



UAA ANNUAL REPORT ON PERSISTENCE AS OF FALL 2024

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 achievement 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 no clear trend at either the baccalaureate or associate levels. Persistence rates for first-time, full-time baccalaureate and associate students have fluctuated around 87% and 77% respectively (Figures 1.1 and 1.2).
- (2) Persistence rates for first-time, part-time baccalaureate and associate students have fluctuated around 64% and 61% respectively (Figures 1.1 and 1.2).

Trend in Most Recent Cohort

- (1) Compared to the Fall 2021 cohort, persistence rates from 1st fall to 1st spring declined for the Fall 2022 overall. The persistence rates decreased by 1.3% for first-time, full-time baccalaureate, 5.0% for first-time, part-time baccalaureate, and 10.1% for first-time, full-time associate students. However, the persistence rates increased by 14.3% for first-time, part-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**

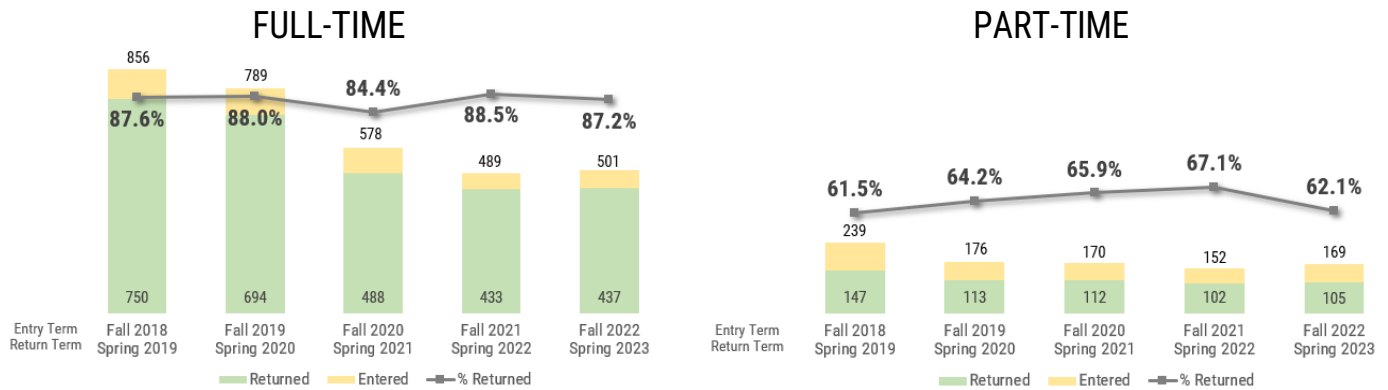


Table 1.1

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

BACCALAUREATE	FULL-TIME			PART-TIME		
	Entered Term Returned Term	Fall 18 Spring 19	Fall 22 Spring 23	Fall 18 Spring 19	Fall 22 Spring 23	RATE CHANGE
		87.6%	87.2%	61.5%	62.1%	0.6 pts
Race/Ethnicity						
African American		86.1%	81.3%	33.3%	66.7%	33.3 pts
Alaska Native/American Indian		80.6%	85.5%	58.1%	38.1%	-20.0 pts
Asian		87.8%	95.8%	69.2%	68.4%	-0.8 pts
Hispanic		81.8%	77.4%	69.2%	63.2%	-6.1 pts
Native Hawaiian/Pacific Islander		93.3%	72.7%	64.7%	80.0%	15.3 pts
Two or More Races (Non-Hispanic)		93.8%	86.8%	52.6%	58.3%	5.7 pts
White		88.2%	88.5%	62.6%	64.9%	2.2 pts
Other Characteristics						
Age 18-24		87.6%	87.2%	61.7%	59.6%	-2.1 pts
Age 25+		88.2%	87.2%	60.6%	75.0%	14.4 pts
Female		87.0%	90.1%	65.1%	65.1%	0.1 pts
Male		88.3%	83.8%	55.4%	56.7%	1.2 pts
Pell Grant Recipient		85.1%	87.3%	60.0%	65.0%	5.0 pts
First Generation		82.5%	84.0%	58.4%	70.2%	11.7 pts

Figure 1.2

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

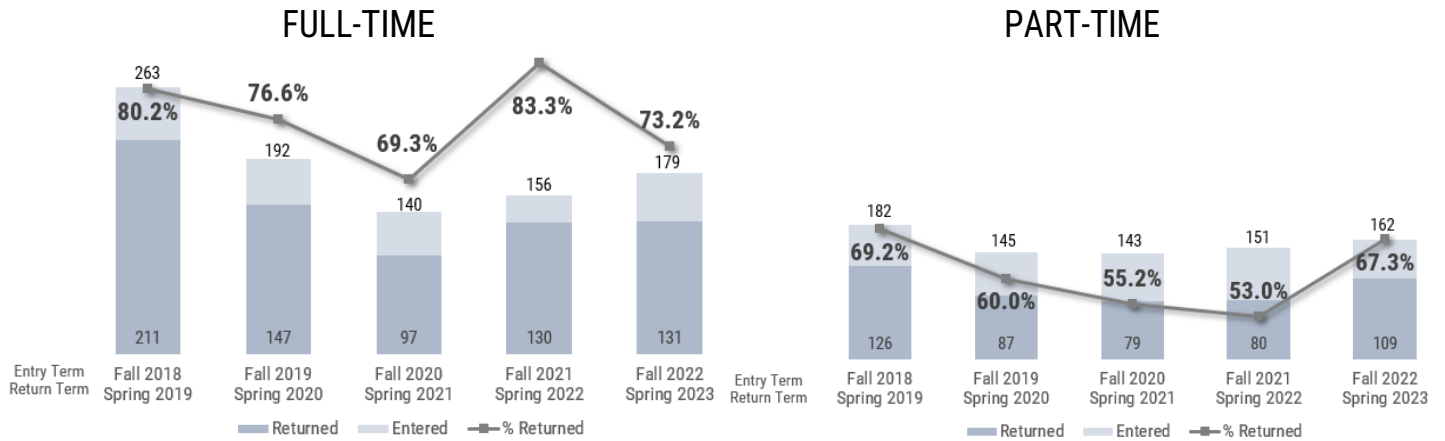


Table 1.2

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

ASSOCIATE	Entered Term Returned Term	FALL-TIME	RATE CHANGE	PART-TIME	RATE CHANGE
	Fall 18 Spring 19	Fall 22 Spring 23		Fall 18 Spring 19	Fall 22 Spring 23
	80.2%	73.2%	-7.0 pts	69.2%	67.3%
Race/Ethnicity					
African American	100.0%	57.1%	-42.9 pts	85.7%	40.0%
Alaska Native/American Indian	75.4%	61.3%	-14.1 pts	61.3%	47.4%
Asian	92.3%	62.5%	-29.8 pts	85.7%	72.2%
Hispanic	84.0%	80.8%	-3.2 pts	66.7%	86.7%
Native Hawaiian/Pacific Islander	80.0%	100.0%	20.0 pts	75.0%	66.7%
Two or More Races (Non-Hispanic)	53.8%	81.8%	28.0 pts	70.6%	91.7%
White	82.3%	74.7%	-7.6 pts	67.6%	65.9%
Other Characteristics					
Age 18-24	78.9%	73.7%	-5.2 pts	66.2%	70.7%
Age 25+	87.5%	70.4%	-17.1 pts	76.9%	51.7%
Female	79.8%	75.8%	-4.0 pts	74.5%	74.5%
Male	80.3%	70.2%	-10.1 pts	63.9%	57.4%
Pell Grant Recipient	76.7%	78.2%	1.5 pts	77.3%	64.8%
First Generation	82.4%	76.0%	-6.4 pts	74.7%	61.1%



UAA ANNUAL REPORT ON RETENTION AS OF FALL 2024

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 achievement 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) Compared to the average retention rates of the peer institutions, UAA's retention rates from 1st to 2nd fall for the Fall 2021 cohort of full-time baccalaureate students was lower for full-time and higher for part-time students (Table 2.1).

Long-Term Trend

- (1) Overall, retention rates from 1st to 2nd fall have been stable with an upward trend at both baccalaureate and associate levels. Retention rates for first-time, full-time baccalaureate and associate students have fluctuated around 68% and 52% respectively. Retention rates for first-time, part-time baccalaureate and associate students have been mostly under 50% (Figures 2.1 and 2.2).
- (2) Overall, retention rates from 1st to 3rd fall have been stable with an upward trend at both baccalaureate and associate levels. Retention rates for first-time, full-time baccalaureate and associate students have fluctuated around 53% and 34% respectively. Retention rates for first-time, part-time baccalaureate and associate students have been under 40% and 30% respectively (Figures 2.3 and 2.4).

Trend in Most Recent Cohort

- (1) Compared to the Fall 2021 cohort, retention rates from 1st to 2nd fall for the Fall 2022 cohort improved overall. The retention rates increased by 5.4% for first-time, full-time baccalaureate and 2.3% for first-time, full-time associate students (Figures 2.1 and 2.2).
- (2) Compared to the Fall 2020 cohort, retention rates from 1st to 3rd fall for the Fall 2021 cohort improved overall. The retention rates increased by 2.2% for first-time, full-time baccalaureate and 10.4% 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 2022 for first-time, full-time and part-time baccalaureate degree-seeking students.



