

INSTITUTIONAL RESEARCH REPORT



2024

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SIVUNIJIT - GLOSSARY

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

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

ADMISSIONS REPORT

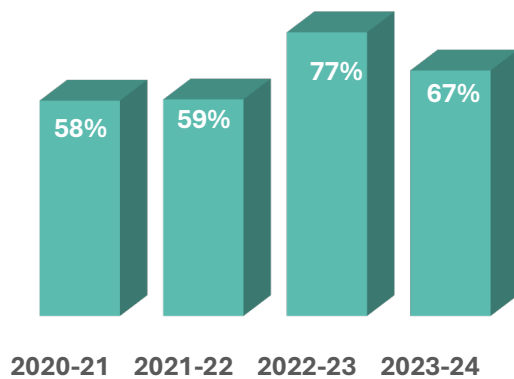
This report tracks the number of students admitted to Iñiaḡvik College programs by semester and by academic year. Out of those admitted, not all students go on to register for classes, so the number of newly admitted students who register for classes is also tracked below. (Additional information in Appendix)

Observations

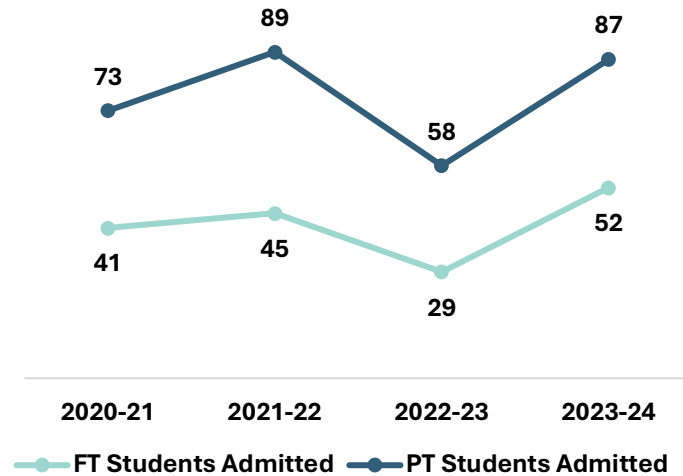
- The number of new students admitted to a program has decreased from **87** students in 2022-2023 to **80** students in 2023-2024, a decrease of **8%**.
- Not all students gaining admission to a program register for classes; this past year **67%** of students registered for classes (96 students).

	2020-21	2021-22	2022-23	2023-24
Full-Time Students Admitted	41	45	29	52
Part-Time Students Admitted	73	89	58	87
Unindicated Status	4	14	0	5
Total New Students (All Statuses) Admitted	118	148	87	144
Total New Students Registered	69	87	67	96

% New Admissions Who Registered for Classes 2020-2024



FT/PT Admissions 2020-2024



ADULT EDUCATION REPORT

The Iḷisaḡvik College Adult Education (AE) Program provides educational opportunities for adult learners in the North Slope Borough to assist them in transitioning into the labor market and/or higher academic or vocational training. The program offers instruction and testing in basic skills such as reading, writing, math, and English as a Second Language (ESL). Students fall into three categories:

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

GED students account for most program enrollments.

Observations

Following the onset of covid and subsequent loss of grant funding, Iḷisaḡvik's once productive Adult Education Program became dormant. We are in the process of reviving Adult Education as a vital piece of the academic puzzle across the North Slope of Alaska. Coordinators and tutors are being hired to conduct GED preparation programs in Utqiaḡvik and in the North Slope villages. While Iḷisaḡvik is using general funds to support the rejuvenation of Adult Education in villages on the North Slope, grants are being sought to help fund and enhance the efforts.

Overview 2019-2024

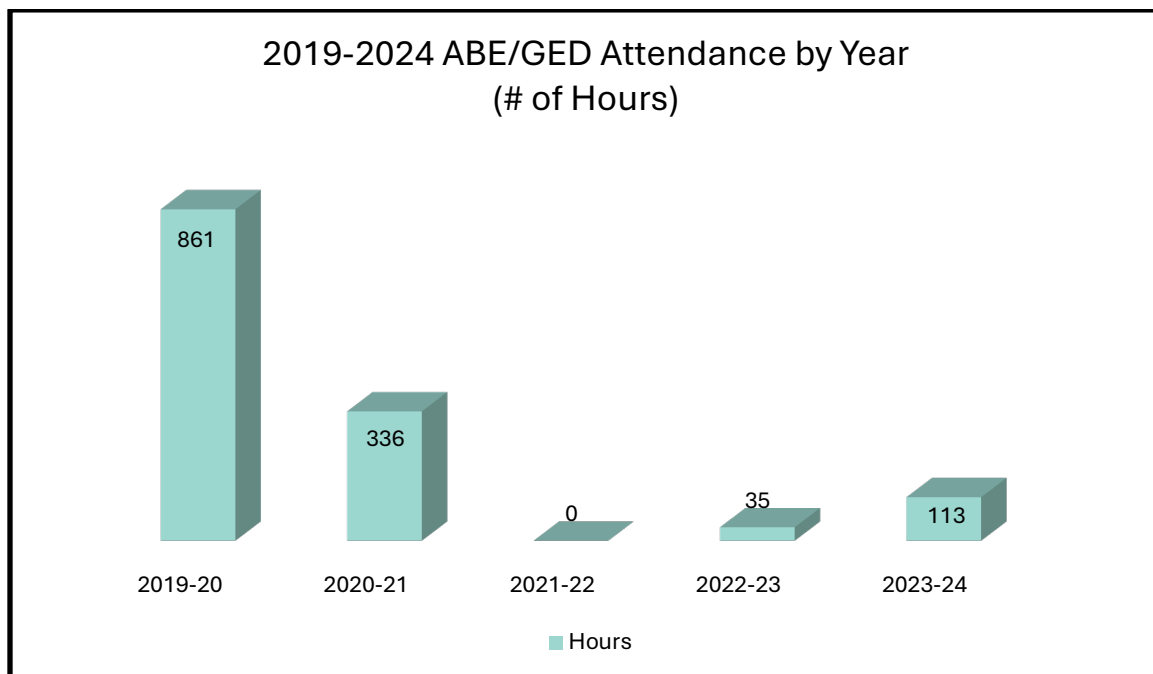
Academic Year	Active Students ¹	FT Students ²	Active ESL Students	Active GED Students ³	FT GED Students ⁴	GED Completions	% Active GED Completing	% FT GED Completing
2019-20	17	10	1	14	11	4	24%	40%
2020-21	12	5	1	11	4	0	0%	0%
2021-22	0	0	0	0	0	0	0%	0%
2022-23	6	1	2	4	1	0	0%	0%
2023-24	13	5	0	13	5	0	0%	0%

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

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

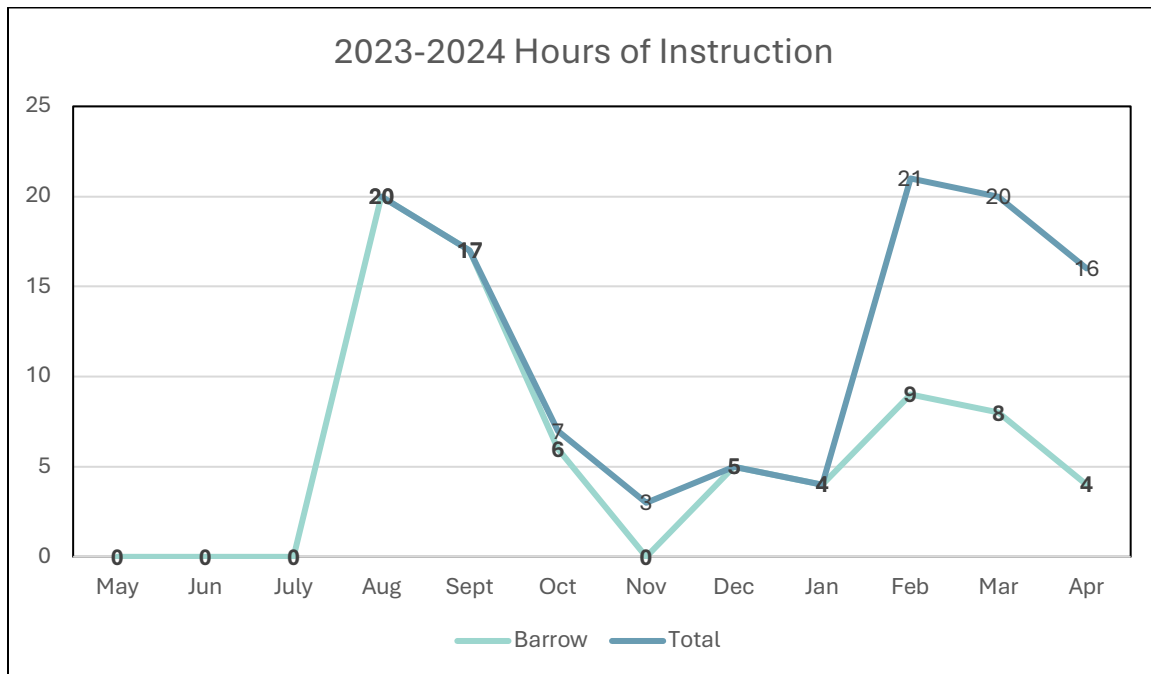
³ **Active GED Students** are a subgroup of Active students with GED completion as primary goal.

⁴ **FT (full-time) GED students** are a subgroup of FT (full-time) students with GED completion as primary goal. 2019-2024 Slope-Wide Attendance Hours



2023-2024 Academic Year Attendance Hours by Location

	2023								2024			
	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
AKP										12	12	12
ATQ												
BRW				20	17	6		5	4	9	8	4
KAK												
NUI						1						
PHO												
PLZ												
AIN							3					
TOTAL				20	17	7	3	5	4	21	20	16



COMPLETION REPORT Fall and Spring Semesters Only

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

Drops are those students who drop during the first two weeks of semester-long courses, in the first 15% of short courses, or those who were dropped because the course was canceled. Some may have added other courses.

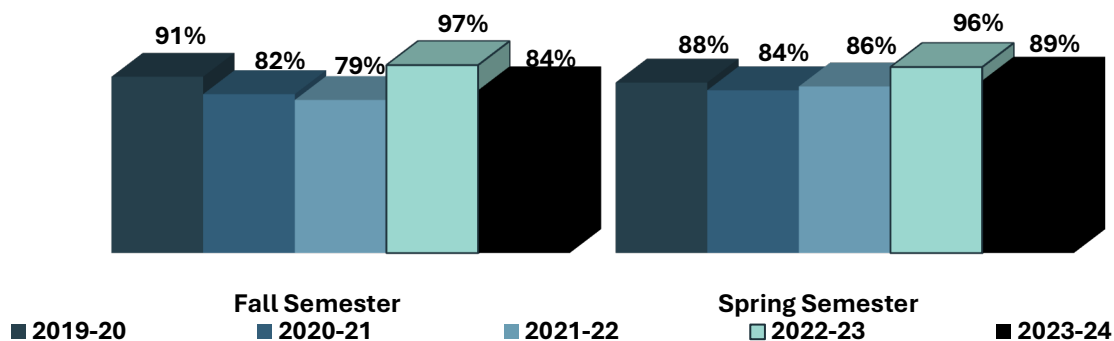
Observations

- Completion rates decreased this past year. For this past year, 84% of students in the fall completed their courses, and **89%** of students in the spring completed their courses. In the fall, the highest completion rates were in construction trades (**93%**) and Allied Health (**89%**), and the highest for spring were Heavy Equipment (**94%**) and Allied Health (**91%**)

Completions 2019-2024

Term	# Reg.	Total Completed	Term	# Reg.	Total Completed
Fa 19	1329	91% after withdraws	Sp 20	1158	88% after withdraws
Fa 20	698	82% after withdraws	Sp 21	916	84% after withdraws
Fa 21	1045	79% after withdraws	Sp 22	962	86% after withdraws
Fa 22	1480	97% after withdraws	Sp 23	1278	96% after withdraws
Fa 23	1102	84% after withdraws	Sp 24	956	89% after withdraws

Completion Rates by Semester 2019-2024



COOPERATIVE EXTENSION REPORT

Introduction

In keeping with Iḷisaḡvik's mission, the Cooperative Extension program seeks to encourage an environment of life- long learning in the communities of the North Slope through a variety of non-classroom, hands-on workshops. The program is designed to identify educational needs and interests on the North Slope and address those needs by utilizing available local talent and expertise. Cooperative Extension seeks to foster a sustainable, successful, and effective outreach program for this constituency.

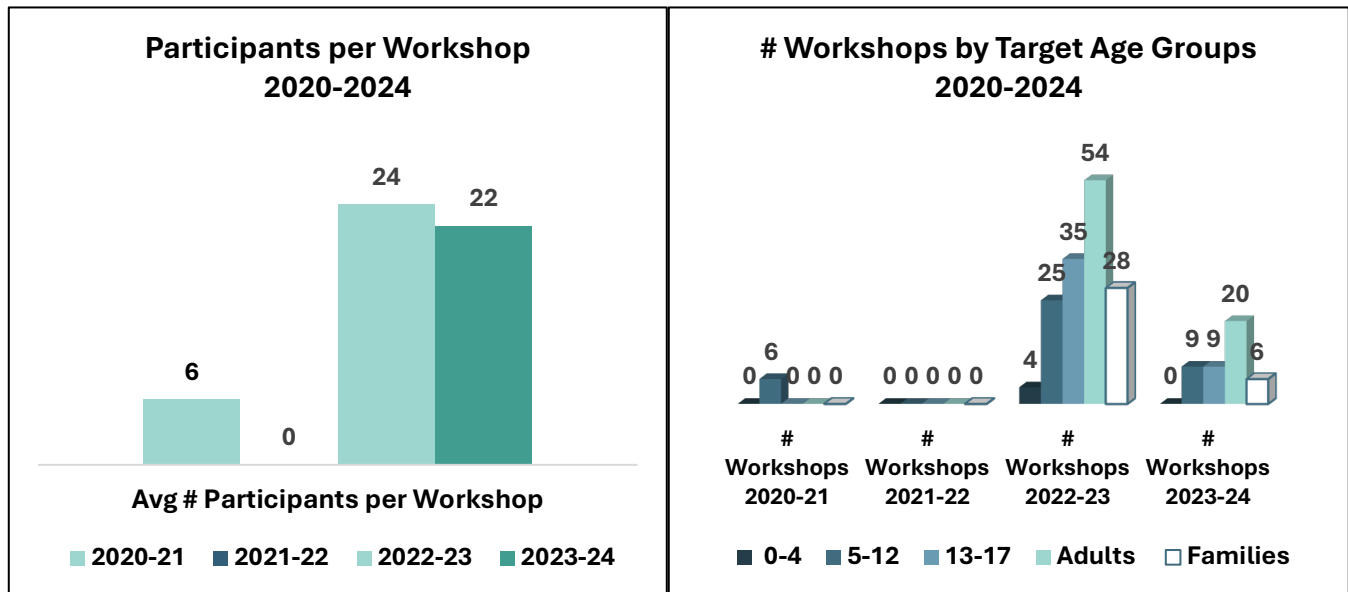
Observations

- In the 2023-2024 Academic Year (Summer 2023, Fall 2023, Spring 2024), Cooperative Extension held a total of **30 workshops** with **670 participants**. The top three focus areas for 2023-2024 were personal wellness, community solidarity, and traditional values. There was a transition in staffing for Cooperative Extension which contributed to the decline in workshops. Please note that one event can count in several focus areas.

Overview 2020-2024

Number of Workshops and Participants

	2020-2021	2021-2022	2022-2023	2023-2024
Total Number of Workshops	1	0	55	30
Total Number of Participants	6	0	1,318	670



2020-2024 Workshops by Target Age Groups

Target Age Level	# of Workshops in 2020-2021	# of Workshops in 2021-2022	# of Workshops in 2022-2023	# of Workshops in 2023-2024
Preschool Kids (ages 0-4)	0	0	4	0
Kids (ages 5-12)	6	0	25	9
Teens (ages 13-17)	0	0	35	9
Adults	0	0	54	20
Families	0	0	28	6

2020-2024 Workshops by Focus Areas

Focus Areas	# of Workshops in 2020-2021	# of Workshops in 2021-2-22	# of Workshops in 2022-23	# of Workshops in 2023-24
Community Solidarity	0	0	45	28
Creativity	1	0	44	11
Economic Food Solutions	0	0	11	2
Economic Household Solutions	0	0	10	2
Food Safety	0	0	11	2
Gardening	0	0	0	0
Healthy Choices	0	0	47	7
Nutrition	0	0	15	2
Personal Finance	0	0	0	0
Personal Wellness	0	0	52	25
Physical Activity	0	0	28	9
Problem solving and physics	1	0	38	4
Strengthening Family Bonds	0	0	38	10
Traditional Arts and Crafts	0	0	29	1
Traditional Values	0	0	35	19
Youth Development	1	0	29	9

IÑUPIAQ CULTURAL PROGRAMMING REPORT

Introduction

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

Observations

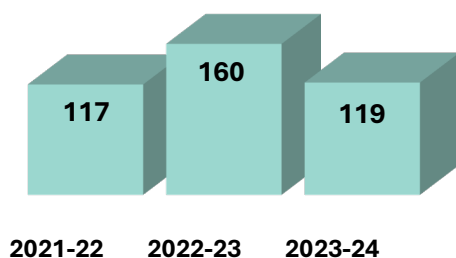
- 57% of workshops/classes sponsored by Iñupiaq cultural programming were directed towards the College community, compared to 43% of workshops directed towards the community at large. Many cultural programming workshops were a collaborative effort between Iñupiaq Studies and Cooperative Extension and were counted under Iñupiaq Studies.
- The most popular focus areas were traditional values, traditional healing, history, and storytelling.
- The number of workshops **decreased** to 66 from 103 from the previous year; participation decreased from **2,315 to 1629**.

Overview 2021 – 2024

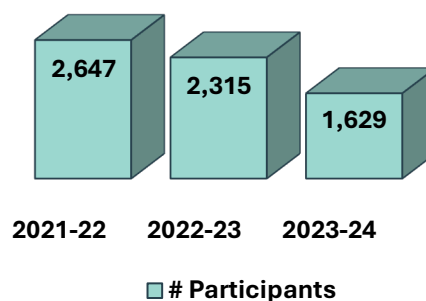
IC Department	2021-2022		2022-2023		2023-2024	
	Total # Act/ Workshops	Total # Participants	Total # Act/ Workshops	Total # Participants	Total # Act/ Workshops	Total # Participants
Iñupiaq Studies	58	574	39	520	28	359
Coop. Extension	0	0	18	385	25	541
Tuzzy Library	59	2,073	103	1,410	66	729
TOTAL	117	2,647	160	2315	119	1629

2023-2024 Year (Su 23, Fa 23, Sp 24)

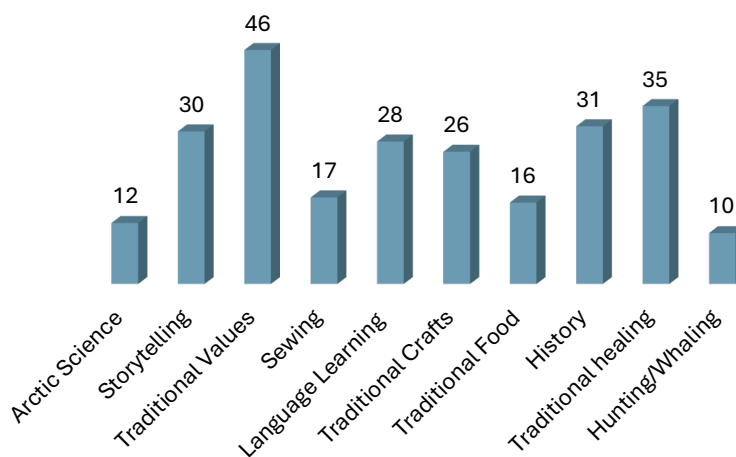
Activities/Workshops 2021-2024



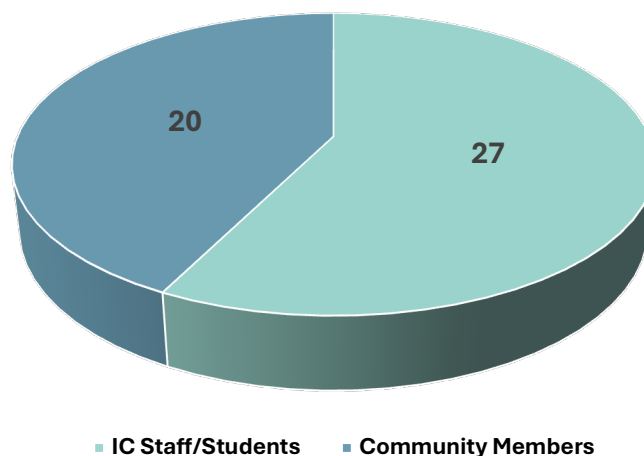
Participant 2021-2024



Focus Areas by Frequency



Workshop by Target Audience 2023-24



Distance Education Report | 2024

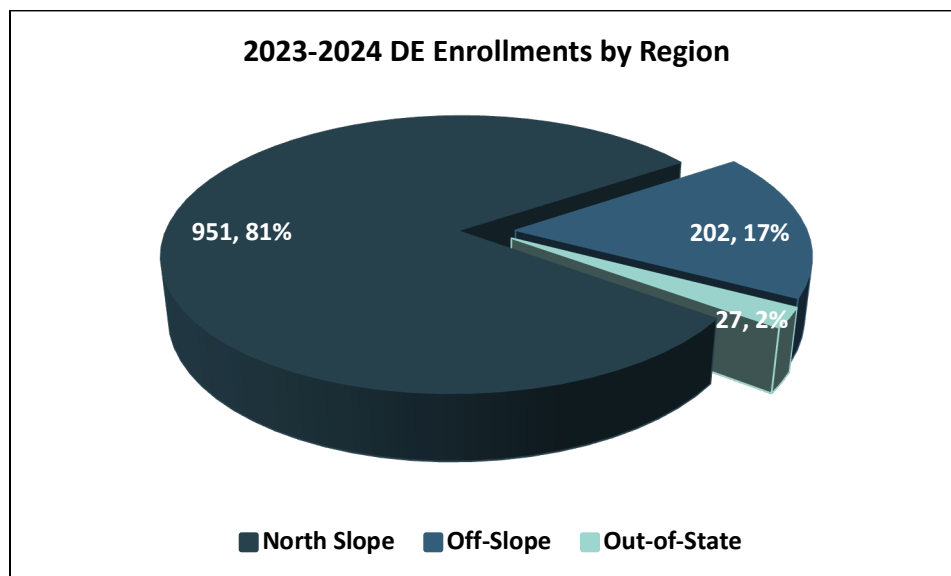
DISTANCE EDUCATION REPORT

Observations

- Overall participation in courses offered through distance education (online, Zoom) has stayed relatively consistent (from **1,163** to **1,179**); participation by students residing in communities other than Utqiagvik has increased this year by (from **686** to **906**)
- Completion rates have increased slightly and are at **77%** for all students and **76%** for distance students (before withdrawals).

Overview 2021-2024

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



DUAL CREDIT REPORT

The Dual Credit report provides information on Iḷisaḡvik students who are also enrolled in a Alaskan high school with an Iḷisaḡvik partnership. These students have elected to take an Iḷisaḡvik course which will earn credit in two ways: (1) college credit that can be applied towards a later program and (2) high school credit that can be applied toward requirements for the high school diploma. Students taking these courses are not admitted to a program but meet the prerequisites for the individual courses they are taking.

Observations

- Dual credit headcounts decreased slightly, but enrollments (registrations) increased slightly, likely due to the dedication of a faculty member to be a liaison for dual credit students. This means students were taking more than one class. Dual credit students were enrolled in 153 courses, a post-COVID-high.
- The rate for Alaska Native participation has decreased slightly from **74% to 73%** for the past year. **43%** of dual credit students were village students, likely attributed to increased support from the North Slope Borough School District (NSBSD), and the success of the Qatqĩññaḡvik program, where the NSBSD brings students from the village schools to Utqiaḡvik for a one- or two-week condensed course offering. Iḷisaḡvik collaborated with NSBSD to hold Intro to CTT 101: Construction Technology and ED 135: Education in the Early Childhood Classroom.
- Completion rates decreased slightly from **78% to 74%**. This percentage is typical for this student group.

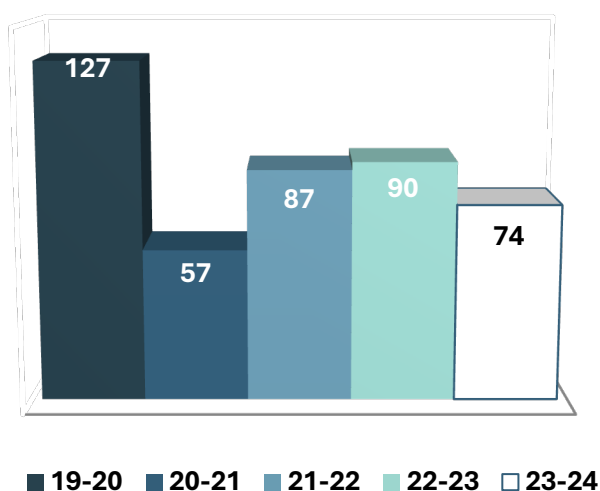
Overview 2019-2024**HEADCOUNT**

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

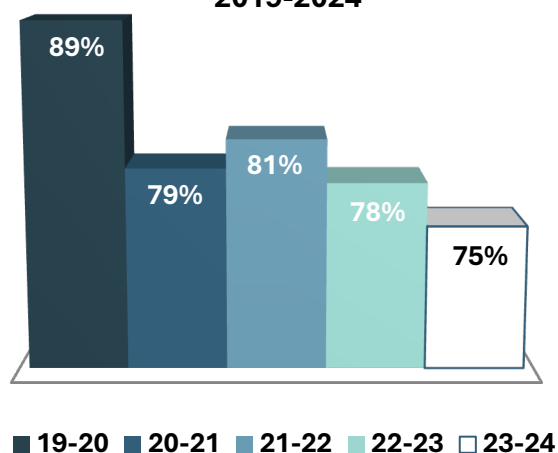
	Fall	Spring	Summer	Year TOTAL
2019-2020	24	43	60	127
	15 AK Native 9 Village Students 9 Other	23 AK Native 14 Village Students 20 Other	47 AK Native 24 Village Students 13 Other	
2020-2021	24	33	1	58
	8 AK Native 7 Village Students 16 Other	15 AK Native 11 Village Students 18 Other	0 AK Native 0 Village Students 1 Other	
2021-2022	43	42	2	87
	26 AK Native 2 Village Students 17 Other	25 AK Native 7 Village Students 16 Other	0 AK Native 0 Village Students 2 Other	
2022-2023	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	

2023-2024	Ethnicity	Summer 23 (3)	Fall 23 (48)	Spring 24 (35)	HEADCOUNT (74)
	American Indian/Alaska Native	0	33	23	54
	Asian	0	3	3	4
	Hispanic	0	1	2	2
	Native Hawaiian/Pacific Islander	2	5	4	6
	White	1	3	1	4
	Other/Unknown	0	3	2	4
	Barrow	3	19	29	41
	Villages (all)	0	28	8	32
	Other/Unknown		1		1

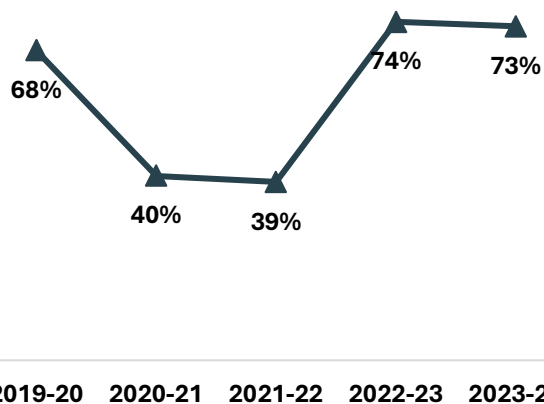
Dual Credit Headcount 2018-2024



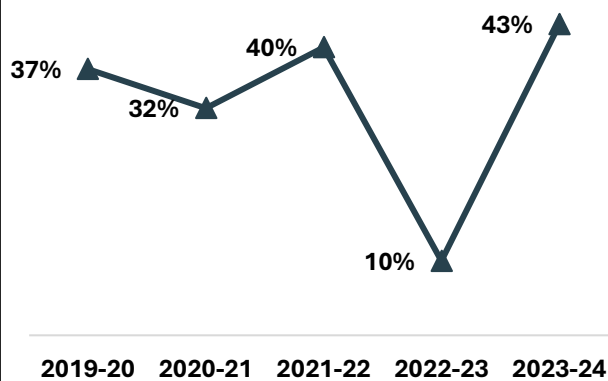
Dual Credit Completion Rates 2019-2024



% AK Native Dual Credit Students 2018-2024



% Dual Credit Students from NS Villages 2019-2024



COMPLETION

The following chart includes **enrollments** (duplicated student count), and the number of successful **completions**. This is not to be confused with the previous page's data, which represents unduplicated student headcount. "Successful" completion is defined as any student who completes the course with grades A, B, C, or Pass.

Year	Term	Head-count	Enroll-ments	Successful Completion (A,B,C,P)	Completion Rate/Term	Total Completions/ Enrollments per Year	Completion Rate/Year
2019-2020	Su 2018	60	123	112	91%	208/235	89%
	Fa 2018	24	45	40	89%		
	Sp 2019	43	67	56	84%		
2020-2021	Su 2019	1	2	2	100%	68/86	79%
	Fa 2019	23	33	29	88%		
	Sp 2020	33	51	37	73%		
2021-2022	Su 2020	2	4	2	50%	108/133	81%
	Fa 2020	42	62	50	81%		
	Sp 2021	43	67	56	84%		
2022-2023	Su 2022	7	8	7	88%	106/141	78%
	Fa 2022	31	44	36	82%		
	Sp 2023	52	89	63	71%		
2023-2024	Su 2023	3	5	5	100%	115/153	75%
	Fa 2023	46	92	64	69%		
	Sp 2024	30	56	46	82%		

ENROLLMENT REPORT Observations

General Enrollment Trends

- Enrollments have slightly decreased this year from 1,450 to 1,411 (-3%). Alaska Native/American Indian enrollment increased (902 to 918), as did their percentage of overall enrollment from 62% to 64%.

