The Student Right-To-Know Act requires all institutions eligible for Title IV funding to disclose graduation rates of degree seeking students to all students and prospective students. The population against which on-time graduation rates are calculated are based on first time, full-time, undergraduate students who began their studies in Fall 2015 and would have been expected to graduate within 150% of the published program length.

Recipients of Federal Pell:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Values</th>
<th>Hispanic/Latino</th>
<th>American Indian or Alaska Native</th>
<th>Asian</th>
<th>Black or African American</th>
<th>Native Hawaiian or Other Pacific Islander</th>
<th>White</th>
<th>Two or More Races</th>
<th>Race and Ethnicity Unknown</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>Cohort</td>
<td>336</td>
<td>6</td>
<td>24</td>
<td>77</td>
<td>12</td>
<td>226</td>
<td>57</td>
<td>15</td>
<td>753</td>
</tr>
<tr>
<td></td>
<td>Completed in 150% timeframe</td>
<td>138</td>
<td>1</td>
<td>10</td>
<td>26</td>
<td>8</td>
<td>97</td>
<td>15</td>
<td>8</td>
<td>303</td>
</tr>
<tr>
<td></td>
<td>Percentage</td>
<td>41%</td>
<td>17%</td>
<td>42%</td>
<td>34%</td>
<td>67%</td>
<td>43%</td>
<td>26%</td>
<td>53%</td>
<td>40%</td>
</tr>
<tr>
<td>Male</td>
<td>Cohort</td>
<td>178</td>
<td>3</td>
<td>15</td>
<td>42</td>
<td>4</td>
<td>139</td>
<td>28</td>
<td>10</td>
<td>419</td>
</tr>
<tr>
<td></td>
<td>Completed in 150% timeframe</td>
<td>59</td>
<td>2</td>
<td>11</td>
<td>18</td>
<td>2</td>
<td>75</td>
<td>12</td>
<td>5</td>
<td>184</td>
</tr>
<tr>
<td></td>
<td>Percentage</td>
<td>33%</td>
<td>67%</td>
<td>73%</td>
<td>43%</td>
<td>50%</td>
<td>54%</td>
<td>43%</td>
<td>50%</td>
<td>44%</td>
</tr>
</tbody>
</table>

Pell - Cohort 514 9 39 119 16 365 85 25 1,172
Pell - Completed in 150% timeframe 197 3 21 44 10 172 27 13 487
Pell - Percentage 38% 33% 54% 37% 63% 47% 32% 52% 42%

Federal Subsidized Stafford Loan recipients who did not receive Federal Pell:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Values</th>
<th>Hispanic/Latino</th>
<th>American Indian or Alaska Native</th>
<th>Asian</th>
<th>Black or African American</th>
<th>Native Hawaiian or Other Pacific Islander</th>
<th>White</th>
<th>Two or More Races</th>
<th>Race and Ethnicity Unknown</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>Cohort</td>
<td>95</td>
<td>1</td>
<td>14</td>
<td>27</td>
<td>4</td>
<td>170</td>
<td>24</td>
<td>7</td>
<td>342</td>
</tr>
<tr>
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<td>Completed in 150% timeframe</td>
<td>42</td>
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<td>8</td>
<td>13</td>
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<td>87</td>
<td>13</td>
<td>2</td>
<td>167</td>
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<tr>
<td></td>
<td>Percentage</td>
<td>44%</td>
<td>57%</td>
<td>48%</td>
<td>50%</td>
<td>51%</td>
<td>54%</td>
<td>29%</td>
<td>49%</td>
<td>49%</td>
</tr>
<tr>
<td>Male</td>
<td>Cohort</td>
<td>72</td>
<td>2</td>
<td>6</td>
<td>17</td>
<td>3</td>
<td>118</td>
<td>16</td>
<td>6</td>
<td>240</td>
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<td>Completed in 150% timeframe</td>
<td>33</td>
<td>0</td>
<td>1</td>
<td>7</td>
<td>2</td>
<td>47</td>
<td>5</td>
<td>1</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>Percentage</td>
<td>46%</td>
<td>17%</td>
<td>41%</td>
<td>67%</td>
<td>40%</td>
<td>31%</td>
<td>17%</td>
<td>40%</td>
<td>40%</td>
</tr>
</tbody>
</table>

Loan - Cohort 167 3 20 44 7 288 40 13 582
Loan - Completed in 150% timeframe 75 0 9 20 4 134 18 3 263
Loan - Percentage 45% 45% 45% 57% 47% 45% 23% 45%
Recipients of neither Federal Subsidized Loan nor Federal Pell:

