



Institutional Research Report

2026

TABLE OF CONTENTS

Admissions Report.....	2
Cooperative Extension	4
Course Completion Report	6
Cultural Programming	8
Dual Credit and Early High School.....	11
Endowment and Fundraising Report	13
Enrollment Report	15
Employee Engagement Report.....	20
Financial Aid Report	25
Foundational Education Report	30
Graduation Report.....	32
Grants Report	35
Human Resources Report.....	36
Persistence Report.....	38
Pre-College Programming Report	40
Programmatic Report	41
Accounting and Business.....	42
Health Sciences	45
Construction Technology	48
Education	51
Information Technology and Office Management	53
Iñupiaq Studies.....	57
Liberal Arts and Indigenous Human Services.....	60
Residential Student Report.....	63
Retention Report	64
Student Satisfaction Report.....	66
Student Services Report	71
Tuzzy Consortium Library Report.....	74
Village and Off-Slope Participation Report.....	76
Workforce Development Report.....	77
Appendices	80
Appendix: Cooperative Extension.....	81
Appendix: Cultural Programming.....	85
Appendix: Distance Education.....	91
Appendix: Endowment and Private Fundraising.....	92
Appendix: Grants.....	94
Appendix: Workforce Development.....	96

Admissions Report

Information:

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 accepted students who register for classes is also tracked below. Additional information on the admittance to programs can be found in the

Programmatic Summary Report. The Admissions Report is broken into the following subsections:

- Observations and Key Findings
- Historical Overview
- Academic Year Summary

Acceptance is the formal admission to a program; student is considered degree-seeking.

The **Acceptance Rate** is the percentage of new applicants to a college or university who are admitted to that institution

Admission is a process to gain formal acceptance into a program of study

An **Applicant** is a potential student seeking admission to a program

An **Application** is a series of forms (paper or electronic) submitted by a potential student to gain admission to a program

A student is **Degree-seeking** when they have been admitted to a program and are actively pursuing a degree, certificate, or endorsement.

The **Matriculation Rate** is the percentage of accepted students who then register for classes and are considered enrolled at the college

Observations and Key Findings:

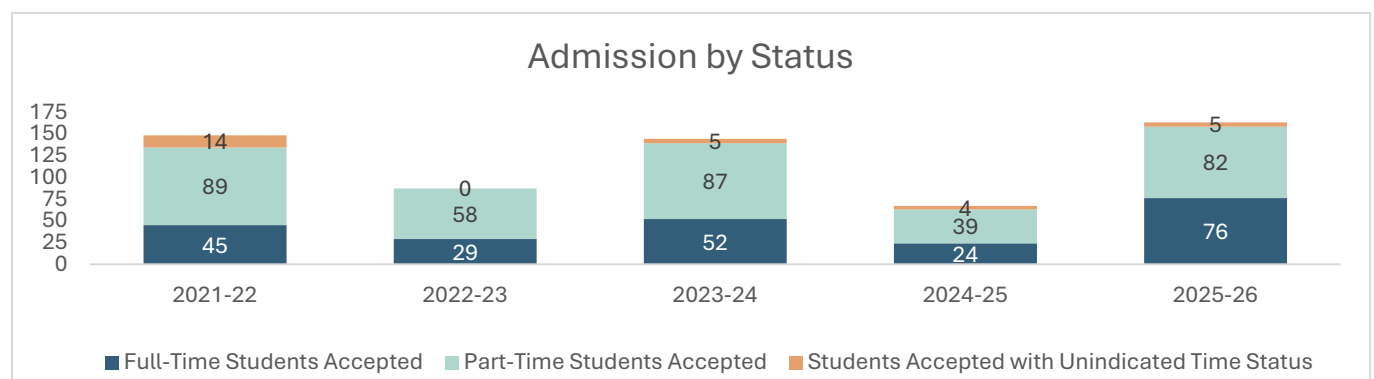
- The departments with the highest new enrollment were Business and Accounting (41), Allied Health (33), and Iḷupiaq Studies (10).
- Applications and Acceptances both increased drastically (239 and 163 respectively), while enrollment of accepted students fell (112).

Historical Overview:

- The matriculation rate fell from 93% in the prior academic year to 69% while the overall number of students accepted rose drastically from 67 to 163, an increase of 96 students, and a 143% change from year to year.
- AY2025-26 had the largest number of admitted students in the 5-year period.

Admissions Report Table 1: Historic overview of admissions and matriculation data

	2021-22	2022-23	2023-24	2024-25	2025-26
Applications Received				151	239
Full-Time Students Accepted	45	29	52	24	76
Part-Time Students Accepted	89	58	87	39	82
Students Accepted with Unindicated Time Status	14	0	5	4	5
Total New Students (All Statuses) Accepted	148	87	144	67	163
Acceptance Rate				44%	58%
Total New Students Registered/Enrolled	87	67	96	62	112
Matriculation Rate	59%	77%	67%	93%	69%

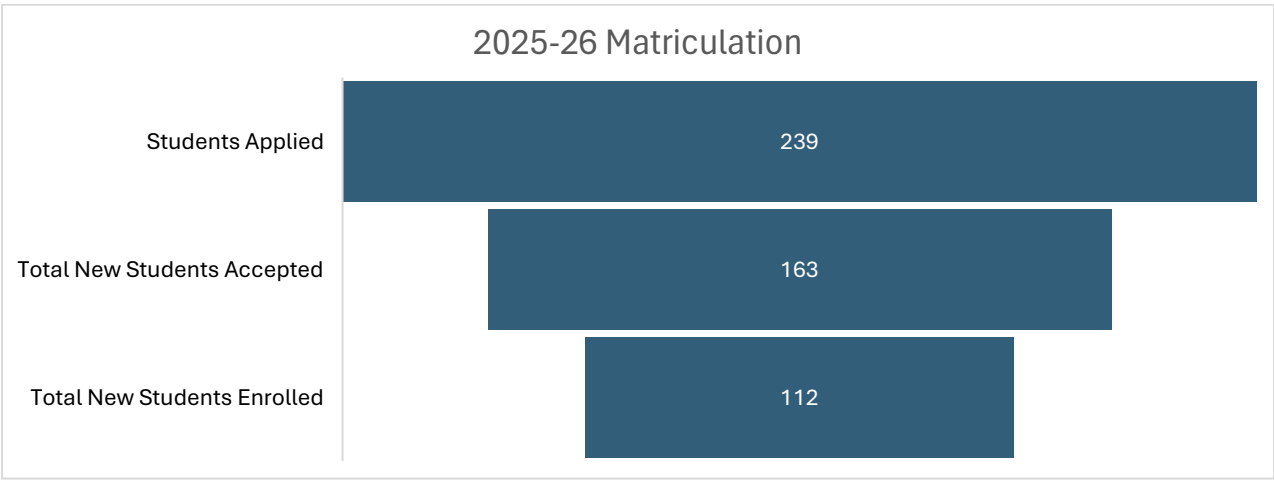
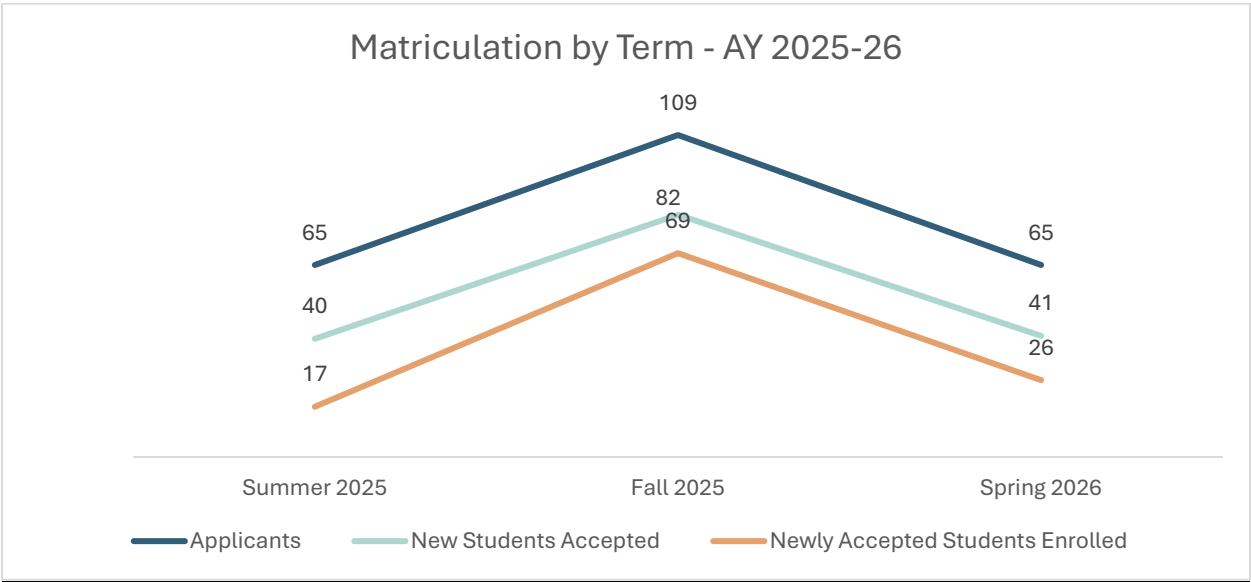


Academic Year Summary:

- Full-time students accounted for 47% of newly accepted students, which is significantly higher than the average of 36%
- The Fall admissions cycle had the most applicants (109), the highest Acceptance Rate (75%), and the highest Matriculation Rate (84%)

Admissions Report Table 2: Academic Year 2025-26 Acceptance and Matriculation Rates by Term

	Acceptance Rate	Matriculation Rate
Summer 2025	62%	43%
Fall 2025	75%	84%
Spring 2026	63%	63%
Combined	68%	69%



Cooperative Extension

Information:

In keeping with Iñiaḡvik'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. The Cooperative Extension Report contains the following subsections:

- Observations and Key Findings
- Overview
- Cooperative Extension Activities Details (Appendix)

Observations and Key Findings:

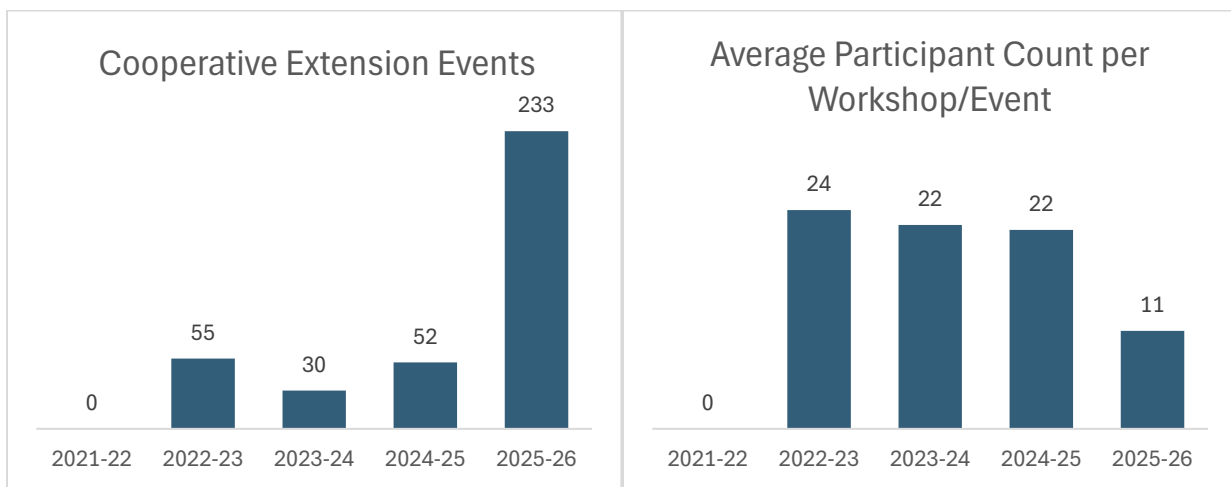
- In the 2025-2026 academic year, Cooperative Extension hosted 233 workshops and had 2,501 participants, which is a significant increase from the prior academic year (52 workshops with 1,133 participants), due to the successful implementation of several long-term weekly community classes.

Overview:

- While there was a significant increase (up **348%**) in the number of events, the average number of participants per workshop decreased by **51%** from **22** in AY24-25 to **11** in AY25-26.
- The top two focus areas of the programming offered were Personal Wellness and Healthy Choices, both with over 120 workshops offered.

Cooperative Extension Table 1: Historical overview of workshops, participants, and averages, 2021-2026

	2021-22	2022-23	2023-24	2024-25	2025-26
Total Number of Workshops	0	55	30	52	233
Total Number of Participants	0	1,318	670	1,133	2,501
Average per Workshop	0	24	22	22	11

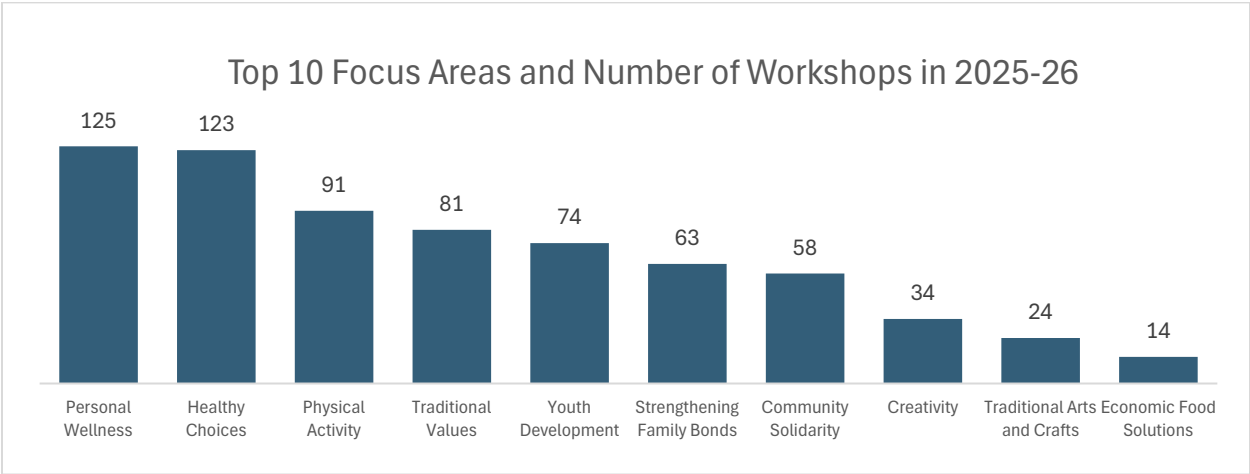


Cooperative Extension Table 2: Historical overview of number of workshops by target age level, 2021-2026

Target Age Level	# Workshops 2021-22	# Workshops 2022-23	# Workshops 2023-24	# Workshops 2024-25	# Workshops 2025-26
0-4	0	4	0	0	0
5-12	0	25	9	0	46
13-17	0	35	9	16	30
Adults	0	54	20	31	130
Families	0	28	6	17	34

Cooperative Extension Table 3: Historical overview of number of workshops by focus area, 2021-2026

Focus Areas	# of Workshops 2021-22	# of Workshops 2022-23	# of Workshops 2023-24	# of Workshops 2023-24	# Workshops 2025-26
Community Solidarity	0	45	28	12	58
Creativity	0	44	11	7	34
Eco Food Solutions	0	11	2	0	14
Eco Household Solutions	0	10	2	0	14
Food Safety	0	11	2	0	12
Gardening	0	0	0	1	0
Healthy Choices	0	47	7	0	123
Nutrition	0	15	2	1	11
Personal Finance	0	0	0	0	1
Personal Wellness	0	52	25	20	125
Physical Activity	0	28	9	18	91
Problem Solving and Physics	0	38	4	0	11
Strengthening Family Bonds	0	38	10	0	63
Traditional Arts and Crafts	0	29	1	4	24
Traditional Values	0	35	19	21	81
Youth Development	0	29	9	17	74



Course Completion Report

Information:

The overall course completion 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. The institutional goal for course completion is **88%**. The Course Completion Report contains the following subsections:

- Observations and Key Findings
- Course Completions 2021-2026
- Credit Course Completion AY2025-26

Observations and Key Findings:

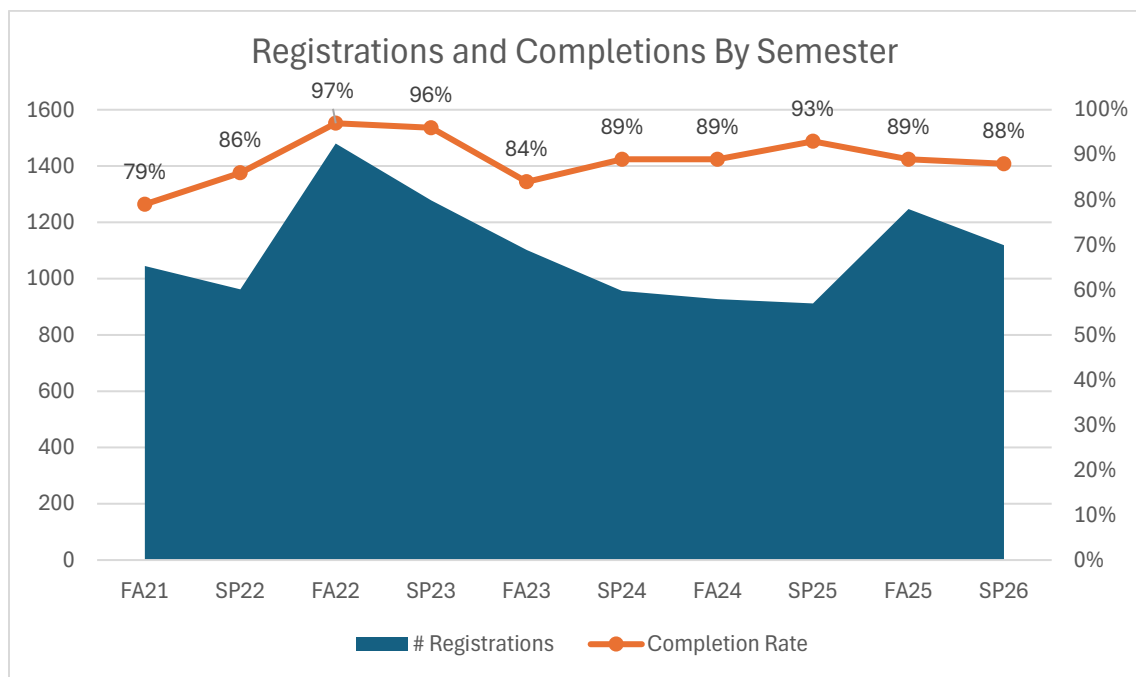
- Registrations rose for both fall and spring terms, but there was a drop in completion for the spring term.
- The Credit Course completion rates for AY2025-26 were 97% for Summer 2025, 84% for Fall 2025, and 85% for Spring 2026.

Course Completions 2021-2026:

- The course completion rate remained steady at **89%** for Fall 24 and Fall 25 and dropped from **93%** in Spring 25 to **88%** in Spring 26.

Course Completion Table 1: Fall and Summer historical overview of registrations and completion rate of all credit and noncredit courses

Semester	# Registrations	Completion Rate	Semester	# Registrations	Completion Rate
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%
FA 25	1247	89%	SP 26	1119	88%

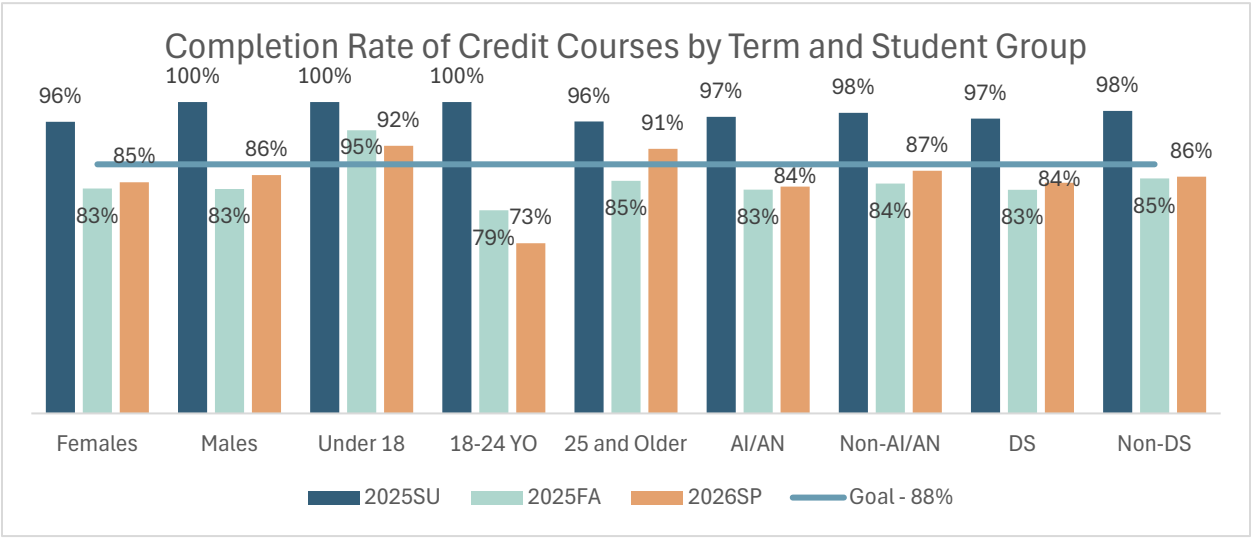


Credit Course Completions AY2025-26

- This is a new subsection for this report. The academic year average is calculated by dividing the sum of successful completions from all three terms by the sum of registrations minus the sums of the withdraws.
- All student subgroups had their highest completion rates in the summer.
- The student group of under 18-year-olds had the highest completion rates every term and is the only group to exceed the 88% goal every term.

Course Completion Table 2: AY25-26 disaggregated data of credit registrations and completions rates by term and subgroup

Student Subgroup		2025SU	2025FA	2026SP	AY Total
					AY Average Rate
Females	# Registrations	110	529	503	1142
	Completion %	96%	83%	85%	85%
Males	# Registrations	48	231	215	494
	Completion %	100%	83%	86%	86%
Under 18	# Registrations	44	57	90	191
	Completion %	100%	95%	92%	95%
18-24 YO	# Registrations	29	276	259	564
	Completion %	100%	79%	73%	78%
25 and Older	# Registrations	85	436	380	901
	Completion %	96%	85%	91%	88%
AI/AN	# Registrations	110	514	493	1117
	Completion %	97%	83%	84%	85%
Non-AI/AN	# Registrations	48	255	236	539
	Completion %	98%	84%	87%	87%
DS	# Registrations	99	621	544	1264
	Completion %	97%	83%	84%	85%
Non-DS	# Registrations	59	148	185	392
	Completion %	98%	85%	86%	88%



Cultural Programming

Information:

The first Strategic Plan priority of Iñisaḡvik 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. A detailed list of activities can be found in the **Cultural Programming Activities (appendix)**. The Cultural Programming Report contains the following subsections:

- Observations and Key Findings
- Historic Overview

Observations and Key Findings

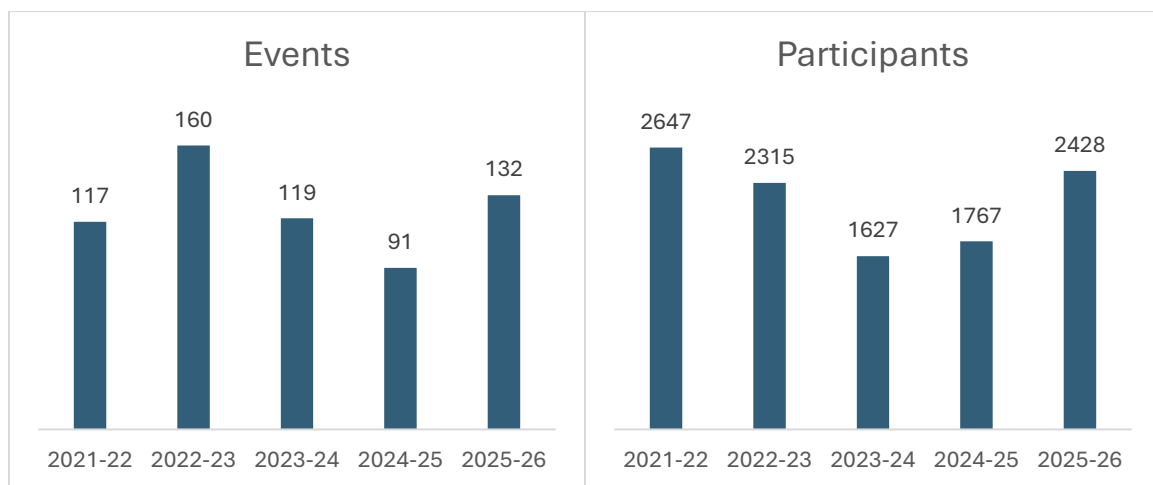
- The most popular focus areas were storytelling, traditional values, traditional healing, and history.
- The number of workshops **increased to 132 from 91** (45% increase) from the previous year; participation increased from **1,767 to 2,428** (37% increase).

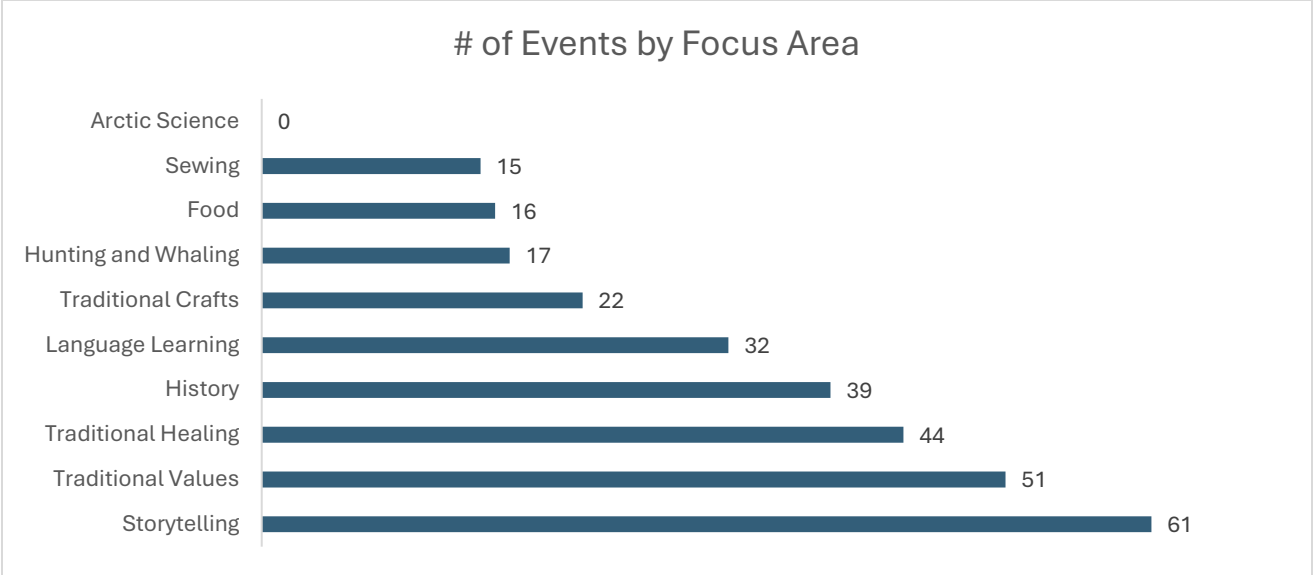
Historic Overview

- Attendance at cultural programs increased for every department this academic year.
- Programs and workshops can be categorized under multiple focuses, so the number of events by focus area chart is a duplicated number.
- Cooperative Extension facilitated a series of beading workshops in Nuiqsut this academic year as part of efforts to be more inclusive to North Slope community members living in villages outside of Utqiagvik.

Cultural Programming Table 1: Historic Overview of Events and Participants by Department

Department	2021-22		2022-23		2023-24		2024-25		2025-26	
	# Events	# Participants	# Events	# Participants	# Events	# Participants	# Events	# Participants	# Events	# Participants
Iñupiaq Studies	58	574	39	520	28	359	31	274	34	636
Coop. Extension	0	0	18	385	25	541	30	928	42	1,203
Tuzzy Library	59	2,073	103	1,410	66	729	30	565	56	589
TOTAL	117	2,647	160	2315	119	1629	91	1,767	132	2,428





Distance Education

Information:

The Distance Education Report compares academic course completion of all courses to distance courses. Completion for this section is calculated consistently with other sections of this report, although the number of withdraws is not annotated in the table below. The Distance Education Report is divided into the following subsections:

- Observations and Key Findings
- Historic Overview
- Enrollments by Region

Observations and Key Findings:

- Participation in courses offered through distance education (online, Zoom) has increased, likely due to the overall increase in enrollment in academic courses.
- Completion rates have increased and are at **85%** for all students and **83%** for distance students (after withdraws).
- More courses are being categorized as distance due to increasing flexibility by the faculty of record offering lecture-style classes with a Zoom option, but little to no tracking of which students attended in person or via distance technology.

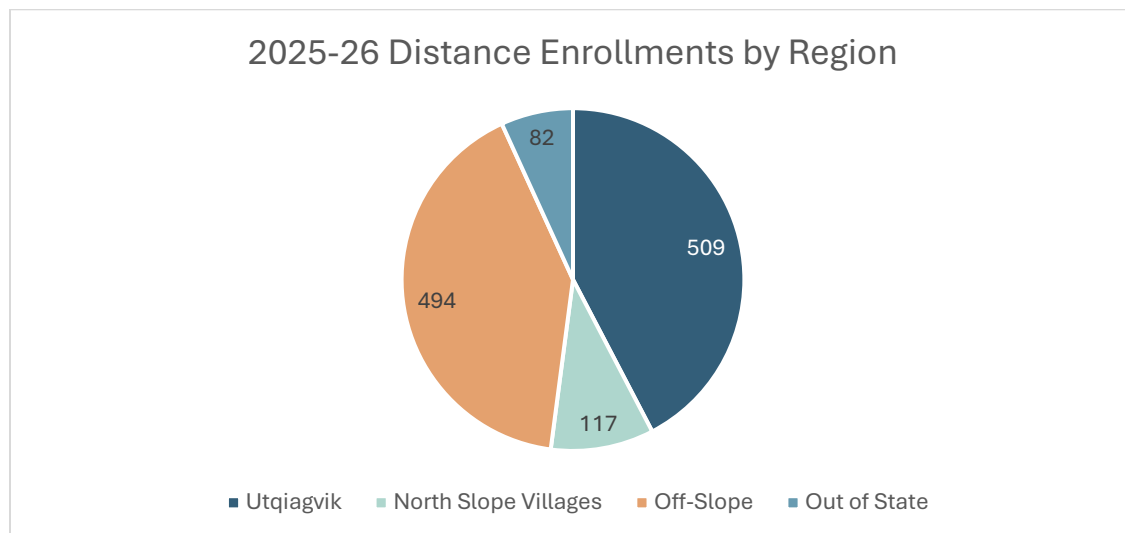
Historic Overview

Distance Education Table 1: Historic Overview Comparing All Course Completion to Distance Course Completion

	All Students			Distance Students (All Courses)		
	Enrollments	Completions	Completion Rate	Enrollments	Completions	Completion Rate
2021-22	1,168	906	78%	592	463	78%
2022-23	1,163	824	71%	686	515	75%
2023-24	1,529	1,179	77%	906	692	76%
2024-25	1,354	1,130	83%	756	590	78%
2025-26	1,656	1,302	85%	1,202	886	83%

Enrollments by Region

- 509 of the distance Enrollments were from Utqiagvik-based students
- Of the remaining 693 distance enrollments, 117 were from North Slope Villages, 494 were from students living in Alaska but not on the North Slope, and 82 were from out-of-state students.



Dual Credit and Early High School

Information:

The Dual Credit and Early High School report contains data on students who are taking academic college courses but have not yet graduated from high school. Iñsaḡvik students who are also enrolled in an Alaskan high school with an Iñsaḡvik partnership are categorized as Dual Credit. Students who elect to take Iñsaḡvik classes in addition to their high school schedule from a district that does not have a formal partnership with Iñsaḡvik College are categorized as Early High School. Students taking these courses are not admitted to a program but must meet the prerequisites for the individual courses they are taking. Both types of students are grouped together in the dataset below. The Dual Credit and Early High School report contains the following subsections:

- Observations and Key Findings
- Enrollment
- Completion

Dual Credit: A program that allows high school students to enroll in college-level courses and simultaneously earn credit toward their high school diploma and a post-secondary degree or certificate. The credit conversion from college credit to the school district varies by school district.

Early College: A student who has not yet graduated from high school and elects to take college courses. The college courses this type of student completes do not count towards their high school credit count or graduation requirements.

Observations and Key Findings:

- The high school enrollment headcount jumped from 33 in AY24-25 to 97 in AY25-26 academic year, likely due to several factors, including increasing partnerships with off-Slope school districts, and an overall increase in enrollment. North Slope Village participation rose to 23 students from 5 the prior year.
- While only 7 students took courses in both fall and spring semesters, 19 students took multiple courses.

