



UAA ANNUAL REPORT ON PERSISTENCE AS OF FALL 2025

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 88% 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 60% respectively (Figures 1.1 and 1.2).

Trend in Most Recent Cohort

- (1) Compared to the Fall 2022 cohort, the Fall 2023 cohort’s persistence rates from 1st fall to 1st spring greatly improved for full-time students but slightly declined for part-time students. The persistence rates increased by 3.5% for first-time, full-time baccalaureate and 8.2% for first-time, full-time associate students. By contrast, the persistence rates decreased by 0.9% for first-time, part-time baccalaureate and 1.5% 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 comparative peer data are available.



Figure 1.1

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

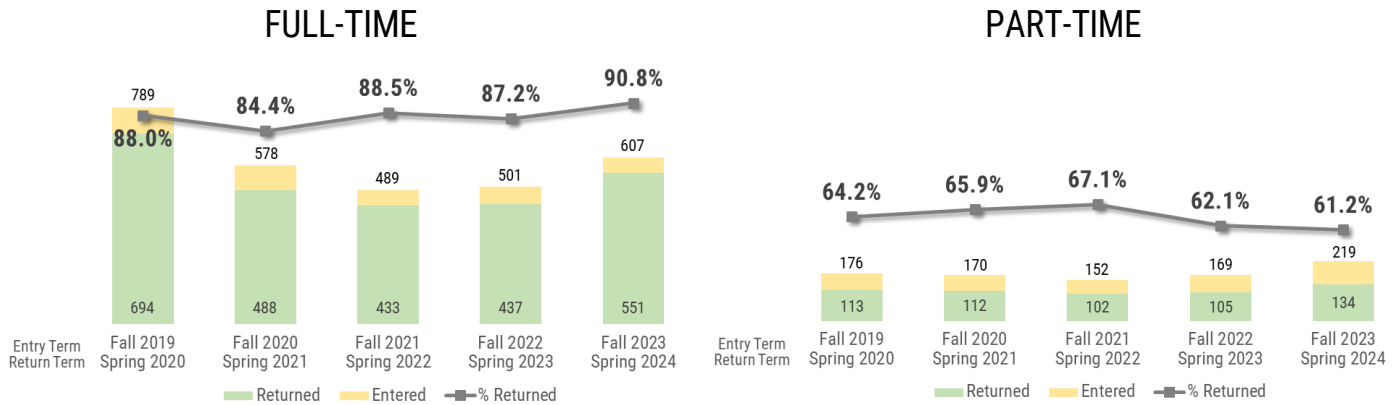


Table 1.1

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

BACCALAUREATE	Entered Term Returned Term	FULL-TIME			PART-TIME		
		Fall 19 Spring 20	Fall 23 Spring 24	RATE CHANGE	Fall 19 Spring 20	Fall 23 Spring 24	RATE CHANGE
		88.0%	90.8%	2.8 pts	64.2%	61.2%	-3.0 pts
Race/Ethnicity							
African American		92.0%	90.0%	-2.0 pts	66.7%	66.7%	0.0 pts
Alaska Native/American Indian		83.8%	79.2%	-4.6 pts	42.9%	55.6%	12.7 pts
Asian		94.3%	96.3%	2.0 pts	85.7%	64.7%	-21.0 pts
Hispanic		86.2%	92.7%	6.6 pts	72.0%	61.3%	-10.7 pts
Native Hawaiian/Pacific Islander		92.2%	100.0%	7.8 pts	72.7%	16.7%	-56.1 pts
Two or More Races (Non-Hispanic)		78.9%	87.7%	8.8 pts	70.6%	66.7%	-3.9 pts
White		88.3%	91.8%	3.5 pts	59.7%	63.9%	4.1 pts
Other Characteristics							
Age 18-24		88.5%	91.3%	2.8 pts	62.5%	60.9%	-1.6 pts
Age 25+		78.7%	83.3%	4.6 pts	75.0%	63.0%	-12.0 pts
Female		89.0%	92.9%	3.9 pts	63.6%	63.4%	-0.2 pts
Male		86.6%	88.1%	1.5 pts	65.8%	57.6%	-8.1 pts
Pell Grant Recipient		88.2%	91.2%	3.0 pts	70.7%	63.6%	-7.1 pts
First Generation		86.2%	84.0%	-2.2 pts	67.9%	54.8%	-13.1 pts

NOTE: All values are rounded to the nearest tenth of a percent.



Figure 1.2

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

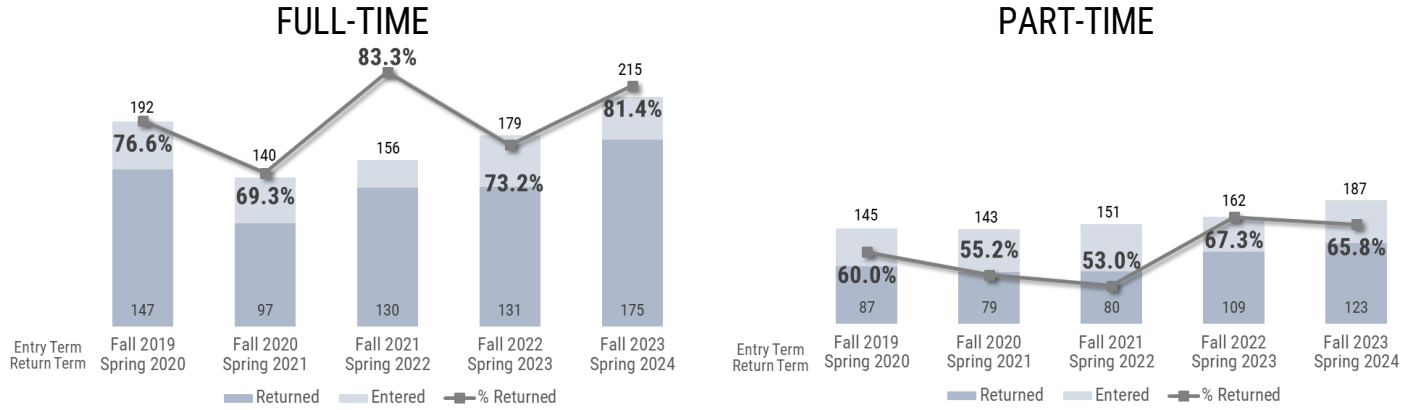


Table 1.2

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

ASSOCIATE	Entered Term	Returned Term	Fall 19	Fall 23	RATE CHANGE	Fall 19	Fall 23	RATE CHANGE
			Spring 20	Spring 24		Spring 20	Spring 24	
FULL-TIME			76.6%	81.4%	4.8 pts	60.0%	65.8%	5.8 pts
PART-TIME								
Race/Ethnicity								
African American			33.3%	66.7%	33.3 pts	83.3%	40.0%	-43.3 pts
Alaska Native/American Indian			65.8%	77.3%	11.5 pts	47.1%	40.0%	-7.1 pts
Asian			92.3%	80.8%	-11.5 pts	62.5%	80.0%	17.5 pts
Hispanic			76.9%	81.3%	4.3 pts	50.0%	81.3%	31.3 pts
Native Hawaiian/Pacific Islander			100.0%	100.0%	0.0 pts	66.7%	50.0%	-16.7 pts
Two or More Races (Non-Hispanic)			90.9%	90.9%	0.0 pts	75.0%	50.0%	-25.0 pts
White			77.7%	83.0%	5.4 pts	61.5%	70.8%	9.2 pts
Other Characteristics								
Age 18-24			79.4%	81.0%	1.6 pts	56.5%	66.9%	10.4 pts
Age 25+			62.5%	83.9%	21.4 pts	73.3%	61.9%	-11.4 pts
Female			80.9%	81.5%	0.6 pts	61.3%	66.1%	4.8 pts
Male			72.8%	81.3%	8.5 pts	58.8%	65.4%	6.6 pts
Pell Grant Recipient			80.8%	77.5%	-3.4 pts	65.0%	73.8%	8.8 pts
First Generation			75.0%	84.5%	9.5 pts	56.4%	71.4%	15.1 pts

NOTE: All values are rounded to the nearest tenth of a percent.



UAA ANNUAL REPORT ON RETENTION AS OF FALL 2025

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 was higher for full-time baccalaureate students and at the same level for part-time baccalaureate students in the Fall 2022 cohort (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 69% and 54% 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 54% and 34% respectively. Retention rates for first-time, part-time baccalaureate and associate students have been under 40% and 35% respectively (Figures 2.3 and 2.4).

Trend in Most Recent Cohort

- (1) Compared to the Fall 2022 cohort, retention rates from 1st to 2nd fall for the Fall 2023 cohort slightly declined for first-time, full-time baccalaureate but improved for other first-time students. The retention rates decreased by 1.0% for first-time, full-time baccalaureate students and increased by 5.9% for first-time, full-time associate students (Figures 2.1 and 2.2).
- (2) Compared to the Fall 2021 cohort, retention rates from 1st to 3rd fall for the Fall 2022 cohort improved for first-time, full-time baccalaureate and part-time associate students but declined for other first-time students. The retention rates increased by 2.9% for first-time, full-time baccalaureate students and decreased by 3.0% 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 the IPEDS 2023-24 Fall Enrollment Survey for first-time, full-time and part-time baccalaureate degree-seeking students.



