

UAA ANNUAL REPORT ON PERSISTENCE AS OF FALL 2022

Purpose and use: Annual reports on the student achievement metrics serve as status reports for performance on each measure. Sharing these reports keeps the institution focused on and accountable for the measures. They show progress toward goals and help identify areas that may need additional work or investment. Disaggregating data allows the institution to track efforts to close equity and performance gaps. These reports are posted on the website for dissemination to governance and leadership groups to be used for continuous improvement to inform planning, decision making, and allocation of resources.

PERSISTENCE: THE BIG PICTURE

Long-Term Trend

- (1) Overall, persistence rates from 1st fall to 1st spring show a slight downward trend at both baccalaureate and associate levels. Persistence rates for first-time full-time baccalaureate and associate students have fluctuated around 85% and 75% respectively.
- (2) Persistence rates for first-time part-time baccalaureate and associate students have been mostly under 65% (Figures 1.1 and 1.2).

Trend in Most Recent Cohort

- (1) Compared to the Fall 2019 cohort, persistence rates from 1st fall to 1st spring declined for the Fall 2020 cohort overall. They declined by 3.6% for first-time full-time baccalaureate, 7.3% for first-time full-time associate, and 4.8% for first-time part-time associate students (Figures 1.1 and 1.2).
- (2) Students who identified as Asian, students who identified as female, and students of age 18-24 tended to have higher persistence rates than others (Tables 1.1 and 1.2).

PERSISTENCE FROM 1ST FALL TO 1ST SPRING TERM, DISAGGREGATED

DEFINITION: The percentage of first-time associate and baccalaureate degree-seeking freshmen who enter in a given fall term and return the following spring term.

RATIONALE: When a student persists from their 1st fall to their 1st spring, it can indicate that the student felt welcomed, supported, and connected inside and outside the classroom. This welcome and support has been shown to motivate students to remain enrolled in their studies at an institution. Laying a foundation in the first semester and seeing the student continue is a strong indication of ongoing retention and ultimately graduation.

PEER COMPARISON: No comparator peer data are available.

Figure 1.1

UAA PERSISTENCE RATES FROM 1ST FALL TO 1ST SPRING TERMS: **BACCALAUREATE DEGREE SEEKERS**

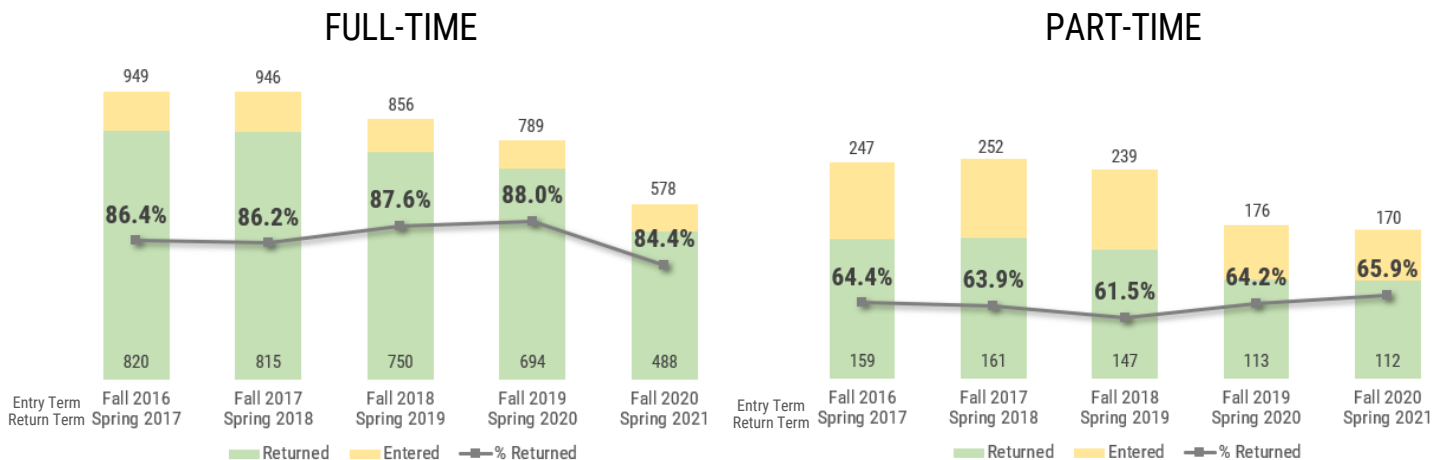




Table 1.1

UAA PERSISTENCE RATES FROM 1ST FALL TO 1ST SPRING TERMS: **BACCALAUREATE** DEGREE SEEKERS – DISAGGREGATED

BACCALAUREATE	Entered Term Returned Term	FULL-TIME			PART-TIME		
		Fall 16 Spring 17	Fall 20 Spring 21	RATE CHANGE	Fall 16 Spring 17	Fall 20 Spring 21	RATE CHANGE
		86.4%	84.4%	-2.0 pts	64.4%	65.9%	1.5 pts
Race/Ethnicity							
African American		76.0%	87.5%	11.5 pts	23.5%	50.0%	26.5 pts
Alaska Native/American Indian		73.2%	72.5%	-0.7 pts	42.9%	55.0%	12.1 pts
Asian		90.4%	95.2%	4.8 pts	76.7%	78.9%	2.2 pts
Hispanic		84.3%	86.0%	1.7 pts	77.3%	57.1%	-20.2 pts
Native Hawaiian/Pacific Islander		80.0%	74.2%	-5.8 pts	80.0%	83.3%	3.3 pts
Two or More Races (Non-Hispanic)		87.3%	83.7%	-3.6 pts	79.2%	75.0%	-4.2 pts
White		89.6%	83.7%	-5.9 pts	70.5%	65.4%	-5.1 pts
Other Characteristics							
Age 18-24		86.2%	84.6%	-1.6 pts	67.5%	65.9%	-1.6 pts
Age 25+		89.3%	83.0%	-6.3 pts	47.4%	65.6%	18.2 pts
Female		88.4%	86.4%	-2.0 pts	66.0%	68.7%	2.7 pts
Male		83.8%	81.2%	-2.6 pts	62.9%	59.3%	-3.6 pts
Pell Grant Recipient		83.7%	82.1%	-1.6 pts	65.4%	81.4%	16.0 pts
First Generation		82.8%	83.4%	0.6 pts	63.4%	67.3%	3.9 pts

Figure 1.2

UAA PERSISTENCE RATES FROM 1ST FALL TO 1ST SPRING TERMS: **ASSOCIATE** DEGREE SEEKERS

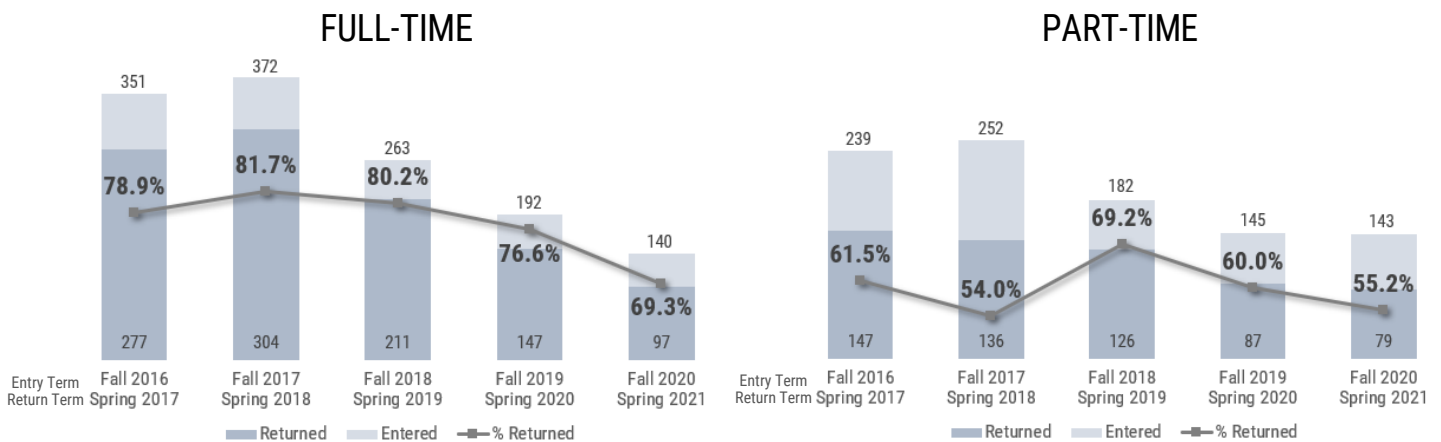




Table 1.2

UAA PERSISTENCE RATES FROM 1ST FALL TO 1ST SPRING TERMS: **ASSOCIATE DEGREE SEEKERS** – DISAGGREGATED

ASSOCIATE	Entered Term Returned Term	FALL 16 Spring 17	FULL-TIME Fall 20 Spring 21	RATE CHANGE	FALL 16 Spring 17	PART-TIME Fall 20 Spring 21	RATE CHANGE
		78.9%	69.3%	-9.6 pts	61.5%	55.2%	-6.3 pts
<i>Race/Ethnicity</i>							
African American		81.8%	75.0%	-6.8 pts	33.3%	40.0%	6.7 pts
Alaska Native/American Indian		67.3%	62.5%	-4.8 pts	56.1%	62.5%	6.4 pts
Asian		75.0%	72.2%	-2.8 pts	77.8%	69.2%	-8.6 pts
Hispanic		75.0%	92.9%	17.9 pts	56.5%	41.7%	-14.8 pts
Native Hawaiian/Pacific Islander		50.0%	No Cohort	NA	No Cohort	50.0%	NA
Two or More Races (Non-Hispanic)		84.6%	66.7%	-17.9 pts	65.0%	60.0%	-5.0 pts
White		84.1%	69.0%	-15.1 pts	63.7%	53.7%	-10.0 pts
<i>Other Characteristics</i>							
Age 18-24		79.4%	69.4%	-10.0 pts	59.0%	56.7%	-2.3 pts
Age 25+		76.4%	68.8%	-7.6 pts	68.2%	52.2%	-16.0 pts
Female		79.3%	74.4%	-4.9 pts	64.5%	53.2%	-11.3 pts
Male		78.6%	62.1%	-16.5 pts	55.3%	59.2%	3.9 pts
Pell Grant Recipient		82.3%	73.1%	-9.2 pts	66.3%	61.5%	-4.8 pts
First Generation		78.6%	65.4%	-13.2 pts	57.6%	53.0%	-4.6 pts



UAA ANNUAL REPORT ON RETENTION AS OF FALL 2022

Purpose and use: Annual reports on the student achievement metrics serve as status reports for performance on each measure. Sharing these reports keeps the institution focused on and accountable for the measures. They show progress toward goals and help identify areas that may need additional work or investment. Disaggregating data allows the institution to track efforts to close equity and performance gaps. These reports are posted on the website for dissemination to governance and leadership groups to be used for continuous improvement to inform planning, decision making, and allocation of resources.

