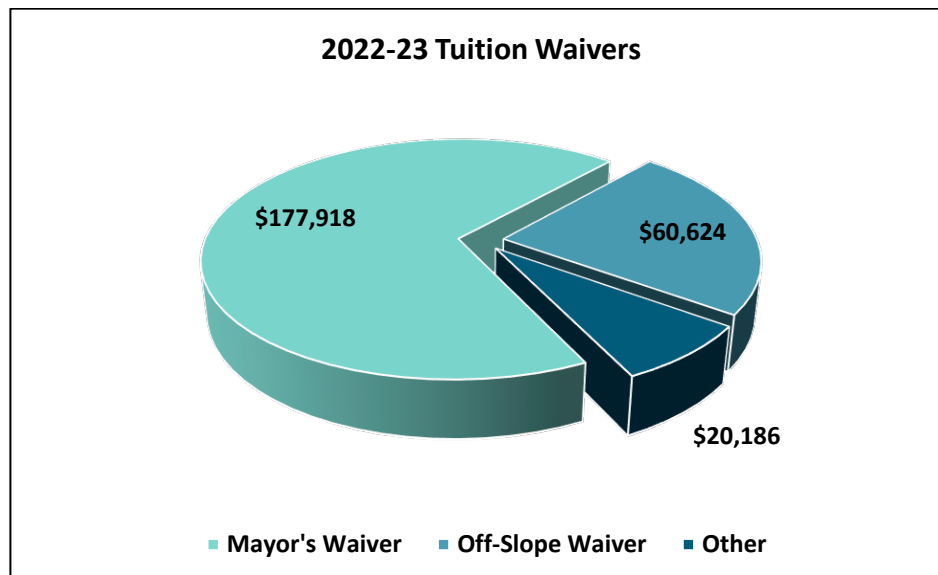
Iḷisaḡvik College began offering a tuition waiver in 2015 to increase access and to promote student participation in its various programs. Students submit a form each semester and select on for the following types of waivers:

- Mayor's Tuition Waiver
- Off-Slope Waiver for Alaska Native/American Indian students
- Grouped in this report under "other"
 - NSBSD Waiver for District teachers
 - Iḷisaḡvik Waiver for College employees, spouses, dependents
 - Elder Waiver
 - NSBFD Waiver

Observations

- Students maintain eligibility for waivers based on academic performance as well as programmatic status. Support from the North Slope Borough Mayor's Office and other entities increased in the 2022-2023 academic year.

	Mayor's Waiver	Off-Slope Waiver	Other	Year Total	# Students	# Credits	Cost per credit
2016-17			\$ 53,773	\$ 53,773	70	371	\$145
2017-18	\$ 75,200	\$ 16,300	\$ 75,691	\$ 167,191	177	1,153	\$145
2018-19	\$ 219,712	\$ 62,144	\$ 41,390	\$ 323,246	236	1,959	\$165
2019-20	\$ 101,970	\$ 30,634	\$ 13,200	\$ 145,804	142	883	\$165
2020-21	\$ 94,504	\$ 30,787	\$ 33,155	\$ 158,446	133	856	\$185
2021-22	\$ 98,001	\$ 43,106	\$ 19,240	\$ 160,347	255	1,527	\$185
2022-23	\$ 177,918	\$ 60,624	\$ 20,186	\$ 258, 728	237	1,670	\$205

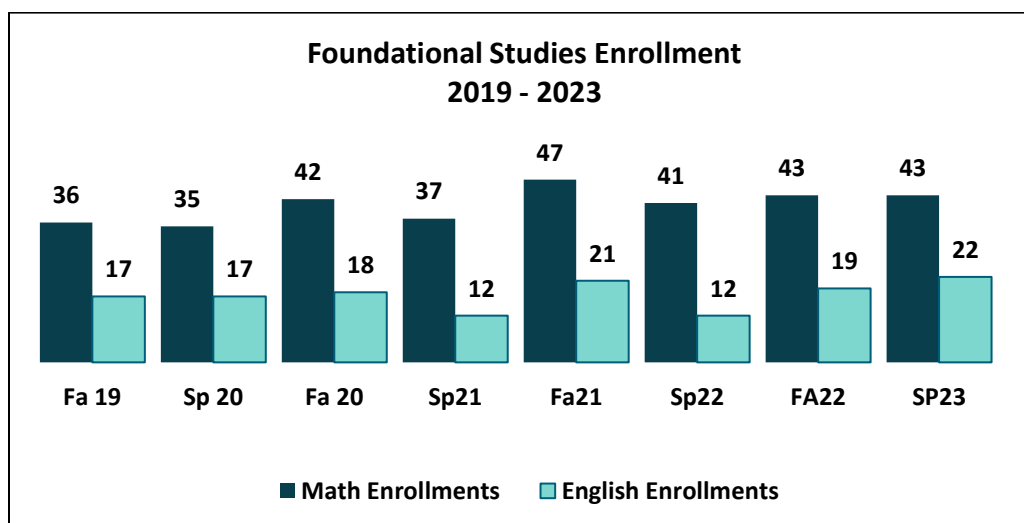


FOUNDATIONAL EDUCATION: MATH AND ENGLISH

Observations

- Enrollment in foundational math courses has slightly decreased and English slightly increased this past year. Math participation is consistently higher than English and was **43** and **43** for Fall 2022 and Spring 2023 respectively. By contrast, English enrollments numbered **19** for Fall 2022 and **22** for Spring 2023.
- Successful completion rates (grade C- or higher) for math were higher than those for English, **72%** and **70%** for fall and spring respectively. Completion rates for English dropped from **38% to 26%** for the fall semester, and from **58% to 45%** in the spring semester.
- Foundational courses are offered in five (5) formats, explained below. All **20** classes were available in-person and/or via distance.

Overview 2019 – 2023



2022-2023 Academic Year

Course Statistics: English

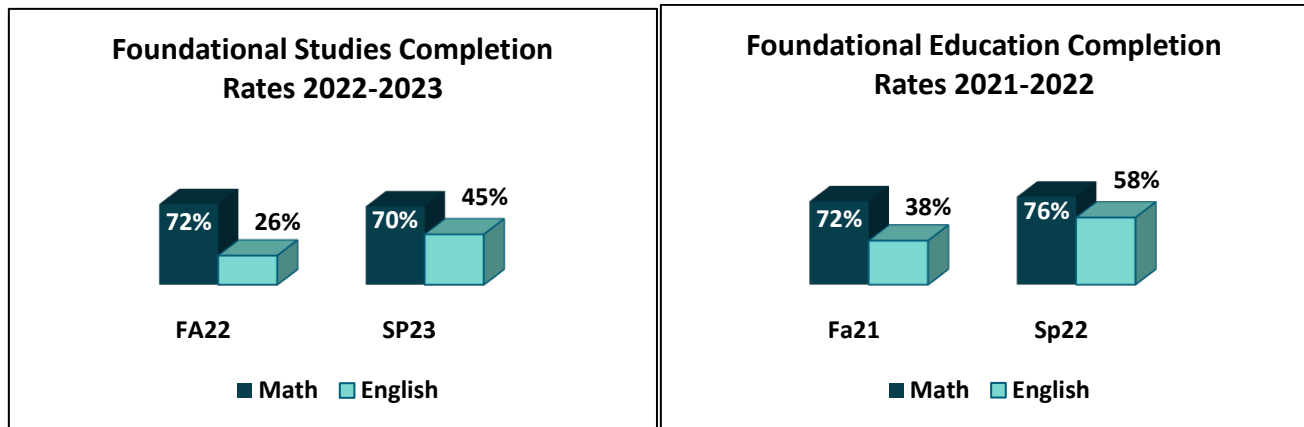
Sem.	Course	Sect.	Registered	Withdraw	Grade C- or higher		Grades D+ or lower	
			# students	# students	# students	% students	# students	% students
Fa 22	ENGL 031	80X	4	0	2	50%	2	50%
Fa 22	ENGL 075	80N	15	0	3	20%	12	80%
SP 23	ENGL 031	80N	4	1	3	100%	0	0%
SP 23	ENGL 075	80X	18	2	7	44%	9	56%
			41	3	15	39%	23	61%

Note: This table shows completion rates compared to the number of students who remain after withdrawals.

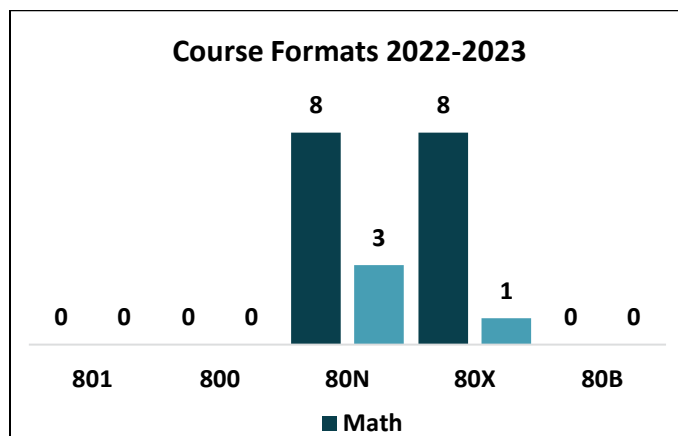
Course Statistics: Math

Sem.	Course	Sect.	Registered	Withdraw	Grade C- or higher		Grades D+ or lower	
			# students	# students	# students	% students	# students	% students
Fa 22	MATH 055A	80X	5	0	3	60%	2	40%
Fa 22	MATH 055A	80N	11	0	5	45%	6	55%
Fa 22	MATH 055B	80X	4	0	4	100%	0	0%
Fa 22	MATH 055B	80N	4	0	4	100%	0	0%
Fa 22	MATH 060A	80X	3	0	2	67%	1	33%
Fa 22	MATH 060A	80N	8	0	5	63%	3	38%
Fa 22	MATH 060B	80X	3	0	3	100%	0	0%
Fa 22	MATH 060B	80N	5	0	5	100%	0	0%
Sp 23	MATH 055A	80X	9	0	6	67%	3	33%
Sp 23	MATH 055B	80X	8	1	4	57%	3	43%
Sp 23	MATH 060A	80X	13	1	9	75%	3	25%
Sp 23	MATH 060B	80N	13	0	11	85%	2	15%
			86	2	61	73%	23	27%

Note: This table shows completion rates compared to the number of students who remain after withdrawals.



Note: The graph above (right) shows completion rates compared to all registered students (including those who withdrew from the class).



Note on Course Formats

- 801 – Students attend the class in person (class meets on specific days/times)
- 800 – Students may attend class in person or call in via telephone (class meets on specific days/times)
- 80X - Students may attend class in person, or participate via Zoom (class meets on specific days/times)
- 80N – Students attend in person, via Zoom and/or online; direct contact time is reduced with students spending more time learning independently (class has some meetings on specific days/times)
- 80B – Online learning only (class does not meet on specific days/times)

GRADUATION REPORT

NOTE: The number of certificates or degrees awarded may exceed the number of individual students graduating, since students often earn more than one certificate or degree per year. (Additional information in Appendix)

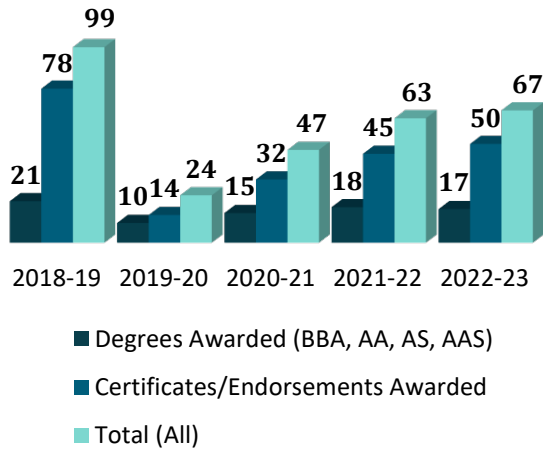
Observations

- The number of total number of degrees/certificates/endorsements earned increased from **63** to **67**. While numbers have not yet returned to pre-Pandemic levels, this is the fourth consecutive year marking an increase.
- This past year **61%** of diplomas were earned by Alaska Native students, an increase from last year's rate of 59%.

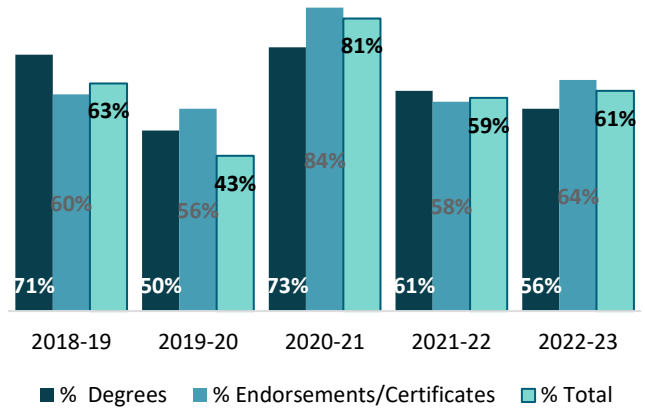
Overview 2018-2023

PROGRAM	18-19	19-20	20-21	21-22	22-23
TOTAL BBA DEGREES		1	0	1	3
Alaskan Native		1	0	1	2
Non Alaskan Native		0	0	0	1
TOTAL AA/AS DEGREES	8	3	4	9	2
Alaskan Native	5	2	3	5	2
Non Alaskan Native	3	1	1	4	0
TOTAL AAS DEGREES	13	6	11	8	13
Alaskan Native	10	3	8	5	6
Non Alaskan Native	3	3	3	3	7
TOTAL CERTIFICATES	33	13	30	38	26
Alaskan Native	20	6	25	20	16
Non Alaskan Native	13	7	5	18	10
TOTAL ENDORSEMENTS	45	1	2	7	7
Alaskan Native	27	0	2	6	5
Non Alaskan Native	18	1	0	1	2
TOTAL (ALL)	99	24	47	63	51
Alaskan Native	62	12	38	37	31
Non Alaskan Native	37	12	9	26	19

Endorsements, Certificates, Degrees
Awarded
2018-2023

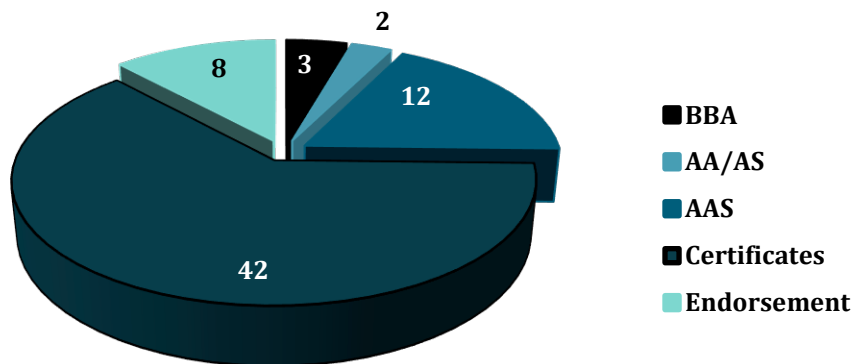


% Endorsements, Certificates, Degree
Earned by
Alaska Native Students 2018-2023

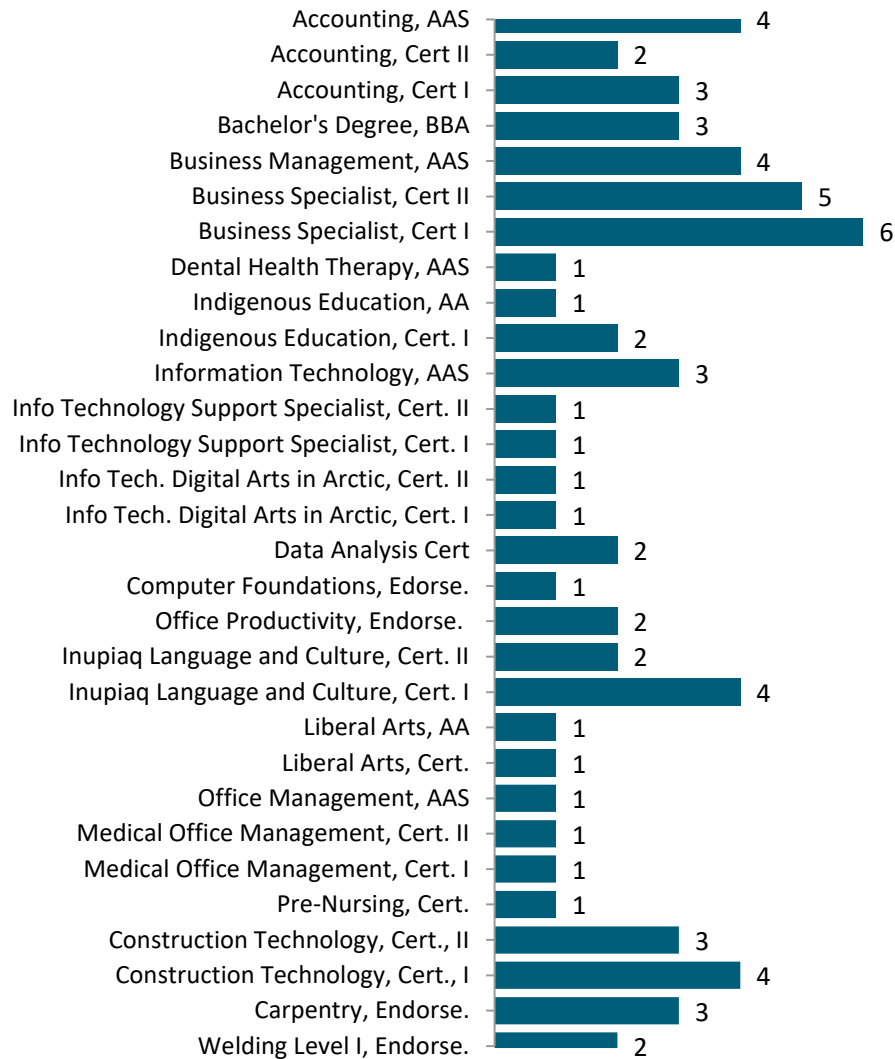


2022-2023 Academic Year

Degrees, Certificates, Endorsements Awarded
2022-23



2022-2023 Endorsements, Certificates, and Degrees Awarded



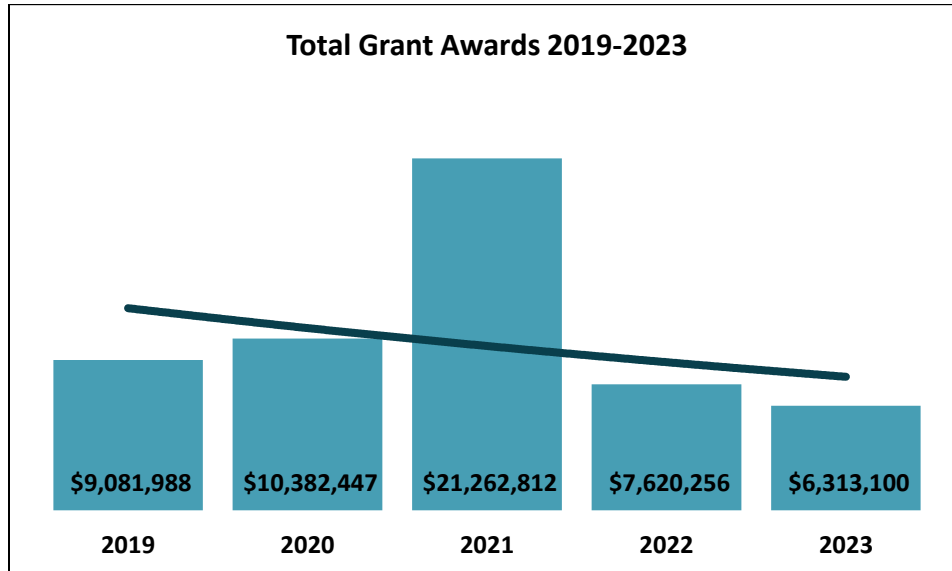
GRANTS REPORT

Observations

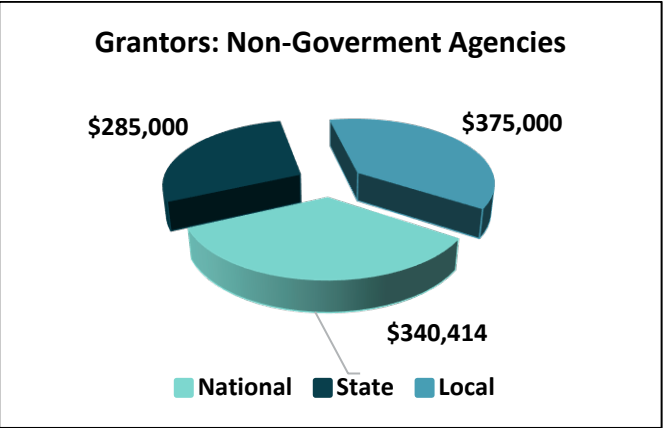
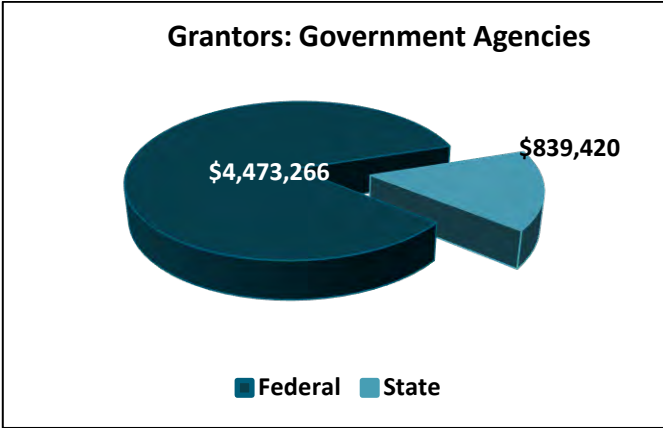
- Over the past two years, the College has experienced a decrease in overall grant funding to the current level of **\$6,313,100**. This decrease comes following several years of high grant income due to COVID relief and other similar funding sources. As a result, the College has worked diligently to diversify funding sources.
- The total number of grants in 2023 increased by 20% from **25** to **30** grants over the past year, while the average award amount decreased by 30% from \$304,810 to \$210,437.

Overview 2019-2023

	Total Awards	# of Grants	Average Award
2019	\$ 9,081,988	53	\$ 171,358
2020	\$ 10,382,447	49	\$ 211,887
2021	\$ 21,262,812	59	\$ 360,387
2022	\$ 7,620,256	25	\$ 304,810
2023	\$ 6,313,100	30	\$ 210,437



2022-2023



HUMAN RESOURCES REPORT

Observations

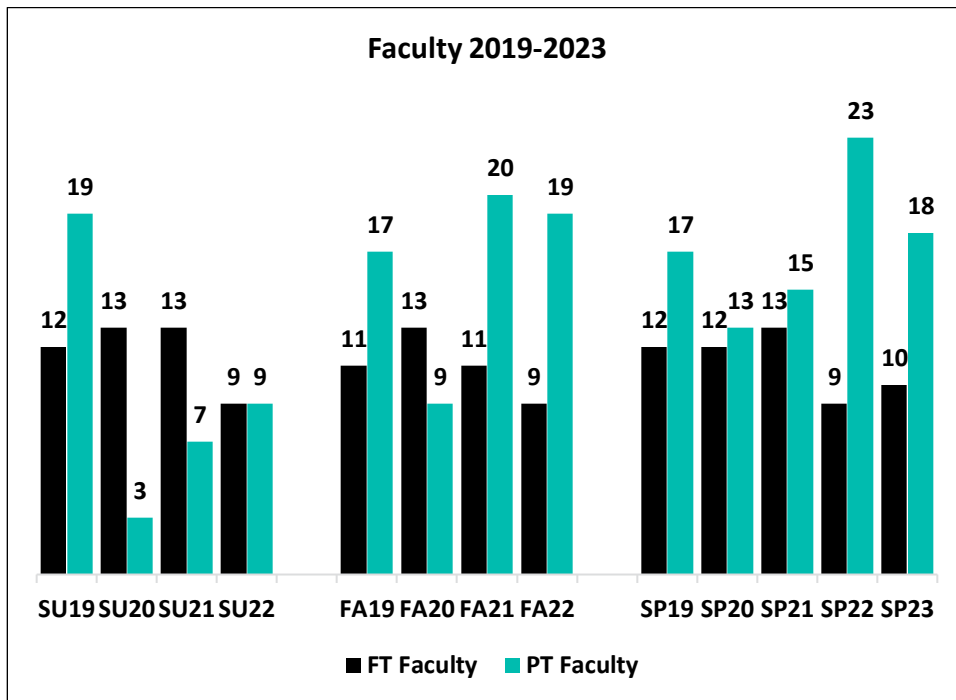
- **Workforce Snapshot:** Taken during the 2022 Fall semester (Oct. 15, 2022) and again during the Spring 2023 semester (May 15, 2023). The fall snapshot reflects three less staff members than the spring snapshot, 114 and 117 regular/temporary employees respectively.
- **Resident/Local Hires:** Local residents filled **16 of the 29** vacant positions. “Resident Hire” is defined in the Ilisaġvik 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.” **Note:** Adjunct faculty are terminated and rehired each semester.
- **Staff Turnover:** Voluntary exit interviews were conducted with employees prior to their last day of employment. Eighteen (**18**) employees left employment with the College, which is **25%** of the total workforce (based on an average of **72** employees).
Voluntary and Involuntary Turnover:
 - 4 employees relocated from the North Slope
 - 4 employees received a promotional opportunity with a different NSB employer
 - 1 employee retired
 - 9 employees left employment for other reasons (voluntary/involuntary)
- **Employee Development/Promotions:** Of the **29** new hires between May 15, 2022 – May 15, 2023, **18** vacancies (**62%**) were filled through internal promotions/transfers. **24%** of these internal promotions created new vacancies to backfill as opposed to **17%**, which did not create a vacancy.