Table 2.1

PEER RETENTION RATES: BACCALAUREATE DEGREE-SEEKING STUDENTS, FALL 2022 COHORT

Institution	FULL-TIME	PART-TIME
University of West Florida	88%	68%
University of Alabama at Birmingham	82%	47%
Arkansas State University	78%	45%
College of Staten Island CUNY	76%	39%
Colorado Mesa University	75%	48%
Idaho State University	74%	39%
Texas Woman's University	74%	50%
University of North Georgia	73%	57%
University of Alaska Anchorage	72%	43%
Arkansas Tech University	71%	50%
Southeastern Oklahoma State University	71%	30%
Pennsylvania Western University	70%	25%
Utah Valley University	70%	49%
Weber State University	67%	47%
Texas A & M University-Commerce	63%	35%
Utah Tech University	63%	29%
Eastern New Mexico University-Main Campus	62%	50%
Lamar University	61%	37%
New Mexico Highlands University	57%	20%
Arizona State University Digital Immersion	NA	50%
Average of Peer Institutions	71%	43%



Figure 2.1

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

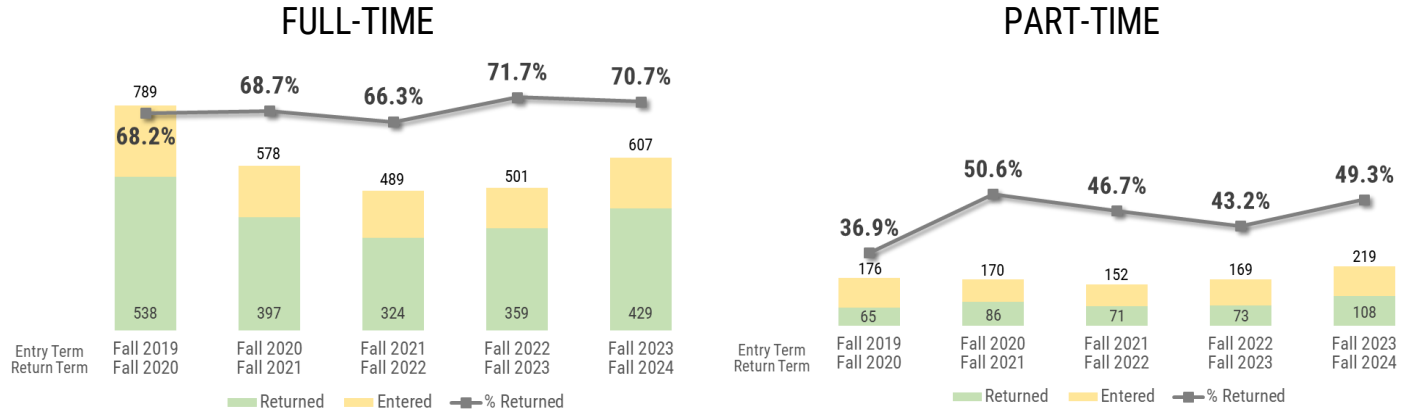


Table 2.2

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

BACCALAUREATE	FULL-TIME			PART-TIME		
	Entered Term	Returned Term	RATE CHANGE	Entered Term	Returned Term	RATE CHANGE
	Fall 19	Fall 20		Fall 19	Fall 20	
	Fall 23	Fall 24		Fall 23	Fall 24	
	68.2%	70.7%	2.5 pts	36.9%	49.3%	12.4 pts
Race/Ethnicity						
African American	84.0%	65.0%	-19.0 pts	66.7%	40.0%	-26.7 pts
Alaska Native/American Indian	56.6%	50.6%	-5.9 pts	14.3%	48.1%	33.9 pts
Asian	71.6%	80.2%	8.7 pts	50.0%	52.9%	2.9 pts
Hispanic	63.1%	78.2%	15.1 pts	32.0%	51.6%	19.6 pts
Native Hawaiian/Pacific Islander	79.7%	71.4%	-8.3 pts	54.5%	50.0%	-4.5 pts
Two or More Races (Non-Hispanic)	57.9%	68.4%	10.5 pts	41.2%	66.7%	25.5 pts
White	68.2%	71.0%	2.8 pts	34.7%	45.8%	11.1 pts
Other Characteristics						
Age 18-24	68.3%	71.7%	3.4 pts	35.5%	47.4%	11.9 pts
Age 25+	66.0%	57.1%	-8.8 pts	45.8%	63.0%	17.1 pts
Female	70.3%	72.2%	1.9 pts	44.4%	53.0%	8.5 pts
Male	65.4%	68.8%	3.3 pts	27.6%	43.5%	15.9 pts
Pell Grant Recipient	66.9%	65.3%	-1.6 pts	37.9%	45.5%	7.5 pts
First Generation	66.5%	61.8%	-4.7 pts	35.8%	46.6%	10.7 pts

NOTE: All values are rounded to the nearest tenth of a percent.



Figure 2.2

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

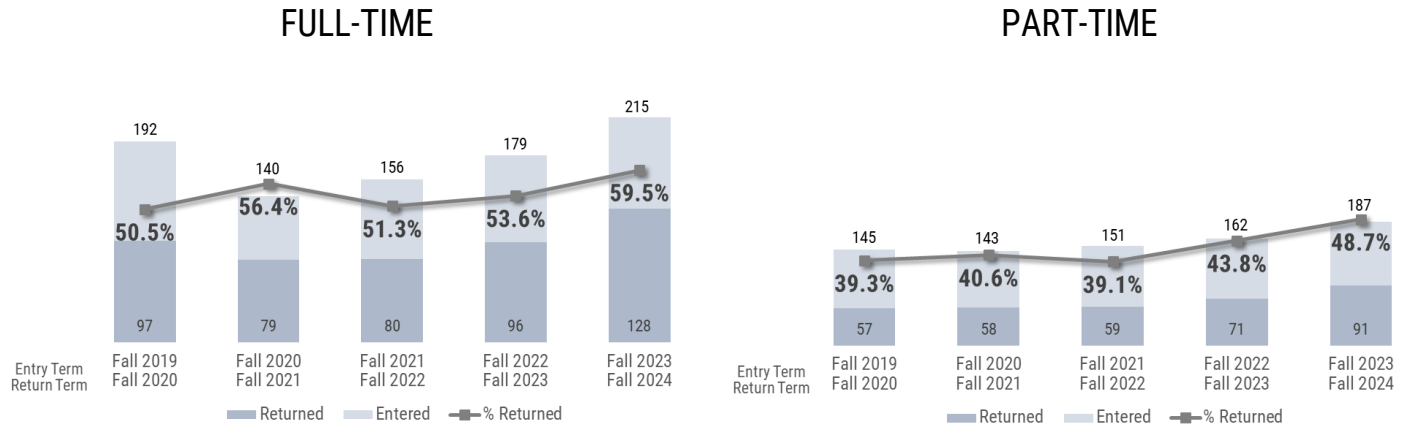


Table 2.3

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

ASSOCIATE	Entered Term Returned Term	FULL-TIME			PART-TIME		
		Fall 19 Fall 20	Fall 23 Fall 24	RATE CHANGE	Fall 19 Fall 20	Fall 23 Fall 24	RATE CHANGE
		50.5%	59.5%	9.0 pts	39.3%	48.7%	9.4 pts
Race/Ethnicity							
African American		0.0%	33.3%	33.3 pts	16.7%	20.0%	3.3 pts
Alaska Native/American Indian		23.7%	47.7%	24.0 pts	17.6%	36.0%	18.4 pts
Asian		53.8%	69.2%	15.4 pts	37.5%	50.0%	12.5 pts
Hispanic		61.5%	56.3%	-5.3 pts	42.9%	68.8%	25.9 pts
Native Hawaiian/Pacific Islander		70.0%	0.0%	-70.0 pts	50.0%	0.0%	-50.0 pts
Two or More Races (Non-Hispanic)		72.7%	100.0%	27.3 pts	75.0%	35.7%	-39.3 pts
White		56.4%	59.4%	3.1 pts	41.0%	51.7%	10.7 pts
Other Characteristics							
Age 18-24		50.6%	59.8%	9.2 pts	34.8%	49.0%	14.2 pts
Age 25+		50.0%	58.1%	8.1 pts	56.7%	47.6%	-9.0 pts
Female		51.7%	64.8%	13.1 pts	44.1%	50.5%	6.4 pts
Male		49.5%	54.2%	4.7 pts	31.4%	46.2%	14.8 pts
Pell Grant Recipient		52.1%	59.2%	7.1 pts	46.7%	60.7%	14.0 pts
First Generation		45.3%	56.3%	11.0 pts	36.4%	49.2%	12.8 pts

NOTE: All values are rounded to the nearest tenth of a percent.