Table 2.1

PEER RETENTION RATES: BACCALAUREATE DEGREE-SEEKING STUDENTS, FALL 2021 COHORT

Institution	FULL-TIME	PART-TIME
The University of West Florida	85%	58%
University of Alabama at Birmingham	82%	54%
Arkansas State University	78%	33%
Colorado Mesa University	76%	29%
Texas Woman's University	73%	50%
University of North Georgia	72%	51%
Idaho State University	71%	29%
Pennsylvania Western University	70%	33%
College of Staten Island CUNY	69%	41%
Weber State University	69%	48%
Utah Valley University	68%	44%
University of Alaska Anchorage	66%	47%
Texas A & M University-Commerce	65%	40%
New Mexico Highlands University	63%	50%
Arkansas Tech University	63%	17%
Utah Tech University	63%	23%
Eastern New Mexico University-Main Campus	62%	33%
Lamar University	59%	55%
Southeastern Oklahoma State University	59%	24%
Arizona State University Digital Immersion	NA	51%
Average of Peer Institutions	69%	41%

Figure 2.1

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

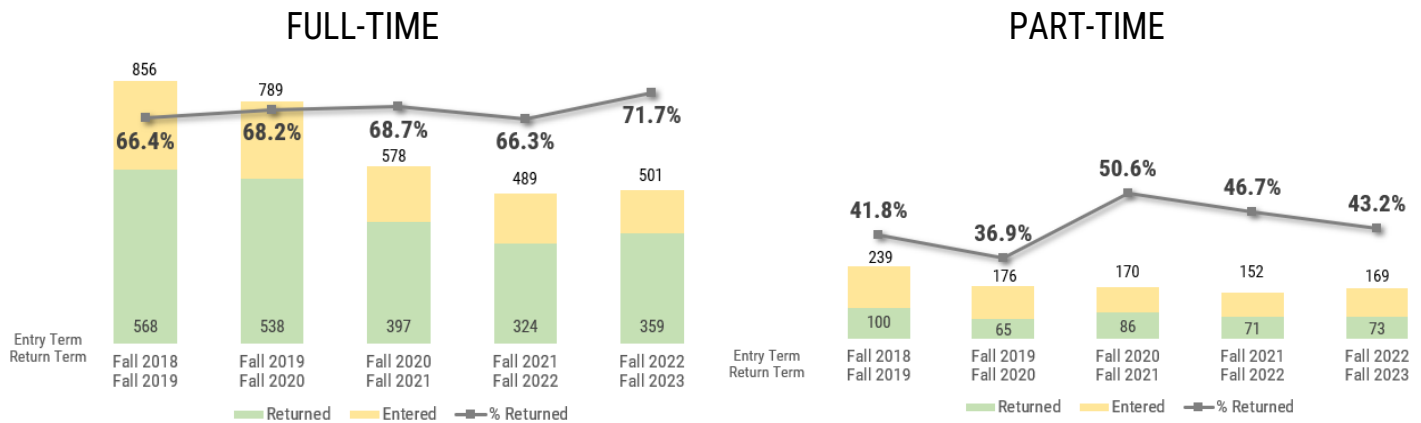


Table 2.2

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

BACCALAUREATE		FULL-TIME			PART-TIME		
	Entered Term Returned Term	Fall 18 Fall 19 66.4%	Fall 22 Fall 23 71.7%	RATE CHANGE 5.3 pts	Fall 18 Fall 19 41.8%	Fall 22 Fall 23 43.2%	RATE CHANGE 1.4 pts
Race/Ethnicity							
African American		66.7%	56.3%	-10.4 pts	44.4%	66.7%	22.2 pts
Alaska Native/American Indian		49.6%	72.6%	23.0 pts	34.9%	23.8%	-11.1 pts
Asian		74.4%	87.5%	13.1 pts	38.5%	73.7%	35.2 pts
Hispanic		61.0%	69.4%	8.3 pts	46.2%	47.4%	1.2 pts
Native Hawaiian/Pacific Islander		77.8%	63.6%	-14.1 pts	41.2%	0.0%	-41.2 pts
Two or More Races (Non-Hispanic)		67.9%	65.8%	-2.1 pts	15.8%	25.0%	9.2 pts
White		69.2%	69.0%	-0.2 pts	46.5%	40.5%	-5.9 pts
Other Characteristics							
Age 18-24		65.6%	72.5%	6.9 pts	39.8%	42.6%	2.7 pts
Age 25+		78.4%	61.5%	-16.9 pts	54.5%	46.4%	-8.1 pts
Female		67.3%	75.4%	8.1 pts	44.5%	43.1%	-1.4 pts
Male		64.9%	67.2%	2.4 pts	37.0%	43.3%	6.4 pts
Pell Grant Recipient		59.9%	64.8%	4.9 pts	40.0%	43.3%	3.3 pts
First Generation		57.8%	68.7%	10.9 pts	32.6%	45.6%	13.0 pts

Figure 2.2

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

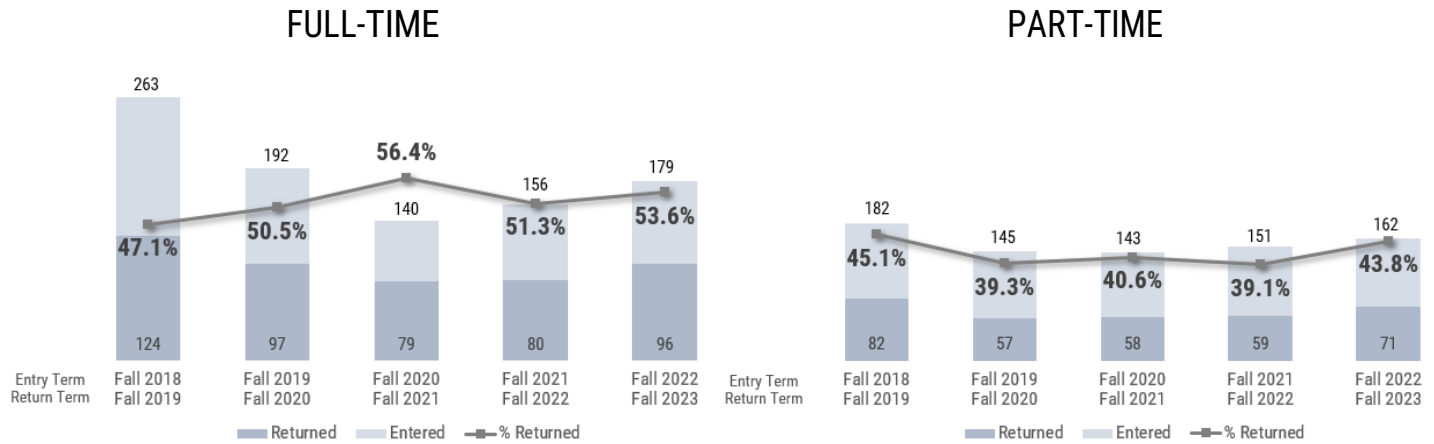


Table 2.3

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

ASSOCIATE	FULL-TIME			PART-TIME		
	Entered Term	Returned Term	RATE	Entered Term	Returned Term	RATE
	Fall 18	Fall 19	Fall 22	Fall 18	Fall 19	Fall 22
			CHANGE			CHANGE
Race/Ethnicity						
African American	75.0%	57.1%	-17.9 pts	57.1%	40.0%	-17.1 pts
Alaska Native/American Indian	31.6%	41.9%	10.4 pts	38.7%	15.8%	-22.9 pts
Asian	46.2%	50.0%	3.8 pts	85.7%	38.9%	-46.8 pts
Hispanic	52.0%	61.5%	9.5 pts	52.4%	60.0%	7.6 pts
Native Hawaiian/Pacific Islander	70.0%	100.0%	30.0 pts	56.3%	33.3%	-22.9 pts
Two or More Races (Non-Hispanic)	46.2%	63.6%	17.5 pts	35.3%	58.3%	23.0 pts
White	51.6%	51.8%	0.2 pts	39.2%	47.1%	7.9 pts
Other Characteristics						
Age 18-24	44.4%	54.6%	10.2 pts	40.0%	44.4%	4.4 pts
Age 25+	62.5%	48.1%	-14.4 pts	57.7%	41.4%	-16.3 pts
Female	47.3%	60.0%	12.7 pts	51.0%	50.0%	-1.0 pts
Male	47.0%	46.4%	9.6 pts	38.6%	35.3%	6.5 pts
Pell Grant Recipient	41.7%	55.1%	-0.5 pts	54.7%	51.9%	-3.3 pts
First Generation	48.4%	58.0%	13.4 pts	45.3%	51.9%	-2.8 pts

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.

PEER COMPARISON: No comparator peer data are available.

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



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

BACCALAUREATE		FULL-TIME			PART-TIME		
	Entered Term Returned Term	Fall 17 Fall 19 53.2%	Fall 21 Fall 23 55.0%	RATE CHANGE 1.8 pts	Fall 17 Fall 19 29.8%	Fall 21 Fall 23 38.2%	RATE CHANGE 8.4 pts
Race/Ethnicity							
	African American	57.1%	61.5%	4.4 pts	20.0%	50.0%	30.0 pts
	Alaska Native/American Indian	32.1%	41.3%	9.2 pts	18.9%	21.1%	2.1 pts
	Asian	63.2%	67.9%	4.7 pts	47.8%	34.8%	-13.1 pts
	Hispanic	50.6%	36.2%	-14.5 pts	24.0%	61.1%	37.1 pts
	Native Hawaiian/Pacific Islander	33.3%	62.5%	29.2 pts	50.0%	50.0%	0.0 pts
	Two or More Races (Non-Hispanic)	55.8%	58.7%	2.9 pts	21.1%	64.3%	43.2 pts
	White	56.9%	55.3%	-1.5 pts	30.7%	29.7%	-1.0 pts
Other Characteristics							
	Age 18-24	53.6%	55.4%	1.8 pts	30.6%	35.7%	5.1 pts
	Age 25+	46.4%	51.2%	4.7 pts	25.0%	50.0%	25.0 pts
	Female	55.4%	60.2%	4.9 pts	36.0%	41.2%	5.1 pts
	Male	50.4%	48.9%	-1.5 pts	22.6%	34.3%	11.7 pts
	Pell Grant Recipient	47.8%	47.4%	-0.4 pts	24.1%	41.9%	17.8 pts
	First Generation	47.9%	53.4%	5.5 pts	27.2%	38.3%	11.1 pts

