

**TRACKING STUDENT GOAL
ATTAINMENT AT:**

**Prince William Sound Community College
1998-2007**

**FIRST-TIME UNDERGRADUATE
STUDENTS
PHASE I—FINDINGS**

Prepared for:
Prince William Sound Community College
Douglas Desorcie—President

Designed and Implemented by:
Office of Institutional Research
Gary Rice—Associate Vice Provost

July 2008

ACKNOWLEDGEMENTS

The genesis for a project of this scope and complexity started with an idea by one but it takes a commitment and contributions by a university to convert the idea into reality. I would prefer to acknowledge the many contributions to each contributor personally but that is not feasible. However, it is important for each of them to individually know that their input, critiques, support, efforts, and belief in what was being attempted has been and continues to be deeply appreciated.

I thank Chancellor Ulmer and her Cabinet, notably Provost Michael Driscoll and Senior Vice Provost Renee Carter-Chapman, for empowering the IR office to embark on the project, for their courage to set aside any vested interests and pre-conceived notions to go where the model and findings took them rather than seeking to create a particular image, for their commitment to support the project with reasonable resources if they proved to be required, and for their willingness to incorporate the model findings into the university's institutional decision-making and strategic planning once the model was implemented and field-tested to their satisfaction.

I thank co-chairpersons Trish Grega, Evelyn Davidson and members of the university's Student Success Task Force for their professional and critical oversight as the model was being implemented. Insights by this group of administrative and faculty leaders have been and continue to prove invaluable as the many underlying issues and assumptions that formed the model essence were being designed and implemented. Additionally, they are serving to introduce the model concept and its implications throughout the university and the UA system in concert with Provost Driscoll.

I thank several faculty and administrative colleagues for their on-going contributions that helped keep the project on course and serve as trusted sounding boards. They were able to share a common vision about the model's potential and think 'outside-the-box' with me which was essential to address the deficiencies of traditional tracking metrics. The following individuals stand as representatives of the contributions of many: William Jacobs, Bogdan Hoanca, and Larry Foster.

Finally, special thanks are extended to my IR Staff, Yuan-Fang Dong, Hongmei Zhu, and Donna Marshall for their outstanding technical skills, their creativity, their ability to cope with myriad hypotheses while exploring the unknown, and their capability to multitask and keep the university ship afloat with information support throughout the project. They have my deep respect for their talents and contributions to UAA.

Gary Rice
Associate Vice Provost, IR

The responses to all of the following questions track and profile the 216 total first-time Fall 1998 Prince William Sound Community College undergraduate students (both degree and non-degree seeking combined) at UAA over 10 years. Both annual tracking and 10-year summary statistics are included. Throughout this report remember the campus undergraduate students are just a sub-cohort and not the entire Prince William Sound Community College student body during a particular Fall semester. The only ones missing will be first-time students who start Spring semester (approximately 1.5% of all degree seekers and 4% of all non-degree seekers throughout the entire year). Overtime 96+% of all first-time students will be included and tracked in one of the cohorts to include the returning first-time Summer students.

Total statistics, at any level, represent composites and, as such, do not reveal the underlying components e.g. there are marked differences in the patterns of undergraduate degree seekers and non-degree seekers that make up this campus-wide total first-time undergraduate profile. There will also be differences between Anchorage campus and each community college campus that together create the total first-time undergraduate profile (See Separate Report-IR Office). Each UAA campus is profiled separately to ascertain their contributions to the total UAA cohort. Later, first-time graduates will be profiled as well. **PAY PARTICULAR ATTENTION TO THE 'N' UNDERLYING EACH PERCENTAGE. INTERPRET WITH CAUTION.**

Although UAA has a non-credit curriculum to address that part of its mission mandated by the Board of Regents, the decision has been made to track student progress/attainment only in credit courses within the model. Non-credit performance may be subsequently designed and tracked in a parallel model.

MODEL OVERVIEW

Model Purpose. To track student goal progress status and attainment of first-time enrollees over a 10-year period. This is done without requiring any additional data collection effort. The model is a routine, centralized, easily-implementable, low-cost, low-maintenance, reliable and comprehensive means of tracking student goal progress/attainment. This model aligns with traditional “success” tracking but goes well beyond to address many deficiencies of traditional strategies. As such, the findings reveal and document that the university assists significantly more students in their goal progress/attainment quest than traditional success metrics count.

- It is applicable to 2-year and 4-year institutions
- Lengthens tracking time (10 yrs from initial entry)
- Tracks all awards granted (interim and originally sought)
- Tracks both goal progress and attainment outcomes
- Tracks both degree-seeking and non-degree seeking students
- Tracks both full-time and part-time students.
- Tracks undergraduate and graduate students
- Tracks sub-cohorts (“at risk”, minority, non-traditional age, gender, etc.)
- Measures knowledge/skills acquisition vs. student-reported ultimate goals
- Uses metrics available on all students at all institutions
- Avoids artificial time frame for success
- Recognizes empirical contribution to goal progress strategies
- Links accountability to factors within UAA’s control
- Provides tool to obtain empirical evidence of university efforts to help students.

Model Assumptions. The model’s simplistic surface appearance, by design, masks its underlying complexity. Model design/implementation has been overseen by UAA faculty and administration. They reflect the student’s status at each term snapshot point during 10 years (28 consecutive terms, including summers) following initial UAA entry. A student can have more than one status at each snapshot.

Model operates on 10 integrated university-consensus assumptions. Behind each assumption are a set of documented decision rules that create the information. The model tracks student knowledge and skills/competencies acquisition, as measured by faculty-assigned successful course grades, plus all official UAA awards (degrees and certificates) earned. UAA’s contribution is presumed to be embedded in successful course performance.

Methodology. Each fall semester only first-time students (full-time, part-time, transfers in, degree seekers, non-degree seekers, undergraduate and graduate,) are identified as a cohort and tracked forward in time for a decade following initial entry. A decade represents the life cycle of 95% of first-time students each year at UAA. All entering students are determined to be degree seeking or non-degree seeking by the university at entry. Each subsequent semester, including summers, the current status of the entire cohort is re-determined. The in-process status conditions include: Returned, Graduated, Earned Interim Award, Transferred Out, Intermittent Enrollment, Progress Level, Non-Degree Goal Met, and Not Returned. Ten different cohorts are concurrently tracked and mapped for 10 years. Within 10 years every student attending the institution will be in one of the cohorts. At the end of 10 years, a summary progress/attainment status report for that entering cohort is prepared.

Student Success Questions. A series of frequently-asked questions about student success are employed as a framework to organize model findings. These questions also serve to provide a common language when knowledge about student goal progress is shared or joint student support strategies are being implemented.

Applications. The model will be used to initially assess first-level effectiveness of various goal progress support strategies, e.g. orientation classes, academic advising, student engagement, learning communities, mentoring, developmental education, placement testing, supplemental instruction, etc. It can suggest various “momentum tipping points” and benchmarks for sub-cohorts that will be analyzed in more depth for correlation with goal progress/completion. It should be used to provide an institution-wide, long-term map of student flow and progress. It will be primarily designed to enable the university to compare against itself but can be used, through joint cooperation, to share strategies and outcomes with peers. It is NOT designed to be a ranking tool.

Each cohort is tracked individually over time while, concurrently, different cohorts will be compared at standard reference points to observe changes. Significant events will be overlaid in the model to observe relationships between such events and changes in student progress. Cause-Effect relationships need to be subsequently analyzed.

Plans also include incorporating Alaska work history data for each cohort over time from the Department of Labor. The model also is expected to provide documentation of progress within the Student Success priority of UAA’s 2017 Strategic Plan. The UAA FY09 budget setting guidelines require documentation of how fund requests contribute to the strategic plan and the Student Success priority may use this model to provide such documentation. Finally, it is anticipated UAA will use this model to provide documentation as part of its upcoming Reaccreditation visit in 2010

UNDERGRADUATE STUDENT STATUS DETERMINATION ASSUMPTIONS

What constitutes “Goal Attainment” and “Goal Progress”? One cannot know what is continually in the mind of the student and the majority does not tell the university when they change their mind. However, one can document and assess the behavioral action outcomes of student decisions and reasonably conclude about “Goal Attainment”, “Goal Progress”, or “Goal Unmet” through the following assumptions.

Assumptions concurrently provide both explanation of the model and defense against the inevitable challenges. Each assumption incorporates a consensus belief that UAA contributes directly, although not necessarily a defined percentage, to the student’s progress and/or actual goal attainment. Even though UAA does not profess to have contributed a specific amount, various levels of student progress, based on successful course grade performance, are produced. Traditional ‘Success’ measures and “Value Added” are imbedded in the assumptions. Assumptions overlap but are slightly different for degree seekers and non-degree seekers. Assumptions are posed with positive outcomes but, at the same time, designed to alert UAA officials about areas of concern. One can challenge each assumption but the onus is on the challenger to postulate and convince the university majority their assumptions are better and can be determined with objective and appropriate routinely-gathered available data on all students.

COHORT SELECTION CRITERION: A student is placed in a particular undergraduate cohort and tracked forward for a decade from that point. The initial selection is made each Fall semester. The sole criterion for selection is the student is enrolling at UAA for the first time. Their particular enrollment status is immaterial e.g. degree seeking, non-degree seeking, full-time, part-time, transfer-in etc. Summer first time students who continue on during the subsequent Fall are considered first-time as of that Fall semester. First-time Spring semester entrants are excluded. Once identified in the initial cohort students are segmented by Enrollment Services into a Primary Campus and further segmented/tracked as ‘degree seekers’ and ‘non-degree seekers (NDS)’ within campus. Once a student is identified into an undergraduate cohort, every course, regardless of level, the student takes for 10 years after that point is considered part of the student’s total coursework as an undergraduate.

ASSUMPTION #1: COURSE COMPLETION —Any successful grade (A, B, C, D, or P) earned while the student is tracked as an undergraduate represents goal progress and some level of ‘value-added’ by the university. AU also included for non-degree seekers only if their initial course declared intent was to audit.-
GOAL PROGRESS

ASSUMPTION #2: GRADUATED--All degree-seeking students, who receive the award type (degree or certificate) they officially declared as their initial intent to attain, are considered to have met their goal. All non-degree seeking students who change their mind and earn an award (degree or certificate) are considered to have met their goal. All students who receive UAA recognized academic honors as they graduate are considered to have met their goal with distinction. (See Assumption #10) –**GOAL MET**

ASSUMPTION #3: INTERIM AWARD--Degree-seeking students who receive interim awards (degree or certificate) are considered to have made UAA-assisted progress toward their goal throughout the decade they are tracked.-**GOAL PROGRESS**. At the end of 10 years those degree-seekers who have only earned an interim award are recognized as **GOAL MET** while Non-Degree seekers receiving an award are recognized as ‘Graduated’ (see Graduated assumption) –**GOAL MET**

ASSUMPTION #4: TRANSFERRED OUT--All students, degree and non-degree, who transfer out before earning a UAA award (degree or certificate) and are admitted and enroll at another college/university are assumed to have profited from their UAA experience and are considered to have been assisted in their transferability toward their ultimate goal. –**GOAL PROGRESS**

ASSUMPTION #5: TRACKING STUDENT BEHAVIOR: Underlying all intents, every student seeks knowledge and improved skills/competencies. These two outcomes are being tracked. Every student's initial goal intent, implicit or conscious, directs his/her decisions. These decisions shape individual strategies and produce and/or drive subsequent student behavior. Such behavior is measurable and traceable. It is assumed student behavior is directly attributable to his/her underlying intent to obtain knowledge and improve skills/competencies. Goal progress/attainment is reflected in such behavior—GOAL PROGRESS

ASSUMPTION #6: INTERMITTENT (STOPOUT) --All students, degree and non-degree, determined to be Intermittent within the decade following initial entry are considered to be "Intermittent Enrollees". Note: Intermittent enrollees include a student who attends more than one term but less than all terms, summers excluded, throughout the decade following initial enrollment. At the decade point, degree seekers in 'Intermittent' status remain there but are no longer tracked annually. All Non-Degree seekers meet the same criteria but at the decade point following initial entry, all non-degree "Intermittent" are classified into "Goal Progress Levels" based on the course completion criteria (See Assumption #10) and removed from the 'Intermittent' Status –GOAL PROGRESS

ASSUMPTION #7: NON-RETURNING—Any degree-seeking student who enrolls for the initial term only but does not return for 10 years and does not transfer to another institution is considered to have not met his/her goal-GOAL NOT MET. Any non-degree seeking student who enrolls for the initial term only is ultimately classified into "Goal Progress Levels" based on the course completion criteria (See Assumption #10) to determine Goal status at the decade final status report —GOAL PROGRESS.

ASSUMPTION #8: ACQUIRING HIGHER ORDER SKILLS—Any student who meets the 'Goal Progress Levels' criteria in GER courses, including GER capstone courses, is considered to be making progress in attaining his/her goal with direct UAA assistance – GOAL PROGRESS.

ASSUMPTION #9: ACQUIRING COLLEGE READINESS SKILLS—Any student who meets the 'Goal Progress Levels' criteria in one or more Developmental Education courses AND meets the 'Goal Progress Levels' criteria in 12 or more credits of selected college-level courses is considered to be making progress in attaining his/her goal with direct UAA assistance – GOAL PROGRESS.

ASSUMPTION #10: LEVELS OF GOAL PROGRESS: All students are making levels of progress toward their goal to the extent they are earning "Success" grades in their courses. Levels of undergraduate Goal Progress will be based on the following proportion ranges of 'Student Success' course grades to total grades earned (See Assumption #1) up to the point each status snapshot is taken: 0-10% = No Progress; 11-30% = Minimal Progress; 31-74% = Moderate Progress; and 75+% = Substantial Progress. Undergraduate students who receive 90+% progress are deemed to have attained substantial progress with distinction. At the 10-year final summary status, NDS students achieving substantial progress are assumed to have met their goal while those who have made no progress are assumed to have not met their goal. NDS students attaining minimal or moderate progress are considered to be making progress with direct UAA assistance—GOAL PROGRESS.

1. What kind of first-time students is Prince William Sound serving?

(See Tables I-1A, & I-1B)

It is very important to have an understanding of the changing composition of the student body over time as it provides important context for interpreting the changes in tracking trends and levels of student goal progress/attainment. The following compares changes in biographic/demographic characteristics between the 1998 vs. 2007 total Prince William Sound Community College first-time entering undergraduate cohorts. These changes are further segmented between degree seekers and non-degree seekers as well. Each cohort contains all students who enter Prince William Sound Community College for the first time at each cohort-selection point.

- There has been a substantial decrease in first-time undergraduate students (-44%) at Prince William Sound Community College over the decade (degree seekers increased 65% while non-degree seekers decreased -56%). In Fall 98, there were 216 students (9% were degree seekers and 91% were non-degree seekers). By contrast, in the 07 cohort there were 120 first time undergraduates (28% degree seekers and 72% non-degree seeking students). The Prince William Sound Community College enrollment is closely tied to rapidly fluctuating economic conditions in their service area. They also serve a very large geographic area with small, widely dispersed population density and minimal influx of students from outside the area. Their economy is heavily contingent upon the Alyeska oil terminus. Currently there is an out-migration of rural population throughout Alaska to the three urban Alaska centers in search of jobs and this exodus is also being felt at Prince William Sound Community College.
- There has been a significant increase (82%) in first-time Freshmen degree seekers but a much smaller increase in Freshmen (11%). This is consistent with the map trend (See Figure I-3A1) and national research literature that the most critical point for retaining students occurs during their first year. The 1998 Prince William Sound Community College class standing data was missing so change statistics are unavailable except for freshmen-level students. First-Time Freshmen represent pure first-time college students. The numbers for Fall 07 Freshmen (other than first-time freshmen), Sophomores, etc. signify the number of hours the student already has at the starting point, e.g. Transfer-In at first UAA enrollment. Also, students in the Fall 07 cohort have not had time to establish higher-level class standings.
- There has been an overall increase in the proportion of first-time undergraduate students who are initially carrying full-time class loads (14%) but a large decline in part-time student class loads (-51%). However, underlying these overview statistics, degree seekers have increased in carrying both full-time and part-time loads while non-degree seeking students have significantly decreased in carrying both full-time and part-time class loads as well as decreasing in number of students. It suggests a change over the years in why students are coming to Prince William Sound Community College and what they plan to do with the education they receive.

- There has been a -25% decrease in the overall average age of first-time Prince William Sound Community College undergraduate students. The mean age of degree seekers rose five years (21%) and median age increase of two years (11%). Non-degree seekers, on the other hand, had a median decline of 11 years (28 to 17). Half of the non-degree seeking students in 07 were 17 years old or younger. It is also of interest to look at particular age groups. The proportion of total students 18 years old increased by 14% while 19-year olds increased 125%. The 20-24 age group considered 'Traditional' students around the country went up 17%. The key reason for that increase was a 400% increase among degree seekers while non-degree seeking students dropped -60%. The Prince William Sound Community College student body is getting decidedly younger.
- There has been a decrease of -52% of males and a -34% decrease of females entering Prince William Sound Community College as undergraduates for the first time but the change is more pronounced and differs between degree seekers and non-degree seeking students. Female degree seekers went up 144% while male degree seekers remained constant. Both genders of non-degree seeking students declined between -52 to -59%.
- There has only been a minimal overall increase in the proportion of minority students (1 student = 4%) coming to Prince William Sound Community College between Fall 98 and Fall 07. However, there has been a large increase in the proportion of minority students comprise of the total cohorts between these two points (13% in Fall 98 vs. 23% in Fall 07). The most significant change for a particular minority was Alaska Natives. Although they declined -19% (3 students) over the decade, there was a 267% increase in degree seekers and a -85% decrease in Alaska Native non-degree seeking students. The other minority that showed the most proportional gain were Hispanics (167%). White students declined by -52%. Overall, minority degree seekers went up 567% while minority non-degree seeking students dropped -67%. There is not been much change in diversity among the Prince William Sound Community College first-time student body today than existed a decade ago.
- Overall, Prince William Sound Community College is attracting fewer first-time students (-45%) who graduated from high schools within the state today than a decade ago. Nearly 70% of the students did not provide high school information. Degree seekers held constant but there was a -78% decline among non-degree seeking students. Students from Alaska high schools comprise just 14-15% of their total first time cohorts. First-time students coming from the 'Lower 48' have declined -63%. According to WICHE (Western Interstate Commission for Higher Education) during the next six years Alaska is expected to diminish in the growth of high school graduates.

- There is no Fall 07 cohort corresponding data to compare relative to Terms Attended but the profile for the Fall 98 cohort is informative even as a stand-alone. Keep in mind this is a cohort that started 10 years ago so it will be very important to obtain this long-term profile for the more current cohorts to see if the pattern has changed. Nearly half (54%) of the entire Prince William Sound Community College undergraduate cohort attended just 2 terms (one year) or less. Further 5% of all admitted degree seekers only attended for one term and another 40% only attended 2 terms. When that is increased to 4 terms (2 years equivalent) for degree seekers the proportion goes up 20% more (Median = 3 terms). Half of the non-degree seeking students only attended Prince William Sound Community College for 2 terms. This table does not necessarily indicate they took these as consecutive terms but, whether intermittent or consecutive, these undergraduate degree seekers typically only attended for 3 semesters out of 28 possible and did not actually receive a UAA award. Unless these statistics have dramatically improved with subsequent entering cohorts, Prince William Sound Community College must seek answers to the premature exodus of its undergraduate degree-seeking students.
- No records to draw credible conclusions about Entry Goal, High School GPA, and High School Rank were available for Prince William Sound Community College students.
- There is no Fall 07 cohort corresponding data to compare relative to Student Type (10-year status) but the profile for the Fall 98 cohort is revealing as a stand-alone. The remainder of the report will be devoted to a more in-depth analysis of this particular student status category.
- There have been changes in the type of award (Degree or Certificate) Prince William Sound Community College first-time undergraduate students have been initially admitted to seek. Associate seekers went up 83% (AA seekers = 93% and AAS seekers = 50%).
- There is no Fall 98 cohort corresponding data to compare relative to UA Scholars. The identification of first-time UA Scholars entering with each cohort only represents those students who entered UAA for the first time that particular Fall semester. Prince William Sound Community College had no UA Scholars who entered for the first time in Fall 07.
- Comparing Fall 07 to Fall 98 there has been an increase in the proportion of first-time undergraduates entering Anchorage (7%), Mat-Su (30%), and Kenai-Peninsula (7%) campuses but decreases at Kodiak (-38%) and Prince William Sound (-44%) campuses as their primary campus. All of the campuses show substantial gains in degree seekers but declines in non-degree seeking students.
- The student's Nation of Origin is included as descriptive information but the numbers are too small to provide any meaningful trend information.

- The 216 total Prince William Sound Community College undergraduate students in the Fall 98 cohort enrolled in 1,702 undergraduate classes (an average of 7.9 classes per person) over the ten-year period. This average reflects a number of students who took just one class the entire time along with many who took enough classes to earn multiple awards. 9% of their total enrollment was in developmental classes, 85% in lower division courses, 6% in upper division courses, 0.4% in professional development classes, and 0% in graduate courses. 61% of their total enrollment over the entire time was in small classes (20 or less). 3% was in distance delivery and 29% was in GER classes (See Table I-1B).
- The 20 Prince William Sound Community College undergraduate degree seeking students in the Fall 98 cohort enrolled in 360 undergraduate classes (an average of 18 classes per person) over the ten-year period. Keep in mind this average reflects a number of students who took just one class the entire time along with many who took enough classes to earn multiple awards. 9% of the total degree-seeking enrollment was in developmental classes, 89% in lower division courses, 2% in upper division courses, 0% in professional development classes, and 0% in graduate courses. 83% of their enrollment over the entire time was in small classes (20 or less). 3% was in distance delivery and 29% was in GER classes (See Table I-1B)
- The 196 Prince William Sound Community College undergraduate non-degree seeking students in the Fall 98 cohort enrolled in 1,342 undergraduate classes (an average of 6.8 classes per person) over the ten-year period. This average reflects a number of students who took just one class the entire time along with many who took enough classes to earn multiple awards. 9% of the total non-degree seekers enrollment was in developmental classes, 83% in lower division courses, 7% in upper division courses, 1% in professional development classes, and 0% in graduate courses. 55% of the undergraduate enrollment over the entire time was in small classes (20 or less). 3% was in distance delivery and 29% was in GER classes (See Table I-1B).