Enrollment by Semester

- During this past year, an enrollment (headcount) increase is noted for summer semesters (186 to 342) and decreased for Fall 632 to 570 and Spring 632 to 522.

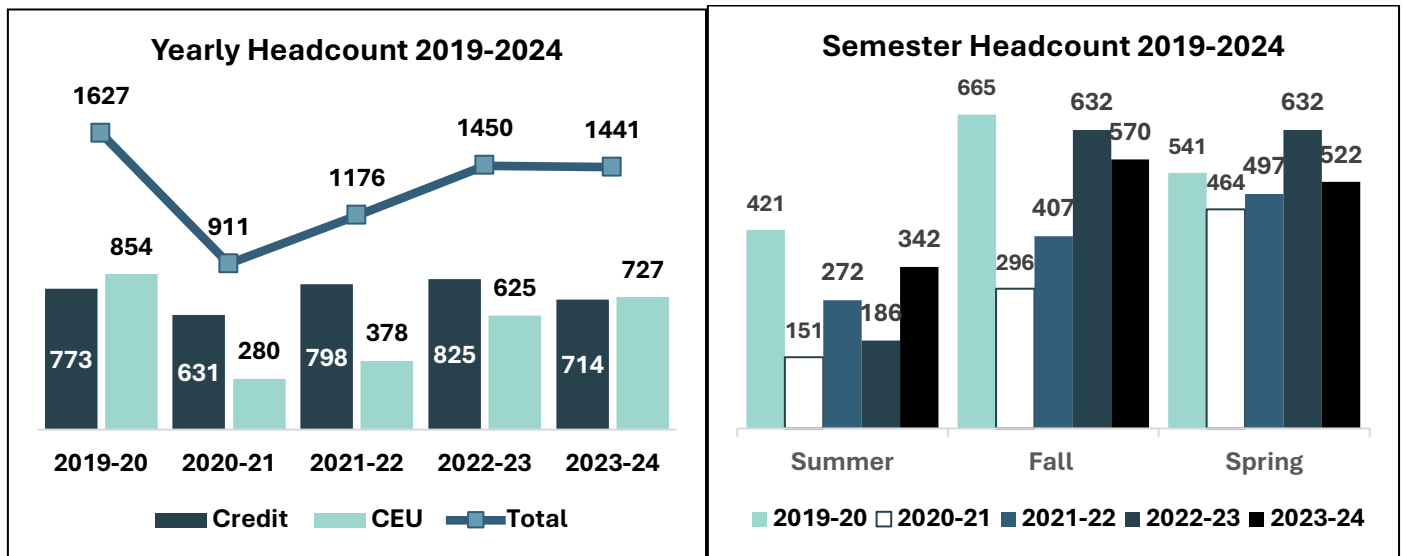
Degree-Seeking Enrollment

- Degree-Seeking enrollment decreased for both Fall 2023 and Spring 2024, from 184 to 174 and 157 to 138 students respectively, a change of 5% for fall and 12% for the spring semester.

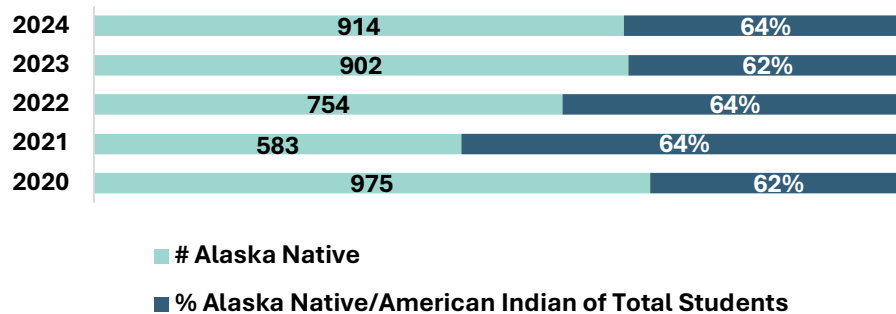
Overview 2019-2024

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

1. General Enrollment Trends



Alaska Native/American Indian Participation 2020-2024



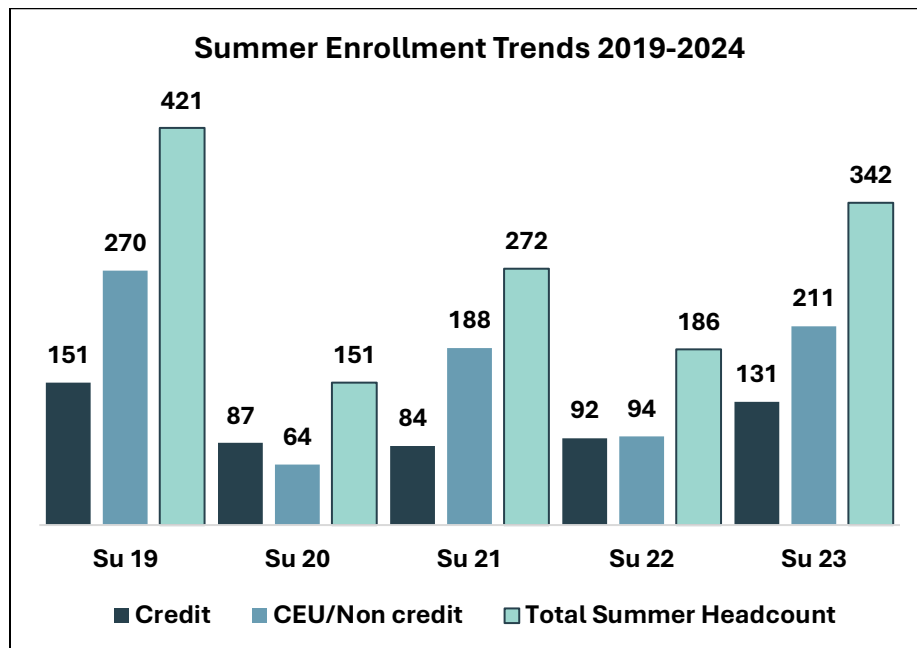
2. Enrollment by Semester

Summer Semesters 2019-2023

Definitions:

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

Year Term	Total Summer Headcount	Actual Full time	FTE	Degree-Seeking	
				FT	PT
Summer 19	151 Credit 270 CEU	26	25	16	27
Summer 20	87 Credit 64 CEU	27	25	20	19
Summer 21	84 Credit 188 CEU	21	29	20	23
Summer 22	92 Credit 94 CEU	19	23	15	36
Summer 23	131 Credit 211 CEU	27	38	25	24
1 year Change	42% Credit 124% CEU	42%	65%	67%	-33%
Change from Summer 19 to Summer 23	-13% Credit -22% CEU	4%	52%	56%	-11%

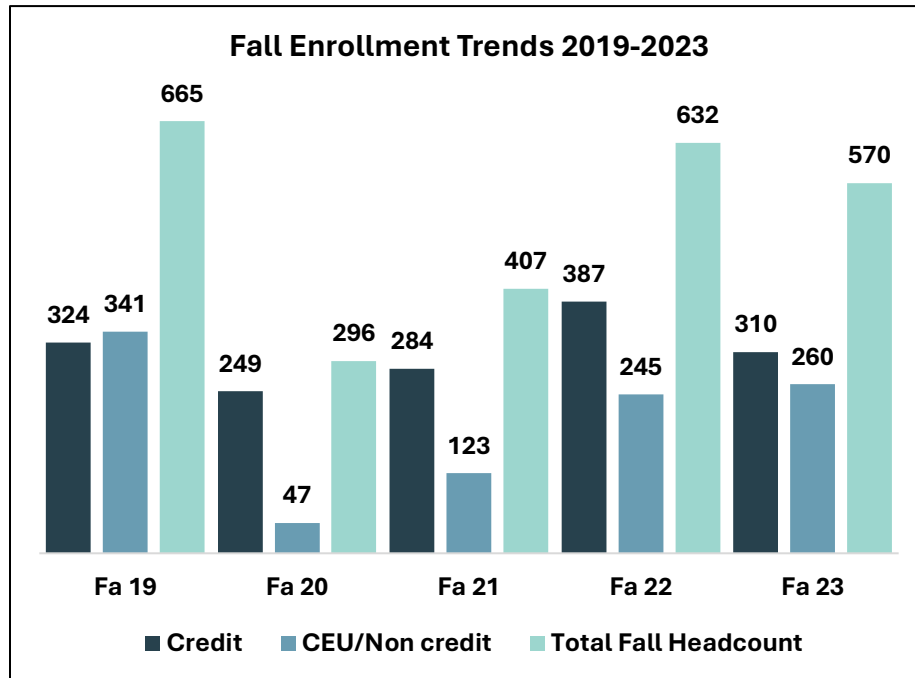


Fall Semesters 2019-2023

Definitions:

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

Term/Year	Total Fall Headcount	Actual Full time	FTE	Degree-Seeking	
				FT	PT
Fall 19	234 Credit 341 CEU	47	101.7	43	90
Fall 20	249 Credit 47 CEU	42	92.7	35	86
Fall 21	284 Credit 123 CEU	53	98	44	110
Fall 22	387 Credit 245 CEU	60	141	55	129
Fall 23	310 Credit 260 CEU	56	128	54	121
1 year Change	-20% Credit 6% CEU	-7%	-9%	-2%	-6%
Change from Fall 19 to Fall 23	32% Credit -24% CEU	19%	26%	26%	34%

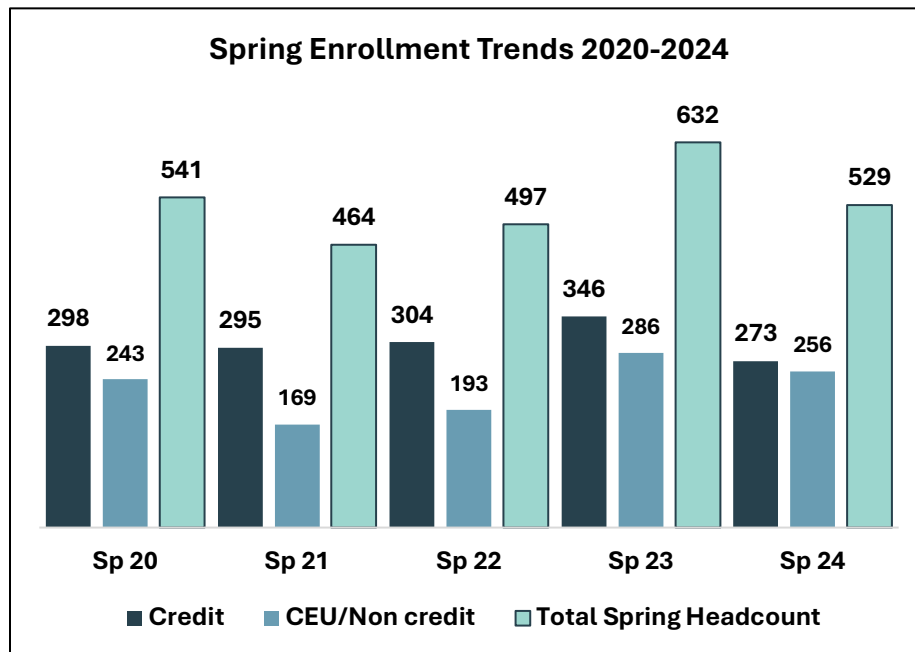


Spring Semesters 2020-2024

Definitions:

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

Term/Year	Total Spring Headcount	Actual Full Time	FTE	Degree-Seeking	
				FT	PT
Spring 20	298 Credit 243 CEU	42	101.33	37	91
Spring 21	295 Credit 169 CEU	27	87.8	25	95
Spring 22	304 Credit 193 CEU	39	104	37	111
Spring 23	346 Credit 286 CEU	50	116	47	110
Spring 24	273 Credit 256 CEU	47	98	41	97
1 year Change	-21% Credit -10% CEU	-6%	-16%	-13%	-12%
Change from Spring 19 to Spring 23	-8% Credit 5% CEU	12%	-3%	11%	7%



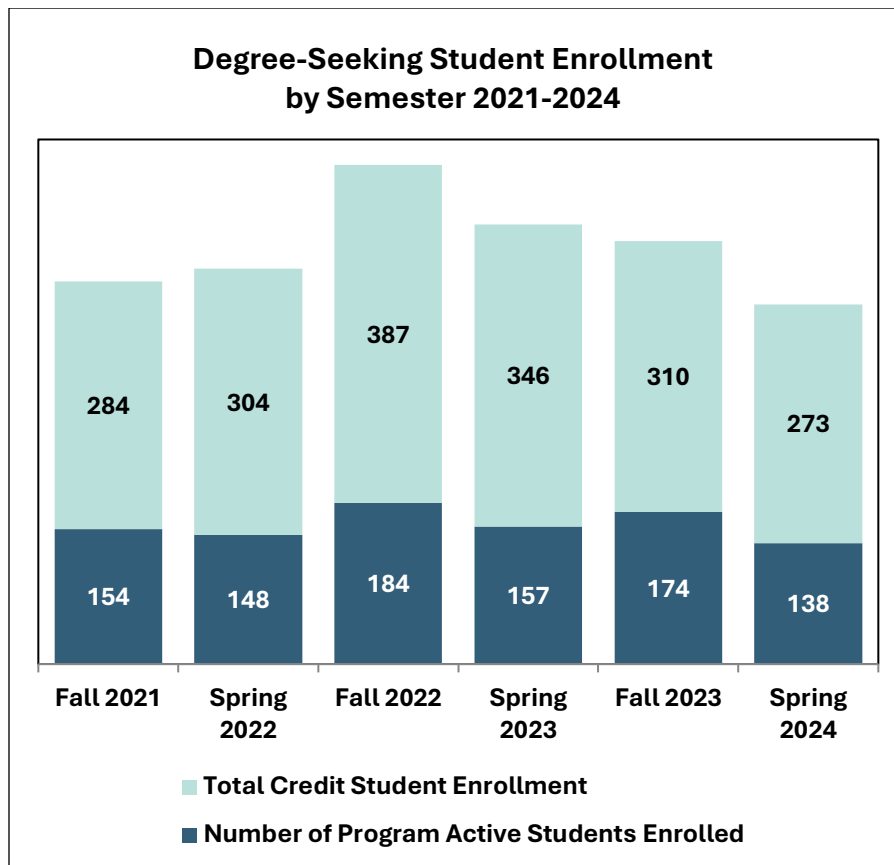
3. Degree-Seeking Student Enrollment

(Fall-Spring* Semesters only)

A “**Degree-Seeking**” student is “a student who has declared a program and is actively pursuing a degree, certificate, or endorsement.” Degree-seeking students were previously identified as “program-active” in prior reports. The Degree-Seeking student becomes inactive if he/she does not register for any classes. As long as the student registers for any for-credit classes, he/she is recorded as “Degree-Seeking.”

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

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



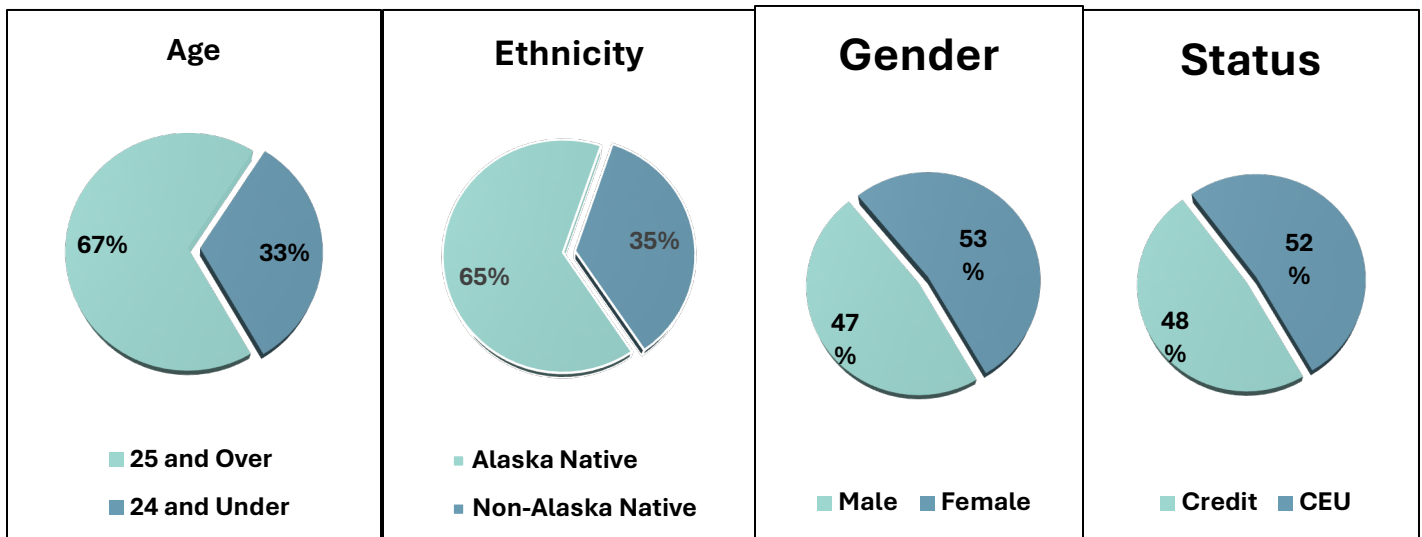
Enrollment Report | 2024

2023-2024 Academic Year Enrollment by Age, Gender, and Ethnicity

Summer 2023	Enrollment Type	Age 25 or over	Gender		Alaska Native
			M	F	
	Credit	77	56	75	106
	Non Cr/CEU	140	108	103	135
	Total	217	164	178	241
Fall 2023	Enrollment Type	Age 25 or over	Gender		Alaska Native
			M	F	
	Credit	195	101	209	179
	Non Cr/CEU	206	163	97	151
	Total	401	264	306	330
Spring 2024	Enrollment Type	Age 25 or over	Gender		Alaska Native
			M	F	
	Credit	178	96	174	180
	Non Cr/CEU	179	153	99	163
	Total	357	249	273	343

Student Profile, 2023 -2024 Academic Year

Average Percentages for Year



FACULTY AND STAFF SATISFACTION REPORT

Employee engagement and satisfaction has been identified as a priority since 2003. Data from the annual survey informs the core themes, our strategic plan, and departmental goals. Each academic year, the Department of Human Resources provides an opportunity for all regular and temporary staff and faculty members to provide to provide feedback through an annual satisfaction survey. For this report, the data collection process began on March 6, 2024 with an e-mail inviting employees to participate in a confidential online survey and raffle for a five-day free lunch voucher as incentive.

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-two (22) questions designed to measure the overall satisfaction concerning key issues, such as leadership, benefits, training and development, recruitment, communication, employee engagement, and workplace environment. Satisfaction with support, access and processes was assessed on a four-point scale ranging from agree, strongly agree, disagree to strongly disagree with an option to select “not applicable or unknown” to most questions. Additional feedback was solicited through open-ended questions regarding the work environment, availability of professional development, overall satisfaction, areas for improvement.

The 2024 Employee Engagement Survey will inform action plans for continued organizational improvement and employee satisfaction. As a part of that process, administration, faculty and staff will consider responses in establishing departmental priorities with progress and updates reported in Cabinet meetings and through college-wide communication and reports. Results show that improvements continue to occur; however, challenges remain.

Observations

- Of the 72 regular employees during the submission period, 45 completed the survey. This represents a response rate of **63%**, which reflects a small decrease rate from **64%** in 2023, but an increase from **57%** in 2022 and **52%** in 2021. Last year the survey was opened up to temporary employees and adjunct faculty. This year, we included the option to skip identifying their employee category in order for more honest responses, which 11 employees chose to skip.
- With the option of employees able to skip the identifying question of their employee category, the 45 respondents reflects a **34%** total employee response rate with the total number of regular, temporary, faculty and adjunct employees being 133. Due to this recent change, the overview of the metrics below are slightly skewed.
- The total number is calculated as a percentage of all regular and temporary employees (133 employees). The exempt, non-exempt and faculty numbers are calculated as a percentage of regular staff and faculty only (72 employees). The temporary staff numbers are calculated as a percentage of temporary staff and adjunct faculty (61 employees).
- The perception of how fair policies are administered at the College has shifted over the last several years. In 2024, **73%** of respondents selected “very fair” or “fair” while **18%** of respondents selected “needs improvement” and **9%** selected “needs substantial improvement.” Compared to 2023, there was a decrease from **77%** that selected “very fair” or “fair”, an increase from **17%** of respondents selecting “needs improvement” and an increase from **6.3%** of respondents selecting “needs substantial improvement.”

Faculty and Staff Satisfaction Report | 2024

Overview 2020-2024

	2020 Respondents		2021 Respondents		2022 Respondents		2023 Respondents		2024 Respondents	
	#	%	#	%	#	%	#	%	#	%
Total	27	38%	38	52%	41	57%	48	40%	45	63%
Exempt (Management)	7	10%	13	34%	14	34%	16	25%	12	27%
Non-Exempt (Non-Management)	10	14%	16	42%	20	49%	21	33%	14	31%
Faculty	10	14%	9	24%	6	15%	4	6%	4	9%
Temporary & Adjuncts					1	2%	6	10%	4	9%
Unknown, skipped							1	2%	11	24%

2024 Survey Analysis

Results (**91%**) show a committed staff who work together to achieve a common goal, the same as **91%** in 2023 (Q2). Respondents identified the level of collegiality and cooperation within their department as very good [5] or good [4] (**89%**) and the level of collegiality and cooperating at the institutional level as very good [5] or good [4] (**64%**) (Q3). Approximately **78%** of employees report participating in extra meetings and/or serving on committees (Q4). Suggestions for improving collegiality and cooperation include transparency, more inclusion, collaboration, open communication, setting clear expectations, shared trainings, and more college-wide gatherings.

By having supervisors work with employees to establish goals, communicate expectations, and provide ongoing communication can improve performance and motivate employees. **91% of respondents (selected either a rating of [4] or [5])** report that their supervisor provides opportunities to voice concerns and share feedback, an increase from **83%** in 2023. **82% of respondents** report that their supervisor is concerned about their professional development, an increase from **65%** in 2023. **78%** report that their supervisor follows through with solutions, an increase from **69%** in 2023, and **82%** report that they trust their supervisor's ability to make correct decisions, an increase from **75%** in 2023 (Q2).

A majority (**86%**) of survey participants reported a favorable opinion of the benefits package provided by the College, an increase from **80%** in 2023. 58% of respondents reported favorable opinions of their salary or wages, and 66% 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 dependent coverage (2) Increase salary to align with inflation (3) Increase professional development opportunities for all staff.

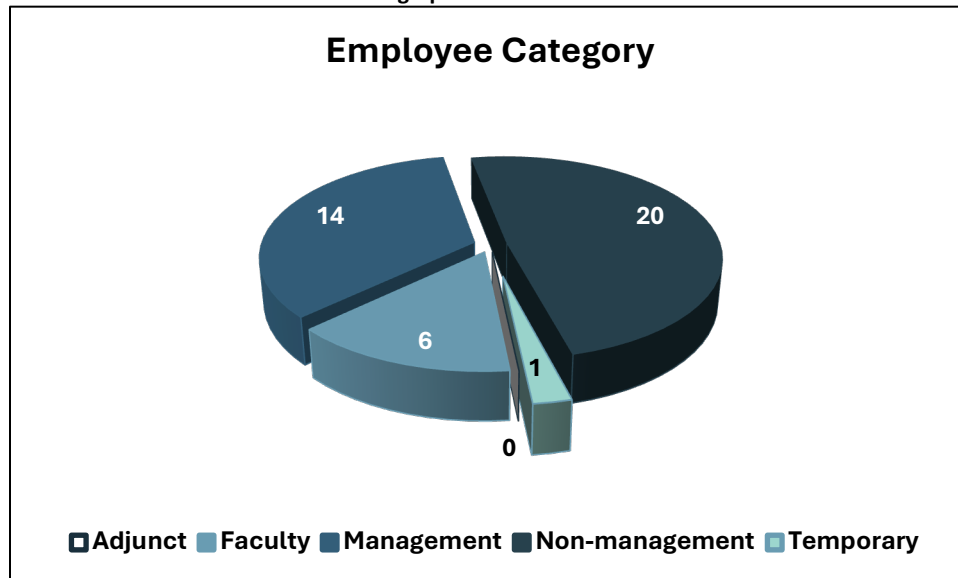
Open-ended questions encouraged employees to provide feedback to support organizational improvement. General observations from what is working well at the College included the following:

- Good collegiality overall. Best company I've worked for.
- I continue to be grateful for the opportunity to work at Iłisaġvik College. It is a really special place to work.
- I could not be happier. Having worked at several other locations in higher education, Iłisaġvik -while far from perfect is a terrific small college setting. I wish we could address the turnover challenges that we experience. Otherwise, I could not be happier than working at Iłisaġvik College.
- I appreciate working here and am happy to be able to serve students and the community of the NS.
- I believe this team strives to champion students, faculty, and staff.
- I have worked a few times with other members of IC staff from various departments. All my encounters are fun and engaging. I have found that most are passionate about their work and are happy to collaborate together.
- Collaboration is high at the college.
- This college pays me a very fair salary. It is an excellent place to work.
- Our college truly stands out with its exceptional benefits, competitive salary, and commitment to professional growth. It goes above and beyond to support and invest in its employees. Let's dispel the misconception that we are a cash cow - we are an educational institution dedicated to making a difference. If you're seeking wealth, perhaps this isn't the right field for you.
- No organization is perfect but the continuous effort of everyone involved to improve for the better only shows that Iłisaġvik is a strong organization. But keep in mind that Iłisaġvik people is its most valuable resource and asset.

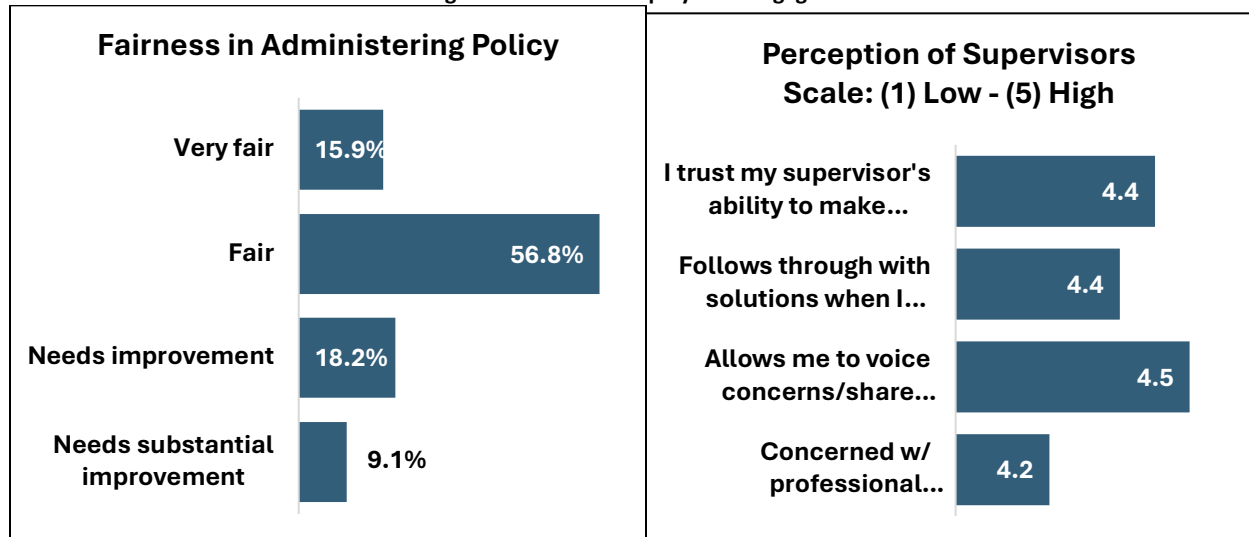
Reflections on how we can improve as an institution:

- It may be worth considering a review of the compensation and benefits package, as some employees feel that the current pay structure is not competitive. Taking a closer look at this matter could potentially boost employee morale and retention.
- Policy changes and improvements seem to take a much longer than necessary time. We have a large number of committees, but I really question how empowered they are to act or make changes. Of the ones I've attended often the same exact issues are brought up time and time again.
- I think that there is inconsistency with supervision styles amongst leadership so staff in various departments are not treated equally.
- Cost of living pay increase.
- More flexibility in work hours and location.
- If we are going to have an on call IT help desk it should be available for our students and staff who need help and doesn't take a text to the on call person's personal number to answer.
- I often have to email IT/ED TECH on behalf of students in order to get a response. IT needs more staff.
- Registration events need to coordinate better with involved facilities and be planned ahead for facility needs before the day of the event.
- Can have more inter department connections.