Figure 2.4

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

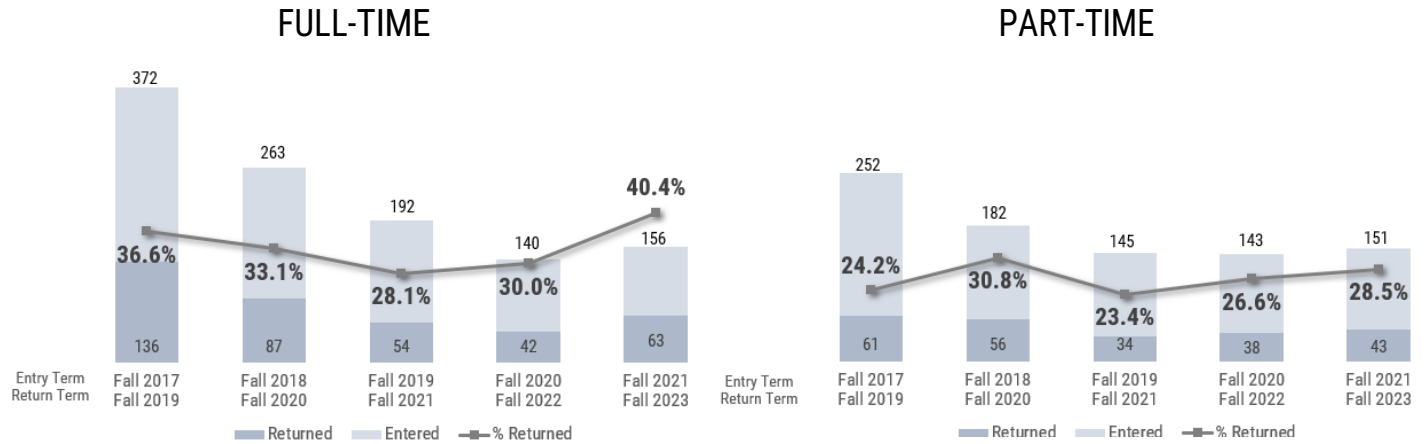


Table 2.5

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

ASSOCIATE	FULL-TIME			PART-TIME			
	Entered Term	Fall 17	Fall 21	RATE	Fall 17	Fall 21	RATE
	Returned Term	Fall 19	Fall 23	CHANGE	Fall 19	Fall 23	CHANGE
		36.6%	40.4%	3.8 pts	24.2%	28.5%	4.3 pts
Race/Ethnicity							
African American		15.4%	28.6%	13.2 pts	0.0%	0.0%	0.0 pts
Alaska Native/American Indian		27.0%	57.1%	30.2 pts	14.7%	18.2%	3.5 pts
Asian		55.3%	52.6%	-2.6 pts	29.0%	38.9%	9.9 pts
Hispanic		50.0%	25.0%	-25.0 pts	16.0%	40.0%	24.0 pts
Native Hawaiian/Pacific Islander		60.0%	40.0%	-20.0 pts	33.3%	20.0%	-13.3 pts
Two or More Races (Non-Hispanic)		31.0%	54.5%	23.5 pts	20.0%	22.2%	2.2 pts
White		34.3%	30.8%	-3.5 pts	26.6%	31.4%	4.8 pts
Other Characteristics							
Age 18-24		36.1%	41.9%	5.8 pts	22.3%	23.5%	1.2 pts
Age 25+		39.6%	33.3%	-6.3 pts	29.7%	46.9%	17.2 pts
Female		39.9%	43.9%	4.0 pts	24.8%	27.7%	2.9 pts
Male		32.9%	36.5%	3.6 pts	23.4%	30.0%	6.6 pts
Pell Grant Recipient		30.2%	30.6%	0.4 pts	22.1%	34.5%	12.4 pts
First Generation		27.7%	32.8%	5.1 pts	23.8%	27.1%	3.3 pts



UAA ANNUAL REPORT ON GRADUATION AS OF FALL 2024

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 achievement 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 Fall 2016 and 2014 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 2015 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-year baccalaureate graduation rates have fluctuated around 31% with a slight downward trend. First-time, full-time 8- and 10-year baccalaureate graduation rates have been stable around 35% (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 no clear trend. First-time, full-time 6- and 8-year associate graduation rates have fluctuated around 27% and 28% respectively with an upward trend (Figures 3.5, 3.6, 3.7, and 3.8).
- (3) Overall, the percentages of baccalaureate students who graduated within 4 years of reaching the junior class standing, or junior graduation rates, have fluctuated around 72% for full-time students and fluctuated around 40% with an upward trend for part-time students (Figure 3.9).

Trend in Most Recent Cohort

- (1) Compared to the Fall 2016 cohort, first-time, full-time 6-year baccalaureate graduation rates declined for the Fall 2017 cohort by 2.7% (Figure 3.2).
- (2) Compared to the Fall 2018 cohort, first-time, full-time 4-year associate graduation rates declined for the Fall 2019 cohort by 3.2% (Figure 3.6).
- (3) Compared to the AY 2019 junior cohort, overall junior graduation rates declined for the AY 2020 junior cohort by 5.0% (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 2022 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	61%	64%
University of North Georgia	52%	54%
Pennsylvania Western University	52%	53%
Arkansas State University	51%	54%
College of Staten Island CUNY	50%	54%
The University of West Florida	48%	50%
Texas Woman's University	48%	52%
Colorado Mesa University	44%	46%
Texas A & M University-Commerce	43%	45%
Arkansas Tech University	41%	43%
Lamar University	37%	39%
Weber State University	36%	44%
Idaho State University	33%	36%
Southeastern Oklahoma State University	31%	35%
University of Alaska Anchorage	31%	36%
Eastern New Mexico University-Main Campus	29%	31%
Utah Valley University	29%	35%
New Mexico Highlands University	29%	30%
Arizona State University Digital Immersion	24%	27%
Utah Tech University	23%	26%
Average of Peer Institutions	40%	43%

Note: The 6-year rate reflects the Fall 2016 entering cohort, and the 8-year rate reflects the Fall 2014 entering cohort.

Figure 3.1

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

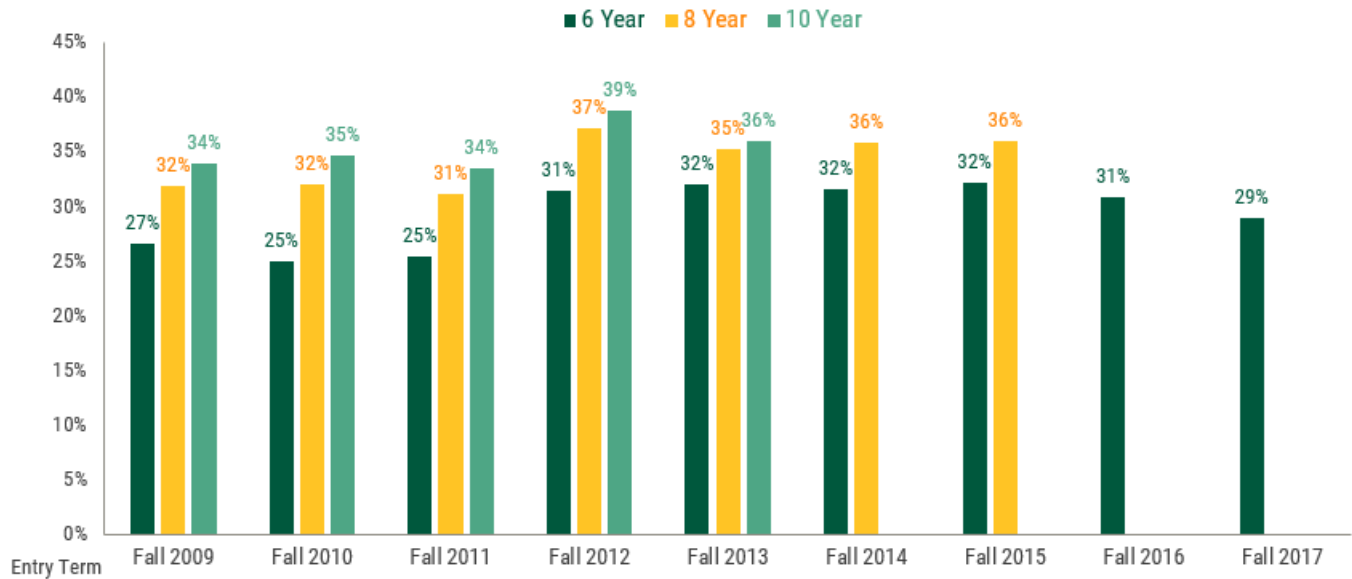




Figure 3.2

UAA BACCALAUREATE GRADUATION RATES, 6-YEAR TREND

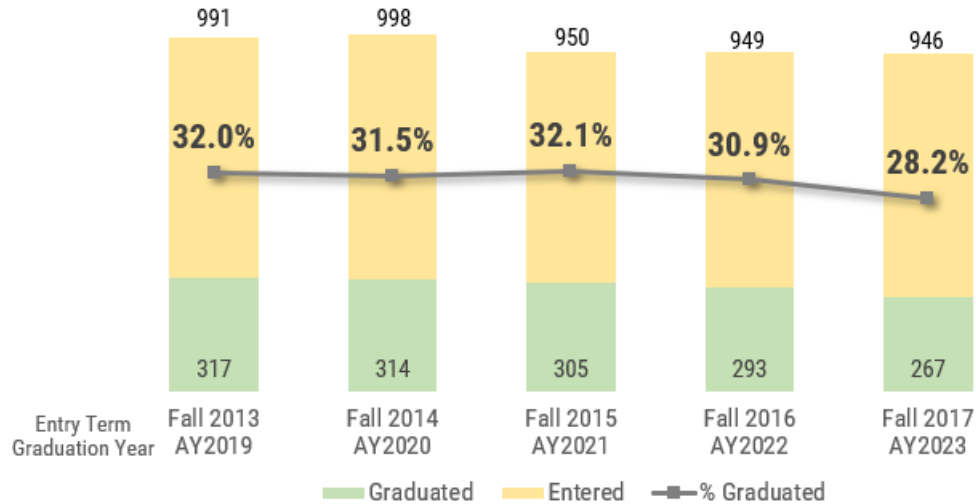


Table 3.2

UAA BACCALAUREATE GRADUATION RATES, 6-YEAR TREND – DISAGGREGATED

BACCALAUREATE – Full-time		FULL-TIME	
Entered Term	Fall 2013	Fall 2017	RATE CHANGE
Graduated Year	AY 2019	AY 2023	
	32.0%	28.2%	
Race/Ethnicity			
African American	28.0%	28.6%	0.6 pts
Alaska Native/American Indian	18.3%	9.9%	-8.4 pts
Asian	27.8%	32.1%	4.2 pts
Hispanic	25.6%	20.3%	-5.4 pts
Native Hawaiian/Pacific Islander	0.0%	13.3%	13.3 pts
Two or More Races (Non-Hispanic)	32.3%	24.7%	-7.6 pts
White	38.2%	34.1%	-4.1 pts
Other Characteristics			
Age 18-24	31.8%	28.1%	-3.7 pts
Age 25+	34.1%	30.4%	-3.7 pts
Female	35.1%	29.8%	-5.2 pts
Male	27.6%	26.1%	-1.5 pts
Pell Grant Recipient	19.3%	19.8%	0.4 pts
First Generation	26.8%	20.8%	-6.0 pts

