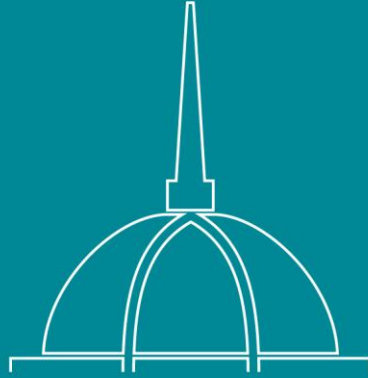




OIEP

OFFICE OF INSTITUTIONAL EFFECTIVENESS
AND PLANNING



CENSUS DATA REPORT

Fall 2025



OFFICE OF INSTITUTIONAL EFFECTIVENESS AND PLANNING

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Census Data Report: Fall 2025

Abstract

The Office of Institutional Effectiveness and Planning compiles the biannual Census Report, presenting key institutional demographics and academic performance metrics. This report covers total student enrollment, gender distribution, program-specific enrollment, graduation and retention rates, time-to-degree completion, and faculty-to-student ratios. The data was collected as of September 11, 2025. A significant highlight of this biannual report is the launch of the University's first Master's program in Artificial Intelligence in Fall 2025, enrolling 23 students in its inaugural cohort and marking an important milestone in academic expansion. Additional trends include a 6% increase in total bachelor's student enrollment including ELP, a rise in the number of female students, and variations in program enrollment.

Glossary

- *Academic Year*: Begins in August and includes the fall, spring, and summer sessions.
- *Academic Program*: An instructional program leading toward a bachelor's, master's, or resulting in credits that can be applied to one of these degrees.
- *Adjunct Faculty*: Adjunct faculty are defined as short-term appointments in which individuals are engaged, as per contract, to teach one or more courses for a single academic term.
- *Alumni*: Graduates of the university.
- *Average time to degree*: Average time-to-degree calculations measure the number of academic years it takes for a student to obtain an AUK degree.
- *Bachelor Student*: An undergraduate student enrolled in a credit-bearing program.
- *Master Student*: A master's student is a student formally admitted to a graduate degree program, undertaking study toward the fulfillment of a master's degree.
- *Credit Hour*: A unit of measurement equating to 750 minutes of faculty-led instruction per semester (the equivalent of an hour (50 minutes) of instruction per week over the entire term).
- *Dual National*: A person holding both Iraqi and another nationality.
- *ELP¹ Student*: An English Language Program student.

¹ From Fall 2025, bachelor's students will take their pre-bachelor English preparatory classes through the ELP (English Language Program). Before this change, the classes were offered under CAPA (Center for Academic and Professional Advancement).

- *Ethnic components: (Employees)*
 - Asian - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent.
 - Black - A person having origins in any of the black racial groups of Africa.
 - White - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa
- *Ethnic components: (Students)*
 - Kurd: An ethnic group native to Kurdistan, sharing Kurdish language and cultural traditions.
 - Arab: An ethnic group united by the Arabic language and cultural heritage, originating in the Arabian Peninsula and widespread across the Middle East and North Africa.
 - Assyrian: An ethnic group indigenous to Mesopotamia, speaking Neo-Aramaic dialects and tracing heritage to the ancient Assyrian civilization.
- *Freshman:* A first-year undergraduate student. (≤ 30 credits earned)
- *Full-Time Faculty:* A faculty member employed on a full-time contractual basis, with a workload and responsibilities that meet the institution's standards for full-time faculty, including teaching, research, and service duties.
- *Independent Studies:* Self-directed academic pursuits outside traditional instruction.
- *International Student:* A student holding a non-Iraqi passport and not legally an Iraqi citizen.
- *Major:* A student's primary academic program, reflected in transcripts and diplomas.
- *National Student:* A student holding only an Iraqi ID.
- *Retention Rate:* A measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall.
- *Scholarship:* Tuition assistance based on merit or financial need.
- *Self-funded Student:* A student paying tuition and fees in whole or part.
- *Semester:* A 15-week instructional period in fall and spring, with an optional summer session.
- *Student Graduation rate at 1.5 times the length of the program:* Number of newly matriculated undergraduate students enrolled in 2019-2020 academic years who graduated within 1.5 times the approved length of the program divided by the total number of the original "first time in college" undergraduate cohort that

enrolled the university in 2019-2020 entry cohort – 6-year graduation rate for the 4-year programs.

- *Student Full-Time Equivalent (FTE)*: The FTE represents the total instructional load of students in a given semester, standardized to a full-time enrollment level. It is calculated by summing the total number of registered credit hours for all students in the semester and dividing this total by 15, which represents the typical full-time credit load per student.
For example; if the total registered credit hours equal 11,443, then:
 $Student\ FTE = 11,443 / 15 = 762.8$
- *Faculty Full-Time Equivalent (FTE)*: The Faculty FTE quantifies the instructional capacity of the teaching staff. Each full-time faculty member is counted as 1.0 FTE. The instructional contribution of adjuncts is converted to FTE by summing the total number of credit hours taught by these instructors and dividing by 12, which represents the standard full-time teaching load.
For example: if there are 30 full-time faculty members, and adjuncts collectively teach 230 credit hours, then:
 $Faculty\ FTE = 30 + (230 / 12) = 49.1$
- *Student-to-faculty ratio*: The Student-to-Faculty Ratio expresses the relationship between the Student FTE and the Faculty FTE. It is calculated by dividing the total Student FTE by the total Faculty FTE, providing an indicator of the average number of full-time equivalent students per full-time equivalent faculty member.
 $Student\text{-to-Faculty}\ Ratio = Student\ FTE / Faculty\ FTE$

*The tables in this report are formatted based on the highest amount of data.

Student Enrollment and Demographics

For the Fall 2025 term, the total number of active students is 935, representing an 8.7% increase compared to Fall 2024, when the number of active students was 860. Specifically, ELP enrollment accounts for 105 students, Bachelor's degree enrollment totals 807, and 23 students are enrolled in the inaugural Master's program in Artificial Intelligence. Year-over-year comparison indicates a 9.7% increase in Bachelor's enrollment, rising from 735 in Fall 2024 to 807 in Fall 2025. Conversely, ELP enrollment declines by 16.0%, decreasing from 125 in Fall 2024 to 105 in Fall 2025.

The gender distribution for Fall 2025 is 46.6% female and 53.4% male. Although the absolute number of female students increased from 401 in Fall 2024 to 436 in Fall 2025, their proportion of the total student population remained unchanged at 46.6%.

Retention and Graduation Rates

Retention and graduation rates remain key indicators of student success. Of the 161 Bachelor's degree students who matriculated in Fall 2024, 151 (93.7%) returned for Fall 2025. This marks a 1% improvement from the Fall 2024 retention rate of 92.7%.

Regarding degree completion for four-year programs, 72% of students completed their Bachelor's degree within six years of initial enrollment. The average time to degree completion is 4 years. Graduation rates and time-to-degree calculations are based on first-year students enrolled in the academic year 2019-2020. For five-year program, 100% of students completed their degree within 7.5 years of initial enrollment, with an average time

to degree of 4.5 years. Graduation rates and time-to-degree calculations for the five-year program are based on first-year students enrolled in the academic years 2017–2018.

