

UAA ANNUAL REPORT ON PERSISTENCE AS OF FALL 2023

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 upward trend at baccalaureate level but no clear trend at associate level. Persistence rates for first-time, full-time baccalaureate and associate students have fluctuated around 87% and 78% respectively (Figures 1.1 and 1.2).
- (2) Persistence rates for first-time, part-time baccalaureate and associate students have been mostly under 70% and 60% respectively (Figures 1.1 and 1.2).

Trend in Most Recent Cohort

- (1) Compared to the Fall 2020 cohort, persistence rates from 1st fall to 1st spring improved for the Fall 2021 cohort overall. They increased by 4.1% for first-time, full-time baccalaureate, 1.2% for first-time, part-time baccalaureate, and 14.0% for first-time, full-time associate students (Figures 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*

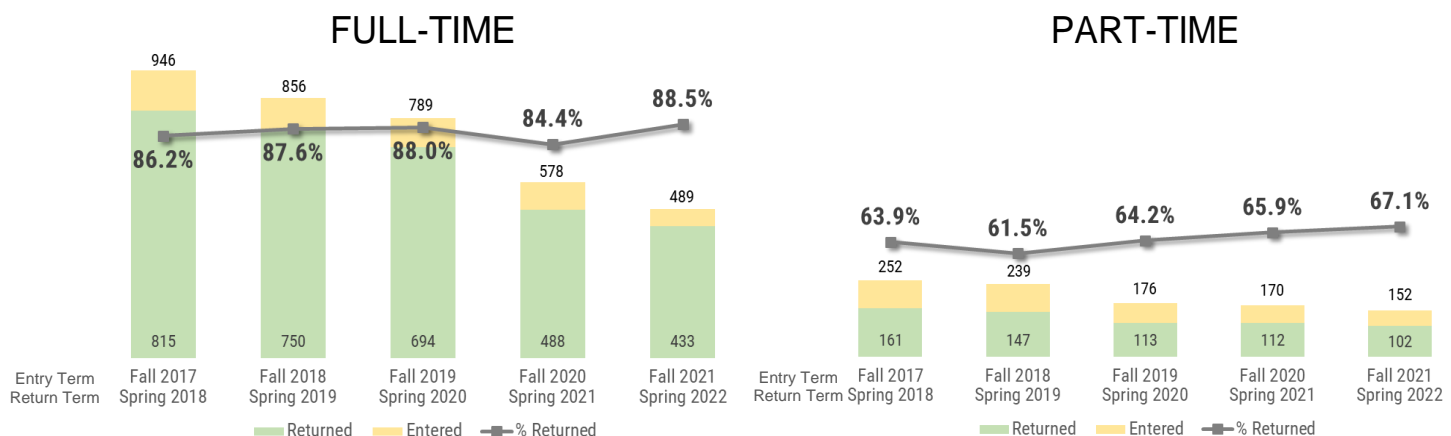


Table 1.1

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

BACCALAUREATE	Entered Term Returned Term	FULL-TIME			PART-TIME		
		Fall 17 Spring 18	Fall 21 Spring 22	RATE CHANGE	Fall 17 Spring 18	Fall 21 Spring 22	RATE CHANGE
		86.2%	88.5%	2.3 pts	63.9%	67.1%	3.2 pts
Race/Ethnicity							
African American		78.6%	84.6%	6.0 pts	80.0%	75.0%	-5.0 pts
Alaska Native/American Indian		74.8%	78.7%	3.9 pts	40.5%	36.8%	-3.7 pts
Asian		92.5%	92.6%	0.1 pts	69.6%	65.2%	-4.4 pts
Hispanic		83.5%	83.0%	-0.5 pts	68.0%	61.1%	-6.9 pts
Native Hawaiian/Pacific Islander		86.7%	87.5%	0.8 pts	100.0%	100.0%	0.0 pts
Two or More Races (Non-Hispanic)		83.1%	86.7%	3.6 pts	63.2%	85.7%	22.5 pts
White		88.7%	90.7%	2.0 pts	64.0%	70.3%	6.3 pts
Other Characteristics							
Age 18-24		86.1%	89.0%	2.9 pts	62.0%	65.1%	3.1 pts
Age 25+		87.5%	83.7%	-3.8 pts	75.0%	76.9%	1.9 pts
Female		86.5%	89.8%	3.3 pts	69.9%	69.4%	-0.5 pts
Male		85.6%	87.1%	1.5 pts	57.4%	64.2%	6.8 pts
Pell Grant Recipient		82.8%	86.8%	4.0 pts	65.1%	69.8%	4.7 pts
First Generation		84.5%	90.2%	5.7 pts	60.9%	66.0%	5.1 pts

Figure 1.2

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

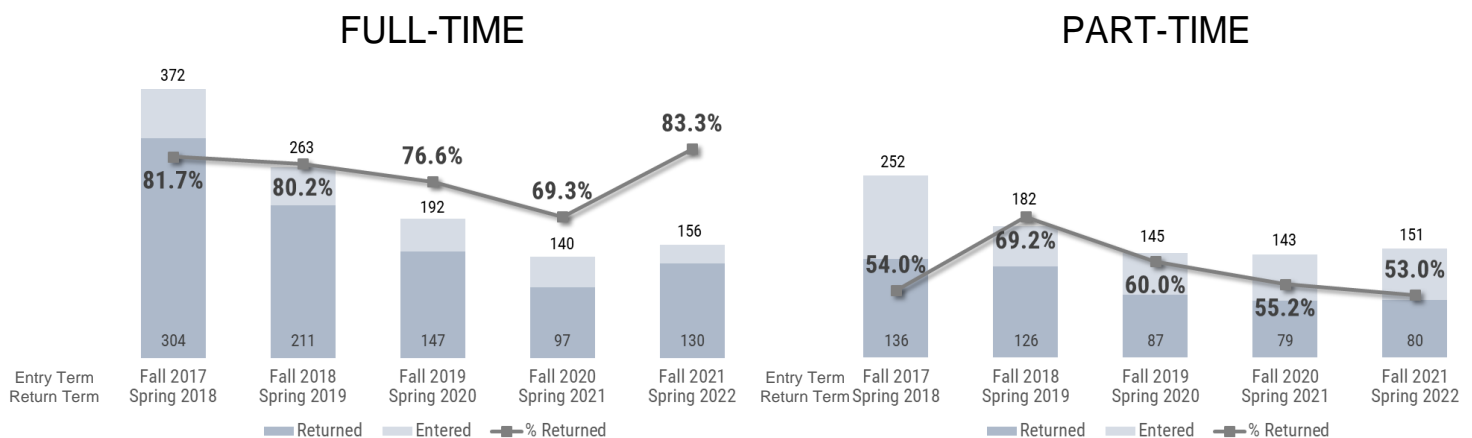




Table 1.2

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

ASSOCIATE	Entered Term Returned Term	Fall 17 Spring 18	FALL-TIME Fall 21 Spring 22	RATE CHANGE	Fall 17 Spring 18	PART-TIME Fall 21 Spring 22	RATE CHANGE
		81.7%	83.3%	1.6 pts	54.0%	53.0%	-1.0 pts
Race/Ethnicity							
African American		84.6%	42.9%	-41.7 pts	25.0%	20.0%	-5.0 pts
Alaska Native/American Indian		69.8%	90.5%	20.7 pts	38.2%	31.8%	-6.4 pts
Asian		92.1%	94.7%	2.6 pts	67.7%	55.6%	-12.1 pts
Hispanic		86.7%	100.0%	13.3 pts	36.0%	80.0%	44.0 pts
Native Hawaiian/Pacific Islander		60.0%	80.0%	20.0 pts	33.3%	60.0%	26.7 pts
Two or More Races (Non-Hispanic)		79.3%	81.8%	2.5 pts	53.3%	66.7%	13.4 pts
White		83.4%	79.5%	-3.9 pts	60.5%	54.3%	-6.2 pts
Other Characteristics							
Age 18-24		81.8%	85.3%	3.5 pts	51.1%	51.3%	0.2 pts
Age 25+		81.1%	74.1%	-7.0 pts	62.5%	59.4%	-3.1 pts
Female		84.7%	89.0%	4.3 pts	53.1%	55.4%	2.3 pts
Male		78.4%	77.0%	-1.4 pts	55.1%	48.0%	-7.1 pts
Pell Grant Recipient		81.5%	83.9%	2.4 pts	54.7%	58.6%	3.9 pts
First Generation		79.1%	85.2%	6.1 pts	52.4%	50.8%	-1.6 pts

UAA ANNUAL REPORT ON RETENTION AS OF FALL 2023

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 rate from 1st to 2nd fall for the Fall 2020 cohort of full-time baccalaureate students was higher than the average of the peer institutions for both full-time and part-time students (Table 2.1).