Table I-1A
1998 vs. 2007 Total PWSCC Undergraduate Cohort Student Characteristic Profile

	Fall 1998						Fall 2007						% Change 1998 vs. 2007		
	Total Cohort		Degree Seeker		Non-Degree Seeker		Total Cohort		Degree Seeker		Non-Degree Seeker		Total Cohort	Degree Seeker	Non-Degree Seeker
	Head	% Total	Head	% Total	Head	% Total	Head	% Total	Head	% Total	Head	% Total			
Total Cohort	216		20		196		120		33		87		-44.4%	65.0%	-55.6%
Class Standing															
First-time Freshman	11	5.1%	11	55.0%			20	16.7%	20	60.6%			81.8%	81.8%	
Freshman	9	4.2%	9	45.0%			10	8.3%	10	30.3%			11.1%	11.1%	
Sophomore							1	0.8%	1	3.0%					
Junior							1	0.8%	1	3.0%					
Senior							1	0.8%	1	3.0%					
Inter/Intra MAU Programs	3	1.4%			3	1.5%	1	0.8%			1	1.1%	-66.7%		-66.7%
Not Declared	193	89.4%			193	98.5%	86	71.7%			86	98.9%	-55.4%		-55.4%
Class Load															
Full-time	21	9.7%	18	90.0%	3	1.5%	24	20.0%	23	69.7%	1	1.1%	14.3%	27.8%	-66.7%
Part-time	195	90.3%	2	10.0%	193	98.5%	96	80.0%	10	30.3%	86	98.9%	-50.8%	400.0%	-55.4%
Age															
17 - Under	74	34.3%	2	10.0%	72	36.7%	43	35.8%			43	49.4%	-41.9%	-100.0%	-40.3%
18 - 18	14	6.5%	12	60.0%	2	1.0%	16	13.3%	6	18.2%	10	11.5%	14.3%	-50.0%	400.0%
19 - 19	4	1.9%	2	10.0%	2	1.0%	9	7.5%	8	24.2%	1	1.1%	125.0%	300.0%	-50.0%
20 - 24	12	5.6%	2	10.0%	10	5.1%	14	11.7%	10	30.3%	4	4.6%	16.7%	400.0%	-60.0%
25 - 29	11	5.1%			11	5.6%	13	10.8%	5	15.2%	8	9.2%	18.2%		-27.3%
30 - 39	29	13.4%	1	5.0%	28	14.3%	10	8.3%			10	11.5%	-65.5%	-100.0%	-64.3%
40 - 49	35	16.2%	1	5.0%	34	17.3%	3	2.5%	1	3.0%	2	2.3%	-91.4%	0.0%	-94.1%
50 - 59	18	8.3%			18	9.2%	6	5.0%	3	9.1%	3	3.4%	-66.7%		-83.3%
60 - Over	9	4.2%			9	4.6%							-100.0%		-100.0%
Unknown	10	4.6%			10	5.1%	6	5.0%			6	6.9%	-40.0%		-40.0%
N	206		20		186		114		33		81		-44.7%	65.0%	-56.5%
Mean Age	30.0		20.3		31.0		22.6		24.6		21.7		-24.7%	21.2%	-30.0%
Median Age	24		18		28		18		20		17		-25.0%	11.1%	-39.3%

Table I-1A
1998 vs. 2007 Total PWSCC Undergraduate Cohort Student Characteristic Profile

	Fall 1998						Fall 2007						% Change 1998 vs. 2007		
	Total Cohort		Degree Seeker		Non-Degree Seeker		Total Cohort		Degree Seeker		Non-Degree Seeker		Total Cohort	Degree Seeker	Non-Degree Seeker
	Head	% Total	Head	% Total	Head	% Total	Head	% Total	Head	% Total	Head	% Total			
Total Cohort	216		20		196		120		33		87		-44.4%	65.0%	-55.6%
Gender															
Female	102	47.2%	9	45.0%	93	47.4%	67	55.8%	22	66.7%	45	51.7%	-34.3%	144.4%	-51.6%
Male	109	50.5%	11	55.0%	98	50.0%	52	43.3%	11	33.3%	41	47.1%	-52.3%	0.0%	-58.2%
Unspecified	5	2.3%			5	2.6%	1	0.8%			1	1.1%	-80.0%		-80.0%
Ethnicity															
Alaska Native	16	7.4%	3	15.0%	13	6.6%	13	10.8%	11	33.3%	2	2.3%	-18.8%	266.7%	-84.6%
African American	4	1.9%			4	2.0%	3	2.5%	3	9.1%			-25.0%		-100.0%
Hispanic	3	1.4%			3	1.5%	8	6.7%	5	15.2%	3	3.4%	166.7%		0.0%
Asian/Pacific	3	1.4%			3	1.5%	4	3.3%	1	3.0%	3	3.4%	33.3%		0.0%
American India	1	0.5%			1	0.5%							-100.0%		-100.0%
Minority Total	27	12.6%	3	15.0%	24	12.1%	28	23.3%	20	60.6%	8	9.1%	3.7%	566.7%	-66.7%
White	117	54.2%	13	65.0%	104	53.1%	56	46.7%	12	36.4%	44	50.6%	-52.1%	-7.7%	-57.7%
Other	2	0.9%	2	10.0%			3	2.5%			3	3.4%	50.0%	-100.0%	
Unspecified	70	32.4%	2	10.0%	68	34.7%	33	27.5%	1	3.0%	32	36.8%	-52.9%	-50.0%	-52.9%
High Schools															
AK Anchorage	1	0.5%			1	0.5%							-100.0%		-100.0%
AK Mat-Su	2	0.9%			2	1.0%	2	1.7%	2	6.1%			0.0%		-100.0%
AK Gulf Coast	12	5.6%	10	50.0%	2	1.0%	10	8.3%	7	21.2%	3	3.4%	-16.7%	-30.0%	50.0%
AK Interior	2	0.9%	2	10.0%			1	0.8%	1	3.0%			-50.0%	-50.0%	
AK Southeast High Schools	1	0.5%			1	0.5%	1	0.8%			1	1.1%	0.0%		0.0%
AK Southwest High Schools	1	0.5%	1	5.0%			2	1.7%	2	6.1%			100.0%	100.0%	
AK Other	12	5.6%			12	6.1%	1	0.8%	1	3.0%			-91.7%		-100.0%
Alaska Total	31	14.5%	13	65.0%	18	9.1%	17	14.1%	13	39.4%	4	4.5%	-45.2%	0.0%	-77.8%

Table I-1A
1998 vs. 2007 Total PWSCC Undergraduate Cohort Student Characteristic Profile

	Fall 1998						Fall 2007						% Change 1998 vs. 2007		
	Total Cohort Head % Total		Degree Seeker Head % Total		Non-Degree Seeker Head % Total		Total Cohort Head % Total		Degree Seeker Head % Total		Non-Degree Seeker Head % Total		Total Cohort	Degree Seeker	Non-Degree Seeker
Total Cohort	216		20		196		120		33		87	-44.4%	65.0%	-55.6%	
East North Central States	5	2.3%	1	5.0%	4	2.0%	1	0.8%	1	3.0%		-80.0%	0.0%	-100.0%	
East South Central States	3	1.4%			3	1.5%	1	0.8%	1	3.0%		-66.7%		-100.0%	
West North Central States	1	0.5%			1	0.5%						-100.0%		-100.0%	
West South Central States	4	1.9%	1	5.0%	3	1.5%	3	2.5%	3	9.1%		-25.0%	200.0%	-100.0%	
Mid-Atlantic States	5	2.3%			5	2.6%	2	1.7%	2	6.1%		-60.0%		-100.0%	
Mountain States	3	1.4%	2	10.0%	1	0.5%	2	1.7%	2	6.1%		-33.3%	0.0%	-100.0%	
New England States	3	1.4%			3	1.5%	1	0.8%			1	1.1%	-66.7%		-66.7%
Pacific States	11	5.1%	2	10.0%	9	4.6%	3	2.5%	3	9.1%		-72.7%	50.0%	-100.0%	
Lower 48 Total	35	16.3%	6	30.0%	29	14.7%	13	10.8%	12	36.4%	1	1.1%	-62.9%	100.0%	-96.6%
GED (Alaska)							1	0.8%	1	3.0%					
GED (Outside Alaska)	2	0.9%	1	5.0%	1	0.5%	1	0.8%	1	3.0%		-50.0%	0.0%	-100.0%	
Unknown	148	68.5%			148	75.5%	88	73.3%	6	18.2%	82	94.3%	-40.5%		-44.6%

Table I-1A
1998 vs. 2007 Total PWSCC Undergraduate Cohort Student Characteristic Profile

	Fall 1998						Fall 2007						% Change 1998 vs. 2007		
	Total Cohort Head % Total		Degree Seeker Head % Total		Non-Degree Seeker Head % Total		Total Cohort Head % Total		Degree Seeker Head % Total		Non-Degree Seeker Head % Total		Total Cohort	Degree Seeker	Non-Degree Seeker
Total Cohort	216		20		196		120		33		87		-44.4%	65.0%	-55.6%
Terms															
1	86	39.8%	1	5.0%	85	43.4%							-100.0%	-100.0%	-100.0%
2	31	14.4%	8	40.0%	23	11.7%							-100.0%	-100.0%	-100.0%
3	25	11.6%	2	10.0%	23	11.7%							-100.0%	-100.0%	-100.0%
4	16	7.4%	2	10.0%	14	7.1%							-100.0%	-100.0%	-100.0%
5	9	4.2%	1	5.0%	8	4.1%							-100.0%	-100.0%	-100.0%
6	15	6.9%	1	5.0%	14	7.1%							-100.0%	-100.0%	-100.0%
7	5	2.3%	1	5.0%	4	2.0%							-100.0%	-100.0%	-100.0%
8	4	1.9%	2	10.0%	2	1.0%							-100.0%	-100.0%	-100.0%
9	6	2.8%			6	3.1%							-100.0%		-100.0%
10	3	1.4%			3	1.5%							-100.0%		-100.0%
11	2	0.9%			2	1.0%							-100.0%		-100.0%
12	2	0.9%	1	5.0%	1	0.5%							-100.0%	-100.0%	-100.0%
13	2	0.9%			2	1.0%							-100.0%		-100.0%
14	2	0.9%			2	1.0%							-100.0%		-100.0%
15	2	0.9%			2	1.0%							-100.0%		-100.0%
16	3	1.4%	1	5.0%	2	1.0%							-100.0%	-100.0%	-100.0%
17															
18	1	0.5%			1	0.5%							-100.0%		-100.0%
19	1	0.5%			1	0.5%							-100.0%		-100.0%
20															
21															
22	1	0.5%			1	0.5%							-100.0%		-100.0%
N	216		20		196								-100.0%	-100.0%	-100.0%
Mean	3.8		4.7		3.7								-100.0%	-100.0%	-100.0%
Median	2		3		2								-100.0%	-100.0%	-100.0%
Min	1		1		1								-100.0%	-100.0%	-100.0%
Max	22		16		22								-100.0%	-100.0%	-100.0%

Table I-1A
1998 vs. 2007 Total PWSCC Undergraduate Cohort Student Characteristic Profile

	Fall 1998						Fall 2007						% Change 1998 vs. 2007			
	Total Cohort		Degree Seeker		Non-Degree Seeker		Total Cohort		Degree Seeker		Non-Degree Seeker		Total Cohort	Degree Seeker	Non-Degree Seeker	
	Head	% Total	Head	% Total	Head	% Total	Head	% Total	Head	% Total	Head	% Total	Head	% Total	Head	% Total
Total Cohort	216		20		196		120		33		87		-44.4%	65.0%	-55.6%	
Entry Goal																
Certificate	1	0.5%			1	0.5%							-100.0%		-100.0%	
Associate							1	0.8%	1	3.0%						
Personal/Cultural Enrichment	1	0.5%			1	0.5%							-100.0%		-100.0%	
Undecided	214	99.1%	20	0.0%	194	99.0%	119	99.2%	32	97.0%	87	0.0%	-44.4%	60.0%	-55.2%	
High School GPA																
2.0-2.99							4	3.3%	4	12.1%						
3.00-3.99							6	5.0%	6	18.2%						
Unknown	216	0.0%	20	0.0%	196	0.0%	110	91.7%	23	69.7%	87	0.0%	-49.1%	15.0%	-55.6%	
N							10		10							
Mean							2.92		2.92							
Median							3.07		3.07							
High School Rank																
11-25%							2	1.7%	2	6.1%						
26-50%							1	0.8%	1	3.0%						
Lower 50%							5	4.2%	5	15.2%						
Unknown	216	0.0%	20	0.0%	196	0.0%	112	93.3%	25	75.8%	87	0.0%	-48.1%	25.0%	-55.6%	
Admission Status																
Officially Admitted Degree Seeking	20	9.3%	20	0.0%			33	27.5%	33	0.0%			65.0%	65.0%		
Not-yet Admitted Degree Seeking	1	0.5%			1	0.5%							-100.0%		-100.0%	
Not Officially Admitted Other	195	90.3%			195	99.5%	87	72.5%			87	0.0%	-55.4%		-55.4%	
Student Level																
Undergraduate	216	0.0%	20	0.0%	196	0.0%	120	0.0%	33	0.0%	87	0.0%	-44.4%	65.0%	-55.6%	

Table I-1A
1998 vs. 2007 Total PWSCC Undergraduate Cohort Student Characteristic Profile

	Fall 1998						Fall 2007						% Change 1998 vs. 2007			
	Total Cohort		Degree Seeker		Non-Degree Seeker		Total Cohort		Degree Seeker		Non-Degree Seeker		Total Cohort	Degree Seeker	Non-Degree Seeker	
	Head	% Total	Head	% Total	Head	% Total	Head	% Total	Head	% Total	Head	% Total	Head	% Total	Head	% Total
Total Cohort	216		20		196		120		33		87		-44.4%	65.0%	-55.6%	
Student Type																
Graduate	11	5.1%	2	10.0%	9	4.6%							-100.0%	-100.0%	-100.0%	
Substantial Progress	94	43.5%			94	48.0%							-100.0%		-100.0%	
Moderate Progress	26	12.0%			26	13.3%							-100.0%		-100.0%	
Interim Awards	1	0.5%	1	5.0%									-100.0%	-100.0%		
Intermittent	6	2.8%	6	30.0%									-100.0%	-100.0%		
No Progress	12	5.6%			12	6.1%							-100.0%		-100.0%	
Minimal Progress	2	0.9%			2	1.0%							-100.0%		-100.0%	
Not Returned	6	2.8%	6	30.0%									-100.0%	-100.0%		
Transferred Out Before Grad	58	26.9%	5	25.0%	53	27.0%							-100.0%	-100.0%	-100.0%	
Degree Type																
Certificate																
CT2	2	0.9%	2	10.0%									-100.0%	-100.0%		
Certificate Total	2	0.9%	2	10.0%									-100.0%	-100.0%		
Associate																
AA	14	6.5%	14	70.0%			27	22.5%	27	81.8%			92.9%	92.9%		
AAS	4	1.9%	4	20.0%			6	5.0%	6	18.2%			50.0%	50.0%		
Associate Total	18	8.3%	18	90.0%			33	27.5%	33	0.0%			83.3%	83.3%		
Non Degree Seeker	196	90.7%			196	0.0%	87	72.5%			87	0.0%	-55.6%		-55.6%	
UA Scholars																
No UA scholar	216	0.0%	20	0.0%	196	0.0%	120	0.0%	33	0.0%	87	0.0%	-44.4%	65.0%	-55.6%	
Entry Campus																
PWSCC	216	0.0%	20	0.0%	196	0.0%	120	0.0%	33	0.0%	87	0.0%	-44.4%	65.0%	-55.6%	
Nation of Origin																
Netherlands	2	0.9%			2	1.0%							-100.0%		-100.0%	
Pakistan							1	0.8%	1	3.0%						
United States	214	99.1%	20	0.0%	194	99.0%	119	99.2%	32	97.0%	87	0.0%	-44.4%	60.0%	-55.2%	

Table I-1B
Fall 1998 Total Entry Cohort "Prince William Sound CC" Course Enrollees

By Course Levels

	Degree Seeking					Non Degree Seeking					Total				
	Enrollee	%Total	Head	SCH	%Total	Enrollee	%Total	Head	SCH	%Total	Enrollee	%Total	Head	SCH	%Total
050-099	32	8.9%	14	53	6.3%	120	8.9%	66	114	3.8%	152	8.9%	80	167	4.3%
100-299	322	89.4%	20	772	91.8%	1,117	83.2%	162	2,589	86.3%	1,439	84.5%	182	3,361	87.5%
300-499	6	1.7%	3	17	2.0%	98	7.3%	11	289	9.6%	104	6.1%	14	306	8.0%
500-599		0.0%			0.0%	7	0.5%	3	9	0.3%	7	0.4%	3	9	0.2%
600-699		0.0%			0.0%		0.0%			0.0%		0.0%			0.0%
Total	360	100.0%		841	100.1%	1,342	100.0%		3,001	100.0%	1,702	100.0%		3,842	100.0%

By Semester

	Degree Seeking					Non Degree Seeking					Total				
	Enrollee	%Total	Head	SCH	%Total	Enrollee	%Total	Head	SCH	%Total	Enrollee	%Total	Head	SCH	%Total
Summer	14	3.9%	6	27	3.2%	90	6.7%	37	146	4.9%	104	6.1%	43	173	4.5%
Fall	178	49.4%	20	437	52.0%	745	55.5%	196	1,717	57.2%	923	54.2%	216	2,154	56.1%
Spring	168	46.7%	19	377	44.8%	507	37.8%	98	1,139	38.0%	675	39.7%	117	1,516	39.5%
Total	360	100.0%		841	100.0%	1,342	100.0%		3,001	100.0%	1,702	100.0%		3,842	100.0%

By Class Size

	Degree Seeking					Non Degree Seeking					Total				
	Enrollee	%Total	Head	SCH	%Total	Enrollee	%Total	Head	SCH	%Total	Enrollee	%Total	Head	SCH	%Total
Small-20 & Less	297	82.5%	20	758	90.1%	735	54.8%	126	1,825	60.8%	1,032	60.6%	146	2,583	67.2%
Medium 21-49	35	9.7%	17	55	6.5%	341	25.4%	87	765	25.5%	376	22.1%	104	819	21.3%
Large 50+	28	7.8%	6	29	3.4%	266	19.8%	87	412	13.7%	294	17.3%	93	440	11.5%
Total	360	100.0%		841	100.1%	1,342	100.0%		3,001	100.0%	1,702	100.0%		3,842	100.0%

By Class Type

	Degree Seeking					Non Degree Seeking					Total				
	Enrollee	%Total	Head	SCH	%Total	Enrollee	%Total	Head	SCH	%Total	Enrollee	%Total	Head	SCH	%Total
Distance	11	3.1%	6	35	4.2%	39	2.9%	14	113	3.8%	50	2.9%	20	148	3.9%
Regular	349	96.9%	20	806	95.8%	1,303	97.1%	196	2,888	96.2%	1,652	97.1%	216	3,694	96.1%
Total	360	100.0%		841	100.0%	1,342	100.0%		3,001	100.0%	1,702	100.0%		3,842	100.0%

Included are closing freeze credited courses from Fall 98 through Spring 2007.

Table I-1B (Continued)
Fall 1998 Total Entry Cohort "Prince William Sound CC" GER Course Enrollees

	Degree Seeking					Non Degree Seeking					Total				
	Enrollee	%Total	Head	SCH	%Total	Enrollee	%Total	Head	SCH	%Total	Enrollee	%Total	Head	SCH	%Total
Fine Arts		0.0%			0.0%	12	0.9%	8	36	1.2%	12	0.7%	8	36	0.9%
Humanities	16	4.4%	8	48	5.7%	95	7.0%	31	294	9.7%	111	6.5%	39	342	8.9%
Integrative Capstone		0.0%			0.0%	5	0.4%	5	15	0.5%	5	0.3%	5	15	0.4%
Natural Sciences	16	4.4%	10	60	7.1%	58	4.3%	22	188	6.2%	74	4.3%	32	248	6.4%
Oral Communication Skills	6	1.7%	6	18	2.1%	15	1.1%	14	42	1.4%	21	1.2%	20	60	1.6%
Quantitative Skills	25	6.9%	14	80	9.5%	57	4.2%	46	219	7.2%	82	4.8%	60	299	7.7%
Social Sciences	19	5.3%	12	57	6.8%	84	6.2%	38	252	8.3%	103	6.0%	50	309	8.0%
Written Communication Skills	23	6.4%	14	69	8.2%	60	4.4%	32	180	6.0%	83	4.9%	46	249	6.4%
Non GER	255	70.8%	20	509	60.5%	963	71.4%	193	1,796	59.4%	1,218	71.3%	213	2,305	59.7%
Total	360	100.0%		841	100.0%	1,349	100.0%		3,022	100.0%	1,709	100.0%		3,863	100.0%

Included are closing freeze credited courses from Fall 98 through Spring 2007.

2. How many first-time entering students meet their goal, make progress, and/or do not meet their initial goal within 10 years after initial entry? Within 6 years?

(See Tables I-2A1, I-2A2 & Figure I-2A1)

- 49% of the 216 first-time Prince William Sound Community College undergraduate students in Fall 98 cohort were ultimately considered to have met their goal within 10 years of initial entry. An additional 43% were deemed to have been making goal progress with direct assistance from UAA. Only 8% (about 1 of every 6) were not able to make progress or reach their initial learning goal during this time period.
- Beneath this composite, different proportions emerged for degree-seekers vs. non-degree seekers. 10% of all first-time degree seekers met their goal by earning the award (degree, certificate, or endorsement) they initially declared their intent to earn. An additional 55% made progress toward their award-seeking goal with direct UAA assistance. 30% did not meet their intended goal and left without transferring to another institution.
- Non-degree seekers, for the first time, are now being tracked along with degree seekers. According to project assumptions, 53% of the non-degree seeking students at Prince William Sound Community College met their intended goal within 10 years after initial entry. That included 5% (9 students) who changed their mind and earned a degree/certificate. An additional 41% were assisted in progressing toward their goal while 6% were deemed to have been unsuccessful in meeting their goal during the decade following first entry at Prince William Sound Community College.
- Figure I-2A1 graphically portrays the 10-year portrait of the Prince William Sound Community College Fall 98 cohort. Observe that 49% of the total first-time cohort met their learning goal according to the model assumptions. An additional 43% made learning progress. Only 8% of the total cohort did not meet their learning goal. Clearly, traditional measures of student success do not properly recognize the students being served by Prince William Sound Community College, UAA, and higher education.

- There are marked and revealing differences between the 10-year portraits of degree seeking and non-degree seeking students at Prince William Sound Community College. These findings represent a single early cohort tracked over 10 years and it is important to examine recent cohorts to determine if these same differences hold. 10% of their degree seekers received the award they initially declared to seek and an additional 5% earned an interim award along the way. 5% of the non-degree seeking students changed their mind and earned degrees or certificates from UAA (not necessarily all from Prince William Sound Community College). In absolute numbers, these proportions translate into 2 degree seeking and 9 non-degree seeking students. Non-degree seeking students were five times more likely to meet their goal than degree seeking students while degree seekers were five times more likely to not meet their goal than non-degree seeking students. One-fourth (25% = 5 students) of all degree seekers transferred to another institution (not Anchorage campus) while nearly the same proportion (27% = 53 students) of the non-degree seeking students transferred out of UAA. 60% of the degree seekers progressed during the decade compared to 41% of the non-degree seeking students.

How does the mid-point (6 year) status of the two Prince William Sound Community College undergraduate entry sub-cohorts compare to each other and to the decade endpoint (1998 cohort only- See Table I-2A2)? What is the impact of tracking for a decade? Are there factors within the students which may have more to do with successful classroom performance than intervention strategies the college might implement?