Enrollment

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

Dual Credit and Early High School Table 1: Ethnic and geographical details on students from Academic Years 2021-2022 and 2022-2023

	Fall	Spring	Summer	Year TOTAL
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	

Dual Credit and Early High School Table 2: Ethnic and geographical details on students from Academic Years 2023-24, 2024-25, 2025-26

	Ethnicity	Summer 23 (3)	Fall 23 (48)	Spring 24 (35)	HEADCOUNT (74)
2023-24	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
	2 or More/Other	0	3	2	4

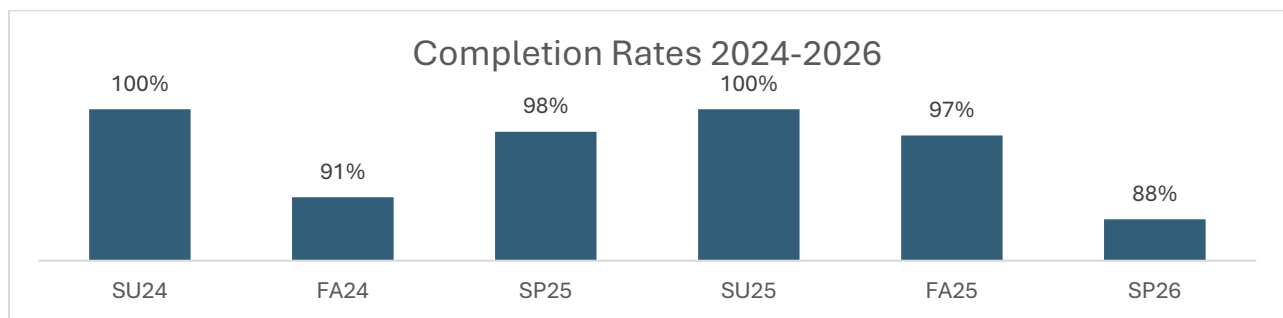
	Barrow	3	19	29	41
	North Slope Villages	0	28	8	32
	Off-Slope	0	1	0	1
2024-25	Ethnicity	Summer 24 (1)	Fall 24 (16)	Spring 25 (21)	HEADCOUNT (33)
	American Indian/Alaska Native	0	7	11	18
	Asian	1	4	2	6
	Black/African American	0	0		0
	Hispanic	0	1	2	2
	Native Hawaiian/Pacific Islander	0	2	3	4
	White	0	2	3	3
	2 or More/Other	0	0	0	0
	Barrow	0	12	20	27
	North Slope Villages	1	4	0	5
	Off-Slope	0	0	1	1
2025-26	Ethnicity	Summer 25 (2)	Fall 25 (28)	Spring 26 (75)	HEADCOUNT (97)
	American Indian/Alaska Native	1	17	55	72
	Asian	0	6	4	8
	Black/African American	0	0	2	2
	Hispanic	0	0	0	0
	Native Hawaiian/Pacific Islander	0	0	0	0
	White	1	5	4	5
	2 or More/Other	0	0	10	10
	Barrow	2	15	20	30
	North Slope Villages	0	9	14	23
	Off-Slope	0	4	41	44

Completion

- Completion rates remain at or above the institutional goal of **88%** for every term in the reporting period. Fall 2025 had a **97%** completion for all students after withdrawals, which was significantly higher than the student population (**84%**)

Dual Credit and Early High School Table 3: Completion data by term for all students, and a subset of the courses taken of American Indian/Alaska Native Students

Term	# Registrations	# Withdraws	# Completions	Completion %	# Registrations	# Withdraws	# Completions	Completion %
	All Students				American Indian/Alaska Native Students			
SU24	2	0	2	100%	0	0	0	N/A
FA24	45	2	39	91%	27	2	23	92%
SP25	43	1	41	98%	19	0	18	95%
SU25	3	0	3	100%	1	0	1	100%
FA25	38	2	35	97%	20	2	17	94%
SP26	91	5	76	88%	64	5	52	88%



Endowment and Fundraising Report

Information:

This report is based on Calendar Year 2025 (January 1, 2025, to December 31, 2025) per fundraising industry standards. The Endowment and Fundraising Report contains the following subsections:

- Observations and Key Findings
- Endowment Overview
- Fundraising Overview
- Donor Listing (Appendix)

Observations and Key Findings:

- In 2025, Ijisaġvik College raised **\$812,154: \$750,181** from corporate partners and **\$61,973** from individual donors.
- We received in-kind donations with an estimated Fair Market Value of **\$876,290** of bandwidth and incentives for donor engagement.
- We had a total of **161** donors: **25** corporate partners and **136** individual donors. Of the **161** total donors, **54** were **new** donors: **15** corporate partners and **39** Individuals.
- The value of the Endowment increased in CY25 by **\$2,362,662**.

Endowment Overview: CY 2021-CY 2025

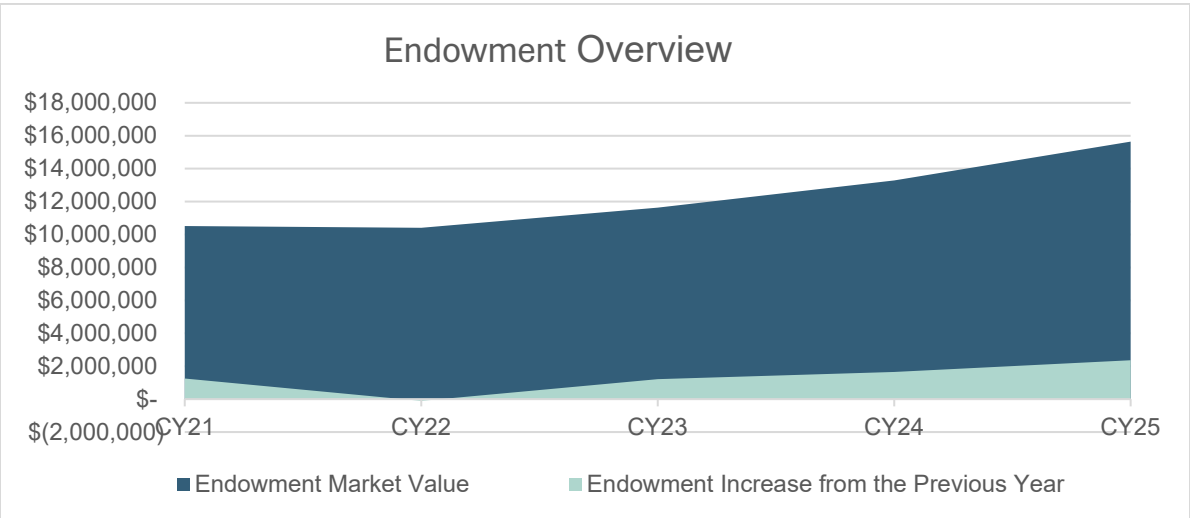
Endowment’s year-end total as of December 31, 2025: **\$15,643,770**

- For 2025 calendar year (1/1/2025-12/31/2025), the Endowment increased by **\$2,362,662**
- Contributions to the Endowment totaled **\$551,813** originating from:
- **\$527,068** from Title III and matching Ijisaġvik College funds
- **\$24,745** in Other Individual Donations (including Pick.Click.Give.)

Endowment and Fundraising Table 1: Five-year historical overview of Endowment and Pick.Click.Give. amounts.

Report Year	Endowment Market Value	Endowment Increase from Previous Year	Pick.Click.Give. Campaign Totals
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
CY25	\$15,643,770	\$2,362,662	\$22,000

Sources: NeonCRM, Great Plains



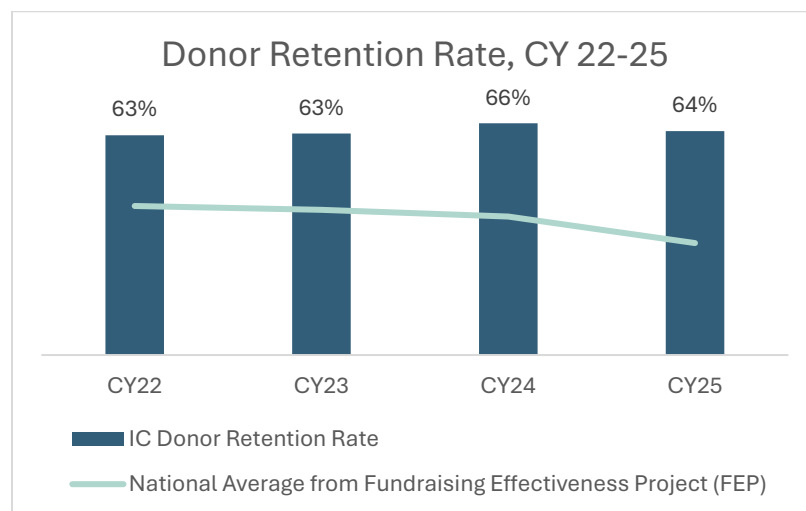
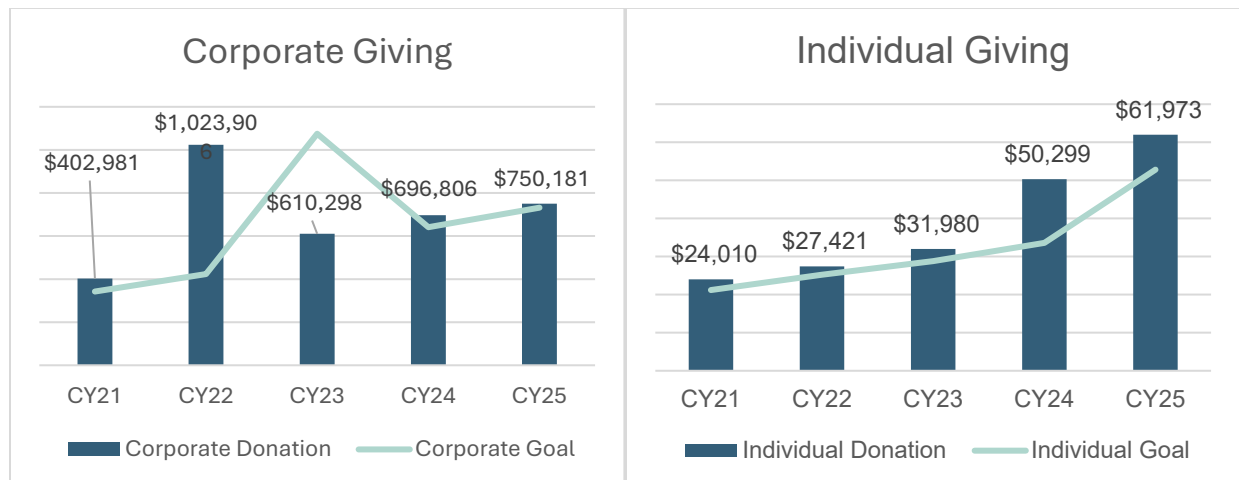
Fundraising Overview: CY 2021-CY 2025

- Total donations received during CY 25: \$812,154
- Corporate Fundraising: \$750,181
- Individual Fundraising: \$61,973
- Includes Pick.Click.Give. 2025 Total: \$22,000
- The Donor Retention Rate continues to be significantly above the National Average from the Fundraising Effectiveness Project at 64% for CY 25 compared to FEP's 32%.

Endowment and Fundraising Table 2: Historical overview of corporate and private giving

Report Year	Toal Private Fundraising	Total Number of Donors	Total Corporate Giving	Number of Corporate Donors	Total Individual Giving	Number of Individual Donors
CY21	\$426,991	113	\$402,981	19	\$24,010	94
CY22	\$1,051,327	143	\$1,023,906	24	\$27,421	119
CY23	\$642,279	147	\$610,298	31	\$31,980	116
CY24	\$747,105	157	\$696,806	25	\$50,299	132
CY25	\$812,154	161	\$750,181	25	\$61,973	136

Sources: NeonCRM, Great Plains



Enrollment Report

Information:

The Enrollment Report covers Academic Years 2021-2026 (Summer 2021 to Spring 2026) and is broken into four subsections:

- Observations and key Findings
- Unduplicated Headcount Trends
- Enrollment by Semester
- Degree-Seeking Enrollment

Additional tables have been added to show increased data disaggregation. Subtotals may not always equal to the headcount amount due to privacy issues.

Data disaggregation: collecting, reporting, and analyzing information separately for different demographic or programmatic categories. This practice enables targeted interventions that reduce inequalities and identifies disparities between subgroups. Subpopulations where the student group is less than five are suppressed from publicly available data to protect the privacy of students but are used internally. In instances where the subpopulation is below five students, the institution aims to re-aggregate and combine groups so that all students are represented in the data set. 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 for two academic years. As long as the student registers for any for-credit classes, he/she is recorded as “Degree-Seeking.”

Full-time (student): Status for any student taking 12 or more credits. For summer semester, full-time is defined as students taking more than 6 credits.

Full-Time Equivalency (FTE): Means to calculate the credits taken by full-time and part-time students. Formula: [of credits taken in a semester by all students] divided by [12 (Fall or Spring) or 6 (Summer)].

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.

Observations and Key Findings:

- Headcount enrollments have increased this year from 988 to 1,347 (36%). American Indian/Alaska Native (AI/AN) enrollment increased (**619 to 854**), and the percentage of overall AI/AN enrollment remained at **63%**.
- During this past year, an enrollment (headcount) increase is noted for all three terms: Summer (**298 to 386**), Fall (**570 to 692**) and Spring (**500 to 612**).
- Degree-Seeking enrollment increased for both Fall 2025 and Spring 2026, from **125 to 182** and **126 to 159** students respectively, an increase of **46%** for fall and **26%** for the spring semester.

Unduplicated Headcount Trends

- The unduplicated headcount is a newer section of this report. If a student took both credit and continuing education student (CEU) courses during the academic year, the student is counted as credit in the unduplicated headcount. Likewise, in the tables where students are counted by term, students who took both credit and CEUs in the same term are counted as credit for that term.
- Example: a student takes one credit course in the Fall semester and one CEU in Spring semester. For the unduplicated headcount, they are considered a credit student. In the fall semester, this student is counted as a credit student, and in the Spring Semester, this student is counted as a CEU student.
- Enrollment Table 1 reports all students together, regardless of their status as a for-credit or CEU as one group, although the table also displays the breakdown of credit and CEU students for reference.
- Enrollment table 2 separates the students out by term and by for-credit/continuing education status to show the change of each student subgroup from term to term.

Enrollment Table 1: Unduplicated Headcount by Academic Year, combined credit and CEU students disaggregated by age, gender, ethnicity

Academic year	Total Headcount	Credit	CEU	Age: 17 and under	Age: 18-24	Age: 25 or over	Gender		Alaska Native or American Indian	All other Ethnicities
							M	F		
2024-25	988	577	411	109	184	695	507	476	619	369
2025-26	1,347	503	844	187	228	932	658	678	854	493

Enrollment Table 2: Unduplicated Headcount by semester, credit and CEU students reported separately disaggregated by age, gender, and ethnicity.

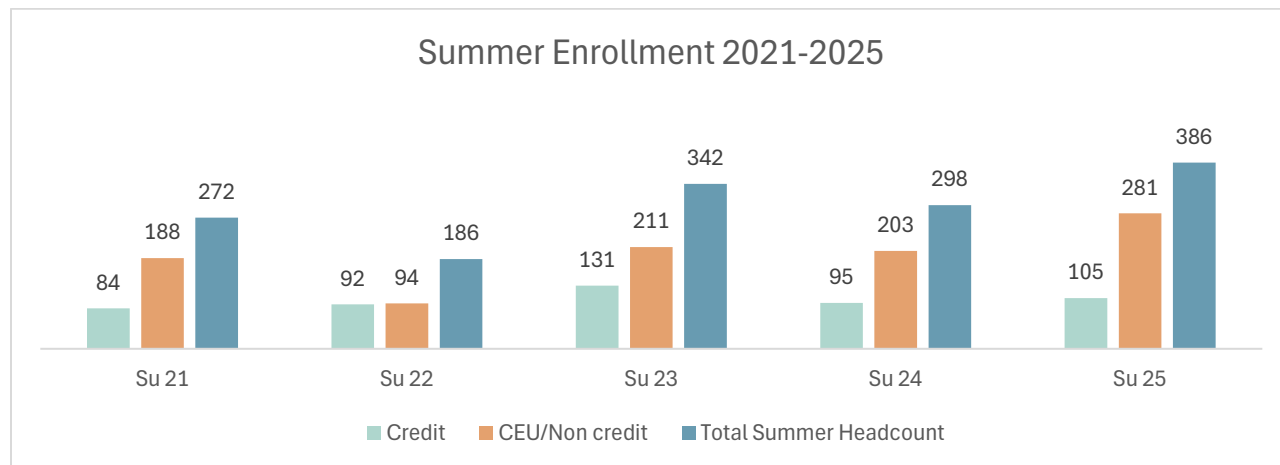
Academic Year	Term	Enrollment Type	Age 18-24	Age 25 or over	Gender		American Indian/Alaska Native
					M	F	
2024-25	Summer 2024	Credit	27	51	33	61	65
		CEU	42	129	98	105	131
		298 Total	69	180	131	166	196
	Fall 2024	Credit	68	153	85	171	162
		CEU	28	208	180	64	136
		500 Total	96	361	265	235	298
	Spring 2025	Credit	56	133	77	142	129
		CEU	33	237	182	96	158
		501 Total	89	370	259	238	287
2025-26	Summer 2025	Credit	20	55	38	67	74
		CEU	42	209	164	115	156
		386 Total	62	264	202	182	230
	Fall 2025	Credit	76	183	89	196	193
		CEU	56	315	226	174	256
		692 Total	132	498	315	370	449
	Spring 2026	Credit	82	149	92	196	183
		CEU	35	253	186	129	185
		612 Total	117	402	278	325	368

Enrollment by Semester

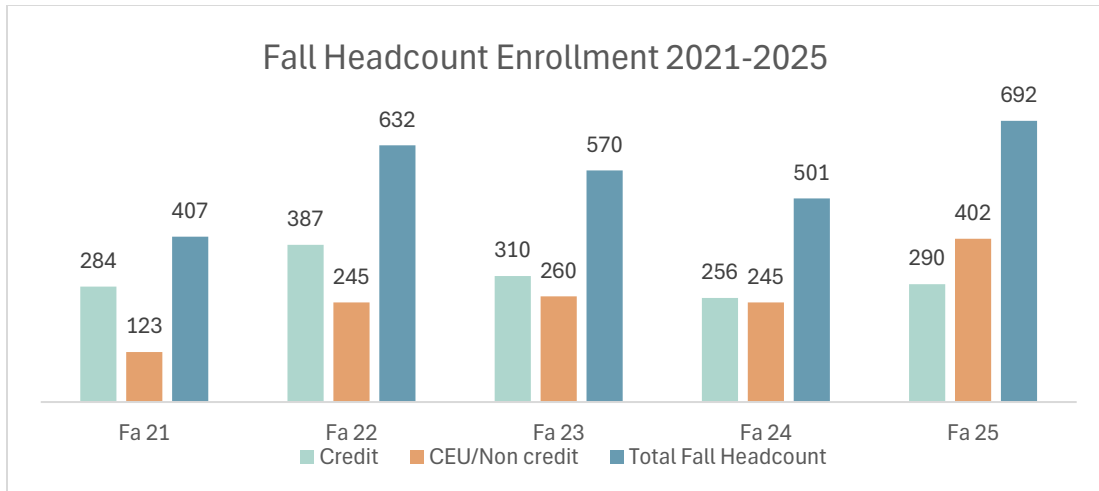
- Summer term enrollment varies greatly depending on the offerings.
- Spring 2022 was the beginning of an enrollment spike following the effects of the COVID-19 pandemic, which is to the contrary of most other institutions in the US. Enrollment began to decline in Fall 2023 but is almost back to or higher than Academic year 2021-2022, indicating a recovery.
- Enrollment Table 3 shows an increase (**62%**) in full-time summer students (6 or more credits), between Summer 2021 and Summer 2025, and a **130%** increase in full-time equivalent, meaning that there was both an increase in the number of students, and in the number of credits taken.
- Enrollment Table 4 shows a strong increase in both the one year and five-year comparisons in all categories. Notably, the increase in CEU students from Fall 2021 to Fall 2025 was **227%**. The larger increase in FTE (**57%**) for the five-year change compared to actual full-time increase of **8%** indicates the student population was larger, but that the students registered for more credits than they did historically.
- The one-year increases continue in Spring as evidence by Enrollment Table 5. While the five- year comparison indicates falling short on the headcount (**304** in Spring 2022 to **297** in Spring 2026), the number of actual full-time students and the number of credits administered to students increased significantly.

Enrollment Table 3: Summer Semesters 2021-2025

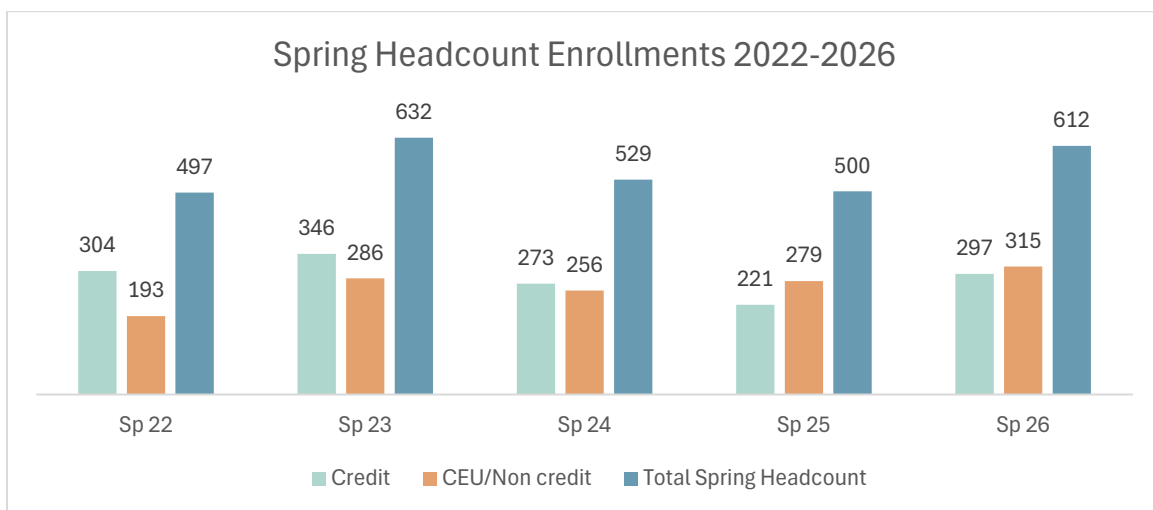
Term/Year	Total Summer Headcount		Actual Full Time	FTE	Degree-Seeking	
					FT	PT
Summer 21	84 188	Credit CEU	21	29	20	23
Summer 22	92 94	Credit CEU	19	23	15	36
Summer 23	131 211	Credit CEU	27	38	25	24
Summer 24	95 203	Credit CEU	38	60	36	19
Summer 25	105 281	Credit CEU	34	67	32	25
1 year Change	11% 38%	Credit CEU	-11%	11%	-11%	32%
Change from Summer 21 to Summer 25	25% 49%	Credit CEU	62%	130%	60%	9%

**Enrollment Table 4: Fall Semesters 2021-2025**

Term/Year	Total Fall Headcount		Actual Full time	FTE	Degree-Seeking	
					FT	PT
Fall 21	284 123	Credit CEU	53	98	44	110
Fall 22	387 245	Credit CEU	60	141	55	129
Fall 23	310 260	Credit CEU	56	128	54	121
Fall 24	256 245	Credit CEU	41	121	40	87
Fall 25	290 402	Credit CEU	57	154	55	127
1 year Change	13% 64%	Credit CEU	39%	27%	38%	44%
Change from Fall 21 to Fall 25	2% 227%	Credit CEU	8%	57%	25%	15%

**Enrollment Table 5: Spring Semesters 2022-2026**

Term/Year	Total Spring Headcount		Actual Full Time	FTE	Degree-Seeking	
					FT	PT
Spring 22	304	Credit	39	104	37	111
	193	CEU				
Spring 23	346	Credit	50	116	47	110
	286	CEU				
Spring 24	273	Credit	47	98	41	97
	256	CEU				
Spring 25	221	Credit	33	93	33	97
	279	CEU				
Spring 26	297	Credit	49	150	49	110
	315	CEU				
1 year Change	34%	Credit	48%	61%	39%	13%
	13%	CEU				
Change from Spring 22 to Spring 26	-2%	Credit	26%	44%	24%	-1%
	63%	CEU				

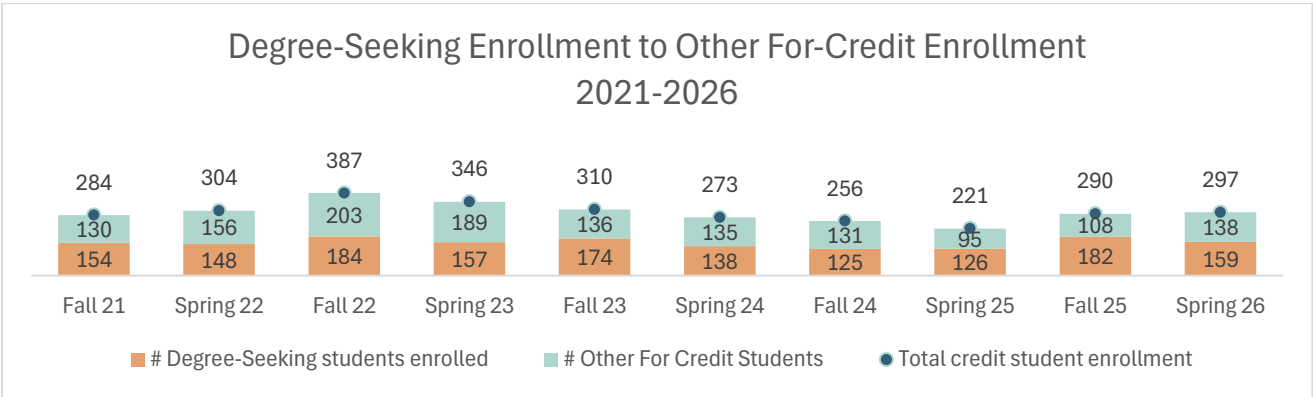


Degree-seeking Student Enrollment

- 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.
- Degree-seeking enrollment accounted for more than 50% of the credit enrollment during AY 25-26, which shows the addition of an academic advisor to non-degree-seeking students is helping to funnel them into programs.

Enrollment Table 6: Degree-seeking (DS) student enrollment Fall and Spring terms, 2021-2026

Term	Total credit student enrollment	# DS students enrolled	# Male DS Students	Male % of DS Students	% of Students Enrolled for Credit who are DS
			#Female DS Students	Female % of DS Students	
Fall 21	284	154	46M	30%	54%
			108F	70%	
Spring 22	304	148	38M	26%	49%
			110F	74%	
Fall 22	387	184	53M	29%	48%
			131F	71%	
Spring 23	346	157	50M	32%	45%
			107F	68%	
Fall 23	310	174	43M	25%	56%
			131F	75%	
Spring 24	273	138	36M	26%	50%
			102F	74%	
Fall 24	256	125	25M	20%	49%
			100F	80%	
Spring 25	221	126	29M	22%	57%
			95F	75%	
Fall 25	290	182	42M	23%	63%
			138F	76%	
Spring 26	297	159	41M	26%	54%
			116F	73%	



Enrollment Table 7: Historic Degree-seeking Student Enrollment, Unduplicated by Academic Year

Academic year	Total Headcount	Age:			Gender		Alaska Native or American Indian	All other Ethnicities	First Generation
		17 and under	18-24	25 or over	M	F			
2024-25	188	0	60	128	41	145	133	55	87
2025-26	267	3	80	184	69	195	185	82	113

Employee Engagement Report

Information

The Employee Engagement Report has qualitative data from the 2026 Employee Engagement Survey and quantitative data showing 5 years of data to compare trends. Employee engagement and satisfaction have been identified priorities since 2003. Data from the annual survey informs the core themes, our strategic plan, and departmental goals. 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. This report is broken down into the following subsections:

- Observations and Key Findings
- Historical Respondent Overview
- 2026 Survey Methodology
- 2026 Survey Analysis
- Department Reviews

Observations and Key Findings

- Of the **71** regular employees during the submission period, **44** completed the survey. This represents a response rate of **62%**, which reflects a decrease rate from **70%** in 2025. 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 10 employees chose to skip.
- With 44 respondents out of 119 regular, temporary, faculty, and adjunct employees, the survey achieved a 37% overall response rate. Because respondents could skip the employee-category question, comparisons by employee category may not fully reflect the composition of the respondent group.
- The total number is calculated as a percentage of all regular and temporary employees (119 employees). The exempt, non-exempt and faculty numbers are calculated as a percentage of regular staff and faculty only (71 employees). The temporary staff numbers are calculated as a percentage of temporary staff and adjunct faculty (48 employees).
- The perception of how fair policies are administered at the College has shifted over the last several years. In 2026, 80% of respondents selected “very fair” or “fair” while 18% of respondents selected “needs improvement” and 2% selected “needs substantial improvement.” Compared to 2025, there was an increase from 74% that selected “very fair” or “fair”, an increase from 21% of respondents selecting “needs improvement” and a decrease from 4% of respondents selecting “needs substantial improvement.”

Historical Respondent Overview

Employee Engagement Report Table 1: survey respondents by year and employee type

	2022 Respondents		2023 Respondents		2024 Respondents		2025 Respondents		2026 Respondents	
	#	%	#	%	#	%	#	%	#	%
Total	41	57%	48	40%	45	63%	48	70%	44	62%
Exempt (Management)	14	34%	16	25%	12	27%	6	13%	9	20%
Non-Exempt (Non-Management)	20	49%	21	33%	14	31%	18	38%	14	32%
Faculty	6	15%	4	6%	4	9%	1	2%	5	11%
Temporary & Adjuncts	1	2%	6	10%	4	9%	0	0%	4	9%
Unknown, skipped			1	2%	11	24%	19	40%	10	23%

2026 Survey Methodology

- 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 report, the data collection process began on April 6, 2026, 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-five 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, and areas for improvement.

2026 Survey Analysis

- **98%** of the results show committed staff who work together to achieve a common goal, an increase from **96%** in 2025 (Q1). Respondents identified the level of collegiality and cooperation within their department as very good [5] or good [4] (**86 %**) and the level of collegiality and cooperating at the institutional level as very good [5] or good [4] (**75%**) (Q3). Approximately 82% 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, 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. **93%** of respondents (selected either a rating of [4] or [5]) report that their supervisor provides opportunities to voice concerns and share feedback, a decrease from **94%** in 2025. **91%** of respondents report that their supervisor is concerned about their professional development, an increase from **81%** in 2025. **93%** report that their supervisor follows through with solutions, an increase from **85%** in 2025, and **93%** report that they trust their supervisor’s ability to make correct decisions, an increase from **88%** in 2025 (Q2).
- A majority (**88%**) of survey participants reported a favorable opinion of the benefits package provided by the College, a slight increase from **87%** in 2025. There were **62%** of the respondents that reported favorable opinions of their salary or wages, and **76%** 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.

The following open-ended questions encouraged employees to provide feedback to support organizational improvement.

- *What is working well at the College?*
 - 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!
- *How can we 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.

The following comments were attached to a question with ratings.

- *Level of Trust between Employees and Senior Administrators*
 - High for only a few executives but remains low for some others.
- *Level of Enthusiasm and Overall, Happiness with Working at Iqisaġvik 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.
- *Improve the level of collegiality and cooperation at Iqisaġvik 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.
- *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

The scale of the data tables below is 1 (low) to 5 (high).

Senior Administration is the highest-ranking employee in every department: President, Dean of Academic Affairs, Dean of Administration, Dean of Advancement & Effectiveness, Chief Financial Officer, Executive Director of Human Resources, and the Dean of Student Services.

Employee Engagement Report Table 2: Department/division key

Academic Affairs	Administration	Advancement & Effectiveness	Business Office	Human Resources	President's Office	Student Services
Educational Technology	Bookstore	Institutional Advancement	Accounts Receivable/ Payable	Single Division	Community Education & Outreach	Admissions & Registration
Faculty	Front Desk	Research & Effectiveness	Financial Aid		External Affairs	First Year Pathway
Tuzzy Consortium Library	Information Technology		Grants Management		President's Office	Recruiting
Workforce Development	Maintenance & Operations		Payroll		Senior Administration	Student Life
	Marketing		Student Accounts			Student Wellness
	Safety & Compliance					
	Travel					

Employee Engagement Report Table 3: Academic Affairs: Support of student and community needs

Academic Affairs	1	2	3	4	5	N/A*
Educational Technology	0.0%	4.7%	6.9%	23.3%	46.5%	18.6%
Instruction/Faculty	0.0%	2.3%	11.6%	23.3%	48.8%	13.9%
Tuzzy Consortium Library	0.0%	2.3%	4.5%	22.7%	54.5%	15.9%
Workforce Development	0.0%	2.3%	0.0%	20.9%	62.8%	13.9%

Employee Engagement Report Table 4: Academic Affairs: Responsiveness to requests, customer service and willingness to help

Academic Affairs	1	2	3	4	5	N/A*
Educational Technology	0.0%	4.6%	6.9%	27.9%	48.8%	11.6%
Instruction/Faculty	0.0%	4.7%	11.63%	46.5%	27.9%	9.3%
Tuzzy Consortium Library	0.0%	4.7%	2.3%	34.9%	51.2%	6.9%
Workforce Development	0.0%	2.3%	4.7%	23.3%	58.1%	11.6%

Employee Engagement Report Table 5: Academic Affairs: Tuzzy Library services

Tuzzy Library	1	2	3	4	5	N/A*
Library customer service	0.0%	2.3%	6.9%	32.6%	48.8%	9.3%
Library collection	0.0%	0.0%	9.3%	30.2%	48.8%	11.6%
Library program and events	0.0%	0.0%	9.3%	27.9%	58.1%	4.7%
Online services	0.0%	0.0%	9.3%	32.6%	39.5%	18.6%
Internet access	0.0%	0.0%	9.3%	32.6%	41.9%	16.3%
Facilities and event space	0.0%	0.0%	2.4%	39.0%	51.2%	7.3%
Hours of operation	0.0%	2.4%	2.4%	28.6%	57.4%	9.5%

Employee Engagement Report Table 6: Administration: Support of student and community needs

Administration	1	2	3	4	5	N/A*
Bookstore	2.3%	2.3%	4.7%	32.6%	44.2%	13.9%
Front Desk	0.0%	2.3%	16.3%	16.3%	34.9%	30.2%
Information Technology	0.0%	2.3%	2.3%	30.2%	51.2%	13.9%
Maintenance & Operations	0.0%	2.3%	2.3%	18.6%	58.1%	18.6%
Marketing	0.0%	0.0%	4.7%	27.9%	48.9%	18.6%
Safety & Compliance	2.4%	2.4%	4.8%	23.8%	45.2%	21.4%
Travel	0.0%	2.4%	2.4%	26.2%	40.5%	28.6%

Employee Engagement Report Table 7: Administration: Responsiveness to internal requests, customer service and willingness to help

Administration	1	2	3	4	5	N/A*
Bookstore	4.7%	0.0%	4.7%	37.2%	48.8%	4.7%
Front Desk	2.4%	2.4%	4.8%	23.8%	45.2%	15.9%
Information Technology	0.0%	2.3%	6.9%	30.2%	55.8%	4.7%
Maintenance & Operations	2.3%	2.3%	2.3%	25.6%	62.8%	4.7%
Marketing	0.0%	2.3%	6.9%	30.2%	58.1%	2.3%
Safety & Compliance	2.3%	2.3%	9.3%	32.6%	44.2%	9.3%
Travel	0.0%	4.7%	9.3%	27.9%	48.8%	9.3%

Employee Engagement Report Table 8: Advancement & Effectiveness: Responses to internal feedback questions

Advancement and Effectiveness	1	2	3	4	5	N/A*
Responsiveness to requests	0.0%	0.0%	4.7%	16.3%	62.8%	16.3%
Customer service and willingness to help	0.0%	2.3%	2.3%	23.3%	55.8%	16.3%
Supports student and community needs	0.0%	2.3%	2.3%	18.6%	53.5%	23.3%

Employee Engagement Report Table 9: Business Office: Support of student and community needs

Business Office	1	2	3	4	5	N/A*
Accounts Receivable/ Payable	0.0%	0.0%	9.5%	11.9%	61.9%	16.7%
Financial Aid	0.0%	0.0%	7.1%	11.9%	69.1%	11.9%
Grants Management	0.0%	0.0%	4.8%	11.9%	52.4%	30.9%
Payroll	2.4%	2.4%	2.4%	12.2%	56.1%	24.4%
Student Accounts	0.0%	0.0%	2.4%	12.2%	63.4%	21.9%

Employee Engagement Report Table 10: Business Office: Responsiveness to internal requests, customer service and willingness to help

Business Office	1	2	3	4	5	N/A*
Accounts Receivable/ Payable	0.0%	0.0%	9.3%	4.7%	83.7%	2.3%
Financial Aid	0.0%	0.0%	7.1%	11.9%	73.8%	7.1%
Grants Management	0.0%	0.0%	9.5%	19.1%	59.5%	11.9%
Payroll	4.7%	0.0%	4.7%	9.30%	81.4%	0.0%
Student Accounts	0.0%	0.0%	2.4%	11.9%	64.3%	21.4%

Employee Engagement Report Table 11: Human Resources: Responses to internal feedback questions

Human Resources	1	2	3	4	5	N/A*
Responsiveness to requests	0.0%	0.0%	4.6%	20.5%	75.0%	0.0%
Customer service and willingness to help	0.0%	0.0%	4.6%	15.9%	79.6%	0.0%
Accuracy to requests	0.0%	2.3%	6.8%	31.8%	56.8%	2.3%
Supports student and community needs	0.0%	0.0%	4.6%	18.2%	56.8%	20.5%
Supports staff and faculty needs	0.0%	0.0%	4.6%	25.0%	61.4%	9.1%
Employee Onboarding	2.3%	9.3%	6.9%	23.3%	44.2%	13.6%

Employee Engagement Report Table 12: President's Office: Responses to internal feedback questions and Community Outreach

President's Office	1	2	3	4	5	N/A*
Responsiveness to requests	0.0%	0.0%	11.4%	15.9%	68.2%	4.6%
Customer service and willingness to help	0.0%	2.3%	9.1%	11.4%	72.7%	4.6%
Supports student and community needs	0.0%	2.3%	6.8%	9.1%	77.3%	4.6%
Communication	0.0%	0.0%	11.4%	11.4%	75.0%	2.3%
Community Outreach	0.0%	4.7%	4.7%	23.3%	55.8%	11.6%

Employee Engagement Report Table 13: President's Office: Senior Administrators

Senior Administration	1	2	3	4	5	N/A*
Responsiveness to requests	0.0%	2.3%	2.3%	32.1%	58.1%	4.7%
Accuracy to requests	0.0%	2.3%	2.3%	32.6%	53.5%	9.3%
Customer service and willingness to Help	0.0%	0.0%	6.9%	30.2%	58.1%	4.7%
Supports students	2.3%	0.0%	6.9%	27.9%	55.8%	6.9%
Serves community needs	0.0%	2.3%	6.9%	20.9%	58.1%	11.6%

Employee Engagement Report Table 14: Student Services: Support of student and community needs

Student Services	1	2	3	4	5	N/A*
Admissions & Registration	0.0%	0.0%	9.3%	32.6%	46.5%	11.6%
First Year Pathways	0.0%	0.0%	4.7%	13.9%	44.2%	34.9%
Recruiting	0.0%	0.0%	4.7%	16.3%	65.1%	13.9%
Student Experience (Programs, Services, and Facilities)	0.0%	0.0%	9.3%	30.2%	46.5%	13.9%
Student Wellness	0.0%	4.8%	14.3%	26.2%	42.9%	11.9%

Employee Engagement Report Table 15: Student Services: Responsiveness to internal requests, customer service and willingness to help

Student Services	1	2	3	4	5	N/A*
Admissions & Registration	0.0%	0.0%	13.9%	34.9%	46.5%	4.7%
First Year Pathways	0.0%	2.4%	9.5%	19.1%	38.1%	30.9%
Recruiting	2.3%	0.0%	4.7%	20.9%	62.8%	9.3%
Student Experience (Programs, Services, and Facilities)	0.0%	0.0%	9.3%	34.9%	44.2%	11.6%
Student Wellness	0.0%	4.7%	16.3%	34.9%	39.5%	4.7%

Financial Aid Report

Information:

The Financial Aid report contains detailed scholarship data for AY2025-26 and a five-year historical snapshot of Tuition Waiver data. This report is broken into three subsections:

- Observations and Key Findings
- Scholarship Sources and summary by term
- Tuition Waiver

Federal Supplemental Educational Opportunity Grant (FSEOG) is a need-based grant for undergraduate students who demonstrate exceptional financial need to help pay for their education. Awards can range from \$100–\$4,000 and do not need to be repaid.