Overview 2019-2023

Ilisaġvik College Employee Snapshot

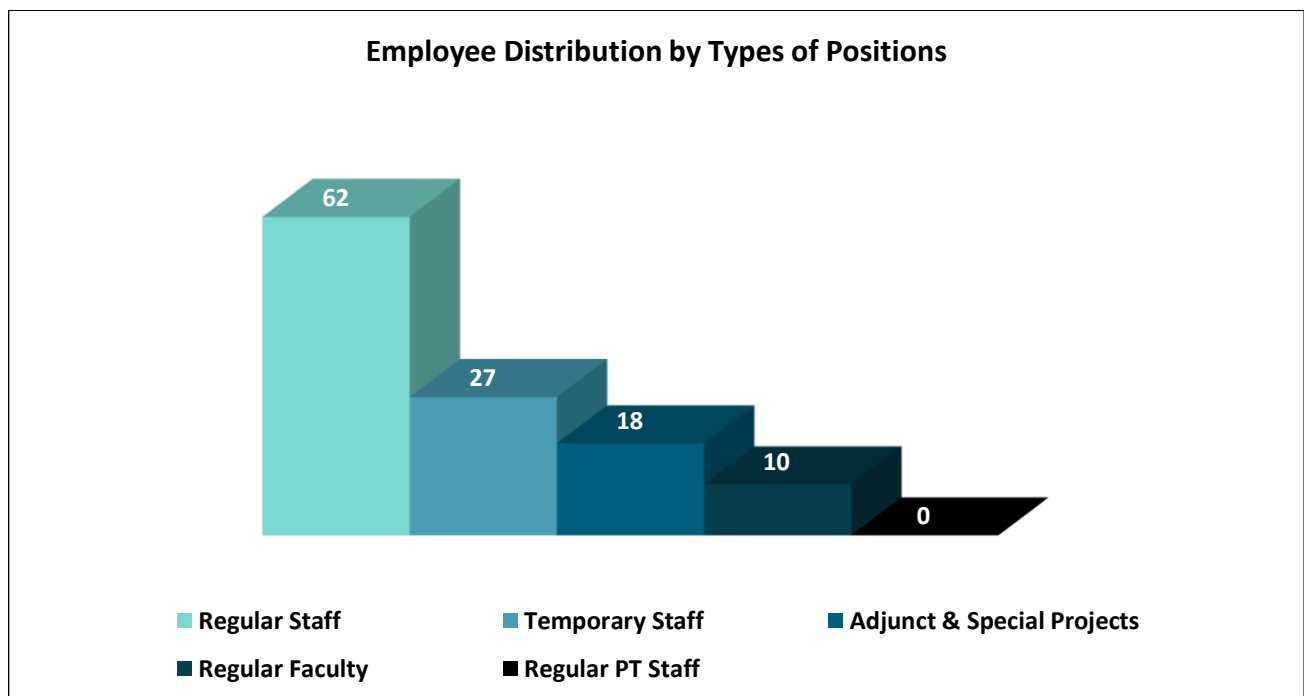
Regular/Temporary Employees		May 2019	May 2020	May 2021	May 2022	May 2023
	Total:	137	115	109	107	117
Employees by Type	# Regular Faculty:	12	12	13	9	10
	# Regular Staff:	61	59	60	61	62
	# Regular PT Staff:	45	0	0	1	0
	# Adjunct & Special Projects:	17	6	7	9	18
	Temporary Staff:	2	38	27	27	27
Employees in Villages	Total #:	11	14	14	14	9
Vacancies	# Temporary Staff:	0	0	8	7	9
	# FT Staff/Faculty:	3	6	11	9	10
	% of total workforce	2.1%	8.8%	5.7%	15%	6.2%

New Personnel 2019-2023			
Year	# New Hires	% of Workforce	% Local Hire
2019	37	27%	89%
2020	24	34%	88%
2021	18	25%	88%
2022	14	20%	35%
2023	12	9%	90%



2022-2023
Academic Staff by Semester

	Full-Time Faculty	Adjunct Instructors	Student Workers
Summer 2022	9	9	1
Fall 2022	9	19	3
Spring 2023	10	18	2



Detailed Workforce Snapshot by Position Type

Regular Employee Category	October 15, 2022					May 15, 2023				
	Gender		Ethnicity		Increase or Decrease Since May 2022	Gender		Ethnicity		Increase or Decrease Since October 2022
	M	F	AK Native	Non-AK Native		M	F	AK Native	Non-AK Native	
Executive (PAT Members)	2	4	2	4	+1	2	4	2	4	0
Administrative/ Professional (Exempt)	12	21	6	27	+6	12	25	6	31	+4
Full time Faculty	3	5	1	7	-1	5	5	1	9	+2
Non-Exempt	14	17	6	25	+4	12	13	5	20	-2
Total Full time	30	43	13	60	+3	29	43	12	60	-1
<i>Subtotal Regular Employees</i>	73					72				
Temporary Full-time	2	3	0	5	-1	0	3	0	3	-2
Temporary Part-time (includes Adjuncts & Special Projects)	5	27	14	18	+2	10	30	11	29	+8
Permanent Part-time	0	1	0	1	0	0	0	0	0	-1
Student (total for year)	3	0	3	0	+2	2	0	2	0	-1
Total Part Time & Temporary	10	31	17	24	+5	12	33	13	32	+4
<i>Subtotal Temporary Employees</i>	41					45				
<i>Total Employees</i>	114					117				

Employee Change Over One Year: May 2022 – May 2023

Number of Regular, Full-Time Employees Hired or Promoted	Hired: 29 40% of Workforce (<i>Based on an average of 72 regular FT positions</i>)
	Of these 29 hires, 7 (or 24%) of the vacancies were filled through promotions/transfers which created back vacancies.
	6 of the 29 hires/transfers resulted from the creation of new positions.
	5 employees were promoted/transferred to a position that did not create back vacancies
	Local residents filled 55% of vacancies.
Number of Vacant Regular Full-Time Positions	12
Number of Regular Employees Retained	18 employees left the workforce, which is 25% of the workforce based on daily average.

Note: Adjunct faculty are employed on a semester-contract and terminated/re-hired each term.

Additionally, the College utilizes a number of part-time affiliate faculty each term. An affiliate faculty member is a qualified individual, who is not compensated by the College, because s/he is employed by a partner organization. Examples include a dentist (employed by ANTHC) who teaches a course for the DHAT (Dental Health Aide Therapy) program or a tribal doctor (employed by SCF) who teaches a course for the Tribal Doctor program. Because they are not employed by the College, affiliate faculty members are not included in this report.

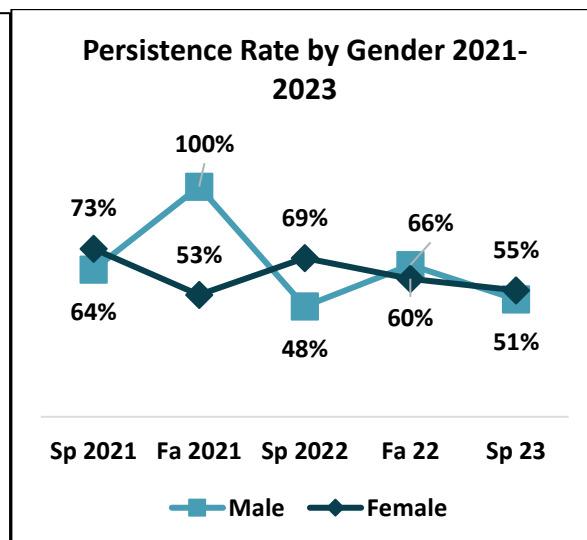
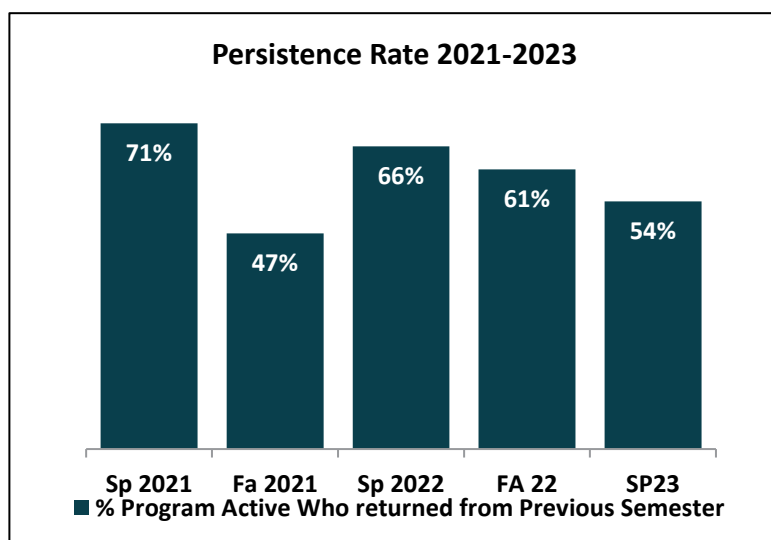
PERSISTENCE REPORT

The information below tracks the persistence of students in their programs from one semester to the next. These data represent only “**degree-seeking**” students, that is, “a student who has declared a program and is actively pursuing a degree, certificate, or endorsement”. Degree-seeking students were identified as “program-active” students in prior reports. The data provide you with a picture of the enrollment of these degree-seeking students from one semester to the next.

Observations

- Persistence rates have dipped slightly for this reporting period, with **61%** of degree-seeking students returning from Spring 22 to continue their studies in Fall 22, and **54%** of degree-seeking students returning from the Fall 22 semester to continue their studies in Spring 23.
 - The persistence rate is calculated by dividing the number of degree-seeking students who returned by the number of students from the previous semester (see blue arrows).
- Typically, persistence rates for male students are lower than for female students, so Fall 22 is the second year that a fall persistence rate for male students was higher than for female students.

	Spring 21		Fall 21		Spring 22		Fall 22		Spring 23	
# Degree-Seeking students enrolled	120		154		148		184		157	
	21M	99F	46M	108F	38M	110F	53M	131F	50M	107F
	17%	83%	30%	70%	26%	74%	29%	71%	32%	68%
Degree-Seeking Who Returned from Previous Semester	86		73		97		91		99	
	18M	68F	21M	52F	22M	75F	25M	66F	27M	72F
PERSISTENCE RATE (% Degree-Seeking from Previous Semester who Returned)	71%		61%		63%		61%		54%	
	64%	73%	100%	53%	48%	59%	66%	60%	51%	55%
	M	F	M	F	M	F	M	F	M	F



PRE-COLLEGE PROGRAMMING REPORT

Introduction

In an effort to reach 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 conduct outreach programming to youth in grades K-12. Through partnerships with the NSBSD and the Alaska Commission of Post-secondary Education, staff create opportunities that expose young students to stimulate interest in career pathways after high school graduation. The goal is to build connections with students early in order to promote enrollment as program active students at Iñiaḡvik College later.

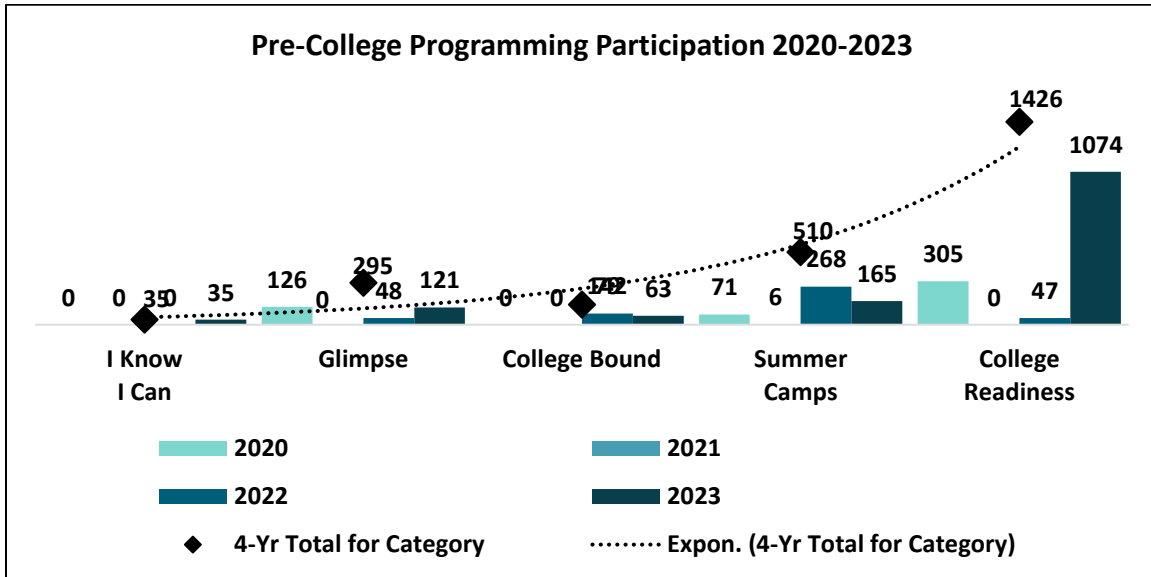
(Additional information in Appendix)

Observations

- College Readiness numbers saw a significant increase in 2023 thanks to the state-wide efforts of Recruitment.
- In the three years prior to the pandemic (2017-19), summer camps averaged **140** participants; this past summer, **165** students enjoyed a wide range of camp offerings, such as Sports and Leadership, Work Force Development Construction Camps, and Drivers Education. This represents a slight decrease from 2022, but is still an improvement from pre-Covid numbers.

Overview 2020-2023

		2020	2021	2022	2023
Topic	Grade Level	# of Participants	# of Participants	# of Participants	# of Participants
I Know I Can	2	0	0	0	35
Glimpse	6-8	126	0	48	121
College Bound	5	0	0	79	63
Summer Camps	6-12	71	6	268	165
College Readiness	6-12	305	0	47	1074
Total		502	6	442	1458



Pre-College 2022-2023

Topic	# of Participants	Grade Level	Duration	# of events	Subject Matter
Summer Camps	165	6-12	Week-long camp	5	Middle and High school students learn about college programs and careers
I Know I Can	35	2	45 Minutes	4	Learning about college early
Glimpse	121	6-8	2 hours	16	Various programs
College Bound	63	5	4.5 hours	1	5 th graders learn about potential careers on campus
College Readiness	1074	6-12	August 2022-May 2023	19	How to apply to college, apply for financial aid and first Year expectations.

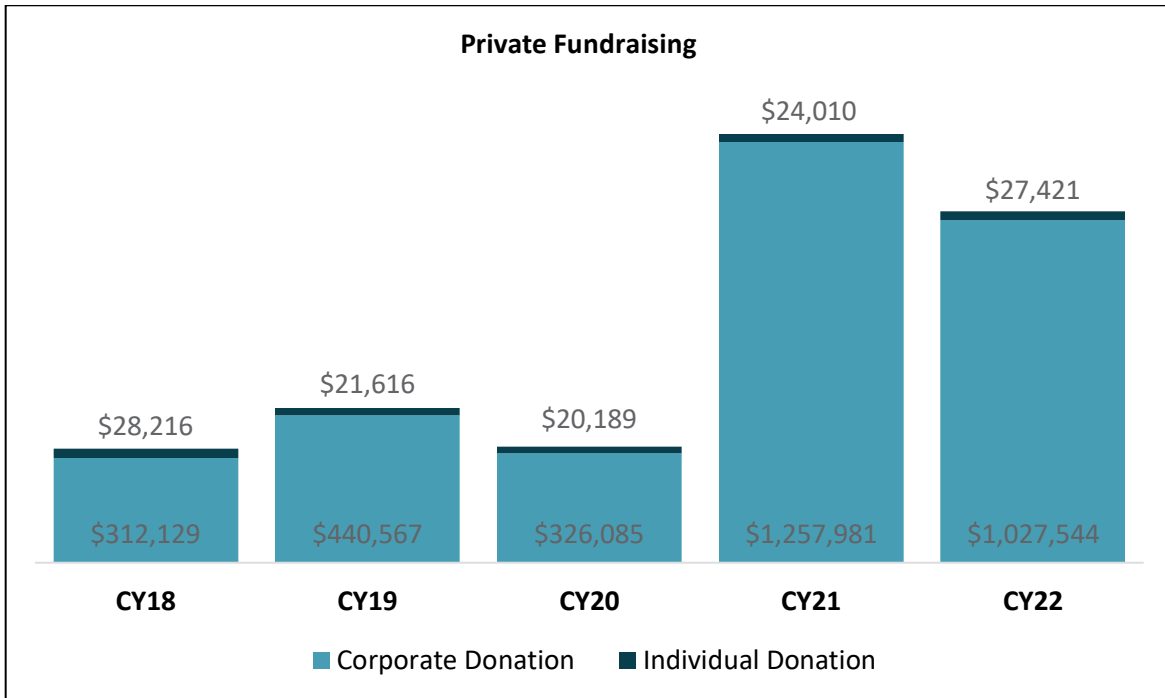
PRIVATE FUNDRAISING & ENDOWMENT REPORT

Observations

- This report is based on Calendar Year 2022 (January 1, 2022, to December 31, 2022) per fundraising industry standards.
- In 2022, Iḷisaḡvik College raised \$1,054,965: \$1,027,544 from corporate partners and \$27,421 from individual donors.
- We received \$857,000 in the form of in-kind donations including bandwidth and safety kits from corporate partners, and event materials from individual donors.
- We had a total of 143 donors: 24 corporate partners and 119 individual donors. Of the 143 total donors, 54 were new donors: seven (7) corporate partners and 47 Individuals.
- The value of the Endowment had a net decrease at the end of CY22 due to market fluctuations and generally poor market performance (as a result of inflation, the war in Ukraine, and other key factors that affected sectors and funds across the board).

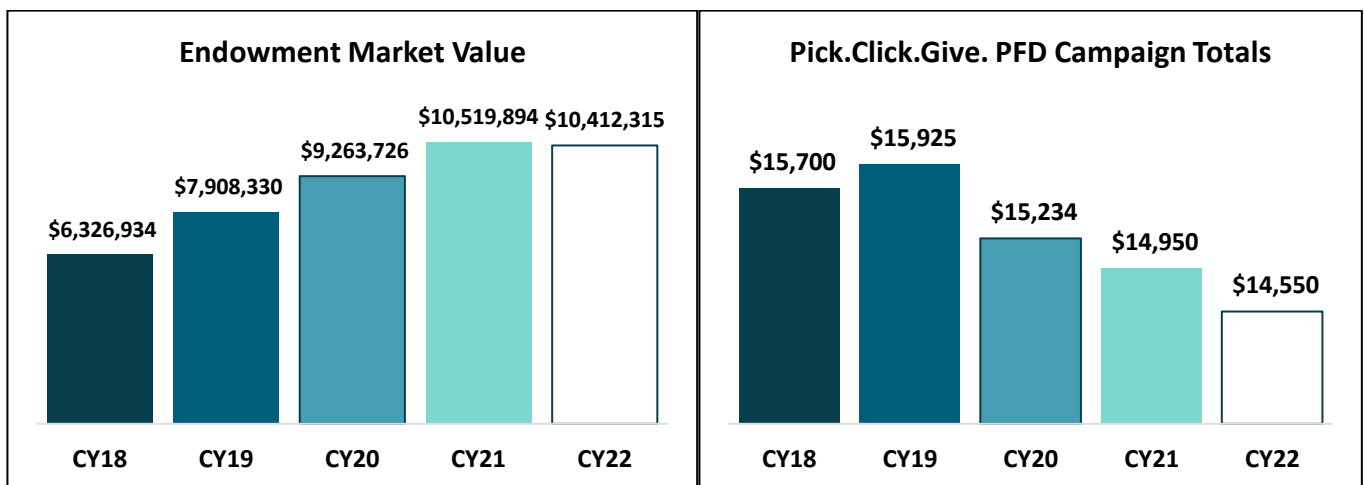
Fundraising: Overview CY 2018-CY 2022

Report Year	Total Private Fundraising	Total Number of Donors	Total Corporate Giving	Number of Corporate Donors	Total Individual Giving	Number of Individual Donors
CY18	\$340,445	120	\$312,229	20	\$28,216	100
CY19	\$440,567	126	\$418,951	28	\$21,616	98
CY20	\$346,274	128	\$326,085	21	\$20,189	107
CY21	\$426,992	113	\$1,257,981	19	\$24,010	94
CY22	\$1,054,965	143	\$1,027,544	24	\$27,421	119



Endowment: Overview Fiscal Year (CY 2018-CY 2022)

Report Year	Endowment Market Value	Endowment Increase from Previous Year	Pick.Click.Give. Campaign Totals
CY18	\$6,326,934	(\$84,227)	\$15,700
CY19	\$7,908,330	\$1,581,396	\$15,925
CY20	\$9,263,726	\$1,355,396	\$15,234
CY21	\$10,519,894	\$1,256,168	\$14,950
CY22	\$10,412,315	(\$107,579)	\$14,550



2022 Calendar Year

Endowment Report: Iḷisaḡvik College Foundation

Endowment's summary total as of December 31, 2022: **\$10,412,315**

- For 2022 calendar year (1/1/2022-12/31/2022), the Endowment **decreased** by \$107,579
- Contributions to the Endowment accounted totaling \$438,563 originated from:
 - \$420,548 from Title III and matching Iḷisaḡvik College funds
 - \$18,015 in Other Individual Donations (including Pick.Click.Give.)

Fundraising Report

Total Donations Received: **\$1,054,965**

Corporate Fundraising: \$1,027,544

Individual Fundraising: \$27,421

(Includes Pick.Click.Give. 2022 Total: \$14,550)

RESIDENTIAL STUDENT REPORT

Observations

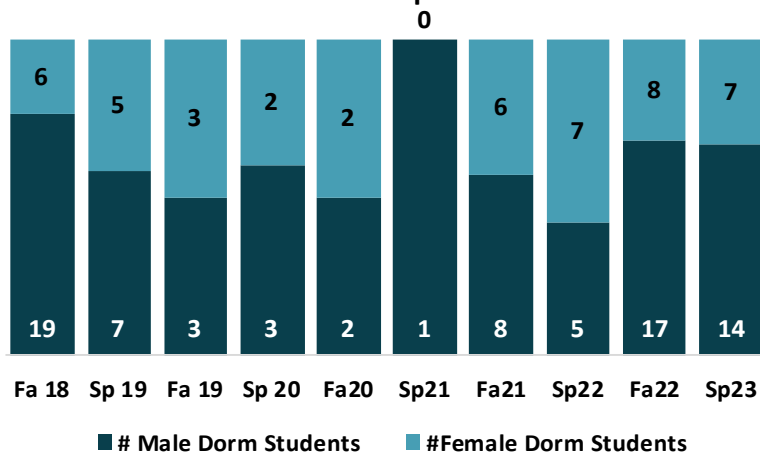
- The completion rate for residential students over the 10-semester period averages **74%**. While Fall 2022 was consistent with the previous fall completion rate of **60%**, and Spring 2023 decreased slightly to **58%**. The residence hall had **25** students in the fall of 2022, which is the pre-pandemic high, and 17 (68%) returned for Spring 2023, with the addition of four new students to bring the total number to **21** for Spring 23.
- The average GPA for residential students over the 10 semester-span is **2.27**. Students struggled with finding adequate study space outside of their dorm rooms, and many students were put on behavioral and/or academic contracts due to their academic performance and code of conduct violations.