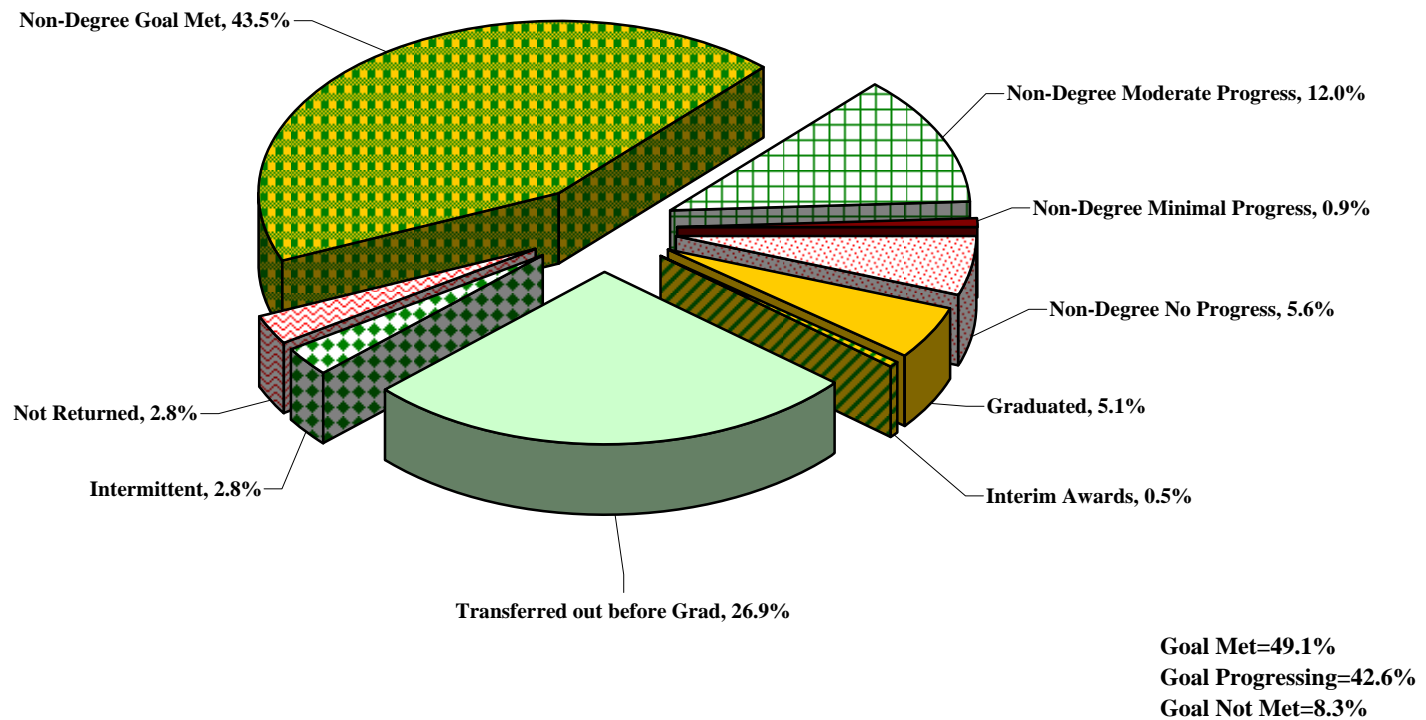
- Overall, extending the tracking time to 10 years for degree seeking students did not change their 6-year profile in absolute numbers at Prince William Sound Community College.
- With the exception of 7 more non-degree seeking students who earned a degree or certificate between year 6 and 10 that would not have been otherwise counted, extending the tracking time did not change their 6-year profile in absolute numbers at Prince William Sound Community College.
- What is behind these overview assessments of goal progress/attainment? After 10 years, 5% of all 216 Prince William Sound Community College undergraduate students received the award they intended from UAA. Only one student received an interim award on the way to his/her intended award but had not earned the latter as of the 10-year benchmark. 27% of the total students, with direct Prince William Sound Community College assistance, successfully transferred to another institution. 3% (degree seekers only) were determined to still be 'Intermittent' (Stopout) at the decade point. 44% of the total students were determined to have met their non-degree goal while 6% did not (made no progress). 13% of the total students made either minimal or moderate progress. Finally, 3% of the total undergraduate cohort left without attaining their stated intent, did not transfer to another institution, and did not return. Together Prince William Sound Community College made a direct contribution to enable 92% of their entire entering cohort to either meet or make learning progress during the 10-year period following initial entry.

Table I-2A1
Prince William Sound Community College Fall 1998 First Time "Undergraduate" Entering Cohort
"WHERE ARE THEY 10 YEARS LATER"

STATUS	Degree Seeking	% DS Total	Non Degree Seeking	% NDS Total	Grand Total	% Grand Total
GOAL MET						
Graduated	2	10.0%	9	4.6%	11	5.1%
Interim Awards - at 10 years	1	5.0%			1	0.5%
Non-Degree Goal Met			94	48.0%	94	43.5%
Goal Met Total	3	15.0%	103	52.6%	106	49.1%
PROGRESSING						
Progressing		0.0%			-	0.0%
Transferred out before Grad	5	25.0%	53	27.0%	58	26.9%
Intermittent	6	30.0%			6	2.8%
Non-Degree Moderate Progress			26	13.3%	26	12.0%
Non-Degree Minimal Progress			2	1.0%	2	0.9%
Progressing Total	11	55.0%	81	41.3%	92	42.6%
GOAL NOT MET						
Not Returned	6	30.0%			6	2.8%
Non-Degree No Progress			12	6.1%	12	5.6%
Goal Not Met Total	6	30.0%	12	6.1%	18	8.3%
Grand Total	20	100.0%	196	100.0%	216	100.0%

Figure I-2A1
Prince William Sound Community College
Fall 1998 First Time "Undergraduate" Entering Cohort
"WHERE ARE THEY 10 YEARS LATER"

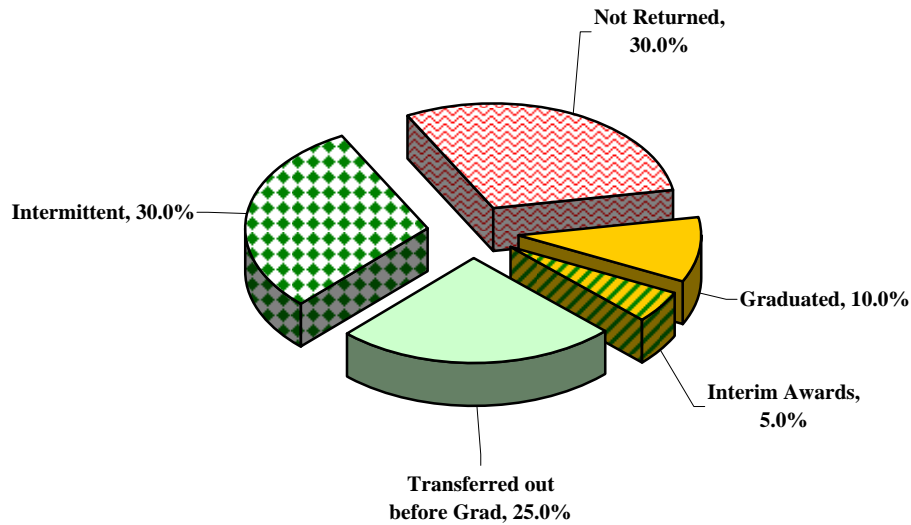
Total First Time Undergraduate Students



N=216

Figure I-2A1
Prince William Sound Community College
Fall 1998 First Time "Undergraduate" Entering Cohort
"WHERE ARE THEY 10 YEARS LATER"

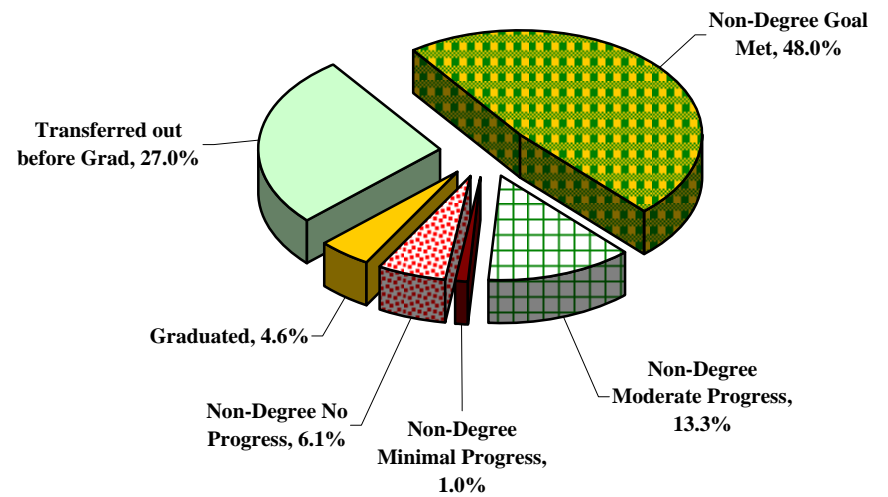
Degree Seeking Students



N=20

Goal Met= 15.0%
 Goal Progressing=55.0%
 Goal Not Met=30.0%

Non-Degree Seeking Students



N=196

Goal Met= 52.6%
 Goal Progressing=41.3%
 Goal Not Met=6.1%

Table I-2A2
Goal Status Report
Year 6 vs. Year 10
PWSCC Undergraduate 1998 Entry Cohort

DEGREE SEEKERS

	6-year Report		10-year Report	
	N	%Total	N	%Total
GOAL MET				
Graduate	3	15.0%	3	15.0%
Interim Awards - at 10 years				0.0%
Goal Met Total	3	15.0%	3	15.0%
GOAL PROGRESSING				
Interim Awards		0.0%		
Intermittent	4	20.0%	6	30.0%
Returned		0.0%		0.0%
Transfer out	5	25.0%	5	25.0%
Progressing Total	9	45.0%	11	55.0%
GOAL NOT MET				
Not Returned	8	40.0%	6	30.0%
Goal Not Met Total	8	40.0%	6	30.0%
Degree Seeking Total	20	100.0%	20	100.0%

NON-DEGREE SEEKERS

	6-year Report		10-year Report	
	N	%Total	N	%Total
GOAL MET				
Graduate	2	1.0%	9	4.6%
Substantial Progress	97	49.5%	94	48.0%
Goal Met Total	99	50.5%	103	52.6%
GOAL PROGRESSING				
Returned	2	1.0%		0.0%
Transfer out	54	27.6%	53	27.0%
Moderate Progress	26	13.3%	26	13.3%
Minimal Progress	2	1.0%	2	1.0%
Progressing Total	84	42.9%	81	41.3%
GOAL NOT MET				
No Progress	13	6.6%	12	6.1%
Goal Not Met Total	13	6.6%	12	6.1%
Non-Degree Seeking Total	196	100.0%	196	100.0%

Interim Award recipients are Progressing until the 10-year mark at which time it is moved to Goal Met.

Source: UAA IR Data Warehouse

6/16/08

Table I-2A2
Goal Status Report
Year 6 vs. Year 10
PWSCC Undergraduate 1998 Entry Cohort

TOTAL UNDERGRADUATE

TOTAL UNDERGRADUATE	6-year Report		10-year Report	
	N	%Total	N	%Total
GOAL MET				
Graduate	5	2.3%	11	5.1%
Substantial Progress	97	44.9%	94	43.5%
Interim Awards - at 10 years			1	0.5%
Goal Met Total	102	47.2%	106	49.1%
GOAL PROGRESSING				
Interim Awards		0.0%		
Intermittent	4	1.9%	6	2.8%
Returned	2	0.9%		0.0%
Transfer out	59	27.3%	58	26.9%
Moderate Progress	26	12.0%	26	12.0%
Minimal Progress	2	0.9%	2	0.9%
Progressing Total	93	43.1%	92	42.6%
GOAL NOT MET				
No Progress	13	6.0%	12	5.6%
Not Returned	8	3.7%	6	2.8%
Goal Not Met Total	21	9.7%	18	8.3%
Total Undergraduate	216	100.0%	216	100.0%

Interim Award recipients are Progressing until the 10-year mark at which time it is moved to Goal Met.

Source: UAA IR Data Warehouse

6/16/08

3. What benchmark changes emerge as the 10-year life-cycles of each first-time student entering cohort at UAA is compared?

(See Tables I-3A1, and Figures I-3A1, I-3A2)

- The second-year return enrollment rate at Prince William Sound Community College is getting better with each entering cohort although the size of each cohort is getting smaller as well. The campus is retaining a larger proportion of a smaller first-time student pool e.g. the proportion increased from over 1 of every 4 students in Fall 98 (29%) to 1 of every 3 students (38%) in Fall 06. However, Prince William Sound Community College retained 6 fewer students from the Fall 06 cohort than the 98 cohort retained during its second year. The Fall 06 cohort was about 32% smaller than the 98 cohort but the short-term retention was 34% higher in Fall 06 (38% returned) than it was in Fall 98 (29% returned).
- Second year retention rate breakdown among Prince William Sound Community College degree seekers and non-degree seekers was even more dramatic. Degree seeker 2nd year retention dropped from 35% for the Fall 98 cohort to 21% for the Fall 06 cohort. The Fall 06 degree seeking initial sub-cohort was 29 students compared to just 20 in the 98 sub-cohort but there was a retention loss of just 1 student difference between these two sub-cohorts in actual students. Non-degree seekers presented an anomalous situation. Their second year return proportion rose from 28% to 43%. However the non-degree seekers entry sub-cohort size decreased 79 students between these two comparison points so the appearance of a 15% gain is actually a net decline of 5 returning students in Fall 06 than in Fall 98.
- A comparison of Prince William Sound Community College returnees for the start of the third year is also revealing. Only one-seventh of the total Fall 98 cohort (18%) returned for the 3rd year. Predictably, only 18% of the non-degree seeking students returned suggesting they likely had short-term goals that had been attained. Of more concern, only one of every seven initial degree seekers (15%) returned for year three. They had met their goal, become Intermittent, Transferred Out, or decided not to return. More recently the 3rd year return proportion had improved. One-third of the 2005 total cohort (32%) had returned for the 3rd year which was an increase of 10 students over 3rd year retention for the Fall 98 cohort. Those 10 additional students were composed of 2 degree seekers and 8 more non-degree seeking students.
- At the other extreme, 11 Prince William Sound Community College students (5%) from the Fall 98 cohort (11 non-degree seeking students) are still returning 10 years after initial entry. The 11 non-degree seeking students could likely be life-long learners and need to be examined individually for verification.

Has the overall number of Prince William Sound Community College students receiving an undergraduate award from UAA been increasing? Remember this is a composite of all awards (degree and certificate) granted and not just baccalaureate degrees. Read down the columns and observe that consistently, from year three onward, there have been more students receiving awards at comparable points in time with each succeeding cohort. Also remember these cohorts only represent awards earned by first-time students over the years.

- While the absolute number of Prince William Sound Community College students receiving UAA undergraduate awards has been going up they still represent only 5-6% of the entire first-time Prince William Sound undergraduate student body (15% degree seekers and 5% non-degree seekers). Of course, this low overall number is the result of including non-degree seekers as part of the denominator but, less than 1 of every 20 students who initially enrolls at Prince William Sound Community College leaves with a UAA degree or certificate.
- There were only 5 Prince William Sound Community College degree seekers among all 10 entering cohorts to date who have received an interim award. Non-degree seeking students do not earn interim degrees (See assumption #3). Students appear to be approaching their award goals in stages and using interim awards as safety nets for the future.
- What has been happening to the first-time undergraduate Transfer Out rate at Prince William Sound Community College? Nearly 7% (14 students) of the Fall 98 cohort successfully transferred to another college/university outside UAA after attending Prince William Sound Community College for just one year or less. Of that group, 2 were degree seekers and the remaining 12 were non-degree seeking students. Before the start of Year 3, 15% of this entire cohort (33 students) had transferred (12% degree seekers and 88% non-degree seekers). The proportion of each Prince William Sound Community College entering cohort who leaves UAA within one year after initial entry has erratically risen since Fall 98 to 11% of the Fall 06 entering cohort. That is between 10-18 students this campus is losing to another college/university after attending UAA only one year or less. Currently Prince William Sound Community College is losing around 12-15% (15-30 students) for another university after three years or less. That is half of the total 63 students who transfer out over 10 years. WHY?
- A number of first-time students at Prince William Sound Community College attend intermittently after their initial Fall entry. About one-seventh (16%) of the total Fall 98 undergraduate cohort (degree seeker = 25% and non-degree seeker = 13%) had intermittent enrollment by the start of the 2nd year. That represents nearly 35 students who have already ceased continuous enrollment and started to pursue their education on an aperiodic attendance schedule after just one year of enrollment. These numbers contain 30 non-degree seekers with some who may have reached their educational goal and have no need to return. However, being categorized as Intermittent (See assumption #6) indicates they did subsequently re-enroll for one or more terms after initial entry.

- Nearly 88% (189 students) of the Prince William Sound Community College first-time undergraduate students (16 degree seekers and 173 non-degree seekers) attend only one term and do not return for the remainder of the 10 subsequent years. 59% attend two years before no longer returning (50% for degree seekers and 60% for non-degree seeking students). Turnover of this magnitude among non-degree seekers is not unexpected but does produce its own challenges for long-range planning and management.
- Using the Fall 98 undergraduate cohort to illustrate, there are 3 noteworthy observations in reading the Prince William Sound Community College maps: Graduates continue to grow after 6 years, a significant portion of the first-time students transfer out, and there is a precipitous drop in 2nd year retention among first-entry students. (See Figure I-3A1).

Table I-3A1
Trend of Fall 1998-2007 Entry Cohorts Year by Year Status
Prince William Sound Community College - Total Degree Seeking Undergraduate

Start Term	Entry Cohort	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
ENROLLED										
Fall 1998	20	7	3	1	2	3	3	1	1	
Fall 1999	22	10	7	3	1	1				
Fall 2000	21	10	8	4	6	3	7	3		
Fall 2001	26	14	9	6	5	2	3			
Fall 2002	15	5	1	2	1	3				
Fall 2003	22	10	8	4	6					
Fall 2004	26	11	7	6						
Fall 2005	25	13	5							
Fall 2006	29	6								
Fall 2007	33									
Fall 2008										
Fall 2009										
Fall 2010										
Fall 2011										
Fall 2012										
ENROLLED PERCENTAGE										
Fall 1998	100.0%	35.0%	15.0%	5.0%	10.0%	15.0%	15.0%	5.0%	5.0%	0.0%
Fall 1999	100.0%	45.5%	31.8%	13.6%	4.5%	4.5%	0.0%	0.0%	0.0%	
Fall 2000	100.0%	47.6%	38.1%	19.0%	28.6%	14.3%	33.3%	14.3%		
Fall 2001	100.0%	53.8%	34.6%	23.1%	19.2%	7.7%	11.5%			
Fall 2002	100.0%	33.3%	6.7%	13.3%	6.7%	20.0%				
Fall 2003	100.0%	45.5%	36.4%	18.2%	27.3%					
Fall 2004	100.0%	42.3%	26.9%	23.1%						
Fall 2005	100.0%	52.0%	20.0%							
Fall 2006	100.0%	20.7%								
Fall 2007	100.0%									
Fall 2008										
Fall 2009										
Fall 2010										
Fall 2011										
Fall 2012										

NOTE:

Fall 2006 and 2007 entry cohorts include degree seeking students who are in an Anchorage campus Baccalureate program but taking this campus's courses based on the UAA IR definition of a first-time student.

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Table I-3A1
Trend of Fall 1998-2007 Entry Cohorts Year by Year Status
Prince William Sound Community College - Total Degree Seeking Undergraduate

Start Term	Entry Cohort	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
GRADUATED										
Fall 1998		0	0	1	2	3	3	3	3	3
Fall 1999		0	1	3	5	5	5	5	5	
Fall 2000		1	3	4	6	6	7	8		
Fall 2001		0	3	4	6	6	7			
Fall 2002		0	1	1	2	2				
Fall 2003		1	4	5	6					
Fall 2004		1	3	5						
Fall 2005		1	3							
Fall 2006		0								
Fall 2007										
Fall 2008										
Fall 2009										
Fall 2010										
Fall 2011										
Fall 2012										
GRADUATED PERCENTAGE										
Fall 1998	0.0%	0.0%	0.0%	5.0%	10.0%	15.0%	15.0%	15.0%	15.0%	15.0%
Fall 1999	0.0%	0.0%	4.5%	13.6%	22.7%	22.7%	22.7%	22.7%	22.7%	
Fall 2000	0.0%	4.8%	14.3%	19.0%	28.6%	28.6%	33.3%	38.1%		
Fall 2001	0.0%	0.0%	11.5%	15.4%	23.1%	23.1%	26.9%			
Fall 2002	0.0%	0.0%	6.7%	6.7%	13.3%	13.3%				
Fall 2003	0.0%	4.5%	18.2%	22.7%	27.3%					
Fall 2004	0.0%	3.8%	11.5%	19.2%						
Fall 2005	0.0%	4.0%	12.0%							
Fall 2006	0.0%	0.0%								
Fall 2007	0.0%									
Fall 2008										
Fall 2009										
Fall 2010										
Fall 2011										
Fall 2012										

Table I-3A1
Trend of Fall 1998-2007 Entry Cohorts Year by Year Status
Prince William Sound Community College - Total Degree Seeking Undergraduate

Start Term	Entry Cohort	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
INTERIM AWARD										
Fall 1998			0	0	1	1	1	1	1	1
Fall 1999			0	1	2	2	2	2	2	
Fall 2000			0	1	1	1	1	1		
Fall 2001			1	1	1	1	1			
Fall 2002			0	0	0	0				
Fall 2003			0	0	0					
Fall 2004			0	0						
Fall 2005			0							
Fall 2006										
Fall 2007										
Fall 2008										
Fall 2009										
Fall 2010										
Fall 2011										
Fall 2012										
INTERIM AWARD PERCENTAGE										
Fall 1998	0.0%	0.0%	0.0%	0.0%	5.0%	5.0%	5.0%	5.0%	5.0%	5.0%
Fall 1999	0.0%	0.0%	0.0%	4.5%	9.1%	9.1%	9.1%	9.1%	9.1%	
Fall 2000	0.0%	0.0%	0.0%	4.8%	4.8%	4.8%	4.8%	4.8%		
Fall 2001	0.0%	0.0%	3.8%	3.8%	3.8%	3.8%	3.8%			
Fall 2002										
Fall 2003										
Fall 2004										
Fall 2005										
Fall 2006										
Fall 2007										
Fall 2008										
Fall 2009										
Fall 2010										
Fall 2011										
Fall 2012										

Table I-3A1
Trend of Fall 1998-2007 Entry Cohorts Year by Year Status
Prince William Sound Community College - Total Degree Seeking Undergraduate

Start Term	Entry Cohort	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
TRANSFERRED OUT										
Fall 1998		2	4	4	5	5	6	7	7	7
Fall 1999		2	3	4	4	4	4	6	7	
Fall 2000		0	4	4	4	5	6	6		
Fall 2001		4	5	5	5	7	7			
Fall 2002		4	6	7	7	7				
Fall 2003		1	3	5	6					
Fall 2004		3	4	4						
Fall 2005		3	4							
Fall 2006		6								
Fall 2007										
Fall 2008										
Fall 2009										
Fall 2010										
Fall 2011										
Fall 2012										
TRANSFERRED OUT PERCENTAGE										
Fall 1998	0.0%	10.0%	20.0%	20.0%	25.0%	25.0%	30.0%	35.0%	35.0%	35.0%
Fall 1999	0.0%	9.1%	13.6%	18.2%	18.2%	18.2%	18.2%	27.3%	31.8%	
Fall 2000	0.0%	0.0%	19.0%	19.0%	19.0%	23.8%	28.6%	28.6%		
Fall 2001	0.0%	15.4%	19.2%	19.2%	19.2%	26.9%	26.9%			
Fall 2002	0.0%	26.7%	40.0%	46.7%	46.7%	46.7%				
Fall 2003	0.0%	4.5%	13.6%	22.7%	27.3%					
Fall 2004	0.0%	11.5%	15.4%	15.4%						
Fall 2005	0.0%	12.0%	16.0%							
Fall 2006	0.0%	20.7%								
Fall 2007	0.0%									
Fall 2008										
Fall 2009										
Fall 2010										
Fall 2011										
Fall 2012										

Table I-3A1
Trend of Fall 1998-2007 Entry Cohorts Year by Year Status
Prince William Sound Community College - Total Degree Seeking Undergraduate

Start Term	Entry Cohort	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
INTERMITTENT										
Fall 1998		5	5	6	3	2	1	1	0	1
Fall 1999		5	4	4	4	3	3	1	2	
Fall 2000		3	2	5	3	3	0	3		
Fall 2001		2	2	3	2	3	1			
Fall 2002		2	2	2	1	0				
Fall 2003		3	3	3	1					
Fall 2004		2	2	3						
Fall 2005		0	9							
Fall 2006		17								
Fall 2007										
Fall 2008										
Fall 2009										
Fall 2010										
Fall 2011										
Fall 2012										
INTERMITTENT PERCENTAGE										
Fall 1998	0.0%	25.0%	25.0%	30.0%	15.0%	10.0%	5.0%	5.0%	0.0%	5.0%
Fall 1999	0.0%	22.7%	18.2%	18.2%	18.2%	13.6%	13.6%	4.5%	9.1%	
Fall 2000	0.0%	14.3%	9.5%	23.8%	14.3%	14.3%	0.0%	14.3%		
Fall 2001	0.0%	7.7%	7.7%	11.5%	7.7%	11.5%	3.8%			
Fall 2002	0.0%	13.3%	13.3%	13.3%	6.7%	0.0%				
Fall 2003	0.0%	13.6%	13.6%	13.6%	4.5%					
Fall 2004	0.0%	7.7%	7.7%	11.5%						
Fall 2005	0.0%	0.0%	36.0%							
Fall 2006	0.0%	58.6%								
Fall 2007	0.0%									
Fall 2008										
Fall 2009										
Fall 2010										
Fall 2011										
Fall 2012										

NOTE: This report tells the number of students not present in that particular year.