Scholarship: A type of financial aid. Typically, a grant or payment made to support a student’s education, awarded based on academic achievement or financial need.

Observations and Key Findings:

- Both the amount of funding awarded and the number of students awarded increased term to term and year to year.
- 539 students were awarded \$1,193,654 over the academic year.
- Including the various tuition waivers, students were awarded over \$1.5 million in aid.
- Arctic Education Foundation awarded the most private scholarship aid to students, totaling \$220,721.

Scholarship Sources and Summary by Term:

Financial Aid Report Table 1: Summer 2025 scholarship sources and amounts

Scholarship Sources	Amount Awarded
Arctic Education Foundation	\$22,554
Cook Inlet Tribal Council	\$750
Full Circle*	\$800
Iļisaġvik College Scholars	\$220
Kodiak Area Native Association	\$1,175
Native Village of Barrow	\$2,000
Olgoonik Foundation	\$1,500
Shee Atika Scholarship	\$1,500
South Central Foundation	\$4,480
SouthEast Alaska Regional HC	\$5,655
Summer Fund*	\$13,910
UIC Foundation	\$6,000
Yukon Kuskokwim Health Corp	\$4,590
Subtotal	\$65,134
Federal Pell	\$13,468
Federal SEOG	\$4,698
Total	\$83,300

*Denotes American Indian College Fund Scholarship

Financial Aid Report Table 2: Summer 2025 award packages by tier

Award Packages	
Value	Number of Students
\$0 - \$1000	51
\$1,001 - \$2,000	24
\$2,001 - \$3,000	14
\$3,001 - \$4,000	4
\$4,001 - \$5,000	2
\$5,001 - \$6,000	0
\$6,001 - \$7,000	0
\$7,001 - \$8,000	1
\$8,001 - \$9,000	0
\$9,001 - \$10,000	0
Over \$10,000	0
Total Students	96

Financial Aid Report Table 3: Summer 2025 average award packages

Summary: Award Packages & Avg. Credits	
Smallest Award Package	\$315
Largest Award Package	\$7,221
Average Award Package	\$1,297
Average Credits/Term	3.86

Financial Aid Report Table 4: Fall 2025 scholarship sources and amounts

Scholarship Sources	Amount Awarded
AK Commission Postsecondary Ed. AEG	\$35,500
Alaska Performance Scholarship	\$21,875
Aleut Foundation	\$4,611
American Indian Services	\$1,000
Anica, Inc.	\$2,000
Anthony Byrnes-Alvarado Scholarship*	\$2,375
Aqqaluk Trust	\$3,000
Arctic Education Foundation	\$118,143
Assoc. Village Council President	\$5,000
ASTAC Scholarship	\$3,000
Barbara Bratone Endowed Scholarship*	\$1,755
Beatrice Arthur Endowed Scholarship*	\$4,950
Beringia Trust Scholarship	\$1,000
Catherine Riggs Hildeen Endowed Scholarship*	\$4,400
City of Utqiagvik	\$5,786
Cook Inlet Tribal Council	\$1,125
Craig George Memorial Scholarship	\$4,250
Doyon Foundation	\$4,000
Empowering Part-Time Students Scholarship*	\$10,295
First-time College Student Scholarship*	\$15,956
Full Circle Scholarship*	\$9,250
General Fund Scholarship*	\$11,922
Goldbelt, Inc	\$2,000
Gutstein Endowed Scholarship*	\$750
Iñisagvik College Scholars	\$52,451
Kodiak Area Native Association	\$6,970
Leadership: Barrow	\$1,600
Mary Owen Harper Endowed Scholarship*	\$6,000
Mazar Family Charity Foundation Trust*	\$4,750
Nappaivik Foundation, Inc. Scholarship	\$7,500
Native Village of Barrow	\$8,800
Native Village of Kaktovik	\$6,000
NNSA Arctic Scholars	\$5,000
Nome Eskimo Community	\$3,500
Norton Sound Economic Dev Corp	\$9,719
Norton Sound Health Corp	\$11,895
Olgoonik Foundation	\$9,500

Sealaska Heritage Institute	\$3,905
Shee Atika Scholarship	\$1,500
SNC Trust	\$2,450
South Central Foundation	\$9,520
SouthEast Alaska Regional HC	\$13,860
Tanana Chiefs Conference	\$1,000
The CIRI Foundation	\$1,200
Thomas C. and Lois L. Sando Foundation Scholarship*	\$5,000
Turner Estates Endowed Scholarship*	\$8,000
UIC Foundation	\$21,660
Yukon Delta Fisheries Deve	\$22,564
Yukon Kuskokwim Health Corp	\$10,967
Subtotal	\$509,254
Federal Pell	\$107,960
Federal SEOG	\$8,500
Total	\$625,714

*Denotes American Indian College Fund Scholarship

Financial Aid Report Table 5: Fall 2025 award packages by tier

Award Packages	
Value	Number of Students
\$0 - \$1000	92
\$1,001 - \$2,000	43
\$2,001 - \$3,000	21
\$3,001 - \$4,000	21
\$4,001 - \$5,000	14
\$5,001 - \$6,000	6
\$6,001 - \$7,000	6
\$7,001 - \$8,000	5
\$8,001 - \$9,000	3
\$9,001 - \$10,000	3
Over \$10,000	23
Total Students	237

Financial Aid Report Table 6: Fall 2025 average award packages

Summary: Award Packages & Avg. Credits	
Smallest Award Package	\$100
Largest Award Package	\$21,977
Average Award Package	\$3,396
Average Credits/Term	6.84

Financial Aid Report Table 7: Spring 2026 scholarship sources and amounts

Scholarship Sources	Amount Awarded
AK Commission Postsecondary Ed AEG	\$2,375
Alaska Performance Scholarship	\$1,755
Aleut Community of St. Paul Tribal Government	\$4,950
Aleut Foundation	\$4,400
Anthony Byrnes-Alvarado Scholarship*	\$2,500
Aqqaluk Trust	\$10,295
Arctic Education Foundation	\$15,956
Assoc. Village Council President	\$4,000
Barbara Bratone Endowed Scholarship*	\$12,316
Beatrice Arthur Endowed Scholarship*	\$750
Beringia Trust Scholarship	\$4,750
Calista Education Culture Inc	\$1,200
Catherine Riggs Hildeeen Endowed Scholarship*	\$5,000
City of Barrow	\$28,037
Coca-Cola Scholar*	\$11,813
Craig George Memorial Scholarship	\$315
Douglas Indian Association	\$3,515
Doyon Foundation	\$1,500
Emmonak Tribal Council	\$80,024
Empowering Part-Time Students*	\$10,500
First-time College Student Scholarship*	\$5,000
Full Circle Scholarship*	\$4,375
General Fund Scholarship*	\$2,043
Goldbelt, Inc.	\$750
Gutstein Endowed Scholarship*	\$1,435
Iļisaġvik College Scholars	\$5,600
Kawerak Inc	\$222
King Island Native Community	\$2,000
Kodiak Area Native Association	\$33,899
Mary Owen Harper Endowed Scholarship*	\$2,250
Mazar Family Charity Foundation Trust*	\$250
Nappaivik Foundation	\$7,485
Native Village of Barrow	\$6,000
Nome Eskimo Community	\$4,500
Norton Sound Economic Dev. Corp.	\$7,200
Norton Sound Health Corporation	\$1,000
Olgoonik Foundation	\$9,625
Sealaska Heritage Institute	\$11,985

SNC Trust	\$5,750
Southcentral Foundation	\$1,677
SouthEast Alaska Regional HC	\$750
Spirit of Sovereignty	\$7,115
Student of the Year*	\$6,870
Tanana Chiefs Conference	\$2,000
Thomas C. and Lois L Sando Foundation Scholarship Fund*	\$1,000
Turner Estates Endowed Scholarship*	\$8,000
UIC Foundation	\$23,000
Yukon Delta Fisheries Deve	\$15,000
Yukon Kuskokwim Health Corp	\$13,740
Subtotal	\$396,473
Federal Pell	\$80,666
Federal SEOG	\$7,500
Total	\$484,639

*Denotes American Indian College Fund Scholarship

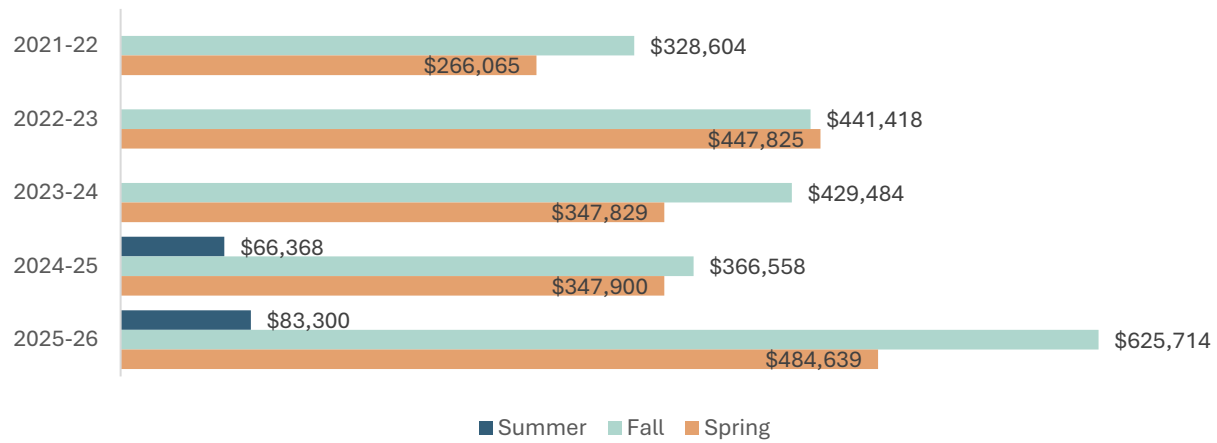
Financial Aid Report Table 8: Spring 2026 award packages by tier

Award Packages	
Value	Number of Students
\$0 - \$1000	83
\$1,001 - \$2,000	43
\$2,001 - \$3,000	18
\$3,001 - \$4,000	13
\$4,001 - \$5,000	7
\$5,001 - \$6,000	7
\$6,001 - \$7,000	5
\$7,001 - \$8,000	8
\$8,001 - \$9,000	1
\$9,001 - \$10,000	3
Over \$10,000	18
Total Students	206

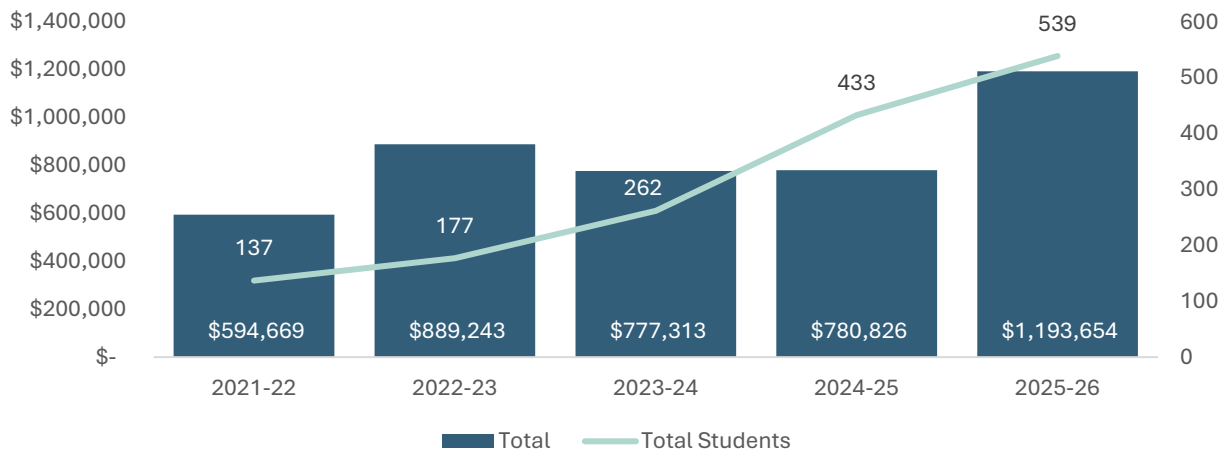
Financial Aid Report Table 9: Spring 2026 average award packages

Summary: Award Packages & Avg. Credits	
Smallest Award Package	\$315
Largest Award Package	\$17,847
Average Award Package	\$3,076
Average Credits/Term	6.96

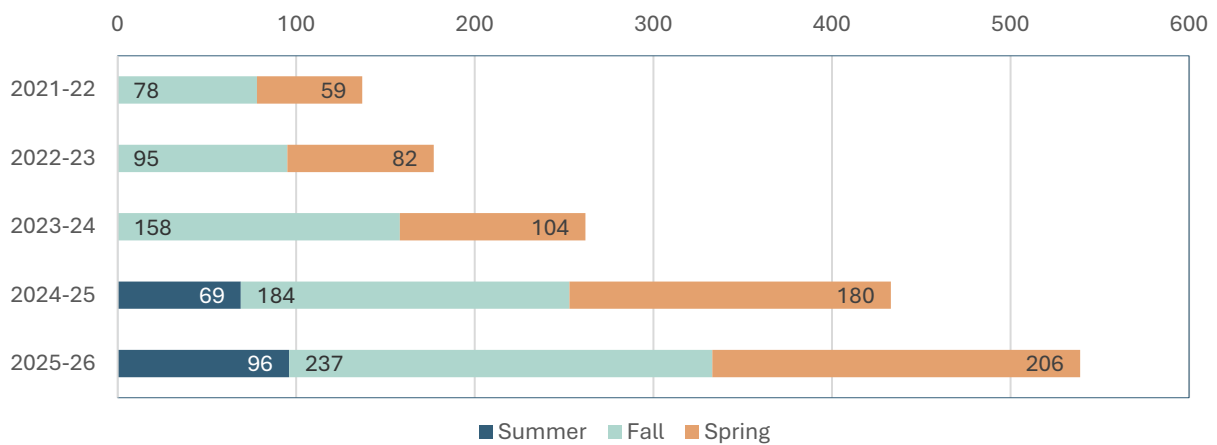
Total Awards by Semester 2021-2026



Financial Aid by Year



of Students Awarded by Semester

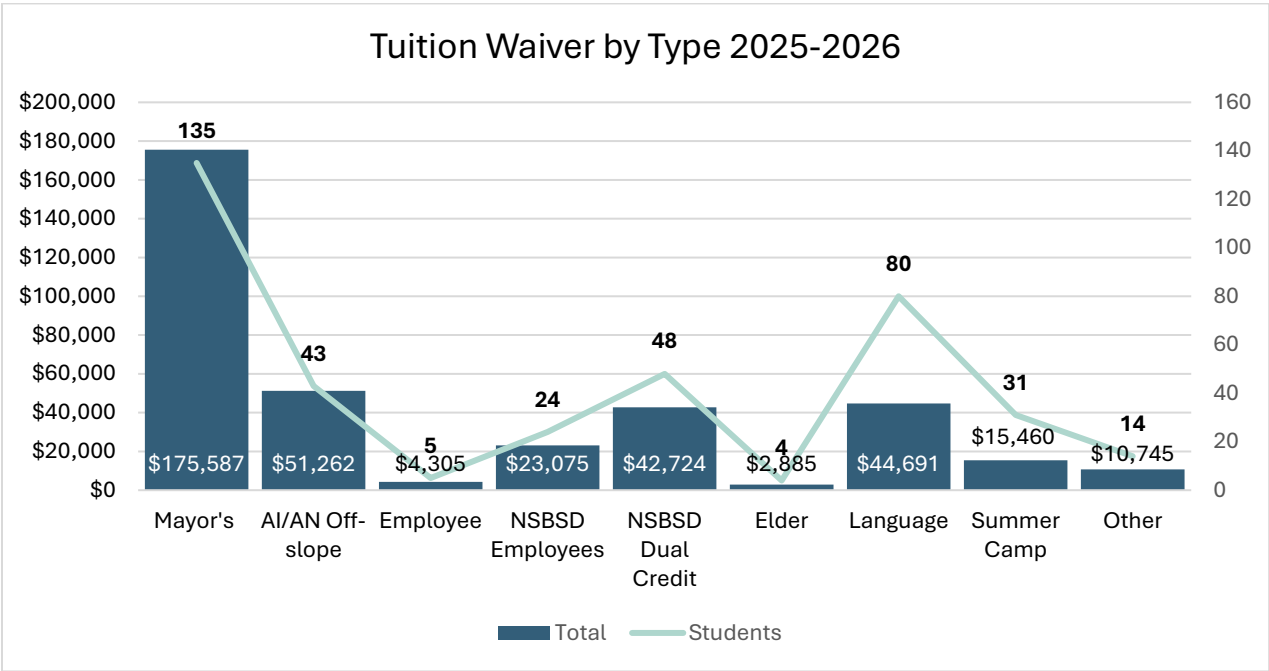


Tuition Waiver

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”
- Iḷisaḡvik Waiver for College employees, spouses, dependents
- NSBSD Waiver for District teachers
- NSBSD Waiver for Dual Credit students
- Elder Waiver
- Language Course Waiver
- Summer Camp 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
2025-26	\$175,587	\$51,262	\$133,139	\$359,988	384	1,342	\$205



Foundational Education Report

Information:

The Foundational Education report contains enrollment and completion data by course for AY2025-26 and a five-year historical snapshot of enrollments and completions.

This report is broken into four subsections:

- Observations and Key Findings
- Course Statistics: English
- Course Statistics: Math
- Historical Completion and Enrollments

Observations and Key Findings:

- Math enrollment increased slightly from 72 last year to 73 students in academic year 2025-2026. English enrollment increased from 23 students last year to 31 students this year.
- Completion rates improved in English (86% in Sp26, vs. 67% in Sp25) this year. Math completion rates dropped (86% in Sp26 vs. 93% in Sp25), but have, overall, been trending as strong the last three years.

Course Statistics: English

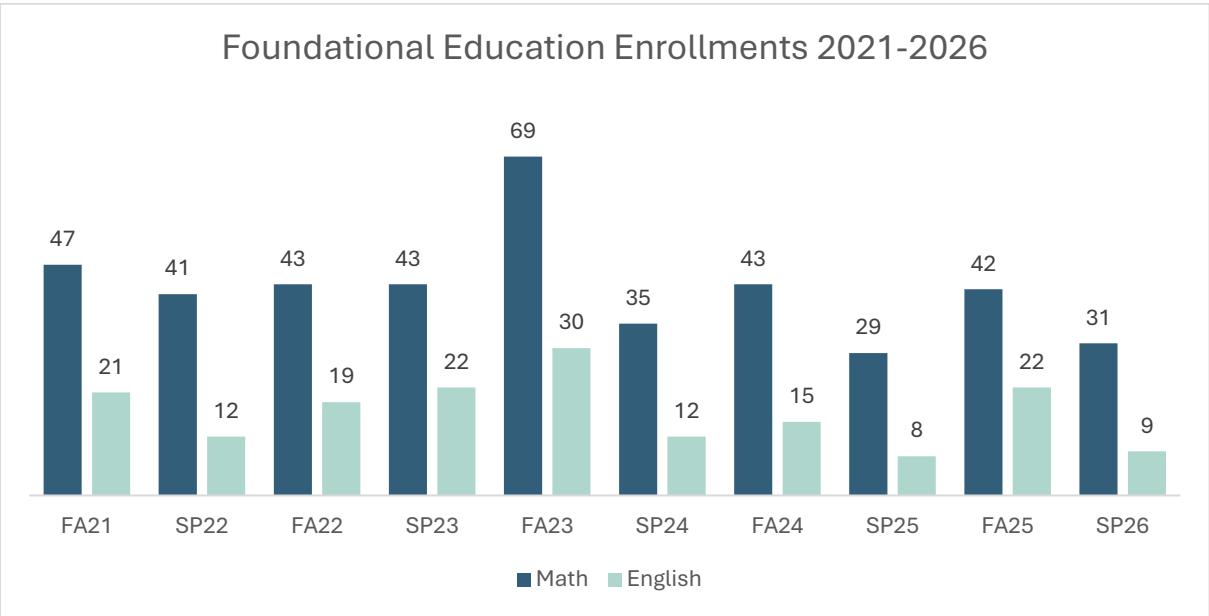
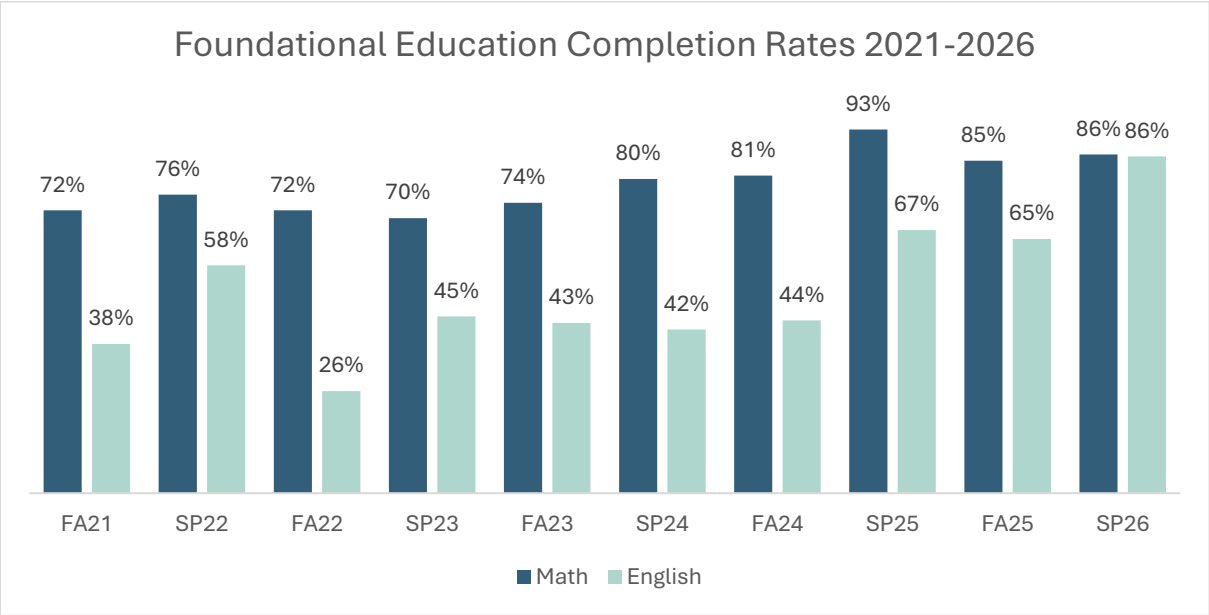
Semester	Course	Section	Registered # of students	Withdrew # of students	Grade C or higher		Grade D or lower	
					# of students	% of students	# of students	% of students
FA25	ENGL 031	1	9	2	5	71%	2	29%
FA25	ENGL 075	1	13	3	6	60%	4	40%
SP26	ENGL 031	1	6	2	3	75%	1	25%
SP26	ENGL 075	1	3	0	3	100%	0	0%

Course Statistics: Math

Semester	Course	Section	Registered # of students	Withdrew # of students	Grade C or higher		Grade D or lower	
					# of students	% of students	# of students	% of students
FA25	MATH 055A	1	9	1	7	88%	1	13%
FA25	MATH 055A	2	3	0	2	67%	1	33%
FA25	MATH 055B	1	9	0	7	78%	2	22%
FA25	MATH 055B	2	4	2	2	100%	0	0%
FA25	MATH 060A	1	3	0	2	67%	1	33%
FA25	MATH 060A	2	4	0	4	100%	0	0%
FA25	MATH 060B	1	3	0	3	100%	0	0%
FA25	MATH 060B	2	7	0	6	86%	1	14%
SP26	MATH 055A	1	4	2	2	100%	0	0%
SP26	MATH 055B	1	3	0	2	67%	1	33%
SP26	MATH 060A	1	13	0	10	77%	3	23%
SP26	MATH 060B	1	11	0	11	100%	0	0%

Historical Completion and Enrollment

- Completion rates for Foundational Math and English continue to be on an overly upward trend.
- While there are slightly more enrollments in AY25-26 compared to AY24-25, (1% increase fo Math and 6% increase for English), there was a 22% overall increase in credit courses. It is likely that students are testing directly into gateway Math and English, which is a positive for the students and the institution.



Graduation Report

Information:

The Graduation Report contains summary data on conferrals and graduation rates on a five-year rolling basis. 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. For detailed graduation information by program, see the **Programmatic Report**. This report is broken into four subsections:

- Observations and Key Findings
- Credentials Conferred
- Graduation Rates: AIHEC AIMS
- Graduation Rates: Postsecondary Data Partnership Cohorts

Observations and Key Findings:

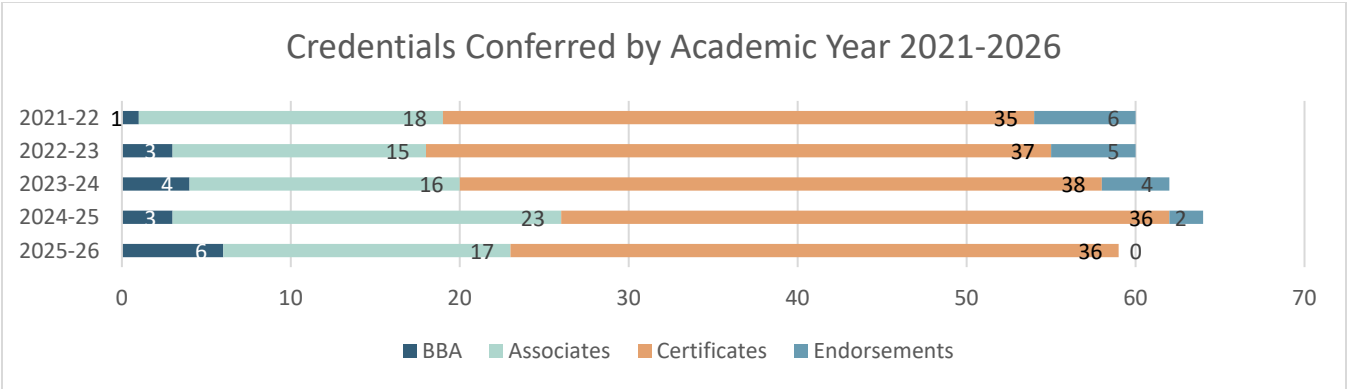
- The number of degrees/certificates/endorsements earned decreased from **63** to **59**.
- This past year **63%** of diplomas were earned by Alaska Native or American Indian students, a slight decrease from last year's rate of **65%**.

Credentials Conferred:

- In AY25-26, **59** credentials were conferred to **37** individual students.
- **Six** Bachelor of Business Administration degrees were conferred this academic year, the highest of any year to date.
- The Business and Accounting program accounted for almost half of all conferrals with 25. This program conferred **6** BBAs, **5** AAS degrees, and **14** certificates.

Graduation Report Table 1: Credentials conferred by academic year, category and ethnicity breakout.

PROGRAM	2021-22	2022-23	2023-24	2024-25	2025-26
TOTAL BBA DEGREES	1	3	4	3	6
Alaskan Native/American Indian	1	2	3	2	5
All other ethnicities	0	1	1	1	1
TOTAL AA/AS DEGREES	9	2	5	8	8
Alaskan Native/American Indian	5	2	4	5	6
All other ethnicities	4	0	1	3	2
TOTAL AAS DEGREES	8	13	14	15	9
Alaskan Native/American Indian	5	6	10	10	5
All other ethnicities	3	7	4	5	4
TOTAL CERTIFICATES	38	26	33	35	36
Alaskan Native/American Indian	20	16	22	22	21
All other ethnicities	18	10	11	13	15
TOTAL ENDORSEMENTS	7	7	4	2	0
Alaskan Native/American Indian	6	5	4	2	0
All other ethnicities	1	2	0	0	0
TOTAL (ALL)	63	51	60	63	59
Alaskan Native/American Indian	37	31	43	41	37
All other ethnicities	26	19	17	22	22



Graduation Rates- AIHEC AIMS:

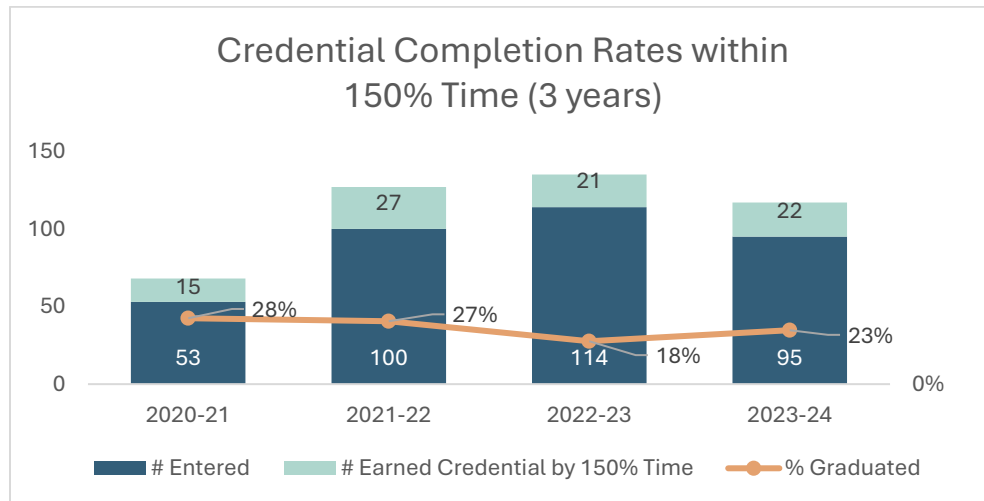
- The American Indian Higher Education Consortium (AIHEC) requires each Tribal College to submit a report American Indian Measures of Success (AIMS) on student success each year, to include graduation rates. This rate is calculated by dividing the number of graduates (Associate Degrees) by the number of full-time students in the fall cohort minus the number of students with an allowable exclusion (# Graduates/ (# FT students-# Exclusions). Specifically, the rate is calculated to include students who graduate within 150% time (3 academic years).
- As evidenced by the table below, there is significant fluctuation in the number of students who can be included in the cohort as well as the graduation rate, largely due to students starting in full-time status, and then switching between full-time and part-time based on their needs.

Graduation Report Table 2: AIMS 150% graduation rates for full-time, associate degree-seeking students.

FA20 Cohort (Include Transfer-Ins)	FA20 Cohort Graduates	Transferred to another college	Students with Exclusions	2yr Graduation Rate (150%)
FA20 Cohort	AY 2022-23 or Earlier	FA20 Cohort	FA20 Cohort	
8	4	0	0	50%
FA21 Cohort (Include Transfer-Ins)	FA21 Cohort Graduates	Transferred to another college	Students with Exclusions	2yr Graduation Rate (150%)
FA21 Cohort	AY 2023-24 or Earlier	FA21 Cohort	FA21 Cohort	
16	5	2	0	31%
FA22 Cohort (Include Transfer-Ins)	FA22 Cohort Graduates	Transferred to another college	Students with Exclusions	2yr Graduation Rate (150%)
FA22 Cohort	AY 2024-25 or Earlier	FA22 Cohort	FA22 Cohort	
15	2	1	0	13%
FA23 Cohort (Include Transfer-Ins)	FA23 Cohort Graduates	Transferred to another college	Students with Exclusions	2yr Graduation Rate (150%)
FA23 Cohort	AY 2025-26 or Earlier	FA23 Cohort	FA23 Cohort	
24	6	1	0	25%

Graduation Rates- Postsecondary Data Partnership Cohorts:

- The standard tracking timeframe is 150% (3 years) from entrance to a program for student groups that are primarily seeking associates degrees regardless of credit-time status.
- The chart below represents the credential completion rates for the PDP cohorts within 150% time. 2020-2021 was the first cohort of students to be tracked by PDP, and the data available for these students will expand each academic year. This rate does not factor in students who transferred out and then completed a credential.



