



INSTITUTIONAL RESEARCH REPORT

2025

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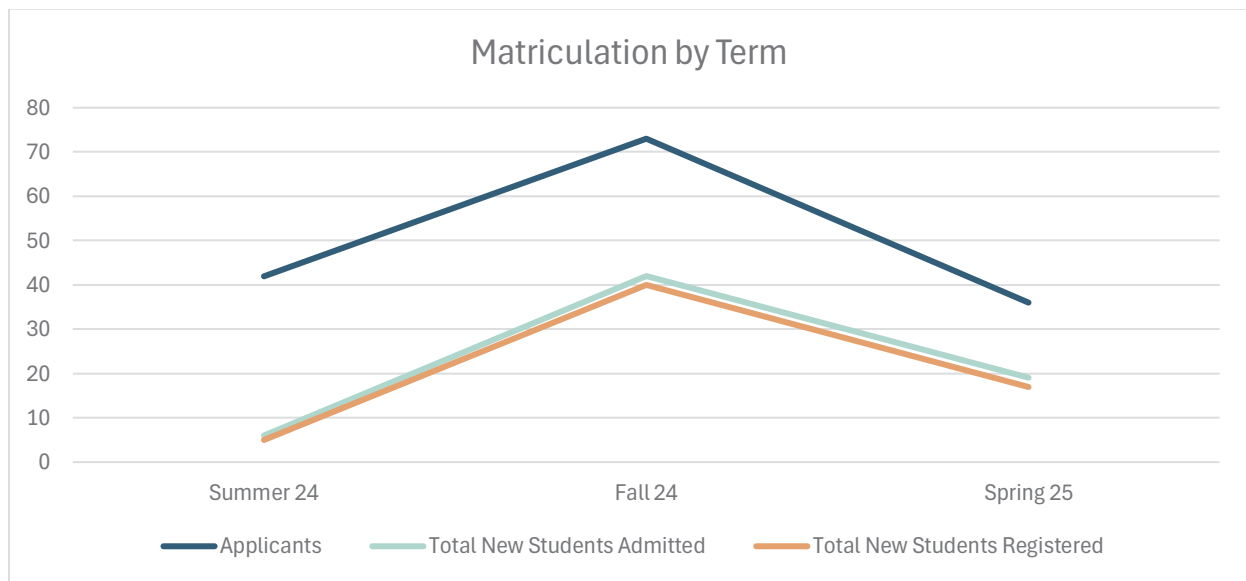
Admissions Report

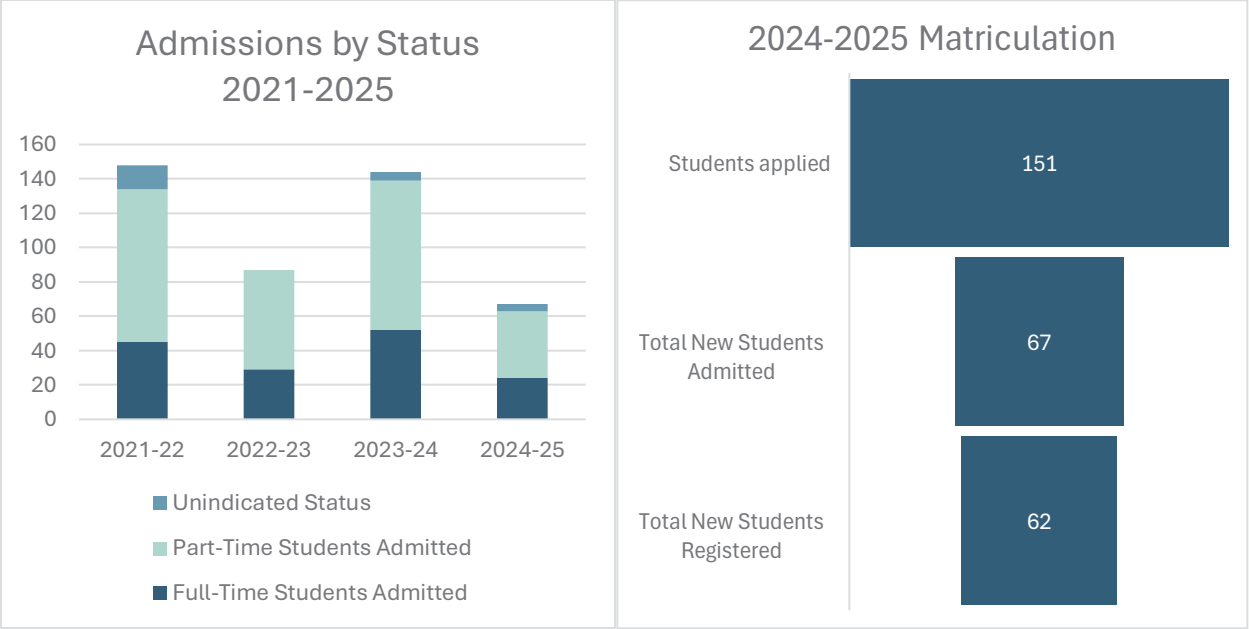
This report tracks the number of students admitted to Iḷisaḡvik College programs by semester and by academic year. Out of those admitted, not all students go on to register for classes, so the number of newly admitted students who register for classes is also tracked below. Additional information on the admittance to programs can be found in the Programmatic Summary Report.

Observations

- This is the first year that applicants are being reported in this section.
- The matriculation rate (acceptance to registration) rose to 93% from 67% in the prior academic year, while the overall number of students accepted fell to 67 from 144, a decrease of 77 students.
- The programs with the highest enrollment were Business (11), Pre-nursing (8), and Iḷupiaq Studies (7).

	2021-22	2022-23	2023-24	2024-25
Applications Received				151
Full-Time Students Admitted	45	29	52	24
Part-Time Students Admitted	89	58	87	39
Unindicated Status	14	0	5	4
Total New Students (All Statuses) Admitted	148	87	144	67
Total New Students Registered	87	67	96	62





Adult Education

The Ilisagvik 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:

1. General AE (Adult Education)
2. ESL (English as Second Language)
3. GED (General Educational Development)

GED students account for most program enrollments.

Observations

Following the onset of Covid and subsequent loss of grant funding, Ilisagvik's once productive Adult Education Program became dormant. Despite efforts to revitalize, the tough decision was made to sunset the program effective March 2025. This will be the last report on Adult Education.

2021-2024 Overview

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
2021-22	0	0	0	0	0	0	0%	0%
2022-23	6	1	2	4	1	0	0%	0%
2023-24	13	5	0	13	5	0	0%	0%
2024-25	17	5	0	17	5	0	0%	0%

2024-2025 Attendance Hours by Location

	2024								2025			
	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
AKP	8	0	0	0	0	0	0	0	0	0	0	0
ATQ	0	0	0	0	0	5	1	0	0	0	0	0
BRW	9	10	0	24	18	1	15	0	12	18	4	0
KAK	0	0	0	0	0	0	0	0	0	0	0	0
NUI	0	0	0	0	0	3	0	0	3	9	0	0
PHO	0	0	0	0	0	0	0	0	0	0	0	0
PLZ	0	0	0	0	0	0	0	0	0	0	0	0
AIN	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	17	10	0	24	18	9	16	0	15	27	4	0

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

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

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

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

Completion Report

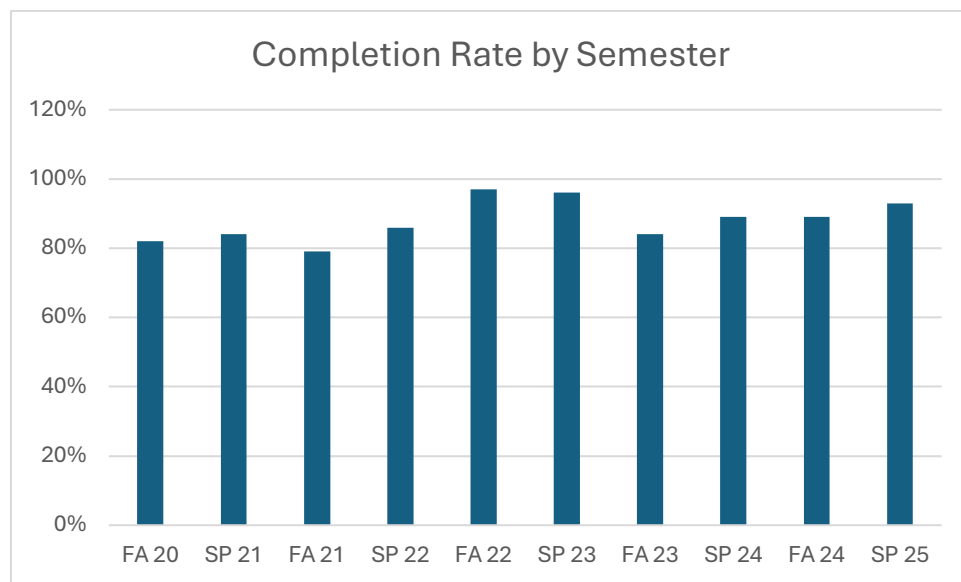
To gather accurate information on course completion, this report features the number of all course **registrations** and compares them against the number of successful **completions (Pass or C or higher)** after **withdraws**. This number is not the same as headcount, as a student may register for more than one course and may withdraw from one course while retaining others.

Observations:

- Completion rates for both fall and spring terms rose this year, from 84% in the fall of 2023 to 89%, and from 89% in spring 2024 to 93%.

Completions 2020-2025

Semester	# Registrations	Completion Rate	Semester	# Registrations	Completion Rate
FA 20	698	82%	SP 21	916	84%
FA 21	1045	79%	SP 22	962	86%
FA 22	1480	97%	SP 23	1278	96%
FA 23	1102	84%	SP 24	956	89%
FA 24	927	89%	SP 25	912	93%



Cooperative Extension

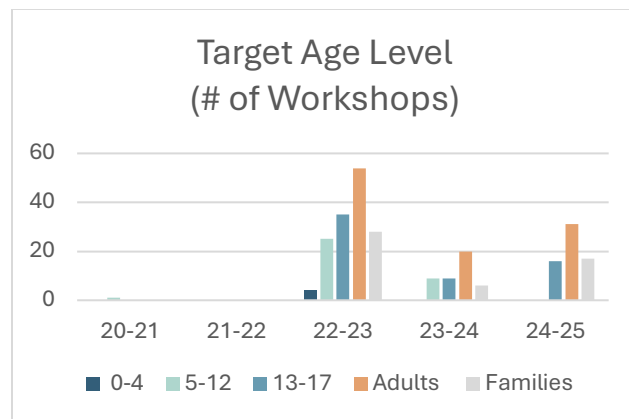
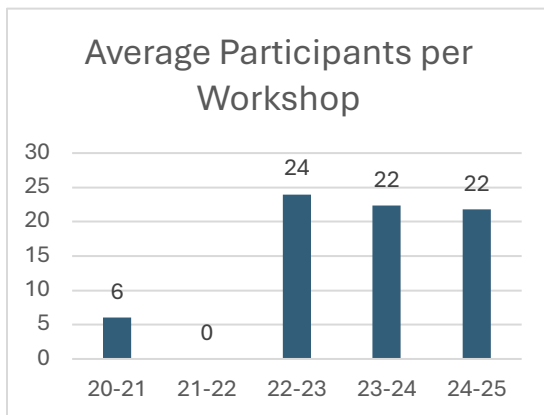
In keeping with Iḷisaḡvik's mission, the Cooperative Extension program seeks to encourage an environment of life- long learning in the communities of the North Slope through a variety of non-classroom, hands-on workshops. The program is designed to identify educational needs and interests on the North 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

In the 2024-2025 academic year, Cooperative Extension hosted 52 workshops and had 1,133 participants, which is a significant increase from the prior academic year (30 workshops with 670 participants).

Overview

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Total Number of Workshops	1	0	55	30	52
Total Number of Participants	6	0	1,318	670	1,133
Average	6	0	24	22	22



Target Age Level	# Workshops 2020-21	# Workshops 2021-22	# Workshops 2022-23	# Workshops 2023-24	# Workshops 2024-25
0-4	0	0	4	0	0
5-12	1	0	25	9	0
13-17	0	0	35	9	16
Adults	0	0	54	20	31
Families	0	0	28	6	17

Focus Areas	# of Workshops in 2020-2021	# of Workshops in 2021-2-22	# of Workshops in 2022-23	# of Workshops in 2023-24	# of Workshops in 2023-24
Community Solidarity	0	0	45	28	12
Creativity	1	0	44	11	7
Economic Food Solutions	0	0	11	2	0
Economic Household Solutions	0	0	10	2	0
Food Safety	0	0	11	2	0
Gardening	0	0	0	0	1
Healthy Choices	0	0	47	7	0
Nutrition	0	0	15	2	1

Cultural Programming

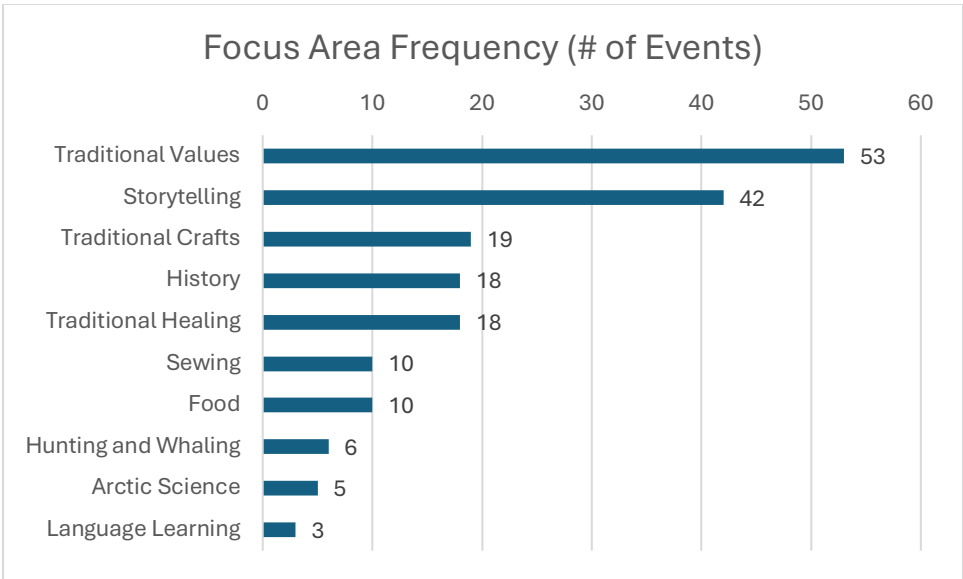
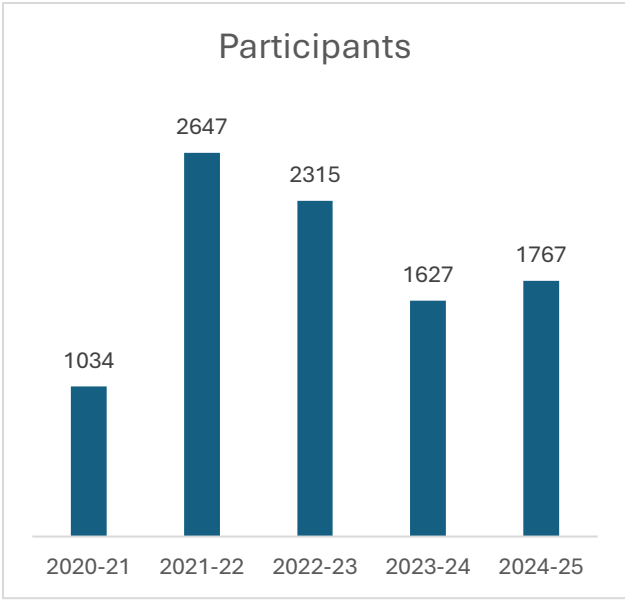
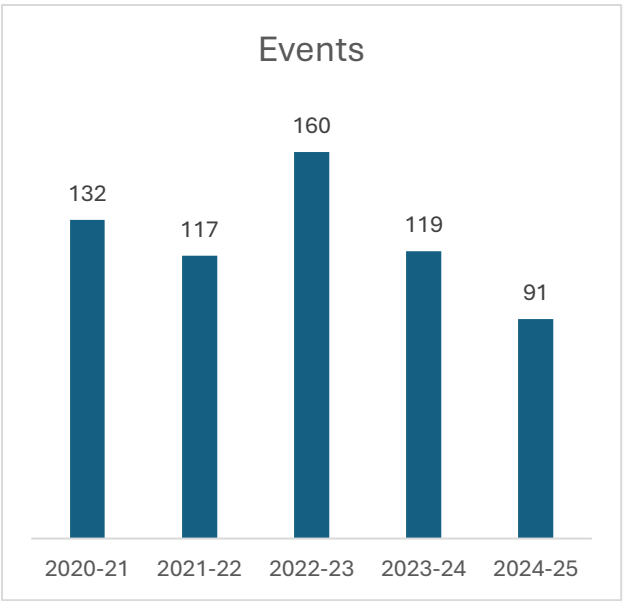
IÑUPIAQ CULTURAL PROGRAMMING REPORT

The first priority of Iḷisaḡvik 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

- **57%** of workshops/classes sponsored by Iñupiaq cultural programming were directed towards the College community, compared to **43%** 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 values, traditional healing, history, and storytelling.
- The number of workshops **decreased** to **91** from **119** from the previous year; participation increased from **1,629** to **1,767**.

	2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
IC Department	Total # Events	Total # Participants	Total # Events	Total # Participants	Total # Events	Total # Participants	Total # Events	Total # Participants	Total # Events	Total # Participants
Iñupiaq Studies	55	547	58	574	39	520	28	359	31	274
Coop. Extension	0		0	0	18	385	25	541	30	928
Tuzzy Library	77	487	59	2,073	103	1,410	66	729	30	565
TOTAL	132	1034	117	2,647	160	2315	119	1629	91	1767



Distance Education

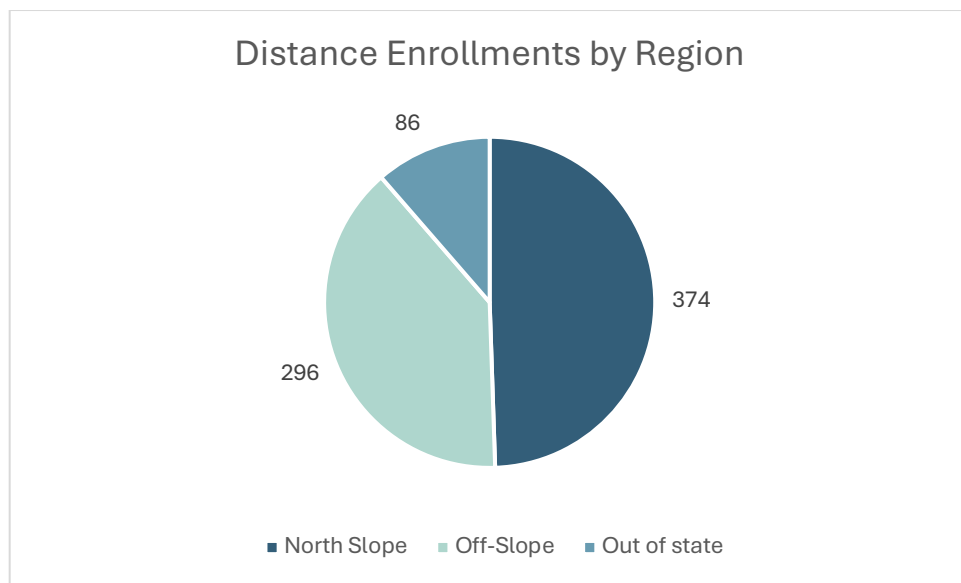
Observations

Overall participation in courses offered through distance education (online, Zoom) has declined, likely due to the decline in overall enrollment (from 906 to 756); 429 of the distance enrollments were from students whose primary residence is outside of Utqiagvik, and 382 of the 429 were from off slope entirely.

- Completion rates have increased and are at 83% for all students and 78% for distance students (before withdrawals).

Overview 2021-2025

	2021-2022			2022-2023			2023-2024			2024-2025		
	Enroll	Compltn	Compltn Rate	Enroll	Compltn	Compltn Rate	Enroll	Compltn	Compltn Rate	Enroll	Compltn	Compltn Rate
All Students (All Courses)	1,168	906	78%	1,163	824	71%	1,529	1179	77%	1,354	1130	83%
Distance Students (All Courses)	592	463	78%	686	515	75%	906	692	76%	756	590	78%



Dual Credit

The Dual Credit report provides information on Iñisaḡvik students who are also enrolled in an Alaskan high school with an Iñisaḡvik partnership. These students have elected to take an Iñisaḡvik course which will earn credit in two ways: (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. If a student takes a three-credit course at Iñisaḡvik College, it will count towards .5 credit at a North Slope Borough High School, which is the equivalency for a semester course. Students taking these courses are not admitted to a program but must meet the prerequisites for the individual courses they are taking.

Observations:

- High school enrollment fell during the 24-25 academic year, likely due to misalignment of school calendars.
- 10 students took dual credit courses in both fall and spring semesters.
- The completion rate for this group of students was above the goal of 88% in both terms, in alignment with the overall student population, which is an improvement from past years.

OVERVIEW 2020-2025:

Headcount

The chart below lists the headcount (unduplicated student count) of academic students with ethnic and geographical distribution. Beginning in the 2023-2024 academic year, demographic and location information on dual credit students are being reported separately.

Overview 2020-2023

	Fall	Spring	Summer	Year TOTAL
2020-21	24	33	1	58
	8 AK Native 7 Village Students 16 Other	15 AK Native 11 Village Students 18 Other	0 AK Native 0 Village Students 1 Other	
2021-22	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	
2022-23	30	44	7	90
	22 AK Native 1 Village Students 8 Other	27 AK Native 11 Village Students 17 Other	4 AK Native 0 Village Students 3 Other	

Overview 2023-2025

2023-24	Ethnicity	Summer 23 (3)	Fall 23 (48)	Spring 24 (35)	HEADCOUNT (74)
	American Indian/Alaska Native	0	33	23	54
	Asian	0	3	3	4
	Black/African American	0	0	0	0
	Hispanic	0	1	2	2
	Native Hawaiian/Pacific Islander	2	5	4	6
	White	1	3	1	4
	Other/Unknown	0	3	2	4
	Barrow	3	19	29	41
	Villages (all)	0	28	8	32
	Other/Unknown	0	1	0	1
2024-25	Ethnicity	Summer 24 (1)	Fall 24 (38)	Spring 25 (30)	HEADCOUNT (59)
	American Indian/Alaska Native	0	29	16	41
	Asian	1	4	5	8
	Black/African American	0	1	1	1
	Hispanic	0	0	1	1
	Native Hawaiian/Pacific Islander	0	2	3	4
	White	0	2	3	3
	Other/Unknown	0	0	1	1
	Barrow	0	17	22	32
	Villages (all)	1	21	7	26
	Other/Unknown	0	0	1	1

Completion Rates 2024-2025

Semester	# Registrations	Total Completions		Withdraws	Completion	# Registrations	Total Completions		Withdraws	Completion
	All Students					American Indian/Alaska Native Students				
SU 24	2	2	100%		100%	0	0	N/A	0	N/A
FA 24	45	39	87%	2	91%	27	23	85%	2	92%
SP 25	43	41	95%	1	98%	19	18	95%	0	95%

Employee Satisfaction Report

Faculty And Staff Satisfaction Report

Introduction

Employee engagement and satisfaction has been 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 feedback through an annual satisfaction survey. For this reporting cycle, the data collection process began on March 10, 2025, with an e-mail inviting employees to participate in a confidential online survey and raffle for two Amazon gift cards worth fifty dollars.

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-four 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, the availability of professional development, overall satisfaction, areas for improvement.

The 2025 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 69 regular employees during the submission period, 48 completed the survey. This represents a response rate of 70%, which reflects an increase rate from 63% in 2024, an increase from 63% in 2023 and 57% in 2022. We have continued to open the survey to temporary employees and adjunct faculty. We also continued to include the option to skip identifying their employee category for more honest responses, which 19 employees chose to skip.
- With the option of employees able to skip the identifying question of their employee category, the 48 respondents reflect a 42% total employee response rate with the total number of regular, temporary, faculty and adjunct employees being 114. Due to this, the overview of the metrics below are slightly skewed.
- The total number is calculated as a percentage of all regular and temporary employees (114 employees). The exempt, non-exempt and faculty numbers are calculated as a percentage of regular staff and faculty only (69 employees). The temporary staff numbers are calculated as a percentage of temporary staff and adjunct faculty (45 employees).
- The perception of how fair policies are administered at the College has shifted over the last several years. In 2025, 74% of respondents selected “very fair” or “fair” while 21% of respondents selected “needs improvement” and 4% selected “needs substantial improvement.” Compared to 2024, there was an increase from 73% that selected “very fair” or “fair”, an increase from 18% of respondents selecting “needs improvement” and a decrease from 9% of respondents selecting “needs substantial improvement.”