Overview 2018-2023

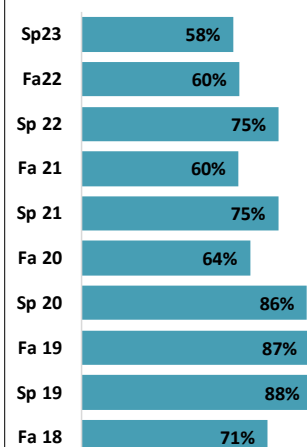
Semester	# Dorm Residents at Semester Start		# Dorm Residents at Semester End		Average # Credits Attempted	Average # Credits Successfully Completed	Average GPA	Completion Rate
	M	F	M	F				
Fall 18	19	6	11	6	14.8	10.5	2.16	71%
Spring 19	7	5	3	3	14.8	13	3.35	88%
Fall 19	3	3	3	2	14.1	12.3	2.43	87%
Spring 20	3	2	3	2	14.8	12.8	2.6	86%
Fall 20	2	2	2	2	12.2	6.8	1.69	64%
Spring 21	1	0	1	0	12	9	2.33	75%
Fall 21	8	6	7	3	13	7.8	2.07	60%
Spring 22	6	7	6	6	11.7	8.4	2.65	72%
Fall 22	17	8	14	8	12.3	7.4	1.95	60%
Spring 23	14	7	10	4	12.3	7.14	1.57	58%

Dorm Students - Gender Distribution

Fa 2018 - Sp 2023



Completion Rate Dorm Students 2018-23



RETENTION REPORT

The information below tracks the retention of students from one fall semester to the next. This data represents only **“Degree Seeking”** students, that is, **those who applied for and were admitted into a certificate or degree program of study**. This group of students were previously called “Program Active.”

Observations

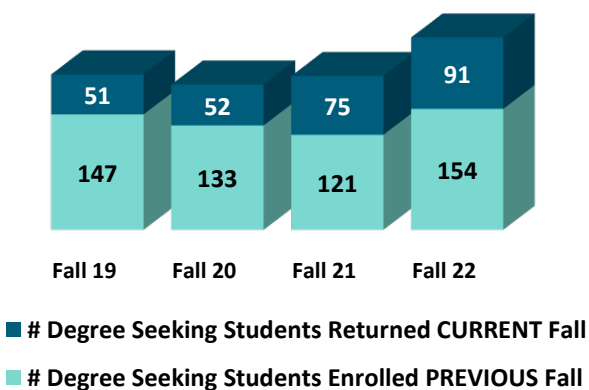
- This is the third year that the College includes three different retention statistics: one that tracks all students, and two that track specific student cohorts.
 - The institutional retention rate has shown a fairly consistent trend at **59%** this year.
 - First year retention (IPEDS) shows greater fluctuations and tracks a small subset of students (specific student cohort). The rate for this past year is **55%**.
 - First year retention (AIHEC AIMS) is the newest data set to this report, and the retention rate for this student cohort is **52%**, a slight decrease from **53%** last year.

Institutional Retention

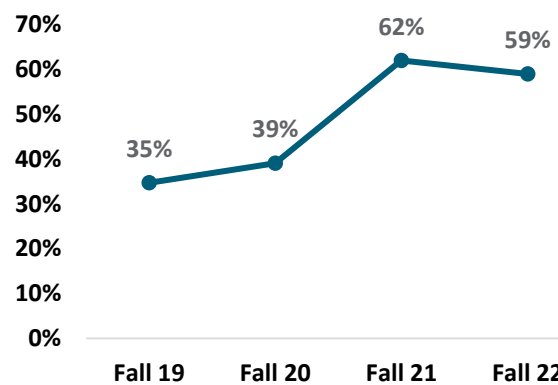
This report does not track a specific student cohort. Instead, **the retention rate is calculated** by comparing all Degree Seeking (DS) students from one fall semester against those students who returned the following fall. (In the chart below, **154** DS students enrolled in Fall ‘21 and **91** DS students returned in Fall ‘22. **Retention rate: 62%**)

	Fall 19		Fall 20		Fall 21		Fall 22	
# Degree Seeking Students Enrolled	133		121		154		184	
	34M	28M	46M	46M	28M	93F	53M	131F
	26%	23%	30%	30%	23%	77%	29%	71%
# Degree Seeking Students Returned	51 (35%)		52 (39%)		75 (62%)		91 (59%)	
	11M	13M	13M	13M	13M	39F	25M	66F
	21%	38%	47%	47%	38%	39%	66%	60%

Institutional Retention: Fall 2019-2022



Institutional Retention Rate 2019-2022



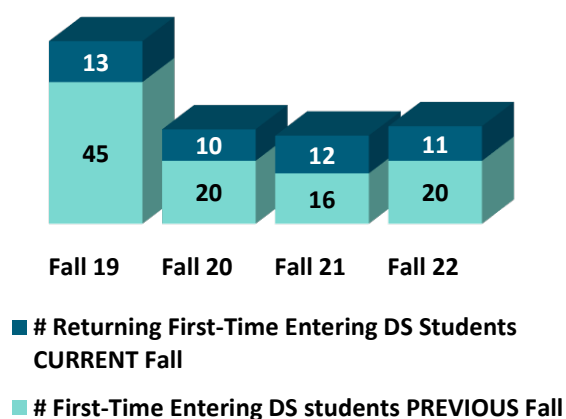
First Year Retention (IPEDS)

IPEDS is the Integrated Postsecondary Education Data System. It is a system of interrelated surveys conducted annually by the U.S. Department of Education's National Center for Education Statistics (NCES). IPEDS gathers information from every college, university, and technical and vocational institution that participates in the federal student financial aid programs. The Higher Education Act of 1965, as amended, requires that institutions that participate in federal student aid programs report data on enrollments, program completions, graduation rates, faculty and staff, finances, institutional prices, and student financial aid.

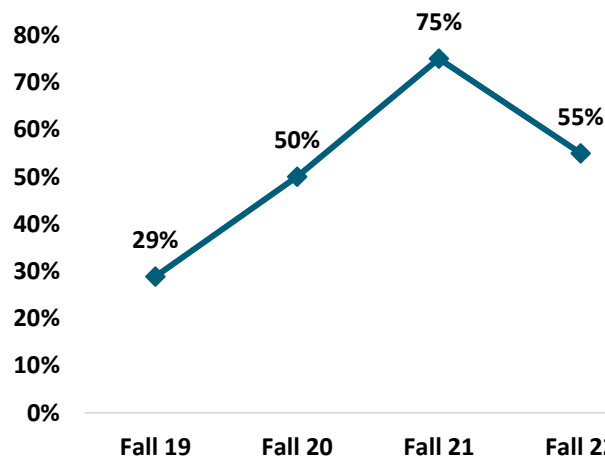
This report tracks a specific student cohort: all first-time entering students who enroll in a program. In this cohort, none of the students has been admitted to a college program before. **The retention rate is calculated** by comparing that group of first-time entering students from one fall semester to how many of them are returning the following fall. (In the chart below, 20 First Time Entering DS students enrolled in Fall '21 and of those, 11 students returned in Fall '22. **Retention rate: 55%**)

	Fall 19	Fall 20	Fall 21	Fall 22
# First-Time Entering DS students	20	16	20	23
% of all DS students	15%	13%	13%	13%
# Degree Seeking Who Returned from Previous Fall <i>First-Time Entering (IPEDS)</i>	13 (29%)	10 (50%)	12 (75%)	11 (55%)

**First Year Retention (IPEDS):
2019-2022**



**First Year Retention Rate (IPEDS):
2019-2022**

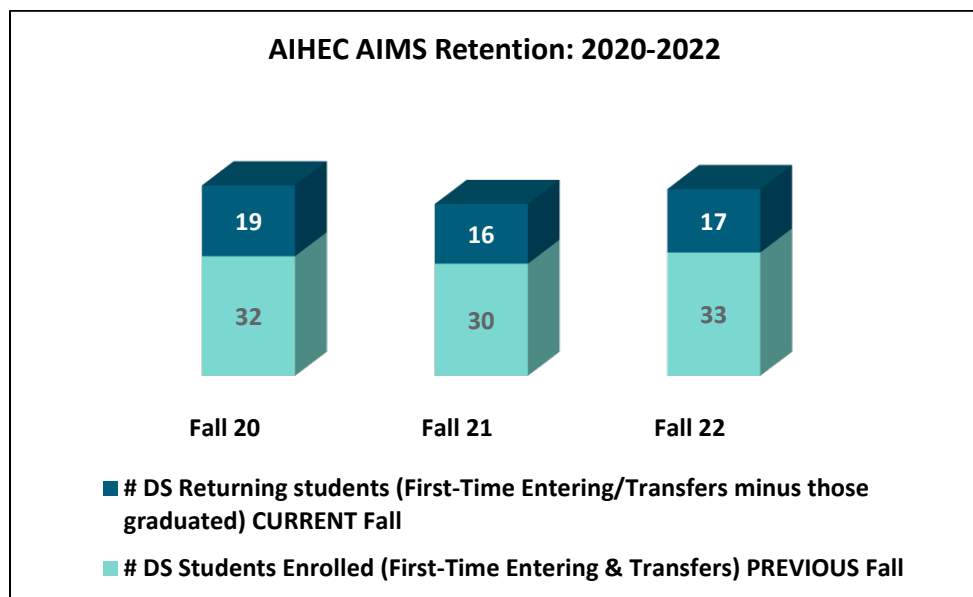


First Year Retention (AIHEC AIMS)

The American Indian Higher Education Consortium (AIHEC) publishes the American Indian Measures of Success AIMS Report annually. Some of the data collected and published includes the First Year Retention for member TCUs. Accreditation requirements stipulate that the College compare itself to a set of peers, and this rate has been chosen for accreditation reporting by a peer group of NWCCU colleges, including Iḷisaḡvik.

This report tracks a specific student cohort: (1) all first-time entering students who are admitted to a program and (2) all students who transfer to Iḷisaḡvik for the first time. **The retention rate is calculated** by (1) adding the first time entering and transfer students from one fall semester; (2) subtracting those who graduated that spring and, (3) comparing that number to how many of that cohort returned the following fall. **(In the chart below, 33 First Time Entering and Transfer students were admitted to programs in Fall '21; not counting those who graduated, 17 returned in Fall '22. Retention Rate: 52%)**

	Fall 19	Fall 20	Fall 21	Fall 22
# DS Students Enrolled <i>First-Time Entering & Transfers</i>	32 24%	30 25%	33 27%	36 20%
% of all DS students				
# DS students returned from previous fall (First-Time Entering & Transfers) minus those graduated		19 (59%)	16 (53%)	17 (52%)

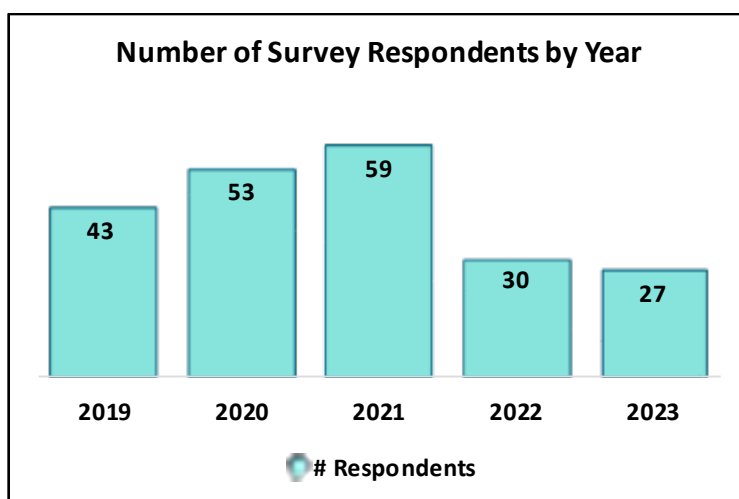


STUDENT SATISFACTION REPORT

Observations

- This year the student survey was sent to the President's Administration Team (PAT) for review. No edits were made to this year's survey questions.
- This is the fourth year that we are collecting data on first-generation college students through the survey. Of the 27 students that completed the survey, **70%** are first-generation college students, a slight increase from last year.

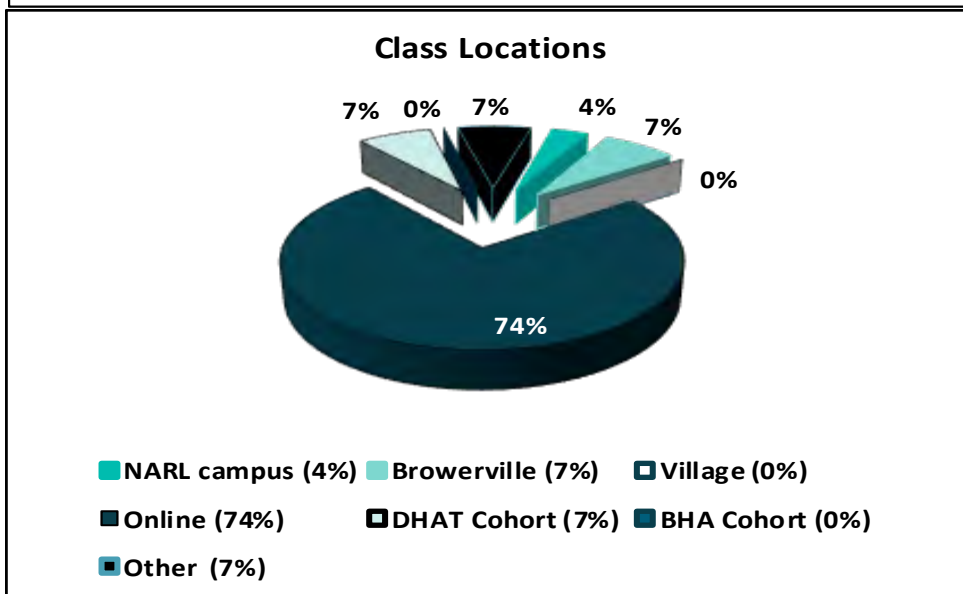
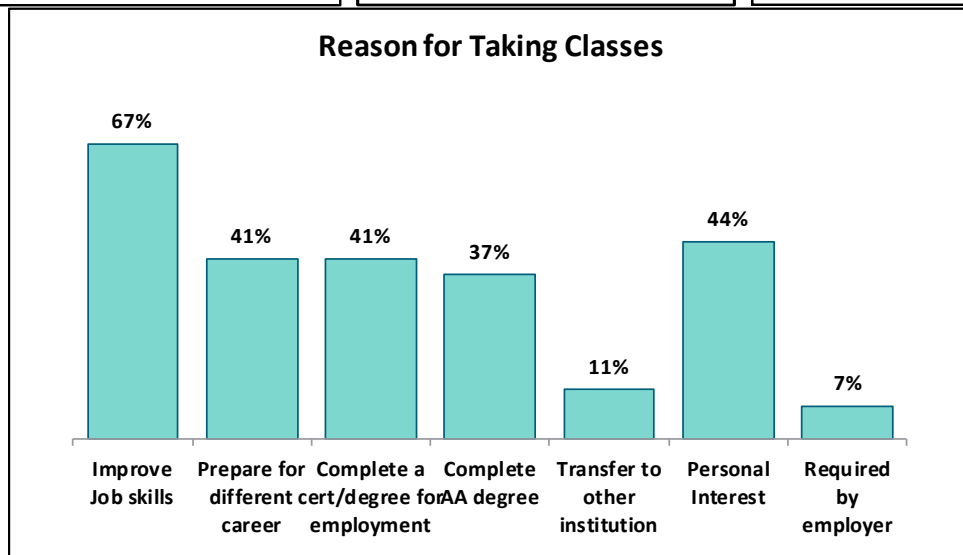
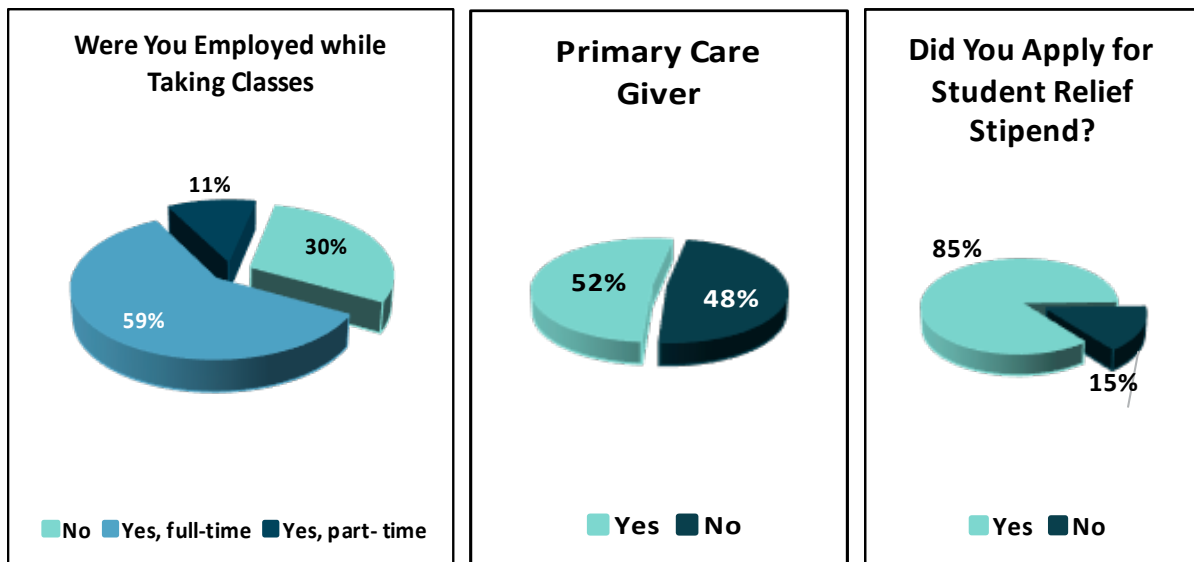
Overview 2019-2023



Student Satisfaction 2022-2023

Student Demographics

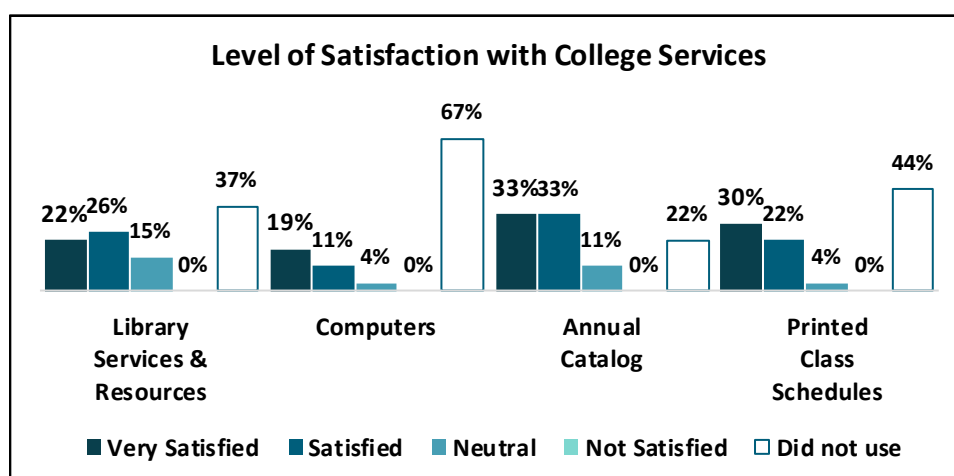
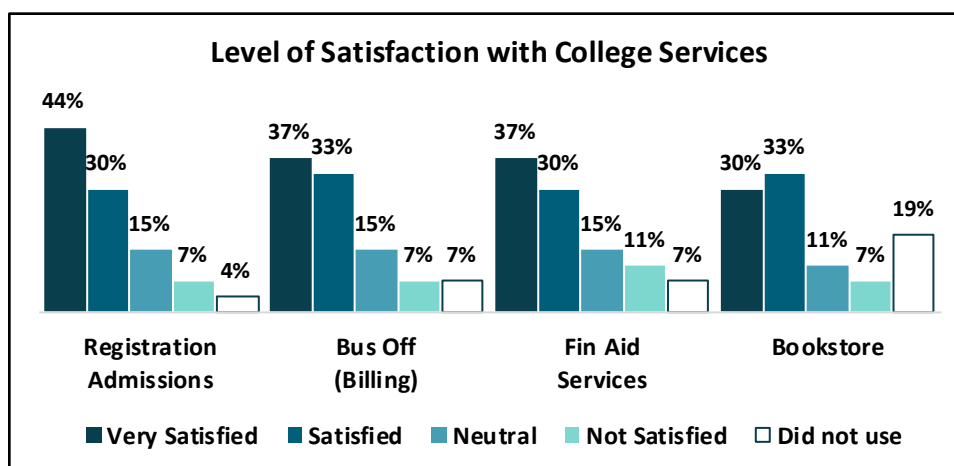
37% of the students surveyed were taking classes in order to complete an AA degree while **41%** were taking classes to complete a certificate or degree leading to employment. **67%** noted Improve Job Skills as the primary reason for taking courses, and **44%** indicated they were taking classes for personal enrichment. The students were able to select more than one reason for taking classes. The majority of respondents (**74%**) indicated that they took classes online with a combined **11%** of respondents participating in their classes either on main campus (NARL) or at the Browerville Center.



Student Satisfaction with College Services

Overall, the results 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 are not program active, did not use services, and or have no basis to judge.