Long-Term Trend

- (1) Overall, retention rates from 1st to 2nd fall have been stable with a slight downward trend at both baccalaureate and associate levels. Retention rates for first-time, full-time baccalaureate and associate students have fluctuated around 67% and 52% respectively. Retention rates for first-time, part-time baccalaureate and associate students have been mostly under 50% and 40% respectively (Figures 2.1 and 2.2).
- (2) Overall, retention rates from 1st to 3rd fall have been stable with a slight recovering upward trend at both baccalaureate and associate levels. Retention rates for first-time, full-time baccalaureate and associate students have fluctuated around 53% and 32% respectively. Retention rates for first-time, part-time baccalaureate and associate students have been around or under 30% (Figures 2.3 and 2.4).

Trend in Most Recent Cohort

- (1) Compared to the Fall 2020 cohort, retention rates from 1st to 2nd fall for the Fall 2021 cohort declined overall. They decreased by 2.4% for first-time, full-time baccalaureate and 5.1% for first-time, full-time associate students (Figures 2.1 and 2.2).
- (2) Compared to the Fall 2019 cohort, retention rates from 1st to 3rd fall for the Fall 2020 cohort slightly improved overall. They increased by 0.3% for first-time, full-time baccalaureate and 1.9% for first-time, full-time associate students (Figures 2.3 and 2.4).

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 2021 for first-time, full-time and part-time baccalaureate degree-seeking students.



Table 2.1

PEER RETENTION RATES: BACCALAUREATE DEGREE-SEEKING STUDENTS, FALL 2020 COHORT

Institution	FULL-TIME	PART-TIME
University of Alabama at Birmingham	84%	60%
The University of West Florida	84%	64%
Arkansas State University	75%	37%
College of Staten Island CUNY	73%	80%
University of North Georgia	72%	57%
Colorado Mesa University	72%	34%
Texas Woman's University	72%	50%
University of Alaska Anchorage	69%	51%
California University of Pennsylvania	67%	58%
Utah Valley University	66%	48%
Weber State University	65%	41%
Idaho State University	65%	33%
Arkansas Tech University	63%	43%
Texas A & M University-Commerce	60%	42%
Eastern New Mexico University-Main Campus	59%	9%
Dixie State University	59%	26%
Lamar University	57%	49%
Southeastern Oklahoma State University	54%	61%
New Mexico Highlands University	52%	17%
Arizona State University Digital Immersion	-	49%
Average of Peer Institutions	67%	45%

Figure 2.1

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

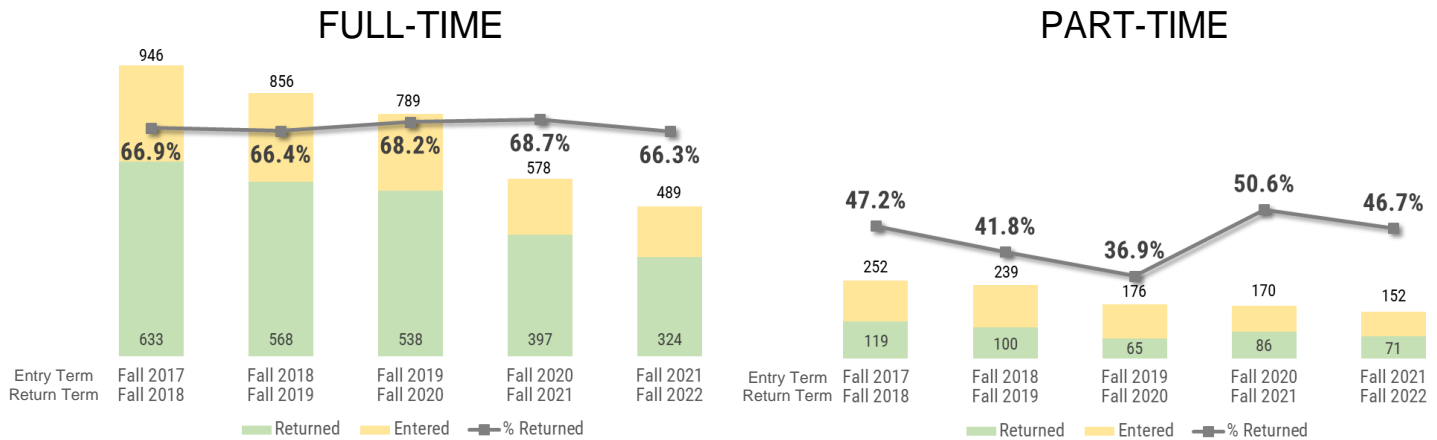


Table 2.2

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

BACCALAUREATE	FULL-TIME			PART-TIME		
	Entered Term Returned Term	Fall 17 Fall 18	Fall 21 Fall 22	RATE CHANGE	Fall 17 Fall 18	Fall 21 Fall 22
		66.9%	66.3%	-0.6 pts	47.2%	46.7%
Race/Ethnicity						
African American		67.9%	69.2%	1.3 pts	60.0%	50.0%
Alaska Native/American Indian		49.6%	51.1%	1.5 pts	29.7%	26.3%
Asian		79.2%	80.2%	1.0 pts	52.2%	39.1%
Hispanic		64.6%	57.4%	-7.2 pts	36.0%	50.0%
Native Hawaiian/Pacific Islander		60.0%	75.0%	15.0 pts	75.0%	100.0%
Two or More Races (Non-Hispanic)		62.3%	68.9%	6.6 pts	42.1%	64.3%
White		70.4%	64.2%	-6.2 pts	50.9%	46.9%
Other Characteristics						
Age 18-24		67.0%	66.4%	-0.6 pts	46.3%	44.4%
Age 25+		66.1%	65.1%	-1.0 pts	52.8%	57.7%
Female		68.2%	72.7%	4.5 pts	54.4%	52.9%
Male		65.6%	58.7%	-6.9 pts	39.1%	38.8%
Pell Grant Recipient		59.7%	61.2%	1.5 pts	44.6%	44.2%
First Generation		61.7%	64.7%	3.0 pts	44.6%	46.8%

Figure 2.2

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

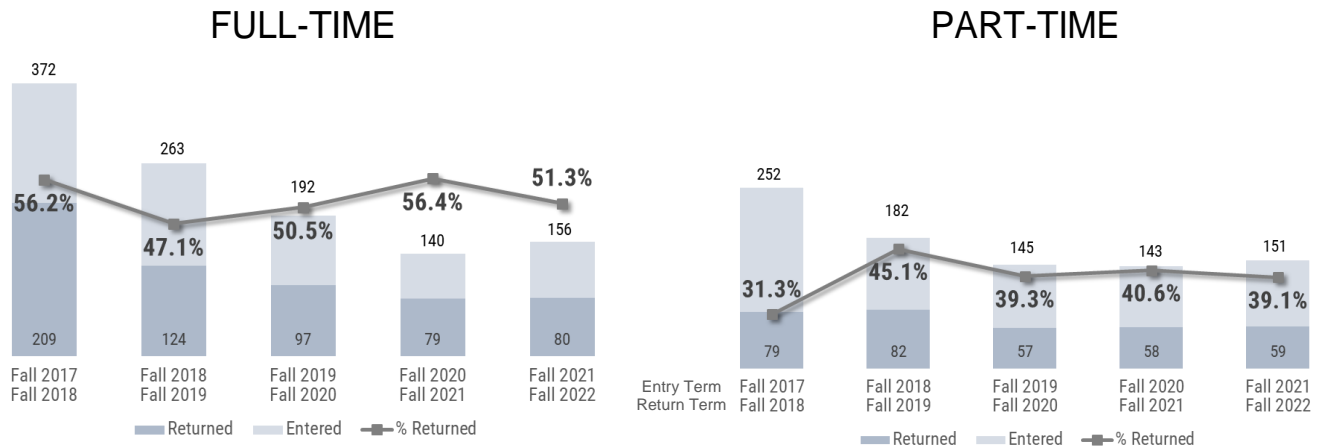


Table 2.3

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

ASSOCIATE	FULL-TIME			PART-TIME		
	Entered Term Returned Term	Fall 17 Fall 18 56.2%	Fall 21 Fall 22 51.3%	Fall 17 Fall 18 31.3%	Fall 21 Fall 22 39.1%	RATE CHANGE 7.8 pts
Race/Ethnicity						
African American		38.5%	42.9%	25.0%	0.0%	-25.0 pts
Alaska Native/American Indian		36.5%	57.1%	14.7%	31.8%	17.1 pts
Asian		71.1%	68.4%	41.9%	50.0%	8.1 pts
Hispanic		70.0%	62.5%	28.0%	46.7%	18.7 pts
Native Hawaiian/Pacific Islander		60.0%	40.0%	33.3%	40.0%	6.7 pts
Two or More Races (Non-Hispanic)		44.8%	72.7%	40.0%	22.2%	-17.8 pts
White		60.2%	42.3%	33.1%	42.9%	9.8 pts
Other Characteristics						
Age 18-24		56.7%	53.5%	31.4%	36.1%	4.7 pts
Age 25+		52.8%	40.7%	31.3%	50.0%	18.7 pts
Female		61.6%	54.9%	32.4%	39.6%	7.2 pts
Male		50.3%	47.3%	29.9%	38.0%	8.1 pts
Pell Grant Recipient		51.2%	53.2%	31.4%	46.6%	15.2 pts
First Generation		48.6%	50.8%	29.5%	40.7%	11.2 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**