Program Enrollment and New Registrations

Among academic programs, Architectural Engineering enrolls the highest number of students, comprising 338 students or 37.0% of all active enrollments. The Business program follows with 115 students (12.6%), while Computer Software and Security enrolls 97 (10.6%).

New student enrollment is relatively low in Fall 2025. The number of newly enrolled students decreased from 101 in Fall 2024 and 109 in Spring 2025 to 88 in Fall 2025. Out of 88 students enrolled in Fall 2025, 23 joined the newly launched Master’s in Artificial Intelligence program. Even with the inclusion of Master’s students, total enrollment remains lower than the previous terms. A total of 92 applications were accepted for bachelor’s and ELP programs, of which 43 students registered in bachelor’s and 22 in ELP, reflecting the conversion from offers to actual enrollment.

Alumni and Faculty Statistics

As of Fall 2025, there are 572 confirmed alums, with the highest number of graduates from the Oil & Gas Management program.

Based on Full-Time Equivalent (FTE) calculations, the student-to-faculty ratio is 15.6:1. Additionally, the distribution of courses taught by full-time versus adjunct faculty reflects a ratio of 62% to 38%. These figures are based on an FTE of 31 full-time and 41 adjuncts, 18.7 adjunct FTEs, with a combined FTE of 49.7.

Class and Faculty Information

The average class size is 22 students per section, an increase from 20.6 in Fall 2024. The total number of sections offered was 168 in Fall 2024, but increased to 175 in Fall 2025. The proportion of courses taught by full-time faculty has decreased from 68% in Fall 2024 to 62% in Fall 2025.

Demographic Breakdown

Ethnicity data indicate that 92.9% of students identify as Kurdish, 4.6% as Arab, 0.9% as Assyrian, and 1.6% as other. Religious affiliations include 88.8% Muslim, 4.1% Christian, 6.3% Yazidi, and 0.8% other. 91.9% of students are Iraqi nationals, 2.6% are international, and 5.5% are dual nationals.

Scholarships

Of all students, 71.6% receive scholarships, while 28.4% are self-funded. It is important to highlight that the overall increase in scholarship recipients is primarily attributable to merit-based discount (partial) scholarships rather than full scholarships. Specifically, the number of students on partial scholarships rose from 118 in Fall 2024 to 170 in Fall 2025, representing a 44.1% increase.

Gender-based analysis of scholarship recipients shows that 75.9% of female students receive scholarships, compared to 70.3% of male students. The Department of State (DoS) Scholarship supports 159 students, of whom 70.4% are female.

Faculty and Staff Demographics

Full-time faculty members represent diverse nationalities, with 54.8% being international, 22.5% national, and 22.7% holding dual nationality. The gender distribution among full-time faculty consists of 70.9% male and 29.1% female, compared to 87% male and 13% female in Fall 2024. In terms of ethnic composition, which is self-identified, 77.4% are White, 19.3% are Asian, and 3.3% are African. Similarly, full-time staff demographics show that 73.1% are national, 18.3% are international, and 8.6% hold dual nationality. The gender distribution among full-time staff is 59.1% male and 40.9% female, with 100% identifying as White.

Conclusion

The Fall 2025 Census Report shows that total active student enrollment increased from 860 in Fall 2024 to 935 in Fall 2025. Bachelor's enrollment rose from 735 to 807, while ELP enrollment declined from 125 to 105. The inaugural Master's in Artificial Intelligence program enrolled 23 students. New student enrollment decreased from 101 in Fall 2024 to 88 in Fall 2025. Retention for Bachelor's students improved slightly to 93.7%, and graduation rates were 72% within six years for four-year programs and 100% within 7.5 years for the five-year program. Scholarship support increased, driven by merit-based partial scholarships, which rose from 118 in Fall 2024 to 170 in Fall 2025. Full-time faculty are now 29.1% female, up from 13% in Fall 2024, with 54.8% international, while full-time staff are 40.9% female, with 73.1% national. Overall, these data provide a comprehensive view of enrollment patterns, program growth, scholarship distribution, and faculty composition to inform institutional planning and student support.

Enrollments

Class and Faculty Information

- **Average Class Size (Excluding Independent Studies):** 22 students per section
- **Total Class Sections (Excluding Independent Studies):** 175
- **Student-Faculty Ratio (Full-Time Equivalent, FTE):** 15.6:1
- **Course Distribution by Faculty Type:**
 - Full-time faculty: 62%
 - Adjunct faculty: 38%
- **Faculty Headcount:**
 - Full-time faculty: 31
 - Adjunct faculty: 41

Student and Enrollment Data

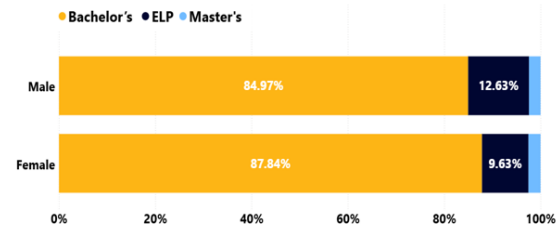
- **Total Registered Credits – Bachelor's Programs:** 11413
- **Active Bachelor's Student FTE:** 760.8
- **Total Registered Credits – Master's Programs:** 207
- **Active Master's Students FTE:** 13.8

Average class section comprises 22 students, reflecting an increase from the Fall 2024 average of 20.6 students per section. The total number of class sections offered is 175.

The proportion of courses taught by full-time versus adjunct faculty is 62% to 38%. Additionally, the student-to-faculty ratio declined slightly from 16:1 in Fall 2024 to 15.6:1 in Fall 2025, remaining relatively consistent.

Gender Breakdown of Active Students

Gender	ELP	Bachelor's	Master's	Grand Total
Female	42	383	11	436
Male	63	424	12	499
Grand Total	105	807	23	935



Class Size, Enrollment Stats:

A comparative analysis of enrollment data between Fall 2024 and Fall 2025 reveals significant shifts in class size distribution. Specifically, the number of courses with enrollments between 26 and 30 students has increased by 23.0%. Additionally, courses enrolling 16 to 20 students have experienced a 50.0% increase. Conversely, the number of courses with enrollments ranging from 1 to 5 students has declined by 62.5%. These trends suggest a substantial redistribution of class sizes under the revised policy framework.

