

NON-DEGREE SEEKING STUDENTS AT UAA

Topic Paper 2003-03

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EXECUTIVE SUMMARY

The non-degree seeking student appears to represent a substantial part of the student body but part of that cohort may be the result of the university historical practice of considering all non-admitted students to be ‘Non-Degree’ rather than the student’s actual educational goal. Steps are being taken to separate these two categories and, when that is done, the findings of this paper need to be reviewed. In the meantime, it is reasonable to consider these findings in the context that they are representative of students who typically enroll in higher education without the express intention of earning a degree. They are much more heterogeneous than their degree-seeking colleagues and, as such, are less likely to have their educational needs met with single solutions.

Non-degree students are considered to be synonymous with “Undeclared” by some but this is an incorrect assumption. Non-degree students come to higher education for a variety of reasons; some of which are educationally grounded and some that are not. They pay the same tuition to take courses as their degree-seeking colleagues. They consume university resources in the same way, are equally goal-oriented, and display the same persistence that degree-seeking students do although arguments can be made about the scope and depth of student-faculty involvement for the two groups. At the same time, they have some distinguishing characteristics that this first iteration overview attempts to highlight. Non-degree students enrich the student body with their diversity of background, philosophy, and experience. They warrant and deserve UAA’s support and commitment as they strive toward their educational goals.

INTRODUCTION

In order for the university to carry out its mission and reach its goals effectively and efficiently, it is essential that student needs be identified and continuously monitored to assess progress toward meeting those needs. The university has historically segmented all enrolled students into two groups: (1) those who seek a degree or certificate, and (2) those who do not. UAA has required all degree-seeking students to submit evidence of their ability to do college level work e.g., high school transcript, ability scores (SAT or ACT), complete application, etc. These credentials are evaluated and a university decision is made to admit or not admit the person. However, if the individual does not intend to seek a degree, they can enroll without being formally admitted. They do not provide any of the credentials their degree-seeking counterparts are required to present. All non-admitted students are considered to be non-degree seeking.

Who are these non-degree students? Why are they enrolling at UAA? What do they want? Are we meeting their needs? Currently, as a group, they represent almost half of the undergraduate student body. It is very difficult for the university to serve its students well when little is known about one of every two students. Enough is known to know that they are not a homogeneous group. They come in, take some courses, purpose not clearly documented or understood, and leave the university. What evidence we do have shows that a significant number change their minds at some point to become degree seekers and, in fact, ultimately graduate with an Associate or Baccalaureate degree. We don't know when they change their mind or why. We cannot anticipate their needs to properly deploy resources. We cannot forecast their numbers with much accuracy. We have difficulty offering them necessary support services because we don't know very much about them.

The purpose of this Topic Paper is to construct an initial profile of this group who do not come to the university with the express purpose of attaining a degree. Since they are such an amorphous group, this first iteration can do little more than set some boundaries about what constitutes a 'Non-Degree Seeker' and identify some of their dominant traits. It is anticipated that as policies and procedures are instituted to identify and track this cohort, deeper insights will be uncovered. This can only be considered a first step in answering the questions posed above.

I wish to thank the members of my OPRA staff for their assistance in this project. They made significant contributions with data gathering, suggestions for analysis, and preparing the final report. Their efforts are appreciated.

Gary Rice, Director
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METHODOLOGY AND ASSUMPTIONS

One of the first major issues encountered concerns the distinction between “Degree and Non-Degree Seeking” vs. “Admitted and Non-Admitted”. Historically, no distinction was made and, in fact, all ‘Non-Admitted’ students were identified by the university as ‘Non-Degree Seeking’. The terms were considered synonymous and used interchangeably. In this historical profile, Non-Degree seekers are students who have not been admitted by UAA to degree-seeking status.

NOTE: Following discussions on the issue, a project was instituted with the UA system during Fall 2001 to add two questions as part of the WEB registration process. These two questions would appear at the start of registration and every student would be required to answer them before the registration screen would appear. The first question asked the student to report his/her highest formal education level. Question two asked the student to select and identify his/her primary educational goal intent from a menu of options. The capability was supposed to be operational for Fall 2002 but, to date, has not been implemented in the UA BANNER system.

Non-degree students provide the university with a minimal amount of information. Part of the reason stems from an earlier belief that asking these students for information would serve to discourage them from attending. A correlated reason was an assumption that management information about this group was not necessary because of their brief tenure and it was not worth the cost in time and resources to gather the data. It has also been assumed that non-degree students were primarily community college students. The university has previously operated on the premise that ‘Non-Degree seeking’ and ‘Undeclared’ were synonymous. These beliefs and assumptions are now known to be in error and efforts are already underway to learn more about these individuals. The decision to prepare this paper represents one step in this process. The information will not be nearly as complete as desired but determining what one does know (1) increases understanding and (2) helps focus attention on what needed information is missing.

The undergraduate student body will be used as a comparison point but keep in mind that non-degree seekers constitute nearly half of that group. Therefore, differences (Averages or percentages) actually represent departures between degree seekers and non-degree seekers. **Note:** See Topic Paper 2002-06 ‘Profiling the UAA Student Body’ for the undergraduate student characteristics.

There will be no ‘Class Standing’ comparison between non-degree students and the total student body because, by definition, these non-admitted students have no class standing. Their cumulative credit hours can only be ascertained manually because the freeze file data identifies non-degree seekers as ‘OA’ (Other) rather than ‘UA’ (Undergraduate) or ‘GA’ (Graduate). That ‘OA’ code does not provide an electronic link to the student’s cumulative record. Until that code is changed in BANNER, which in the past has frequently been when the student completes the admission form along with his/her petition for graduation, it is only possible to track their progress through the UAA curriculum one semester at a time. If the university policy is changed to ‘Open

Admission' vs. 'Open Enrollment', and the student is admitted as an undergraduate, those who declare their intent to be 'non-degree seeking' during the registration process can still be separately tracked but with more precision than is currently possible.