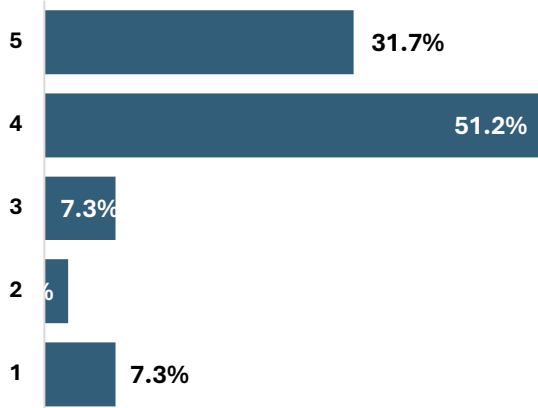
Demographic Characteristics



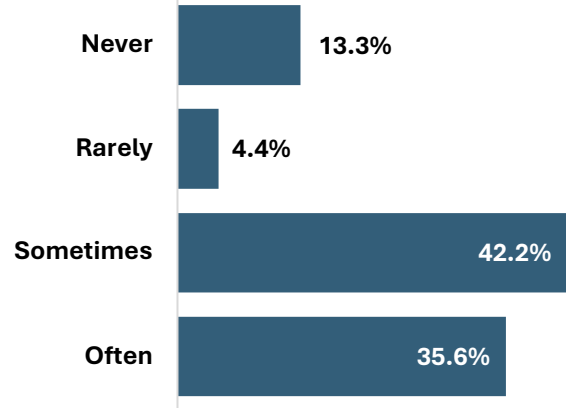
Working Environment & Employment Engagement



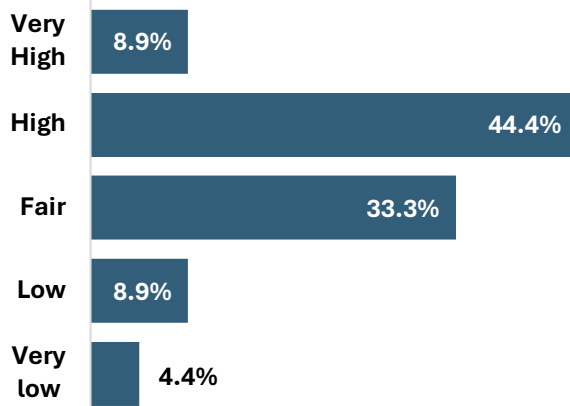
Teamwork across Departments Scale: (1) Low - (5) High



Participation in Committees & Work Groups



Level of Trust Between Employees and Senior Administrators

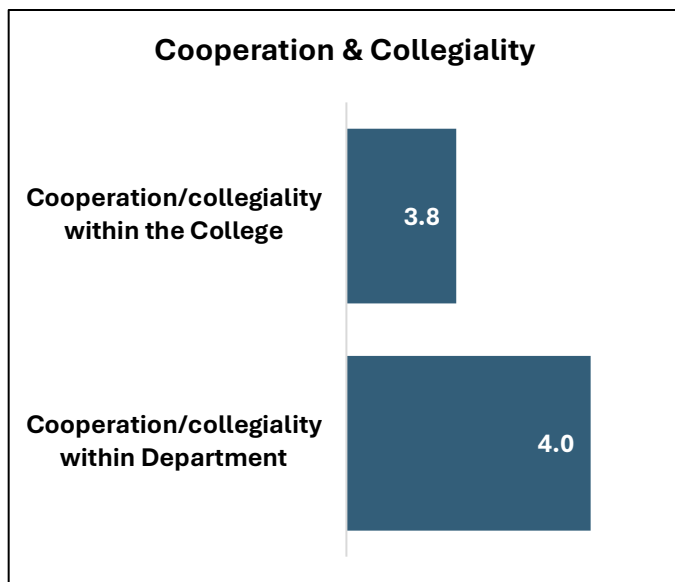
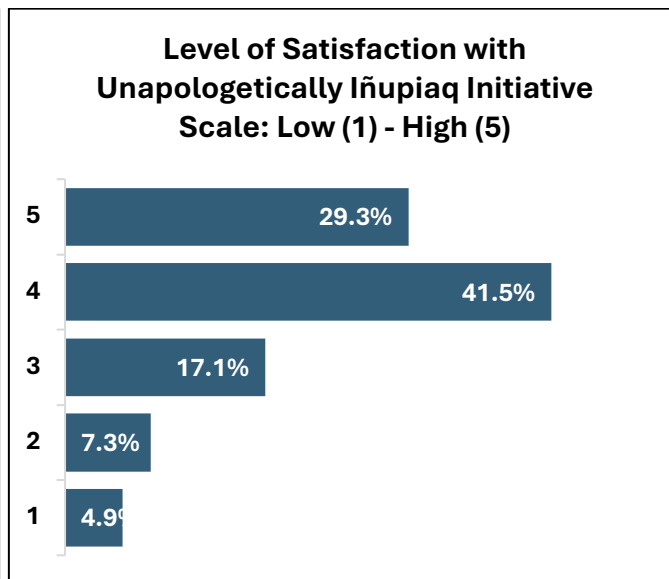
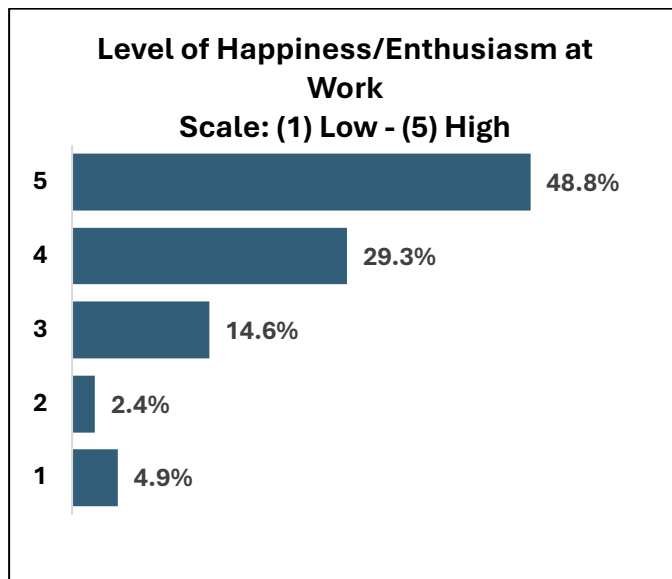


Comments: Level of Trust between Employees and Senior Administrators

1. I believe this team strives to champion students, faculty, and staff.
2. It seems like sr. admin has favorites who get to do whatever they want while the rest of us have to follow made up rules that always change.
3. Different leadership styles in admin means that employees receive mixed messages in departments

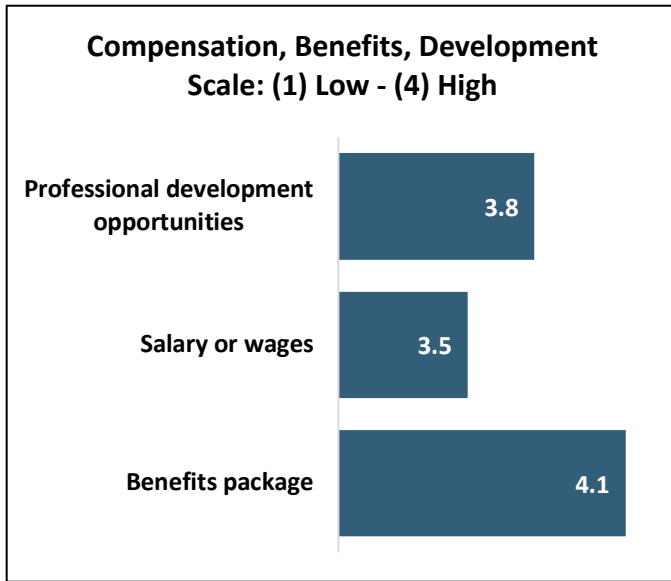
Comments: Level of Enthusiasm and Overall Happiness with Working at Iᓵisaᖃvik College (Graph below)

1. I could not be happier. Having worked at several other locations in higher education, Iᓵisaᖃvik -while far from perfect is a terrific small college setting. I wish we could address the turnover challenges that we experience. Otherwise, I could not be happier than working at Iᓵisaᖃvik College.
2. I appreciate working here and happy to be able to serve students and the community of the NS.
3. Love working for the students and with them. More flexibility in work hours and location.



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

1. The college departments need to improve communications and planning, especially when it involves meetings and programs for the entire campus community.
2. Communication
3. Everyone is nice. But everyone is territorial.
4. It appears that the concept of community has been overlooked by some. Let us work towards dismantling the barriers that exist between departments, as our main goal should be to support and aid our students. After all, we are all cross-trained and should not let territorial tendencies hinder our collective efforts. It is time to break down the silos within our College and unite for the greater good.
5. Some administrators come off as rude or annoyed like dean of Academic Affairs and CFO.
6. Reduce turnover.
7. Intentional communication.
8. Believe departments work well with each other and great teamwork.
9. End the silos
10. Regular kudos by managers. Managers say thank you in some way regularly.
11. Large budget for intradepartmental gatherings and meals.
12. Free lunch once a month for everyone, with people encouraged/required to sit with people not from their own department.
13. Identify more ways for cross departmental connections and information sharing. Particularly with Faculty.
14. More virtual opportunities to connect with one another as faculty.
15. Fostering an environment where people's suggestions are tested and not disregarded.
16. I would have updated organizational charts physically posting somewhere in the building. I find that different departments have non-updated org charts. A centralized location where I can look at it would be helpful.
17. College-wide BBQ on a Friday afternoon for all staff.
18. I guess, a little bit of time management. So I can be more available for the other departments' activities and programs.
19. Have more empathy towards people that have more work on their plate than others.



Comments: Compensation/Benefits/ Professional Development

1. Professional development opportunities often run into scheduling conflicts with services to patrons.
2. Increased compensation to line up with cost of living would be nice.
3. Our college truly stands out with its exceptional benefits, competitive salary, and commitment to professional growth. It goes above and beyond to support and invest in its employees. Let's dispel the misconception that we are a cash cow - we are an educational institution dedicated to making a difference. If you're seeking wealth, perhaps this isn't the right field for you.
4. This college pays me a very fair salary. It is an excellent place to work.
5. I'd like to see other staff and faculty who normally don't get the opportunity to travel for professional development purposes have the opportunity to do so. It'd benefit not just the other staff and faculty, but the campus overall.
6. Raising the increase % from evaluations. 3% maximum doesn't even keep pace with current inflation.
7. Why is getting training on systems we already have so hard; nothing ever works right.
8. Increase in salary-at least for my position as I do more work than my title/sops.
9. Would like higher salary.
10. Increased salary - it has not kept up with inflation.
11. The pay seems high from out-of-state, but when one actually moves here and realizes all the deductions and the cost of everything, it isn't necessarily.
12. I'd like to see more PD opportunities for virtual and part-time employees and adjunct faculty.
13. N/a re benefits, I am adjunct faculty.
14. Inclusion of immediate family to health insurance benefits WITHOUT additional fees. Besides the 3% annual increase for performance evaluation, there should be another annual increase due to inflation and high cost of living in Barrow. the state of Alaska has an annual 5.21% total increase effective January 2024. Professional development for all staff, admin, and faculty alike.
15. Cost of living increase.
16. I would like to see more equality--yes, I mean equality and not equity, though I have no issue with equity, too--and transparency between our co-workers. We have co-workers who struggle with their pay and they do not understand their benefits. There should be an annual cost-of-living adjustment that is at least matched to inflation. On transparency, I think the publicly available reporting that the institution does on its finances, including how much certain individuals are paid, should be physically posted in the building.
17. Free insurance for the employee's family too.
18. It would be nice to increase salary to keep up with our countries inflation

Faculty and Staff Satisfaction Report | 2024

Department/Division Reviews

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

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

Support of student and community needs

Administration	1	2	3	4	5	N/A*
Front Desk	0.0%	4.4%	8.9%	13.3%	55.6%	17.8%
Travel	0.0%	0.0%	17.8%	24.4%	33.3%	24.4%
Marketing	0.0%	0.0%	13.3%	22.2%	48.9%	15.6%
Bookstore	0.0%	2.2%	20.0%	28.9%	37.8%	11.1%
Maintenance & Operations	0.0%	0.0%	15.9%	34.1%	34.1%	15.9%
Information Technology	8.9%	8.9%	15.6%	31.1%	28.9%	6.7%
Educational Technology	0.0%	4.4%	15.6%	15.6%	33.3%	31.1%

Responsiveness to requests, customer service and willingness to help:

Administration	1	2	3	4	5	N/A*
Front Desk	0.0%	4.4%	8.9%	24.4%	56.6%	6.7%
Travel	0.0%	0.0%	22.2%	24.4%	40.0%	13.3%
Marketing	0.0%	0.0%	20.0%	15.6%	55.6%	8.9%
Bookstore	0.0%	6.7%	22.2%	28.9%	35.6%	6.7%
Maintenance & Operations	0.0%	0.0%	11.1%	33.3%	46.7%	8.9%
Information Technology	11.1%	6.7%	17.8%	28.9%	35.6%	0.0%
Educational Technology	0.0%	2.2%	13.3%	17.8%	48.9%	17.8%

Faculty and Staff Satisfaction Report | 2024

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

Support of student and community needs

Finance	1	2	3	4	5	N/A*
Grants Management	2.2%	2.2%	4.4%	15.6%	33.3%	42.2%
Payroll	4.4%	0.0%	11.1%	6.67%	33.3%	44.4%
Accounts Receivable/Payable	4.4%	0.0%	8.9%	15.6%	24.4%	46.7%
Student Accounts	2.2%	2.2%	11.1%	15.6%	26.6%	42.2%
Financial Aid	4.4%	4.4%	8.9%	20.0%	33.3%	28.9%

Responsiveness to requests, customer service and willingness to help

Finance	1	2	3	4	5	N/A*
Grants Management	0.0%	2.2%	6.67%	20.0%	44.4%	26.7%
Payroll	2.2%	0.0%	13.3%	15.6%	66.7%	2.2%
Accounts Receivable/Payable	2.2%	0.0%	4.4%	26.6%	42.2%	24.4%
Student Accounts	0.0%	2.2%	6.7%	20.0%	26.7%	44.4%
Financial Aid	0.0%	6.7%	6.7%	26.7%	33.3%	26.7%

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

Human Resources	1	2	3	4	5	N/A*
Responsiveness to requests	0.0%	2.2%	6.7%	33.3%	53.3%	4.4%
Customer service and willingness to help	0.0%	2.2%	13.3%	24.4%	57.8%	2.2%
Accuracy to requests	0.0%	4.6%	11.4%	29.6%	40.9%	13.6%
Supports student and community needs	0.0%	2.2%	4.4%	22.2%	31.1%	40.0%
Supports staff and faculty needs	0.0%	4.4%	13.3%	22.2%	51.1%	8.9%

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

Support of student and community needs

Academic Affairs	1	2	3	4	5	N/A*
Workforce Development	0.0%	2.2%	6.7%	26.7%	53.3%	11.1%
Registrar's Office ad Admissions	2.2%	6.7%	24.4%	24.4%	40.0%	2.2%
Instruction/Faculty	0.0%	2.2%	15.6%	31.1%	46.7%	4.4%
Cooperative Extension	2.2%	6.7%	22.2%	20.0%	13.3%	35.6%
Inupiaq Studies	0.0%	4.4%	20.0%	24.4%	33.3%	17.8%

Responsiveness to requests, customer service and willingness to help

Academic Affairs	1	2	3	4	5	N/A*
Workforce Development	0.0%	0.0%	6.7%	20.0%	53.3%	20.0%
Registrar's Office ad Admissions	2.3%	9.1%	25.0%	27.3%	36.4%	0.0%
Instruction/Faculty	0.0%	4.4%	24.4%	26.7%	37.8%	6.7%
Cooperative Extension	4.4%	8.9%	26.7%	8.9%	20.0%	31.1%
Inupiaq Studies	2.2%	8.9%	22.2%	24.4%	26.7%	15.6%

Faculty and Staff Satisfaction Report | 2024

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

President's Office

President's Office	1	2	3	4	5	N/A*
Responsiveness to requests	2.2%	4.4%	13.3%	22.2%	48.9%	8.9%
Customer service and willingness to help	2.2%	6.7%	6.7%	31.1%	44.4%	8.9%
Supports student and community needs	2.2%	4.4%	8.9%	24.4%	51.1%	8.9%
Communication	2.2%	4.4%	8.9%	24.4%	55.6%	4.4%

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

Senior Administration	1	2	3	4	5	N/A*
Responsiveness to requests	2.2%	2.2%	17.8%	33.3%	42.2%	2.2%
Accuracy to requests	2.3%	2.3%	11.4%	34.1%	43.2%	6.8%
Customer service and willingness to Help	2.2%	4.4%	17.8%	24.4%	46.7%	4.4%
Supports students	2.3%	2.3%	9.1%	25.0%	47.7%	13.6%
Serves community needs	2.2%	4.4%	11.1%	33.3%	37.8%	11.1%

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

Support of student and community needs

Student Services	1	2	3	4	5	N/A*
Student Life	2.2%	6.7%	2.2%	31.1%	44.4%	13.3%
Adult Education	4.4%	2.2%	11.1%	26.7%	31.1%	24.4%
First Year Pathways	2.3%	2.3%	11.4%	25.0%	31.8%	27.4%
Recruiting	2.2%	2.2%	17.8%	35.6%	28.9%	13.3%
Student Wellness	6.7%	6.7%	6.7%	24.4%	42.2%	13.3%

Responsiveness to requests, customer service and willingness to help

Student Services	1	2	3	4	5	N/A*
Student Life	2.2%	8.9%	8.9%	26.7%	42.2%	11.1%
Adult Education	0.0%	6.7%	8.9%	37.8%	28.9%	17.8%
First Year Pathways	2.2%	4.4%	6.7%	26.7%	35.6%	24.4%
Recruiting	2.2%	6.7%	17.8%	35.6%	24.4%	13.3%
Student Wellness	8.9%	2.2%	6.7%	35.6%	31.1%	15.6%

Tuzzy Library and their support for students and community needs

Tuzzy Library	1	2	3	4	5	N/A*
Library customer service	0.0%	0.0%	4.4%	28.9%	57.8%	8.9%
Library collection	0.0%	4.4%	6.7%	24.4%	44.4%	20.0%
Library program and events	0.0%	0.0%	6.7%	24.4%	55.6%	13.3%
Online services	0.0%	4.6%	9.1%	22.7%	40.9%	22.7%
Internet access	4.4%	2.2%	8.9%	22.2%	40.0%	22.2%
Facilities and event space	0.0%	0.0%	8.9%	28.9%	48.9%	13.3%
Hours of operation	0.0%	0.0%	6.7%	26.7%	53.3%	13.3%

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

Institutional Advancement	1	2	3	4	5	N/A*
Responsiveness to requests	0.0%	0.0%	11.1%	13.3%	55.6%	20.0%
Customer service and willingness to help	0.0%	0.0%	11.1%	17.8%	51.1%	20.0%
Supports student and community needs	0.0%	4.4%	2.2%	20.0%	42.2%	31.1%

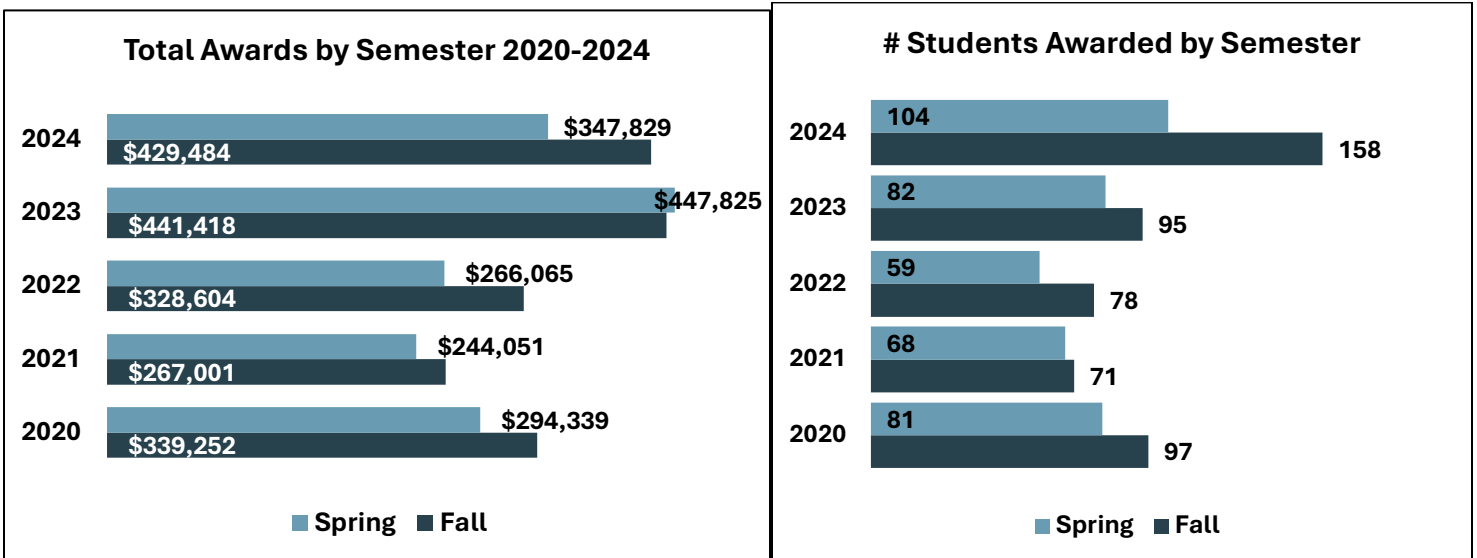
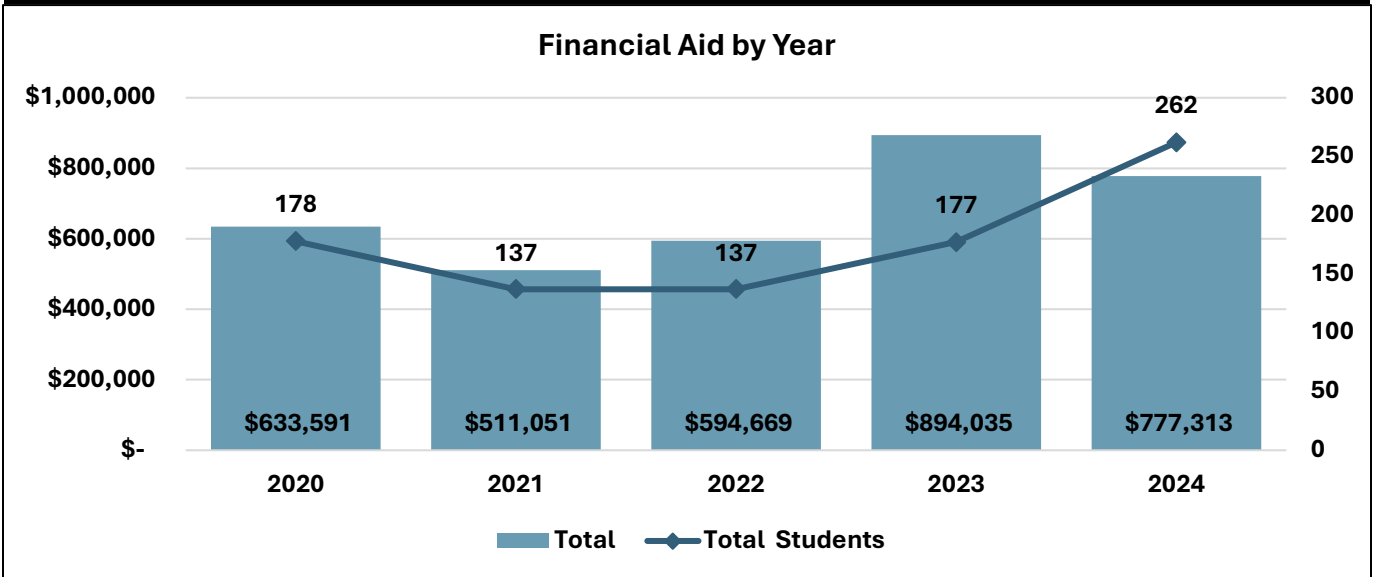
FINANCIAL AID REPORT

Observations

- Financial Aid for this past year totaled **\$777,313**, which was distributed among 262 students to support their educational pursuits. This represents an increase in the number of students receiving aid and a decrease in the amount of aid received per student from 2022.

Overview 2020-2024

	Total: Fall	Total: Spring	Total: Year	# Students/Year	Avg. Award
2020	\$ 339,252	\$ 294,339	\$ 633,591	178	\$ 3,633.82
2021	\$ 267,001	\$ 244,051	\$ 511,051	137	\$ 3,730.30
2022	\$ 328,604	\$ 266,065	\$ 594,669	137	\$ 4,609.84
2023	\$ 446,210	\$ 447,825	\$ 894,035	177	\$ 5,051.05
2024	\$429,483	\$347,829	\$777,313	262	\$2,966



Financial Aid Report | 2024

2023-2024 Fall 2023 Summary

Scholarship Sources	Amount Awarded
Afogmak Benefits Trust	\$5,679.00
AICF Beatrice Arthur Endowed Scholarship	\$4,000.00
AICF Catherine Riggd Hilden Endow	\$3,500.00
AICF First Time College Student Scholarship	\$15,000.00
AICF General Fund	\$21,163.00
AICF Mazar Family Charity Foundation Trust	\$4,750.00
AK Commission Postsecondary Ed	\$20,250.00
Aleut Com St. Paul Tribal Government	\$2,177.98
American Indian Services	\$2,500.00
American Indian College Fund Full Circle	\$8,000.00
Annette Island School District	\$6,500.00
Aqqaluk Trust	\$3,000.00
Arctic Education Foundation	\$82,945.00
Assc Village Council President	\$7,530.00
Beringa Trust Scholarship	\$2,000.00
Bristol Bay	\$625.00
Bristol Bay Area Health Corporation	\$4,430.00
City of Barrow	\$1,000.00
Empowering Part-Time Students Scholarship	\$10,000.00
IC Scholars	\$48,216.00
Kawerick Inc	\$2,000.00
Kikktagruk Scholarship	\$500.00
Koniaq Education Foundation	\$4,075.00
Kuukpikmiut Foundation	\$5,000.00
Mary Owen Endowed TCU	\$2,500.00
Metlakatla Indian Community	\$3,775.87
Native Village of Barrow	\$3,200.00
Norton Sound Health Corporation	\$3,500.00
Olgoonik Foundation	\$4,500.00
Sealaska Heritage Institute	\$4,572.50
SNC Trust	\$1,500.00
South Central Foundation	\$23,072.50
South East Alaska Regional HC	\$4,495.00
Tanana Chiefs Conference	\$4,430.00
The CIRI Foundation	\$2,395.00
Tigara Education Foundation'	\$2,000.00
Turner Estates Endowed Scholarship	\$8,000.00
UIC Foundation	\$3,000.00
Yakutat Tlingit Tribe	\$2,500.00
Yukon Delta Fisheries Deve	\$10,000.00
Yukon Kuskokwim Health Corp	\$11,910.00
Subtotal	\$360,191.85
Federal Pell	\$58,394.00
Federal SEOG	\$10,898.00
	\$429,483.85

Award Packages	
Value	# of Students
\$0 - \$1000	80
\$1,001 - \$2,000	15
\$2,001 - \$3,000	9
\$3,001 - \$4,000	15
\$4,001 - \$5,000	6
\$5,001 - \$6,000	6
\$6,001 - \$7,000	4
\$7,001 - \$8,000	10
\$8,001 - \$9,000	2
\$9,001 - \$10,000	2
Over \$10,000	9
Total Students	158

Average Award Package	
Smallest Award Package	\$110
Largest Award Package	\$10,000
Average Award Package	\$2,718
Average Credits/Term	7

Financial Aid Report 2024

Spring 2023 Summary

Scholarship Sources	Amount Awarded
Afogmak Benefits Trust	\$2,132.00
AICF Beatrice Arthur Endowed Scholarship	\$4,000.00
AICF Catherine Riggd Hilden Endow	\$3,500.00
AICF First Time College Student Scholarship	\$18,350.00
AICF General Fund	\$30,026.00
AICF Mazar Family Charity Foundation Trust	\$4,750.00
AK Commission Postsecondary Ed	\$20,000.00
Aleut Com St. Paul Tribal Government	\$418.18
American Indian Services	\$750.00
American Indian College Fund Full Circle	\$6,200.00
Aqqaluk Trust	\$7,500.00
Arctic Education Foundation	\$49,710.00
Bristol Bay	\$625.00
Bristol Bay Area Health Corporation	\$931.50
Calista Education Culture INC	\$1,000.00
City of Barrow	\$1,070.00
Emmonak Tribal Council	\$2,000.00
Empowering Part-Time Students Scholarship	\$14,000.00
IC Scholars	\$34,080.00
Kikktagruk Scholarship	\$500.00
Knik Tribe	\$1,533.00
Koniaq Education Foundation	\$4,075.00
Kuukpikmiut Foundation	\$2,500.00
Mary Owen Endowed TCU	\$3,750.00
Native Village of Barrow	\$5,600.00
Olgoonik Foundation	\$3,000.00
Polar Bear Computers	\$1,000.00
Sealaska Heritage Institute	\$3,245.50
Seth-De-Yah	\$600.00
South Central Foundation	\$16,172.50
South East Alaska Regional HC	\$4,075.00
The Aleut Foundation	\$1,975.00
The CIRI Foundation	\$2,750.00
Turner Estates Endowed Scholarship	\$9,500.00
UIC Foundation	\$7,000.00
Yakutat Tlingit Tribe	\$2,500.00
Yukon Delta Fisheries Deve	\$10,000.00
Yukon Kuskokwim Health Corp	\$8,280.00
SUBTOTAL	\$289,098.68
Federal Pell	\$49,628.50
Federal SEOG	\$9,102.00
TOTAL FIN AID	\$347,829.18

Award Packages	
Value	# of Students
\$0 - \$1000	43
\$1,001 - \$2,000	6
\$2,001 - \$3,000	7
\$3,001 - \$4,000	9
\$4,001 - \$5,000	14
\$5,001 - \$6,000	5
\$6,001 - \$7,000	4
\$7,001 - \$8,000	7
\$8,001 - \$9,000	3
\$9,001 - \$10,000	1
Over \$10,000	5
Total Students	104

Average Award Package	
Smallest Award Package	\$100
Largest Award Package	\$15,524
Average Award Package	\$3,345
Average Credits/Term	6

Tuition Waiver

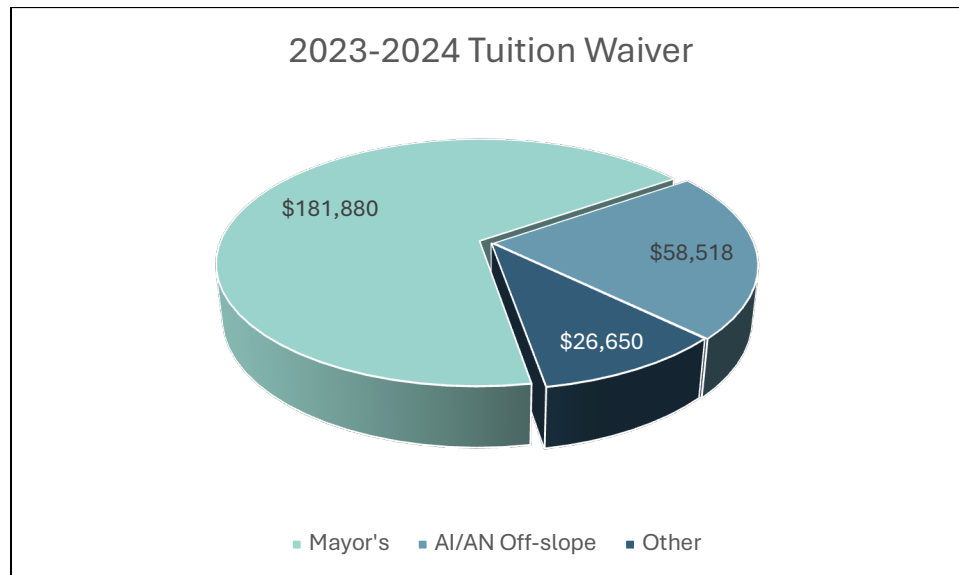
Iḷisaġvik College began offering a tuition waiver in 2015 to increase access and to promote student participation in its various programs. Students submit a form each semester and select from the following types of waivers:

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

Observations

- Students maintain eligibility for waivers based on academic performance as well as programmatic status. Support from the North Slope Borough Mayor's Office and other entities increased in the 2023-2024 academic year.