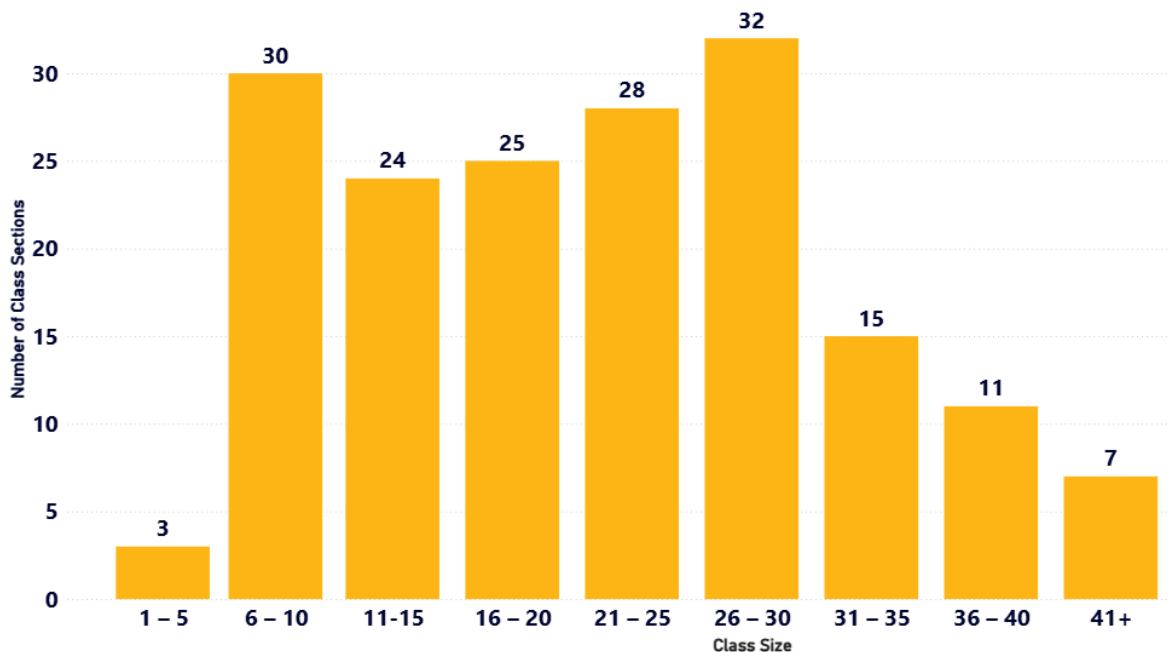


Figure 1: Fall 2025 Class Size.



Table 1: Enrollment stats for Fall 2025

Class Size	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025
1 – 5	22*	17*	16*	11	8	3	3
6 – 10	28	29	29	30	27	33	30
11-15	26	24	20	22	28	22	24
16 – 20	17	13	17	23	23	27	25
21 – 25	12	21	18	15	29	39	28
26 – 30	17	14	18	17	26	23	32
31 – 35	8	13	11	16	10	14	15
36 – 40	5	2	6	12	9	10	11
41+	5	6	2	2	8	5	7

Class Size	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025
Number of Class Sections	140	139	137	148	168	176	175
Number of Registered Credits	7263	7670	7371	8916	10401	11229	11620
Percentage of Courses Taught by Full-Time Faculty vs. Adjunct Faculty	47:53	66: 34	62: 38	65:35	68:32	69.5:30.5	62:38
FTE; Student: Faculty Ratio	10:1	15:1	15: 1	15: 1	16.7:1	15.5:1	15.6:1
Average Class Size	17	18	18	19	20.6	20.9	22
Independent Studies	14	13	16	19	12	12	9

By the newly implemented class size policy, all courses enrolling fewer than five students (i.e., 1–4) are now categorized as independent study, self-directed learning, field experience, practicum, or project-based courses. Additionally, a new row has been incorporated at the bottom of the dataset to account for independent study courses. This modification was necessary because the previous classification intervals were misaligned with recent policy changes. Under the prior system, not all courses with fewer than five students were designated independent studies; some continued to be scheduled as regular classes.



Active Students

Table 2: Bachelor's and ELP students

Master's, Bachelor's, and ELP Students Breakdown by Program – Fall 2025				
Programs	Active ELP	Active Bachelor's	Active Master's	Total
Architectural Engineering	28	310	0	338
ETE	4	79	0	83
Petroleum Engineering	9	48	0	57
Business Administration	21	94	0	115
Computer Software & Security	7	90	0	97
Design	13	67	0	80
International Studies	3	44	0	47
Nursing	17	73	0	90
Master's in AI	0	0	23	23
Undecided	3	2	0	5
Grand Total	105	807	23	935

Table 2 shows ELP, Bachelor's, and Master's students by program. The total number of active Bachelor's students is 807, and the total number of active ELP students is 105. Architectural Engineering enrolls the most students, 36.1% of all active students, followed by Business with 12.2%, and Computer Software & Security with 10.3%.

Active Bachelor Students by Program and Gender

Table 3: Active Bachelor Students by Program and Gender

Programs	Female	Male
Architectural Engineering	151 (48.7%)	159 (51.3%)
Electronics and Telecommunications Engineering	36 (45.5%)	43 (54.5%)
Petroleum Engineering	11 (22.9%)	37 (77.1)
Business Administration	35 (37.2%)	59 (62.8%)
Computer Software & Security	33 (36.6%)	57 (63.4%)
Design	50 (74.6%)	17 (25.4%)
International Studies	10 (22.7%)	34 (77.3%)
Nursing	56 (76.7%)	17 (23.3%)
Undecided	1 (50%)	1(50%)
Total	383	424

Active ELP Students by Program and Gender

Table 4: Active ELP Students by Program and Gender

Programs	Female	Male
Architectural Engineering	7 (25%)	21 (75%)
Electronics and Telecommunications Engineering	1 (25%)	3 (75%)
Petroleum Engineering	4 (44.4%)	5 (55.6%)
Business Administration	6 (28.5%)	15 (71.5%)
Computer Software & Security	2 (28.5%)	5 (71.5%)
Design	8 (61.5%)	5 (38.5%)
International Studies	2 (66.7%)	1 (33.3%)
Nursing	12 (70.6%)	5 (29.4%)
Undecided	0 (0.0%)	3 (100.0%)
Total	42	63

Active Master's Students by Gender

Table 5: Active master's students by gender

Programs	Female	Male
Master's in AI	11 (47.8%)	12 (52.2%)
Total	11	12

The American University of Kurdistan launched the Master's program in Artificial Intelligence in Fall 2025. Table 5 shows the gender-wise distribution of active Master's students.

Enrollment Trends of Active ELP and Bachelor's Students

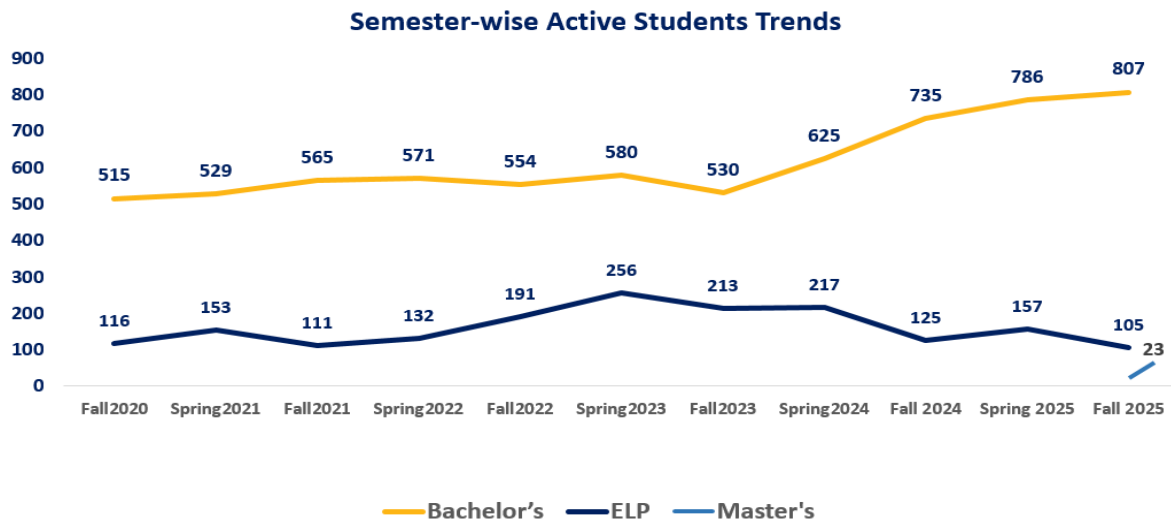


Figure 2: Bachelor and ELP students per semester

The trends show a 16.0% decline in ELP enrollment when comparing the number of students in Fall 2025 to Fall 2024. Figure 2 also shows an increase of 9.7% in total enrollments for bachelor's programs.