Determining "Resident" status proved to be challenging. UAA employs an Origin of Entry (OE) address taken from the undergraduate and graduate application form but only degree-seeking students complete that form at initial entry. Therefore the mailing address had to be used to determine origin at entry for Non-degree seekers. This residency code is not used to determine tuition charges.

Establishing where the student lives is also not as clean as desired. Students have different permanent and mailing addresses. Further, where the student lives may or may not coincide with where he/she takes courses. For example, a student could have a permanent home address in Kenai, be living at a local address in Anchorage, and taking coursework at Mat-Su College. Where is the student's domicile? With only the addresses to go by and knowledge of where the student is taking courses, the decision was made to use local address, if provided. Otherwise, permanent address was used. It was also decided to collapse the state into regions for locations outside the MOA and Wasilla-Palmer areas. Location was identified by local address zip code.

It was initially assumed that some of the non-degree students would already hold degrees of various levels earned at universities and colleges both within and outside the UA system. Determining this with accuracy proved quite difficult for several reasons. An individual could have earned a degree prior to entering UAA, could have earned a degree subsequent to the term of enrollment, could have earned the degree outside the state, could have earned the degree and one of the other UA system MAU's, etc. To make some sense of this, it was decided to provide a series of mutually exclusive classifications in the Category 'Educational Background'. Each category is self-contained which means categories cannot be added to get an unduplicated total. A person could be in more than one category. Further, a person could have earned one degree within the state and another outside the state. It was decided to create some mutually exclusive categories and identify some of the more common degrees already held by non-degree students when they enrolled at UAA.

SUMMARY OF FINDINGS

NON-DEGREE STUDENT CHARACTERISTICS

What are the biographic characteristics of Non-Degree students? Have they changed significantly in the past five years?

(See Table 1)

- Non-Degree students constitute 45-48% of the entire UAA undergraduate student body during the past five fall semesters (8,000+ students). They represent individuals from all walks of life and their reasons for attending UAA are much more diverse than the single term “Non-Degree Seeking” would imply
- About one of every four non-degree students enrolling each fall semester is new to the university. This is expected yet it raises several questions. Why are they coming to the university? If they have never been here before, what attracted them? Can they accomplish their goal in a single semester and, if so, what is it?
- Nearly 35% of the non-degree students are maintaining continuous enrollment from the previous spring semester. That is about 12% less than the whole undergraduate student body. This suggests many are enrolling at UAA for educational goals that require more than a single term to attain. They could be repeating personal enrichment courses, taking a short sequence of courses to upgrade their job skills, preparing for a recertification examination, preparing to take their GED test, or taking courses toward an Associate or Baccalaureate degree although not admitted to degree-seeking status. Whatever the reason(s) they are returning which would indicate (1) they have not yet attained their educational goal and (2) it is highly likely they are satisfied enough with their educational experience at UAA that it is worth their time and money to come back.
- It is significant that almost 40% of the non-degree students are returning after leaving the university. They are returning in a slightly higher proportion (+10%) than the undergraduate student body as a whole. This would indicate several things. First, they are persisting toward some goal although we do not know whether they are returning because their first experience caused them to change their goal and seek a degree or they are still non-degree seeking but desire some other educational offering the university is providing. Second, their persistence could have different meaning depending upon the student’s primary campus. These individuals could be returning at Prince William Sound for very different reasons than at Kodiak, Mat-Su, Kenai or Anchorage.
- Non-degree seeking females hold a 60%-40% majority over males and this is consistent with the university student body. This is also in line with national

trends but there is a rapidly emerging gender equity issue being discussed with concern in higher education. There is evidence that females are rapidly becoming the dominant force in all segments of education and males are now being denied equal access. Explanations offered include the influence of the feminist movement, lack of male teaching role models, female teachers favoring the behavior of females over males, male parents being more involved in the athletic than academic interests of their sons, etc. This issue takes on significance for UAA because of its isolation and the nature of the population it serves.

- Non-degree students are about 3-4 years older on average than the student body. There is a 7-year median age gap between the two groups. Nearly one of every five non-degree students (18%) are 50+ years old and 40% range in age from 30-49. Assuming in-and out-migration from this cohort remains constant, UAA can expect to have senior citizens constituting 40% of its non-degree student cohort in 10-15 years. What are the curriculum implications for UAA and each of its campuses? It does not necessarily mean they will all be seeking personal enrichment courses. With increased life expectancy and the need to be employed for a longer portion of one's life, coupled with the changes in our world as it impacts the individual, education will become a more integral part of a person's life for a much longer period. People also need to be trained to provide support services for this older group.
- There are a slightly smaller proportion of minority students, especially African Americans and Alaska Natives, among non-degree seekers than for the undergraduate student population (-3% difference). This suggests persons of color are somewhat less likely to seek more 'lifelong learning' opportunities in the Anchorage area although the reasons for this are not documented.
- Predictably, non-degree students are almost totally (92%) taking a part-time class load compared to 67% among the undergraduate students. One third are attempting two credits or less (most likely a single course) and an additional 38-40% are attempting less than 6 credit hours. At the other extreme, 650+ non-degree students (8+%) are taking a full course load. It is quite likely these are, in reality, degree-seeking students who have not yet been formally admitted. Why are these students being allowed to carry such loads without a determination that they have decided to seek a degree and been formally admitted to degree-seeking status?
- As expected, nearly all of the non-degree students (90+%) have not provided the university with a record of their high school performance. Over the past five years there has been a trend for more of them to do so even though current UAA policy does not require it. Among the 6-7% that have supplied that credential, their average high school GPA is just under 0.2 lower than the undergraduate student body. The numbers are too small to make anything more than a gross generalization that non-degree seekers may be somewhat less academically ready for college level work. To illustrate, just 2.6% of the non-degree students had a HS GPA of 3.0 or higher vs. 15.3% among the undergraduate student body.