Year	Mayor's Waiver	Off-Slope Waiver	Other	Year Total	# Students	# Credits	Cost per Credit
2017-18	\$ 75,200	\$ 16,300	\$ 75,691	\$ 167,191	177	1,153	\$145
2018-19	\$ 219,712	\$ 62,144	\$ 41,390	\$ 323,246	236	1,959	\$165
2019-20	\$ 101,970	\$ 30,634	\$ 13,200	\$ 145,804	142	883	\$165
2020-21	\$ 94,504	\$ 30,787	\$ 33,155	\$ 158,446	133	856	\$185
2021-22	\$ 98,001	\$ 43,106	\$ 19,240	\$ 160,347	255	1,527	\$185
2022-23	\$ 177,918	\$ 60,624	\$ 20,186	\$ 258, 728	237	1,670	\$205
2023-24	\$ 181,878	\$ 58,518	\$ 26,650	\$ 267,048	312	1,858	\$205

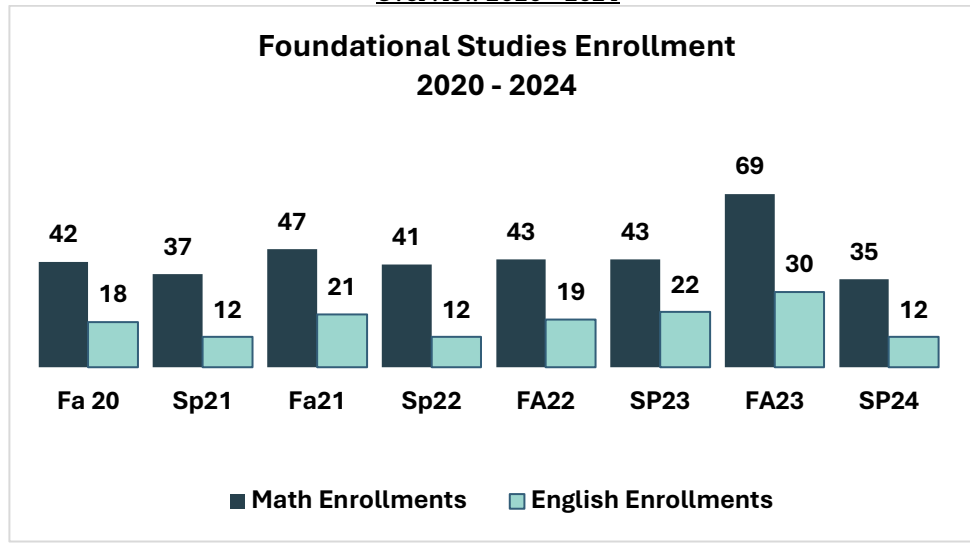


FOUNDATIONAL EDUCATION: MATH AND ENGLISH

Observations

- Enrollment in foundational Math and English increased this past year. Math participation is consistently higher than English and enrollments were **69** and **35** for Fall 2023 and Spring 2024 respectively (104 student total). By contrast, English enrollments numbered **30** for Fall 2023 and **12** for Spring 2024.
- Successful completion rates (grade C- or higher) for math were higher than those for English, **74%** and **78%** for fall and spring respectively. Completion rates for English increased from **26%** to **43%** for the fall semester, and slightly decreased from **45%** to **42%** in the spring semester.
- Foundational courses are offered in three (3) formats, explained below. All 16 classes were available in-person and/or via distance.

Overview 2020 – 2024



2023-2024 Academic Year

Course Statistics: English

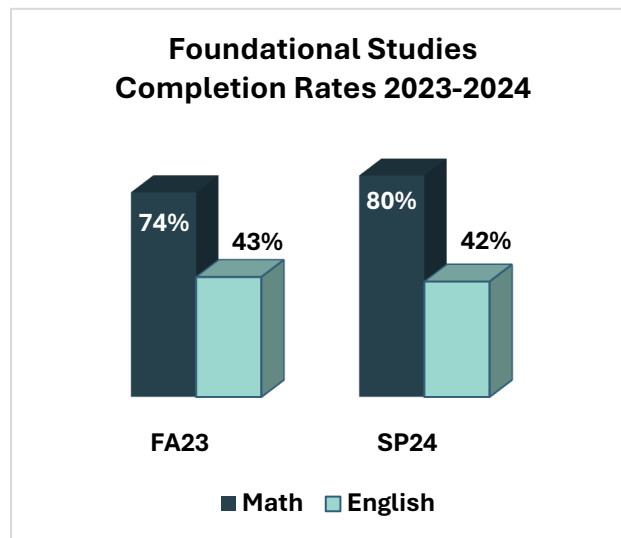
Sem.	Course	Sect.	Registered	Withdraw	Grade C- or higher		Grades D+ or lower	
			# students	# students	# students	% students	# students	% students
FA 23	ENGL 031	801	3	0	3	100%	0	0%
FA 23	ENGL 075	80N	27	1	10	38%	16	62%
SP 24	ENGL 031	80N	1	0	1	100%	0	0%
SP 24	ENGL 075	80X	11	0	4	36%	7	64%
			42	1	18	44%	23	56%

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

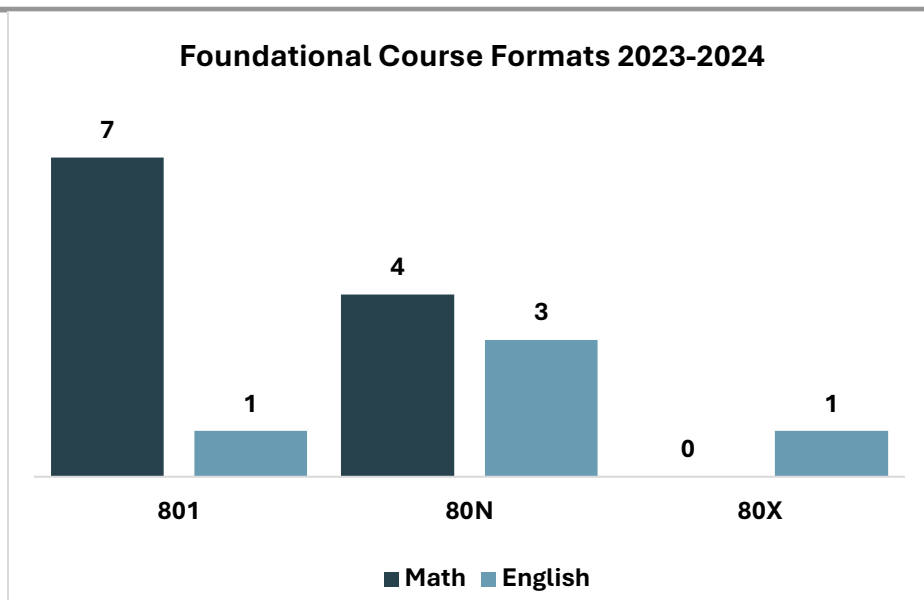
Course Statistics: Math

Sem.	Course	Sect.	Registered	Withdraw	Grade C- or higher		Grades D+ or lower	
			# students	# students	# students	% students	# students	% students
FA 23	MATH 055A	801	6	1	5	100%	0	0%
FA 23	MATH 055A	80N	12	4	7	88%	1	13%
FA 23	MATH 055B	801	5	0	4	80%	1	20%
FA 23	MATH 055B	80N	8	0	6	75%	2	25%
FA 23	MATH 060A	801	12	0	9	75%	3	25%
FA 23	MATH 060A	80N	9	0	9	100%	0	0%
FA 23	MATH 060B	801	9	0	7	78%	2	22%
FA 23	MATH 060B	80N	8	0	4	50%	4	50%
SP 24	MATH 055A	801	6	0	3	50%	3	50%
SP 24	MATH 055B	801	4	1	3	100%	0	0%
SP 24	MATH 060A	801	14	0	12	86%	2	14%
SP 24	MATH 060B	801	11	1	10	100%	0	0%
			104	7	79	81%	18	19%

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



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



Note on Course Formats

- 801 – Students attend the class in person (class meets on specific days/times)
- 80X - Students may attend class in person, or participate via Zoom (class meets on specific days/times)
- 80N – Students attend in person, via Zoom and/or online; direct contact time is reduced with students spending more time learning independently (class has some meetings on specific days/times)

GRADUATION REPORT

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

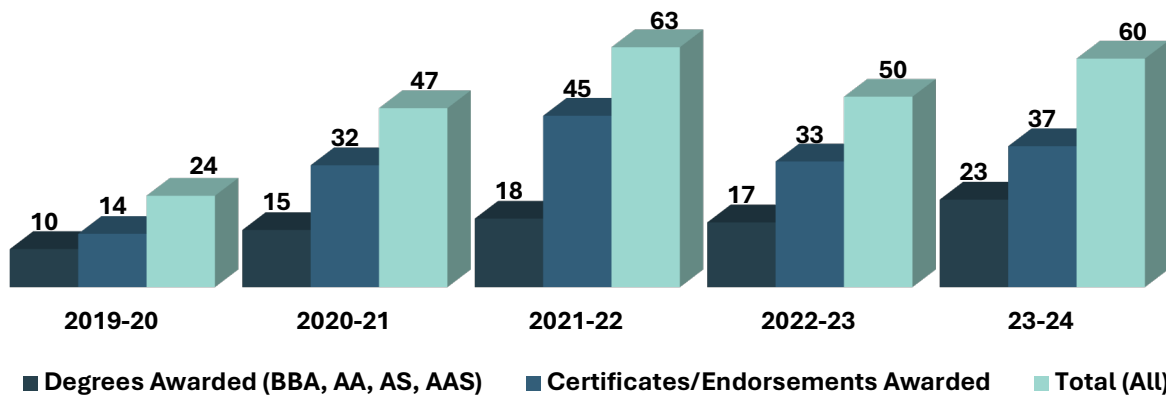
Observations

- The number of degrees/certificates/endorsements earned increased from **50** to **60**. This year had the largest group of Business graduates to date, with 28 certificates and degrees conferred, including 4 BBA degrees.
- This past year **72%** of diplomas were earned by Alaska Native students, an increase from last year's rate of **61%**.

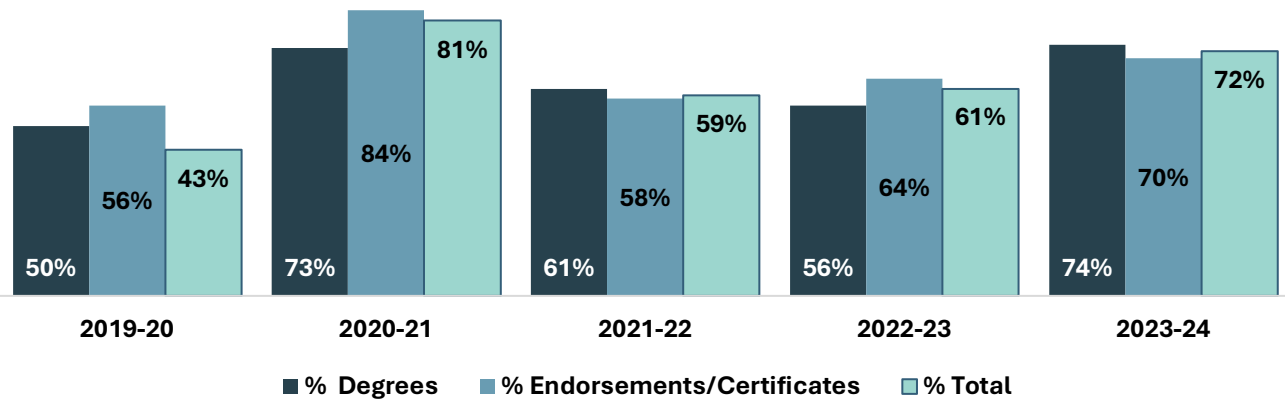
Overview 2019-2024

PROGRAM	19-20	20-21	21-22	22-23	23-24
TOTAL BBA DEGREES	1	0	1	3	4
Alaskan Native	1	0	1	2	3
Non Alaskan Native	0	0	0	1	1
TOTAL AA/AS DEGREES	3	4	9	2	5
Alaskan Native	2	3	5	2	4
Non Alaskan Native	1	1	4	0	1
TOTAL AAS DEGREES	6	11	8	13	14
Alaskan Native	3	8	5	6	10
Non Alaskan Native	3	3	3	7	4
TOTAL CERTIFICATES	13	30	38	26	33
Alaskan Native	6	25	20	16	22
Non-Alaskan Native	7	5	18	10	11
TOTAL ENDORSEMENTS	1	2	7	7	4
Alaskan Native	0	2	6	5	4
Non Alaskan Native	1	0	1	2	0
TOTAL (ALL)	24	47	63	51	60
Alaskan Native	12	38	37	31	43
Non Alaskan Native	12	9	26	19	17

**Endorsements, Certificates, Degrees Awarded
2019-2024**

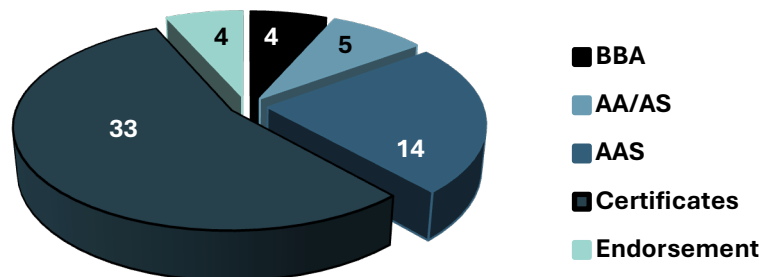


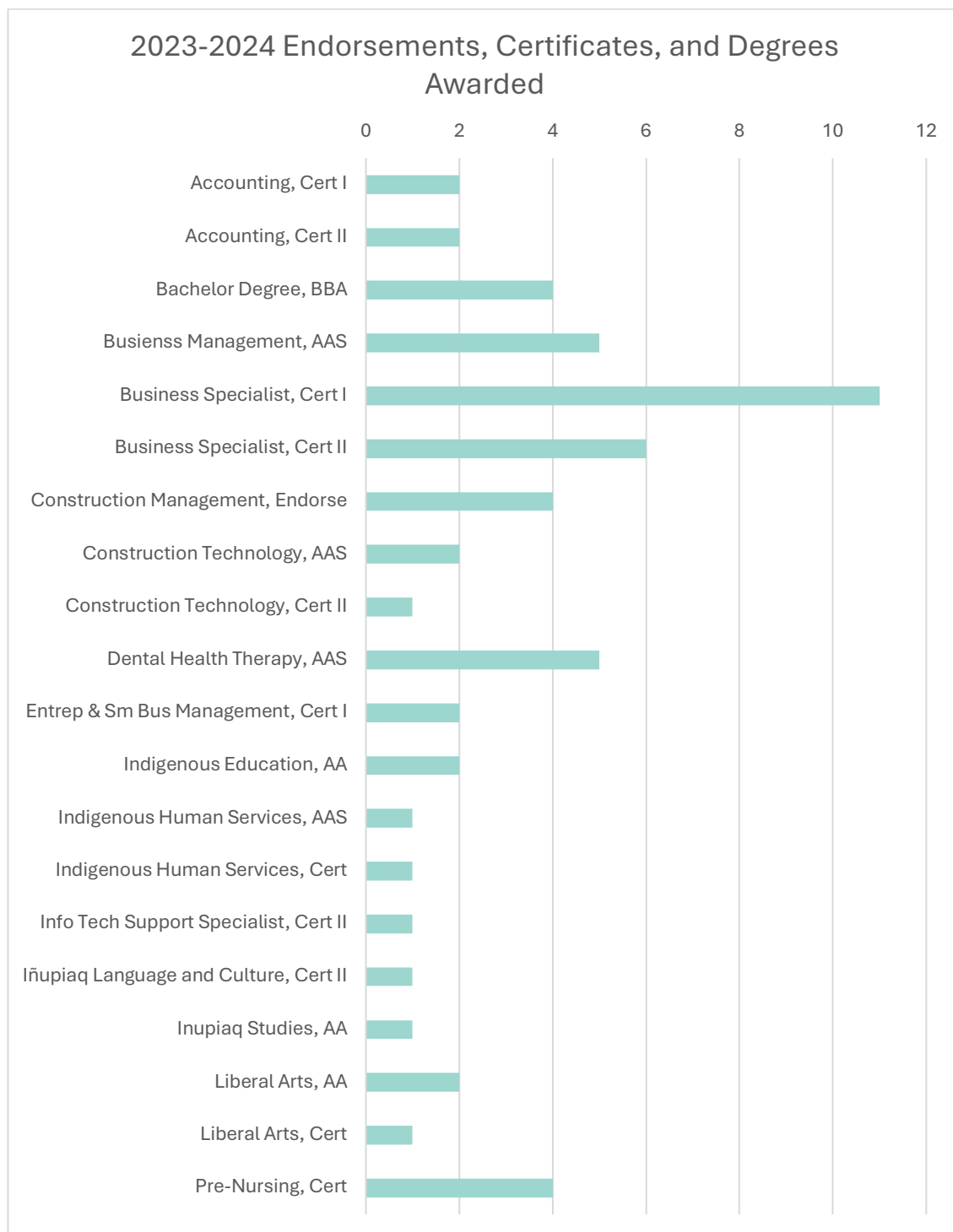
**% Endorsements, Certificates, Degree Earned by
Alaska Native Students 2019-2024**



2023-2024 Academic Year

**Degrees, Certificates, Endorsements
Awarded 2023-24**





GRANTS REPORT

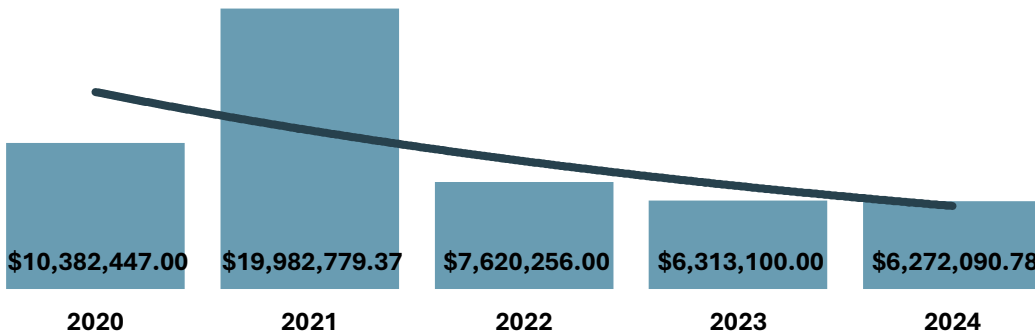
Observations

- Over the past two years, the College has experienced a decrease in overall grant funding to the current level of **\$6,272,090**. This decrease comes following several years of high grant income due to COVID relief and other similar funding sources. As a result, the College has worked diligently to diversify funding sources.
- The total number of grants in 2023 increased by 30% from **30** to **39** grants over the past year, while the average award amount decreased by 24% from \$210,437 to \$160,823.

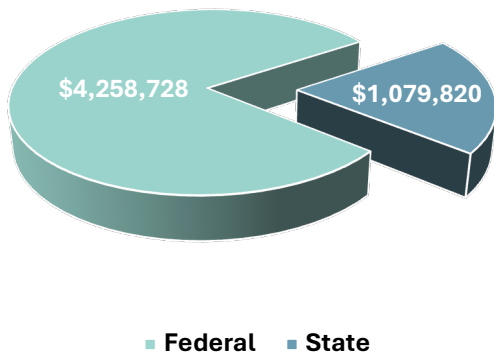
Overview 2020-2024

	Total Awards	# of Grants	Average Award
2020	\$ 10,382,447	49	\$ 211,887
2021	\$ 21,262,812	59	\$ 360,387
2022	\$ 7,620,256	25	\$ 304,810
2023	\$ 6,313,100	30	\$ 210,437
2024	\$ 6,272,090	39	\$ 160,823

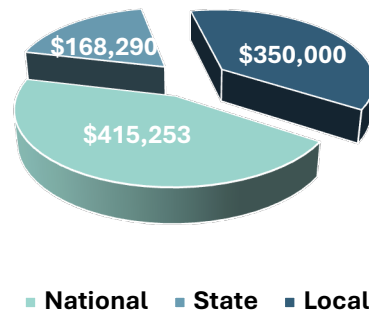
Total Grant Awards 2020-2024



Grantors: Government Agencies



Grantors: Non-Government Agencies



Human Resources Report | 2024

HUMAN RESOURCES REPORT

Observations

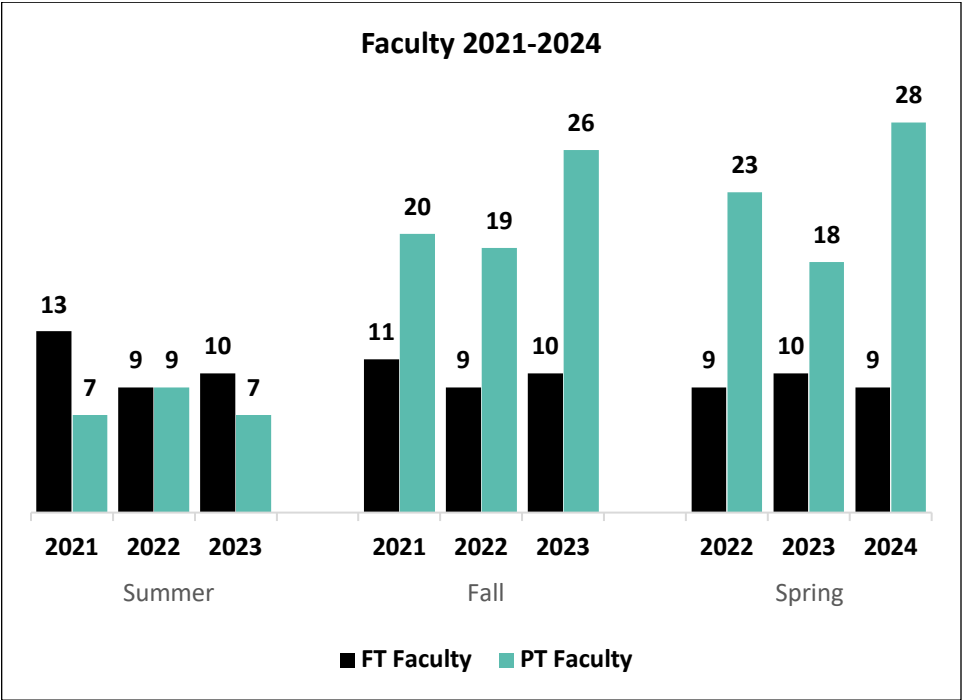
- **Workforce Snapshot:** Taken during the 2023 Fall semester (Oct. 15, 2023) and again during the Spring 2024 semester (May 15, 2024). The fall snapshot reflects three fewer staff members than the spring snapshot, 114 and 117 regular/temporary employees respectively.
- **Resident/Local Hires:** Local residents filled **18 of the 34** vacant positions. "Resident Hire" is defined in the Iḷisaḡvik 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-six (26) employees left** employment with the College, which is 37% of the total workforce (based on an average of **70** employees).
 - Voluntary and Involuntary Turnover:
 - 9 employees relocated from the North Slope
 - 3 employees received a promotional opportunity with a different NS employer
 - 3 employees retired
 - 9 employees left employment for other reasons (voluntary/involuntary)
- **Employee Development/Promotions:** Of the **twenty-four (24)** new hires between May 15, 2023 – May 15, 2024, **seven (7)** vacancies (**29%**) were filled through internal promotions/transfers. **Five (5)** of these internal promotions created new vacancies to backfill as opposed to **two (2)**, which did not create a vacancy.

Overview 2020-2024

Iḷisaḡvik College Employee Snapshot

Regular/Temporary Employees	Total:	May 2020	May 2021	May 2022	May 2023	May 2024
		115	109	107	117	117
Employees by Type	# Regular Faculty:	12	13	9	10	9
	# Regular Staff:	59	60	61	62	61
	# Regular PT Staff:	0	0	1	0	0
	# Adjunct & Special Projects:	6	7	9	18	22
	Temporary Staff:	38	27	27	27	25
Employees in Villages	Total #:	14	14	14	9	8
Vacancies	# Temporary Staff:	0	8	7	9	8
	# FT Staff/Faculty:	6	11	9	10	11
	% of total workforce	8%	15%	15%	14%	16%

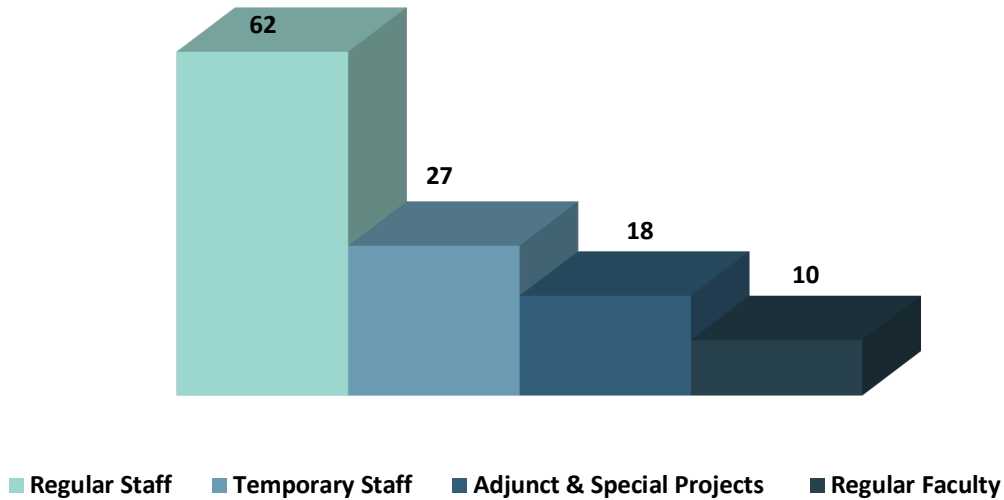
New Personnel 2020-2024			
Year	# New Hires	% of Workforce	% Local Hire
2020	24	34%	88%
2021	18	25%	88%
2022	14	20%	35%
2023	12	17%	90%
2024	24	34%	75%



2023-2024
Academic Staff by Semester

	Full-Time Faculty	Adjunct Instructors	Student Workers
Summer 2023	10	7	0
Fall 2023	10	26	10
Spring 2024	9	28	15

Employee Distribution by Types of Positions



Detailed Workforce Snapshot by Position Type

Regular Employee Category	October 15, 2023					May 15, 2024				
	Gender		Ethnicity		Increase or Decrease Since May 2022	Gender		Ethnicity		Increase or Decrease Since October 2022
	M	F	AK Native	Non-AK Native		M	F	AK Native	Non-AK Native	
Executive (PAT Members)	2	5	0	7	+1	2	5	0	7	0
Administrative/ Professional (Exempt)	10	17	6	21	-10	11	14	5	20	-2
Full time Faculty	6	4	1	9	0	6	3	1	8	-1
Non-Exempt	15	13	7	21	+3	15	14	7	22	+1
Total Full time	33	39	14	58	0	34	36	13	57	-2
Subtotal Regular Employees	72					70				
Temporary Full-time	0	2	0	2	-1	0	1	1	0	-1
Temporary Part-time (includes Adjuncts & Special Projects)	10	30	13	27	0	13	33	10	36	+6

Human Resources Report | 2024

Permanent Part-time	0	0	0	0	0	0	0	0	0	0
Student (total for year)	10	32	13	29	-3	13	34	11	36	+5
Total Part Time & Temporary	0	2	0	2	-1	0	1	1	0	-1
Subtotal Temporary Employees	42					47				
Total Employees	114					117				

Employee Change Over One Year: May 2023 – May 2024

Number of Regular, Full-Time Employees Hired or Promoted	Hired: 24 34% of Workforce (<i>Based on an average of 71 regular FT positions</i>)
	Of these 24 hires, 5 (or 21%) of the vacancies were filled through promotions/transfers which created back vacancies.
	4 of the 24 hires/transfers resulted from the creation of new positions.
	2 employees were promoted/transferred to a position that did not create back vacancies
	Local residents filled 75% of vacancies.
Number of Vacant Regular Full-Time Positions Posted	34
Number of Regular Employees Retained	26 employees left the workforce, which is 37% of the workforce based on daily average.