This report presents two measures: (1) retention from 1st to 2nd fall; and (2) retention from 1st to 3rd fall. Following students beyond the 2nd fall, the traditional measure, allows UAA a more complete view of student behavior and progression towards completion.

RETENTION: THE BIG PICTURE

Peer Comparison

- (1) UAA's retention from 1st to 2nd fall for the AY 2019 cohort of full-time baccalaureate students was within the range of the peer institutions, while its part-time student retention rate was 9% below the peer average (Table 2.1).

Long-Term Trend

- (1) Overall, retention rates from 1st to 2nd fall have been stable with a recovering upward trend at both baccalaureate and associate levels. Retention rates for first-time full-time baccalaureate and associate students have fluctuated around 68% and 55% respectively. Retention rates for first-time part-time baccalaureate and associate students have been mostly under 50% (Figures 2.1, 2.2, 2.3, and 2.4).
- (2) Overall, retention rates from 1st to 3rd fall show a downward trend at both baccalaureate and associate levels. Retention rates for first-time full-time baccalaureate and associate students have fluctuated around 55% and 35% respectively. Retention rates for first-time part-time baccalaureate and associate students have fluctuated around 30% and 25% respectively (Figures 2.3 and 2.4).

Trend in Most Recent Cohort

- (1) Compared to the Fall 2019 cohort, retention rates from 1st to 2nd fall for the Fall 2020 cohort improved overall. They increased by 13.7% for first-time part-time baccalaureate and 5.9% for first-time full-time associate students (Figures 2.1 and 2.2). Students who identified as Asian, students who identified as female, and students of age 18-24 tended to have higher retention rates than others (Tables 2.2 and 2.3).
- (2) Compared to the Fall 2018 cohort, retention rates from 1st to 3rd fall increased slightly for first-time part-time baccalaureate but declined by up to 7.4% for first-time full-time baccalaureate and associate students (Figures 2.3 and 2.4). There were no clear trends in retention rates for different groups of students (Tables 2.4 and 2.5).

UAA RETENTION RATES FROM 1ST FALL TO 2ND SUBSEQUENT FALL TERM – DISAGGREGATED

DEFINITION: Traditional measure of the percentage of first-time, full-time associate and baccalaureate degree-seeking freshmen who enter in a given fall term and return the following fall.

RATIONALE: Following the student from the 1st fall to 2nd fall can indicate ongoing connections and support inside and outside of the classroom are motivating students to return to continue their studies at the institution. Continuing enrollment is a key factor in completion.

PEER COMPARISON: Peer comparisons are available through IPEDS 2020 for first-time, full-time and part-time baccalaureate degree-seeking students.

Table 2.1

PEER RETENTION RATES: BACCALAUREATE DEGREE-SEEKING STUDENTS, FALL 2019

Institution	FULL-TIME	PART-TIME
University of Alabama at Birmingham	86%	48%
The University of West Florida	84%	66%
College of Staten Island CUNY	81%	75%
Arkansas State University	79%	33%
University of North Georgia	78%	50%
Texas Woman's University	77%	63%
Colorado Mesa University	75%	45%
California University of Pennsylvania	70%	29%
Lamar University	69%	57%
University of Alaska Anchorage	68%	37%
Arkansas Tech University	67%	38%
Utah Valley University	67%	44%
Weber State University	66%	40%
New Mexico Highlands University	64%	33%
Idaho State University	63%	35%
Eastern New Mexico University–Main Campus	61%	50%
Southeastern Oklahoma State University	61%	56%
Dixie State University	59%	35%
Texas A & M University–Commerce	58%	30%
Arizona State University Digital Immersion	0%	49%
Average of Peer Institutions	67%	46%

Figure 2.1

UAA RETENTION RATES FROM 1ST TO 2ND FALL TERMS: BACCALAUREATE DEGREE SEEKERS

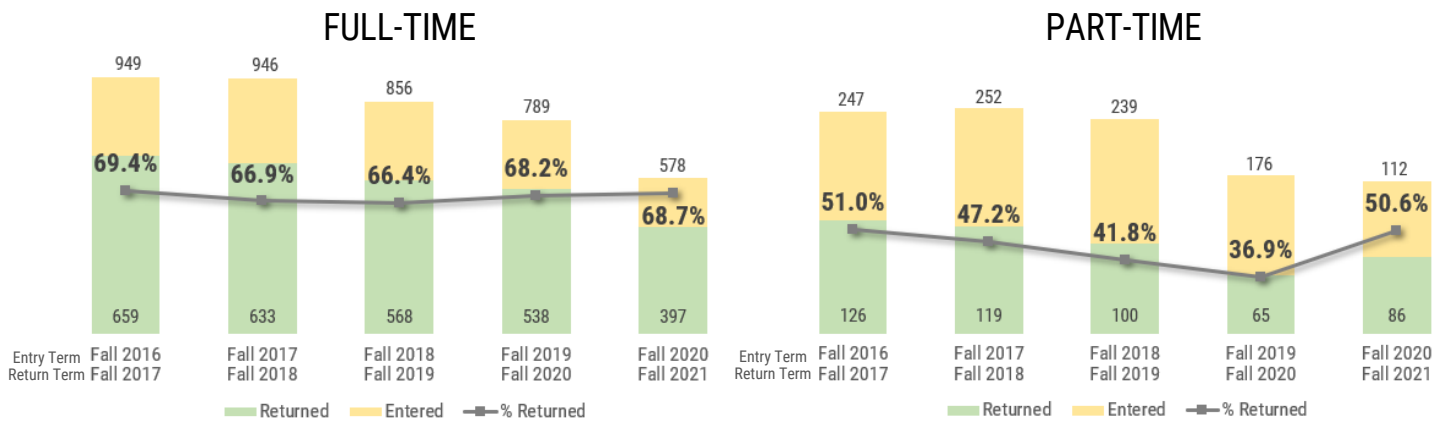




Table 2.2

UAA RETENTION RATES FROM 1ST TO 2ND FALL TERMS: **BACCALAUREATE DEGREE SEEKERS – DISAGGREGATED**

BACCALAUREATE	Entered Term Returned Term	FULL-TIME			PART-TIME		
		Fall 16 Fall 17	Fall 20 Fall 21	RATE CHANGE	Fall 16 Fall 17	Fall 20 Fall 21	RATE CHANGE
		69.4%	68.7%	-0.7 pts	51.0%	50.6%	-0.4 pts
Race/Ethnicity							
African American		60.0%	62.5%	2.5 pts	23.5%	40.0%	16.5 pts
Alaska Native/American Indian		44.9%	56.9%	12.0 pts	35.7%	30.0%	-5.7 pts
Asian		74.8%	84.5%	9.7 pts	56.7%	68.4%	11.7 pts
Hispanic		74.7%	78.9%	4.2 pts	77.3%	42.9%	-34.4 pts
Native Hawaiian/Pacific Islander		60.0%	71.0%	11.0 pts	40.0%	50.0%	10.0 pts
Two or More Races (Non-Hispanic)		69.8%	65.3%	-4.5 pts	62.5%	87.5%	25.0 pts
White		72.8%	63.7%	-9.1 pts	54.7%	45.7%	-9.0 pts
Other Characteristics							
Age 18-24		69.2%	69.1%	-0.1 pts	53.6%	52.2%	-1.4 pts
Age 25+		72.0%	63.8%	-8.2 pts	36.8%	43.8%	7.0 pts
Female		70.8%	71.2%	0.4 pts	50.0%	51.3%	1.3 pts
Male		67.6%	64.6%	-3.0 pts	53.9%	50.0%	-3.9 pts
Pell Grant Recipient		62.6%	62.8%	0.2 pts	51.3%	67.4%	16.1 pts
First Generation		63.0%	66.9%	3.9 pts	51.6%	55.8%	4.2 pts

Figure 2.2

UAA RETENTION RATES FROM 1ST TO 2ND FALL TERMS: **ASSOCIATE DEGREE SEEKERS**

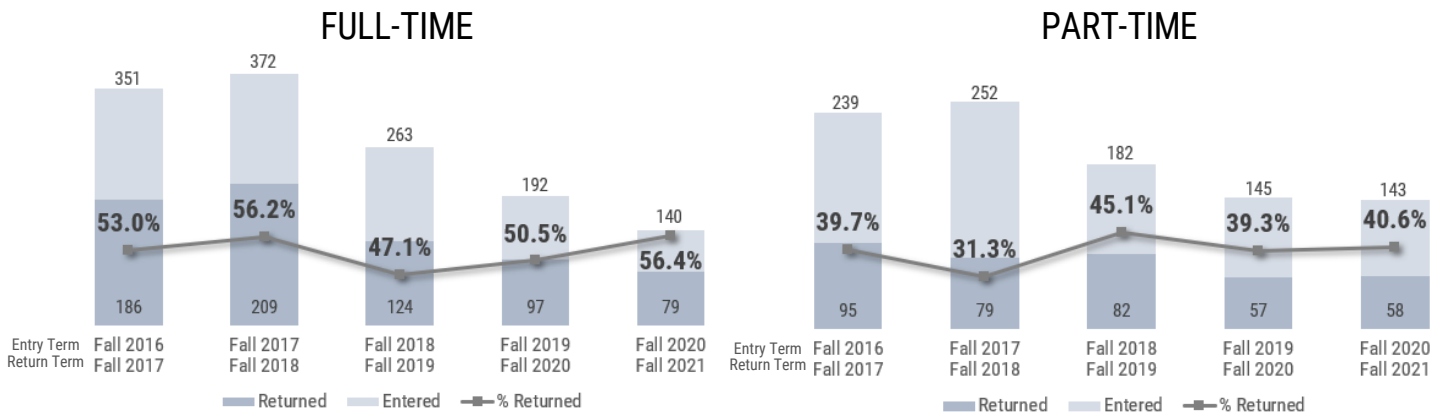




Table 2.3

UAA RETENTION RATES FROM 1ST TO 2ND FALL TERMS: **ASSOCIATE DEGREE SEEKERS** – DISAGGREGATED

ASSOCIATE	Entered Term Returned Term	FULL-TIME		RATE CHANGE	PART-TIME		RATE CHANGE
		Fall 16 Fall 17	Fall 20 Fall 21		Fall 16 Fall 17	Fall 20 Fall 21	
		53.0%	56.4%	3.4 pts	39.7%	40.6%	0.9 pts
Race/Ethnicity							
African American		63.6%	25.0%	-38.6 pts	22.2%	60.0%	37.8 pts
Alaska Native/American Indian		32.7%	43.8%	11.1 pts	26.8%	37.5%	10.7 pts
Asian		62.5%	66.7%	4.2 pts	55.6%	53.8%	-1.8 pts
Hispanic		40.0%	71.4%	31.4 pts	30.4%	25.0%	-5.4 pts
Native Hawaiian/Pacific Islander		50.0%	No Cohort	NA	No Cohort	50.0%	NA
Two or More Races (Non-Hispanic)		46.2%	55.6%	9.4 pts	55.0%	50.0%	-5.0 pts
White		61.5%	56.3%	-5.2 pts	43.4%	38.8%	-4.6 pts
Other Characteristics							
Age 18-24		53.7%	56.5%	2.8 pts	33.5%	38.1%	4.6 pts
Age 25+		49.1%	56.3%	7.2 pts	56.1%	45.7%	-10.4 pts
Female		51.2%	65.9%	14.7 pts	40.4%	39.4%	-1.0 pts
Male		54.5%	43.1%	-11.4 pts	36.2%	42.9%	6.7 pts
Pell Grant Recipient		52.3%	46.2%	-6.1 pts	39.3%	46.2%	6.9 pts
First Generation		49.2%	50.0%	0.8 pts	33.7%	40.9%	7.2 pts



UAA RETENTION FROM 1ST FALL TO 3RD SUBSEQUENT FALL TERM – DISAGGREGATED

DEFINITION: The percentage of first-time, full-time associate and baccalaureate degree-seeking freshmen who enter in a given fall term and return for a 3rd fall term 2 years later. Students who graduated before the 3rd fall are not considered as retained.