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**

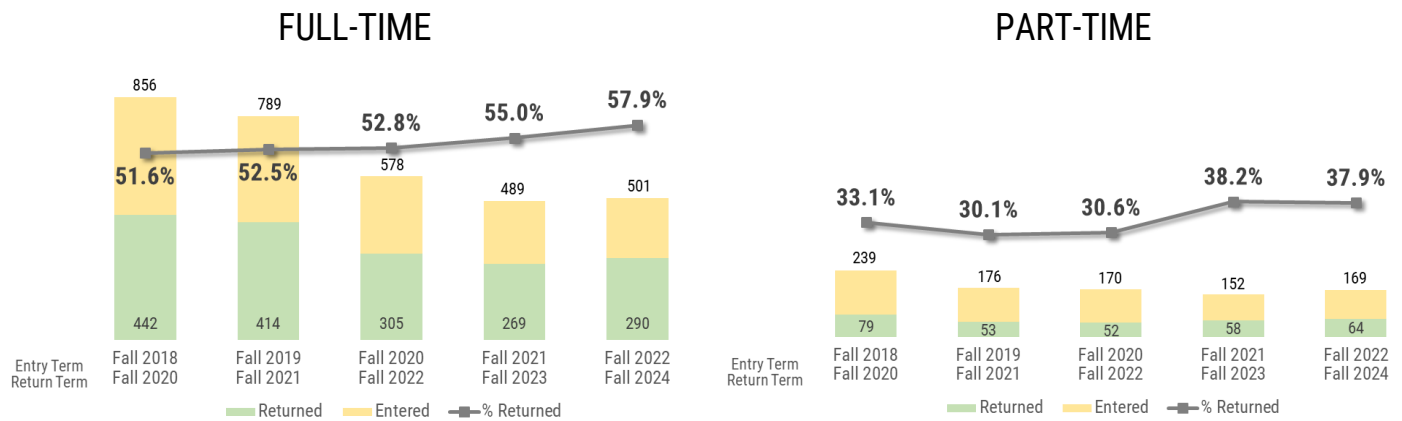


Table 2.4

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

BACCALAUREATE	Entered Term	Returned Term	FULL-TIME		PART-TIME		RATE CHANGE
			Fall 18	Fall 22	Fall 18	Fall 22	
		Fall 20	Fall 24	Fall 20	Fall 24		
		51.6%	57.9%	6.2 pts	33.1%	37.9%	4.8 pts
Race/Ethnicity							
African American		41.7%	50.0%	8.3 pts	33.3%	66.7%	33.3 pts
Alaska Native/American Indian		36.5%	49.2%	12.7 pts	19.5%	28.6%	9.1 pts
Asian		57.3%	75.0%	17.7 pts	53.8%	52.6%	-1.2 pts
Hispanic		51.9%	53.2%	1.3 pts	34.6%	42.1%	7.5 pts
Native Hawaiian/Pacific Islander		66.7%	54.5%	-12.1 pts	47.1%	20.0%	-27.1 pts
Two or More Races (Non-Hispanic)		56.0%	67.6%	11.6 pts	9.5%	25.0%	15.5 pts
White		53.0%	54.5%	1.5 pts	35.4%	35.1%	-0.2 pts
Other Characteristics							
Age 18-24		50.9%	59.1%	8.2 pts	32.0%	36.2%	4.1 pts
Age 25+		62.7%	43.6%	-19.2 pts	39.4%	46.4%	7.0 pts
Female		50.7%	60.7%	9.9 pts	34.2%	39.4%	5.2 pts
Male		52.7%	54.6%	1.9 pts	30.4%	35.0%	4.6 pts
Pell Grant Recipient		46.4%	50.0%	3.6 pts	24.6%	35.0%	10.4 pts
First Generation		44.8%	51.9%	7.1 pts	20.2%	36.8%	16.6 pts

NOTE: All values are rounded to the nearest tenth of a percent.



Figure 2.4

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

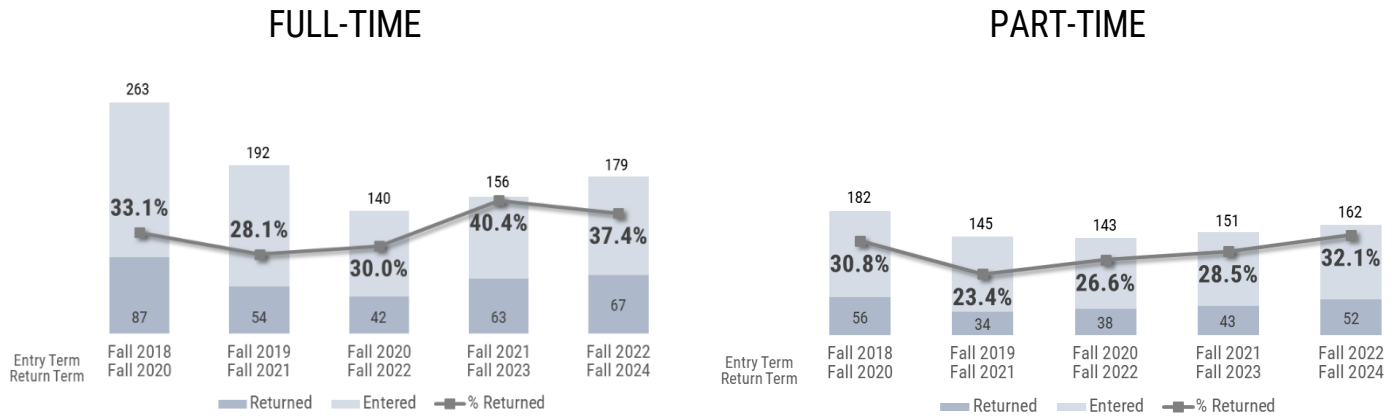


Table 2.5

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

ASSOCIATE	FULL-TIME			PART-TIME		
	Entered Term	Returned Term	RATE	Entered Term	Returned Term	RATE
	Fall 18	Fall 20	Fall 22	Fall 18	Fall 22	Fall 24
			CHANGE			CHANGE
		33.1%	37.4%	30.8%	32.1%	1.3 pts
Race/Ethnicity						
African American	50.0%		57.1%	42.9%	60.0%	17.1 pts
Alaska Native/American Indian	21.1%		23.3%	22.6%	10.5%	-12.1 pts
Asian	46.2%		50.0%	71.4%	33.3%	-38.1 pts
Hispanic	16.0%		44.4%	38.1%	40.0%	1.9 pts
Native Hawaiian/Pacific Islander	50.0%		0.0%	50.0%	33.3%	-16.7 pts
Two or More Races (Non-Hispanic)	30.8%		54.5%	23.5%	50.0%	26.5 pts
White	39.5%		31.3%	24.3%	29.4%	5.1 pts
Other Characteristics						
Age 18-24	30.9%		38.8%	27.7%	33.1%	5.4 pts
Age 25+	45.0%		29.6%	38.5%	27.6%	-10.9 pts
Female	38.8%		47.4%	30.6%	38.3%	7.7 pts
Male	28.0%		26.2%	31.3%	23.5%	-7.8 pts
Pell Grant Recipient	26.2%		39.7%	34.7%	37.0%	2.4 pts
First Generation	38.5%		36.0%	33.3%	31.5%	-1.9 pts

NOTE: All values are rounded to the nearest tenth of a percent.



UAA ANNUAL REPORT ON GRADUATION AS OF FALL 2025

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 2015 entering cohorts (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 2016 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 30% with a slight downward trend. First-time, full-time 8-year baccalaureate graduation rates have been stable around 35%. First-time, full-time 10-year baccalaureate graduation rates have fluctuated around 35% with a slight upward trend (Figures 3.1, 3.2, 3.3, and 3.4).
- (2) Overall, first-time, full-time 4-, 6-, and 8-year associate graduation rates have fluctuated around 22%, 28%, and 28% respectively, with no clear 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 73% for full-time students and 42% for part-time students, both without any clear trend (Figure 3.9).

Trend in Most Recent Cohort

- (1) Compared to the Fall 2017 cohort, first-time, full-time 6-year baccalaureate graduation rates declined for the Fall 2018 cohort by 0.2% (Figure 3.2).
- (2) Compared to the Fall 2019 cohort, first-time, full-time 4-year associate graduation rates improved for the Fall 2020 cohort by 2.7% (Figure 3.6).
- (3) Compared to the AY 2020 junior cohort, overall junior graduation rates improved for the AY 2021 junior cohort by 4.1% (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	62%	65%
University of West Florida	52%	54%
Arkansas State University	52%	54%
Pennsylvania Western University	52%	53%
College of Staten Island CUNY	49%	53%
Texas Woman's University	48%	53%
University of North Georgia	46%	48%
Colorado Mesa University	45%	48%
Arkansas Tech University	43%	44%
Texas A & M University-Commerce	42%	43%
Weber State University	40%	48%
Lamar University	39%	41%
Idaho State University	36%	39%
Eastern New Mexico University-Main Campus	34%	37%
Utah Valley University	33%	39%
University of Alaska Anchorage	32%	36%
Southeastern Oklahoma State University	30%	34%
New Mexico Highlands University	27%	28%
Arizona State University Digital Immersion	26%	29%
Utah Tech University	25%	26%
Average of Peer Institutions	41%	44%

Note: The 6- and 8-year rates reflect the Fall 2015 entering cohort.