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

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

PERSISTENCE REPORT

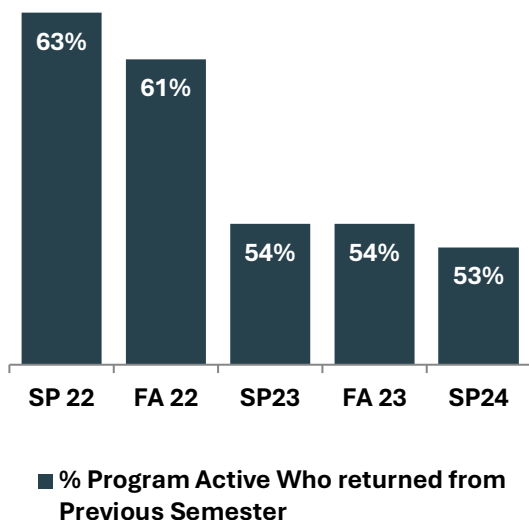
The information below tracks the persistence of students in their programs from one semester to the next. These data represent only “degree-seeking” students, that is, “a student who has declared a program and is actively pursuing a degree, certificate, or endorsement”. Degree-seeking students were identified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

Observations

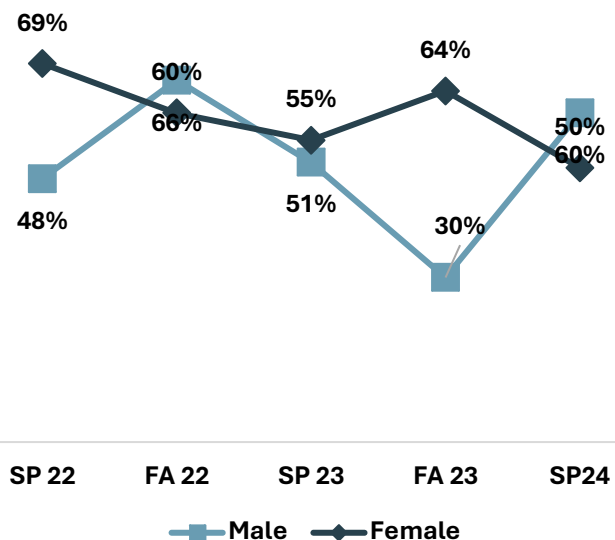
- Persistence rates have dipped slightly for this reporting period, with **54%** of degree-seeking students returning from Spring 23 to continue their studies in Fall 23, and **53%** of degree-seeking students returning from the Fall 23 semester to continue their studies in Spring 24.
 - The persistence rate is calculated by dividing the number of degree-seeking students who returned by the number of students from the previous semester (see blue arrows).

	Spring 22		Fall 22		Spring 23		Fall 23		Spring 24	
# Degree-Seeking students enrolled	148		184		157		174		137	
	38	110	53	131	50	107	43	131	35	101
	26%	74%	29%	71%	32%	68%	25%	75%	26%	74%
Degree-Seeking Who Returned from Previous Semester	97		91		99		84		92	
	22	75	25	66	27	72	15	69	26	66
	63%		61%		54%		54%		53%	
PERSISTENCE RATE (% Degree-Seeking from Previous Semester who Returned)	63%		61%		54%		54%		53%	
	48%	69%	66%	60%	51%	55%	30%	64%	60%	50%
	M	F	M	F	M	F	M	F	M	F

Persistence Rate 2022-2024



Persistence Rate by Gender 2022-2024



PRE-COLLEGE PROGRAMMING REPORT

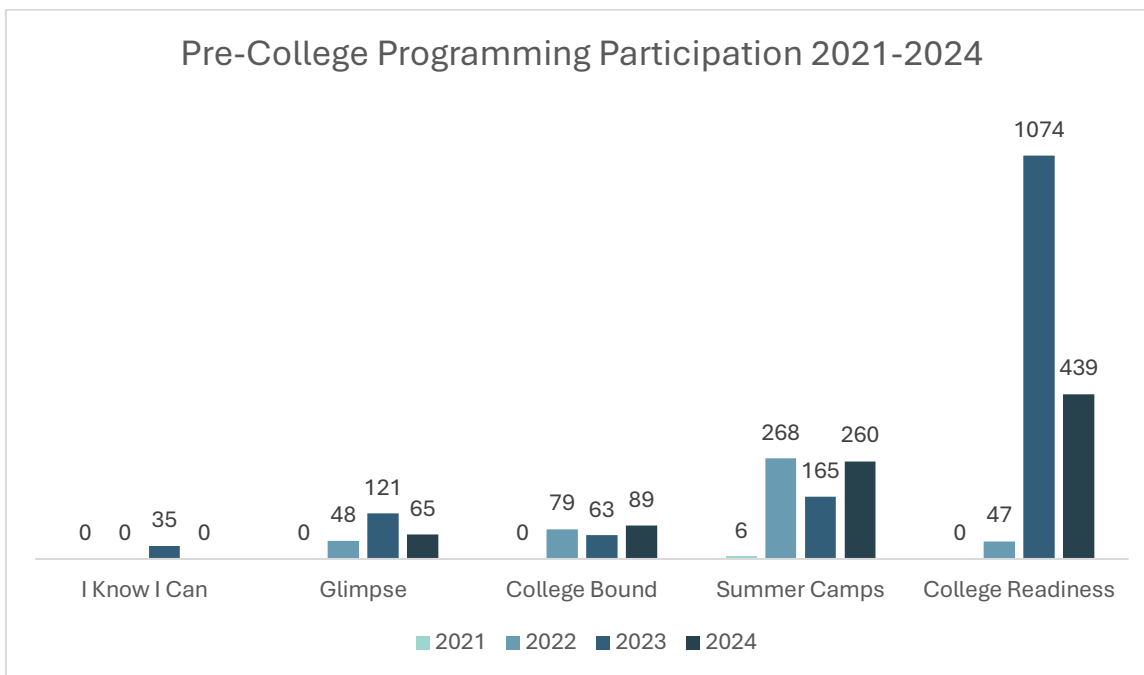
To reach prospective students at an earlier age and “plant the seed” of success in higher education, Cooperative Extension, Tuzzy Consortium Library, and the Recruitment division of the Student Success Center conduct outreach programming to youth in grades K-12. Through partnerships with the NSBSD and the Alaska Commission on Post-Secondary Education, staff create opportunities that expose young students to the college environment and stimulate interest in career pathways after high school graduation. The goal is to build connections with students early to promote enrollment as program active students at Iñsaḡvik College later. **(Additional information in Appendix)**

Observations

- College Readiness numbers saw a significant increase in 2023 thanks to the state-wide efforts of Recruitment.
- Pre-pandemic summer camps averaged **140** participants, and due to an increased focus on village camp programming, **260** students enjoyed a wide range of camp offerings, such as Allied Health High school and Middle school, Village wellness camps, STEM, Work Force Development Construction Camps, and Drivers Education. Iñsaḡvik College staff were able to bring summer camp programming to all seven villages.

Overview 2021-2024

		2021	2022	2023	2024
Topic	Grade Level	# of Participants	# of Participants	# of Participants	# of Participants
I Know I Can	2	0	0	35	0
Glimpse	6-8	0	48	121	65
College Bound	5	0	79	63	89
Summer Camps	6-12	6	268	165	260
College Readiness	6-12	0	47	1074	439
Total		6	442	1458	853



Pre-College 2023-2024

Topic	# of Participants	Grade Level	Duration	# of events	Subject Matter
Summer Camps	260	6-12	Week-long camp	17	Middle and High school students learn about college programs and careers
I Know I Can	0	2	45 Minutes	0	Learning about college early
Glimpse	65	6-8	2 hours	12	Various programs
College Bound	89	5	4.5 hours	1	5th graders learn about potential careers on campus
College Readiness	439	6-12	August 2023-April 2024	11	How to apply to college, apply for financial aid and first Year expectations.

Private Fundraising & Endowment Report 2024

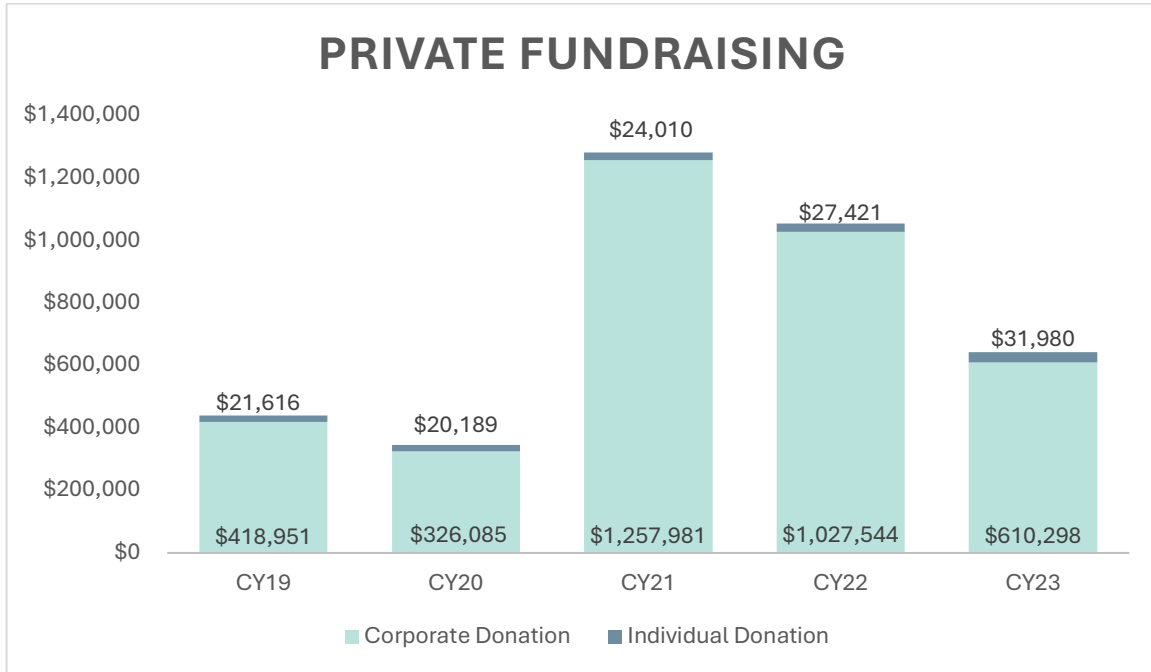
PRIVATE FUNDRAISING & ENDOWMENT REPORT

Observations

- This report is based on Calendar Year 2023 (January 1, 2023, to December 31, 2023) per fundraising industry standards.
- In 2023, Ilisagvik College raised \$642,279: \$610,298 from corporate partners and \$31,980 from individual donors.
- We received in-kind donations with an estimated Fair Market Value of \$855,500 of bandwidth and event materials from corporate partners.
- We had a total of 147 donors: 31 corporate partners and 116 individual donors. Of the 147 total donors, 37 were new donors: nine (9) corporate partners and 28 Individuals.
- The value of the Endowment increased in CY23 by \$1,216,259

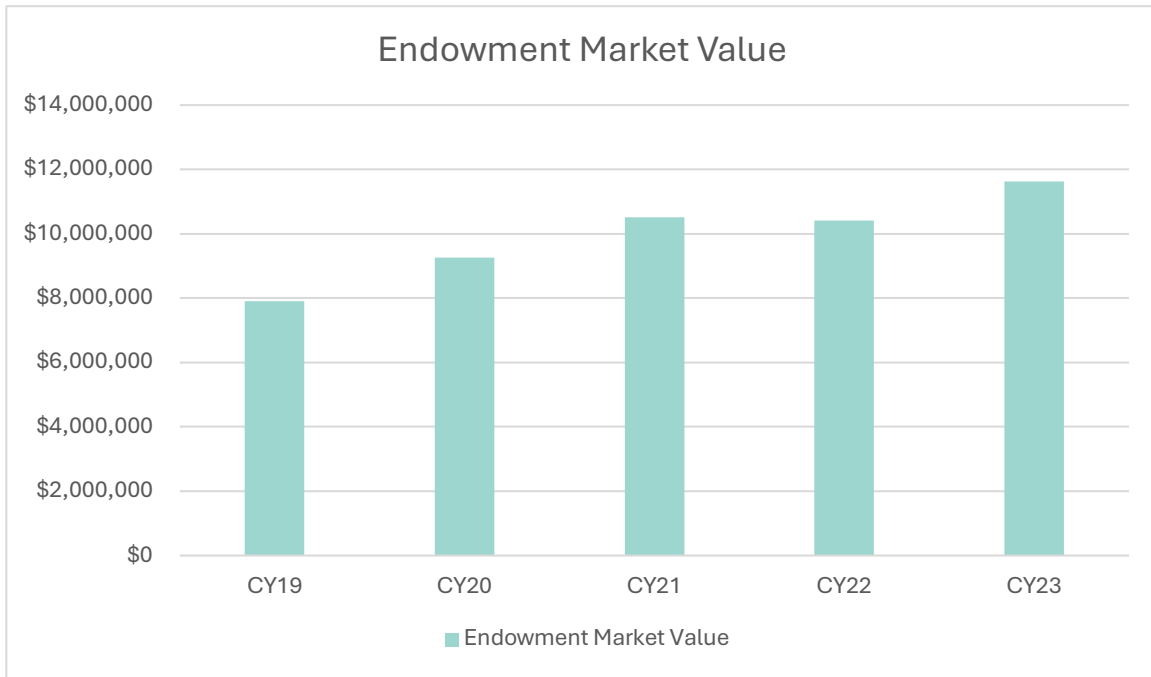
Fundraising: Overview CY 2019-CY 2023

Report Year	Total Private Fundraising	Total Number of Donors	Total Corporate Giving	Number of Corporate Donors	Total Individual Giving	Number of Individual Donors
CY19	\$440,567	126	\$418,951	28	\$21,616	98
CY20	\$346,274	128	\$326,085	21	\$20,189	107
CY21	\$426,992	113	\$1,257,981	19	\$24,010	94
CY22	\$1,054,965	143	\$1,027,544	24	\$27,421	119
CY 23	\$642,279	147	\$610,298	31	\$31,980	116



Endowment: Overview Fiscal Year (CY 2019-CY 2023)

Report Year	Endowment Market Value	Endowment Increase from Previous Year	Pick.Click.Give. Campaign Totals
CY19	\$7,908,330	\$1,581,396	\$15,925
CY20	\$9,263,726	\$1,355,396	\$15,234
CY21	\$10,519,894	\$1,256,168	\$14,950
CY22	\$10,412,315	(\$107,579)	\$14,550
CY23	\$11,628,574	\$1,216,259	\$15,220



2023 Calendar Year

Endowment Report: Ilisaġvik College Foundation

Endowment total as of December 31, 2023: **\$11,628,574.31**

- For 2023 calendar year (1/1/2023-12/31/2023), the Endowment **increased** by \$1,216,259
- Contributions to the Endowment totaled \$561,726.81 originating from:
 - \$542,050.00 from Title III and matching Ilisaġvik College funds
 - \$19,676.81 from other individual donations (including Pick.Click.Give.)

Fundraising Report

Total Donations Received: **\$642,279**

Corporate Fundraising: \$610,298

Individual Fundraising: \$31,9980

(Includes Pick.Click.Give. 2022 Total: \$15,200)

Residential Student Report | 2024

RESIDENTIAL STUDENT REPORT

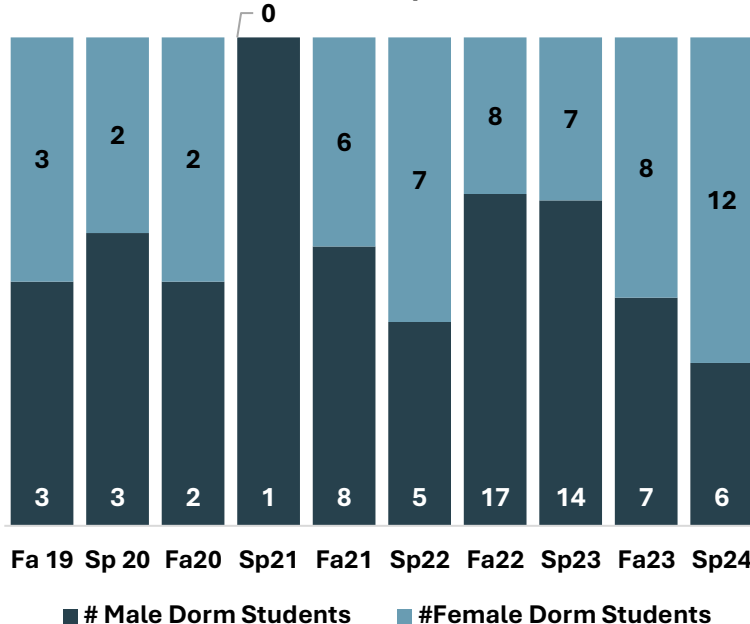
Observations

- The completion rate for residential students over the 10-semester period averages **76%**, an increase of **2%**. The Fall 2023 completion rate was **93%**, and Spring 2024 was **81%**.
- The average GPA for residential students over the 10 semester-span remained **2.23**.

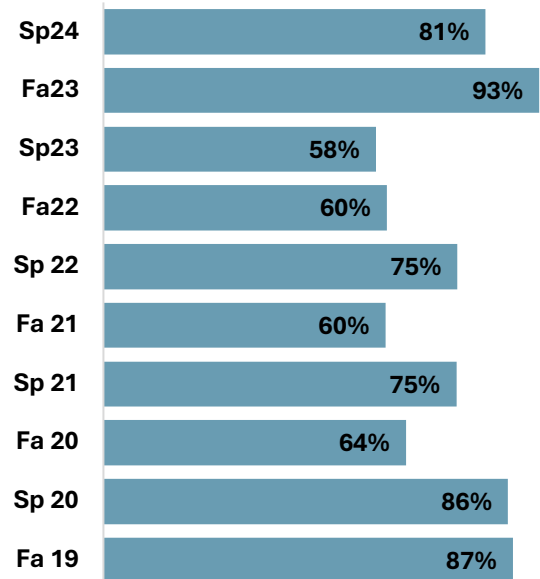
Overview 2019-2024

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

Dorm Students - Gender Distribution
Fa 2019 - Sp 2024



Completion Rate Dorm Students 2019-24



RETENTION REPORT

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

Observations

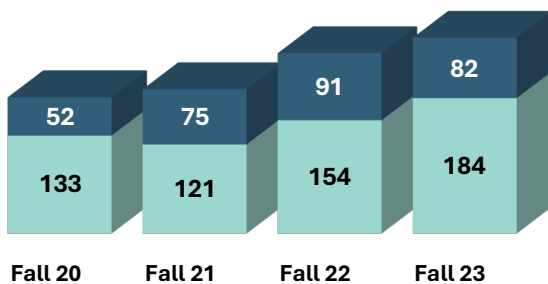
- This is the third year that the College includes three different retention statistics: one that tracks all students, and two that track specific student cohorts.
 - The institutional retention rate has shown a decline from **59%** to **45%** this year.
 - First year retention (IPEDS) shows greater fluctuations and tracks a small subset of students (specific student cohort). The rate for this past year is **35%**.
 - First year retention (AIHEC AIMS) is the newest data set to this report, and the retention rate for this student cohort is **26%**, a significant decrease from **52%** last year.

Institutional Retention

This report does not track a specific student cohort. Instead, **the retention rate is calculated** by comparing all Degree Seeking (DS) students from one fall semester against those students who returned the following fall. (In the chart below, **184** DS students enrolled in Fall '22 and **82** DS students returned in Fall '23. **Retention rate: 45%**)

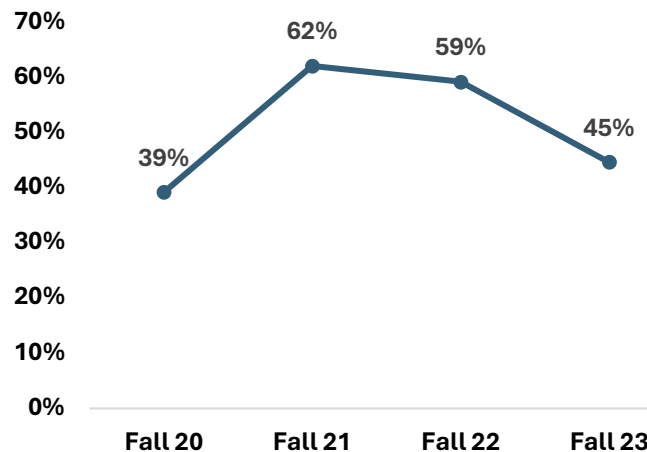
	Fall 20		Fall 21		Fall 22		Fall 23	
# Degree Seeking Students Enrolled	121		154		184		174	
	28M	93FM	46M	108F	53M	131F	43M	131F
	23%	77%	30%	70%	29%	71%	25%	75%
# Degree Seeking Students Returned	52 (38%)		75 (62%)		91 (59%)		82 (45%)	
	13M	39F	13M	62F	25M	66F	17M	65F
	38%	39%	47%	66%	89%	71%	32%	50%

Institutional Retention: Fall 2020-2023



■ # Degree Seeking Students Returned CURRENT Fall
 ■ # Degree Seeking Students Enrolled PREVIOUS Fall

Institutional Retention Rate 2020-2023



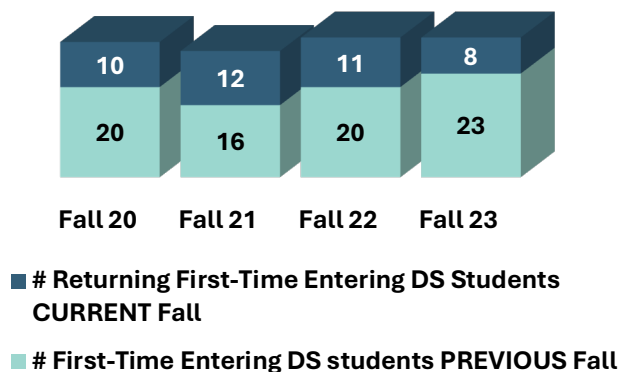
First Year Retention (IPEDS)

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

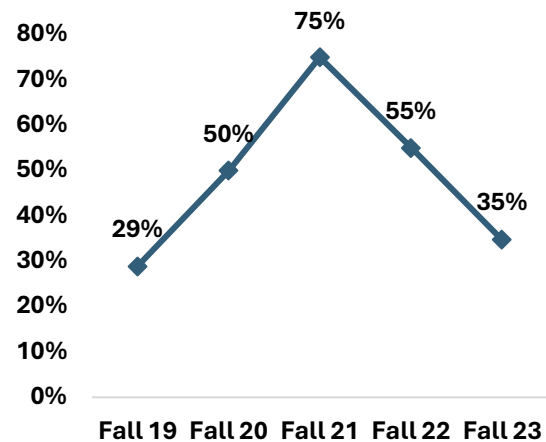
This report tracks a specific student cohort: all first-time entering students who enroll in a program. In this cohort, none of the students has been admitted to a college program before. **The retention rate is calculated** by comparing that group of first-time entering students from one fall semester to how many of them are returning the following fall. (In the chart below, 23 First Time Entering DS students enrolled in Fall '22 and of those, 8 students returned in Fall '23. **Retention rate: 35%**)

	Fall 20	Fall 21	Fall 22	Fall 23
# First-Time Entering DS students	16	20	23	17
% of all DS students	13%	13%	11%	10%
# Degree Seeking Who Returned from Previous Fall <i>First-Time Entering (IPEDS)</i>	10 (50%)	12 (75%)	11 (55%)	8 (35%)

**First Year Retention (IPEDS):
2020-2023**



**First Year Retention Rate
(IPEDS): 2019-2023**

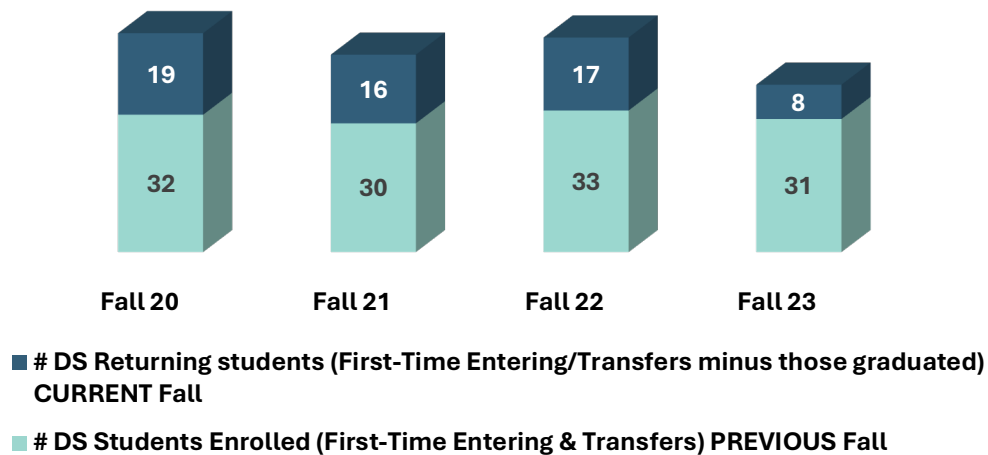


First Year Retention (AIHEC AIMS)

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

This report tracks a specific student cohort: (1) all first-time entering students who are admitted to a program and (2) all students who transfer to Iłisaḡvik for the first time. **The retention rate is calculated** by (1) adding the first time entering and transfer students from one fall semester; (2) subtracting those who graduated that spring and, (3) comparing that number to how many of that cohort returned the following fall. **(In the chart below, 31 First Time Entering and Transfer students were admitted to programs in Fall '22; not counting those who graduated, 8 returned in Fall '23. Retention Rate: 26%)**

	Fall 20	Fall 21	Fall 22	Fall 23
# DS Students Enrolled <i>First-Time Entering & Transfers</i>	30 25%	33 27%	31 20%	43 25%
% of all DS students				
# DS students returned from previous fall (First-Time Entering & Transfers) minus those graduated		16 (53%)	17 (52%)	8 (26%)

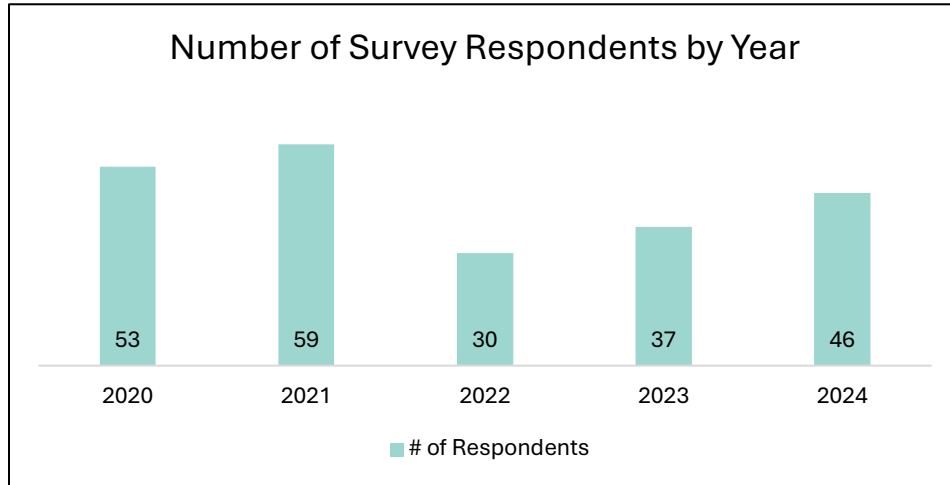
AIHEC AIMS Retention: 2020-2023

STUDENT SATISFACTION REPORT

Observations

- The student satisfaction survey was sent to the President's Administration Team (PAT) and Cabinet for review. No edits were made to this year's survey questions. There were 46 respondents to the survey this year.