Figure 3.3

UAA BACCALAUREATE GRADUATION RATES, 8-YEAR TREND

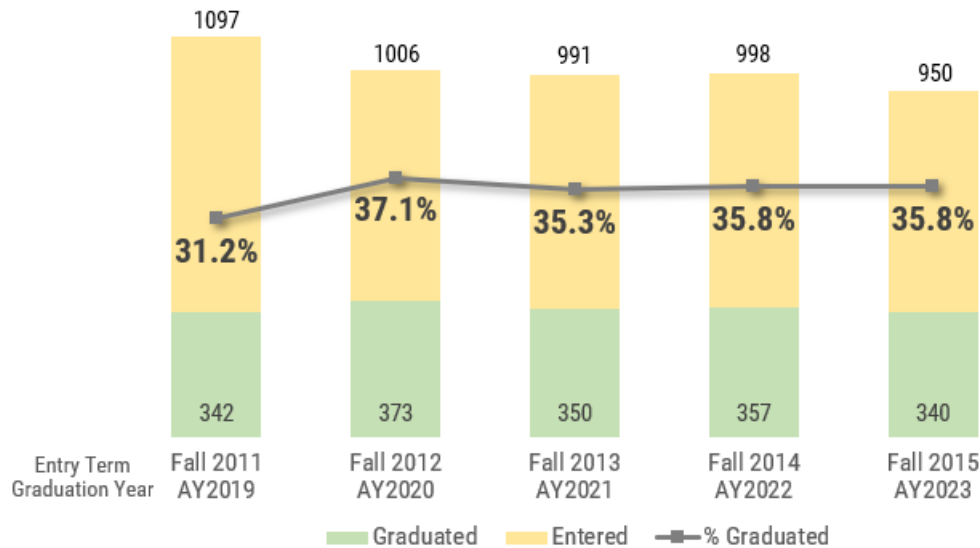


Table 3.3

UAA BACCALAUREATE GRADUATION RATES, 8-YEAR TREND – DISAGGREGATED

BACCALAUREATE – Full-time	Entered Term Graduated Year	Fall 2011 AY 2019 31.2%	FULL-TIME Fall 2015 AY 2023 35.8%	RATE CHANGE 4.6 pts
Race/Ethnicity				
African American		27.1%	17.4%	-9.7 pts
Alaska Native/American Indian		16.0%	12.1%	-3.9 pts
Asian		27.8%	40.3%	12.5 pts
Hispanic		37.5%	39.3%	1.8 pts
Native Hawaiian/Pacific Islander		20.0%	15.4%	-4.6 pts
Two or More Races (Non-Hispanic)		32.8%	39.0%	6.2 pts
White		36.2%	41.3%	5.1 pts
Other Characteristics				
Age 18-24		31.6%	35.7%	4.1 pts
Age 25+		26.2%	37.3%	11.1 pts
Female		30.8%	35.8%	5.1 pts
Male		31.7%	35.7%	4.0 pts
Pell Grant Recipient		21.9%	28.0%	6.1 pts
First Generation		24.3%	33.0%	8.7 pts

Figure 3.4

UAA BACCALAUREATE GRADUATION RATES, 10-YEAR TREND

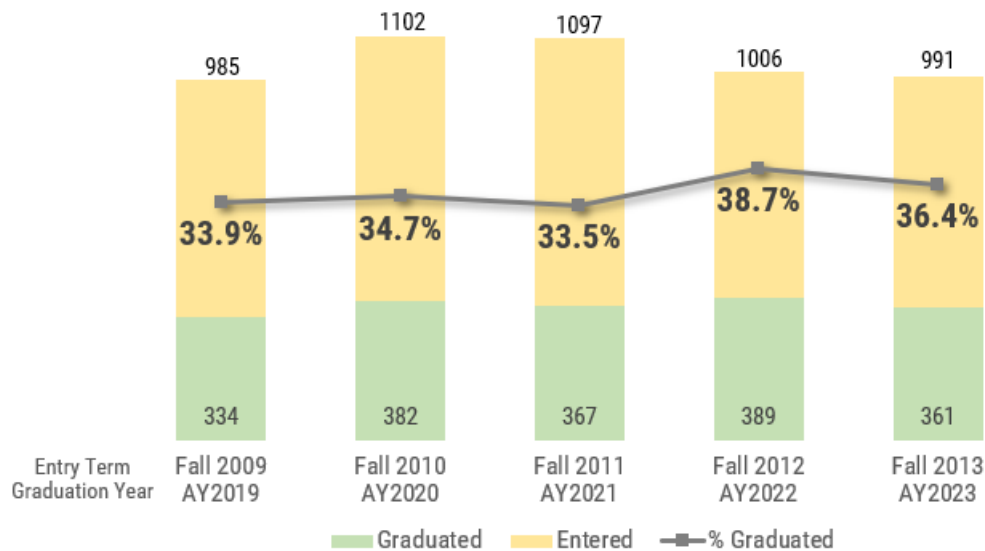


Table 3.4

UAA BACCALAUREATE GRADUATION RATES, 10-YEAR TREND – DISAGGREGATED

BACCALAUREATE – Full-time		FULL-TIME	
Entered Term Graduated Year	Fall 2009 AY 2019 33.9%	Fall 2013 AY 2023 36.4%	RATE CHANGE 2.5 pts
Race/Ethnicity			
African American	41.7%	28.0%	-13.7 pts
Alaska Native/American Indian	19.9%	20.6%	0.8 pts
Asian	36.0%	34.8%	-1.2 pts
Hispanic	30.8%	29.3%	-1.5 pts
Native Hawaiian/Pacific Islander	33.3%	0.0%	-33.3 pts
Two or More Races (Non-Hispanic)	44.1%	38.7%	-5.4 pts
White	37.9%	42.6%	4.6 pts
Other Characteristics			
Age 18-24	34.3%	36.3%	2.0 pts
Age 25+	29.4%	37.5%	8.1 pts
Female	37.7%	38.7%	0.9 pts
Male	29.3%	33.3%	3.9 pts
Pell Grant Recipient	23.9%	22.3%	-1.6 pts
First Generation	29.5%	29.7%	0.2 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 2022 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
Weber State University	14%	11%	10%
Utah Tech University	13%	15%	15%
Utah Valley University	10%	10%	10%
University of North Georgia	10%	9%	8%
University of Alaska Anchorage	8%	10%	10%
Arkansas State University	8%	6%	5%
Idaho State University	8%	8%	8%
College of Staten Island CUNY	7%	5%	5%
Arkansas Tech University	7%	9%	9%
Eastern New Mexico University-Main Campus	6%	6%	6%
Colorado Mesa University	4%	5%	5%
Pennsylvania Western University	3%	3%	3%
The University of West Florida	2%	3%	3%
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%	8%

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 2015. 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