Overview 2021-2025

	2021 Respondents		2022 Respondents		2023 Respondents		2024 Respondents		2025 Respondents	
	#	%	#	%	#	%	#	%	#	%
Total	38	52%	41	57%	48	40%	45	63%	48	70%
Exempt (Management)	13	34%	14	34%	16	25%	12	27%	6	13%
Non-Exempt (Non-Management)	16	42%	20	49%	21	33%	14	31%	18	38%
Faculty	9	24%	6	15%	4	6%	4	9%	1	2%
Temporary & Adjuncts			1	2%	6	10%	4	9%	0	0%
Unknown, skipped					1	2%	11	24%	19	40%

2025 Survey Analysis

Results (**96%**) show a committed staff who work together to achieve a common goal, an increase compared to **91%** in 2024 (Q1). Respondents identified the level of collegiality and cooperation within their department as very good [5] or good [4] (**90%**) and the level of collegiality and cooperating at the institutional level as very good [5] or good [4] (**75%**) (Q3). Approximately **75%** of employees report participating in extra meetings and/or serving on committees (Q4). Suggestions for improving collegiality and cooperation include transparency, more recognition, collaboration, open communication, setting clear work expectations, spreading work evenly, and more college-wide gatherings.

By having supervisors work with employees to establish goals, communicate expectations, and provide ongoing communication, they can improve performance and motivate employees. **94% of respondents (selected either a rating of [4] or [5])** report that their supervisor provides opportunities to voice concerns and share feedback, an increase from **91%** in 2024. **81% of respondents** report that their supervisor is concerned about their professional development, a slight decrease from **82%** in 2024. **85%** report that their supervisor follows through with solutions, an increase from **78%** in 2024, and **88%** report that they trust their supervisor's ability to make correct decisions, an increase from **82%** in 2024 (Q2).

A majority (**87%**) of survey participants reported a favorable opinion of the benefits package provided by the College, a slight increase from **86%** in 2024. There were **55%** of the respondents that reported favorable opinions of their salary or wages, and **72%** 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) No deductions for dependents coverage (2) Increase salary to align with inflation (3) Increase professional development opportunities for all staff.

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:

- Great environment and atmosphere
- I enjoy and appreciate working here. Sometimes there are some challenges but mostly I like the community and people.
- It is a great place to work, and I like walking down the halls and seeing the collegiality among everyone.
- Tuzzy Library: I like how financial nights are held there, utilizing the space for people in town to reach these events.
- President is very involved with each department.
- I appreciate the lunch and learns!
- Good customer service.
- Social media seems great and a good way to engage students.
- There is a lot of willingness from faculty to interact with students and create content. Workforce always has events, which make it nice to showcase.
- Great Team!

Reflections on how we can improve as an institution:

- Though I appreciate my income, I have concerns about inflation.
- It would be nice to know clarification on policies, regarding housing and using cars.
- IT needs revamping to support employees and student needs.
- I wish the college would support more work-life balance initiatives.
- Provide insensitive and raises.
- I think we are on the right track- though it could be neat to have the cafeteria have one traditional item on their menu each week/month or something like that.
- Some departments should be more involved in Inu hour, potlucks, and student engagement.
- IT processes and communication can improve significantly.
- Improve salary competitiveness and provide clearer salary growth paths.

Comments: Level of Trust between Employees and Senior Administrators

- High for only a few executives but remains low for some others.

Comments: Level of Enthusiasm and Overall, Happiness with Working at Iḷisaḡvik College

- I do love that we're able to be a community to ourselves and that everyone is united in providing good experiences for our students.
- Great environment and atmosphere.
- I love working at IC serving the community and students of the north slope.

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

- I would improve cooperation and collegiality for the college by improving communication within the departments themselves.
- Maybe we have more team-building exercises within our specific team.
- We could create more opportunities for interdepartmental events and projects and try to include new people in committees.

Comments: Compensation/Benefits/ Professional Development

- Opportunity for raises work towards a goal. Also match 5 percent yearly with no penalties.
- Improve salary competitiveness and provide clearer salary growth paths.
- I always want to see higher pay to remain competitive. I think wage to workload could be balanced more.
- I would like to see more training and conferences.
- Encourage professional development on a regular basis by posting possible trainings, conferences, or workshops that each employee could attend depending on their role at the college.

Department/Division Reviews

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

Academic Affairs

Scale: 1 (Low) – 5 (High)

Support of student and community needs

Academic Affairs	1	2	3	4	5	N/A*
Workforce Development	0.0%	0.0%	4.4%	26.1%	54.4%	15.2%
Instruction/Faculty	0.0%	4.4%	11.0%	37.0%	34.8%	13.0%
Tuzzy Consortium Library	0.0%	0.0%	0.0%	28.3%	54.4%	17.4%

Responsiveness to requests, customer service and willingness to help

Academic Affairs	1	2	3	4	5	N/A*
Workforce Development	0.0%	0.0%	4.3%	32.0%	51.1%	12.8%
Instruction/Faculty	0.0%	4.2%	16.7%	41.7%	29.2%	8.3%
Tuzzy Consortium Library	0.0%	0.0%	0.0%	25.5%	57.5%	17.0%

Administration

Scale: 1 (Low) – 5 (High)

Support of student and community needs

Administration	1	2	3	4	5	N/A*
Front Desk	2.1%	4.3%	6.4%	29.8%	34.0%	23.4%
Travel	0.0%	4.3%	2.1%	27.7%	34.0%	32.0%
Marketing	0.0%	0.0%	8.7%	17.4%	52.2%	21.7%
Bookstore	0.0%	4.4%	27.7%	28.3%	28.3%	13.0%
Maintenance & Operations	0.0%	2.1%	10.6%	27.7%	25.5%	34.0%
Information Technology/Educational Technology	10.6%	10.6%	17.0%	23.4%	15.0%	23.4%
Safety & Compliance	2.2%	0.0%	2.2%	32.6%	28.3%	34.8%

Responsiveness to requests, customer service and willingness to help

Administration	1	2	3	4	5	N/A*
Front Desk	4.3%	0.0%	15.0%	36.2%	38.3%	6.4%
Travel	0.0%	4.3%	8.5%	38.3%	34.0%	15.0%
Marketing	0.0%	0.0%	8.5%	27.7%	53.2%	10.7%
Bookstore	2.1%	4.3%	27.7%	32.0%	27.7%	6.4%
Maintenance & Operations	0.0%	2.2%	8.7%	41.3%	41.3%	6.5%
Information Technology/Educational Technology	15.0%	15.0%	23.4%	25.5%	21.3%	0.0%
Safety & Compliance	2.2%	0.0%	8.7%	39.1%	32.6%	17.4%

Business Office

Scale: 1 (Low) – 5 (High)

Support of student and community needs

Finance	1	2	3	4	5	N/A*
Grants Management	0.0%	0.0%	6.4%	8.5%	38.3%	47.0%
Payroll	0.0%	0.0%	4.3%	8.5%	40.4%	47.0%
Accounts Receivable/Payable	0.0%	0.0%	6.4%	12.8%	36.2%	44.7%
Student Accounts	0.0%	0.0%	11.1%	20.0%	31.1%	37.8%
Financial Aid	0.0%	0.0%	19.2%	17.0%	34.0%	29.8%

Responsiveness to requests, customer service and willingness to help

Finance	1	2	3	4	5	N/A*
Grants Management	0.0%	0.0%	4.3%	25.5%	44.7%	25.5%
Payroll	0.0%	0.0%	2.1%	29.8%	64.0%	4.3%
Accounts Receivable/Payable	0.0%	0.0%	2.1%	29.8%	49.0%	19.2%
Student Accounts	0.0%	0.0%	2.1%	12.8%	42.6%	42.6%
Financial Aid	0.0%	0.0%	8.5%	29.8%	38.3%	23.4%

Human Resources

Scale: 1 (Low) – 5 (High)

Human Resources	1	2	3	4	5	N/A*
Responsiveness to requests	0.0%	0.0%	2.1%	27.7%	66.0%	4.3%
Customer service and willingness to help	0.0%	0.0%	4.3%	21.3%	72.3%	2.1%
Accuracy to requests	0.0%	2.1%	4.3%	27.7%	55.3%	10.6%
Supports student and community needs	2.1%	0.0%	0.0%	23.4%	44.7%	29.8%
Supports staff and faculty needs	0.0%	2.1%	0.0%	38.3%	51.1%	8.5%

Institutional Advancement

Scale: 1 (Low) – 5 (High)

Institutional Advancement	1	2	3	4	5	N/A*
Responsiveness to requests	0.0%	0.0%	0.0%	10.6%	72.3%	17.0%
Customer service and willingness to help	0.0%	0.0%	2.1%	8.5%	70.2%	19.2%
Supports student and community needs	0.0%	0.0%	2.1%	12.8%	59.6%	25.5%

President's Office

Scale: 1 (Low) – 5 (High)

President's Office	1	2	3	4	5	N/A*
Responsiveness to requests	0.0%	2.1%	4.3%	27.7%	57.5%	8.5%
Customer service and willingness to help	0.0%	2.1%	4.3%	23.4%	66.0%	4.3%
Supports student and community needs	2.1%	0.0%	2.1%	25.5%	66.0%	4.3%
Communication	0.0%	0.0%	8.5%	27.7%	61.7%	2.1%
Community Outreach/Cooperative Extension	0.0%	2.1%	10.6%	27.7%	42.6%	17.0%

Student Services

Scale: 1 (Low) – 5 (High)

Support of student and community needs

Student Services	1	2	3	4	5	N/A*
Student Life	0.0%	0.0%	6.4%	27.7%	51.1%	15.0%
Registrar's Office and Admissions	0.0%	2.1%	6.4%	29.8%	44.7%	17.0%
First Year Pathways	2.2%	0.0%	2.2%	32.6%	39.1%	24.0%
Recruiting	0.0%	0.0%	6.4%	25.5%	51.1%	17.0%
Student Wellness	0.0%	2.1%	15.0%	19.2%	40.4%	23.4%

Responsiveness to requests, customer service and willingness to help

Student Services	1	2	3	4	5	N/A*
Student Life	0.0%	2.1%	2.1%	38.3%	42.6%	15.0%
Registrar's Office and Admissions	2.1%	2.1%	8.5%	21.3%	57.5%	8.5%
First Year Pathways	2.1%	2.1%	6.4%	23.4%	40.4%	25.5%
Recruiting	0.0%	0.0%	6.4%	25.5%	51.1%	17.0%
Student Wellness	2.1%	0.0%	17.0%	23.4%	36.2%	21.3%

Tuzzy Library

Scale: 1 (Low) – 5 (High)

Tuzzy Library	1	2	3	4	5	N/A*
Library customer service	0.0%	0.0%	0.0%	25.5%	51.1%	23.4%
Library collection	2.1%	0.0%	0.0%	29.8%	42.6%	25.5%
Library program and events	0.0%	0.0%	2.1%	19.2%	55.3%	23.4%
Online services	2.1%	0.0%	2.1%	23.4%	38.3%	34.0%
Internet access	2.1%	2.1%	4.3%	27.7%	34.0%	29.8%
Facilities and event space	0.0%	0.0%	4.3%	21.3%	46.8%	27.7%
Hours of operation	2.1%	0.0%	0.0%	21.3%	51.1%	25.5%

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

Scale: 1 (Low) - 5 (High)

Senior Administration	1	2	3	4	5	N/A*
Responsiveness to requests	0.0%	0.0%	8.5%	32.0%	53.2%	6.4%
Accuracy to requests	0.0%	2.1%	12.8%	34.0%	42.6%	8.5%
Customer service and willingness to Help	0.0%	2.1%	10.6%	34.0%	49.0%	4.3%
Supports students	0.0%	0.0%	6.5%	37.0%	52.2%	4.4%
Serves community needs	0.0%	2.1%	6.4%	34.0%	49.0%	8.5%

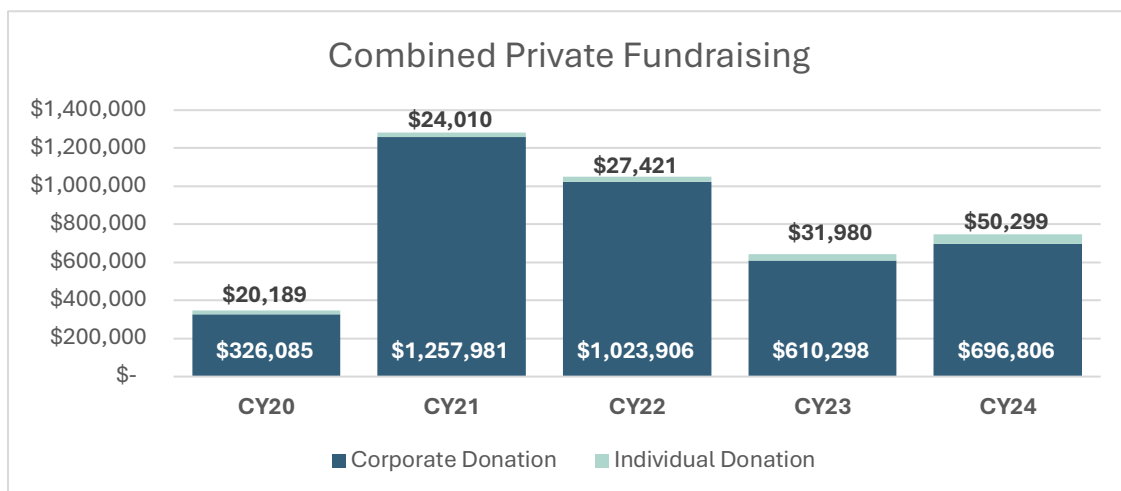
Endowment and Fundraising Report

Observations:

- This report is based on Calendar Year 2024 (January 1, 2024, to December 31, 2024) per fundraising industry standards.
- Iñisaġvik College's donor retention rate of 66.89% reflects a 2% increase from 2023. According to the Association of Fundraising Professionals' Fundraising Effectiveness Project (FEP), as of Q3 2024, the national donor retention rate is approximately 39.6%.
- 62% of our donors have taken one or more classes at Iñisaġvik, and 14% hold a degree, certificate, or endorsement.
- In 2024, 32 staff members contributed to Iñisaġvik College, representing 51.61% of all staff. We also achieved 100% board giving for both our College and Foundation, raising a total of \$9,504 from Iñisaġvik College Board of Trustees and \$862.57 from Iñisaġvik College Foundation Board of Directors.
- The Pick.Click.Give. donations, including the match from Barrow Mechanical totaled \$18,150, the highest in the history of the institution.

Fundraising: Overview CY 2020-CY 2024

Report Year	Total Private Fundraising	Total Number of Donors	Total Corporate Giving	Number of Corporate Donors	Total Individual Giving	Number of Individual Donors
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
CY 23	\$642,279	147	\$610,298	31	\$31,980	116
CY 24	\$747,105	13	\$696,806	25	\$50,299	157



Report Year	Endowment Market Value	Endowment Increase from Previous Year	Pick.Click.Give. Campaign Totals
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
CY23	\$11,628,574	\$1,216,259	\$15,220
CY24	\$13,281,108	\$1,652,534	\$18,150

Enrollment Report

General Enrollment Trends

- Headcount enrollments have decreased this year from 1,411 to 988 (-30%). Alaska Native/American Indian enrollment decreased (**918 to 619**), as did their percentage of overall enrollment from **64% to 63%**.

Enrollment by Semester

- During this past year, an enrollment (headcount) decrease is noted for all three terms: Summer (**342 to 298**), Fall (**570 to 501**) and Spring (**522 to 500**).

Degree-Seeking Enrollment

- Degree-Seeking enrollment decreased for both Fall 2024 and Spring 2025, from **175 to 125** and **138 to 126** students respectively, a decrease of **29%** for fall and **9%** for the spring semester.

Enrollment Trends

Definitions:

Unduplicated headcount - Way to count students whereby each student is counted one time, regardless of how many courses s/he enrolls in or how many terms he/she enrolls in

2024 - 25 Academic Year – Unduplicated Headcount

AY 24-25	17 and under	18-24	Age 25 or over	Gender		Alaska Native or American Indian	All other Ethnicities
				M	F		
988	109	184	695	507	476	619	369

By term

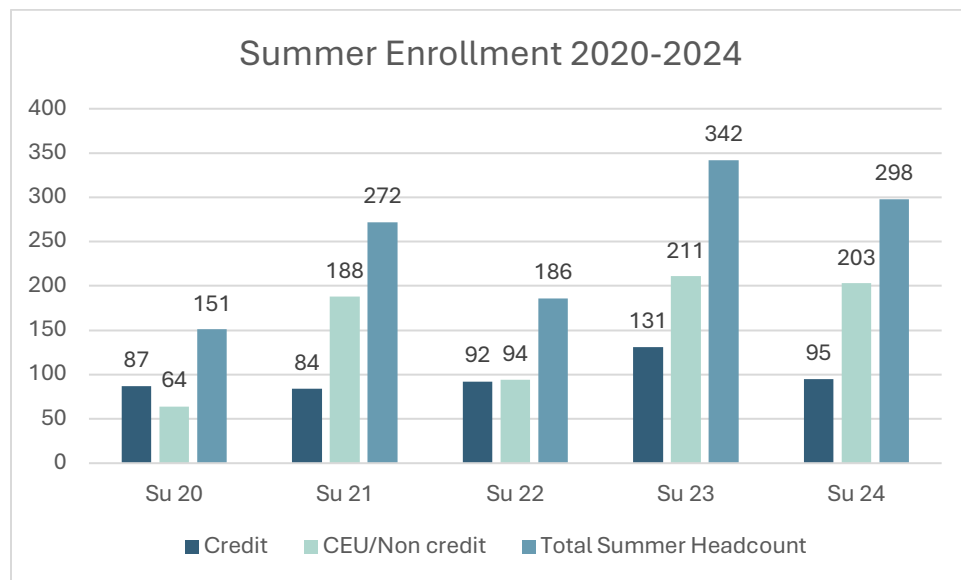
Summer 2024	Enrollment Type	Age 25 or over	Gender		Alaska Native or American Indian
			M	F	
298	Credit	51	33	61	65
	CEU	129	98	105	131
	Total	180	131	166	196
Fall 2024	Enrollment Type	Age 25 or over	Gender		Alaska Native or American Indian
			M	F	
500	Credit	153	85	171	162
	CEU	208	180	64	136
	Total	361	265	235	298
Spring 2025	Enrollment Type	Age 25 or over	Gender		Alaska Native or American Indian
			M	F	
501	Credit	133	77	142	129
	CEU	237	182	96	158
	Total	370	259	238	287

Summer Semesters 2020-2024

Definitions:

- **Summer Actual Full-Time:** Number of students enrolled for 6 or more credits
- **Summer FTE:** Full Time Equivalent Student (calculated by adding FT credits and PT credits and dividing by 6)

Term/Year	Total Summer Headcount		Actual Full time	FTE	Degree-Seeking	
					FT	PT
Summer 20	87 64	Credit CEU	27	25	20	19
Summer 21	84 188	Credit CEU	21	29	20	23
Summer 22	92 94	Credit CEU	19	23	15	36
Summer 23	131 211	Credit CEU	27	38	25	24
Summer 24	95 203	Credit CEU	38	60	36	19
1 year Change	-27% -4%	Credit CEU	41%	58%	44%	-21%
Change from Summer 20 to Summer 24	9% 217%	Credit CEU	41%	141%	80%	0%

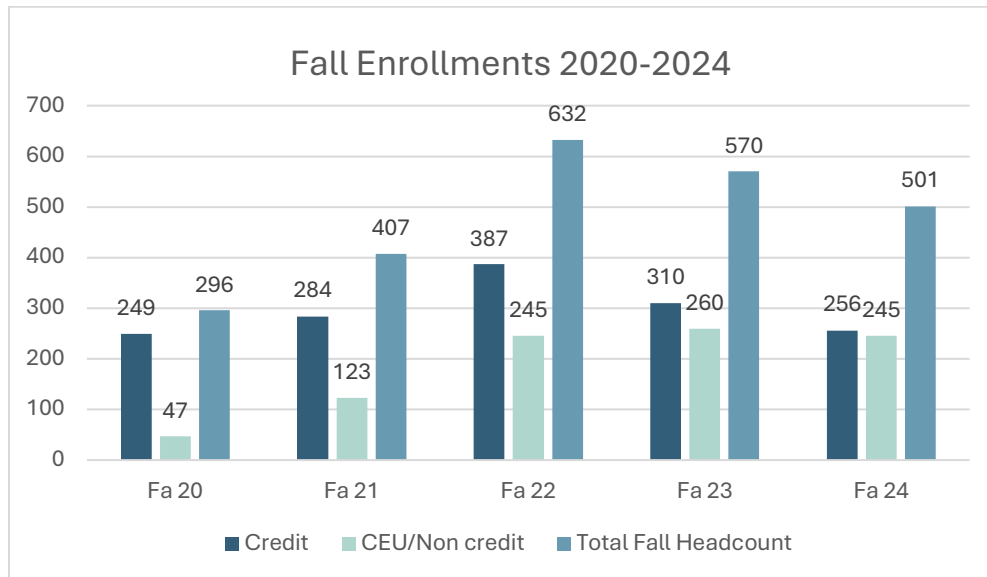


Fall Semesters 2020-2024

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 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
Fall 23	310 Credit 260 CEU	56	128	54	121
Fall 24	256 Credit 245 CEU	41	121	38	87
1 year Change	-17% Credit -6% CEU	-27%	-5%	-30%	-28%
Change from Fall 20 to Fall 24	3% Credit 421% CEU	-2%	31%	9%	1%

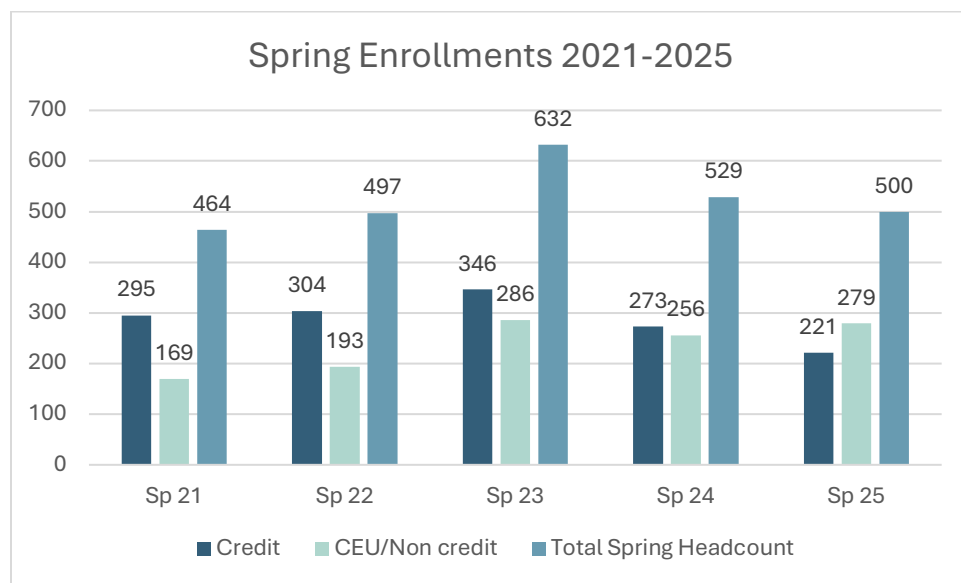


Spring Semesters 2020-2024

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 21	295 169	Credit CEU	27	87.8	25	95
Spring 22	304 193	Credit CEU	39	104	37	111
Spring 23	346 286	Credit CEU	50	116	47	110
Spring 24	273 256	Credit CEU	47	98	41	97
Spring 25	221 279	Credit CEU	33	93	33	97
1 year Change	-19% 9%	Credit CEU	-30%	-5%	-20%	0%
Change from Spring 21 to Spring 25	-25% 65%	Credit CEU	22%	6%	32%	2%



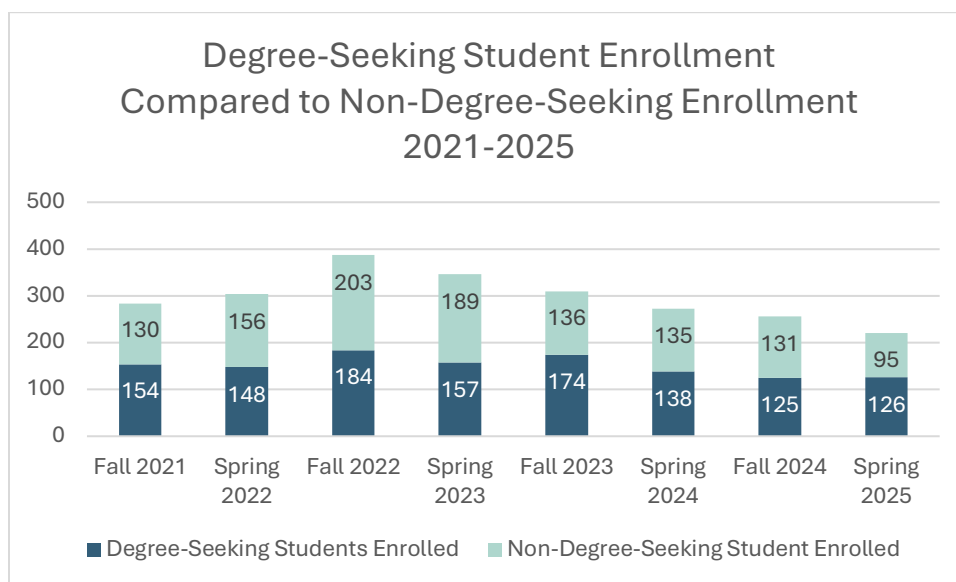
Degree Seeking Student Enrollment

(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.”