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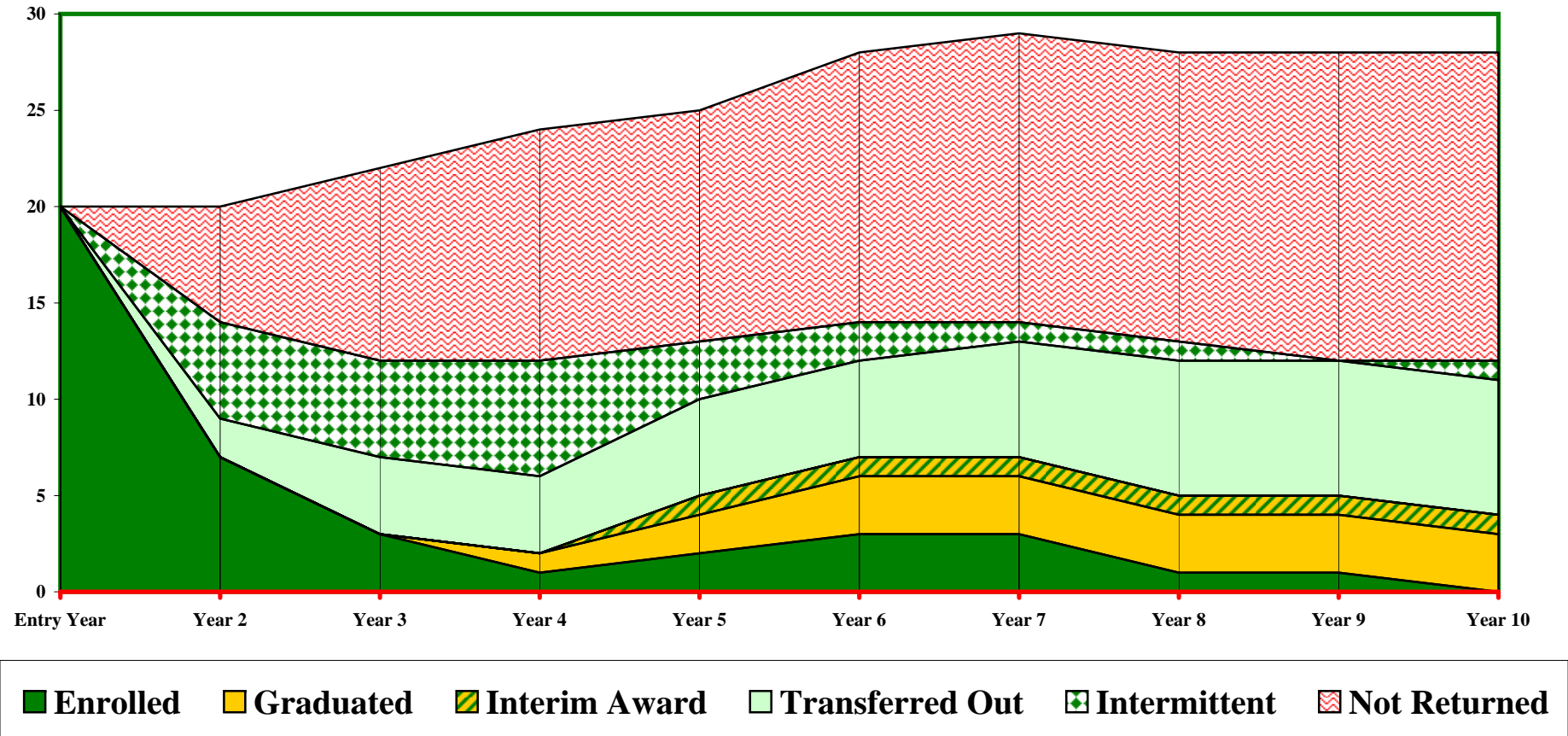
Table I-3A1
Trend of Fall 1998-2007 Entry Cohorts Year by Year Status
Prince William Sound Community College - Total Degree Seeking Undergraduate

Start Term	Entry Cohort	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
NOT RETURNED										
Fall 1998		6	10	12	12	14	15	15	16	16
Fall 1999		5	9	11	12	12	13	13	13	
Fall 2000		7	7	8	8	9	9	9		
Fall 2001		6	12	14	14	16	16			
Fall 2002		4	9	10	11	11				
Fall 2003		7	8	10	10					
Fall 2004		10	13	13						
Fall 2005		9	9							
Fall 2006										
Fall 2007										
Fall 2008										
Fall 2009										
Fall 2010										
Fall 2011										
Fall 2012										
NOT RETURNED PERCENTAGE										
Fall 1998	0.0%	30.0%	50.0%	60.0%	60.0%	70.0%	75.0%	75.0%	80.0%	80.0%
Fall 1999	0.0%	22.7%	40.9%	50.0%	54.5%	54.5%	59.1%	59.1%	59.1%	
Fall 2000	0.0%	33.3%	33.3%	38.1%	38.1%	42.9%	42.9%	42.9%		
Fall 2001	0.0%	23.1%	46.2%	53.8%	53.8%	61.5%	61.5%			
Fall 2002	0.0%	26.7%	60.0%	66.7%	73.3%	73.3%				
Fall 2003	0.0%	31.8%	36.4%	45.5%	45.5%					
Fall 2004	0.0%	38.5%	50.0%	50.0%						
Fall 2005	0.0%	36.0%	36.0%							
Fall 2006	0.0%	0.0%								
Fall 2007	0.0%									
Fall 2008										
Fall 2009										
Fall 2010										
Fall 2011										
Fall 2012										

NOTE: To Calculate "NOT RETURNED" requires the data of two previous terms.

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Figure I-3A1
Ten Year Map of the Fall 1998 Cohort
First Time PWSCC Total Degree Seeking Undergraduate
Cohort Entry Year = 20



This MAP tells the story of the Fall 1998 first time undergraduate term by term over ten years. The "Not Returned" may include Non-Degree Seekers that met their goal, however when looking at a student term by term the Non-Degree Seeker has not returned since attending one term. The Non-Degree Seekers will be separated at our 6 yr and 10 yr snapshot based on the assumptions for this project. The "Enrolled" and "Intermittent" categories are not cumulative over term by term but all other categories are cumulative over term by term. The inflation of students in this map is due to a student being able to be placed in numerous categories at each snapshot. Please note the continued growth of our students after 6 years. There are three categories that are very note worthy: 1.) Amount of Interim Awards earned 2.) Our students continue to transfer out and 3.)the large drop off after the first year.

Table I-3A1
Trend of Fall 1998-2007 Entry Cohorts Year by Year Status
Prince William Sound Community College - Total Undergraduate

Start Term	Entry Cohort	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
ENROLLED										
Fall 1998	216	62	39	25	25	18	18	14	12	11
Fall 1999	115	35	26	20	10	10	4	4	12	
Fall 2000	136	49	41	23	31	27	29	23		
Fall 2001	112	43	38	23	26	17	15			
Fall 2002	166	70	50	30	23	21				
Fall 2003	140	49	36	23	20					
Fall 2004	145	60	51	33						
Fall 2005	153	65	49							
Fall 2006	146	56								
Fall 2007	120									
Fall 2008										
Fall 2009										
Fall 2010										
Fall 2011										
Fall 2012										
ENROLLED PERCENTAGE										
Fall 1998	100.0%	28.7%	18.1%	11.6%	11.6%	8.3%	8.3%	6.5%	5.6%	5.1%
Fall 1999	100.0%	30.4%	22.6%	17.4%	8.7%	8.7%	3.5%	3.5%	10.4%	
Fall 2000	100.0%	36.0%	30.1%	16.9%	22.8%	19.9%	21.3%	16.9%		
Fall 2001	100.0%	38.4%	33.9%	20.5%	23.2%	15.2%	13.4%			
Fall 2002	100.0%	42.2%	30.1%	18.1%	13.9%	12.7%				
Fall 2003	100.0%	35.0%	25.7%	16.4%	14.3%					
Fall 2004	100.0%	41.4%	35.2%	22.8%						
Fall 2005	100.0%	42.5%	32.0%							
Fall 2006	100.0%	38.4%								
Fall 2007	100.0%									
Fall 2008										
Fall 2009										
Fall 2010										
Fall 2011										
Fall 2012										

NOTE:

Fall 2006 and 2007 entry cohorts include degree seeking students who are in an Anchorage campus Baccalureate program but taking this campus's courses based on the UAA IR definition of a first-time student.

Table I-3A1
Trend of Fall 1998-2007 Entry Cohorts Year by Year Status
Prince William Sound Community College - Total Undergraduate

Start Term	Entry Cohort	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
GRADUATED										
Fall 1998			0	1	3	4	7	9	11	12
Fall 1999			1	3	5	7	8	9	9	
Fall 2000		1	3	4	6	6	8	11		
Fall 2001			3	4	6	7	8			
Fall 2002			3	4	6	8				
Fall 2003		1	4	5	6					
Fall 2004		1	3	5						
Fall 2005		1	3							
Fall 2006										
Fall 2007										
Fall 2008										
Fall 2009										
Fall 2010										
Fall 2011										
Fall 2012										
GRADUATED PERCENTAGE										
Fall 1998	0.0%	0.0%	0.0%	0.5%	1.4%	1.9%	3.2%	4.2%	5.1%	5.6%
Fall 1999	0.0%	0.0%	0.9%	2.6%	4.3%	6.1%	7.0%	7.8%	7.8%	
Fall 2000	0.0%	0.7%	2.2%	2.9%	4.4%	4.4%	5.9%	8.1%		
Fall 2001	0.0%	0.0%	2.7%	3.6%	5.4%	6.3%	7.1%			
Fall 2002	0.0%	0.0%	1.8%	2.4%	3.6%	4.8%				
Fall 2003	0.0%	0.7%	2.9%	3.6%	4.3%					
Fall 2004	0.0%	0.7%	2.1%	3.4%						
Fall 2005	0.0%	0.7%	2.0%							
Fall 2006	0.0%	0.0%								
Fall 2007	0.0%									
Fall 2008										
Fall 2009										
Fall 2010										
Fall 2011										
Fall 2012										

Table I-3A1
Trend of Fall 1998-2007 Entry Cohorts Year by Year Status
Prince William Sound Community College - Total Undergraduate

Start Term	Entry Cohort	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
INTERIM AWARD										
Fall 1998			0	0	1	1	1	1	1	1
Fall 1999			0	1	2	2	2	2	2	
Fall 2000			0	1	1	1	1	1		
Fall 2001			1	1	1	1	1			
Fall 2002										
Fall 2003										
Fall 2004										
Fall 2005										
Fall 2006										
Fall 2007										
Fall 2008										
Fall 2009										
Fall 2010										
Fall 2011										
Fall 2012										
INTERIM AWARD PERCENTAGE										
Fall 1998	0.0%	0.0%	0.0%	0.0%	0.5%	0.5%	0.5%	0.5%	0.5%	0.5%
Fall 1999	0.0%	0.0%	0.0%	0.9%	1.7%	1.7%	1.7%	1.7%	1.7%	
Fall 2000	0.0%	0.0%	0.0%	0.7%	0.7%	0.7%	0.7%	0.7%		
Fall 2001	0.0%	0.0%	0.9%	0.9%	0.9%	0.9%	0.9%			
Fall 2002										
Fall 2003										
Fall 2004										
Fall 2005										
Fall 2006										
Fall 2007										
Fall 2008										
Fall 2009										
Fall 2010										
Fall 2011										
Fall 2012										

Table I-3A1
Trend of Fall 1998-2007 Entry Cohorts Year by Year Status
Prince William Sound Community College - Total Undergraduate

Start Term	Entry Cohort	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
TRANSFERRED OUT										
Fall 1998		14	33	43	55	59	61	63	63	63
Fall 1999		4	13	19	26	27	29	32	34	
Fall 2000		6	13	19	30	32	34	38		
Fall 2001		6	16	25	27	31	32			
Fall 2002		13	30	42	54	61				
Fall 2003		18	28	38	42					
Fall 2004		10	18	30						
Fall 2005		12	19							
Fall 2006		16								
Fall 2007										
Fall 2008										
Fall 2009										
Fall 2010										
Fall 2011										
Fall 2012										
TRANSFERRED OUT PERCENTAGE										
Fall 1998	0.0%	6.5%	15.3%	19.9%	25.5%	27.3%	28.2%	29.2%	29.2%	29.2%
Fall 1999	0.0%	3.5%	11.3%	16.5%	22.6%	23.5%	25.2%	27.8%	29.6%	
Fall 2000	0.0%	4.4%	9.6%	14.0%	22.1%	23.5%	25.0%	27.9%		
Fall 2001	0.0%	5.4%	14.3%	22.3%	24.1%	27.7%	28.6%			
Fall 2002	0.0%	7.8%	18.1%	25.3%	32.5%	36.7%				
Fall 2003	0.0%	12.9%	20.0%	27.1%	30.0%					
Fall 2004	0.0%	6.9%	12.4%	20.7%						
Fall 2005	0.0%	7.8%	12.4%							
Fall 2006	0.0%	11.0%								
Fall 2007	0.0%									
Fall 2008										
Fall 2009										
Fall 2010										
Fall 2011										
Fall 2012										

Table I-3A1
Trend of Fall 1998-2007 Entry Cohorts Year by Year Status
Prince William Sound Community College - Total Undergraduate

Start Term	Entry Cohort	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
INTERMITTENT										
Fall 1998		35	31	33	19	19	13	10	4	7
Fall 1999		26	15	14	14	14	14	9	3	
Fall 2000		38	37	38	19	14	8	9		
Fall 2001		26	15	18	12	10	12			
Fall 2002		33	21	20	10	15				
Fall 2003		17	15	9	18					
Fall 2004		22	13	24						
Fall 2005		16	37							
Fall 2006		74								
Fall 2007										
Fall 2008										
Fall 2009										
Fall 2010										
Fall 2011										
Fall 2012										
INTERMITTENT PERCENTAGE										
Fall 1998	0.0%	16.2%	14.4%	15.3%	8.8%	8.8%	6.0%	4.6%	1.9%	3.2%
Fall 1999	0.0%	22.6%	13.0%	12.2%	12.2%	12.2%	12.2%	7.8%	2.6%	
Fall 2000	0.0%	27.9%	27.2%	27.9%	14.0%	10.3%	5.9%	6.6%		
Fall 2001	0.0%	23.2%	13.4%	16.1%	10.7%	8.9%	10.7%			
Fall 2002	0.0%	19.9%	12.7%	12.0%	6.0%	9.0%				
Fall 2003	0.0%	12.1%	10.7%	6.4%	12.9%					
Fall 2004	0.0%	15.2%	9.0%	16.6%						
Fall 2005	0.0%	10.5%	24.2%							
Fall 2006	0.0%	50.7%								
Fall 2007	0.0%									
Fall 2008										
Fall 2009										
Fall 2010										
Fall 2011										
Fall 2012										

NOTE: This report tells the number of students not present in that particular year.

Table I-3A1
Trend of Fall 1998-2007 Entry Cohorts Year by Year Status
Prince William Sound Community College - Total Undergraduate

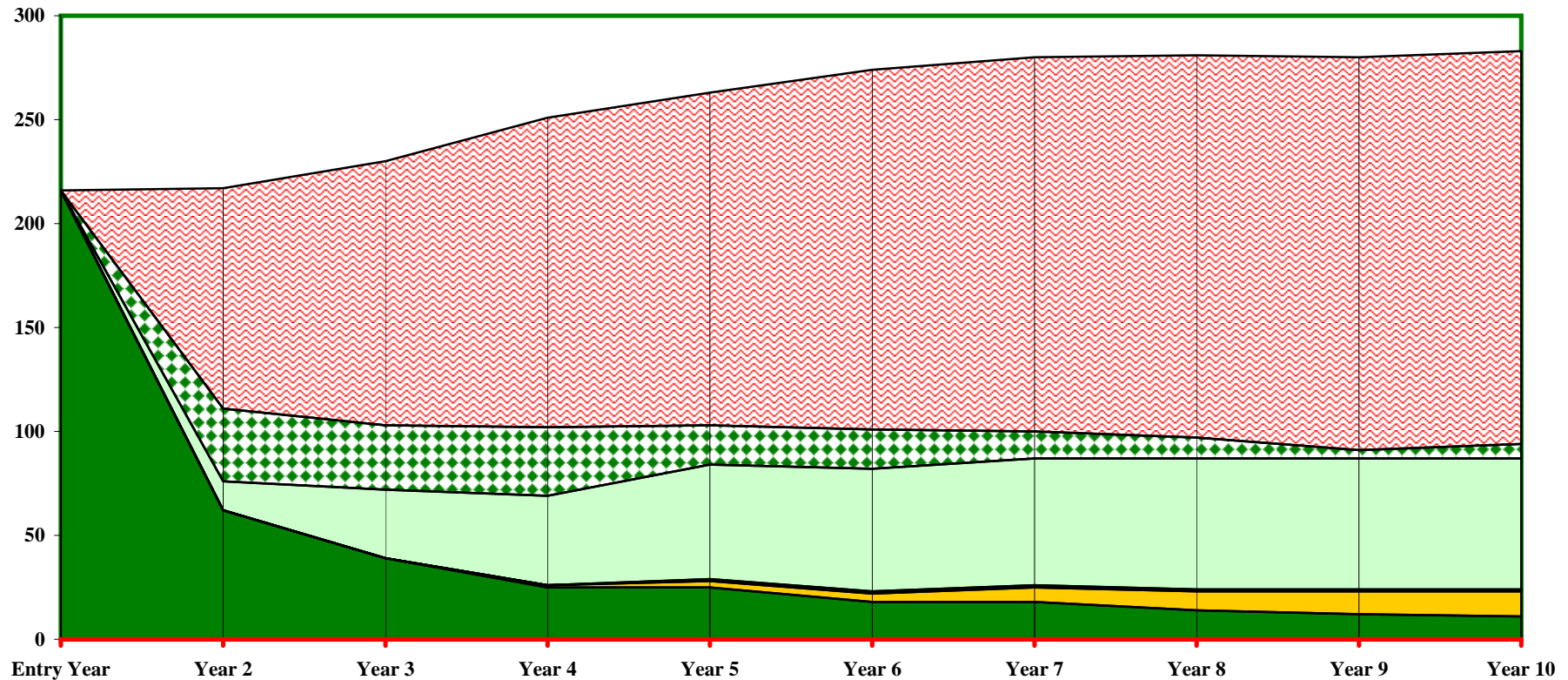
Start Term	Entry Cohort	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
NOT RETURNED										
Fall 1998		106	127	149	160	173	180	184	189	189
Fall 1999		50	64	72	79	83	87	89	89	
Fall 2000		43	51	65	73	88	92	92		
Fall 2001		37	47	59	67	77	77			
Fall 2002		50	78	104	120	120				
Fall 2003		55	78	95	95					
Fall 2004		56	73	73						
Fall 2005		60	60							
Fall 2006										
Fall 2007										
Fall 2008										
Fall 2009										
Fall 2010										
Fall 2011										
Fall 2012										
NOT RETURNED PERCENTAGE										
Fall 1998	0.0%	49.1%	58.8%	69.0%	74.1%	80.1%	83.3%	85.2%	87.5%	87.5%
Fall 1999	0.0%	43.5%	55.7%	62.6%	68.7%	72.2%	75.7%	77.4%	77.4%	
Fall 2000	0.0%	31.6%	37.5%	47.8%	53.7%	64.7%	67.6%	67.6%		
Fall 2001	0.0%	33.0%	42.0%	52.7%	59.8%	68.8%	68.8%			
Fall 2002	0.0%	30.1%	47.0%	62.7%	72.3%	72.3%				
Fall 2003	0.0%	39.3%	55.7%	67.9%	67.9%					
Fall 2004	0.0%	38.6%	50.3%	50.3%						
Fall 2005	0.0%	39.2%	39.2%							
Fall 2006	0.0%	0.0%								
Fall 2007	0.0%									
Fall 2008										
Fall 2009										
Fall 2010										
Fall 2011										
Fall 2012										

NOTE: To Calculate "NOT RETURNED" requires the data of two previous terms.

Figure I-3A1

Ten Year Map of the Fall 1998 Cohort First Time "PWSCC Undergraduate"

Cohort Entry Year = 216



Enrolled
 Graduated
 Interim Award
 Transferred Out
 Intermittent
 Not Returned

This MAP tells the story of the Fall 1998 first time undergraduate term by term over ten years. The "Not Returned" may include Non-Degree Seekers that met their goal, however when looking at a student term by term the Non-Degree Seeker has not returned since attending one term. The Non-Degree Seekers will be separated at our 6 yr and 10 yr snapshot based on the assumptions for this project. The "Enrolled" and "Intermittent" categories are not cumulative over term by term but all other categories are cumulative over term by term. The inflation of students in this map is due to a student being able to be placed in numerous categories at each snapshot. Please note the continued growth of our students after 6 years. There are three categories that are very note worthy: 1.) Graduate growth after 6 years, 2.) Our students continue to transfer out and 3.)the large drop off after the first year.