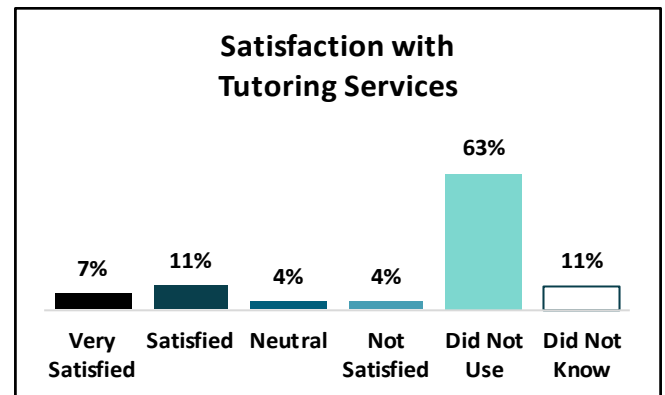
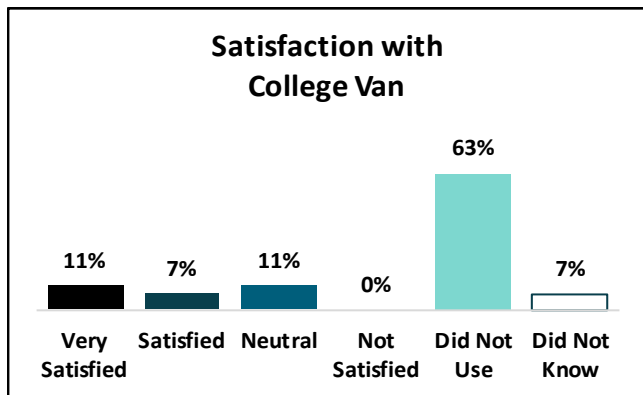
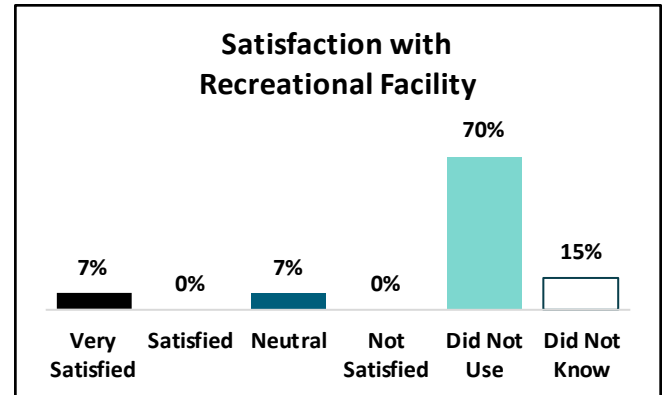
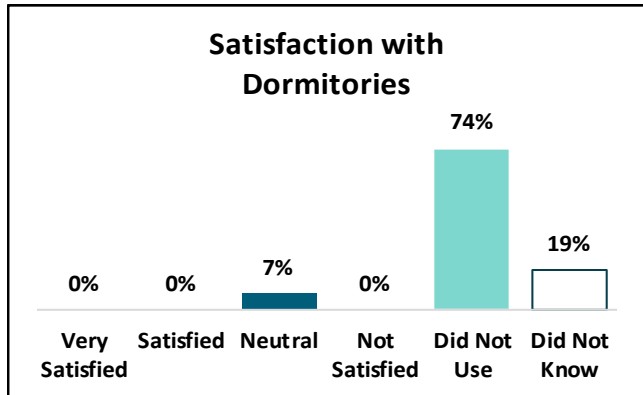
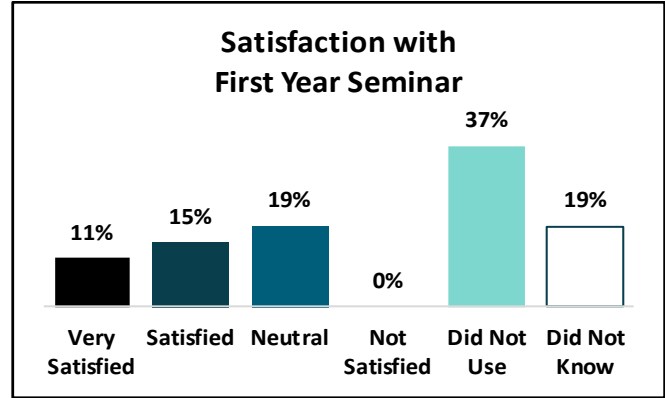
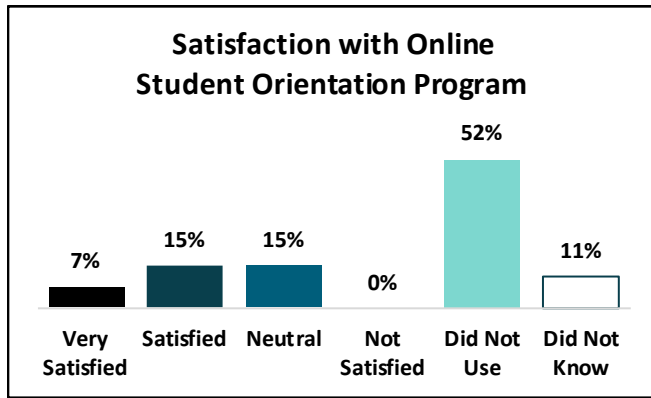
Registration and Admissions again scored the highest with **74%** of respondents either very satisfied or satisfied with services. Other notably high scores included Business Office and Financial Aid Services, all with **65%** or higher of respondents either very satisfied or satisfied with services.

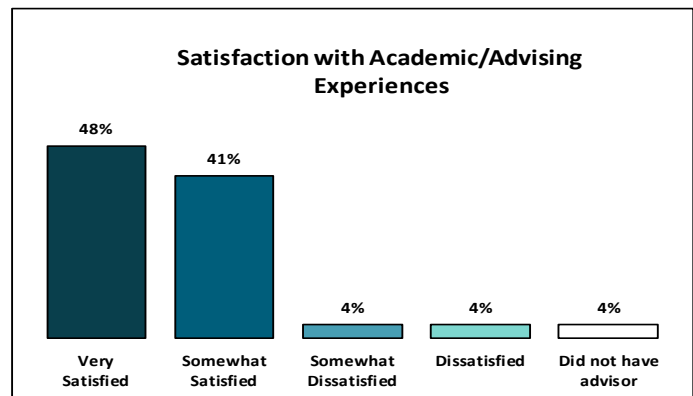
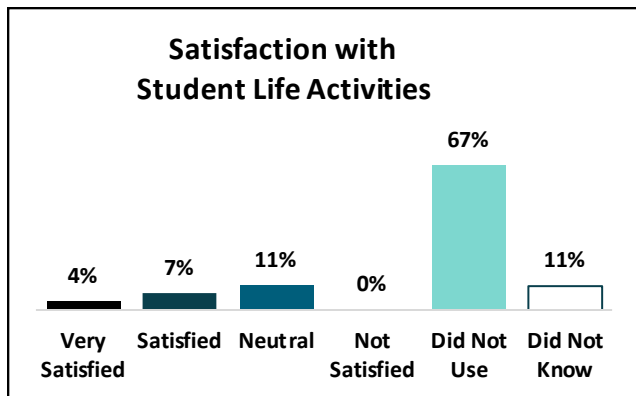


Student Satisfaction with Student Services

70% of respondents indicated that they either had an excellent, good, or fair experience with Student Success Center and **30%** of respondents did not use services through Student Success Center. Overall, **89%** of respondents

were very satisfied or somewhat satisfied with their academic advising. The survey indicated that a significant number of students (**over 50%**) did not utilize the following services: Online Orientation, Residence Hall, Recreational Facility, College Van, Tutoring Services, and Student Life Activities. These responses indicate that many services with the potential to support student success were not utilized.





Student Comments

Things the College is doing well to serve student needs:

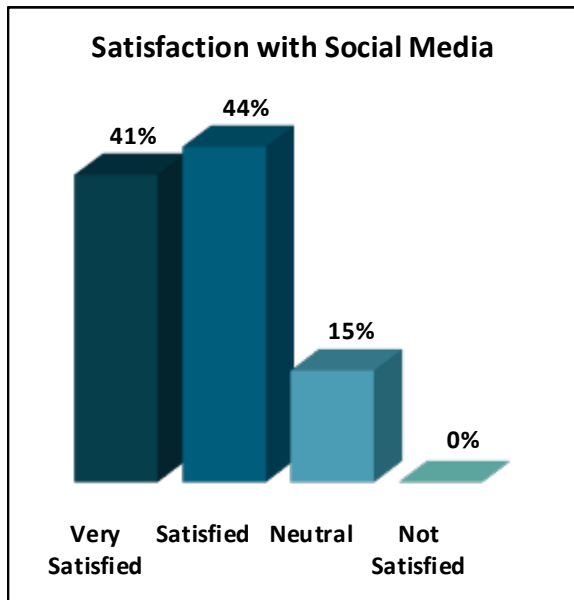
- More knowledge
- Provide classes.
- They are doing well in providing tuition-free courses to those who need it most.
- Having an online BA program.
- Proving online coursework that fits well with a full-time working schedule.
- The college Stipends are a blessing, free van rides are amazing, and the Gym is a major plus. Everything works when done right and Iqisaqvik has done many things right.
- ZOOM education as well as online learning.
- Helping me towards my AA while I am a full-time working mom
- communicate
- Great staff and courses.
- That they helped me earn a degree.
- I feel welcome here, like I'm one of you. The billing/payment process is simple. There are some excellent Professors!
- It offers unique courses in Inupiaq culture and language.
- Online programs I can do with a full-time job.
- I love the faculty at Iqisaqvik and that all of the teachers want their students to succeed.
- Local college available.
- Offering a Bachelors.
- I'm grateful for the tutoring support!
- The best thing is the van serviced. Great job.
- Would like to thank everyone in administration for helping applying and finding funding a smooth process
- I am getting an excellent education at Iqisaqvik College that is connected to my culture and degree.
- I feel like I can't say much when answering these questions because I've barely used the resources. At the moment the only class I'm taking is art with PROFESSOR
- Keeping people updated with the emails, responding in a timely manner, and all the staff and faculty are so kind and helpful
- I do appreciate the opportunity for continued education. Thank you for all that you do.

Things the College can change to better serve student needs:

- Answer phone calls, I called more than a handful of times and my phone call would never be answered or returned.
- Having more Bachelor programs. More scheduling flexibility with the hybrid classes for online students, hard to work full time and have a set class time.
- Improving overall communication, responding to emails in a timely manner and returning phone calls.
- Wellness needs more help.
- I really enjoy all that is happening with Iliisagvik, if I was there in person, I may have a better answer for you.
- Get a bachelors program.
- communication is mandatory in my eyes, both at home and work.
- More selection for higher degree courses in the summer.
- Make book buying a little easier from the store.
- Respond to us when we reach out, I recently had an issue so bad it took my motivation, I wanted to quit because I felt unheard. Nobody called back.
- nothing that I can think of at the moment.
- Perhaps by offering more courses for the summer semester.
- Forms available that is needed for that semester (returning students)
- Business courses being taught by PROFESSOR are just not up to par at the moment, did not have a good learning experience this year with her.
- Do a better job hiring adjunct professors. Mine quit after a whole month and we had no grades. Spent the rest of semester in catch up mode and feeling like I do not get the information being presented.
- "The customer service I receive from the bookstore and financial aid is amazing. Some of the processes are what I am providing comments on. Not the people.
- Is there an easier way to get books from the bookstore? Can we automatically see what

books are required for classes immediately after registration has been completed for online students? Is it on EMPOWER and I am just not finding it? Currently, it is inconvenient and can take days to get this kind of information.

- It would be nice to have excess funds for college expenses during the semester instead of after it has ended. It would also be nice to be able to utilize the tuition waiver first and then have the rest of my financial aid go towards college costs not listed on my student bill."
- I think you guys are doing great! My friend uses the van and study area at the college, and she really enjoys it:)
- Just heard about some walking program that I would have definitely participated. Very disappointing. As for tutoring, I was actually scheduled with someone who knew nothing about the subject once. Smh.
- I don't think anything needs to change. Everything for me has been great.
- This requirement for a native class is an issue. That should be optional. And then the only one I really want is restricted to natives only. If we have to do it then ALL classes should be available.
- Organization could be better with the student interface.
- It would be nice to have someone walk new students through all of the services available to online students.
- Please put returning applications/admissions paperwork on the main "current student" tab, so that students can reply and fill out the class schedule without always have to wait for advisors and the persons in the business office.
- More Summer classes! Maybe survey Fall/Spring to get an idea? Give Wayne more classes, he's a super teacher. He really helped me learn.

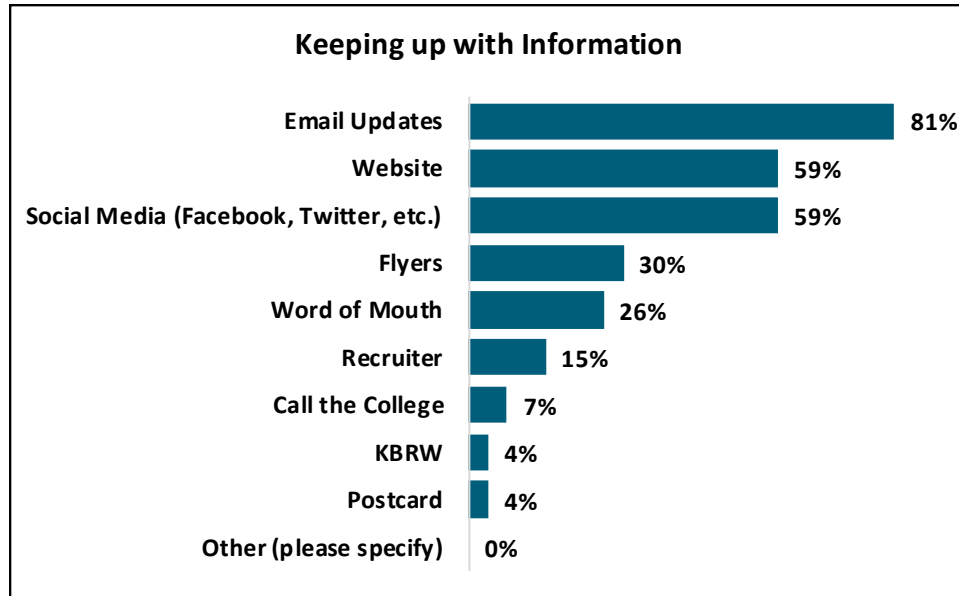


Marketing and Recruitment

To develop a better understanding of our current marketing and recruitment services on social media, students were asked about their level of satisfaction with Iḷisaḡvik's social media. **85%** of respondents were either very satisfied or satisfied.

How Students Keep Up-to-Date with College Information

Most students rely on email updates (81%), the Iḷisaḡvik College website (59%), and Social Media (59%) to keep up-to-date with college information.



STUDENT SERVICES REPORT

Observations

- For recruiting purposes, personal visits were the most frequent way to connect with prospective students during 2022-2023.
- Under the direction of the revised strategic plan, Recruitment increased engagement with off-slope students, and visited a total of 10 off-slope high schools, in addition to all eight of the North Slope Borough Schools.
- Significant and casual contacts were higher than last year, due to the increase in large recruiting and pre-college programming events, as well as a large increase in number of residential students from past years.

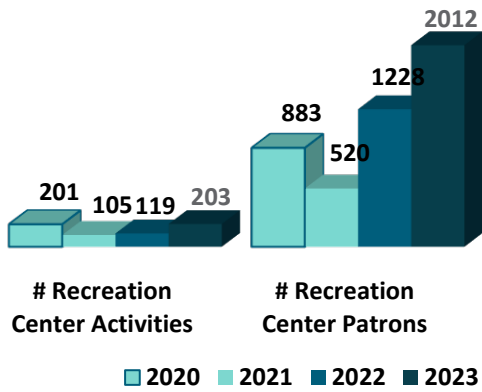
Overview 2019-2023

Student Contacts	2019-2020	2020-2021	2021-2022	2022-2023
Significant Contacts: Mid-term calls; Student Support Referrals (SSRs); Disciplinary meetings; Counseling for homesickness, mental wellness; Professional guidance; and other mentoring encounters.	951	502	556	600
Casual Contacts Times when students drop by the office; ask simple questions; or take part in everyday conversations during work hours.	3,496	1,230	2,441	7782

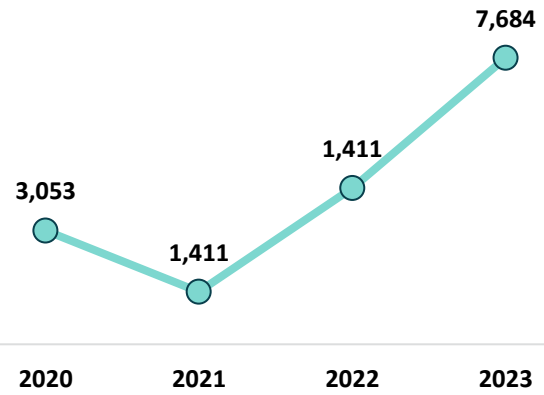
Recruitment Efforts	2019-2020	2020-2021	2021-2022	2022-2023
Prospective Students	111(0*)	60	79	81
Prospective Students Applied	47	13	58	23
Prospective Students Admitted	31	12	26	16
Prospective Students Enrolled (not degree-seeking)	0	3	12	9

* Student Contacts through Pre-College Programming

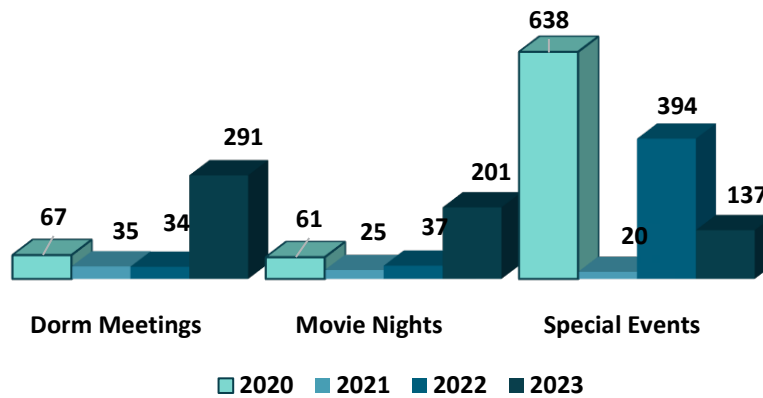
**Recreation Center Statistics
2020-2023**



**Number of Transportation Patrons
2020-2023**

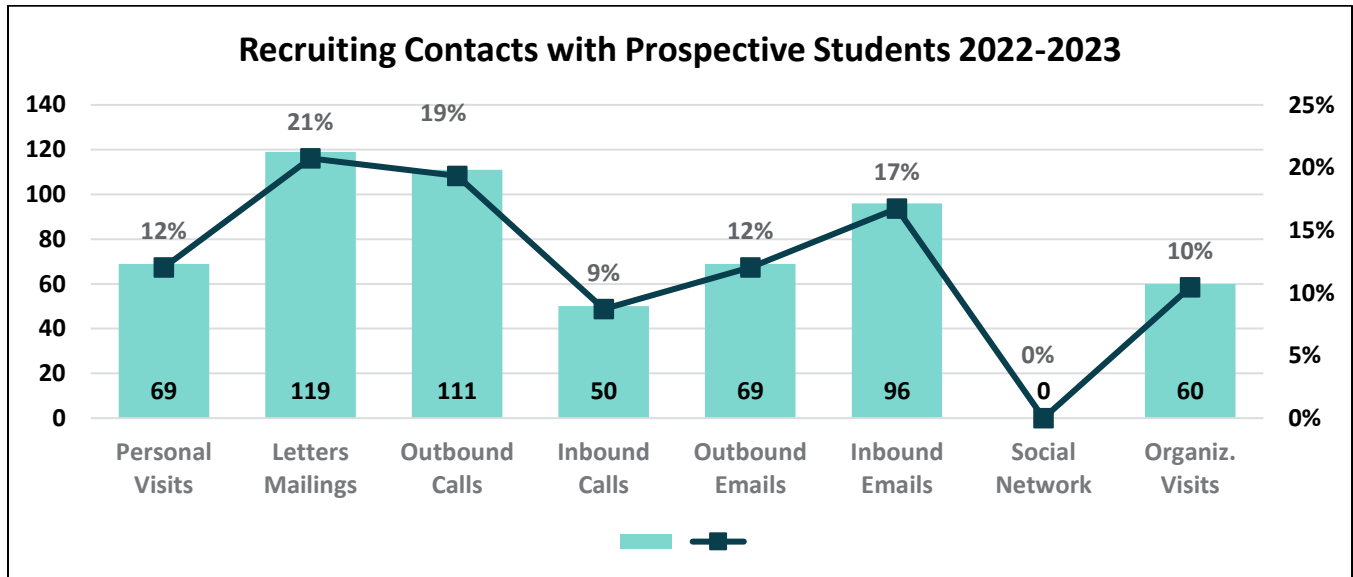


**Participation in Student Life Events
2020-2023**



2022-2023

Recruitment



During the 2022-2023 academic year, Recruitment worked with counselors from across the state to schedule virtual and in-person meetings with students and parents to increase engagement and assist with the application process. Recruiting returned to villages and attended in-person recruitment and college fair events across the state to help students apply.

Student Life

The Student Services staff always strives to improve their services, and this year's focus was on professional development. Every member of the Student Service's team attended at least one professional development opportunity, and many attended conferences and other training events across the country. Staff continued to provide distance-tutoring options to village students and acquired additional technology to facilitate connection between tutors and students. Residence life was operational, with both the recreation center and the cafeteria being open throughout the academic year. Student Services re-opened the testing center for Pearson VUE and collaborated with other departments to revamp orientation.

Behavioral Contracts

Iḷisaḡvik College's academic and social conduct expectations are aligned with the traditional Iñupiat values that address individual behaviors in the context of the community. Conduct violation expectations include but are not limited to: mandated six hours per week in the LRC and a weekly 20-minute scheduled appointment with the Student Life Manager. During this academic year, there were four students placed on a behavioral contract.

Tuzzy Library Report

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 Iḷisaḡvik students and non-students, including children.

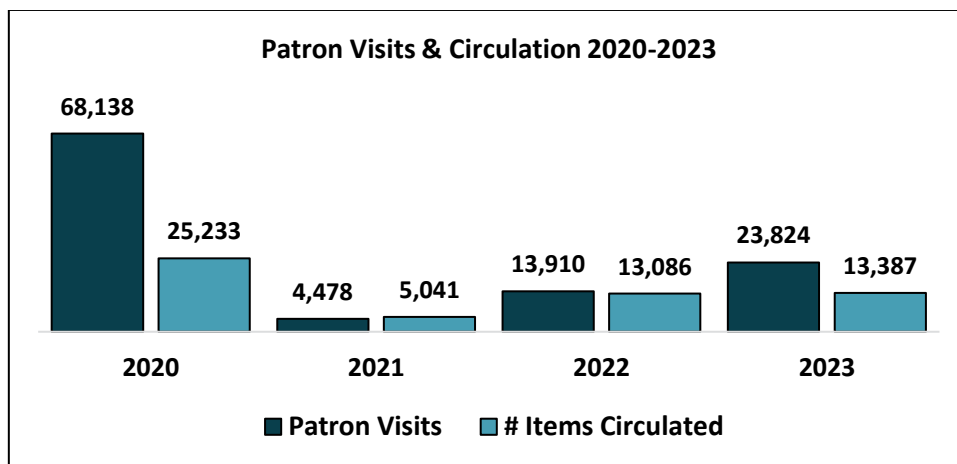
Observations

- In-person patron visits to the library increased by 71%. We believe that it is due to the community feeling more at ease after the Covid-19 pandemic, as well as the number of programs and events at the library.
- Checkouts of physical library materials had a slight increase, whereas eBooks, audiobooks and e-magazines usage decreased by 10%.
- Community partnerships played a vital role in continuing to promote literacy, school-readiness, and social interactions with children and our community. The library partnered with several community organizations and institutions such as the North Slope Borough School District, Boys and Girls Club of Utqiagvik, and North Slope Borough Iñupiaq History, Language and Culture.

Overview 2020 – 2023

Patron Visits & Resource Usage	2020	2021	2022	2023
# of Patron Visits	31,820/68,138*	4,478	13,910	23,824
# of Items Circulated	25,233	5,041	13,086	13,387
eBook Checkouts	1,336	1,729	976	873
Database Logins	673	640	567	910
Patron Computer Usage	8,510	416	1,936	4,068
Wireless Users	4,926	1,473	3,423	6,539

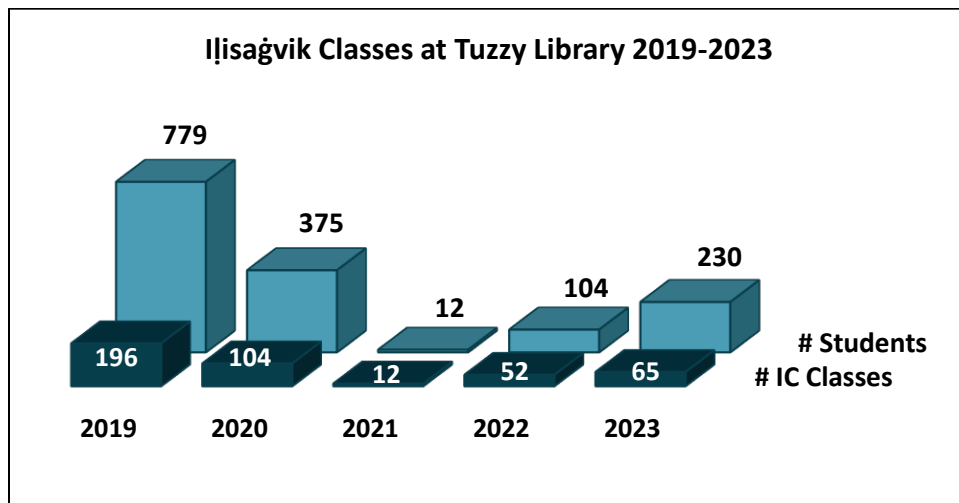
*Higher numbers reflect new, more accurate methods of data collection as compared to the traditionally used method.