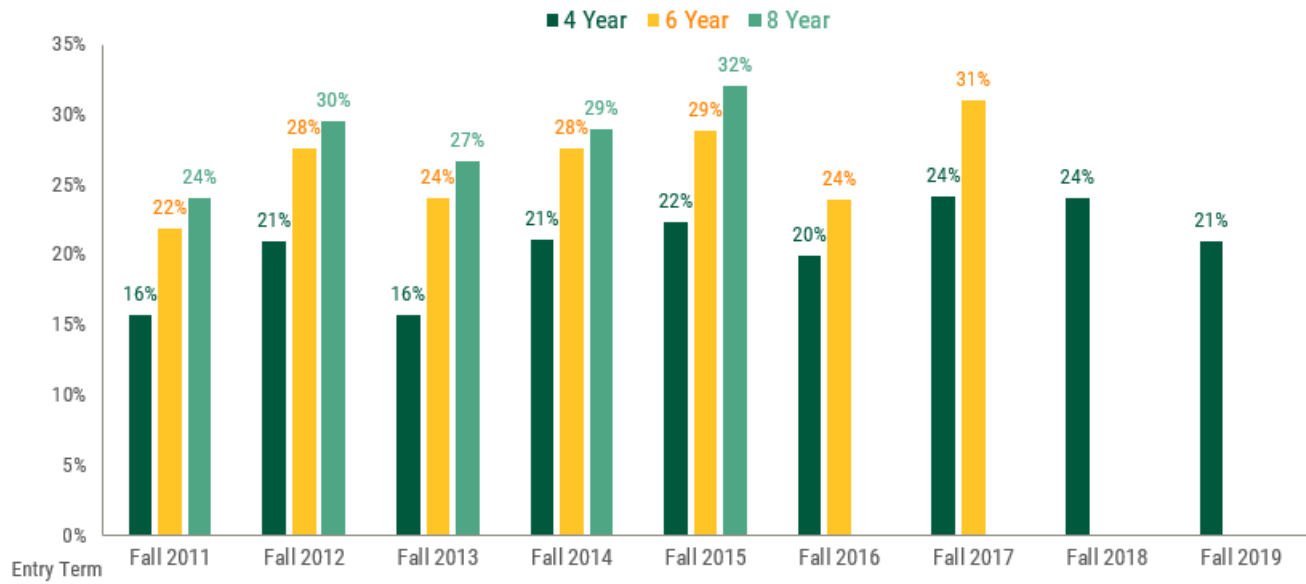


Figure 3.6

UAA ASSOCIATE GRADUATION RATES, 4-YEAR TREND

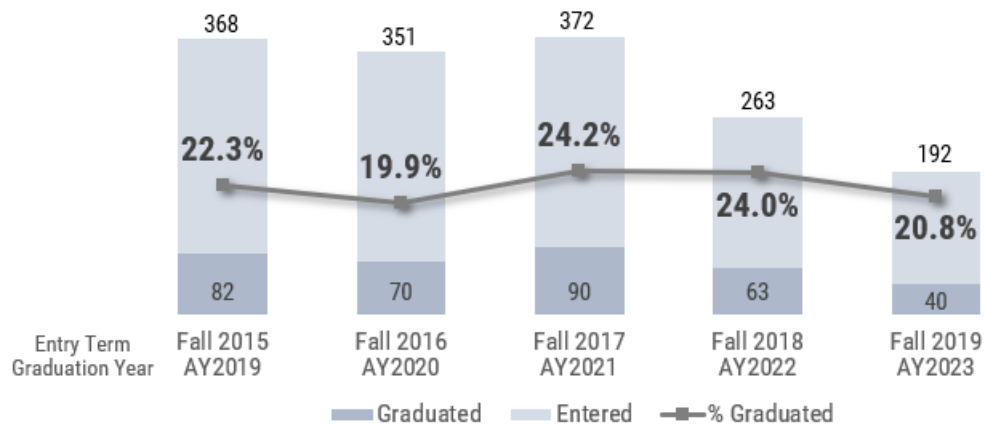


Table 3.6

UAA ASSOCIATE GRADUATION RATES, 4-YEAR TREND – DISAGGREGATED

ASSOCIATE – Full-time		FULL-TIME	
Entered Term Graduated Year	Fall 2015 AY 2019	Fall 2019 AY 2023	RATE CHANGE
	22.3%	20.8%	-1.5 pts
Race/Ethnicity			
African American	18.2%	0.0%	-18.2 pts
Alaska Native/American Indian	3.8%	7.9%	4.1 pts
Asian	23.5%	15.4%	-8.2 pts
Hispanic	23.8%	30.8%	7.0 pts
Native Hawaiian/Pacific Islander	0.0%	30.0%	30.0 pts
Two or More Races (Non-Hispanic)	42.9%	27.3%	-15.6 pts
White	23.8%	24.5%	0.7 pts
Other Characteristics			
Age 18-24	22.0%	21.3%	-0.7 pts
Age 25+	24.1%	18.8%	-5.3 pts
Female	26.3%	18.0%	-8.3 pts
Male	18.7%	23.3%	4.7 pts
Pell Grant Recipient	16.7%	17.8%	1.1 pts
First Generation	23.7%	17.0%	-6.6 pts

Figure 3.7

UAA ASSOCIATE GRADUATION RATES, 6-YEAR TREND

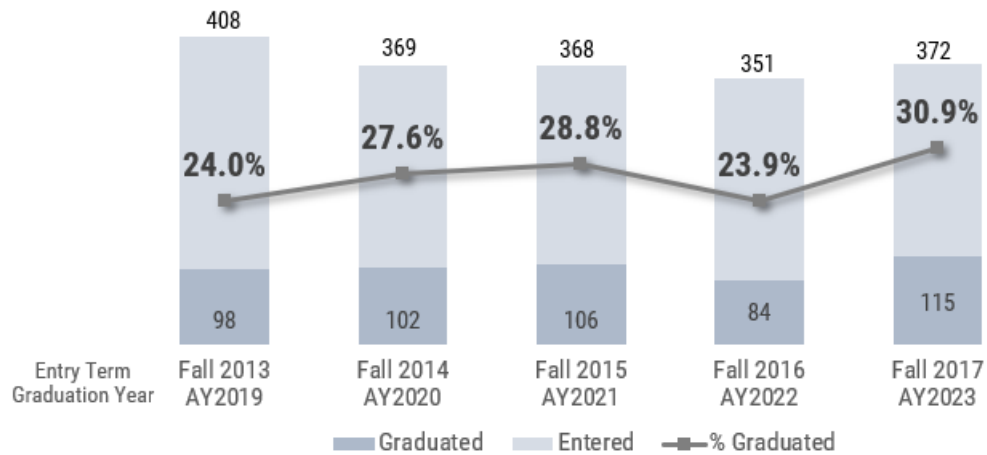


Table 3.7

UAA ASSOCIATE GRADUATION RATES, 6-YEAR TREND – DISAGGREGATED

ASSOCIATE – Full-time	Entered Term Graduated Year	Fall 2013 AY 2019	FULL-TIME Fall 2017 AY 2023	RATE CHANGE
		24.0%	30.9%	6.9 pts
Race/Ethnicity				
African American		33.3%	30.8%	-2.6 pts
Alaska Native/American Indian		14.7%	12.7%	-2.0 pts
Asian		28.0%	36.8%	8.8 pts
Hispanic		25.0%	26.7%	1.7 pts
Native Hawaiian/Pacific Islander		0.0%	20.0%	20.0 pts
Two or More Races (Non-Hispanic)		38.9%	27.6%	-11.3 pts
White		24.4%	35.9%	11.5 pts
Other Characteristics				
Age 18-24		24.4%	30.7%	6.3 pts
Age 25+		22.5%	32.1%	9.6 pts
Female		24.8%	35.5%	10.7 pts
Male		23.1%	25.7%	2.7 pts
Pell Grant Recipient		19.1%	26.5%	7.4 pts
First Generation		19.0%	29.9%	10.9 pts

Figure 3.8

UAA ASSOCIATE GRADUATION RATES, 8-YEAR TREND

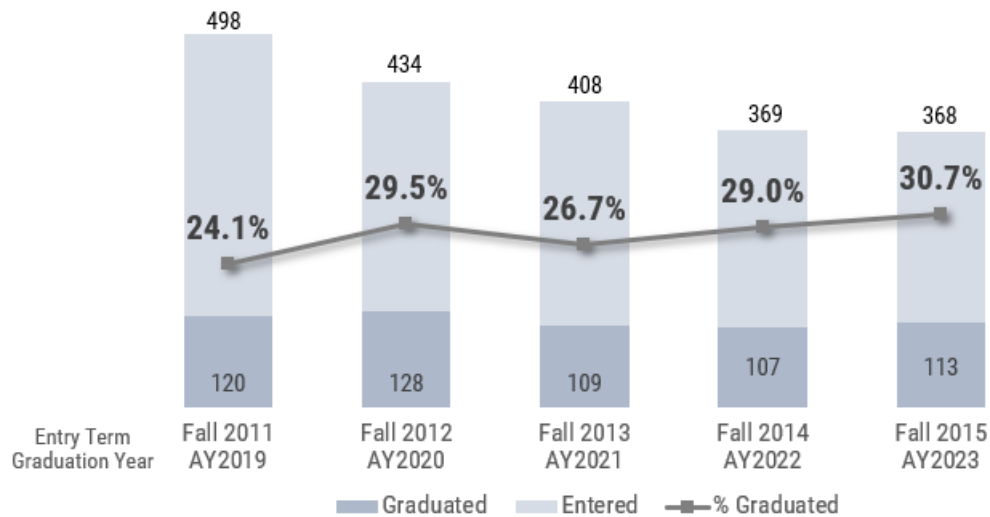


Table 3.8

UAA ASSOCIATE GRADUATION RATES, 8-YEAR TREND – DISAGGREGATED

ASSOCIATE – Full-time	Entered Term Graduated Year	Fall 2011 AY 2019 24.1%	FULL-TIME Fall 2015 AY 2023 30.7%	RATE CHANGE 6.6 pts
Race/Ethnicity				
African American		13.0%	18.2%	5.1 pts
Alaska Native/American Indian		13.6%	7.5%	-6.0 pts
Asian		11.8%	32.4%	20.6 pts
Hispanic		10.3%	42.9%	32.5 pts
Native Hawaiian/Pacific Islander		0.0%	0.0%	0.0 pts
Two or More Races (Non-Hispanic)		31.3%	50.0%	18.8 pts
White		30.8%	33.7%	2.9 pts
Other Characteristics				
Age 18-24		23.9%	31.2%	7.3 pts
Age 25+		24.8%	27.8%	3.0 pts
Female		24.2%	38.3%	14.1 pts
Male		24.0%	23.8%	-0.2 pts
Pell Grant Recipient		21.5%	25.4%	3.9 pts
First Generation		20.4%	31.2%	10.8 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

