



Alaska Performance Scholarship

Outcomes Report 2016

Respectfully Presented to the Alaska Legislature, Governor and Public by:

Alaska Commission on Postsecondary Education

Alaska Department of Education & Early Development

Alaska Department of Labor and Workforce Development

University of Alaska

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For more information
go to: APS.alaska.gov





January 29, 2016

Dear APS Stakeholder,

In accordance with the APS reporting requirements of AS 14.43.840, on behalf of the Alaska Department of Education & Early Development, the Alaska Department of Labor and Workforce Development, the University of Alaska, and the Alaska Commission on Postsecondary Education, it is my pleasure to present this annual report on the Alaska Performance Scholarship (APS) to the public, the Governor, and the Legislature.

Created in 2011 as Alaska's invitation to excellence to all students, the APS is designed to inspire students and education communities to strive for increased academic performance to ensure Alaska students are well prepared for success in college and career training here in Alaska, and to then become contributing members of Alaska's economy. Since its inception, more than 5,200 Alaskan high school graduates have benefitted from the APS, and another 7,000 remain eligible to use it in future studies. Alaska high school graduates become eligible by completing a rigorous curriculum and meeting GPA and test score thresholds. For more information about the APS, visit <http://aps.alaska.gov/>.

As you will see in this 2015 APS Outcomes Report, APS-eligible graduates excel in their postsecondary studies, exhibiting behaviors closely correlated with success in higher education. In comparison to peer groups, APS students are more likely to enroll in a degree program and are increasingly doing so in Alaska. They take more credit hours and require significantly less remediation, and they are much more likely to persist in their studies than their ineligible peers.

With graduates from the first APS cohort now completing their studies, we look forward to providing you in future years with reports that include information on how these cohorts are contributing to the Alaska economy as they enter the workforce, and how they compare to workforce peer groups.

Please join me in congratulating all our Alaska students who have earned the APS, and in inviting our current high school students to reach for the APS.

Respectfully,

Diane Barrans, Executive Director
Alaska Commission on Postsecondary Education



Contents

EXECUTIVE SUMMARY.....	5
ALASKA PERFORMANCE SCHOLARSHIP STATISTICS AT A GLANCE.....	6
ALASKA PERFORMANCE SCHOLARSHIP FIFTH ANNUAL OUTCOMES REPORT	8
Standard versus Career & Technical Education APS Eligibility – Two Scholarship Pathways.....	8
CHARACTERISTICS OF ALASKA’S HIGH SCHOOL GRADUATES IN AY15.....	9
APS Eligibility and Use by Geographic Areas.....	9
Exhibit 1: Percentage and Counts of AY15 Public High School Graduates, APS Eligibility, Use and Payments by Region, Fall Following Graduation	9
Exhibit 2: Percentage of AY15 Public High School Graduates, Standard APS Eligibility and Use by Region, Fall Following Graduation	10
Exhibit 3: AY15 APS Eligibility and Acceptance by District / Region (part 1).....	11
Exhibit 3: AY15 APS Eligibility and Acceptance by District / Region (continued).....	12
APS Eligibility and Use by Graduates’ Characteristics	13
Exhibit 4: Standard APS-Eligible Public High School Graduates, Percentage of Eligible and Recipients by Ethnicity, Race and Gender, AY11-AY15 and Five-Year Averages	13
APS Eligibility and Use by Scholarship Award Levels and Postsecondary Institution Location.....	14
Exhibit 5: Percentage of Standard APS-Eligible Graduates by Award Level and Graduation Year	14
Exhibit 6: AY11 through AY15 Standard APS-Eligible Public High School Graduates by Award level, Recipients Fall Following Graduation	15
Exhibit 7: AY11 and AY15 Public High School Graduates’ In-State and Out-of-State Attendance Patterns by Standard APS Eligibility and Award Levels, Fall Following Graduation.....	16
APS Recipients’ Attendance Patterns	17
Exhibit 8: APS Recipients and Postsecondary Attendance in Fall Following High School Graduation, by Graduating Year, and All Fall 2015 Recipients.....	17
Exhibit 9: APS Recipients by Students' Degree/Certificate Pursuit, Fall 2015 Awards	18
Exhibit 10: APS Recipients by Students' Award Levels, Fall 2015 Awards	19
COMPARING ELIGIBILITY TYPES – STANDARD AND CTE APS-ELIGIBLE GRADUATES	20
Exhibit 11: WorkKeys-based Eligibility by High School Graduation Year, Percentage of Total Eligible Graduates	20
Exhibit 12: AY15 Public High School Graduates, Standard and CTE APS Eligible and Recipients by Ethnicity and Gender	21
Exhibit 13: AY15 CTE APS-Eligible Graduates Reported As Enrolled, Fall 2015	21
THE INAUGURAL CLASS OF AY11 – WHERE ARE THEY NOW?	22
Exhibit 14: Retention of AY11 Public High School Graduates Attending a Postsecondary Institution in Alaska the Fall Following Graduation by APS Eligibility	22
Exhibit 15: Retention of AY11 Public High School Graduates Attending a Postsecondary Institution Outside Alaska the Fall Following Graduation by APS Eligibility	23



Exhibit 16: Retention of AY11 Public High School Graduates Not Enrolled the Fall Following Graduation by APS Eligibility.....24

APS RECIPIENTS ATTENDING THE UNIVERSITY OF ALASKA25

Exhibit 17: First-Time UA Freshmen in Fall 2015 Taking Developmental Courses ‘25

Exhibit 18: High School Graduates Pursuing Postsecondary Education at UA within One Year of Graduation26

Exhibit 19. a: Average Credit Hours Attempted and Completed at UA in FY12, FY13, FY14 and FY15 by APS Recipients and Other First-Time Freshmen27

Exhibit 19. b: Fall 2011 First-Time UA Freshmen Students’ Average Credit Hours Completed by APS Receipt and Award Level28

Exhibit 20: Fall 2011 First-Time UA Freshmen Students’ Persistence Rates and Continued Receipt29



EXECUTIVE SUMMARY

Five years ago Alaska's high school graduating class of 2011 became the first with the opportunity to accept the state's "invitation to excellence," the Alaska Performance Scholarship (APS), to pursue their postsecondary studies. Eligible graduates could receive up to \$4,755 per year for up to four years to study at a participating in-state program. Most could pursue either a college degree or a vocational certificate, depending on their high school performance, and had up to six years to make use of the scholarship. Since its inception, over 12,000 public high school graduates from across the state have become eligible to receive the scholarship, with over 5,000 having taken advantage of it.

APS-eligible graduates and scholarship recipients are a diverse group, coming from all regions of the state, and from every ethnic group, though not all are represented equally. Nearly one-third of AY15 graduates were eligible to receive the scholarship to pursue a postsecondary certificate, and one-quarter could use the APS to pursue a degree. Of those eligible to use the APS to pursue a degree, over 40% have done so the fall following their graduation from high school.

APS-eligible graduates continue to persist in their educational programs at higher rates than their ineligible peers, whether enrolled at an in-state or an out-of-state institution. And, when high school students did not pursue postsecondary studies immediately after their graduation, those APS-eligible individuals were four times more likely to simply delay their enrollment versus foregoing postsecondary studies entirely.

APS recipients at the University of Alaska, where over 98% of recipients attended in fall 2015, have a history of taking more credit hours, requiring fewer developmental courses, and persisting in their studies at higher rates than their non-recipient peers.

The charts and tables which follow provide insights into the APS – who became eligible to receive it, who made use of it, and how the performance of APS recipients compared to their non-eligible classmates. The report's layout approximates prior years' reports to aid in comparing the information across years, with key points highlighted in the bulleted narratives.

ALASKA PERFORMANCE SCHOLARSHIP STATISTICS AT A GLANCE

APS Awards by Award Year and Totals

	AY12 Award Year	AY13 Award Year	AY14 Award Year	AY15 Award Year	AY16 Award Year*	Total
Total Dollars Awarded*	\$2,982,449	\$5,653,223	\$7,824,524	\$10,046,899	\$11,013,662	\$37,520,757
Individuals Receiving Each Award Year**	930	1,710	2,330	2,976	3,082	5,248

APS-Eligible High School Graduates by Graduation Year and Totals

(As of Dec 8, 2015**)

	Total and APS-Eligible Public High School Graduates					
	AY11 Graduates	AY12 Graduates	AY13 Graduates	AY14 Graduates	AY15 Graduates	Total Graduates
Total Graduates	8,062	7,980	7,856	7,666	8,251	39,815
APS Eligible	2,341	2,205	2,479	2,646	2,601	12,272
% Eligible, Standard award	28.2%	25.6%	24.8%	26.1%	24.7%	25.9%
Additional % Eligible, CTE award	0.8%	2.0%	6.8%	8.4%	6.8%	5.0%
	APS-Eligible High School Graduates by Award Level, Any Award, Public & Private / Home Schooled					
	AY11 Graduates	AY12 Graduates	AY13 Graduates	AY14 Graduates	AY15 Graduates	Total Graduates
Total APS Eligible	2,383	2,261	2,539	2,699	2,634	12,516
Level 1	945	924	1,219	1,301	1,427	5,816
Level 2	710	799	783	864	733	3,889
Level 3	728	538	537	534	474	2,811

* AY12 through AY15 are payments made to APS-eligible graduates. AY16 is an estimate of total annual payments based on twice the amount paid during the fall semester. Non-returning students may result in a modest decrease in the final amount paid in AY16, while students receiving funds for the first time in the spring semester will increase this amount.

** Unique count of individuals receiving in a single year, and a total count of individuals ever having received the APS.

*** Throughout this report, counts of students and dollar values awarded and paid are as of December 8, 2015 when data was extracted from the scholarship management system.