RATIONALE: Retaining students from their 1st to their 3rd fall semester is one measure of a student’s intent to remain at the institution to complete their studies. The strong foundation of connection and support created inside and outside the classroom in the first four semesters should increase the student’s commitment to continuing at UAA.

PEER COMPARISON: No comparator peer data are available.

Figure 2.3

UAA RETENTION RATES FROM 1ST TO 3RD FALL TERMS: **BACCALAUREATE DEGREE SEEKERS**

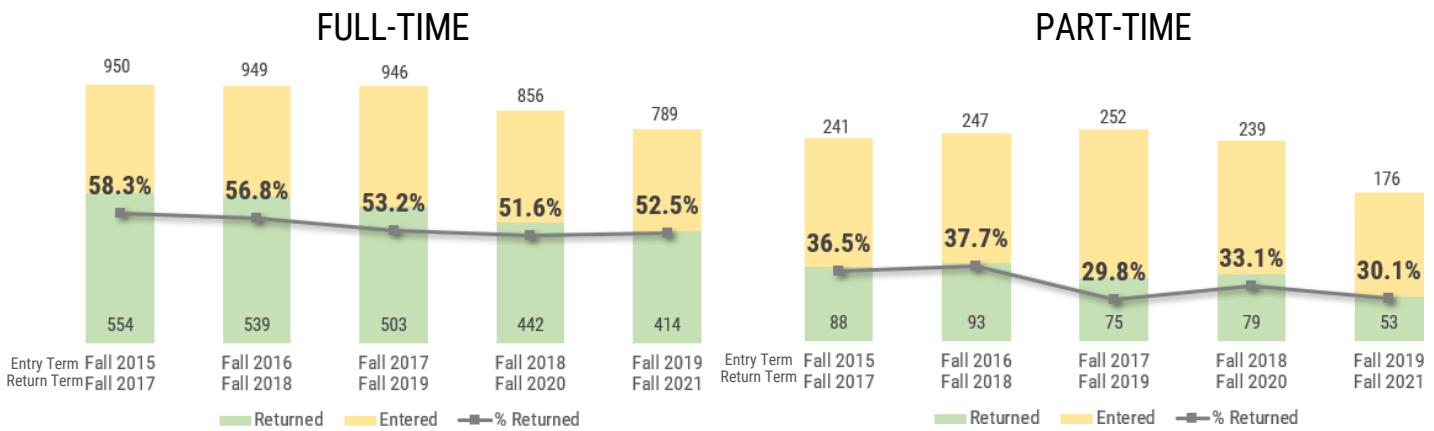


Table 2.4

UAA RETENTION RATES FROM 1ST TO 3RD FALL TERMS: **BACCALAUREATE DEGREE SEEKERS – DISAGGREGATED**

BACCALAUREATE	FULL-TIME			PART-TIME			
	Entered Term Returned Term	Fall 15 Fall 17	Fall 19 Fall 21	RATE CHANGE	Fall 15 Fall 17	Fall 19 Fall 21	RATE CHANGE
		58.3%	52.5%	-5.8 pts	36.5%	30.1%	-6.4 pts
Race/Ethnicity							
African American		47.8%	60.0%	12.2 pts	9.1%	33.3%	24.2 pts
Alaska Native/American Indian		35.5%	44.2%	8.7 pts	19.4%	4.8%	-14.6 pts
Asian		65.3%	52.3%	-13.0 pts	26.7%	57.1%	30.4 pts
Hispanic		67.9%	53.8%	-14.1 pts	35.7%	40.0%	4.3 pts
Native Hawaiian/Pacific Islander		38.5%	70.3%	31.8 pts	33.3%	54.5%	21.2 pts
Two or More Races (Non-Hispanic)		67.1%	48.1%	-19.0 pts	39.1%	41.2%	2.1 pts
White		60.9%	50.4%	-10.5 pts	48.0%	22.2%	-25.8 pts
Other Characteristics							
Age 18-24		58.6%	52.6%	-6.0 pts	34.4%	28.9%	-5.5 pts
Age 25+		52.9%	51.1%	-1.8 pts	51.7%	37.5%	-14.2 pts
Female		58.3%	56.6%	-1.7 pts	40.4%	35.4%	-5.0 pts
Male		58.3%	47.1%	-11.2 pts	31.0%	22.4%	-8.6 pts
Pell Grant Recipient		52.1%	50.3%	-1.8 pts	28.0%	29.3%	1.3 pts
First Generation		54.6%	48.5%	-6.1 pts	30.3%	28.3%	-2.0 pts



Figure 2.4

UAA RETENTION RATES FROM 1ST TO 3RD FALL TERMS: **ASSOCIATE DEGREE SEEKERS**

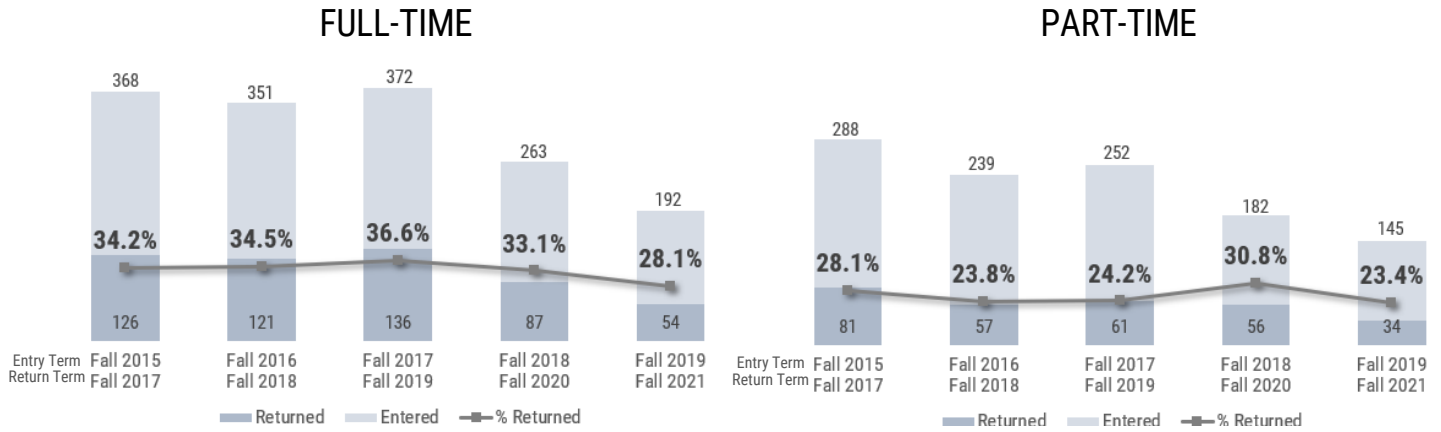


Table 2.5

UAA RETENTION RATES FROM 1ST TO 3RD FALL TERMS: **ASSOCIATE DEGREE SEEKERS – DISAGGREGATED**

ASSOCIATE	FULL-TIME			PART-TIME			
	Entered Term Returned Term	Fall 15 Fall 17	Fall 19 Fall 21	RATE CHANGE	Fall 15 Fall 17	Fall 19 Fall 21	RATE CHANGE
		34.2%	28.1%	-6.1 pts	28.1%	23.4%	-4.7 pts
Race/Ethnicity							
African American		45.5%	33.3%	-12.2 pts	11.8%	16.7%	4.9 pts
Alaska Native/American Indian		5.7%	17.9%	12.2 pts	25.0%	16.7%	-8.3 pts
Asian		50.0%	15.4%	-34.6 pts	45.5%	50.0%	4.5 pts
Hispanic		23.8%	38.5%	14.7 pts	36.4%	28.6%	-7.8 pts
Native Hawaiian/Pacific Islander		No Cohort	50.0%	NA	33.3%	33.3%	0.0 pts
Two or More Races (Non-Hispanic)		42.9%	20.0%	-22.9 pts	19.0%	57.1%	38.1 pts
White		37.6%	33.0%	-4.6 pts	28.8%	17.9%	-10.9 pts
Other Characteristics							
Age 18-24		33.4%	28.8%	-4.6 pts	25.7%	22.6%	-3.1 pts
Age 25+		38.9%	25.0%	-13.9 pts	37.9%	26.7%	-11.2 pts
Female		42.3%	25.8%	-16.5 pts	28.7%	24.7%	-4.0 pts
Male		26.9%	30.1%	3.2 pts	27.4%	21.6%	-5.8 pts
Pell Grant Recipient		36.5%	24.7%	-11.8 pts	25.7%	23.3%	-2.4 pts
First Generation		25.8%	28.1%	2.3 pts	24.3%	25.5%	1.2 pts



UAA ANNUAL REPORT ON GRADUATION AS OF FALL 2022

Purpose and use: Annual reports on the student achievement metrics serve as status reports for performance on each measure. Sharing these reports keeps the institution focused on and accountable for the measures. They show progress toward goals and help identify areas that may need additional work or investment. Disaggregating data allows the institution to track efforts to close equity and performance gaps. These reports are posted on the website for dissemination to governance and leadership groups to be used for continuous improvement to inform planning, decision making, and allocation of resources.

This report presents three measures: (1) baccalaureate graduation rates at 6, 8, and 10 years; (2) associate graduation rates at 4, 6, and 8 years; and (3) junior graduation rate.

GRADUATION: THE BIG PICTURE

Peer Comparison

- (1) UAA's 6- and 8-year baccalaureate graduation rates were lower than the average of the peer institutions for the AY 2014 and 2012 entering cohorts respectively (Table 3.1).
- (2) UAA's estimated 4-, 6-, and 8-year associate graduation rates were higher than the average of the peer institutions for the AY 2012 entering cohort (Table 3.5). These associate graduation rates were estimated to be significantly lower than actual graduation rates due to the limited data availability (for details, see the note under Table 3.5).