Tuzzy Library Report | 2023

Library Instruction and Faculty Interactions	2020	2021	2022	2023
Instruction Sessions LS101	5	5	4	4
Faculty Interactions	20	129	27	167
Student Interactions	81	139	41	113

Events/Attendance	2021			2022			2023		
	# Events	Attendance		# Events	Attendance		# Events	Attendance	
		Adults	Youth		Adults	Youth		Adults	Youth
# of Tuzzy Programs	18	218	4	9	2	71	38	232	411
# of IC classes	12	12	0	52	104	0	65	230	0
# of IC uses, other	56	56	0	16	128	25	29	414	250
# of Community requests/uses	30	69	4	35	51	0	112	302	64
# of Partnership Events	59	118	450	13	688	1,054	86	411	466
Total	175	473	450	125	973	1,150	330	1,589	1,191



VILLAGE PARTICIPATION (NORTH SLOPE BOROUGH AND OFF-SLOPE) REPORT

This report is based on the number of enrollments rather than the number of students (headcount), whereby a student who enrolled for more than one course may be counted multiple times. Example: One student taking three courses will be counted as three enrollments. **(Additional information in Appendix)**

Observations

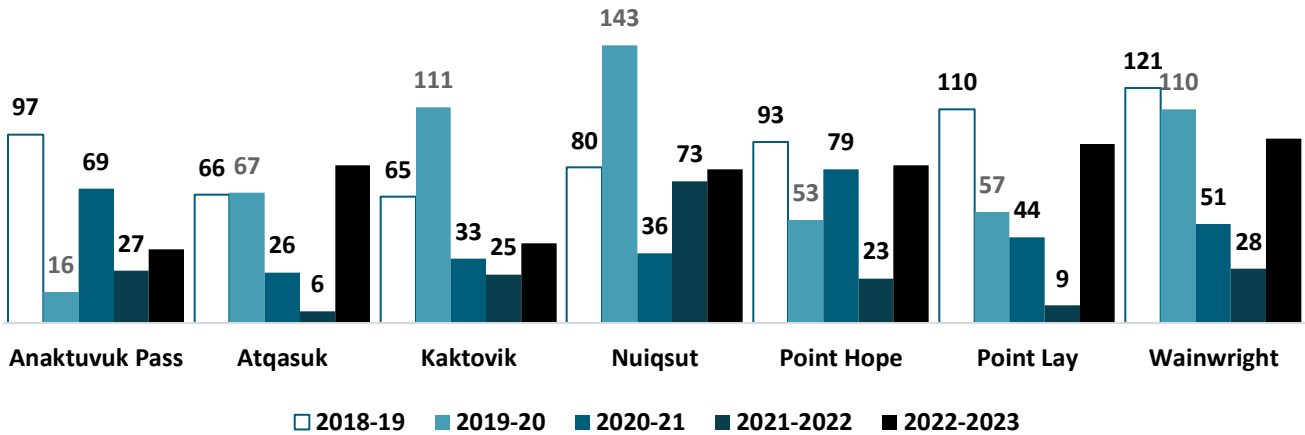
- The figures for 'Total Village Enrollments by Location' include (1) on-site participation for classes held in that community, (2) distance delivery enrollments, and (3) enrollments of village residents in courses delivered in Barrow. Off-Slope participation is noted separately.
 - The Village Participation report includes for-credit and CEU enrollments.
- The number of enrollments from the North Slope Villages increased in 2022-23 for the first time in four years. Each North Slope Village had increased participation this past year, likely due to the number of short-term classes offered in the villages by Work Force Development.
- The distribution of enrollments between North Slope villages, Utqiagvik, and Off-Slope students changed slightly, a decrease of 9% **(57%)** for Utqiagvik, and an increase from **15%** to **17%** for North Slope villages; Off-Slope participation accounted increased to **26%** this year compared to last year's **19%**.

Overview 2018 – 2023

Location	Total Village Enrollments by Location				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Anaktuvuk Pass	97	16	69	38	38
Atkasuk	66	67	26	17	81
Kaktovik	65	111	33	56	41
Nuiqsut	80	143	36	85	79
Point Hope	93	53	79	42	81
Point Lay	110	57	44	9	92
Wainwright	121	110	51	13	95
Total	632	557	338	260	507
Off-Slope	1,302	1152	723	316	790

Village Participation Report | 2023

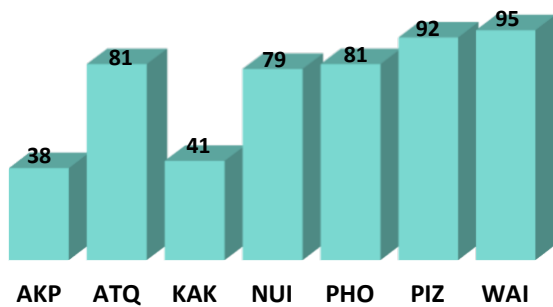
Village Enrollments by Location 2018-2023



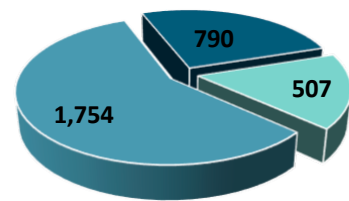
2022-2023 Year

Academic Year: Summer 2022, Fall 2022, Spring 2023

2022-2023 Enrollments by Location



2022-2023 Enrollment Overview



North Slope Borough Village Participation – 2022-2023 Year

Location	# Classes Taught On-Site	On-Site (Village) Enrollments	Distance Delivery Enrollments	On-Site (Barrow) Enrollments	Total Enrollments Per Location
Anaktuvuk Pass	11	20	3	15	38
Atqasuk	13	63	3	15	81
Kaktovik	6	24	7	10	41
Nuiqsut	12	46	8	25	79
Point Hope	11	26	27	28	81
Point Lay	2	0	45	47	92
Wainwright	16	68	11	16	95
Total	72	247	104	156	507

Utqiagvik (Barrow) Participation 2022-2023 Year

Term	# Classes Taught On-Site	Enrollments On-Site	Enrollments Distance Delivery	Total Enrollments
Summer 2022	36	188	15	203
Fall 2022	149	609	281	890
Spring 2023	145	377	284	661
Total	330	1,174	583	1,754

Off-Slope Participation (*Students from other communities who traveled to Barrow to attend classes)

Semester	# Classes Taught On-Site	On-Site Enrollments	Enrollments via Distance Delivery	On-Site (Barrow) Enrollments*	Total Enrollments Per Location
Summer 2022	10	42	71	19	132
Fall 2022	23	114	190	76	380
Spring 2023	13	59	145	74	278
Total	46	215	406	169	790

WORKFORCE DEVELOPMENT REPORT

Introduction

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.

Observations

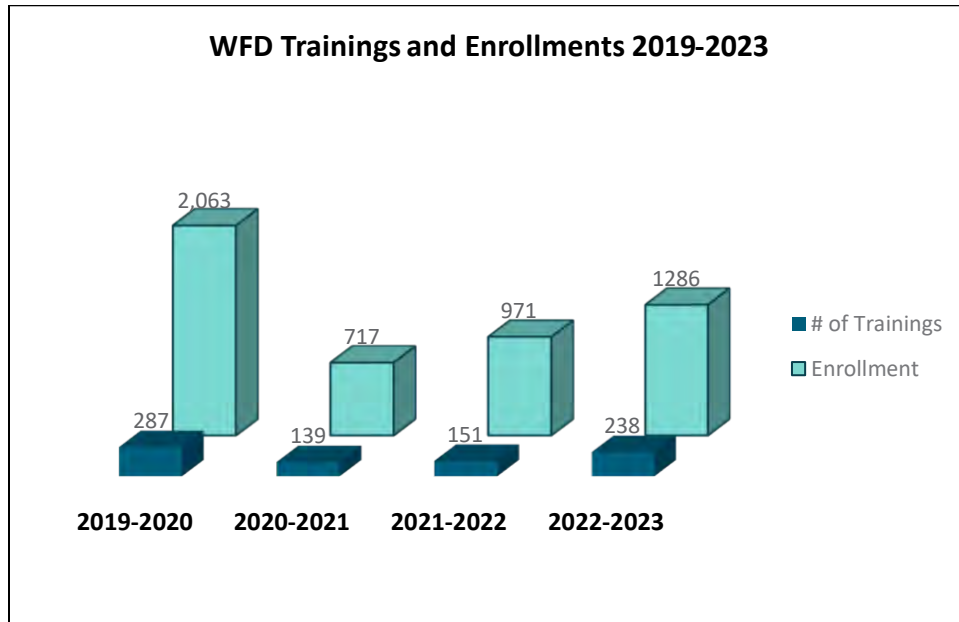
As with every other department, the pandemic affected WFD courses, perhaps more so, since the majority workshops are typically offered in-person. COVID mandates resulted in a number workshops being delivered via distance format.

- **238** training workshops/classes were delivered this year. Of the **238** trainings, the College scheduled **106** trainings; the remaining **45** workshops were requested by employers
- Enrollment in those classes/workshops increased by **35%** from the previous year, from **717** to **971**.
- Of the **971** students who participated, **420** completed their trainings and were awarded a certificate, resulting in a completion rate of **43%**. This is a low completion rate for WFD classes, and most likely due to distance learning. While students in academic classes are familiar and quite successful in a distance-learning environment, WFD students are accustomed to in-person instruction.

(Additional information in Appendix)

Overview 2019-2023

	2019-2020	2020-2021	2021-2022	2022-2023
# of Individual Trainings	287	139	151	238
# of Organizations Served	50	30	39	31
Enrollment	2,063	717	971	1286
# of Certifications Awarded	1,991	591	420	1264
Completion Rate	97%	82%	43%	98%
# of Training Topics	143	71	62	57
Requested vs. Scheduled Trainings	175 Requested 112 Scheduled	20 Requested 119 Scheduled	45 Requested 106 Scheduled	124 Requested 124 Scheduled



Individual Trainings by Location 2019-2023

Note: With the return of in-person classes, Workforce Development was able to accommodate most of the classes that could not be taught during the past year, given COVID restrictions. The chart below represents the overall participation from the various villages.

Location: North Slope Borough	Community	# Individual Trainings			
		2019-2020	2020-2021	2020-2021	2022-2023
	Anaktuvuk Pass	0	4	5	13
	Atkasuk	8	3	0	9
	Barrow	201	52	55	158
	Kaktovik	7	4	4	7
	Nuiqsut	16	6	8	9
	Point Hope	3	3	5	13
	Point Lay	5	6	3	3
	Wainwright	8	6	9	18

Location: Off-Slope	Community	# Individual Trainings			
		2018-2019	2019-2020	2020-2021	2022-2023
	Anchorage	4	1		6
	Nome			1	2
	Online			14	
	Fairbanks	1			
	Eagle River	33	11		
	Palmer	1			

Workforce Development Report | 2023

2022 – 2023

Information by Semester

Note on Data Presented:

- **“Training Topics”** refers to the content of each class.
- **“Requested”** indicates Training Topics are offered because organizations’ request those topics for their employees
- **“Scheduled”** refers to those training topics that are scheduled prior to the start of the semester by Iļisaġvik because of regular demand.
- **“Iļisaġvik Certificate” (IC)** 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.

Summer 2022

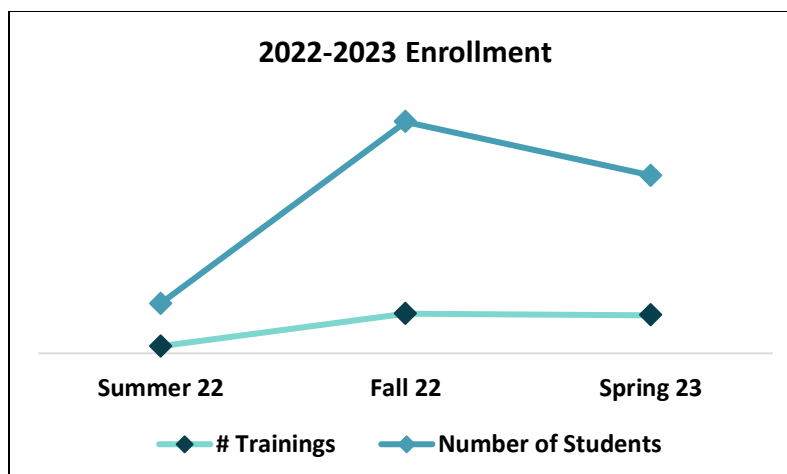
Training Topics	Trainings		# Ind. Trainings	# Locations	Number of Students	Certification Types
# Topics	Requested	Scheduled				
10	10	10	20	3	140	5 IC 5 Industry

Fall 2022

Training Topics	Trainings		# Ind. Trainings	# Locations	Number of Students	Certification Types
# Topics	Requested	Scheduled				
39	67	44	111	9	648	16 IC 23 Industry

Spring 2023

Training Topics	Trainings		# Ind. Trainings	# Locations	Number of Students	Certification Types
# Topics	Requested	Scheduled				
41	37	70	107	9	498	18 IC 23 Industry



APPENDIX

APPENDIX: ADMISSIONS REPORT**Summer 2022 Admissions by Program**

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 II	0	0	0	0	0
Accounting I	0	0	0	0	0
ALLIED HEALTH AS	0	0	0	0	0
Allied Health	0	0	0	0	0
Pre – Nursing Certificate	0	1	3	4	4
Dental Assistant	0	0	0	0	0
Medical Coding Specialist	0	0	0	0	0
BEHAVIORAL HEALTH AIDE AAS	0	0	0	0	0
Behavioral Health Aide	0	0	0	0	0
BUSINESS ADMINISTRATION Bachelors	0	1	0	1	1
BUSINESS MANAGEMENT AAS	0	0	0	0	0
Business Specialist II	0	0	0	0	0
Business Specialist I	0	0	0	0	0
Entrepreneurship & Sm Bus Management II	0	0	0	0	0
Entrepreneurship & Sm Bus Management I	0	0	0	0	0
CONSTRUCTION TECHNOLOGY AAS	0	0	0	0	0
Carpentry	0	0	0	0	0
Construction Management	0	0	0	0	0
Construction Technology II	0	0	0	0	0
Construction Technology I	0	0	0	0	0
Electrical I	0	0	0	0	0
Pipefitting I	0	0	0	0	0
Pipeline Insulation I	0	0	0	0	0
Plumbing I	0	0	0	0	0
Scaffolding I	0	0	0	0	0
Welding I	0	0	0	0	0
DENTAL HEALTH THERAPY AAS	0	0	0	0	0
Dental Health Aide	0	0	0	0	0
HEAVY TRUCK & CDL	0	0	1	1	1
INDUSTRIAL SAFETY AAS	0	0	0	0	0
INDIGENOUS EDUCATION AA	0	0	0	0	0
Indigenous Education II	0	0	0	0	0
Indigenous Education I	0	0	1	1	1
INFORMATION TECHNOLOGY AAS	0	0	0	0	0

Appendix: Admissions | 2023

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
Info Technology support Specialist II	0	0	0	0	0
Info Technology support Specialist I	0	0	0	0	0
Data Analysis II	0	0	0	0	0
Data Analysis I	0	0	0	0	0
Digital Arts in the Arctic II	0	0	0	0	0
Digital Arts in the Arctic I	0	0	0	0	0
Office Productivity	0	0	0	0	0
INUPIAQ STUDIES AA	0	0	0	0	0
Iñupiaq Language and Culture II	0	0	0	0	0
Iñupiaq Language and Culture I	0	0	0	0	0
LIBERAL ARTS AA	0	0	0	0	0
Liberal Arts	0	0	0	0	0
OFFICE MANAGEMENT AAS	0	0	0	0	0
Office Management II	0	0	0	0	0
Office Management I	0	0	0	0	0
Medical Office Management II	0	0	0	0	0
Medical Office Management I	0	0	0	0	0
Tribal Doctor Training Program II	0	0	0	0	0
Tribal Doctor Training Program I	0	0	0	0	0
Total	0	2	5	7	7

Fall 2022 Admissions by Program

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 II	0	1	0	1	1
Accounting I	0	0	2	2	2
ALLIED HEALTH AS	0	2	3	5	5
Allied Health	0	0	1	1	1
Pre-Nursing Certificate	0	2	2	4	4
Dental Assistant	0	0	0	0	0
Medical Coding Specialist	0	0	1	1	1
BEHAVIORAL HEALTH AIDE AAS	0	0	0	0	0
Behavioral Health Aide	0	0	0	0	0
BUSINESS ADMINISTRATION Bachelors	0	0	1	1	1

Appendix: Admissions | 2023

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
BUSINESS MANAGEMENT AAS	0	1	4	5	4
Business Specialist II	0	0	0	0	0
Business Specialist I	0	1	4	5	4
Entrepreneurship & Sm Bus Management II	0	0	0	0	0
Entrepreneurship & Sm Bus Management I	0	0	0	0	0
CONSTRUCTION TECHNOLOGY AAS	0	0	1	1	1
Carpentry	0	0	0	0	0
Construction Management	0	0	1	1	0
Construction Technology II	0	4	2	6	6
Construction Technology I	0	0	3	3	1
Electrical I	0	0	0	0	0
Pipefitting I	0	0	0	0	0
Pipeline Insulation I	0	0	0	0	0
Plumbing I	0	0	1	1	0
Scaffolding I	0	0	0	0	0
Welding I	0	0	0	0	0
DENTAL HEALTH THERAPY AAS	0	2	0	2	2
Dental Health Aide	0	0	0	0	0
HEAVY TRUCK & CDL	0	1	2	3	2
INDUSTRIAL SAFETY AAS	0	0	0	0	0
INDIGENOUS EDUCATION AA	0	0	0	0	0
Indigenous Education II	0	0	0	0	0
Indigenous Education I	0	0	0	0	0
INFORMATION TECHNOLOGY AAS	0	2	2	4	1
Info Technology support Specialist II	0	0	0	0	0
Info Technology support Specialist I	0	0	2	2	2
Data Analysis II	0	0	0	0	0
Data Analysis I	0	0	1	1	0
Digital Arts in the Arctic II	0	0	0	0	0
Digital Arts in the Arctic I	0	0	0	0	0
Office Productivity	0	0	0	0	0
INUPIAQ STUDIES AA	0	0	1	1	1
Iñupiaq Language and Culture II	0	1	0	1	1
Iñupiaq Language and Culture I	0	0	0	0	0
LIBERAL ARTS AA	0	1	2	3	1
Liberal Arts	0	1	2	3	3
OFFICE MANAGEMENT AAS	0	0	0	0	0

Appendix: Admissions | 2023

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
Office Management II	0	0	0	0	0
Office Management I	0	0	0	0	0
Medical Office Management II	0	1	0	1	1
Medical Office Management I	0	0	0	0	0
Tribal Doctor Training Program II	0	0	0	0	0
Tribal Doctor Training Program I	0	0	0	0	0
Total	0	21	38	59	46

Spring 2023 Admissions by Program

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	1	1	0
Accounting II	0	0	0	0	0
Accounting I	0	0	0	0	0
ALLIED HEALTH AS	0	0	1	1	0
Allied Health	0	0	0	0	0
Pre-Nursing Certificate	0	0	1	1	1
Dental Assistant	0	0	0	0	0
Medical Coding Specialist	0	0	1	1	1
BEHAVIORAL HEALTH AIDE AAS	0	0	0	0	0
Behavioral Health Aide	0	0	0	0	0
BUSINESS ADMINISTRATION Bachelors	0	1	1	2	2
BUSINESS MANAGEMENT AAS	0	1	2	3	2
Business Specialist II	0	0	0	0	0
Business Specialist I	0	1	1	2	1
Entrepreneurship & Sm Bus Management II	0	0	0	0	0
Entrepreneurship & Sm Bus Management I	0	0	0	0	0
CONSTRUCTION TECHNOLOGY AAS	0	0	0	0	0
Carpentry	0	0	0	0	0
Construction Management	0	0	0	0	0
Construction Technology II	0	1	0	1	1
Construction Technology I	0	0	0	0	0
Electrical I	0	0	0	0	0
Pipefitting I	0	0	0	0	0
Pipeline Insulation I	0	0	0	0	0

Appendix: Admissions | 2023

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
Plumbing I	0	0	0	0	0
Scaffolding I	0	0	0	0	0
Welding I	0	0	0	0	0
DENTAL HEALTH THERAPY AAS	0	1	0	1	1
Dental Health Aide	0	0	0	0	0
HEAVY TRUCK & CDL	0	0	1	1	0
INDUSTRIAL SAFETY AAS	0	0	0	0	0
INDIGENOUS EDUCATION AA	0	0	0	0	0
Indigenous Education II	0	0	0	0	0
Indigenous Education I	0	0	0	0	0
INFORMATION TECHNOLOGY AAS	0	0	1	1	1
Info Technology support Specialist II	0	0	1	1	1
Info Technology support Specialist I	0	0	0	0	0
Data Analysis II	0	0	0	0	0
Data Analysis I	0	0	1	1	1
Digital Arts in the Arctic II	0	0	0	0	0
Digital Arts in the Arctic I	0	0	1	1	1
Office Productivity	0	0	0	0	0
INUPIAQ STUDIES AA	0	0	0	0	0
Iñupiaq Language and Culture II	0	0	0	0	0
Iñupiaq Language and Culture I	0	0	0	0	0
LIBERAL ARTS AA	0	0	1	1	1
Liberal Arts	0	0	0	0	0
OFFICE MANAGEMENT AAS	0	0	0	0	0
Office Management II	0	1	1	2	1
Office Management I	0	0	0	0	0
Medical Office Management II	0	0	0	0	0
Medical Office Management I	0	0	0	0	0
Tribal Doctor Training Program II	0	0	0	0	0
Tribal Doctor Training Program I	0	0	0	0	0
Total	0	6	15	21	14

APPENDIX: COMPLETION REPORT

Fall 2022

Program Completion Data

PROGRAM	# Registrations	Total Completions		Withdraws	Completion % after Withdraws	AN/AI Registrations Before Withdraws	AN/AI Completions		AN/AI Withdraws	AN/AI Completion % after Withdraws
Liberal Arts	46	30	65%	6	75%	27	20	74%	2	80%
Allied Health & ANTHC Partnerships	154	126	82%	10	88%	104	87	84%	5	88%
Business Management/Accounting	214	149	69%	6	71%	149	103	69%	3	70%
Construction Trades	64	52	81%	2	84%	56	44	79%	2	81%
Heavy Truck & Equipment Operations	6	1	17%	1	20%	6	1	17%	1	20%
Indigenous Early Learning	23	18	78%	0	78%	22	17	77%	0	77%
Inupiaq Studies	33	26	79%	2	84%	33	26	79%	2	84%
Information Technology	18	13	72%	1	76%	12	7	58%	1	64%
TOTALS w/o short courses	558	415	74%	28	78%	409	305	75%	16	78%
Short Courses										
SAFE	235	231	98%	0	98%					
WFD	251	251	100%	0	100%					
TOTALS w/ short courses	1044	897	86%	0	86%					

APPENDIX: COMPLETION REPORT

Fall 2022

Program Completion Data

PROGRAM	# Registrations	Total Completions		Withdraws	Completion % after Withdraws	AN/AI Registrations Before Withdraws	AN/AI Completions		AN/AI Withdraws	AN/AI Completion % after Withdraws
Liberal Arts	46	30	65%	6	75%	27	20	74%	2	80%
Allied Health & ANTHC Partnerships	154	126	82%	10	88%	104	87	84%	5	88%
Business Management/Accounting	214	149	69%	6	71%	149	103	69%	3	70%
Construction Trades	64	52	81%	2	84%	56	44	79%	2	81%
Heavy Truck & Equipment Operations	6	1	17%	1	20%	6	1	17%	1	20%
Indigenous Early Learning	23	18	78%	0	78%	22	17	77%	0	77%
Inupiaq Studies	33	26	79%	2	84%	33	26	79%	2	84%
Information Technology	18	13	72%	1	76%	12	7	58%	1	64%
TOTALS w/o short courses	558	415	74%	28	78%	409	305	75%	16	78%
Short Courses										
SAFE	235	231	98%	0	98%					
WFD	251	251	100%	0	100%					
TOTALS w/ short courses	1044	897	86%	0	86%					

APPENDIX: IÑUPIAQ CULTURAL PROGRAMMING

Key	Focus Area	Frequency
1	Arctic Science	14
2	Storytelling	39
3	Traditional Values	45
4	Sewing	13
5	Language Learning	25
6	Traditional Crafts	29
7	Traditional Food	20
8	History	38
9	Traditional healing	47
10	Hunting/Whaling	17