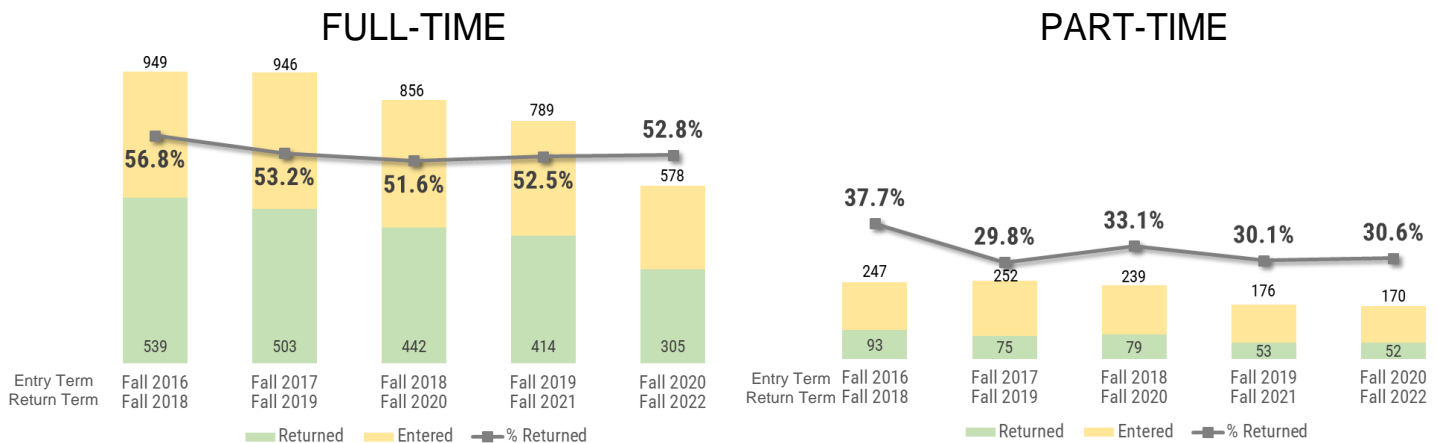


Table 2.4

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

BACCALAUREATE	FULL-TIME			PART-TIME		
	Entered Term Returned Term	Fall 16 Fall 18	Fall 20 Fall 22 RATE CHANGE	Fall 16 Fall 18	Fall 20 Fall 22	RATE CHANGE
		56.8%	52.8%	37.7%	30.6%	-7.1 pts
Race/Ethnicity						
African American		52.0%	50.0%	17.6%	40.0%	22.4 pts
Alaska Native/American Indian		35.5%	39.2%	26.2%	10.0%	-16.2 pts
Asian		68.7%	73.8%	43.3%	47.4%	4.1 pts
Hispanic		61.4%	64.9%	59.1%	28.6%	-30.5 pts
Native Hawaiian/Pacific Islander		60.0%	41.9%	20.0%	50.0%	30.0 pts
Two or More Races (Non-Hispanic)		50.8%	38.8%	45.8%	43.8%	-2.0 pts
White		58.3%	48.6%	41.1%	28.4%	-12.7 pts
Other Characteristics						
Age 18-24		57.1%	52.9%	39.7%	35.5%	-4.2 pts
Age 25+		53.3%	51.1%	26.3%	9.4%	-16.9 pts
Female		59.4%	55.6%	34.6%	32.2%	-2.4 pts
Male		53.3%	48.4%	43.8%	27.8%	-16.0 pts
Pell Grant Recipient		54.8%	44.9%	42.3%	41.9%	-0.4 pts
First Generation		50.6%	50.3%	35.5%	34.6%	-0.9 pts

Figure 2.4

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

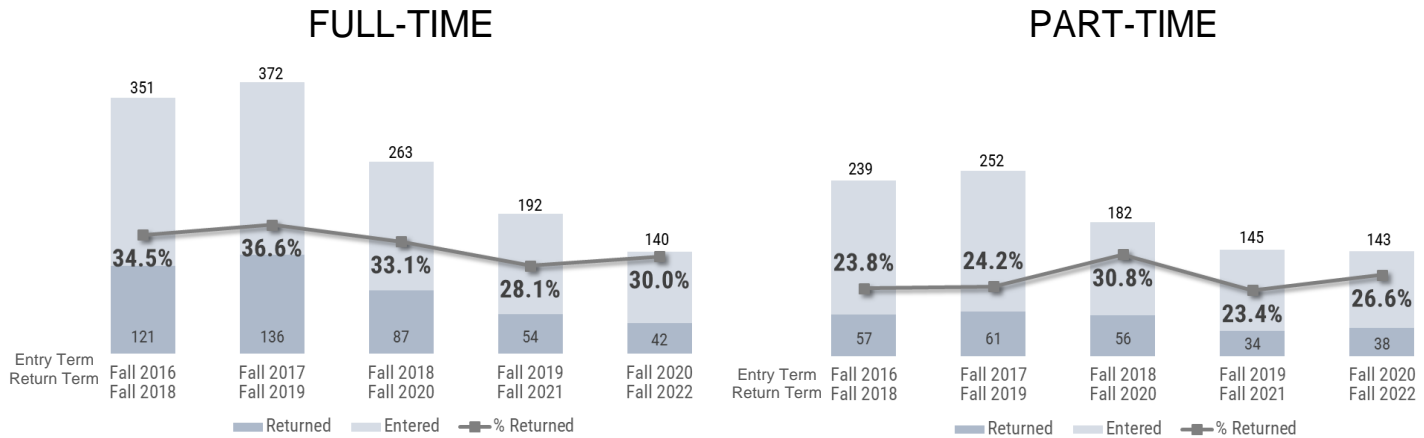


Table 2.5

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

ASSOCIATE	Entered Term	Returned Term	FALL 16	FALL 20	RATE CHANGE	FALL 16	FALL 20	RATE CHANGE
			Fall 16	Fall 20		Fall 16	Fall 20	
			Fall 18	Fall 22		Fall 18	Fall 22	
			34.5%	30.0%	-4.5 pts	23.8%	26.6%	2.8 pts
Race/Ethnicity								
African American			45.5%	50.0%	4.5 pts	11.1%	40.0%	28.9 pts
Alaska Native/American Indian			23.1%	12.5%	-10.6 pts	22.0%	25.0%	3.0 pts
Asian			37.5%	38.9%	1.4 pts	66.7%	38.5%	-28.2 pts
Hispanic			30.0%	50.0%	20.0 pts	17.4%	25.0%	7.6 pts
Native Hawaiian/Pacific Islander			50.0%	0.0%	-50.0 pts	0.0%	50.0%	50.0 pts
Two or More Races (Non-Hispanic)			30.8%	33.3%	2.5 pts	30.0%	30.0%	0.0 pts
White			39.5%	29.6%	-9.9 pts	22.1%	20.9%	-1.2 pts
Other Characteristics								
Age 18-24			34.5%	31.5%	-3.0 pts	19.7%	25.8%	6.1 pts
Age 25+			34.5%	18.8%	-15.7 pts	34.8%	28.3%	-6.5 pts
Female			32.3%	35.4%	3.1 pts	27.7%	22.3%	-5.4 pts
Male			36.4%	22.4%	-14.0 pts	19.1%	34.7%	15.6 pts
Pell Grant Recipient			35.4%	23.1%	-12.3 pts	24.7%	28.8%	4.1 pts
First Generation			37.3%	25.0%	-12.3 pts	26.1%	28.8%	2.7 pts



UAA ANNUAL REPORT ON GRADUATION AS OF FALL 2023

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 2015 and 2013 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 2014 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 32% and 34% respectively. First-time, full-time 10-year baccalaureate graduation rates have fluctuated around 35% with an upward trend (Figures 3.1, 3.2, 3.3, and 3.4).
- (2) Overall, first-time, full-time 4-year associate graduation rates have fluctuated around 22% with an upward trend. First-time, full-time 6- and 8-year associate graduation rates have fluctuated around 26% and 28% respectively with no clear trend (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 69% and 33% (Figure 3.9).

Trend in Most Recent Cohort

- (1) Compared to the Fall 2015 cohort, first-time, full-time 6-year baccalaureate graduation rates declined for the Fall 2016 cohort by 1.2% (Figure 3.2).
- (2) Compared to the Fall 2017 cohort, first-time, full-time 4-year associate graduation rates declined slightly for the Fall 2018 cohort by 0.2% (Figure 3.6).
- (3) Compared to the AY 2017 junior cohort, overall junior graduation rates declined for the AY 2018 junior cohort by 11.9% (Figure 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 2021 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	63%	66%
University of North Georgia	58%	61%
Arkansas State University	50%	53%
California University of Pennsylvania	50%	51%
College of Staten Island CUNY	47%	50%
The University of West Florida	46%	49%
Colorado Mesa University	43%	46%
Texas Woman's University	43%	47%
Texas A & M University-Commerce	43%	44%
Arkansas Tech University	40%	42%
Southeastern Oklahoma State University	35%	37%
Idaho State University	34%	38%
Weber State University	34%	42%
Lamar University	34%	37%
Eastern New Mexico University-Main Campus	33%	34%
University of Alaska Anchorage	32%	35%
Utah Valley University	29%	35%
Arizona State University Digital Immersion	22%	25%
New Mexico Highlands University	22%	22%
Dixie State University	21%	22%
Average of Peer Institutions	39%	42%

Note: The 6-year rate reflects the AY 2015 entering cohort, and the 8-year rate reflects the AY 2013 entering cohort.