- Cohort: 698
- Completed in 150% timeframe: 347
- Percentage: 50%

<table>
<thead>
<tr>
<th>Gender</th>
<th>Values</th>
<th>Hispanic/Latino</th>
<th>American Indian or Alaska Native</th>
<th>Asian</th>
<th>Black or African American</th>
<th>Native Hawaiian or Other Pacific Islander</th>
<th>White</th>
<th>Two or More Races</th>
<th>Race and Ethnicity Unknown</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
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<td>82</td>
<td>0</td>
<td>18</td>
<td>14</td>
<td>1</td>
<td>238</td>
<td>31</td>
<td>7</td>
<td>391</td>
</tr>
<tr>
<td></td>
<td>Completed in 150% timeframe</td>
<td>27</td>
<td>0</td>
<td>12</td>
<td>5</td>
<td>0</td>
<td>135</td>
<td>12</td>
<td>6</td>
<td>197</td>
</tr>
<tr>
<td></td>
<td>Percentage</td>
<td>33%</td>
<td>67%</td>
<td>36%</td>
<td>57%</td>
<td>39%</td>
<td>86%</td>
<td>50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>Cohort</td>
<td>74</td>
<td>2</td>
<td>13</td>
<td>9</td>
<td>2</td>
<td>174</td>
<td>19</td>
<td>14</td>
<td>307</td>
</tr>
<tr>
<td></td>
<td>Completed in 150% timeframe</td>
<td>30</td>
<td>1</td>
<td>8</td>
<td>3</td>
<td>1</td>
<td>91</td>
<td>10</td>
<td>6</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>Percentage</td>
<td>41%</td>
<td>50%</td>
<td>62%</td>
<td>33%</td>
<td>50%</td>
<td>52%</td>
<td>53%</td>
<td>43%</td>
<td>49%</td>
</tr>
</tbody>
</table>

| Neither - Cohort | 156 | 2 | 31 | 23 | 3 | 412 | 50 | 21 | 698 |
| Neither - Completed in 150% timeframe | 57 | 1 | 20 | 8 | 1 | 226 | 22 | 12 | 347 |
| Neither - Percentage | 37% | 50% | 65% | 35% | 33% | 55% | 44% | 57% | 50% |

Additional information for retention and graduation rates may be obtained from the College Navigator website: [http://nces.ed.gov/collegenavigator/?q=grand+canyon&s=all&id=104717#retgrad](http://nces.ed.gov/collegenavigator/?q=grand+canyon&s=all&id=104717#retgrad)

Additional information for completion and graduation rates for student athletes may be obtained from the NCAA website: [http://www.ncaa.org/about/resources/research/graduation-success-rate](http://www.ncaa.org/about/resources/research/graduation-success-rate)
Types of Graduate and Professional Education Programs that Graduates of Grand Canyon University Four Year Degree Programs Enroll

- Master of Arts in Autism Spectrum Disorders
- Master of Arts in Christian Leadership
- Master of Arts in Christian Ministry
- Master of Arts in Communication with an Emphasis in Education
- Master of Arts in Curriculum and Instruction
- Master of Arts in English with an Emphasis in Education
- Master of Arts in Higher Education Student Affairs
- Master of Arts in History with an Emphasis in Education
- Master of Arts in Reading with an Emphasis in Elementary Education
- Master of Arts in Reading with an Emphasis in Secondary Education
- Master of Arts in Teaching English to Speakers of Other Languages (TESOL)
- Master of Arts in Urban Ministry
- Master of Arts in Youth and Family Ministry
- Master of Business Administration
- Master of Business Administration & Master of Science in Nursing: Nursing Leadership in Health Care Systems
- Master of Business Administration and Master of Science in Leadership
- Master of Business Administration with an Emphasis in Accounting
- Master of Business Administration with an Emphasis in Cybersecurity
- Master of Business Administration with an Emphasis in Finance
- Master of Business Administration with an Emphasis in Health Systems Management
- Master of Business Administration with an Emphasis in Leadership
- Master of Business Administration with an Emphasis in Marketing
- Master of Business Administration with an Emphasis in Project Management
- Master of Business Administration with an Emphasis in Sports Business
- Master of Business Administration with an Emphasis in Strategic Human Resource Management
- Master of Divinity
- Master of Education in Early Childhood Education (Does Not Lead to Initial Teacher Licensure)
- Master of Education in Early Childhood Education (Leads to Initial Teacher Licensure)
- Master of Education in Early Childhood Education and Early Childhood Special Education (Does Not Lead to Licensure)
- Master of Education in Early Childhood Education and Early Childhood Special Education (Leads to Initial Licensure)
- Master of Education in Educational Administration
- Master of Education in Educational Leadership
- Master of Education in Elementary Education
- Master of Education in Elementary Education (Does Not Lead to Initial Teacher Licensure)
- Master of Education in Elementary Education (Leads to Initial Teacher Licensure)
- Master of Education in Elementary Education and Special Education (Does Not Lead to Initial Teacher Licensure)
- Master of Education in Elementary Education and Special Education (Leads to Initial Licensure)
- Master of Education in School Counseling (Leads to Initial Licensure)
- Master of Education in Secondary Education
Master of Education in Secondary Education (Does Not Lead to Initial Teacher Licensure)
Master of Education in Secondary Education (Leads to Initial Teacher Licensure)
Master of Education in Secondary Education with an Emphasis in Humanities (Does Not Lead to Initial Teacher Licensure)
Master of Education in Secondary Education with an Emphasis in Humanities (Leads to Initial Teacher Licensure)
Master of Education in Secondary Education with an Emphasis in STEM (Does Not Lead to Initial Teacher Licensure)
Master of Education in Secondary Education with an Emphasis in STEM (Leads to Initial Teacher Licensure)
Master of Education in Special Education (Does Not Lead to Initial Teacher Licensure)
Master of Education in Special Education (Leads to Initial Teacher Licensure)
Master of Education in Special Education: Moderate to Severe (Does Not Lead to Initial Licensure)
Master of Education in Special Education: Moderate to Severe (Leads to Initial Teacher Licensure)
Master of Public Administration with an Emphasis in Government and Policy
Master of Public Administration with an Emphasis in Health Care Management
Master of Public Administration with an Emphasis in Nonprofit Management
Master of Public Health
Master of Science in Accounting
Master of Science in Addiction Counseling
Master of Science in Biology with an Emphasis in Education
Master of Science in Business Analytics
Master of Science in Chemistry with an Emphasis in Education
Master of Science in Christian Counseling
Master of Science in Christian Counseling of Substance Use and Addictive Disorders
Master of Science in Clinical Mental Health Counseling
Master of Science in Clinical Mental Health Counseling with an Emphasis in Childhood and Adolescence Disorders
Master of Science in Clinical Mental Health Counseling with an Emphasis in Christian Counseling
Master of Science in Clinical Mental Health Counseling with an Emphasis in Marriage and Family Therapy
Master of Science in Clinical Mental Health Counseling with an Emphasis in Trauma
Master of Science in Computer Science
Master of Science in Criminal Justice with an Emphasis in Law Enforcement
Master of Science in Criminal Justice with an Emphasis in Legal Studies
Master of Science in Cybersecurity
Master of Science in Data Science
Master of Science in Executive Fire Service Leadership
Master of Science in Forensic Science
Master of Science in Health Administration
Master of Science in Health Administration with an Emphasis in Health Care Quality and Patient Safety
Master of Science in Health Care Administration
Master of Science in Health Care Informatics
Master of Science in Health Informatics
Master of Science in Information Assurance and Cybersecurity
Master of Science in Information Technology
Master of Science in Information Technology Management
STUDENT RIGHT-TO-KNOW INFORMATION 2022