Figure 3.1

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

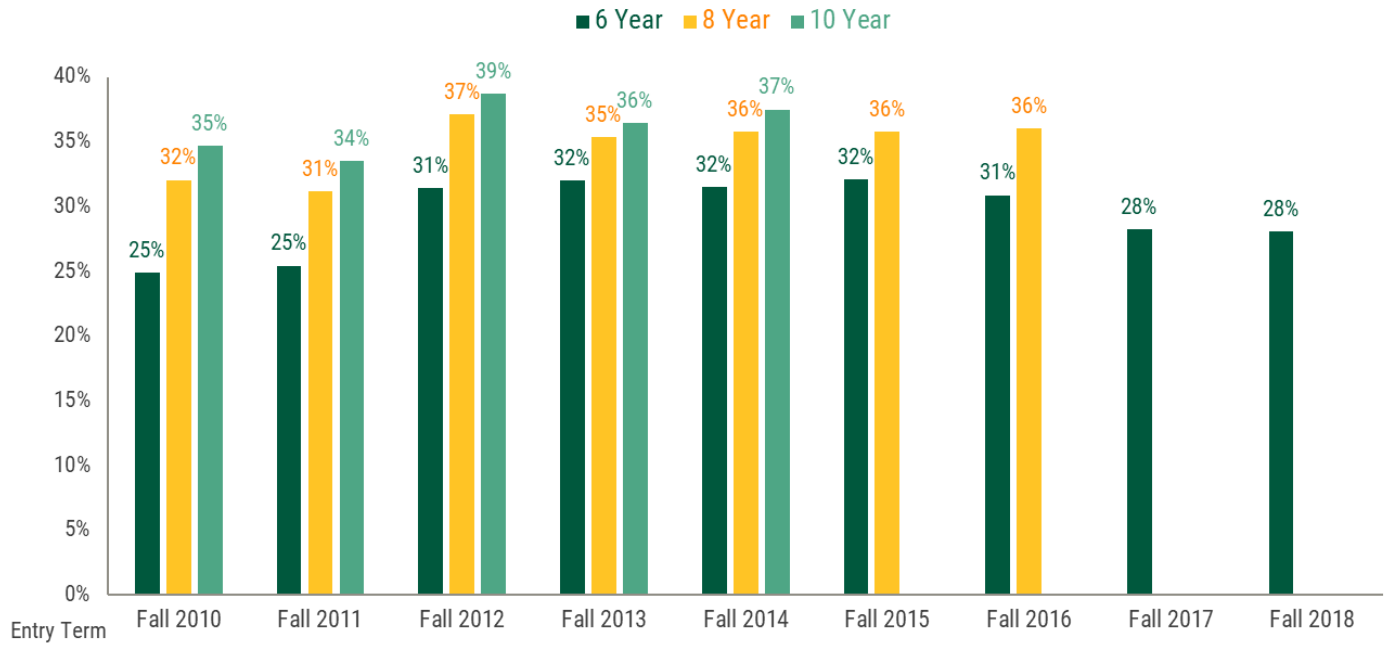




Figure 3.2

UAA BACCALAUREATE GRADUATION RATES, 6-YEAR TREND

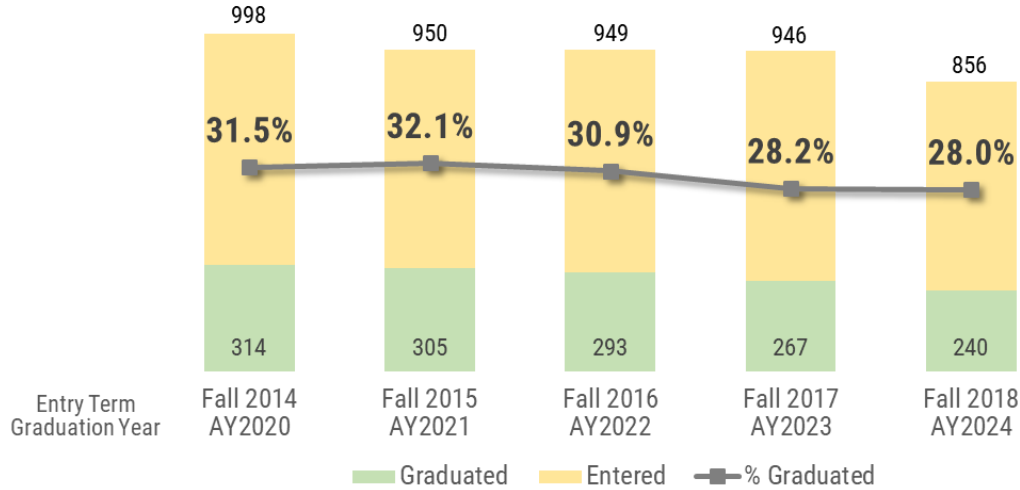


Table 3.2

UAA BACCALAUREATE GRADUATION RATES, 6-YEAR TREND – DISAGGREGATED

BACCALAUREATE – Full-time	Entered Term Graduated Year	Fall 2014 AY 2020	FULL-TIME Fall 2018 AY 2024	RATE CHANGE
		31.5%	28.0%	-3.4 pts
Race/Ethnicity				
African American		15.2%	19.4%	4.3 pts
Alaska Native/American Indian		9.7%	12.7%	3.0 pts
Asian		33.9%	18.3%	-15.6 pts
Hispanic		30.2%	29.9%	-0.4 pts
Native Hawaiian/Pacific Islander		10.0%	24.4%	14.4 pts
Two or More Races (Non-Hispanic)		36.8%	39.3%	2.5 pts
White		36.8%	32.0%	-4.9 pts
Other Characteristics				
Age 18-24		32.5%	27.2%	-5.3 pts
Age 25+		19.5%	41.2%	21.7 pts
Female		32.5%	26.8%	-5.7 pts
Male		30.0%	29.3%	-0.7 pts
Pell Grant Recipient		17.5%	17.2%	-0.3 pts
First Generation		23.5%	18.1%	-5.3 pts

NOTE: All values are rounded to the nearest tenth of a percent.



Figure 3.3

UAA BACCALAUREATE GRADUATION RATES, 8-YEAR TREND

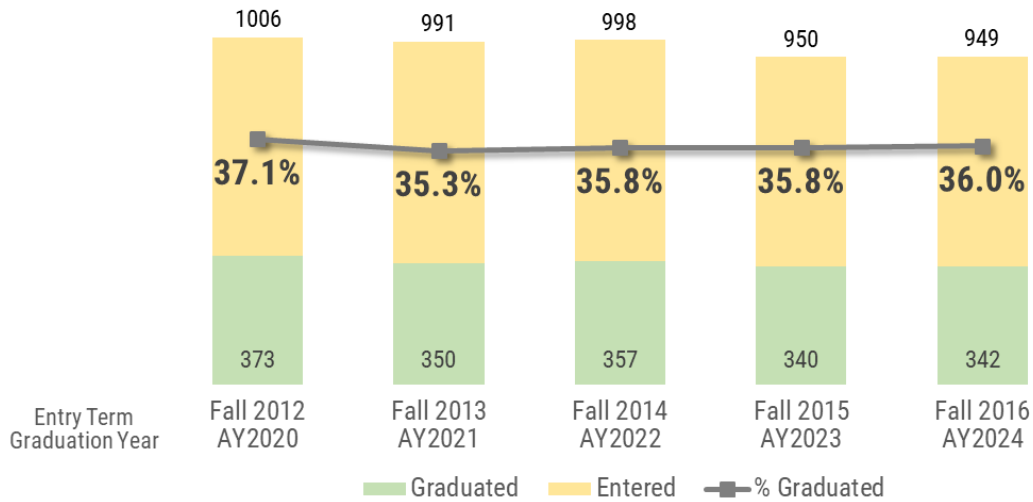


Table 3.3

UAA BACCALAUREATE GRADUATION RATES, 8-YEAR TREND – DISAGGREGATED

BACCALAUREATE – Full-time	Entered Term Graduated Year	Fall 2012 AY 2020	FULL-TIME Fall 2016 AY 2024	RATE CHANGE
		37.1%	36.0%	-1.0 pts
Race/Ethnicity				
		20.0%	28.0%	8.0 pts
		19.9%	14.6%	-5.3 pts
		36.9%	42.6%	5.7 pts
		27.5%	44.0%	16.5 pts
		33.3%	30.0%	-3.3 pts
		48.5%	33.3%	-15.2 pts
		42.2%	38.3%	-3.9 pts
Other Characteristics				
		37.4%	36.2%	-1.3 pts
		32.9%	34.7%	1.7 pts
		38.8%	38.1%	-0.7 pts
		34.9%	33.4%	-1.5 pts
		25.7%	29.6%	3.9 pts
		33.7%	31.7%	-2.0 pts

NOTE: All values are rounded to the nearest tenth of a percent.



Figure 3.4

UAA BACCALAUREATE GRADUATION RATES, 10-YEAR TREND

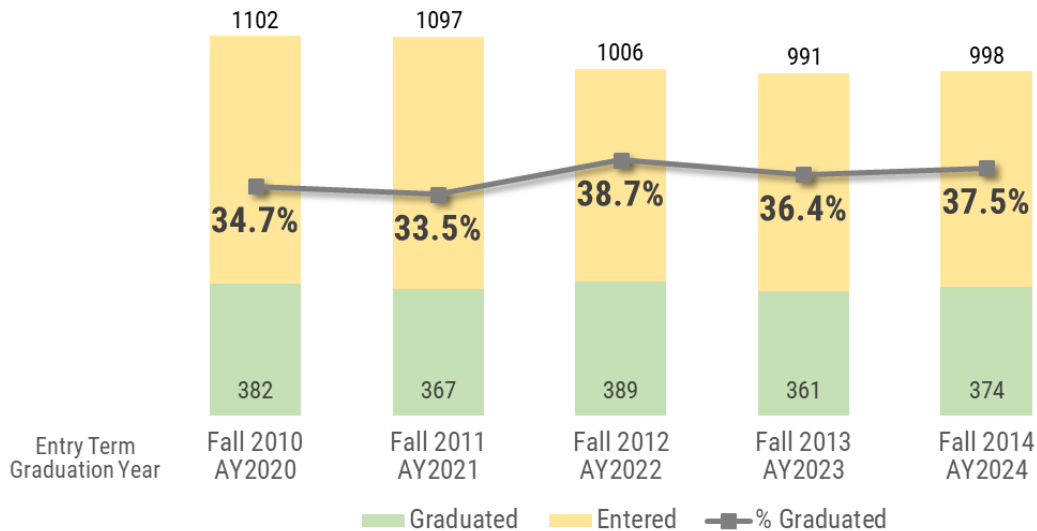


Table 3.4

UAA BACCALAUREATE GRADUATION RATES, 10-YEAR TREND – DISAGGREGATED

BACCALAUREATE – Full-time		FULL-TIME		RATE CHANGE
Entered Term Graduated Year	Fall 2010 AY 2020	Fall 2014 AY 2024		
	34.7%	37.5%		2.8 pts
Race/Ethnicity				
African American	22.2%	18.2%		-4.0 pts
Alaska Native/American Indian	21.5%	12.7%		-8.8 pts
Asian	40.4%	43.0%		2.6 pts
Hispanic	37.1%	36.0%		-1.1 pts
Native Hawaiian/Pacific Islander	No Cohort	20.0%		NA
Two or More Races (Non-Hispanic)	38.8%	41.2%		2.4 pts
White	37.8%	43.5%		5.7 pts
Other Characteristics				
Age 18-24	35.5%	38.4%		3.0 pts
Age 25+	26.3%	26.0%		-0.3 pts
Female	36.3%	37.7%		1.4 pts
Male	32.6%	37.2%		4.6 pts
Pell Grant Recipient	27.4%	24.5%		-2.9 pts
First Generation	31.8%	28.7%		-3.0 pts

NOTE: All values are rounded to the nearest tenth of a percent.