Figure 3.1

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

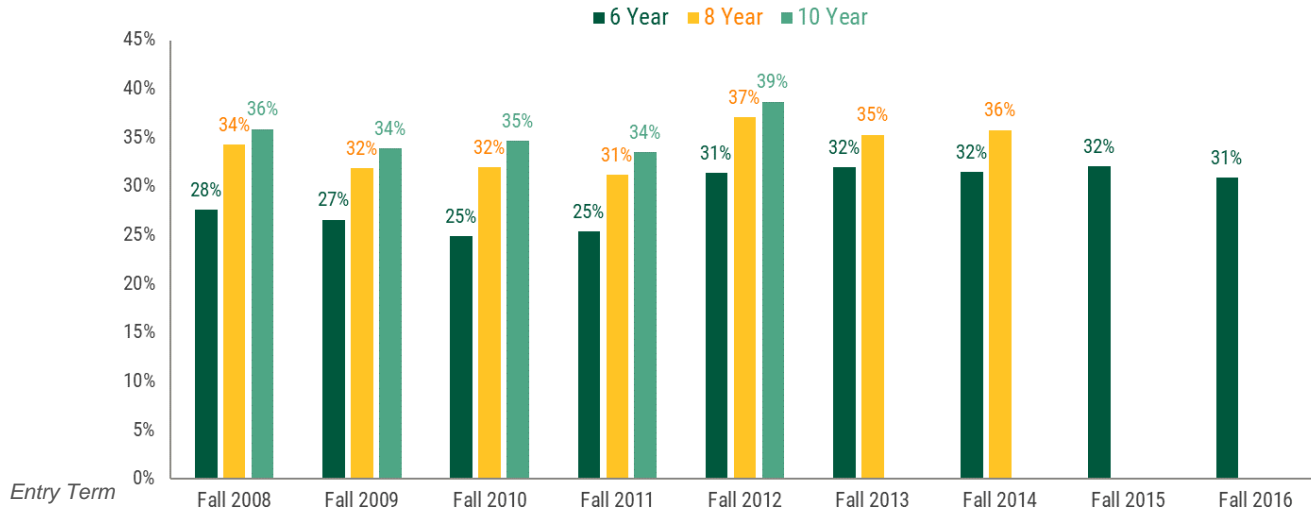


Figure 3.2

UAA BACCALAUREATE GRADUATION RATES, 6-YEAR TREND

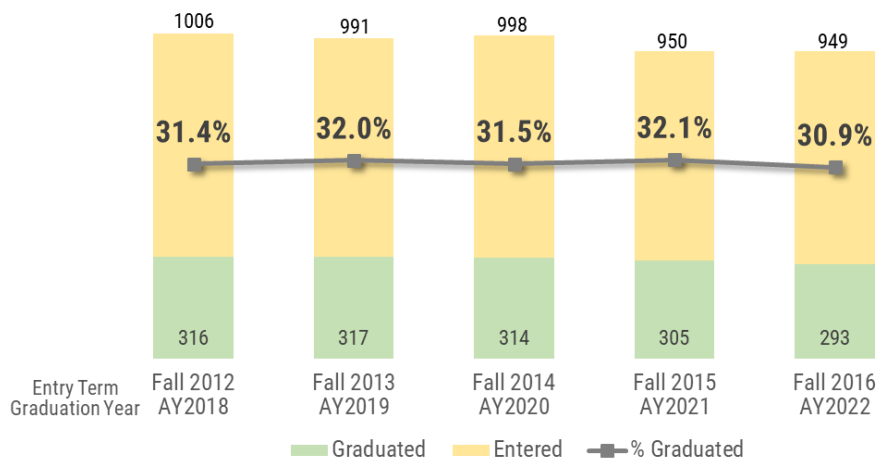




Table 3.2

UAA BACCALAUREATE GRADUATION RATES, 6-YEAR TREND — DISAGGREGATED

BACCALAUREATE – Full-time				
Entered Term			FULL-TIME	
Graduated Year	Fall 2012 AY 2018		Fall 2016 AY 2022	RATE CHANGE
	31.4%		30.9%	-0.5 pts
<i>Race/Ethnicity</i>				
African American	20.0%		24.0%	4.0 pts
Alaska Native/American Indian	15.6%		10.1%	-5.5 pts
Asian	28.2%		34.8%	6.6 pts
Hispanic	21.7%		32.5%	10.8 pts
Native Hawaiian/Pacific Islander	33.3%		20.0%	-13.3 pts
Two or More Races (Non-Hispanic)	41.2%		30.2%	-11.0 pts
White	36.9%		34.1%	-2.8 pts
<i>Other Characteristics</i>				
Age 18-24	31.7%		30.8%	-0.9 pts
Age 25+	28.0%		32.0%	4.0 pts
Female	32.9%		32.0%	-0.9 pts
Male	29.5%		29.5%	0.0 pts
Pell Grant Recipient	19.8%		24.8%	5.0 pts
First Generation	27.9%		25.3%	-2.6 pts

Figure 3.3

UAA BACCALAUREATE GRADUATION RATES, 8-YEAR TREND

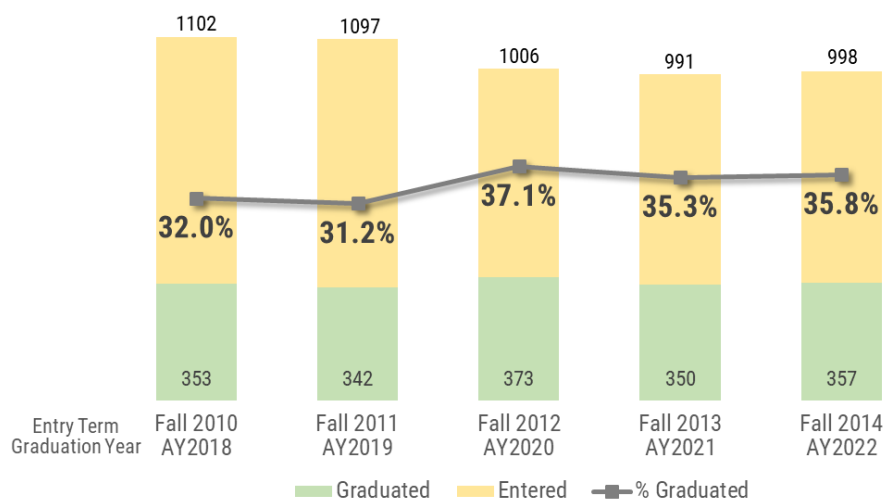


Table 3.3

UAA BACCALAUREATE GRADUATION RATES, 8-YEAR TREND — DISAGGREGATED

BACCALAUREATE – Full-time			FULL-TIME	
Entered Term	Fall 2010		Fall 2014	RATE
Graduated Year	AY 2018		AY 2022	CHANGE
	32.0%		35.8%	3.8 pts
<i>Race/Ethnicity</i>				
African American	22.2%		18.2%	-4.0 pts
Alaska Native/American Indian	20.3%		11.1%	-9.2 pts
Asian	39.4%		40.5%	1.1 pts
Hispanic	33.9%		36.5%	2.6 pts
Native Hawaiian/Pacific Islander	0.0%		10.0%	10.0 pts
Two or More Races (Non-Hispanic)	34.3%		39.7%	5.4 pts
White	35.0%		41.7%	6.7 pts
<i>Other Characteristics</i>				
Age 18-24	32.9%		36.9%	4.0 pts
Age 25+	23.2%		22.1%	-1.1 pts
Female	34.0%		36.3%	2.3 pts
Male	29.4%		35.0%	5.6 pts
Pell Grant Recipient	26.1%		22.8%	-3.3 pts
First Generation	29.6%		26.7%	-2.9 pts