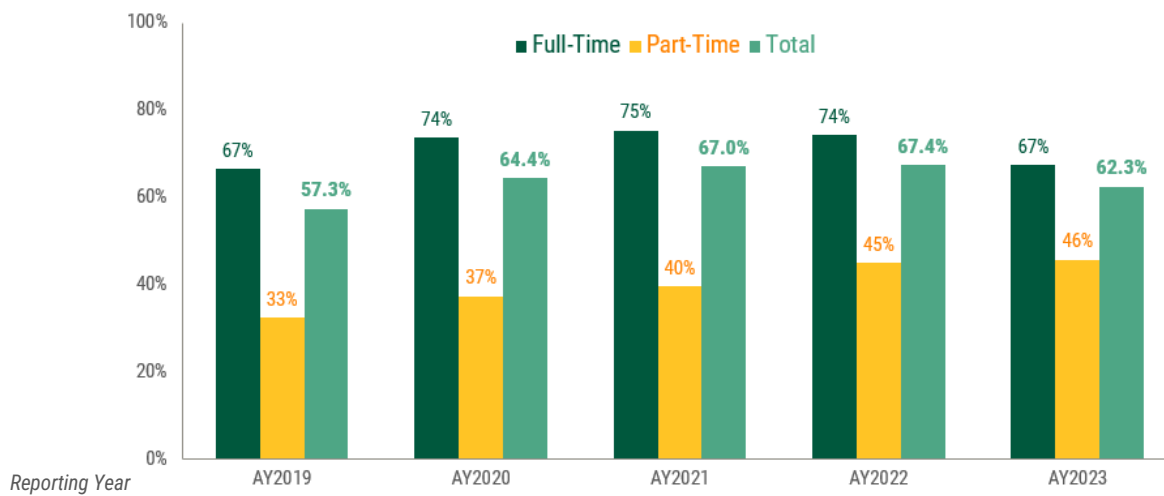


Table 3.9

UAA JUNIOR GRADUATION RATES – DISAGGREGATED

Reporting Year	AY 2019	AY 2023	RATE CHANGE
OVERALL RATE	57.3%	62.3%	5.0 pts
Full-time	66.6%	67.4%	0.8 pts
Part-time	32.5%	45.7%	13.2 pts
Race/Ethnicity			
African American	60.0%	57.1%	-2.9 pts
Alaska Native/American Indian	44.3%	43.6%	-0.6 pts
Asian	49.0%	69.2%	20.2 pts
Hispanic	60.7%	61.7%	1.0 pts
Native Hawaiian/Pacific Islander	80.0%	37.5%	37.5 pts
Two or More Races (Non-Hispanic)	81.6%	63.2%	-18.4 pts
White	58.8%	63.8%	5.0 pts
Other Characteristics			
Age 18-24	63.3%	66.8%	3.4 pts
Age 25+	39.0%	51.0%	11.9 pts
Female	59.8%	61.2%	1.4 pts
Male	53.7%	64.1%	10.4 pts
Pell Grant Recipient	48.3%	53.5%	5.2 pts
First Generation	52.0%	55.9%	3.9 pts



UAA ANNUAL REPORT ON SEMESTERS TO DEGREE – GRADUATE PROGRAMS AS OF FALL 2024

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 achievement 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

The number of semesters that graduate certificate and master's students took to receive their degrees has been stable around 3.6 and 6.7 respectively. For doctoral students, the number of semesters took to receive their degrees has been increasing in the past three years (Figure 4.2).

Trend in Most Recent Cohort

Graduate certificate, master's, and doctoral students who received their degree in AY 2023 did so in 3.7, 6.7, and 18.0 semesters on average. Compared to the AY 2022 graduates, the number of semesters to degree for AY 2023 graduates increased by 0.3 for graduate certificate and 2.3 for doctoral students, but it decreased by 0.4 for master's students (Figure 4.2).

SEMESTERS TO DEGREE – GRADUATE PROGRAMS

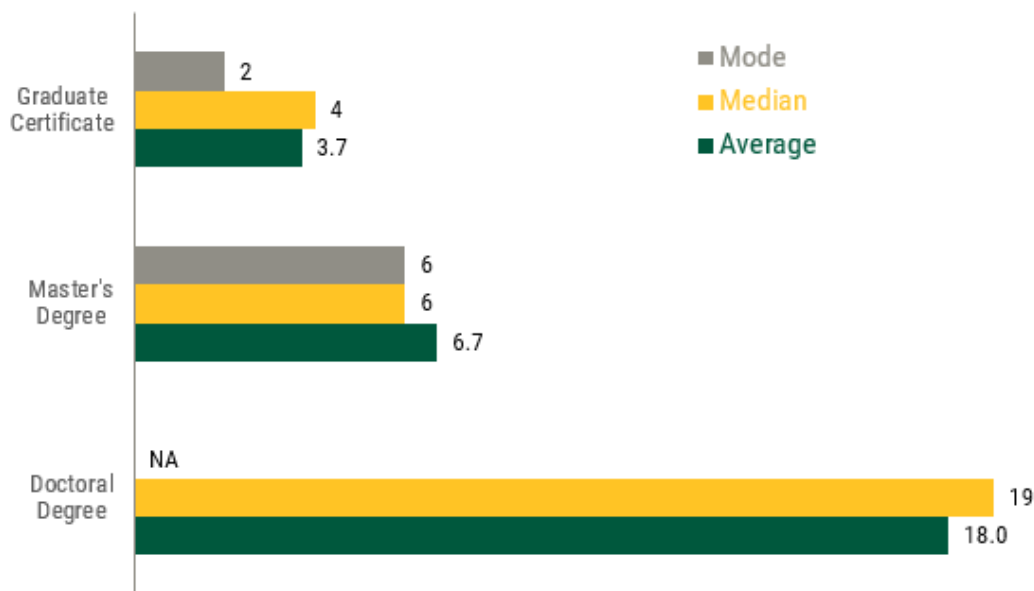
DEFINITION: The average (median and mode) number of semesters taken by students to complete any graduate degree or certificate program, determined by students who have graduated with a graduate program as their primary degree. Students who changed their majors and degree types/levels during their study 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 2023 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 2019 – AY 2023 GRADUATES

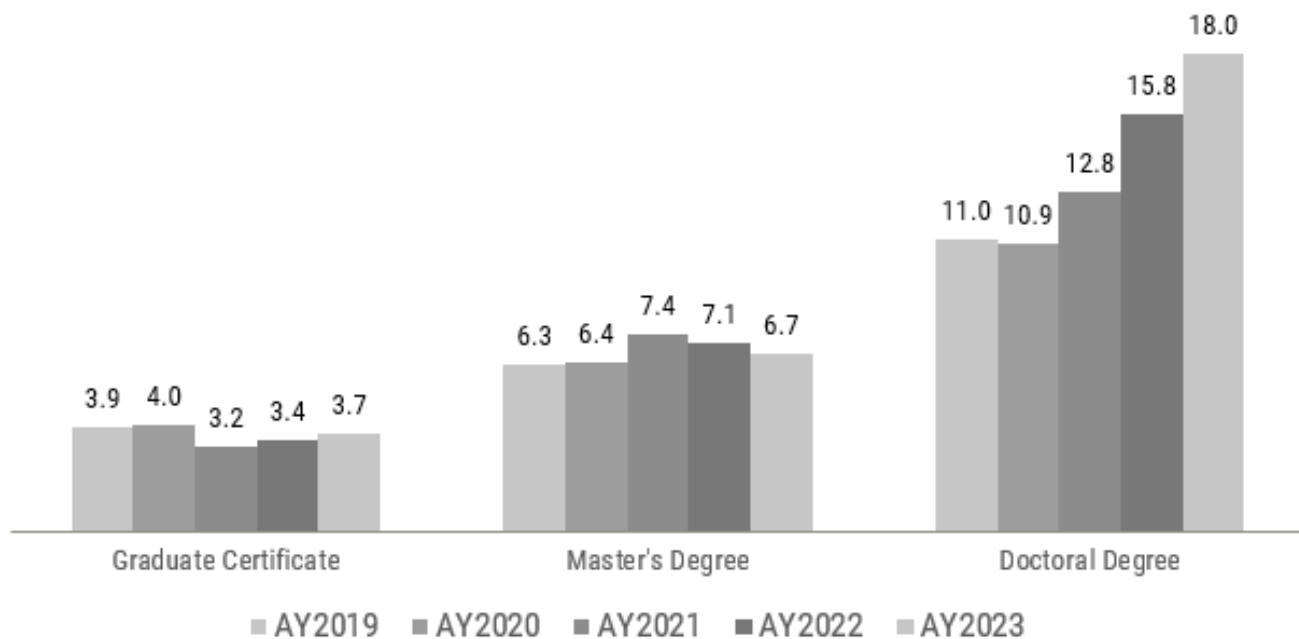




Table 4.1

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

	Award Total AY 2019	AVERAGE SEMESTERS	Award Total AY 2023	AVERAGE SEMESTERS	CHANGE
Total	221	6.3	194	6.7	0.4
Race/Ethnicity					
African American	*	6.7	*	5.0	-1.7
Alaska Native/American Indian	13	7.9	13	8.4	0.5
Asian	11	5.7	*	6.7	1.0
Hispanic	16	6.7	12	5.5	-1.2
Native Hawaiian/Pacific Islander	*	7.0	*	6.0	-1.0
Two or More Races (Non-Hispanic)	10	4.3	*	6.4	2.1
White	142	6.2	121	7.0	0.8
Other Characteristics					
Age Under 25	*	4.0	24	3.8	-0.2
Age 25-29	55	5.3	50	5.8	0.5
Age 30-39	83	6.4	75	7.4	1.0
Age 40+	67	7.1	39	8.3	1.2
Female	136	6.1	134	6.8	0.7
Male	77	6.5	54	6.5	0.0

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 2024

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 achievement 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 been improving steadily. Tier 1 GER completion rates for AY2023 were the highest in the past five years, at 53% for full-time and 42% for part-time students (Figure 5.1).
- (2) Overall, lower-division, upper-division, and graduate-level course pass rates have fluctuated around 78%, 88%, and 93% respectively with a slight recovering trend (Figure 5.2).

Trend in Most Recent Cohort

- (1) Compared with AY 2022, Tier 1 GER completion rates for the AY 2023 reporting cohort increased by 8.6% for full-time and 8.7% for part-time students (Figure 5.1).
- (2) Compared with Fall 2022, course pass rates in Fall 2023 increased by 2.0% at lower division and 0.4% at upper division by decreased by 0.6% 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.