Trends of Bachelor's students per program

Table 6: Trends of Bachelor's students per program

Programs	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Architectural Engineering	117	150	183	261	310
ETE	36	28	40	73	79
Petroleum Engineering	51	45	39	53	48
Business Administration	70	142	84	90	94
Oil and Gas Management	79	-	-	-	-
Accounting and Finance Management	20	-	-	-	-
Computer Software & Security	29	33	33	78	90
Design/interior design	45	53	56	55	67
Environmental Science	13	4	-	-	-
International Studies	80	59	41	36	44
Nursing	24	39	54	88	73
Undecided	1	1	-	1	2
Grand Total	565	554	530	735	807

Table 6 shows the trends of active students by program. Computer Software and Security reached a high of 90 students, marking a 15.3% increase compared to Fall 2024. The

trends for Architectural Engineering indicate a 18.7% increase in students compared to Fall 2024. There has been a 17.0% decline in the total number of Nursing students compared to Fall 2024.

Trends of ELP Students by Program Selection

Table 7: ELP Enrollment Trends

Programs	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Architectural Engineering	16	62	64	41	28
ETE	4	24	19	5	4
Petroleum Engineering	10	12	23	10	9
Business Administration	16	22	23	23	21
Accounting and Finance Management	4	-	-	-	-
Oil and Gas Management	5	-	-	-	-
Computer Software & Security	8	8	32	10	7
Design/Interior Design	11	7	9	15	13
International Studies	4	7	4	8	3
Nursing	8	28	26	10	17
Environmental Science	0	-	-	-	-
Undecided	25	21	13	3	3
Grand Total	111	191	213	125	105

Table 7 shows the trends of the ELP-enrolled students concerning the program of study. Overall, ELP enrollment declined by 16.0% compared to Fall 2024, likely reflecting higher English proficiency among incoming students. In Fall 2024, 66 of 101 newly enrolled students were placed in ELP and 35 in Bachelor's programs, while in Fall 2025, only 22 students entered ELP and 43 went directly into Bachelor's programs, showing that more students are ready for degree-level courses upon admission.

ELP Levels

Table 8: ELP Enrollment by level and program of study

Program of Study	Levels						Total
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	
Architectural Engineering	0	0	2	10	5	11	28
Electronics and Telecommunications Engineering	0	1	0	1	1	1	4
Petroleum Engineering	0	1	1	3	0	4	9
Business Administration	1	5	5	4	5	1	21
Computer Software and Security	0	0	1	5	0	1	7
Design/Interior Design	0	1	5	4	2	1	13
International Studies	0	0	2	0	0	1	3
Nursing	1	0	5	8	1	2	17
Undecided	1	0	0	1	1	0	3
Grand Total	3	8	21	36	15	22	105

Table 8 summarizes the number of students in ELP courses by level and program of study. This table can project students' numbers and time frames to transition to their bachelor's programs. If the students currently registered in levels 5 and 6 finish the course sequence and score sufficiently on the TOEFL, then AUK can expect 37 students to transition to bachelor's studies in Spring 2026.

Newly Enrolled Students (September 2025)

Table 9: Number of newly enrolled students in Fall 2025 by program of study

Programs	ELP	Bachelor's	Master's	Total
Architectural Engineering	1	7	0	8
ETE	0	6	0	6
Petroleum Engineering	4	4	0	8
Business Administration	6	6	0	12
Computer Software and Security	3	4	0	7
Design	2	9	0	11
International Studies	0	4	0	4
Nursing	5	3	0	8
Artificial Intelligence (AI)	0	0	23	23
Undecided	1	0	0	1
Total	22	43	23	88

*Does not include continuing-returning students.

AUK launched the Master's degree in Artificial Intelligence in Fall 2025, enrolling 23 students in the program.

The university has accepted a total of 92 applicants for Bachelor’s and ELP, of which 65 have registered for Fall 2025. Table 9 shows the number of new students per program of study. Of these, 18.4% have chosen Business Administration. Figure 3, which corresponds to Table 9, presents the newly enrolled students. Except for Artificial Intelligence (AI), all other programs are bachelor’s programs.

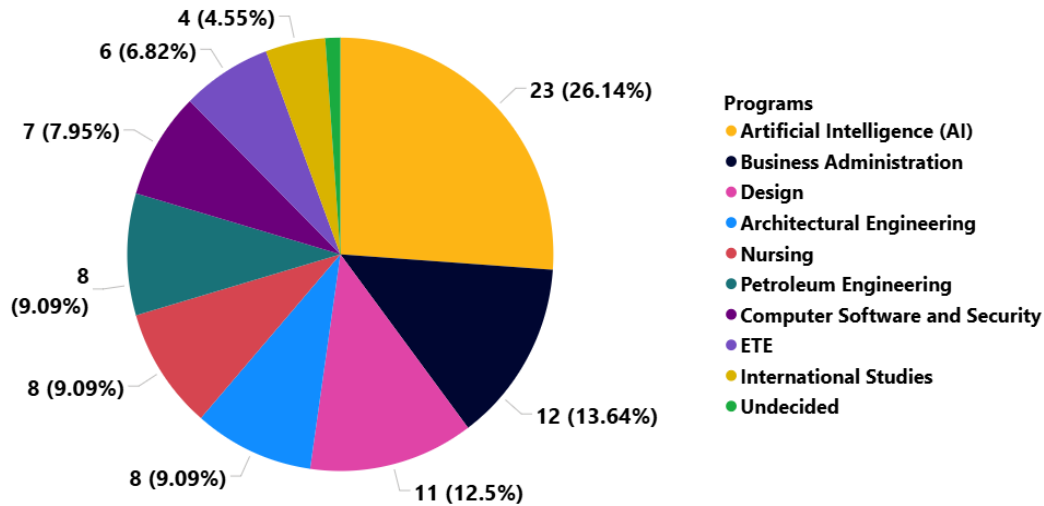


Figure 3: Newly Enrolled Students

Trends of Newly Enrolled Students

Table 10: Trends of Newly Enrolled Students (Bachelor plus ELP) by program

Programs	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Architectural Engineering	8	74	31	48	8
ETE	0	14	7	8	6
Petroleum Engineering	6	13	5	1	8
Business Administration	10	13	8	12	12
Oil and Gas Management	10	-	-	-	-
CS/IT	4	11	10	10	7
Design/Interior Design	9	3	12	9	11
International Studies	5	5	5	8	4
Nursing	2	14	6	4	8
Undecided	11	1	1	1	1
Grand Total	65	148	85	101	65

Table 10 shows a 35.6% decline in new student enrollment when comparing Fall 2025 to Fall 2024.