Table I-3A1
Trend of Fall 1998-2007 Entry Cohorts Year by Year Status
Prince William Sound Community College - Total Non-Degree Seeking Undergraduate

Start Term	Entry Cohort	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
ENROLLED										
Fall 1998	196	55	36	24	23	15	15	13	11	11
Fall 1999	93	25	19	17	9	9	4	4	12	
Fall 2000	115	39	33	19	25	24	22	20		
Fall 2001	86	29	29	17	21	15	12			
Fall 2002	151	65	49	28	22	18				
Fall 2003	118	39	28	19	14					
Fall 2004	119	49	44	27						
Fall 2005	128	52	44							
Fall 2006	117	50								
Fall 2007	87									
Fall 2008										
Fall 2009										
Fall 2010										
Fall 2011										
Fall 2012										
ENROLLED PERCENTAGE										
Fall 1998	100.0%	28.1%	18.4%	12.2%	11.7%	7.7%	7.7%	6.6%	5.6%	5.6%
Fall 1999	100.0%	26.9%	20.4%	18.3%	9.7%	9.7%	4.3%	4.3%	12.9%	
Fall 2000	100.0%	33.9%	28.7%	16.5%	21.7%	20.9%	19.1%	17.4%		
Fall 2001	100.0%	33.7%	33.7%	19.8%	24.4%	17.4%	14.0%			
Fall 2002	100.0%	43.0%	32.5%	18.5%	14.6%	11.9%				
Fall 2003	100.0%	33.1%	23.7%	16.1%	11.9%					
Fall 2004	100.0%	41.2%	37.0%	22.7%						
Fall 2005	100.0%	40.6%	34.4%							
Fall 2006	100.0%	42.7%								
Fall 2007	100.0%									
Fall 2008										
Fall 2009										
Fall 2010										
Fall 2011										
Fall 2012										

Table I-3A1
Trend of Fall 1998-2007 Entry Cohorts Year by Year Status
Prince William Sound Community College - Total Non-Degree Seeking Undergraduate

Start Term	Entry Cohort	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
GRADUATED										
Fall 1998			0	0	1	1	4	6	8	9
Fall 1999			0	0	0	2	3	4	4	
Fall 2000			0	0	0	0	1	3		
Fall 2001			0	0	0	1	1			
Fall 2002			2	3	4	6				
Fall 2003			0	0	0					
Fall 2004			0	0						
Fall 2005			0							
Fall 2006										
Fall 2007										
Fall 2008										
Fall 2009										
Fall 2010										
Fall 2011										
Fall 2012										
GRADUATED PERCENTAGE										
Fall 1998	0.0%	0.0%	0.0%	0.0%	0.5%	0.5%	2.0%	3.1%	4.1%	4.6%
Fall 1999	0.0%	0.0%	0.0%	0.0%	0.0%	2.2%	3.2%	4.3%	4.3%	
Fall 2000	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.9%	2.6%		
Fall 2001	0.0%	0.0%	0.0%	0.0%	0.0%	1.2%	1.2%			
Fall 2002	0.0%	0.0%	1.3%	2.0%	2.6%	4.0%				
Fall 2003	0.0%	0.0%	0.0%	0.0%	0.0%					
Fall 2004	0.0%	0.0%	0.0%	0.0%						
Fall 2005	0.0%	0.0%	0.0%							
Fall 2006	0.0%	0.0%								
Fall 2007	0.0%									
Fall 2008										
Fall 2009										
Fall 2010										
Fall 2011										
Fall 2012										

Table I-3A1
Trend of Fall 1998-2007 Entry Cohorts Year by Year Status
Prince William Sound Community College - Total Non-Degree Seeking Undergraduate

Start Term	Entry Cohort	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
TRANSFERRED OUT										
Fall 1998		12	29	39	50	54	55	56	56	56
Fall 1999		2	10	15	22	23	25	26	27	
Fall 2000		6	9	15	26	27	28	32		
Fall 2001		2	11	20	22	24	25			
Fall 2002		9	24	35	47	54				
Fall 2003		17	25	33	36					
Fall 2004		7	14	26						
Fall 2005		9	15							
Fall 2006		10								
Fall 2007										
Fall 2008										
Fall 2009										
Fall 2010										
Fall 2011										
Fall 2012										
TRANSFERRED OUT PERCENTAGE										
Fall 1998	0.0%	6.1%	14.8%	19.9%	25.5%	27.6%	28.1%	28.6%	28.6%	28.6%
Fall 1999	0.0%	2.2%	10.8%	16.1%	23.7%	24.7%	26.9%	28.0%	29.0%	
Fall 2000	0.0%	5.2%	7.8%	13.0%	22.6%	23.5%	24.3%	27.8%		
Fall 2001	0.0%	2.3%	12.8%	23.3%	25.6%	27.9%	29.1%			
Fall 2002	0.0%	6.0%	15.9%	23.2%	31.1%	35.8%				
Fall 2003	0.0%	14.4%	21.2%	28.0%	30.5%					
Fall 2004	0.0%	5.9%	11.8%	21.8%						
Fall 2005	0.0%	7.0%	11.7%							
Fall 2006	0.0%	8.5%								
Fall 2007	0.0%									
Fall 2008										
Fall 2009										
Fall 2010										
Fall 2011										
Fall 2012										

Table I-3A1
Trend of Fall 1998-2007 Entry Cohorts Year by Year Status
Prince William Sound Community College - Total Non-Degree Seeking Undergraduate

Start Term	Entry Cohort	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
INTERMITTENT										
Fall 1998		30	26	27	16	17	12	9	4	6
Fall 1999		21	11	10	10	11	11	8	1	
Fall 2000		35	35	33	16	11	8	6		
Fall 2001		24	13	15	10	7	11			
Fall 2002		31	19	18	9	15				
Fall 2003		14	12	6	17					
Fall 2004		20	11	21						
Fall 2005		16	28							
Fall 2006		57								
Fall 2007										
Fall 2008										
Fall 2009										
Fall 2010										
Fall 2011										
Fall 2012										
INTERMITTENT PERCENTAGE										
Fall 1998	0.0%	15.3%	13.3%	13.8%	8.2%	8.7%	6.1%	4.6%	2.0%	3.1%
Fall 1999	0.0%	22.6%	11.8%	10.8%	10.8%	11.8%	11.8%	8.6%	1.1%	
Fall 2000	0.0%	30.4%	30.4%	28.7%	13.9%	9.6%	7.0%	5.2%		
Fall 2001	0.0%	27.9%	15.1%	17.4%	11.6%	8.1%	12.8%			
Fall 2002	0.0%	20.5%	12.6%	11.9%	6.0%	9.9%				
Fall 2003	0.0%	11.9%	10.2%	5.1%	14.4%					
Fall 2004	0.0%	16.8%	9.2%	17.6%						
Fall 2005	0.0%	12.5%	21.9%							
Fall 2006	0.0%	48.7%								
Fall 2007	0.0%									
Fall 2008										
Fall 2009										
Fall 2010										
Fall 2011										
Fall 2012										

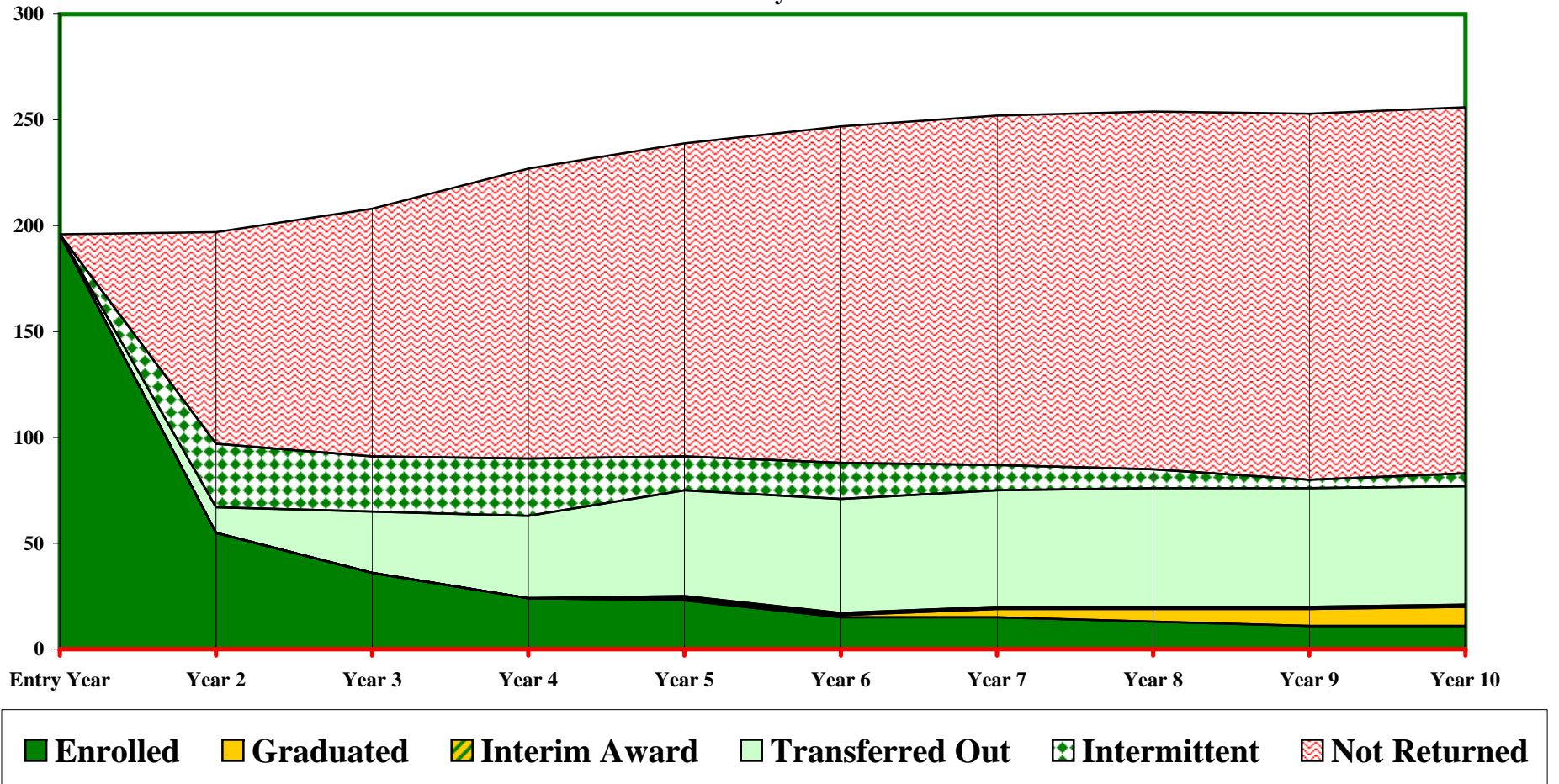
NOTE: This report tells the number of students not present in that particular year.

Table I-3A1
Trend of Fall 1998-2007 Entry Cohorts Year by Year Status
Prince William Sound Community College - Total Non-Degree Seeking Undergraduate

Start Term	Entry Cohort	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
NOT RETURNED										
Fall 1998		100	117	137	148	159	165	169	173	173
Fall 1999		45	55	61	67	71	74	76	76	
Fall 2000		36	44	57	65	79	83	83		
Fall 2001		31	35	45	53	61	61			
Fall 2002		46	69	94	109	109				
Fall 2003		48	70	85	85					
Fall 2004		46	60	60						
Fall 2005		51	51							
Fall 2006										
Fall 2007										
Fall 2008										
Fall 2009										
Fall 2010										
Fall 2011										
Fall 2012										
NOT RETURNED PERCENTAGE										
Fall 1998	0.0%	51.0%	59.7%	69.9%	75.5%	81.1%	84.2%	86.2%	88.3%	88.3%
Fall 1999	0.0%	48.4%	59.1%	65.6%	72.0%	76.3%	79.6%	81.7%	81.7%	
Fall 2000	0.0%	31.3%	38.3%	49.6%	56.5%	68.7%	72.2%	72.2%		
Fall 2001	0.0%	36.0%	40.7%	52.3%	61.6%	70.9%	70.9%			
Fall 2002	0.0%	30.5%	45.7%	62.3%	72.2%	72.2%				
Fall 2003	0.0%	40.7%	59.3%	72.0%	72.0%					
Fall 2004	0.0%	38.7%	50.4%	50.4%						
Fall 2005	0.0%	39.8%	39.8%							
Fall 2006	0.0%	0.0%								
Fall 2007	0.0%									
Fall 2008										
Fall 2009										
Fall 2010										
Fall 2011										
Fall 2012										

NOTE: To Calculate "NOT RETURNED" requires the data of two previous terms.

Figure I-3A1
Ten Year Map of the Fall 1998 Cohort
First Time PWSCC Total Non-Degree Seeking Undergraduate
Cohort Entry Year = 196



This MAP tells the story of the Fall 1998 first time undergraduate term by term over ten years. The "Not Returned" may include Non-Degree Seekers that met their goal, however when looking at a student term by term the Non-Degree Seeker has not returned since attending one term. The Non-Degree Seekers will be separated at our 6 yr and 10 yr snapshot based on the assumptions for this project. The "Enrolled" and "Intermittent" categories are not cumulative over term by term but all other categories are cumulative over term by term. The inflation of students in this map is due to a student being able to be placed in numerous categories at each snapshot. Please note the continued growth of our students after 6 years. There are three categories that are very note worthy: 1.) Graduate growth after 6 years, 2.) Our students continue to transfer out and 3.)the large drop off after the first year.

4. How long does it take for an initial award seeker (degree or certificate) to earn that award at UAA?

(See Tables I-2A1, I-4A, I-4B, I-4C, I-4D, & I-4E)

- What is the time-to-degree for students seeking Associate degrees at Prince William Sound Community College? How does it vary according to the course loads they take? Note: Table I-4A follows the JCAR traditional definitions of Catalog, Extended, and Eventual benchmarks. JCAR only tracks first-time, full-time Baccalaureate seekers earning their Bachelor's degree in 6 years. The same standard was used for Associate seekers but modified to be 3 years or less Extended Time. There were 18 students who initially declared to be Associate seekers but no one completed in the Catalog time (2-year degree in two years) nor completed in the Extended time (2-year degree in three years). Two students completed in Eventual time and one completed Beyond. However, when the time frame is extended to 10 years and both degree and non-degree crossover Associate earners included graduation rate for this cohort rises to 5%. When non-degree seekers who met their goal are added the goal met proportion for the total cohort goes up to 44% (See Table I-2A1). Prince William Sound Community College is at a distinct disadvantage when held to the traditional standard.
- There were 12 students (6%) from the Fall 98 Prince William Sound Community College first-time entry cohort of 216 who ultimately earned 13 awards (includes multiple awards earned—both interim and sought) from UAA. 8% of the awards were Certificates, 62% were Associate degrees, and 31% were Baccalaureate degrees. 25% of the students were degree seekers and they earned 31% of the total awards. Nine non-degree seeking students (75%) changed their mind and represented 69% of total awards issued. The vast majority of ultimate award earners who started were non-degree seeking students who changed their mind—See Table I-4B.
- 92% of the Prince William Sound Community College award recipients earned just a single award, while 8% (1 student) earned 2 awards—See Table I-4C.
- The 8 Prince William Sound Community College Associate earners took an average of 4 years to earn a 2-year degree. One student completed the Associate in 3 years (Summer included) while 5 students took 5 years to get their 2-year degree. Four initial non-degree seeking students at Prince William Sound Community College eventually went on to receive a Baccalaureate degree from UAA. One of those students took 7.5 years to get that 4-year degree.—See Table I-4D.
- Over half (62%) of all 13 awards ultimately earned through UAA by Prince William Sound Community College primary campus students were Associate degrees. Half (50%) of the students receiving these 2-year degrees finished with a cumulative GPA of 3.0+. 100% of the Baccalaureate degree recipients also finished with a 3.0+ cumulative GPA. Most Prince William Sound Community College students who earned UAA degrees or certificates were strong academically - See Table I-4E.

Table I-4D
Fall 1998 PWSCC Entry Cohort Time to Degree/Certificate
Graduation Years 1998 - 2007

	Degree Seeking	Non Degree Seeking	Total
Certificate			
3 Years	1		1
Certificate Total	1	0	1
Mean	3.0		3.0
Median	3.0		3.0
Mode	3.0		3.0
Max	3.0		3.0
Min	3.0		3.0

	Degree Seeking	Non Degree Seeking	Total
Associate			
3 Years	1		1
4 Years	1	1	2
5 Years	1	4	5
Associate Total	3	5	8
Mean	3.8	4.5	4.3
Median	3.5	4.5	4.5
Mode		4.5	5.0
Max	5.0	5.0	5.0
Min	3.0	3.5	3.0

	Degree Seeking	Non Degree Seeking	Total
Bachelor			
6 Years		1	1
7 Years		2	2
8 Years +		1	1
Bachelor Total	0	4	4
Mean		6.9	6.9
Median		7.0	7.0
Mode		7.0	7.0
Max		7.5	7.5
Min		6.0	6.0

Table I-4C
Fall 1998 PWS Community College Entry Cohort by Number of Awards Received

Awards Received	Degree Seeking		Non Degree Seeking		Total	
	Head	%Total	Head	%Total	Head	%Total
1	2	66.7%	9	100.0%	11	91.7%
2	1	33.3%		0.0%	1	8.3%
Total	3	100.0%	9	100.0%	12	100.0%

Headcount includes both graduated and earned interim awards

Table I-4B
Fall 1998 PWS Community College Undergraduate Entry Cohort Awards by Type

Award Type	Degree Seeking			Non Degree Seeking			Total		
	Head	Awards	% Total	Head	Awards	% Total	Head	Awards	% Total
Certificate	1	1	25.0%			0.0%	1	1	7.7%
Associate	3	3	75.0%	5	5	55.6%	8	8	61.5%
Bachelor			0.0%	4	4	44.4%	4	4	30.8%
Total	3	4	100.0%	9	9	100.0%	12	13	100.0%

*Head is unduplicated within degree level; an individual may receive awards in different degree levels.
Headcount includes both graduated and earned interim awards*

Table I-4A
Time to Degree by Degree Type and Average Course Load
Fall 1998 Total Prince William Sound Community College Cohort

This table shows the students who attained their initial degree declared

Average Course Load	Initial		Catalog		Extended		Eventual		Beyond		Total		Max Terms
	N	N	% Initial	N	% Initial	N	% Initial	N	% Initial	N	% Initial		
Associate Degree													
Catalog (15+)		0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Extend (10-14.9)		0	0.0%	0	0.0%	1	5.6%	0	0.0%	1	5.6%	1	5.6%
Partial (<10)		0	0.0%	0	0.0%	1	5.6%	1	5.6%	2	11.1%	2	11.1%
Total	18	0	0.0%	0	0.0%	2	11.1%	1	5.6%	3	16.7%	3	16.7%

%'s may be summed across rows only to obtain cumulative percentages

Table I-4E
Fall 1998 PWSCC Entry Cohort Average Cumulative GPA by Awards Recipients
Graduation Years 1998 - 2007

	Degree Seeking	Non-Degree Seeking	Total
Certificate			
2.5 - 2.9	1		1
Total	1	0	1
Associate			
2.5 - 2.9	2	2	4
3.0 - 3.4	1	2	3
3.5 - 3.9		1	1
Total	3	5	8
Bachelor			
3.0 - 3.4		4	4
Total	0	4	4
Grand Total			
2.5 - 2.9	3	2	5
3.0 - 3.4	1	6	7
3.5 - 3.9		1	1
Total	4	9	13

5. How many students earn interim and multiple awards? Take more credits than award requires?

(See Tables I-3A1, I-5A, & I-5B.)

- Only 5 Prince William Sound Community College students earned interim awards over the decade since their initial entry - See Table I-3A1.
- Table I-5A reveals the relationship between awards sought by type and awards actually received from UAA by Prince William Sound Community College students. There were 12 students who ultimately received 13 awards from UAA. Three of them initially sought an Associate degree and received a combined 4 awards. Two of them (50%) earned the single award he/she sought. The remaining student earned an interim award along with the Associate degree which was their initial intent. Observe that 9 initial non-degree seeking students ended up earning an Associate or Bachelor's degree. These Associate degree recipients earned an average of 1.08 awards (degrees or certificates) per person.
- Degree recipients, for a variety of reasons, amass significantly more credit hours than required in the program to earn the degree. These credit hours come from hours transferred in and hours earned at UAA. The net result is longer time-to-degree, additional cost to both student and UAA, repeat students occupying seats that deny other students the opportunity to get needed courses, etc. To illustrate, 3 Prince William Sound Community College first-time students (1 degree seeker and 2 non-degree seeking students) from the Fall 98 cohort who ultimately earned an Associate of Applied Science degree from UAA had a composite GEI of 144%. The AAS degree only requires 60 hours (see table footnote) but the typical AAS degree recipient transferred in 7 hours and took an additional 84 hours at UAA. The student had 44% more credit hours than the program required. Put another way, the typical AAS degree recipient who started at Prince William Sound Community College amassed the credit hour equivalent of 1.4 degrees to receive one. Generally, non-degree seekers typically acquired more excess credits than degree seekers as a result of changing their mind. Note: Table I-5A counts multiple awards while Table I-5B recognizes primary degree only which accounts for the headcount difference between the tables. Also Table I-5B contains GEI for 4 students in the Prince William Sound Community College cohort who ultimately received a Bachelor's degree from UAA—(See Table I-5B).

Table I-5A
Students Receiving Single & Multiple Awards
Fall 1998 Total PWS Community College Cohort

Degree Sought	Awards Received	Head	Awards
Associate			
	Associate	2	2
	Certificate* + Associate	1	2
*Interim Awards = 1			
Total Sought Associate		3	4
Non Degree			
	Associate	5	5
	Bachelor	4	4
Total Sought No-Degree		9	9
Total Headcount		12	13

Table I-5B
Fall 1998 PWS Community College Entry Cohort Graduation Efficiency Index (GEI)
Graduation Year 1998 - 2007

		Degree Seeking	Non Degree	Total
Associate of Applied Science	N	1	2	3
	Hours Required	68.0	60.0	62.7
	Transfers	11.0	5.3	7.2
	Hours Attempted	102.5	74.0	83.5
	GEI	166.9%	132.1%	143.7%
Associate of Arts	N	1	2	3
	Hours Required	60.0	60.0	60.0
	Transfers		12.0	12.0
	Hours Attempted	82.8	67.8	72.8
	GEI	138.0%	122.9%	127.9%
<hr/>				
		Degree Seeking	Non Degree	Total
Bachelor of Arts	N		1	1
	Hours Required		120.0	120.0
	Transfers		7.0	7.0
	Hours Attempted		116.0	116.0
	GEI		102.5%	102.5%
Bachelor of Business Admin.	N		2	2
	Hours Required		120.0	120.0
	Transfers		34.0	34.0
	Hours Attempted		122.0	122.0
	GEI		130.0%	130.0%
Bachelor of Science	N		1	1
	Hours Required		126.0	126.0
	Transfers		77.0	77.0
	Hours Attempted		104.0	104.0
	GEI		143.7%	143.7%

NOTES:

1. Includes first awards at UAA only.
2. "Hours Required" is a composite average of hours required in Programs, of that degree type taken by degree seekers and the non-degree seekers who have changed intent to seek a degree

6. How many non-degree seekers meet their non-degree seeking goal?

(See Table I-2A1)

- There were 196 Prince William Sound Community College non-degree seekers in the initial Fall 1998 cohort and 103 (53%) met their goal either by changing their mind and earning a degree (5%) or successfully performing in 75+% of all their coursework taken anytime during the ten years after initial entry they enrolled (48%). Identifying the life-long non-degree learner who returns is proving to be a difficult challenge but strategies are being explored.

7. How many initial non-degree seekers change their mind and earn a UAA award?

(See Table I-2A1)

- Five percent of the Prince William Sound Community College non-degree seekers in the 1998 cohort changed their mind and earned a degree or certificate. That represents 9 students. UAA does not know the point when their minds change and it is important to discover so appropriate advising and other academic support services can be provided as the student opts to go down a different path.

8. What characteristics distinguish those who attain their initial goal from those who do not (at risk) at UAA, e.g. minority, HS class rank, age, transfers-in, marital status, etc.?

(See Table I-8A)

- Table I-8A presents undergraduate student characteristics that characterized the ‘Goal Met’ proportions at the 5% significance level for both degree seekers and non-degree seekers. Additionally the requirements a degree seeker must accomplish are more stringent than non-degree seeking goal attainment. They are masked in the total cohort but differences can be observed when comparing degrees and non-degree separately. Note: There was insufficient N’s to determine statistical significance in all student characteristics except Gender and that comparison was statistically insignificant.