Public High School Graduates, APS Eligible, and Recipients in Any Year by Graduation Year and Region

Region	AY11 Graduates			AY12 Graduates			AY13 Graduates			AY14 Graduates			AY15 Graduates		
	Graduates	Eligible	Received	Graduates	Eligible	Received	Graduates	Eligible	Received	Graduates	Eligible	Received	Graduates	Eligible	Received
Far North	307	35	21	259	29	16	285	52	25	262	59	21	358	50	16
Interior	1,399	383	237	1,323	407	230	1,354	439	224	1,355	497	218	1,375	435	187
Southcentral	4,847	1,548	699	4,897	1,440	653	4,840	1,662	621	4,620	1,722	592	4,949	1,727	562
Southeast	903	269	104	878	238	92	815	228	86	816	246	69	821	282	69
Southwest	604	100	42	623	87	35	562	98	29	613	110	31	748	107	32

APS Award Levels and Eligibility Requirements

Level 1

up to \$4,755 per year

- High School GPA 3.5
- ACT - 25 or SAT 1680
- Specified high school curriculum

Level 2

up to \$3,566 per year

- High School GPA 3.0
- ACT - 23 or SAT 1560
- Specified high school curriculum

Level 3

up to \$2,378 per year

- High School GPA 2.5
- ACT - 21 or SAT 1450
- Specified high school curriculum

Career and Technical Awards can be earned with qualifying WorkKeys scores instead of ACT/SAT scores.

- Same curriculum requirements and award levels as the collegiate award
- With the determining factor for the level awarded being the student's GPA

For more information on all aspects of the Alaska Performance Scholarship, visit:

http://acpe.alaska.gov/FINANCIAL_AID/Grants_Scholarships/Alaska_Performance_Scholarship



ALASKA PERFORMANCE SCHOLARSHIP FIFTH ANNUAL OUTCOMES REPORT

The Alaska Performance Scholarship (APS) was established in state law in 2011, and became available to Alaska high school graduates from the class of 2011 to pursue postsecondary studies beginning July 1st of that year. Alaska’s “invitation to excellence” to high school students, its goal was to inspire students to push themselves academically in areas that correlate to success in college and career training.

AY11 graduates who immediately took advantage of the scholarship have had four years to pursue their studies, and a section in this report will explore their use of the scholarship.

Standard versus Career & Technical Education APS Eligibility – Two Scholarship Pathways

Beginning last year this report differentiated between students who were eligible to receive the APS to pursue a degree, termed a “standard” APS award, and those who could only pursue a certificate, the CTE award. There were very few CTE students in the first class of APS-eligible graduates. That soon changed, and by the third year over 20% of APS-eligible graduates could use the scholarship only to pursue a certificate. (See Exhibit 11 on page 20.) These two groups can behave very differently, so similar to last year’s report some tables and charts in this report will consider the entire population of APS-eligible graduates, including CTE-eligible graduates, while others will reflect only students eligible to use the APS to pursue a degree, the “standard” award.

This differentiation is an important albeit somewhat confusing point, so further explanation is warranted. Since the scholarship’s inception, students have had two ways in which to gain APS eligibility. However, the way a graduate ultimately becomes eligible can impact how the APS can be used. All graduates were required to:

- take a defined regimen of coursework, the rigorous curricula requirements;
- meet certain GPA thresholds associated with the three levels of APS eligibility; and,
- achieve specified minimum scores on at least one of three standardized tests.

If the student scored well on the standardized test designed to assess their readiness for entry-level employment in various industries, the WorkKeys test, they could use the scholarship to pursue a career or technical education certificate, but could not use it if enrolled in a bachelor’s or associate degree program. If the student scored well on a college entrance standardized test, either the SAT or the ACT, they could use the scholarship to pursue either a certificate or a degree.¹ This approach creates two groups of APS-eligible graduates – WorkKeys test takers who can only use the APS to pursue a postsecondary certificate, and SAT and ACT test takers who can use the award to pursue either a postsecondary certificate or a degree.

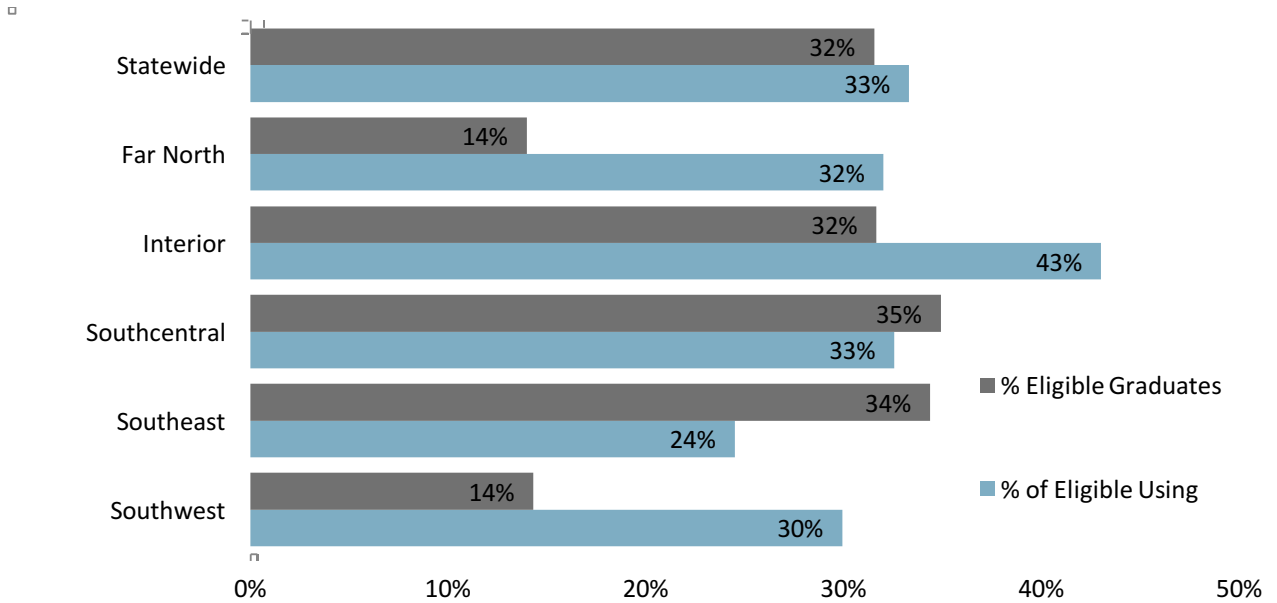
¹ For more details on APS eligibility requirements, go to ACPE’s APS website at http://acpe.alaska.gov/FINANCIAL_AID/Grants_Scholarships/Alaska_Performance_Scholarship.



Characteristics of Alaska’s High School Graduates In AY15

APS Eligibility and Use by Geographic Areas

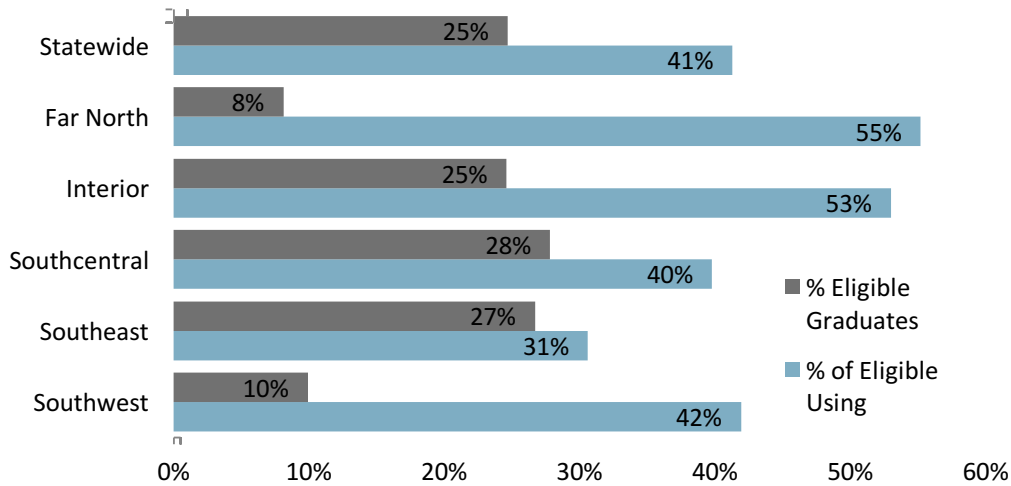
Exhibit 1: Percentage and Counts of AY15 Public High School Graduates, APS Eligibility, Use and Payments by Region, Fall Following Graduation



REGION	Graduates	APS Eligible Graduates	APS Recipients	Total Payments, Fall 2015	Average Payment
STATEWIDE	8,251	2,601	866	\$1,558,114	\$1,799
Far North	358	50	16	\$22,549	\$1,409
Interior	1,375	435	187	\$335,276	\$1,793
Southcentral	4,949	1,727	562	\$1,011,257	\$1,799
Southeast	821	282	69	\$131,966	\$1,913
Southwest	748	107	32	\$57,066	\$1,783

- ❖ Exhibit 1 includes eligibility rates and headcounts for all APS-eligible graduates, both CTE-eligible graduates and those eligible for the standard award. Since the scholarship’s inception, the percentage of CTE-eligible graduates has grown substantially.
- ❖ Southcentral’s population size results in it having the largest numbers of eligible graduates, recipients and total payments.
- ❖ Eligibility rates in the Far North and Southwest regions continue to lag behind other regions, but once eligible, graduates in those regions continue to make use of the scholarship similarly to other regions of the state.
- ❖ The Southeast region had the lowest usage rate, but a high percentage of Level I eligible graduates making use of the APS boosted the region’s average fall payment to over \$1,900.