Summer 2022

Division	Event Type Duration	Topic	# of Participants	Target Audience	Focus
Iñupiaq Studies	Course 5/03/22- 8/03/22	IñU 118- Topics in Iñupiaq Studies, Women's Fancy Lined Mittens	7	Iñisaġvik students	4, 6, 9
Iñupiaq Studies	Course 6/07/22- 6/17/22	IñU 210- Iñupiaq Land Use, Values, and Resources Cultural Summer Camp (located in Point Hope)	11	Iñisaġvik students and their children	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Iñupiaq Studies	Course 7/11/22- 7/22/22	IñU 118- Topics in Iñupiaq Studies, Traditional Plants in Utqiagvik, Alaska (located in Utqiagvik)	9	Iñisaġvik students	1, 6, 7, 8, 9
Iñupiaq Studies	Course 7/12/22- 7/14/22	IñU 195- Our Store is Outdoors, Summer Camp	18	K-12	1, 3, 5, 6, 7, 8, 9
Iñupiaq Studies	Course 8/09/22- 8/10/22	IñU 118- Topics in Iñupiaq Studies, Wooden Mask Mold Making with Louisa Riley (located in Anaqtuuvak Pass)	2	AKP students	4, 6, 8, 9
Tuzzy Library	9 sessions	IHLC Youth Program	83	K-12	2, 3, 5, 8, 10
Tuzzy Library	30 sessions	BGC Youth Program	339	K-12	2, 3
Tuzzy Library	4 sessions	Summer Reading Program	15	K-12	2, 3
Tuzzy Library	1 session	Kindergarten Storytime	30	1 st grade	2, 3
Tuzzy Library	1 session	Special Storytime with CYS children	5	K-5	2, 3
Tuzzy Library	1 session	Summer Reading Wrap up	15	K-12	2, 3

Fall 2022

Division	Event Type Duration	Topic	# of Partici pants	Target Audience	Focus (Key)
Iñupiaq Studies	1 day workshop	Traditional Plants in Utqiagvik	45	9-12 Grade Students	1, 3, 5, 7, 9
Iñupiaq Studies	1 day workshop	Glimpse Session: Kimmigñaq (Cranberry) Apple Jam	12	6-8 Grade Students	3, 5, 6, 7, 9
Iñupiaq Studies	Course 9/12/22- 10/03/22	IñU 118- Topics in Iñupiaq Studies, Qulliq (Seal Oil Lamp) Carving	7	Iñisaġvik students	1, 2, 3, 5, 6, 7, 8, 9
Iñupiaq Studies	Course 10/04/22- 11/22/22	IñU 118-Topics in Iñupiaq Studies, Beaded Qupaks	5	Iñisaġvik students	3, 4, 9
Iñupiaq Studies	Course 8/29/22- 10/07/22	IñU 118- Topics in Iñupiaq Studies, Ancient Iñuit History & Art Thru Time	2	Iñisaġvik students	2, 3, 8, 9, 10
Iñupiaq Studies	Course 8/22/22- 11/28/22	IñU 121- Elementary Iñupiaq I	13	Iñisaġvik students	5, 9
Iñupiaq Studies	Course 8/23-11/29/22	IñU 213- Iñuit Storytelling	4	Iñisaġvik students	2, 3, 5, 8, 9, 10
Iñupiaq Studies	Course 9/12/22- 12/03/22	IñU 220- North Slope Iñupiaq History and Culture	16	Iñisaġvik students	2, 3, 8, 9, 10
Iñupiaq Studies	Course 8/22/22- 11/18/22	IñU 221- Exploring Iñupiaq Identity Today Through Creative Writing	1	Iñisaġvik students	2, 3, 8, 9
Iñupiaq Studies	Course 8/24/22- 11/30/22	IñU 224- Iñupiaq Knowledge and Use of Arctic Plants	8	Iñisaġvik students	1, 2, 3, 5, 6, 7, 8, 9
Iñupiaq Studies	Course 8/23/22- 12/01/22	IñU 257- Traditional and Contemporary Skin Sewing	5	Iñisaġvik students	3, 4, 6, 8, 9
Iñupiaq Studies	Course 8/31/22- 12/02/22	IñU 260- Iñupiaq Songs, Dances, and Drumming	5	Iñisaġvik students	2, 3, 4, 5, 6, 8, 9
Iñupiaq Studies	1 Day Event, November 2022	Iñupiaq Fine Arts Festival, Event	60	Iñisaġvik staff, students, faculty, community members	2, 3, 4, 5, 6, 7, 8, 9, 10
Iñupiaq Studies	1 Day Event, November 2022	Iñupiaq Language Student Presentations at the Qargi Event	45	Iñisaġvik staff, students, faculty, community members	3, 5, 9
Cooperative Extension	1 Session	Niqi Night at Dorms for AFN Prep	19	Families	3, 6, 7, 9, 10

Appendix: Iñupiaq Cultural Programming | 2023

Division	Event Type Duration	Topic	# of Partici pants	Target Audience	Focus (Key)
Cooperative Extension	1 Session	Ilisagvik Food Sovereignty Workshop	63	Families	3, 6, 7, 9
Cooperative Extension	1 Session	Covey House Drum Workshop & Niqi Night	10	Youth	3, 6, 7, 8, 9
Cooperative Extension	1 session	Covey Academy Soup & Donuts	24	All ages	3, 7, 9
Tuzzy Library	15 sessions	Storytime	203	Pre K- 3	2, 3
Tuzzy Library	15 sessions	Crafternoon	221	K-6	2, 3
Tuzzy Library	1 session	FOTL August Book Club: An Indigenous People's History of the United States	6	All ages	2, 3, 8
Tuzzy Library	1 session	1 st Grade Storytime	64	1 st grade	2, 3
Tuzzy Library	1 session	Holiday Storytime and Cookie Decorating Party	93	All ages	2, 3

Spring 2023

Division	Event Type Duration	Topic	# Participants	Target Audience	Focus
Iñupiaq Studies	1 Day Workshop	Glimpse Session: Clay Qulliq (Seal Oil) Lamp Making	12	6-8 Grade Students	1, 2, 3, 5, 6, 8, 9
Iñupiaq Studies	1 Day Workshop, 2 sessions	College Bound, Iñupiaq Studies	30	K-5 Students	1, 2, 3, 5, 6, 7, 8, 9, 10
Iñupiaq Studies	1 Day Workshop	Kaktovik High School Seniors, Iñupiaq Studies	6	Kaktovik High School Seniors	1, 2, 3, 5, 6, 7, 8, 9, 10
Iñupiaq Studies	1 Day Workshop	Nunavut Sivuniksavut College in Canada, Iñupiaq Studies & History	8	Nunavut Sivuniksavut College Students	1, 2, 3, 5, 6, 7, 8, 9, 10
Iñupiaq Studies	Course 1/17/23-4/25/23	IñU 118, Topics in Iñupiaq Studies, Kamipiak (Maklak) Workshop with Joni Edwardsen	8	Ilisagvik students	3, 4, 6, 8, 9
Iñupiaq Studies	Course 2/20/23-4/24/23	IñU 118- Topics in Iñupiaq Studies, Qulliq (Seal Oil Lamp) Carving	7	Ilisagvik students	1, 2, 3, 5, 6, 7, 8, 9
Iñupiaq Studies	Course 1/30/23-3/19/23	IñU 118- Topics in Iñupiaq Studies, Ancient Iñuit History & Art Thru Time	5	Ilisagvik students	2, 3, 8, 9, 10

Appendix: Iñupiaq Cultural Programming | 2023

Division	Event Type Duration	Topic	# Participants	Target Audience	Focus
Iñupiaq Studies	Course- 1/23/23- 2/13/23	IñU 118- Topics in Iñupiaq Studies, Introduction to Driftwood Carving	7	Iñisaġvik students	3, 5, 6, 8, 9
Iñupiaq Studies	Course 1/18/23- 2/8/23	IñU 118- Topics in Iñupiaq Studies, Kivgiq Then and Now	4	Iñisaġvik students	2, 3, 5, 8, 9, 10
Iñupiaq Studies	Course 12/12/22- 12/16/22	IñU 118- Topics in Iñupiaq Studies, Qulliq (Seal Oil Lamp) Carving DHAT	12	Iñisaġvik students	1, 2, 3, 5, 6, 7, 8, 9
Iñupiaq Studies	Course 1/23-23- 4/24/23	IñU 131- Elementary Iñupiaq II	3	Iñisaġvik students	5, 9
Iñupiaq Studies	Course 1/18/23- 4/26/23	IñU 135- Iñuit Art Studio	4	Iñisaġvik students	3, 4, 6, 8, 9
Iñupiaq Studies	Course 1/19/23- 4/27/23	IñU 158- Traditional and Contemporary Native Food Preparation	3	Iñisaġvik students	1, 3, 6, 7, 8, 9, 10
Iñupiaq Studies	Course 1/17/23- 4/25/23	IñU 213- Iñuit Storytelling	12	Iñisaġvik students	2, 3, 5, 8, 9, 10
Iñupiaq Studies	Course 1/17/23- 4/16/23	IñU 221- Exploring Iñupiaq Identity Through Creative Writing	6	Iñisaġvik students	2, 3, 8, 9
Iñupiaq Studies	Course 1/17/23- 4/27/23	IñU 257- Traditional and Contemporary Skin Sewing	6	Iñisaġvik students	3, 4, 6, 8, 9
Iñupiaq Studies	Iñupiaq Cultural Hour	Iñupiaq dancing practice for Iñisaġvik graduation	15	Iñisaġvik staff, faculty & students	2, 6, 8, 9
Iñupiaq Studies	Iñupiaq Cultural Hour	Iñupiaq dancing practice for Iñisaġvik graduation	17	Iñisaġvik staff, faculty & students	2, 6, 8, 9
Iñupiaq Studies	April 2023	Iñupiaq Fine Arts Festival, Event	60	Iñisaġvik staff, students, faculty, community members	2, 3, 4, 5, 6, 7, 8, 9, 10
Iñupiaq Studies	April 2023	Iñupiaq Language Student Presentations, Event	20	Iñisaġvik staff, students, faculty, community members	3, 5, 9
Cooperative Extension	1 Session	Alaska Blanket Exercise	65	Iñisaġvik Staff/ Faculty	2, 3, 8, 9

Appendix: Iñupiaq Cultural Programming | 2023

Division	Event Type Duration	Topic	# Participants	Target Audience	Focus
Cooperative Extension	8 sessions	INU Hour	132	Ilisagvik Staff/ Faculty/ Students	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Cooperative Extension	1 session	Welcome back the Sun Dance	31	Families	2, 3, 8, 9
Cooperative Extension	4 Sessions	Atikluk Making – BHS	41	9-12 Grade students	3, 4, 6, 9
Tuzzy Library	11 sessions	Storytime	14	Pre K- 3 students	2, 3
Tuzzy Library	11 sessions	Crafternoon	56	K-6 students	2, 3
Tuzzy Library	1 session	Celebrating Easter Fun	249	All ages	3
Tuzzy Library	1 session	Kiita Book Event	17	All ages	2, 3, 8, 10

Appendix: Distance Education

Key to off-Slope Communities Served

1	Anaktuvuk Pass	23	Dublin, OH	45	Noorvik, AK
2	Atkasuk	24	Elim, AK	46	Norman, OK
3	Kaktovik	25	Emmonak, AK	47	North Pole, AK
4	Nuiqsut	26	Enterprise, AL	48	Oakland, CA
5	Point Hope	27	Fairbanks, AK	49	Odessa, TX
6	Point Lay	28	Glendale, AZ	50	Palmer, AK
7	Wainwright	29	Glenpool, OK	51	Phoenix, AZ
8	Akiak, AK	30	Glide, OR	52	Port Angeles, WA
9	Alakanak, AK	31	Greenbrier, AR	53	Richmond Hill, GA
10	Aleknagik, AK	32	Homer, AK	54	Salisbury, NC
11	Anchorage, AK	33	Houston, TX	55	Sapulpa, OK
12	Belleville, PA	34	Hyder, AK	56	Savoonga, AK
13	Bethel, AK	35	Imperial Beach, CA	57	Scammon Bay, AK
14	Branford, CT	36	Independence, MO	58	Shatooklik, AK
15	Buckley, WA	37	Juneau, AK	59	Shishmaref, AK
16	Buna, TX	38	Kansas City, MO	60	Sitka, AK
17	Cameron, AZ	39	Kenai, AK	61	St. Paul Island, AK
18	Cerritos, CA	40	Kodiak, AK	62	Sun Prairie, WI
19	Chefornak, AK	41	Kotlik, AK	63	Tucson, AZ
20	Chugiak, AK	42	Metlakatla, AK	64	Walnut Grove, CA
21	Crystal Lakes, MO	43	Mount Vernon, WA	65	Wasilla, Alaska
22	Dillingham, AK	44	Mountain Village, AK	66	Winter Park, FL

Note: The numbers indicate location codes.

Summer 2022 – Distance Delivered and Online – Synchronous

<i>Enrollmts:</i> On/Off-Site students				<i>DE Enrollmts:</i> Off-site students						
<i>Compltns:</i> On/Off-site completions w/D or higher				<i>DE Compltns:</i> Off-site completions w/D or higher						
Dept	#	IR/ Sect	Cr	Enrollmts	Compltns	%	DE Enrollmts	DE Compltns	%	Off-Site Locations
DA	106	900	1	1	1	100%	1	1	100%	61
DHAT	101	900	3	5	5	100%	5	5	100%	11, 13, 65
DHAT	251	900	0.5	6	6	100%	6	6	100%	11, 13, 19, 27
DHAT	156	900	1	6	6	100%	6	6	100%	11, 13, 19, 27
DHAT	262	900	0.5	6	6	100%	6	6	100%	11, 13, 19, 27
DHAT	201A	900	0.5	6	6	100%	6	6	100%	11, 13, 19, 27
DHAT	211A	900	2	6	6	100%	6	6	100%	11, 13, 19, 27
DHAT	235	900	1	6	6	100%	6	6	100%	11, 13, 19, 27
Total				42	42	100%	42	42	100%	

Observations:

- All online synchronous courses showed participation from off-site locations. (8 of 8 courses).
- Students participating from off-site locations (42 of 42 enrollments) generated **100%** of all enrollments, and completed at 100%.

Summer 2022: Online Courses – Asynchronous

<i>Enrollmts:</i> On/Off-Site students				<i>DE Enrollmts:</i> Off-site students						
<i>Compltns:</i> On/Off-site completions w/D or higher				<i>DE Compltns:</i> Off-site completions w/D or higher						
Dept	#	Sect	Cr	Enrollmts	Compltns	%	DE Enrollmts	DE Compltns	%	Off-Site Locations
BUS	106	80B	1	7	6	86%	5	5	100%	11, 26, 42
BUS	121	80B	3	8	6	75%	4	3	75%	11, 28, 42
BUS	151	80B	3	4	2	50%	3	2	67%	11, 42
BUS	254	80B	3	7	5	71%	3	2	67%	11, 42, 65,
BUS	499	80B	3	1	1	100%	1	1	100%	11
BUS	454	80B	3	3	3	100%	2	2	100%	42, 65
HUMS	210	80B	3	3	2	67%	1	1	100%	11
IÑU	118	80B	2	7	5	71%	5	4	80%	11, 28, 42, 65
IT	100	80B	1	4	3	75%	2	2	100%	26, 42
IT	118	80B	1	3	2	67%	1	1	100%	26
IT	130A	80B	1	5	5	100%	4	4	100%	11, 42
IT	130B	80B	1	5	3	60%	4	2	50%	11, 42
IT	130C	80B	1	3	1	33%	2	1	50%	11
IT	255A	80B	1	5	3	60%	4	3	75%	11, 26, 42
IT	255B	80B	1	5	3	60%	4	3	75%	11, 26, 42
IT	255C	80B	1	5	3	60%	4	3	75%	11, 26, 42
Total				75	53	71%	49	39	80%	

Observations:

- **100%** of online courses showed participation from off-site locations (16 of 16 courses).
- Students participating from off-site locations (17 of 60 enrollments) generated **65%** of all enrollments.
- Distance students completed their courses at a higher rate (80%) when compared to all students: **71%**.

Fall 2022: Online Courses – Asynchronous

<i>Enrollmts:</i> On/Off-Site students <i>Compltns:</i> On/Off-site completions w/D or higher							<i>DE Enrollmts:</i> Off-site students <i>DE Compltns:</i> Off-site completions w/D or higher			
Dept	#	Sect	C r	Enrollm ts	Co mpl tns	%	DE Enrollm ts	DE Comp ltns	%	Off-Site Locations
BUS	106	80B	1	2	1	50%	1	1	100%	11
BUS	108	80B	1	3	3	100%	1	1	100%	11
BUS	109	80B	3	8	4	50%	4	2	50%	11, 65
BUS	151	80B	3	7	2	29%	2	1	50%	11
BUS	234	80B	3	3	3	100%	2	2	100%	11, 26
BUS	239	80B	3	13	11	85%	7	6	86%	11, 26, 42, 65
BUS	245	80B	3	6	5	83%	3	3	100%	11, 62
BUS	350	80B	3	7	7	100%	4	4	100%	11, 62, 65
BUS	439	80B	3	5	3	60%	4	2	50%	11, 42, 65
BUS	334	80B	3	10	6	60%	6	3	50%	5, 42, 47, 65
DATA (IT)	140A	80B	1	15	9	60%	6	5	83%	6, 12, 27, 42, 51, 65
DATA (IT)	140B	80B	1	17	8	47%	6	4	67%	6, 12, 27, 42, 51, 65
DATA (IT)	140C	80B	1	15	10	67%	5	5	100%	6, 12, 27, 42, 51
ENGL	111	80B	3	15	12	80%	10	9	90%	11, 13, 14, 25, 27, 41, 42, 43, 65
HIM	110	80B	3	2	2	100%	2	2	100%	36, 65
HIM	210	80B	3	4	1	25%	2	1	50%	11, 47
HLTH	101	80B	3	14	4	29%	6	1	17%	3, 4, 11, 16, 23, 25
HLTH	204	80B	3	5	5	100%	4	4	100%	11, 17, 36, 65
HUM	201	80B	3	3	0	0%	2	0	0%	11, 42
HUMS	125	80B	3	3	1	33%	1	0	0%	16
IÑU	118	80B	2	2	2	100%	1	1	100%	26
IÑU	221	80B	3	1	0	0%	0	0	N/A	
IT	100	80B	1	13	8	62%	13	8	62%	5, 6, 7, 9, 10, 11, 15, 25, 41, 42
IT	100	80B	1	16	15	94%	0	0	N/A	
IT	101	80B	1	12	10	83%	3	3	100%	11, 26
IT	118	80B	1	11	5	45%	6	3	50%	5, 11, 15, 44, 56, 61
IT	119	80B	1	5	2	40%	2	1	50%	5, 42
IT	130B	80B	1	1	1	100%	0	0	N/A	
IT	130C	80B	1	1	1	100%	0	0	N/A	
LS	101	80B	1	16	9	56%	10	6	60%	5, 11, 15, 17, 20, 41, 42, 56
PSY	101	80B	3	11	5	45%	6	2	33%	11, 20, 42
Total				244	154	63%	118	79	67%	

Observations:

- **87%** of online courses showed participation from off-site locations (27 of 31 courses).
- Students participating from off-site locations (132 of 267 enrollments) generated **48%** of all enrollments.
- Distance students completed their courses at a slightly higher rate (**67%**) compared to rate for all students (**63%**)

Fall 2022: Teleconference/Live Courses – Synchronous

<i>Enrollmts:</i> On/Off-Site students				<i>DE Enrollmts:</i> Off-site students						
<i>Compltns:</i> On/Off-site completions w/D or higher				<i>DE Compltns:</i> Off-site completions w/D or higher						
Dept	#	Sect	Cr	Enrollmts	Compltns	%	DE Enrollmts	DE Compltns	%	Off-Site Locations
BIOL	100	900	4	5	5	100%	5	5	100%	11, 13, 65
DHAT	111	900	2	5	5	100%	5	5	100%	11, 13, 65
DHAT	125	900	1.5	5	5	100%	5	5	100%	11, 13, 65
DHAT	151	900	1	5	5	100%	5	5	100%	11, 13, 65
DHAT	152	900	2	5	5	100%	5	5	100%	11, 13, 65
DHAT	153	900	2	5	5	100%	5	5	100%	11, 13, 65
DHAT	154	900	1	5	5	100%	5	5	100%	11, 13, 65
DHAT	160	900	0.5	5	5	100%	5	5	100%	11, 13, 65
DHAT	201B	900	1.5	6	6	100%	6	6	100%	11, 13, 19, 27
DHAT	211B	900	4.5	6	6	100%	6	6	100%	11, 13, 19, 27
DHAT	221	900	0.5	6	6	100%	6	6	100%	11, 13, 19, 27
DHAT	231	900	2	6	6	100%	6	6	100%	11, 13, 19, 27
DHAT	241	900	0.5	6	6	100%	6	6	100%	11, 13, 19, 27
DHAT	242	900	3	6	6	100%	6	6	100%	11, 13, 19, 27
Total				76	76	100%	76	76	100%	

Observations:

- All Teleconference/live courses showed participation from off-site locations (14 of 14 courses).
- Students participating from off-site locations (76 out of 76 enrollments) generated **100%** of all enrollments.
- These classes were offered to a cohort of distance students, and they completed at 100%.

Fall 2022 – Distance Delivered and Online – Synchronous

<i>Enrollmts:</i> On/Off-Site students				<i>DE Enrollmts:</i> Off-site students						
<i>Compltns:</i> On/Off-site completions w/D or higher				<i>DE Compltns:</i> Off-site completions w/D or higher						
Dept	#	Sect	Cr	Enrollmts	Compltns	%	DE Enrollmts	DE Compltns	%	Off-Site Locations
ANS	240	80X	3	8	7	88%	6	5	83%	3, 11, 45, 54, 60, 65
ANTH	242	80X	3	8	4	50%	4	2	50%	4, 11, 42, 52
ANTH	100	80X	3	4	4	100%	2	2	100%	37, 42
BUS	401	80X	3	7	6	86%	4	3	75%	11, 42, 62, 65
BUS	101	80X	3	13	10	77%	7	6	86%	11, 12, 27, 40, 44, 61, 65
BUS	114	80X	3	4	1	25%	0	0	N/A	
ED	101	80X	3	4	3	75%	2	2	100%	42
ED	204	80X	3	3	3	100%	1	1	100%	65
HIST	131	80X	3	6	6	100%	2	2	100%	20, 42
LS	101	80X	1	5	1	20%	2	0	0%	6, 11
MTHT	101A	80X	1	7	4	57%	7	4	57%	5, 6, 9, 10, 25, 41
MTHT	101B	80X	1	6	3	50%	6	3	50%	5, 6, 9, 10, 25, 41
MTHT	101C	80X	1	6	3	50%	6	3	50%	5, 6, 9, 10, 25, 41
Total				81	55	68%	49	33	67%	

Observations:

- **92%** of online courses showed participation from off-site locations (12 of 13 courses).
- Students participating from off-site locations (49 of 81 enrollments) generated **60%** of all enrollments.
- Completion rate for distance students was lower when compared to that of all students **67%** to **68%**.