Long-Term Trend

- (1) Overall, first-time full-time 6- and 8-year baccalaureate graduation rates have been stable around 30% and 35% respectively with an upward trend. First-time full-time 10-year baccalaureate graduation rates have been slowly declining around 35%, but they are expected to recover considering the improving 6- and 8-year graduation rates in recent years (Figures 3.1, 3.2, 3.3, and 3.4).
- (2) Overall, first-time full-time 4- and 6-year associate graduation rates have fluctuated around 20% and 25% with an upward trend. First-time full-time 8-year associate graduation rates have been stable just above 25%, but they are expected to go up considering the improving 4- and 6-year graduation rates in recent years (Figures 3.5, 3.6, 3.7, and 3.8).
- (3) Overall, the percentages of full-time and part-time baccalaureate students who graduated within 4 years of reaching the junior class standing, or junior graduation rates, have fluctuated around 70% and 35% with an upward trend (Figure 3.9).

Trend in Most Recent Cohort

- (1) First-time full-time 6-year baccalaureate graduation rates for the Fall 2015 cohort are almost identical to those for the Fall 2014 cohort (Figure 3.2). Students who identified as White, students who identified as female, and students of age 25+ tended to have higher baccalaureate graduation rates than others (Tables 3.2, 3.3, and 3.4).
- (2) First-time full-time 4-year associate graduation rates for the Fall 2017 cohort are 3.8% higher than those for the Fall 2016 cohort (Figure 3.6). Student who identified as female tended to have higher baccalaureate graduation rates than others (Tables 3.6, 3.7, and 3.8).
- (3) Junior graduation rates for the AY 2018 junior cohort were 2.3% higher than those for the AY 2017 junior cohort (Figure 3.9). Students who identified as Asian, students who identified as female, and students of age 18-24 tended to have higher junior graduation rates than others (Table 3.9).

BACCALAUREATE GRADUATION RATES (6, 8, AND 10 YEARS) – DISAGGREGATED

DEFINITION: The percentage of first-time, full-time baccalaureate degree-seeking freshmen who enter in a given fall term and earn their degree within 6 years (150% of catalog time). UAA is also tracking 8- and 10-year completions.

RATIONALE: Measuring how long it takes for a defined group of entering students to complete their degree programs is a traditional measure of student success. Timely completions save students money and can indicate effectiveness of academic planning and student support. Because many UAA students transition from full-time to part-time enrollment from one semester to the next, extending the timeframe for tracking graduation provides a more complete picture of UAA student completions.

PEER COMPARISON: Peer comparison data are available through IPEDS 2020 for baccalaureate 6- and 8-year graduation rates.



Table 3.1

PEER COMPARISON FOR BACCALAUREATE 6- AND 8-YEAR GRADUATION RATES

Institution	6-Year	8-Year
University of Alabama at Birmingham	58%	62%
California University of Pennsylvania	54%	55%
University of North Georgia	54%	56%
College of Staten Island CUNY	48%	53%
Arkansas State University	47%	49%
Texas Woman's University	43%	46%
The University of West Florida	43%	46%
Arkansas Tech University	42%	44%
Texas A & M University-Commerce	40%	42%
Colorado Mesa University	39%	41%
Arizona State University Digital Immersion	33%	37%
Southeastern Oklahoma State University	33%	33%
Utah Valley University	33%	42%
Eastern New Mexico University-Main Campus	32%	33%
Idaho State University	32%	36%
University of Alaska Anchorage	31%	37%
Weber State University	31%	41%
Lamar University	27%	32%
Dixie State University	22%	26%
New Mexico Highlands University	21%	23%
Average of Peer Institutions	38%	42%

Note: This table reflects the IPEDS 2020 recording year, so the 6-year rate reflects the AY 2014 entering cohort and the 8-year rate the AY 2012 entering cohort.

Figure 3.1

UAA 6-, 8-, AND 10-YEAR BACCALAUREATE GRADUATION RATES

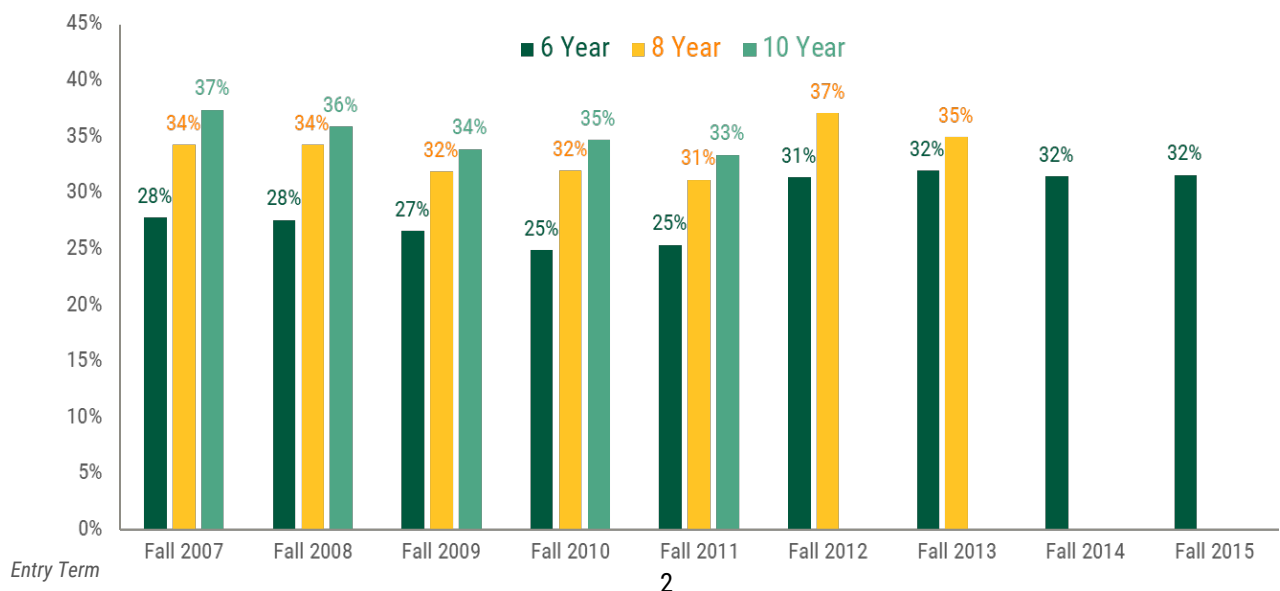




Figure 3.2

BACCALAUREATE GRADUATION RATES, UAA 6-YEAR TREND

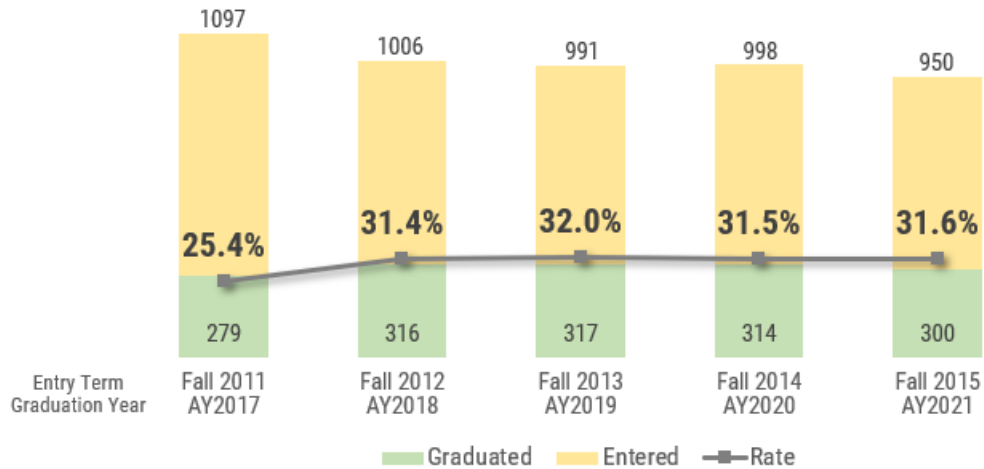


Table 3.2

BACCALAUREATE GRADUATION RATES, UAA 6-YEAR TREND DEGREE SEEKERS – DISAGGREGATED

BACCALAUREATE – Full-time	Entered Term Graduated Year	Fall 2011 AY 2017	FULL-TIME Fall 2015 AY 2021	RATE CHANGE
		25.4%	31.6%	6.2 pts
Race/Ethnicity				
African American		18.8%	13.0%	-5.8 pts
Alaska Native/American Indian		11.8%	9.2%	-2.6 pts
Asian		19.8%	33.1%	13.3 pts
Hispanic		28.1%	33.9%	5.8 pts
Native Hawaiian/Pacific Islander		20.0%	15.4%	-4.6 pts
Two or More Races (Non-Hispanic)		31.1%	36.6%	5.5 pts
White		30.3%	37.0%	6.7 pts
Other Characteristics				
Age 18-24		25.6%	31.4%	5.8 pts
Age 25+		23.8%	35.3%	11.5 pts
Female		25.6%	32.5%	6.9 pts
Male		25.3%	30.5%	5.2 pts
Pell Grant Recipient		17.3%	24.9%	7.6 pts
First Generation		19.6%	29.0%	9.4 pts



Figure 3.3

BACCALAUREATE GRADUATION RATES, UAA 8-YEAR TREND

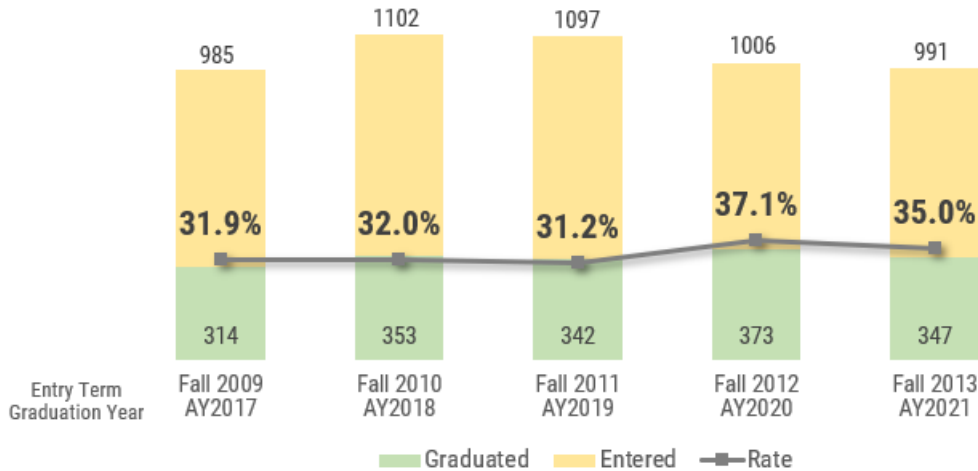


Table 3.3

BACCALAUREATE GRADUATION RATES, UAA 8-YEAR TREND – DISAGGREGATED

BACCALAUREATE – Full-time	Entered Term Graduated Year	Fall 2009 AY 2017	FULL-TIME Fall 2013 AY 2021	RATE CHANGE
		31.9%	35.0%	3.1 pts
Race/Ethnicity				
African American		37.5%	28.0%	-9.5 pts
Alaska Native/American Indian		19.1%	19.1%	0.0 pts
Asian		34.7%	33.0%	-1.7 pts
Hispanic		30.8%	29.3%	-1.5 pts
Native Hawaiian/Pacific Islander		33.3%	No Cohort	NA
Two or More Races (Non-Hispanic)		44.1%	35.5%	-8.6 pts
White		35.3%	41.0%	5.7 pts
Other Characteristics				
Age 18-24		32.3%	34.9%	2.6 pts
Age 25+		27.1%	36.4%	9.3 pts
Female		35.5%	37.8%	2.3 pts
Male		27.5%	31.1%	3.6 pts
Pell Grant Recipient		22.9%	21.6%	-1.3 pts
First Generation		27.0%	28.7%	1.7 pts