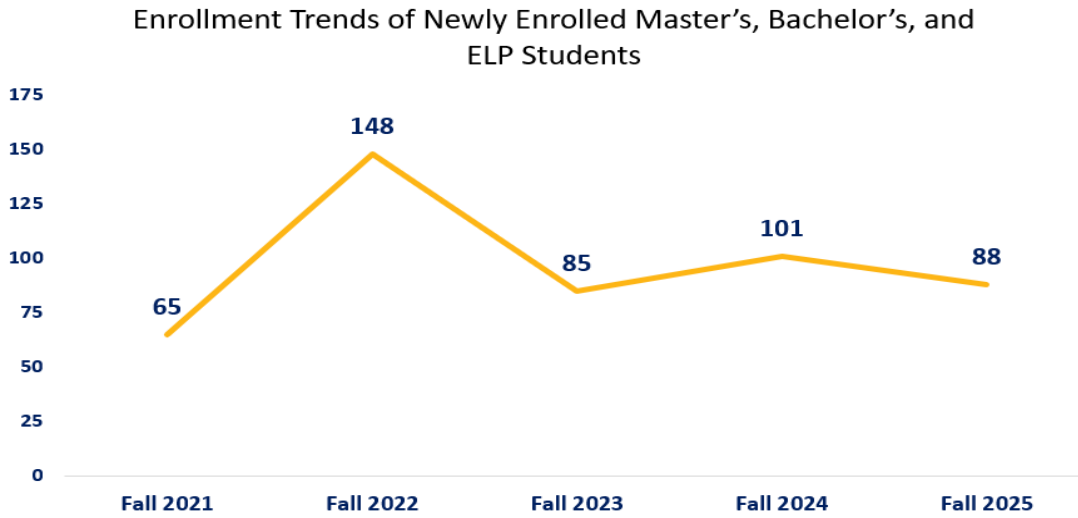


Figure 4: New Student Enrollment per Fall Semester.

The Master’s program in Artificial Intelligence was launched in Fall 2025. Fall 2025 figures include Bachelor’s, Master’s, and ELP students; however, data from previous Fall semesters represent only ELP and Bachelor’s students.

Freshmen Students

Table 11: Number of students joined Bachelor program in Fall 2025.

Programs	From ELP	Entered Directly	Total
Architectural Engineering	27	7	34
Electronics and Telecommunications Engineering	2	6	8
Petroleum Engineering	1	4	5
Business Administration	13	6	19
Computer Software and Security	8	4	12
Design	9	9	18
International Studies	5	4	9
Nursing	2	3	5
Undecided	2	0	2
Total	69	43	112



Transitioning from ELP: Students who were enrolled in AUK’s English Language Program (ELP) to meet the English language requirements, successfully passed the proficiency test, and are now beginning their bachelor’s degree courses.

Entered Directly into Bachelor’s: Students who enrolled in Fall 2025 and began their bachelor’s degree courses without going through ELP.

High School Qualification

Table 12: High School Qualification of All Active Students

High School qualifications	Active students
Public High School	596 (65.4%)
Private High School – International Degree	126 (13.8%)
Private High School – Local Degree	122 (13.4%)
5-Year Institute (Private)	29 (3.2%)
Foreign High School	17 (1.9%)
5-Year Institute (Public)	10 (1.1%)
2 -Year Institute (Public)	7 (0.8%)
2 -Year Institute (Private)	4 (0.3%)
Vocational school - Private	1 (0.1%)
Total	912

Table 12 shows the students’ high school (pre-university) qualifications. The majority, 65.4%, come from public high schools, 13.8% from private high schools with International degrees, and 13.4 % from private high schools with local degrees. Table 10 also shows that we have a small number of students from foreign high schools and 2 and 5-year institutes.

Academic and Professional Backgrounds

Table 13: Professional Backgrounds of Master’s Students

Background	Active students
Industry professionals	20 (87.0%)
Recent graduates	3 (13%)
Total	23

All Master’s students enrolled in Fall 2025 hold a bachelor’s degree. Table 13 presents the professional backgrounds of the 23 students in the Master’s in Artificial Intelligence program. The majority, 20 students (87.0%), are industry professionals, while the remaining 3 students (13.0%) are recent graduates.

Current Students Demographics

The demographic identifications provided in the section below are self-reported.

Ethnicity

Table 14: Active students' breakdown by ethnicity

Ethnicity	Total
Kurd	869
Arab	43
Assyrian	8
Other	15
Grand Total	935

Table 14 shows students by self-identified ethnicity; the vast majority self-identify as Kurd.

Religion

Table 15: Active students' breakdown by religion

Religion	Total
Christian	39
Muslim	831
Yazidi	59
Other	6
Grand Total	935

Table 15 shows that out of 935 students, 39 identified as Christian, 831 identified as Muslim, 59 identified as Yazidi, and six as other.

Nationality

Table 16: Active Students by Nationality

Nationality	Total
National	859
International	24
Dual National	52
Grand Total	935

The student population includes a diverse range of nationalities: 24 international students, 52 dual citizens, and 859 Iraqi nationals.

Scholarships

At AUK, 71.6% of all students are on scholarships, while 28.4% are self-funded. Among the scholarship recipients, 170 (25.4%) receive partial scholarship and 500 (74.6%) receive full scholarship. Figure 5 shows the breakdown of self-funded and scholarship students by gender. Of all female students at AUK, 75.9% are receiving scholarships, while 67.9% of male students are scholarship recipients.

Table 17: Scholarship recipients and Self-funded students' percentages.

Gender	Self-Funded	Scholarship Recipients
Female	105	331
Male	160	339
Total	265	670

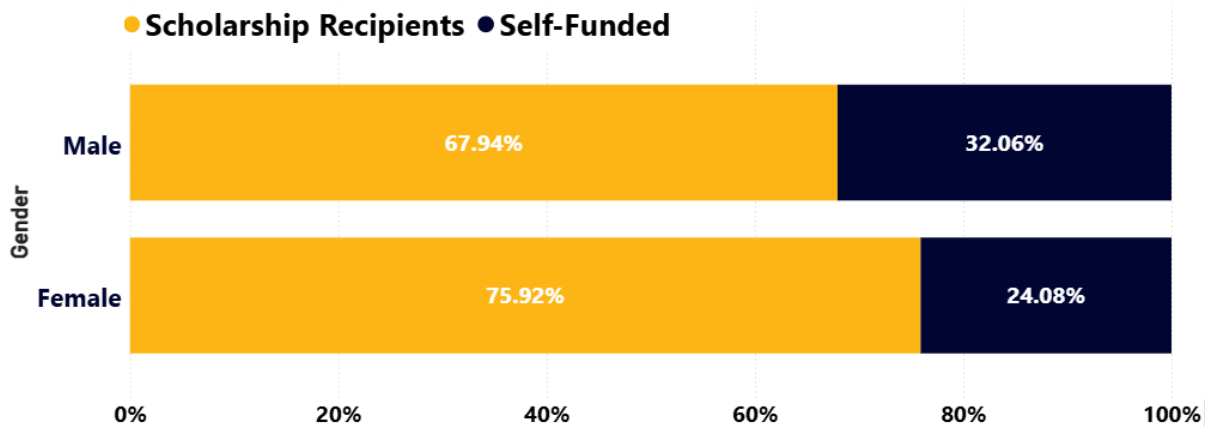


Figure 5: Scholarship and Self-funded students by Gender

Department of State (DOS) Scholarship Analysis by Gender

As shown in Figure 6, 159 students are studying under the Department of State (DoS) scholarship program, out of which 112 (70.4%) are female and 47 (29.6%) are male. The DoS scholarship plays a significant role in increasing the female ratio at AUK. Of 912 students actively studying at AUK, 425 are female, of whom 26.3% are studying under the DoS scholarship grant.