- Approximately 40% of both non-degree seekers and the UAA undergraduate student body provided some indication of their educational intent over the years. To illustrate the point made earlier about making a distinction between 'Degree seeking' and 'Admitted' status, nearly 16% of the students the university has classified as non-degree seeking because they are not admitted have declared their reason for attending (educational goal) is to pursue a degree or certificate.
- Looking at the percentage and actual number of students who are coming to UAA for non-degree reasons is informative. The number of individuals coming to get prepared for taking their GED 'High School Equivalency' test has been going up. There has been a steady increase in the proportion and number of students who are coming to UAA because of the need for education in association with their current job or making a career change. In Fall 2001, there were over 700 individuals who were doing that. The number of persons who declared they were preparing for licensure and recertification examinations in Fall 2001 was a 300% increase over the previous fall. This represents a large and growing market for UAA to focus upon. Finally, the number of individuals coming for Personal Development reasons represents a growing foundation. However, the definition of 'Personal Development' is not limited to arts and skill-development courses. Personal development is in the eye of the beholder and cannot be ascertained from the courses he/she takes.
- There are a higher proportion of Alaska residents among the non-degree seekers, which is consistent with the profile of an older person who has established Alaska residency even though he/she may have settled here from another state or country. It is of interest to note that, typically, 160-170 non-degree students each Fall are identified as non resident. One has to ask the question why persons who are considered to be non-residents of the state are enrolling for non-degree purposes?
- Another indicator that some students who are designated as 'Non-Degree' are in fact degree seeking can be inferred from the 'On/Off Campus' category. It is highly unlikely that a person who is truly non-degree seeking would be living on campus yet, over the past four years, there have been 40-60 individuals living in campus housing. The Gulf coast region shows a high proportion because most non-degree students attending Kodiak, Kenai-Peninsula and Prince William Sound Colleges have mailing addresses in that region.
- SAT test scores for non-degree students revealed a consistency with their high school performance. They were about 0.1 standard deviation below the national average and UAA undergraduates on their verbal score and almost 0.2 standard deviation lower on their mathematics score. However, their ASSET scores were the same as UAA undergraduates.
- A number of non-degree students already have a degree(s) when they enter UAA but that proportion has been declining over the past five years. In Fall '01 nearly 22% (1801 persons) held a previously earned degree and just over half (55%) had

a prior baccalaureate. Twenty individuals who were taking coursework as non-degree students already held a doctorate degree.

- It was previously noted that the Education Background categories were not mutually exclusive. To illustrate that point, while simultaneously pointing out some information of interest, note the following. In Fall 01, there were 1,339 (16.2%) who had at least one previous degree or certificate as they enrolled for the semester. On the surface, one would surmise that the award would either been earned within UA or outside UA but adding the 'inside' and 'outside' values yields a number greater than 1,339. The 117-student difference represents students who held multiple degrees, one inside UA and one outside UA.
- Although some individuals held prior degrees, the vast majority (84%) had no prior higher education award as they enrolled.
- What kind of prior degrees did non-degree seekers hold? The profile spotlights some of the top programs. The most common degree was a Bachelor of Education in various specialties: elementary education, secondary education, education, and physical education. Another group of educators had MED degrees. One can surmise that they were taking coursework in preparation for teacher recertification or seeking to remain current in their rapidly changing subject matter fields. Running a distant second and third respectively were degrees in Business and Nursing.
- Non-degree students end the semester with a slightly higher GPA (0.3-0.4) than the undergraduate students as a whole. It is partly the result of the types of courses they take, the type of grading practices associated with certain courses, and the student's intrinsic motivation.
- In Fall '01, their attrition rate (17.7%) was close to the attrition rate for undergraduate students (16.1%). They are twice as likely to end the term in an 'Audit' status but it is not known how many of them started with that intent. They tend to withdraw at about the same rate.

NON-DEGREE STUDENT PERSISTENCE

It is commonly thought that non-degree seekers do not show the same level of persistence in returning that their degree-seeking counterparts do. Is that true? Table 1 reported the number of non-degree students who entered for the first time in a particular fall semester. Table 2 tracks them to show how many came back the following fall. It also reveals that some changed their mind and ultimately received a degree or certificate.

(See Table 2)

- Between one-fifth and one-fourth of the entering cohort of non-degree seekers each Fall return the following Fall semester. Fifteen to seventeen percent return for the third year, 12% come back for year four, and 10% are still enrolled for the fifth year. Students who have this level of persistence are probably either, (1) in pursuit of an Associate or Baccalaureate degree but have not changed their admittance status, or (2) taking personal enrichment courses of various types. In either event, they do display their desire to continue receiving education from UAA over an extended time frame.

Table 2 further documents findings in other projects that a number of 'Non-Degree' students do, in fact, ultimately earn an Associate, Baccalaureate, or even a Master's degree at UAA. The numbers are substantial enough to examine in more detail.

(See Table 3)

- Since academic year 1993-94, UAA has awarded 1,891 Associate degrees, 1,890 Baccalaureate, and 697 Master's degrees to students who were initially not admitted and assigned the 'Non-Degree seeking' status by UAA. Most of those students were not identified as degree seeking until they petitioned for graduation and, concurrently, completed their degree-seeking admission application. **Note:** During the past year UAA has been taking steps to identify when these students change their goal intent and assist them to change their status to degree seeking.
- Table 3 reveals the length of time students have taken from initial entry (row) to earn each degree each academic year. To illustrate, one student entered UAA as a non-degree seeker in AY1976-77 and ultimately received his/her Associate degree in AY 1993-94 (18 years). Even more extreme, there were two non-degree seekers who enrolled that same 1976-77 Fall who earned their Associate in AY 1999-00 (24 years). The latter is a quarter of a century between starting and finishing an Associate degree. That is persistence!
- Between 40-50 non-degree students earned their Associate degree in the time period normally associated with completing a 2-year degree. All numbers above represent students who took longer. Conversely those below the staggered line completed the degree in less time. They are most likely students who transferred in hours from another college or university.