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

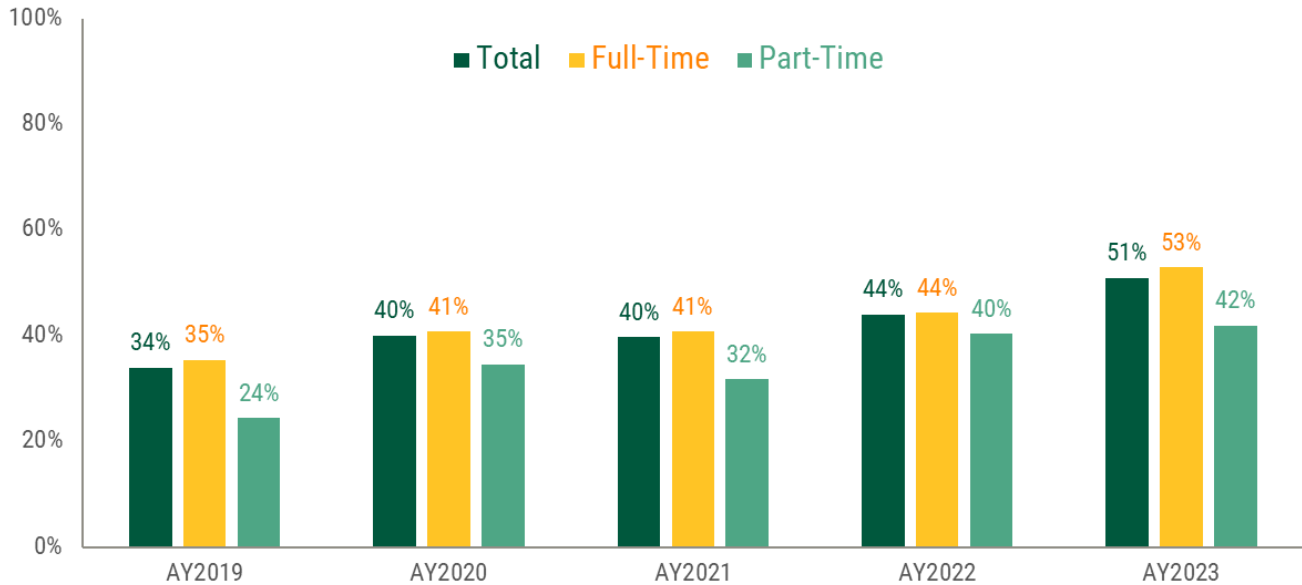


Table 5.1

UAA TIER 1 GER COMPLETION RATES – DISAGGREGATED

	AY 2019 Completion Rate	AY 2023 Completion Rate	RATE CHANGE
OVERALL	34.0%	51.1%	17.1 pts
Full-time	35.3%	52.6%	17.2 pts
Part-time	25.5%	42.1%	17.7 pts
Race/Ethnicity			
African American	35.7%	64.3%	25.8 pts
Alaska Native/American Indian	32.9%	38.5%	5.1 pts
Asian	41.5%	56.8%	15.9 pts
Hispanic	27.5%	41.0%	14.6 pts
Native Hawaiian/Pacific Islander	0.0%	47.6%	47.6 pts
Two or More Races (Non-Hispanic)	31.8%	50.0%	18.2 pts
White	34.6%	49.7%	14.9 pts
Other Characteristics			
Age 18-24	34.5%	49.6%	15.1 pts
Age 25+	28.6%	68.8%	40.2 pts
Female	32.9%	53.7%	20.8 pts
Male	35.6%	46.5%	10.9 pts
Pell Grant Recipient	33.2%	54.5%	21.3 pts
First Generation	36.5%	54.5%	17.9 pts

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.

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

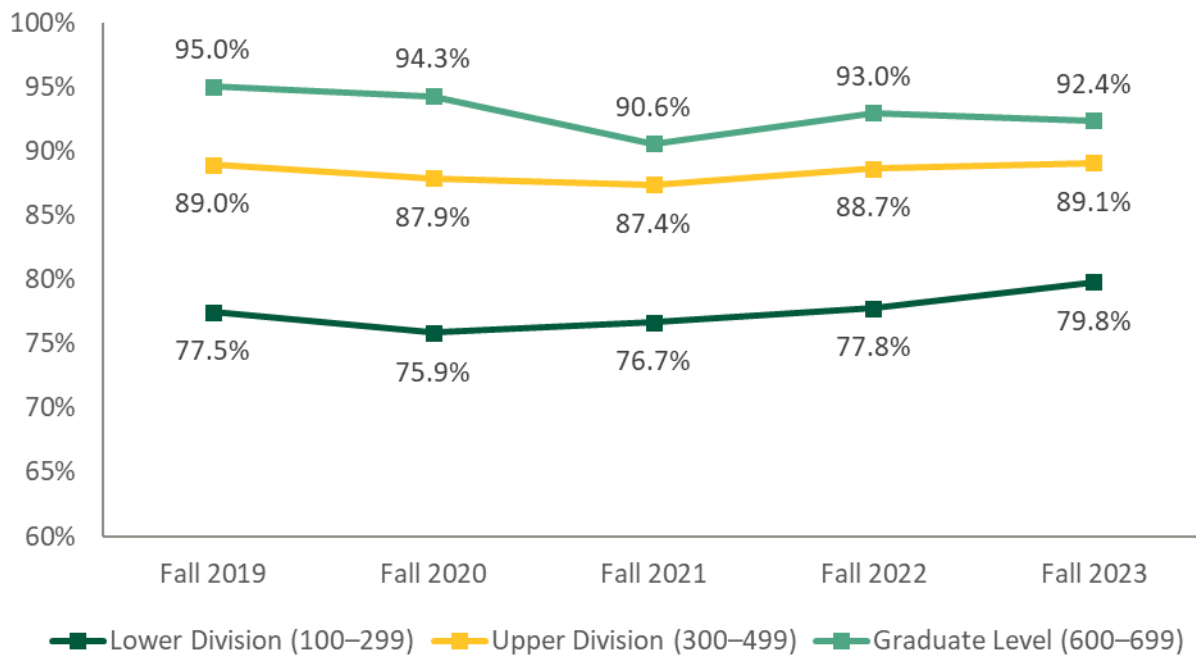


Figure 5.3

UAA COURSE PASS RATE COMPARISONS BY COURSE LEVEL FALL 2019 – FALL 2023

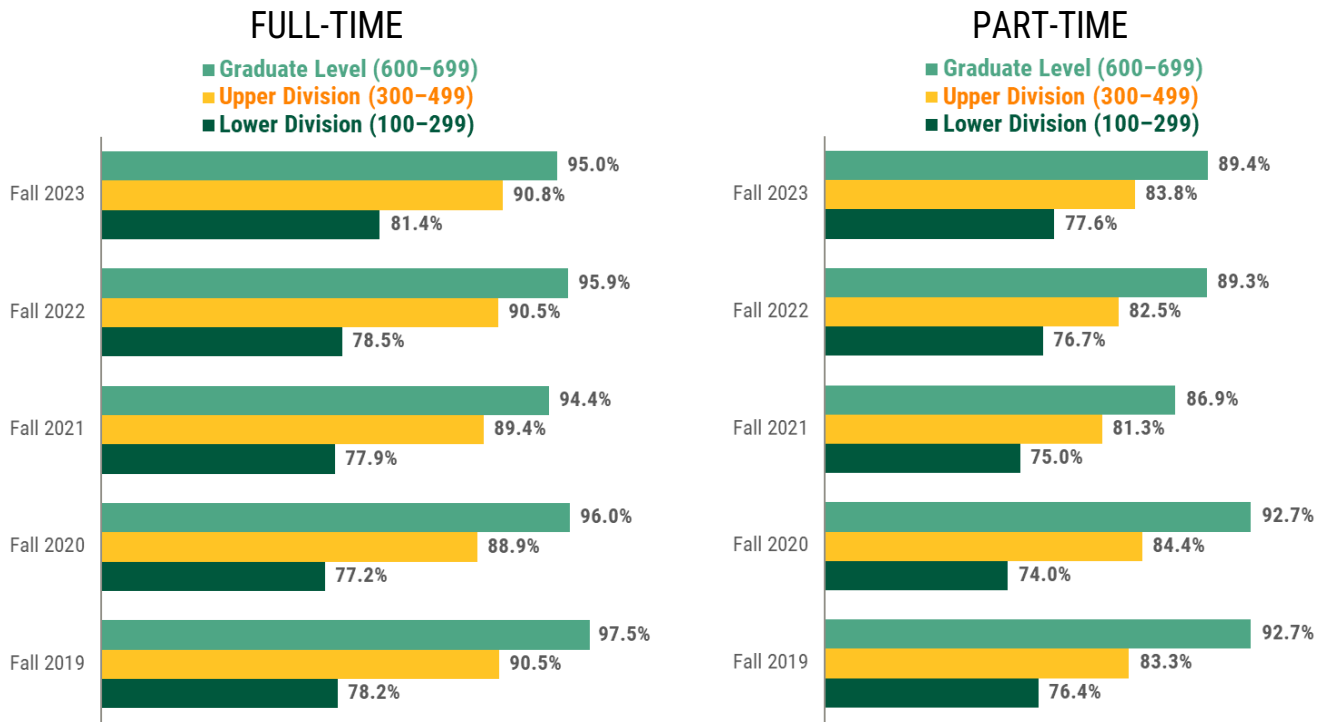


Table 5.2

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

	FULL-TIME			PART-TIME		
	Fall 2019	Fall 2023	RATE CHANGE	Fall 2019	Fall 2023	RATE CHANGE
ALL	78.2%	81.4%	3.2 pts	76.4%	77.6%	1.2 pts
Race/Ethnicity						
African American	69.9%	73.3%	3.4 pts	66.6%	58.4%	-8.2 pts
Alaska Native/American Indian	64.4%	68.4%	4.0 pts	65.9%	69.7%	3.8 pts
Asian	80.1%	83.3%	3.2 pts	76.8%	76.2%	-0.6 pts
Hispanic	75.0%	81.5%	6.5 pts	71.5%	76.1%	4.6 pts
Native Hawaiian/Pacific Islander	80.4%	81.3%	0.9 pts	75.0%	50.8%	-24.2 pts
Two or More Races (Non-Hispanic)	78.4%	78.6%	0.2 pts	72.5%	67.7%	-4.8 pts
White	80.2%	83.0%	2.8 pts	78.8%	78.3%	-0.5 pts
Other Characteristics						
Age 18-24	77.5%	80.1%	2.6 pts	68.7%	68.6%	-0.1 pts
Age 25+	77.6%	82.0%	4.4 pts	80.0%	80.5%	0.5 pts
Female	78.8%	82.2%	3.4 pts	77.6%	77.0%	-0.6 pts
Male	77.5%	80.5%	3.0 pts	74.5%	78.5%	4.0 pts
Pell Grant Recipient	76.0%	79.2%	3.2 pts	72.3%	73.0%	0.7 pts
First Generation	77.0%	78.3%	1.3 pts	75.0%	74.1%	-0.9 pts