*Summer semester data is not included in the Degree-Seeking Student Enrollment chart, as the low number of program course offerings and low DS student enrollment in the summer semester would skew the data. Some data sets exclude students who prefer not to specify their gender or identify as another gender. Students who fall under these categories are counted in the total student counts but are excluded from the male and female disaggregation.

	Fall 21		Spring 22		Fall 22		Spring 23		Fall 23		Spring 24		Fall 24		Spring 25	
Total credit student enrollment	284		304		387		346		310		273		256		221	
# Degree-Seeking students enrolled	154		148		184		157		174		138		125		126	
	46M	108F	38M	110F	53M	131F	50M	107F	43M	131F	36M	102F	25M	100F	29M	95F
	30%	70%	26%	74%	29%	71%	32%	68%	25%	75%	26%	74%	20%	80%	22%	75%
% of Students Enrolled for Credit who are Degree-Seeking	54%		49%		48%		45%		56%		50%		49%		57%	



Financial Aid Report

Observations:

- This reporting cycle is the first time the report has included financial aid information for the summer term.
- While funding decreased slightly overall, more students than ever were funded by scholarships (433, duplicated between the 3 terms).

Summer 2024 Summary

Scholarship Sources	Amount Awarded
Aleut Com St. Paul Tribal Government	\$2,770.71
American Indian College Fund*	\$16,460.00
American Indian College Fund Full Circle*	\$1,200.00
Arctic Education Foundation	\$7,005.00
Bristol Bay Area Health Corporation	\$2,420.00
Iłisaḡvik College Scholars	\$1,667.34
South Central Foundation	\$8,107.00
Southeast Alaska Regional HC	\$3,415.00
Tanana Chiefs Conference	\$2,240.00
The CIRI Foundation	\$1,000.00
Yakutat Tlingit Tribe	\$2,500.00
Yukon Delta Fisheries Deve	\$1,340.00
Yukon Kuskokwim Health Corp	\$2,240.00
Subtotal	\$52,365.05
Federal Pell	\$8,297.00
Federal SEOG	\$5,706.00
Total	\$66,368.05

Award Packages	
Value	Number of Students
\$0 - \$1000	41
\$1,001 - \$2,000	10
\$2,001 - \$3,000	15
\$3,001 - \$4,000	2
\$4,001 - \$5,000	0
\$5,001 - \$6,000	1
\$6,001 - \$7,000	0
\$7,001 - \$8,000	0
\$8,001 - \$9,000	0
\$9,001 - \$10,000	0
Over \$10,000	0
Total Students	69

Average Award Package	
Smallest Award Package	\$315
Largest Award Package	\$5,495
Average Award Package	\$962
Average Credits/Term	3.80

Fall 2024 Summary

Scholarship Sources	Amount Awarded
AK Commission Postsecondary Ed	\$15,750.00
Alaska Housing Financial Corp	\$2,500.00
Alaska Performance Scholarship	\$5,250.00
AICF Full Circle*	\$5,299.00
AICF Anthony Byrnes-Alvarado*	\$1,000.00
AICF Beatrice Arthur Endowed Scholarship*	\$4,500.00
AICF Catherine Riggd Hilden Endow*	\$3,750.00
AICF First Time College Student Scholarship*	\$15,500.00
AICF General Fund*	\$14,620.00
AICF Gutstein Endowed*	\$865.00
AICF Mazar Family Charity Foundation Trust*	\$4,750.00
AICF Thomas C & Lois L Fund*	\$5,000.00
Arctic Education Foundation	\$66,851.84
ASTAC Scholarship	\$1,000.00
Bristol Bay	\$1,375.00
City of Utqiagvik	\$3,900.00
Emmonak Tribal Council	\$2,000.00
Empowering Part-Time Students Scholarship	\$10,000.00
First National Bank	\$3,000.00
Ilisagvik College Scholars	\$17,867.32
Kawerick Inc	\$1,500.00
Koniaq Education Foundation	\$3,275.00
Kuukpikmiut Foundation	\$2,550.00
Mary Owen Endowed TCU	\$6,000.00
Metlakatla Indian Community	\$1,340.00
Native Village of Barrow	\$10,400.00
Native Village of Point Hope	\$500.00
Norton Sound Economic Dev Corp	\$3,500.00
Sealaska Heritage Institute	\$3,045.00

SETH-DE-YAH	\$1,500.00
Shee Atika Scholarship	\$750.00
South Central Foundation	\$10,555.00
South East Alaska Regional HC	\$8,250.00
The Aleut Foundation	\$7,450.00
The CIRI Foundation	\$2,000.00
Turner Estates Endowed Scholarship	\$8,000.00
UIC Foundation	\$12,000.00
Yukon Delta Fisheries Deve	\$1,030.00
Subtotal	\$268,423.16
Federal Pell	\$87,821.00
Federal SEOG	\$10,314.00
Total	\$366,558.16

*Denotes American Indian College Fund Scholarship

Award Packages	
Value	Number of Students
\$0 - \$1000	72
\$1,001 - \$2,000	43
\$2,001 - \$3,000	14
\$3,001 - \$4,000	16
\$4,001 - \$5,000	10
\$5,001 - \$6,000	7
\$6,001 - \$7,000	4
\$7,001 - \$8,000	3
\$8,001 - \$9,000	4
\$9,001 - \$10,000	2
Over \$10,000	9
Total Students	184

Average Award Package	
Smallest Award Package	\$182
Largest Award Package	\$17,863
Average Award Package	\$1,992
Average Credits/Term	6.59

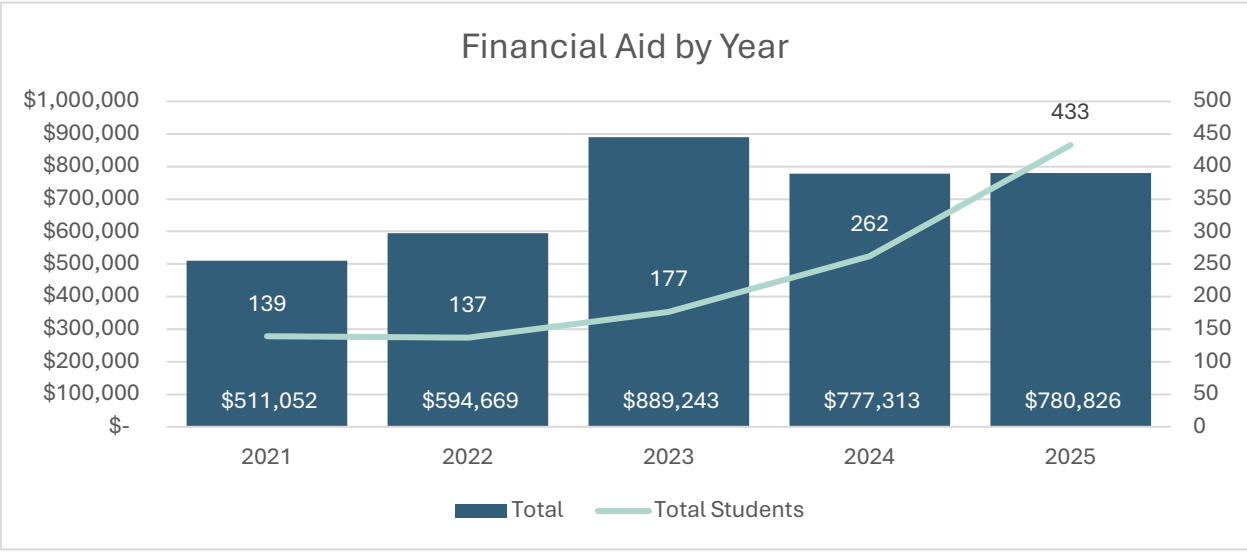
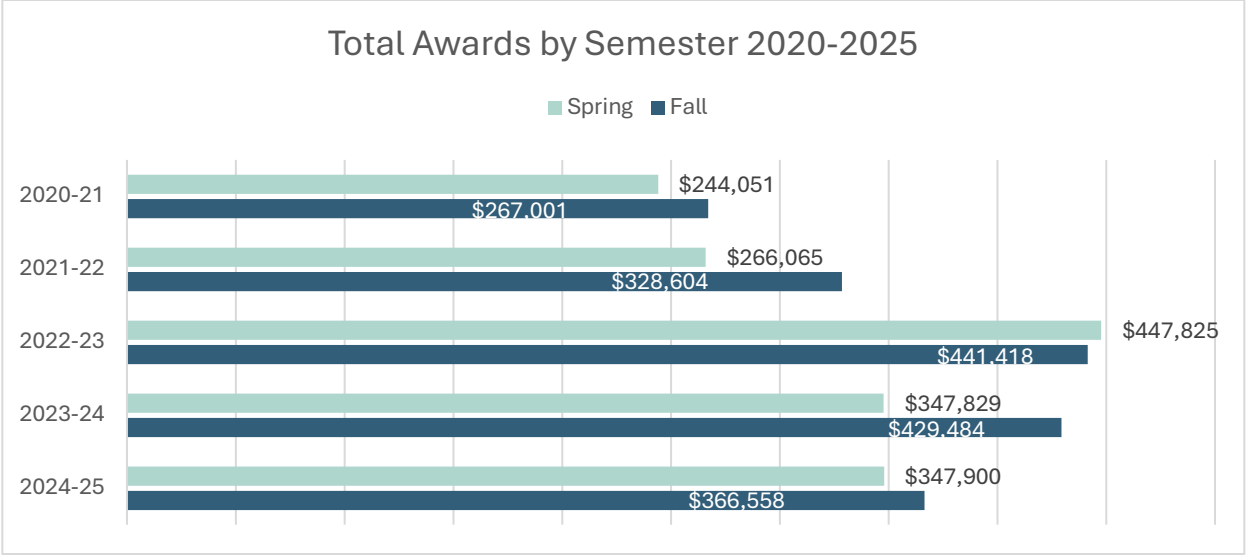
Spring 2025 Summary

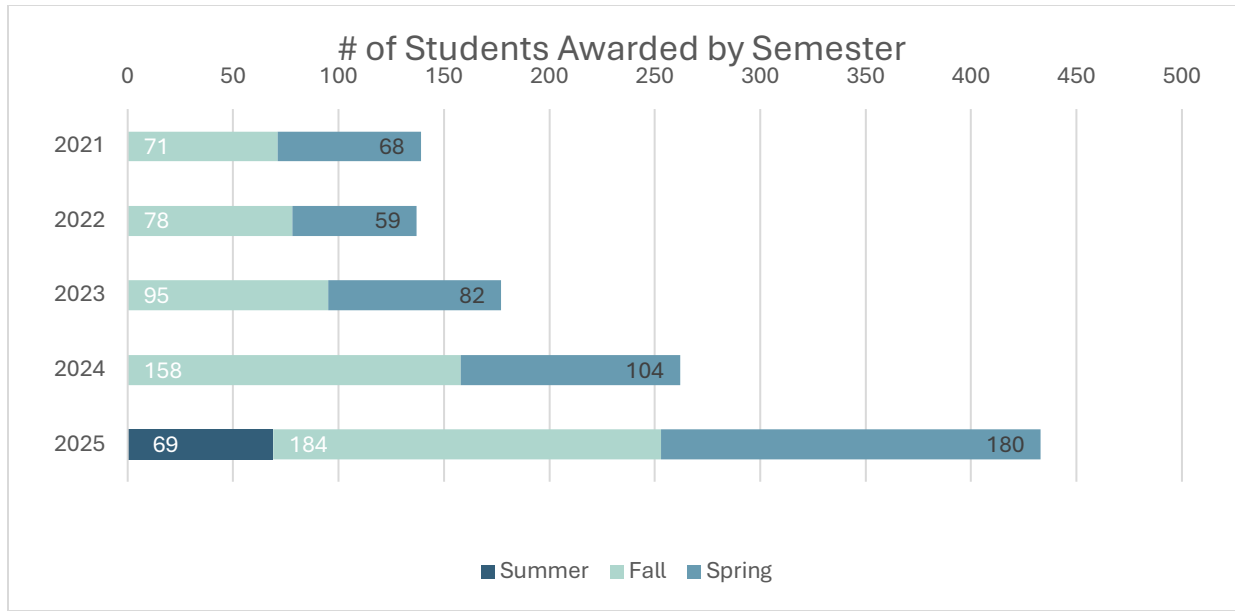
Scholarship Sources	Amount Awarded
AICF Anthony Byrnes-Alvarado Scholarship	\$1,000.00
AICF Beatrice Arthur Endowed Scholarship	\$4,500.00
AICF Catherine Riggd Hilden Endow	\$3,750.00
AICF Coca Cola Scholar	\$2,500.00
AICF First Time College Student Scholarship	\$15,500.00
AICF Full Circle*	\$2,799.00
AICF General Fund	\$16,748.00
AICF Gutstein Endowed Scholarships	\$865.00
AICF Mazar Family Charity Foundation Trust	\$4,750.00
AICF Student of the Year	\$1,200.00
AICF Thomas C. and Lois L Sando Foundation Scholarship Fund	\$5,000.00
AK Commission Postsecondary Ed AEG	\$21,250.00
Alaska Performance Scholarship	\$4,375.00
Anonymous Scholarship 04024	\$1,500.00
Aqqaluk Trust	\$3,000.00
Arctic Education Found.	\$64,190.00
Assc Village Council President	\$5,000.00
Bristol Bay	\$500.00
BUECI	\$3,300.00
Calista Education Culture	\$2,000.00
City of Barrow	\$3,505.88
Donor 04125 Scholarship	\$1,980.00
Doyon Foundation	\$3,200.00
Empowering Part-Time Students Scholarship	\$10,000.00
IC Scholars	\$6,274.23
Kawerick Inc	\$750.00
Kuukpik Corporation	\$2,500.00
Kuukpikmiut Foundation	\$1,500.00
Mary Owen Endowed TCU	\$6,000.00
Metlakatla Indian Comm.	\$2,630.00
Native Village of Barrow	\$4,552.99
Nome Eskimo Comm.	\$1,000.00
Norton Sound Economic Dev. Corp.	\$9,042.00

Norton Sound Health Corporation	\$750.00
Olgoonik Foundation	\$2,250.00
Sealaska Heritage Institute	\$3,045.00
SETH-DE-YAH	\$600.00
Sitka Tribe of Alaska	\$3,000.00
SNC Trust	\$1,500.00
Spirit of Sovereignty	\$2,000.00
The Aleut Foundation	\$4,000.00
The CIRI Foundation	\$500.00
Turner Estates Endowed Scholarship	\$8,000.00
UIC Foundation	\$10,000.00
Yukon Delta Fisheries Deve	\$14,008.00
Yukon Kuskokwim Health Corp	\$4,075.00
Subtotal	\$270,390.10
Federal Pell	\$71,410.00
Federal SEOG	\$6,100.00
Total	\$347,900.10

*Denotes American Indian College Fund Scholarship

Award Packages	
Value	Number of Students
\$0 - \$1000	75
\$1,001 - \$2,000	39
\$2,001 - \$3,000	16
\$3,001 - \$4,000	12
\$4,001 - \$5,000	8
\$5,001 - \$6,000	12
\$6,001 - \$7,000	1
\$7,001 - \$8,000	2
\$8,001 - \$9,000	4
\$9,001 - \$10,000	5
Over \$10,000	6
Total Students	180
Average Award Package	
Smallest Award Package	\$100
Largest Award Package	\$17,978
Average Award Package	\$1,933
Average Credits/Term	6.26



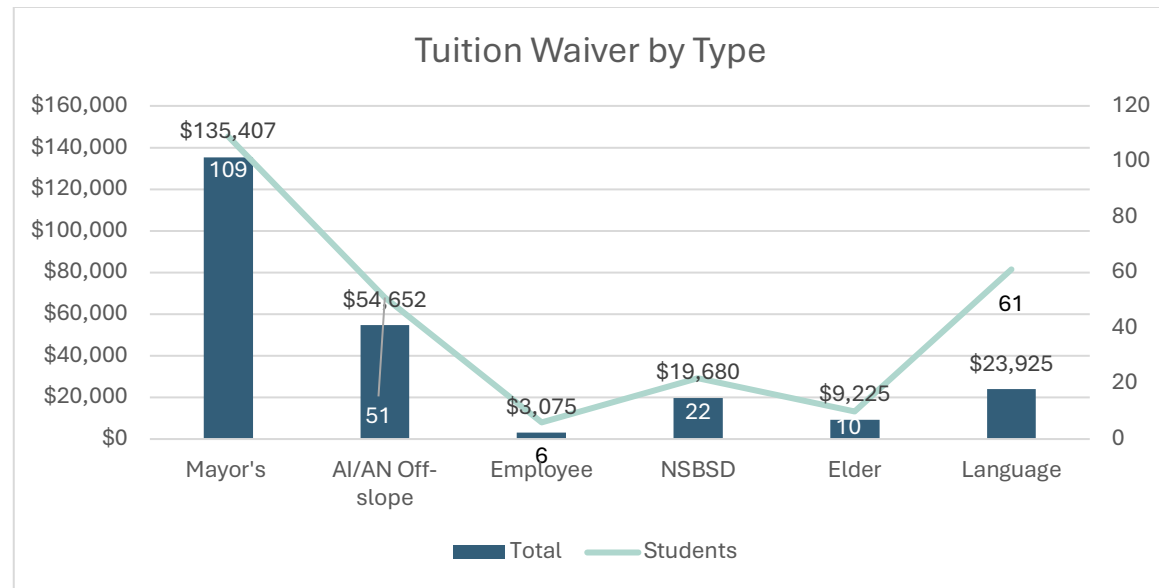


Tuition Waiver

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 from the following types of waivers:

- NSB 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

Year	Mayor’s Waiver	Off-Slope Waiver	Other	Year Total	# Students	# Credits	Cost per Credit
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
2023-24	\$181,878	\$58,518	\$26,650	\$267,048	312	1,858	\$205
2024-25	\$135,407	\$54,652	\$55,905	\$245,964	259	1,534	\$205



Foundational Education Report

Observations:

- Foundational studies courses were not exempt from the overall decline in enrollment during this academic year. Math enrollment for the year was down to 72 from 104 in the prior academic year. English enrollment was also down to 23 from 42.
- Completion rates continued to rise following a severe drop in completion during COVID, with Math completion at 93% and English at 67%, both in Spring 2025 term.

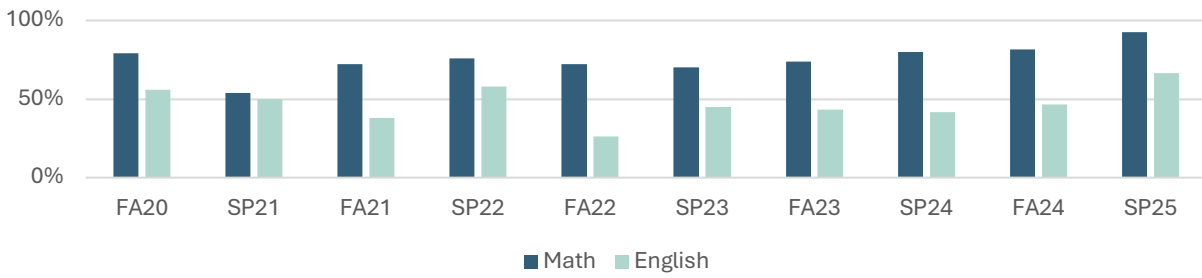
Course Statistics: English

Semester	Course	Section	Registered # of students	Withdrawn # of students	Grade C or higher		Grade D or lower	
					# of students	% of students	# of students	% of students
FA 24	ENGL 031	1	6	0	3	50%	3	50%
FA 24	ENGL 075	1	9	0	4	44%	5	56%
SP 25	ENGL 031	1	3	0	1	33%	2	67%
SP 25	ENGL 075	1	5	2	3	100%	0	0%

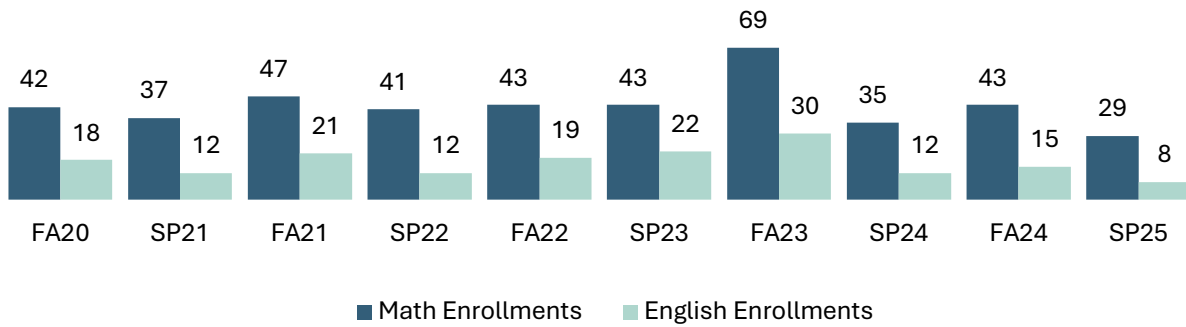
Course Statistics: Math

Semester	Course	Section	Registered # of students	Withdrawn # of students	Grade C or higher		Grade D or lower	
					# of students	% of students	# of students	% of students
FA 24	MATH 055A	1	4	0	4	100%	0	0%
FA 24	MATH 055A	2	3	0	2	67%	1	33%
FA 24	MATH 055B	1	6	0	4	67%	2	33%
FA 24	MATH 055B	2	2	0	1	50%	1	50%
FA 24	MATH 060A	1	7	0	4	57%	3	43%
FA 24	MATH 060A	2	7	0	6	86%	1	14%
FA 24	MATH 060B	1	5	0	5	100%	0	0%
FA 24	MATH 060B	2	9	0	9	100%	0	0%
SP 25	MATH 055A	1	5	0	5	100%	0	0%
SP 25	MATH 055B	1	6	2	4	100%	0	0%
SP 25	MATH 060A	1	10	0	8	80%	2	20%
SP 25	MATH 060B	1	8	0	8	100%	0	0%

Foundational Education Completion Rates 2021-2025



Foundational Studies Enrollment 2020 - 2025

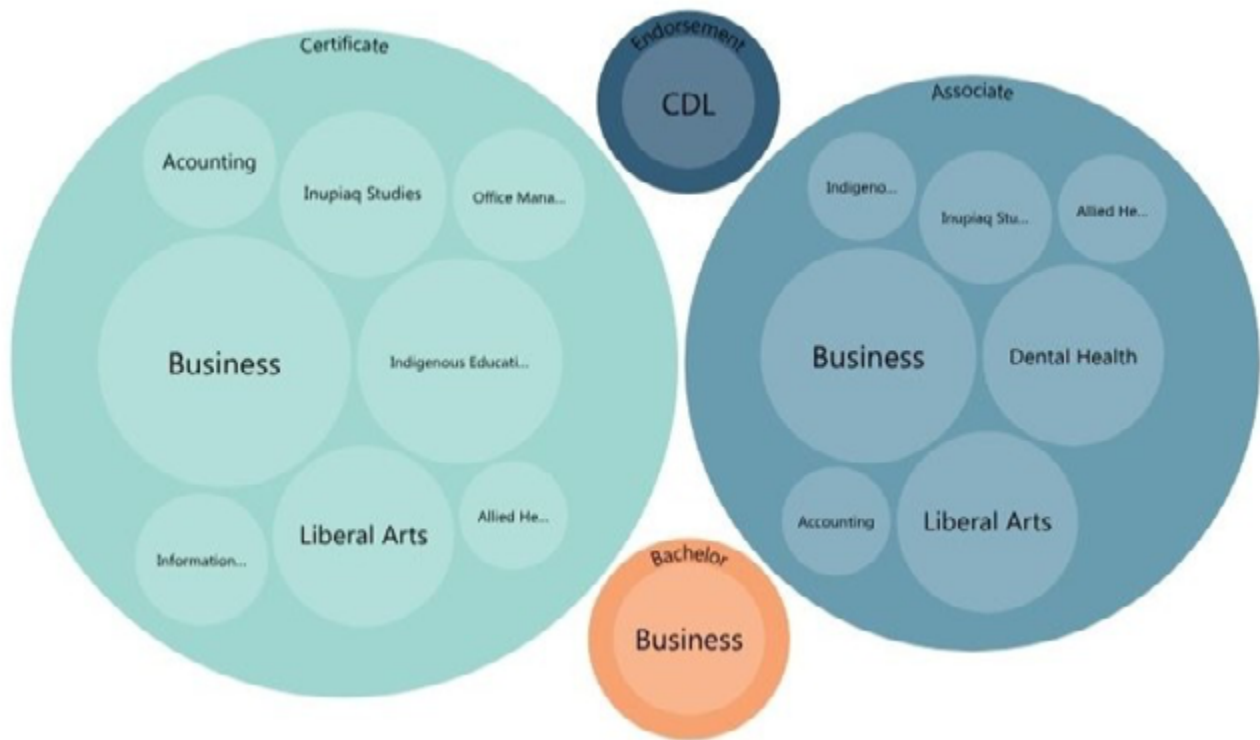


Graduation Trends Report

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 Programmatic Reports)**

Observations

- The number of degrees/certificates/endorsements earned increased from **60** to **63**.
- This past year **65%** of diplomas were earned by Alaska Native or American Indian students, a decrease from last year's rate of **70%**.