SUMMARY

The non-degree seeking student appears to represent a substantial part of the student body but part of that cohort may be the result of the university historical practice of considering all non-admitted students to be ‘Non-Degree’ rather than the student’s actual educational goal. Steps are being taken to separate these two categories and, when that is done, the findings of this paper need to be reviewed. In the meantime, it is reasonable to consider these findings in the context that they are representative of students who typically enroll in higher education without the express intention of earning a degree. They are much more heterogeneous than their degree-seeking colleagues and, as such, are less likely to have their educational needs met with single solutions.

Non-Degree students are considered to be synonymous with “Undeclared” by some but this is an incorrect assumption. Non-degree students come to higher education for a variety of reasons; some of which are educationally grounded and some that are not. They pay the same tuition to take courses as their degree-seeking colleagues. They consume university resources in the same way, are equally goal-oriented, and display the same persistence that degree-seeking students do although arguments can be made about the scope and depth of student-faculty involvement for the two groups. At the same time, they have some distinguishing characteristics that this first iteration overview attempts to highlight. Non-degree students enrich the student body with their diversity of background, philosophy, and experience. They warrant and deserve UAA’s support and commitment as they strive toward their educational goals.

Table 1
UAA Non-Degree Seeking Student Profile
Fall Semester

	Fall 1997		Fall 1998		Fall 1999		Fall 2000		Fall 2001	
	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total
Total	8,554	100.0%	8,368	100.0%	8,718	100.0%	8,356	100.0%	8,261	100.0%
Enrollment Status										
New	2,413	28.2%	2,106	25.2%	2,313	26.5%	2,170	26.0%	2,121	25.7%
Continuing			2,685	32.1%	3,049	35.0%	2,897	34.7%	2,883	34.9%
Returning			3,577	42.7%	3,356	38.5%	3,289	39.4%	3,257	39.4%
Gender										
Female	5024	58.7%	5022	60.0%	5177	59.4%	4949	59.2%	4941	59.8%
Male	3360	39.3%	3217	38.4%	3479	39.9%	3370	40.3%	3306	40.0%
Unspecified	170	2.0%	129	1.5%	62	0.7%	37	0.4%	14	0.2%
Age										
17-Under	564	6.6%	609	7.3%	728	8.4%	709	8.5%	776	9.4%
18 - 18	347	4.1%	279	3.3%	363	4.2%	350	4.2%	358	4.3%
19 - 19	328	3.8%	280	3.3%	309	3.5%	279	3.3%	295	3.6%
20 - 24	1,024	12.0%	951	11.4%	1,138	13.1%	1,105	13.2%	1,140	13.8%
25 - 29	959	11.2%	871	10.4%	964	11.1%	843	10.1%	807	9.8%
30 - 39	1,969	23.0%	1,813	21.7%	1,795	20.6%	1,722	20.6%	1,612	19.5%
40 - 49	2,119	24.8%	2,199	26.3%	1,949	22.4%	1,881	22.5%	1,767	21.4%
50 - 59	865	10.1%	1,023	12.2%	1,053	12.1%	1,023	12.2%	1,089	13.2%
60 +	277	3.2%	283	3.4%	382	4.4%	378	4.5%	371	4.5%
Unknown	102	1.2%	60	0.7%	37	0.4%	66	0.8%	46	0.6%
Mean Age	35		36		35		35		35	
Median Age	35		36		34		35		34	
Ethnicity										
African American	248	2.9%	280	3.3%	274	3.1%	238	2.8%	234	2.8%
Alaska Native	295	3.4%	341	4.1%	367	4.2%	374	4.5%	425	5.1%
American Indian	110	1.3%	113	1.4%	101	1.2%	105	1.3%	108	1.3%
Hispanic	251	2.9%	239	2.9%	259	3.0%	257	3.1%	291	3.5%
Pacific Is/Asian	279	3.3%	284	3.4%	319	3.7%	303	3.6%	329	4.0%
Minority Total	1,183	13.8%	1,257	15.0%	1,320	15.1%	1,277	15.3%	1,387	16.8%
White	6,737	78.8%	6,425	76.8%	6,741	77.3%	6,363	76.1%	6,219	75.3%
Unknown/Other	634	7.4%	686	8.2%	657	7.5%	716	8.6%	655	7.9%

Table 1 (Cont)
UAA Non-Degree Seeking Student Profile
Fall Semester

	Fall 1997		Fall 1998		Fall 1999		Fall 2000		Fall 2001	
	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total
Class Load										
Full-time	716	8.4%	539	6.4%	755	8.7%	726	8.7%	648	7.8%
Part-time	7,838	91.6%	7,829	93.6%	7,963	91.3%	7,630	91.3%	7,613	92.2%
Attempted Hours										
0 - 2	2,921	34.1%	3,529	42.2%	2,960	34.0%	2,849	34.1%	2,882	34.9%
3-5.9	3,437	40.2%	3,041	36.3%	3,424	39.3%	3,287	39.3%	3,183	38.5%
6-8.9	1,054	12.3%	912	10.9%	1,161	13.3%	1,047	12.5%	1,120	13.6%
9-11.9	426	5.0%	347	4.1%	418	4.8%	447	5.3%	428	5.2%
12-14.9	528	6.2%	415	5.0%	570	6.5%	537	6.4%	495	6.0%
15 +	188	2.2%	124	1.5%	185	2.1%	189	2.3%	153	1.9%
Degree Type										
Non Degree	8,554	100.0%	8,368	100.0%	8,718	100.0%	8,356	100.0%	8,261	100.0%
High School GPA										
4 +	1	0.0%			3	0.0%	3	0.0%	4	0.0%
3.5 - 3.9	34	0.4%	16	0.2%	47	0.5%	55	0.7%	73	0.9%
3 - 3.4	66	0.8%	53	0.6%	102	1.2%	134	1.6%	139	1.7%
2.5 - 2.9	87	1.0%	79	0.9%	143	1.6%	159	1.9%	187	2.3%
2 - 2.4	31	0.4%	29	0.3%	65	0.7%	85	1.0%	109	1.3%
1.5 - 1.9	9	0.1%	3	0.0%	21	0.2%	23	0.3%	28	0.3%
1.4 - Less					1	0.0%	3	0.0%	6	0.1%
Unknown	8,326	97.3%	8,188	97.8%	8,336	95.6%	7,894	94.5%	7,715	93.4%
Mean	2.92		2.86		2.84		2.85		2.83	
HS Ranks (Percentile)										
Number Submitted	106	100.0%	105	100.0%	256	100.0%	315	100.0%	382	100.0%
Top 10%	8	7.5%	8	7.6%	22	8.6%	15	4.8%	22	5.8%
Top 25%	22	20.8%	15	14.3%	34	13.3%	53	16.8%	53	13.9%
Top 50%	30	28.3%	40	38.1%	79	30.9%	97	30.8%	132	34.6%