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	17%	12%	11%
Utah Tech University	12%	13%	13%
Utah Valley University	11%	12%	10%
University of North Georgia	10%	9%	8%
University of Alaska Anchorage	10%	11%	12%
Arkansas Tech University	9%	10%	11%
College of Staten Island CUNY	9%	5%	5%
Idaho State University	8%	8%	8%
Arkansas State University	7%	6%	5%
Eastern New Mexico University-Main Campus	6%	7%	7%
Colorado Mesa University	4%	4%	5%
Pennsylvania Western University	3%	3%	3%
University of West Florida	2%	3%	3%
New Mexico Highlands University	NA	NA	NA
Arizona State University Digital Immersion	NA	NA	NA
Lamar University	NA	NA	NA
Southeastern Oklahoma State University	NA	NA	NA
Texas A & M University-Commerce	NA	NA	NA
Texas Woman's University	NA	NA	NA
University of Alabama at Birmingham	NA	NA	NA
Average of Peer Institutions	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 2016. 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

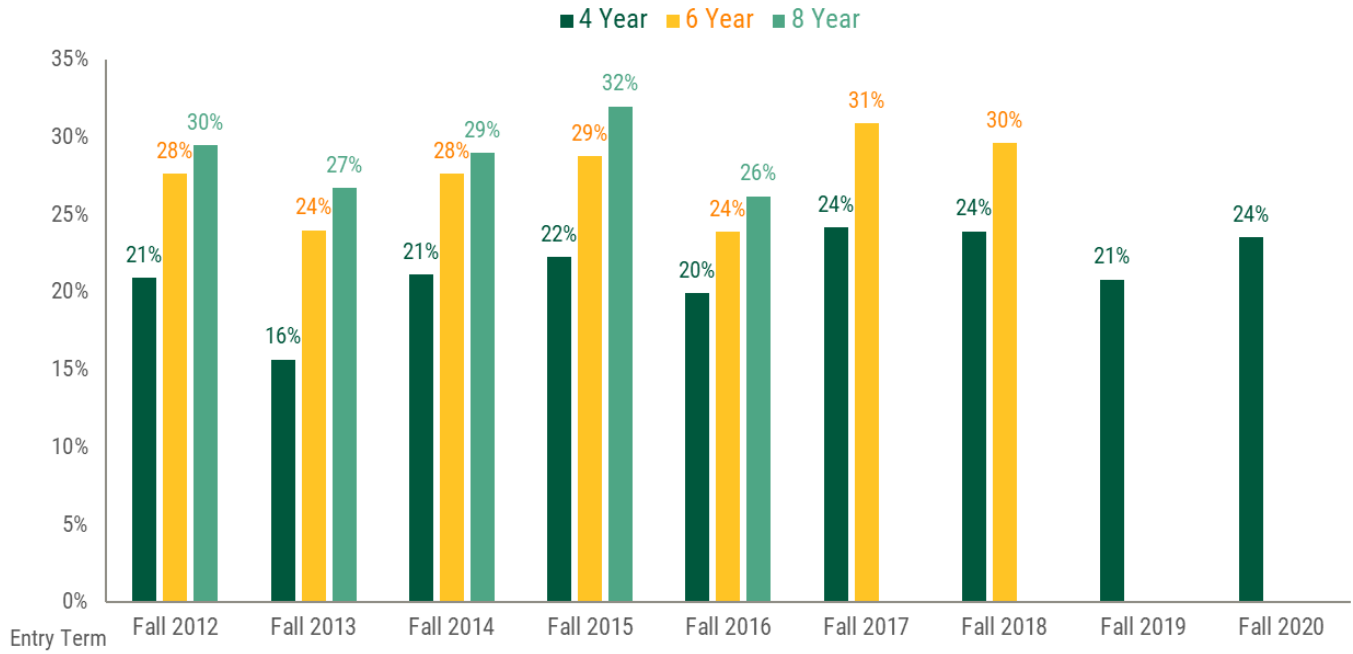




Figure 3.6

UAA ASSOCIATE GRADUATION RATES, 4-YEAR TREND

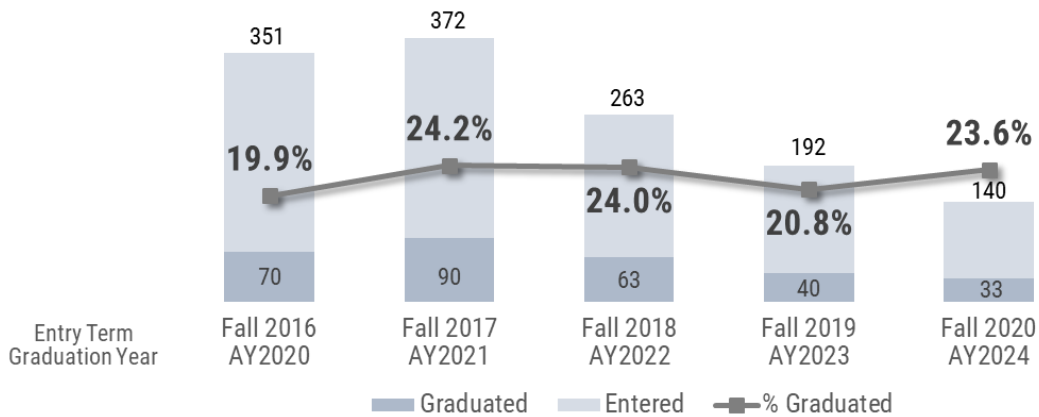


Table 3.6

UAA ASSOCIATE GRADUATION RATES, 4-YEAR TREND – DISAGGREGATED

ASSOCIATE – Full-time	Entered Term Graduated Year	Fall 2016 AY 2020	FULL-TIME Fall 2020 AY 2024	RATE CHANGE
		19.9%	23.6%	3.6 pts
Race/Ethnicity				
African American		18.2%	No Cohort	NA
Alaska Native/American Indian		3.8%	25.0%	21.2 pts
Asian		20.8%	22.2%	1.4 pts
Hispanic		15.0%	28.6%	13.6 pts
Native Hawaiian/Pacific Islander		50.0%	No Cohort	NA
Two or More Races (Non-Hispanic)		15.4%	33.3%	17.9 pts
White		26.2%	22.5%	-3.6 pts
Other Characteristics				
Age 18-24		20.3%	21.8%	1.5 pts
Age 25+		18.2%	37.5%	19.3 pts
Female		19.5%	30.5%	11.0 pts
Male		20.3%	13.8%	-6.5 pts
Pell Grant Recipient		18.5%	23.1%	4.6 pts
First Generation		17.6%	23.1%	5.4 pts

NOTE: All values are rounded to the nearest tenth of a percent.



Figure 3.7

UAA ASSOCIATE GRADUATION RATES, 6-YEAR TREND

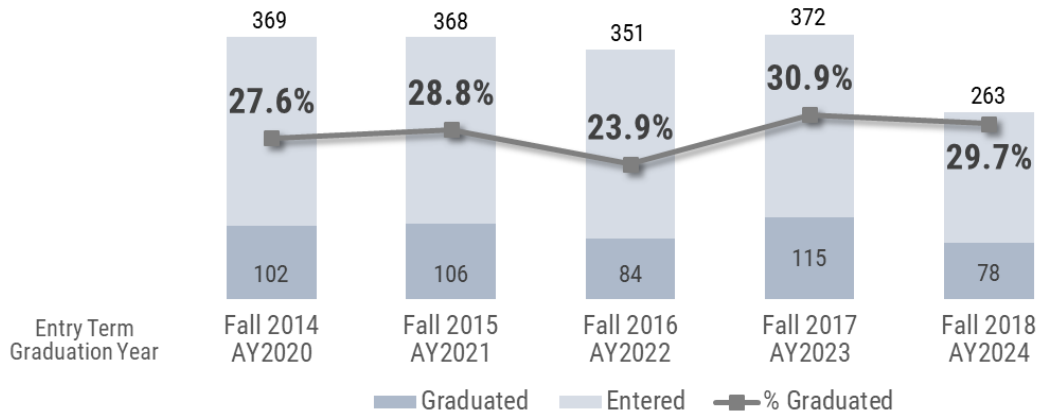


Table 3.7

UAA ASSOCIATE GRADUATION RATES, 6-YEAR TREND – DISAGGREGATED

ASSOCIATE – Full-time	Entered Term Graduated Year	Fall 2014 AY 2020	FULL-TIME Fall 2018 AY 2024	RATE CHANGE
		27.6%	29.7%	2.0 pts
Race/Ethnicity				
African American		28.6%	50.0%	21.4 pts
Alaska Native/American Indian		10.2%	10.5%	0.3 pts
Asian		27.8%	30.8%	3.0 pts
Hispanic		34.4%	20.0%	-14.4 pts
Native Hawaiian/Pacific Islander		No Cohort	30.0%	NA
Two or More Races (Non-Hispanic)		40.0%	38.5%	-1.5 pts
White		30.9%	36.3%	5.4 pts
Other Characteristics				
Age 18-24		25.9%	28.3%	2.3 pts
Age 25+		34.2%	37.5%	3.3 pts
Female		27.8%	31.0%	3.2 pts
Male		27.5%	28.8%	1.3 pts
Pell Grant Recipient		21.5%	19.4%	-2.1 pts
First Generation		23.5%	27.0%	3.6 pts

NOTE: All values are rounded to the nearest tenth of a percent.