Figure 3.4

UAA BACCALAUREATE GRADUATION RATES, 10-YEAR TREND

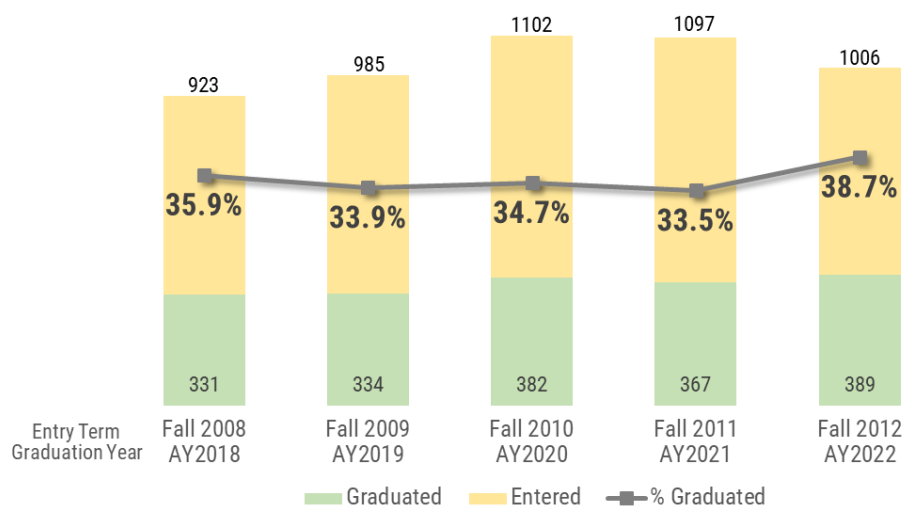




Table 3.4

UAA BACCALAUREATE GRADUATION RATES, 10-YEAR TREND — DISAGGREGATED

BACCALAUREATE – Full-time			
Entered Term	Fall 2008	Fall 2012	RATE
Graduated Year	AY 2018	AY 2022	CHANGE
	35.9%	38.7%	2.8 pts
<i>Race/Ethnicity</i>			
African American	12.8%	22.5%	9.7 pts
Alaska Native/American Indian	9.8%	22.0%	12.2 pts
Asian	43.4%	37.9%	-5.5 pts
Hispanic	30.6%	29.0%	-1.6 pts
Native Hawaiian/Pacific Islander	No Cohort	40.0%	NA
Two or More Races (Non-Hispanic)	No Cohort	48.5%	NA
White	41.3%	43.9%	2.6 pts
<i>Other Characteristics</i>			
Age 18-24	36.3%	38.9%	2.6 pts
Age 25+	27.1%	36.6%	9.5 pts
Female	41.0%	40.1%	-0.9 pts
Male	29.2%	36.9%	7.7 pts
Pell Grant Recipient	30.8%	27.1%	-3.7 pts
First Generation	30.1%	34.9%	4.8 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 2021 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	20%	17%	17%
Weber State University	15%	12%	10%
Utah Valley University	10%	11%	11%
University of North Georgia	9%	9%	8%
University of Alaska Anchorage	9%	10%	11%
Idaho State University	8%	8%	8%
Arkansas State University	7%	5%	5%
College of Staten Island CUNY	7%	5%	4%
Arkansas Tech University	6%	7%	8%
Colorado Mesa University	5%	5%	5%
Eastern New Mexico University-Main Campus	4%	5%	5%
The University of West Florida	2%	2%	2%
California University of Pennsylvania	2%	2%	2%
Arizona State University Digital Immersion	NA	NA	NA
Lamar University	NA	NA	NA
New Mexico Highlands 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	8%	8%	7%

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 2014. 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

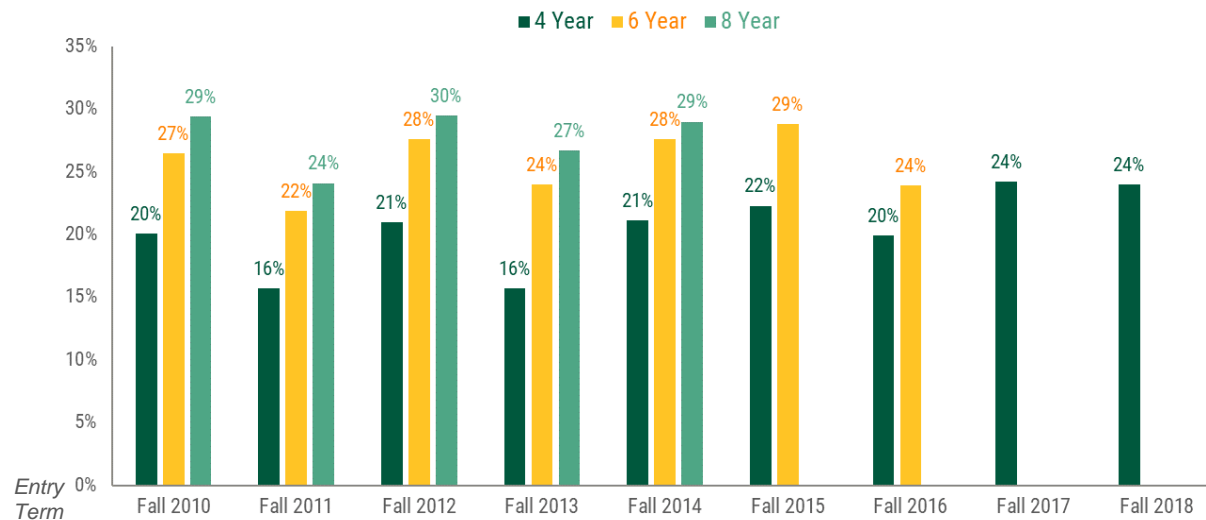


Figure 3.6

UAA ASSOCIATE GRADUATION RATES, 4-YEAR TREND

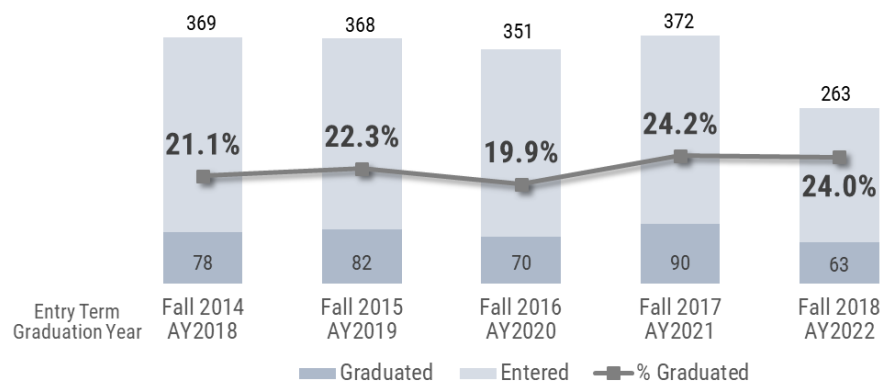




Table 3.6

UAA ASSOCIATE GRADUATION RATES, 4-YEAR TREND — DISAGGREGATED

ASSOCIATE – Full-time			FULL-TIME	
	Entered Term Graduated Year	Fall 2014 AY 2018 21.1%	Fall 2018 AY 2022 24.0%	RATE CHANGE 2.9 pts
<i>Race/Ethnicity</i>				
African American		14.3%	50.0%	35.7 pts
Alaska Native/American Indian		8.2%	5.3%	-2.9 pts
Asian		16.7%	23.1%	6.4 pts
Hispanic		25.0%	16.0%	-9.0 pts
Native Hawaiian/Pacific Islander		0.0%	30.0%	30.0 pts
Two or More Races (Non-Hispanic)		36.0%	23.1%	-12.9 pts
White		24.2%	29.8%	5.6 pts
<i>Other Characteristics</i>				
Age 18-24		19.5%	22.4%	2.9 pts
Age 25+		27.6%	32.5%	4.9 pts
Female		21.1%	24.0%	2.9 pts
Male		21.2%	24.2%	3.0 pts
Pell Grant Recipient		17.7%	14.6%	-3.1 pts
First Generation		17.3%	20.5%	3.2 pts

Figure 3.7

UAA ASSOCIATE GRADUATION RATES, 6-YEAR TREND

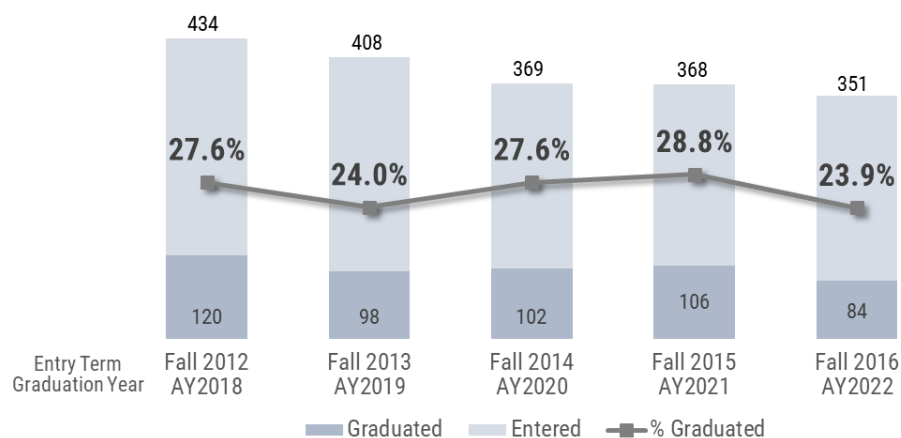




Table 3.7

UAA ASSOCIATE GRADUATION RATES, 6-YEAR TREND — DISAGGREGATED

ASSOCIATE – Full-time			FULL-TIME	
Entered Term	Fall 2012		Fall 2016	RATE
Graduated Year	AY 2018		AY 2022	CHANGE
	27.6%		23.9%	-3.7 pts
<i>Race/Ethnicity</i>				
African American	9.1%		18.2%	9.1 pts
Alaska Native/American Indian	16.4%		5.8%	-10.6 pts
Asian	16.7%		29.2%	12.5 pts
Hispanic	30.3%		15.0%	-15.3 pts
Native Hawaiian/Pacific Islander	10.0%		50.0%	40.0 pts
Two or More Races (Non-Hispanic)	27.6%		15.4%	-12.2 pts
White	33.2%		31.8%	-1.4 pts
<i>Other Characteristics</i>				
Age 18-24	27.4%		24.3%	-3.1 pts
Age 25+	28.7%		21.8%	-6.9 pts
Female	29.4%		23.8%	-5.6 pts
Male	25.9%		24.1%	-1.8 pts
Pell Grant Recipient	22.1%		20.8%	-1.3 pts
First Generation	31.3%		24.7%	-6.6 pts