Table 1 (Cont)
UAA Non-Degree Seeking Student Profile
Fall Semester

	Fall 1997		Fall 1998		Fall 1999		Fall 2000		Fall 2001	
	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total
Education Goal										
2 Year Degree	304	3.6%	358	4.3%	427	4.9%	410	4.9%	317	3.8%
4 Year Degree	754	8.8%	724	8.7%	828	9.5%	740	8.9%	688	8.3%
Certificate	68	0.8%	73	0.9%	82	0.9%	91	1.1%	89	1.1%
Graduate Degree	199	2.3%	198	2.4%	213	2.4%	175	2.1%	218	2.6%
High School/GED	31	0.4%	26	0.3%	38	0.4%	46	0.6%	50	0.6%
Job Change/Improvement	161	1.9%	186	2.2%	185	2.1%	178	2.1%	253	3.1%
License/Certification	101	1.2%	85	1.0%	96	1.1%	146	1.7%	457	5.5%
Other	207	2.4%	228	2.7%	332	3.8%	343	4.1%	232	2.8%
Personal Development	513	6.0%	601	7.2%	718	8.2%	767	9.2%	1,009	12.2%
Transfer to Another University	128	1.5%	133	1.6%	143	1.6%	150	1.8%	95	1.1%
Unknown	6,088	71.2%	5,756	68.8%	5,656	64.9%	5,310	63.5%	4,853	58.7%
Residency										
AK Residents	8,259	96.6%	8,205	98.1%	8,530	97.8%	8,178	97.9%	8,068	97.7%
Non-Resident	141	1.6%	121	1.4%	169	1.9%	164	2.0%	174	2.1%
Unknown	154	1.8%	42	0.5%	19	0.2%	14	0.2%	19	0.2%
On/Off Campus										
On Campus	25	0.3%	50	0.6%	67	0.8%	60	0.7%	40	0.5%
Off Campus										
Anchorage	361	4.2%	420	5.0%	422	4.8%	388	4.6%	366	4.4%
Chugiak	137	1.6%	136	1.6%	132	1.5%	137	1.6%	105	1.3%
Dian Creek	2	0.0%	5	0.1%	5	0.1%	4	0.0%	4	0.0%
Downtown	220	2.6%	218	2.6%	218	2.5%	228	2.7%	209	2.5%
Eagle River	532	6.2%	529	6.3%	585	6.7%	505	6.0%	484	5.9%
Elmendorf AFB	201	2.3%	249	3.0%	212	2.4%	138	1.7%	135	1.6%
Fort Richardson	132	1.5%	125	1.5%	162	1.9%	127	1.5%	104	1.3%
Girdwood	41	0.5%	39	0.5%	40	0.5%	44	0.5%	36	0.4%
Hillside	389	4.5%	387	4.6%	449	5.2%	418	5.0%	355	4.3%
Lake Otis	377	4.4%	395	4.7%	405	4.6%	411	4.9%	445	5.4%
Midtown	103	1.2%	117	1.4%	104	1.2%	113	1.4%	113	1.4%

Table 1 (Cont)
UAA Non-Degree Seeking Student Profile
Fall Semester

	Fall 1997		Fall 1998		Fall 1999		Fall 2000		Fall 2001	
	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total
Muldoon	487	5.7%	536	6.4%	587	6.7%	513	6.1%	494	6.0%
Palmer	329	3.8%	243	2.9%	285	3.3%	321	3.8%	333	4.0%
Russian Jack	415	4.9%	449	5.4%	432	5.0%	412	4.9%	433	5.2%
Sandlake	252	2.9%	271	3.2%	316	3.6%	294	3.5%	289	3.5%
Spenard	150	1.8%	163	1.9%	178	2.0%	183	2.2%	155	1.9%
Sutton	7	0.1%	7	0.1%	18	0.2%	16	0.2%	8	0.1%
Talkeetna	12	0.1%	7	0.1%	7	0.1%	9	0.1%	6	0.1%
Trapper Creek	10	0.1%	12	0.1%	12	0.1%	15	0.2%	5	0.1%
Turnagin	252	2.9%	233	2.8%	239	2.7%	217	2.6%	231	2.8%
Wasilla	455	5.3%	416	5.0%	506	5.8%	515	6.2%	494	6.0%
Interior	89	1.0%	181	2.2%	66	0.8%	82	1.0%	76	0.9%
Northern	19	0.2%	52	0.6%	34	0.4%	82	1.0%	69	0.8%
Southeast	47	0.5%	105	1.3%	62	0.7%	25	0.3%	67	0.8%
Southwest	337	3.9%	425	5.1%	415	4.8%	391	4.7%	342	4.1%
Gulf Coast	2,793	32.7%	2,367	28.3%	2,544	29.2%	2,539	30.4%	2,607	31.6%
AK Other	82	1.0%	62	0.7%	80	0.9%	74	0.9%	118	1.4%
Other/Unknown	298	3.5%	169	2.0%	136	1.6%	95	1.1%	138	1.7%
All	8,554	100.0%	8,368	100.0%	8,718	100.0%	8,356	100.0%	8,261	100.0%