Master of Science in Instructional Design
Master of Science in Instructional Technology
Master of Science in Leadership
Master of Science in Leadership with an Emphasis in Disaster Preparedness and Executive Fire Leadership
Master of Science in Leadership with an Emphasis in Homeland Security and Emergency Management
Master of Science in Mathematics with an Emphasis in Education
Master of Science in Mental Health and Wellness
Master of Science in Mental Health and Wellness with an Emphasis in Christian Ministry
Master of Science in Mental Health and Wellness with an Emphasis in Community Mental Health Administration
Master of Science in Mental Health and Wellness with an Emphasis in Family Dynamics
Master of Science in Mental Health and Wellness with an Emphasis in Grief and Bereavement
Master of Science in Mental Health and Wellness with an Emphasis in Integrated Health
Master of Science in Mental Health and Wellness with an Emphasis in Prevention
Master of Science in Nursing with an Emphasis in Health Care Informatics
Master of Science in Nursing with an Emphasis in Health Care Quality & Patient Safety
Master of Science in Nursing with an Emphasis in Health Informatics
Master of Science in Nursing with an Emphasis in Leadership in Health Care Systems
Master of Science in Nursing with an Emphasis in Nursing Education
Master of Science in Nursing with an Emphasis in Public Health
Master of Science in Nursing with an Emphasis in Public Health Nursing
Master of Science in Nursing: Acute Care Nurse Practitioner with an Emphasis in Adult-Gerontology
Master of Science in Nursing: Family Nurse Practitioner
Master of Science in Organizational Leadership and Entrepreneurship
Master of Science in Professional Counseling
Master of Science in Professional Counseling with an Emphasis in Childhood and Adolescence Disorders
Master of Science in Professional Counseling with an Emphasis in Marriage and Family Therapy
Master of Science in Professional Counseling with an Emphasis in Trauma
Master of Science in Psychology with an Emphasis in Forensic Psychology
Master of Science in Psychology with an Emphasis in General Psychology
Master of Science in Psychology with an Emphasis in GeroPsychology
Master of Science in Psychology with an Emphasis in Health Psychology
Master of Science in Psychology with an Emphasis in Human Factors Psychology
Master of Science in Psychology with an Emphasis in Industrial and Organizational Psychology
Master of Science in Psychology with an Emphasis in Life Coaching
Master of Science in Sociology with an Emphasis in Education
Master of Science in Software Development
Master of Science in Software Engineering
Master of Social Work

DATE RANGE: Students who graduated since July 1, 2017.

SOURCE: GCU Student Database