Figure 3.8

UAA ASSOCIATE GRADUATION RATES, 8-YEAR TREND

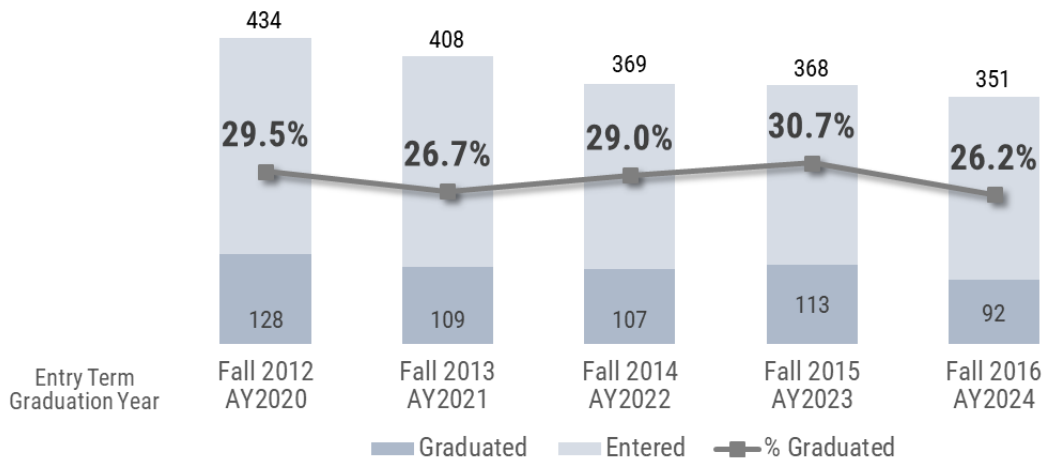


Table 3.8

UAA ASSOCIATE GRADUATION RATES, 8-YEAR TREND – DISAGGREGATED

ASSOCIATE – Full-time	Entered Term Graduated Year	Fall 2012 AY 2020	FULL-TIME Fall 2016 AY 2024	RATE CHANGE
		29.5%	26.2%	-3.3 pts
Race/Ethnicity				
African American		18.2%	18.2%	0.0 pts
Alaska Native/American Indian		16.4%	7.7%	-8.7 pts
Asian		22.2%	33.3%	11.1 pts
Hispanic		30.3%	20.0%	-10.3 pts
Native Hawaiian/Pacific Islander		10.0%	50.0%	40.0 pts
Two or More Races (Non-Hispanic)		31.0%	23.1%	-8.0 pts
White		35.1%	33.3%	-1.8 pts
Other Characteristics				
Age 18-24		29.4%	27.0%	-2.4 pts
Age 25+		29.9%	21.8%	-8.1 pts
Female		31.8%	26.8%	-4.9 pts
Male		27.3%	25.7%	-1.6 pts
Pell Grant Recipient		23.3%	22.3%	-0.9 pts
First Generation		32.1%	27.1%	-5.0 pts

NOTE: All values are rounded to the nearest tenth of a percent.



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

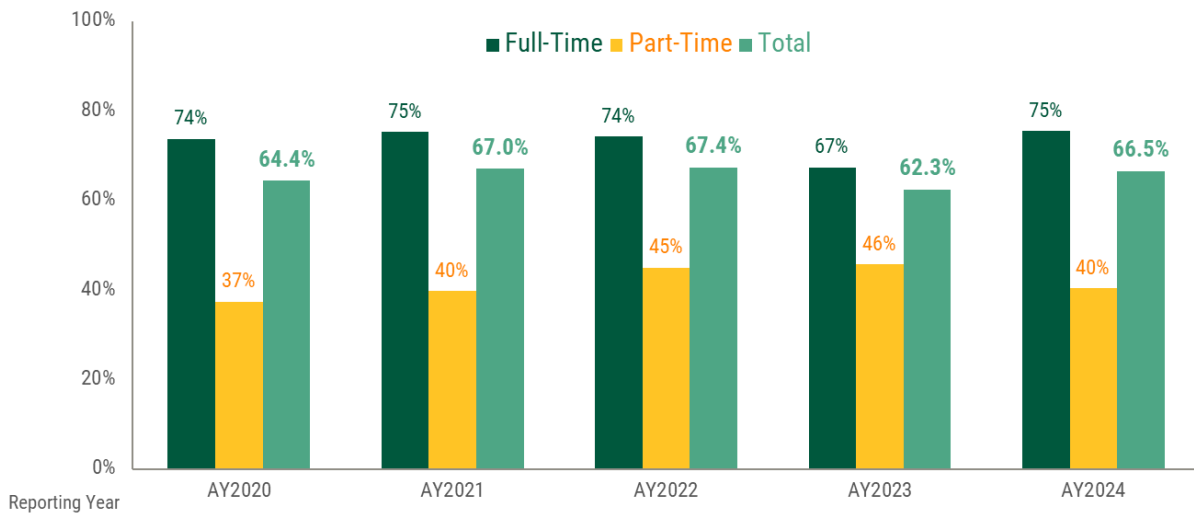


Table 3.9

UAA JUNIOR GRADUATION RATES – DISAGGREGATED

Reporting Year	AY 2020	AY 2024	RATE CHANGE
OVERALL RATE	64.4%	66.5%	2.1 pts
Full-time	73.7%	75.5%	1.7 pts
Part-time	37.3%	40.3%	3.0 pts
Race/Ethnicity			
African American	55.6%	64.3%	8.7 pts
Alaska Native/American Indian	57.4%	50.0%	-7.4 pts
Asian	51.0%	70.6%	19.6 pts
Hispanic	62.9%	63.5%	0.6 pts
Native Hawaiian/Pacific Islander	No Cohort	86.7%	NA
Two or More Races (Non-Hispanic)	67.6%	56.1%	-11.5 pts
White	67.9%	68.6%	0.7 pts
Other Characteristics			
Age 18-24	70.3%	73.2%	2.9 pts
Age 25+	47.2%	48.1%	1.0 pts
Female	62.7%	64.9%	2.2 pts
Male	66.8%	69.1%	2.3 pts
Pell Grant Recipient	54.7%	61.0%	6.3 pts
First Generation	60.1%	62.5%	2.4 pts

NOTE: All values are rounded to the nearest tenth of a percent.



UAA ANNUAL REPORT ON SEMESTERS TO DEGREE – GRADUATE PROGRAMS AS OF FALL 2025

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 students took to receive their degrees has been stable around 3.5. For master’s students, the number of semesters taken to receive their degrees has been decreasing in the past three years. For doctoral students, the number of semesters taken to receive their degrees has been increasing in the past four years (Figure 4.2).

Trend in Most Recent Cohort

Graduate certificate, master’s, and doctoral students who received their degree in AY 2024 did so in 3.3, 6.3, and 18.7 semesters on average. Compared to the AY 2023 graduates, the number of semesters to degree for AY 2024 graduates decreased by 0.3 for graduate certificate and 0.5 for master’s students but increased by 0.7 for doctoral students (Figure 4.2).

SEMESTERS TO DEGREE – GRADUATE PROGRAMS

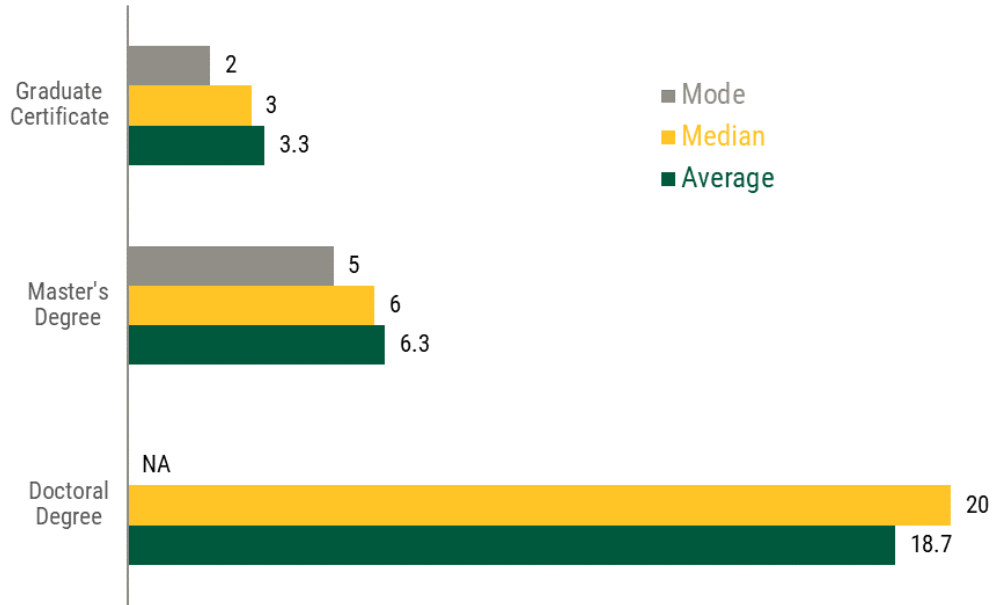
DEFINITION: The average (median and mode) number of semesters taken by students to complete any graduate degree or certificate program, determined by students who have graduated with a graduate program as their primary degree. Students who changed their majors and degree types/levels during their study 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 2024 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 2020 – AY 2024 GRADUATES