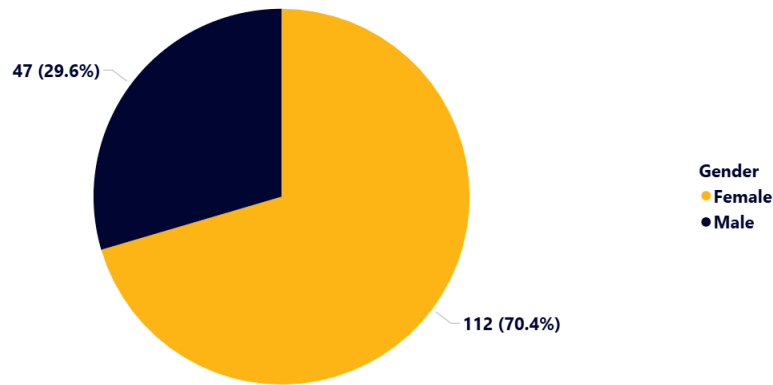


Figure 6: Department of State Scholarship by gender

Scholarship Recipients Details

Of the 670 students studying on scholarships, 170 (25.4%) are receiving partial scholarships, while the remaining 500 (74.6%) are receiving full scholarships as illustrated in Figure 7. In terms of merit versus non-merit scholarships, 562 students (83.9%) are enrolled under merit scholarships and 108 students (16.1%) under non-merit scholarships as illustrated in Figure 8. The categories of merit scholarships include the Scholarship for Excellence 2022, the Board of Trustees Merit Scholarship, the Chairman Masrour Barzani Merit Scholarship / Mustafa Barzani Merit Scholarship – GPA 90–100, the Department of State (DOS) Scholarships (DOS1, DOS2, DOS3, and DOS4), the GENEL20 Scholarship Program, the Mustafa Barzani Merit Scholarship, the Masrour Barzani Scholarships – Nursing, the Bnas Doski Shinal Company Scholarship, and the KAS Scholarship.

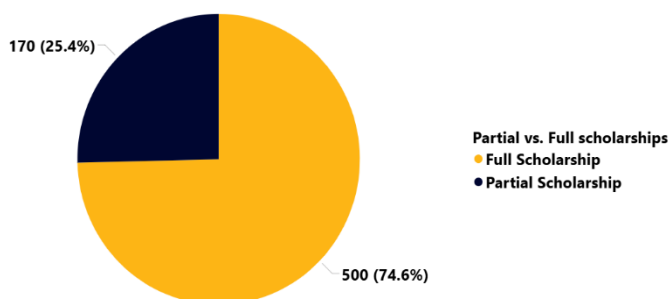


Figure 7: Partial vs. Full scholarships

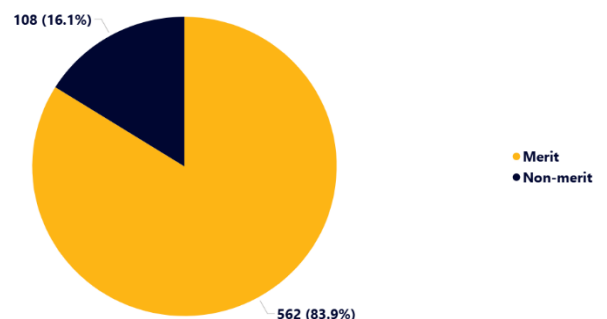
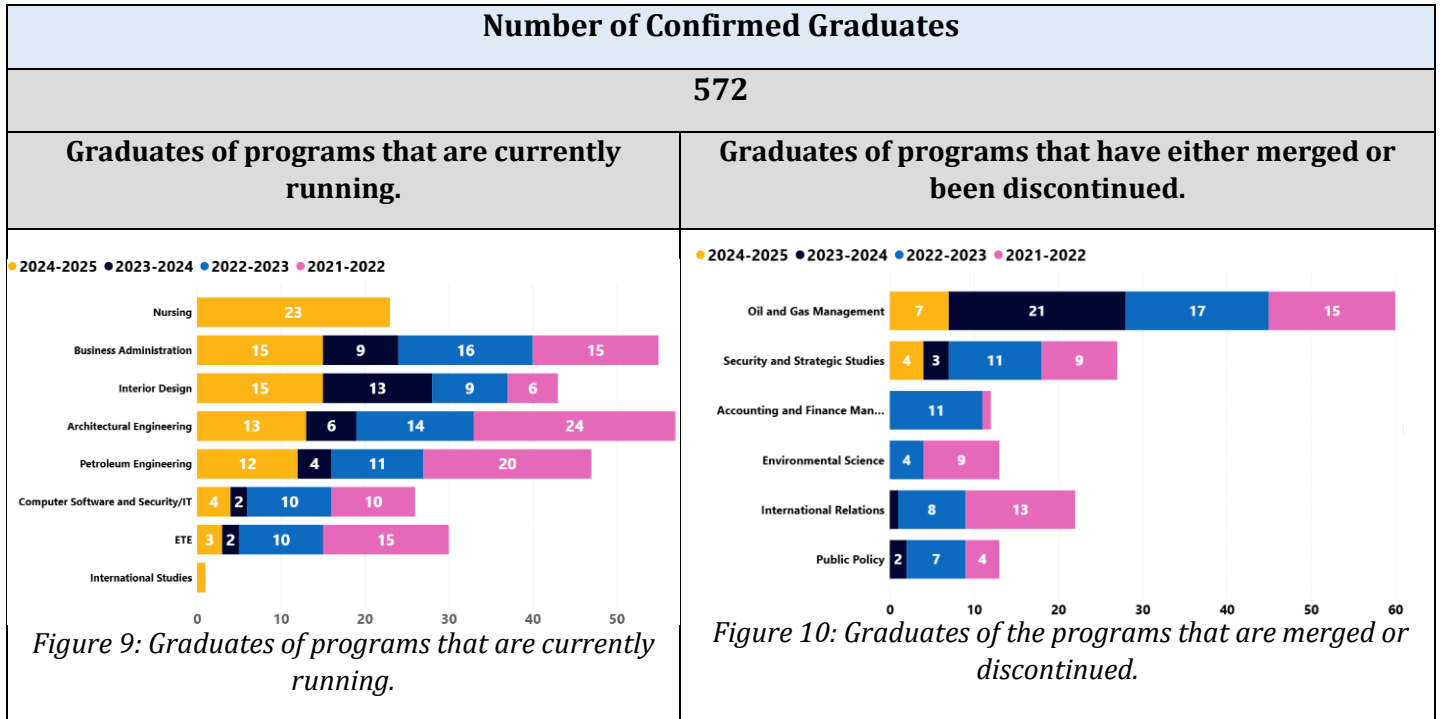


Figure 8: Merit vs. Non-merit scholarship recipients

Graduate Students Stats:

Figure 9 shows the number of confirmed graduates of the programs currently running, while Figure 10 shows the graduates of the programs that have been merged or discontinued.