Exhibit 2: Percentage of AY15 Public High School Graduates, Standard APS Eligibility and Use by Region, Fall Following Graduation



AY15 APS Standard Eligibility and Use by Region, Public High School Graduates			
REGION	Graduates	APS Standard Eligible Graduates	APS Standard Recipients ²
STATEWIDE	8,251	2,036	840
Far North	358	29	16
Interior	1,375	338	179
Southcentral	4,949	1,376	547
Southeast	821	219	67
Southwest	748	74	31

- ❖ Compared to all APS-eligible graduates shown in Exhibit 1, the percentage who could use the scholarship for the pursuit of a degree is significantly smaller. The total eligibility rate dropped from 32% to 25%. However, these students made use of the APS at a much higher rate. Only one-third of all eligible graduates made use of the scholarship, but 41% of graduates eligible for the standard APS award from last year’s high school graduating class used it in fall 2015.
- ❖ Eligibility disparities continued, with AY15 graduates in the Far North and Southwest regions still the least likely to qualify for a collegiate-level (standard) APS award.
- ❖ Only 1 in 12 graduates from the Far North region were eligible for the standard scholarship. However those graduates were the most likely to use the award the fall following their graduation, followed by those from the Interior region.

² Includes both fall and winter term recipients from the AY15 graduating class.



Exhibit 3: AY15 APS Eligibility and Acceptance by District / Region (part 1)

District	Class of 2015 High School Graduates	APS-Eligible Graduates	Percent Eligible	APS Recipients	APS Payments Received YTD
Alaska Gateway / Interior	11	***	***	***	***
Aleutian Region / Southwest	2	***	***	***	***
Aleutians East / Southwest	15	***	***	***	***
Anchorage / Southcentral	3,065	1,106	36%	344	\$606,304
Annette Island / Southeast	15	***	***	***	***
Bering Strait / Far North	93	***	***	***	***
Bristol Bay / Southwest	6	***	***	***	***
Chatham / Southeast	10	***	***	***	***
Chugach / Southcentral	13	***	***	***	***
Copper River / Southcentral	29	13	45%	5	\$8,917
Cordova City / Southcentral	24	10	42%	1	***
Craig City / Southeast	27	8	30%	1	***
Delta-Greely / Interior	41	11	27%	3	***
Denali / Interior	25	12	48%	5	\$11,295
Dillingham / Southwest	32	7	22%	4	***
Fairbanks / Interior	776	293	38%	133	\$236,295
Galena / Interior	290	88	30%	36	\$65,096
Haines / Southeast	19	8	42%	3	***
Hoonah / Southeast	6	***	***	***	***
Hydaburg / Southeast	2	***	***	***	***
Iditarod / Southwest	13	***	***	***	***
Juneau / Southeast	310	119	38%	25	\$48,149
Kake / Southeast	5	***	***	***	***
Kashunamiut / Southwest	8	***	***	***	***
Kenai Peninsula / Southcentral	644	203	32%	70	\$130,842
Ketchikan / Southeast	170	57	34%	14	\$24,371
Klawock / Southeast	12	***	***	***	***
Kodiak Island / Southwest	205	50	24%	9	\$14,860
Kuspuk / Southwest	20	***	***	***	***
Lake and Peninsula / Southwest	30	***	***	***	***
<p>*** District data was suppressed to protect the identity of individual graduates as required by the Family Educational Rights and Privacy Act (FERPA) and other state and federal statutes and regulations. The number of APS-eligible graduates will be suppressed when there are four or fewer in a district, or if there are four or fewer ineligible graduates in a district. Some districts' data was also suppressed to prevent deriving the numbers of eligible and ineligible graduates based on region-based tables and charts in this and prior reports.</p>					



Exhibit 3: AY15 APS Eligibility and Acceptance by District / Region (continued)

District	Class of 2015 High School Graduates	APS-Eligible Graduates	Percent Eligible	APS Recipients	APS Payments Received YTD
Lower Kuskokwim / Southwest	196	15	8%	8	\$15,456
Lower Yukon / Southwest	96	***	***	***	***
Mat-Su / Southcentral	1,132	366	32%	128	\$237,055
Mt Edgecumbe / Southeast	95	37	39%	9	\$13,672
Nenana / Interior	139	***	***	***	***
Nome / Far North	42	15	36%	8	\$10,660
North Slope / Far North	92	24	26%	5	\$8,322
Northwest Arctic / Far North	117	***	***	***	***
Pelican / Southeast	2	***	***	***	***
Petersburg / Southeast	31	15	48%	4	***
Pribilof / Southwest	7	***	***	***	***
Saint Mary's / Southwest	14	***	***	***	***
Sitka / Southeast	73	19	26%	5	\$11,295
Skagway / Southeast	3	***	***	***	***
Southeast Island / Southeast	15	6	40%	4	***
Southwest Region / Southwest	44	***	***	***	***
Tanana / Interior	3	***	***	***	***
Unalaska / Southwest	37	24	65%	7	\$10,700
Valdez / Southcentral	42	20	48%	13	\$24,572
Wrangell / Southeast	21	7	33%	2	***
Yakutat / Southeast	5	***	***	***	***
Yukon Flats / Far North	14	***	***	***	***
Yukon-Koyukuk / Interior	90	18	20%	6	\$8,323
Yupitit / Southwest	23	***	***	***	***
Public School Total	8,251	2,601	32%	866	\$1,558,114
Private/Home Schooled	N/A	33	N/A	22	\$46,963
Total, Public & Private	8,284	2,634	32%	888	\$1,605,077
*** District data was suppressed to protect the identity of individual graduates as required by the Family Educational Rights and Privacy Act (FERPA) and other state and federal statutes and regulations. The number of APS-eligible graduates will be suppressed when there are four or fewer in a district, or if there are four or fewer ineligible graduates in a district. Some districts' data was also suppressed to prevent deriving the numbers of eligible and ineligible graduates based on region-based tables and charts in this and prior reports.					

- ❖ Maintaining students' privacy is required under both state and federal laws and regulations, so eligibility and receipt of the APS for many small districts cannot be reported. Twelve districts had ten or fewer graduates in AY15.
- ❖ Some small districts' data were suppressed because the number of eligible students fell below the minimum reporting threshold to protect confidentiality.
- ❖ In a few cases districts had such a high percentage of eligible graduates that non-disclosure was based on there not being a sufficiently large number of ineligible graduates to report.



APS Eligibility and Use by Graduates' Characteristics

Exhibit 4: Standard APS-Eligible Public High School Graduates, Percentage of Eligible and Recipients by Ethnicity, Race and Gender, AY11-AY15 and Five-Year Averages

		AY11	AY12	AY13	AY14	AY15 ³	Average
Statewide	Eligible	28.3%	25.7%	25.0%	26.1%	24.7%	25.9%
	Using	39.0%	42.6%	44.7%	45.4%	41.3%	42.5%
Caucasian	Eligible	37.5%	33.4%	32.8%	33.8%	33.8%	34.3%
	Using	38.7%	40.7%	44.2%	43.5%	38.8%	41.1%
African American	Eligible	16.1%	11.2%	10.0%	14.7%	14.2%	13.3%
	Using	42.6%	33.3%	40.7%	51.4%	30.8%	40.0%
Hispanic	Eligible	18.3%	21.2%	19.7%	20.4%	15.4%	19.0%
	Using	43.6%	55.8%	57.9%	59.4%	44.4%	53.1%
Asian	Eligible	24.0%	21.3%	24.7%	27.0%	24.7%	24.3%
	Using	36.2%	48.8%	44.3%	48.0%	54.8%	46.6%
AK Native / American Indian	Eligible	7.5%	9.1%	8.6%	8.9%	6.8%	8.1%
	Using	41.3%	47.1%	45.3%	50.4%	43.1%	45.6%
2 or more races	Eligible	27.6%	25.1%	23.3%	24.8%	25.1%	25.1%
	Using	38.7%	50.9%	39.3%	45.8%	48.5%	45.1%
Native Hawaiian / Pacific Islander	Eligible	7.1%	10.7%	8.2%	7.1%	7.5%	8.1%
	Using	40.0%	18.8%	46.2%	54.5%	46.7%	40.0%
Female	Eligible	30.7%	28.4%	27.4%	29.2%	27.9%	28.7%
	Using	39.1%	42.6%	43.6%	45.2%	39.0%	41.8%
Male	Eligible	25.8%	22.9%	22.6%	23.0%	21.5%	23.2%
	Using	38.8%	42.4%	46.0%	45.7%	44.2%	43.3%

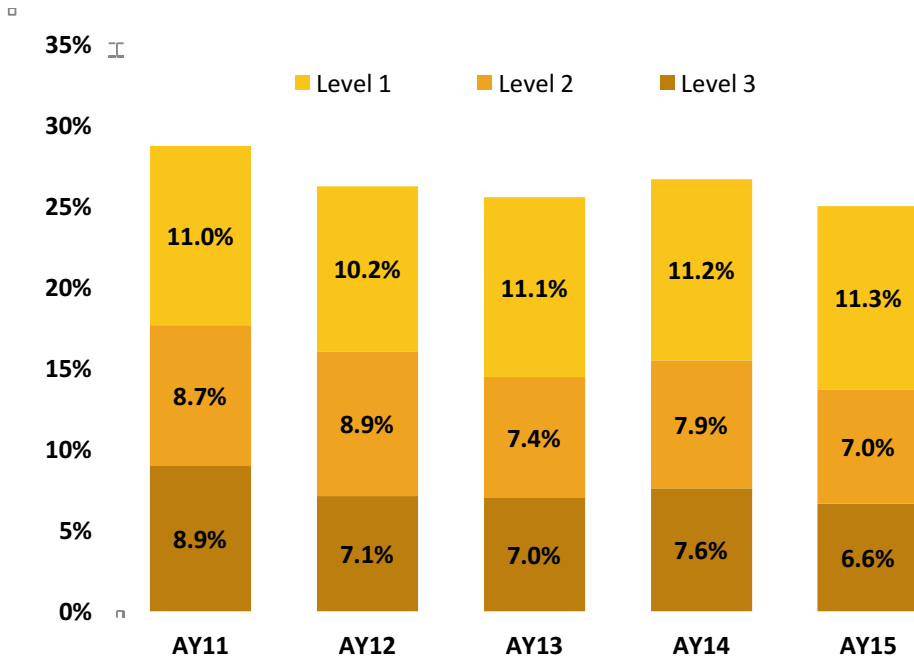
- ❖ Eligibility rates continue to differ across ethnic and gender groups. Caucasian graduates are much more likely to become eligible, and AK Native / American Indians and Native Hawaiian / Pacific Islanders much less likely.
- ❖ Once eligible, both AK Native / American Indians and Native Hawaiian / Pacific Islanders used the scholarship at higher-than-average rates in AY15, but Asian students were the most likely group to use it.
- ❖ Female graduates are more likely than males to be APS eligible, a pattern seen since the APS' inception.
- ❖ This year males were more likely to use the scholarship. Both sexes had shown similar usage rates in prior years, with this year being the largest difference ever.