Figure 3.4

BACCALAUREATE GRADUATION RATES, UAA 10-YEAR TREND

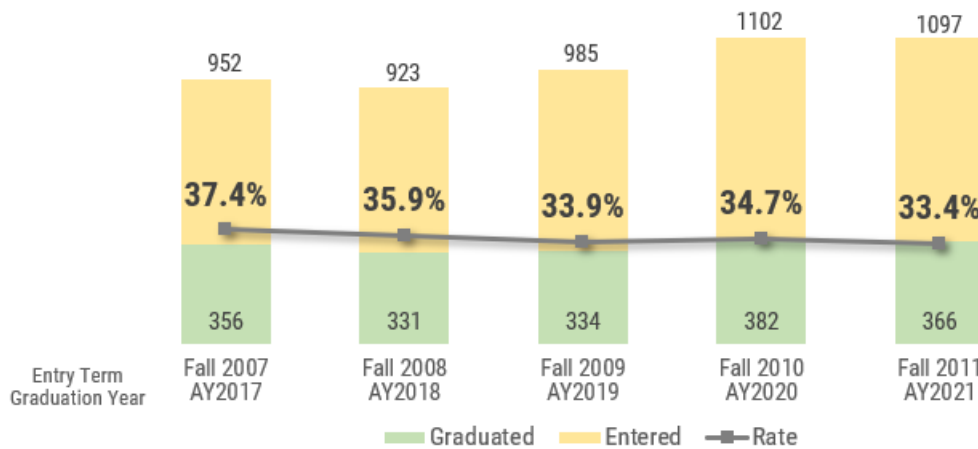


Table 3.4

BACCALAUREATE GRADUATION RATES, UAA 10-YEAR TREND – DISAGGREGATED

BACCALAUREATE – Full-time		FULL-TIME		RATE CHANGE
Entered Term Graduated Year	Fall 2007 AY 2017	Fall 2011 AY 2021		
	37.4%	33.4%		-4.0 pts
Race/Ethnicity				
African American	35.5%	31.3%		-4.2 pts
Alaska Native/American Indian	18.5%	18.8%		0.3 pts
Asian	50.5%	32.5%		-18.0 pts
Hispanic	31.3%	39.1%		7.8 pts
Native Hawaiian/Pacific Islander	No Cohort	20.0%		NA
Two or More Races (Non-Hispanic)	No Cohort	32.8%		NA
White	40.4%	38.0%		-2.4 pts
Other Characteristics				
Age 18-24	37.0%	33.7%		-3.3 pts
Age 25+	42.2%	29.8%		-12.4 pts
Female	42.2%	33.2%		-9.0 pts
Male	30.7%	33.5%		2.8 pts
Pell Grant Recipient	25.0%	24.7%		-0.3 pts
First Generation	33.9%	27.5%		-6.4 pts



ASSOCIATE GRADUATION RATES (4, 6, AND 8 YEARS) – DISAGGREGATED

DEFINITION: The percentage of first-time, full-time associate degree-seeking freshmen who enter the institution for the first time in a given fall semester and earn their degree within 4 years (200% of the normal time to complete), 6 years, and 8 years.

RATIONALE: Measuring the graduation rates for students entering as 2-year associate degree-seekers recognizes this significant cohort of students. As with baccalaureate degrees, timely completions save students money and can indicate effectiveness of academic planning and student support. Because many UAA students transition from full-time to part-time enrollment from one semester to the next, extending the timeframe for tracking graduation provides a more complete picture of UAA student completions. Using 4, 6, and 8 years allows UAA to compare to its list of institutional peers.

PEER COMPARISON: Peer comparison data are available through IPEDS 2020 for associate 4-, 6-, and 8- year graduation rates, shown below sorted by the 4-year rate. The rates reported are significantly lower than the actual associate graduation rates (please see the note below the table for details).

Table 3.5

PEER COMPARISON FOR ASSOCIATE 4-, 6-, AND 8-YEAR GRADUATION RATES

Institution	4-Year	6-Year	8-Year
Dixie State University	28%	27%	25%
Weber State University	19%	16%	13%
Utah Valley University	17%	17%	16%
University of North Georgia	9%	9%	8%
University of Alaska Anchorage	8%	10%	11%
Arkansas Tech University	6%	7%	8%
Arkansas State University	6%	3%	3%
College of Staten Island CUNY	5%	4%	4%
Eastern New Mexico University-Main Campus	5%	5%	6%
Idaho State University	4%	4%	5%
Colorado Mesa University	3%	4%	4%
The University of West Florida	1%	3%	3%
California University of Pennsylvania	1%	1%	1%
New Mexico Highlands University	0%	0%	0%
Arizona State University Digital Immersion	NA	NA	NA
Lamar University	NA	NA	NA
Southeastern Oklahoma State University	NA	NA	NA
Texas A & M University-Commerce	NA	NA	NA
Texas Woman's University	NA	NA	NA
University of Alabama at Birmingham	NA	NA	NA
Average of Peer Institutions	6%	6%	5%

NOTE: The peer data on associate graduation rates represent the rates of students who attained an associate degree as their highest-level degree in 4, 6, or 8 years among all undergraduate students entering the institution in AY 2013. UAA traditionally tracks cohorts entering in the fall term only. Including other undergraduate students in the denominator and excluding students who attained an associate degree along with a higher-level degree (such as a baccalaureate degree) in the numerator to calculate the associate graduation rate produces a lower rate than the actual rate of associate degree seeking students who attained an associate degree. NA values are reported for peer-institutions without comparable degrees.

Figure 3.5

UAA ASSOCIATE 4-, 6-, AND 8-YEAR GRADUATION RATES

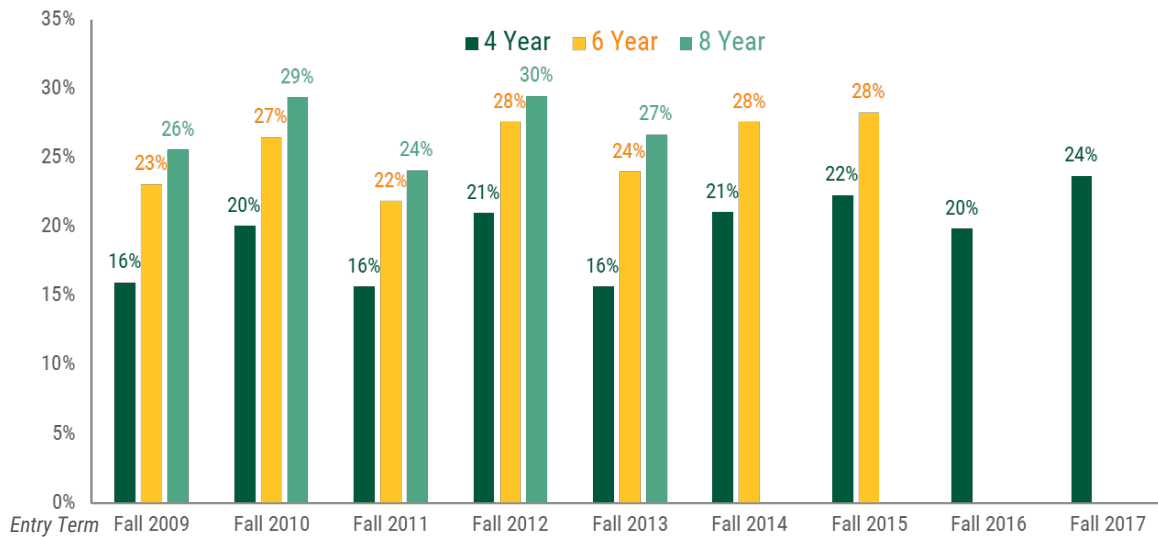


Figure 3.6

ASSOCIATE GRADUATION RATES, UAA 4-YEAR TREND

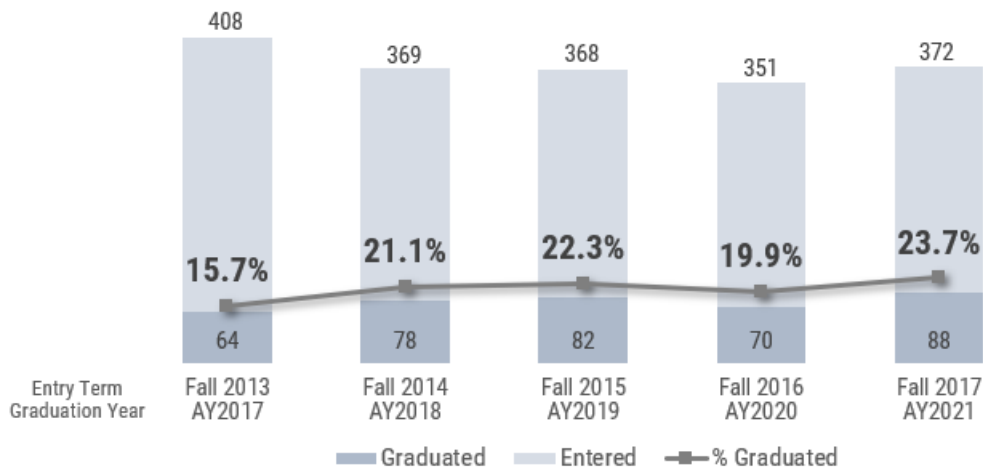




Table 3.6

ASSOCIATE GRADUATION RATES, UAA 4-YEAR TREND – DISAGGREGATED

ASSOCIATE – Full-time	Entered Term Graduated Year	Fall 2013 AY 2017	FULL-TIME Fall 2017 AY 2021	RATE CHANGE
		15.7%	23.7%	8.0 pts
Race/Ethnicity				
African American		16.7%	30.8%	14.1 pts
Alaska Native/American Indian		8.8%	8.1%	-0.7 pts
Asian		12.0%	21.1%	9.1 pts
Hispanic		13.9%	19.4%	5.5 pts
Native Hawaiian/Pacific Islander		No Cohort	20.0%	NA
Two or More Races (Non-Hispanic)		27.8%	20.7%	-7.1 pts
White		17.8%	29.8%	12.0 pts
Other Characteristics				
Age 18-24		14.9%	22.9%	8.0 pts
Age 25+		18.8%	28.3%	9.5 pts
Female		15.5%	25.6%	10.1 pts
Male		15.9%	21.6%	5.7 pts
Pell Grant Recipient		12.0%	19.1%	7.1 pts
First Generation		12.1%	19.6%	7.5 pts