Grants Report

Information:

The Grants Report contains data on grand awards and amounts on a five-year rolling basis by fiscal year. For additional information, see **Appendix: Grants**. This report is broken into two subsections:

- Observations and Key Findings
- Historical Overview

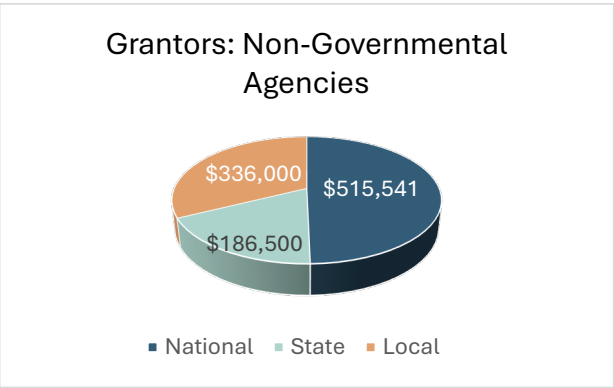
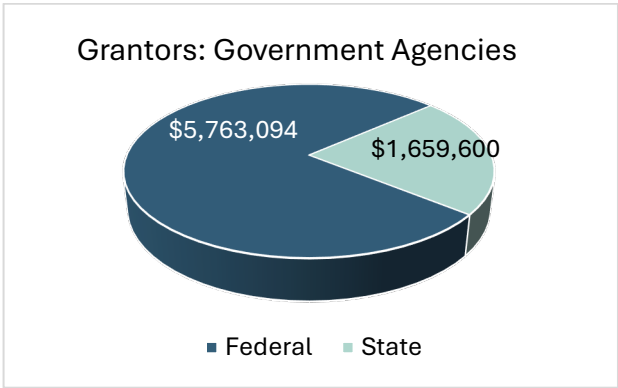
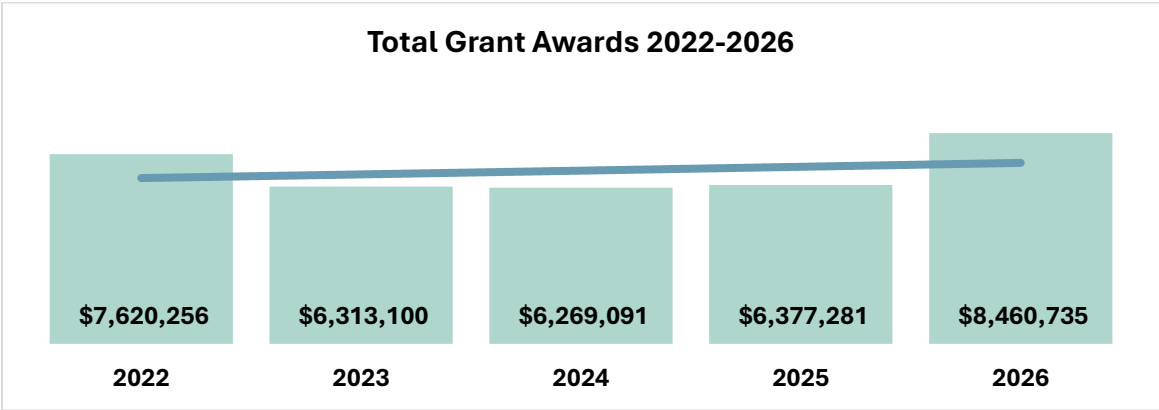
Observations and Key Findings:

- This year the College saw an increase in overall grant funding from **\$6,377,281** to **\$8,460,735**. This increase is due to the College’s diligence to diversify funding sources.
- The total number of new grants in 2026 increased from **27** to **32** grants over the past year, and the average award amount increased from **\$236,196** to **\$264,398**.

Historical Overview:

Grant Report Table 1: Overview of grants awarded and amounts from 2022 to 2026

Fiscal Year	Total Amount Awarded	# of Grants Awarded	Average Award Amount
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	27	\$236,196
2026	\$8,460,735	32	\$264,398



Human Resources Report

Information:

The Human Resources Report contains data on staffing at various points throughout the year. 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. Adjunct faculty are employed on a semester-contract and terminated/re-hired each term. Though summer occur in May, the May numbers reflect Spring adjunct totals. Summer adjunct totals are counted in the Academic Staff by Semester table. Additionally, the College utilizes several 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. This report is broken into the following subsections:

- Observations and Key Findings
- Historical Overview
- Workforce Snapshot 2025-2026

Observations and Key Findings:

- This year had a slight increase in filled staff positions up to **119** in May 2026 from **116** in May 2025, resulting in a decrease of vacancies, down to **15%** from **18%**.
- Staff turnover increased from **27%** to **30%**.

Historical Overview:

- Staffing is at a 5 year high at **119** employees.
- There were **26** new employees hired at Iłisaḡvik College during the most recent reporting cycle, which amounts to 37% of the entire workforce, and **50%** were local hires, which is a slight increase from **42%** in the prior reporting period.

Human Resources Report Table 1: Historical overview (2022-2026) of staffing and vacancy levels in May.

Regular/Temp. Employees	Total:	May 2022	May 2023	May 2024	May 2025	May 2026
		107	117	117	116	119
Employees by Type	# Regular Faculty:	9	10	9	10	11
	# Regular Staff:	61	62	61	60	60
	# Regular PT Staff:	1	0	0	0	0
	# Adjunct & Special Projects:	9	18	22	20	27
	Temporary Staff:	27	27	25	26	21
Employees in Villages	Total #:	14	9	8	6	7
Vacancies	# Temporary Staff:	7	9	8	10	9
	# FT Staff/Faculty:	9	10	11	11	9
	% of total workforce	15%	14%	16%	18%	15%

Human Resources Report Table 2: Historical overview (2022-2026) of new personnel

Year	# New Hires	% of Workforce	% Local Hire
2022	14	20%	35%
2023	12	17%	90%
2024	24	34%	75%
2025	24	34%	42%
2026	26	37%	50%

Workforce Snapshot 2025-2026:

Workforce Snapshot: Taken during the 2025 Fall semester (Oct. 15, 2025, and again during the Spring 2026 semester (May 15, 2026.) The fall snapshot reflects three less members than the spring snapshot, 117 and 120 regular/temporary employees respectively.

- **Resident/Local Hires:** Local residents filled 13 of the 21 vacant positions. “Resident Hire” is defined in the Iñisagvik 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. Twenty-one employees left employment with the College, which is 30% of the total workforce (based on an average of 70 employees).
- Voluntary and Involuntary Turnover:
 - Two **(2)** employees relocated from the North Slope
 - Four **(4)** employees received a promotional opportunity with a different NS employer
 - Four **(4)** employees retired
 - Twelve **(12)** employees left employment for other reasons (voluntary/involuntary)
- **Employee Development/Promotions:** Of the **26** new hires between May 15, 2025 – May 15, 2026, **5** vacancies **(19%)** were filled through internal promotions/transfers. Of those internal promotions, **3** created new vacancies to backfill as opposed to **2** internal promotions, which did not create a vacancy.

Human Resources Report Table 3: Academic Staff by semester

Term	Full-Time Faculty	Adjunct & Special Projects Instructors	Student Interns
Summer 2025	10	7	0
Fall 2025	9	26	4
Spring 2026	11	27	5

Human Resources Report Table 4: Detailed Workforce Snapshot by Position Type

Regular Employee Category	October 15, 2025					May 15, 2026				
	Gender		Ethnicity		Increase or Decrease Since May 2025	Gender		Ethnicity		Increase or Decrease Since October 2025
	M	F	AK Native	Non-AK Native		M	F	AK Native	Non-AK Native	
Executive (PAT Members)	0	7	1	6	+1	1	6	0	7	0
Administrative/ Professional (Exempt)	8	18	3	23	+1	11	15	5	21	0
Full-time Faculty	6	3	2	7	-1	8	3	3	8	+2
Non-Exempt	26	42	14	54	-3	14	13	9	18	+1
Total Full time	26	42	14	54	-2	34	37	17	54	+3
Subtotal Regular Employees	68					71				
Temp. Full-time	1	1	0	2	+1	0	1	0	1	-1
Temp. Part-time (Includes Adjuncts & Special Projects)	15	32	8	39	+4	16	32	6	42	+1
Permanent Part-time	0	0	0	0	0	0	0	0	0	0
Total Part Time & Temp.	16	33	8	41	+5	16	33	6	43	0
Subtotal Temp. Employees	46					49				
Total Employees	117					120				

Human Resources Report Table 5: Employee Change Over One Year: May 2025 – May 2026

Number of Regular, Full-Time Employees Hired or Promoted	Hired: 26
	37% of Workforce (Based on an average of 70 regular FT positions)
	Of these 26 hires, 3 (or 12%) of the vacancies were filled through promotions/transfers which created back vacancies.
	3 of the 26 hires/transfers resulted from the creation of new positions.
	2 employees were promoted/transferred to a position that did not create back vacancies
Number of Vacant Regular Full-Time Positions Posted	Local residents filled 50% of vacancies.
	Regular Full Time: 26 Faculty: 9
Number of Regular Employees Retained	21 employees left the workforce, which is 30% of the workforce based on daily average.

Persistence Report

Information:

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 term to term. The fall to spring snapshot provides insight into the enrollment patterns and retention of students who are formally engaged in completing a credential at Iñiaḡvik College. This report is broken into the following subsections:

- Observations and Key Findings
- Historical Overview

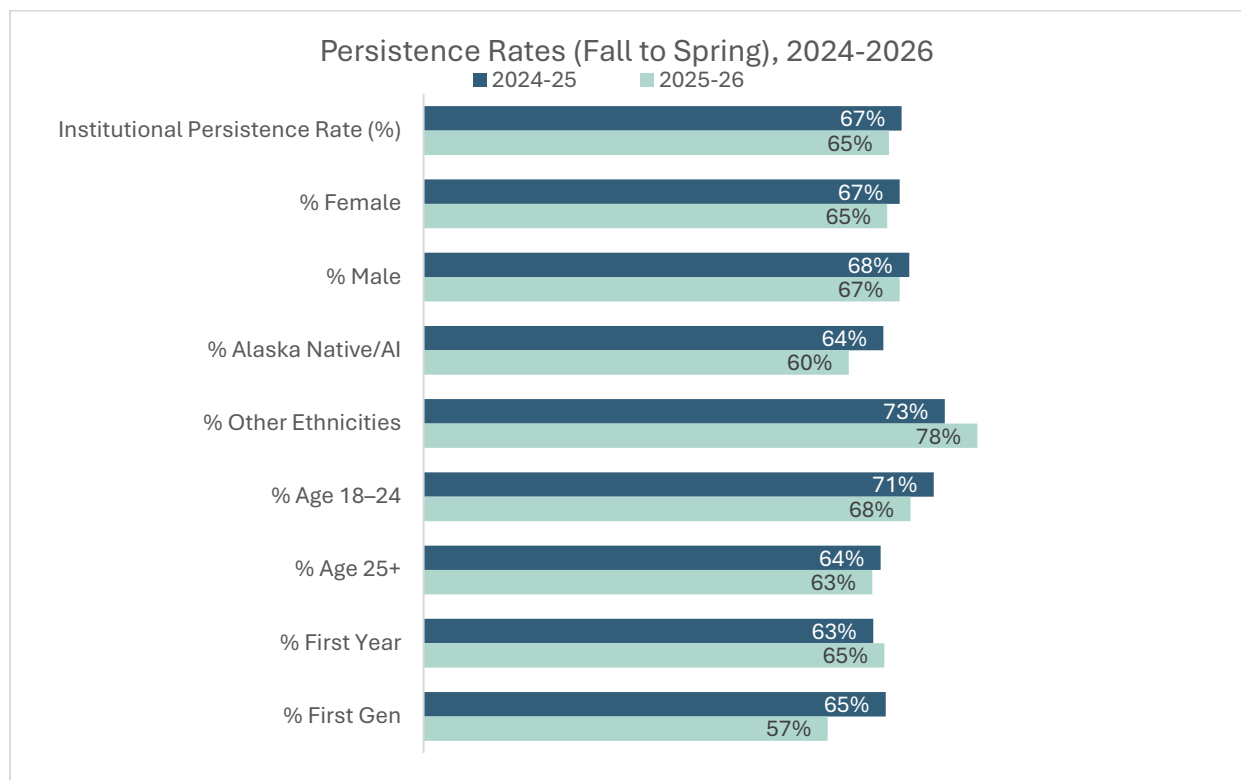
Persistence is defined as the percentage of degree-seeking students who attended the fall semester and continued for the subsequent spring semester. Calculation: $\text{Spring} / (\text{Fall} - \text{Graduates})$.

Observations and Key Findings:

- The institutional fall to spring persistence rates decreased slightly from **67%** to **65%** and remains well over the goal of **50%**.
- First generation students had the lowest persistence at **57%**, and non-American Indian/Alaska Native students had the highest rate (**78%**).

Historical Overview:

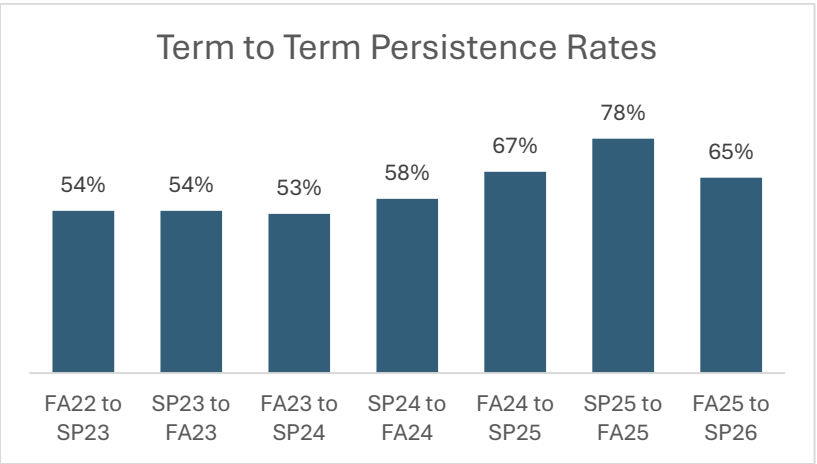
- Term to term persistence rates have continued to improve, with the highest rate at **78%** (Spring 25 to Fall 25).



Persistence Report Table 1: Historical term to term persistence rates, number of students does not factor in graduates

	SP23		FA23		SP24		FA24		SP25		FA25		SP26	
# DS students enrolled	157		174		137		126		130*		182*		159*	
	50	107	43	131	35	101	25	101	29	99	42	138	41	116
	32%	68%	25%	75%	26%	74%	20%	80%	22%	76%	23%	76%	26%	73%
# DS students who returned from previous semester	99		84		92		79		83		102*		116*	
	27	72	15	69	26	66	15	64	17	66	15	85	28	87
Persistence Rate (%)	54%		54%		53%		58%		67%		78%		65%	
	51%	55%	30%	64%	60%	50%	43%	64%	68%	65%	52%	86%	67%	65%
Gender	M	F	M	F	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

Information:

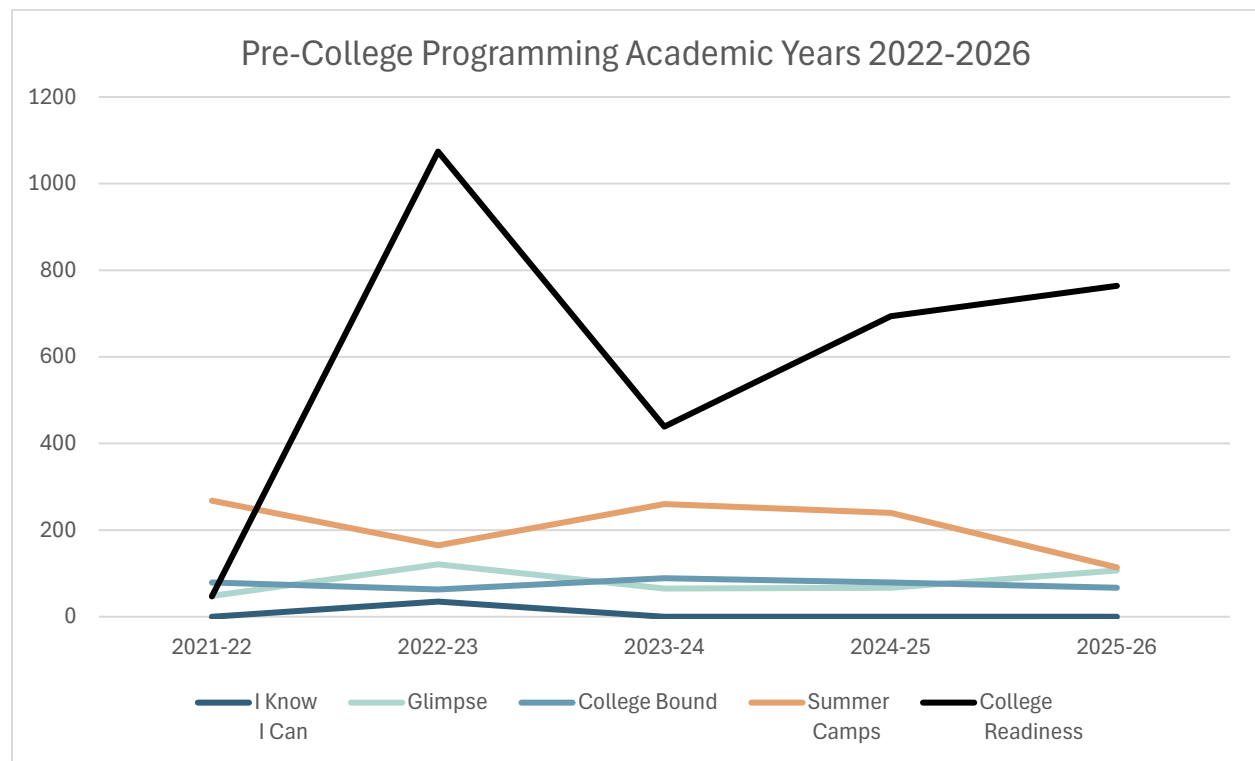
To reach prospective students at an earlier age and “plant the seed” of success in higher education, Cooperative Extension, Tuzzy Consortium Library, and the Recruitment division of the Student Success Center conduct outreach programming to youth in grades K-12. Through partnerships with the NSBSD and 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 Iñisaġvik College later. **(Additional information in Appendix)**

Observations and Key Findings:

- **114** students enjoyed a wide range of camp offerings in Summer 2025, such as Allied Health High school and Middle school, Village wellness camps, STEM, Work Force Development Construction Camps, and Drivers Education. Iñisaġvik College staff were able to bring summer camp programming to 2 villages.

Pre-college Programming Report Table 1: Historical Summary 2022-2026

	2021-22	2022-23	2023-24	2024-25	2025-26
Topic	# Participants	# Participants	# Participants	# Participants	# Participants
I Know I Can	0	35	0	0	0
Glimpse	48	121	65	67	107
College Bound	79	63	89	79	67
Summer Camps	268	165	260	240	114
College Readiness	47	1,074	439	694	764
Total	442	1,458	853	1,080	1,052



Programmatic Report

Information:

The Programmatic Report covers Academic Years 2022-2026 (Summer 2021 to Spring 2026) and has additional tables to show increased data disaggregation. Subtotals may not always equal to the headcount amount due to privacy issues. Each program contains the following subsections:

- Admissions
- Enrollment
- Course Completion
- Program Completion

Acceptance: Formal admission to a program; student is considered degree-seeking

Acceptance rate: Is the percentage of new applicants to a college or university who are admitted to that institution

Application: A series of forms (paper or electronic) submitted by a potential student to gain admission to a program

Enrolled: Status of students who have registered for classes and paid their tuition and fees.

A **certificate** is awarded for successful completion of a series of courses with an emphasis in a particular discipline that typically requires completion of 15 credits (Certificate, Level I) or 30 credits (Certificate, Level II).

completion rate (program): The percentage of students in a program (cohort) who graduate or complete the program within 150% of the time from the year they were admitted (3 years for associates degree)

A **degree** is awarded for successful completion of a series of courses with emphasis in a particular discipline; this typically requires 60-63 credits for an associate's degree and 120 credits for a bachelor's degree

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 for three academic years (six consecutive fall and spring terms). As long as the student registers for any for-credit classes, he/she is recorded as “Degree-Seeking.”

An **endorsement** is awarded for successful completion of a series of courses with emphasis in a particular discipline that typically requires completion of 12 or fewer credits. All credits earned for an endorsement will also count towards the certificates and degree in that same discipline.

Full-time (student): Status for any student taking 12 or more credits. For summer semester, full-time is defined as students taking more than 6 credits.

Matriculation rate: is the percentage of accepted students who then register for classes and are considered enrolled at the college.

Part-time (student): Status for any student who takes fewer than 12 credits in the fall or spring semester; fewer than 6 credits in the summer.

Persistence rate: Percentage of degree-seeking students who attended the fall semester and continued for the subsequent spring semester

Program: A course of study consisting of a series of classes that results in a degree, endorsement or certificate.

Register: The process of signing up for courses; students are charged tuition and fees when they register.

Retention rate: The number of degree-seeking students who continue taking classes from one fall semester to the next compared to the total number of students taking classes in the fall.

Observations and Key Findings:

As an ongoing effort to close equity gaps, programmatic data is constantly being reviewed and evaluated to ensure faculty and institutional effectiveness staff are using the most relevant data to improve programs and courses. AY2025-26 was a record year for applicants, and the college continues to confer degrees at consistent numbers across the disciplines in relation to their enrollment statistics.

Accounting and Business

Admissions

Accounting and Business Report Table 1: Admissions and Matriculation, New and Transfer Students AY2025-26

Program	Applicants	Accepted	Registered	Acceptance Rate	Matriculation Rate
Accounting AAS	8	6	4	75%	67%
Accounting II	0	0	0	N/A	N/A
Accounting I	4	3	2	75%	67%
Business Administration Bachelors	33	16	10	48%	63%
Business Management AAS	24	8	3	33%	38%
Business Specialist Cert II	1	1	1	100%	100%
Business Specialist Cert I	4	3	3	75%	100%
Entrepreneurship & Sm Bus Management Cert II	0	0	0	N/A	N/A
Entrepreneurship & Sm Bus Management Cert I	1	0	0	0%	N/A
TOTAL	75	37	23	49%	62%

Accounting and Business Report Table 2: Time Status, New and Transfer Students AY2025-26

Program	# of New Unknown Time Status Admitted	# of New Full-Time Students Admitted	# of New Part-Time Students Admitted
Accounting AAS	0	5	1
Accounting II	0	0	0
Accounting I	0	3	0
Business Administration Bachelors	0	10	6
Business Management AAS	1	4	3
Business Specialist Cert II	0	0	1
Business Specialist Cert I	0	0	3
Entrepreneurship & Sm Bus Management Cert II	0	0	0
Entrepreneurship & Sm Bus Management Cert I	0	0	0
TOTAL	1	22	14

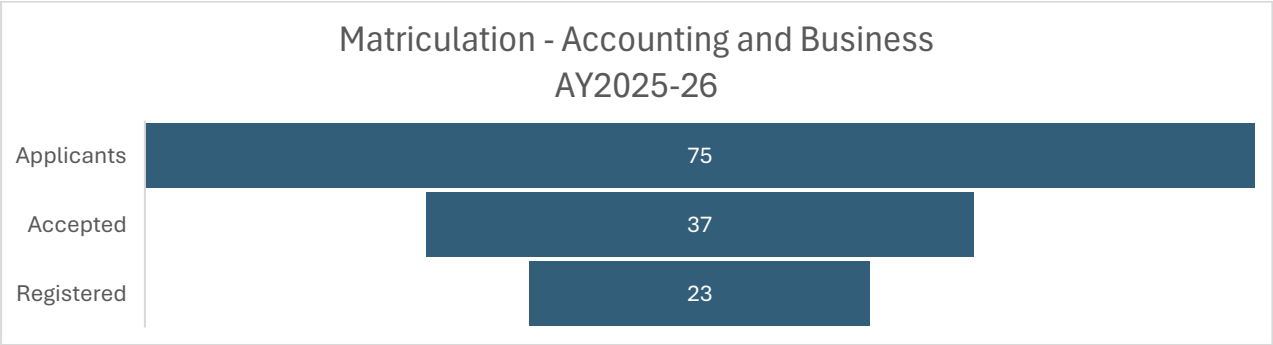
Accounting and Business Report Table 3: Historical Admissions and Matriculation Rates

Program	AY2024-25		AY2025-26	
	Acceptance Rate	Matriculation Rate	Acceptance Rate	Matriculation Rate
Accounting AAS	57%	100%	75%	67%
Accounting II	N/A	N/A	N/A	N/A
Accounting I	50%	75%	75%	67%
Business Administration Bachelors	29%	60%	48%	63%
Business Management AAS	21%	100%	33%	38%
Business Specialist Cert II	N/A	N/A	100%	100%
Business Specialist Cert I	33%	0%	75%	100%
Entrepreneurship & Sm Bus Management Cert II	N/A	N/A	N/A	N/A
Entrepreneurship & Sm Bus Management Cert I	100%	100%	0%	N/A
TOTAL	35%	79%	49%	62%

Accounting and Business Report Table 4: Program Admissions and Matriculation, Readmitted Students

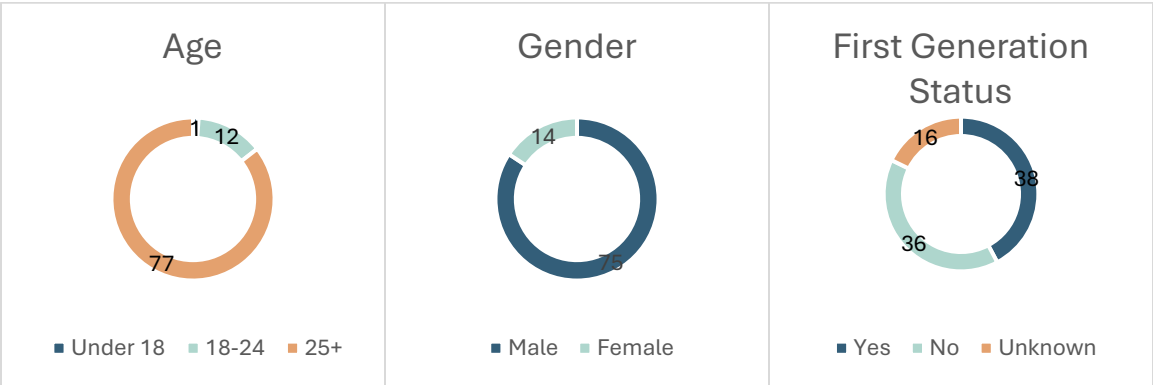
Program	Re-admittance Applicants	Re-admitted Students Registered
Accounting AAS	4	1
Accounting II	0	0
Accounting I	1	1

Business Administration Bachelors	11	10
Business Management AAS	6	6
Business Specialist Cert II	0	0
Business Specialist Cert I	0	0
Entrepreneurship & Sm Bus Management Cert II	0	0
Entrepreneurship & Sm Bus Management Cert I	0	0
TOTAL	22	18



Enrollment
Accounting and Business Report Table 5: Enrollment by Term and Time Status

	Full-time	Part-time	Total (Term)
SU 2024	2	19	21
FA 2024	12	33	45
SP 2025	13	25	32
Unduplicated Headcount	AY 2024-25		62
SU 2025	13	10	23
FA 2025	12	56	68
SP 2026	16	47	63
Unduplicated Headcount	AY 2025-25		90



Accounting and Business Enrollment by Race/Ethnicity



Completion: Courses

Accounting and Business Report Table 6: Course Completion by Term

Fall	Enrollments	Withdraws	Pass (C or higher)	Completion Rate	Spring	Enrollments	Withdraws	Pass (C or higher)	Completion Rate
2024	140	10	106	82%	2025	115	7	92	85%
2025	217	20	160	81%	2026	199	11	163	87%

Completion: Programs

Accounting and Business Report Table 7: Historical Overview of Credentials Conferred

Program	Cert/Deg	2021-22	2022-23	2023-24	2024-25	2025-26
Accounting, AAS	AAS	3	4	0	1	1
Accounting, Cert II	Cert	3	2	2	1	2
Accounting, Cert I	Cert	4	3	2	1	2
Business Administration, BBA	Bachelors	0	3	4	3	6
Business Management, AAS	AAS	2	4	5	8	4
Business Specialist, Cert II	Cert	2	5	6	7	4
Business Specialist, Cert I	Cert	2	6	11	5	4
Entrepreneurship & Sm Bus Management II	Cert	0	0	0	0	1
Entrepreneurship & Sm Bus Management, Cert I	Cert	0	0	2	0	1
Total		16	27	32	25	25

Outcome Measure Award Rates and Percentage of students still enrolled at 8-year mark (600% of time for an associate degree), 2017-2018 Cohort: **20** students

Award Rates and % of students still enrolled
Accounting and Business, 2017-18 Cohort

Health Sciences

Admissions

Health Sciences Report Table 1: Program Admissions and Matriculation, New and Transfer Students

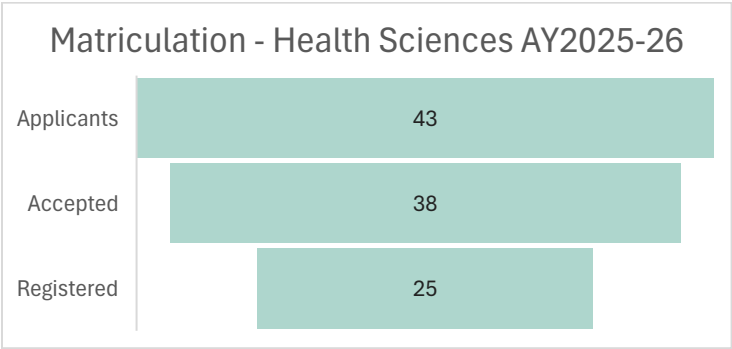
Program	Applicants	Accepted	Registered	Acceptance Rate	Matriculation Rate
Allied Health, AS	14	14	10	100%	71%
Allied Health, Certificate	2	2	0	100%	0%
Pre-Nursing, Certificate	12	12	9	100%	75%
Medical Coding Specialist	2	1	0	50%	0%
Dental Health Therapy, AAS	11	8	5	73%	63%
Medical Office Management, II	0	0	0	N/A	N/A
Medical Office Management, I	1	0	0	0%	N/A
TOTAL	42	16	15	38%	94%

Health Sciences Report Table 2: Time Status, New and Transfer Students AY2025-26

Program	# of New Unknown Time Status Admitted	# of New Full-Time Students Admitted	# of New Part-Time Students Admitted
Allied Health, AS	0	9	5
Allied Health, Certificate	0	1	1
Pre-Nursing, Certificate	1	4	7
Medical Coding Specialist	0	0	1
Dental Health Therapy AAS	1	5	2
Medical Office Management II	0	0	0
Medical Office Management I	0	0	0
TOTAL	1	6	9

Health Sciences Report Table 3: Historical Admissions and Matriculation Rates

Program	AY2024-25		AY2025-26	
	Acceptance Rate	Matriculation Rate	Acceptance Rate	Matriculation Rate
Allied Health, AS	50%	100%	100%	71%
Allied Health, Certificate	0%	0%	100%	0%
Pre-Nursing, Certificate	64%	89%	100%	77%
Medical Coding Specialist	0%	N/A	50%	0%
Dental Health Therapy AAS	63%	100%	73%	63%
Medical Office Management II	N/A	N/A	N/A	N/A
Medical Office Management I	N/A	N/A	0%	N/A
TOTAL	57%	94%	88%	66%

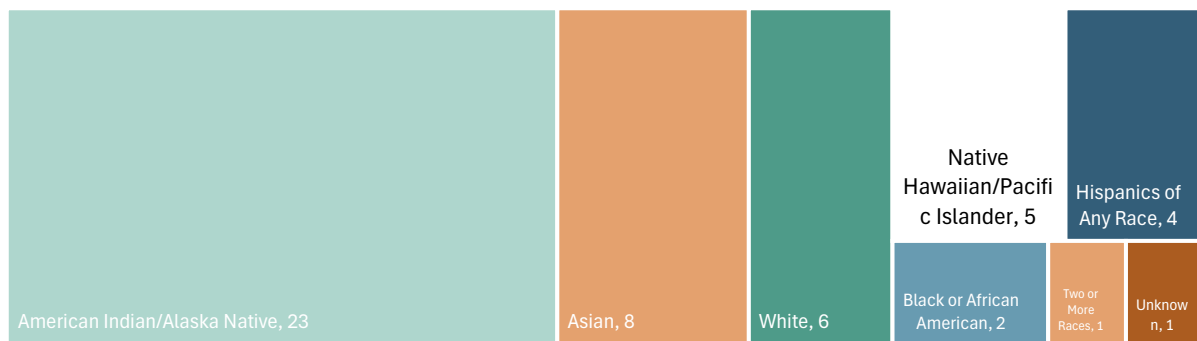
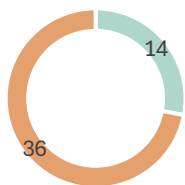


Health Sciences Report Table 4: Program Admissions and Matriculation, Readmitted Students

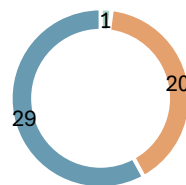
Program	Re-admittance Applicants	Re-admitted Students Registered
Allied Health, AS	6	3
Allied Health, Certificate	1	1
Pre-Nursing, Certificate	0	0
Medical Coding Specialist	1	0
Dental Health Therapy, AAS	0	0
Medical Office Management, II	0	0
Medical Office Management, I	0	0
TOTAL	8	4

*Enrollment***Health Sciences Report Table 5:** Enrollment by Term and Time Status

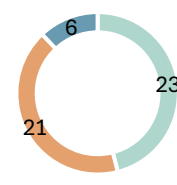
	Full-time	Part-time	Total (Term)
SU 2024	2	19	21
FA 2024	12	33	45
SP 2025	7	25	32
Unduplicated Headcount	AY2024-25		62
	Full-time	Part-time	Total (Term)
SU 2025	14	4	18
FA 2025	16	21	37
SP 2026	13	18	31
Unduplicated Headcount	AY2025-26		50

