



FY27 Iḷisaġvik College Strategic Plan 2024-2027

**Vision, Mission, Priorities, and Outcomes
with Implementation Plan
(Public Version)**

Approved by the Board of Trustees June 18, 2026



SIVUNIQ: MISSION

Iłisaġvik College iłisalluataġvıaqıtıtırıuġ iłısavsaallasiñıġmun, savaaqallasiñıġmun suli sum savagnaġnıġagun iłisaġvıaqahutıġ sivunmun suli suaġıaktaallavıugu Iñupiat iñuuniaġusiat, Iñupiuraaġnıġat, piġpagıranısisun, suli pıraġausınisun.

Naparıuġ ikayuutauvıuni iłisaqtıuanun suli naupkaġıugi iłıtırııluatanıaruat suli annıqsuutaullasiıaruat savaktıksrat North Slope-mılu state of Alaska-mılu.

Iłisaġvik College provides quality post-secondary academic, career and technical education in a learning environment that perpetuates and strengthens Iñupiat culture, language, values, and traditions.

It is dedicated to serving its students and developing a well-educated and trained workforce who meet the human resource needs of North Slope employers and the state of Alaska.

TIKISAKSRAQ: VISION

Ikayuutauluta nunaaqııñun suaġıaktaaġıugıt iłisaġnikunlu suraġallasiñıkunlu.

To help build strong communities through education and training.



STRATEGIC PLAN PRIORITIES

PRIORITY 1: Indigenize the Institution

PRIORITY 2: Build Student Enrollment

PRIORITY 3: Improve Student Achievement

PRIORITY 4: Improve Village & Distance Education

PRIORITY 5: Ensure the Future of Iḷisaḡvik College

PRIORITY 6: Build a Robust, Service-Oriented Organization

Iṅupiaqatigiigñiq: Traditional Iṅupiat Values

Paaḷakkutaigñiq - Resolution Of Conflict

Naglikkutigaḡniq - Compassion

Paammaaḡiigñiq - Cooperation

Iḷagiigñiq - Family And Kinship

Piqpakkutiqaḡniq Suli Qiksiksrautiqaḡniq

Utuqqanaanun Allanullu - Love And Respect For Our Elders And One Another

Qiñuiññiq - Humility

Quvianḡuniq - Humor

Aḡuniallaniq - Hunting Traditions

Iṅupiuraallaniq - Knowledge Of Our Language

Qiksiksrautiqaḡniq Iṅuuniaḡvigmun -

Respect For Nature

Aviktuaqatigiigñiq - Sharing

Ukpiqqutiqaḡniq - Spirituality



INTRODUCTION

Iḷisaḡvik College is an independent, public, non-profit corporation with the full power of governance vested in the Board of Trustees. The Trustees represent every North Slope village, Arctic Slope Regional Corporation, Iñupiat Community of the Arctic Slope, and the North Slope Borough School District. Iḷisaḡvik College was formed 1996 under the authority of Title 8 Chapter 2 of the North Slope Borough Code in recognition of the importance of education to the sustained self-determination and local control for its people. In 2005, Iñupiat Community of the Arctic Slope officially authorized Iḷisaḡvik College to become a Tribal College in accordance with the Tribally Controlled Community College Assistance Act of 1978, 25 U.S.C. Sections 1801 et seq. The College is accredited by the Northwest Commission on Colleges and Universities.

Each year, the Board of Trustees meets with the administration in workshop format to review the progress the institution has made toward fulfilling its strategic priorities and outcomes, and to discuss what has been sufficiently accomplished, what needs continuing action, what needs greater emphasis, and what should be added or deleted from the Strategic Plan. This annual review may result in the addition or deletion of various outcomes and, occasionally, priorities. Other appropriate modifications, expressed as new priorities and outcomes, may be added from time to time.

Administration and Cabinet meet multiple times to allow for dialogue, and to refine and guide the strategic outlook. The Cabinet met in May of 2026 to review the plan and allow departments time to provide ample feedback.

As a Tribal College it is vital we are grounded in what it means to Indigenize; Iḷisaḡvik College began this long-term endeavor during a board retreat in the fall of 2023. In order to achieve this first priority in the Strategic Plan the Board has acknowledged that reclaiming and renewing Iñupiaq ways of being, learning and doing is necessary. It has required a deep collective introspection into the Iñupiaq philosophy on life including pondering over the full meaning of the word “iñuguq” which in its literal sense means, to become a human being.

It is through this lens that the Board of Trustees is shaping how that concept manifests in the delivery of learning opportunities at the institution. Clearly defined culturally responsive practices and processes based on Iñupiaq epistemology and pedagogy are the cornerstones the Board of Trustees has discerned to be integral to fulfilling the postsecondary educational needs of the students who are predominantly of Iñupiaq descent. The following learning principles guide how we operate as a Tribal College.

Learning Principles:

- Learning is holistic. We see the whole person. We see the whole environment and how everyone and everything is related.
- Learning is grounded on the land, waters and places of the Iñupiat.