³ AY15 recipients include only AY16 fall semester recipients. These percentages should rise as spring enrollment data becomes available.



APS Eligibility and Use by Scholarship Award Levels and Postsecondary Institution Location

Exhibit 5: Percentage of Standard APS-Eligible Graduates by Award Level and Graduation Year



- ❖ More rigorous curriculum requirements were phased into the APS eligibility criteria between AY11 and AY12, and are believed to account for the decline in eligibility rates during that time.
- ❖ Eligibility rates after the first year of the scholarship have hovered around 25%.
- ❖ The requirement to pass the High School Graduation Qualifying Examination (HSGQE) for high school graduation was repealed effective July 1, 2014. The AY14 graduates were the last group subject to the HSGQE requirement. This allowed 246 high school students from the class of 2014 who had previously received Certificates of Achievement to be awarded diplomas in AY15.
 - These students increased the size of the AY15 graduating class, but had a negligible effect on the number of APS-eligible graduates. Certificate of Achievement completers were not included in prior years' analysis, and if these students were removed from this year's analysis the comparable percentage of APS-eligible graduates would have risen to 25.7% of graduates.



Exhibit 6: AY11 through AY15 Standard APS-Eligible Public High School Graduates by Award level, Recipients Fall Following Graduation

	AY11	AY12	AY13	AY14	AY15	Grand Total
Total Eligible	2,279	2,047	1,961	2,001	2,036	10,324
Total Recipients	838	838	846	867	836	4,225
Percent Recipients	36.8%	40.9%	43.1%	43.3%	41.1%	40.9%
Level 1 Eligible	875	793	850	830	916	4,264
Level 1 Recipients	262	266	332	329	326	1,515
Percent Recipients	29.9%	33.5%	39.1%	39.6%	35.6%	35.5%
Level 2 Eligible	688	699	573	599	576	3,135
Level 2 Recipients	299	308	270	281	259	1,417
Percent Recipients	43.5%	44.1%	47.1%	46.9%	45.0%	45.2%
Level 3 Eligible	716	555	538	572	544	2,925
Level 3 Recipients	277	264	244	257	251	1,293
Percent Recipients	38.7%	47.6%	45.4%	44.9%	46.1%	44.2%

- ❖ Over 40% of graduates eligible to receive the standard APS award make use of it the fall following graduation from high school.
- ❖ Level 1 eligible graduates are still the least likely to use the award, since many attend institutions outside Alaska.
- ❖ Level 2 and 3 eligible graduates show considerably higher usage rates than Level 1 students – a pattern exhibited since the scholarship’s beginning.



Exhibit 7: AY11 and AY15 Public High School Graduates' In-State and Out-of-State Attendance Patterns by Standard APS Eligibility and Award Levels, Fall Following Graduation

	Attended In-State			Attended Out-of-State			Not Found To Be Attending		
	AY11	AY15	% Point Change	AY11	AY15	% Point Change	AY11	AY15	% Point Change
ALL GRADUATES	30.2%	25.9%	-4.2%	16.6%	15.4%	-1.2%	53.2%	58.7%	5.5%
Total APS Eligible	43.3%	45.3%	2.1%	37.4%	37.3%	-0.1%	19.3%	17.4%	-1.9%
Level 1	32.0%	37.2%	5.2%	53.8%	48.7%	-5.1%	14.2%	14.1%	-0.1%
Level 2	51.2%	50.5%	-0.6%	28.6%	30.7%	2.1%	20.2%	18.8%	-1.5%
Level 3	49.4%	53.5%	4.1%	25.8%	25.0%	-0.8%	24.7%	21.5%	-3.2%
Ineligible	25.0%	19.6%	-5.4%	8.4%	8.2%	-0.2%	66.6%	72.2%	5.6%

- ❖ Overall rates of postsecondary enrollment the fall following high school graduation have fallen since the APS was first introduced. For AY11 graduates, over 46% were found to be attending a postsecondary institution, with just over 30% attending in-state and 16% attending out-of-state. That fell to 41% for the most recent class of graduates.
- ❖ Attendance rates for APS-eligible graduates remain much higher, and have increased over the same period. Over 82% of AY15 APS-eligible graduates were enrolled in fall 2015, nearly 2% more than enrolled in the first year of the program.
- ❖ Enrollment data comes from the National Student Clearinghouse, and is considered preliminary for the fall semester of AY16. Historically, any adjustments in the calculated rates show increased enrollment, so these year-to-year comparisons are subject to change.⁴

⁴ Information provided by the National Student Clearinghouse, a national repository of postsecondary enrollment data. NSC data was matched to high school graduates' and APS recipients' data to determine enrollment patterns. Not all APS-eligible students attending an in-state institution received the scholarship. Non-utilization most often occurred when the student enrolled in a degree program but was only eligible for a career or technical education certificate award. Otherwise-eligible students might not receive funds based on less than half-time enrollment, because they had no unmet costs of attendance after receiving other aid or failed to complete the Free Application for Federal Student Aid (FAFSA), the annual APS application. Students may also opt-out of having their enrollment reported to NSC, so actual enrollments may be higher than those reported.



APS Recipients' Attendance Patterns

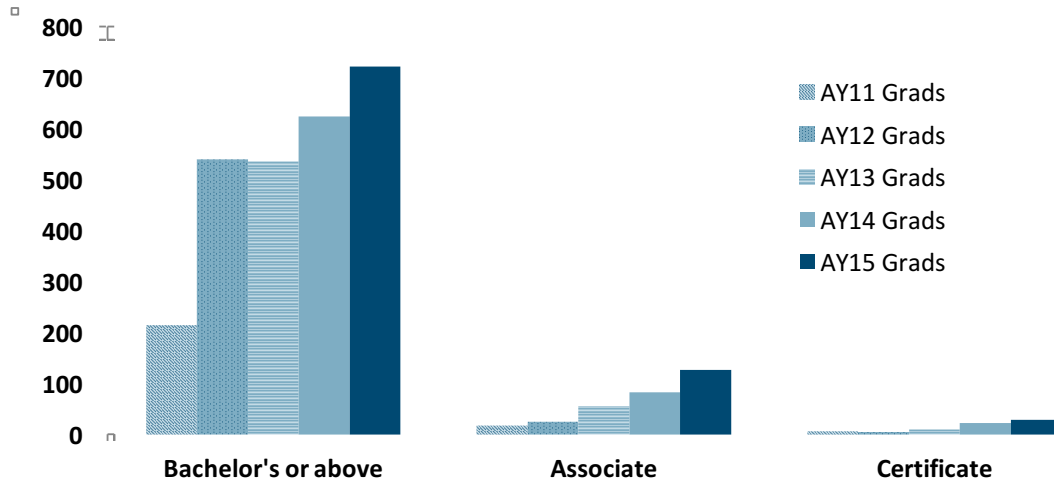
Exhibit 8: APS Recipients and Postsecondary Attendance in Fall Following High School Graduation, by Graduating Year, and All Fall 2015 Recipients

	AY11	AY12	AY13	AY14	AY15	All Graduates Paid, Fall 2015
Total	879	892	891	918	876	3,012
UA – Anchorage	502	532	505	505	504	1,733
UA – Fairbanks	316	295	325	356	312	1,085
UA – Southeast	43	55	44	34	42	139
Other Institutions	18	10	17	23	18	55

- ❖ Recipients' data include all APS-eligible recipients, both public and private/homeschooled, and include graduates eligible to pursue only a career or technical certificate.
- ❖ APS recipients are far more likely to be attending the University of Alaska than any other postsecondary institution in the state. Of the 876 fall recipients from the class of AY15, only 18 attended an institution outside of the University of Alaska system. Of over 3,000 total APS recipients in the fall 2015 semester, only 55 attended a non-UA school.