Health Sciences Enrollment by Race/Ethnicity**Gender**

■ Male ■ Female

Age

■ Under 18 ■ 18-24 ■ 25+

First Generation Status

■ Yes ■ No ■ Unknown

Completion: Courses

Health Sciences Report Table 6: Course Completion by Term

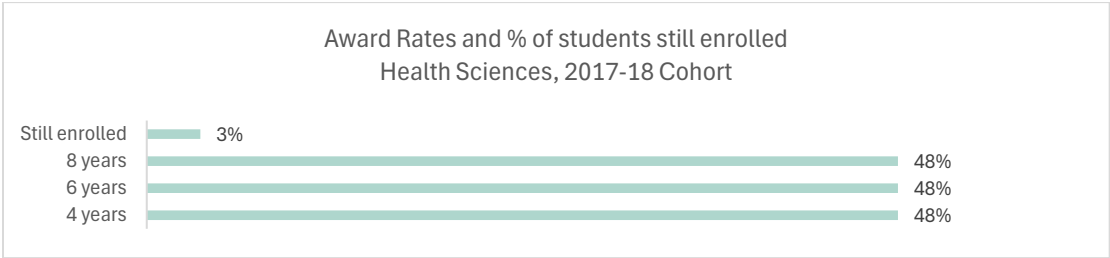
Fall	Enrollments	Withdraws	Pass (C or higher)	Completion Rate	Spring	Enrollments	Withdraws	Pass (C or higher)	Completion Rate
2024	104	6	95	97%	2025	93	5	82	93%
2025	134	12	106	87%	2026	115	12	87	84%

Completion: Programs

Health Sciences Report Table 7: Historical Overview of Credentials Conferred

Program	Cert/Deg	2021-22	2022-23	2023-24	2024-25	2025-26
Allied Health	AS	3	0	0	1	1
Allied Health	Cert	4	0	0	1	3
Pre-Nursing	Cert	2	1	4	0	7
Medical Coding Specialist	Cert	0	0	0	0	0
Dental Health Therapy	AAS	0	1	5	5	3
Medical Office Management II	Cert	0	1	0	0	0
Medical Office Management I	Cert	0	1	0	0	0
Total		9	4	9	7	14

Outcome Measure Award Rates and Percentage of students still enrolled at 8-year mark (600% of time for an associate degree), 2017-2018 Cohort: **29** students



Construction Technology

Admissions

Construction Technology Report Table 1: Program Admissions and Matriculation, New and Transfer Students

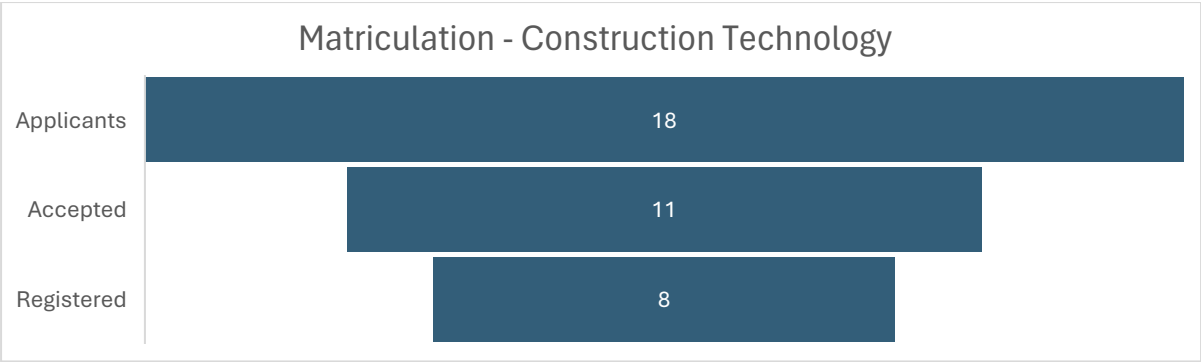
Program	Applicants	Accepted	Registered	Acceptance Rate	Matriculation Rate
Construction Technology, AAS	2	1	1	50%	100%
Construction Technology, Cert II	4	3	3	75%	100%
Construction Technology, Cert I	3	2	1	67%	50%
Building Maintenance Tech. I	0	0	0	N/A	N/A
Construction Management	0	0	0	N/A	N/A
Carpentry I	3	1	1	33%	100%
Electrical I	0	0	0	N/A	N/A
Plumbing I	0	0	0	N/A	N/A
Welding I	1	1	1	100%	100%
Heavy Truck & CDL	5	3	1	60%	33%
TOTAL	18	11	8	61%	73%

Construction Technology Report Table 2: Time Status, New and Transfer Students AY2025-26

Program	# of New Unknown Time Status Accepted	# of New Full-Time Students Accepted	# of New Part-Time Students Accepted
Construction Technology, AAS	0	1	0
Construction Technology, Cert II	0	3	0
Construction Technology, Cert I	0	1	1
Building Maintenance Technology I	0	0	0
Construction Management	0	0	0
Carpentry I	0	1	0
Electrical I	0	0	0
Plumbing I	0	0	0
Welding I	0	1	0
Heavy Truck & CDL	0	2	1
TOTAL	0	9	2

Construction Technology Report Table 3: Historical Admissions and Matriculation Rates

Program	AY2024-25		AY2025-26	
	Acceptance Rate	Matriculation Rate	Acceptance Rate	Matriculation Rate
Construction Technology, AAS	33%	100%	50%	100%
Construction Technology, Cert II	N/A	N/A	75%	100%
Construction Technology, Cert I	N/A	N/A	67%	50%
Building Maintenance Tech. I	N/A	N/A	N/A	N/A
Construction Management	N/A	N/A	N/A	N/A
Carpentry	100%	100%	33%	100%
Electrical I	100%	100%	N/A	N/A
Plumbing I	100%	100%	N/A	N/A
Welding I	100%	100%	100%	100%
Heavy Truck & CDL	N/A	N/A	60%	33%
Total	75%	100%	61%	73%



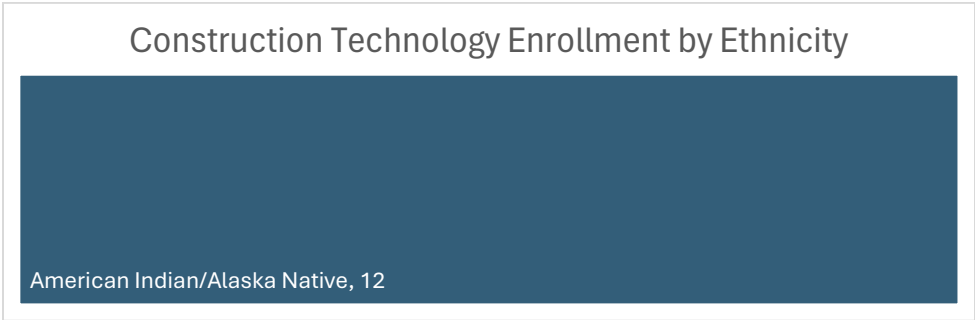
Construction Technology Report Table 4: Program Admissions and Matriculation, Readmitted Students

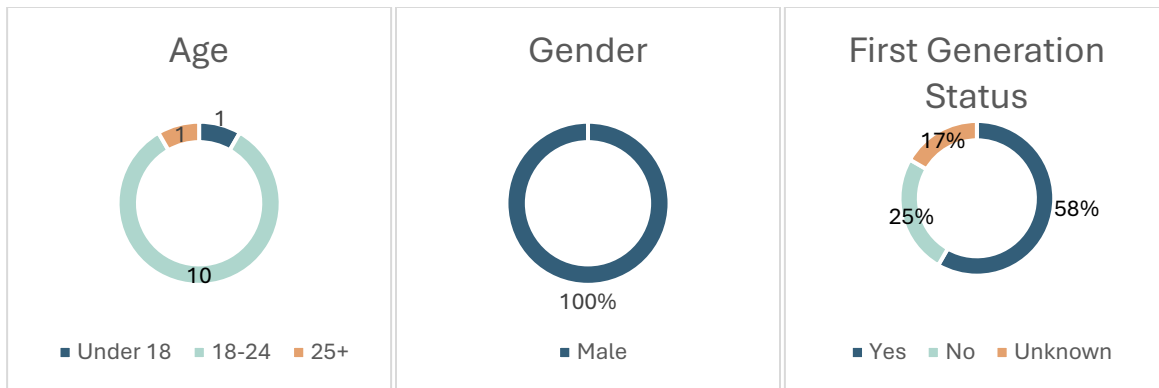
Program	Re-admittance Applicants	Re-admitted Students Registered
Welding I	1	1
TOTAL	1	1

Enrollment

Construction Technology Report Table 5: Enrollment by Term and Time Status

	Full-time	Part-time	Total (Term)
SU 2024	0	0	0
FA 2024	2	1	3
SP 2025	3	2	5
Unduplicated Headcount	AY2024-25		6
	Full-time	Part-time	Total (Term)
SU 2025	0	2	2
FA 2025	11	0	11
SP 2026	8	0	8
Unduplicated Headcount	AY2025-26		12



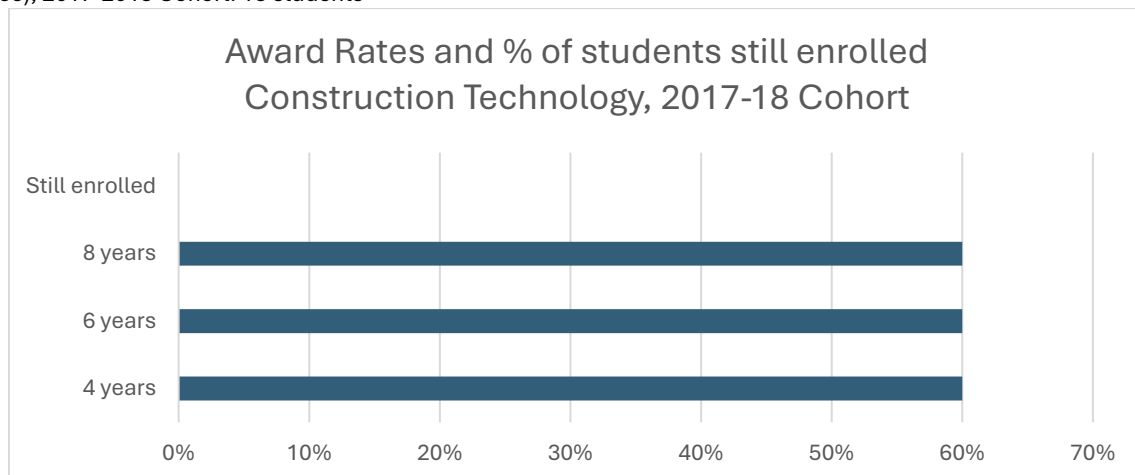
*Completion: Courses***Construction Technology Report Table 6: Course Completion by Term**

Fall	Enrollments	Withdraws	Pass (C or higher)	Completion Rate	Spring	Enrollments	Withdraws	Pass (C or higher)	Completion Rate
2024	10	0	10	100%	2025	22	0	22	100%
2025	53	0	51	96%	2026	50	8	35	83%

*Completion: Programs***Construction Technology Report Table 7: Historical Overview of Credentials Conferred**

Program	Cert/Deg	2021-22	2022-23	2023-24	2024-25	2025-26
Construction Technology, AAS	AAS	0	0	2	0	0
Construction Technology, Cert II	Cert	0	3	1	0	0
Construction Technology, Cert I	Cert	0	4	0	0	0
Construction Management	Endorse	0	0	4	0	0
Building Maintenance Tech. I	Endorse	3	0	0	0	0
Carpentry 1	Endorse	0	3	0	0	0
Welding I	Endorse	2	2	0	0	0
Heavy Truck & CDL	Endorse	1	0	0	2	0
Total		6	12	7	2	0

Outcome Measure Award Rates and Percentage of students still enrolled at 8-year mark (600% of time for an associate degree), 2017-2018 Cohort: 15 students



Education

Admissions

Education Report Table 1: Program Admissions and Matriculation, New and Transfer Students

Program	Applicants	Accepted	Registered	Acceptance Rate	Matriculation Rate
Education, AA	5	2	2	40%	100%
Education, Cert II	0	0	0	N/A	N/A
Education, Cert I	3	1	1	33%	100%
TOTAL	8	3	3	38%	100%

Education Report Table 2: Time Status, New and Transfer Students AY2025-26

Program	# of New Unknown Time Status Accepted	# of New Full-Time Students Accepted	# of New Part-Time Students Accepted
Education, AA	0	1	1
Education, Cert II	0	0	0
Education, Cert I	0	0	1
TOTAL	0	1	2

Education Report Table 3: Historical Admissions and Matriculation Rates

Program	AY2024-25		AY2025-26	
	Acceptance Rate	Matriculation Rate	Acceptance Rate	Matriculation Rate
Education, AA	0%	N/A	40%	100%
Education, Cert II	N/A	N/A	N/A	N/A
Education, Cert I	N/A	N/A	33%	100%
Total	75%	100%	38%	100%

Matriculation - Education	
Applicants	8
Accepted	3
Registered	3

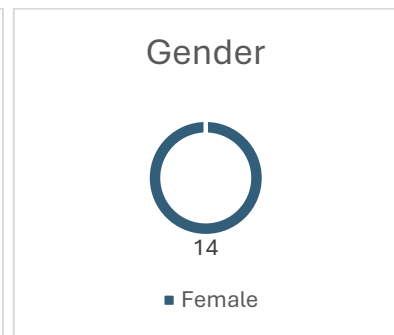
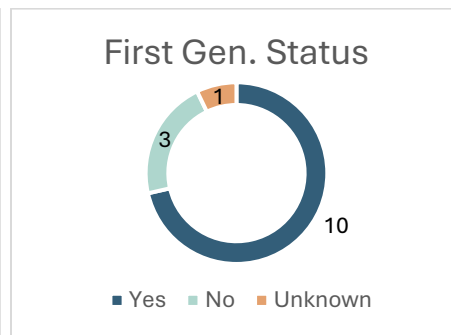
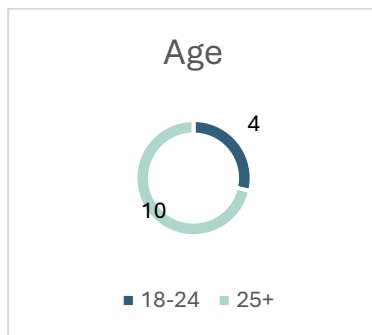
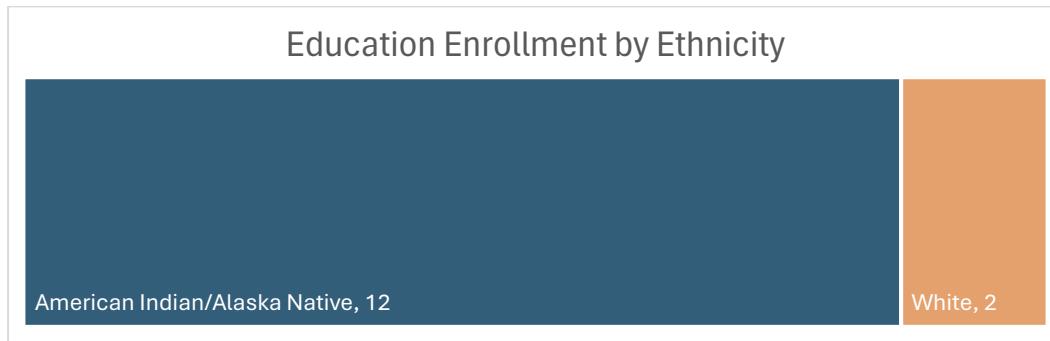
Education Report Table 4: Program Admissions and Matriculation, Readmitted Students

Program	Re-admittance Applicants	Re-admitted Students Registered
Education, AA	1	0
Education, Cert II	0	0
Education, Cert I	1	0
TOTAL	2	0

Enrollment

Education Report Table 5: Enrollment by Term and Time Status

	Full-time	Part-time	Total (Term)
SU 2024	1	1	2
FA 2024	1	10	11
SP 2025	2	8	10
Unduplicated Headcount	AY2024-25		13
	Full-time	Part-time	Total (Term)
SU 2025	1	1	2
FA 2025	0	11	11
SP 2026	0	12	12
Unduplicated Headcount	AY2025-26		14



Completion: Courses

Education Report Table 6: Course Completion by Term

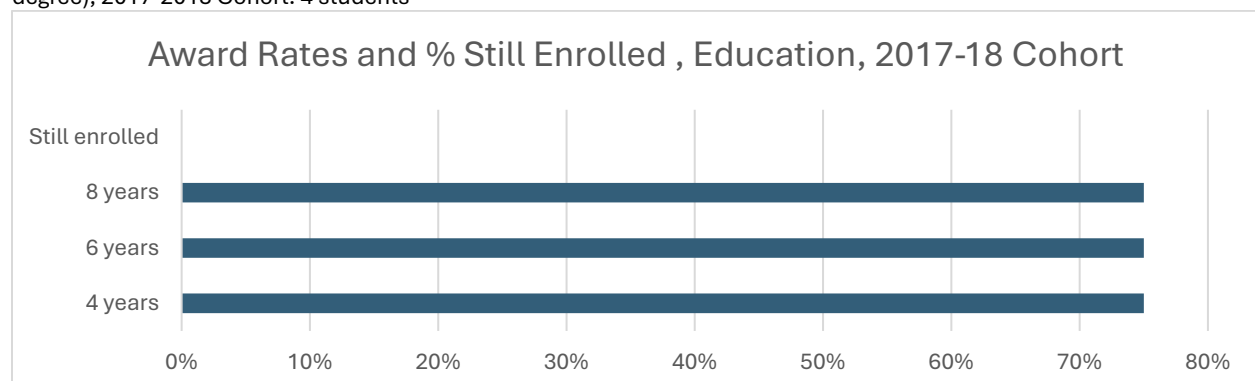
Fall	Enrollments	Withdraws	Pass (C or higher)	Completion Rate	Spring	Enrollments	Withdraws	Pass (C or higher)	Completion Rate
2024	27	0	25	93%	2025	22	1	19	90%
2025	26	1	19	76%	2026	26	0	24	92%

Completion: Programs

Education Report Table 7: Historical Overview of Credentials Conferred

Program	Cert/Deg	2021-22	2022-23	2023-24	2024-25	2025-26
Education, AA	AA	1	1	2	1	2
Education, Cert II	Cert	2	0	0	3	2
Education, Cert I	Cert	3	2	0	4	1
Total		6	3	2	8	5

Outcome Measure Award Rates and Percentage of students still enrolled at 8-year mark (600% of time for an associate degree), 2017-2018 Cohort: 4 students



Information Technology and Office Management

Admissions

Information Technology and Office Management Report Table 1: Program Admissions and Matriculation, New and Transfer Students

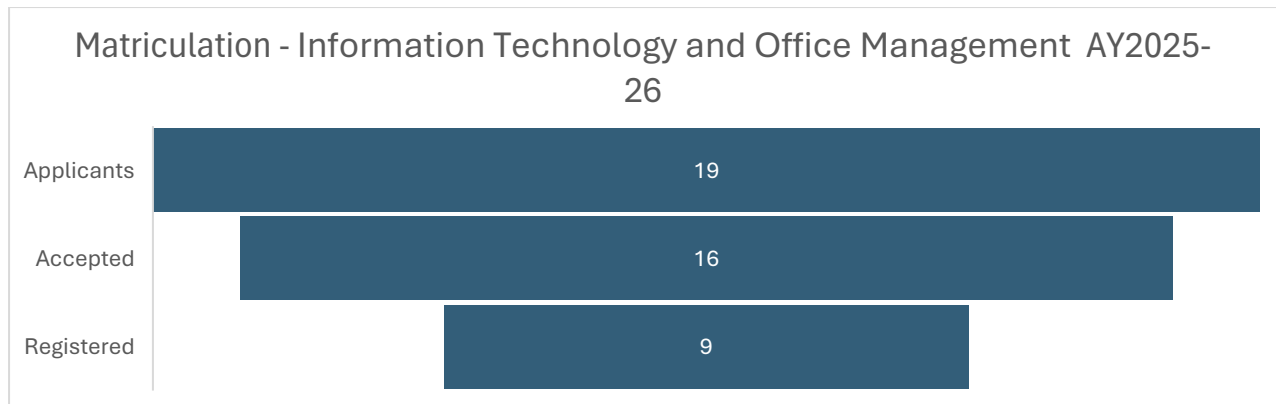
Program	Applicants	Accepted	Registered	Acceptance Rate	Matriculation Rate
Information Technology, AAS	7	5	3	71%	60%
Info. Technology Support Specialist Cert. II	0	0	0	N/A	N/A
Info. Technology Support Specialist Cert. I	3	3	1	100%	33%
Data Analysis Cert. II	0	0	0	N/A	N/A
Data Analysis Cert. I	3	2	1	67%	50%
Office Productivity Endorsement	1	1	1	100%	100%
Office Management, AAS	2	2	1	100%	50%
Office Management Cert. II	0	0	0	N/A	N/A
Office Management Cert. I	3	3	2	100%	67%
TOTAL	19	16	9	84%	56%

Information Technology and Office Management Report Table 2: Time Status, New and Transfer Students AY2025-26

Program	# of New Unknown Time Status Accepted	# of New Full-Time Students Accepted	# of New Part-Time Students Accepted
Information Technology, AAS	0	3	2
Info. Technology Support Specialist Cert. II	0	0	0
Info. Technology Support Specialist Cert. I	0	2	1
Data Analysis Cert. II	0	0	0
Data Analysis Cert. I	0	1	1
Office Productivity Endorsement	0	0	1
Office Management, AAS	0	2	0
Office Management Cert. II	0	0	0
Office Management Cert. I	0	0	3
TOTAL	0	8	8

Information Technology and Office Management Report Table 3: Historical Admissions and Matriculation Rates

Program	AY2024-25		AY2025-26	
	Acceptance Rate	Matriculation Rate	Acceptance Rate	Matriculation Rate
Information Technology, AAS	33%	100%	71%	60%
Info. Technology Support Specialist Cert. II	N/A	N/A	N/A	N/A
Info. Technology Support Specialist Cert. I	100%	100%	100%	33%
Data Analysis Cert. II	N/A	N/A	N/A	N/A
Data Analysis Cert. I	N/A	N/A	67%	50%
Office Productivity Endorsement	N/A	N/A	100%	100%
Office Management, AAS	33%	100%	100%	50%
Office Management Cert. II	N/A	N/A	N/A	N/A
Office Management Cert. I	100%	100%	100%	67%
TOTAL	60%	100%	84%	56%



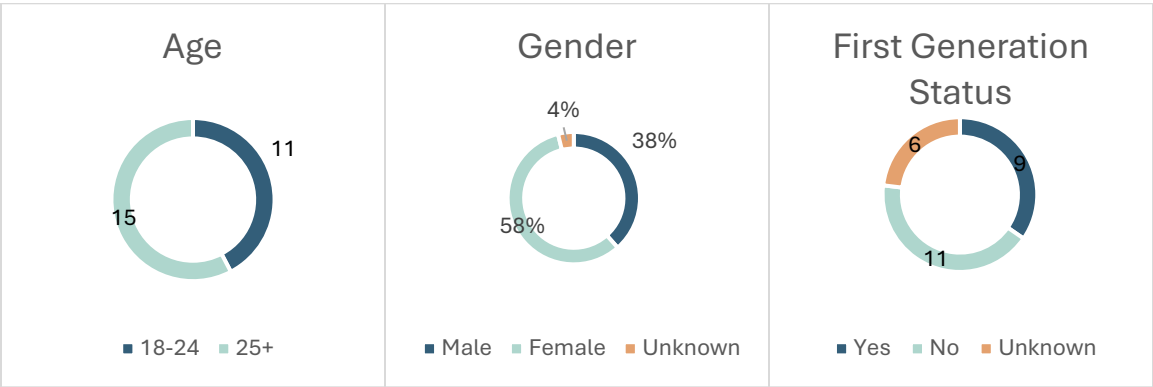
Information Technology and Office Management Report Table 4: Program Admissions and Matriculation, Readmitted Students

Program	Re-admittance Applicants	Re-admitted Students Registered
Information Technology, AAS	1	1
Info. Technology Support Specialist Cert. II	1	1
Info. Technology Support Specialist Cert. I	0	0
Data Analysis Cert. II	0	0
Data Analysis Cert. I	1	0
Office Productivity Endorsement	0	0
Office Management, AAS	1	0
Office Management Cert. II	0	0
Office Management Cert. I	0	0
TOTAL	4	2

Enrollment

Information Technology and Office Management Report Table 5: Enrollment by Term and Time Status

	Full-time	Part-time	Total (Term)
SU 2024	3	0	3
FA 2024	2	14	16
SP 2025	5	13	18
Unduplicated Headcount	AY2024-25		23
	Full-time	Part-time	Total (Term)
SU 2025	0	3	3
FA 2025	6	15	21
SP 2026	2	15	17
Unduplicated Headcount	AY2025-26		26



Completion: Courses

Information Technology and Office Management Report Table 6: Course Completion by Term

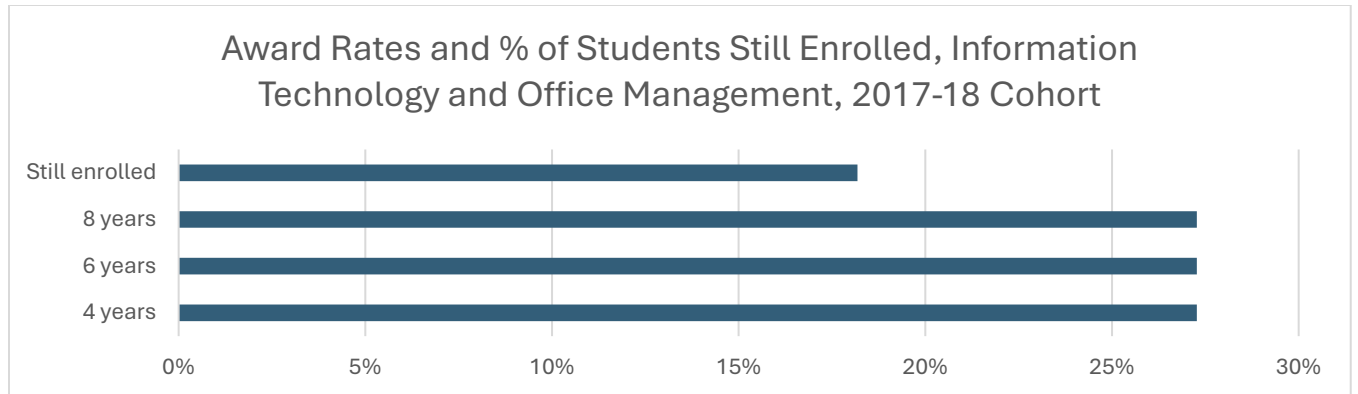
Fall	Enrollments	Withdraws	Pass (C or higher)	Completion Rate	Spring	Enrollments	Withdraws	Pass (C or higher)	Completion Rate
2024	69	5	48	75%	2025	75	7	62	91%
2025	92	4	71	81%	2026	62	6	45	80%

Completion: Programs

Information Technology and Office Management Report Table 7: Historical Overview of Credentials Conferred

PROGRAM	Cert/Deg	2021-22	2022-23	2023-24	2024-25	2025-26
Information Technology, AAS	AAS	1	3	0	0	0
Info. Technology Support Specialist II	Cert	1	1	1	0	0
Info. Technology Support Specialist I	Cert	1	1	0	0	0
Digital Arts in Arctic II	Cert	0	1	0	0	0
Digital Arts in Arctic I	Cert	3	1	0	0	0
Data Analysis II	Cert	0	2	0	1	0
Data Analysis I	Cert	0	0	0	1	0
Office Productivity	Endorsement	1	2	0	0	0
Office Management	AAS	1	1	0	0	0
Office Management II	Cert	1	0	0	1	1
Office Management I	Cert	1	0	0	1	1
Total		10	12	1	4	2

Outcome Measure Award Rates and Percentage of students still enrolled at 8-year mark (600% of time for an associate degree), 2017-2018 Cohort: 11 students



Iñupiaq Studies

Admissions

Iñupiaq Studies Report Table 1: Program Admissions and Matriculation, New and Transfer Students

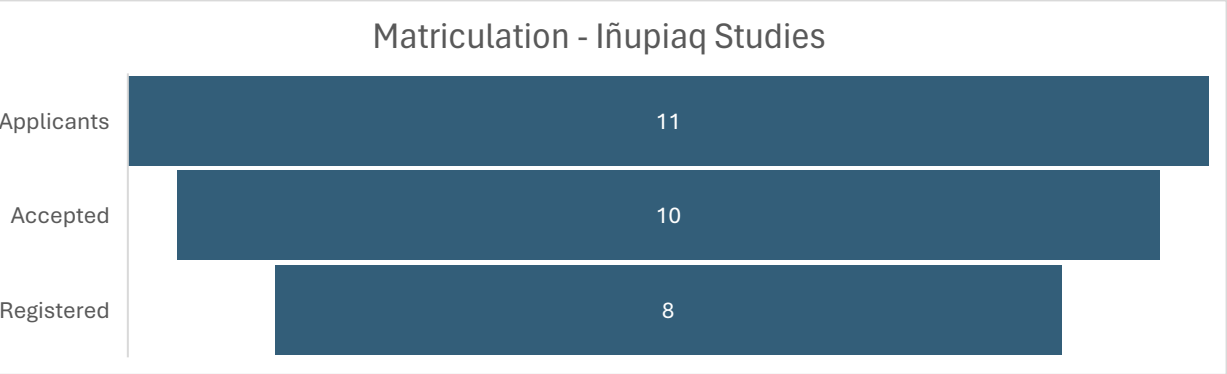
Program	Applicants	Accepted	Registered	Acceptance Rate	Matriculation Rate
Iñupiaq Studies, AA	7	7	6	100%	86%
Iñupiaq Language and Culture, Cert II	1	1	1	100%	100%
Iñupiaq Language and Culture Cert I	3	2	1	67%	50%
TOTAL	11	10	8	91%	80%

Iñupiaq Studies Report Table 2: Time Status, New and Transfer Students AY2025-26

Program	# of New Unknown Time Status Accepted	# of New Full-Time Students Accepted	# of New Part-Time Students Accepted
Iñupiaq Studies, AA	1	3	3
Iñupiaq Language and Culture, Cert II	0	0	1
Iñupiaq Language and Culture Cert I	0	0	2
TOTAL	1	3	6

Iñupiaq Studies Report Table 3: Historical Admissions and Matriculation Rates

Program	AY2024-25		AY2025-26	
	Acceptance Rate	Matriculation Rate	Acceptance Rate	Matriculation Rate
Iñupiaq Studies, AA	57%	100%	100%	86%
Iñupiaq Language and Culture, Cert II	N/A	N/A	100%	100%
Iñupiaq Language and Culture Cert I	60%	100%	67%	50%
TOTAL	58%	100%	91%	80%



Iñupiaq Studies Report Table 4: Program Admissions and Matriculation, Readmitted Students

Program	Re-admittance Applicants	Re-admitted Students Registered
Iñupiaq Studies, AA	3	2
Iñupiaq Language and Culture, Cert II	0	0
Iñupiaq Language and Culture Cert I	0	0
TOTAL	3	2

Enrollment

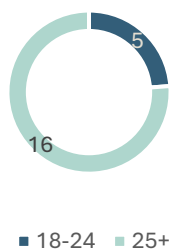
Iñupiaq Studies Report Table 5: Enrollment by Term and Time Status

	Full-time	Part-time	Total (Term)
SU 2024	2	0	2
FA 2024	1	4	5
SP 2025	4	8	12
Unduplicated Headcount	AY2024-25		15
	Full-time	Part-time	Total (Term)
SU 2025	1	1	2
FA 2025	3	13	16
SP 2026	5	6	11
Unduplicated Headcount	AY2025-26		21

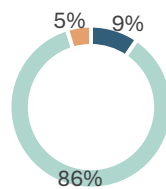
Iñupiaq Studies Enrollment by Ethnicity



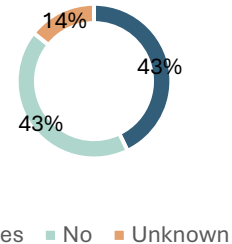
Age



Gender



First Generation Status



Completion: Courses

Iñupiaq Studies Report Table 6: Course Completion by Term

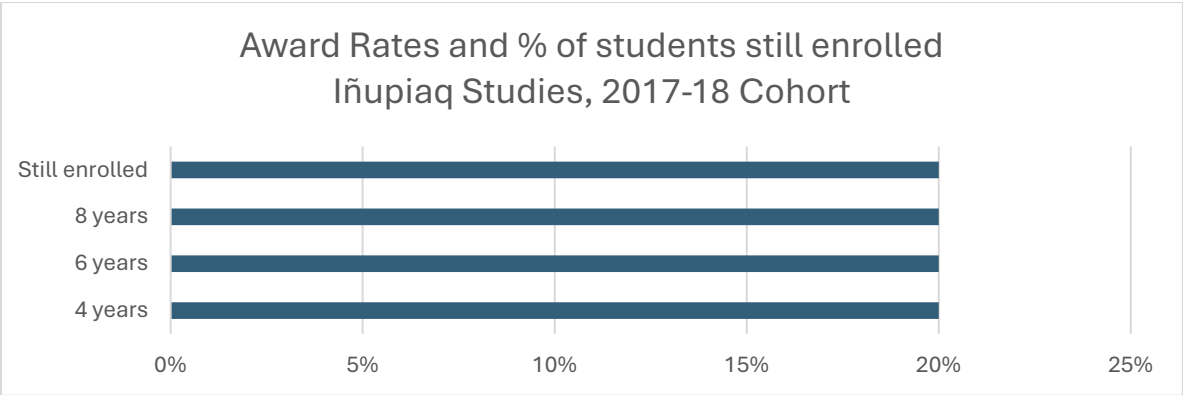
Fall	Enrollments	Withdraws	Pass (C or higher)	Completion Rate	Spring	Enrollments	Withdraws	Pass (C or higher)	Completion Rate
2024	23	0	18	78%	2025	38	1	29	78%
2025	40	3	30	81%	2026	35	5	27	90%

Completion: Programs

Iñupiaq Studies Report Table 7: Historical Overview of Credentials Conferred

Program	Cert/Deg	2021-22	2022-23	2023-24	2024-25	2025-26
Iñupiaq Studies	AA	1	0	1	2	2
Iñupiaq Language and Culture, Cert II	Cert	0	2	1	2	2
Iñupiaq Language and Culture Cert I	Cert	0	4	0	2	3
Total		1	6	2	6	7

Outcome Measure Award Rates and Percentage of students still enrolled at 8-year mark (600% of time for an associate degree), 2017-2018 Cohort: 5 students



Liberal Arts and Indigenous Human Services

Admissions

Liberal Arts and Indigenous Human Services Report Table 1: Program Admissions and Matriculation, New and Transfer Students

Program	Applicants	Accepted	Registered	Acceptance Rate	Matriculation Rate
Liberal Arts, AA	13	4	3	31%	75%
Liberal Arts, Cert	3	1	0	33%	0%
Indigenous Human Services, AAS	5	2	0	40%	0%
Indigenous Human Services, Cert	0	0	0	N/A	N/A
TOTAL	21	7	3	33%	43%

Liberal Arts and Indigenous Human Services Report Table 2: Time Status, New and Transfer Students AY2025-26