Figure 3.8

UAA ASSOCIATE GRADUATION RATES, 8-YEAR TREND

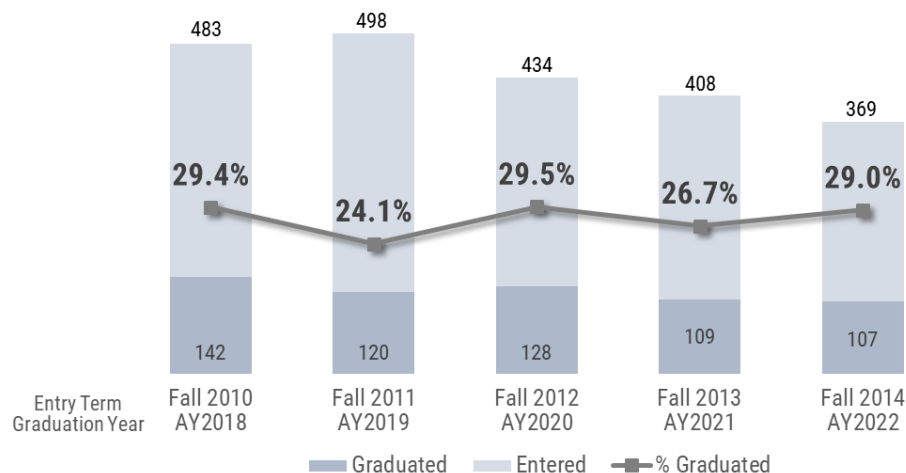




Table 3.8

UAA ASSOCIATE GRADUATION RATES, 8-YEAR TREND — DISAGGREGATED

ASSOCIATE – Full-time		FULL-TIME	
Entered Term	Fall 2010	Fall 2014	RATE
Graduated Year	AY 2018	AY 2022	CHANGE
	29.4%	29.0%	-0.4 pts
<i>Race/Ethnicity</i>			
African American	15.8%	28.6%	12.8 pts
Alaska Native/American Indian	14.1%	10.2%	-3.9 pts
Asian	30.0%	38.9%	8.9 pts
Hispanic	23.1%	37.5%	14.4 pts
Native Hawaiian/Pacific Islander	No Cohort	0.0%	NA
Two or More Races (Non-Hispanic)	50.0%	44.0%	-6.0 pts
White	34.3%	31.4%	-2.9 pts
<i>Other Characteristics</i>			
Age 18-24	29.3%	27.6%	-1.7 pts
Age 25+	29.7%	34.2%	4.5 pts
Female	31.3%	28.3%	-3.0 pts
Male	27.4%	29.6%	2.2 pts
Pell Grant Recipient	23.8%	22.8%	-1.0 pts
First Generation	28.6%	25.5%	-3.1 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

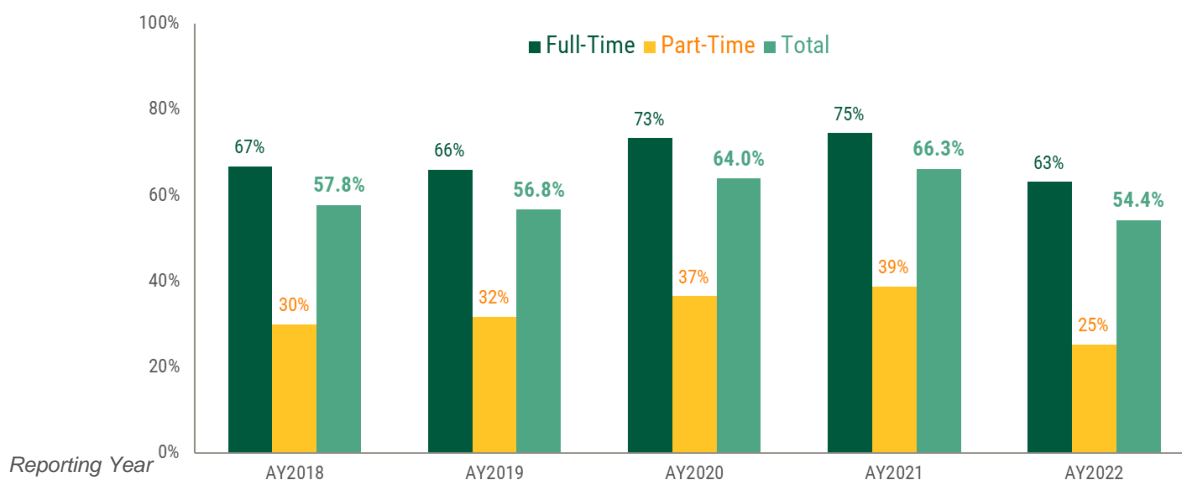


Table 3.9

UAA JUNIOR GRADUATION RATES — DISAGGREGATED

Reporting Year	AY 2018	AY 2022	RATE CHANGE
OVERALL RATE	57.8%	54.4%	-3.5 pts
Full-time	66.9%	63.3%	-3.6 pts
Part-time	30.1%	25.4%	-4.7 pts
Race/Ethnicity			
African American	38.9%	33.3%	-5.6 pts
Alaska Native/American Indian	39.7%	29.1%	-10.6 pts
Asian	50.0%	62.1%	12.1 pts
Hispanic	61.3%	67.4%	6.1 pts
Native Hawaiian/Pacific Islander	0.0%	0.0%	0.0 pts
Two or More Races (Non-Hispanic)	66.7%	40.4%	-26.2 pts
White	60.5%	57.3%	-3.2 pts
Other Characteristics			
Age 18-24	65.6%	60.9%	-4.7 pts
Age 25+	36.4%	33.3%	-3.0 pts
Female	57.3%	51.4%	-6.0 pts
Male	58.5%	58.3%	-0.3 pts
Pell Grant Recipient	49.6%	43.2%	-6.4 pts
First Generation	53.5%	47.8%	-5.7 pts



UAA ANNUAL REPORT ON SEMESTERS TO DEGREE — GRADUATE PROGRAMS AS OF FALL 2023

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 degrees 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 3.4, 7.1, and 15.8 semesters on average. Compared to the AY 2021 graduates, time to graduation increased by 0.2 semesters for graduate certificate students and by 3.0 semesters for doctoral students, but it decreased by 0.3 semesters for master's students (Figure 4.2).

SEMESTERS TO DEGREE – GRADUATE PROGRAMS

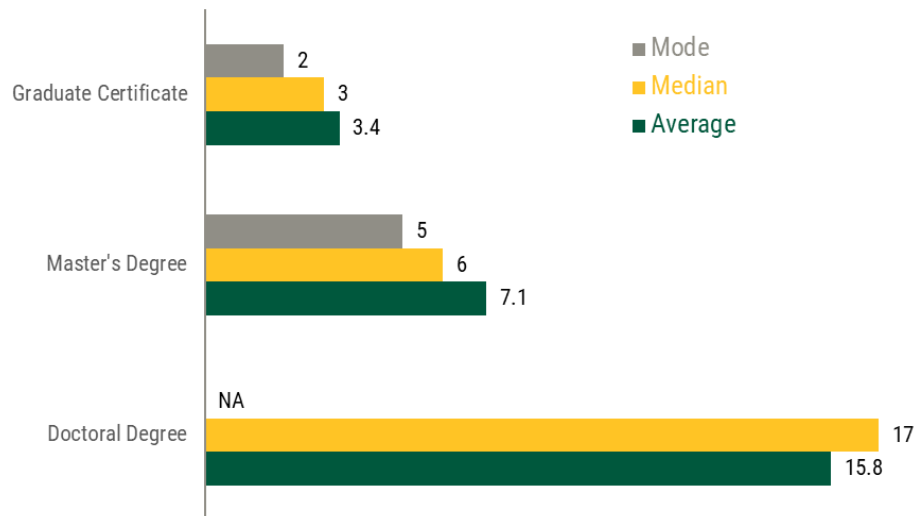
DEFINITION: The average (median and mode) number of semesters taken by students to complete any graduate degree or certificate program, determined by students who have graduated with a graduate program as their primary degree. Students who changed their majors and degree types/levels during their study 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:
AY 2022 GRADUATES*



NOTE: The mode for doctoral degree could not be calculated due to the small sample size.