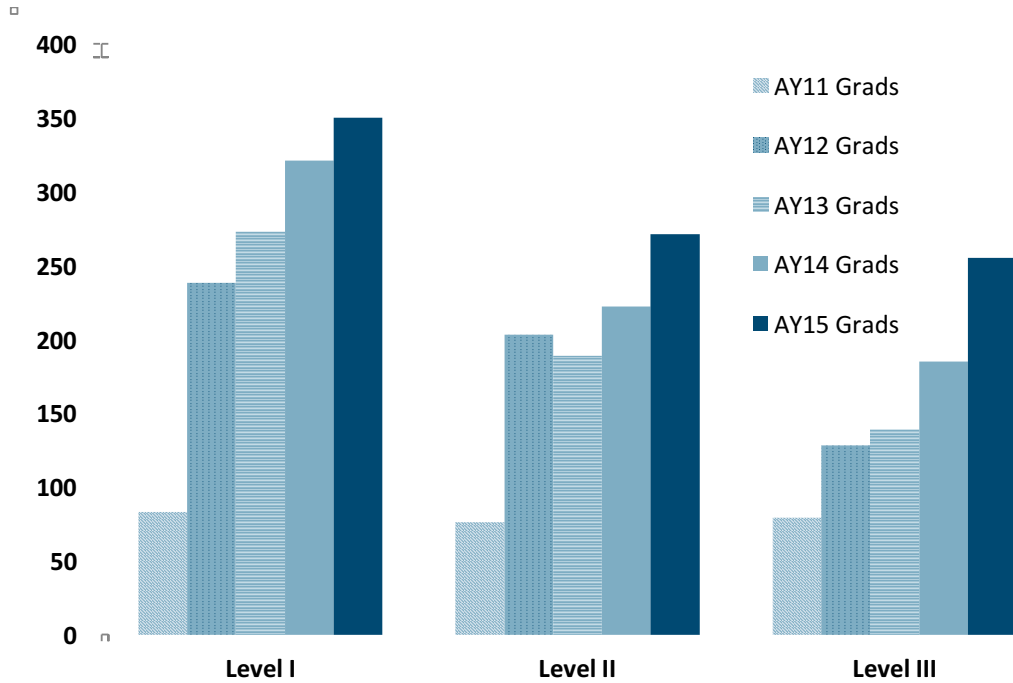
Exhibit 9: APS Recipients by Students' Degree/Certificate Pursuit, Fall 2015 Awards



- ❖ Graduates have traditionally used the scholarship to pursue degrees, particularly bachelor's degrees, with only a very small percentage of APS-eligible students having used it to pursue a certificate.
- ❖ With the share of CTE APS-eligible students increasing, a trend that began with the AY13 high school graduating class, it was thought that more students would use the APS to pursue a certificate. (See Exhibit 11.) That has not proven to be true, with fewer than 100 recipients pursuing a certificate in fall 2015.
- ❖ There was a large decline in the count of AY11 graduates who used the scholarship this fall. Last year, 543 still received APS funds, but we know that many recipients attending UA have now completed their degrees. Just over 200 APS-eligible students from that first class were still receiving scholarship funds in fall 2015, while 315 had received the maximum number of eight semester payments.



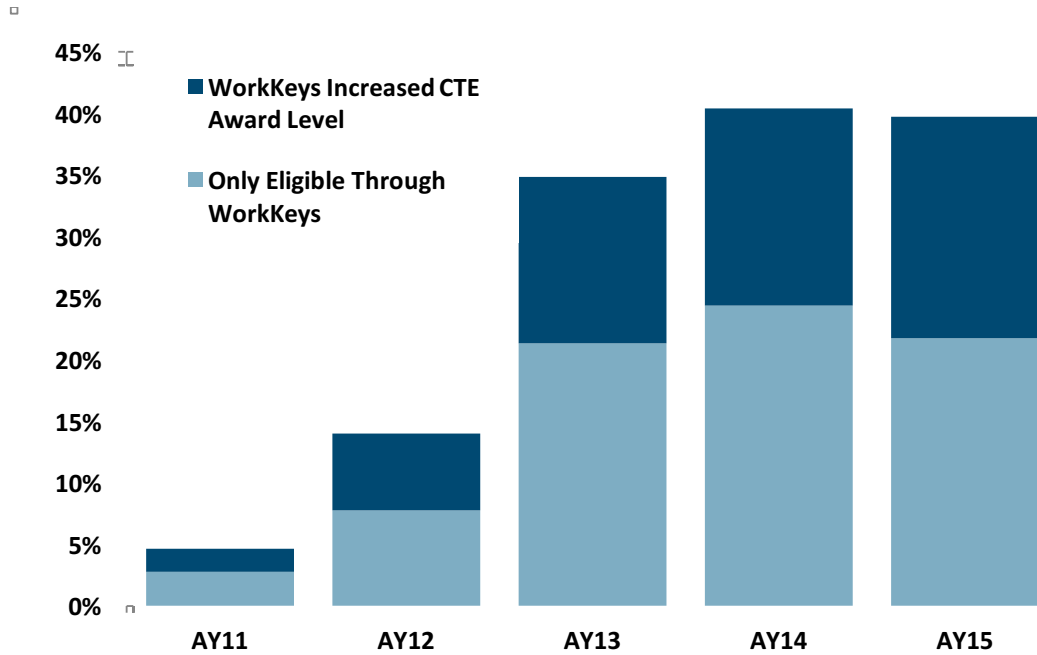
Exhibit 10: APS Recipients by Students' Award Levels, Fall 2015 Awards



- ❖ Most students receiving the APS the fall following graduation receive the top award level, and that held true again for fall 2015. For all prior years' graduates receiving the APS this fall, most were Level 1 recipients, though their counts generally declined as the number of years after graduation increased.
- ❖ AY11 recipients again showed large declines compared to last year's recipient counts, having had sufficient time to complete their degrees or receive the maximum number of eight APS payments.
- ❖ Declines were most notable for Level 1 AY11 recipients, who dropped from 230 in fall 2014 to only 83 this fall, a drop of 64%. This compares to a decline of 50% for AY11 Level 3 recipients, from 157 to 79 recipients.

Comparing Eligibility Types – Standard and CTE APS-Eligible Graduates

Exhibit 11: WorkKeys-based Eligibility by High School Graduation Year, Percentage of Total Eligible Graduates



- ❖ Students who score well on the ACT or SAT may use the APS to pursue either a degree or a certificate. Those scoring highly on the WorkKeys career readiness test but not meeting the minimum scores on the SAT or ACT can only use the APS to pursue a certificate. These are the CTE-eligible graduates.
- ❖ APS-eligible graduates who become eligible for both a standard and CTE award type can do so at differing award levels. The standard award, based on the SAT or ACT scores, applies to both their degree and certificate level of eligibility. However, if a graduate meets the WorkKeys score requirements and has a high GPA, they may be eligible to receive a larger scholarship if they use it to pursue a certificate.
- ❖ There has been a dramatic rise in the past three years in the numbers of students eligible to receive the APS CTE award, which may only be used to pursue a certificate.
 - WorkKeys testing was made mandatory for high school juniors beginning in AY11, so all AY12 graduates had taken the WorkKeys test.
 - The minimum WorkKeys score to become APS eligible was lowered for AY13 graduates, which caused the marked rise in CTE-eligible graduates in that year.
- ❖ For AY15 graduates, 22% were CTE eligible, and 18% had higher APS levels to pursue a certificate versus a degree.



Exhibit 12: AY15 Public High School Graduates, Standard and CTE APS Eligible and Recipients by Ethnicity and Gender

Public School Graduates	Standard Eligibility				CTE Eligibility				
	Eligible	% of Grads	Recipients	% of Elig Grads	Eligible	% of Grads	Recipients	% of Elig Grads	
Total	8,251	2,036	24.7%	840	41.3%	565	6.8%	26	4.6%
Caucasian	4,295	1,452	33.8%	563	38.8%	299	7.0%	16	5.4%
African American/ Black	275	39	14.2%	12	30.8%	8	2.9%	0	0.0%
Hispanic	469	72	15.4%	32	44.4%	34	7.2%	2	5.9%
Asian	628	155	24.7%	85	54.8%	74	11.8%	2	2.7%
AK Native/ American Indian	1,610	109	6.8%	47	43.1%	76	4.7%	2	2.6%
Two or more races	773	194	25.1%	94	48.5%	57	7.4%	3	5.3%
Native Hawaiian/ Pacific Islander	201	15	7.5%	7	46.7%	17	8.5%	1	5.9%
Female	4,112	1,146	27.9%	447	39.0%	312	7.6%	16	5.1%
Male	4,139	890	21.5%	393	44.2%	253	6.1%	10	4.0%

- ❖ A very small percentage of CTE-eligible graduates go on to use the scholarship. Only 26 CTE-eligible graduates, less than 5%, used the scholarship this fall, compared to 41% of students eligible to use it for a degree.
- ❖ Native Hawaiian/Pacific Islander and Hispanic CTE-eligible graduates were most likely to use scholarship funds, but these two groups had higher than average APS utilization rates overall.
- ❖ CTE-eligible females were more likely to use the scholarship than were males, which differed from their overall rate of APS usage.

Exhibit 13: AY15 CTE APS-Eligible Graduates Reported As Enrolled, Fall 2015

	AY15 CTE-Eligible Public School Graduates	
	Eligible	Percentage
Total	565	--
Receiving the Scholarship	26	4.6%
Pursuing a Degree at APS-eligible Institution	147	26.0%
Reported as Attending Outside Alaska	84	14.9%