Table I-8A
Student Characteristics Distinguishing Goals Met
Fall 1998 First-Time PWS Community College Cohort

Student Characteristics	Test Variable	Goal Met Proportion	P-Value
Class Standing	Degree vs. Non-degree		*
Full vs. Part time	Full-time vs. Part-time		*
Age	Traditional vs. Non-Traditional		*
Gender	Male vs. Female	86.89% vs. 82.76%	0.5300
Ethnicity	White vs. Minority		*
	White vs. Alaska Native		*
	White vs. American Indian		*
	White vs. African American		*
	White vs. Asian/Pacific		*
High Schools	White vs. Hispanic		*
	Anchorage vs. Mat-Su		*
	Anchorage vs. International		*
	Anchorage vs. Gulf Coast		*
	Alaska vs. Lower 48		*
Entry Goal	Alaska vs. International		*
	Cert, Assoc, Bach, Grad vs. Other Degree		*
	Bachelor vs. Certificate		*
	Bachelor vs. Associate		*
	Bachelor vs. Graduate		*
High School GPA	Associate vs. Graduate		*
	2.99-less vs. 3.00-4		*
High School Rank	Upper 50% vs. Lower 50%		*
	Top 10% vs. 11-25%		*
	Top 10% vs. 26-50%		*
	Top 10% vs. Lower 50%		*
	11-25% vs. Lower 50%		*
	11-25% vs. 26-50%		*
Degree Type	Certificate vs. Associate		*
	Certificate vs. Bachelor		*
	Associate vs. Bachelor		*

Note:

P-value less than 0.05:

There is a significant association between whether or not the student goal met/not met and his testing characteristics.

P-value larger than 0.05:

There is not a significant association between whether or not the student goal met/not met and his testing Characteristics.

* Test is not valid

9. How many initial entry students transfer to another college/university? When/where do they transfer?

(See Tables I-3A1-TRANSFERRED OUT, I-9A, & I-9B)

- How long do first-time undergraduate students stay at Prince William Sound Community College before transferring to another college or university (Intra-MAU movement excluded)? Over the years, between 7-11% have transferred by the start of the second year following initial entry. 12-15% have left by year three, 20-25% by year four, etc. About one-third (29%) of all first-timers from this campus have transferred over the course of a decade following initial entry. That represents 63 students from the 1998 entry cohort and the transfer out trend appears to be significantly decreasing with subsequent sub-cohorts. Prince William Sound Community College is holding on to its students (See Table I-3A1).
- Even more surprising are the number and proportions of Fall 98 Prince William Sound Community College first-time degree and non-degree seeking students who enroll at another institution. There are a disproportionate number of actual non-degree seeking students (56) to degree seekers (7) who transfer by the end of the decade and non-degree seekers appear to be transferring out in greater proportions at equivalent points throughout the decade. To illustrate, 2nd year degree seeking transfers out are currently about 5-15% compared to 6-9% for non-degree seeking. Even though Prince William Sound Community College is assisting both sub-cohorts with their goal progress, it is important to determine why this differential trend is occurring—(See Table I-3A1).

When did Prince William Sound Community College students in the Fall 98 cohort transfer from UAA and when did they become affiliated (enrolled or graduated) at another college or university? Table I-9A shows this and, further, shows the cumulative transfer-out rate comparison for degree and non-degree seekers. Recognize that the earlier cohorts had longer time to transfer out which accounts for the larger numbers in the early years.

- There were 58 Prince William Sound Community College students (27%) in the Fall 98 cohort who transferred for the first-time to another college or university. 9% initially were degree seekers and 91% were non-degree seeking students. Probably the most striking finding was that 52 of the 58 students were found to have transferred more than once during this decade period. A separate research project, with high importance, needs to ascertain why one of every four students in this cohort transferred before earning a UAA award. This was the 98 cohort and one needs to determine if the same rate is occurring with more current cohorts.
- Nearly 10% of the transfers out occurred by the start of the second year (within one year) after initial entry. Almost 29% had departed within two years and over half of the transferees (80% for degree seekers and 55% for non-degree seekers) had left Prince William Sound Community College by the end of three years following initial entry.

- 18 of the 58 students transferred out and left Prince William Sound Community College within the first year following initial entry (AY98-99). An additional 26% left at the end of the first year (AY 99-00), 12% left at the end of the second year, etc. Among the 18 students who left within the first year, 4 of them entered another institution within the same first year, 9 had a year gap between leaving Prince William Sound Community College and entering another university, etc. This reveals that the majority of transfer-out students spend time doing other things, e.g. family commitments, replenish financial reserves, etc. before resuming their educational pursuit elsewhere (See Table I-9A).
- Where do Prince William Sound Community College transfer students subsequently enroll? Students transferred to 21 different states in the United States. 83% of the 58 students ended up at another 4 year college or university and 17% left for a two-year college outside UAA. One in five enrolled in another Alaska MAU. Another 46% settled in colleges located in the Pacific or Mountain States, most notably Washington, Oregon, and California. - See Table I-9B.

Table I-9A
Transfer Out Student AY with UAA and New College Affiliation*
Fall 1998 Prince William Sound Community College Cohorts

Last AY with UAA	# Stud Trans	First-Time Enrolled/Graduated at Another College										Sum & Fall 07	% Total	% Cumulative
		AY 98-99	AY 99-00	AY 00-01	AY 01-02	AY 02-03	AY 03-04	AY 04-05	AY 05-06	AY 06-07				
AY 98-99	18	4	9	0	1	2	1	1	0	0	0	0	31.0%	31.0%
AY 99-00	15	0	0	12	2	1	0	0	0	0	0	0	25.9%	56.9%
AY 00-01	7	0	0	0	5	1	1	0	0	0	0	0	12.1%	69.0%
AY 01-02	3	0	0	1	1	1	0	0	0	0	0	0	5.2%	74.1%
AY 02-03	2	0	0	1	0	1	0	0	0	0	0	0	3.4%	77.6%
AY 03-04	3	1	0	1	0	1	0	0	0	0	0	0	5.2%	82.8%
AY 04-05	1	0	0	0	1	0	0	0	0	0	0	0	1.7%	84.5%
AY 05-06	4	0	1	0	2	1	0	0	0	0	0	0	6.9%	86.2%
AY 06-07	1	0	1	0	0	0	0	0	0	0	0	0	1.7%	93.1%
Sum & Fall 07	4	1	0	1	0	1	1	0	0	0	0	0	8.6%	100.0%
AY Total	58	6	11	16	12	9	3	1	0	0				
% Cumulative		10.3%	29.3%	56.9%	77.6%	93.1%	98.3%	100.0%	100.0%	100.0%				
Degree	5		4		1									
% Cumulative		0.0%	80.0%	80.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%		
Non-Degree	53	6	7	16	11	9	3	1						
% Cumulative		11.3%	24.5%	54.7%	75.5%	92.5%	98.1%	100.0%	100.0%	100.0%	100.0%	100.0%		

*This table shows the first time a student has transferred into or graduated from another college since first enrollment at UAA.
52 out of the 58 have transferred more than once.
Source: UAA IR and National Clearing House

Table I-9B
The State and Type of College UAA Students Transfer Into
Fall 1998 Total Prince William Sound Community College

Region	N	%	Region	N	%	Region	N	%
Alaska			East North Central States			South Atlantic States		
Alaska	12	20.7%	Indiana		0.0%	Delaware		0.0%
Pacific States			Illinois	3	5.2%	Washington D.C.		0.0%
California	7	12.1%	Michigan		0.0%	Florida	3	5.2%
Hawaii	1	1.7%	Ohio		0.0%	Georgia		0.0%
Oregon	4	6.9%	Wisconsin		0.0%	Maryland		0.0%
Washington	7	12.1%	Subtotal	3	5.2%	North Carolina		0.0%
Subtotal	19	32.8%	West South Central States			South Carolina		0.0%
Mountain States			Arkansas		0.0%	Virginia		0.0%
Arizona	2	3.4%	Louisiana	1	1.7%	West Virginia		0.0%
Colorado	1	1.7%	Oklahoma		0.0%	Subtotal	3	5.2%
Idaho	1	1.7%	Texas		0.0%	Mid Atlantic States		
New Mexico		0.0%	Subtotal	1	1.7%	New Jersey		0.0%
Montana	1	1.7%	East South Central States			New York	1	1.7%
Utah	1	1.7%	Alabama		0.0%	Pennsylvania	2	3.4%
Nevada	1	1.7%	Kentucky		0.0%	Subtotal	3	5.2%
Wyoming	1	1.7%	Mississippi		0.0%	West North Central States		
Subtotal	8	13.8%	Tennessee	1	1.7%	Iowa	1	1.7%
West North Central States			Subtotal	1	1.7%	Kansas		0.0%
Iowa	1	1.7%	New England States			Minnesota	4	6.9%
Kansas		0.0%	Connecticut		0.0%	Missouri		0.0%
Minnesota	4	6.9%	Maine		0.0%	Nebraska	2	3.4%
Missouri		0.0%	Massachusetts		0.0%	North		0.0%
Nebraska	2	3.4%	New Hampshire		0.0%	South	1	1.7%
North		0.0%	Rhode Island		0.0%	Subtotal	8	13.8%
South	1	1.7%	Vermont		0.0%	2-Year School		
Subtotal	8	13.8%	Subtotal	0	0.0%	4-Year School	48	82.80%
						All	58	

2-Year School	10	17.20%
4-Year School	48	82.80%
All	58	

10. What is the 2nd year/long-term Retention pattern at UAA for first-time degree seeking and non-degree seeking students over 10 years?

(Table I-3A1—ENROLLED)

- There were 20 degree seekers in the Fall 98 Prince William Sound Community College first-time entering cohort. 35% of them came back in Fall 99 to start their second year. However, only 15% came back in Fall 00 to start their third year. Students are included whenever they are enrolled. There was no degree seeking students from the original 98 degree-seeker cohort who were still enrolled ten years after their initial entry.
- Except for a couple anomalies, there is a pronounced increase in the proportion of each succeeding degree-seeking cohort who returns for the second year. To illustrate, 35% of the Fall 98 first-time cohort returned for the second year while 52% of the Fall 05 cohort returned for the second year. Not only is the proportion of second year returnees increasing but the sizes of the first time cohorts are increasing slightly. Prince William Sound Community College is holding on to a larger proportion of its first-time students for short-term retention. See footnote regarding increase in cohort size during Fall 06 and 07.
- Much smaller proportions of first-time degree-seeking students are continuing to return beyond 2nd year. Students in each entering cohort who returned for the 3rd year have declined for the past three most recent cohorts. Fourth year returnees went up from 14% to 23%, and fifth year increased 10% to 27%. Prince William Sound Community College is also holding on to a larger proportion of its first time degree seekers for long-term retention.
- Predictably, first-time non-degree seekers were less likely to return than their degree-seeking counterparts. Only 28% of the 196 non-degree seekers in the Fall 98 cohort came back in Fall 99 to start their second year. At the other extreme, there were 11 students (6%) from the original 98 non-degree seeker cohort who were still enrolled ten years after their initial entry. The latter most likely represent a cadre of dedicated life-long learners.
- Although the number of first-time non-degree students has diminished about -56% between Fall 98 (196 students) and Fall 07 (87 students), today Prince William Sound Community College is attracting a larger proportion of them to return for the first four years after initial entry than a decade ago. More research is needed to explain the reasons for this trend.

11. How many students have unmet goals and do not return?

(See Tables I-3A1—NOT RETURNED)

Do not attempt to reconcile the numbers in Table I-3A1 with Table I-2A1 because they are presenting two different concepts. The former table provides a year-by-year count of individuals, degree and non-degree seekers, who left at a particular year following initial entry and did not ever return for the remainder of the decade or transfer to another institution. To illustrate, look at Table I-3A1. Among initial undergraduate degree seekers in the Fall 98 cohort, 106 students failed to return for year 2 or any other year thereafter. By year 3 the number of non-returnees had increased to 127 (21 more students) had left and never returned, etc. The number of non-returnees in each of these tables is cumulative over the years. Table I-2A1, on the other hand, represents a single composite portrait of the 1998 cohort at the end of 10 years after initial entry. The headcounts in this table are unduplicated as every initial student is categorized into just one status category.

- The proportion of second year non-returning Prince William Sound Community College degree-seeking students has been increasing (not returning) with each successive cohort (23% to 36% between the Fall 01 cohort and the Fall 05 cohort). This again documents a significant tipping point: second year retention. If first-time degree-seeking students return for the second year they are much more likely to continue returning or they stay longer before leaving for good—See Table I-3A1.
- First-time non-degree seeking students exhibit a very different non-return pattern. They have a much higher 2nd year non-return rate (51% for the Fall 98 cohort to 40% for the Fall 05 cohort). However, unlike degree seekers, the non-return rate is passing 50% by the start of the 3rd year for all recent cohorts except Fall 05 entering sub-cohort. It suggests they are (1) seeking much shorter goals, (2) are having more difficult time making the progress they seek, and/or (3) they are transferring to another institution more quickly. More research is needed to validate these hypotheses—See Table I-3A1.
- Nearly 8% of all 216 Fall 98 Prince William Sound Community College undergraduate students (18 students) did not return or meet their goals. 67% (12 students) were non-degree seekers who were unable to meet their non-degree goal and 33% (6 students) were degree seekers who just did not return after attending the Fall 98 semester only and did not transfer to another institution. Among undergraduate degree seekers only, 30% did not meet their goal at UAA compared with just 6% among non-degree seekers only—See Table I-2A1.

12. What levels of goal progress are made if students don't attain their initial goal in 10 years?

(See Tables I-2A1 & I-12A)

Assumption #10 establishes a metric for making some decision about a non-degree seeking student's level of learning progress toward his/her goal based on the proportion of success grades earned in their courses. The assumption further segments levels of progress based on categories of average success grade rate. The 'Substantial Progress' group is placed in the 'Goal Met' category while the 'No Progress' group is placed into the 'Goal Unmet' category. The larger proportion of degree seekers making progress over non-degree seekers is partly a function of the decision to allow the former to remain classified as Intermittent ('Stopouts') although not tracked after 10 years while 'Stopout' non-degree seekers were removed from that category and classified into 'Goal Met', 'Goal Progress', or 'Goal Not Met' based on total grade performance over the decade.

- At the end of 10 years after initial entry, 93 (43%) of the Prince William Sound Community College 216 first time students were considered to be making 'Goal Progress' (55% for degree seekers and 41% for non-degree seekers) according to the assumptions.
- Among Prince William Sound Community College, 13% non-degree seeking students were making moderate learning progress while 1% was making minimal progress as measured by 'Success' grades. Learning progress based on 'Success' grades are not reported for degree seekers but are implicit in the awards actually earned. Another 27% transferred out compared to 25% among degree seekers—(See Table I-2A1).
- An examination of specific grades earned shows some differences in grade by grade comparisons earned by Prince William Sound Community College degree seekers vs. non-degree seekers over the decade. Non-degree seekers earned a higher proportion of 'Success' grades (72%) than degree seekers (62%). Conversely, degree seekers had a higher proportion of attrition grades (30%) than non-degree seekers (10%). It appears a different grading standard was being applied to those who were seeking a degree or certificate than those who enrolled for non-degree reasons. This was based on the Fall 98 cohort only so it is important to determine if the same pattern exists for more recent cohorts—(See Table I-12A).

Table I-12A
Fall 1998 "Prince William CC" Entry Cohort Grade Distribution by Completion Status

	Degree Seeking					Non Degree Seeking					Total				
	Enrollee	%Total	Head	SCH	%Total	Enrollee	%Total	Head	SCH	%Total	Enrollee	%Total	Head	SCH	%Total
Success															
A	38	10.6%	11	103	12.2%	235	17.5%	61	668	22.3%	273	16.0%	72	771	20.1%
B	60	16.7%	15	168	20.0%	245	18.3%	57	719	24.0%	305	17.9%	72	887	23.1%
C	38	10.6%	13	117	13.9%	108	8.0%	40	335	11.2%	146	8.6%	53	452	11.8%
D	18	5.0%	12	55	6.5%	31	2.3%	18	97	3.2%	49	2.9%	30	152	4.0%
P	69	19.2%	16	82	9.8%	359	26.8%	145	337	11.2%	428	25.1%	161	419	10.9%
Total	223	61.9%		525	62.4%	978	72.9%		2,156	71.8%	1,201	70.6%		2,681	69.8%
Stasis															
AU		0.0%			0.0%	13	1.0%	9	0	0.0%	13	0.8%	9	0	0.0%
DF	2	0.6%	2	6	0.7%	11	0.8%	10	33	1.1%	13	0.8%	12	39	1.0%
I	5	1.4%	4	20	2.4%	17	1.3%	12	42	1.4%	22	1.3%	16	62	1.6%
Total	7	1.9%		26	3.1%	41	3.1%		75	2.5%	48	2.8%		101	2.6%
Attrition															
AC	7	1.9%	4	0	0.0%	7	0.5%	6	0	0.0%	14	0.8%	10	0	0.0%
F	53	14.7%	13	140	16.6%	54	4.0%	18	153	5.1%	107	6.3%	31	293	7.6%
NP	18	5.0%	12	17	2.0%	19	1.4%	15	20	0.7%	37	2.2%	27	36	0.9%
W	33	9.2%	14	95	11.3%	36	2.7%	19	111	3.7%	69	4.1%	33	206	5.4%
Total	111	30.8%		252	30.0%	116	8.6%		284	9.5%	227	13.3%		535	13.9%
No Grades															
NG		0.0%			0.0%	5	0.4%	2	0	0.0%	5	0.3%	2	0	0.0%
Total		0.0%			0.0%	5	0.4%		0	0.0%	5	0.3%		0	0.0%
Unknown															
	18	5.0%	10	35	4.2%	201	15.0%	75	484	16.1%	219	12.9%	85	519	13.5%
S	1	0.3%	1	4	0.5%	1	0.1%	1	3	0.1%	2	0.1%	2	7	0.2%
Total	19	5.3%		39	4.6%	202	15.1%		487	16.2%	221	13.0%		526	13.7%
Grand	360	100.0%		841	100.1%	1,342	100.0%		3,001	100.0%	1,702	100.0%		3,842	100.0%

Included are closing freeze credited courses from Fall 98 through Spring 2007.
Source: UAA IR Data Warehouse

13. What is the goal progress/attainment among first-time entering undergraduate students who have college-level coursework prior to initially entering UAA (includes high school students taking college courses, advanced placement examinations and students entering with credits earned at another college/university?)

(See Table I-13A)

This table was not prepared for the community campuses because of insufficient Numbers to provide meaningful relationships.

Table I-13A

1998 vs. 2007 Total UAA Undergraduate "Transfer-In" Cohort Student
Characteristic Profile

	Fall 1998		Fall 2007		% Change
	Head	% Total	Head	% Total	
Total Cohort	469		393		-16.2%
Class Standing					
Freshman	453	96.6%	208	52.9%	-54.1%
Sophomore	6	1.3%	79	20.1%	1216.7%
Junior	7	1.5%	68	17.3%	871.4%
Senior	3	0.6%	38	9.7%	1166.7%
Class Load					
Full-time	336	71.6%	257	65.4%	-23.5%
Part-time	133	28.4%	136	34.6%	2.3%
Age					
17 - Under	17	3.6%			-100.0%
18 - 18	113	24.1%	3	0.8%	-97.3%
19 - 19	46	9.8%	44	11.2%	-4.3%
20 - 24	136	29.0%	187	47.6%	37.5%
25 - 29	73	15.6%	70	17.8%	-4.1%
30 - 39	52	11.1%	58	14.8%	11.5%
40 - 49	22	4.7%	20	5.1%	-9.1%
50 - 59	7	1.5%	11	2.8%	57.1%
60 - Over	1	0.2%			-100.0%
Unknown	2	0.4%			-100.0%
N	467		393		-15.8%
Mean Age	24		25.8		7.1%
Median Age	21		23		9.5%
Gender					
Female	290	61.8%	244	62.1%	-15.9%
Male	178	38.0%	149	37.9%	-16.3%
Unspecified	1	0.2%			-100.0%
Ethnicity					
Alaska Native	34	7.2%	18	4.6%	-47.1%
African American	25	5.3%	22	5.6%	-12.0%
Hispanic	29	6.2%	27	6.9%	-6.9%
Asian/Pacific	20	4.3%	26	6.6%	30.0%
American India	10	2.1%	6	1.5%	-40.0%
Minority Total	118	25.1%	99	25.2%	-16.1%
White	325	69.3%	264	67.2%	-18.8%
Other	15	3.2%	11	2.8%	-26.7%
Unspecified	11	2.3%	19	4.8%	72.7%

Table I-13A

**1998 vs. 2007 Total UAA Undergraduate "Transfer-In" Cohort Student
Characteristic Profile**

	Fall 1998		Fall 2007		% Change
	Head	% Total	Head	% Total	
Total Cohort	469		393		-16.2%
High Schools					
AK Anchorage	93	19.8%	60	15.3%	-35.5%
AK Mat-Su	17	3.6%	11	2.8%	-35.3%
AK Gulf Coast	41	8.7%	11	2.8%	-73.2%
AK Interior	9	1.9%	4	1.0%	-55.6%
AK Northern	8	1.7%	2	0.5%	-75.0%
AK Southeast	6	1.3%	7	1.8%	16.7%
AK Southwest	11	2.3%	1	0.3%	-90.9%
AK Other	6	1.3%	3	0.8%	-50.0%
Alaska Total	191	40.6%	99	25.3%	-48.2%
East North Central States	27	5.8%	17	4.3%	-37.0%
East South Central States	9	1.9%	11	2.8%	22.2%
West North Central States	20	4.3%	16	4.1%	-20.0%
West South Central States	25	5.3%	24	6.1%	-4.0%
Mid-Atlantic States	15	3.2%	17	4.3%	13.3%
Mountain States	27	5.8%	33	8.4%	22.2%
New England States	11	2.3%	4	1.0%	-63.6%
Pacific States	51	10.9%	61	15.5%	19.6%
South Atlantic States	37	7.9%	30	7.6%	-18.9%
Lower 48 Total	222	47.4%	213	54.1%	-4.1%
International	21	4.5%	37	9.4%	76.2%
Home School			5	1.3%	
GED (Alaska)	12	2.6%	4	1.0%	-66.7%
GED (Outside Alaska)	19	4.1%	12	3.1%	-36.8%
American Possessions	3	0.6%	1	0.3%	-66.7%
Unknown	1	0.2%	21	5.3%	2000.0%
Amer. Military High School			1	0.3%	

Table I-13A

1998 vs. 2007 Total UAA Undergraduate "Transfer-In" Cohort Student
Characteristic Profile

	Fall 1998		Fall 2007		% Change
	Head	% Total	Head	% Total	
Total Cohort	469		393		-16.2%
Terms					
1	75	16.0%			
2	87	18.6%			
3	32	6.8%			
4	40	8.5%			
5	32	6.8%			
6	30	6.4%			
7	23	4.9%			
8	26	5.5%			
9	17	3.6%			
10	25	5.3%			
11	18	3.8%			
12	7	1.5%			
13	8	1.7%			
14	9	1.9%			
15	14	3.0%			
16	11	2.3%			
17	6	1.3%			
18	1	0.2%			
19	3	0.6%			
20	2	0.4%			
21	3	0.6%			
N	469				
Mean	6				
Median	5				
Min	1				
Max	21				
Entry Goal					
Certificate	6	1.3%	5	1.3%	-16.7%
Associate	39	8.3%	40	10.2%	2.6%
Bachelors	121	25.8%	164	41.7%	35.5%
Graduate	3	0.6%	7	1.8%	133.3%
Doctorate			3	0.8%	
Professional			5	1.3%	
Transfer to Another College	10	2.1%	2	0.5%	-80.0%
Personal/Cultural Enrichment	18	3.8%			-100.0%
Post-Baccalaureate Cert			1	0.3%	
Prepare for Career Change			1	0.3%	
Upgrade Job Skills/Promotion	3	0.6%			-100.0%
Other	4	0.9%	1	0.3%	-75.0%
Undecided	265	56.5%	164	41.7%	-38.1%