PROGRAM	20-21	21-22	22-23	23-24	24-25
TOTAL BBA DEGREES	0	1	3	4	3
Alaskan Native/American Indian	0	1	2	3	2
All other ethnicities	0	0	1	1	1
TOTAL AA/AS DEGREES	4	9	2	5	8
Alaskan Native/American Indian	3	5	2	4	5
All other ethnicities	1	4	0	1	3
TOTAL AAS DEGREES	11	8	13	14	15
Alaskan Native/American Indian	8	5	6	10	10
All other ethnicities	3	3	7	4	5
TOTAL CERTIFICATES	30	38	26	33	35
Alaskan Native/American Indian	25	20	16	22	22
All other ethnicities	5	18	10	11	13
TOTAL ENDORSEMENTS	2	7	7	4	2
Alaskan Native/American Indian	2	6	5	4	2
All other ethnicities	0	1	2	0	0
TOTAL (ALL)	47	63	51	60	63
Alaskan Native/American Indian	38	37	31	43	41
All other ethnicities	9	26	19	17	22

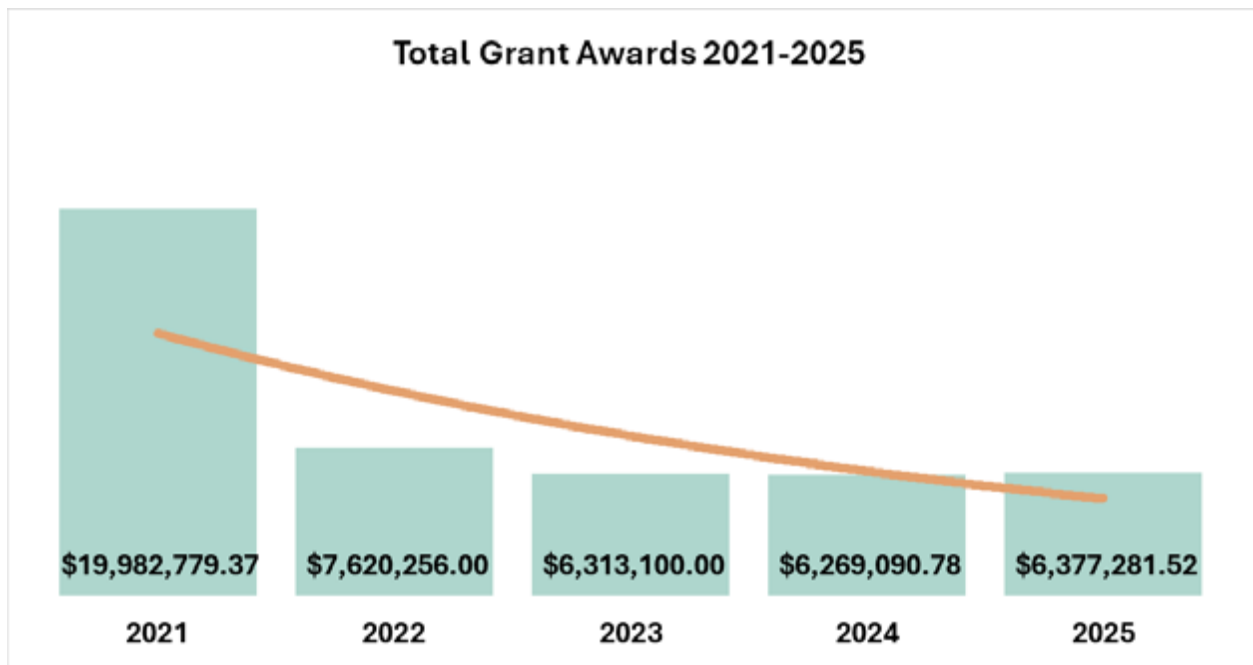
Grants Report

Observations

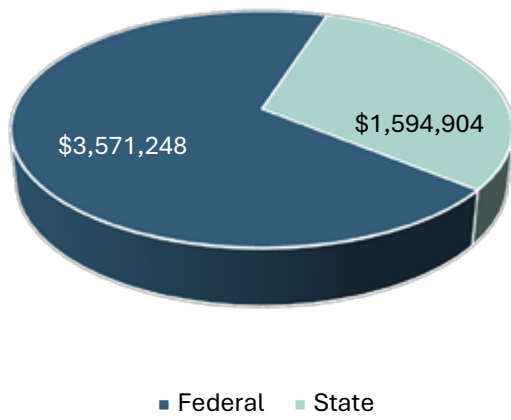
- Over the past two years, the College has experienced a decrease in overall grant funding to the current level of **\$5,578,220**. This decrease comes following several years of high grant income due to COVID relief and other similar funding sources. As a result, the College has worked diligently to diversify funding sources.
- The total number of grants in 2023 decreased by 54% from **37** to **17** grants over the past year, while the average award amount increased by 94% from **\$169,435** to **\$328,131**.

Overview 2021-2025

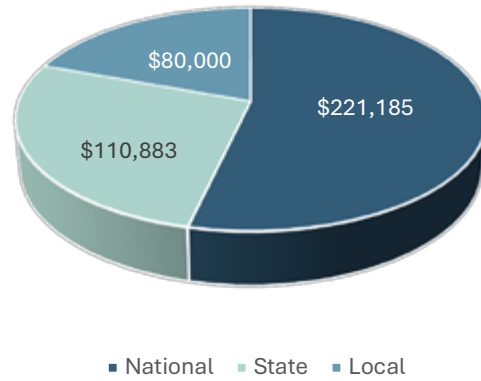
	Total Awards	# of Grants	Average Award
2021	\$21,262,812	59	\$338,691
2022	\$7,620,256	25	\$304,810
2023	\$6,313,100	30	\$210,437
2024	\$6,269,091	37	\$169,435
2025	\$6,377,281	17	\$375,134



Grantors: Government Agencies



Grantors: Non-Governmental Agencies



Human Resources Report

Workforce Snapshot: Taken during the 2024 Fall semester (Oct. 15, 2024, and again during the Spring 2025 semester (May 15, 2025). The fall snapshot reflects one less staff member than the spring snapshot, 115 and 116 regular/temporary employees respectively.

- **Resident/Local Hires:** Our local residents filled 10 of the 17 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.”
- **Staff Turnover:** Upon separation, employees are able to conduct exit interviews in-person with HR or through an online survey link. There were 19 employees that left employment with the College, which is 27% of the total workforce (based on an average of 70 employees).
- **Voluntary and Involuntary Turnover:**
 - Nine employees relocated from the North Slope
 - Zero employees received a promotional opportunity with a different NS employer
 - Zero employees retired
 - Thirteen employees left employment for other reasons (voluntary/involuntary)
- **Employee Development/Promotions:** Of the 24 new hires between May 15, 2024 – May 15, 2025, five vacancies (21%) were filled through internal promotions/transfers. All five of those internal promotions created new vacancies to backfill as opposed to three (12%) internal promotions, which did not create a vacancy.

Overview 2021-2025

Ilisaġvik College Employee Snapshot

Regular/Temp. Employees	Total:	May 2021	May 2022	May 2023	May 2024	May 2025
		109	107	117	117	116
Employees by Type	# Regular Faculty:	13	9	10	9	10
	# Regular Staff:	60	61	62	61	60
	# Regular PT Staff:	0	1	0	0	0
	# Adjunct & Special Projects:	7	9	18	22	20
	Temporary Staff:	27	27	27	25	26
Employees in Villages	Total #:	14	14	9	8	6
Vacancies	# Temporary Staff:	8	7	9	8	10
	# FT Staff/Faculty:	11	9	10	11	11
	% of total workforce	15%	15%	14%	16%	18%

New Personnel 2021-2025			
Year	# New Hires	% of Workforce	% Local Hire
2021	18	25%	88%
2022	14	20%	35%
2023	12	17%	90%
2024	24	34%	75%
2025	24	34%	42%

2024-2025 - Academic Staff by Semester

	Full-Time Faculty	Adjunct & Special Projects Instructors	Student Interns
Summer 2024	9	4	0
Fall 2024	10	18	8
Spring 2025	10	20	7

Detailed Workforce Snapshot by Position Type

Regular Employee Category	October 15, 2024					May 15, 2025				
	Gender		Ethnicity		Increase or Decrease Since May 2024	Gender		Ethnicity		Increase or Decrease Since October 2024
	M	F	AK Native	Non-AK Native		M	F	AK Native	Non-AK Native	
Executive (PAT Members)	2	5	0	7	0	1	5	0	6	-1
Administrative/ Professional (Exempt)	12	13	4	21	0	10	15	3	22	0
Full time Faculty	7	3	1	9	1	7	3	2	8	0
Non-Exempt	13	15	7	21	-1	13	16	8	21	1
Total Full time	34	36	12	58	0	31	39	13	57	0
Subtotal Regular Employees	70					70				
Temporary Full-time	0	1	0	1	0	0	1	0	1	0
Temporary Part-time (includes Adjuncts & Special Projects)	9	35	9	35	-2	10	33	8	35	-1
Permanent Part-time	0	0	0	0	0	0	0	0	0	0
Total Part Time & Temporary	9	36	9	36	-2	10	34	8	36	-1
Subtotal Temporary Employees	45					44				
Total Employees	115					114				

Employee Change Over One Year: May 2024 – May 2025

Number of Regular, Full-Time Employees Hired or Promoted	Hired: 24 34% of Workforce (Based on an average of 70 regular FT positions)
	Of these 24 hires, 5 (or 21%) of the vacancies were filled through promotions/transfers which created back vacancies.
	1 of the 24 hires/transfers resulted from the creation of new positions.
	2 employees were promoted/transferred to a position that did not create back vacancies
	Local residents filled 41% of vacancies.
Number of Vacant Regular Full-Time Positions Posted	32
Number of Regular Employees Retained	19 employees left the workforce, which is 27% of the workforce based on daily average.

Note: Adjunct faculty are employed on a semester-contract and terminated/re-hired each term. Though summer courses are occurring during May 15, the May numbers reflect Spring adjunct totals. Summer adjunct totals are counted in the **Academic Staff by Semester** table.

It is common for Regular Full-Time employees to hold another temporary position in the college, such as being an Academic Assistant, or Adjunct Instructor. Those employees were only counted in their primary role.

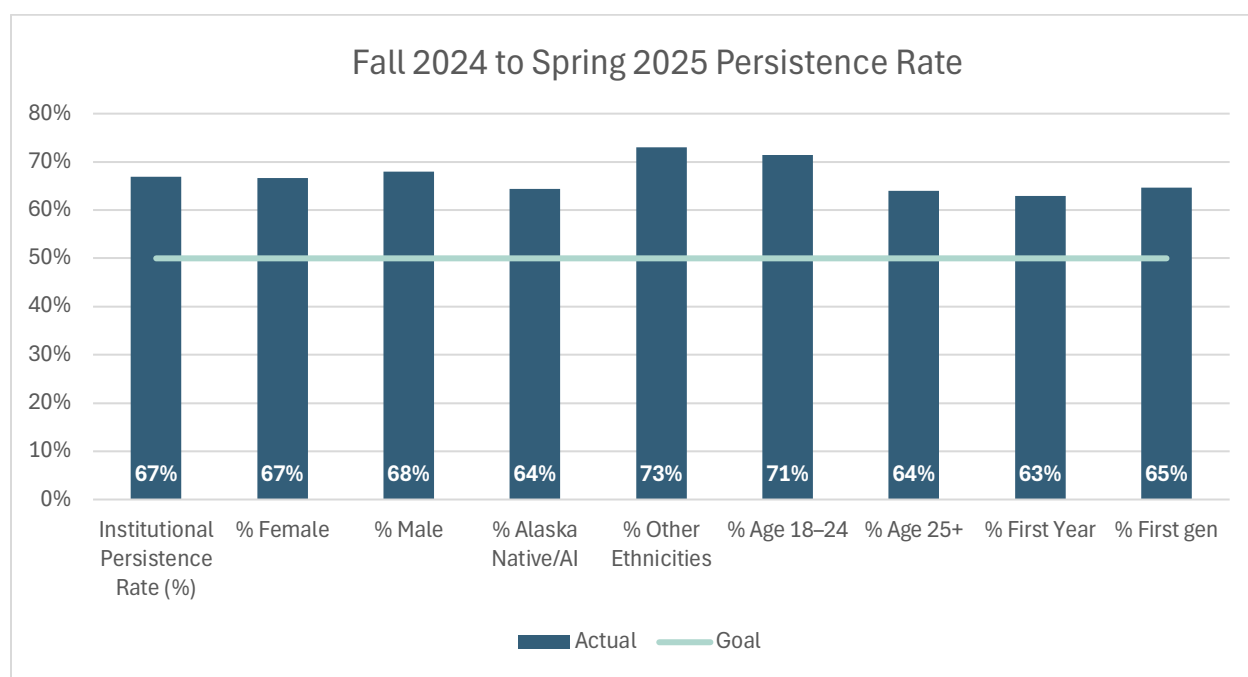
Additionally, the College utilizes a number of part-time affiliate faculty each term. An affiliate faculty member is a qualified individual, who is not compensated by the College, because s/he is employed by a partner organization. Examples include a dentist (employed by ANTHC) who teaches a course for 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 following data tracks the persistence of *degree-seeking* students—defined as those who have declared a program and are actively pursuing a degree, certificate, or endorsement—from the fall semester to the spring semester. This snapshot provides insight into the enrollment patterns and retention of students who are formally engaged in completing a credential at Iñsaḡvik College. Persistence is Calculated by dividing the number of students who returned in the spring by the number of students in the fall minus the students who graduated. Spring/(Fall-Graduates). The complete data set can be found in the appendix.

Observations:

- Fall to spring persistence rates are up from last year at roughly 67%, well over the goal of 50%.
- This is the first year the report will include data for persistence, including calculations on gender, ethnic categories, age, first year, and first-generation students. First year students had the lowest persistence at 63%, and non-indigenous students had the highest rate (73%).



	SP23		FA23		SP24		FA24		SP25	
# DS students enrolled	157		174		137		126		130*	
	50	107	43	131	35	101	25	101	29	99
	32%	68%	25%	75%	26%	74%	20%	80%	22%	76%
# DS students who returned from previous semester	99		84		92		79		83	
	27	72	15	69	26	66	15	64	17	66
Persistence Rate (%)	54%		54%		53%		58%		66%	
	51%	55%	30%	64%	60%	50%	43%	64%	68%	65%
Gender	M	F	M	F	M	F	M	F	M	F

*The asterisk indicates that students who denote another gender, or whose gender is unknown have not been included in this calculation.

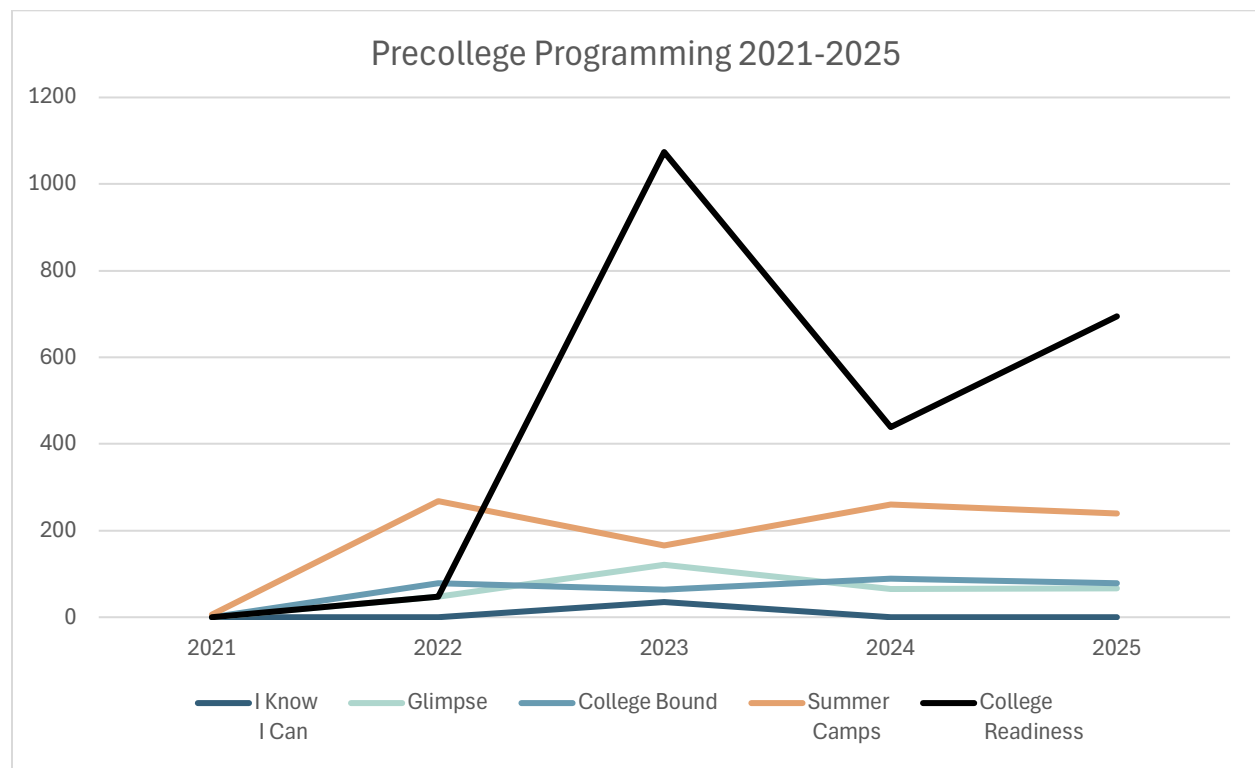
Pre-College Programming Report

To reach prospective students at an earlier age and “plant the seed” of 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 on Post-Secondary Education, staff create opportunities that expose young students to the college environment and stimulate interest in career pathways after high school graduation. The goal is to build connections with students early to promote enrollment as program active students at Iñsaḡvik College later. **(Additional information in Appendix)**

Observations

- College Readiness numbers saw a significant increase in 2023 thanks to the state-wide efforts of Recruitment.
- **240** students enjoyed a wide range of camp offerings, such as Allied Health High school and Middle school, Village wellness camps, STEM, Work Force Development Construction Camps, and Drivers Education. Iñsaḡvik College staff were able to bring summer camp programming to 2 villages.