- Learning is community oriented. Showing love, caring for, sharing with each other, and giving back to better the community are human qualities essential to living a good life.
- Learning is experiential. Learning through observation, learning by doing and learning through oral tradition are all an elemental part of gaining knowledge.
- Learning is intergenerational. Our knowledge comes from our ancestors. Our descendants will become ancestors.
- Learning is lifelong. Everyone learns something new every day.
- Learning is language. Language expresses the ways in which we view the world.
- Learning is relational. We have relationships with each other, the land, animals and environment and with those who share knowledge.
- Learning is spiritual. We are a very spiritual people who continue to maintain sacred connections with the powers that be.

The Strategic Plan, which flows from the Vision and Mission of the College, establishes long-range strategic priorities for Iḷisaḡvik College to pursue, and contains outcomes for each of those goals which help further clarify the direction and provide the Board with measurable actions by which to gauge the progress of the institution. Thus, the priorities in this Strategic Plan represent the long-term ambitions of the institution, while the outcomes represent more mid-range and shorter-term goals which help to fulfill the priorities. The continuous pursuit of these goals will gradually bring the college into line with its vision.

Following adoption of the Strategic Plan, the administration will initiate and implement actions to achieve the desired outcomes. The Strategic Plan contains within it a reporting schedule so that the Board is advised of progress on a regular basis. The bulk of the progress reporting occurs at the June planning workshop, although interim reports are provided throughout the year.

PRIORITY 1 - Indigenize the Institution

Outcome 1: Build on the strength of indigenous knowledge within decision-making processes and implement and/or amend institutional policies, procedures, and guidelines to support tribal higher education and align with Iñupiaq culture, language, values, traditions, and worldview.	Indicators: Ongoing policy and procedure revisions; Course Outcomes noted in the Degree Assessments
Outcome 2: Foster an organizational environment that perpetuates Iñupiaq culture, language, values, and traditions for staff, faculty, and students. Provide development opportunities to learn and understand the Iñupiaq worldview.	Indicators: Cultural hours, UI initiatives, DE cultural courses, IñU Lang Classes, Fine Arts Festivals, IñU Corner postings
Outcome 3: Develop relationships with the Iñupiaq community by providing opportunities to connect with students, staff, and faculty.	Indicators: Community Events, Guest Speakers, Student Presentations
Outcome 4: Strengthen and cultivate curricula that incorporate Iñupiat culture, language, values, and traditions.	Indicators: Iñupiaq curriculum update
Outcome 5: Foster outreach programming to support community-driven needs and requests in support of life-long learning.	Indicators: Non-credit outreach programming

PRIORITY 2 - Build Student Enrollment

Outcome 1: Build enrollment of Alaska Native/American Indian students in order to maintain eligibility as a tribal college (51% or higher Alaska Native/American Indian enrollment).	Indicators: AN/AI headcount and % of total headcount
Outcome 2: Over the next three years (by 2027) increase full-time and part-time students for-credit enrollment in degree and certificate programs by 60 students.	Indicators: Program active students, headcount
Outcome 3: Over the next three years (by 2027) increase Continuing Education Units (CEU) students by 100 students.	Indicators: CEU headcount
Outcome 4: Over the next three years (2024-2027), continue to foster state-wide partnerships with Alaskan communities to increase enrollment numbers of off-Slope degree-seeking students to 160 students per year.	Indicators: For-credit enrollment, off-slope, P/A enrollment, duplicated headcount
Outcome 5: Over the next three years (by 2027) Increase enrollment of 18-24-year-old students by 60 students.	Indicators: For-credit headcount
Outcome 6: Over the next three years (by 2027) maintain NSBSD dual-credit enrollment of 50 students per semester.	Indicators: NSBSD DC headcount & enrollment
Outcome 7: Encourage lifelong learning and facilitate quality postsecondary and workforce educational services for the North Slope and Alaska as evidenced through increased total institutional enrollment (degree-seeking and non-degree-seeking) by 225 enrollments by 2027.	Indicators: Duplicated headcount, total enrollment

PRIORITY 3 - Improve Student Achievement

Outcome 1: Maintain the rate at which students successfully complete courses each semester at 88% or higher	Indicators: For-credit students, enrollment (after withdrawals), SIS & SMARTS Team
Outcome 2: Maintain the following baseline rates for persistence, retention, and graduation rates: Persistence: 50% Retention: 36% (institutional) Graduation: 45% (AIMS)	Indicators: Program active, for-credit, persistence, institutional retention, graduation (AIMS)
Outcome 3: Maintain and/or improve academic excellence and workforce competencies for all students.	Indicators: Assessment of all program, degree, and institutional learning outcomes and workforce competencies
Outcome 4: Maintain or increase support services to student engagement and learning.	Indicators: Tutoring assistance for students, Learning Resource Center, recruitment
Outcome 5: Develop programming to support the human resource needs of the North Slope and Alaska, preparing our students for professional, academic, and vocational careers.	Indicators: New & Developing curriculum, teacher education program update, communications with the NSBSD.
Outcome 6: Foster outreach programming to support community-driven needs and requests, in support of life-long learning.	Indicators: Non-credit outreach programming