Table 1 (Cont)
UAA Non-Degree Seeking Student Profile
Fall Semester

	Fall 1997		Fall 1998		Fall 1999		Fall 2000		Fall 2001	
	Score	% Total	Score	% Total	Score	% Total	Score	% Total	Score	% Total
SAT										
Number	326	3.8%	310	3.7%	363	4.2%	398	4.8%	460	5.6%
Verbal	506		500		502		487		487	
Mathematics	493		492		493		483		482	
Composite	998		993		995		969		968	
GRE										
Number-Verbal	155	1.8%	173	2.1%	190	2.2%	156	1.9%	207	2.5%
Quantitative	155	1.8%	172	2.1%	190	2.2%	154	1.8%	207	2.5%
Analytical	148	1.7%	169	2.0%	186	2.1%	156	1.9%	203	2.5%
Score-Verbal	532		505		498		501		492	
Quantitative	537		510		516		533		513	
Analytical	552		520		528		534		520	
ASSET										
Number-Numerical	25	0.3%	216	2.6%	307	3.5%	336	4.0%	393	4.8%
Reading	82	1.0%	554	6.6%	759	8.7%	789	9.4%	912	11.0%
Writing	82	1.0%	559	6.7%	765	8.8%	790	9.5%	917	11.1%
Score-Numerical	41		39		39		38		38	
Reading	43		44		41		41		42	
Writing	43		43		42		42		42	

Table 1 (Cont)
UAA Non-Degree Seeking Student Profile
Fall Semester

	Fall 1997		Fall 1998		Fall 1999		Fall 2000		Fall 2001	
	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total
UAA Mean GPA										
N	5,630	65.8%	4,834	57.8%	5,836	66.9%	5,655	67.7%	5,299	64.1%
Term	3.08		3.05		3.09		3.01		3.04	
UAA Grades										
Grades										
A	4,712	34.3%	3,882	32.3%	4,954	35.1%	4,877	35.2%	4,457	33.7%
B	2,145	15.6%	1,765	14.7%	2,250	15.9%	2,162	15.6%	2,032	15.4%
C	1,149	8.4%	882	7.3%	1,137	8.0%	1,048	7.6%	1,034	7.8%
D	374	2.7%	303	2.5%	346	2.4%	378	2.7%	334	2.5%
F	1,055	7.7%	998	8.3%	1,215	8.6%	1,341	9.7%	1,229	9.3%
Grade Total	9,435	68.8%	7,830	65.1%	9,902	70.1%	9,806	70.7%	9,086	68.8%
Actions										
I-Incomplete	550	4.0%	533	4.4%	664	4.7%	572	4.1%	513	3.9%
P-Pass	1,829	13.3%	2,013	16.7%	1,679	11.9%	1,715	12.4%	1,820	13.8%
AU-Audit	561	4.1%	482	4.0%	594	4.2%	545	3.9%	543	4.1%
DF-Deferred	48	0.3%	45	0.4%	64	0.5%	34	0.2%	75	0.6%
NB-Non Credit Base	5	0.0%								
NC-No Credit Received	4	0.0%		0.0%	1	0.0%		0.0%		0.0%
NG-Non Grade	50	0.4%	19	0.2%	56	0.4%	57	0.4%	52	0.4%
NP-No Pass	40	0.3%	249	2.1%	80	0.6%	43	0.3%	38	0.3%
Continuing Education Unit	28	0.2%		0.0%		0.0%		0.0%		0.0%
Credit Received	5	0.0%		0.0%		0.0%		0.0%		0.0%
W-Withdrawal	1,164	8.5%	856	7.1%	1,088	7.7%	1,095	7.9%	1,081	8.2%
Action Total	4,284	31.2%	4,197	34.9%	4,226	29.9%	4,061	29.3%	4,122	31.2%
Unknown							2	0.0%		
	13,719	100.0%	12,027	100%	14,128	100%	13,869	100%	13,208	100%

Table 1 (Cont)
UAA Non-Degree Seeking Student Profile
Fall Semester

	Fall 1997		Fall 1998		Fall 1999		Fall 2000		Fall 2001	
	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total
Education Background										
At least 1 award anywhere-AY 02	1,680	19.6%	1,614	19.3%	1,647	18.9%	1,442	17.3%	1,339	16.2%
At least 1 award within UA	1,392	16.3%	1,286	15.4%	1,288	14.8%	1,141	13.7%	1,040	12.6%
At least 1 award outside UA	453	5.3%	481	5.7%	481	5.5%	419	5.0%	416	5.0%
At least 1 award before current term with UA	904	10.6%	1,047	12.5%	1,073	12.3%	1,038	12.4%	1,010	12.2%
At least 1 award after (as of AY02) with UA	577	6.7%	288	3.4%	259	3.0%	120	1.4%	37	0.4%
Possible No Degree Earned so far	6,874	80.4%	6,754	80.7%	7,071	81.1%	6,914	82.7%	6,922	83.8%
Total Non Degree Seekers	8,554	100.0%	8,368	100.0%	8,718	100.0%	8,356	100.0%	8,261	100.0%
Awards by degree type										
Teaching License	1	0.0%	5	0.1%	1	0.0%	1	0.0%	1	0.0%
Certificate	72	0.8%	74	0.9%	80	0.9%	58	0.7%	42	0.5%
Associate	638	7.5%	502	6.0%	531	6.1%	428	5.1%	391	4.7%
Bachelor	1,101	12.9%	1,147	13.7%	1,134	13.0%	1,039	12.4%	996	12.1%
Master	361	4.2%	402	4.8%	383	4.4%	348	4.2%	351	4.2%
Doctor	20	0.2%	26	0.3%	25	0.3%	19	0.2%	20	0.2%
Total	2,193	25.6%	2,156	25.8%	2,154	24.7%	1,893	22.7%	1,801	21.8%
Top degree Programs Non Degree Seekers had within UA										
Elementary Education										
BED	202	2.4%	256	3.1%	279	3.2%	255	3.1%	242	2.9%
MED	10	0.1%	9	0.1%	8	0.1%	6	0.1%	7	0.1%
All	212	2.5%	265	3.2%	287	3.3%	261	3.1%	249	3.0%
General Program										
AA	262	3.1%	189	2.3%	215	2.5%	167	2.0%	149	1.8%
AAS	1	0.0%	1	0.0%						
CT2	1	0.0%								
All	264	3.1%	190	2.3%	215	2.5%	167	2.0%	149	1.8%