Program	# of New Unknown Time Status Accepted	# of New Full-Time Students Accepted	# of New Part-Time Students Accepted
Liberal Arts, AA	0	3	1
Liberal Arts, Cert	0	0	1
Indigenous Human Services, AAS	0	1	1
Indigenous Human Services, Cert	0	0	0
TOTAL	0	4	3

Liberal Arts and Indigenous Human Services Report Table 3: Historical Admissions and Matriculation Rates

Program	AY2024-25		AY2025-26	
	Acceptance Rate	Matriculation Rate	Acceptance Rate	Matriculation Rate
Liberal Arts, AA	29%	100%	31%	75%
Liberal Arts, Cert	100%	100%	33%	0%
Indigenous Human Services, AAS	N/A	N/A	40%	0%
Indigenous Human Services, Cert	N/A	N/A	N/A	N/A
TOTAL	57%	94%	33%	43%

Matriculation - Liberal Arts and Indigenous Human Services AY2025-26

Applicants	21
Accepted	7
Registered	3

Liberal Arts and Indigenous Human Services Report Table 4: Program Admissions and Matriculation, Readmitted Students

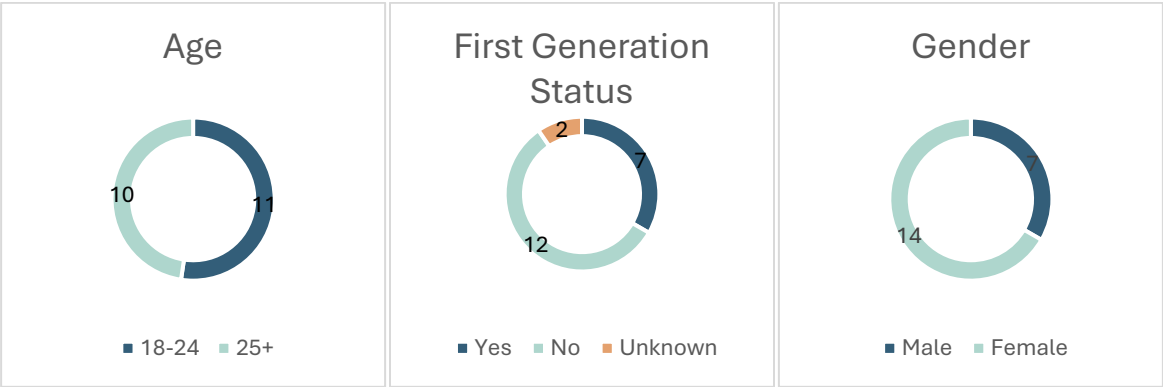
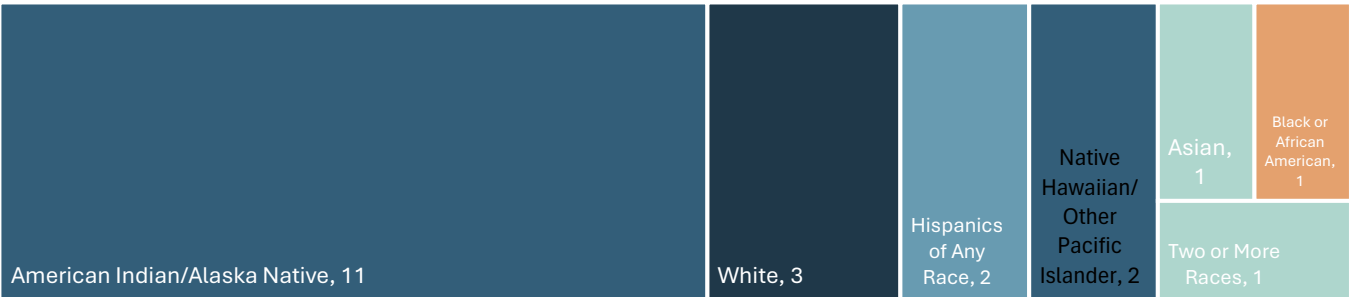
Program	Re-admittance Applicants	Re-admitted Students Registered
Liberal Arts, AA	6	3
Liberal Arts, Cert	1	1
Indigenous Human Services, AAS	0	0
Indigenous Human Services, Cert	1	0
TOTAL	8	4

Enrollment

Liberal Arts and Indigenous Human Services Report Table 5: Enrollment by Term and Time Status

	Full-time	Part-time	Total (Term)
SU 2024	6	2	8
FA 2024	9	11	20
SP 2025	1	12	13
Unduplicated Headcount	AY2024-25		23
	Full-time	Part-time	Total (Term)
SU 2025	2	3	5
FA 2025	7	9	16
SP 2026	5	11	16
Unduplicated Headcount	AY2025-26		21

Liberal Arts/Indigenous Human Services Enrollment by Ethnicity



Completion: Courses

Liberal Arts and Indigenous Human Services Report Table 6: Course Completion by Term

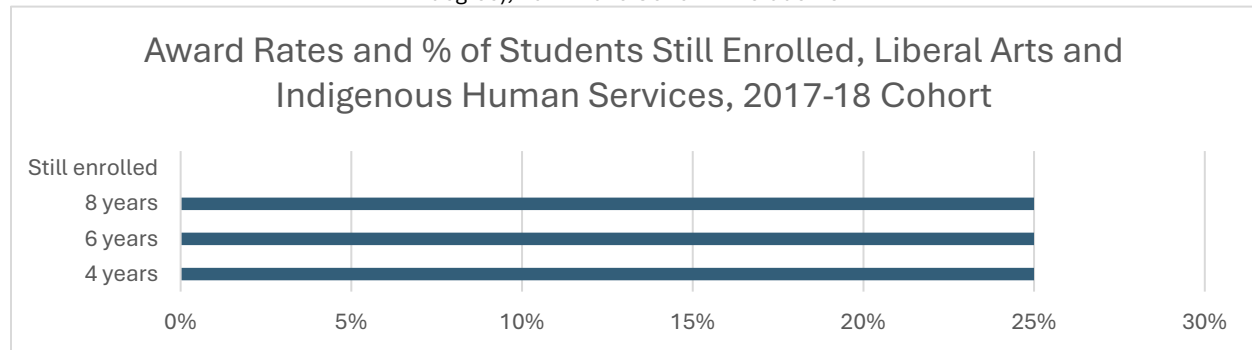
Fall	Enrollments	Withdraws	Pass (C or higher)	Completion Rate	Spring	Enrollments	Withdraws	Pass (C or higher)	Completion Rate
2024	105	4	92	91%	2025	92	7	78	92%
2025	57	1	43	77%	2026	57	7	36	72%

Completion: Programs

Liberal Arts and Indigenous Human Services Report Table 7: Historical Overview of Credentials Conferred

Program	Cert/Deg	2021-22	2022-23	2023-24	2024-25	2025-26
Liberal Arts	AA	4	1	2	5	4
Liberal Arts	Cert	4	1	1	5	2
Indigenous Human Services	AAS	N/A	N/A	1	0	0
Indigenous Human Services	Cert	N/A	N/A	1	0	0
Total		8	2	5	10	6

Outcome Measure Award Rates and Percentage of students still enrolled at 8-year mark (600% of time for an associate degree), 2017-2018 Cohort: 12 students



Residential Student Report

Information:

The Residential Students Report is a summary of various data points on the subgroup of students who live in the residence hall. All students who live in the residence hall are degree-seeking. The Residential Students Report contains the following subsections:

- Observations and Key Findings
- Historic Overview

Observations and Key Findings:

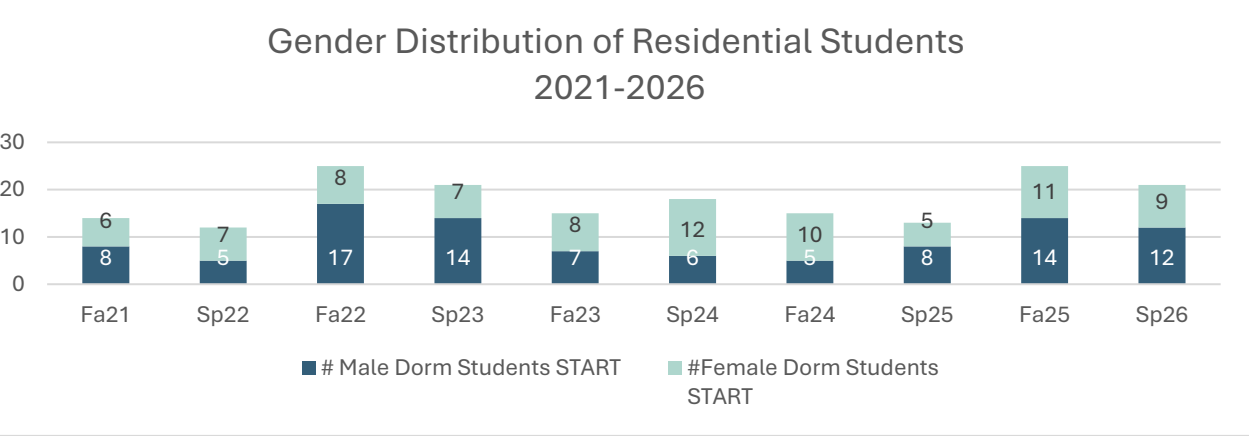
- There was a significant increase in the number of residential students, from **15** to **25** in the fall term.
- The average GPA for residential students was **2.7** for Fall 25 and **2.97** for Spring 26 (based on 4.0 benchmark).
- Completion rates were **83%** and **86%** for Fall and Spring respectively, slightly below the institutional goal of 88%.

Historic Overview:

- The completion rate for residential students over the 10-semester period averages **78%**, up from **75%**.
- The average GPA for residential students over the 10 semester-span increased to **2.46** from **2.28** (based on 4.0 benchmark).
- Iñisagvik College’s academic and social conduct expectations are aligned with the traditional Iñupiat values that address individual behaviors in the context of the community.
 - During this academic year, no residential students were put on academic contract and there was one residential students placed on a behavioral contract.

Residential Students Report Table 1: Overview of number of dorm students and the credits attempted and completed statistics for this subgroup.

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 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	5	8	11.9	10.8	2.5	90%
Spring 25	5	10	4	8	13.9	13.1	3.0	94%
Fall 25	14	11	14	8	15.0	12.5	2.70	83%
Spring 26	12	9	11	9	13.2	11.4	2.97	86%



Retention Report

Information:

The following data tracks the retention of *degree-seeking* students—defined as those who have declared a program and are actively pursuing a degree, certificate, or endorsement—from one fall term to the following fall term. The goal retention rate for all students was 36%. The institution calculates retention as # of Returners divided by (# Degree-Seeking Fall students – # of graduates and transfers). This report is broken into the following subsections:

- Observations and Key Findings
- Historical Overview
- Retention Rates – American Indian Higer Education

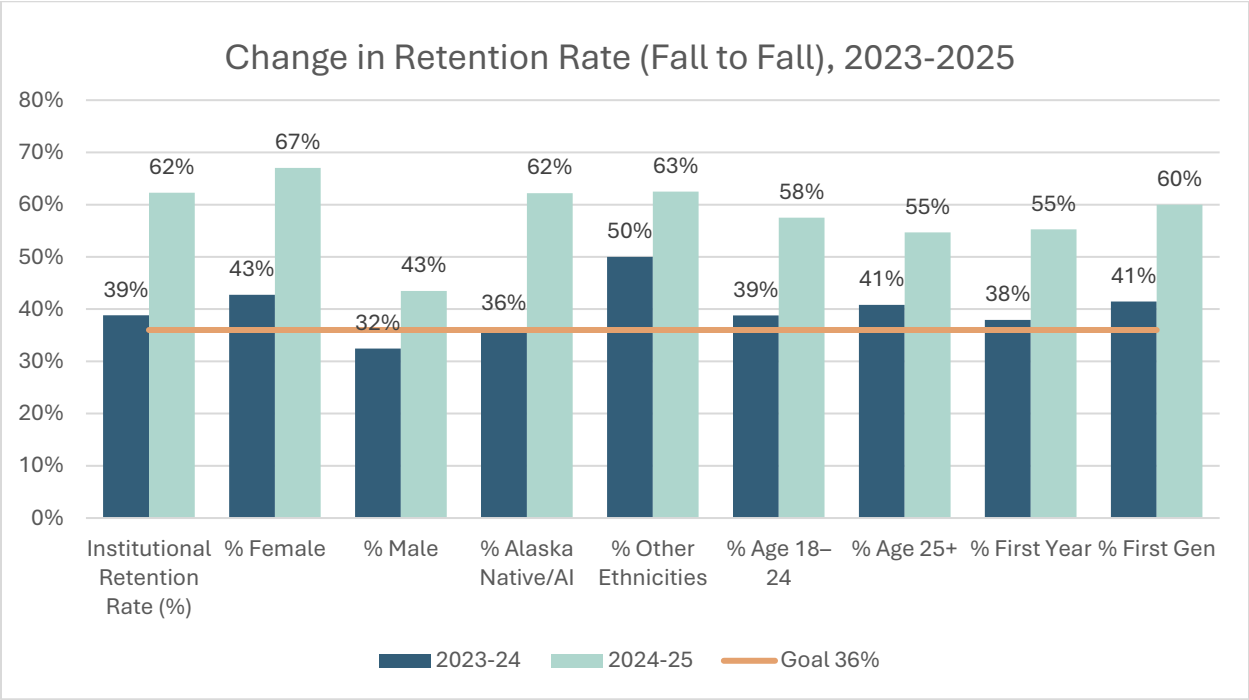
Retention is defined as the number of students who continue taking classes from one fall semester to the next fall semester.

Observations and Key Findings:

- All subpopulations of students had measured improvement from the prior academic year.
- The group with the lowest retention rate was males (**43%**) and the highest was females (**67%**).

Historical Overview:

- 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 and/or transferred. (**Example: 173 DS students enrolled in Fall '23 and 59 DS students returned in Fall '24, and 21 graduated. Retention rate: 39%**)



Retention Report Table 1: Historical Retention Rates (institutional)

	FA23	FA24	FA25
# DS students enrolled	173	126	182
# DS students who returned from previous semester		59	71
# DS students who graduated		21	17
Retention Rate (%)		39%	62%

Retention Rates- American Indian Higer Education Consortium (AIHEC):

- AIHEC calculates retention in the following ways:
 - New to Iļisaġvik Retention – **57%** Retention
 - Full-Time Students – **81%** Retention

Retention Report Table 2: AIHEC Retention Rate Fall 2024 to Fall 2025

	New to Your Institution Enrollment	Graduated*	Transferred to Another College or University	Students with Allowable Exclusions	Returned	First-Year Retention
	Fall 2024 Cohort	AY 2024-25	AY 2024-25	AY 2024-25	Fall 2025	
Fall 2024 Cohort	29	1	0	1	15	57%
	Overall Institutional Enrollment	Graduated*	Transferred to Another College or University	Students with Allowable Exclusions	Returned	Overall Institutional Retention
	Fall 2024	AY 2024-25	AY 2024-25	AY 2024-25	Fall 2025	
Full-Time Credential Seeking Students	41	7	3	1	23	81%

Student Satisfaction Report

Information:

Data from the annual Student Satisfaction Report survey informs our strategic plan and departmental goals. The student Satisfaction Report has qualitative data from the 2026 Students Satisfaction Survey and quantitative data showing 5 years of data to compare trends. Each year the questions are reviewed by the President’s Administration Team (PAT) and Cabinet prior to distribution to students, and the questions remain largely unchanged.

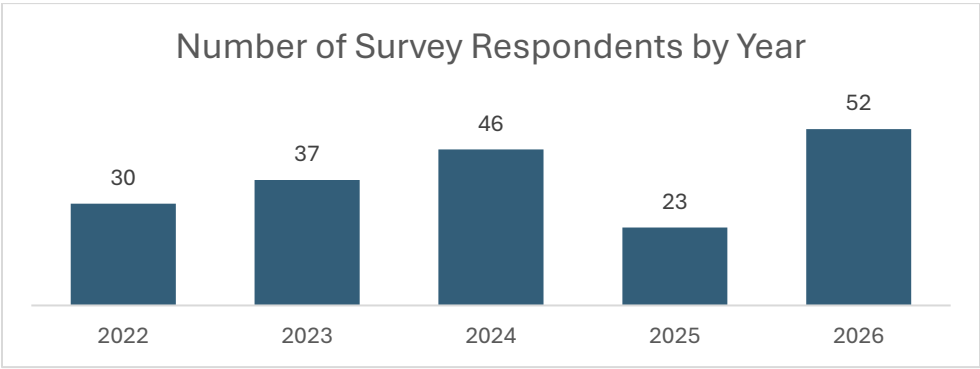
This report is broken down into the following subsections:

- Observations and Key Findings
- Historical Respondent Overview
- 2026 survey analysis

Observations and Key Findings:

- Respondents almost doubled from 23 in 2025 to **52** in 2026.
- Responses were primarily positive.

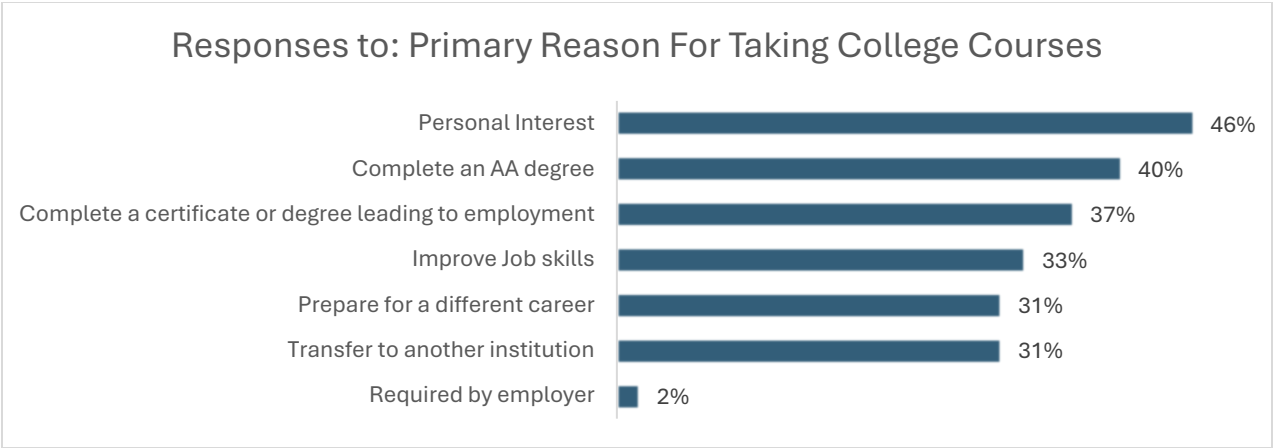
Historical Respondent Overview:



2026 Survey Analysis

Student Demographics

- **37%** of respondents reported their age as 22 or younger, **35%** as 23-35, and **19%** as 36-50.
- **83%** of respondents were female.
- **63%** of the respondents reported their ethnicity as American Indian or Alaska Native.
- **40%** of the students surveyed were taking classes in order to complete an AA degree while **37%** were taking classes to complete a certificate or degree leading to employment. **Thirty-three percent (33%)** noted Improve Job Skills as the primary reason for taking courses, and **46%** 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 (**75%**) indicated that they took classes online with **10%** 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 **98%** of respondents either very satisfied or satisfied with the services provided, up from **77%** in last year’s survey.
- Other notably high scores included the Financial Aid Office at **82%** and the Annual Catalog at **76%**.

Student Satisfaction with Student Services

- Overall, **92%** 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, 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 Iļisaġvik doing well?

- Providing transportation service.
- Iļisaġvik is doing well with affordability and access to degrees, certificates, and endorsements.
- They assist in a timely manner when I have questions or concerns.
- They have helped me with my educational goals and have been very supportive of me
- [Class] professor is very understanding
- I was so surprised that my hometown where I was born and raised had a college and as soon as I learned that it did, I signed up. I am not a confident student and feel that improvement is needed for Iļisaġvik college to meet my needs as a student.
- Providing excellent education with tribal values for Alaskans.
- Staying communicated.
- Providing a learning community that feels safe.
- Sending out lots of email updates
- Yes not many complaints
- Financial aid has been wonderful with recommendations for scholarships and very helpful.
- Providing faculty members that have each specializations to student needs and creating a safe environment for students to comfortably reach out when needed/wanted
- They really care about students and how we’re doing with school.
- Yes Iļisaġvik College is doing well in supporting my needs as a student by providing helpful instructors, a good learning environment, and support services. They also offer programs that help me work toward my goals and give me opportunities to learn and improve my skills.
- Great courses and professors
- Being in Anchorage it’s nice knowing that I have people in barrow to help me connect to whom I need to talk to and help get things done.

- Providing interesting courses in a field I'm interested in.
- Language and Cultural resources are amazing.
- Does well with quick communication
- I am very happy that Iḷisaḡvik had college courses and I'm very happy about being able to take Iḷupiaq and hopefully Iḷupiat classes. I feel more connected to my tribe and that is valuable to me.
- I like the afternoon classes, and flexibility since I have to work full time.
- Provides immediate assistance such as registration, IT, fin aid, bookstore.
- Providing courses I need to obtain my degree.
- They're doing well with checking up on us students daily.
- Iḷisaḡvik College employees are willing to help you and when your life is busy, they can accommodate with your scheduled and make exceptions.
- They put students first!
- Love the classes and how they are scheduled to meet working students.
- The course I am taking this semester will fulfill a prerequisite for the Master's

program I am in. This class was not previously offered, so it is nice to see our instructors are aligning program offerings with the next steps beyond associates/BBA.

- Offering distance courses, professors who are understanding and kind.
- Preparing me to further my education
- Always providing quick communication
- Working with the students to achieve the goals needed
- The expeditor and bookstore are really great at getting me my textbooks!
- Instructors, advisors, and staff appear to care about my success and spend effort to ensure I succeed in class and absorb the materials.
- Iḷisaḡvik College makes it easy to reach someone if an issue arises and I believe that can be the most valuable thing.
- Everything. Class size is great for one-on-one time with professors. Learning is easy and streamlined.
- They support me through my academic and sometimes emotional experiences.

How can Iḷisaḡvik College change to better suit your needs?

- So far I am satisfied with the services Iḷisaḡvik is providing - thank you.
- Our student credit balances are delayed approximately two weeks after the semester is over. This makes it a challenge to pay for other college costs not on my student statement at the time purchases or bills need to be paid.
- No changes
- I'd like to be more involved with my advisor so I can understand the college community a little better
- Offer more asynchronous classes (sole parent for half a year and no babysitter to help during zoom classes)
- More online class that can interact with the instructors, zoom meetings, etc.
- improved communication and follow-through when I request help. Especially specific help; i.e; Tech issues (could not figure out where or how to access my email for more than half of the semester), course-work support, when Iḷisaḡvik announces that I have been awarded a tuition waiver have it be true, the way it was handled made me feel that the rug was ripped out from underneath me. Touch bases with me more often to see

how I am doing. Make it clear as to whether or not I am meeting the academic expectations adequately and follow up with me when I request assistance with regard to financial concerns, course-work concerns, tech-support. I felt like an island that nobody wanted to come to even when I ask for help. I don't like to be left all alone especially since I am not confident academically; I barely got my G.E.D. around [date] and as much as I enjoyed the course material which was wonderfully presented I didn't really get feedback about how my work stood up to what was expected of me as a student. My professor was encouraging but I want to do excellent and I have no idea if my work fulfilled any range of what is expected, I have trouble using a lot of technological tools (such as adobe, PowerPoint, and stuff like that) because I have been a stay-at-home-Mom and homemaker for [#] years and didn't use computers except for social media which I do not feel was helpful for me to know computers adequately enough to do college online, I was nervous about it. My

professor has a lot of faith in me, I can tell but I don't feel confident of my abilities or my performance at all.

- None
- Iñisaġvik is doing a great job! If there was any, but for other students. Making sure to follow-up with student in all areas.
- Check on the non-traditional first year students. We are lost and confused. I lost my GPA as a new student due to a staffing issue, and didn't know enough to petition for it to be fixed. I feel that if somebody was available to the older first year students, I could have rectified the issue. I didn't learn it was even possible until a year later. We still need guidance, even if we're old!
- Have a 'Meet your advisor' day at Tuzzy so everyone knows who their advisor is.
- Have classes during the day less at evening. None at Friday 5:30-7 question morning to up to 5 o'clock
- On campus please have cleaning services come during weekends. Recently this semester it has been terrible and dirtier in the restrooms, even on the seat, floor and walls. Both sides besides the RA's have access to 2 toilets each and both every weekend get disgusting and there needs to be some sort of change.
- Something to keep out online students in touch with us here in Barrow?
- Nothing more, because I can email them if I need something.
- Nothing off the top of my head. I've had the schooling/education experience attending Iñisaġvik college
- Just keep supporting the academics.
- More online classes and seminars!
- When I was calling during the winter /holiday days and hours it was very difficult to get through via phone (as well as to AEF) and I would have felt more supported as a student with feeling like it was hard to get a hold of people. Also, I feel that better support for getting used to

the canvas online would be helpful. how to find assignments and expectations as well as feedback on assignments that were turned in. I would like to be fully guided and instructed on how to be a better student as I consider myself new-ish to college still.

- nothing
- More workshops and community gathering for resources to be shared like FASFA nights, mental health support, and Iñupiaq nights for all students.
- More fun activities.
- I'm satisfied with Iñisaġvik College's service.
- I am very satisfied with the way it is.
- I know about services that are available, because I work here. I know there are some challenges with getting a hold of persons and I think that having the phones automatically ring instead of picking departments so we can have more welcoming phone answering system.
- By raising expectations of students, many students come to class unprepared, holding up the learning experience for everybody else.
- Maybe hold some sort of survey to ask students what other classes they would like to see available. Have more bachelor degree options that would specifically help the North Slope - i.e. provide options to be qualified to help residents through 5200 since it is such a big need
- nothing they are amazing !
- Offering technology certification courses. (a+, server plus, ccna, etc)
- I take online courses and zoom classes. everything seems to going great and I have had no issues.
- Definitely needs something more, can't put my finger on it, perhaps a bit more interaction like small get togethers with students and staff every 2 - 3 weeks to lighten the mood?

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

- Really appreciate the work and services Iñisaġvik provides!
- Thank you for making it available for me to pursue my studies.
- I have seen growth and meaningful inclusion of Inupiat culture and values within my assignments and class discussion. This makes me happy.
- The process to get our textbooks has vastly improved and there was a person available in the bookstore when the last two semesters began. This took pressure off me by not starting the semester behind. I have learned once you get behind on assignments it is very challenging and discouraging to get caught up.

- No
- I would like to express my deepest gratitude to the college for making it possible for me to be enrolled to the online programs
- No
- I have not heard back regarding the Spirit of Sovereignty Scholarship and I unfortunately fell through the cracks and didn't receive the [FUNDER] scholarship due to lack of availability to their offices for me to get support for that kaleidoscope portion to be completed in a timely enough manner. I filled out the paper application and that should have afforded me grace that I was calling their offices and there was no answer, no follow up with me due to it being during the Christmas holiday period.
- No.
- Thank you all Iḷisaḡvik staff!
- Thank you for giving me the gift of community and belonging for the first time in my life.
- Iḷupiaq raised Iḷupiaq language teacher preferably.
- Nothing
- No
- No, it was a good thorough survey.
- I don't think so. This seems to me to be a very thorough survey.
- no
- Not a question but it would be beneficial if students off campus could tune in to Cabinet and board meetings for accountability and just a good check in to see where progress is being made like how anyone is able to join NSB Assembly meetings.
- none
- Nope
- I am very thankful for the opportunity to go to Iḷisaḡvik. I have a lot of work experience but no degree and through the college I am able to complete and continue education without large debt.
- I feel blessed to have had the experiences available to me at Iḷisaḡvik College. I am grateful.
- This survey was partly duplicative and too long.
- I do not
- No
- Not much.

Student Services Report

Information:

The Student Services Report contains a summary of quantitative data on Recruitment and Student Life Activities, with 5 years of data to compare trends. This report is broken down into the following subsections:

- Observations and Key Findings
- Student Contacts and Recruitment
- Student Life

Observations and Key Findings:

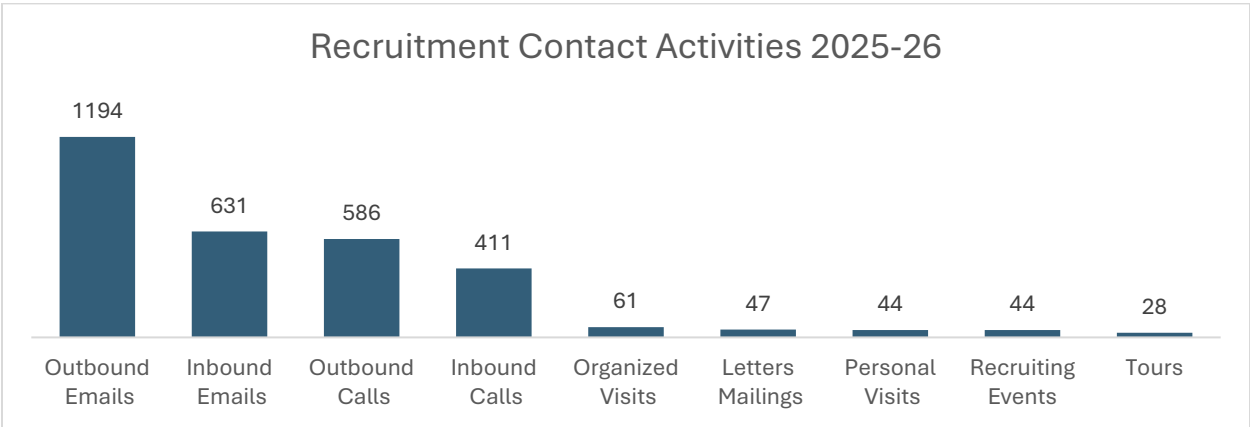
- Casual contact between staff and students significantly increased, likely due to additional staff in place in Student Services.
- Recruitment increased engagement with off-slope students, as well as all eight of the North Slope Borough Schools.

Student Contacts and Recruitment:

- Contacts increased across the board, likely due to a combination in staffing models and refined tracking mechanisms this academic year.
- While **32%** of Recruitment’s Prospective Students applied, the matriculation rate for their prospects was **69%**, which was the same as the institution overall.

Student Services Report Table 1: Historical overview of Student Contacts

Student Contacts	2021-22	2022-23	2023-24	2024-25	2025-26
Significant Contacts: Mid-term calls; Student Support Referrals (SSRs); Disciplinary meetings; Counseling for homesickness, mental wellness; Professional guidance; and other mentoring encounters.	556	600	673	1145	883
Casual Contacts Times when students drop by the office; ask simple questions; or take part in everyday conversations during work hours.	2441	7782	4077	4021	9558



Student Services Report Table 2: Historical overview of Recruitment Contacts

	2021-22		2022-23		2023-24		2024-25		2025-26	
Activity	# Contacts	% Total Contacts	# Contacts	% Total Contacts	# Contacts	% Total Contacts	# Contacts	% Total Contacts	# Contacts	% Total Contacts
Personal Visits	22	15%	69	12%	20	6%	10	3%	44	1%
Letters Mailings	7	5%	119	21%	9	3%	22	6%	47	2%
Outbound Calls	0	0%	111	19%	53	15%	76	22%	586	19%
Inbound Calls	23	16%	50	9%	48	14%	46	13%	411	13%
Outbound Emails	37	26%	69	12%	103	29%	213	61%	1194	39%
Inbound Emails	37	26%	96	17%	85	24%	63	18%	631	21%
Tours									28	1%
Recruiting Events	0	0%	0	0%	3	1%	9	3%	44	1%
Organized Visits	19	13%	60	10%	30	9%	44	13%	61	2%
TOTALS	145		574		351		483		3046	

Student Services Report Table 3: Historical overview of Recruitment Prospects

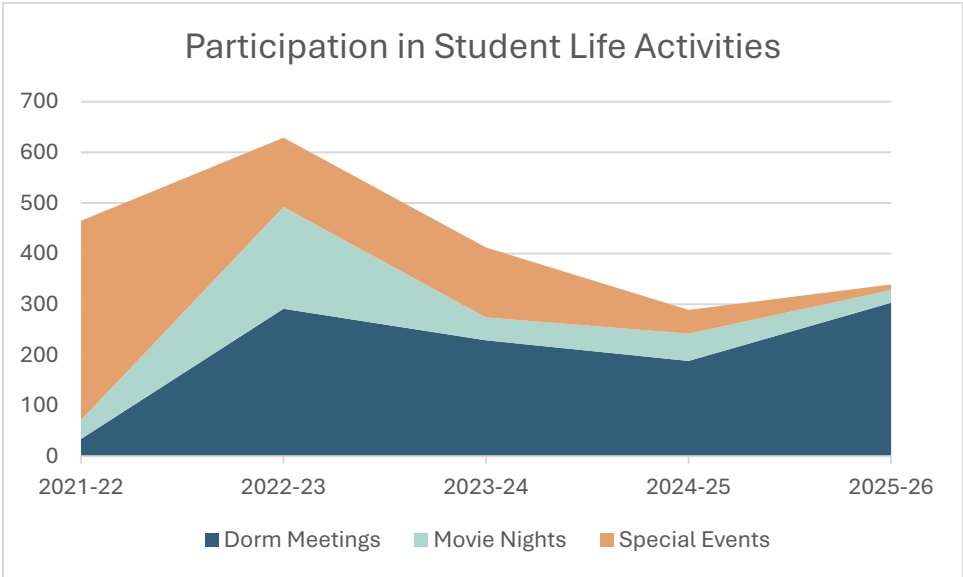
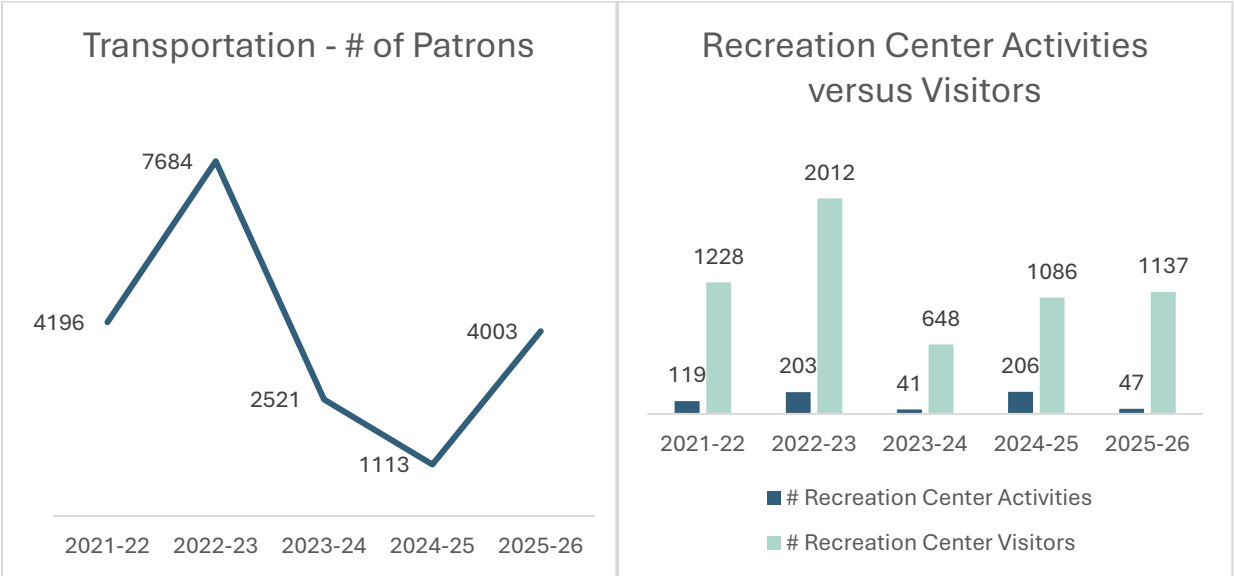
Recruitment Efforts	2021-22	2022-23	2023-24	2024-25	2025-26
Prospective Students	79	81	67	76	50
Prospective Students Applied	58	23	27	25	16
Prospective Students Admitted (degree Seeking)	26	16	13	20	13
Prospective Students Enrolled (degree-seeking)					11
Prospective Students Enrolled (not degree-seeking)	12	9	4	0	6

Recruitment Matriculation 2025-26



Student Life

- Students had the option of attending a variety of cultural, social, and emotional programming during AY2025-26 including:
 - Mental Health and Wellness Guest Speakers
 - Movie nights
 - Volunteer activities with the community



Student Services Report Table 4: Historical overview of key Student Activities

# of Students who:	2024-25	2025-26
Presented at a Conference	6	8
Participated in Student Government	7	7
Participated in tribal boards or community organizations	0	2
Participated in culturally relevant activities on campus, other than academic courses	174	21

Tuzzy Consortium Library Report

Information:

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. The Tuzzy Library report is broken out into the following subsections:

- Observations and Key Findings
- Patron Visits and Academic Usage

Observations and Key Findings

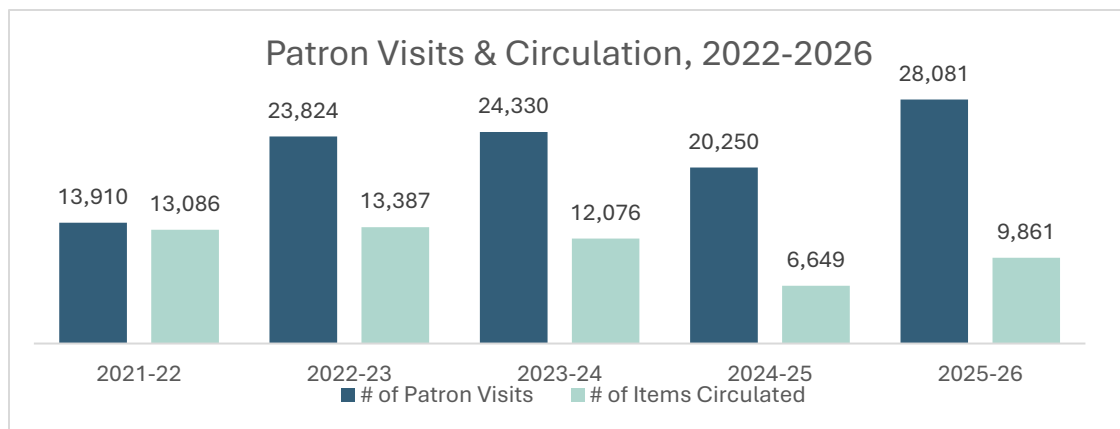
- In-person patron visits to the library increased from 20,250 to 28,081
- Checkouts of physical library materials had a **48%** increase, whereas eBooks, audiobooks and e-magazines usage decreased by almost **4%**.