Fall 2022 Blended Courses – Synchronous

<i>Enrollmts:</i> On/Off-Site students				<i>DE Enrollmts:</i> Off-site students						
<i>Compltns:</i> On/Off-site completions w/D or higher				<i>DE Compltns:</i> Off-site completions w/D or higher						
Dept	#	Sec t	Cr	Enroll mts	Compl tns	%	DE Enrollmt s	DE Compltn s	%	Off-Site Locations
BUS	105	80N	3	3	1	33%	0	0	N/A	
BUS	182	80N	3	2	1	50%	2	1	50%	11
BUS	220	80N	3	2	2	100%	2	2	100%	11
BUS	233	80N	3	7	3	43%	2	1	50%	11, 42
BUS	333	80N	3	2	0	0%	0	0	N/A	
BUS	221	80N	3	11	10	91%	6	5	83%	11, 27, 42, 51, 65
BUS	320	80N	3	8	6	75%	6	4	67%	5, 11, 42, 62, 65
BUS	355	80N	3	5	4	80%	1	1	100%	47
COMM	131	80N	3	14	10	71%	6	4	67%	6, 42, 44, 56, 59
DATA	127	80N	2	3	3	100%	1	1	100%	65
DATA	180	80N	3	1	1	100%	1	1	100%	11
ED	111	80N	3	8	5	63%	4	4	100%	3, 37
ED	199	80N	3	1	1	100%	1	1	100%	42
ENGL	075	80N	3	15	6	40%	10	5	50%	6, 11, 42, 56, 61, 65
ENGL	200	80N	3	2	2	100%	2	2	100%	42, 47
ENGL	211	80N	3	4	3	75%	3	3	100%	11, 26, 37
IÑU	118	80N	1	7	7	100%	5	5	100%	3, 6, 46
IÑU	121	80N	3	13	12	92%	5	5	100%	6, 7, 11, 59
IÑU	213	80N	3	7	3	43%	3	1	33%	11, 42, 65
IÑU	220	80N	3	16	15	94%	8	7	88%	3, 6, 17, 27, 37, 42, 45
IÑU	224	80N	3	9	7	78%	6	4	67%	1, 6, 11, 16, 61, 65
IT	292	80N	4	2	2	100%	2	2	100%	11, 65
MATH	055 A	80N	2	11	5	45%	6	2	33%	2, 4, 6, 11, 61, 65
MATH	055 B	80N	2	4	4	100%	2	2	100%	6, 11
MATH	060 A	80N	2	8	5	63%	5	3	60%	11, 56, 59, 61, 65
MATH	060 B	80N	2	5	5	100%	3	3	100%	11, 56, 59
MATH	105	80N	3	11	8	73%	8	6	75%	11, 26, 40, 41, 42, 53, 61
MATH	105	80N	3	8	7	88%	1	0	0%	11
MATH	107	80N	4	4	3	75%	2	2	100%	11, 16
Total				193	141	73%	103	77	75%	

Observations:

- **93%** of online courses showed participation from off-site locations (27 of 29 courses).

- Students participating from off-site locations (103 of 193 enrollments) generated **53%** of all enrollments.
- Distance student completed their courses at a slightly higher rate (**75%**) when compared to that rate of all students (**73%**)

Appendix: Distance Education | 2023

Spring 2023 – Online Courses – Asynchronous

<i>Enrollmnts: On/Off-Site students</i>				<i>DE Enrollmnts: Off-site students</i>						
<i>Compltnts: On/Off-site completions w/D or higher</i>				<i>DE Cmpltns: Off-site completions w/D or higher</i>						
Dept	#	Sect	Cr	Enrollmnts	Compltnts	%	DE Enrollmnts	DE Compltnts	%	Off-Site Locations
ART	181	80B	1	4	4	100%	2	2	100%	6, 11
BIOL	104	80B	4	3	2	67%	2	1	50%	5, 11
BUS	107	80B	2	2	2	100%	1	1	100%	11
BUS	109	80B	3	3	1	33%	2	0	0%	11
BUS	119	80B	1	2	1	50%	1	0	0%	11
BUS	151	80B	3	14	6	43%	8	4	50%	4, 6, 11, 39, 65
BUS	155	80B	3	1	0	0%	1	0	0%	11
BUS	175	80B	3	3	3	100%	3	3	100%	11
BUS	182	80B	3	2	1	50%	0	0	N/A	
BUS	245	80B	3	2	1	50%	1	1	100%	11
BUS	254	80B	3	8	4	50%	5	2	40%	6, 11, 44, 61
BUS	418	80B	3	3	1	33%	0	0	N/A	
BUS	454	80B	3	2	2	100%	1	1	100%	65
BUS	499	80B	1	4	3	75%	1	1	100%	62
CTT	171	80b	3	6	1	17%	3	0	0%	4, 5
ED	229	80B	3	1	0	0%	1	0	0%	11
ENGL	111	80B	3	11	6	55%	7	6	86%	11, 15, 20, 41, 42, 61
ENGL	213	80B	3	8	5	63%	2	2	100%	11
HLTH	103	80B	3	4	3	75%	3	2	67%	5, 11, 20
IÑU	118	80B	2	5	3	60%	4	2	50%	5, 29, 33, 66
IÑU	118	80B	1	8	6	75%	4	4	100%	6, 46, 65
INU	118	80B	0.5	8	5	63%	4	2	50%	3, 6
IÑU	221	80B	3	6	3	50%	5	3	60%	11, 33, 42, 63, 65
IT	100	80B	1	14	11	79%	6	3	50%	1, 42
IT	100	80B	1	3	3	100%	3	3	100%	4, 7, 29
IT	101	80B	1	4	0	0%	1	0	0%	11
IT	109	80B	1	2	0	0%	1	0	0%	5
IT	118	80B	1	16	12	75%	8	4	50%	2, 4, 5, 6, 7, 11, 61
IT	119	80B	1	2	1	50%	0	0	N/A	
IT	130A	80B	1	9	3	33%	6	1	17%	2, 4, 5, 6, 7, 11
IT	130B	80B	1	4	3	75%	2	1	50%	6, 42
IT	130C	80B	1	4	2	50%	1	1	100%	6
IT	255A	80B	1	2	2	100%	1	1	100%	11
IT	255B	80B	1	1	1	100%	1	1	100%	11
IT	255C	80B	1	1	1	100%	1	1	100%	11
LS	101	80B	1	8	4	50%	4	2	50%	11, 29, 40, 41
MATH	105	80B	3	4	3	75%	3	2	67%	20, 42, 44
PSY	150	80B	3	5	3	60%	1	1	100%	11
SSC	218	80B	1	3	2	67%	0	0	N/A	
SSC	218	80B	1	2	1	50%	0	0	N/A	
SSC	218	80B	1	4	2	50%	0	0	N/A	
SWK	103	80B	3	5	4	80%	3	3	100%	26, 42
Total				203	121	60%	103	61	59%	

Observations:

- **86%** of online courses showed participation from off-site locations. (36 of 42 courses).
- Students participating from off-site locations (103 of 203 enrollments) generated **51%** of all enrollments.
- Distance students completed their courses at a slightly lower rate (**59%**) compared to that of all students (**60%**).

Spring 2023 – Distance Delivered and Online – Synchronous

<i>Enrollmts:</i> On/Off-Site students				<i>DE Enrollmts:</i> Off-site students						
<i>Compltns:</i> On/Off-site completions w/D or higher				<i>DE Cmpltns:</i> Off-site completions w/D or higher						
Dept	#	Sect	Cr	Enrollmts	Compltns	%	DE Enrollmts	DE Compltns	%	Off-Site Locations
ANS	240	80X	3	4	3	75%	4	3	75%	5, 37, 50
BUS	101	80X	3	11	5	45%	7	2	29%	6, 11, 65
BUS	105	80X	3	6	3	50%	3	1	33%	6, 11, 36
BUS	341	80X	3	6	4	67%	3	2	67%	26, 47, 62
BUS	350	80X	3	3	3	100%	2	2	100%	42, 65
BUS	360	80X	3	6	5	83%	2	2	100%	26, 62
BUS	365	80X	3	7	7	100%	5	5	100%	26, 42, 47, 62
COMM	131	80X	3	5	5	100%	5	5	100%	11, 13, 19
ED	104	80X	3	7	4	57%	5	3	60%	5, 39, 42
ED	194	80X	3	1	1	100%	1	1	100%	42
ENGL	031	80X	3	4	3	75%	2	1	50%	6, 61
ENGL	075	80X	3	18	8	44%	11	5	45%	4, 5, 6, 11, 42
GEOS	215	80X	3	1	1	100%	0	0	N/A	
Total				79	52	66%	50	32	64%	

Observations:

- **92%** of online courses showed participation from off-site locations (12 of 13 courses).
- Students participating from off-site locations (64 of 120 enrollments) generated **63%** of all enrollments.
- Distance students completed their courses at a slightly lower rate (**64%**) compared to that of all students (**66%**)

Spring 2023 Blended Courses – Synchronous

<i>Enrollmts:</i> On/Off-Site students						<i>DE Enrollmts:</i> Off-site students				
<i>Compltns:</i> On/Off-site completions w/D or higher						<i>DE Cmpltns:</i> Off-site completions w/D or higher				
Dept	#	Sect	Cr	Enrollmts	Compltns	%	DE Enrollmts	DE Compltns	%	Off-Site Locations
ART	200	80N	3	5	5	100%	3	3	100%	11, 37, 65
BUS	121	80N	3	13	8	62%	9	5	56%	5, 11, 15, 20, 42, 65
BUS	151	80N	3	3	3	100%	1	1	100%	15
BUS	201	80N	3	10	7	70%	7	5	71%	11, 40, 42, 61, 65
BUS	202	80N	3	4	3	75%	1	0	N/A	11
BUS	232	80N	3	5	2	40%	1	1	100%	11
BUS	432	80N	3	3	2	67%	2	1	50%	42, 62
DATA	140A	80N	1	11	8	73%	7	5	71%	6, 11, 15, 20, 40, 55
DATA	140B	80N	1	9	7	78%	6	6	100%	11, 15, 20, 40
DATA	140C	80N	1	6	5	83%	5	4	80%	11, 15, 20, 40
DATA	227	80N	3	1	1	100%	1	1	100%	11
ENGL	271	80N	3	1	1	100%	0	0	N/A	
ENGL	200	80N	3	3	3	100%	1	1	100%	11
IÑU	118	80N	3	9	6	67%	0	0	N/A	
IÑU	118	80N	1	4	4	100%	2	2	100%	6, 66
INU	118	80N	1	12	12	100%	12	12	100%	11, 13, 19, 27, 43, 65
IÑU	131	80N	3	6	3	50%	1	1	100%	5
IÑU	213	80N	3	12	11	92%	6	5	83%	6, 11, 40, 42, 47
IT	117	80N	1	3	1	33%	0	0	N/A	
MATH	105	80N	3	7	3	43%	4	1	25%	6, 42, 65
MATH	055A	80N	2	9	7	78%	6	6	100%	2, 4, 5, 6, 11
MATH	055B	80N	2	8	4	50%	7	3	43%	2, 4, 5, 6, 11
MATH	060A	80N	2	13	11	85%	7	6	86%	6, 7, 13, 37, 61
MATH	060B	80N	2	13	13	100%	7	7	100%	4, 6, 7, 11, 15, 37
Total				170	130	76%	96	76	79%	

Observations:

- **83%** of online courses showed participation from off-site locations (20 of 24 courses).
- Students participating from off-site locations (96 of 170 enrollments) generated **56%** of all enrollments.
- Distance students completed their courses at a slightly higher rate (**79%**) compared all students (**76%**)

APPENDIX: GRADUATION REPORT BY PROGRAM

PROGRAM	Cert/Deg	18-19	19-20	20-21	21-22	22-23
ACCOUNTING	AAS	1	1	2	3	4
Accounting II	Cert	1	1	2	3	2
Accounting I	Cert	4	0	3	4	3
ALLIED HEALTH	AS	3	0	1	3	0
Allied Health	Cert	1	0	0	4	0
Medical Coding Specialist	Cert	0	0	0	0	0
Pre-Nursing	Cert	0	0	0	2	1
BEHAVIORAL HEALTH AIDE	AAS	0	0	0	1	0
Behavioral Health Aide	Cert	0	0	0	1	0
BUSINESS ADMINISTRATION	Bachelors	0	0	1	0	3
BUSINESS MANAGEMENT	AAS	0	2	2	2	4
Business Specialist II	Cert	0	1	3	2	5
Business Specialist I	Cert	2	1	4	2	6
Entrepreneurship & Sm Bus Management II	Cert	0	1	0	0	0
Entrepreneurship & Sm Bus Management I	Cert	0	1	0	0	0
CONSTRUCTION TECHNOLOGY	AAS	2	1	0	0	0
Construction Technology II	Cert	0	1	0	0	3
Construction Technology I	Cert	4	0	0	0	4
Building Maintenance Tech. I	Endorse	0	0	0	3	0
Carpentry	Endorse	3	1	0	0	3
Construction Management	Endorse	0	0	0	0	0
Electrical I	Endorse	10	0	0	0	0
Pipefitting I	Endorse	0	0	0	0	0
Pipeline Insulation I	Endorse	0	0	0	0	0
Plumbing I	Endorse	9	0	0	0	0
Scaffolding I	Endorse	0	0	0	0	0
Welding I	Endorse	6	0	0	2	2
Dental Health Therapy	AAS	9	2	4	0	1
Dental Health Aide	Cert	4	0	1	3	0
HEAVY TRUCK & CDL	Cert/Endorse	16	0	0	1	0
INDUSTRIAL SAFETY	Cert/Endorse	1	0	0	0	0
INDIGENOUS EDUCATION	AA	3	0	1	1	1
Indigenous Education II	Cert	3	1	1	2	0
Indigenous Education I	Cert	0	8	0	3	2
INFORMATION TECHNOLOGY	AAS	0	0	1	1	3
Info Technology support Specialist II	Cert	1	0	2	1	1
Info Technology support Specialist I	Cert	0	1	1	1	1
Info Technology Digital Arts in Arctic II	Cert	0	0	0	0	1
Info Technology Digital Arts in Arctic I	Cert	0	0	0	3	1
Data Analysis	Cert	0	0	0	0	2
Computer Foundations	Endorse	0	0	0	0	1

INUPIAQ STUDIES	AA	0	1	0	1	0
Iñupiaq Language and Culture II	Cert			0	0	2
Iñupiaq Language and Culture I	Cert			2	0	4
LIBERAL ARTS	AA	2	2	2	4	1
Liberal Arts	Cert	2	2	1	4	1
OFFICE MANAGEMENT	AAS	1	0	1	1	1
Office Management II	Cert	1	1	1	1	0
Office Management I	Cert	1	1	0	1	0
Medical Office Management II	Cert	0	1	1	0	1
Medical Office Management I	Cert	1	0	0	0	1
Office Productivity	Endorse		0	2	1	2
Tribal Doctor Training Program II	Cert			2	1	0
Tribal Doctor Training Program I	Cert			3	0	0
GED	Diploma	4	5	5	0	0

Appendix: Grants Statistics

Grant Name	Grantor	Budget Period	Award Amount	Designation of Funds
13323: Title III	U.S Department of Education	10/1/22-9/30/23	\$562,170	American Indian Tribally Controlled Colleges and Universities
13423: Title III	U. S. Department of Education	10/1/22-9/30/23	\$500,000	American Indian Tribally Controlled Colleges and Universities (Part F)
15024: Assistance to Tribal Colleges	Bureau of Indian Affairs (BIA)	4/15/20-9/30/23	\$1,023,996	Operational Funding
15423: Tribally Controlled College Assistance	Bureau of Indian Affairs (BIA)	7/1/19-6/30/24	\$428,571	Facilities Improvement and Repair
15424: Tribally Controlled College Assistance	Bureau of Indian Affairs (BIA)	7/1/19-6/30/24	\$457,143	Facilities Improvement and Repair
16030 – A Concern for Human Health	National Science Foundation	9/1/22-8/31/24	\$200,000	Pathogenic Bacteria may Emerge with Warming Arctic Tundra
16031 – Enhancing Arctic Science and Engineering Workshop	National Science Foundation	7/1/22-6/30/23	\$40,000	Personnel and Travel
25020: Fish& Wildlife North Slope Youth Engagement	US Fish & Wildlife Service	6/1/20-5/31/25	\$80,000	North Slope Youth Engagement, education, employment, and research program and opportunities
18023 – SEDS-AK	Department of Health and Human Services	9/30/22-9/29/23	\$200,000	Supporting Workforce, Social, and Youth Development on the north Slope of Alaska at Ilisagvik College
53822 – Native Arts and Culture	American Indian College Fund	6/1/22 – 4/30/23	\$34,500	Ilisagvik College's Native Arts and Culture Community Based Native Arts Learning and Sharing
53023 – Presidents Fund	American Indian College Fund	6/1/22-5/31/24	\$100,000	Language and Cultural Activities Health and Wellness
53923: Cultural Preservation Endowment	American Indian College Fund	2022-2023	\$5,914	Support Cultural Preservation and Revitalization Efforts
60223: Technical Vocational Education Program - FY2021	State of Alaska Department of Labor & Workforce Development	7/1/22-6/30/23	\$685,300	Workforce Development
61023: VEWFD	Arctic Slope Regional Corporation	2023	\$150,000	Vocational Education and WFD in 2023
65023: Carl D. Perkins	State of Alaska Department of Education & Early Development	7/1/22-6/30/23	\$75,000	Secondary Partnership/CTE
70023- Fund for Health Equity	Direct Relief	1/1/23-12/31/24	\$200,000	Language Revitalization – Mentor/Apprentice Program
73523: NSB Supplemental Funds	North Slope Borough	2023	\$145,000	Supplemental Funding
82023: Village Library Operation	Institute of Museum & Library Services – ASRC & AK Library	8/1/22-7/31/23	\$80,000	Tuzzy Library – Village Library Services
83023: Public Library Assistance	State of AK Department of Education	7/1/22-6/30/23	\$56,000	Tuzzy Library – Village Library Services
87023: OWL Technology	State of AK Department of Education	7/1/22-6/30/23	\$23,120	Villages Library – FY22 OWL Internet Award as Directed
92123: Tribal College Endowment	U.S. Department of Agriculture National Institute of Food and Agriculture	2022-On Going	\$75,221	Recruitment for Student Success

Appendix: Grants | 2023

Grant Name	Grantor	Budget Period	Award Amount	Designation of Funds
92223: Extension “Office Planning Special Emphasis Project”	U.S. Department of Agriculture National Institute of Food and Agriculture	9/1/12-8/31/23	\$90,000	Cooperative Extension Program
92323: Equity Program “ Science Nutrition & Healthcare	U.S. Department of Agriculture National Institute of Food and Agriculture	9/1/22-8/31/23	\$157,142	Science and Health Education Outreach
92423: Heavy Equipment and Furniture	USDA Rural Development	10/1/21-9/30/23	\$363,023	Loader, Rock Truck, Passenger Bus, Class B Vehicle for CDL Testing
92521: Retention and Persistence	U.S. Department of Agriculture National Institute of Food and Agriculture	9/1/22-9/29/23	\$50,000	Facilitating Tribal Students Retention and Persistence in College with Behavioral Health and Academic Support
92623 – Holistic Learning and Community Growth through Extension and Outreach at Ilisagvik College	U.S. Department of Agriculture National Institute of Food and Agriculture	9/15/22-9/15/23	\$246,000	Personal Services, Equipment, and Travel
02023 – 2023 Summer Camps	Lu Young Childrens Fund	2023	\$10,000	2023 Summer Camps
06724: 2023 Pre-College Programming	Alaska Community Foundation	2023	\$15,000	2023 Summer Camps
06725 – 2023 Camp Initiative	Alaska Community Foundation	2023	\$10,000	2023 Summer Camps
09823 –Heavy Equipment	Rasmuson Foundation	6/22/22-12/31/24	\$250,000	Purchase a New Loader
<u>Total Award</u>			<u>\$6,313,100</u>	

APPENDIX: PRE-COLLEGE PROGRAMMING

Tuzzy Library Activities, Summer 2022

Topic	# of Participants	Grade Level	Duration	# of events	Subject Matter
Kindergarten Storytime	30	K	1 hour	1	Reading, Early Literacy
CYS Storytime	5	PreK-5	1 hour	1	Reading, Early Literacy
Summer Reading Program	15	All ages	1 hour/ weekly	4	Reading, Art, Science, Careers, Early Literacy
Summer Reading Wrap Up	15	All ages	1 hour	1	Reading, Early Literacy, Socializing
Boys and Girls Club Partner Programs	339	1 st to 12 th grades	3 hours/5 days a week	30	Reading, Art, Science, Careers, Early Literacy, Socializing, Communicating, Problem Solving, Youth Development
IHLC Partner Programs	102	1 st to 12 th grades	2 hours/2 times a week	9	Oral history, Reading, Art, Science
Summer Camp	165	1-12	3-5 Days	18	Youth Development/ Team bonding and building

Tuzzy Library Activities, Fall 2022

	# of Participants	Grade Level	Duration	# of events	Subject Matter
FOTL Book Club	6	All ages	1 hour	1	Reading, Communicating, Socializing
FOTL Annual Meeting	55	All ages	2 hours	1	Communicating, Socializing
Storytime	203	PreK-3 rd grade	30 minutes/ weekly	15	Reading, Early Literacy
Crafternoon	221	K-6 grade	2 hours/ weekly	15	Socializing, Communicating, Problem Solving, Youth Development
FOTL Chess Club	23	All ages	4 hours/ monthly	5	Socializing, Communicating, Problem Solving, Youth Development
FOTL Board Game Day	20	All ages	4 hours/ monthly	4	Socializing, Communicating, Problem Solving, Youth Development
1 st Grade Storytime	64	All ages	1 hour	2	Reading, Early Literacy
Holiday Storytime and Cookie Decorating Party	93	All ages	2 hours	1	Reading, Early Literacy, Socializing

Tuzzy Library Activities, Spring 2023

	# of Participants	Grade Level	Duration	# of events	Subject Matter
Storytime	14	PreK-3 rd grade	30 minutes/ weekly	11	Reading, Early Literacy
Crafternoon	56	K-6 grade	2 hours/ weekly	11	Socializing, Communicating, Problem Solving, Youth Development
FOTL Chess Club	25	All ages	4 hours/ monthly	3	Socializing, Communicating, Problem Solving, Youth Development
FOTL Board Game Day	11	All ages	4 hours/ monthly	4	Socializing, Communicating, Problem Solving, Youth Development
FOTL Chess Tournament	39	All ages	6 hours	1	Socializing, Communicating, Problem Solving, Youth Development
Celebrating Easter Fun Event	249	All ages	2 hours	1	Socializing, Communicating, Problem Solving, Youth Development
Kiita Book Event	17	All ages	2 hours	1	Socializing, Communicating, Problem Solving, Youth Development, Reading, Oral History

Pre-College Activity Description

Summer camp programming is put on each summer through collaborations with local entities and by using grant funds to ensure children have an opportunity to participate regardless of financial ability. Summer camps are typically tied to degree programs offered by Iḷisaḡvik. Summer 2022 camps included Drivers Education, Construction, Allied Health Middle School and High School, Inupiaq Studies land and culture camps, Emerging Leaders camp, all offered in Utqiaḡvik. A sports and leadership camp was offered in most villages, depending on weather and space available.

Activity Descriptions: Tuzzy Library

Storytime

Tuzzy Library's story time takes place every Saturday and is geared towards infants and children up to third grade. This program promotes early literacy and language development. It also encourages children to use their imagination and creativity, as well as promoting social and communication skills.

Crafternoon

Crafternoon is a library program that takes place every Saturday afternoon, typically after our Storytime event. This program is designed for children from first grade to sixth grade. It allows children to continue to develop their fine motor skills, as well as language development, problem-solving and self-expression.

Storytimes with Grade School Children and CYS

Tuzzy Library partners with the North Slope Borough School District and invites various grade levels to go to the library for a special story time. Children get to hear stories and sing songs and learn about the library. The library staff also conducts special story times to children who are in the Children and Youth Services (CYS) home. Staff are mindful on creating a safe and fun environment for the children.

Annual Chess Tournament

During Piuraagiaqta, Utqiagvik's Spring Festival, the library hosts an annual chess tournament. Partnering with the North Slope Borough School District (NSBSD) and the Friends of Tuzzy Library (FOTL), the event is split into two brackets: adults, and youth (ages 17 and under).

Holiday Storytime and Cookie Decorating Party

This is an annual event hosted by Tuzzy Library. The library and partners with FOTL and other organizations to make hundreds of cookies as well as frosting and sprinkles. Children come and listen to Santa read stories, then frost and decorate cookies. They also get to take home little gift bags filled with a piece of fruit, games, and toys.

FOTL (Friends of Tuzzy Library) Annual Meeting

Friends of Tuzzy is a voluntary non-profit organization that supports Tuzzy Library through funding and volunteering for events and programs. They also promote literacy across the North Slope

FOTL (Friends of the Tuzzy Library) Imagination Library

This program provides children with a free book every month from birth to age five. Imagination Library partnered with Best Beginnings to launch the Babies on Track movie at each of the villages on the North Slope. This program is available for all North Slope residents and is entirely funded by the FOTL.

FOTL (Friends of Tuzzy Library) Book Club

Book Club is a program that is designed by the FOTL and its members vary between community members and Friends members. The library supports this program by purchasing the monthly book as well as providing copies in eBook and audiobook formats through the Alaska Digital Library.