	2021	2022	2023	2024	2025
Topic	# Participants	# Participants	# Participants	# Participants	# Participants
I Know I Can	0	0	35	0	0
Glimpse	0	48	121	65	67
College Bound	0	79	63	89	79
Summer Camps	6	268	165	260	240
College Readiness	0	47	1074	439	694
Total	6	442	1458	853	1080



Programmatic Report

Accounting/Business Administration/Management

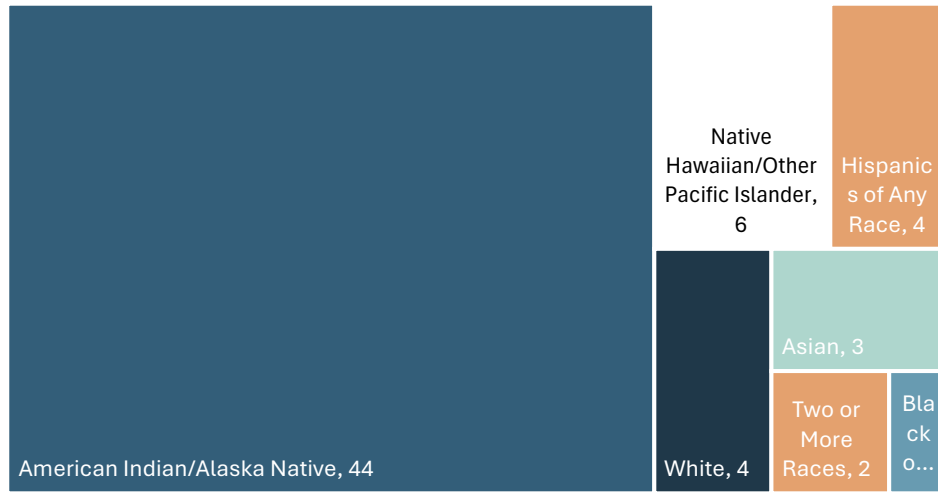
Admissions

PROGRAM	# of Applicants	# 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	Admittance Rate (#Admitted / #Applicants)	Matriculation Rate (#Enrolled / #Accepted)
Accounting AAS	7	0	1	3	4	4	57%	100%
Accounting II	0	0	0	0	0	0	N/A	N/A
Accounting I	8	1	0	3	4	3	50%	75%
Total Accounting	15	1	1	6	8	7	53%	88%
Business Administration Bachelors	17	2	1	2	5	3	29%	60%
Business Management AAS	19	0	1	3	4	4	21%	100%
Business Specialist Cert II	0	0	0	0	0	0	N/A	N/A
Business Specialist Cert I	3	0	0	1	1	0	33%	0%
Entrepreneurship & Sm Bus Management Cert II	0	0	0	0	0	0	N/A	N/A
Entrepreneurship & Sm Bus Management Cert I	1	0	0	1	1	1	100%	100%
Total Business Program	40	2	2	7	11	8	28%	73%

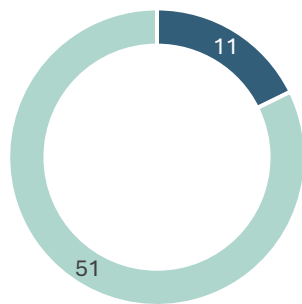
Enrollment

	Full-time	Part-time	Total (Term)
SU 2024	2	19	21
FA 2024	12	33	45
SP 2025	13	25	32
Unduplicated Headcount			62

Accounting and Business Enrollment by Ethnicity

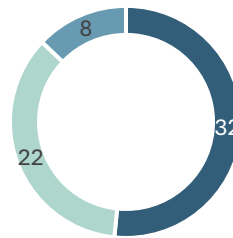


Age



■ 18-24 ■ 25+

First Gen. Status



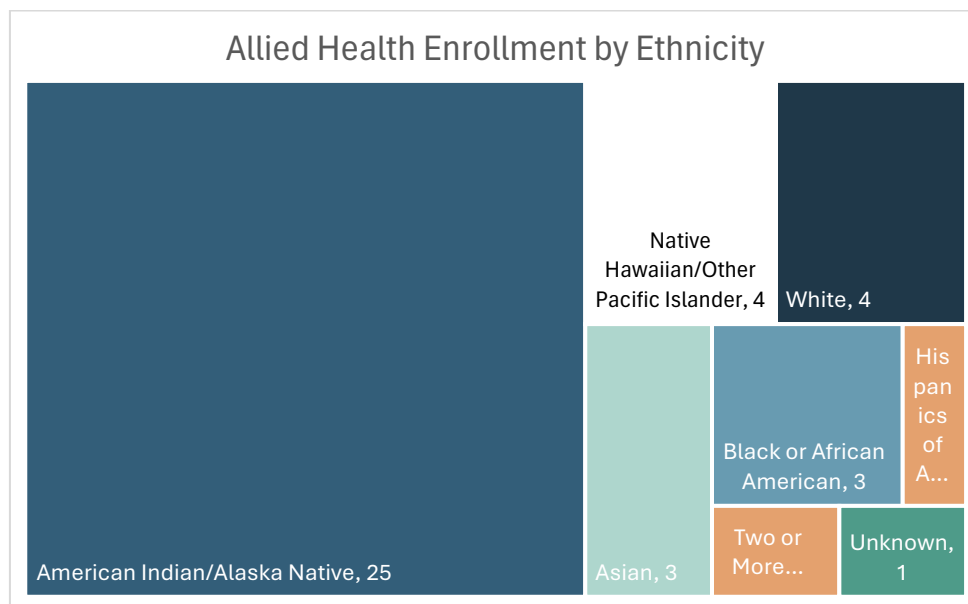
■ Yes ■ No ■ Unknown

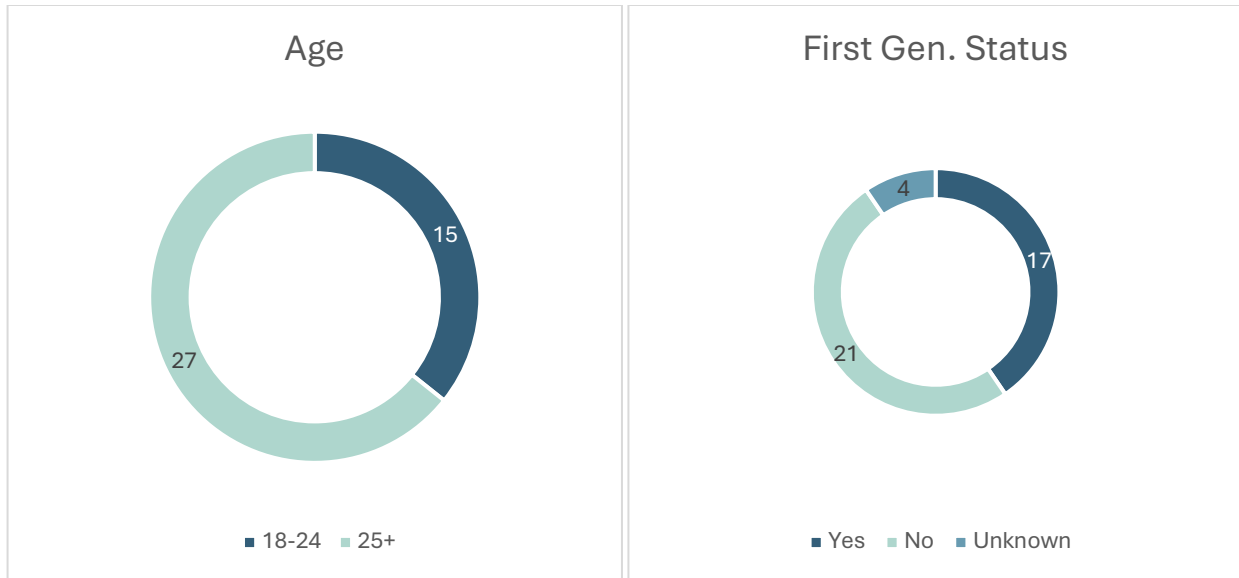
Allied Health/ Dental Therapy/ Pre-nursing

PROGRAM	# of Applicants	# 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	Admittance Rate (#Admitted / #Applicants)	Matriculation Rate (#Enrolled / #Accepted)
Allied Health, AS	4	0	0	2	2	2	50%	100%
Allied Health, Certificate	1	0	0	0	0	0	0%	0%
Pre-Nursing, Certificate	14	1	1	7	9	8	64%	89%
Medical Coding Specialist	1	0	0	0	0	0	0%	N/A
Dental Health Therapy AAS	8	0	5	0	5	5	63%	100%
Medical Office Management II	0	0	0	0	0	0	N/A	N/A
Medical Office Management I	0	0	0	0	0	0	N/A	N/A
TOTAL	28	1	6	9	16	15	57%	94%

Enrollment

	Full-time	Part-time	Total (Term)
SU 2024	2	19	21
FA 2024	12	33	45
SP 2025	7	25	32
Unduplicated Headcount			62





Graduation: Credentials Awarded (AY 2020 – 25):

PROGRAM	Cert/Deg	19-20	20-21	21-22	22-23	23-24	24-25
Allied Health	AS	0	1	3	0	0	1
Allied Health	Cert	0	0	4	0	0	1
Medical Coding Specialist	Cert	0	0	0	0	0	0
Dental Health Therapy, AAS	AAS	2	4	0	1	5	5
Pre-Nursing, Cert	Cert	0	0	2	1	4	0
Medical Office Management II	Cert	1	1	0	1	0	0
Medical Office Management I	Cert	0	0	0	1	0	0

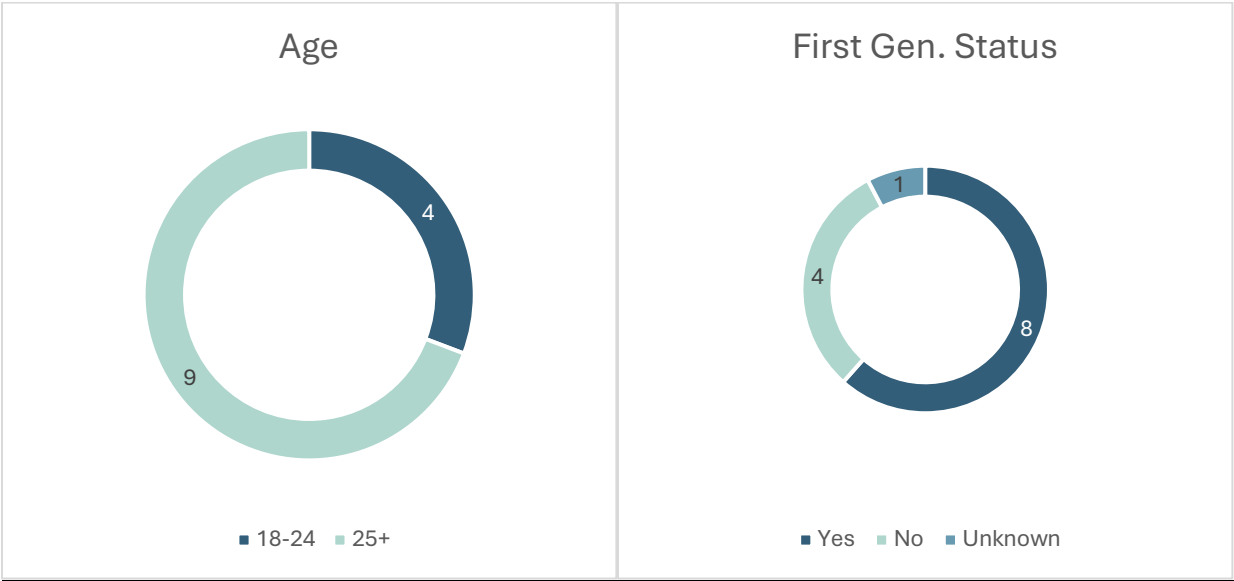
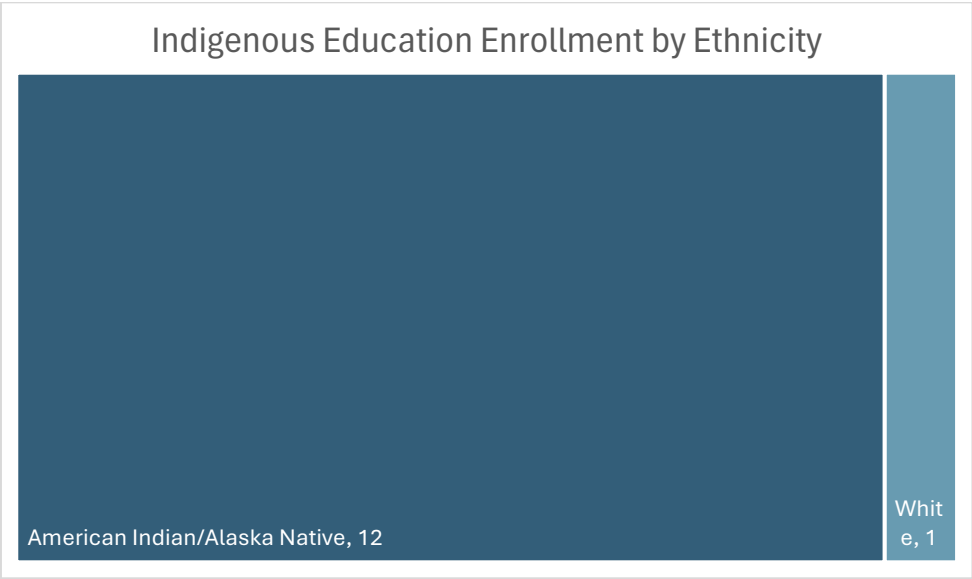
Indigenous Education

Admissions

PROGRAM	# of Applicants	# of New Unindicat ed Status Admitted	# of New Full Time Student s Admitte d	# of New Part Time Student s Admitte d	# of New Student s Admitte d	# of New Students Registere d	Admittance Rate	Matriculatio n Rate
							(#Admitted / #Applicants)	(#Registered /#Admitted)
Indigenous Education AA	4	0	0	0	0	0	0%	N/A
Indigenous Education II	0	0	0	0	0	0	N/A	N/A
Indigenous Education I	0	0	0	0	0	0	N/A	N/A
Total	4	0	0	0	0	0	N/A	N/A

Enrollment

	Full-time	Part-time	Total (Term)
SU 2024	1	1	2
FA 2024	1	10	11
SP 2025	2	8	10
Unduplicated Headcount			13



Graduation

PROGRAM	Cert/Deg	20-21	21-22	22-23	23-24	24-25
Indigenous Education, AA	AA	1	1	1	2	1
Indigenous Education II	Cert	1	2	0	0	3
Indigenous Education I	Cert	0	3	2	0	4

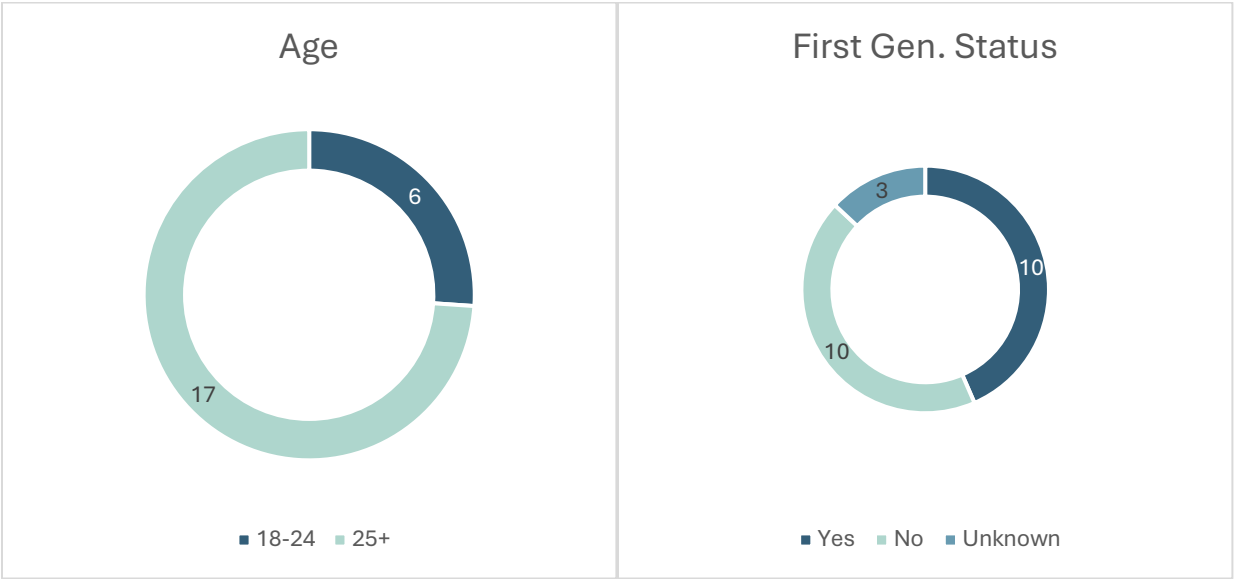
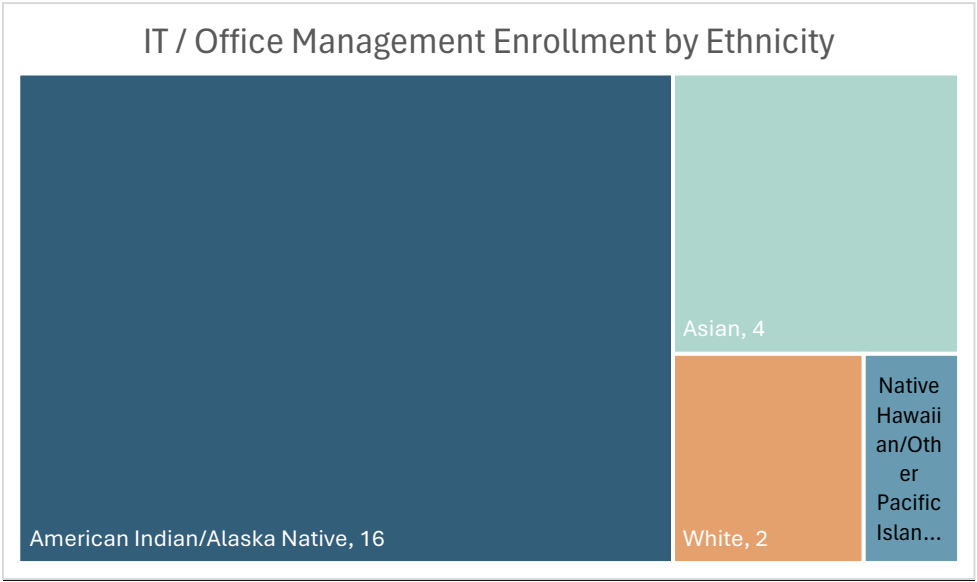
Information Technology/Office Management

Admissions

PROGRAM	# of Applicants	# of New Unduplicated Status Admitted	# of New Full Time Students Admitted	# of New Part Time Students Admitted	# of New Students Admitted	# of New Students Registered	Admittance Rate	Matriculation Rate
							(#Admitted / #Applicants)	(#Registered / #Admitted)
Information Technology AAS	6	0	1	1	2	2	33%	100%
Info Technology support Specialist II	0	0	0	0	0	0	N/A	N/A
Info Technology support Specialist I	2	0	1	1	2	2	100%	100%
Data Analysis II	0	0	0	0	0	0	N/A	N/A
Data Analysis I	0	0	0	0	0	0	N/A	N/A
Office Productivity	0	0	0	0	0	0	N/A	N/A
IT Total	8	0	2	2	4	4	50%	100%
Office Management AAS	3	0	0	1	1	1	33%	100%
Office Management II	0	0	0	0	0	0	N/A	N/A
Office Management I	4	0	2	2	4	4	100%	100%
OM Total	7	0	2	3	5	5	71%	100%

Enrollment

	Full-time		Part-time		Total (Term)
	Male	Female	Male	Female	
SU 2024	0	3	0	0	3
FA 2024	1	1	4	10	16
SP 2025	4	1	4	9	18
Unduplicated Headcount					23



Graduation

PROGRAM	Cert/Deg	20-21	21-22	22-23	23-24	24-25
Information Technology	AAS	1	1	3	0	
Info Tech Support Specialist, Cert II	Cert	2	1	1	1	0
Info Technology Support Specialist I	Cert	1	1	1	0	0
Digital Arts in Arctic II	Cert	0	0	1	0	0
Digital Arts in Arctic I	Cert	0	3	1	0	0
Data Analysis II	Cert	0	0	2	0	1
Data Analysis I	Cert	0	0	0	0	1
Office Management	AAS	1	1	1	0	0
Office Management I	Cert	0	1	0	0	1
Office Management II	Cert	1	1	0	0	1
Office Productivity	Endorse	2	1	2	0	0

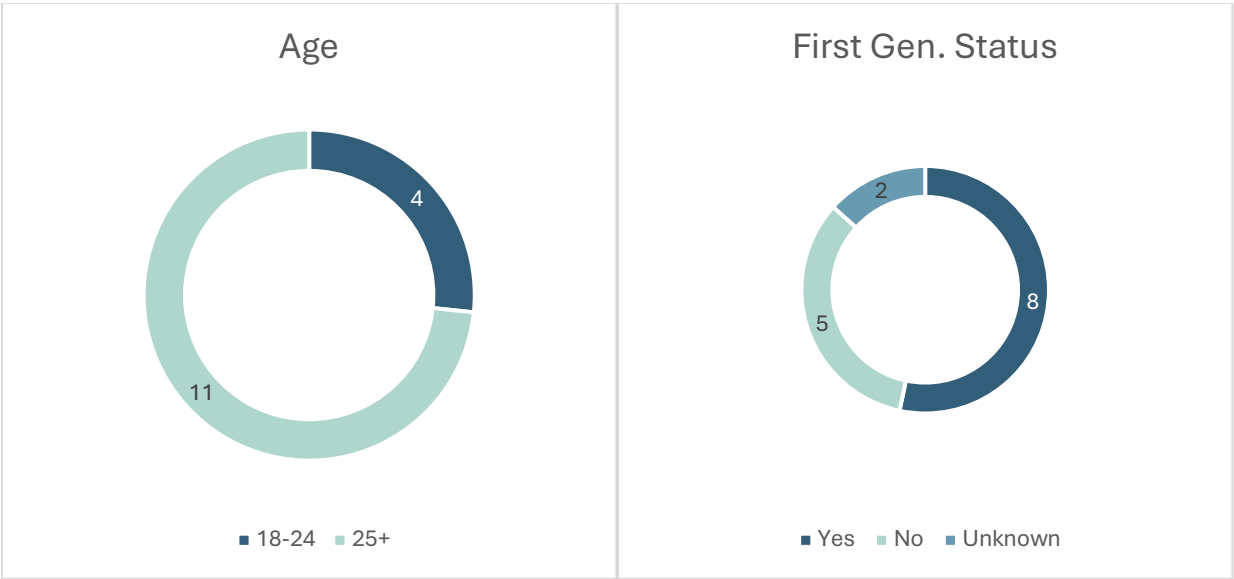
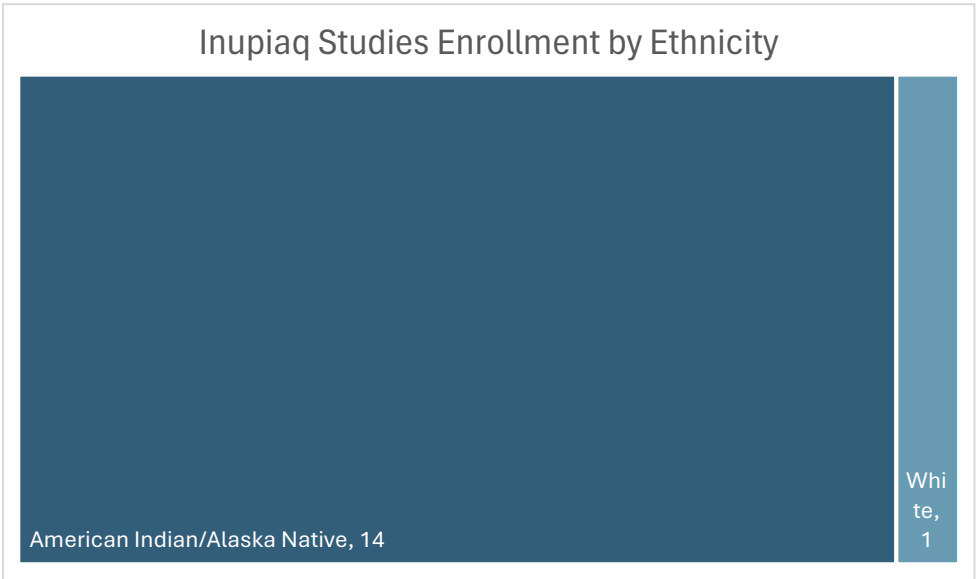
Iñupiaq Studies

Admissions

PROGRAM	# of Applicants	# 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	Admittance Rate	Matriculation Rate
							(#Admitted / #Applicants)	(#Registered / #Admitted)
Inupiaq Studies AA	7	0	1	3	4	4	57%	100%
Iñupiaq Language and Culture II	0	0	0	0	0	0	N/A	N/A
Iñupiaq Language and Culture I	5	0	0	3	3	3	60%	100%
Total	12	0	1	6	7	7	58%	100%

Enrollment

	Full-time	Part-time	Total (Term)
SU 2024	2	0	2
FA 2024	1	4	5
SP 2025	4	8	12
Unduplicated Headcount			15



Graduation

PROGRAM	Cert/Deg	20-21	21-22	22-23	23-24	24-25
Iñupiaq Studies	AA	0	1	0	1	2
Iñupiaq Language and Culture, Cert II	Cert	0	0	2	1	2
Iñupiaq Language and Culture Cert I	Cert	2	0	4	0	2

Liberal Arts/Indigenous Human Services

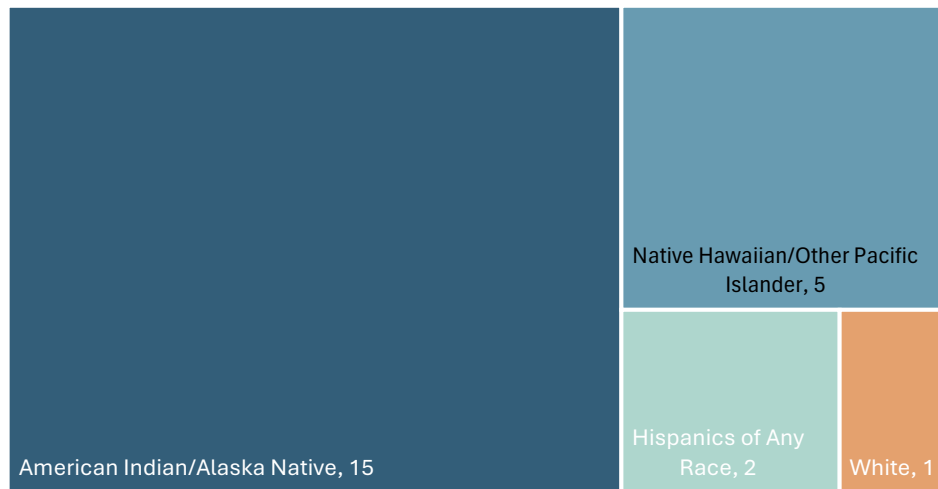
Admissions

PROGRAM	# of Applicants	# 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	Admittance Rate	Matriculation Rate
							(#Admitted / #Applicants)	(#Registered / #Admitted)
Liberal Arts AA	17	0	5	0	5	5	29%	100%
Liberal Arts, Cert	1	0	0	1	1	1	100%	100%
Indigenous Human Services, AAS	0	0	0	0	0	0	N/A	N/A
Indigenous Human Services, Cert	0	0	0	0	0	0	N/A	N/A
Total	18	0	5	1	6	6	33%	100%