Figure 3.7

ASSOCIATE GRADUATION RATES, UAA 6-YEAR TREND

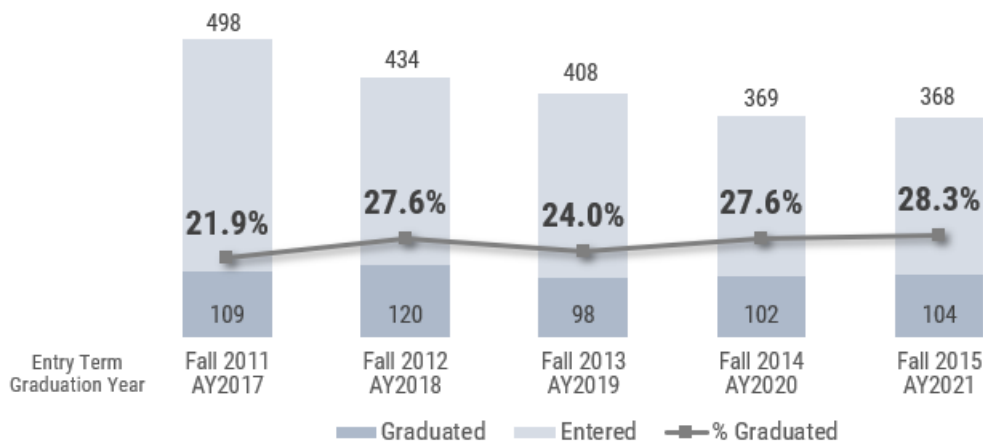




Table 3.7

ASSOCIATE GRADUATION RATES, UAA 6-YEAR TREND – DISAGGREGATED

ASSOCIATE – Full-time	Entered Term Graduated Year	Fall 2011 AY 2017	FULL-TIME Fall 2015 AY 2021	RATE CHANGE
		21.9%	28.3%	6.4 pts
Race/Ethnicity				
African American		8.7%	18.2%	9.5 pts
Alaska Native/American Indian		11.9%	7.5%	-4.4 pts
Asian		11.8%	32.4%	20.6 pts
Hispanic		10.3%	28.6%	18.3 pts
Native Hawaiian/Pacific Islander		No Cohort	No Cohort	NA
Two or More Races (Non-Hispanic)		25.0%	42.9%	17.9 pts
White		28.5%	31.7%	3.2 pts
Other Characteristics				
Age 18-24		21.3%	28.7%	7.4 pts
Age 25+		23.9%	25.9%	2.0 pts
Female		22.3%	34.9%	12.6 pts
Male		21.5%	22.3%	0.8 pts
Pell Grant Recipient		19.6%	23.0%	3.4 pts
First Generation		19.9%	26.9%	7.0 pts

Figure 3.8

ASSOCIATE GRADUATION RATES, UAA 8-YEAR TREND





Table 3.8

ASSOCIATE GRADUATION RATES, UAA 8-YEAR TREND – DISAGGREGATED

ASSOCIATE – Full-time	Entered Term Graduated Year	Fall 2009 AY 2017	FULL-TIME Fall 2013 AY 2021	RATE CHANGE
		25.6%	26.7%	1.1 pts
<i>Race/Ethnicity</i>				
African American	No Cohort		33.3%	NA
Alaska Native/American Indian		13.8%	17.6%	3.8 pts
Asian		22.7%	28.0%	5.3 pts
Hispanic		47.6%	36.1%	-11.5 pts
Native Hawaiian/Pacific Islander		14.3%	No Cohort	NA
Two or More Races (Non-Hispanic)		50.0%	44.4%	-5.6 pts
White		28.8%	26.3%	-2.5 pts
<i>Other Characteristics</i>				
Age 18-24		26.1%	27.4%	1.3 pts
Age 25+		23.7%	23.8%	0.1 pts
Female		30.8%	27.4%	-3.4 pts
Male		18.9%	25.8%	6.9 pts
Pell Grant Recipient		20.9%	19.7%	-1.2 pts
First Generation		27.3%	21.6%	-5.7 pts



JUNIOR GRADUATION RATE – DISAGGREGATED

DEFINITION: The percentage of students who graduate with a bachelor's degree within 4 years of first reaching junior class status (60 credits).

RATIONALE: Junior graduation rate (after 60 credits) can reflect a department's success in helping students complete their degrees. Within their first 60 credits, students typically focus on completing General Education Requirements (GERs) and often switch majors. Tracking how long it takes students to complete their degrees after 60 credits, when many students have likely committed to a specific major, can provide actionable information for departments.

PEER COMPARISON: There are no data sources for peer comparisons on this measure.

Figure 3.9

UAA JUNIOR GRADUATION RATES

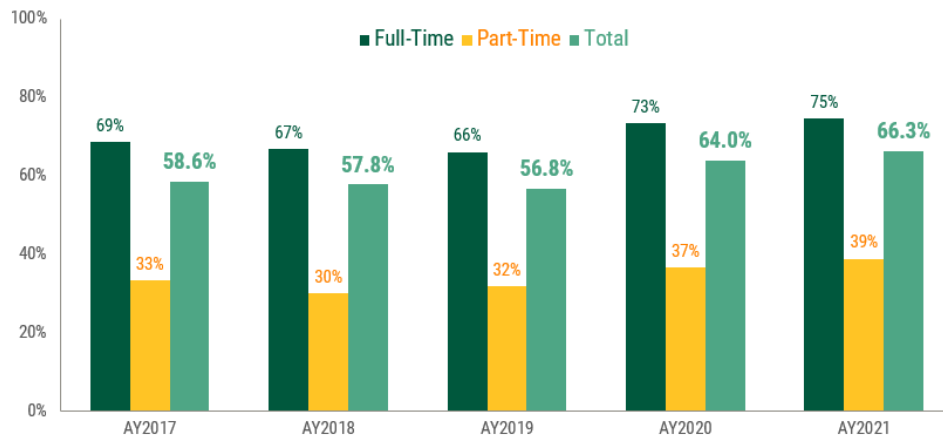


Table 3.9

UAA JUNIOR GRADUATION RATES – DISAGGREGATED

Graduation Year	AY 2017	AY 2021	RATE CHANGE
OVERALL RATE	58.6%	66.3%	7.7 pts
Full-time	68.6%	74.6%	6.0 pts
Part-time	33.3%	38.9%	5.6 pts
Race/Ethnicity			
African American	52.6%	50.0%	-2.6 pts
Alaska Native/American Indian	48.3%	48.8%	0.5 pts
Asian	68.8%	76.5%	7.7 pts
Hispanic	52.8%	56.4%	3.6 pts
Native Hawaiian/Pacific Islander	33.3%	33.3%	0.0 pts
Two or More Races (Non-Hispanic)	55.9%	69.8%	13.9 pts
White	59.6%	67.6%	8.0 pts
Other Characteristics			
Age 18-24	64.0%	73.7%	9.7 pts
Age 25+	42.0%	43.2%	1.2 pts
Female	60.3%	67.6%	7.3 pts
Male	55.9%	64.8%	8.8 pts
Pell Grant Recipient	57.1%	63.6%	6.5 pts
First Generation	55.2%	65.6%	10.4 pts



UAA ANNUAL REPORT ON SEMESTERS TO DEGREE – GRADUATE PROGRAMS AS OF FALL 2022

Purpose and use: Annual reports on the student achievement metrics serve as status reports for performance on each measure. Sharing these reports keeps the institution focused on and accountable for the measures. They show progress toward goals and help identify areas that may need additional work or investment. Disaggregating data allows the institution to track efforts to close equity and performance gaps. These reports are posted on the website for dissemination to governance and leadership groups to be used for continuous improvement to inform planning, decision making, and allocation of resources.

SEMESTERS TO DEGREE – GRADUATE PROGRAMS: THE BIG PICTURE

Long-Term Trend

Overall, the number of semesters that graduate certificate, master's, and doctoral students took to receive their degree has been slowly increasing over the years (Figure 4.2).

Trend in Most Recent Cohort

Graduate certificate, master's, and doctoral students who received their degree in AY 2022 did so in 3.2, 7.4, and 12.8 semesters on average. Compared to the AY 2021 graduates, the number of semesters to graduation decreased by 0.8 points for graduate certificate students, and it increased by 1.0 points for master's and by 1.9 points for doctoral students (Figures 4.2). There were no clear trends in semesters to graduation for different groups of master's students (Table 4.1).

SEMESTERS TO DEGREE – GRADUATE PROGRAMS

DEFINITION: The average (median and mode) number of semesters taken by students to complete any graduate degree or certificate program, determined by students who have graduated with a graduate program as their primary degree. Students who changed their majors and degree types/levels during their study were excluded because such changes would make it difficult to estimate how long students pursued their degrees.

RATIONALE: Looking at the number of semesters graduate students take to complete their degrees illustrates how students progress through their degree programs (full-time, part-time, stop-out). The information on student behavior and completion can inform program structure and help the institution support students in a way that honors the time needed for rigorous intellectual engagement and growth, while it also ensures that students can complete in a timely manner.

PEER COMPARISON: There are no data sources for peer comparisons on this measure.