Fall to Fall Stats:

This section contains the statistics compiled once a year, marking the start of the academic year. Statistics from Fall 2023 onward are included here.

Institutional Level Graduation Rate for four-year programs

● Graduation Rate Within 150% Of The Program Time ● Graduation Rate Above 150% Of The Program Time ● Dropped Out

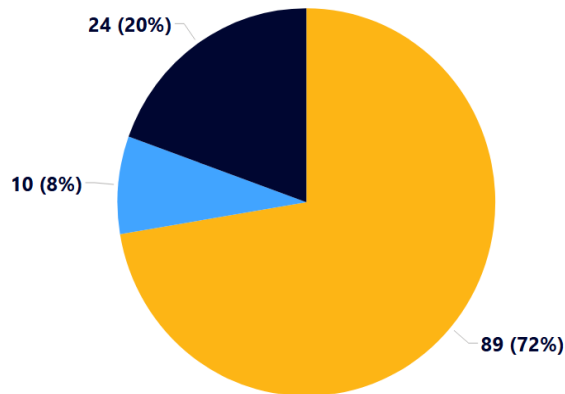


Figure 11: Graduation Rate

Figure 11 shows the institutional-level graduation rate for four-year programs, which is 72%. This graduation rate has been calculated for the first-year students enrolled in academic year 2019-2020. The figure shows that the remaining first-year students either dropped out or completed their degrees in over six years.

Time to Degree and Graduation Rate

Table 18: Time to degree 4-year programs.

Graduation Rates and Time-to-Degree for 4-Year Programs			
Entry Cohort Year	Graduates	Time to Degree	Graduation Rate within 150% of the Program Time
2014-2015	47	5.4	52%
2015-2016	27	4.6	66%
2016-2017	68	4.8	63%
2017-2018	96	4.1	86%
2018-2019	111	4.1	74%
2019-2020	89	4.0	72%
Time to Degree (Avg graduated years)	438	4.5	69

Table 18 shows the graduation rates, and time to degree for the entry cohorts of 2014-2015, 2015-2016, 2016-2017, 2017-2018, 2018-2019, and 2019-2020.

Table 19: Time to degree 5-year program.

Graduation Rates And Time-to-Degree for 5-Year Program			
Entry Cohort Year	Graduates	Time to Degree	Graduation Rate within 150% of the Program Time
2014-2015	No Five-Year Program in this Academic Year		
2015-2016	1	4.5	100%
2016-2017	6	5	85%
2017-2018	22	4.5	100%
2018-2019	The 150% duration of the Five-Year Program has not been met.		
Time to Degree (Avg graduated years)	29	4.6	95%

Table 19 shows the time to degree for the entry cohort years of 2014-2015, 2015-2016, 2016-2017, 2017-2018, and 2018-2019.

Time to Degree across 4-Year Programs

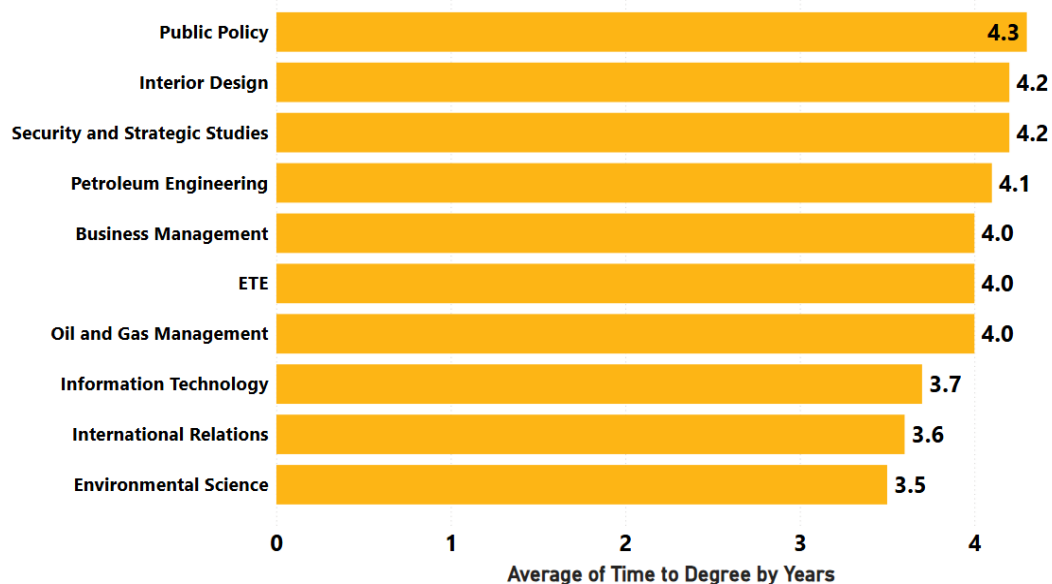


Figure 12: Time to Degree by Program, Academic Year 2019-2020

Institutional Level Retention Rate: 93.7%

Program	Enrolled in Fall 2024	Retained Fall 2025	Inactive/Withdrawn
Architectural Engineering	44	42	2
Electronics and Telecommunications Engineering	22	20	2
Petroleum Engineering	6	5	1
Business Administration	22	21	1
Computer Software and Security	33	31	2
Design	6	6	0
International Studies	5	5	0
Nursing	23	21	2

● Retained Fall 2025 ● Dropped Out

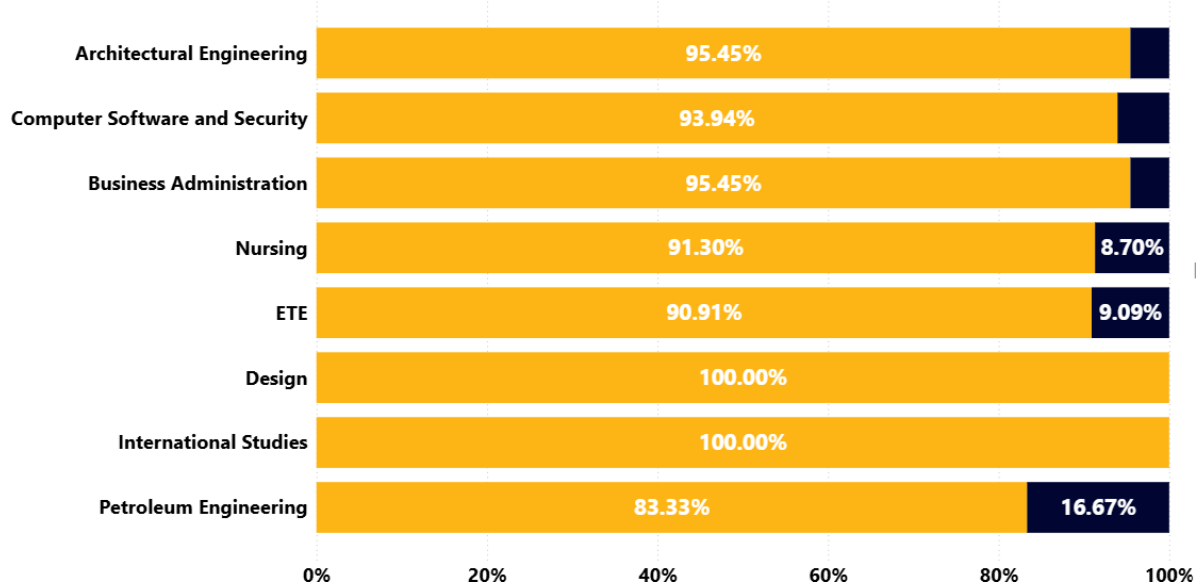


Figure 13: Program wise retention rate.