Table 5.3

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

	FULL-TIME			PART-TIME		
	Fall 2019	Fall 2023	RATE CHANGE	Fall 2019	Fall 2023	RATE CHANGE
ALL	90.6%	90.8%	0.2 pts	83.4%	83.8%	0.4 pts
Race/Ethnicity						
African American	82.7%	91.8%	9.1 pts	80.4%	80.7%	0.3 pts
Alaska Native/American Indian	83.2%	81.5%	-1.7 pts	77.8%	72.8%	-5.0 pts
Asian	88.6%	89.7%	1.1 pts	84.8%	77.9%	-6.9 pts
Hispanic	91.3%	88.2%	-3.1 pts	79.6%	88.8%	9.2 pts
Native Hawaiian/Pacific Islander	86.6%	81.8%	-4.8 pts	86.5%	69.2%	-17.3 pts
Two or More Races (Non-Hispanic)	91.7%	90.5%	-1.2 pts	79.0%	85.4%	6.4 pts
White	91.8%	92.7%	0.9 pts	85.3%	84.6%	-0.7 pts
Other Characteristics						
Age 18-24	90.4%	90.7%	0.3 pts	80.4%	86.8%	6.4 pts
Age 25+	90.8%	91.0%	0.2 pts	85.0%	82.1%	-2.9 pts
Female	91.1%	91.5%	0.4 pts	83.7%	84.7%	1.0 pts
Male	89.9%	89.8%	-0.1 pts	82.9%	82.3%	-0.6 pts
Pell Grant Recipient	90.6%	89.6%	-1.0 pts	86.1%	84.4%	-1.7 pts
First Generation	91.4%	89.1%	-2.3 pts	86.1%	78.0%	-8.1 pts

Table 5.4

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

	FULL-TIME			PART-TIME		
	Fall 2019	Fall 2023	RATE CHANGE	Fall 2019	Fall 2023	RATE CHANGE
ALL	97.6%	95.0%	-2.6 pts	92.6%	89.4%	-3.2 pts
Race/Ethnicity						
African American	91.7%	91.7%	0.0 pts	88.2%	78.3%	-9.9 pts
Alaska Native/American Indian	96.3%	91.9%	-4.4 pts	90.2%	80.9%	-9.3 pts
Asian	90.9%	100.0%	9.1 pts	90.3%	83.9%	-6.4 pts
Hispanic	90.9%	81.3%	-9.6 pts	96.4%	82.5%	-13.9 pts
Native Hawaiian/Pacific Islander	100.0%	100.0%	0.0 pts	100.0%	No Cohort	NA
Two or More Races (Non-Hispanic)	100.0%	85.2%	-14.8 pts	96.6%	95.0%	-1.6 pts
White	98.2%	97.2%	-1.0 pts	93.5%	91.4%	-2.1 pts
Other Characteristics						
Age 18-24	98.1%	96.1%	-2.0 pts	96.3%	92.5%	-3.8 pts
Age 25+	97.5%	94.6%	-2.9 pts	92.2%	89.1%	-3.1 pts
Female	97.1%	94.3%	-2.8 pts	93.8%	89.0%	-4.8 pts
Male	98.2%	96.8%	-1.4 pts	89.5%	90.3%	0.8 pts
Pell Grant Recipient	100.0%	100.0%	0.0 pts	No Cohort	100.0%	NA
First Generation	96.8%	93.1%	-3.7 pts	97.9%	86.7%	-11.2 pts



UAA REPORT ON POST-GRADUATE SUCCESS MEASURES FALL 2024

Purpose and Use: UAA's post-graduate success measures help frame student performance after graduation using two key areas: licensure exam pass rates and continued education. These measures, alongside ongoing core competency development and overall student achievement metrics, help assess institutional progress toward mission fulfillment. With an emphasis on "putting students first," these metrics provide valuable insights into the readiness of UAA graduates for professional practice and progression towards further academic pursuits. This information also supports the university's efforts to continuously improve educational outcomes. As measures of post-graduate success, these data accompany other student achievement data and are shared with UAA governance and leadership groups to support ongoing improvement and inform planning, decision-making, and resource allocation.

Professional Licensure Pass Rates

Definition: Professional Licensure Pass Rates represent the percentage of UAA students passing certification exams required for professional practice, as collected and reported for specialized accreditation purposes. Not all UAA programs that lead to certification or licensure have access to these data.

Rationale: Licensure pass rates serve as a direct measure of post-graduate outcomes and are used to understand a unique aspect of overall academic preparation of select UAA students in their chosen professional fields. While licensure exam pass rates are not widely available due to agency restrictions and privacy, the overall pass rates collected by UAA programs frame how well UAA students are prepared to enter their chosen fields.

Data Source: Individual programs

Summary Trend Table

Overall Pass Rates by Program (across 17 different professional licensure exams)

Program	Calendar Year 2019	Calendar Year 2020	Calendar Year 2021	Calendar Year 2022	Calendar Year 2023
Average Annual Pass Rate	88%	83%	90%	84%	86%

Note: There is typically a delay in when and how programs receive licensure pass rates from agencies administering the exams. This delay can result in programs not having access to pass rates for some time after the exam itself. Also, not all agencies provide the data in the same format to all programs.

Continued Education

Definition: Continued Education represents the proportion of UAA students who, after completing a credential, pursue further studies either at UAA or at other institutions. Data is gathered by graduation cohort and includes multiple credentials if awarded in a single year.

Rationale: Continued Education is an indirect measure of post-graduate outcomes used to understand patterns and preparation for students who seek to continue their education after earning a UAA degree or certificate. As a proxy for overall preparation, continuing education demonstrates that graduates are prepared to continue their academic studies. The portion of students who continue their studies at UAA also acts as a proxy for overall student satisfaction and ability of UAA to meet demand in various stacked programs.

Data Source: National Student Clearinghouse and internal UAA graduation data

Summary Trend Table

Graduation Year	Total Graduates	Number (and percentage) of graduates who did not continue their studies	Number (and percentage) of graduates who continued their education anywhere (including UAA)	Number (and percentage) of graduates who continued their education at UAA
FY 2017	2,389	36 (1.5%)	1,565 (65.5%)	788 (33.0%)
FY 2018	2,366	119 (5.0%)	1,490 (63.0%)	757 (32.0%)
FY 2019	2,250	216 (9.6%)	1,393 (61.9%)	641 (28.5%)
FY 2020	2,269	294 (13.0%)	1,320 (58.2%)	655 (28.9%)
FY 2021	2,005	396 (19.8%)	1,122 (56.0%)	487 (24.3%)
FY 2022	1,812	459 (25.3%)	909 (50.2%)	444 (24.5%)
FY 2023	1,625	566 (34.8%)	756 (46.5%)	303 (18.6%)

Note: Student enrollment at other institutions has a 1-year delay due to processing and reporting from the National Student Clearinghouse (NSC). Reporting is based on graduating class behavior at any time during the reporting period and is accurate as of the date of this report.

Findings and Discussion

Together, licensure pass rates and graduate continuation data offer insights about one aspect of UAA's contributions to workforce development, academic preparation, and program demand.

Licensure pass rates have remained consistently high, reflecting UAA's effectiveness in preparing students for professional and technical careers. Programs such as the Psychiatric-Mental Health Nurse Practitioner, Family Nurse Practitioner, Physical Therapist Assistant, and Aviation Maintenance Technology (Airframe) reported 100% pass rates across all measured years. Although the number of test-takers is relatively small, the overall pass rate across the 17 reporting programs remained stable from 2019 to 2023. These outcomes highlight UAA's alignment with industry expectations and reinforce its role in meeting Alaska's workforce needs for the future.

While overall data on continuing education is limited and often delayed from national sources, available figures do show a shift in post-graduation behavior among UAA students. Between 2017 and 2023, the percentage of UAA graduates who continued their education at UAA declined from 33% to 18.6%, even as the total number of graduates remained steady, averaging approximately 2000 students annually. In absolute terms, this reflects a drop from approximately 660 graduates



continuing at UAA in 2017 to just over 400 in 2023. Contextually there is a significant lag in the time it takes for continuation data to become available at the national level and should be considered when reviewing this data.

Even accounting for the delay in data availability, the shift in continuing education coincides with broader national trends of declining graduate school enrollment. These declines are attributed to factors such as rising tuition costs, increasing skepticism about the return on investment, and a robust labor market all having an impact. According to National Student Clearinghouse Research Center, graduate enrollment nationally declined by 4.7% between spring 2021 and spring 2023.

Further impacting this trend are local economic incentives which may also influence decisions. High-paying, in-demand jobs that require only a bachelor's degree or lower are drawing graduates directly into the workforce. According to the Alaska Department of Labor and Workforce Development, occupations such as petroleum engineers, software developers, construction managers, and financial managers have median annual wages exceeding \$100,000 and do not require a graduate degree (Alaska Occupation Forecast).

Together these trends suggest opportunities for UAA to reimagine its graduate and continuing education strategies. Enhancing internal pathways through stackable credentials, targeted graduate certificates, and accelerated master's programs could increase retention of UAA alumni and better meet evolving workforce demands. Alignment of academic offerings with student interests and labor market needs will be critical in reversing these patterns and supporting lifelong learning. While the exact reasons for these shifts are not fully known, the broad data suggests opportunities to enhance internal pathways for continued learning. Continuing UAA's efforts to expand stackable credentials, graduate certificates, and accelerated master's programs could help retain more UAA alumni and support their ongoing development. These trends underscore the importance of UAA's ongoing efforts to align offerings with student interests and workforce demands.