Patron Visits and Academic Usage

- 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.
- Wireless usage at the library was up a staggering **369%**.

Tuzzy Library Report Table 1: Patron Visits & Resource Usage

	2021-22	2022-23	2023-24	2024-25	2025-26
# of Patron Visits	13,910	23,824	24,330	20,250	28,081
# of Items Circulated	13,086	13,387	12,076	6,649	9,861
eBook Checkouts	976	873	875	961	927
Database Logins	567	910	1,322	1,919	996
Patron Computer Usage	1,936	4,068	4,266	5,141	5,844
Wireless Users	3,423	6,539	9,160	1,607	7,542

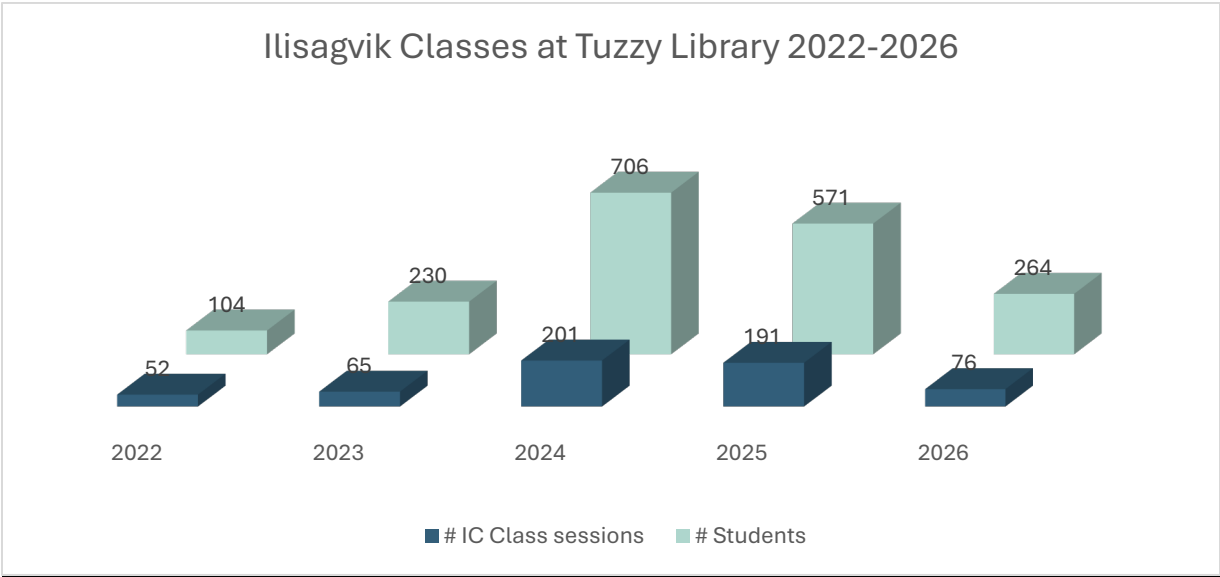


Tuzzy Library Report Table 2: Tuzzy Library Events and Attendance

Events & Attendance	2021-22			2022-23			2023-24			2024-25			2025-26		
	# Events	Attendance		# Events	Attendance		# Events	Attendance		# Events	Attendance		# Events	Attendance	
		Adults	Youth		Adults	Youth		Adults	Youth		Adults	Youth		Adults	Youth
# of Tuzzy Programs	9	2	71	38	232	411	59	183	356	54	246	406	54	227	493
# of IC classes	52	104	0	65	230	0	201	706	0	191	571	0	131	357	13
# of IC uses	16	128	25	29	414	250	25	148	148	12	189	41	40	257	205
# of Community uses	35	51	0	112	302	64	73	119	0	114	163	32	120	385	60
# of Partnership Events	13	688	1,054	86	411	466	44	215	106	71	364	193	89	520	260
Total	125	973	1,150	330	1,589	1,191	402	1,371	610	442	1,533	672	434	1,746	1,031

Tuzzy Library Report Table 3: Library Instruction & Faculty Interactions

	2021-22	2022-23	2023-24	2024-25	2025-26
Instruction Sessions LS101	4	4	4	4	4
Faculty Interactions	27	167	105	45	90
Student Interactions	41	113	92	88	89



Village and Off-Slope Participation Report

Information:

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 and includes for-credit and CEU enrollments.

Example: One student taking three courses will be counted as three enrollments.

- The figures for each location's enrollments include:
 - On-site participation for classes held in that community or off-slope
 - Distance delivery via asynchronous online, zoom, and hybrid classes
 - Enrollments of village/off-slope residents in courses delivered in Utqiagvik

Additional information is found in the Appendix. The Village Participation Report is broken out into the following subsections:

- Observations and Key Findings
- Historical overview

Observations and Key Findings:

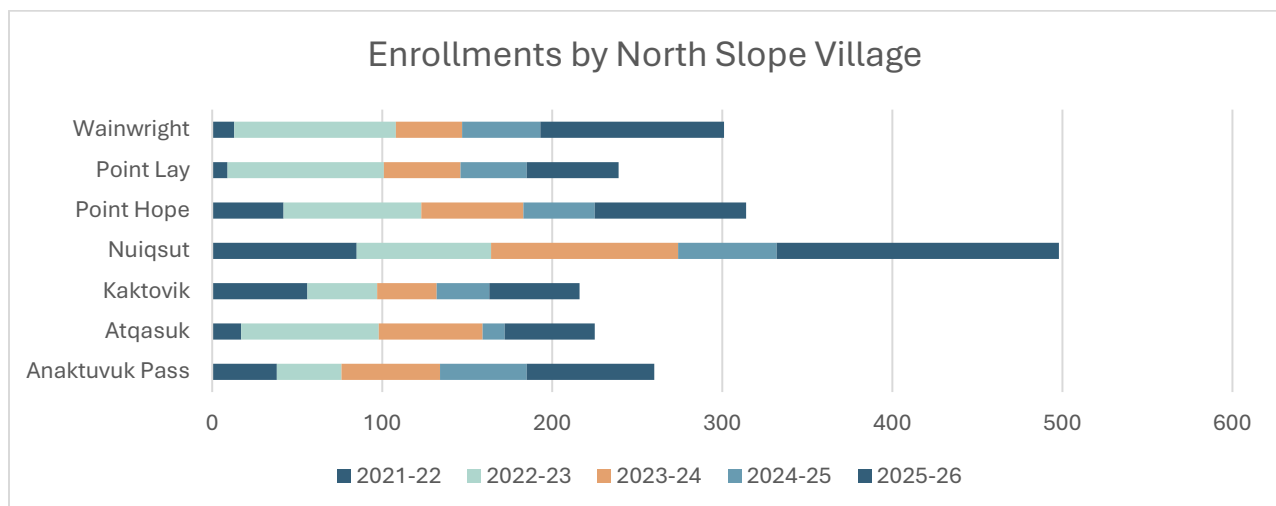
- Enrollments increased in every North Slope village from AY2024-25 to AY2025-26.
- Slightly fewer enrollments were from off-Slope (a decrease of 3%).

Historical Overview:

- Atqasuk had the largest increase, with 308% change from 13 enrollments in AY2024-25 to 53 on AY2025-26.
- Nuiqsut had the highest participation, with 166 enrollments.

Village and Off-Slope Participation Report Table 1: Historical overview of enrollments by location

Location	Total Village Enrollments by Location				
	2021-22	2022-23	2023-24	2024-25	2025-26
Anaktuvuk Pass	38	38	58	51	75
Atqasuk	17	81	61	13	53
Kaktovik	56	41	35	31	53
Nuiqsut	85	79	110	58	166
Point Hope	42	81	60	42	89
Point Lay	9	92	45	39	54
Wainwright	13	95	39	46	108
Total	260	507	408	280	598
Off-Slope	316	790	966	823	801



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. (Additional information in Appendix). The Workforce Development Report is divided into the following subsections:

- Observations and Key Findings
- Historical overview
- Academic Year 2025-26 Overview

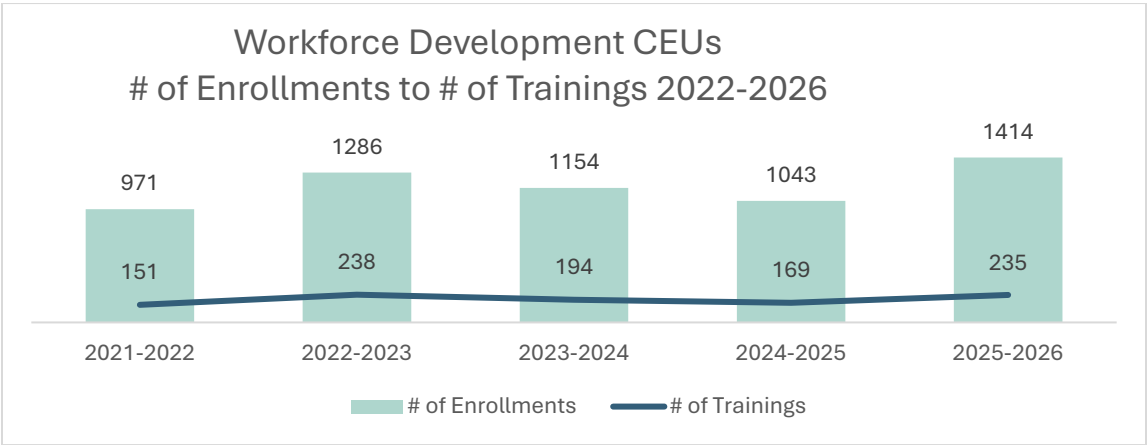
Training Topics refers to the content of each class.
Requested indicates Training Topics are offered because organizations request those topics for their employees.
Scheduled refers to those training topics that are scheduled prior to the start of the semester by Iļisaġvik due to regular demand.
“Iļisaġvik College Certificate” (ICC) 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.
Industry Certificate is a standard certificate that a student receives upon completion of a course, such as First Aid.

Observations and Key Findings:

- Workforce Development delivered 235 training workshops/classes this year.
- Of the 194 training courses, the College scheduled 187 trainings, and the remaining 48 workshops were requested by employers.

Historical Overview:

- Enrollment in those classes/workshops increased by **36%** from the previous year, from 1043 to 1414.
- The completion rate for Workforce Development classes was **97%**.



Workforce Development Report Table 1: Historical summary table

	2021-22	2022-23	2023-24	2024-25	2025-26
# of Individual Trainings	151	238	194	169	235
# of Organizations Served	39	31	31	24	23
Enrollment	971	1,286	1,154	1,043	1,414
# of Certifications awarded	420	1,264	1,154	1,005	1,370
Completion Rate	43%	98%	100%	96%	97%
# of Training Topics	62	57	56	56	96
Requested vs.	45 Requested	124 Requested	100 Requested	51 Requested	48 Requested
Scheduled Trainings	106 Scheduled	124 Scheduled	94 Scheduled	118 Scheduled	187 Scheduled

Workforce Development Report Table 2: Historical Overview of Workshops by North Slope Borough Community

	# Workshops				
	2021-22	2022-23	2023-24	2024-25	2025-26
Anaktuvuk Pass	5	13	8	3	7
Atqasuk	0	9	6	1	3
Barrow	55	158	136	138	177
Kaktovik	4	7	6	1	6
Nuiqsut	8	9	10	4	14
Point Hope	5	13	5	2	6
Point Lay	3	3	4	2	3
Wainwright	9	18	4	5	6
Village Total	34	72	43	18	45
Total	89	230	179	156	222

Workforce Development Report Table 3: Historical Overview of Workshops by Off-Slope Community

Off Slope Community	# Workshops				
	2021-22	2022-23	2023-24	2024-25	2025-26
Anchorage	0	6	1	0	0
Nome	1	2	3	1	0
Online	14	0	2	0	0
Fairbanks	0	0	2	4	2
Eagle River	0	0	0	0	0
Kotzebue	0	0	2	0	0
St. Paul	0	0	5	8	11
Total	15	8	15	13	13

Academic Year 2025-26 Overview:

Summer 2025

Workforce Development Report Table 4: Overview of Summer 2025

Trainings			# Ind. Trainings	# Locations	# of Students	Certification Types
# Topics	Requested	Scheduled				
30	14	63	77	5	451	312 ICC 139 Industry

Fall 2025

Workforce Development Report Table 5: Overview of Fall 2025

Trainings			# Ind. Trainings	# Locations	# of Students	Certification Types
# Topics	Requested	Scheduled				
33	17	65	82	9	521	194 ICC 327 Industry

Spring 2026

Workforce Development Report Table 5: Overview of Spring 2026

Trainings			# Ind. Trainings	# Locations	# of Students	Certification Types
# Topics	Requested	Scheduled				
33	17	59	76	8	442	255 ICC 187 Industry

Appendices

Appendix: Cooperative Extension

Summer 2025

Event Type	Topic	# of Participants	Target Audience	Focus
Workshop	Beading in Nuiqsut – 4 sessions	29	Adults & Middle / High School Students (13-17)	Creativity, Healthy Choices, Personal Wellness, Physical activity, Strengthening Family Bonds, Traditional Arts and Crafts, Traditional Values, Youth Development
Community Event	Community Clean Up & Tuzzy BBQ	70	Families	Community Solidarity, Economic Food Solutions, Food Safety, Healthy Choices, Personal Wellness, Physical activity, Strengthening Family Bonds, Traditional Values, Youth Development
Workshop	Tai Chi Workshop	3	Adults	Community Solidarity, Healthy Choices, Personal Wellness, Physical activity, Strengthening Family Bonds, Traditional Values, Youth Development
Workshop	Family Yoga – 3 sessions	22	Families	Community Solidarity, Healthy Choices, Personal Wellness, Physical activity, Strengthening Family Bonds, Traditional Values, Youth Development
Community Event	Walking Wednesday	85	Families	Community Solidarity, Healthy Choices, Personal Wellness, Physical activity, Strengthening Family Bonds, Traditional Values, Youth Development
Workshop	Kids in the Kitchen	5	Elementary Students (5-12)	Creativity, Economic Food Solutions, Food Safety, Healthy Choices, Nutrition, Personal Wellness, Strengthening Family Bonds, Traditional Values, Youth Development
IñU Hour	Inupiaq Numerals Bingo	20	Adults	Creativity, Personal Wellness, Traditional Arts and Crafts, Traditional Values
Workshop	Adult Yoga - 8 sessions	28	Adults	Community Solidarity, Healthy Choices, Personal Wellness, Physical activity, Strengthening Family Bonds, Traditional Values
Community Event	Preparing for Nalukataq	22	Adults	Economic Food Solutions, Food Safety, Healthy Choices, Personal Wellness, Strengthening Family Bonds, Traditional Values
Community Event	Nalukataq Field Trip	16	Adults	Economic Food Solutions, Healthy Choices, Nutrition, Personal Wellness, Traditional Values
IñU Hour	Birds of the Arctic Birdwatchers as Presenters	22	Adults	Healthy Choices, Personal Wellness, Traditional Values
IñU Hour	Grey Whales 1988 Presentation	10	Adults	Traditional Values

Fall 2025

Event Type	Topic	# of Participants	Target Audience	Focus
Workshop	Adult Ringside Boxing - 15 sessions	121	Adults	Community Solidarity, Healthy Choices, Personal Wellness, Physical activity, Traditional Values
Community Event	College Bound Inupiaq Dance & Storytelling	82	Elementary Students (5-12)	Community Solidarity, Creativity, Healthy Choices, Personal Wellness, Strengthening Family Bonds, Traditional Arts and Crafts, Traditional Values, Youth Development
Community Event	Elders & Youth Duck In	54	Adults & Middle / High School Students (13-17)	Community Solidarity, Creativity, Economic Food Solutions, Food Safety, Healthy Choices, Nutrition, Personal Wellness, Strengthening Family Bonds, Traditional Values, Youth Development
Workshop	Kids in the Kitchen - 6 sessions	63	Elementary Students (5-12)	Community Solidarity, Creativity, Economic Food Solutions, Food Safety, Healthy Choices, Nutrition, Personal Wellness, Physical activity, Problem Solving and Physics, Strengthening Family Bonds, Traditional Values, Youth Development
Workshop	Teen Art At Tuzzy - 9 sessions	73	Middle & High School Students (13-17)	Community Solidarity, Creativity, Healthy Choices, Personal Wellness, Physical activity, Problem Solving and Physics, Traditional Arts and Crafts, Traditional Values, Youth Development
Community Event	Video Game Get Together	8	Adults	Community Solidarity, Creativity, Healthy Choices, Personal Wellness, Problem Solving and Physics
Community Event	Elders & Youth Fabric of our Communities	62	Adults & Middle / High School Students (13-17)	Community Solidarity, Creativity, Healthy Choices, Personal Wellness, Strengthening Family Bonds, Traditional Arts and Crafts, Traditional Values, Youth Development
Community Event	Ipalook Inuit Day	402	Elementary Students (5-12)	Community Solidarity, Creativity, Healthy Choices, Personal Wellness, Strengthening Family Bonds, Traditional Arts and Crafts, Traditional Values, Youth Development
Workshop	Adult Yoga- 21 sessions	52	Adults	Community Solidarity, Healthy Choices, Personal Wellness, Physical activity, Strengthening Family Bonds, Traditional Values
Campus Tour	Cross Country Tour	27	Middle & High School Students (13-17)	Community Solidarity, Healthy Choices, Personal Wellness, Physical activity, Traditional Values, Youth Development
Workshop	Kids & Adults Ringside Boxing	8	Elementary Students (5-12)	Community Solidarity, Healthy Choices, Personal Wellness, Physical activity, Traditional Values, Youth Development
Workshop	Kids Ringside Boxing - 9 sessions	110	Elementary Students (5-12)	Community Solidarity, Healthy Choices, Personal Wellness, Physical activity, Traditional Values, Youth Development
Community Event	Soup & Science by UIC Ft. Iļisaġvik	32	Adults	Community Solidarity, Healthy Choices, Personal Wellness, Problem Solving and Physics, Strengthening Family Bonds, Traditional Values, Youth Development
Workshop	Drone Operations Workshop	29	Adults	Community Solidarity, Problem Solving and Physics, Traditional Values
INU Hour	Inupiaq Hunting History Storytelling	9	Adults	Creativity, Healthy Choices, Personal Wellness, Strengthening Family Bonds, Traditional Arts

				and Crafts, Traditional Values, Youth Development
INU Hour	Inupiaq Storytelling - Whaling Back Then	14	Adults	Creativity, Healthy Choices, Personal Wellness, Strengthening Family Bonds, Traditional Arts and Crafts, Traditional Values, Youth Development
INU Hour	Inupiaq Way of Life Storytelling	12	Adults	Creativity, Healthy Choices, Personal Wellness, Strengthening Family Bonds, Traditional Arts and Crafts, Traditional Values, Youth Development
INU Hour	Inupiaq Values Storytelling	2	Adults	Creativity, Personal Wellness, Traditional Values
Community Event	Orientation Potluck	64	Adults	Economic Food Solutions, Food Safety, Healthy Choices, Nutrition, Personal Wellness, Strengthening Family Bonds, Traditional Values
INU Hour	UVA Visit - Duck In	45	Adults	Economic Food Solutions, Healthy Choices, Personal Wellness, Traditional Values
Workshop	Family Yoga - 11 sessions	48	Families	Healthy Choices, Personal Wellness, Physical activity, Strengthening Family Bonds, Youth Development
INU Hour	Kaktovik Storytelling & Inupiaq Values	5	Adults	Healthy Choices, Personal Wellness, Strengthening Family Bonds, Traditional Arts and Crafts, Traditional Values, Youth Development
INU Hour	Inu Hour - International Inuit Day	27	Adults	Healthy Choices, Personal Wellness, Traditional Values

Spring 2025

Event Type	Course	# of Participants	Target Audience	Focus
Workshop	Adult Ringside Boxing	142	Adults	Community Solidarity, Healthy Choices, Personal Wellness, Physical activity, Traditional Values
Workshop	Adult Yoga	43	Adults	Community Solidarity, Healthy Choices, Personal Wellness, Physical activity, Strengthening Family Bonds, Traditional Values
Workshop	Beadwork	5	Adults	Creativity, Healthy Choices, Personal Wellness, Physical activity, Strengthening Family Bonds, Traditional Arts and Crafts, Traditional Values, Youth Development
Workshop	Beaver Hat Workshop	20	Families	Creativity, Healthy Choices, Personal Wellness, Physical activity, Strengthening Family Bonds, Traditional Arts and Crafts, Traditional Values, Youth Development
Workshop	Dog Sledding & Arctic Survival	11	Middle & High School Students (13-17)	Creativity, Healthy Choices, Personal Wellness, Physical activity, Strengthening Family Bonds, Traditional Arts and Crafts, Traditional Values, Youth Development
Workshop	Family Yoga	53	Families	Healthy Choices, Personal Wellness, Physical activity, Strengthening Family Bonds, Youth Development
Campus Tour	Ilisagvik Campus Tour	14	Adults	Community Solidarity
INU Hour	Inu Hour: Inuit Dog Sledding	35	Families	Community Solidarity, Healthy Choices, Personal Wellness, Physical activity, Traditional Values, Youth Development

INU Hour	Inu Hour: William Iggiagruk Hensley	17	Adults	Strengthening Family Bonds, Traditional Arts and Crafts, Traditional Values, Youth Development
IñU Hour	Inupiaq Numerals/Bingo	12	Adults	Community Solidarity, Healthy Choices, Personal Wellness, Physical activity, Traditional Values, Youth Development
Workshop	Kids in the Kitchen	2	Families	Community Solidarity, Creativity, Economic Food Solutions, Food Safety, Healthy Choices, Nutrition, Personal Wellness, Physical activity, Problem Solving and Physics, Strengthening Family Bonds, Traditional Values, Youth Development
Workshop	Kids Ringside Boxing	130	Elementary Students (5-12)	Community Solidarity, Healthy Choices, Personal Wellness, Physical activity, Traditional Values, Youth Development
Community Event	Niqi Day	67	Adults	Community Solidarity, Creativity, Economic Food Solutions, Food Safety, Healthy Choices, Nutrition, Personal Wellness, Physical activity, Problem Solving and Physics, Strengthening Family Bonds, Traditional Values, Youth Development
Community Event	Spring Whaling Festival - Piuraagiaqta	8	Adults	Community Solidarity, Healthy Choices, Personal Wellness, Physical activity, Traditional Values, Youth Development
Workshop	Teen Art at Tuzzy	107	Middle & High School Students (13-17)	Community Solidarity, Healthy Choices, Personal Wellness, Physical activity, Traditional Values, Youth Development
IñU Hour	Traditional Inupiaq Whaling	28	Adults	Community Solidarity, Healthy Choices, Personal Wellness, Physical activity, Traditional Values, Youth Development
IñU Hour	Welcome Back the Sun Dance Practice	20	Adults	Community Solidarity, Healthy Choices, Personal Wellness, Physical activity, Traditional Values, Youth Development
IñU Hour	Welcome Back the Sun Dance Outside	11	Adults	Community Solidarity, Healthy Choices, Personal Wellness, Physical activity, Traditional Values, Youth Development
IñU Hour	Whale Tales of Tradition & Heartbeat Alaska	10	Adults	Healthy Choices, Personal Wellness, Strengthening Family Bonds, Traditional Arts and Crafts, Traditional Values, Youth Development

Appendix: Cultural Programming

Summer 2025

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 (Key)
Cooperative Extension	IñuHour	Preparing (Itqanaiyaq) Nalukataq - 5/5/25	22	IC Staff, Faculty & Students	History, Hunting and Whaling, Language Learning, Storytelling, Traditional Food, Traditional Healing, Traditional Values
Cooperative Extension	IñuHour	Nalukataq Field Trip - 6/24/25	16	IC Staff, Faculty & Students	History, Hunting and Whaling, Language Learning, Storytelling, Traditional Food, Traditional Healing, Traditional Values
Cooperative Extension	IñuHour	Grey Whales 1988 Presentation - 5/9/25	10	IC Staff, Faculty & Students	History, Hunting and Whaling, Storytelling, Traditional Healing, Traditional Values
Cooperative Extension	IñuHour	Birds of the Arctic Birdwatchers as Presenters - Herman Ahsoak - 6/12/25	22	IC Staff, Faculty & Students	History, Hunting and Whaling, Storytelling, Traditional Healing, Traditional Values
Cultural Specialist	IñuHour	Iñupiaq Numerals Bingo with Matthew Sanchez - 8/7/25	20	IC Staff, Faculty & Students	History, Language Learning, Storytelling, Traditional Healing, Traditional Values
Cultural Specialist	Cultural Workshop	Beading in Nuiqsut	4	Community (Nuiqsut)	History, Sewing, Traditional Crafts, Traditional Healing, Traditional Values
Cultural Specialist	Cultural Workshop	Beading in Nuiqsut	8	Community (Nuiqsut)	History, Sewing, Traditional Crafts, Traditional Healing, Traditional Values
Cultural Specialist	Cultural Workshop	Beading in Nuiqsut	10	Community (Nuiqsut)	History, Sewing, Traditional Crafts, Traditional Healing, Traditional Values
Cultural Specialist	Cultural Workshop	Beading in Nuiqsut	7	Community (Nuiqsut)	History, Sewing, Traditional Crafts, Traditional Healing, Traditional Values
Iñupiaq Studies	Workshop	Salve Making with Katie Roseberry, 7/12/25	12	IC Students	Traditional Crafts, Traditional Healing, Traditional Values
Iñupiaq Studies	Course	IñU 135 1 Inuit Art Studio	7	IC Students	Language Learning, Traditional Values
Iñupiaq Studies	Course	IñU 224 1 Traditional Knowledge of Plants	4	IC Students	Traditional Crafts, Traditional Food, Traditional Healing, Traditional Values
Tuzzy	Storytime	Storytime -1 session	14	Community (Utqiagvik)	Storytelling, Traditional Values
Tuzzy	Crafternoon	Crafternoon-1 session	14	Community (Utqiagvik)	Traditional Values

Fall 2025

Division (IñU Studies, Cooperative Extension, Tuzzy)	Event Type	Topic	# of Participants	Target Audience (IC Staff, students, K-12, families etc.)	Focus (Key)
Cooperative Extension	IñuHour	College Bound Iñupiaq Dance & Storytelling - 10/30/25	82	Community (Utqiagvik)	History, Hunting and Whaling, Language Learning, Storytelling, Traditional Crafts, Traditional Food, Traditional Healing, Traditional Values
Cooperative Extension	IñuHour	UVA Visit Duck In Presentation - 9/29/25	45	IC Staff, Students & Community	History, Hunting and Whaling, Language Learning, Storytelling, Traditional Food, Traditional Healing, Traditional Values
Cooperative Extension	IñuHour	Elders & Youth - Duck In and Duck Harvesting - 10/13/25	54	Community (Anchorage)	History, Hunting and Whaling, Language Learning, Storytelling, Traditional Food, Traditional Healing, Traditional Values
Cooperative Extension	IñuHour	Iñupiaq Hunting History Storytelling - 10/29/25	9	Community (Kaktovik & Nuiqsut)	History, Hunting and Whaling, Language Learning, Storytelling, Traditional Food, Traditional Healing, Traditional Values
Cooperative Extension	IñuHour	Iñupiaq Storytelling - Whaling Back Then - 10/29/25	14	Community (Kaktovik & Nuiqsut)	History, Hunting and Whaling, Language Learning, Storytelling, Traditional Healing, Traditional Values
Cooperative Extension	IñuHour	Iñupiaq Way of Life Storytelling - 10/29/25	12	Community (Kaktovik & Nuiqsut)	History, Hunting and Whaling, Language Learning, Storytelling, Traditional Healing, Traditional Values
Cooperative Extension	IñuHour	Kaktovik Storytelling & Iñupiaq Values Activity - 10/29/25	5	Community (Kaktovik & Nuiqsut)	History, Language Learning, Storytelling, Traditional Crafts, Traditional Food, Traditional Healing, Traditional Values
Cooperative Extension	IñuHour	Orientation Potluck - 8/15/25	64	IC Staff & Faculty	Language Learning, Traditional Food, Traditional Healing, Traditional Values
Cooperative Extension	IñuHour	Elders & Youth - Fabric of Our Communities - 10/14/25	62	Community (Anchorage)	History, Language Learning, Sewing, Storytelling, Traditional Crafts, Traditional Healing, Traditional Values
Cooperative Extension	IñuHour	Traditional Iñupiaq Games with Deano Olemaun - 9/4/2025	27	IC Staff, Faculty & Students	History, Language Learning, Storytelling, Traditional Values
Cooperative Extension	IñuHour	Iñupiaq Values Storytelling - 10/28/25	2	Community (Kaktovik & Nuiqsut)	History, Language Learning, Storytelling, Traditional Healing, Traditional Values
Cooperative Extension	IñuHour	International Inuit Day - 11/6/26	27	IC Staff, Faculty & Students	History, Language Learning, Storytelling, Traditional Healing, Traditional Values
Cooperative Extension	IñuHour	Ipalook Inuit Day - 11/6/25	402	Community (Utqiagvik)	History, Language Learning, Storytelling, Traditional Healing, Traditional Values
Cultural Specialist	Cultural Workshop	Atikluk Making	2	IC Students	History, Language Learning, Sewing, Traditional Crafts,

					Traditional Healing, Traditional Values
Cultural Specialist	Cultural Workshop	Atikluk Making	3	IC Students	History, Language Learning, Sewing, Traditional Crafts, Traditional Healing, Traditional Values
Cultural Specialist	Cultural Workshop	Beadwork	2	IC Students	Language Learning, Sewing, Traditional Crafts, Traditional Healing
Iñupiaq Studies	Course	IñU 109 1 Qulliq Seal Oil Lamp	8	IC Students	History, Language Learning, Storytelling, Traditional Crafts, Traditional Healing, Traditional Values
Iñupiaq Studies	Course	IñU 114 1 Foundations of Iñupiaq Language	13	IC Students	Language Learning, Traditional Values
Iñupiaq Studies	Course	IñU 121 1 Elementary Iñupiaq I	12	IC Students	History, Language Learning, Storytelling, Traditional Food, Traditional Values
Iñupiaq Studies	Course	IñU 194 1 Cultural Knowledge	12	IC Students	History, Hunting and Whaling, Sewing, Storytelling, Traditional Crafts, Traditional Food, Traditional Healing, Traditional Values
Iñupiaq Studies	Course	IñU 220 1 NS IñU History & Culture	19	IC Students	History, Hunting and Whaling, Storytelling, Traditional Values
Iñupiaq Studies	Course	IñU 224 1 Traditional Knowledge of Plants	11	IC Students	Traditional Crafts, Traditional Food, Traditional Healing, Traditional Values
Iñupiaq Studies	Course	IñU 257 1 Traditional & Con	8	IC Students	Sewing, Traditional Crafts, Traditional Values
Iñupiaq Studies	Course	UNA 121 1 Intro Unangam Tunuu	4	IC Students	Language Learning, Traditional Values
Iñupiaq Studies	Course	UNA 194 1 Aleut Folklore	9	IC Students	History, Storytelling, Traditional Values
Tuzzy	Storytime	Storytime - 16 sessions	108	Community (Utqiagvik)	Storytelling, Traditional Values
Tuzzy	Crafternoon	Crafternoon-15 sessions	112	Community (Utqiagvik)	Traditional Values