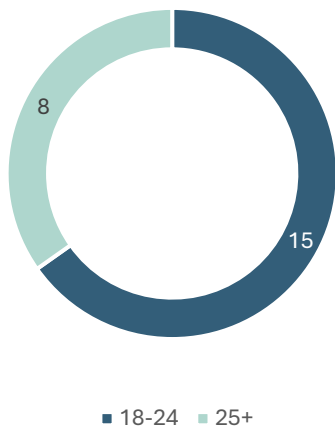
Enrollment

	Full-time	Part-time	Total (Term)
SU 2024	6	2	8
FA 2024	9	11	20
SP 2025	1	12	13
Unduplicated Headcount			23

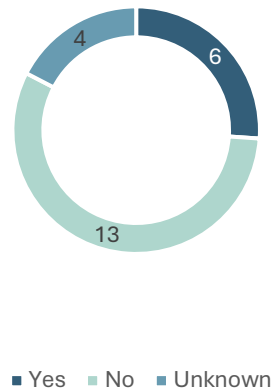
Liberal Arts and Indigenous Human Services Enrollment by Ethnicity



Age



First Gen. Status



Graduation

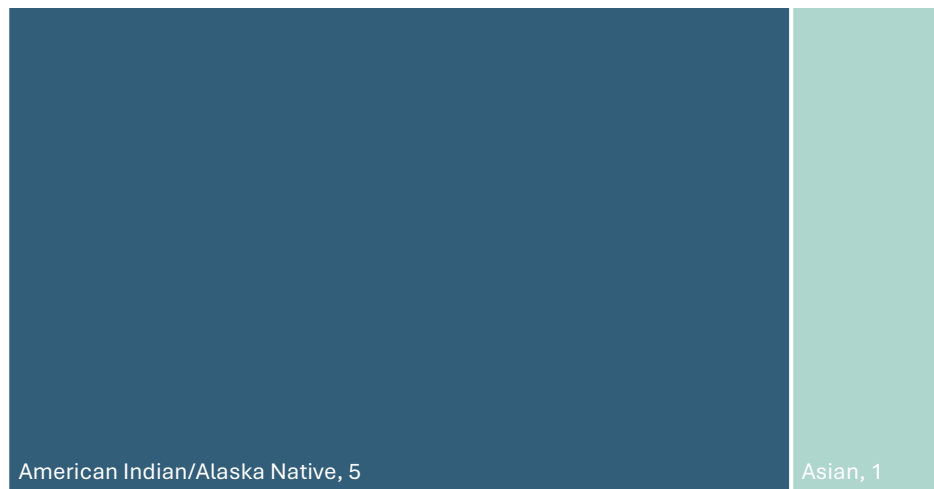
PROGRAM	Cert/Deg	20-21	21-22	22-23	23-24	24-25
Liberal Arts	AA	2	4	1	2	5
Liberal Arts	Cert	1	4	1	1	5
Indigenous Human Services	AAS	N/A	N/A	N/A	1	0
Indigenous Human Services	Cert	N/A	N/A	N/A	1	0

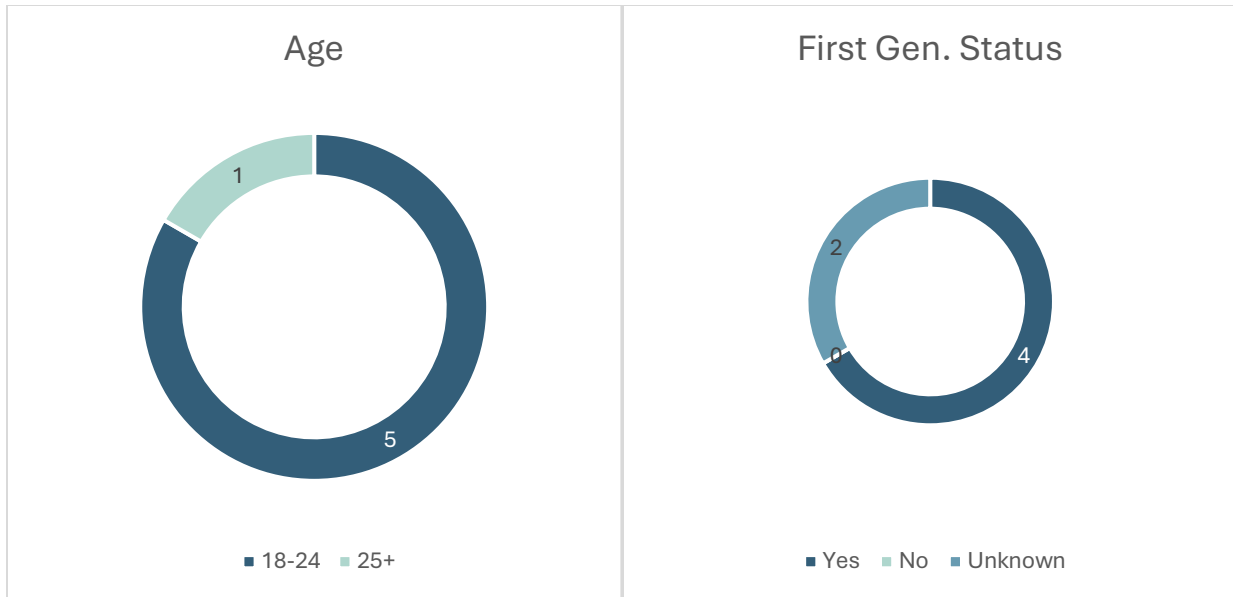
Construction Technology and CDL

PROGRAM	# of Applicants	# 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	Admittance Rate	Matriculation Rate
							(#Admitted / #Applicants)	(#Registered / #Admitted)
Construction Technology AAS	3	0	0	1	1	1	33%	100%
Carpentry	2	0	1	1	2	2	100%	100%
Electrical I	1	0	1	0	1	1	100%	100%
Plumbing I	1	0	1	0	1	1	100%	100%
Welding I	1	0	1	0	1	1	100%	100%
Total	8	0	4	2	6	6	75%	100%

	Full-time	Part-time	Total (Term)
SU 2024	0	0	0
FA 2024	2	1	3
SP 2025	3	2	5
Unduplicated Headcount			6

Construction Trades Enrollment by Ethnicity





Graduation

PROGRAM	Cert/Deg	20-21	21-22	22-23	23-24	24-25
Construction Technology, AAS	AAS	0	0	0	2	0
Construction Technology, Cert II	Cert	0	0	3	1	0
Construction Technology I	Cert	0	0	4	0	0
Construction Management, Endorse	Endorse	0	0	0	4	0
Building Maintenance Tech. I	Endorse	0	3	0	0	0
Carpentry	Endorse	0	0	3	0	0
Welding I	Endorse	0	2	2	0	0
Heavy Truck & CDL	Cert/Endorse	0	1	0	0	2

Graduation: Credentials Awarded (AY 2020 – 25):

PROGRAM	Cert/Deg	20-21	21-22	22-23	23-24	24-25
Accounting, AAS	AAS	2	3	4	0	1
Accounting, Cert I	Cert	3	4	3	2	1
Accounting, Cert II	Cert	2	3	2	2	1
Bachelor Degree, BBA	Bachelors	1	0	3	4	3
Business Management, AAS	AAS	2	2	4	5	8
Business Specialist, Cert I	Cert	4	2	6	11	5
Business Specialist, Cert II	Cert	3	2	5	6	7
Entrep & Sm Bus Management, Cert I	Cert	0	0	0	2	0
Entrepreneurship & Sm Bus Management II	Cert	0	0	0	0	0

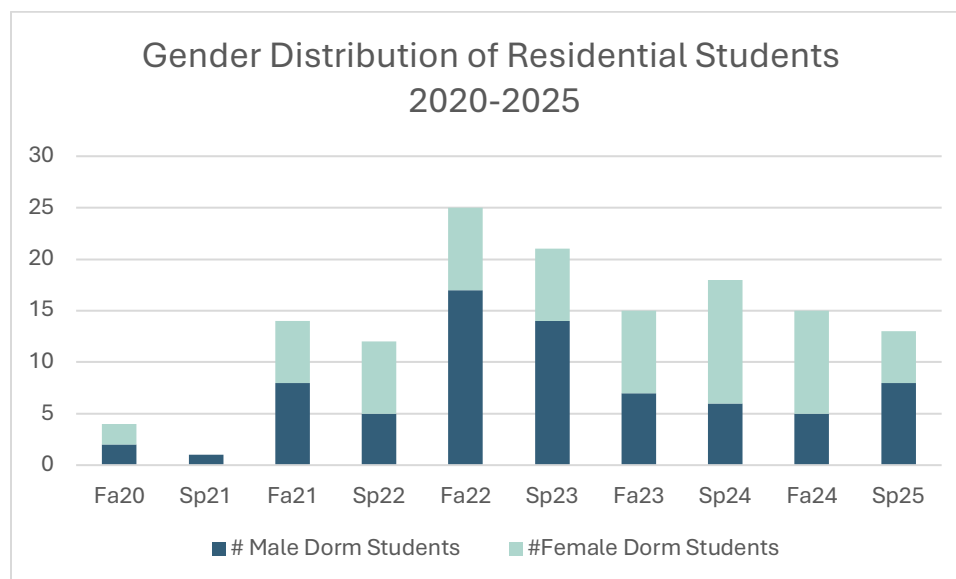
Residential Student Report

Observations

- The completion rate for residential students over the 10-semester period averages **75%**, a decrease of **1%**. The Fall 2024 completion rate was **90%**, and Spring 2025 was **94%**.
- The average GPA for residential students over the 10 semester-span was **2.28**.

Overview 2020-2025

Semester	# Dorm Residents at Semester		# Dorm Residents at Semester		Average # Credits Attempted	Average # Credits Successfully Completed	Average GPA	Completion Rate
	Start		End					
	M	F	M	F				
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%
Fall 23	7	8	7	8	12.6	11.67	2.59	93%
Spring 24	6	12	5	10	10.7	8.69	2.56	81%
Fall 24	5	10	8	5	11.9	10.8	2.5	90%
Spring 25	5	10	8	4	13.9	13.1	3.0	94%

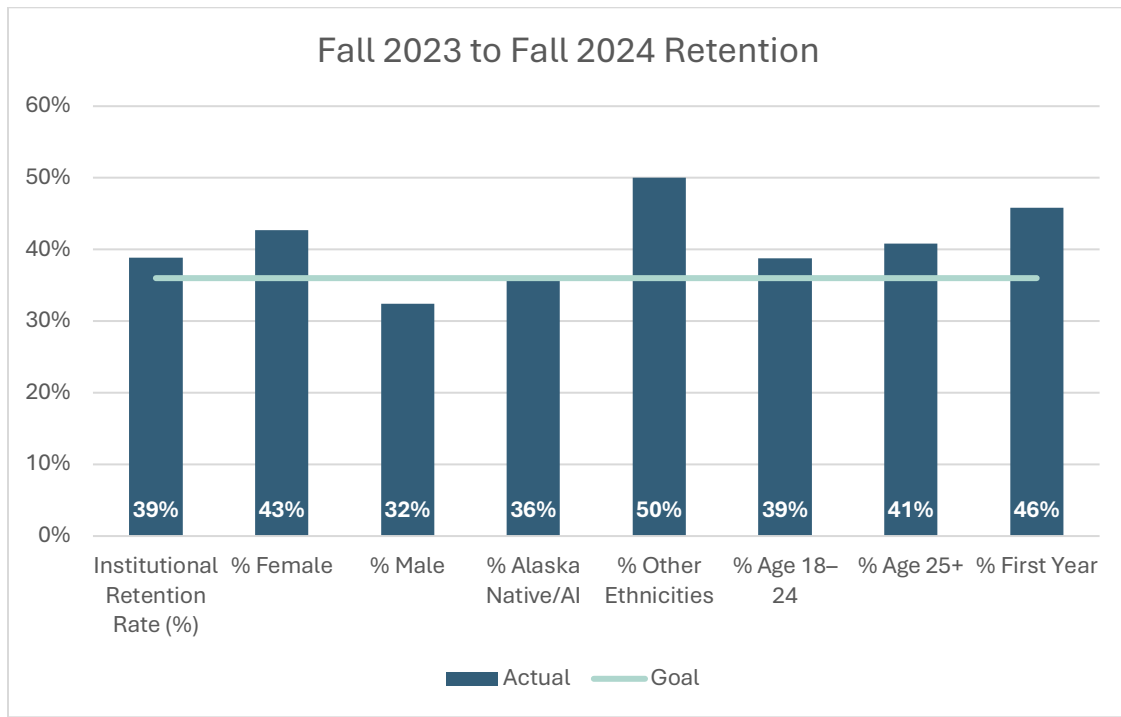


Retention Report

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.**

Observations:

- This is the first year the report will include data for retention, including calculations on gender, ethnic categories, age, and first year students. The retention goal for all students was 36%. The group with the lowest retention rate was males (32%) and the highest was non-indigenous students (50%).
- 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, minus those who graduated. **(In the chart below, 173 DS students enrolled in Fall '23 and 59 DS students returned in Fall '24, and 21 graduated. Retention rate: 39 %)**

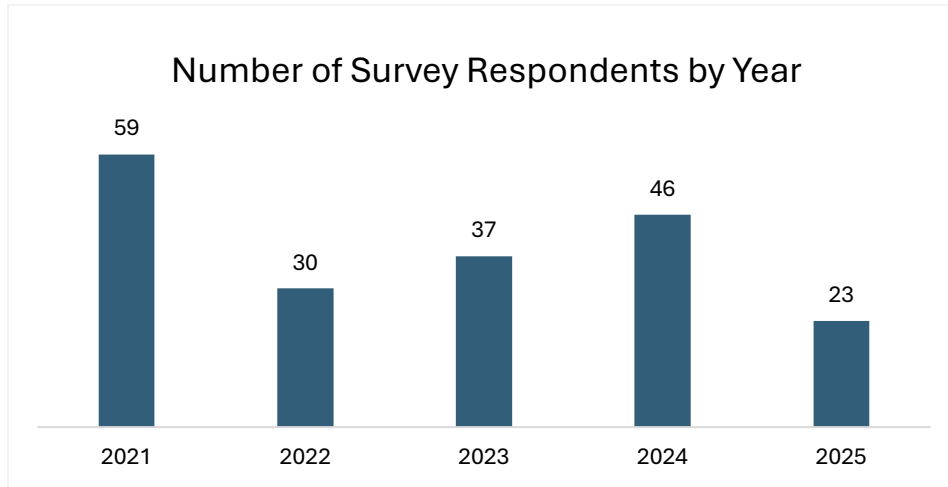


Student Satisfaction Report

Observations

- The student satisfaction survey was sent to the President's Administration Team (PAT) and Cabinet for review. No edits were made to this year's survey questions. There were 23 respondents to the survey this year.

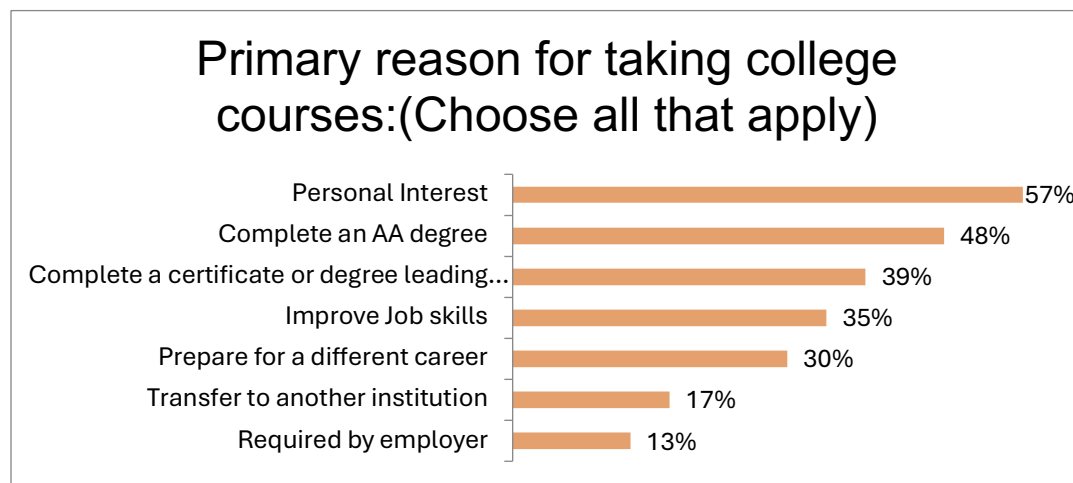
Overview 2021-2025



Survey 2024-2025

Student Demographics

41% of respondents reported their age as 22 or younger, **36%** as 23-35, and **23%** as 36-50. **78%** of respondents were female. **60%** of the respondents reported their ethnicity as American Indian or Alaska Native. **48%** of the students surveyed were taking classes in order to complete an AA degree while 39% were taking classes to complete a certificate or degree leading to employment. **35%** noted Improve Job Skills as the primary reason for taking courses, and **57%** 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 (**78%**) indicated that they took classes online with **22%** of respondents participating in their classes on the main campus (NARL).



Satisfaction with College Services

Overall, the results showed a medium-high degree of satisfaction with services this year. The highest potential score is 4 (Very Satisfied). The lowest potential score is 1 (Not Satisfied). The survey also accounts for students who are not program active, did not use services, and have no basis to judge.

Registration and Admissions again scored the highest with **77%** of respondents either very satisfied or satisfied with the services provided. Other notably high scores included the Bookstore with **68%** or higher of respondents either very satisfied or satisfied with services.

Student Satisfaction with Student Services

Overall, **85%** 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: Residence Hall, Recreational Facility, Tutoring Services, and Student Life Activities. These responses indicate that many services with the potential to support student success were not utilized.

Student Comments

What is Iñisaġvik doing well?

- By offering online classes.
- staff are pleasant and handle things swiftly.
- overall I think everything is good
- They respond to my questions quickly.
- If I reach out with any questions, I am likely to hear back same day.
- Online classes are nice for out of state/ out of town folks
- Iñupiaq studies classes.
- Providing me the resources and knowledge to succeed
- Giving daily updates via email, and also sending emails when there is new services for students.
- Providing substantial opportunities for an Indigenous-focused education.
- I feel supported by all the different departments in my plans for succeeding in higher education

How can Iñisaġvik College change to better suit your needs?

- Offer BA in Iñupiaq Studies
- there have been some miscommunication this semester, so maybe a better faster way to connect with instructors
- maybe have some courses available in Anchorage
- They are doing fine.
- I wish it was easier to get a hold of IT. I can never get a hold of anyone there.
- More Iñupiaq studies classes, more education classes, more dual credit english classes.
- Nothing they are doing GREAT
- Clearer communication about what is actually offered when would be a good start. It is difficult to take classes when they are canceled, instructors change, or the time/location is different from the course listing. These are all details that should be worked out prior to the publication of the offerings.
- More Iñupiaq language-focus courses, with continuation from the previous course of the same category (i.e. part 2 of Iñupiaq grammar, or Intermediate Iñupiaq)
- More follow up from Advisors would be helpful even if its a mid-term check-in or pre-semester check-in. Student body government members who are on campus so they can actually be physically present to help with student projects they advocate for.

Is there anything else you would like to comment that we have not asked?

- my teachers this semester are absolutely fantastic and I loved their classes.
- Get some better swag / clothing for the school and keep it stocked up, everything good was always sold out .
- Add easier access to get in contact with IT or be able to ask others for help with computer loan issues.
- I would love to see the phones answered by a person rather than a automated service, I'd love to see the library open in the evenings again and we miss the family activities that used to happen. We would take more classes in my family if they were synchronous -we are not interested in asynchronous classes at this time.
- Tuzzy Library provided an invaluable service when the fiber went out again. It allowed for the seamless continuation of online coursework and was much appreciated.
- I think having a cultural specialist on campus made a big impact on student dorm life. Whether it was sewing or making donuts having evening activities offered throughout the week is something I think other dorm students - especially incoming ones would benefit from as I did my first semester here.

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, as well as all eight of the North Slope Borough Schools.

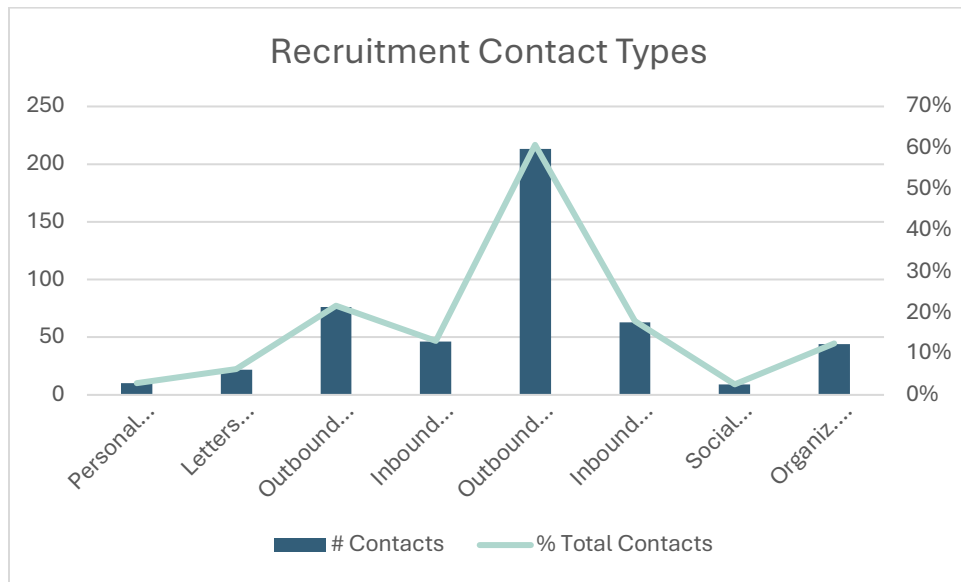
Overview 2020-2024

Student Contacts and Recruitment

Student Contacts	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Significant Contacts: Mid-term calls; Student Support Referrals (SSRs); Disciplinary meetings; Counseling for homesickness, mental wellness; Professional guidance; and other mentoring encounters.	502	556	600	673	1145
Casual Contacts Times when students drop by the office; ask simple questions; or take part in everyday conversations during work hours.	1230	2441	7782	4077	4021

	2021		2022		2023		2024		2025	
Activity	# Contacts	% Total Contacts	# Contacts	% Total Contacts	# Contacts	% Total Contacts	# Contacts	% Total Contacts	# Contacts	% Total Contacts
Personal Visits	4	1%	22	15%	69	12%	20	6%	10	3%
Letters Mailings	123	22%	7	5%	119	21%	9	3%	22	6%
Outbound Calls	36	7%	0	0%	111	19%	53	15%	76	22%
Inbound Calls	49	9%	23	16%	50	9%	48	14%	46	13%
Outbound Emails	190	34%	37	26%	69	12%	103	29%	213	61%
Inbound Emails	140	25%	37	26%	96	17%	85	24%	63	18%
Social Network	0	0%	0	0%	0	0%	3	1%	9	3%
Organiz. Visits	9	2%	19	13%	60	10%	30	9%	44	13%
TOTALS	551		145		574		351		483	

Recruitment Efforts	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Prospective Students	60	79	81	67	76
Prospective Students Applied	13	58	23	27	25
Prospective Students Admitted (degree Seeking)	12	26	16	13	20
Prospective Students Enrolled (not degree-seeking)	3	12	9	4	0

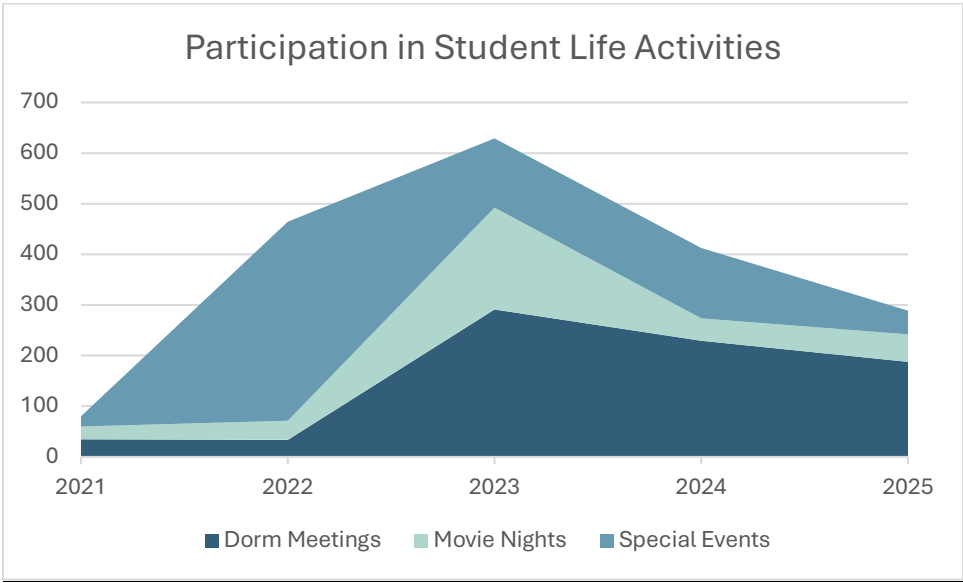
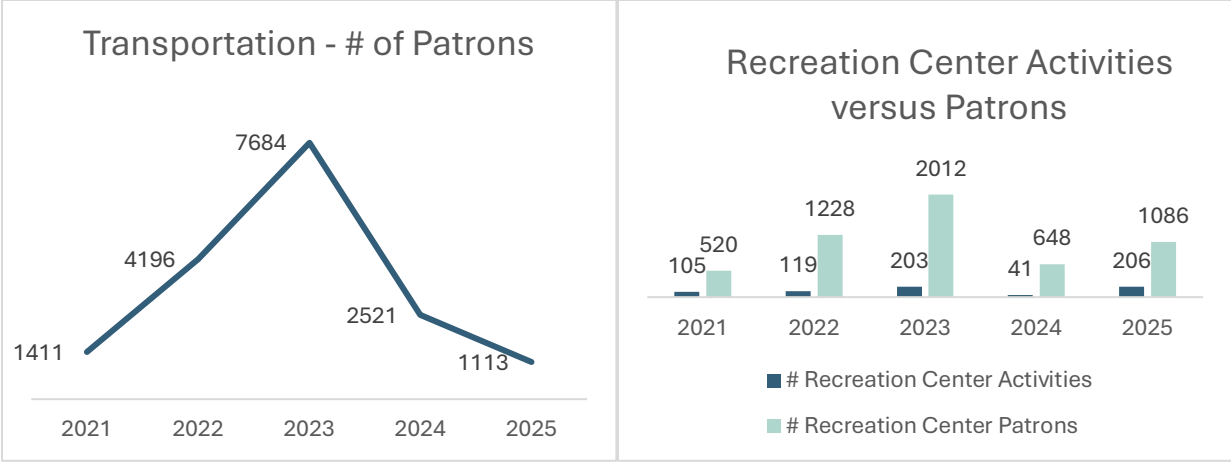


Residence Life

The Student Services staff 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 fully 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.