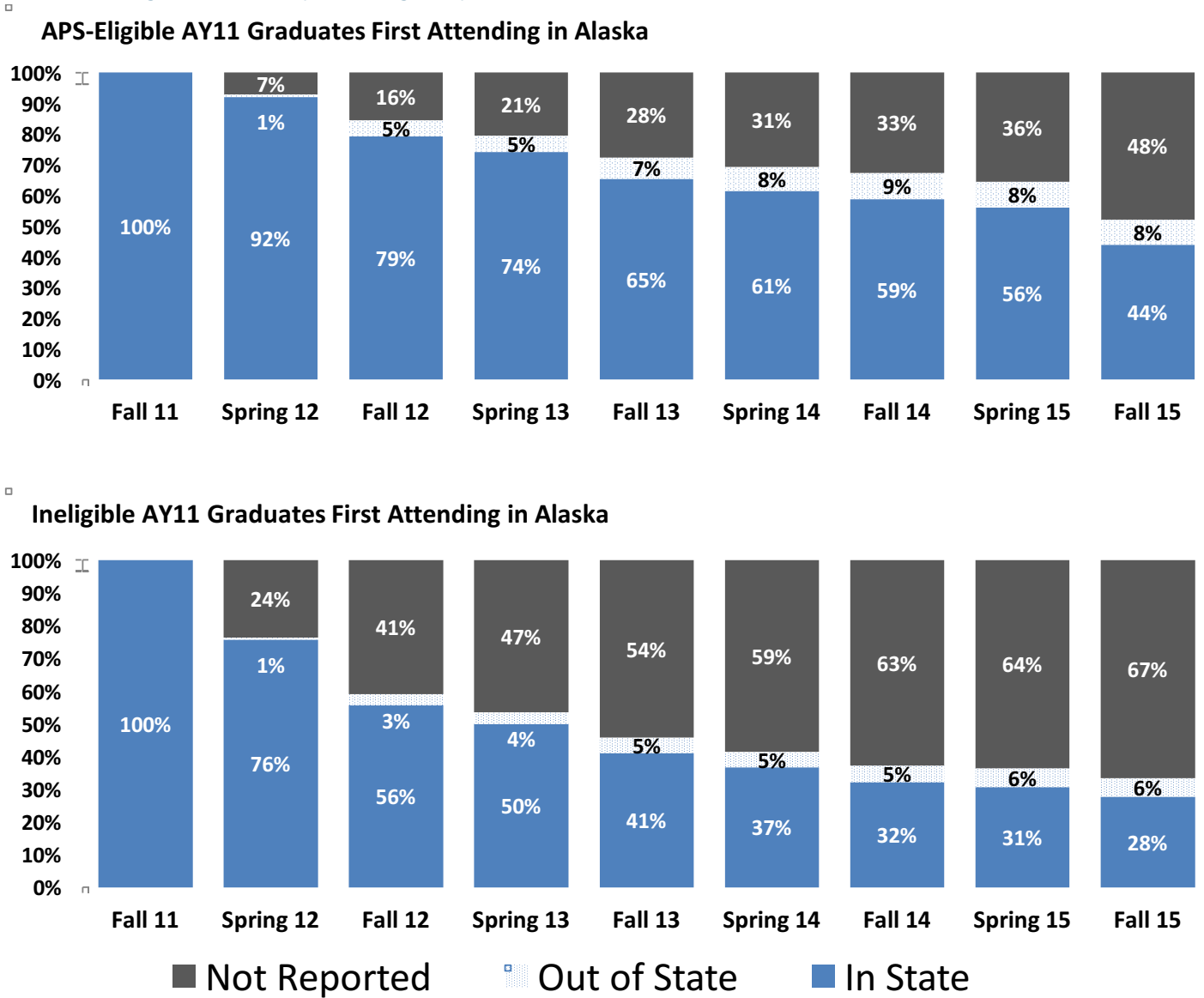
- ❖ Not using the APS for a certificate doesn't mean these students didn't attend. Over one-quarter attended an APS-eligible school, but pursued a degree and so did not receive APS funds.
- ❖ Another 15% were identified as attending an out-of-state school, which disqualified them from receiving funds.

The Inaugural Class of AY11 – Where Are They Now?

The following three exhibits show the persistence of AY11 graduates based on whether they were pursuing postsecondary studies the fall following their graduation, where (in-state or out-of-state), and their APS eligibility. The first, Exhibit 14, looks at students attending in-state the fall following graduation, with APS-eligible grads on the top, ineligible on the bottom. Exhibits 15 and 16 repeat this presentation for out-of-state attendees and for those not found in the National Student Clearinghouse database.⁵

AY11 graduates who continued their education the following fall have had four years to complete their studies, so a decline in the numbers enrolled for fall 2015 is not unexpected.

Exhibit 14: Retention of AY11 Public High School Graduates Attending a Postsecondary Institution in Alaska the Fall Following Graduation by APS Eligibility

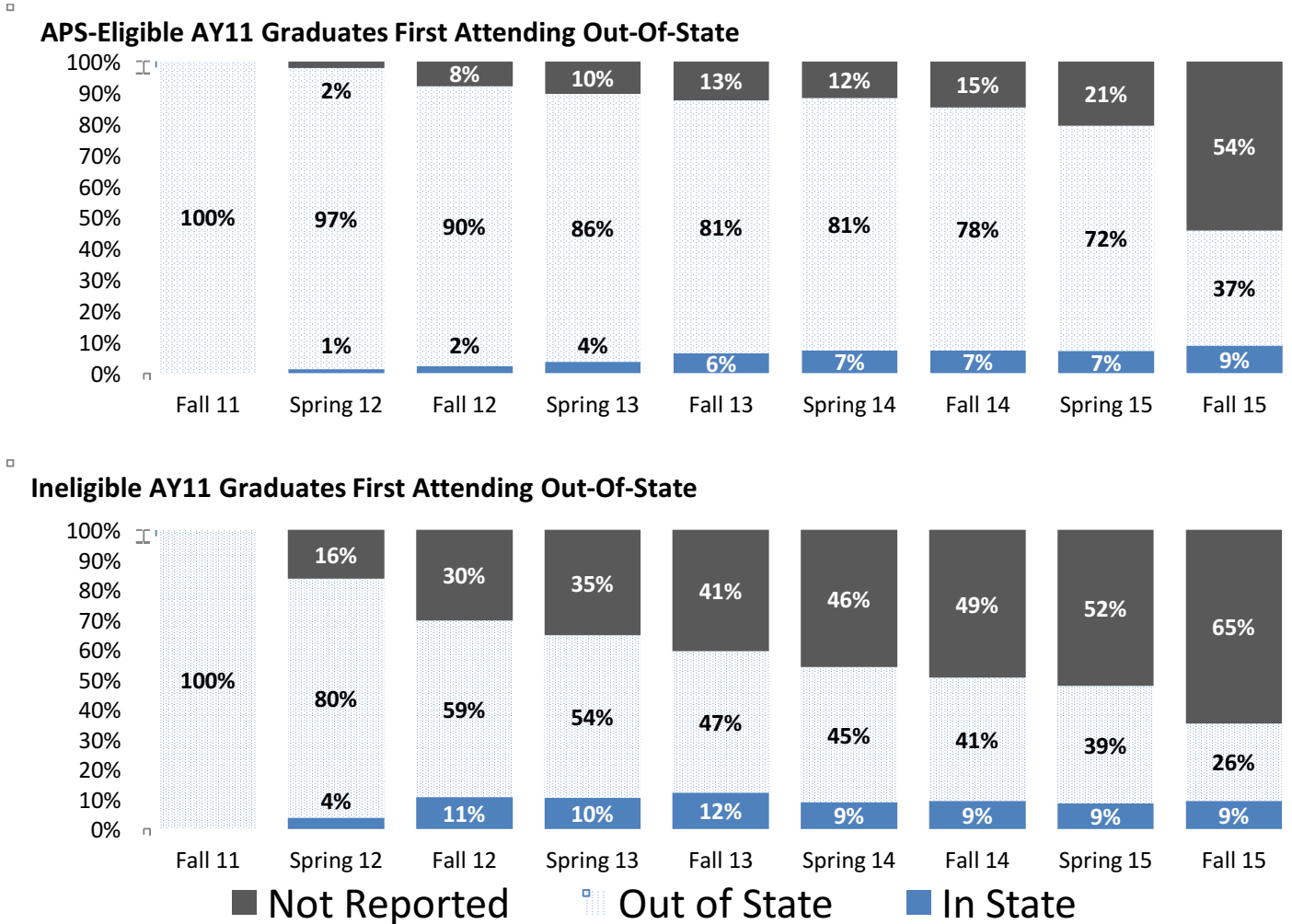


⁵ The National Student Clearinghouse is the most comprehensive source of postsecondary enrollment data available, but does not capture information from all postsecondary institutions. Students enrolled in vocational and certificate education programs are most likely to be missing in the NSC data, so the numbers and percentages of enrolled students based on NSC data is likely understated.



- ❖ Fifty-six percent of APS-eligible AY11 graduates initially attending an Alaska school were still enrolled in-state in spring 2015. That compares to only 31% of ineligible students who first attended in Alaska.
- ❖ Ineligible students showed a much steeper decline in enrollments, and those declines began much earlier than did the declining enrollment for APS-eligible graduates.
- ❖ There was a large decline in APS-eligible students' enrollment this fall. The percentage of students not found to be enrolled went from 36% in spring 2015 to 48% this past fall, presumably because many had completed their degrees.
 - UA reported that 28% of APS recipients in fall 2011 had completed a degree or certificate by spring 2015.
 - Typically graduation rates for bachelor's degree seekers are calculated over a six-year period, so comparisons to completion rates for non-recipients are still two years away.