Full-Time Faculty Members' Demographics

Nationality:

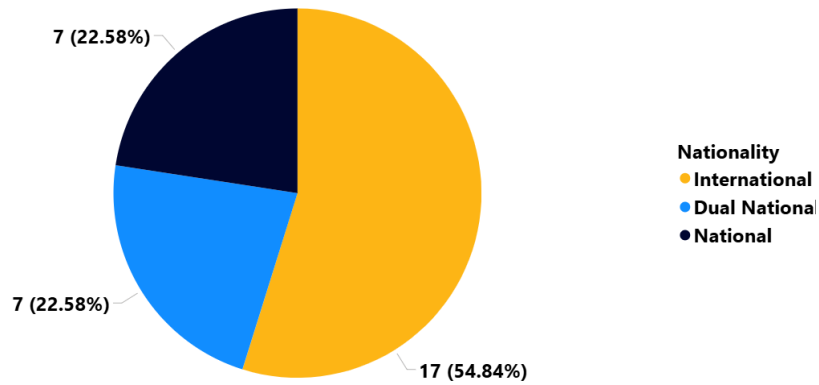


Figure 14: Full-time faculty members' nationality.

Full-Time Faculty Members' Gender and Ethnicity:

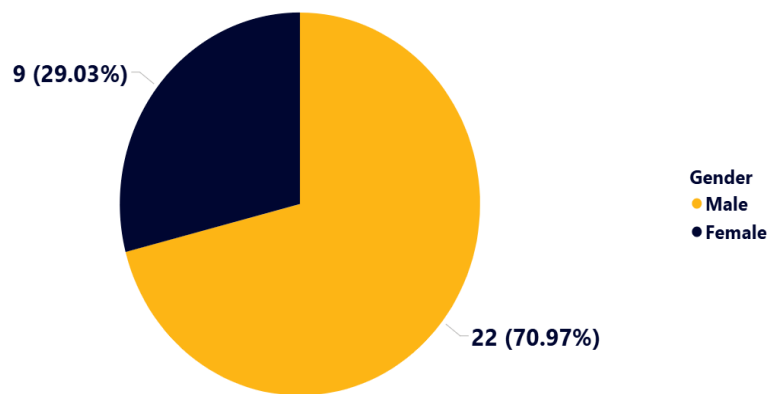


Figure 15: Full-time faculty members' gender.

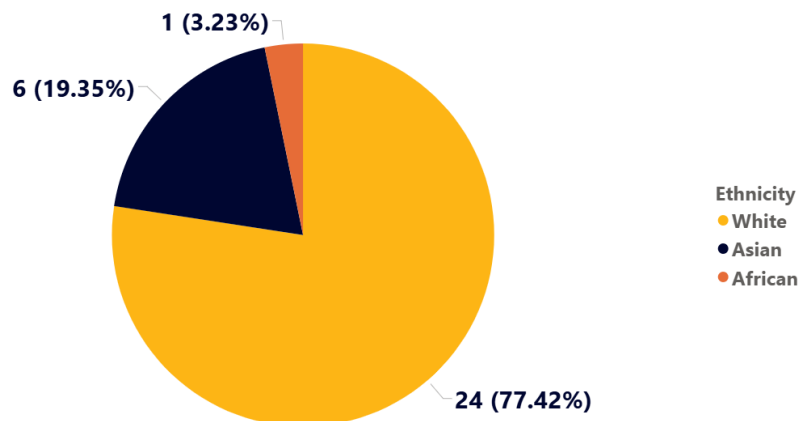


Figure 16: Full-time faculty members' ethnicity.

Full-Time Staff Demographics – Fall 2025

Nationality

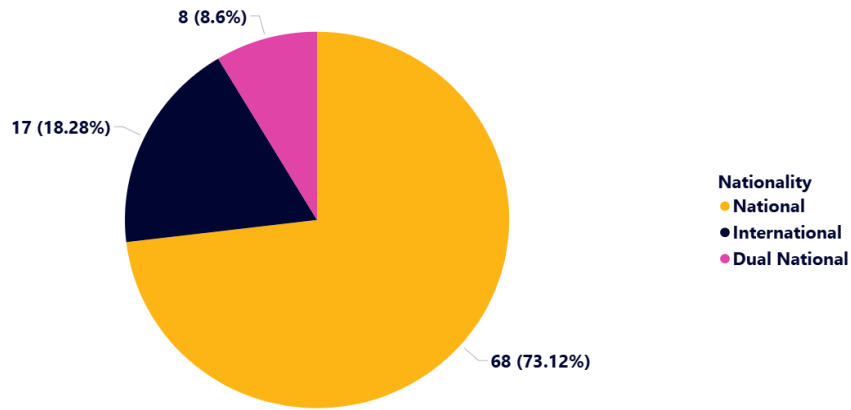


Figure 17: Full-time staff members' nationality.

Gender

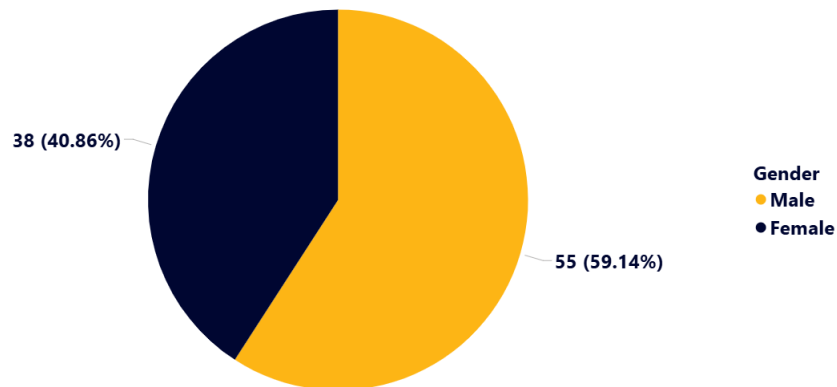


Figure 18: Full-time staff members' gender.

Ethnicity

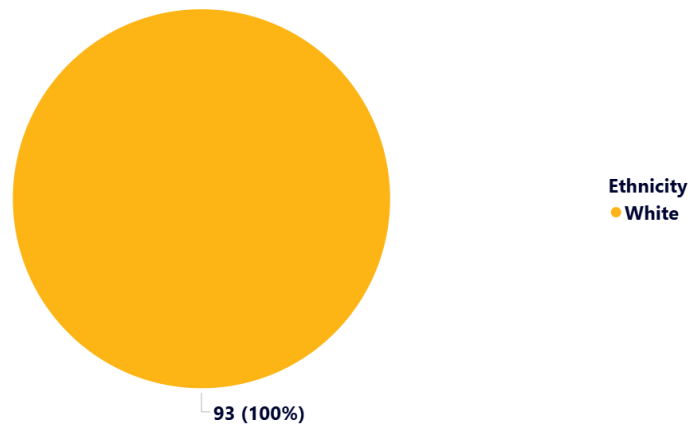


Figure 19: Full-time staff members' ethnicity by self-identified ethnicity.