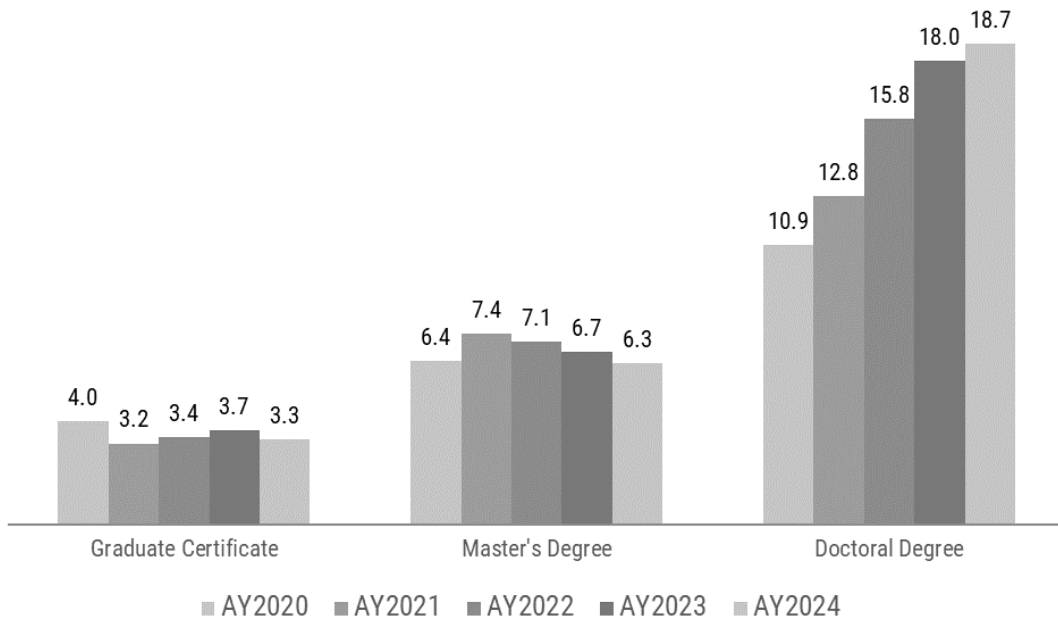




Table 4.1

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

	Award Total AY 2020	AVERAGE SEMESTERS	Award Total AY 2024	AVERAGE SEMESTERS	CHANGE
Total	200	6.4	170	6.3	-0.1
Race/Ethnicity					
African American	*	4.7	11	6.4	1.7
Alaska Native/American Indian	14	6.7	14	7.4	0.7
Asian	*	6.6	*	7.0	0.4
Hispanic	10	7.6	12	5.2	-2.4
Native Hawaiian/Pacific Islander	*	7.4	NA	NA	NA
Two or More Races (Non-Hispanic)	*	6.9	*	3.9	-3.0
White	135	6.3	102	6.5	0.2
Other Characteristics					
Age Under 25	19	4.4	16	3.7	-0.7
Age 25-29	48	6.0	44	5.1	-0.9
Age 30-39	90	6.8	66	6.9	0.1
Age 40+	43	6.8	44	7.4	0.6
Female	127	6.5	105	6.6	0.1
Male	73	6.2	65	5.7	-0.4

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. All average semester values and change values are rounded to the nearest tenth of a percent.



UAA ANNUAL REPORT ON LEADING INDICATORS AS OF FALL 2025

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 in the long term. Tier 1 GER completion rates have fluctuated around 45% for full-time and 38% 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 an upward trend (Figure 5.2).

Trend in Most Recent Cohort

- (1) Compared with AY 2023, Tier 1 GER completion rates for the AY 2024 entering cohort decreased by 6.2% for full-time students and 1.3% for part-time students (Figure 5.1).
- (2) Compared with Fall 2023, course pass rates in Fall 2024 increased by 0.2% at lower division, 0.3% at upper division, and 0.9% 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 (rounded to the nearest tenth) 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

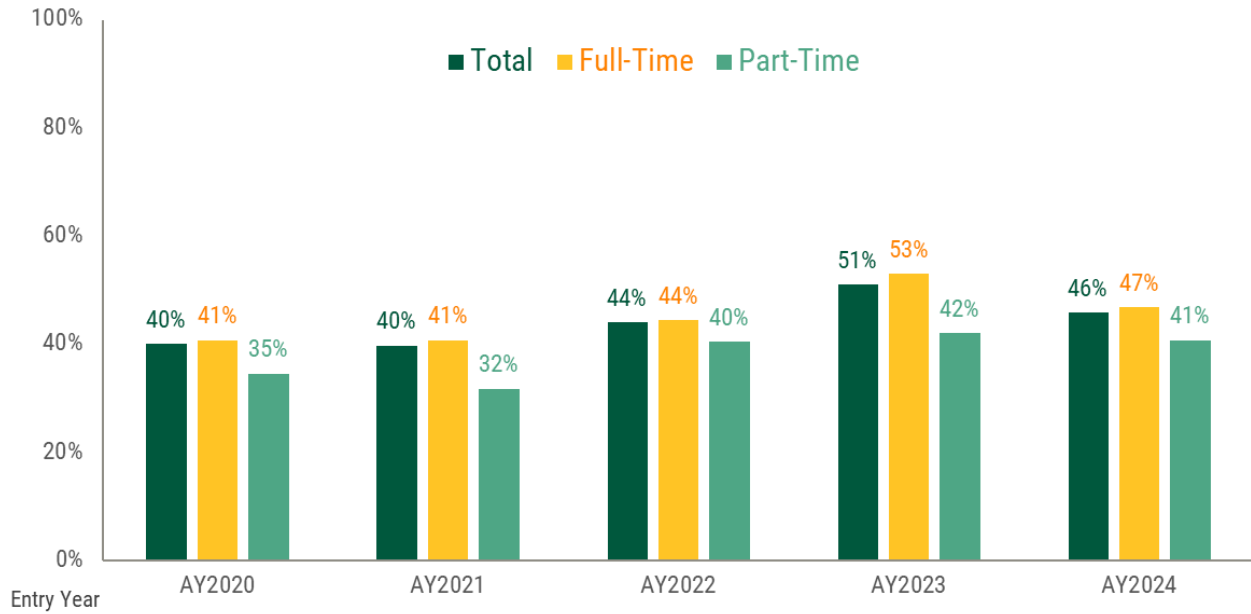


Table 5.1

UAA TIER 1 GER COMPLETION RATES – DISAGGREGATED

	AY 2020 Completion Rate	AY 2024 Completion Rate	RATE CHANGE
OVERALL	40.1%	45.9%	5.8 pts
Full-time	40.8%	46.8%	6.0 pts
Part-time	34.6%	40.7%	6.2 pts
Race/Ethnicity			
African American	38.9%	40.0%	1.1 pts
Alaska Native/American Indian	38.1%	54.5%	16.5 pts
Asian	53.5%	56.5%	3.0 pts
Hispanic	40.7%	41.2%	0.4 pts
Native Hawaiian/Pacific Islander	40.0%	66.7%	26.7 pts
Two or More Races (Non-Hispanic)	33.3%	47.5%	14.2 pts
White	38.4%	39.7%	1.4 pts
Other Characteristics			
Age 18-24	40.6%	44.2%	3.6 pts
Age 25+	32.6%	59.0%	26.4 pts
Female	37.5%	49.3%	11.7 pts
Male	43.5%	41.2%	-2.3 pts
Pell Grant Recipient	38.5%	47.5%	9.1 pts
First Generation	36.4%	42.4%	6.0 pts

NOTE: All values are rounded to the nearest tenth of a percent.