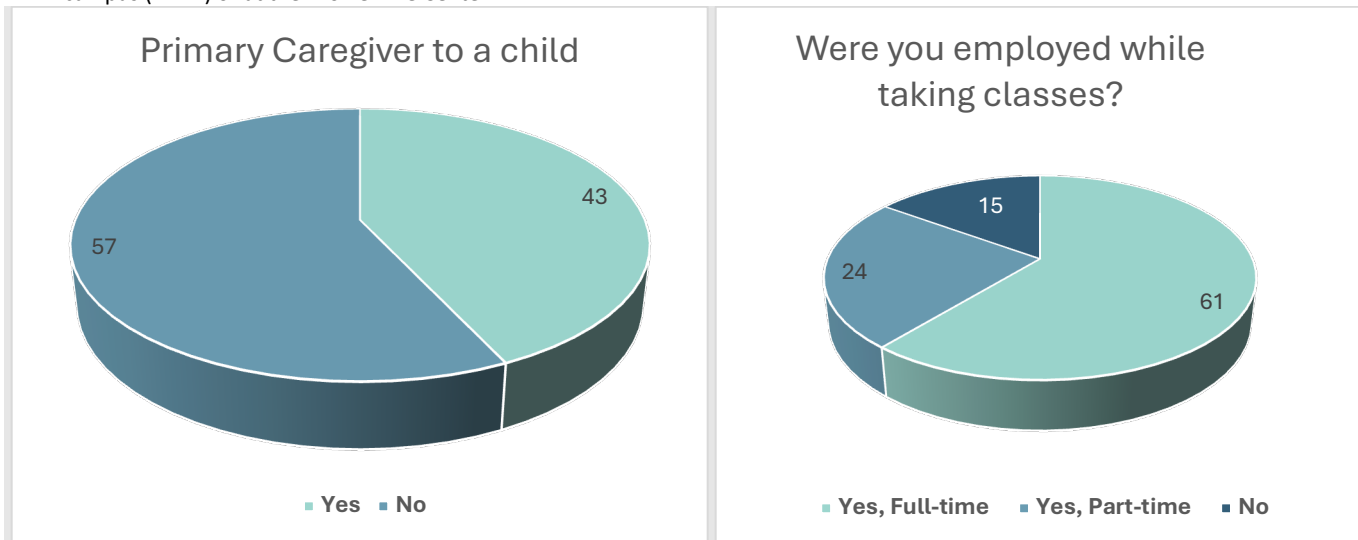
Overview 2012-2024



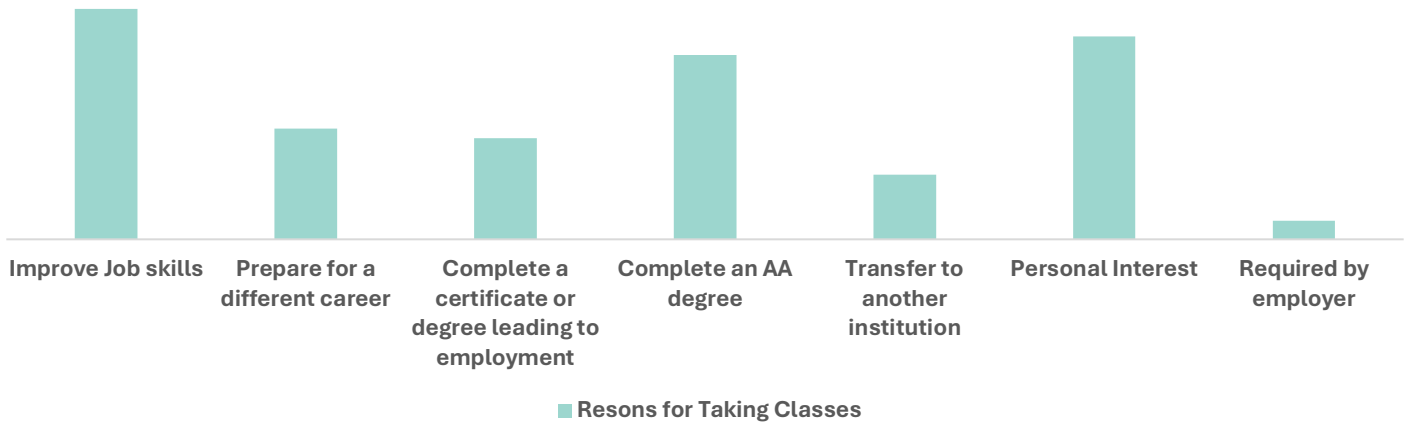
Student Satisfaction 2023-2024

Student Demographics

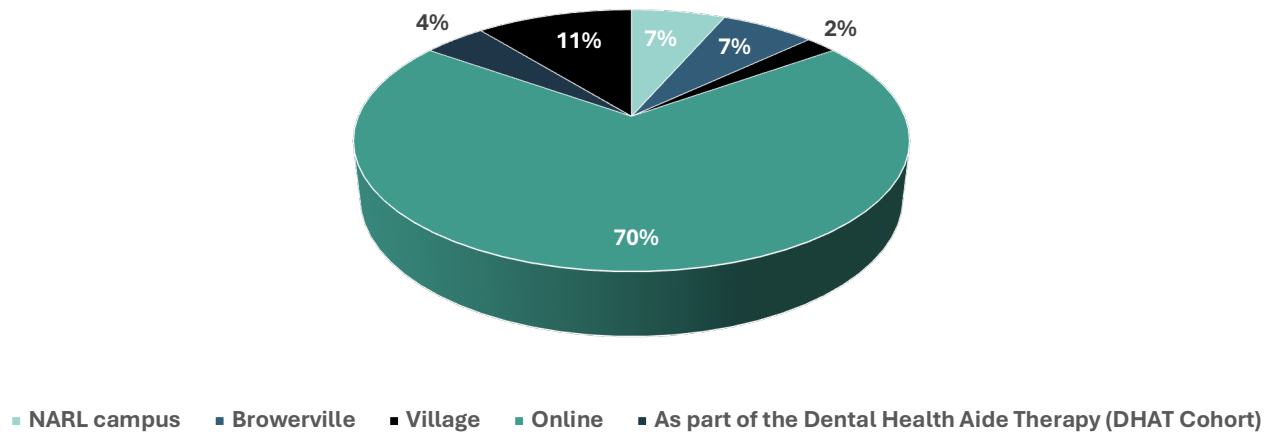
44% of the students surveyed were taking classes in order to complete an AA degree while **24%** were taking classes to complete a certificate or degree leading to employment. **55%** noted Improve Job Skills as the primary reason for taking courses, and **48%** indicated they were taking classes for personal enrichment. The students were able to select more than one reason for taking classes. The majority of respondents (**70%**) indicated that they took classes online with a combined **13%** of respondents participating in their classes either on main campus (NARL) or at the Browerville Center.



Resons for Taking Classes



Where do you take most of your classes?



Student Satisfaction with College Services

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

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

Student Satisfaction with Student Services

Overall, **78%** of respondents were very satisfied or somewhat satisfied with their academic advising. The survey indicated that a significant number of students (**over 50%**) did not utilize the following services: Residence Hall, Recreational Facility, Tutoring Services, and Student Life Activities. These responses indicate that many services with the potential to support student success were not utilized.

Student Comments

Things the College is doing well to serve student needs:

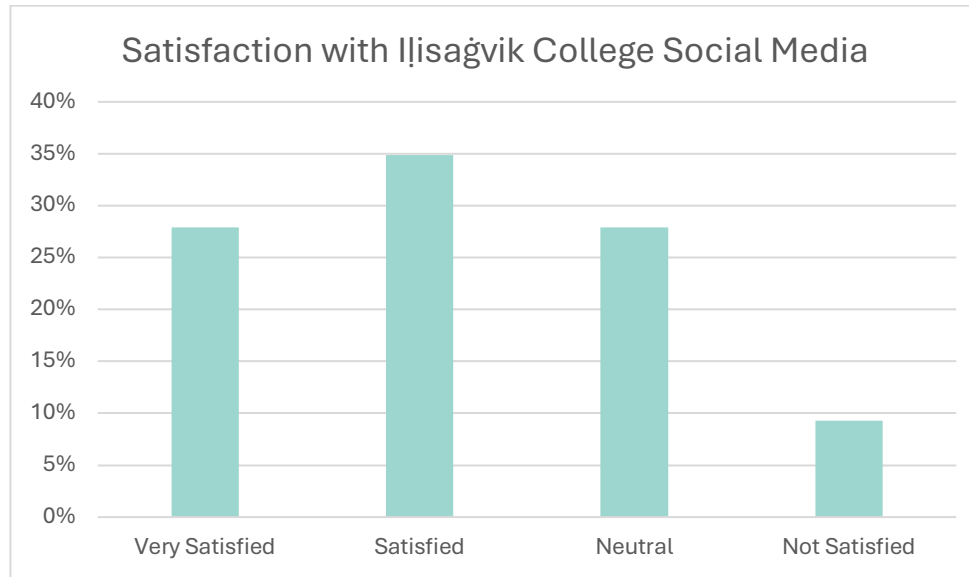
- Stay up to date
- Offering online classes I can take from my village.
- A near-to-free education
- Giving me a home.
- Ilisagvik College has been doing the best job of supporting and serving my needs as a residential student and a student in general. The College staff and my advisor have been on top of me and always making sure that I am okay or need anything. They always advise me when there is anything new that I should take such as upcoming opportunities or scholarships and always make sure that I am meeting deadlines on time.
- Holding online classes that are interesting.
- Ilisagvik College is meeting me where I am, and has offered lots of resources for academic and life help when needed.
- I've had a good relationship with my professors compared to other colleges. The reason for this I believe to be due to the small class sizes. The professors ability to relate their personal work experiences into the courses has allowed for me to have a deeper understanding of a topic rather than simply an academic one.
- I appreciate that Ilisagvik College waiver tuition, this has made becoming a college graduate possible. The staff are good about communicating and the advisors are clear in responding.
- Providing remote classes
- They respond fast to my emails.
- Instructors are helpful
- They assist with everything and makes sure that I have everything I need
- Communication is handled well through email.
- Ensuring we apply for scholarships

- Providing me faculty who help me and tailor their education to my needs.
- Responding in a timely manner
- Letting me explore what I want to do with my future. Since Digital Arts will not be taught here, I met with my advisor and switched to Liberal Arts until I find what I am really interested in.
- There's always an individual that is there to help anyone out. I can get all the help I need if I ask.
- Helping me learn my Iñupiaq language and culture!
- Offering the BA program fully online.
- IT, student services and my advisor were very dependable when I was having trouble with my classes.
- Ilisagvik college is very dependable and are always there for students when they need help.
- I like the timing of the courses. It makes it possible to further education while maintaining obligations such as work and family. I appreciate the presence of culture throughout my experience.
- Hardly anything?
- I felt I got help when needed getting into my campus when it was down.
- The online courses are good!
- Offering post-secondary education
- FACULTY is great with getting back in a timely manner. So that helps!

Things the College can change to better serve student needs:

- Be ready be there in person and by phone with the student
- Offering adult camps in the summer for credits.
- It would help if there were more classes and more of them in the morning or around noon. I can't hope to finish all of my required courses in a timely manner and graduate if I have courses that have conflicting meeting dates/times all in the afternoon on the same day or aren't offered.
- Not much at all (other than unlocking the cafeteria at night)
- Respond in a timely manner
- I feel that Ilisagvik is already meeting my standards to serve my needs.
- Our bathrooms, especially the showers need deep cleaning. Dorm students do not have access to cleaning supplies to clean the bathroom or our dorm rooms outside of the vacuum. We also have gone more than half the semester with only one working washer on the girls dormitory side.
- Adding additional bachelor's degree options. I was originally wanting to do an accounting program but due to availability changed to the Business Administration program here rather than transferring elsewhere for that portion of my degree.
- The teachers need to be uploading more structure into mycampus so we can see our running grade, and communicating with students about grades if there are concerns. Some teacher upload grades, and use forums, quizzes etc for points. All classes should have forums, quizzes and opportunities to get points, besides just lecture. I don't like grade surprises and I am a very hard working student.
- More organization around student interface. Update Mycampus class pages: many date discrepancies.
- Pay your people better; then, maybe they will be happy to do their job Talk to FACULTY - he likes to accuse his students of cheating Make STAFF do her job, make STAFF do his job - these two spend more time avoiding than fixing
- They are doing just fine.
- Mycampus fails for me frequently and oftentimes I have to go to the office to get it fixed
- For online-only students, it would be helpful if assignments were provided promptly to allow plenty of time for completion.
- More mental health resources and more in person classes
- need more in person class or at least zoom, cause living here and taking online cost money and I would just stay home if that's the case.
- As a student it shouldn't take student government to press issues. If we are going to have Pizza with the President to voice concerns it should be happen regularly.
- I don't think the college needs a change.
- Offer more summer courses, even if online courses.
- Perhaps addition of other BA programs online.
- Some faculty from the college are very rude for example FACULTY.
- I don't have anything that needs to be changed
- It would be nice to see additional bachelor programs available.
- more social events including rich cultural heritage

- The main problem was being able to get into our email, but it could have been due to GCI being down.
- More Bachelor options
- More Math class offerings online, along with Iñupiaq studies courses
- Improve response time

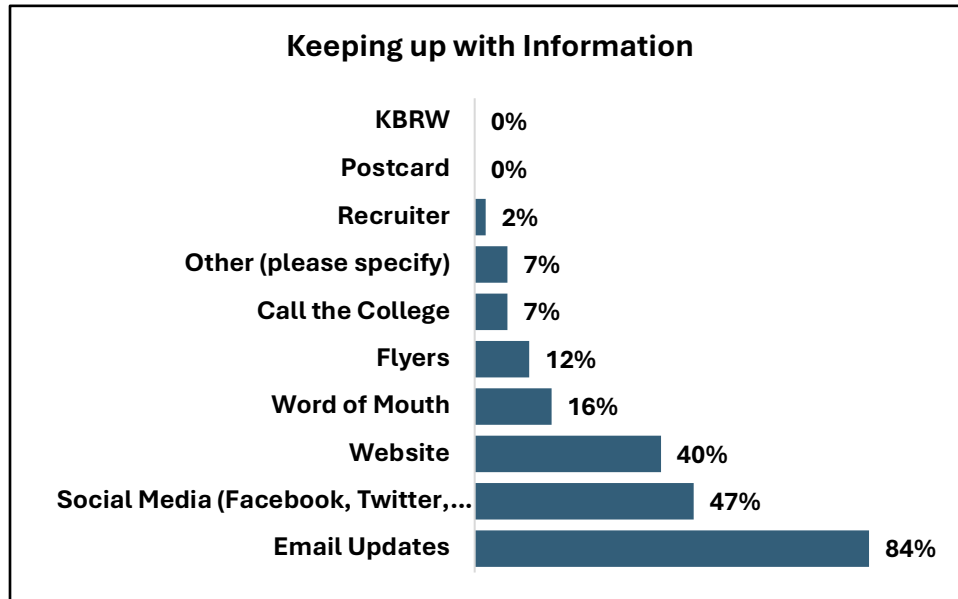


Marketing and Recruitment

To develop a better understanding of our current marketing and recruitment services on social media, students were asked about their level of satisfaction with Iñisaġvik's social media. 63% of respondents were either very satisfied or satisfied.

How Students Keep Up-to-Date with College Information

Most students rely on email updates (84%), Social Media (47%), and the Ilisagvik College website (40%) to keep up-to-date with college information.



STUDENT SERVICES REPORT

Observations

- For recruiting purposes, personal visits were the most frequent way to connect with prospective students during 2022-2023.
- Under the direction of the revised strategic plan, Recruitment increased engagement with off-slope students, and visited a total of 10 off-slope high schools, in addition to all eight of the North Slope Borough Schools.

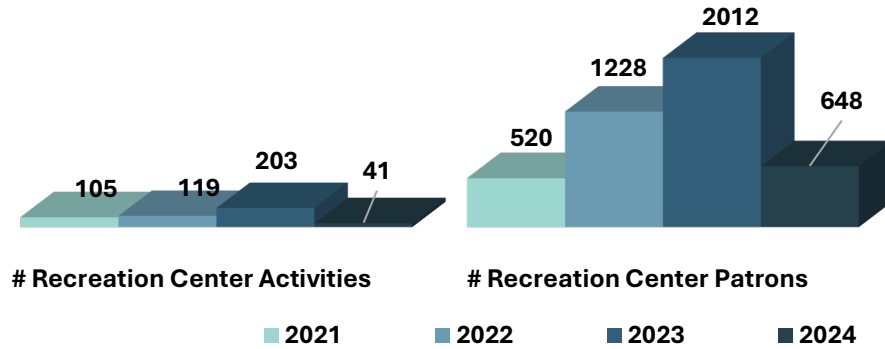
Overview 2020-2024

Student Contacts	2020-2021	2021-2022	2022-2023	2023-2024
Significant Contacts: Mid-term calls; Student Support Referrals (SSRs); Disciplinary meetings; Counseling for homesickness, mental wellness; Professional guidance; and other mentoring encounters.	502	556	600	673
Casual Contacts Times when students drop by the office; ask simple questions; or take part in everyday conversations during work hours.	1,230	2,441	7782	4077

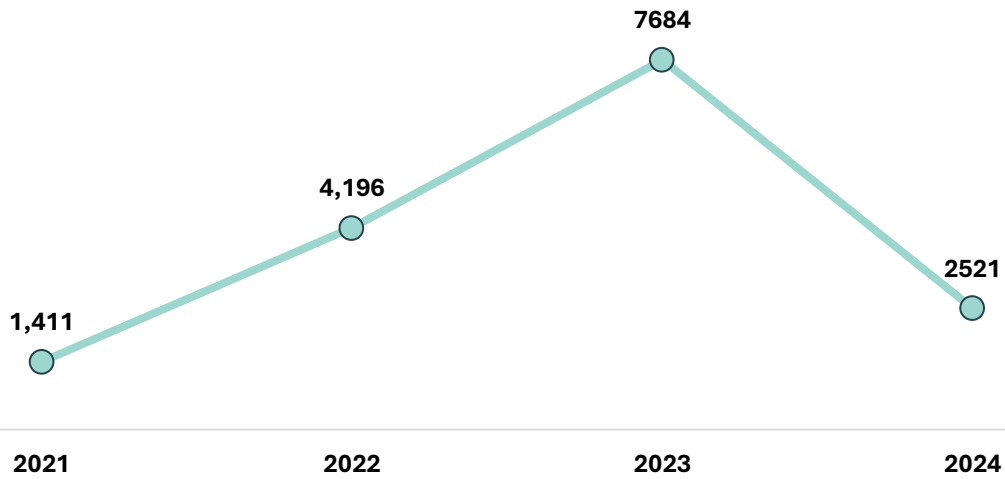
Recruitment Efforts	2020-2021	2021-2022	2022-2023	2023-2024
Prospective Students	60	79	81	67
Prospective Students Applied	13	58	23	27
Prospective Students Admitted	12	26	16	13
Prospective Students Enrolled (not degree-seeking)	3	12	9	4

* Student Contacts through Pre-College Programming

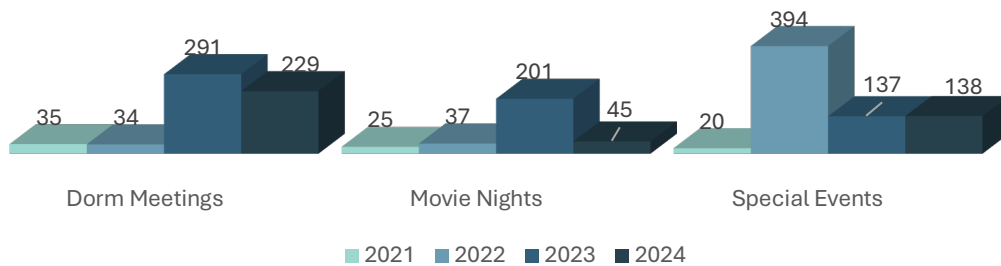
Recreation Center Statistics 2021-2024



Transportation Patrons 2021-2024

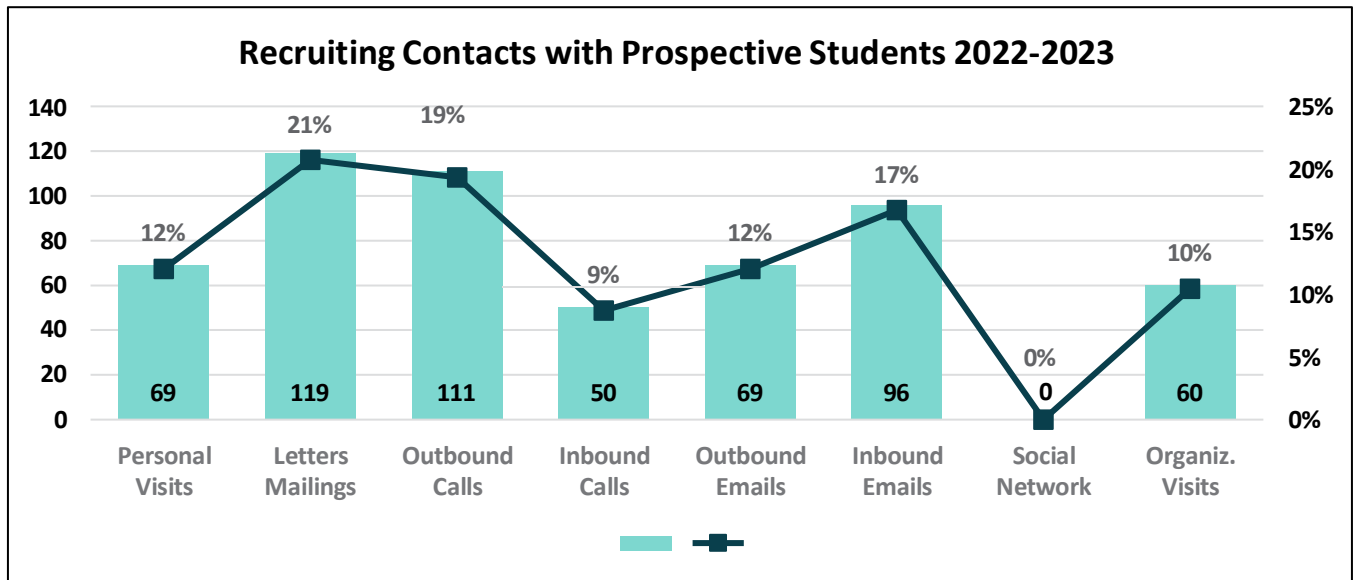


Participation in Student Life Events 2021-2024



2023-2024

Recruitment



During the 2023-2024 academic year, Recruitment worked with counselors from across the state to schedule virtual and in-person meetings with students and parents to increase engagement and assist with the application process. Recruiting returned to villages and attended in-person recruitment and college fair events across the state to help students apply.

Student Life

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

Behavioral Contracts

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

Tuzzy Library Report 2024

Tuzzy Library Report

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

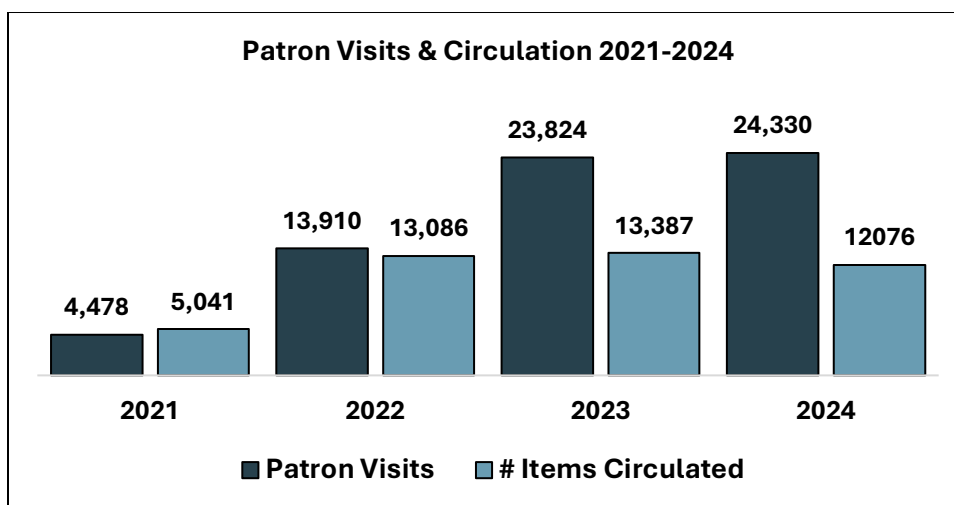
Observations

- 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 a number of community organizations and institutions such as the Friends of Tuzzy Library, the North Slope Borough School District, and Boys and Girls Club of Utqiaḡvik.
- Due to a severed Internet cable in the summer of 2023 that affected connectivity across the North Slope Borough, and library's purchase of Starlink, Wi-Fi usage significantly increased from the previous year by 140%. The required proximity to library Wi-Fi routers may also explain the bump in patron computer usage (105% compared to last year).
- Database usage increased by 145%, with the bulk of database sessions occurring in November 2023 through April 2024, correlating with Iñisaḡvik College's Fall and Spring semesters. Why this year saw such an increase is unknown.
- eBook checkouts remain stable, having levelled off after the spike in 2020-2021 due to COVID-19.

Overview 2021 – 2024

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

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

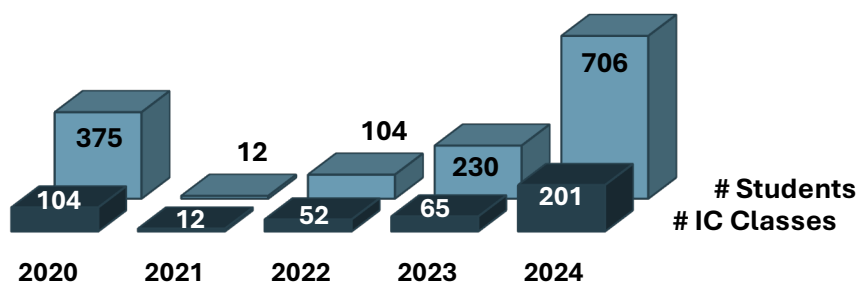


Library Instruction and Faculty Interactions	2021	2022	2023	2024
Instruction Sessions LS101	5	4	4	4
Faculty Interactions	129	27	167	105
Student Interactions	139	41	113	92

Tuzzy Library Report 2024

Events/Attendance	2022			2023			2024		
	# Events	Attendance		# Events Adults	Attendance		# Events	Attendance	
		Adults	Youth		Adults	Youth		Adults	Youth
# of Tuzzy Programs	9	2	9	38	232	411	59	183	356
# of IC classes	52	104	52	65	230	0	201	706	0
# of IC uses, other	16	128	16	29	414	250	25	148	148
# of Community requests/uses	35	51	35	112	302	64	73	119	0
# of Partnership Events	13	688	13	86	411	466	44	215	106
Total	125	973	125	330	1,589	1,191	402	1,371	610

Iłisaġvik Classes at Tuzzy Library 2020-2024



Village Participation Report 2024

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

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

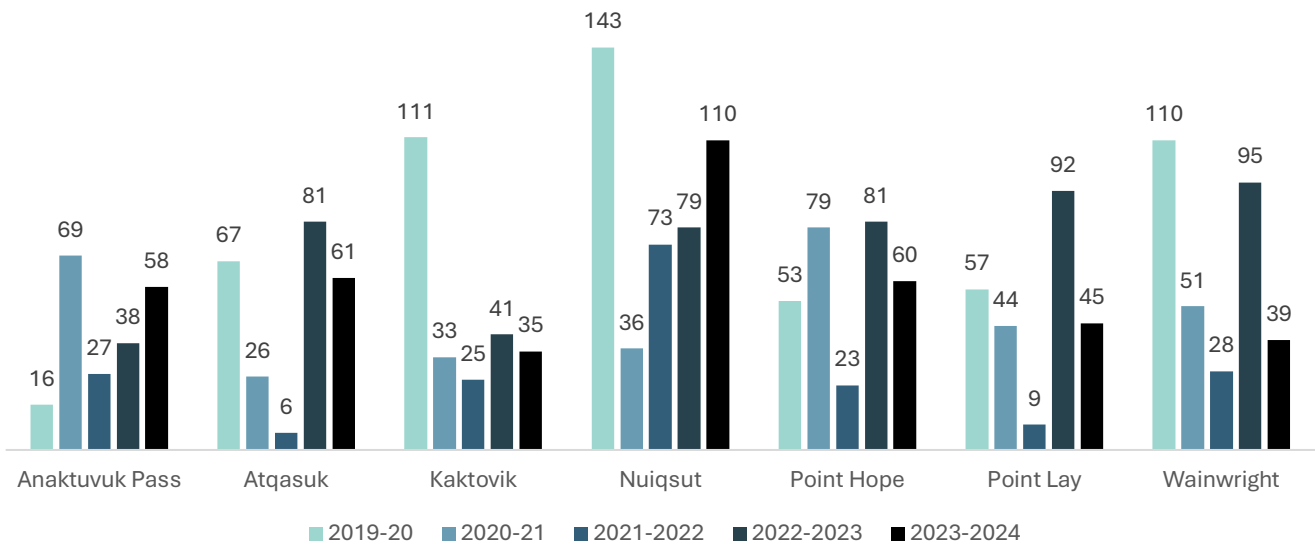
Observations

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

Overview 2019 – 2024

Location	Total Village Enrollments by Location				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Anaktuvuk Pass	16	69	38	38	58
Atqasuk	67	26	17	81	61
Kaktovik	111	33	56	41	35
Nuiqsut	143	36	85	79	110
Point Hope	53	79	42	81	60
Point Lay	57	44	9	92	45
Wainwright	110	51	13	95	39
Total	557	338	260	507	408
Off-Slope	1152	723	316	790	966

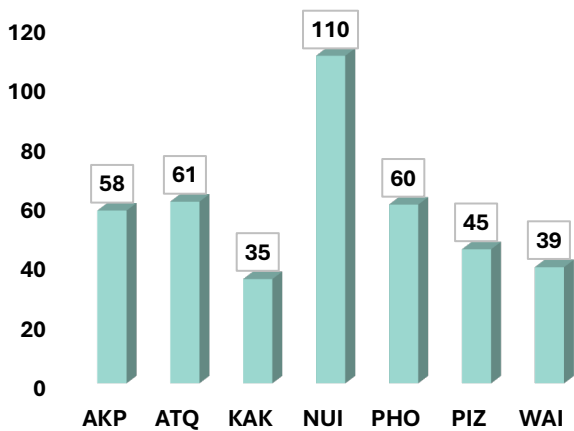
Village Enrollments by Location 2019-2024



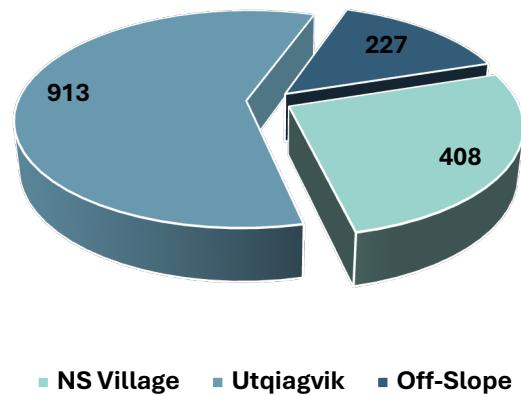
2023-2024 Year

Academic Year: Summer 2023, Fall 2023, Spring 2024

Total Enrollments by Location



2023-2024 Enrollment Overview



Village Participation Report 2024

North Slope Borough Village Participation – 2023-2024 Year

Location	# Classes Taught On-Site	On-Site (Village) Enrollments	Distance Delivery Enrollments	On-Site (Barrow) Enrollments	Total Enrollments Per Location
Anaktuvuk Pass	8	43	11	4	58
Atqasuk	6	36	7	18	61
Kaktovik	6	30	4	1	35
Nuiqsut	10	87	21	2	110
Point Hope	5	24	23	13	60
Point Lay	4	8	12	25	45
Wainwright	4	20	0	19	39
Total	43	248	78	82	408

Utqiagvik (Barrow) Participation 2023-2024 Year

Term	# Classes Taught On-Site	Enrollments On-Site	Enrollments Distance Delivery	Total Enrollments
Summer 2023	26	267	17	284
Fall 2023	143	279	113	392
Spring 2024	132	158	79	237
Total	301	704	209	913

Off-Slope Participation

Semester	# Classes Taught On-Site	On-Site Enrollments
Summer 2023	7	60
Fall 2023	18	80
Spring 2024	21	87
Total	46	227

Workforce Development Report | 2024

WORKFORCE DEVELOPMENT REPORT

Introduction

Vocational Education and Workforce Development strives to promote a diverse selection of educational opportunities by connecting residents with the quality training they need to realize economic self-sufficiency and employment security. VEWFD works directly with employers to plan and coordinate present and future workforce needs with a focus on skills training for the underemployed and unemployed.