Figure 4.1

UAA GRADUATE PROGRAMS MODE, MEDIAN, AND AVERAGE SEMESTERS TO DEGREE: AY2022 GRADUATES

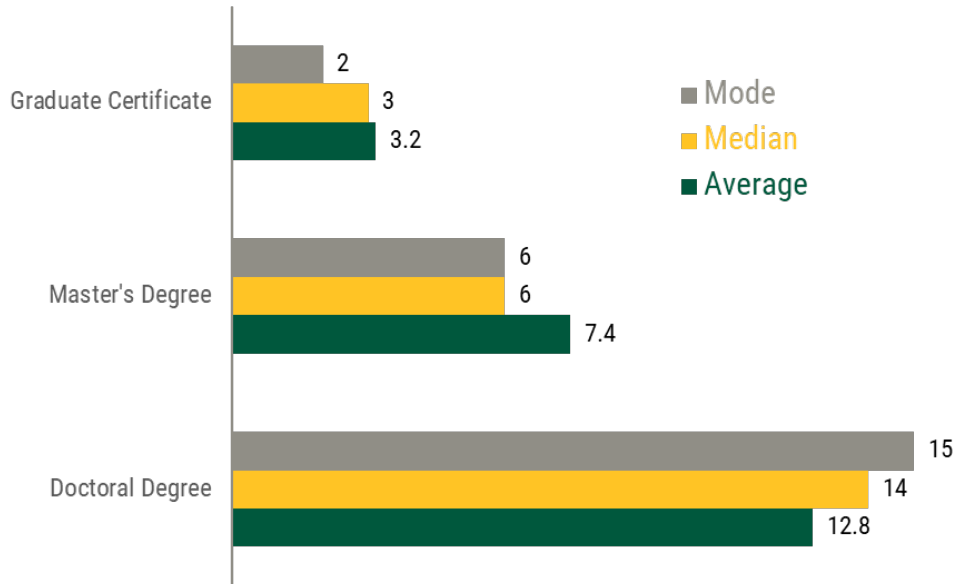


Figure 4.2

UAA AVERAGE SEMESTERS TO DEGREE BY TYPE OF GRADUATE PROGRAM, 5-YEAR TREND: AY2017–AY2021 GRADUATES

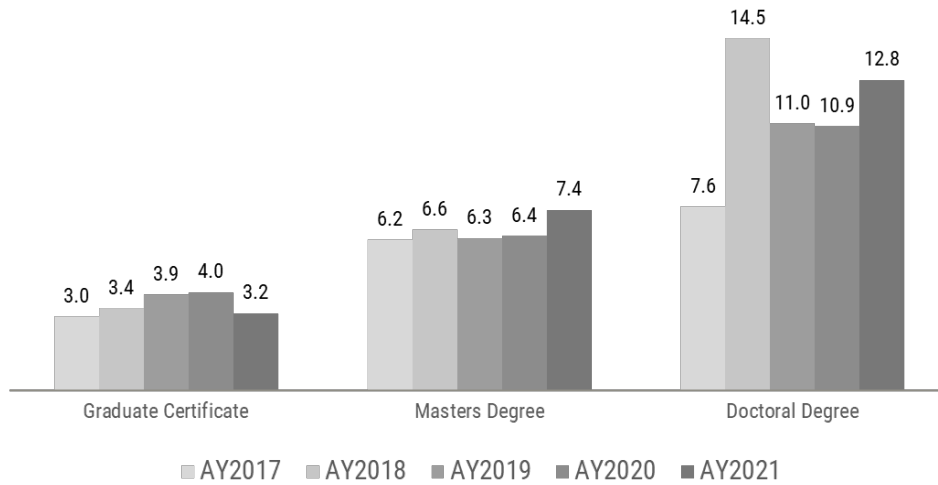




Table 4.1

UAA AVERAGE SEMESTERS TO DEGREE FOR **MASTER'S PROGRAMS** – DISAGGREGATED

	Award Total AY 2017	AVERAGE SEMESTERS	Award Total AY 2021	AVERAGE SEMESTERS	RATE CHANGE
Total	216	6.2	187	7.4	1.2
Race/Ethnicity					
African American	*	6.3	*	8.8	2.6
Alaska Native/American Indian	18	7.6	15	8.1	0.5
Asian	*	5.3	*	8.6	3.3
Hispanic	11	7.3	*	10.7	3.8
Native Hawaiian/Pacific Islander	*	5.5	*	3.0	-2.5
Two or More Races (Non-Hispanic)	11	6.3	11	8.5	2.3
White	150	6.0	123	7.2	1.2
Other Characteristics					
Age Under 25	11	3.5	15	4.6	1.1
Age 25-29	63	5.5	49	6.7	1.2
Age 30-39	87	6.7	77	8.1	1.4
Age 40+	55	6.7	46	8.1	1.3
Female	133	6.3	121	7.5	1.3
Male	83	6.1	64	7.3	1.2

NOTE: Numbers in any category that are below 10 are suppressed to protect student privacy. These low numbers can also create dramatic changes in percentage increases or decreases. Only graduates in master's programs had sufficient numbers to provide disaggregation.



UAA ANNUAL REPORT ON LEADING INDICATORS AS OF FALL 2022

Purpose and use: Annual reports on the student achievement metrics serve as status reports for performance on each measure. Sharing these reports keeps the institution focused on and accountable for the measures. They show progress toward goals and help identify areas that may need additional work or investment. Disaggregating data allows the institution to track efforts to close equity and performance gaps. These reports are posted on the website for dissemination to governance and leadership groups to be used for continuous improvement to inform planning, decision making, and allocation of resources.

This report includes information on two measures identified as leading indicators for the student achievement metrics: (1) completion of Tier 1 General Education Requirement courses (GERs) within the student's first 30 credits; and (2) course pass rates by course level. Each of these signals a level of progress toward completion.

LEADING INDICATORS: THE BIG PICTURE

Long-Term Trend

- (1) Overall, the percentages of first-time baccalaureate freshmen who completed Tier 1 GERs within their first 30 credits, or Tier 1 GER completion rates, have fluctuated around 40% and 30% for full-time and part-time students respectively and have been improving over the years (Figure 5.1).
- (2) Overall, lower-division, upper-division, and graduate-level course pass rates have been stable around 75%, 88%, and 93% respectively (Figure 5.2).

Trend in Most Recent Cohort

- (1) The Fall 2020 and Fall 2019 cohorts had similar Tier 1 GER completion rates (Figure 5.1). Full-time students, students who identified as female, and students of age 18-24 tended to have higher Tier 1 GER completion rates than others (Table 5.1).
- (2) Fall 2021 and Fall 2020 had similar course pass rates at lower and upper divisions, but they declined by 3.7% at graduate level (Figure 5.2). Full-time students had higher pass rates than part-time students at all course levels (Figure 5.3). Students who identified as White passed courses at higher rates than others at lower division, but there were few, small racial/ethnic equity gaps at upper division and graduate level. Students who identified as female tended to have higher course pass rates (Tables 5.2, 5.3, and 5.4).

COMPLETE TIER 1 GENERAL EDUCATION REQUIREMENT COURSES (GERs) WITHIN THE 1ST 30 CREDITS

DEFINITION: The percentage of baccalaureate degree-seeking undergraduate students who complete their Tier 1 GERs within their first 30 credits in two years from when they entered as first-time freshmen. Includes only first-time to college UAA students who reach sophomore class (30 credits) and excludes transfer-in or returning students. Tier 1 GERs include foundational oral and written communication and quantitative skills courses.

RATIONALE: Students who complete key general education courses early in their academic careers are retained and graduate at higher rates. Measuring the early completion of these requirements and disaggregating those data can inform planning, decision making, and allocating resources to programs and services designed to mitigate gaps in achievement and equity.

PEER COMPARISON: There are no data sources for peer comparisons on this measure.



Figure 5.1

UAA PERCENTAGE OF FIRST-TIME BACCALAUREATE-SEEKING FRESHMEN WHO COMPLETED TIER 1 GERs WITHIN THE FIRST 30 CREDITS

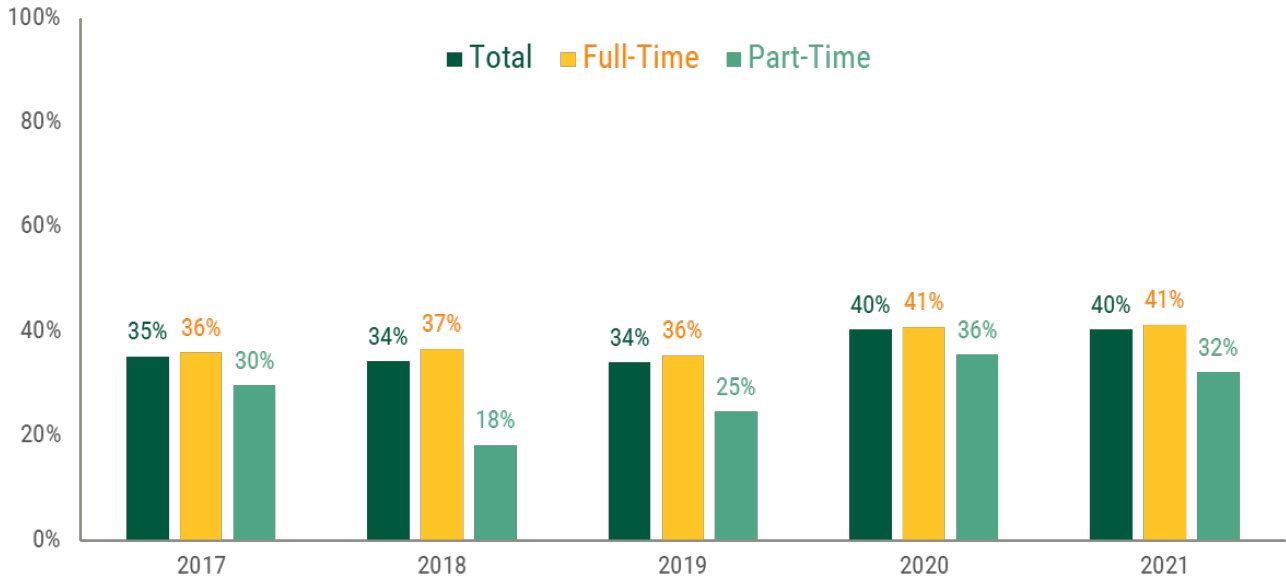


Table 5.1

UAA TIER 1 GER COMPLETION RATES – DISAGGREGATED

	AY2017 Completion Rate	AY2021 Completion Rate	RATE CHANGE
OVERALL	35.3%	40.4%	5.1 pts
Full-time	36.0%	41.4%	5.4 pts
Part-time	29.7%	32.3%	2.6 pts
Race/Ethnicity			
African American	33.3%	32.0%	-1.3 pts
Alaska Native/American Indian	32.1%	38.6%	6.5 pts
Asian	36.6%	42.1%	5.5 pts
Hispanic	27.9%	46.9%	19 pts
Native Hawaiian/Pacific Islander	50.0%	50.0%	0 pts
Two or More Races (Non-Hispanic)	40.8%	44.6%	3.8 pts
White	34.6%	35.2%	0.6 pts
Other Characteristics			
Age 18-24	35.6%	41.0%	5.4 pts
Age 25+	27.3%	22.2%	-5.1 pts
Female	35.1%	41.1%	6.0 pts
Male	35.6%	39.3%	3.7 pts
Pell Grant Recipient	30.2%	39.7%	9.5 pts
First Generation	33.0%	43.5%	10.5 pts

Note: Disaggregated data rates reflect full-time enrollment only. Although Native Hawaiian/Pacific Islander had a higher completion rate than any other racial/ethnic group in AY2017 and AY2021, the sample size for this group was too small (less than 10) for a meaningful interpretation in both years.

COURSE PASS RATES BY COURSE LEVEL (UNDERGRADUATE LOWER-DIVISION, UNDERGRADUATE UPPER-DIVISION, AND GRADUATE LEVELS)

DEFINITION: The percentage of students who receive a passing grade (A, B, C, P) for all undergraduate students and (A, B, P) for graduate students in a course offered by a program compared to the same rate calculated for all courses at that level. Based on a 5-year trend. Included in the denominator for undergraduate courses are the grades D, F, W, I, NP, NB. Included in the denominator for graduate level are the grades C, D, F, W, I, NP, NB.

RATIONALE: Low pass rates are one critical way to identify courses that are barriers to student success and degree completion. Failing key courses correlates with low retention and more major switching. Mitigation strategies can be internal or external to the course itself, including, among other things, the use of high-impact pedagogical practices, appropriate placement, course sequencing, tutoring, and other means to ensure student success within a particular course. This metric and the disaggregation of the data can inform planning, decision making, and allocating resources to programs and services designed to mitigate gaps in achievement and equity.

PEER COMPARISON: There are no data available for comparisons with UAA peers at this time.