PRIORITY 4 - Improve Village and Distance Education

Outcome 1: Partner with North Slope stakeholders in implementing a borough-wide seamless transition plan to prepare primary and secondary school students for higher education, training, and career opportunities.	Indicators: Recruitment
Outcome 2: Over the next three years (by 2027), increase village student enrollment in for-credit courses to 65 students per year.	Indicators: For-credit enrollment (Fa, Sp, Su)
Outcome 3: Develop and implement innovative course formats that support student learning in the villages.	Indicators: # course formats and enrollment completion
Outcome 4: Identify barriers to distance delivery programs and develop strategies to improve service to distance students.	Indicators: Communications with NSBSD/ NSB Ed-Tech/IT feedback Student feedback
Outcome 5: Over the next three years (by 2027) maintain successful course completion rate of 88% for village students.	Indicators: Village enrollment, completion (Fa, Sp, Su), for-credit

PRIORITY 5 - Ensure the Future

Outcome 1: Review and update the long-term facilities master plan once a year. Connect with stakeholders to implement plan.	Indicators: LTFMP Revisions, LTFMP Meetings, Current facility upgrades
Outcome 2: Monitor and implement (where appropriate) the new Iḷisaḡvik College campus (NICC) development plan of action and capital campaign.	Indicators: Land Status (lease or purchase) NICC Committee actions
Outcome 3: Maintain an active, ongoing partnership with the North Slope Borough Mayor's Office, the North Slope Borough Assembly, and tribal funders to ensure a sustainable level of borough funding.	Indicators: Actions & interactions with partners
Outcome 4: Encourage the Iḷisaḡvik College Foundation Board of Directors to build its endowment to provide a long-term source of unrestricted revenues from its investment earnings.	Indicators: Endowment account update 100% Board Giving
Outcome 5: Increase contributions from private donors through fundraising efforts by 5% from the previous calendar year.	Indicators: Fundraising & Donations update
Outcome 6: Execute a Funding Strategy that aligns with the College's Mission, including requesting funding through the State of Alaska, federal funders, and other grantors.	Indicators: # Grant apps submitted # Grants awarded Total Grant funding awarded
Outcome 7: Build external relationships with federal and state officials, government officers, and other key or potential partners. Maintain a relevant legislative strategy that fosters support for Iḷisaḡvik.	Indicators: Meetings w/partners Funds received
Outcome 8: Intensify the Board of Trustees role in advocacy on behalf of college funding. Provide advance notice to trustees of recruitment and advocacy opportunities and events during the year.	Indicators: 100% board giving Board understands role and is comfortable to advocate. Trustee activities and engagement.

PRIORITY 6 - Build a Robust Service-Oriented Org.

Outcome 1: Improve administrative and academic support systems	Indicators: Technology changes Process streamlining Handbooks/SOPs
Outcome 2: Continue college and community-wide communication including implementation of new systems and processes.	Indicators: Round Tables & General IC/NSB/NSBSD BOT Meetings UI Updates
Outcome 3: Attract, develop, and retain a highly qualified and talented workforce. Focus on local hires. Develop institutional depth.	Indicators: # FT position postings # PT position postings % completed staff evals
Outcome 4: Evaluate all full-time and part-time faculty members according to the faculty evaluation schedule. Using multiple indices, provide review and feedback to instructors in a timely manner. Support appropriate salary schedule.	Indicators: Indicators: # & % faculty evaluations # & % adjunct faculty evaluations % Student Evals
Outcome 5: Improve performance through professional, career, and leadership development.	Indicators: # & % of Staff PD # & % of Faculty PD
Outcome 6: Collect and utilize institutional research data to inform the decision-making process. Present the institutional research report yearly to the board of trustees. Update Strategic Plan.	Indicators: Completed IR Report PDP participation and submissions Data Moments

GOALS	FALL MEETING 1st Quarter	WINTER MEETING 2nd Quarter	SPRING MEETING 3rd Quarter	SUMMER MEETING Year-End Report
Administrative Reports	• President's Report • Program Highlight • Board Professional Development • Year-End Report (identifies all goals and outcomes) • Strategic Plan Report	• President's Report • Institutional Research Report • Program Highlight • Board Professional Development	• President's Report • Program Highlight • Board Professional Development	• Accreditation Report, as needed • Strategic Planning Session
	• Summer Enrollment Report (includes retention, persistence, and completion)		• Fall Enrollment Report (includes retention, persistence, and completion)	• Spring Enrollment Report (includes retention, persistence, and completion)
	• Quarterly Finance Report • Iḷisaḡvik College Foundation Report	• Adopt FY Budget • Recommend Transfer of \$\$ to Foundation Endowment, if any • Quarterly Finance Report • Approval of Annual Audit	• Quarterly Finance Report • NSB Budget Hearing Discussion • Iḷisaḡvik College Foundation Report • Board Advocacy Refresher	• Quarterly Finance Report
		• Interim Progress Report on Curriculum Development		• Curriculum Updates
	• Long-Term Facilities Master Planning Report	• Long-Term Facilities Master Planning Report	• Long-Term Facilities Master Planning Report	
Outreach and Connection Opportunities	• Student Luncheon	• Employee Luncheon	• Faculty Luncheon	• Summer Camp Luncheon