Observations

- **194** training workshops/classes were delivered this year. Of the **194** trainings, the College scheduled **94** trainings; the remaining **100** workshops were requested by employers
- Enrollment in those classes/workshops decreased by **10%** from the previous year, from **1286** to **1154**.
- The completion rate for Workforce Development classes was **100%**, an increase from **98%** last year.

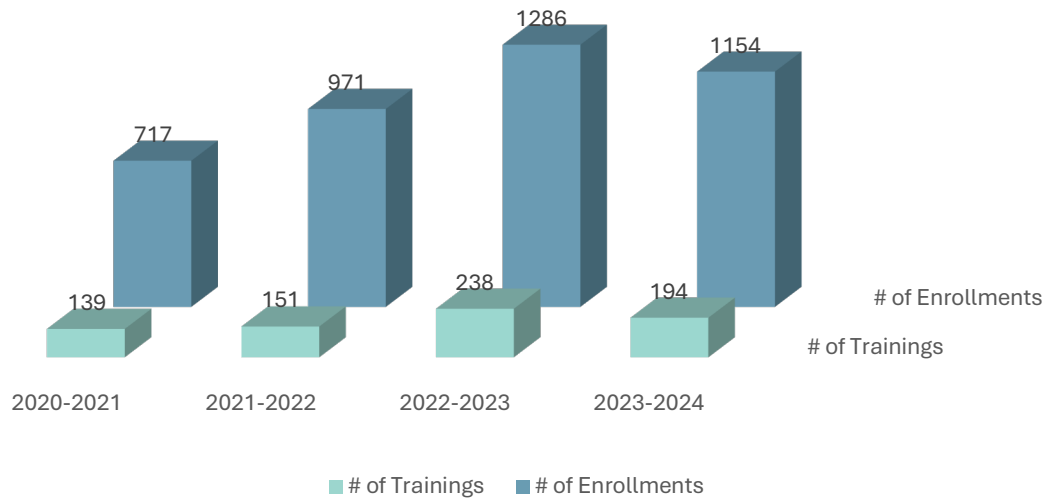
(Additional information in Appendix)

Overview 2020-2024

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

Workforce Development Report | 2024

WFD Trainings and Enrollments 2020-2024



Individual Trainings by Location 2020-2024

Location: North Slope Borough	Community	# Individual Trainings			
		2020-2021	2021-2022	2022-2023	2023-2024
	Anaktuvuk Pass	4	5	13	9
	Atkasuk	3	0	9	6
	Barrow	52	55	158	136
	Kaktovik	4	4	7	6
	Nuiqsut	6	8	9	1
	Point Hope	3	5	13	5
	Point Lay	6	3	3	4
	Wainwright	6	9	18	4

Off-Location: Slope	Community	# Individual Trainings			
		2020-2021	2021-2022	2022-2023	2023-2024
	Anchorage	1		6	1
	Eagle River	11			
	Fairbanks				2
	Kotzebue				2
	Nome		1	2	3
	Online		14		2
	St. Paul Island				5

2022 – 2023 Information by Semester

Notes on data presented:

- “**Training Topics**” refers to the content of each class.
- “**Requested**” indicates Training Topics are offered because organizations’ request those topics for their employees
- “**Scheduled**” refers to those training topics that are scheduled prior to the start of the semester by Iñisaġvik because of regular demand.
- “**Iñisaġvik Certificate**” (**IC**) indicates in-house certificates, versus specific industry certifications. These in- house certificates provide students with proof of having completed Continuing Education Units (CEUs) or established hours of study in their field.

Summer 2023

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

Fall 2023

Training Topics	Trainings		# Ind. Trainings	# Locations	Number of Students	Certification Types
# Topics	Requested	Scheduled				
24	25	33	58	7	325	6 IC 18 Industry

Spring 2024

Training Topics	Trainings		# Ind. Trainings	# Locations	Number of Students	Certification Types
# Topics	Requested	Scheduled				
27	38	39	77	11	442	6 IC 21 Industry

APPENDIX

APPENDIX: ADMISSIONS REPORT Summer 2023 Admissions by Program

PROGRAM	# of New Unindicated Status Admitted	# of New Full Time Students Admitted	# of New Part Time Students Admitted	# of New Students Admitted	# of New Students Registered
ACCOUNTING AAS	0	1	2	3	2
Accounting II	0	0	0	0	0
Accounting I	0	0	1	1	0
ALLIED HEALTH AS	0	0	1	1	0
Allied Health	0	0	0	0	0
Pre – Nursing Certificate	0	0	0	0	0
Dental Assistant	0	0	0	0	0
Medical Coding Specialist	0	0	0	0	0
BEHAVIORAL HEALTH AIDE AAS	0	0	0	0	0
Behavioral Health Aide	0	0	0	0	0
BUSINESS ADMINISTRATION Bachelors	0	0	0	0	0
BUSINESS MANAGEMENT AAS	0	0	1	1	0
Business Specialist II	0	0	1	1	0
Business Specialist I	0	0	0	0	0
Entrepreneurship & Sm Bus Management II	0	0	0	0	0
Entrepreneurship & Sm Bus Management I	0	0	0	0	0
CONSTRUCTION TECHNOLOGY AAS	0	0	0	0	0
Carpentry	0	0	0	0	0
Construction Management	0	0	0	0	0
Construction Technology II	0	0	0	0	0
Construction Technology I	0	0	0	0	0
Electrical I	0	0	0	0	0
Pipefitting I	0	0	0	0	0
Pipeline Insulation I	0	0	0	0	0
Plumbing I	0	0	0	0	0
Scaffolding I	0	0	0	0	0
Welding I	0	0	0	0	0
DENTAL HEALTH THERAPY AAS	0	0	0	0	0
HEAVY TRUCK & CDL	0	1	0	1	0
INDUSTRIAL SAFETY AAS	0	0	0	0	0
INDIGENOUS EDUCATION AA	0	0	0	0	0
Indigenous Education II	0	0	0	0	0
Indigenous Education I	0	0	0	0	0
INFORMATION TECHNOLOGY AAS	0	0	1	1	1

Appendix: Admissions | 2024

PROGRAM	# of New Unindicated Status Admitted	# of New Full Time Students Admitted	# of New Part Time Students Admitted	# of New Students Admitted	# of New Students Registered
Info Technology support Specialist II	0	0	0	0	0
Info Technology support Specialist I	0	0	0	0	0
Data Analysis II	0	0	0	0	0
Data Analysis I	0	0	0	0	0
Office Productivity	0	0	0	0	0
INUPIAQ STUDIES AA	0	0	0	0	0
Iñupiaq Language and Culture II	0	0	0	0	0
Iñupiaq Language and Culture I	0	0	0	0	0
LIBERAL ARTS AA	0	0	0	0	0
Liberal Arts	0	0	0	0	0
OFFICE MANAGEMENT AAS	0	0	0	0	0
Office Management II	0	0	0	0	0
Office Management I	0	0	0	0	0
Medical Office Management II	0	0	0	0	0
Medical Office Management I	0	0	0	0	0
Total	0	2	7	9	3

Fall 2023 Admissions by Program

PROGRAM	# of New Unindicated Status Admitted	# of New Full Time Students Admitted	# of New Part Time Students Admitted	# of New Students Admitted	# of New Students Registered
ACCOUNTING AAS	0	2	3	5	3
Accounting II	0	0	1	1	1
Accounting I	0	0	3	3	1
ALLIED HEALTH AS	1	1	2	4	0
Allied Health	0	0	0	0	0
Pre-Nursing Certificate	0	4	1	5	4
Dental Assistant	0	0	0	0	0
Medical Coding Specialist	0	1	0	1	0
BUSINESS ADMINISTRATION Bachelors	0	2	7	9	4
BUSINESS MANAGEMENT AAS	0	2	7	9	7
Business Specialist II	0	0	1	1	1
Business Specialist I	0	1	0	1	1
Entrepreneurship & Sm Bus Management II	0	0	0	0	0
Entrepreneurship & Sm Bus Management I	0	0	1	1	0

Appendix: Admissions | 2024

PROGRAM	# of New Unindicated Status Admitted	# of New Full Time Students Admitted	# of New Part Time Students Admitted	# of New Students Admitted	# of New Students Registered
CONSTRUCTION TECHNOLOGY AAS	0	0	0	0	0
Carpentry	1	0	0	1	0
Construction Management	0	0	0	0	0
Construction Technology II	0	0	0	0	0
Construction Technology I	2	0	0	2	2
Electrical I	0	0	0	0	0
Pipefitting I	0	0	0	0	0
Pipeline Insulation I	0	0	0	0	0
Plumbing I	0	0	0	0	0
Scaffolding I	0	0	0	0	0
Welding I	0	0	0	0	0
DENTAL HEALTH THERAPY AAS	0	6	0	6	6
HEAVY TRUCK & CDL	0	1	1	2	2
INDUSTRIAL SAFETY AAS	0	0	0	0	0
INDIGENOUS EDUCATION AA	0	2	4	6	3
Indigenous Education II	0	0	0	0	0
Indigenous Education I	0	0	1	1	1
INFORMATION TECHNOLOGY AAS	0	2	8	10	8
Info Technology support Specialist II	0	0	0	0	0
Info Technology support Specialist I	0	1	0	1	1
Data Analysis II	0	0	0	0	0
Data Analysis I	0	0	1	1	1
Office Productivity	0	0	0	0	0
INUPIAQ STUDIES AA	0	2	1	3	2
Iñupiaq Language and Culture II	0	0	0	0	0
Iñupiaq Language and Culture I	0	1	0	1	1
LIBERAL ARTS AA	0	7	5	12	9
Liberal Arts	0	1	1	2	2
OFFICE MANAGEMENT AAS	0	0	3	3	3
Office Management II	0	0	0	0	0
Office Management I	0	2	1	3	3
Medical Office Management II	0	0	2	2	1
Medical Office Management I	0	0	0	0	0
Total	4	38	54	96	67

Spring 2024 Admissions by Program

PROGRAM	# of New Unindicated Status Admitted	# of New Full Time Students Admitted	# of New Part Time Students Admitted	# of New Students Admitted	# of New Students Registered
ACCOUNTING AAS	0	0	1	1	1
Accounting II	0	0	0	0	0
Accounting I	0	1	0	1	0
ALLIED HEALTH AS	0	0	5	5	3
Allied Health	0	1	0	1	1
Pre-Nursing Certificate	0	1	1	2	1
Dental Assistant	0	0	0	0	0
Medical Coding Specialist	0	0	1	1	0
BUSINESS ADMINISTRATION Bachelors	0	2	5	7	6
BUSINESS MANAGEMENT AAS	0	1	1	2	2
Business Specialist II	0	0	1	1	0
Business Specialist I	0	0	3	3	1
Entrepreneurship & Sm Bus Management II	0	0	0	0	0
Entrepreneurship & Sm Bus Management I	0	0	1	1	1
CONSTRUCTION TECHNOLOGY AAS	0	1	0	1	1
Carpentry	0	0	0	0	0
Construction Management	0	0	1	1	1
Construction Technology II	0	2	0	2	0
Construction Technology I	0	0	1	1	1
Electrical I	0	0	0	0	0
Pipefitting I	0	0	0	0	0
Pipeline Insulation I	0	0	0	0	0
Plumbing I	0	0	0	0	0
Scaffolding I	0	0	0	0	0
Welding I	0	0	0	0	0
DENTAL HEALTH THERAPY AAS	0	0	0	0	0
HEAVY TRUCK & CDL	0	0	0	0	0
INDUSTRIAL SAFETY AAS	0	0	0	0	0
INDIGENOUS EDUCATION AA	0	0	0	0	0
Indigenous Education II	0	0	0	0	0
Indigenous Education I	0	0	1	1	1
INFORMATION TECHNOLOGY AAS	0	1	3	4	3
Info Technology support Specialist II	0	0	0	0	0
Info Technology support Specialist I	0	0	0	0	0

Appendix: Admissions | 2024

PROGRAM	# of New Unindicated Status Admitted	# of New Full Time Students Admitted	# of New Part Time Students Admitted	# of New Students Admitted	# of New Students Registered
Data Analysis II	0	0	0	0	0
Data Analysis I	0	0	0	0	0
Office Productivity	0	0	0	0	0
INUPIAQ STUDIES AA	0	0	1	1	1
Iñupiaq Language and Culture II	0	0	0	0	0
Iñupiaq Language and Culture I	0	1	0	1	1
LIBERAL ARTS AA	1	1	0	2	1
Liberal Arts	0	0	0	0	0
OFFICE MANAGEMENT AAS	0	0	0	0	0
Office Management II	0	0	0	0	0
Office Management I	0	0	0	0	0
Medical Office Management II	0	0	0	0	0
Medical Office Management I	0	0	0	0	0
Total	1	12	26	39	26

Appendix: Completion Report | 2024

APPENDIX: COMPLETION REPORT

Fall 2023

Program Completion Data

PROGRAM	# Registrations	Total Completions		Withdrawals	Completion % after Withdrawals	AN/AI Registrations Before Withdrawals	AN/AI Completions		AN/AI Withdrawals	AN/AI Completion % after Withdrawals
Liberal Arts	102	76	75%	9	82%	51	35	69%	2	71%
Allied Health & ANTHC Partnerships	101	88	87%	2	89%	68	60	88%	2	91%
Business Management/Accounting	121	88	73%	17	85%	96	69	72%	15	85%
Construction Trades	42	39	93%	0	93%	29	27	93%	0	93%
Heavy Truck & Equipment Operations	35	27	77%	0	77%	15	13	87%	0	87%
Indigenous Early Learning	15	11	73%	0	73%	14	10	71%	0	71%
Inupiaq Studies	73	49	67%	14	83%	49	32	65%	10	82%
Information Technology	109	79	72%	1	73%	65	45	69%	1	70%
TOTALS w/o short courses	598	457	76%	43	82%	387	291	75%	30	82%
Short Courses										
SAFE	182	181	99%	0	99%					
WFD	69	64	93%	0	93%					
TOTALS w/ short courses	849	702	83%	43	87%					

Appendix: Completion Report | 2024

APPENDIX: COMPLETION REPORT

Spring 2024

Program Completion Data

PROGRAM	# Registrations	Total Completions		Withdraws	Completion % after Withdraws	AN/AI Registrations Before Withdraws	AN/AI Completions		AN/AI Withdraws	AN/AI Completion % after Withdraws
Liberal Arts	50	40	80%	5	89%	28	21	75%	3	84%
Allied Health & ANTHC Partnerships	70	64	91%	0	91%	45	40	89%	0	89%
Business Management/Accounting	85	70	82%	2	84%	56	46	82%	2	85%
Construction Trades	40	31	78%	5	89%	36	28	78%	4	88%
Heavy Truck & Equipment Operations	49	46	94%	0	94%	32	29	91%	0	91%
Indigenous Early Learning	11	6	55%	3	75%	10	5	50%	3	71%
Inupiaq Studies	73	60	82%	4	87%	50	42	84%	1	86%
Information Technology	65	49	75%	4	80%	47	34	72%	4	79%
TOTALS w/o short courses	443	366	83%	23	87%	304	245	81%	17	85%
Short Courses										
SAFE	163	156	96%	0	96%					
WFD	87	87	100%	0	100%					
TOTALS w/ short courses	693	609	88%	23	91%					

Appendix: Iñupiaq Cultural Programming | 2024

APPENDIX: IÑUPIAQ CULTURAL PROGRAMMING

Key	Focus Area	Frequency
1	Arctic Science	12
2	Storytelling	30
3	Traditional Values	46
4	Sewing	17
5	Language Learning	28
6	Traditional Crafts	26
7	Traditional Food	16
8	History	31
9	Traditional healing	35
10	Hunting/Whaling	10

Summer 2023

Division	Event Type	Topic	# of Participants	Target Audience	Focus (Key)
Cooperative Extension	2 sessions	IñU Hour	49	IC Staff and students	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Iñupiaq Studies	Course	IñU 118	15	Iñisagvik students	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Iñupiaq Studies	Summer Camp 6/11/2023-6/17/2023	<i>IñU 210- Iñupiaq Land Use, Values, and Resources Cultural Summer Camp</i>	10	Iñisagvik students	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Iñupiaq Studies	Summer Camp 7/19/2023-7/21/2023	<i>Our Store is Outdoors</i>	19	6th-8th graders	1, 2, 3, 5, 7, 8, 9
Tuzzy Library	6 sessions	<i>BGC Youth Program</i>	102	K-12	2, 3
Tuzzy Library	10	<i>Summer Reading Program</i>	72	K-12	2, 3
Tuzzy Library	1 session	<i>Kindergarten Storytime</i>	56	1 st grade	2, 3
Tuzzy Library	1 session	<i>Summer Reading Wrap up</i>	12	K-12	2, 3

Appendix: Iñupiaq Cultural Programming | 2024

Fall 2023

Division	Event Type	Topic	# of Participants	Target Audience	Focus (Key)
Iñupiaq Studies	1 day Workshop, 9/16/2023	<i>Plant Walk for NSBSD school teachers</i>	Est. 20	NSBSD School teachers	2, 3, 7 9
Iñupiaq Studies	1 Day Workshop, 9/20/24	<i>GLIMPSE, Ugruk Injaluaq (Bearded Seal Intestines) Flower Making</i>	Est. 10	8 th Graders	5, 6, 9, 10
Iñupiaq Studies	2-day Workshops, 11/13-11/14, 2024	<i>College Bound, 8 different 30-minute sessions on Iñupiaq Studies</i>	Est. 80	5 th Graders	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Iñupiaq Studies	2-day Workshops, 11/15-11/16, 2024	<i>Traditional Plant Workshops in partnership with AEF</i>	Est. 25	Atqasuk NSBSD students	3, 5, 6, 7, 9
Iñupiaq Studies	Course 9/21/23-11/30/23	<i>IñU 118- Topics in Iñupiaq Studies: Isigvikpagaag-Sunshine Ruff Making</i>	5	Ilisagvik students	3, 4, 5, 6, 8, 9
Iñupiaq Studies	Course 8/22/23-11/30/23	<i>IñU 118- Topics in Iñupiaq Studies: Kamipiak- Traditional Boots</i>	8	Ilisagvik students	3, 4, 5, 6, 8, 9
Iñupiaq Studies	Course 8/22/23-11/30/23	<i>IñU 118- Topics in Iñupiaq Studies, Soft Bottom Kamipiak Making</i>	6	Ilisagvik students	3, 4, 5, 6, 8, 9
Iñupiaq Studies	Course 8/22/23-11/30/23	<i>IñU 118- Topics in Iñupiaq Studies, Beaver Hat Making</i>	9	Ilisagvik students	3, 4, 5, 6, 8, 9
Iñupiaq Studies	Course 8/22/23-11/30/23	<i>IñU 121- Elementary I</i>	12	Ilisagvik students	3, 5, 9
Iñupiaq Studies	Course 8/22/23-11/30/23	<i>IñU 135- Iñuit Art Studio</i>	6	Ilisagvik students	2, 3, 4, 5, 6, 8, 9
Iñupiaq Studies	Course 8/22/23-11/30/23	<i>IñU 213- Iñuit Storytelling</i>	6	Ilisagvik students	2, 3, 4, 5, 6, 8, 9
Iñupiaq Studies	Course 8/22/23-11/30/23	<i>IñU 220- North Slope Inupiaq History and Culture</i>	11	Ilisagvik students	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Iñupiaq Studies	Course 8/22/23-11/30/23	<i>IñU 224- Traditional Knowledge and Use of Arctic Plants</i>	10	Ilisagvik students	1, 3, 5, 6, 7, 8, 9
Cooperative Extension	1 Session	Maktak Prep	28	Ilisagvik Staff/ Faculty/ Students	3, 6, 7, 9, 10
Cooperative Extension	2 Sessions	IñU Hour	60	Ilisagvik Staff/ Faculty/ Students	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Cooperative Extension	1 Session	Niqi Night at Dorms for AFN Prep	19	Families	3, 6, 7, 9, 10
Cooperative Extension	1 Session	Ilisagvik Food Sovereignty Workshop	63	Families	3, 6, 7, 9
Tuzzy Library	10 sessions	Storytime	46	Pre K- 3 students	2, 3
Tuzzy Library	14 sessions	Crafternoon	118	K-6	2, 3

Appendix: Iñupiaq Cultural Programming **2024**

				students	
Tuzzy Library	2 session	First Grade Storytime	48	All ages	2, 3
Tuzzy Library	1 session	Magic School Event	120	All ages	2, 3
Tuzzy Library	1 session	Holiday Storytime and Cookie Decorating Party	75	All ages	2, 3

Spring 2024

Division	Event Type	Topic	# of Participants	Target Audience	Focus (Key)
Iñupiaq Studies	Course 1/16/2024-4/25/2024	<i>IñU 118- Topics in Iñupiaq Studies, Qulliq (Seal Oil Lamp) Carving for DHAT</i>	6	DHAT students	1, 2, 3, 5, 6, 8, 9
Iñupiaq Studies	Course 1/16/2024-4/25/2024	<i>IñU 118- Topics in Iñupiaq Studies, Baleen Basketry with Ira, Martha, and Emma Frankson</i>	7 students	Ilisaġvik students and faculty	2, 3, 5, 6, 7, 8, 9
			1 faculty		
			8 total		
Iñupiaq Studies	Course 1/16/2024-4/25/2024	<i>IñU 118- Topics in Iñupiaq Studies, All About Sargigruaq (Stinkweed) Medicine from the Nuna</i>	6	Ilisaġvik students	1, 3, 5, 6, 7, 8, 9
Iñupiaq Studies	Course 1/16/2024-4/25/2024	<i>IñU 118- Topics in Iñupiaq Studies, Silver Fox Isigvik Making</i>	8	Ilisaġvik students	3, 4, 5, 6, 8, 9
Iñupiaq Studies	Course 1/16/2024-4/25/2024	<i>IñU 118- Topics in Iñupiaq Studies, Kivgiq Then and Now</i>	2	Ilisaġvik students	2, 3, 5, 8, 9
Iñupiaq Studies	Course 1/16/2024-4/25/2024	<i>IñU 118- Topics in Iñupiaq Studies, Qulliq (Seal Oil Lamp) Carving</i>	8	Ilisaġvik students	1, 2, 3, 5, 6, 8, 9
Iñupiaq Studies	Course 1/16/2024-4/25/2024	<i>IñU 121- Elementary Iñupiaq I</i>	2	Ilisaġvik students	3, 5, 8, 9
Iñupiaq Studies	Course 1/16/2024-4/25/2024	<i>IñU 131- Elementary Iñupiaq II</i>	2	Ilisaġvik students	3, 5, 8, 9
Iñupiaq Studies	Course 1/16/2024-4/25/2024	<i>IñU 257- Traditional and Contemporary Skin Sewing</i>	4	Ilisaġvik students	3, 4, 5, 6, 8, 9
Iñupiaq Studies	Course 1/16/2024-4/25/2024	<i>IñU 260- Iñupiaq Songs, Dances, and Drumming</i>	8	Ilisaġvik students	2, 3, 5, 8, 9
Cooperative Extension	4 sessions	Welcome Back Sun Practice	53	Ilisagvik Staff/ Faculty/ Students	2, 3, 8, 9
Cooperative Extension	1 Session	Alaska Blanket Exercise	65	Ilisagvik Staff/ Faculty	2, 3, 8, 9
Cooperative Extension	8 sessions	INU Hour	132	Ilisagvik Staff/ Faculty/ Students	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Cooperative Extension	1 session	Welcome back the Sun Dance	31	Families	2, 3, 8, 9
Cooperative Extension	4 Sessions	Atikluk Making – BHS	41	9-12 Grade students	3, 4, 6, 9

Appendix: Iñupiaq Cultural Programming

2024

Tuzzy Library	10 sessions	Storytime	36	Pre K- 3 students	2, 3
Tuzzy Library	10 sessions	Crafternoon	44	K-6 students	2, 3

Appendix: Distance Education

Key to off-Slope Communities Served

1	Anaktuvuk Pass	23	Freeland, WA	45	Sitka
2	Atkasuk	24	Gambell	46	Smithville, TX
3	Kaktovik	25	Independence, MO	47	Spokane, WA
4	Nuiqsut	26	Juneau	48	St Paul Island
5	Point Hope	27	Kodiak	49	Stillwater, OK
6	Point Lay	28	Kotzebue	50	Tok
7	Wainwright	29	Kwigillingok	51	Tyonek
8	Akiak, AK	30	Las Vegas, NV	52	Wasilla
9	Anchorage, AK	31	Metlakatla	53	West Valley, UT
10	Bethel	32	Minto	54	Winter Park, FL
11	Boulder City, NV	33	Mountain Village	55	Wrangell
12	Branford, CT	34	Navarre, FL	56	Yakima, WA
13	Brevig Mission	35	Nome		
14	Buckley, WA	36	North Pole		
15	Carnation, WA	37	Oakland, CA		
16	Chefornak	38	Palmer		
17	Chugiak	39	Pine Grove, Ca		
18	Duluth, MN	40	Quinhagak		
19	Eagle River	41	Richmond, GA		
20	Emmonak	42	Rogers, MN		
21	Enterprise, AL	43	Roseville, CA		
22	Fairbanks	44	Scammon Bay		

Note: The numbers indicate location codes. Cities are in Alaska, unless otherwise annotated.