Figure 4.2

*UAA AVERAGE SEMESTERS TO DEGREE BY TYPE OF GRADUATE PROGRAM, 5-YEAR TREND:
AY 2018 – AY 2022 GRADUATES*

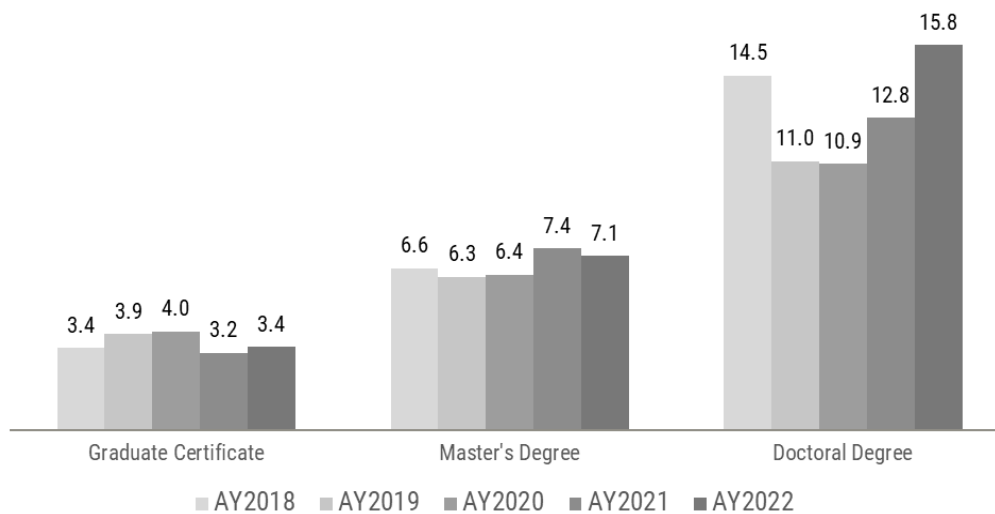




Table 4.1

UAA AVERAGE SEMESTERS TO DEGREE FOR MASTER'S PROGRAMS — DISAGGREGATED

	Award Total AY 2018	AVERAGE SEMESTERS	Award Total AY 2022	AVERAGE SEMESTERS	CHANGE
Total	245	6.6	165	7.1	0.5
<i>Race/Ethnicity</i>					
African American	10	8.0	*	5.5	-2.5
Alaska Native/American Indian	22	7.0	14	7.9	0.8
Asian	*	8.4	*	6.4	-2.0
Hispanic	12	7.1	10	7.6	0.5
Native Hawaiian/Pacific Islander	*	6.0	*	4.0	-2.0
Two or More Races (Non-Hispanic)	*	8.0	No Cohort	NA	NA
White	10	5.9	*	5.6	-0.3
<i>Other Characteristics</i>					
Age Under 25	21	3.9	*	4.3	0.5
Age 25-29	63	5.7	45	5.5	-0.1
Age 30-39	103	6.9	67	7.8	0.9
Age 40+	58	8.1	44	8.2	0.1
Female	161	7.0	109	7.7	0.7
Male	84	5.9	56	6.0	0.1

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 2023

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 in their first two years, or Tier 1 GER completion rates, have fluctuated around 40% and 30% for full-time and part-time students respectively. Tier 1 GER completion rates 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 77%, 88%, and 93% respectively (Figure 5.2).

Trend in Most Recent Cohort

- (3) Compared with AY 2021, Tier 1 GER completion rates for the AY 2022 reporting cohort increased by 3.6% for full-time and 8.7% for part-time students (Figure 5.1).
- (4) Compared with Fall 2021, course pass rates in Fall 2022 increased by 1.1% at lower division, 1.3% at upper division, and 2.4% at graduate level (Figure 5.2). Full-time students had higher pass rates than part-time students at all course levels (Figure 5.3).

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

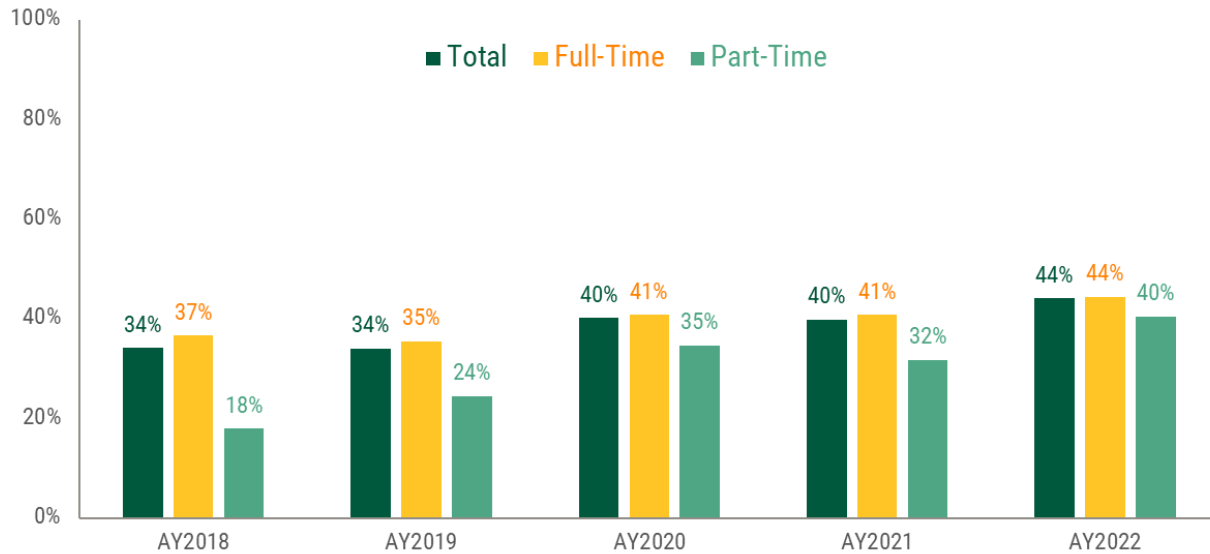


Table 5.1

UAA TIER 1 GER COMPLETION RATES — DISAGGREGATED

	AY 2018 Completion Rate	AY 2022 Completion Rate	RATE CHANGE
OVERALL	34.0%	44.0%	10.0 pts
Full-time	36.5%	44.4%	7.9 pts
Part-time	17.9%	40.4%	22.5 pts
Race/Ethnicity			
African American	37.7%	31.3%	-6.5 pts
Alaska Native/American Indian	7.7%	47.4%	39.7 pts
Asian	30.3%	48.3%	18.0 pts
Hispanic	27.5%	51.1%	23.7 pts
Native Hawaiian/Pacific Islander	57.1%	43.6%	-13.5 pts
Two or More Races (Non-Hispanic)	36.8%	41.2%	4.4 pts
White	36.2%	44.2%	8.0 pts
Other Characteristics			
Age 18-24	34.3%	44.2%	9.9 pts
Age 25+	27.3%	40.0%	12.7 pts
Female	32.2%	45.5%	13.3 pts
Male	36.7%	41.8%	5.1 pts
Pell Grant Recipient	32.6%	42.6%	10.0 pts
First Generation	33.8%	52.3%	18.5 pts

Note: Although Native Hawaiian/Pacific Islander had a higher completion rate than any other racial/ethnic group in AY 2018, the sample size for this group was too small (less than 10) for a meaningful interpretation.