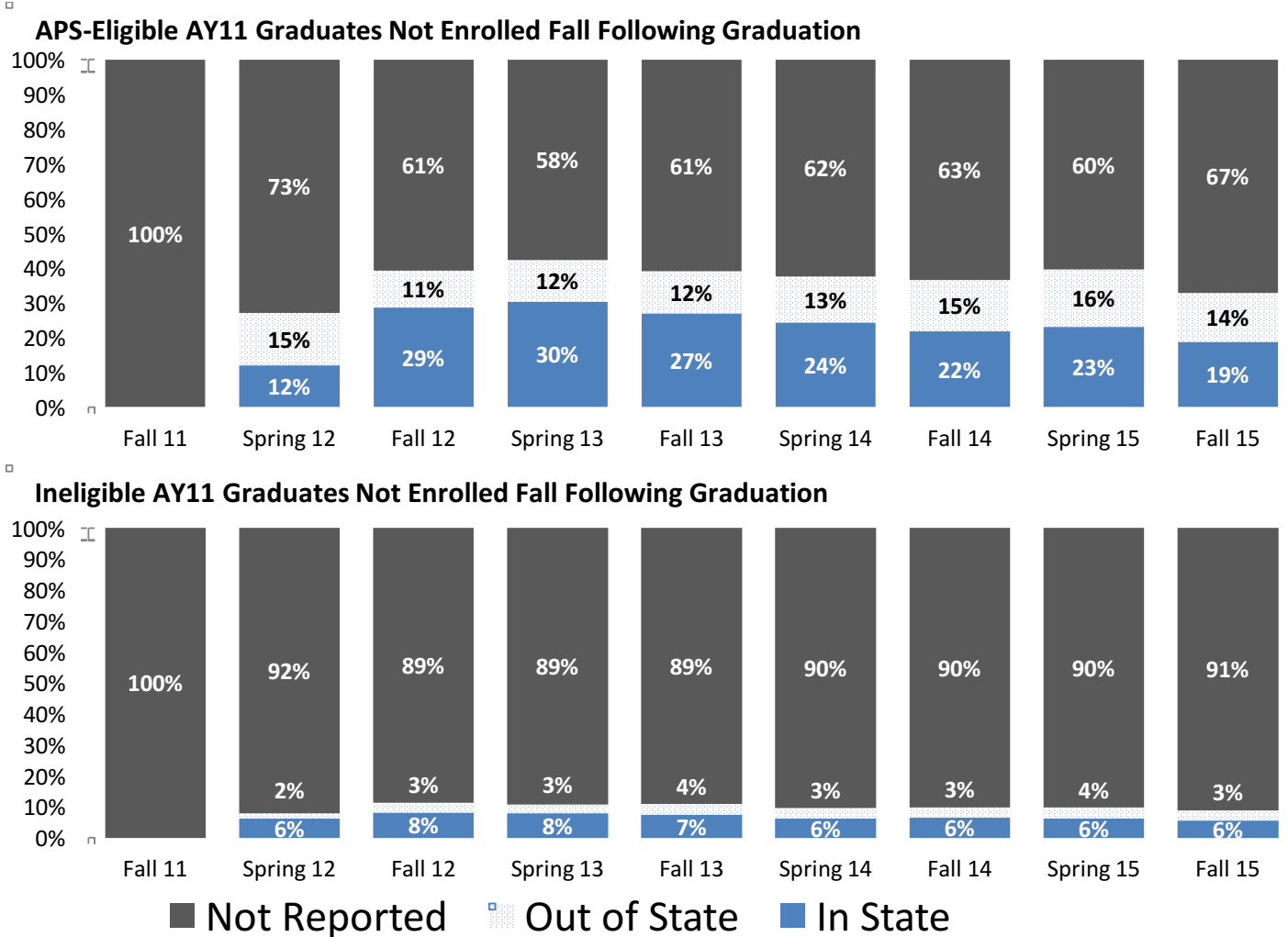
Exhibit 15: Retention of AY11 Public High School Graduates Attending a Postsecondary Institution Outside Alaska the Fall Following Graduation by APS Eligibility



- ❖ AY11 graduates who initially attended out-of-state showed even greater enrollment declines between their fourth and fifth years after graduation.
 - Many APS-eligible graduates in AY11 reported they were not given sufficient notice to use the scholarship, that their plans to attend an out-of-state institution had already been made, and it was too late to change with only a few months of notice.

- ❖ Only 21% of eligible graduates were not found to be enrolled in spring 2015, but there was a 33 percentage point increase in this group by fall 2015.
 - We do not know if these students completed their degrees in spring 2015, but the large decline in continued enrollment implies this might well be the case.
- ❖ Ineligible graduates also declined in enrollments between spring and fall 2015. However, similar to ineligible AY11 graduates who first enrolled at an in-state institution (Exhibit 14), their persistence rates had already declined at a faster pace than APS-eligible graduates.

Exhibit 16: Retention of AY11 Public High School Graduates Not Enrolled the Fall Following Graduation by APS Eligibility



- ❖ Recent postsecondary attendance rates for AY11 graduates not immediately attending were much lower, though APS-eligible graduates were much more likely to attend eventually.
- ❖ About 40% of APS-eligible graduates attended somewhere in fall 2012, compared to only 11% of ineligible AY11 graduates not attending the following fall. Both groups maintained similar attendance rates through fall 2015.

As a whole, the APS-eligible AY11 graduates persisted at higher rates than their ineligible peers, whether enrolled at an in-state or an out-of-state institution. For those not attending in fall 2011, the APS-eligible students were four times more likely to delay their enrollment versus simply foregoing postsecondary studies entirely.



APS RECIPIENTS ATTENDING THE UNIVERSITY OF ALASKA ⁶

As shown in Exhibit 8 on page 17, the vast majority of APS recipients attend one of the University of Alaska schools. In December 2015, 98% of all students receiving the scholarship were attending UA, so looking at the performance of UA’s APS recipients provides a good picture of how APS recipients perform in general.

Not all first-time freshmen receiving the APS in fall 2015 were AY15 high school graduates, as many individuals delay using the scholarship for a year or more. For the data that follows, first-time freshmen can be from any high school graduating class. In fall 2015, UA had 808 first-time freshmen using the scholarship, out of a total of 2,967 first-time freshmen.

Exhibit 17: First-Time UA Freshmen in Fall 2015 Taking Developmental Courses ^{7,8}

	All First-Time Freshmen	Non-Recipients	APS Recipients			
			Total APS Recipients ⁸	Level 1	Level 2	Level 3
Total Attending	2,967	2,159	808	476	221	111
Students Taking Developmental Courses	1,348	1,185	163	72	55	36
% of Total Headcount	45.4%	54.9%	20.2%	15.1%	24.9%	32.4%
Taking Developmental Math	1,131	983	148	68	51	29
% of Total Headcount	38.1%	45.5%	18.3%	14.3%	23.1%	26.1%
Taking Developmental English	678	654	24	7	7	10
% of Total Headcount	22.9%	30.3%	3.0%	1.5%	3.2%	9.0%
Average Hours Attempted	12.1	11.4	14.1	14.5	13.6	13.4
Average Developmental Hours	2.1	2.7	0.7	0.5	0.9	1.3
Average Developmental Math Hours	1.2	1.4	0.5	0.4	0.7	0.8
Average Developmental English Hours	0.8	1.1	0.1	0.0	0.1	0.3

- ❖ APS recipients take more credit hours than non-recipients, and those at the higher award levels take more than those at lower levels.
- ❖ APS recipients require much less developmental coursework, also known as remedial coursework, than non-recipients. Only one in five APS recipients took any developmental courses, but over one-half of non-recipients required developmental coursework.
- ❖ Combined with lower developmental hours taken, this allows APS recipients to earn credits and progress toward their degree at a faster rate than non-recipient students.

⁶ UA FY16 and fall 2015 data is preliminary and is subject to change. Data supplied via UA Information Systems: UA Decision Support Database (DSD), compiled by UA Institutional Research, Planning, & Analysis. APS recipients were identified by ACPE.

⁷ First-time freshmen are students who: a) have earned fewer than 30 credit hours and are admitted in a degree program for the first time; or, b) are, in fall semesters, students with freshman or sophomore standing flagged as first time students; or, c) in fall semesters, are students who were first-time freshmen in the summer semester immediately preceding.

⁸ Audit hours are not included. Whether a course is defined as developmental is dependent on the degree level of the student. A course that is developmental for a bachelor degree-seeking student may not be so for a certificate-seeking student. Most, though not all, developmental courses are in math or English. One hundred forty-one new APS recipients are not classified as first-time freshmen and are not included.



Exhibit 18: High School Graduates Pursuing Postsecondary Education at UA within One Year of Graduation⁹

	AY13		AY14		AY15	
	All	APS	All	APS	All	APS
Total Degree/Certificate Seekers	2,363	900	2,387	891	1,999	828
Bachelor Degree Seekers	1,551	755	1,626	763	1,364	694
Associate Degree Seekers	737	124	698	106	587	119
Certificate Seekers	75	21	63	22	48	15
<hr/>						
% Bachelor Degree Seekers	65.6%	83.9%	68.1%	85.6%	68.2%	83.8%
% Associate Degree Seekers	31.2%	13.8%	29.2%	11.9%	29.4%	14.4%
% Certificate Seekers	3.2%	2.3%	2.6%	2.5%	2.4%	1.8%

- ❖ AY15 high school graduates receiving the APS at UA are much more likely to pursue a bachelor’s degree than is the class as a whole.

⁹ High school graduate data provided by ACPE and matched to UA internal data to retrieve degree-seeking status. High school graduates from AY13 enrolled at UA in summer 2013, fall 2013, or spring 2014. High school graduates from AY14 enrolled at UA in summer 2014, fall 2014, or spring 2015. High school graduates from AY15 enrolled at UA in summer 2015 or fall 2015. Fall 2015 UA numbers are based on preliminary opening data. Non-degree students are excluded. APS students at UA are a subset of the total.



Exhibit 19. a: Average Credit Hours Attempted and Completed at UA in FY12, FY13, FY14 and FY15 by APS Recipients and Other First-Time Freshmen

Award Level	Fall 2011 Cohort							
	FY12		FY13		FY14		FY15	
	Credits Attempted	Credits Completed	Credits Attempted	Credits Completed	Credits Attempted	Credits Completed	Credits Attempted	Credits Completed
Total	27.3	22.8	27.8	23.7	27.3	23.3	25.9	22.8
Level 1	28.9	26.0	30.1	27.7	30.3	26.7	27.7	26.0
Level 2	27.3	22.0	27.0	22.0	26.4	21.8	25.5	22.0
Level 3	25.7	20.3	26.1	20.9	24.6	20.5	23.7	20.3
Non-Recipient First-Time Freshmen	20.8	16.1	20.5	16.7	20.0	16.8	20.1	17.0

Award Level	Fall 2012 Cohort					
	FY13		FY14		FY15	
	Credits Attempted	Credits Completed	Credits Attempted	Credits Completed	Credits Attempted	Credits Completed
Total	27.6	23.7	27.6	24.1	26.9	23.2
Level 1	29.8	27.1	30.0	27.3	29.0	26.2
Level 2	27.0	22.4	26.5	22.0	26.7	22.4
Level 3	25.7	20.8	25.7	22.1	23.7	19.5
Non-Recipient First-Time Freshmen	20.4	15.9	20.6	16.9	20.2	17.1