Spring 2026

Division (IñU Studies, Cooperative Extension, Tuzzy)	Event Type	Topic	# of Participants	Target Audience (IC Staff, students, K-12, families etc.)	Focus (Key)
Cooperative Extension	IñU Hour	Traditional Iñupiaq Whaling - Joseph & Alice Sage - Akootchook Crew - 3/26/26	28	IC Staff & Faculty	History, Hunting and Whaling, Language Learning, Storytelling, Traditional Food, Traditional Healing, Traditional Values,
Cooperative Extension	IñU Hour	Heartbeat of Alaska - episode about whaling in Barrow - 4/23/26	10	IC Staff & Faculty	History, Hunting and Whaling, Language Learning, Storytelling, Traditional Food, Traditional Healing, Traditional Values,

Cooperative Extension	IñU Hour	Niqi Day - Graduation Maktak & Quaq Cutting - 4/24/26	17	IC Staff & Faculty	History, Hunting and Whaling, Language Learning, Traditional Food, Traditional Healing, Traditional Values,
Cooperative Extension	Niqi Day	Niqi Day at Student Services: 2/19/26	30	IC Staff, Faculty & Students	History, Hunting and Whaling, Language Learning, Traditional Food, Traditional Healing, Traditional Values,
Cooperative Extension	Niqi Day	Niqi Day in Anchorage with Taktuk Smith & Danyal Harvey - 4/17/26	20	IC Staff, Faculty & Students	History, Hunting and Whaling, Language Learning, Traditional Food, Traditional Healing, Traditional Values,
Cooperative Extension	IñU Hour	Spring Whaling Festival - Piuraagiaqta - 4/9/26	8	IC Staff & Faculty	History, Hunting and Whaling, Language Learning, Storytelling, Traditional Healing, Traditional Values,
Cooperative Extension	IñU Hour	Welcome Back the Sun Dance Practice - 1/8/26	12	IC Staff & Faculty	History, Language Learning, Storytelling, Traditional Healing, Traditional Values,
Cooperative Extension	IñU Hour	Iñupiaq Numerals/Bingo with Matthew Sanchez - 1/16/26	12	IC Staff & Faculty	History, Language Learning, Storytelling, Traditional Healing, Traditional Values,
Cooperative Extension	IñU Hour	Welcome Back the Sun Dance Practice - 1/15/26	8	IC Staff, Faculty & Students	History, Language Learning, Storytelling, Traditional Healing, Traditional Values,
Cooperative Extension	IñU Hour	Welcome Back the Sun Dance Practice - 1/21/26	11	IC Staff, Faculty & Students	History, Language Learning, Storytelling, Traditional Healing, Traditional Values,
Cooperative Extension	IñU Hour	History of IñUit Dog Sledding with Geoff Carroll - 2/5/26	42	IC Staff, Faculty, Students & Community	History, Language Learning, Storytelling, Traditional Healing, Traditional Values,
Cooperative Extension	Kids in the Kitchen	Kids in the Kitchen - Salmon Dip with Corrine Merrow - 1/10/26	7	Elementary Students (5-11)	Language Learning, Traditional Food, Traditional Healing, Traditional Values,
Cooperative Extension	Workshop	Whaling Crews Beaver Hat Making Workshop - 4/3/26 - 4/4/26, 4/8/26	20	Community (Other)	Hunting and Whaling, Language Learning, Sewing, Traditional Crafts, Traditional Healing, Traditional Values,
Cooperative Extension	Workshop	Traditional Beading Workshop with Audrey Saganna, Jr. - 4/3/26	5	IC Students	Language Learning, Sewing, Traditional Crafts, Traditional Healing, Traditional Values,
Cooperative Extension	Workshop	Dog Sledding & Arctic Survival with Alex Dattilo - 4/7/26	11	High School Students (14-17)	History, Language Learning, Storytelling, Traditional Healing, Traditional Values,
Cooperative Extension	IñU Hour	The Impact of William Iggiagruk Hensley - 3/6/26	17	IC Staff & Faculty	History, Language Learning, Storytelling, Traditional Healing, Traditional Values,
Cooperative Extension	Iḷisaḡvik Campus Tour	Campus Tour for Tuutalik-Youth Water Keepers - 3/16/26	14	Community (Other)	History, Storytelling, Traditional Values,
Iñupiaq Studies	Iñupiaq Fine Arts Festival	Iñupiaq Fine Arts Festival, April 16, 2026	83	IC Staff, Faculty, Students & Community	History, Language Learning, Sewing, Storytelling, Traditional Crafts, Traditional Food, Traditional Healing, Traditional Values,

Iñupiaq Studies	Workshop	Salve Making, with Katie Roseberry, 3/21/26	6	IC Students	Traditional Crafts, Traditional Healing, Traditional Values,
Iñupiaq Studies	Workshop	Beading Workshops with Matthew Sanchez, 2/21/26 & 3/07/26	6	IC Students	Sewing, Traditional Crafts, Traditional Values,
Iñupiaq Studies	Workshop	Doll Making & Ivory Carving with Leon Kinneveauk & Helen Lane, April 6-10, 2026	13	IC Students & Community	Sewing, Traditional Crafts, Traditional Values,
Iñupiaq Studies	Workshop	Wolf Head Mitten Making with Emily Caldwell, April 20-25, 2026	13	IC Students & Community	Sewing, Traditional Crafts, Traditional Values,
Iñupiaq Studies	Performance	IñU 260 Community Performance at Graduation	200	IC Students & Community	Storytelling, Traditional Crafts, Traditional Values,
Iñupiaq Studies	Workshop	Ivory Carving with Leon Kinneveauk & Helen Lane	13	IC Students & Community	Traditional Crafts, Traditional Values,
Iñupiaq Studies	Workshop	Fish Skin Tanning with Karen McIntyre, 3/28-29/26	8	IC Students & Community	Traditional Crafts, Traditional Values,
Iñupiaq Studies	Course	IñU 109 1 Qulliq Seal Oil Lamp	5	IC Students	History, Language Learning, Storytelling, Traditional Crafts, Traditional Healing, Traditional Values
Iñupiaq Studies	Course	IñU 114 1 Foundations of Iñupiaq Language	13	IC Students	Language Learning, Traditional Values
Iñupiaq Studies	Course	IñU 118 1 Intro to Traditional Healing	13	IC Students	History, Language Learning, Traditional Food, Traditional Healing, Traditional Values
Iñupiaq Studies	Course	IñU 121 1 Elementary Iñupiaq I	12	IC Students	History, Language Learning, Storytelling, Traditional Food, Traditional Values
Iñupiaq Studies	Course	IñU 121 2 Elementary Iñupiaq I	9	IC Students	History, Language Learning, Storytelling, Traditional Food, Traditional Values
Iñupiaq Studies	Course	IñU 122 1 Cultural Knowledge	6	IC Students	History, Hunting and Whaling, Language Learning, Sewing, Storytelling, Traditional Food, Traditional Healing, Traditional Values
Iñupiaq Studies	Course	IñU 131 1 Elementary Iñupiaq 2	3	IC Students	History, Language Learning, Storytelling, Traditional Food, Traditional Values
Iñupiaq Studies	Course	IñU 135 1 IñUit Art Studio	7	IC Students	Sewing, Traditional Crafts, Traditional Values
Iñupiaq Studies	Course	IñU 213 1 IñUit Storytelling	8	IC Students	History, Hunting and Whaling, Language Learning, Storytelling, Traditional Values
Iñupiaq Studies	Course	IñU 218 1 NS Iñupiaq Grammar 3	5	IC Students	Language Learning, Traditional Values
Iñupiaq Studies	Course	IñU 223 1 Tribal Governance	4	IC Students	History, Hunting and Whaling, Storytelling, Traditional Food, Traditional Healing, Traditional Values

Iñupiaq Studies	Course	IÑU 257 1 Traditional & Contemporary Skin Sewing	6	IC Students	Sewing, Traditional Crafts, Traditional Values
Iñupiaq Studies	Course	IÑU 260 1 Iñupiaq Song/Dance/Drum	4	IC Students	Language Learning, Storytelling, Traditional Values
Tuzzy	Storytime	Storytime -13 sessions	186	Community (Utqiagvik)	Storytelling, Traditional Values
Tuzzy	Crafternoon	Crafternoon-9 sessions	117	Community (Utqiagvik)	Traditional Values
Tuzzy	Workshop	Piuraagiaqta Activity	38	Community (Utqiagvik)	Traditional Values

Appendix: Distance Education

The cities below represent the home location of students who were served by Iļisagvik College in academic year 2025-26.

1	Akiachak	AK	53	Kipnuk	AK	102	Wainwright	AK
2	Akiak	AK	54	Kodiak	AK	103	Wasilla	AK
3	Akutan	AK	55	Kotzebue	AK	104	Wheat Ridge	CO
4	Alakanuk	AK	56	Koyuk	AK	105	White Mountain	AK
5	Anaktuvuk Pass	AK	57	Las Vegas	NV	106	Woodinville	WA
6	Anchorage	AK	58	Livingston	TX	107	Wrangell	AK
7	Arctic Village	AK	59	Manokotak	AK			
8	Ashdown	AR	60	Mekoryuk	AK			
9	Atka	AK	61	Memphis	TN			
10	Atkasuk	AK	62	Metlakatla	AK			
11	Bainbridge Island	WA	63	Minto	AK			
12	Bethel	AK	64	Modesto	CA			
13	Birmingham	AL	65	Mountain Village	AK			
14	Boise	ID	66	Neenah	WI			
15	Branford	CT	67	Nenana	AK			
16	Brevig Mission	AK	68	New Stuyahok	AK			
17	Buckley	WA	69	Nome	AK			
18	Chuathbaluk	AK	70	Noorvik	AK			
19	Chugiak	AK	71	North Pole	AK			
20	Circle Pines	MN	72	Nuiqsut	AK			
21	Columbia Falls	MT	73	Otis	OR			
22	Cordova	AK	74	Palmer	AK			
23	Crawfordville	FL	75	Pedro Bay	AK			
24	Crystal Lakes	MO	76	Petersburg	AK			
25	Dearborn Heights	MI	77	Point Hope	AK			
26	Delta Junction	AK	75	Pedro Bay	AK			
27	Dillingham	AK	76	Petersburg	AK			
28	Eagle River	AK	77	Point Hope	AK			
29	Elim	AK	78	Point Lay	AK			
30	Elk	WA	79	Portland	OR			
31	Ellwood City	PA	80	Raytown	MO			
32	Emmonak	AK	81	Roseville	CA			
33	Evanston	WY	82	Round Rock	TX			
34	Ewa Beach	HI	83	Saint Paul Island	AK			
35	Fairbanks	AK	84	San Diego	CA			
36	Fletcher	AK	85	Savoonga	AK			
37	Fort Yukon	AK	86	Seattle	WA			
38	Galena	AK	87	Seldovia	AK			
39	Gaston	OR	88	Shishmaref	AK			
40	Golovin	AK	89	Sitka	AK			
41	Homer	AK	90	Soldotna	AK			
42	Honolulu	HI	91	Mallorca	Spain			
43	Hooper Bay	AK	92	St Michael	AK			
44	Igiugig	AK	93	St. Paul Island	AK			
45	Jacksonville	NC	94	Stebbins	AK			
46	Jersey City	NJ	95	Sterling	AK			
47	Juneau	AK	96	Stillwater	OK			
48	Kaktovik	AK	97	Truchas	NM			
49	Kansas City	MO	98	Unalakleet	AK			
50	Kennewick	WA	99	Vail	CO			
51	Ketchikan	AK	100	Van Meter	IA			
52	King Cove	AK	101	Vian	OK			

Appendix: Endowment and Private Fundraising

Corporate Donors		
January 1, 2024 to December 31, 2024		
Sustaining Contributor		
	North Slope Borough	
\$200,000 and Up: Ağviq (Bowhead Whale)		
Arctic Slope Regional Corporation (ASRC)	Quintillion (In-Kind)	Yield Giving
\$100,000 - \$199,999: Nanuq (Polar Bear)		
Rasmuson Foundation		
\$75,000 - \$99,999: Ugruk (Bearded Seal)		
	ConocoPhillips Alaska	
\$50,000 - \$74,999: Qavvik (Wolverine)		
American Indian College Fund (AICF)		
\$25,000 - \$49,999: Amaġuq (Wolf)		
Alaska Airlines Foundation	City of Atqasuk	ExxonMobil
George & Stephanie Suddock Foundation	Kuukpik	Santos
\$10,000 - \$24,999: Tiġiganniaq (White Fox)		
Achieving the Dream, Inc.	Helen Frankenthaler Foundation	Northrim Bank
Repsol	Wells Fargo	
\$1 - \$9,999: Qaugak, (Duck)		
Ace Hardware Top of the World	Alaska Eskimo Whaling Commission	Alyeska Resort
Arctic Education Foundation	ASTAC	Barrow Mechanical
City of Utqiagvik	First National Bank Alaska	Friends of Tuzzy
GCI	Iñupiat Community of the Arctic Slope (ICAS)	Kaladi Brothers
NSB Fire Department	NSB Police Department	NSB Search and Rescue
Pacific Gas & Electric	Shore Family Foundation	Société du Vieux-Port de Montréal Inc
University Press of Colorado	Van Vlack Family Endowment	
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)		
Dr. Pearl Kiyawn Brower and Jesse Darling	Family of Craig "Umiñmak" George	Robert "Bob" Rabin
\$2,500-\$4,999: Tuttu (Caribou)		
	Alice Lauritzen	
\$1,000-\$2,499: Natchiq (Ring Seal)		
Edna Ahmaogak	John Birsner	Roxanne Brower
Dr. Jaime Davis	Heather Dingman	Richard Hansen
Karen Haynam	Dr. Hal Haynes	Kristine Hilderbrand
Jeremy Kasak	Daryl Kooley	Hannah Lettieri
Alicia Solomon	Justina Wilhelm	
\$500-\$999: Ukpiq (Snowy Owl)		
Margaret Ahmaogak	Denise Driggs	Alexander Harvey
Harlee Harvey	Kendra Mack	Serena Nesteby
Clarissa Pelia	Caitlin Walls & Austin Parkhill	Michael Williams
\$100-\$499: Iqalugruaq (White Fish)		
Florence Alred	Katherine Brower	Richard Camilleri
Tom Caraway	Geoffry Carroll	Marie Carroll
Emily Cibelli	Ann Marie Clark	Thomas Earnshaw
Anton Edwardson	Deborah Edwardson	Megan Edwardson
Stephanie Joy Edwardson	Beverly Eliason	Nicole Evans
David Fauske	Joshua Fosi	Somsri Greenspan
Heather Harris	Ederliza Hingada	Martina Hopson
Julie Itta	Ruby Itta	Michael Jeffery
Annabel Kalayauk	Debby Kalayauk	Elizabeth Kalayauk
Hank Kalayauk	Kit Kalayauk	Heather Kippi-Spear

Doreen Leavitt	Jerica Leavitt	Dr. Clarke Leichte
Rosanna Lemen	Edna Maclean	Dr. Kristen Majocha
Kris Mathis	Katrina Matumeak	Dr. Birgit Meany
Andrea Morgana	Kristen Morry	Archer Nesteby
Chad Nesteby	Chastity Olemaun	Lisa Pekich
Frances Pikok	Jaylynn Rogers	Johanna Sandoval
Amanda Sialofi	Marie Stackhouse	Jennifer Stryker
Bernard Sturgulewski	Una Taumoepeau	William Tracey
Fa'amamata Tufele	Joann Unutoa	Aaron Viehouser
Ross Wilhelm	Teressa Williams	
\$1- \$99: Nigliq (Goose)		
Piquuraq Aguvluk	Motusaga Anoai Fangatua	Brenda Anoai-Fangatua
Moretekai Anoai-Fangatua	Penisimani Anoai-Fangatua	Hilda Attungana
William Baxter	Elizabeth Beardsley	Tyler Beardsley
Angela Cox	Jodi Crandall	Steven Cranford
Jessica Culver	Isla Darling	Sindri Darling
Nick Dunbar	Judah Ellis	Emily Gueco
Douglas Henry	James Henry	Lovlee Henry
Debra Hersrud	Erin Hollingsworth	Heather Hopson
Rainey Hopson	Fiona Itta	Mabel Kaleak
Diane Kaplan	Dana Larson	Lucy Lyman
Carlo Macdonald	Frieda Nageak	Jacob Nageak
Jacqueline Nesteby	Maria Ana Ortilla	James Pappas
Austin Parkhill	George Patkotak	Zhenia Peterson
Siana Reich	Ann Riordan	Larry Roten
Rebecca Savidis	Ethan Stryker	Moses Tukrook
Willie Tukrook	Hunter Wilhelm	Juliana Wilhelm
Arianne Williams	Eleanor Williams	

Appendix: Grants

Grant Name	Grantor	Budget Period	Award Amount	Designation of Funds
01326 - Student Government	City of Utqiagvik	N/A	\$6,000	Support Student Government Activities
02026 - Alaska Airlines	American Online Giving Foundation	N/A	\$29,000	Support Iñisagvik Cultural Engagement Initiatives
03126 - CDL	First National Bank	N/A	\$10,000	CDL Certificate Training Scholarships for low-to-moderate income students.
05426 - Internships	ConocoPhillips	8/17/26 – 4/23/27	\$20,000	2026 Internships
06426 - TCU	Ascendium Education	2026	\$21,667	2026 Project Success
08126 - Visual Arts	Helen Frankenthaler Foundation	1/1/26 – 7/1/27	\$15,000	Support Visual Arts Programming
09126 - Community Support Grant	Rasmuson Foundation	6/25/25 – 8/31/27	\$120,000	Support Science Facility Renovation
13326 - Title III	U.S Department of Education	10/1/25 – 9/30/26	\$778,036	American Indian Tribally Controlled Colleges and Universities
13426 - Title III	U. S. Department of Education	10/1/25 – 9/30/26	\$500,000	American Indian Tribally Controlled Colleges and Universities (Part F)
13526 - Title III	U. S. Department of Education	10/1/25 – 9/30/26	\$849,644	American Indian Tribally Controlled Colleges and Universities (Supplemental)
14526 - ANEP	U. S. Department of Education	7/1/24 – 7/1/26	\$1,000,000	Improving Student Success with Place-Based and Indigenized Support Programs for Pre-College and First-Year College Students
15027 - Assistance to Tribal Colleges	Bureau of Indian Affairs (BIA)	7/1/25 – 6/30/26	\$804,927	Operational Funding
15126 - Assistance to Tribal Colleges	Bureau of Indian Affairs (BIA)	7/1/25 – 6/30/26	\$19,790	Operational Funding
15426 - Tribally Controlled College Assistance	Bureau of Indian Affairs (BIA)	7/1/24 – 6/30/26	\$457,143	Facilities Improvement and Repair
53026 - TCU	American Indian College Fund	2026	\$100,000	Supports 30th Anniversary Celebration, Gym Equipment, Contract, and Unmet needs
53126 - TCU Faculty	American Indian College Fund	2026	\$14,189	Support Professional Development
53226 - AICF Bridge Funds	American Indian College Fund	N/A	\$25,000	Support students, Faculty and Staff with Emergency Aid
53423 - CNSS	American Indian College Fund	7/1/25 – 6/30/26	\$250,000	Cultivating Native Student Success
53426 - Empowering Relatives Emergency	American Indian College Fund	2025 – 2026	\$23,000	Student Emergency Aid Support
53626 - AICF CSI	American Indian College Fund	2/1/26 – 6/30/26	\$29,000	Computer Science Planning
53926 - NEH	American Indian College Fund	2025 – 2026	\$7,685	Cultural Preservation Endowment
56026 - Pathways to Prosperity Grant	Sovereign Equity Fund (SEF)	8/1/25 – 8/31/26	\$30,000	To Support Personnel, Travel and Supplies.
60226 - Technical Vocational Education Program - FY2021	State of Alaska Department of Labor & Workforce Development	7/1/25 – 6/30/26	\$1,580,800	Workforce Development

61027 - ASRC	Arctic Slope Regional Corporation	2025 – 2026	\$150,000	Support VEWFD efforts
63026 - Wells Fargo	Wells Fargo	2025 – 2026	\$20,000	Small Business Growth and Community Sustainability with Iļisaġvik College
66026 - VEWFD	Kuukpik Corporation	2025 – 2026	\$30,000	2026 Vocational Education and Workforce Development Activities at Iļisaġvik College
67026 - ACF	Alaska Community Foundation	2026	\$50,000	Iļisaġvik College 2026 North Slope Workforce Development
75026 - INBRE	University of Alaska	8/1/25 – 7/31/26	\$7,500	Increasing the biomedical research infrastructure
76026 - NREL	U.S. Department of Energy	5/10/26 – 9/30/26	\$130,000	Advancing Resources and Collaborations by Teaching Indigenous Communities Science, Technology, Engineering, and Math (STEM).
82026 - Village Library Operation	Institute of Museum & Library Services –ASRC & AK Library	8/1/25 – 7/31/26	\$80,000	Tuzzy Library – Village Library Services
83026 - Public Library Assistance	State of AK Department of Education	7/1/25 – 6/30/26	\$56,000	Tuzzy Library – Village Library Services
87026 - OWL Technology	State of AK Department of Education	7/1/25 – 6/30/26	\$22,800	Villages Library – FY24 OWL Internet Award as Directed
92126 - Tribal College Endowment	U.S. Department of Agriculture National Institute of Food and Agriculture	N/A	\$118,211.79	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	\$103,162	Cooperative Extension Program
92323 - Equity Program Science Nutrition & Healthcare”	U.S. Department of Agriculture National Institute of Food and Agriculture	9/1/22 – 8/31/26	\$200,000	Science and Health Education Outreach
92523 - New Beginning for Tribal College	U.S. Department of Agriculture – National Institute of Food and Agriculture	9/1/23 – 8/31/26	\$250,000	Strengthening Tribal Students Persistence and Retention with Place-Based Wellness, Behavioral Health, and First-Year Student Support Strategies
92426 - Heavy Equipment and Furniture	USDA Rural Development	10/1/25 – 9/30/27	\$279,180	Loader, Rock Truck, Passenger Bus, Class B Vehicle for CDL Testing
92623 - Holistic Learning and Community Growth through Extension and Outreach at Iļisaġvik College	U.S. Department of Agriculture – National Institute of Food and Agriculture	9/15/22 – 9/14/26	\$273,000	Personal Services, Equipment and Travel
Total Award			\$8,460,734.79	

Appendix: Workforce Development

Summer 2025

Training Topics (Course Name):	Trainings Total	Trainings: Scheduled vs Requested:	Training Location	# of Students	Cert Type
100 Ton License & OUPV "6 Pack"	1	Requested	Utqiagvik	6	Industry
Basic Driver's Education	2	Scheduled	Utqiagvik	7	ICC
Basic Life Support	1	Scheduled	Utqiagvik	4	Industry
Behind the Wheel Proctoring	3	Scheduled	Utqiagvik	6	ICC
Blood Borne Pathogens	1	Scheduled	Utqiagvik	7	Industry
Communication Skills	2	Scheduled	Utqiagvik	13	ICC
Communication with Employees	1	Scheduled	Utqiagvik	9	ICC
Conflict Resolution	5	Scheduled	Utqiagvik	34	ICC
Customer Service & Beyond	1	Scheduled	Nuiqsut	8	ICC
Customer Service & Beyond	1	Scheduled	Point Lay	1	ICC
Customer Service & Beyond	2	Scheduled	Utqiagvik	24	ICC
Effective Communication for Leaders	1	Scheduled	Utqiagvik	11	ICC
Effective Teamwork	1	Scheduled	Utqiagvik	7	ICC
Emergency Trauma Technician	1	Scheduled	Utqiagvik	4	Industry
Financial and Credit Literacy	3	Scheduled	Utqiagvik	11	ICC
Journeyman Exam Proctoring	2	Requested	Utqiagvik	2	ICC
MANDT	2	Scheduled	Utqiagvik	14	Industry
MS Excel	5	Requested	Nuiqsut	16	ICC
MS Excel	1	Scheduled	Point Lay	1	ICC
MS Excel	3	Scheduled	Utqiagvik	11	ICC
MS Word	1	Scheduled	Utqiagvik	7	ICC
Office Skills Development: Difficult People	1	Scheduled	Utqiagvik	8	ICC
OSHA 10	2	Scheduled	Utqiagvik	5	Industry
OSHA 30	1	Scheduled	Utqiagvik	6	Industry
Preparing Effective Resumes	1	Requested	Nuiqsut	11	ICC
Preparing Effective Resumes	1	Requested	St. Paul Island	6	ICC
Professionalism In the Office	1	Scheduled	Nuiqsut	9	ICC
Professionalism In the Office	5	Scheduled	Utqiagvik	28	ICC
Respirator Use (Fit Testing)	1	Scheduled	Utqiagvik	5	Industry
Special Topics: Boiler	1	Scheduled	Utqiagvik	10	ICC
Standard First Aid & CPR w/AED	3	Requested	Utqiagvik	26	Industry
Standard First Aid & CPR w/AED	8	Scheduled	Utqiagvik	57	Industry
Standard First Aid & CPR w/AED	1	Scheduled	Wainwright	5	Industry
Stress Management	1	Scheduled	Utqiagvik	3	ICC
Supervisory Training	2	Scheduled	Utqiagvik	19	ICC
Time Management	2	Scheduled	Utqiagvik	10	ICC
Toyo Maintenance and Repair	1	Scheduled	Utqiagvik	8	ICC
Water Exam Proctoring	1	Requested	Utqiagvik	18	ICC
Water Exam Proctoring	4	Scheduled	Utqiagvik	14	ICC

Fall 2025

Training Topics (Course Name):	Trainings Total	Trainings: Schedule vs Requested:	Training Location	Number Students	Cert Type
40-Hour HAZWOPER	1	Scheduled	Kaktovik	7	Industry
40-Hour HAZWOPER	1	Scheduled	Nuiqsut	14	Industry
40-Hour HAZWOPER	1	Scheduled	Point Lay	2	Industry
40-Hour HAZWOPER	1	Scheduled	St. Paul Island	3	Industry
40-Hour HAZWOPER	2	Scheduled	Utqiagvik	13	Industry
8-Hour HAZWOPER Refresher	1	Scheduled	Kaktovik	3	Industry
8-Hour HAZWOPER Refresher	1	Scheduled	Nuiqsut	16	Industry
8-Hour HAZWOPER Refresher	1	Scheduled	St. Paul Island	10	Industry
8-Hour HAZWOPER Refresher	2	Scheduled	Utqiagvik	16	Industry
Alaska Safe Food Worker	4	Requested	Utqiagvik	19	Industry
Basic Driver's Education	4	Scheduled	Utqiagvik	11	ICC
Basic Small Engine Repair	1	Scheduled	Utqiagvik	3	ICC
Behind the Wheel Exam Proctoring	1	Requested	Nuiqsut	5	ICC
Behind the Wheel Exam Proctoring	3	Scheduled	Utqiagvik	12	ICC
Behind the Wheel Instruction	3	Scheduled	Utqiagvik	6	ICC
Blood Borne Pathogens	1	Requested	Utqiagvik	53	Industry
CDL General Knowledge	1	Scheduled	Utqiagvik	13	ICC
CDL Written Entry Level Operation and Unrestricted Test Preparation	1	Scheduled	Fairbanks	3	ICC
CDL: Written Test Preparation	1	Scheduled	Anaktuvuk Pass	3	ICC
CDL: Written Test Preparation	1	Scheduled	Point Hope	2	ICC
CDL: Written Test Preparation	1	Scheduled	Utqiagvik	6	ICC
CDL: Written Test Preparation	1	Scheduled	Wainwright	8	ICC
Conflict Resolution	1	Scheduled	Utqiagvik	1	ICC
Customer Service & Beyond	1	Scheduled	Utqiagvik	6	ICC
Driver's Education – Written Exam Test Preparation	1	Scheduled	Anaktuvuk Pass	2	ICC
Driver's Education – Written Exam Test Preparation	1	Scheduled	Point Hope	8	ICC
Driver's Education – Written Exam Test Preparation	1	Scheduled	Wainwright	9	ICC
Entry Level Operation of Class B or C Commercial Motor Vehicles	3	Scheduled	Utqiagvik	8	ICC
Emergency Trauma Technician	1	Scheduled	Utqiagvik	8	Industry
Grant Writing	1	Scheduled	Wainwright	2	ICC
MANDT	3	Scheduled	Utqiagvik	20	Industry
Office Skills Development: Difficult People	1	Scheduled	Utqiagvik	12	ICC
Online Alaska DMV Test Preparation	1	Requested	Nuiqsut	11	ICC
Online Alaska DMV Test Preparation	1	Scheduled	Utqiagvik	5	ICC
Operation Practice and Road Test Class B Commercial Driver	1	Scheduled	Fairbanks	1	ICC
Preparing Effective Resumes	1	Scheduled	Utqiagvik	1	ICC

Professionalism In the Office	1	Requested	St. Paul Island	10	ICC
Professionalism In the Office	3	Scheduled	Utqiagvik	26	ICC
Respirator Use (Fit Testing)	1	Scheduled	Anaktuvuk Pass	1	Industry
Respirator Use (Fit Testing)	1	Scheduled	Point Hope	5	Industry
Respirator Use (Fit Testing)	2	Requested	Utqiagvik	9	Industry
Standard First Aid & CPR w/AED	1	Scheduled	Anaktuvuk Pass	1	Industry
Standard First Aid & CPR w/AED	1	Scheduled	Point Hope	10	Industry
Standard First Aid & CPR w/AED	1	Requested	St. Paul Island	5	Industry
Standard First Aid & CPR w/AED	7	Scheduled	Utqiagvik	49	Industry
TABE Test Preparation	1	Requested	Utqiagvik	2	ICC
Train the Trainer	1	Requested	Anaktuvuk Pass	1	ICC
Trial Course: Drone operations	1	Scheduled	Utqiagvik	5	ICC
Trial Course: FEMA IEMC	1	Requested	Utqiagvik	40	Industry
Trial Course: Home Choice	1	Requested	Utqiagvik	8	ICC
Trial Course: Intro to 3D Printing	1	Scheduled	Utqiagvik	4	ICC
Trial Course: Stewarding Our Lands and Waters	1	Requested	St. Paul Island	3	Industry
Water Exam Proctoring	1	Requested	Utqiagvik	4	Industry
Water Exam Proctoring	4	Scheduled	Utqiagvik	16	Industry

Spring 2026

Training Topics (Course Name):	Trainings Total	Trainings: Schedule vs Requested:	Training Location	Number Students	Cert Type
40-Hour HAZWOPER	1	Scheduled	Anaktuvuk Pass	5	Industry
40-Hour HAZWOPER	1	Scheduled	Atkasuk	2	Industry
40-Hour HAZWOPER	1	Scheduled	Point Hope	4	Industry
40-Hour HAZWOPER	2	Scheduled	Utqiagvik	11	Industry
40-Hour HAZWOPER	1	Scheduled	Wainwright	12	Industry
8-Hour HAZWOPER Refresher	1	Scheduled	Anaktuvuk Pass	12	Industry
8-Hour HAZWOPER Refresher	1	Scheduled	Atkasuk	8	Industry
8-Hour HAZWOPER Refresher	1	Scheduled	Point Hope	10	Industry
8-Hour HAZWOPER Refresher	2	Scheduled	Utqiagvik	18	Industry
8-Hour HAZWOPER Refresher	1	Scheduled	Wainwright	8	Industry
Basic Driver's Education	5	Scheduled	Utqiagvik	12	ICC
Basic Small Engine Repair	1	Scheduled	Utqiagvik	3	ICC
Behind the Wheel Exam Proctoring	4	Scheduled	Utqiagvik	18	ICC
Behind the Wheel Instruction	3	Scheduled	Utqiagvik	6	ICC
Blood Borne Pathogens	1	Requested	Utqiagvik	1	Industry
CDL General Knowledge	1	Scheduled	Kaktovik	1	ICC
CDL General Knowledge	1	Scheduled	Utqiagvik	1	ICC
CDL Written Entry Level Operation and Unrestricted Test Preparation	1	Scheduled	Kaktovik	2	ICC
CDL Written Entry Level Operation and Unrestricted Test Preparation	1	Scheduled	Nuiqsut	1	ICC
CDL Written Entry Level Operation and Unrestricted Test Preparation	2	Scheduled	Utqiagvik	13	ICC
Communication Skills	1	Scheduled	Utqiagvik	14	ICC

Table of Contents

Conflict Resolution	1	Requested	St. Paul Island	6	ICC
Conflict Resolution	1	Requested	Utqiagvik	16	ICC
Customer Service & Beyond	1	Scheduled	Utqiagvik	9	ICC
Driver's Education – Written Exam Test Preparation	1	Scheduled	Kaktovik	2	ICC
Driver's Education – Written Exam Test Preparation	1	Scheduled	Nuiqsut	6	ICC
Effective Teamwork	1	Scheduled	Utqiagvik	7	ICC
Entry Level Operation of Class B or C Commercial Motor Vehicles	2	Scheduled	Utqiagvik	3	ICC
Equipment Specific Training	1	Requested	Utqiagvik	10	ICC
Emergency Trauma Technician	1	Scheduled	Utqiagvik	1	Industry
Hunter Education	1	Requested	Utqiagvik	16	ICC
Indigenous Sentinels Network (ISN) Observer Course	3	Requested	St. Paul Island	23	ICC
Intro to 3D Printing	1	Requested	Utqiagvik	17	ICC
Lifeguarding	1	Requested	Utqiagvik	8	Industry
MANDT	1	Requested	Utqiagvik	9	Industry
MANDT	2	Scheduled	Utqiagvik	11	Industry
Online Alaska DMV Test Preparation	1	Scheduled	Kaktovik	1	ICC
Online Alaska DMV Test Preparation	3	Scheduled	Utqiagvik	7	ICC
OSHA 10	1	Scheduled	Utqiagvik	13	Industry
Preparing Effective Resumes	1	Scheduled	Utqiagvik	2	ICC
Professionalism In the Office	1	Scheduled	Utqiagvik	5	ICC
Respirator Use (Fit Testing)	1	Requested	Utqiagvik	8	Industry
Standard First Aid & CPR w/AED	1	Scheduled	Atkasuk	13	Industry
Standard First Aid & CPR w/AED	1	Requested	Utqiagvik	7	Industry
Standard First Aid & CPR w/AED	5	Scheduled	Utqiagvik	17	Industry
Supervisory Training	1	Requested	St. Paul Island	22	ICC
TABE Test Preparation	1	Requested	Utqiagvik	1	ICC
Water Exam Proctoring	4	Scheduled	Utqiagvik	17	ICC
Welding Level 1	2	Requested	Utqiagvik	14	ICC
Wilderness First Aid	1	Scheduled	Utqiagvik	9	Industry

Organizations served

Aleut Community of St. Paul Island	North Slope Borough Planning
Arctic Women in Crisis	North Slope Borough Police Department
BUECI	North Slope Borough Public Works
Iñupiat Community of the Arctic Slope	North Slope Borough School District
North Slope Borough	North Slope Borough School District M&O
North Slope Borough Admin and Finance	North Slope Borough Search and Rescue
North Slope Borough Children Youth Services	Tagiugmiullu Nunamiullu Housing Authority
North Slope Borough Fire Department	Ukpeagvik Iñupiat Corporation
North Slope Borough Health Department	Umiaq
North Slope Borough Human Resources	Village of Kaktovik
North Slope Borough Mayors Office	Village of Nuiqsut
Village of Wainwright	