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

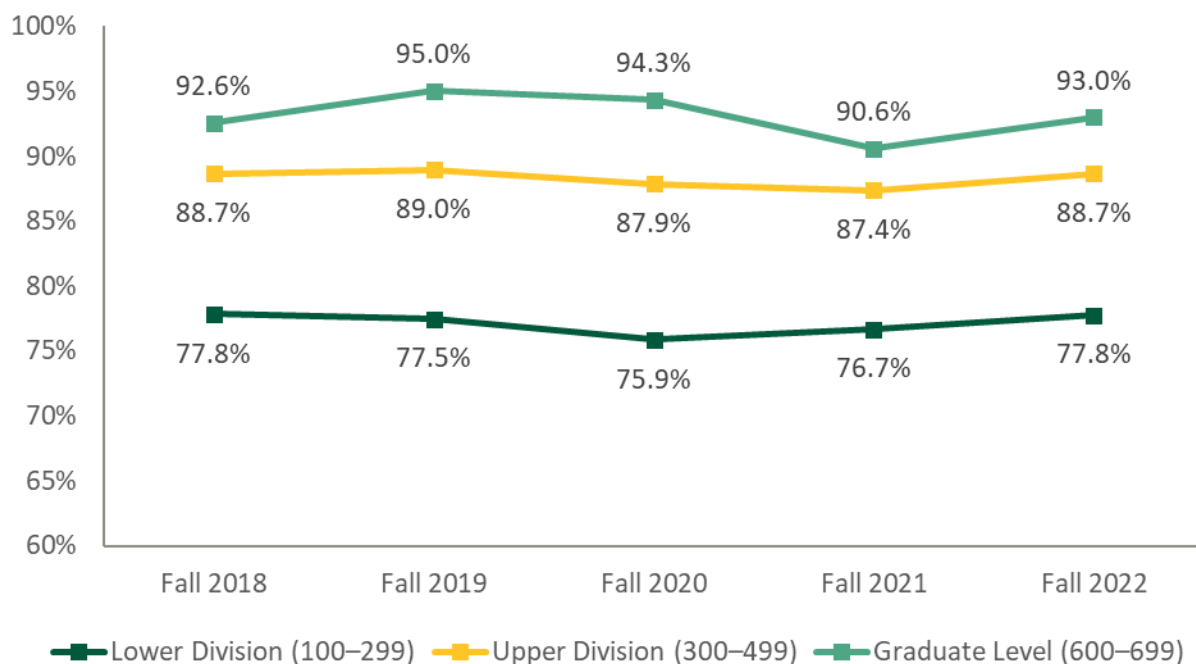


Figure 5.3

UAA COURSE PASS RATE COMPARISONS BY COURSE LEVEL FALL 2018 – FALL 2022

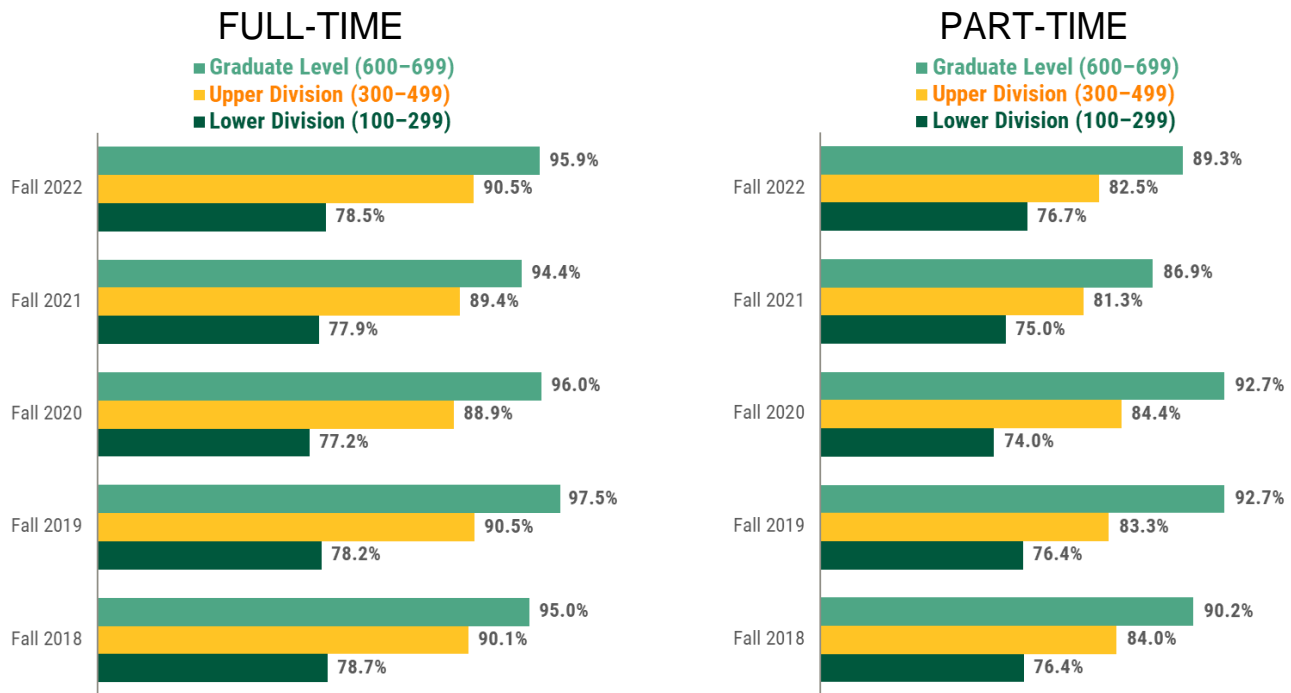


Table 5.2

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

	FULL-TIME			PART-TIME		
	Fall 2018	Fall 2022	RATE CHANGE	Fall 2018	Fall 2022	RATE CHANGE
ALL	78.7%	78.5%	-0.1 pts	76.4%	76.7%	0.3 pts
Race/Ethnicity						
African American	71.1%	61.3%	-9.8 pts	63.0%	68.3%	5.4 pts
Alaska Native/American Indian	69.0%	68.3%	-0.7 pts	66.8%	67.1%	0.3 pts
Asian	80.9%	79.6%	-1.3 pts	76.2%	73.2%	-3.0 pts
Hispanic	75.0%	76.0%	0.9 pts	72.6%	70.7%	-1.8 pts
Native Hawaiian/Pacific Islander	77.3%	75.5%	-1.7 pts	76.7%	61.4%	-15.3 pts
Two or More Races (Non-Hispanic)	78.8%	75.8%	-3.0 pts	71.7%	73.1%	1.4 pts
White	80.6%	81.7%	1.1 pts	79.2%	79.3%	0.0 pts
Other Characteristics						
Age 18-24	77.7%	77.4%	-0.3 pts	68.1%	69.8%	1.7 pts
Age 25+	78.5%	79.4%	0.9 pts	81.1%	78.1%	-3.0 pts
Female	80.1%	79.0%	-1.1 pts	77.9%	76.8%	-1.1 pts
Male	77.1%	78.0%	0.9 pts	74.2%	76.6%	2.5 pts
Pell Grant Recipient	75.8%	74.7%	-1.1 pts	75.9%	70.4%	-5.4 pts
First Generation	77.7%	76.1%	-1.6 pts	76.3%	70.8%	-5.5 pts



Table 5.3

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

	ALL	FULL-TIME			PART-TIME		
		Fall 2018	Fall 2022	RATE CHANGE	Fall 2018	Fall 2022	RATE CHANGE
Race/Ethnicity							
African American		89.0%	82.2%	-6.8 pts	74.6%	75.8%	1.1 pts
Alaska Native/American Indian		85.3%	81.3%	-4.0 pts	77.9%	73.7%	-4.2 pts
Asian		89.4%	88.9%	-0.5 pts	88.6%	88.1%	-0.5 pts
Hispanic		90.8%	90.7%	-0.0 pts	83.3%	77.5%	-5.8 pts
Native Hawaiian/Pacific Islander		77.7%	85.5%	7.8 pts	50.0%	82.0%	32.0 pts
Two or More Races (Non-Hispanic)		89.4%	88.3%	-1.1 pts	77.6%	85.3%	7.7 pts
White		90.8%	92.7%	1.9 pts	85.9%	84.2%	-1.7 pts
Other Characteristics							
Age 18-24		90.2%	90.6%	0.5 pts	83.6%	85.5%	2.0 pts
Age 25+		89.9%	90.3%	0.4 pts	84.1%	80.8%	-3.3 pts
Female		90.4%	91.5%	1.1 pts	85.5%	83.1%	-2.4 pts
Male		89.6%	88.7%	-0.9 pts	81.6%	81.7%	0.1 pts
Pell Grant Recipient		89.1%	88.8%	-0.3 pts	86.9%	79.9%	-7.0 pts
First Generation		90.7%	88.3%	-2.3 pts	89.7%	84.3%	-5.4 pts

Table 5.4

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

	ALL	FULL-TIME			PART-TIME		
		Fall 2018	Fall 2022	RATE CHANGE	Fall 2018	Fall 2022	RATE CHANGE
Race/Ethnicity							
African American		95.2%	94.4%	-0.8 pts	90.0%	85.0%	-5.0 pts
Alaska Native/American Indian		92.9%	85.7%	-7.1 pts	81.0%	75.8%	-5.3 pts
Asian		75.0%	98.2%	23.2 pts	91.7%	100.0%	8.3 pts
Hispanic		100.0%	91.7%	-8.3 pts	83.8%	97.1%	13.3 pts
Native Hawaiian/Pacific Islander		100.0%	100.0%	0.0 pts	83.3%	87.5%	4.2 pts
Two or More Races (Non-Hispanic)		92.1%	92.0%	-0.1 pts	88.9%	78.9%	-9.9 pts
White		95.5%	96.7%	1.2 pts	91.2%	90.3%	-0.9 pts
Other Characteristics							
Age 18-24		92.4%	96.9%	4.4 pts	91.1%	90.5%	-0.6 pts
Age 25+		95.8%	95.4%	-0.5 pts	90.1%	89.2%	-0.9 pts
Female		94.8%	95.8%	1.0 pts	93.5%	91.0%	-2.4 pts
Male		95.3%	96.0%	0.7 pts	83.2%	85.9%	2.7 pts
Pell Grant Recipient		66.7%	100.0%	33.3 pts	No Cohort	No Cohort	NA
First Generation		93.1%	90.6%	-2.5 pts	94.7%	86.6%	-8.1 pts