Academic and 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, three residential students were put on academic contract and there were no residential students placed on a behavioral contract.



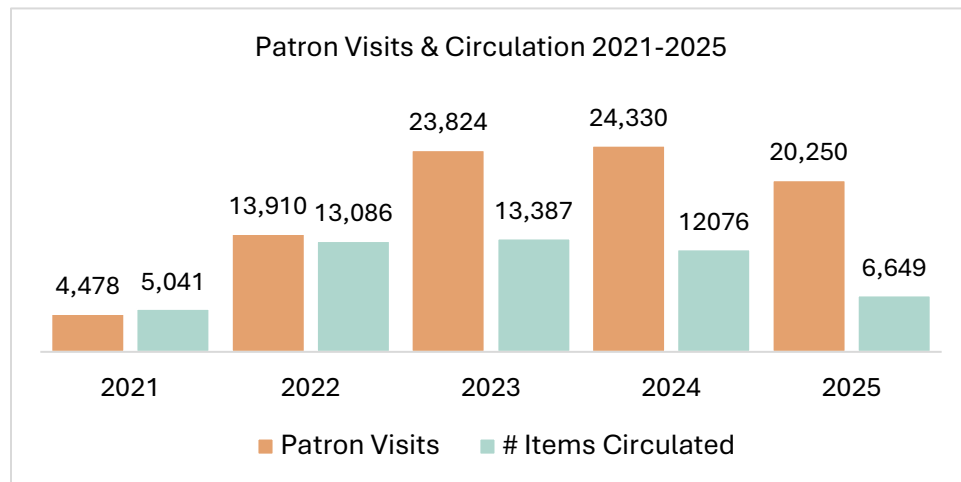
Tuzzy Library Report

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

Observations

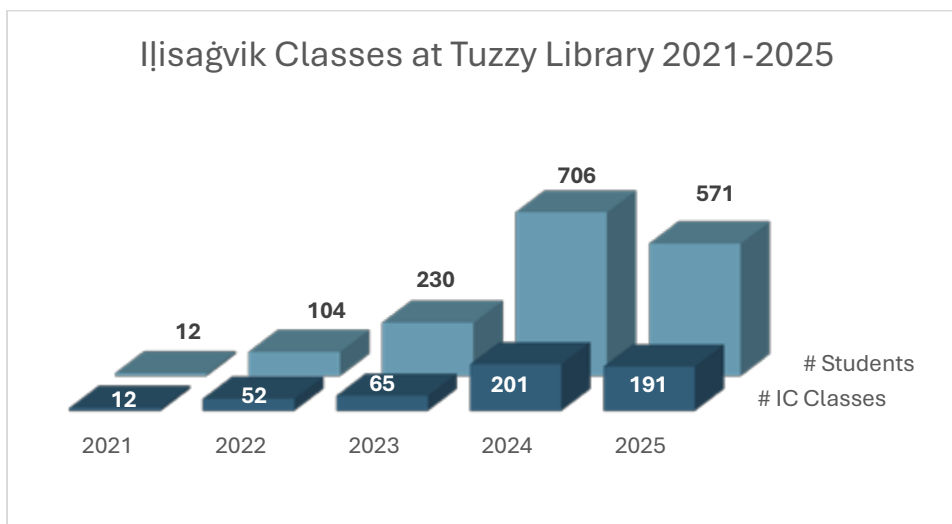
- In-person patron visits to the library decreased slightly by 16%.
- Checkouts of physical library materials had a 45% decrease, whereas eBooks, audiobooks and e-magazines usage increased by almost 10%.
- Community partnerships played a vital role in continuing to promote literacy, school-readiness, and social interactions with children and our community. The library partnered with several community organizations and institutions such as the Friends of Tuzzy Library, North Slope Borough School District, Boys and Girls Club of Utqiaḡvik, and City of Utqiaḡvik Summer Youth Program.

Patron Visits & Resource Usage	2021	2022	2023	2024	2025
# of Patron Visits	4,478	13,910	23,824	24,330	20,250
# of Items Circulated	5,041	13,086	13,387	12,076	6,649
eBook Checkouts	1,729	976	873	875	961
Database Logins	640	567	910	1,322	1,919
Patron Computer Usage	416	1,936	4,068	4,266	5,141
Wireless Users	1,473	3,423	6,539	9,160	1,607



Library Instruction & Faculty Interactions	2021	2022	2023	2024	2025
Instruction Sessions LS101	5	4	4	4	4
Faculty Interactions	129	27	167	105	45
Student Interactions	139	41	113	92	88

Events & Attendance	2021			2022			2023			2024			2025		
	# Events	Attendance		# Events	Attendance		# Events	Attendance		# Events	Attendance		# Events	Attendance	
		Adults	Youth		Adults	Youth		Adults	Youth		Adults	Youth		Adults	Youth
# of Tuzzy Programs	18	218	4	9	2	71	38	232	411	59	183	356	54	246	406
# of IC classes	12	12	0	52	104	0	65	230	0	201	706	0	191	571	0
# of IC uses, other	56	56	0	16	128	25	29	414	250	25	148	148	12	189	41
# of Community requests/uses	30	69	4	35	51	0	112	302	64	73	119	0	114	163	32
# of Partnership Events	59	118	450	13	688	1,054	86	411	466	44	215	106	71	364	193
Total	175	473	450	125	973	1,150	330	1,589	1,191	402	1,371	610	442	1,533	672



Village Participation Report

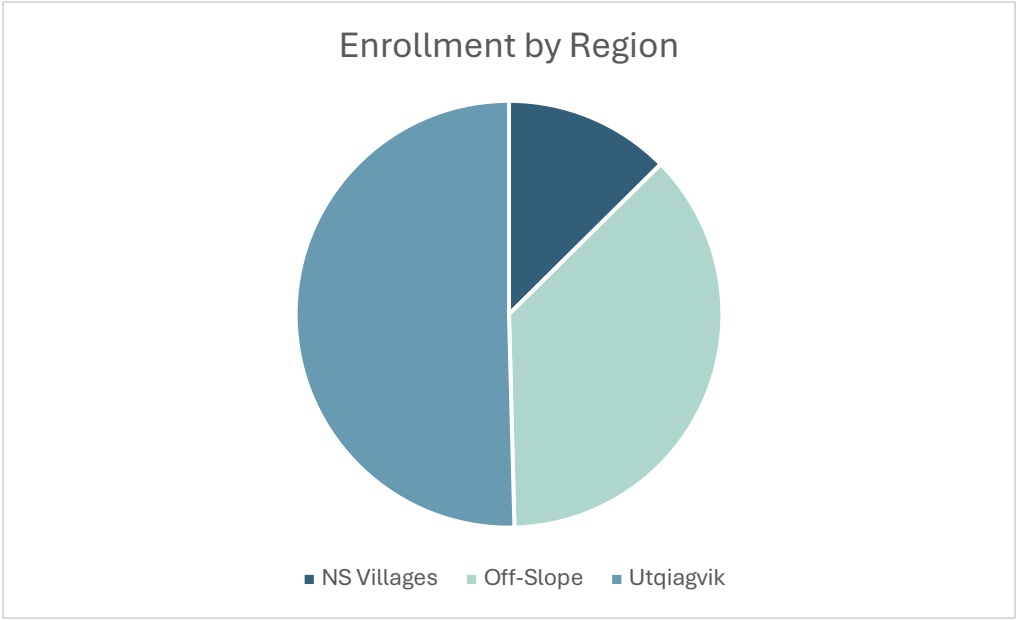
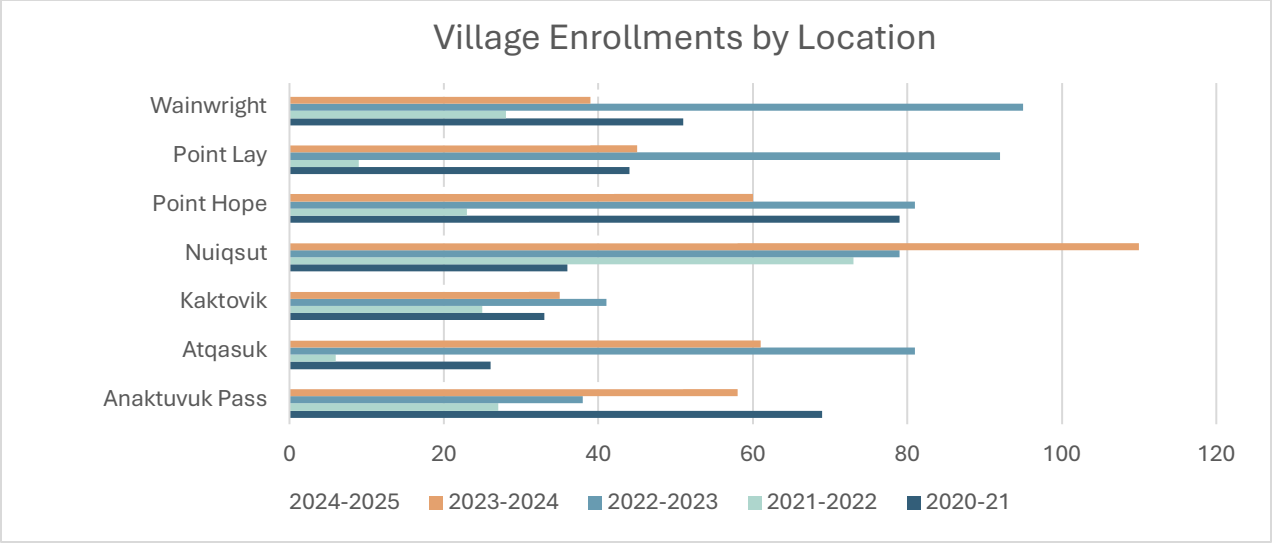
This report is based on the number of enrollments rather than the number of students (headcount), whereby a student who enrolled for more than one course may be counted multiple times. Example: One student taking three courses will be counted as three enrollments. (Additional information in Appendix)

Observations

- The figures for 'Total Village Enrollments by Location' include (1) on-site participation for classes held in that community, (2) distance delivery via asynchronous online, zoom, and hybrid classes, 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 figures for Off-slope enrollment include (1) on-site participation for classes which were instructed fully off-slope, (2) distance delivery via asynchronous online, zoom, and hybrid classes, and (3) enrollments into classes taught in Utqiagvik where students flew in and attended these classes on the main campus.
- The Utqiagvik enrollment includes classes for residents of Utqiagvik (1) taught fully in person in Utqiagvik, and (2) distance delivery via asynchronous online, zoom, and hybrid classes.

Overview 2020-2025

Location	Total Village Enrollments by Location				
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Anaktuvuk Pass	69	38	38	58	51
Atqasuk	26	17	81	61	13
Kaktovik	33	56	41	35	31
Nuiqsut	36	85	79	110	58
Point Hope	79	42	81	60	42
Point Lay	44	9	92	45	39
Wainwright	51	13	95	39	46
Total	338	260	507	408	280
Off-Slope	723	316	790	966	823



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

- 169 training workshops/classes were delivered this year. Of the 169 trainings, the College scheduled 118 trainings; the remaining 51 workshops were requested by employers in the community.
- Enrollment in those classes/workshops decreased from the previous year, from 1,154 to 1,005.
- The completion rate for Workforce Development classes was 96%, a slight decrease from 100% last year.

(Additional information in Appendix)

Overview 2020-2025

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
# of Individual Trainings	139	151	238	194	169
# of Organizations Served	30	39	31	31	24
Enrollment	717	971	1286	1154	1043
# of Certifications awarded	591	420	1264	1154	1005
Completion Rate	82%	43%	98%	100%	96%
# of Training Topics	71	62	57	56	66
Requested vs.	20 Requested	45 Requested	124 Requested	100 Requested	51 Requested
Scheduled Trainings	119 Scheduled	106 Scheduled	124 Scheduled	94 Scheduled	118 Scheduled

NSB Community	# Workshops				
	20-21	21-22	22-23	23-24	24-25
Anaktuvuk Pass	4	5	13	8	3
Atkasuk	3	0	9	6	1
Barrow	52	55	158	136	138
Kaktovik	4	4	7	6	1
Nuiqsut	6	8	9	10	4
Point Hope	3	5	13	5	2
Point Lay	6	3	3	4	2
Wainwright	6	9	18	4	5
Village Total	32	34	72	43	18
Total	84	89	230	179	156

Off Slope Community	# Workshops				
	20-21	21-22	22-23	23-24	24-25
Anchorage	1		6	1	0
Nome		1	2	3	1
Online		14		2	0
Fairbanks				2	4
Eagle River	11			0	0
Kotzebue				2	0
St. Paul				5	8
Total	12	15	8	15	13

Overview 2024-2025 by Semester

Notes 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 Iłisaġvik because of regular demand.
- **“Iłisaġvik 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 2024

Training Topics	Trainings		# Ind. Trainings	# Locations	Number of Students	Certification Types
# Topics	Requested	Scheduled				
26	37	22	59	7	387	20 IC 6 Industry

Fall 2024

Training Topics	Trainings		# Ind. Trainings	# Locations	Number of Students	Certification Types
# Topics	Requested	Scheduled				
21	13	46	59	6	245	4 IC 55 Industry

Spring 2025

Training Topics	Trainings		# Ind. Trainings	# Locations	Number of Students	Certification Types
# Topics	Requested	Scheduled				
23	17	40	57	9	278	11 IC 46 Industry

APPENDICES

Appendix: Cooperative Extension

Term: Summer 2024

Event Type	Topic	# of Participants	Target Audience	Focus
Summer Camp	Traditional Plant/Salve Making	8	13-17	Gardening
Community Event	BARC Science Fair – Hydration & Snacks	60	Families	Nutrition
Campus Visit	College Of Menominee	11	Adults	Community Solidarity
Campus Event	Niqi Day	24	Families	Traditional Values
Community Event	Senior Center Potluck	59	Families	Traditional Values/ Community Solidarity
IñU Hour	Barrow Duck In	38	Adults	Traditional Values
Campus Event	Stan Attcity Sandia Presentation Lunch With Students	45	Families	Youth Development

Fall 2024

Event Type	Topic	# of Participants	Target Audience	Focus
Campus Event	Niqi Day	23	Families	Traditional Values
Community Event	Elders & Youth Luncheon	87	Adults, 13-17	Youth Development/ Traditional Values
Community Event	Elders & Youth Baleen Etching	56	Adults, 13-17	Traditional Arts & Crafts/ Youth Development Creativity
IñU Hour	Iñu Hour - Magnetic North Video	30	Adults	Traditional Values
Workshop	Qatqiññiagvit Students	30	13-17	Youth Development
Workshop	Firearm Safety Wainwright	43	13-17	Youth Development
Workshop	Firearm Safety Wainwright	69	13-17	Youth Development
Community Event	Voice of the Arctic	20	Adults	Traditional Values
Community Event	Social Services Carnival	8	Families	Community Solidarity/ Strengthening Family Bonds
Community Event	Point Lay 1A Reginal Volleyball	50	13-17, Families	Community Solidarity/ Youth Development

Spring 2025

Event Type	Topic	# of Participants	Target Audience	Focus
Campus Event	3D Printing Lab Open House	20	Adults	Creativity
Lunch and Learn	Alaska Natives into Psychology Lunch Learn	13	Adults	Community Solidarity Personal Wellness
IñU Hour	Whaling Presentation	31	Adults	Community Solidarity Traditional Values
IñU Hour	Iñupiat Introduction/ Painting	42	Adults	Traditional Values Creativity
Community Event	Kivgiq Luncheon	27	Families	Traditional Values Community Solidarity
IñU Hour	Kivgiq Opening Ceremony -	18	Adults	Traditional Values
Campus Event	Konig Atiqluk Making Workshop	16	Adults	Traditional Values Traditional Arts & Crafts / Creativity
Campus Event	Konig Atiqluk Making Workshop	16	Adults	Traditional Values Traditional Arts & Crafts / Creativity
Campus Event	Konig Atiqluk Making Workshop	16	Adults	Traditional Values Traditional Arts & Crafts / Creativity
Community Event	Ladies/Girls Tea Party	33	Families	Community Solidarity Traditional Values Youth Development
Community Event	Men And Boys Ping Pong, Pool, Pizza	21	Families	Community Solidarity Traditional Values Youth Development
Campus Event	Niqi Day	37	Families	Community Solidarity Traditional Values Traditional Food
Workshop	Qatqiññiagvit Students	8	13-17	Youth Development
Workshop	Tai Chi (18 Sessions)	65	Adults	Physical Activities
Community Event	Tri-Lateral Potluck & Eskimo Dance	52	Families	Community Solidarity Traditional Values Youth Development
Campus Event	Welcome Back the Sun Performance	29	Adults	Community Solidarity Traditional Values Youth Development
Campus Event	Welcome Back the Sun Practice	14	Adults	Traditional Values
IñU Hour	Whale Tales Of Tradition & Heartbeat Alaska	14	Adults	Creativity/Traditional Values

Appendix: Cultural Programming

Summer 2024

Division (Iñu Studies, Cooperative Extension, Tuzzy)	Event Type (Course, Session, Camp, Etc.)	Topic	# Of Participants	Target Audience (IC Staff, Students, K-12, Families Etc.)	Focus
Cooperative Extension	Workshop	Traditional Plant/Salve Making	8	Adult	Arctic Science
Cooperative Extension	Community Event	BARC Science Fair - Hydration & Snack	60	Youth	Arctic Science
Cooperative Extension	National Educational Event	College Of Menominee	11	Adult	Traditional Healing History
Cooperative Extension	Iñu Hour	Niqi Day	24	Adult IC Staff & Student	Traditional Food/ Traditional Values
Cooperative Extension	Community Event	Senior Center Potluck	59	Adult	Traditional Food/ Traditional Values
Iñupiaq Studies	Course	Iñu 114, Foundations of Iñupiaq Language Learning	4	IC Students	Language Learning
Iñupiaq Studies	Course	Iñu 114, Foundations of Iñupiaq Language Learning	2	IC Students	Language Learning
Iñupiaq Studies	Course	Iñu 118, Topics in Iñupiaq Studies, Qulliq (Seal Oil Lamp) Carving	4	IC Students	Traditional Crafts History
Iñupiaq Studies	Course	Iñu 118, Topics in Iñupiaq Studies, Fox Isigvik Sewing	1	IC Students	Sewing Traditional Crafts
Iñupiaq Studies	Course	Iñu 135, Inuit Art Studio	10	IC Students	Sewing / History Traditional Crafts, Hunting/Whaling
Iñupiaq Studies	Course	Iñu 210, Iñupiaq Land Use, Values, And Resources Cultural Summer Camp	9	IC Students, Hs Students, Adults	Arctic Science Storytelling Traditional Values, Language Learning Traditional Crafts Traditional Food History Traditional Healing Hunting
Iñupiaq Studies	Course	Iñu 213, Inuit Storytelling	3	IC Students	Storytelling / History
Iñupiaq Studies	Course	Iñu 224, Traditional Knowledge and Use of Arctic Plants	4	IC Students	Arctic Science Traditional Crafts Traditional Food Traditional Healing
Tuzzy	1 Session	Fuzzies Tuzzy Event	32	Kindergarten	Storytelling Traditional Values
Tuzzy	6 Sessions	Summer Reading Program	145	All Ages	Storytelling Traditional Values

Tuzzy	6 Sessions	COU Summer Youth Program	104	K-12 Students	Storytelling Traditional Values
Tuzzy	2 Sessions	BGC Youth Partner Program	44	K-12 Students	Storytelling Traditional Values

Fall 2024

Division (Iñu Studies, Cooperative Extension, Tuzzy)	Event Type	Topic	# Of Participants	Target Audience (IC Staff, Students, K-12, Families etc.)	Focus
Cooperative Extension	Iñu Hour	Barrow Duck In	38	Adult IC Staff & Student	History
Cooperative Extension	Iñu Hour	Niqi Day	23	Adult IC Staff & Student	Traditional Food
Cooperative Extension	Session	Elders & Youth Luncheon	87	Youth & Adult	Traditional Healing/Traditional Values
Cooperative Extension	Session	Elders & Youth Baleen Etching	56	Youth & Adult	Traditional Crafts
Cooperative Extension	Iñu Hour	Magnetic North	30	Adult IC Staff & Student	History
Cooperative Extension	Session	Qatqiññaġvit Village Students	30	Youth	History
Cooperative Extension	Course	Firearm Safety Wainright	43	Youth	Hunting
Cooperative Extension	Course	Firearm Safety Wainright	69	Youth	Hunting
Cooperative Extension	Iñu Hour	Voice Of the Arctic	20	Adult IC Staff & Student	Traditional Healing/Traditional Values
Cooperative Extension	Community Event	Social Services Carnival	8	Adult & Youth	Traditional Healing/Traditional Values
Cooperative Extension	Iñu Hour	Whaling Presentation	31	Adult IC Staff & Student	Traditional Values
Cooperative Extension	Iñu Hour	Grey Whales 1988 Presentation	10	Adult IC Staff & Student	Traditional Values/History/ Storytelling
Cooperative Extension	Iñu Hour	Prep For Nalukataq	22	Adult IC Staff & Community Guests	Traditional Values/History/ Storytelling
Iñupiaq Studies	Course	Iñu 121, Elementary Iñupiaq I	9	IC Students	Language Learning
Iñupiaq Studies	Course	Iñu 131, Elementary Iñupiaq II	0	IC Students	Language Learning
Iñupiaq Studies	Course	Iñu 220, North Slope History and Culture	14	IC Students	Storytelling, History, Hunting/Whaling
Iñupiaq Studies	Course	Iñu 118, Topics in Iñupiaq Studies, Qulliq (Seal Oil Lamp) Carving	3	IC Students	Storytelling, History, Traditional Crafts