Table I-13A

**1998 vs. 2007 Total UAA Undergraduate "Transfer-In" Cohort Student
Characteristic Profile**

	Fall 1998		Fall 2007		% Change
	Head	% Total	Head	% Total	
Total Cohort	469		393		-16.2%
High School GPA					
1.99--less	3	0.6%	8	2.0%	166.7%
2.0-2.99	46	9.8%	61	15.5%	32.6%
3.00-3.99	87	18.6%	74	18.8%	-14.9%
4.00-4+	3	0.6%	13	3.3%	333.3%
Unknown	330	70.4%	237	60.3%	-28.2%
N	139		156		12.2%
Mean	3		3.05		-2.6%
Median	3		3.09		-3.4%
High School Rank					
Top 10%	14	3.0%	21	5.3%	50.0%
11-25%	31	6.6%	20	5.1%	-35.5%
26-50%	29	6.2%	36	9.2%	24.1%
Lower 50%	30	6.4%	45	11.5%	50.0%
Unknown	365	77.8%	271	69.0%	-25.8%
Admission Status					
Officially Admitted Degree Seeking	469	0.0%	393	0.0%	-16.2%
Student Level					
Undergraduate	469	0.0%	393	0.0%	-16.2%
Student Type					
Graduate	143	30.5%			
Interim Awards	12	2.6%			
Intermittent	90	19.2%			
Not Returned	90	19.2%			
Transferred Out Before Grad	134	28.6%			
Degree type					
Certificate					
CT1	3	0.6%	4	1.0%	33.3%
CT2	8	1.7%	5	1.3%	-37.5%
Certificate Total	11	2.3%	9	2.3%	-18.2%
Associate					
AA	63	13.4%	48	12.2%	-23.8%
AAS	87	18.6%	70	17.8%	-19.5%
Associate Total	150	32.0%	118	30.0%	-21.3%

Table I-13A

1998 vs. 2007 Total UAA Undergraduate "Transfer-In" Cohort Student
Characteristic Profile

	Fall 1998		Fall 2007		% Change
	Head	% Total	Head	% Total	
Total Cohort	469		393		-16.2%
Bachelor					
BBA	40	8.5%	52	13.2%	30.0%
BED	38	8.1%			-100.0%
BS	88	18.8%	93	23.7%	5.7%
BA	132	28.1%	107	27.2%	-18.9%
BSW	3	0.6%	3	0.8%	0.0%
BFA	2	0.4%	4	1.0%	100.0%
BM	5	1.1%	3	0.8%	-40.0%
BLS			3	0.8%	
Bachelor Total	308	65.7%	265	67.4%	-14.0%
Licensure/Post					
OEC			1	0.3%	
Licensure/Post Total			1	0.3%	
UA Scholars					
UA Scholar			11	2.8%	
No UA scholar	469	0.0%	382	97.2%	-18.6%
Entry Campus					
Anchorage	439	93.6%	328	83.5%	-25.3%
Mat-Su	3	0.6%	19	4.8%	533.3%
Kodiak	2	0.4%	10	2.5%	400.0%
Kenai	9	1.9%	23	5.9%	155.6%
PWSCC	9	1.9%	13	3.3%	44.4%
Military (Northern)	7	1.5%			-100.0%
Nation of Origin					
Australia			1	0.3%	
Canada	1	0.2%	1	0.3%	0.0%
Kazakhstan	1	0.2%			-100.0%
Mexico	1	0.2%			-100.0%
Russia	2	0.4%	1	0.3%	-50.0%
Turkey	1	0.2%			-100.0%
United States	463	98.7%	390	99.2%	-15.8%

14. What is the short-term and long-term ‘Intermittent’ pattern of degree-seeking and non-degree seeking students?

(See Tables I-3A1-INTERMITTENT)

Table I-3A1-INTERMITTENT represents annual snapshots of the Prince William Sound Community College undergraduate students in the total cohort (degree and non-degree) who FAILED TO RETURN in a particular year during the decade following their initial entry. Intermittent attendees were actually tracked every term but only reported on an annual basis in this table. A particular student will be counted if they enroll but will not be if they are not here when the snapshot is taken. Use caution in drawing conclusions with the lowest numbers on the diagonal of each Intermittent using the most recent (2006) entering cohort. They have not had sufficient time to establish their intermittent status.

- There is good news observed for Prince William Sound Community College degree seekers across cohorts. The proportion of first time degree seekers who fail to return for the second year has gone from 25% for the Fall 98 cohort to 8% not returning from the Fall 04 entering cohort. The same pattern appears for succeeding years as well. Campus efforts to retain its degree-seeking intermittent enrollment students during the critical first two years appear to be bearing fruit—(See Table I-3A1).
- The news is more variable for first-time Prince William Sound Community College non-degree intermittent students. As expected, non-degree seeking students would be more likely to be intermittent enrollees but their rate of return has been volatile and no discernable historical trend appears to emerge. It suggests the type of non-degree seeking student who attends and what they seek to accomplish makes it very difficult for Prince William Sound Community College to forecast likelihood of their returning—(See Table I-3A1).

Table I-14A
Fall 1998 Prince William Sound Community College Entering Cohorts
Intermittents- Number Terms Skipped by Last Term Attended

# Terms Skipped	Last Term attended																								All		
	4 Fall 99	5 Spr 00	6 Sum 00	7 Fall 00	8 Spr 01	9 Sum 01	10 Fall 01	11 Spr 02	12 Sum 02	13 Fall 02	14 Spr 03	15 Sum 03	16 Fall 03	17 Spr 04	18 Sum 04	19 Fall 04	20 Spr 05	21 Sum 05	22 Fall 05	23 Spr 06	24 Sum 06	25 Fall 06	26 Spr 07	27 Sum 07		28 Fall 07	
0																										0	
1		1																									1
2																											0
3																											0
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14																											0
15																											0
16																											0
17																											0
18																							1				1
19																			1								1
All		1	0	0	0	0	0	0	0	1	0	0	1	1	0	0	0	0	1	0	0	0	1	0	0	6	
Cum%	0.0%	16.7%	16.7%	16.7%	16.7%	16.7%	16.7%	16.7%	16.7%	33.3%	33.3%	33.3%	50.0%	66.7%	66.7%	66.7%	66.7%	66.7%	83.3%	83.3%	83.3%	83.3%	100.0%	100.0%	100.0%		

Intermittents = students who enrolled a minimum of 2 terms but less than 28 terms. Students who attended one term only (Fall 98) categorized as Non-Returning.

15. What is the likelihood of ‘Intermittent’ (Stopout) students earning an award at UAA?

(See Tables I-15A & I-15B)

To answer this question, all students in each annual cohort who earned one or more awards at UAA during the decade following their initial enrollment were identified by campus and award(s) earned. Then their attendance record every term, excluding summers, was examined to determine which semesters they were/were not enrolled (Intermittent) over the entire decade, excluding summers, to earn the award(s) they received. Table I-15A compares the pattern of a single cohort (Fall 98) against the 10-year aggregate by Anchorage Campus award type to determine if there was significant distortion by combining all cohorts. The proportions were similar enough to conclude the aggregation still properly represents the relationships of the single cohort with the largest amount of long-term data for comparison.

Table I-15B displays the number of students, by cohort and number of total semesters they were not enrolled during the decade, who earned each type of award in what calendar year following initial entry, e.g. how many awards were earned by students who attended every term to reach their award, how many awards were earned by those who missed one semester only, two semesters only, etc.

- Regardless of award type, the vast majority of the Fall 98 award recipients (38-65%) remained in continuous enrollment (0 terms skipped) and 4% skipped just one term. This reveals a dramatic and unexpected “momentum tipping point”. The proportion of students ultimately earning an award sought through UAA approaches zero just as soon as they begin to enroll aperiodically, for whatever reason.

Table I-15A
Award Recipients and Terms Skipped
PWS Community College Total Fall 1998 Cohort vs Aggregate Fall 98-07 Cohort

Terms Skipped	Certificate				Associate				Bachelor			
	1998 Cohort		1998-2007 Cohorts		1998 Cohort		1998-2007 Cohorts		1998 Cohort		1998-2007 Cohorts	
	Awards	% Total	Awards	% Total	Awards	% Total	Awards	% Total	Awards	% Total	Awards	% Total
0	1	100.0%	4	57.1%	3	37.5%	32	65.3%	1	25.0%	6	54.5%
1	0	0.0%	0	0.0%	0	0.0%	2	4.1%	0	0.0%	0	0.0%
2	0	0.0%	0	0.0%	0	0.0%	4	8.2%	1	25.0%	3	27.3%
3-6	0	0.0%	3	42.9%	5	62.5%	11	22.4%	2	50.0%	2	18.2%
7-9	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
10+	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	1	100.0%	7	100.0%	8	100.0%	49	100.0%	4	100.0%	11	100.0%

* Includes Fall and Spring Semesters - excludes Summer semester

Office of Institutional Research

PRINCE WILLIAM SOUND COMMUNITY COLLEGE

Tracking Student Goal Attainment 1998-2007



UNIVERSITY of ALASKA ANCHORAGE

Model Overview

Model Purpose. To track student goal progress status and attainment of first-time enrollees over a 10-year period. This is done without requiring any additional data collection effort. The model is a routine, centralized, easily-implementable, low-cost, low-maintenance, reliable and comprehensive means of tracking student goal progress/attainment. This model aligns with traditional “success” tracking but goes well beyond to address many deficiencies of traditional strategies. As such, the findings reveal and document that the university assists significantly more students in their goal progress/attainment quest than traditional success metrics count.



- ◆ It is applicable to 2-year and 4-year institutions
- ◆ Lengthens tracking time (10 yrs from initial entry)
- ◆ Tracks all awards granted (interim and originally sought)
- ◆ Tracks both goal progress and attainment outcomes
- ◆ Tracks both degree-seeking and non-degree seeking students
- ◆ Tracks both full-time and part-time students.
- ◆ Tracks undergraduate and graduate students
- ◆ Tracks sub-cohorts (“at risk”, minority, non-traditional age, gender, etc.)
- ◆ Measures knowledge/skills acquisition vs. student-reported ultimate goals
- ◆ Uses metrics available on all students at all institutions
- ◆ Avoids artificial time frame for success
- ◆ Recognizes empirical contribution to goal progress strategies
- ◆ Links accountability to factors within UAA’s control
- ◆ Provides tool to obtain empirical evidence of university efforts to help students.

Model Assumptions. The model’s simplistic surface appearance, by design, masks its underlying complexity. Model design/implementation has been overseen by UAA faculty and administration. They reflect the student’s status at each term snapshot point during 10 years (28 consecutive terms, including summers) following initial UAA entry. A student can have more than one status at each snapshot.

Model operates on 10 integrated university-consensus assumptions. Behind each assumption are a set of documented decision rules that create the information. The model tracks student knowledge and skills/competencies acquisition, as measured by faculty-assigned successful course grades, plus all official UAA awards (degrees and certificates) earned. UAA’s contribution is presumed to be embedded in successful course performance.

Model Overview (continued)

Methodology. Each fall semester only first-time students (full-time, part-time, transfers in, degree seekers, non-degree seekers, undergraduate and graduate,) are identified as a cohort and tracked forward in time for a decade following initial entry. A decade represents the life cycle of 95% of first-time students each year at UAA. All entering students are determined to be degree seeking or non-degree seeking by the university at entry. Each subsequent semester, including summers, the current status of the entire cohort is re-determined. The in-process status conditions include: Returned, Graduated, Earned Interim Award, Transferred Out, Intermittent Enrollment, Progress Level, Non-Degree Goal Met, and Not Returned. Ten different cohorts are concurrently tracked and mapped for 10 years. Within 10 years every student attending the institution will be in one of the cohorts. At the end of 10 years, a summary progress/attainment status report for that entering cohort is prepared.



Student Success Questions. A series of frequently-asked questions about student success are employed as a framework to organize model findings. These questions also serve to provide a common language when knowledge about student goal progress is shared or joint student support strategies are being implemented.

Applications. The model will be used to initially assess first-level effectiveness of various goal progress support strategies, e.g. orientation classes, academic advising, student engagement, learning communities, mentoring, developmental education, placement testing, supplemental instruction, etc. It can suggest various “momentum tipping points” and benchmarks for sub-cohorts that will be analyzed in more depth for correlation with goal progress/completion. It should be used to provide an institution-wide, long-term map of student flow and progress. It will be primarily designed to enable the university to compare against itself but can be used, through joint cooperation, to share strategies and outcomes with peers. It is NOT designed to be a ranking tool.

Each cohort is tracked individually over time while, concurrently, different cohorts will be compared at standard reference points to observe changes. Significant events will be overlaid in the model to observe relationships between such events and changes in student progress. Cause-Effect relationships need to be subsequently analyzed.

Plans also include incorporating Alaska work history data for each cohort over time from the Department of Labor. The model also is expected to provide documentation of progress within the Student Success priority of UAA’s 2017 Strategic Plan. The UAA FY09 budget setting guidelines require documentation of how fund requests contribute to the strategic plan and the Student Success priority may use this model to provide such documentation. Finally, it is anticipated UAA will use this model to provide documentation as part of its upcoming Reaccreditation visit in 2010.

Introduction

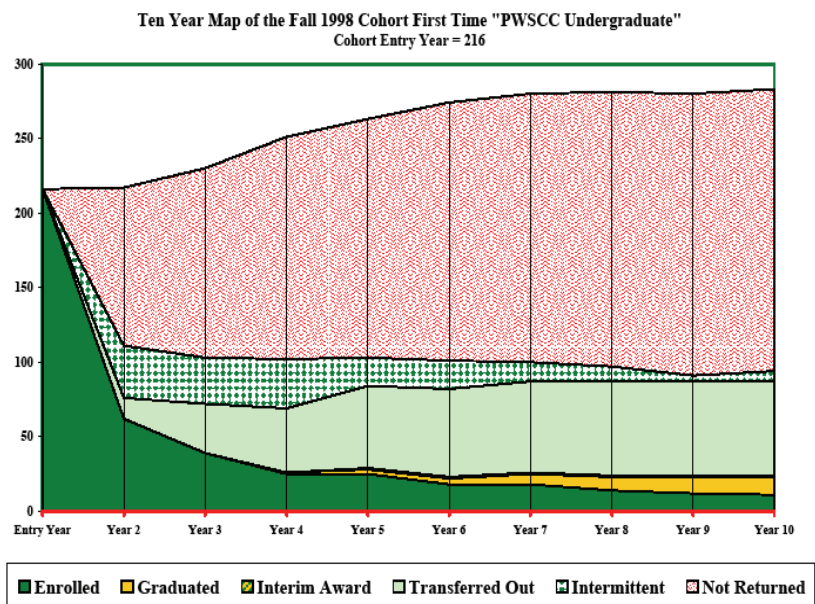
Each Fall semester a different first-time cohort is identified at Prince William campus and tracked for a decade following initial entry. The first cohort, retroactively drawn, was Fall 1998 semester. There were 216 first time students that semester, 20 admitted degree seekers and 196 non-degree seeking students. These same 216 students were re-checked each semester, according to a series of assumptions (see page 12) to determine their status compared to the last time they attended any class at any of the UAA campuses. Students were categorized based on their status; (1) re-enrolled, (2) received the award they intended, (3) earned an interim award, (4) transferred to another institution outside UAA, or (5) enrolled intermittently. At the end of 10 years, the category “Not Returned” will have the non-degree seekers and the degree seekers separated, placing the non-degree seekers into a progressing scale.

The following figure is a tracking map of the Fall 98 cohort over a decade. Examine the status patterns over time as it shows the cohort in motion. Note: a student can be in multiple statuses at each snapshot point.

There are four major points in the map: (1) a significant drop off in returning students within the first year (and still returning 10 years later); (2) the number of awards earned after the traditional expected time to receive them; (3) the large number of students who transferred to another institution; and (4) the point at which students begin to return intermittently.

At the decade endpoint when tracking for that particular cohort stops, a final goal status portrait is created (see page 6). It shows the proportion that met, made progress, or did not meet their learning goal. For the Fall 98 cohort 49% met their goal, 43% made progress and 8% did not meet their goal. The model reveals that Prince William assists a significantly higher proportion of its total student body to make progress or attain their learning goals than current traditional “Student Success” metrics recognize.

Tracking a single cohort over an extended time is important to understand, but of equal or greater importance is tracking changes in multiple cohorts. This reveals changes in the student body and points toward the impact of changes of various campus/university intervention strategies to aid its students. This model concurrently tracks 10 first-time cohorts, each for a decade. Some initial trend finding highlights for Prince William campus appear in the coming pages. The full report will be posted on our web page. Additionally a hard copy and electronic file has been provided to your president – Douglas Desorcie.



Finding Highlights




Prince William Community College First-Time Students—Fall 1998 Cohort

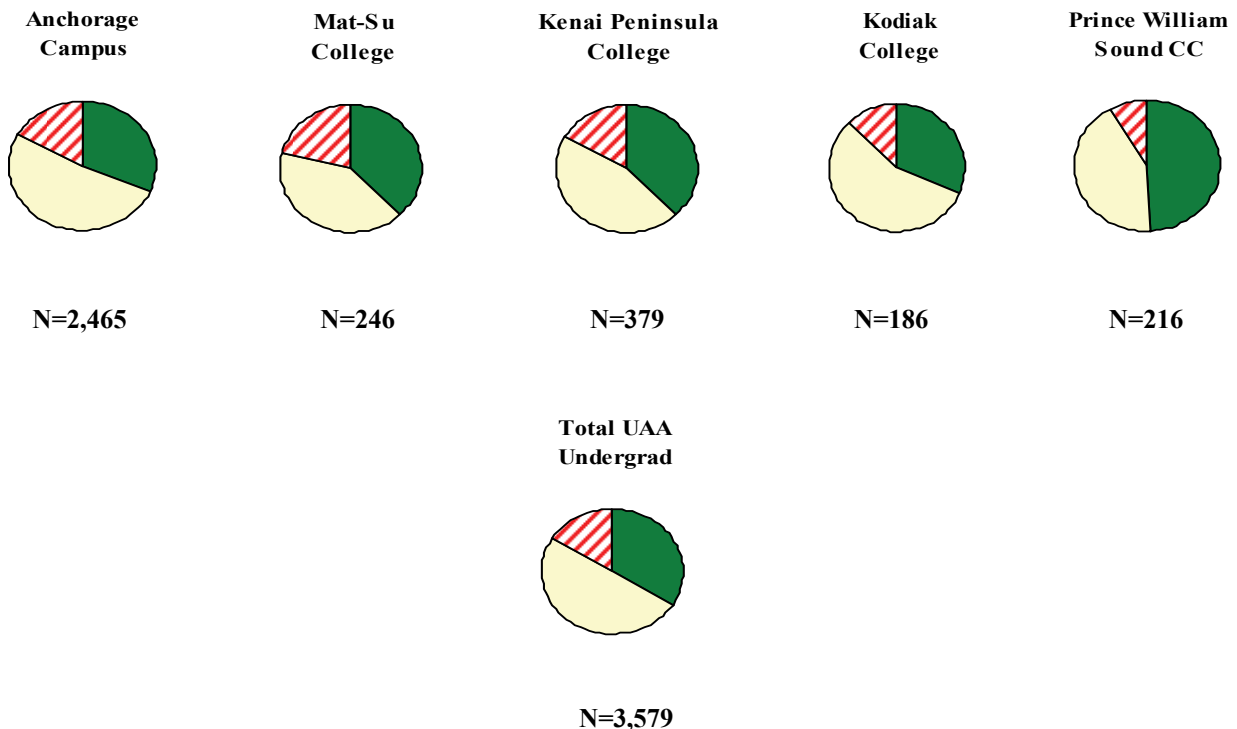
Characteristics. Prince William Community College Fall 07 had –44% less first time students than the Fall 98 cohort. The following information will reflect the proportional change of Fall 07 cohort characteristics related to the Fall 98 cohort:

- ◆ Full-time enrollment has increased by 10%
- ◆ Median age of a student decreased from 24 to 18
- ◆ Male enrollment has decreased by 8%
- ◆ Minorities have increased by 10%
- ◆ Alaska high school graduate enrollment stayed consistent at 14% of cohort
- ◆ Degree seeking students increased 65% (20 students to 33 students)
- ◆ Nearly one-half of the Prince William Fall 98 cohort attended just 2 terms (one year) or less. Further, 40% of the students only attended UAA for one term and another 14% only attended 2 terms.

Goal Status.

PRINCE WILLIAM COMMUNITY COLLEGE—Fall 1998 10-year picture

Goal Status	Degree Seeking	Non-Degree Seeking	Prince William Total	UAA Total Undergrad
Met 	15%	53%	49%	34%
Progress 	55%	41%	43%	50%
Not Met 	30%	6%	8%	16%

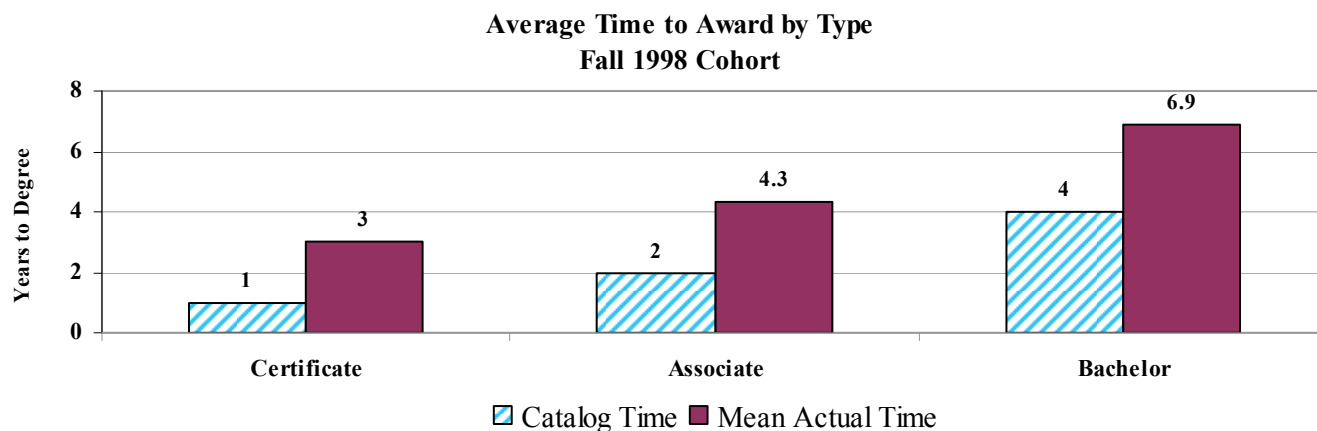


Finding Highlights (continued)

Award Recipients. Only 6% of the first-time Prince William Community College Fall 98 undergraduate student body (15% degree seekers and 5% non-degree seekers) who initially enroll at UAA left with a UAA degree or certificate. Prince William Community College lost about 29% of the Fall 98 cohort to another university after 10 years and approximate 50% of those individuals were gone by year three of their initial entry into UAA.

Time to Degree. If the national JCAR traditional benchmark were modified to fit Associate seekers (first-time, full-time Associate seekers earning their Associate's Degree in 3 years), none of the Fall 98 cohort would meet that criterion. However, with the time frame extended to 10 years (instead of 3 years) and part-time Associate seekers also included, the graduation rate for the cohort rises to 17%. Nine non-degree seekers changed their mind, representing 75% of the award earners. 92% of Prince William award recipients earned a single award, with the remaining 8% earning two awards.