Table 1 (Cont)
UAA Non-Degree Seeking Student Profile
Fall Semester

	Fall 1997		Fall 1998		Fall 1999		Fall 2000		Fall 2001	
	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total
Education										
AA	1	0.0%	1	0.0%			1	0.0%	1	0.0%
BED	19	0.2%	70	0.8%	39	0.4%	38	0.5%	42	0.5%
BT	2	0.0%								
EDS									2	0.0%
MA			1	0.0%						
MAT	8	0.1%	14	0.2%	13	0.1%	13	0.2%	17	0.2%
MED	17	0.2%	31	0.4%	16	0.2%	13	0.2%	22	0.3%
All	47	0.5%	117	1.4%	68	0.8%	65	0.8%	84	1.0%
Secondary Education										
BED	40	0.5%	64	0.8%	61	0.7%	51	0.6%	44	0.5%
MAT	1	0.0%								
MED	2	0.0%	3	0.0%	3	0.0%	3	0.0%	3	0.0%
All	43	0.5%	67	0.8%	64	0.7%	54	0.6%	47	0.6%
Nursing Science										
AA	1	0.0%	1	0.0%	1	0.0%				
AAS	2	0.0%								
BS	51	0.6%	37	0.4%	24	0.3%	21	0.3%	20	0.2%
MS	14	0.2%	5	0.1%	10	0.1%	2	0.0%	6	0.1%
All	68	0.8%	43	0.5%	35	0.4%	23	0.3%	26	0.3%
Accounting										
AA	1	0.0%	1	0.0%						
AAS	15	0.2%	17	0.2%	15	0.2%	13	0.2%	8	0.1%
BBA	25	0.3%	13	0.2%	16	0.2%	18	0.2%	18	0.2%
All	41	0.5%	31	0.4%	31	0.4%	31	0.4%	26	0.3%
Physical Education										
BA	2	0.0%					2	0.0%	1	0.0%
BED	27	0.3%	23	0.3%	31	0.4%	31	0.4%	26	0.3%
BS	2	0.0%	4	0.0%	4	0.0%	2	0.0%	2	0.0%
All	31	0.4%	27	0.3%	35	0.4%	35	0.4%	29	0.4%

Table 1 (Cont)
UAA Non-Degree Seeking Student Profile
Fall Semester

	Fall 1997		Fall 1998		Fall 1999		Fall 2000		Fall 2001	
	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total	Headcount	% Total
Public School Admin										
MED	29	0.3%	36	0.4%	43	0.5%	27	0.3%	19	0.2%
Teaching										
MAT	29	0.3%	32	0.4%	29	0.3%	34	0.4%	28	0.3%
Special Education										
MED	31	0.4%	34	0.4%	35	0.4%	26	0.3%	22	0.3%
Business Administration										
AA	4	0.0%	3	0.0%	3	0.0%	3	0.0%	1	0.0%
AAS	13	0.2%	8	0.1%	8	0.1%	11	0.1%	9	0.1%
BBA	10	0.1%	6	0.1%	7	0.1%	7	0.1%	4	0.0%
MBA	18	0.2%	5	0.1%	6	0.1%	6	0.1%	9	0.1%
All	45	0.5%	22	0.3%	24	0.3%	27	0.3%	23	0.3%

Source: OPRA Data Warehouse

Table 2
New Entering Non Degree Seeking Student Persistence Rate

TERM	Entering Cohort	AY 1998	AY 1999		AY 2000		AY 2001		AY 2002	
		Grad	Con't F98	Grad	Con't F99	Grad	Con't F00	Grad	Con't F01	Grad
Fall 1997	2413	2	(2) 579	17	(3) 392	27	(4) 312	22	(5) 234	19
Fall 1998	2106			2	(2) 459	12	(3) 325	14	(4) 252	14
Fall 1999	2313					8	(2) 522	13	(3) 401	13
Fall 2000	2170							5	(2) 504	6
Fall 2001	2121									

TERM	Entering Cohort	AY 1998	AY 1999		AY 2000		AY 2001		AY 2002	
		Grad	Con't F98	Grad	Con't F99	Grad	Con't F00	Grad	Con't F01	Grad
Fall 1997	2413	0.1%	(2) 24.0%	0.8%	(3) 16.2%	1.9%	(4) 12.9%	2.8%	(5) 9.7%	3.6%
Fall 1998	2106			0.1%	(2) 21.8%	0.7%	(3) 15.4%	1.3%	(4) 12.0%	2.0%
Fall 1999	2313					0.3%	(2) 22.6%	0.9%	(3) 17.3%	1.5%
Fall 2000	2170							0.2%	(2) 23.2%	0.5%
Fall 2001	2121									