Iñupiaq Studies	Course	Iñu 114, Foundations of Iñupiaq Language Learning	11	IC Students	Language Learning
Iñupiaq Studies	Course	Iñu 114, Foundations of Iñupiaq Language Learning	6	IC Students	Language Learning
Iñupiaq Studies	Course	Iñu 118, Topics in Iñupiaq Studies, Qulliq (Seal Oil Lamp) Carving	4	IC Students	Storytelling, History, Traditional Crafts
Iñupiaq Studies	Course	Iñu 158, Traditional and Contemporary Native Food Preparation	5	IC Students	Traditional Food, Hunting/Whaling
Iñupiaq Studies	Course	Iñu 224, Traditional Knowledge and Use of Arctic Plants	9	IC Students	Arctic Science, Traditional Crafts, Traditional Food, Traditional Healing
Iñupiaq Studies	Course	Iñu 257, Traditional and Contemporary Skin Sewing	4	IC Students	Sewing, Traditional Crafts
Iñupiaq Studies	Course	Iñu 118, Topics in Iñupiaq Studies, Iñisaqativut Language Intensive 2024	15	IC Students, Adults	Language Learning
Iñupiaq Studies	Iñupiaq Fine Arts Festival	Fall 2024 Iñupiaq Fine Arts Festival	50+	IC Students, Staff, Faculty, Community	Storytelling/ Sewing Traditional Values Language Learning Traditional Crafts Traditional Food History Traditional Healing
Tuzzy Library	3 Sessions	Storytime	25	Pre K-3 Students	Storytelling, Traditional Values
Tuzzy Library	5 Sessions	Crafternoon	32	K-6 Students	Storytelling, Traditional Values
Tuzzy Library	2 Sessions	First Grade Storytime	49	1st Grade	Storytelling, Traditional Values
Tuzzy Library	1 Session	Holiday Storytime And Cookie Decorating Party	110	All Ages	Storytelling, Traditional Values

Spring 2025

Division (Iñu Studies, Cooperative Extension, Tuzzy)	Event Type	Topic	# Of Participant s	Target Audience (IC Staff, Students, K-12, Families etc.)	Focus
Cooperative Extension	Iñu Hour	Iñupiaq Introductions/ Painting	42	Adult IC Staff & Student	Traditional Values
Iñu Studies	Iñu Hour	Welcome Back Sun Dance Practice	14	Adult IC Staff & Student	Traditional Values/ Storytelling
Cooperative Extension	Workshop	Konig Atiqluk Making Workshop	16	Adults	Traditional Values/ Sewing/Traditional Crafts
Cooperative Extension	Workshop	Konig Atiqluk Making Workshop	16	Adults	Traditional Values/ Sewing/Traditional Crafts
Cooperative Extension	Workshop	Konig Atiqluk Making Workshop	16	Adults	Traditional Values/ Sewing/Traditional Crafts
Iñu Studies	Iñu Hour	Welcome Back Sun Dance Outside	29	Adults IC Staff & Youth	Traditional Values/Storytelling
Cooperative Extension	Session	Qatqiññiagvit Students - Iñupiaq Intro, Scavenger Hunt, Tour, Watched Magnetic North Jacob Adams	8	Adults & Youth	Traditional Values/Traditional Healing
Cooperative Extension	Iñu Hour	Kivgiq Opening Ceremony	18	Adult IC Staff & Student	Traditional Values/Traditional Healing
Cooperative Extension	Iñu Hour	Kivgiq Luncheon	27	Adult IC Staff & Student	Traditional Values/Traditional Healing
Cooperative Extension	Session	Ladies & Girls Tea Party	33	Adult & Youth	Traditional Values/Traditional Healing
Cooperative Extension	Session	Men & Boys Ping Pong, Pool, Pizza	21	Adult & Youth	Traditional Values/Traditional Healing
Cooperative Extension	Community Event	Tri-Lateral Potluck & Eskimo Dance	52	Adult & Youth	Traditional Values/Traditional Healing
Cooperative Extension	Iñu Hour	Niqi Day	37	Adult IC Staff & Student	Traditional Food/Traditional Values/Traditional Healing
Cooperative Extension	Session	Alaska Natives into Psychology Lunch & Learn	13	Adult	Traditional Healing
Iñupiaq Studies	Course	Iñu 111, North Slope Iñupiaq Grammar I	15	IC Students	Language Learning
Iñupiaq Studies	Course	Iñu 114, Foundations of Iñupiaq Language Learning	9	IC Students	Language Learning

Iñupiaq Studies	Course	Iñu 118, Topics in Iñupiaq Studies, Qulliq (Seal Oil Lamp) Carving	2	IC Students	Traditional Crafts, History, Traditional Healing
Iñupiaq Studies	Course	Iñu 118, Topics in Iñupiaq Studies, Kivgiq Then and Now	3	IC Students	Storytelling, History
Iñupiaq Studies	Course	Iñu 135, Inuit Art Studio	9	IC Students	Sewing, Traditional Crafts
Iñupiaq Studies	Course	Iñu 213, Inuit Storytelling	11	IC Students	Storytelling, History
Iñupiaq Studies	Course	Iñu 260, Iñupiaq Songs, Dances, And Drumming	4	IC Students	Language Learning, Traditional Crafts
Iñupiaq Studies	Course	Iñu 257, Traditional and Contemporary Skin Sewing	11	IC Students	Sewing, Traditional Crafts
Iñupiaq Studies	Iñupiaq Fine Arts Festival	Spring 2025, Iñupiaq Fine Arts Festival	50+	IC Students, Staff, Faculty, Community	Storytelling, Traditional Values, Sewing, Language Learning, Traditional Crafts, Traditional Food, History, Traditional Healing
Tuzzy Library	2 Sessions	Storytime	12	Pre K-3 Students	Traditional Values/ Storytelling
Tuzzy Library	2 Sessions	Crafternoon	12	K-6 Students	Traditional Values/ Storytelling

Appendix: Endowment and Private Fundraising

Corporate Donors		
January 1, 2024 to December 31, 2024		
Sustaining Contributor		
	North Slope Borough	
\$200,000 and Up: Agviq (Bowhead Whale)		
Lillian DeWitt Annuity Trust		Quintillion (In-Kind)
\$100,000 - \$199,999: Nanuq (Polar Bear)		
\$75,000 - \$99,999: Ugruk (Bearded Seal)		
Arctic Slope Regional Corporation (ASRC)	ConocoPhillips Alaska	Educational Credit Management Corporation (ECMC) Foundation
\$50,000 - \$74,999: Qavvik (Wolverine)		
\$25,000 - \$49,999: Amaġuq (Wolf)		
American Indian College Fund (AICF)		Arctic Slope Community Foundation (ASCF)
\$10,000 - \$24,999: Tigiganniaq (White Fox)		
Alyeska Pipeline Services Company	American Indian Higher Education Consortium	Charlotte Martin Foundation
Hilcorp	Lu Young Children's Fund	Northrim Bank
Santos	Wells Fargo	
\$1 - \$9,999: Qaugak, (Duck)		
Ace Hardware Top of the World	Achieving the Dream, Inc.	Alaska Airlines Foundation
Barrow Mechanical	Barrow Utilities & Electric (BUECI)	First National Bank Alaska
GCI	National Endowment for the Humanities Cultural Preservation Endowment (NEH)	Northwest Commission on Colleges and Universities (NWCCU)
Pacific Gas & Electric	Rasmuson Foundation	Shore Family Foundation
The Moore Family Trust	University Press of Colorado	
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)		
Cyd Hanns		Dr. Hal H Haynes Jr.
\$2,500-\$4,999: Tuttu (Caribou)		
Glenn Baumgartner		Roxanne & Lewis Brower
\$1,000-\$2,499: Natchiq (Ring Seal)		

John Birsner	Harlee & Alexander Harvey	Alice Lauritzen
Edna Maclean	Kristen Morry	John Ripa
	Justina & Ross Wilhelm	
\$500-\$999: Ukpik (Snowy Owl)		
Anonymous	Dr. Jaime Davis	Heather Marie Dingman
Jeremy Kasak & Dorcas Nashoalook	Doreen June Leavitt	Patricia Lloyd
Kendra Mack	Serena & Chad Nesteby	Clarissa Pelia
	Caitlin Walls & Austin Parkhill	
\$100-\$499: Iqalugruaq (White Fish)		
Anonymous	Simon & Kalolaine Aina	Sophia Amling
Amon Barry	Daniel Nova Brower	Dr. Pearl Brower
Terza Brower	Richard Camilleri	Geoff and Marie Carroll
Emily Cibelli	Ann Marie Clark	Anton & Stephanie Edwardson
George & Debby Edwardson	Nicole Evans	David Fauske
Evelyn Gregg	Emily & Nicolas Gueco III	Heather Harris
James Henry	Ederliza Hingada	Martina Hopson
Jennifer Huntington	Kathy Huntington	Michael Jeffery
Cassandra Kagak	Jerica Leavitt	Adaweze & Ifeanyi Maduakor
Jamie Malabed & Martina Hopson	Kris Mathis	Birgit Meany
Andrea Morgana	Frieda Nageak	Evelyn Okesene
Christian Ortilla	Patti Patkotak	Molly Pederson
Lisa Pekich	Jaylynn Rogers	Amanda Sialofi
Ron Slinger	Alicia Solomon	Marie Stackhouse
Una Taumoepeau	William Tracey	Faamamata Tufele
Joann Unutoa	Teressa Williams	
\$1- \$99: Niġliq (Goose)		
Anonymous	Ifeoma Aniekwe	Motusaga Anoai Fangatua
Moretekai Anoai-Fangatua	Penisimani Anoai-Fangatua	Hilda Attungana
Elizabeth Beardstey	Tyler Beardstey	Mary Booth
Robyn Burke	Christine Coll	Angela Cox
Jessica Culver	Isla Darling	Sindri Darling
Willie De Jesus	Denise Driggs	Megan Edwardson
Eme Ejike	Judah Ellis	Christopher Gutierrez-Edwards
Douglas Henry	Frederick Henry	Lovlee Henry
Erin Hollingsworth	Rainey Hopson	Julie Itta
Riley Kalayauk	Diane Kaplan	Molly Koonaloak
Megan Litke-Luchini	Lucy Lyman	Carlo MacDonald
Jacob Nageak	Archer Nesteby	Jacqueline Nesteby
Nene Ogwara	Jacqueline Okesene	Maria Ana Ortilla
Ann Riordan	Monica Romero-Wall	Noah Ross
Robert Ruiz	Bradley Stevens	Carol Suvlu

Maya Suzuki	Moses Tukrook	Martina Tuua
Aaron Viehouser	Hunter Wilhelm	Juliana Wilhelm
Erin Willahan	Arianne Williams	Eleanor Williams
	Evelyn Williams	

Appendix: Grants

Grant Name	Grantor	Budget Period	Award Amount	Designation of Funds
03025 - Student Supplies	First National Bank	2024- N/A	\$2,500	Supporting supplies and curricula materials for the Business Management and Account Program
03125 - CDL	First National Bank	2024-N/A	\$2,500	CDL Certificate Training Scholarships for low-to-moderate income students.
06425: TCU	Ascendium Education	10/1/24-9/30/25	\$43,333	2025 Project Success
07125 – HELPS fund	Student Freedom Initiative, Inc.	2024 - 2025	\$10,000	Handling Everyday Life Problems for Students microgrants program (HELPS)
13325: Title III	U.S Department of Education	10/1/24-9/30/25	\$817,670	American Indian Tribally Controlled Colleges and Universities
13425: Title III	U. S. Department of Education	10/1/24-9/30/25	\$500,000	American Indian Tribally Controlled Colleges and Universities (Part F)
15026: Assistance to Tribal Colleges	Bureau of Indian Affairs (BIA)	7/1/24-6/30/2	\$1,089,122	Operational Funding
15425: Tribally Controlled College Assistance	Bureau of Indian Affairs (BIA)	7/1/24-6/30/25	\$457,143	Facilities Improvement and Repair
18025: SEDS-AK	Department of Health and Human Services	9/30/24-9/29-25	\$200,000	Supporting Workforce, Social, and Youth Development on the north Slope of Alaska at Iñisaġvik College
19025: TCU Energy Prize	U.S. Department of Energy	4/7/25 - ?	\$40,000	Supports student-led projects that are sustainable and impactful and addresses intersection of energy and food sovereignty.
53025 – TCI Faculty	American Indian College Fund	1/25 - 12/31/25	\$14,053	Supports faculty professional development.
53423 - CNSS	American Indian College Fund	7/1/3 – 12/31/27	\$250,000	Cultivating Native Student Success
53925: NEH	American Indian College Fund	2024-2025	\$7,132	Cultural Preservation Endowment
56025 –Cultural Foodways	Sovereign Equity Fund (SEF)	10/1/24 - 9/30/26	\$200,000	To support creation of multi-method archival “capture” of traditional Inupiaq ecological, subsistence, and traditional foodways knowledge.

Grant Name	Grantor	Budget Period	Award Amount	Designation of Funds
60225: Technical Vocational Education Program - FY2021	State of Alaska Department of Labor & Workforce Development	7/1/24-6/30/25	\$1,441,104	Workforce Development
63025; Wells Fargo 2024-2025	Wells Fargo	2024-2025	\$10,000	Small Business Growth and Community Sustainability with Iñisaġvik College
65025: Carl D. Perkins	State of Alaska Department of Education & Early Development	7/1/24-6/30/25	\$75,000	Secondary Partnership/CTE
75025 - INBRE	University of Alaska - Fairbanks	8/1/24 - 7/31/25	\$52,550	
76025 - NREL	U.S. Department of Energy	4/10/25 - 8/15/25	\$105,000	Advancing Resources and Collaborations by Teaching Indigenous Communities Science, Technology, Engineering, and Math (STEM).
82025: Village Library Operation	Institute of Museum & Library Services –ASRC & AK Library	8/1/24-7/31/25	\$36,523	Tuzzy Library – Village Library Services
83025: Public Library Assistance	State of AK Department of Education	7/1/24-6/30/25	\$56,000	Tuzzy Library – Village Library Services
87025: OWL Technology	State of AK Department of Education	7/1/24-6/30/25	\$22,800	Villages Library – FY24 OWL Internet Award as Directed
92125: Tribal College Endowment	U.S. Department of Agriculture National Institute of Food and Agriculture	2024-On Going	\$84,096.73	Recruitment for Student Success
92223 Extension “Office Planning Special Emphasis Project”	U.S. Department of Agriculture National Institute of Food and Agriculture	9/1/22 – 8/31/26	\$103,825	Cooperative Extension Program
92323 Equity Program “Science Nutrition & Healthcare”	U.S. Department of Agriculture National Institute of Food and Agriculture	9/1/22 – 8/31/25	\$205,714	Science and Health Education Outreach
92425: Heavy Equipment and Furniture	USDA Rural Development	10/1/24-9/30/25	\$278,216	Loader, Rock Truck, Passenger Bus, Class B Vehicle for CDL Testing

Grant Name	Grantor	Budget Period	Award Amount	Designation of Funds
92623 Holistic Learning and Community Growth through Extension and Outreach at Iḷisaḡvik College	U.S. Department of Agriculture – National Institute of Food and Agriculture	9/15/22-9/14/25	\$273,000	Personal Services, Equipment and Travel
Total Award			\$6,377,281.52	

Appendix: Workforce Development

Summer 2024

Training Topics (Course Name):	Trainings Total	Trainings: Schedule vs Requested:	Training Location	Number Students	Cert Type
Alaska Safe Food Worker	1	Requested	Utqiagvik	9	Industry
Basic Driver's Education	3	Scheduled	Utqiagvik	16	Industry
Basic Life Support	1	Scheduled	Utqiagvik	14	Industry
Behind the Wheel	1	Scheduled	Utqiagvik	3	Industry
Behind the Wheel Proctoring	3	Requested	Utqiagvik	17	Industry
Catch My Breath	1	Requested	Utqiagvik	8	ICC
Conflict Resolution	1	Scheduled	Utqiagvik	14	ICC
Construction Summer Camp: Building Bird Houses and candy dispensers	2	Scheduled	Utqiagvik	6	ICC
Customer Service & Beyond	1	Requested	Utqiagvik	3	ICC
Customer Service & Beyond	2	Scheduled	Utqiagvik	15	ICC
ETT	1	Scheduled	Utqiagvik	14	Industry
Financial and Credit Literacy	2	Requested	St. Paul Island	6	ICC
Financial and Credit Literacy	1	Scheduled	Nuiqsut	6	ICC
Financial and Credit Literacy	1	Scheduled	Utqiagvik	2	ICC
Financial and Credit Literacy	1	Scheduled	Wainwright	2	ICC
First Aid/CPR w/AED	6	Requested	Utqiagvik	56	Industry
First Aid/CPR w/AED	6	Scheduled	Utqiagvik	29	Industry
Intro to Alaskan Small Wastewater systems	1	Requested	Utqiagvik	16	ICC
MANDT	1	Scheduled	Utqiagvik	3	ICC
MS Excel	1	Requested	Utqiagvik	9	ICC
MS Excel	1	Scheduled	Utqiagvik	1	ICC
MS Excel	1	Scheduled	Wainwright	2	ICC
Operations of Class B CDL Vehicle	1	Scheduled	Fairbanks	4	Industry
Operations of Class B CDL Vehicle	1	Scheduled	Utqiagvik	5	Industry
Photography Basics	1	Scheduled	Utqiagvik	3	ICC
Preparing Effective Resumes	1	Requested	Utqiagvik	1	ICC
Preparing Effective Resumes	1	Requested	St. Paul Island	14	ICC
Professionalism In The Office	1	Scheduled	Utqiagvik	2	ICC
Professionalism In The Office	1	Scheduled	Nuiqsut	5	ICC
Professionalism In The Office	1	Scheduled	Wainwright	2	ICC
Robert Rules of Order	1	Requested	Utqiagvik	5	ICC
Supervisory Training	2	Requested	Utqiagvik	16	ICC
Water Exam Proctoring	3	Scheduled	Utqiagvik	17	Industry

Fall 2024

Training Topics (Course Name):	Trainings Total	Trainings: Schedule vs Requested:	Training Location	Number Students	Cert Type
40 Hr. Hazwoper	1	Requested	St. Paul Island	7	Industry
40 Hr. Hazwoper	1	Scheduled	Kaktovik	1	Industry
40 Hr. Hazwoper	1	Scheduled	Point Lay	3	Industry
40 Hr. Hazwoper	2	Scheduled	Utqiagvik	15	Industry
8 Hr. Hazwoper Refresher	1	Requested	St. Paul Island	8	Industry
8 Hr. Hazwoper Refresher	1	Scheduled	Nuiqsut	12	Industry
8 Hr. Hazwoper Refresher	1	Scheduled	Point Lay	1	Industry
8 Hr. Hazwoper Refresher	2	Scheduled	Utqiagvik	21	Industry
Basic Drivers Education	5	Scheduled	Utqiagvik	10	Industry
Basic Small Engine Repair	1	Scheduled	Utqiagvik	8	ICC
Behind the Wheel Driving	3	Scheduled	Utqiagvik	6	Industry
Behind the Wheel Proctoring	3	Requested	Utqiagvik	6	Industry
Behind the Wheel Proctoring	3	Scheduled	Utqiagvik	8	Industry
Blood Borne Pathogens	1	Scheduled	Utqiagvik	20	Industry
CDL General Knowledge	1	Scheduled	Utqiagvik	4	Industry
CDL Written Entry Level Operation and Unrestricted Test Preparation	1	Scheduled	Fairbanks	1	Industry
CDL: Written Test Preparation	1	Scheduled	Utqiagvik	5	Industry
Entry Level Operation of Class B or C Commercial Motor Vehicles	2	Scheduled	Utqiagvik	6	Industry
ETT	1	Scheduled	Utqiagvik	7	Industry
First Aid & CPR W/ AED for Infants, Children and Adults	1	Requested	St. Paul Island	8	Industry
First Aid & CPR W/ AED for Infants, Children and Adults	4	Requested	Utqiagvik	11	Industry
First Aid & CPR W/ AED for Infants, Children and Adults	10	Scheduled	Utqiagvik	65	Industry
MANDT	1	Scheduled	Utqiagvik	4	ICC
Methods of Instruction	1	Scheduled	Utqiagvik	8	ICC
Operation Practice and Road Test Class B Commercial Driver	1	Scheduled	Fairbanks	1	Industry
Operation Practice and Road Test Class B Commercial Driver	1	Scheduled	Utqiagvik	1	Industry
OSHA 10	2	Requested	Utqiagvik	37	Industry
Professionalism in the Office	1	Scheduled	Utqiagvik	6	ICC
Respirator Use (Fit Testing)	1	Requested	Utqiagvik	4	Industry
Water Exam Proctoring	3	Scheduled	Utqiagvik	31	Industry
Wilderness Survival Skills	1	Scheduled	Utqiagvik	10	Industry

Spring 2025

Training Topics (Course Name):	Trainings Total	Trainings: Schedule vs Requested:	Training Location	Number Students	Cert Type
40-Hour HAZWOPER	1	Scheduled	Anaktuvak Pass	4	Industry
40-Hour HAZWOPER	1	Scheduled	Point Hope	7	Industry
40-Hour HAZWOPER	2	Scheduled	Utqiagvik	18	Industry
40-Hour HAZWOPER	1	Scheduled	Wainwright	6	Industry
8-Hour HAZWOPER Refresher	1	Scheduled	Anaktuvak Pass	12	Industry
8-Hour HAZWOPER Refresher	1	Scheduled	Atkasuk	5	Industry
8-Hour HAZWOPER Refresher	1	Scheduled	Point Hope	11	Industry
8-Hour HAZWOPER Refresher	2	Scheduled	Utqiagvik	9	Industry
8-Hour HAZWOPER Refresher	1	Scheduled	Wainwright	2	Industry
Alaska Safe Food Handler	1	Requested	Utqiagvik	7	Industry
Basic Driver's Education	3	Scheduled	Utqiagvik	7	Industry
Basic Small Engine Repair	1	Scheduled	Utqiagvik	5	ICC
Basics of Fire Extinguisher	3	Requested	Utqiagvik	54	Industry
Behind the Wheel Proctoring	3	Scheduled	Utqiagvik	10	Industry
CDL General Knowledge	1	Requested	Utqiagvik	9	Industry
CDL General Knowledge	1	Scheduled	Utqiagvik	2	Industry
CDL Written Entry Level Operation and Unrestricted Test Preparation	1	Requested	Nome	3	Industry
CDL Written Entry Level Operation and Unrestricted Test Preparation	1	Scheduled	Fairbanks	1	Industry
Commercial Driver's License - Written Test Prep	1	Scheduled	Utqiagvik	5	Industry
Entry Level Operation Class B or C Commercial Motor Vehicles	2	Scheduled	Utqiagvik	6	Industry
FEMA ICS	1	Requested	Utqiagvik	11	Industry
Grant Writing	1	Requested	Utqiagvik	14	ICC
MANDT	1	Requested	Utqiagvik	10	ICC
MANDT	1	Scheduled	Utqiagvik	10	ICC
Medicaid, Medicare, and Disability Law	1	Requested	Utqiagvik	2	ICC
MS EXCEL	1	Requested	St. Paul Island	4	ICC
Online Alaska DMV Test Preparation	1	Scheduled	Utqiagvik	4	Industry
OSHA 30	1	Requested	Utqiagvik	5	Industry
Professionalism in the Office	1	Requested	St. Paul Island	3	ICC

Professionalism in the Office	1	Requested	Utqiaġvik	7	ICC
Professionalism in the Office	2	Scheduled	Utqiaġvik	11	ICC
Respirator Use (Fit Testing)	1	Requested	Utqiaġvik	33	Industry
Standard First Aid & CPR w/AED	1	Requested	Utqiaġvik	12	Industry
Standard First Aid & CPR w/AED	8	Scheduled	Utqiaġvik	51	Industry
Standard First Aid & CPR w/AED	1	Scheduled	Nuiqsut	7	Industry
Standard First Aid & CPR w/AED	1	Scheduled	Anaktuvak Pass	2	Industry
Trial Course: Intro to 3D Printing	1	Scheduled	Utqiaġvik	4	ICC
Water Exam Proctoring	3	Scheduled	Utqiaġvik	9	Industry