Figure 5.2

UAA COURSE PASS RATE TRENDS BY COURSE LEVEL: ALL STUDENTS

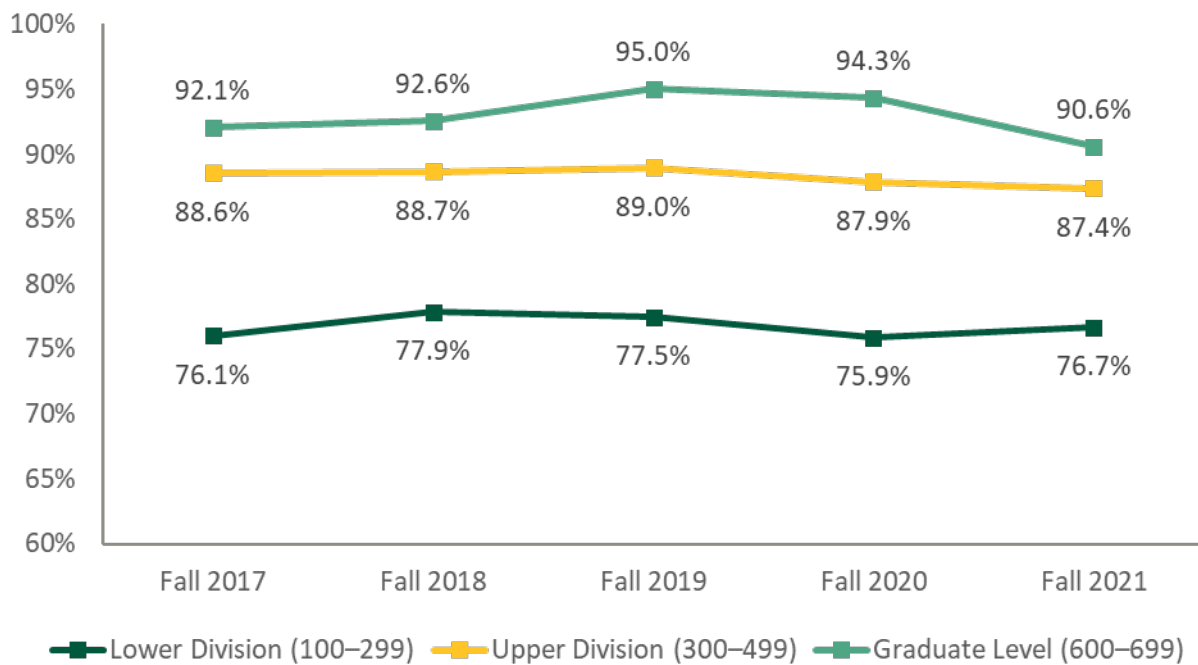




Figure 5.3

UAA COURSE PASS RATE COMPARISONS BY COURSE LEVEL FALL 2017 – FALL 2021

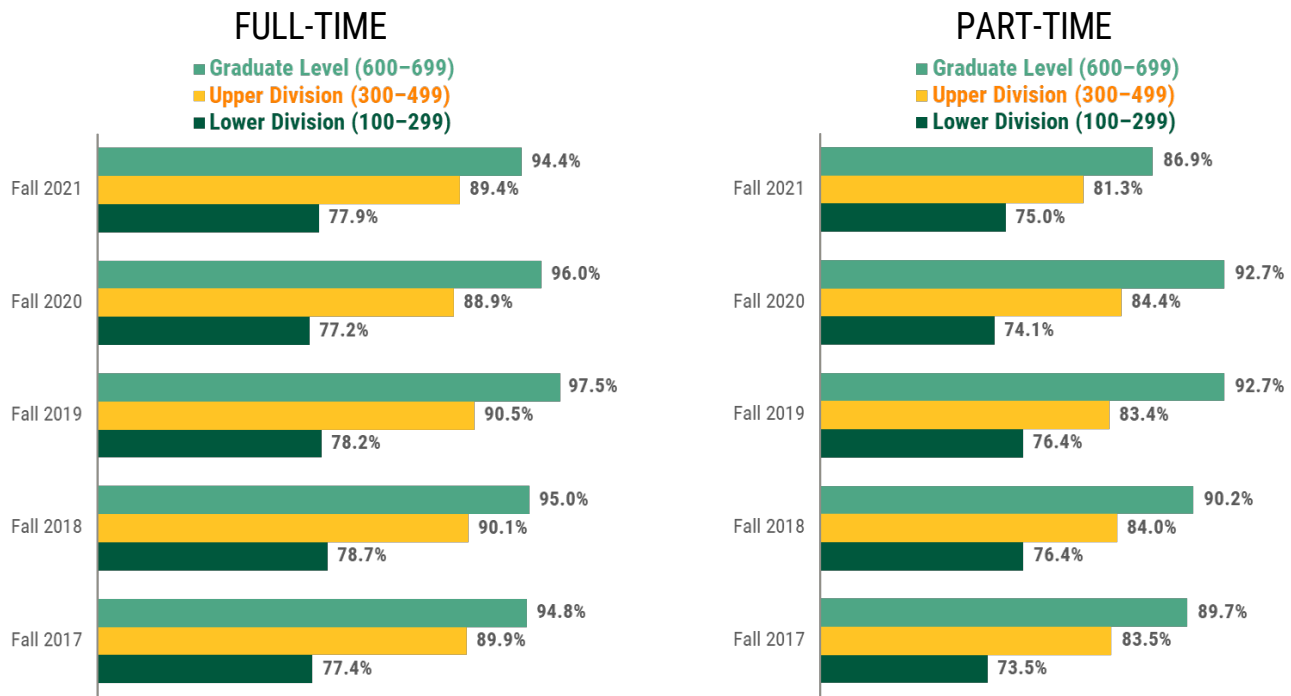


Table 5.2

UAA COURSE PASS RATES FOR LOWER DIVISION COURSES (100-299 LEVEL) – DISAGGREGATED

	FULL-TIME			PART-TIME		
	Fall 2017	Fall 2021	RATE CHANGE	Fall 2017	Fall 2021	RATE CHANGE
ALL	77.4%	77.9%	0.5 pts	73.5%	75.0%	1.5 pts
Race/Ethnicity						
African American	66.9%	70.9%	4.0 pts	68.0%	60.1%	-7.9 pts
Alaska Native/American Indian	69.0%	66.1%	-2.9 pts	62.8%	63.3%	0.5 pts
Asian	78.4%	75.0%	-3.4 pts	70.8%	72.6%	1.8 pts
Hispanic	75.4%	76.6%	1.2 pts	70.0%	74.1%	4.1 pts
Native Hawaiian/Pacific Islander	71.2%	76.0%	4.8 pts	73.2%	66.3%	-6.9 pts
Two or More Races (Non-Hispanic)	76.7%	75.7%	-1.0 pts	67.7%	74.1%	6.4 pts
White	79.3%	81.3%	2.0 pts	76.8%	77.3%	0.5 pts
Other Characteristics						
Age 18-24	76.6%	76.2%	-0.4 pts	65.0%	66.9%	1.9 pts
Age 25+	78.2%	79.4%	1.2 pts	78.0%	79.5%	1.5 pts
Female	79.0%	79.7%	0.7 pts	75.4%	74.8%	-0.6 pts
Male	75.7%	75.8%	0.1 pts	70.9%	75.0%	4.1 pts
Pell Grant Recipient	76.4%	74.8%	-1.6 pts	71.4%	72.0%	0.6 pts
First Generation	77.6%	74.6%	-3.0 pts	73.1%	70.3%	-2.8 pts



Table 5.3

UAA COURSE PASS RATES FOR **UPPER-DIVISION COURSES (300-499 LEVEL)** – DISAGGREGATED

	FULL-TIME			PART-TIME		
	Fall 2017	Fall 2021	RATE CHANGE	Fall 2017	Fall 2021	RATE CHANGE
ALL	89.9%	89.4%	-0.5 pts	83.5%	81.3%	-2.2 pts
Race/Ethnicity						
African American	88.2%	84.8%	-3.4 pts	78.3%	65.0%	-13.3 pts
Alaska Native/American Indian	88.1%	81.6%	-6.5 pts	83.6%	74.0%	-9.6 pts
Asian	89.2%	90.6%	1.4 pts	86.0%	70.2%	-15.8 pts
Hispanic	87.0%	86.9%	-0.1 pts	79.3%	82.1%	2.8 pts
Native Hawaiian/Pacific Islander	82.6%	84.9%	2.3 pts	85.7%	84.8%	-0.9 pts
Two or More Races (Non-Hispanic)	90.3%	92.2%	1.8 pts	79.2%	79.5%	0.3 pts
White	90.5%	90.4%	-0.1 pts	84.8%	84.2%	-0.6 pts
Other Characteristics						
Age 18-24	90.4%	90.1%	-0.3 pts	83.5%	80.3%	-3.2 pts
Age 25+	89.0%	88.3%	-0.7 pts	83.5%	81.8%	-1.7 pts
Female	90.8%	91.3%	0.5 pts	85.6%	80.7%	-4.9 pts
Male	88.9%	87.1%	-1.8 pts	80.3%	81.9%	1.6 pts
Pell Grant Recipient	89.4%	88.3%	-1.1 pts	84.8%	80.9%	-3.9 pts
First Generation	91.6%	89.5%	-2.1 pts	89.7%	80.6%	-9.1 pts

Table 5.4

UAA COURSE PASS RATES FOR **GRADUATE LEVEL COURSES (600-699 LEVEL)** – DISAGGREGATED

	FULL-TIME			PART-TIME		
	Fall 2017	Fall 2021	RATE CHANGE	Fall 2017	Fall 2021	RATE CHANGE
ALL	94.8%	94.4%	-0.4 pts	89.7%	86.9%	-2.8 pts
Race/Ethnicity						
African American	70.0%	92.3%	22.3 pts	88.9%	82.4%	-6.5 pts
Alaska Native/American Indian	91.4%	85.4%	-6.0 pts	84.3%	81.5%	-2.8 pts
Asian	90.5%	100.0%	9.5 pts	90.9%	73.7%	-17.2 pts
Hispanic	91.1%	84.0%	-7.1 pts	87.1%	93.9%	6.8 pts
Native Hawaiian/Pacific Islander	100.0%	94.1%	-5.9 pts	50.0%	100.0%	50.0 pts
Two or More Races (Non-Hispanic)	87.5%	90.2%	2.7 pts	85.3%	81.6%	-3.7 pts
White	96.4%	94.5%	-1.9 pts	91.3%	88.0%	-3.3 pts
Other Characteristics						
Age 18-24	96.7%	95.0%	-1.7 pts	86.0%	80.8%	-5.2 pts
Age 25+	94.3%	94.2%	-0.1 pts	89.9%	87.5%	-2.4 pts
Female	93.9%	95.6%	1.7 pts	90.1%	86.6%	-3.5 pts
Male	96.2%	92.0%	-4.2 pts	88.7%	87.6%	-1.1 pts
Pell Grant Recipient	50.0%	100.0%	50.0 pts	No Cohort	100.0%	NA
First Generation	91.0%	94.2%	3.2 pts	91.4%	90.1%	-1.3 pts