FOTL (Friends of Tuzzy Library) Chess Club

This program is supported by the FOTL and meets once a month. It is open to all community members, any age and any skill level. It is a place with skilled players can play games with others, as well as those who want to learn how to play.

FOTL (Friends of Tuzzy Library) Board Game Day

This program is run by the FOTL and meets once a month. It is open to all community members of any age. Tuzzy Library supports this program by providing various games in their collection, as well as those owned by the leader of this program.

FOTL (Friends of Tuzzy Library) Needle Stories

This is a new program that started in February 2023 designed for those community members who want to meet and work on their fiber arts projects.

Boys and Girls Club

Tuzzy Library partnered with the Boys and Girls Club of Utqiagvik to provide a variety of programs to children ages 7-18.

IHLC Youth Program

Tuzzy Library partnered with the North Slope Borough Inupiat History, Language and Culture and Boys and Girls Club of Utqiagvik to provide cultural programming for children of all ages.

Celebrating Easter Fun Event

The library partnered with Iļisaġvik College Student Services in this new event to bring together Iļisaġvik students and their families. Hard boiled eggs were provided for children to decorate, as well as Inupiaq coloring pages, face paint and popcorn.

Kiita Book Event

Kiita Learning Center is an alternative high school in Utqiagvik and is part of the NSBSD. The students interviewed elders and the teacher turned it into a book. When the book was published, they held a book event and signing for the community.

APPENDIX: PRIVATE FUNDRAISING & ENDOWMENT

Corporate Donors

Sustaining Contributor		
	North Slope Borough	
\$200,000 and Up: Aġviq (Bowhead Whale)		
	Quintillion (in-kind)	
\$100,000 - \$199,999: Nanuq (Polar Bear)		
\$75,000 - \$99,999: Ugruk (Bearded Seal)		
	Arctic Slope Regional Corporation (ASRC)	
\$50,000 - \$74,999: Qavvik (Wolverine)		
	ConocoPhillips Alaska	
\$25,000 - \$49,999: Amaġuq (Wolf)		
	American Indian College Fund (AICF)	
\$10,000 - \$24,999: Tiġiganniaq (White Fox)		
Alaska Airlines Foundation	Alaska Community Foundation (ACF)	Bering Straits Native Corporation
ExxonMobil	GCI	Lu Young Children's Fund
Rasmuson Foundation	Santos - formerly Oil Search	
\$1 - \$9,999: Qaugak, (Duck)		
Ace Hardware Top of the World	Achieving the Dream, Inc.	AmazonSmile
American Indian Higher Education Consortium (AIHEC)	Barrow Mechanical	First National Bank Alaska
Northwest Commission on Colleges and Universities (NWCCU)	Pacific Gas & Electric	Shore Family Foundation
Yukon Delta Fisheries Development		

Individual Donors:

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

\$5,000 and Up: Aiviq (Walrus)		
\$2,500-\$4,999: Tuttu (Caribou)		
Roxanne and Lewis Brower	Hal H Haynes, Jr.	
\$1,000-\$2,499: Natchiq (Ring Seal)		
Amos AguvlukNashookpuk	Sharene Ahmaogak	Harlee and Alexander Harvey
\$500-\$999: Ukpik (Snowy Owl)		

Appendix: Private Fundraising & Endowment | 2023

Ida Angasan	James Henry	Nora Jane Burns
Doreen Leavitt	Patricia Lloyd	Edna Maclean
Heather Marie Dingman	Lorraine Olemaun	Caitlin Walls
Justina and Ross Wilhelm	Julia Zuckerman	
\$100-\$499: Iqalugruaq (White Fish)		
Simon Aina	Judith Andress	Kenneth Ascher
Daniel Barnett	Terza Brower	Robyn Burke
Tom Caraway	Geoffry and Marie Carroll	Emily Cibelli
Angela Cox	Jaime Davis	Willie De Jesus
Debby and George Edwardson	Vernon Elavgak	Nicole Evans
Janelle Everett	Somsri Greenspan	Evelyn Gregg
Hilton Hallock	Heather Harris	Brandon Hughes
Elsie Itta	Michael Jeffery	Diane Kaplan
Jeremy Kasak	Jerica Leavitt	Kendra Mack
Jamie Malabed	Birgit Meany	Dean Mori
Serena and Chad Nesteby	Lisa Pekich	Kaila Pfister
Misty Plymale	Cassandra Rae	Patricia Rice
Jaylynn Rogers	Lois Sheppard	Amanda Sialofi
Jennifer Stryker	Una Taumoepeau	William Tracey
Teressa Williams	Kayla Young Tulai (in-kind)	Selepa Young
Steven Zani		
\$1- \$99: Niġliq (Goose)		
Piquuraq Aguvluk	Hilda Attungana	Elizabeth Beardsley
Rosemary Beardsley	Ruby Beardsley	Tyler Beardsley
Sandra Bennett	Paul Bodfish	Daniel Brower
Pearl Brower	Richard Camilleri	Christine Coll
Lara Collis	Isla Darling	Sindri Darling
Peaches Davenport	Jeffrey Firestone	Angelina Fonua
Emily Gueco	Christopher Gutierrez-Edwards	Kristin Gutierrez-Edwards
Rn Havea	Douglas Henry	Frederick Henry
Lovlee Henry	Lupita Henry	Erin Hollingsworth
Benjamin Hopson	Kacey Hopson	Rainey Hopson
Amelia Kanayurak	Rosanna Lemen	Monica Lugo
Archer Nesteby	Evelyn Okesene	Lucas Packard
Hokulani Panigeo	James Pappas	George Patkotak
Ann Riordan	Mac Rock	Mabel Smith
Bernard Sturgulewski	Laura Thomas	Fa'amamata Tufele
Moses Tukrook	Joann Unutoa	Hunter Wilhelm
Juliana Wilhelm	Erin Willahan	

APPENDIX: VILLAGE PARTICIPATION

North Slope Village Participation – Summer 2022

Location	Classes Taught On-Site In Location	On-Site (Village) Enrollments	Distance Delivery Enrollments	On-Site (Barrow) Enrollments	Total Enrollments Per Location
Anaktuvuk Pass	0	0	1	3	4
Atqasuk	0	0	0	4	4
Kaktovik	0	0	0	2	2
Nuiqsut	0	0	0	1	1
Point Hope	2	6	0	1	7
Point Lay	2	0	0	3	3
Wainwright	3	24	0	0	24
Total	7	30	1	14	45

North Slope Village Participation – Fall 2022

Location	Classes Taught On-Site at Location	On-Site (Village) Enrollments	Distance Delivery Enrollments	On-Site (Barrow) Enrollments	Total Enrollments Per Location
Anaktuvuk Pass	9	18	1	10	29
Atqasuk	9	38	1	9	48
Kaktovik	6	24	6	8	38
Nuiqsut	9	43	2	15	60
Point Hope	4	20	12	15	47
Point Lay	0	0	19	21	40
Wainwright	8	22	7	12	41
Total	45	165	48	90	303

North Slope Village Participation – Spring 2023

Location	Classes Taught On-Site at Location	On-Site (Village) Enrollments	Distance Delivery Enrollments	On-Site (Barrow) Enrollments	Total Enrollments Per Location
Anaktuvuk Pass	2	2	1	2	5
Atqasuk	4	25	2	2	29
Kaktovik	0	0	1	0	1
Nuiqsut	2	3	6	9	18
Point Hope	0	0	15	12	27
Point Lay	0	0	26	23	49
Wainwright	5	22	4	4	30
Total	13	52	55	52	159

APPENDIX: WORKFORCE DEVELOPMENT**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 **“Trainings Total”** column indicates the number of times the class was held in that specific location. The number of **“Trainings Total”** per semester represents the number of classes/section held. Also listed is the total number of course topics offered per semester (Note: the number of **“Training Topics”** is often lower than the number of **“Trainings Total.”**)

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 Iñisaġvik 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.

- **“Industry”** indicates that though the industry certification is not offered by Iñisaġvik, the course meets eligibility requirements in order to take the test for certification elsewhere.
- **“Iñisaġvik 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 gray) contains **total numbers** for the semester.

Note on the ongoing impact of the COVID 19 pandemic:

In 2023, it is now possible to conduct trainings in any of our North Slope communities. However, the College is still seeing some post-Covid resistance to attending group classes that meet in person. Where possible, classes are being concurrently offered on Zoom. However, there are some classes where that is not feasible. Consequently, there has been a slight decline in average class attendance.

Summer 2022

Trainings: Topics	Trainings: Total	Trainings: Scheduled vs. Requested	Trainings: Location	Number Students	Cert. Type Offered
Training Topics: 9	20	Scheduled: 10 Requested: 10	Distance Ed and/or Participation from: Utqiagvik: 19 Wainwright: 1	140	Industry Credentials: 80 Iqisagvik College Certificate: 60
Standard First Aid & CPR	6	Requested	Utqiagvik	39	Industry
Standard First Aid & CPR	1	Scheduled	Utqiagvik	7	Industry
Standard First Aid & CPR	1	Scheduled	Wainwright	12	Industry
Basic Driver's Education	3	Scheduled	Utqiagvik	16	Industry
Construction Summer Camp	2	Scheduled	Utqiagvik	10	ICC
Toyo Stove Maintenance and Troubleshooting	1	Requested	Utqiagvik	10	ICC
Boiler Maintenance Training	2	Requested	Utqiagvik	23	ICC
Basic Plumbing Maintenance	1	Requested	Utqiagvik	17	ICC
Operation of Class B/CDL Vehicles	1	Scheduled	Utqiagvik	3	Industry
Entry Level Operation of Class B or C Commercial Motor Vehicles	1	Scheduled	Utqiagvik	1	Industry
Operation Practice and Road Test Class B Commercial Driver	1	Scheduled	Utqiagvik	2	Industry

Fall 2022

Trainings Topics	Trainings: Total	Trainings: Scheduled vs. Requested	Trainings: Location	Number Students	Cert. Type Offered
Training Topics: 39	111	Scheduled: 44 Requested: 67	Distance Ed and/or Participation from: Anaktuvuk Pass: 8 Anchorage: 5 Atqasuk: 4 Kaktovik: 7 Nuiqsut: 7 Point Hope: 4 Point Lay: 1 Utqiagvik: 67 Wainwright: 8	648	Industry Credentials: 442 Ilisagvik College Cert: 206
Driver's Ed Test Preparation of Written Exam	1	Scheduled	Atqasuk	4	Industry
Driver's Ed Test Preparation of Written Exam	2	Scheduled	Anaktuvuk Pass	8	Industry
Driver's Ed Test Preparation of Written Exam	2	Scheduled	Kaktovik	12	Industry
Driver's Ed Test Preparation of Written Exam	2	Scheduled	Wainwright	6	Industry
Driver's Ed Test Preparation of Written Exam	1	Requested	Anchorage	3	Industry
Driver's Ed Test Preparation of Written Exam	1	Requested	Utqiagvik	2	Industry
Basic Drivers Education	2	Requested	Utqiagvik	6	Industry
Behind the Wheel Proctoring	3	Requested	Utqiagvik	27	Industry
Introduction to Heavy Equipment Operations	1	Scheduled	Utqiagvik	3	Industry
CDL Written Exam Preparation	1	Scheduled	Utqiagvik	4	Industry
CDL Written Exam Preparation	1	Scheduled	Atqasuk	3	Industry
CDL Written Exam Preparation	1	Scheduled	Anaktuvuk Pass	2	Industry
CDL Written Exam Preparation	1	Scheduled	Kaktovik	3	Industry
CDL Written Exam Preparation	1	Scheduled	Nuiqsut	3	Industry
CDL Written Exam Preparation	1	Scheduled	Wainwright	1	Industry
Operation of Class B/CDL Vehicles	1	Requested	Utqiagvik	3	Industry
Operation Practice and Road test Class B Commercial driver	1	Requested	Utqiagvik	3	Industry
Entry level Operation of Class B or C Commercial Motor Vehicles	2	Requested	Utqiagvik	3	Industry
CDL: General Knowledge	1	Requested	Anaktuvuk Pass	1	Industry
CDL: General Knowledge	1	Requested	Kaktovik	1	Industry
CDL: General Knowledge	1	Requested	Utqiagvik	10	Industry
First Aid & CPR w/AED for Infants, Children and Adults	8	Scheduled	Utqiagvik	55	Industry
First Aid & CPR w/AED for Infants, Children and Adults	4	Requested	Utqiagvik	41	Industry

Appendix: Workforce Development | 2023

Standard First Aid & CPR	2	Scheduled	Utqiagvik	22	Industry
Standard First Aid & CPR	1	Requested	Utqiagvik	10	Industry
40 Hr. HAZWOPER	1	Scheduled	Utqiagvik	12	Industry
40 Hr. HAZWOPER	1	Scheduled	Nuiqsut	10	Industry
40 Hr. HAZWOPER	1	Scheduled	Point Lay	2	Industry
40 Hr. HAZWOPER	1	Scheduled	Kaktovik	7	Industry
8 Hr. HAZWOPER Refresher	2	Scheduled	Utqiagvik	17	Industry
8 Hr. HAZWOPER Refresher	1	Scheduled	Nuiqsut	5	Industry
8 Hr. HAZWOPER Refresher	1	Scheduled	Kaktovik	2	Industry
Alaska Safe Food Worker Certification	1	Requested	Utqiagvik	7	Industry
Basic Life Support	2	Scheduled	Utqiagvik	2	Industry
Blood Borne Pathogens	1	Requested	Utqiagvik	51	Industry
Respirator Fit Test	1	Scheduled	Atkasuk	11	Industry
Respirator Fit Test	1	Requested	Utqiagvik	4	Industry
Respirator Fit Test	1	Scheduled	Nuiqsut	3	Industry
ICAS Teacher Training	1	Requested	Anchorage	4	ICC
MANDT	2	Scheduled	Utqiagvik	11	Industry
MANDT	1	Requested	Utqiagvik	6	Industry
Water Exam Proctoring	3	Requested	Utqiagvik	20	Industry
Basic Electricity for Non-Electricians	1	Requested	Utqiagvik	7	ICC
Plumbing Skills for NSB Homes	1	Requested	Utqiagvik	11	ICC
Basic Computer Skills	1	Scheduled	Kaktovik	1	ICC
Basic Computer Skills	1	Scheduled	Wainwright	1	ICC
Basic Computer Skills	1	Scheduled	Nuiqsut	1	ICC
Customer Service and Beyond	2	Requested	Utqiagvik	9	ICC
Customer Service and Beyond	1	Requested	Point Hope	5	ICC
Financial Literacy	1	Requested	Wainwright	3	ICC
Financial Literacy	1	Requested	Anaktuvuk Pass	2	ICC
Grant Writing Basics	1	Requested	Utqiagvik	35	ICC
Microsoft Excel	2	Requested	Utqiagvik	8	ICC
Microsoft Excel	1	Requested	Wainwright	3	ICC
Microsoft Excel	1	Requested	Anchorage	4	ICC
Microsoft Excel	1	Requested	Anaktuvuk Pass	1	ICC
Microsoft Excel	1	Requested	Point Hope	5	ICC
Microsoft Excel	1	Requested	Atkasuk	2	ICC
Microsoft Excel	1	Requested	Nuiqsut	3	ICC
Microsoft PowerPoint	1	Requested	Wainwright	3	ICC
Microsoft Word	2	Requested	Utqiagvik	7	ICC
Microsoft Word	1	Requested	Wainwright	3	ICC
Microsoft Word	1	Requested	Point Hope	5	ICC
Microsoft Word	1	Requested	Anchorage	6	ICC
Microsoft Word	1	Requested	Nuiqsut	2	ICC
Microsoft Word	1	Requested	Anaktuvuk Pass	2	ICC
Microsoft Word	1	Requested	Anaktuvuk Pass	2	ICC
Presentation Skills	1	Requested	Anchorage	3	ICC
Professionalism in the Workplace	2	Requested	Utqiagvik	9	ICC
Professionalism in the Workplace	1	Requested	Point Hope	5	ICC
Roberts Rules of Order	1	Requested	Utqiagvik	17	ICC
Supervisory Training	6	Requested	Utqiagvik	24	ICC
Water Treatment Level I	1	Requested	Utqiagvik	18	Industry
Tank Farm Management and Spill Response	1	Requested	Utqiagvik	3	Industry

Appendix: Workforce Development | 2023

Boiler Maintenance Training	2	Requested	Utqiagvik	10	ICC
Weekend Welding	1	Scheduled	Utqiagvik	3	ICC
Introduction to the Construction Trades	1	Scheduled	Utqiagvik	9	Industry
Fundamentals of Crew Leadership	1	Scheduled	Utqiagvik	6	Industry

Spring 2023

Trainings Topics	Trainings: Total	Trainings: Scheduled vs. Requested	Trainings: Location	Number Students	Cert. Type Offered
Training Topics: 41	107	Scheduled: 70 Requested: 37	Distance Ed and/or Participation from: Utqiagvik: 72 Anchorage: 1 Anaktuvuk P: 5 Atkasuk: 5 Nome: 2 Nuiqsut: 2 Point Hope: 9 Point Lay: 2 Wainwright: 9	498	Industry Credentials: 295 Iñisaġvik College Cert: 203
Basic Driver's Education	8	scheduled	Utqiagvik	19	Industry
Behind the Wheel Proctoring	2	scheduled	Utqiagvik	10	Industry
Introduction to Heavy Equipment Operations	1	scheduled	Utqiagvik	4	Industry
Commercial Driver's License - Written Test Prep	1	scheduled	Utqiagvik	6	Industry
Commercial Driver's License - Written Test Prep	1	scheduled	Nome	10	Industry
Commercial Driver's License - Written Test Prep	1	scheduled	Point Lay	1	Industry
Unrestricted CDL Class A	1	scheduled	Utqiagvik	3	Industry
Operation of Class B/CDL Vehicles	2	scheduled	Utqiagvik	4	Industry
CDL: General Knowledge	1	scheduled	Utqiagvik	11	Industry
Entry level Operation of Class B or C Commercial Motor Vehicles	3	scheduled	Utqiagvik	6	Industry
Entry level Operation of Class B or C Commercial Motor Vehicles	1	scheduled	Nome	2	Industry
40-Hour HAZWOPER	2	scheduled	Utqiagvik	5	Industry
40-Hour HAZWOPER	1	scheduled	Wainwright	1	Industry
40-Hour HAZWOPER	1	scheduled	Point Hope	6	Industry
40-Hour HAZWOPER	1	scheduled	Nuiqsut	1	Industry
40-Hour HAZWOPER	1	scheduled	Anaktuvuk Pass	1	Industry
40-Hour HAZWOPER	1	scheduled	Atkasuk	2	Industry
8-Hour HAZWOPER Refresher	2	scheduled	Utqiagvik	9	Industry
8-Hour HAZWOPER Refresher	1	scheduled	Wainwright	1	Industry

Appendix: Workforce Development | 2023

8-Hour HAZWOPER Refresher	1	scheduled	Point Hope	11	Industry
8-Hour HAZWOPER Refresher	1	scheduled	Anaktuvuk Pass	2	Industry
8-Hour HAZWOPER Refresher	1	scheduled	Atqasuk	6	Industry
Alaska Safe Food Worker Certification	2	scheduled	Utqiagvik	7	Industry
Alaska Safe Food Worker Certification	1	scheduled	Atqasuk	15	Industry
Alaska Safe Food Worker Certification	1	scheduled	Anaktuvuk Pass	1	Industry
Alaska Safe Food Worker Certification	1	scheduled	Wainwright	7	Industry
Standard First Aid & CPR w/AED	3	scheduled	Utqiagvik	13	Industry
Standard First Aid & CPR w/AED	4	requested	Utqiagvik	17	Industry
Standard First Aid & CPR w/AED	1	scheduled	Wainwright	1	Industry
Respirator Fit Test	2	requested	Utqiagvik	4	Industry
Respirator Fit Test	1	requested	Atqasuk	4	Industry
Respirator Fit Test	1	requested	Anaktuvuk Pass	3	Industry
Respirator Fit Test	1	requested	Wainwright	4	Industry
Basic Computer Skills	1	scheduled	Utqiagvik	2	ICC
Basics of Government Accounting	1	scheduled	Utqiagvik	5	ICC
Financial Literacy	1	scheduled	Point Lay	3	ICC
Financial Literacy	1	scheduled	Wainwright	1	ICC
Financial Literacy	1	scheduled	Anaktuvuk Pass	1	ICC
Financial Literacy	1	scheduled	Nuiqsut	2	ICC
Grant Writing Basics	1	scheduled	Utqiagvik	10	ICC
Introduction to Entrepreneurship	1	scheduled	Utqiagvik	2	ICC
Microsoft Excel	3	scheduled	Utqiagvik	17	ICC
Microsoft Excel	1	requested	Atqasuk	1	ICC
Microsoft Excel	1	requested	Wainwright	1	ICC
Microsoft Excel	1	scheduled	Point Hope	6	ICC
Microsoft Word	1	requested	Utqiagvik	2	ICC
Microsoft Word	1	scheduled	Point Hope	7	ICC
Microsoft Word	1	scheduled	Wainwright	2	ICC
Preparing Effective Resumes	1	scheduled	Utqiagvik	3	ICC
Professionalism in the Workplace	8	requested	Utqiagvik	66	ICC
Professionalism in the Workplace	1	scheduled	Utqiagvik	2	ICC
QuickBooks	1	scheduled	Utqiagvik	6	ICC
Robert's Rules of Order	1	requested	Utqiagvik	5	ICC
Time Management	1	scheduled	Utqiagvik	1	ICC
ICAS Teacher Training	1	requested	Anchorage	4	Industry
NCCER Instructor Certification Training	1	requested	Utqiagvik	5	Industry
MANDT	1	scheduled	Utqiagvik	9	ICC
Teach DEI - Moving from Acronyms to Action	2	requested	Utqiagvik	22	ICC
Lifeguarding	1	requested	Wainwright	2	Industry
Fire Extinguisher - Proper Techniques	1	requested	Utqiagvik	8	Industry
Water Exam Proctoring	3	requested	Utqiagvik	22	Industry
Water Distribution level 1	1	requested	Utqiagvik	19	Industry
Boiler Maintenance Training	1	requested	Utqiagvik	13	ICC
Introduction to Construction Trades	1	scheduled	Utqiagvik	4	Industry
Project Supervision	1	scheduled	Utqiagvik	8	Industry
Communication for the Trades	1	scheduled	Utqiagvik	6	Industry
Fundamentals of Crew Leadership	1	scheduled	Utqiagvik	5	Industry
Skills (Electrical for Tiny House)	1	scheduled	Utqiagvik	4	ICC
Introduction to Entrepreneurship	2	scheduled	Point Hope	2	ICC
First Care Provider	1	requested	Utqiagvik	2	Industry

Appendix: Workforce Development | 2023

Welding Skills Lab	1	requested	Utqiagvik	8	ICC
Respirator Fit Test	1	requested	Pt. Hope	4	Industry
Alaska Safe Food Worker Certification	1	requested	Pt. Hope	2	Industry
Standard First Aid & CPR w/AED	1	requested	Pt. Hope	7	Industry

Organizations Served

1	Aleut Community of St. Paul Island	18	North Slope Borough Planning
2	Arctic Slope Native Association	19	North Slope Borough Public Works
3	Arctic Slope Regional Corporation	20	North Slope Borough Risk Management
4	Arctic Women in Crisis	21	North Slope Borough Sanitation
5	Barrow Utilities & Electric Cooperative Incorporated	22	North Slope Borough School District
6	City of Kaktovik	23	North Slope Borough Search & Rescue
7	BUECI	24	North Slope Borough Shipping & Receiving
8	Covenant House	25	Northwest Arctic Borough
9	Kawerak	26	Nuiqsut Utility Cooperative
10	Kaktovik Inupiat Corporation	27	Nunamiut Corporation
11	Kuukpik	28	Olgoonik Corporation
12	Native Village of Barrow	29	Tagiugmiullu Nunamiullu Housing Authority
13	Native Village of Point Hope	30	Tikigak Corporation
14	North Slope Borough Fire Department	31	Ukpeaġvik Iñupiat Corporation
15	North Slope Borough Health Department		
16	North Slope Borough Human Resources		
17	North Slope Borough Mayor's Office		