Award Level	Fall 2013 Cohort			
	FY14		FY15	
	Credits Attempted	Credits Completed	Credits Attempted	Credits Completed
Total	28.1	23.8	27.6	23.7
Level 1	29.5	26.5	29.8	26.6
Level 2	27.4	22.1	26.0	21.0
Level 3	25.7	19.5	24.1	19.6
Non-Recipient First-Time Freshmen	20.2	15.4	20.6	17.0

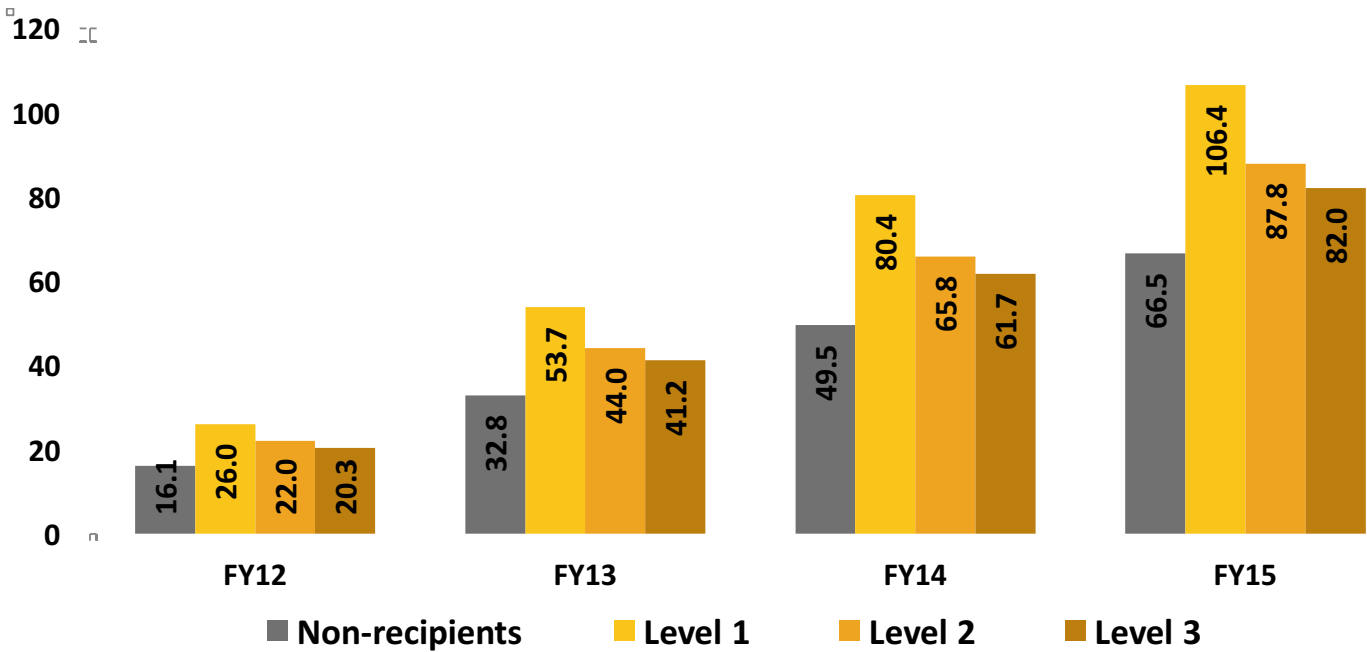
Award Level	Fall 2014 Cohort	
	FY15	
	Credits Attempted	Credits Completed
Total	27.5	23.2
Level 1	29.1	26.2
Level 2	26.3	20.5
Level 3	24.8	18.8
Non-Recipient First-Time Freshmen	20.5	16.0

Notes: Audit hours are not included. Students flagged as APS recipients by UA who could not be matched to ACPE data are treated as non-APS recipients. Fiscal year is defined as summer, fall, and spring. For example, FY12 is summer 2011, fall 2011, and spring 2012. New APS recipients who are not first-time freshmen are included. There were 27 new APS recipients in fall 2011, 116 in fall 2012, 134 in fall 2013, and 185 in fall 2014 who were not first-time freshmen. A credit hour is defined as completed if a student receiving a letter grade of C or better in an undergraduate course, a B or better in a graduate course or a P in either.

Source: Data supplied via UA Information Systems: UA Decision Support Database (DSD), FY12-FY15. APS recipients were identified by ACPE. Compiled by UA Institutional Research, Planning, & Analysis.



Exhibit 19. b: Fall 2011 First-Time UA Freshmen Students' Average Credit Hours Completed by APS Receipt and Award Level ¹⁰



- ❖ APS recipients enrolled as first-time freshmen at UA in fall 2011 completed more credit hours than students who did not receive the scholarship.
 - APS recipients are required to attend at least half time in order to receive the scholarship, but most attend full time in order to maximize their award amounts.¹¹
 - Approximately one-third of UA’s first-time freshmen attended part-time. Approximately half of these students are not recent high school graduates, and half took just one or two classes, all factors driving down credit hours completed.

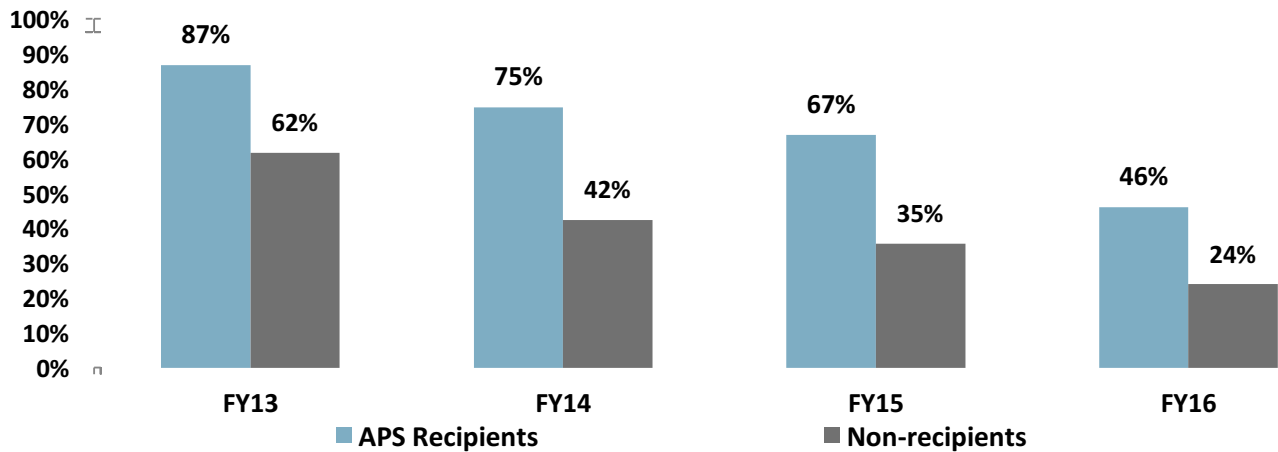
¹⁰ Audit hours are not included. Students flagged as APS recipients by UA who could not be matched to ACPE data are treated as non-APS recipients. Fiscal year is defined as summer, fall, and spring. For example, FY12 is summer 2011, fall 2011, and spring 2012. New APS recipients who are not first-time freshmen are included. A credit hour is defined as completed if a student receiving a letter grade of C or better in an undergraduate course, a B or better in a graduate course or a P in either.

Source: Data supplied via UA Information Systems: UA Decision Support Database (DSD), FY12-FY15. APS recipients were identified by ACPE. Compiled by UA Institutional Research, Planning, & Analysis.

¹¹ Recipients enrolled half time only receive one half of the full-time award amount in that semester. Recipients receive a maximum of 8 semesters of payments, independent of their enrollment status, so recipients have an incentive to enroll on a full-time basis.



Exhibit 20: Fall 2011 First-Time UA Freshmen Students' Persistence Rates and Continued Receipt ¹²



Fall 2011 First-Time UA Freshmen Recipients and Their Continued Receipt of APS Funds¹³

Fall 2011 APS Recipient Cohort	As of FY13		As of FY14		As of FY15		As of FY16 (Preliminary)	
	Enrolled – Receiving APS	Enrolled – No Longer Receiving APS	Enrolled – Receiving APS	Enrolled – No Longer Receiving APS	Enrolled – Receiving APS	Enrolled – No Longer Receiving APS	Enrolled – Receiving APS	Enrolled – No Longer Receiving APS
Total	71.5%	15.1%	55.2%	19.5%	45.5%	21.2%	11.6%	34.3%

- ❖ APS recipients in fall 2011 returned at higher rates in subsequent years than non-recipients. By fall 2015, the 2011 APS recipients were nearly twice as likely to continue their attendance – 46% versus non-recipients 24% persistence rates.
- ❖ Not all recipients in fall 2011 who persisted at UA continued to receive the award. By FY13, 15.1% continued to be enrolled, but were not receiving the APS. This could occur for several reasons:
 - Students failed to meet the continuing eligibility requirements of the scholarship, but remained enrolled;
 - Students had other awards and scholarships sufficient to cover their total costs of attendance;
 - Students enrolled less than half time; or
 - Students could only use the APS to pursue a certificate, and did so in fall 2011 but continued their education in pursuit of a higher degree.
- ❖ As of fall 2015 – the FY16 preliminary data in the table above – only 11.6% of fall 2011 APS recipients were still enrolled and receiving the APS, but over one-third were still enrolled and not receiving it.

¹² Students flagged as APS recipients by UA who could not be matched to ACPE data are treated as non-APS recipients. Fiscal year is defined as summer, fall, and spring. For example, FY13 is summer 2012, fall 2012, and spring 2013. New APS recipients who are not first-time freshmen are included.

¹³ Recipients in one year may not receive the APS in future years for a variety of reasons, including attending on a less-than-half-time basis, pursuing a degree while only having APS eligibility to pursue a certificate, or not meeting the continuing eligibility requirements to receive additional funds.