APPENDIX: GRADUATION REPORT BY PROGRAM

PROGRAM	Cert/Deg	19-20	20-21	21-22	22-23	23-24
ACCOUNTING	AAS	1	2	3	4	0
Accounting II	Cert	1	2	3	2	2
Accounting I	Cert	0	3	4	3	2
ALLIED HEALTH	AS	0	1	3	0	0
Allied Health	Cert	0	0	4	0	0
Medical Coding Specialist	Cert	0	0	0	0	0
Pre-Nursing	Cert	0	0	2	1	4
BEHAVIORAL HEALTH AIDE	AAS	0	0	1	0	0
Behavioral Health Aide	Cert	0	0	1	0	0
BUSINESS ADMINISTRATION	Bachelors	0	1	0	3	4
BUSINESS MANAGEMENT	AAS	2	2	2	4	5
Business Specialist II	Cert	1	3	2	5	6
Business Specialist I	Cert	1	4	2	6	11
Entrepreneurship & Sm Bus Management II	Cert	1	0	0	0	0
Entrepreneurship & Sm Bus Management I	Cert	1	0	0	0	2
CONSTRUCTION TECHNOLOGY	AAS	1	0	0	0	2
Construction Technology II	Cert	1	0	0	3	1
Construction Technology I	Cert	0	0	0	4	0
Building Maintenance Tech. I	Endorse	0	0	3	0	0
Carpentry	Endorse	1	0	0	3	0
Construction Management	Endorse	0	0	0	0	4
Electrical I	Endorse	0	0	0	0	0
Pipefitting I	Endorse	0	0	0	0	0
Pipeline Insulation I	Endorse	0	0	0	0	0
Plumbing I	Endorse	0	0	0	0	0
Scaffolding I	Endorse	0	0	0	0	0
Welding I	Endorse	0	0	2	2	0
Dental Health Therapy	AAS	2	4	0	1	5
Dental Health Aide	Cert	0	1	3	0	0
HEAVY TRUCK & CDL	Cert/Endorse	0	0	1	0	0
INDUSTRIAL SAFETY	Cert/Endorse	0	0	0	0	0
INDIGENOUS EDUCATION	AA	0	1	1	1	2
Indigenous Education II	Cert	1	1	2	0	0
Indigenous Education I	Cert	8	0	3	2	0
INDIGENOUS HUMAN SERVICES	AAS					1
Indigenous Human Services	Cert					1
INFORMATION TECHNOLOGY	AAS	0	1	1	3	0
Info Technology support Specialist II	Cert	0	2	1	1	1
Info Technology support Specialist I	Cert	1	1	1	1	0
Info Technology Digital Arts in Arctic II	Cert	0	0	0	1	0
Info Technology Digital Arts in Arctic I	Cert			3	1	0
Data Analysis	Cert			0	2	0
Computer Foundations	Endorse	0	0	0	1	0

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

Appendix: Grants Statistics

Grant Name	Grantor	Budget Period	Award Amount	Designation of Funds
13324: Title III	U.S Department of Education	10/1/23-9/30/24	\$855,126	American Indian Tribally Controlled Colleges and Universities
13424: Title III	U. S. Department of Education	10/1/22-9/30/23	\$500,000	American Indian Tribally Controlled Colleges and Universities (Part F)
14824: Pathways to Early Childhood	ASNA	9/29/23-9/30/25	\$80,000	Content, Development and Research
15025: Assistance to Tribal Colleges	Bureau of Indian Affairs (BIA)	4/15/20-9/30/23	\$935,620	Operational Funding
25020: Fish& Wildlife North Slope Youth Engagement	US Fish & Wildlife Service	6/1/20-5/31/25	\$39,000	North Slope Youth Engagement, education, employment, and research program and opportunities
18024: SEDS-AK	Department of Health and Human Services	9/30/23-9/29/24	\$200,000	Supporting Workforce, Social, and Youth Development on the north Slope of Alaska at Iñisaġvik College
53423: CNSS	American Indian College Fund	7/1/23-12/31/27	\$250,000	Cultivating Native Student Success
53424: AIHEC	American Indian College Fund	2024-2025	\$19,500	Administrative, overhead, salaries
53524: Van Vlack	American Indian College Fund	2024	\$5,750	Van Vlack Family Endowment
53724: CASS	American Indian College Fund	2/24/24-10/31/24	\$8,500	TCU Scholarships
53824 – Native Arts and Culture	American Indian College Fund	10/1/23-3/31/26	\$100,000	Iñisaġvik College’s Native Arts and Culture Community Based Native Arts Learning and Sharing
53924: NEH	American Indian College Fund	2023-2024	\$6,503	Cultural Preservation Endowment
53023 – Presidents Fund	American Indian College Fund	6/1/24 – 12-31-24	\$25,000	Language and Cultural Activities Health and Wellness
60224: Technical Vocational Education Program - FY2021	State of Alaska Department of Labor & Workforce Development	7/1/23-6/30/24	\$737,100	Workforce Development
60324 Alaska Workforce Infusion Grant(AWIG)	State of Alaska Department of Labor & Workforce Development	7/1/23-6/30/24	\$200,000	Workforce Development
61025: VEWFD	Arctic Slope Regional Corporation	1/1/24 to 12/31/24	\$150,000	Vocational Education and WFD in 2024
63024 Hilcorp	Hilcorp Alaska, LLC	2024	\$10,000	Vocational Education and WFD in 2024
65024: Carl D. Perkins	State of Alaska Department of Education & Early Development	7/1/23-6/30/24	\$75,000	Secondary Partnership/CTE
82024: Village Library Operation	Institute of Museum & Library Services – ASRC & AK Library	8/1/23-7/31/24	\$80,000	Tuzzy Library – Village Library Services

Appendix: Grants | 2024

Grant Name	Grantor	Budget Period	Award Amount	Designation of Funds
83024: Public Library Assistance	State of AK Department of Education	7/1/23-6/30/24	\$56,000	Tuzzy Library – Village Library Services
87024: OWL Technology	State of AK Department of Education	7/1/23-6/30/24	\$11,720	Villages Library – FY24 OWL Internet Award as Directed
92124: Tribal College Endowment	U.S. Department of Agriculture National Institute of Food and Agriculture	2023-On Going	\$68,482	Recruitment for Student Success
92223: Extension “Office Planning Special Emphasis Project”	U.S. Department of Agriculture National Institute of Food and Agriculture	9/1/12-8/31/24	\$110,500	Cooperative Extension Program
92323: Equity Program “Science Nutrition & Healthcare	U.S. Department of Agriculture National Institute of Food and Agriculture	9/1/22-8/31/24	\$200,000	Science and Health Education Outreach
92424: Heavy Equipment and Furniture	USDA Rural Development	10/1/23-9/30/24	\$352,000	Loader, Rock Truck, Passenger Bus, Class B Vehicle for CDL Testing
92523: Strengthening Tribal Students	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
92524: Naullagnaq	U.S. Department of Agriculture National Institute of Food and Agriculture	9/1/23-8/31/27	\$475,000	Facilitating Tribal Students Retention and Persistence in College with Behavioral Health and Academic Support
92623 – Holistic Learning and Community Growth through Extension and Outreach at Ilisagvik College	U.S. Department of Agriculture National Institute of Food and Agriculture	9/15/22-9/15/24	\$273,000	Personal Services, Equipment, and Travel
04024 – Polar Bear Computers	Polar Bear Computers	2024-2025	\$4,910	INU Studies Scholarships
05025	Charlotte Martin Foundation	2024-2025	\$15,000	Glimpse, Dual Credit & Student Travel
06424:TCU	Ascendium Education	2023-2024	\$43,333	2024 Project Success
06524: USC	USC/ECME	7/1/23-6/30/25	\$75,000	Men of Color Distinction Student Success Program
06624: Alyeska	Alyeska Pipeline	2024-2025	\$21,000	Scholarships
06823: PDP	NWCCU PDP	2023-2024	\$674	IPAD
06824: PDP Mini-Grant	NWCCU PDP		\$374	IPAD
08023 ATD	Achieving the Dream	On-going	\$5,000	Building Capacity for Transformation
Total Award			\$6,269,090.78	

Appendix: Pre-College Programming | 2024

APPENDIX: PRE-COLLEGE PROGRAMMING

Tuzzy Library Activities, Summer 2023

Topic	# of Participants	Grade Level	Duration	# of events	Subject Matter
Kindergarten Storytime	56	K	1 hour	2	Reading, Early Literacy, Socializing
Summer Reading Program	72	All ages	1 hour/ weekly	10	Reading, Art, Science, Careers, Early Literacy
Summer Reading Wrap Up	12	All ages	1 hour	1	Reading, Early Literacy, Socializing
Boys and Girls Club Partner Programs	102	1 st to 12 th grades	3 hours/5 days a week	6	Reading, Art, Science, Careers, Early Literacy, Socializing, Communicating, Problem Solving, Youth Development
FOTL Chess Club	7	All ages	4 hours/ monthly	2	Socializing, Communicating, Problem Solving
FOTL Board Game Day	8	All ages	4 hours/ monthly	2	Socializing, Communicating, Problem Solving

Tuzzy Library Activities, Fall 2023

	# of Participants	Grade Level	Duration	# of events	Subject Matter
FOTL Annual Meeting	42	All ages	2 hours	1	Communicating, Socializing
Storytime	46	PreK-3 rd grade	30 minutes/ weekly	10	Reading, Early Literacy, Socializing
Crafternoon	118	K-6 grade	2 hours/ weekly	14	Reading, Early Literacy, Socializing
FOTL Chess Club	18	All ages	4 hours/ monthly	4	Socializing, Communicating, Problem Solving
FOTL Board Game Day	20	All ages	4 hours/ monthly	4	Socializing, Communicating, Problem Solving
1 st Grade Storytime	48	K-6 grade	1 hour	2	Reading, Early Literacy, Socializing
FOTL Magic School Event	120	All ages	2 hours	1	Art, Science, Socializing, Communicating, Problem Solving
Holiday Storytime and Cookie Decorating Party	75	All ages	2 hours	1	Reading, Early Literacy, Socializing

Tuzzy Library Activities, Spring 2024

	# of Participants	Grade Level	Duration	# of events	Subject Matter
Storytime	36	PreK-3 rd grade	30 minutes/ weekly	10	Reading, Early Literacy, Socializing
Crafternoon	44	K-6 grade	2 hours/ weekly	10	Reading, Early Literacy, Socializing
FOTL Chess Club	13	All ages	4 hours/ monthly	3	Socializing, Communicating, Problem Solving
FOTL Board Game Day	12	All ages	4 hours/ monthly	4	Socializing, Communicating, Problem Solving
Annual Chess Tournament	24	All ages	6 hours	1	Socializing, Communicating, Problem Solving

Pre-College Activity Description

Summer camp programming is put on each summer through collaborations with local entities and by using grant funds to ensure children have an opportunity to participate regardless of financial ability. Summer camps are typically tied to degree programs offered by Iḷisaḡvik. Summer 2023 camps included Drivers Education, Construction, Allied Health Middle School and High School, Inupiaq Studies land and culture camps, , all offered in Utqiaḡvik. A leadership camp was offered in most villages, depending on weather and space available

Activity Descriptions: Tuzzy Library

Storytime

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

Crafternoon

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

Storytimes with Grade School Children

Tuzzy Library partners with the North Slope Borough School District and invites various grade levels to go to the library for a special story time. Children get to hear stories and sing songs and learn about the library.

Annual Chess Tournament

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

Holiday Storytime and Cookie Decorating Party

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

FOTL (Friends of Tuzzy Library) Annual Meeting

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

FOTL (Friends of the Tuzzy Library) Imagination Library

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

FOTL (Friends of Tuzzy Library) Book Club

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

FOTL (Friends of Tuzzy Library) Chess Club

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

FOTL (Friends of Tuzzy Library) Board Game Day

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

FOTL Magic School Event

This was an event that the library partnered with the Friends of Tuzzy Library for Halloween. Children were able to engage in fun activities such as a potion making (science experiment), wand making (arts and craft activity), fortune teller (more science experiments), and palm reading.

Boys and Girls Club

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

Summer Reading Program

The Summer Reading Program is an annual program to get children and teens reading during the summer months. This is a registered program where children sign up to participate. The children receive a log where they either track how long they've read, or what books they have read. Every week they come in and show staff their log, and then they receive a prize.

Summer Reading Program Wrap Up Party

This event congratulates all participants on all that they have read during the summer.

Appendix: Private Fundraising & Endowment | 2024

APPENDIX: PRIVATE FUNDRAISING & ENDOWMENT

Corporate Donors

Sustaining Contributor		
	North Slope Borough	
\$200,000 and Up: Aġviq (Bowhead Whale)		
	Quintillion (in-kind)	
\$100,000 - \$199,999: Nanuq (Polar Bear)		
	Arctic Slope Regional Corporation (ASRC)	
\$75,000 - \$99,999: Ugruk (Bearded Seal)		
American Indian College Fund (AICF)	ConocoPhillips Alaska	
\$50,000 - \$74,999: Qavvik (Wolverine)		
\$25,000 - \$49,999: Amaġuq (Wolf)		
\$10,000 - \$24,999: Tiġiganniaq (White Fox)		
Alaska Airlines Foundation	Alaska Community Foundation (ACF)	ExxonMobil
GCI	Naniq Global	Santos - formerly Oil Search
Wells Fargo		
\$1 - \$9,999: Qaugak, (Duck)		
Ace Hardware Top of the World	Achieving the Dream, Inc.	AmazonSmile
American Indian Higher Education Consortium (AIHEC)	Anonymous	Arctic Slope Community Foundation (ASCF)
Arctic Slope Telephone Association Cooperative, Inc. (ASTAC)	Barrow Mechanical	CIRI
Cooper Investment Partners	Lu Young Children's Fund	Nelnet Foundation
Northrim Bank	Northwest Commission on Colleges and Universities (NWCCU)	Rasmuson Foundation
Shore Family Foundation	Tanana Chiefs Conference	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)		
\$2,500-\$4,999: Tuttu (Caribou)		
Roxanne Brower	Cyd Hanns	Hal H Haynes, Jr.
\$1,000-\$2,499: Natchiq (Ring Seal)		
Anonymous	John Birsner	Harlee Harvey
James Henry	Edna Maclean	
\$500-\$999: Ukpik (Snowy Owl)		

Appendix: Private Fundraising & Endowment | 2024

Nora Jane Burns	Tom Caraway	Angela Cox
Jaime Davis	Heather Dingman	Emily Gueco
Jeremy Kasak	Doreen Leavitt	Patricia Lloyd
Kendra Mack	Dean Mori	Kristen Morry
Justina & Ross Wilhelm		
\$100-\$499: Iqalugruaq (White Fish)		
Anonymous	Simon Aina	Judith Andress
Ida Angasan	Pearl Brower	Geoffry Carroll
Emily Cibelli	Ann Marie Clark	Anton & Stephanie Edwardson
George & Debby Edwardson	Janelle Everett	David Fauske
Mark Goldstein	Somsri Greenspan	Heather Harris
Dr. Shirley Holloway	Julie Itta	Lillian Lane
Jerica Leavitt	Ada & Ifeanyi Maduakor	Jamie Malabed
Nestor Martinez	Birgit Meany	Frieda Nageak
Serena & Chad Nesteby	Malcolm Noble	Evelyn Okesene
Molly Pederson	Lisa Pekich	Clarissa Pelia
Patricia Rice	Jaylynn Rogers	Mark Roseberry
Amanda Sialofi	Lindi Skin	Marie Stackhouse
Jennifer Stryker	Tara Sweeney	William Tracey
Caitlin Walls	Tina Wolgemuth	
\$1- \$99: Nigliq (Goose)		
Anonymous	Austin Aguvluk	Piquuraq Aguvluk
Amos AguvlukNashookpuk	Hilda Attungana	Amon Ra Barry
Elizabeth Beardsley	Rosemary Beardsley	Ruby Beardsley
Tyler Beardsley	Mary Booth	Daniel Brower
Richard Camilleri	Isla Darling	Sindri Darling
Kaya Edwardsen	Nicole Evans	Christopher Gutierrez-Edwards
Kristin Gutierrez-Edwards	Rn Havea	Douglas Henry
Frederick Henry	Lovlee Henry	Ederliza Hingada
Erin Hollingsworth	Rainey Hopson	Robbyn Igtanloc
Kayla Jeffress	Redmond Johnson	Diane Kaplan
Dana Larson	Carlo MacDonald	Fred Miller
Andrea Morgana	Archer Nesteby	Jacqueline Nesteby
Holly Nordlum	Ana Ortilla	Hokulani Panigeo
George Patkotak	Ann Riordan	Rebekah Smith
Bernard Sturgulewski	Maya Suzuki	Moses Tukrook
Joann Unutoa	Hunter Wilhelm	Juliana Wilhelm
Arianne Williams	Eleanor Williams	Teressa Williams

Appendix: Village Participation | 2024

APPENDIX: VILLAGE PARTICIPATION

North Slope Village Participation – Summer 2023

Location	Classes Taught On-Site In Location	On-Site (Village) Enrollments	Distance Delivery Enrollments	On-Site (Barrow) Enrollments	Total Enrollments Per Location
Anaktuvuk Pass	5	16	0	0	16
Atqasuk	0	0	0	0	0
Kaktovik	5	25	0	0	25
Nuiqsut	6	47	3	0	50
Point Hope	3	13	0	0	13
Point Lay	0	0	0	1	1
Wainwright	0	0	0	0	0
Total	19	101	3	1	105

North Slope Village Participation – Fall 2023

Location	Classes Taught On-Site at Location	On-Site (Village) Enrollments	Distance Delivery Enrollments	On-Site (Barrow) Enrollments	Total Enrollments Per Location
Anaktuvuk Pass	0	0	8	1	9
Atqasuk	1	4	2	7	13
Kaktovik	1	5	3	1	9
Nuiqsut	2	20	17	2	39
Point Hope	0	0	20	6	26
Point Lay	4	8	6	20	34
Wainwright	0	0	0	14	14
Total	8	37	56	51	144

North Slope Village Participation – Spring 2024

Location	Classes Taught On-Site at Location	On-Site (Village) Enrollments	Distance Delivery Enrollments	On-Site (Barrow) Enrollments	Total Enrollments Per Location
Anaktuvuk Pass	3	27	3	3	33
Atqasuk	5	32	5	11	48
Kaktovik	0	0	1	0	1
Nuiqsut	2	20	1	0	21
Point Hope	2	11	3	7	21
Point Lay	0	0	6	4	10
Wainwright	4	20	0	5	25
Total	16	110	19	30	159

APPENDIX: WORKFORCE DEVELOPMENT

Course Lists by Semester

Note on Data Presented:

Classes are listed by name according to location. If it appears that a class is listed more than once, it is because it was held in more than one location. The **“Trainings Total”** column indicates the number of times the class was held in that specific location. The number of **“Trainings Total”** per semester represents the number of classes/section held. Also listed is the total number of course topics offered per semester (Note: the number of **“Training Topics”** is often lower than the number of **“Trainings Total.”**)

Scheduled/Requested indicates whether the class was scheduled before the start of the semester by Iḷisaḡvik according to regular demand or was specifically requested by an external organization.

Enrollment and Completion: For all courses which offer a certificate or industry certification, completion of the class indicates that the students were awarded the appropriate certificate. So, the number of students who completed the class is also the total number of certificates/certifications awarded.

- **“Industry”** indicates that though the industry certification is not offered by Iḷisaḡvik, the course meets eligibility requirements to take the test for certification elsewhere.
- **“Iḷisaḡvik Certificate”** indicates in-house certificates, versus specific industry certifications. These in- house certificates provide students with proof of having completed Continuing Education Units (CEUs) or established hours of study in their field.

The row just under the heading for each semester (shaded in light gray) contains **total numbers** for the semester.

Note on the ongoing impact of the COVID 19 pandemic:

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

Appendix: Workforce Development | 2024

Summer 2023

Trainings: Topics	Trainings: Total	Trainings: Scheduled vs. Requested	Trainings: Location	Number Students	Cert. Type Offered
Training Topics: 26	59	Scheduled: 22 Requested: 37	Anaktuvuk Pass: 5 Anchorage: 1 Kaktovik: 5 Nuiqsut: 6 Point Hope: 3 St. Paul Island: 1 Utqiagvik: 38	387	Industry Credentials: 129 Iñisaġvik College Certificate: 258
100 Ton License & OUPV '6Pack'	1	Requested	Utqiagvik	7	ICC
40 Hour HAZWOPER	1	Requested	Anaktuvuk Pass	2	Industry
Alaska Safe Food Worker Certification	1	Requested	Utqiagvik	7	Industry
Alaska Safe Food Worker Certification	1	Requested	Kaktovik	1	Industry
Alaska Safe Food Worker Certification	1	Scheduled	Point Hope	2	Industry
Alaska Safe Food Worker Certification	1	Scheduled	Anaktuvuk Pass	2	Industry
Alaska Safe Food Worker Certification	1	Scheduled	Nuiqsut	2	Industry
Basic Life Support	1	Scheduled	Kaktovik	6	Industry
Basic Teaching for Adults	1	Requested	Utqiagvik	1	ICC
Behind the Wheel Driving	1	Requested	Utqiagvik	3	ICC
Behind the wheel Proctoring	1	Requested	Utqiagvik	3	ICC
Boiler Maintenance	1	Requested	Nuiqsut	11	ICC
Boiler Maintenance	1	Requested	St. Paul Island	7	ICC
Carpentry Sills Lab	1	Scheduled	Utqiagvik	8	ICC
Confined Space	1	Requested	Utqiagvik	11	Industry
Customer Service and Beyond	4	Scheduled	Utqiagvik	53	ICC
Financial Literacy	2	Scheduled	Utqiagvik	3	ICC
Financial Literacy	2	Scheduled	Kaktovik	3	ICC
First Aid & CPR W/ AED for Infants, Children, and Adults	1	Scheduled	Point Hope	7	Industry
First Aid & CPR W/ AED for Infants, Children, and Adults	1	Scheduled	Anaktuvuk Pass	10	Industry
First Aid & CPR W/ AED for Infants, Children, and Adults	1	Scheduled	Nuiqsut	6	Industry
First Aid & CPR W/ AED for Infants, Children, and Adults	1	Requested	Kaktovik	15	Industry
First Aid & CPR W/ AED for Infants, Children, and Adults	5	Requested	Utqiagvik	39	Industry

Appendix: Workforce Development | 2024

First Care Provider	1	Requested	Utqiagvik	12	Industry
Microsoft Excel	3	Requested	Utqiagvik	30	ICC
Microsoft Excel	1	Scheduled	Anaktuvak Pass	1	ICC
Microsoft Word	2	Scheduled	Utqiagvik	14	ICC
Microsoft Word	1	Requested	Nuiqsut	5	ICC
Office Skills Development: Difficult People	1	Requested	Utqiagvik	22	ICC
PowerPoint	1	Requested	Utqiagvik	5	ICC
Presentation Skills	1	Requested	Utqiagvik	2	ICC
Professionalism in the Workplace	2	Requested	Utqiagvik	25	ICC
Professionalism in the Workplace	1	Scheduled	Anaktuvak Pass	1	ICC
Professionalism in the Workplace	1	Scheduled	Nuiqsut	22	ICC
Respirator Use	1	Requested	Utqiagvik	3	Industry
Respirator Use	1	Requested	Point Hope	4	Industry
Starting your own Business	1	Scheduled	Utqiagvik	1	ICC
Supervisor Training	1	Requested	Utqiagvik	10	ICC
Tank Farm Management and Spill	1	Requested	Nuiqsut	1	ICC
Time Management	1	Requested	Anchorage	9	ICC
Time Management Adult	1	Requested	Utqiagvik	4	ICC
Water Exam Proctoring	5	Requested	Utqiagvik	7	ICC

Appendix: Workforce Development | 2024

Fall 2023

Trainings Topics	Trainings: Total	Trainings: Scheduled vs. Requested	Trainings: Location	Number Students	Cert. Type Offered
Training Topics: 24	58	Scheduled: 33 Requested: 25	Atqasuk: 1 Kaktovik: 1 Nome: 2 Nuiqsut: 2 Point Lay: 4 St. Paul Island: 3 Utqiagvik: 45	325	Industry Credentials: 294 Iļisaḡvik College Cert: 31
30-Hour General Industry Safety & Health Standards	1	Scheduled	Utqiagvik	3	Industry
40-Hour HAZWOPER	1	Scheduled	Nuiqsut	9	Industry
40-Hour HAZWOPER	1	Scheduled	Point Lay	1	Industry
40-Hour HAZWOPER	1	Requested	St. Paul Island	9	Industry
40-Hour HAZWOPER	2	Scheduled	Utqiagvik	12	Industry
8-Hour HAZWOPER Refresher	1	Scheduled	Nuiqsut	11	Industry
8-Hour HAZWOPER Refresher	1	Scheduled	Point Lay	2	Industry
8-Hour HAZWOPER Refresher	1	Requested	St. Paul Island	2	Industry
8-Hour HAZWOPER Refresher	2	Scheduled	Utqiagvik	18	Industry
Alaska Safe Food Worker Certification	2	Requested	Utqiagvik	13	Industry
Basic Drivers Education	4	Scheduled	Utqiagvik	6	Industry
Behind the Wheel Driving	4	Scheduled	Utqiagvik	7	Industry
Behind the Wheel Proctoring	5	Requested	Utqiagvik	26	Industry
Blood Borne Pathogens	1	Requested	Utqiagvik	55	Industry
CDL General Knowledge	1	Requested	Utqiagvik	10	Industry
CDL Written Exam Preparation	1	Scheduled	Nome	5	Industry
CDL Written Exam Preparation	1	Scheduled	Utqiagvik	11	Industry

Appendix: Workforce Development | 2024

Class B to Class A Conversion	1	Scheduled	Utqiagvik	2	Industry
Entry Level Operation of Class B or C Commercial Motor Vehicles	1	Scheduled	Nome	2	Industry
Entry Level Operation of Class B or C Commercial Motor Vehicles	3	Requested	Utqiagvik	4	Industry
Financial Literacy	2	Scheduled	Utqiagvik	4	ICC
First Aid & CPR W/ AED for Infants, Children, and Adults	1	Requested	Point Lay	3	Industry
First Aid & CPR W/ AED for Infants, Children, and Adults	1	Requested	St. Paul Island	5	Industry
First Aid & CPR W/ AED for Infants, Children, and Adults	4	Requested	Utqiagvik	25	Industry
First Aid & CPR W/ AED for Infants, Children, and Adults	2	Scheduled	Utqiagvik	12	Industry
Grant Writing Basics	1	Scheduled	Utqiagvik	14	ICC
Lifeguarding	1	Requested	Atkasuk	4	Industry
Lifeguarding	1	Requested	Utqiagvik	9	Industry
MANDT	3	Scheduled	Utqiagvik	21	Industry
Methods of Instruction	1	Requested	Utqiagvik	4	Industry
Microsoft Excel	1	Scheduled	Kaktovik	5	ICC
Operation of Class B/CDL Vehicles	1	Scheduled	Utqiagvik	1	Industry
Respirator Use (Fit Testing)	1	Requested	Point Lay	2	Industry
Start your own Business	1	Scheduled	Utqiagvik	3	ICC
Steam/High Pressure Jetter Training	1	Requested	Utqiagvik	3	ICC
Water Exam Proctoring	1	Scheduled	Utqiagvik	2	ICC

Appendix: Workforce Development | 2024

Spring 2024

Trainings Topics	Trainings: Total	Trainings: Scheduled vs. Requested	Trainings: Location	Number Students	Cert. Type Offered
Training Topics: 27	77	Scheduled: 39 Requested: 38	Anaktuvuk P: 3 Atqasuk: 5 Fairbanks: 2 Kotzebue: 2 Nome: 1 Nuiqsut: 2 Online: 2 Point Hope: 2 St. Paul Island: 1 Utqiagvik: 53 Wainwright: 4	442	Industry Credentials: 377 Iliisaqvik College Cert: 65
40 Hour HAZWOPER	1	Requested	Atqasuk	7	Industry
40 Hour HAZWOPER	1	Scheduled	Atqasuk	4	Industry
40 Hour HAZWOPER	1	Scheduled	Point Hope	2	Industry
40 Hour HAZWOPER	2	Scheduled	Utqiagvik	9	Industry
8 Hour HAZWOPER Refresher	1	Scheduled	Anaktuvak Pass	2	Industry
8 Hour HAZWOPER Refresher	1	Scheduled	Atqasuk	9	Industry
8 Hour HAZWOPER Refresher	1	Scheduled	Point Hope	9	Industry
8 Hour HAZWOPER Refresher	2	Scheduled	Utqiagvik	13	Industry
8 Hour HAZWOPER Refresher	1	Scheduled	Wainwright	2	Industry
Adult CPR	2	Requested	Utqiagvik	14	Industry
Alaska Safe Food Worker Certification	3	Requested	Utqiagvik	12	Industry
Basic Driver's Education	4	Scheduled	Utqiagvik	11	Industry
Basic Life Support	1	Scheduled	Kotzebue	5	Industry
Basic Life Support	2	Requested	Utqiagvik	15	Industry
Behind the Wheel	2	Requested	Utqiagvik	6	Industry
Behind the Wheel Proctoring	9	Requested	Utqiagvik	52	Industry
CDL General Knowledge	1	Requested	Utqiagvik	9	Industry
CDL Written Entry Level Operation and Unrestricted Test Preparation	1	Scheduled	Fairbanks	2	Industry
CDL Written Entry Level Operation and Unrestricted Test Preparation	1	Scheduled	Nome	3	Industry
Commercial Driver's License - Written Test Prep	1	Scheduled	Anaktuvak Pass	10	Industry
Commercial Driver's License - Written Test Prep	1	Scheduled	Atqasuk	6	Industry
Commercial Driver's License - Written Test Prep	1	Scheduled	Nuiqsut	10	Industry
Commercial Driver's License - Written Test Prep	1	Scheduled	Utqiagvik	5	Industry
Commercial Driver's License - Written Test Prep	1	Scheduled	Wainwright	4	Industry
Crane Operator	1	Requested	Utqiagvik	6	Industry
CUSTODIAL SAFETY	1	Requested	Utqiagvik	3	Industry
Driver's Ed Test Preparation of Written Exam	1	Scheduled	Anaktuvak Pass	15	Industry
Driver's Ed Test Preparation of Written Exam	1	Scheduled	Atqasuk	6	Industry
Driver's Ed Test Preparation of Written Exam	1	Scheduled	Nuiqsut	10	Industry
Driver's Ed Test Preparation of Written Exam	1	Scheduled	Wainwright	5	Industry
Entry Level Operation of Class B or C Commercial Motor Vehicles	2	Scheduled	Utqiagvik	6	Industry
ETT	1	Requested	Kotzebue	6	Industry

Appendix: Workforce Development | 2024

ETT	1	Requested	Utqiagvik	9	Industry
Financial Literacy	1	Requested	St. Paul Island	4	ICC
Introduction to Heavy Equipment Operations	1	Scheduled	Utqiagvik	4	ICC
Journeyman Exam Proctoring	3	Requested	Utqiagvik	3	ICC
MANDT	2	Scheduled	Utqiagvik	9	Industry
Operation Practice and Road Test Class B Commercial Driver	1	Requested	Fairbanks	1	Industry
Professionalism in the Office	2	Requested	Online	26	ICC
Robert Rules of Order	1	Requested	Wainwright	9	ICC
Standard First Aid	7	Scheduled	Utqiagvik	65	Industry
Trial Course: Hunter Education	1	Scheduled	Utqiagvik	1	Industry
Water Exam Proctoring	5	Requested	Utqiagvik	19	ICC
Water Treatment Level I	1	Requested	Utqiagvik	14	Industry

Organizations Served

1	Aleut Community of St. Paul Island	17	North Slope Borough Police Department
2	Arctic Slope Native Association	18	North Slope Borough Public Works
3	Arctic Slope Native Association	19	North Slope Borough School District
4	Arctic Women in Crisis	20	North Slope Borough School District M&O
5	Bering Strait Corporation	21	North Slope Borough Search and Rescue
6	BUECI	22	Northwest Arctic Borough
7	Children Youth Services	23	NSB Fire Department
8	Covenant House	24	NSB Health Department
9	Iñupiat Community of the Arctic Slope	25	Tagiugmiullu Nunamiullu Housing Authority
10	Kaktovik Volunteer Fire Department	26	The Village of Atkasuk
11	Kawerak	27	The Village of Kaktovik
12	North Slope Borough	28	The Village of Nuiqsut
13	North Slope Borough Admin and Finance	29	The Village of Wainwright
14	North Slope Borough Human Resources	30	Ukpeagvik Iñupiat Corporation
15	North Slope Borough Mayors Office	31	Umiaq
16	North Slope Borough Planning		