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

DEFINITION: The percentage of students (rounded to the nearest tenth) 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

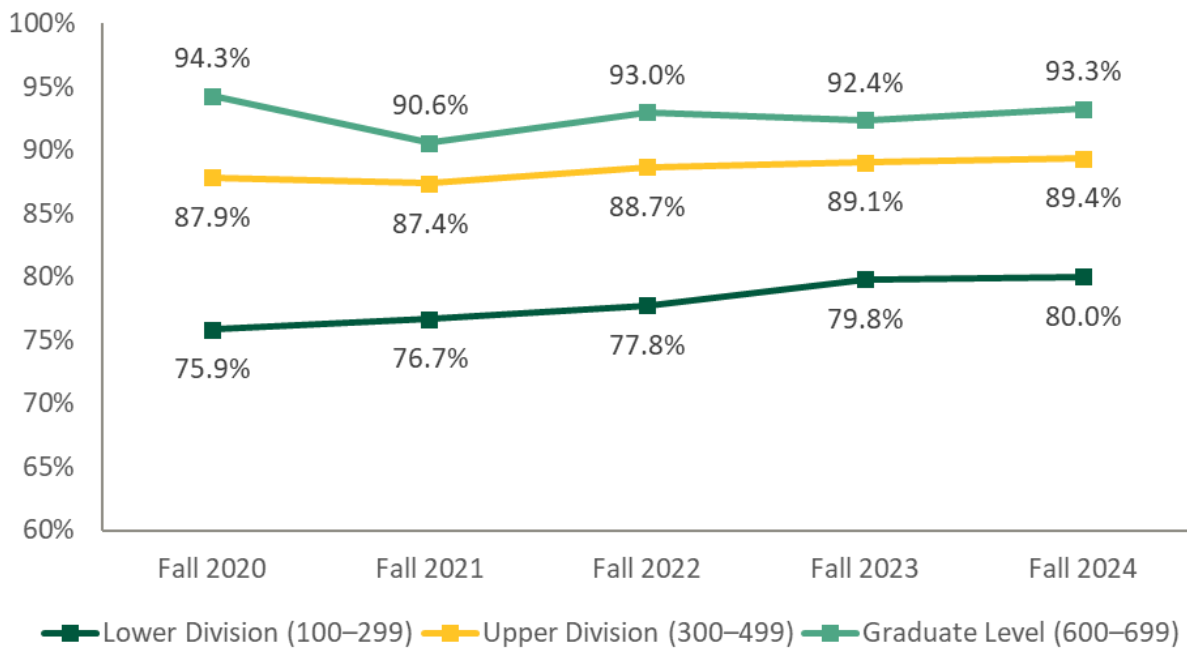




Figure 5.3

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

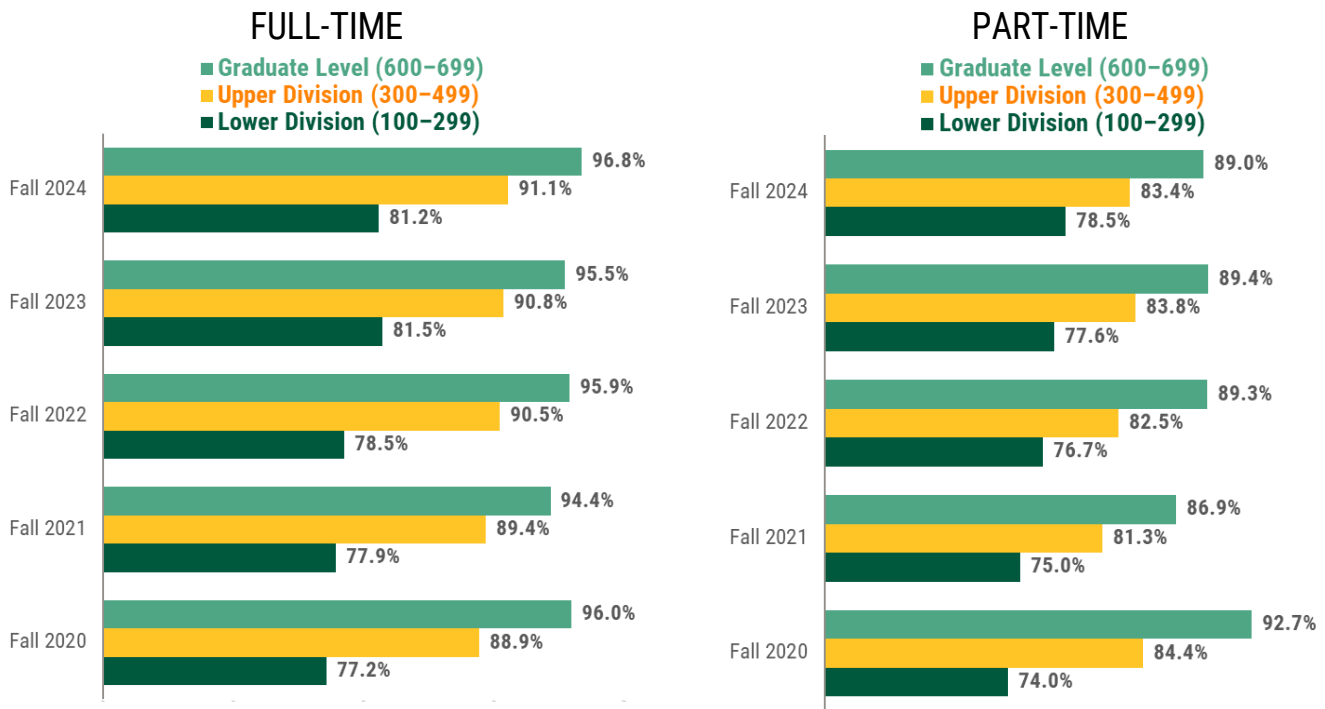


Table 5.2

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

	FULL-TIME			PART-TIME		
	Fall 2020	Fall 2024	RATE CHANGE	Fall 2020	Fall 2024	RATE CHANGE
ALL	77.2%	81.2%	4.0 pts	74.0%	78.5%	4.4 pts
Race/Ethnicity						
African American	68.7%	69.6%	0.9 pts	64.9%	64.4%	-0.5 pts
Alaska Native/American Indian	63.6%	71.0%	7.3 pts	59.1%	71.4%	12.3 pts
Asian	76.7%	81.9%	5.2 pts	73.1%	75.2%	2.1 pts
Hispanic	73.8%	77.4%	3.6 pts	72.8%	74.0%	1.1 pts
Native Hawaiian/Pacific Islander	75.2%	85.7%	10.5 pts	69.7%	61.8%	-7.9 pts
Two or More Races (Non-Hispanic)	76.5%	81.1%	4.6 pts	71.9%	72.2%	0.3 pts
White	79.3%	83.3%	4.0 pts	76.7%	81.1%	4.4 pts
Other Characteristics						
Age 18-24	75.7%	80.8%	5.1 pts	66.5%	71.6%	5.2 pts
Age 25+	77.7%	78.5%	0.9 pts	77.4%	79.8%	2.4 pts
Female	78.0%	81.6%	3.7 pts	75.6%	79.8%	4.2 pts
Male	76.2%	80.7%	4.4 pts	71.2%	76.3%	5.1 pts
Pell Grant Recipient	75.5%	79.1%	3.6 pts	72.0%	76.3%	4.3 pts
First Generation	75.5%	83.2%	7.7 pts	74.1%	79.1%	5.0 pts



Table 5.3

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

	FULL-TIME			PART-TIME		
	Fall 2020	Fall 2024	RATE CHANGE	Fall 2020	Fall 2024	RATE CHANGE
ALL	88.9%	91.1%	2.2 pts	84.4%	83.4%	-1.0 pts
Race/Ethnicity						
African American	89.8%	91.7%	1.8 pts	76.4%	82.5%	6.1 pts
Alaska Native/American Indian	81.1%	85.8%	4.6 pts	73.1%	80.0%	6.9 pts
Asian	88.3%	89.7%	1.4 pts	87.3%	83.3%	-4.0 pts
Hispanic	89.4%	86.0%	-3.4 pts	84.8%	91.9%	7.1 pts
Native Hawaiian/Pacific Islander	83.6%	100.0%	16.4 pts	88.2%	83.3%	-4.9 pts
Two or More Races (Non-Hispanic)	90.8%	86.8%	-3.9 pts	83.4%	79.4%	-4.0 pts
White	89.8%	93.3%	3.6 pts	85.9%	82.4%	-3.5 pts
Other Characteristics						
Age 18-24	88.6%	91.3%	2.7 pts	82.6%	85.5%	2.8 pts
Age 25+	89.5%	90.7%	1.2 pts	85.7%	82.0%	-3.7 pts
Female	90.4%	91.7%	1.3 pts	84.6%	83.2%	-1.4 pts
Male	87.0%	90.2%	3.2 pts	84.1%	83.7%	-0.4 pts
Pell Grant Recipient	89.5%	91.4%	1.9 pts	86.4%	86.9%	0.5 pts
First Generation	90.4%	93.1%	2.7 pts	85.3%	86.8%	1.5 pts

Table 5.4

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

	FULL-TIME			PART-TIME		
	Fall 2020	Fall 2024	RATE CHANGE	Fall 2020	Fall 2024	RATE CHANGE
ALL	96.0%	96.8%	0.8 pts	92.7%	89.0%	-3.7 pts
Race/Ethnicity						
African American	70.0%	86.4%	16.4 pts	84.2%	95.0%	10.8 pts
Alaska Native/American Indian	96.8%	92.3%	-4.5 pts	88.3%	89.0%	0.7 pts
Asian	97.6%	100.0%	2.4 pts	93.8%	87.2%	-6.6 pts
Hispanic	100.0%	98.7%	-1.3 pts	81.1%	78.0%	-3.1 pts
Native Hawaiian/Pacific Islander	92.9%	No Cohort	NA	100.0%	100.0%	0.0 pts
Two or More Races (Non-Hispanic)	98.1%	97.7%	-0.5 pts	95.5%	93.5%	-1.9 pts
White	96.0%	96.8%	0.9 pts	94.1%	90.3%	-3.7 pts
Other Characteristics						
Age 18-24	98.9%	97.7%	-1.1 pts	93.7%	90.8%	-2.9 pts
Age 25+	95.0%	96.2%	1.3 pts	92.6%	88.8%	-3.8 pts
Female	97.1%	97.2%	0.1 pts	93.5%	90.1%	-3.4 pts
Male	94.2%	96.0%	1.8 pts	90.8%	86.4%	-4.3 pts
Pell Grant Recipient	100.0%	100.0%	0.0 pts	No Cohort	100.0%	NA
First Generation	96.0%	97.2%	1.2 pts	94.4%	92.9%	-1.5 pts

NOTE: All values are rounded to the nearest tenth of a percent.