One Prince William Community College Certificate award earner took an average of 3 years or 6 semesters to earn a certificate. Eight Associate seekers took an average 4.3 years (8 semesters) or more to earn an Associate degree. Four Prince William students went on to earn a Bachelor's degree from UAA and their average time to degree was 6.9 years (14 semesters).



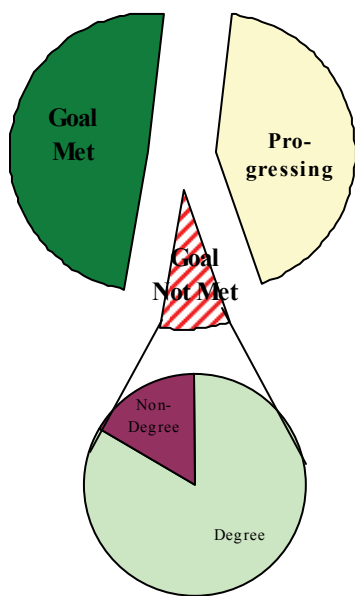
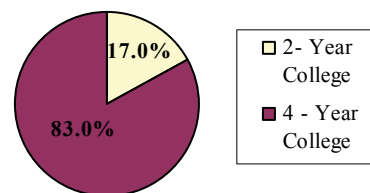
Non-Degree Seeker. There were 196 Prince William Community College non-degree seekers in the initial Fall 98 cohort and 103 (53%) met their academic goal. There were 9 (5%) that earned a degree and 94 (48%) who successfully performed in 75+% of all their coursework taken anytime during the ten years after initial entry.

Learning Goal Attained vs. Goal Not Attained. The model analyzed the characteristics of the students to identify any significant association that statistically distinguished those who met their learning goal from those who did not. The Prince William Community College first-time Fall 98 students had insufficient characteristic data to make a determination as to which students may have met their goals at a statistical higher significance.

Finding Highlights (continued)

Transfer Out. Students transferred to 21 different states in the United States. 83% of the 58 transferring students ended up at another 4 year college or university and 17% left for a two-year college. 21% (12) enrolled in another Alaska MAU. Another 47% settled in colleges located in the Pacific or Mountain States, most notably Washington, Oregon, California, Arizona.

Where They Went
PWSCC Fall 1998 Transfers



Goals Not Attained. Of the 216 Prince William Community College undergraduate students in the Fall 98 cohort, 8% (18 students) did not return or meet their learning goals. 12 students (67%) were non-degree seekers who were unable to meet their non-degree goal and the remaining 6 students (33%) were degree seekers who either did not return after attending only the Fall 98 semester and or in ten years did not transfer to another institution. After 10 years 30% of the Fall 98 undergraduate degree seekers had not yet met their learning goal and 6% of the non-degree seekers had not met their learning goal.

Levels of Progress. After 10 years the 216 first-time undergraduate Fall 98 cohort had 92 (43%) making ‘Goal Progress’ (55% degree seekers and 41% non-degree seekers) according to the model assumptions.

This model can also track students within the initial cohort who possess particular biographic/demographic characteristics or utilize UAA learning support strategies over time. Phase II will mine down to see a 3D view of selected sub-cohorts. For example, we can look at the high school student taking college courses, advanced placement examinations and students entering with credit earned at another college/university, various at risk sub-groups, those receiving academic advising, learning communities, etc.

Intermittent Students. The majority of the Fall 98 cohort Associate award recipients (38-65%) remained in continuous enrollment (0 terms skipped) and 4% skipped just one term. This reveals a dramatic and unexpected “momentum tipping point”. The proportion of students ultimately earning an award through UAA approaches zero as soon as they begin to enroll aperiodically, for whatever reason.

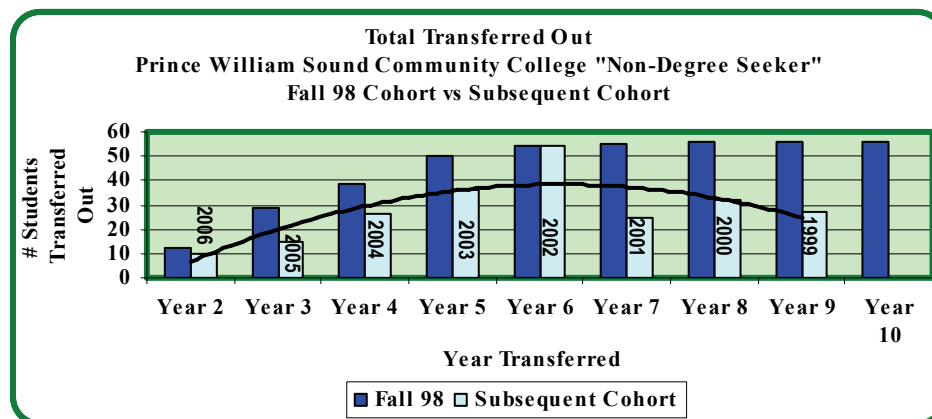
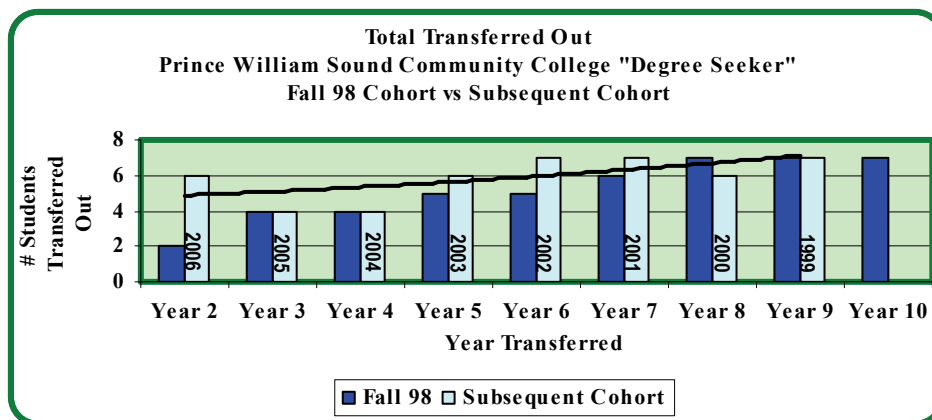
Prince William Community College First-Time Students—Trend Analysis

Retention Over Time. Prince William Community College is retaining a larger proportion of its declining first-time student pool. The Fall 06 cohort retained 4 out of every 10 students compared to Fall 98 cohort which retained only 29%. The Fall 98 cohort has 11 students (5%) (11 non-degree seekers) still returning 10 years after initial entry. These 11 non-degree seeking students could likely be life-long learners and need to be examined individually for verification.

About 11% of the Fall 05 first-time undergraduate cohort had intermittent enrollment by the start of the second year. That represents 16 students who had already ceased continuous enrollment and started to pursue their education on an aperiodic attendance schedule after just one year of enrollment.

College Credits. Five Prince William Community College Students have earned interim awards to date. Degree recipients, for a variety of reasons, amass significantly more credit hours than required in the program to earn the degree. The average Prince William Community College AA recipient in the Fall 98 cohort had 28% more credit hours than the typical AA program required. The typical Prince William Community College Fall 98 AA degree recipient amassed the credit hour equivalent of approximately 1.3 degrees to receive one. By comparison today the average AA recipient at UAA has 51% more credit hours than required which is the equivalent of 1.5 degrees. Note: Total credit hours amassed is the combined result of decisions made by both student and the university throughout the students entire college career.

Transfer Out. Throughout the 98-07 years, between 7-8% of Prince William Community College students have transferred by the start of their second year, 5% have left by year three, and 21-5% by year four. One of every three (29%) of the Fall 98 first-timers from this campus have transferred over the course of a decade following initial entry. That represents 63 students from the 1998 entry cohort and the trend appears to be increasing with subsequent sub-cohorts. Degree seekers appear to be transferring out in greater proportions at equivalent points throughout the decade than non-degree seekers. Recent non-degree seekers are leaving UAA at a declining rate than earlier cohorts.

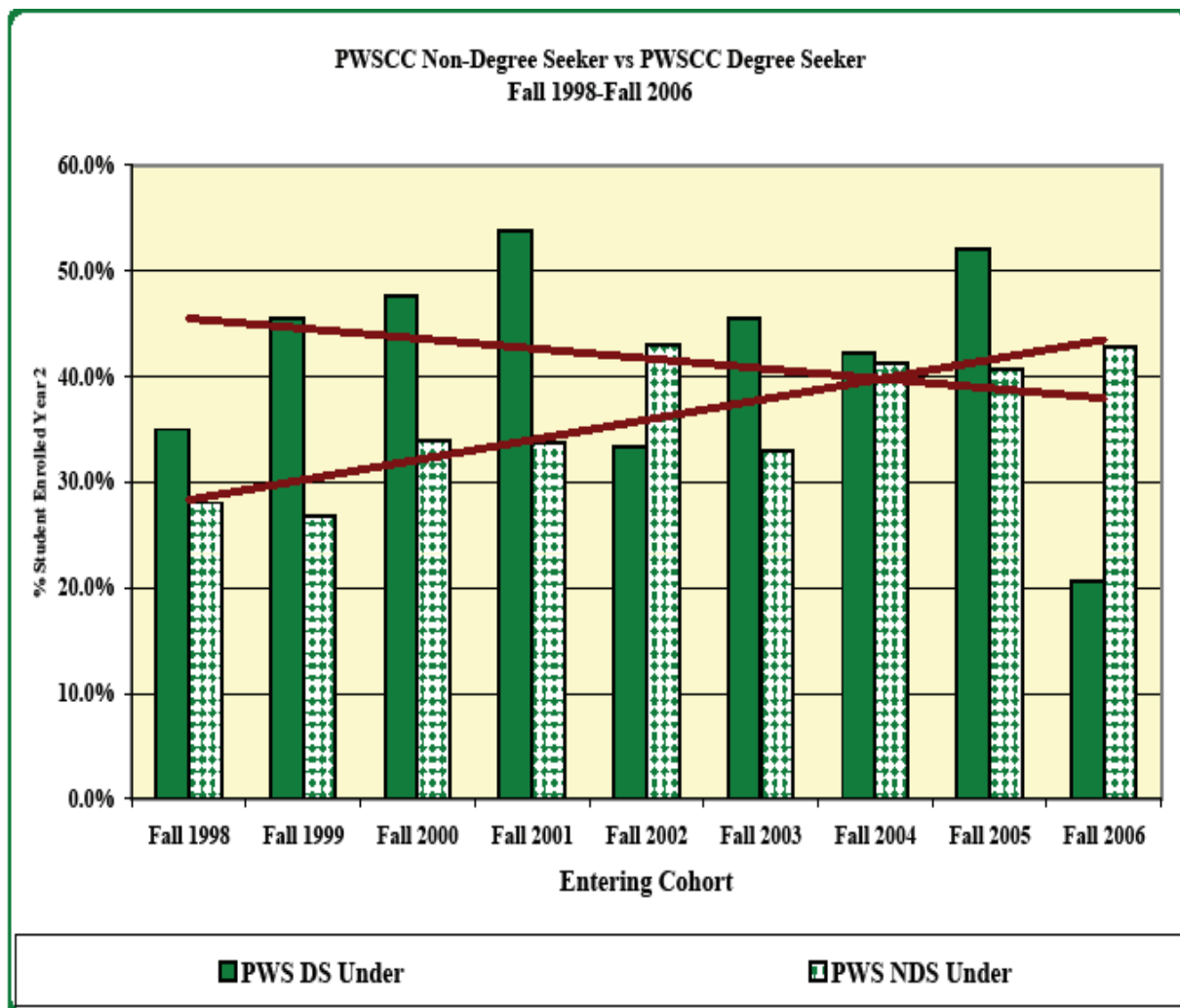


Source: UAA IR Data Warehouse
 Note: 1. Year 10 = Fall 98 Cohort
 2. Subsequent Cohort begin at Fall 99 through Fall 2007 as of Fall 2007 Closing freeze

Finding Highlights (continued)

Retention Pattern. There is a pronounced decrease in the proportion of each succeeding degree-seeking cohort who return for the second year. To illustrate, 35% of the Fall 98 first-time cohort returned for the second year while 21% of the Fall 06 cohort returned for the second year. Not only is the proportion of second year returnees decreasing but the sizes of the first time cohorts are also decreasing at the same time. Prince William is holding on to a larger proportion of a smaller number of its first-time degree-seeking students for short-term persistence.

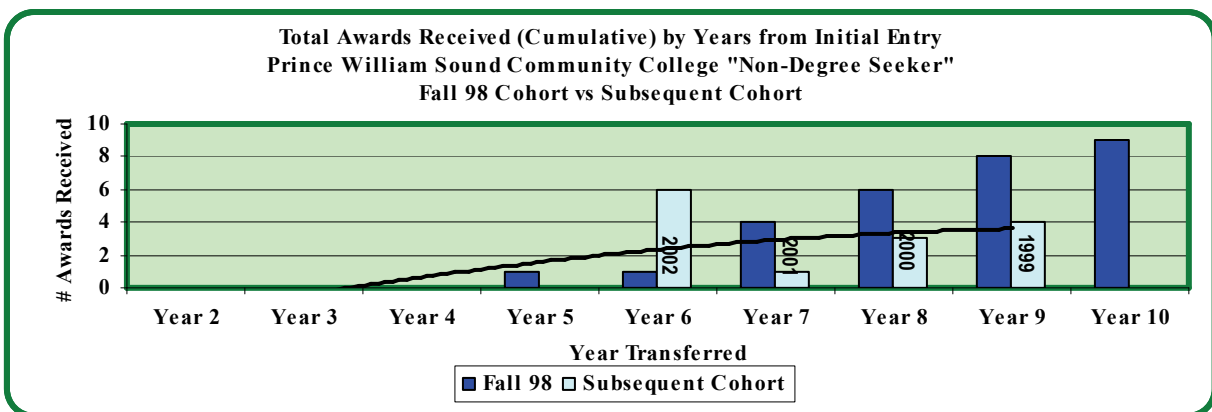
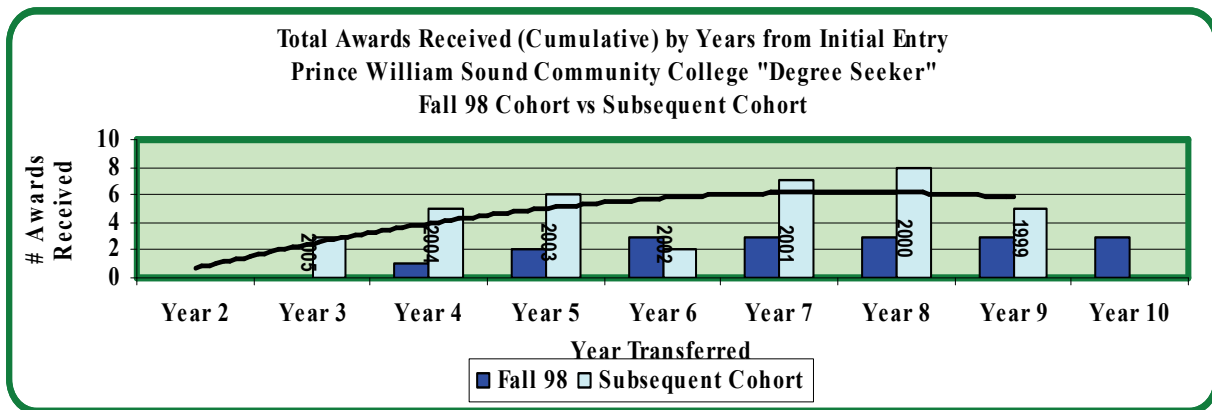
Predictably, first-time non-degree seekers were less likely to return the second year than their degree-seeking counterparts. Only 28% of the 196 non-degree seekers in the Fall 98 cohort came back in Fall 99 to start their second year. Although the number of first-time non-degree students has diminished about – 40% between 1998 (196students) and 2006 (117 students), today Prince William Community College is attracting a smaller proportion than they did a decade ago.



Finding Highlights (continued)

Graduation Trend.

The total number of Prince William awards received by recent degree seekers have increased compared to the Fall 98 cohort. Except for year 6 the degree seeking figure reveals that more awards are being received by degree seekers than the recipient rate of the earlier cohort at comparable points. It takes the recent award recipient 5+ years to earn their undergraduate degree, This average includes certificates, associates and bachelors degrees. The awards received by non-degree seeking students continues to show small inconsistent rates of increase. This suggests many initially-declared non-degree seeking student are latent degree seekers.



Source: UAA IR Data Warehouse

Note: 1. Year 10 = Fall 98 Cohort

2. Subsequent Cohort begin at Fall 99 through Fall 2007 as of Fall 2007 Closing freeze

Intermittent Students. Throughout the decade for the fall 98 cohort has been tracked, the intermittent pattern appears to decline for every succeeding year. The proportion of first time degree seekers who “fail” to return for the second year has gone from one out of four (25%) for the Fall 98 cohort down to 0% not returning from the Fall 05 entering cohort. Campus efforts to lower the intermittent (stopout) enrollment of degree seeking students during the critical first two years appear to be bearing fruit. The proportion of non-degree seeking who fail to return for the second year has gone down from 15% for the Fall 98 cohort to 13% for the Fall 05 entering cohort. Their long-term intermittent rate is also decreasing. This bodes well for both student and Prince William Community College efforts to aid student goal progress/attainment.

Assumptions

UNDERGRADUATE STUDENT STATUS DETERMINATION ASSUMPTIONS

What constitutes “Goal Attainment” and “Goal Progress”? One cannot know what is continually in the mind of the student and the majority does not tell the university when they change their mind. However, one can document and assess the behavioral action outcomes of student decisions and reasonably conclude about “Goal Attainment”, “Goal Progress”, or “Goal Unmet” through the following assumptions.

Assumptions concurrently provide both explanation of the model and defense against the inevitable challenges. Each assumption incorporates a consensus belief that UAA contributes directly, although not necessarily a defined percentage, to the student’s progress and/or actual goal attainment. Even though UAA does not profess to have contributed a specific amount, various levels of student progress, based on successful course grade performance, are produced. Traditional ‘Success’ measures and “Value Added” are imbedded in the assumptions. Assumptions overlap but are slightly different for degree seekers and non-degree seekers. Assumptions are posed with positive outcomes but, at the same time, designed to alert UAA officials about areas of concern. One can challenge each assumption but the onus is on the challenger to postulate and convince the university majority their assumptions are better and can be determined with objective and appropriate routinely-gathered available data on all students.

COHORT SELECTION CRITERION: A student is placed in a particular undergraduate cohort and tracked forward for a decade from that point. The initial selection is made each Fall semester. The sole criterion for selection is the student is enrolling at UAA for the first time. Their particular enrollment status is immaterial e.g. degree seeking, non-degree seeking, full-time, part-time, transfer-in etc. Summer first time students who continue on during the subsequent Fall are considered first-time as of that Fall semester. First-time Spring semester entrants are excluded. Once identified in the initial cohort students are segmented by Enrollment Services into a Primary Campus and further segmented/tracked as ‘degree seekers’ and ‘non-degree seekers (NDS)’ within campus. Once a student is identified into an undergraduate cohort, every course, regardless of level, the student takes for 10 years after that point is considered part of the student’s total coursework as an undergraduate.

ASSUMPTION #1: COURSE COMPLETION —Any successful grade (A, B, C, D, or P) earned while the student is tracked as an undergraduate represents goal progress and some level of ‘value-added’ by the university. AU also included for non-degree seekers only if their initial course declared intent was to audit.-GOAL PROGRESS

ASSUMPTION #2: GRADUATED--All degree-seeking students, who receive the award type (degree or certificate) they officially declared as their initial intent to attain, are considered to have met their goal. All non-degree seeking students who change their mind and earn an award (degree or certificate) are considered to have met their goal. All students who receive UAA recognized academic honors as they graduate are considered to have met their goal with distinction. (See Assumption #10) –GOAL MET

ASSUMPTION #3: INTERIM AWARD--Degree-seeking students who receive interim awards (degree or certificate) are considered to have made UAA-assisted progress toward their goal throughout the decade they are tracked.-GOAL PROGRESS. At the end of 10 years those degree-seekers who have only earned an interim award are recognized as GOAL MET while Non-Degree seekers receiving an award are recognized as ‘Graduated’ (see Graduated assumption) –GOAL MET

ASSUMPTION #4: TRANSFERRED OUT--All students, degree and non-degree, who transfer out before earning a UAA award (degree or certificate) and are admitted and enroll at another college/university are assumed to have profited from their UAA experience and are considered to have been assisted in their transferability toward their ultimate goal. –GOAL PROGRESS

Assumptions (continued)

ASSUMPTION #5: TRACKING STUDENT BEHAVIOR: Underlying all intents, every student seeks knowledge and improved skills/competencies. These two outcomes are being tracked. Every student's initial goal intent, implicit or conscious, directs his/her decisions. These decisions shape individual strategies and produce and/or drive subsequent student behavior. Such behavior is measurable and traceable. It is assumed student behavior is directly attributable to his/her underlying intent to obtain knowledge and improve skills/competencies. Goal progress/attainment is reflected in such behavior—GOAL PROGRESS

ASSUMPTION #6: INTERMITTENT (STOPOUT) --All students, degree and non-degree, determined to be Intermittent within the decade following initial entry are considered to be "Intermittent Enrollees". Note: Intermittent enrollees include a student who attends more than one term but less than all terms, summers excluded, throughout the decade following initial enrollment. At the decade point, degree seekers in 'Intermittent' status remain there but are no longer tracked annually. All Non-Degree seekers meet the same criteria but at the decade point following initial entry, all non-degree "Intermittent" are classified into "Goal Progress Levels" based on the course completion criteria (See Assumption #10) and removed from the 'Intermittent' Status –GOAL PROGRESS

ASSUMPTION #7: NON-RETURNING—Any degree-seeking student who enrolls for the initial term only but does not return for 10 years and does not transfer to another institution is considered to have not met his/her goal—GOAL NOT MET. Any non-degree seeking student who enrolls for the initial term only is ultimately classified into "Goal Progress Levels" based on the course completion criteria (See Assumption #10) to determine Goal status at the decade final status report —GOAL PROGRESS.

ASSUMPTION #8: ACQUIRING HIGHER ORDER SKILLS—Any student who meets the 'Goal Progress Levels' criteria in GER courses, including GER capstone courses, is considered to be making progress in attaining his/her goal with direct UAA assistance – GOAL PROGRESS.

ASSUMPTION #9: ACQUIRING COLLEGE READINESS SKILLS—Any student who meets the 'Goal Progress Levels' criteria in one or more Developmental Education courses AND meets the 'Goal Progress Levels' criteria in 12 or more credits of selected college-level courses is considered to be making progress in attaining his/her goal with direct UAA assistance – GOAL PROGRESS.

ASSUMPTION #10: LEVELS OF GOAL PROGRESS: All students are making levels of progress toward their goal to the extent they are earning "Success" grades in their courses. Levels of undergraduate Goal Progress will be based on the following proportion ranges of 'Student Success' course grades to total grades earned (See Assumption #1) up to the point each status snapshot is taken: 0-10% = No Progress; 11-30% = Minimal Progress; 31-74% = Moderate Progress; and 75+% = Substantial Progress. Undergraduate students who receive 90+% progress are deemed to have attained substantial progress with distinction. At the 10-year final summary status, NDS students achieving substantial progress are assumed to have met their goal while those who have made no progress are assumed to have not met their goal. NDS students attaining minimal or moderate progress are considered to be making progress with direct UAA assistance—GOAL PROGRESS.



Office of Institutional Research

Phone: 907-786-1493

E-mail: ayopra@uaa.alaska.edu

**See the full report and all the data tables at the IR website:
<http://www.uaa.alaska.edu/opra>**

Or contact President Desorcie for an electronic or paper copy