Source: OPRA Data Warehouse

Table 3
Time-to-Degree for Non-Degree Seekers Who Changed Plans
Associate Degree

Degree Type	Entering Year	Academic Year							Total
		1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	
Associate	AY1976-77	1	8	4	4	3	2	2	24
	AY1977-78	5	5	2	4	3	1	1	21
	AY1978-79	2	4		2	4	2	2	16
	AY1979-80	7	4	2	2	3	1	3	22
	AY1980-81	5	2	4	1	2	5	1	20
	AY1981-82	9	8	4	2	4	4	5	36
	AY1982-83	8	7	7	2	8	5	1	38
	AY1983-84	10	6	9	9	3	10	4	51
	AY1984-85	7	14	4	11	8	3	3	50
	AY1985-86	13	8	11	5	7	6	5	55
	AY1986-87	15	3	9	15	1	5	4	52
	AY1987-88	17	11	13	11	9	10	5	76
	AY1988-89	16	18	18	17	9	8	4	90
	AY1989-90	22	15	13	15	13	13	6	97
	AY1990-91	37	31	22	18	15	9	11	143
	AY1991-92	52	42	33	21	21	17	13	199
	AY1992-93	46	42	34	28	29	19	12	210
	AY1993-94	4	38	40	44	30	26	20	202
	AY1994-95		3	29	46	31	31	25	165
	AY1995-96			4	17	51	35	20	127
	AY1996-97				5	31	50	29	115
	AY1997-98					4	16	30	50
	AY1998-99						6	25	31
	AY1999-00							1	1
Associate Total		276	269	262	279	289	284	232	1,891

Source: OPRA Data Warehouse

Notes: 1. This is NOT a UAA Degree Awards Total. Counts only 1 degree earned. Excludes multiple degrees.

2. Staggered line shows number of students who started and were able to finish in time traditionally associated with completion, e.g., Associate in 2 years, Baccalaureate in 4 years, and Masters in 1 year. Numbers below line are transfers who finished in less time. Transfers could also exist above line, but took longer to graduate (e.g. change of program, attend part time, stop out and return, etc.)

Table 3 (Cont)
Time-to-Degree for Non-Degree Seekers Who Changed Plans
Baccalaureate Degree

Degree Type	Entering Year	Academic Year							Total
		1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	
Baccalaureate	AY1976-77	6	7		2	1	1	3	20
	AY1977-78	9	3	6	1	1		2	22
	AY1978-79	4	3	1	2	3	2	3	18
	AY1979-80	2	4	4	2	4	1	1	18
	AY1980-81	1	8	4	3	2	1	2	21
	AY1981-82	10	6	7	3	5	5	2	38
	AY1982-83	9	10	5	4	8	5	2	43
	AY1983-84	11	15	6	8	4	9	2	55
	AY1984-85	9	17	8	8	10	8	4	64
	AY1985-86	12	12	15	10	10	4	3	66
	AY1986-87	20	26	13	10	14	10	5	98
	AY1987-88	26	20	20	16	8	12	7	109
	AY1988-89	31	29	31	12	16	5	7	131
	AY1989-90	27	33	29	22	20	18	10	159
	AY1990-91	29	34	23	18	14	13	10	141
	AY1991-92	14	36	39	38	17	19	13	176
	AY1992-93	6	33	27	38	40	29	19	192
	AY1993-94	1	11	21	34	45	55	32	199
	AY1994-95		1	11	15	39	36	36	138
	AY1995-96				6	12	27	42	87
	AY1996-97					4	20	50	74
	AY1997-98						2	15	17
	AY1998-99							4	4
Baccalaureate Total		227	308	270	252	277	282	274	1,890

Source: OPRA Data Warehouse

Notes: 1. This is NOT a UAA Degree Awards Total. Counts only 1 degree earned. Excludes multiple degrees.

2. Staggered line shows number of students who started and were able to finish in time traditionally associated with completion, e.g., Associate in 2 years, Baccalaureate in 4 years, and Masters in 1 year. Numbers below line are transfers who finished in less time. Transfers could also exist above line, but took longer to graduate (e.g. change of program, attend part time, stop out and return, etc.)

Table 3 (Cont)
Time-to-Degree for Non-Degree Seekers Who Changed Plans
Masters Degree

Degree Type	Entering Year	Academic Year							Total
		1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	
Masters	AY1976-77	3		2	4			1	10
	AY1977-78	1	4	3	3	3	2		16
	AY1978-79	1	1	2	5	2	2	2	15
	AY1979-80		2	2			1		5
	AY1980-81	1	1	1	2	3	1	2	11
	AY1981-82	5	1	2	1	4	3	4	20
	AY1982-83	5	3	7	5	3			23
	AY1983-84	6	4	5	5	2	2	3	27
	AY1984-85	3	7	7	5	3	4	2	31
	AY1985-86	5	9	4	7	5	2	5	37
	AY1986-87	8	3	5	7	2	3	1	29
	AY1987-88	2	6	3	3	3	2	1	20
	AY1988-89	7	10	5	6	5	4	4	41
	AY1989-90	6	9	5	8	5	4	1	38
	AY1990-91	7	9	8	5	6	5	5	45
	AY1991-92	10	5	9	9	9	4	8	54
	AY1992-93	10	10	9	15	15	11	9	79
	AY1993-94		6	7	18	6	9	5	51
	AY1994-95			5	14	10	12	9	50
	AY1995-96				5	14	8	7	34
	AY1996-97				1	4	18	12	35
	AY1997-98					3	4	11	18
	AY1998-99						1	7	8
Masters Total		80	90	91	128	107	102	99	697

Source: OPRA Data Warehouse

Notes: 1. This is NOT a UAA Degree Awards Total. Counts only 1 degree earned. Excludes multiple degrees.

2. Staggered line shows number of students who started and were able to finish in time traditionally associated with completion, e.g., Associate in 2 years, Baccalaureate in 4 years, and Masters in 1 year. Numbers below line are transfers who finished in less time. Transfers could also exist above line, but took longer to graduate (e.g. change of program, attend part time, stop out and return, etc.)